

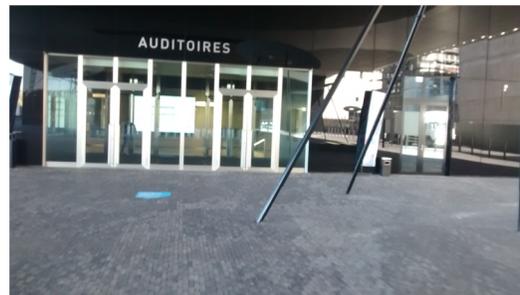
# *Studieren mit Behinderungen* *studying with disabilities*

A long and  
winding  
road to go

## The International Interdisciplinary Congress on *Diversity-sensitive Teacher Education* *Potentials and Limits of Development for* *Inclusive Universities*



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17- 18- 19 October 2018  
The Salzburg University of  
Education Stefan Zweig.

Austria

PÄDAGOGISCHE  
HOCHSCHULE  
SALZBURG



# Headlines:

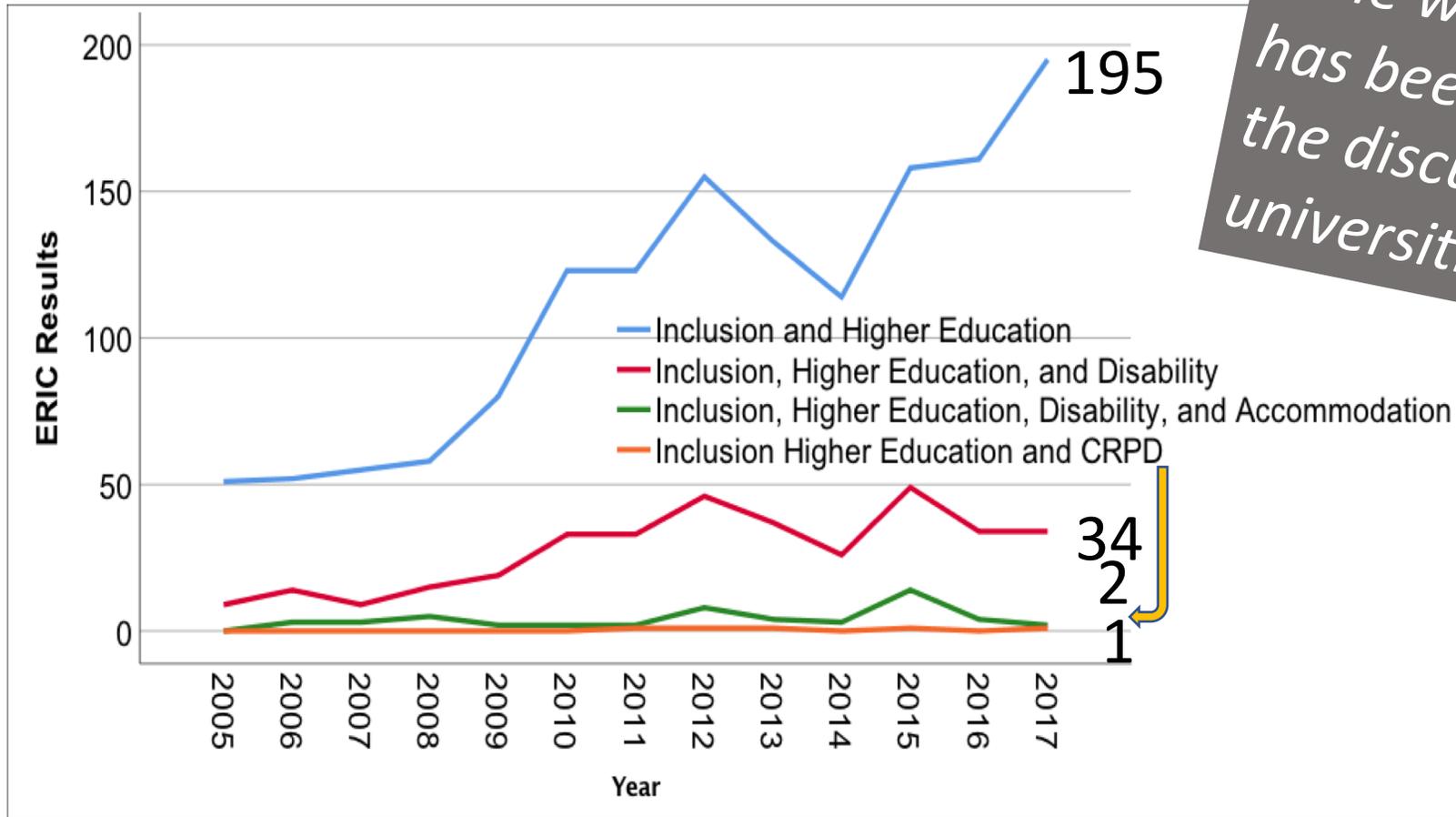
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1. Inclusion and university is still a neglected field of research.
2. The road to an inclusion-sensitive university is winding and long-lasting - paved with setbacks.
3. Inclusion in higher education varies according to the type of disability.
4. Compensation for disadvantages and reasonable accommodations are rather scarce and are not always useful.
5. Inclusion in higher education takes place under the premise and promise of employability embedded in neoliberalism.

# Inclusion, CRPD & HE

Inclusion & education:  
2017: 1070

## Hits in ERIC



*"The will to implement inclusion has been clearly expressed ... But the discussion on inclusion in the universities has just begun."*

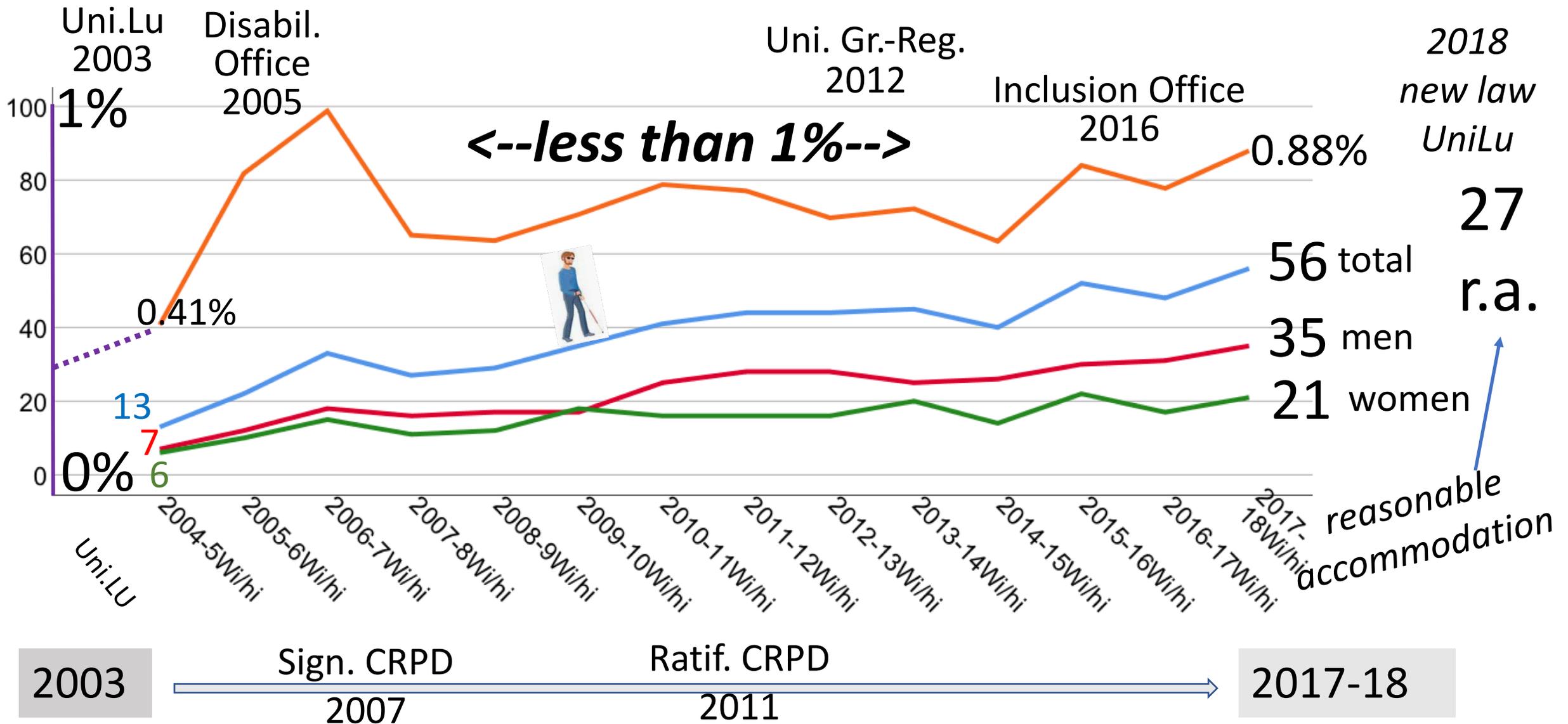
Knauf. H. 2015. 21



# Examples: Demands and Requests (source texts)

- *I want to ask you about learning disabilities. I have **learning disabilities** and in my college i get more time in exams. Is in the university of Luxembourg it some?*
- *Dear Arthur, My name is ... I am coming this monday to Luxembourg for student exchange. In my collage i have extra time in tests. What am i suppose to do to get **extra time** in the university of Lu.?*
- *I work for the Special Education Unit in .... During the last 7 years, I have accompanied ... in his school environment, because he has **Asperger's syndrome**..... On Monday, he will start at the University, where he is studying history. I believe that it is important to be in contact with the new school ....*
- *Probably you know the students ... ; He is a **diagnosed schizophrenic**, studied at the moment in the Bachelor en ... . Fails his studies from the standard period of study, and we must now decide whether / how he can continue his studies.*
- *would you accept a French **hearing-impaired** law student in your University? At the moment he has validated his first year of law in France.*
- *Just an additional question about the student with Asperger-syndrome... and that some of my colleagues have also asked): - are there any types of assessment that this students can/cannot take?*

# Inclusion in HE: University Luxembourg



# University of the Greater Region and Inclusion



- ❑ International project on HE and Students with Disabilities
- ❑ Launched in 2012
- ❑ ***Enabling students with disabilities or disorders to participate in HE***
- ❑ Multinational collaboration of disability officers from Universities in Belgium, France, Germany, and Luxembourg → “*Greater Region*”

<http://www.uni-gr.eu>



Projet cofinancé par le Fonds européen de développement régional dans le cadre du programme INTERREG IVA Grande Région. L'Union européenne investit dans votre avenir.

Gefördert durch den Europäischen Fonds für regionale Entwicklung im Rahmen des Programms INTERREG IVA Großregion. Die Europäische Union investiert in Ihre Zukunft.

# The University of the Greater Region:

## Greater Region: Heart of Europe

Surface ca. 65.400 km<sup>2</sup>.

Population: ca. 12.000.000

Cross-border commuter → LU ca. 200.000

## Universities of the Greater Region

Uni. Henri Poincaré Nancy

Uni. Nancy 2

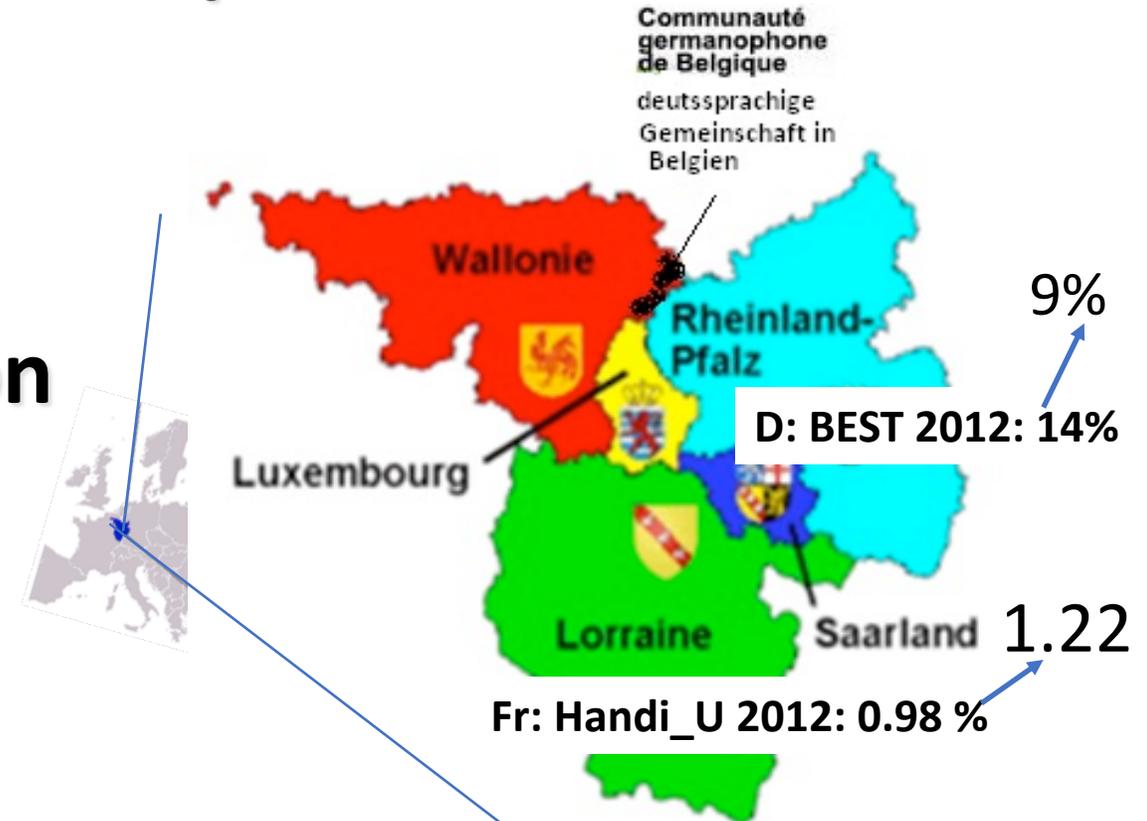
Uni. Paul Verlaine Metz

Uni. Liège/Lüttich /Luik

Uni. des Saarlandes Saarbrücken

TU Kaiserslautern

Uni. Luxembourg (Esch Belval 2014/2015)



**ca. 125.000 Students**

# CHARTER: *University of the Greater Region*

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**Art. 1** ... to enable students with disabilities (**swd**) to participate in student mobility....

**Art. 2** ... to ensure equal opportunities and full participation in all **swds'** activities in the classroom and beyond.

**Art. 3** ...to guarantee swd access to all services, offers, equipment, and infrastructures. ... to complete successfully ... , all domains of university's activities (research, teaching, and examination) taken into account. .... to raise awareness on inclusive education.

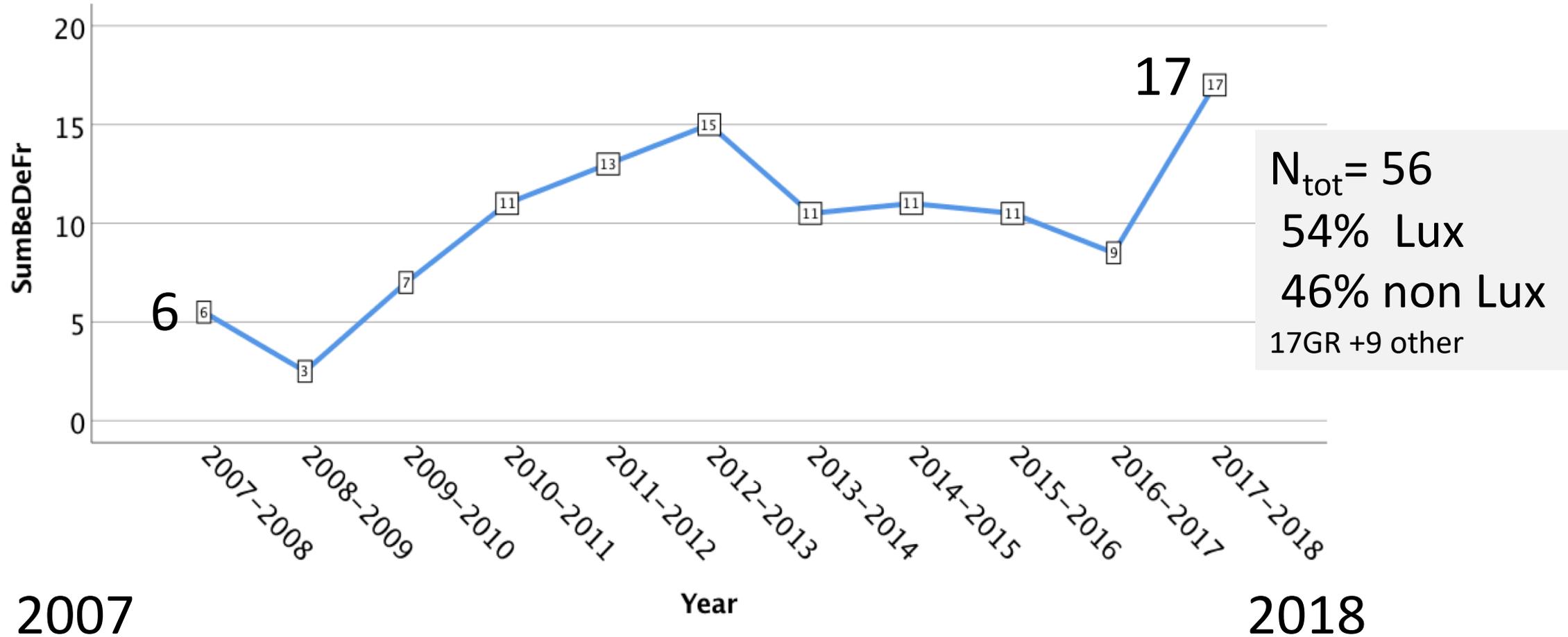
**Art. 4** ...mutual recognition of the different provisions

**Art. 5** ... to avoid break in mobility programmes. ....

**Art. 6** ... establish or maintain a service for **swd** ....

**Art. 7** ... networking: **swd** within the greater region

# Students with Disability comming from Be,Fr,Ge to Lu



# You're getting off to a good start!

## Students with disabilities (swd)

<i>Did the University of Luxembourg consider your impairment at the enrollment?</i>	<b>%</b>	<b>Count</b>
Yes	15%	2
No	39%	5
I don't know	46%	6
<b>Total</b>	<b>100%</b>	<b>13</b>

## Head of Programmes (hp)

<i>In which way is the admission process of your study programme responsive to the existence of an impairment?</i>	<b>%</b>	<b>Count</b>
Not at all	50%	10
Modification of assessments	20%	4
Quote-regulations	0%	0
Beneficial system	5%	1
Others	25%	5
<b>Total</b>	<b>100%</b>	<b>20</b>

# Disability disclosure by enrolment

	Did you indicate the impairment / disability or chronic illness at the initial enrolment paper?	%	Count
1	Yes	53.9%	7
2	No	46.1%	6
	<b>Total</b>	<b>100%</b>	<b>13</b>



„Dark Figure“?

Underestimation of the actual number

2017-2018:  
56 (.88%) -> **104** (1.63%)

Survey II Students with disabilities (SwD) N= 47+? Return = 28%

# Types of Disability

Item (impairment)	%	N	Overall disable. (2005-2017)	Estim. mean winter term
mobility impairment	23.1%	3	224 = 33.1%	10
acoustic or speech	7.7%	1	62 acoust. & 2 sp. = 13.1%	4
visual impairment	0 %	0	40 = 5.9%	2
psychological	7.7%	1	7 Psych & 10 Autism = 2.5%	1
long-term disease	38.5%	5	109= 16.1%	5
Learning disorders (“DYS”)	23.1%	3	10 ADHD= 1.75% & 5 “DYS”= 0.7%	ADHD: 1-2 Dys: 1
other kind of impairment	15.4%	2	185 n.a.= 27.3%	10
<b>Total</b>	<b>100%</b>	<b>13</b>	<b>677</b>	<b>30</b>

# Hidden Disabilities

Is it recognizable for others that you are impaired? How high do you estimate the perceptibility of your impairment?

Answer	%	Count
<i>Others recognize my impairment on the first encounter.</i>	9.1%	1
<i>Others presumably recognize my impairment after a while.</i>	18.2%	2
<i>My impairment is not perceptible for others.</i>	<b>72.7%</b>	8
<b>Total</b>	100%	11

# „Studyability“ and Disability

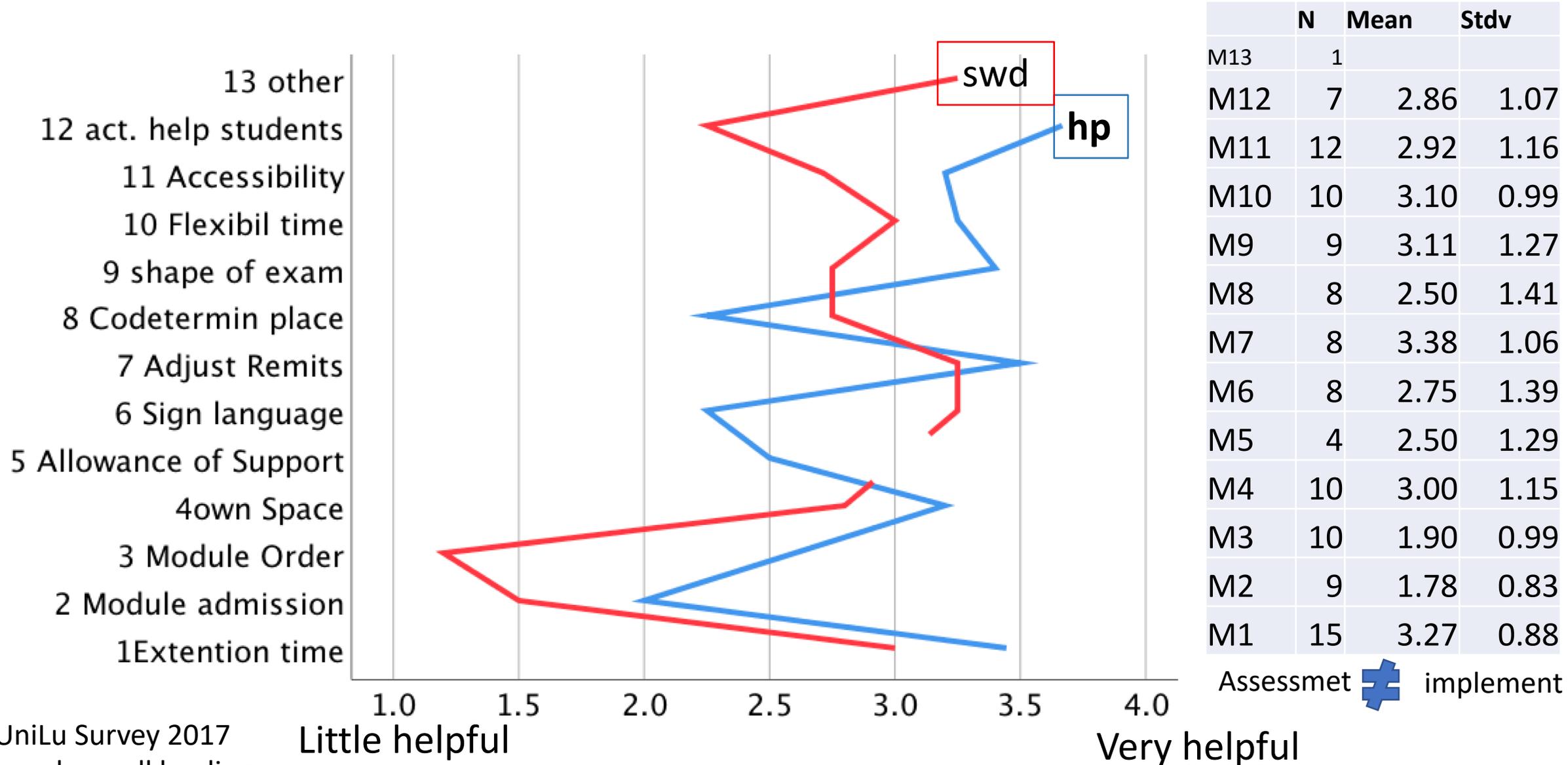
Item	Likert-scale 1 - 4 & no assessment					stats			FTC	FDE	FLSHASE
	1 Without major problem	2 Possible but restricted	3 Major restriction	4 Not possible	No ass.	N	Mean	Stdev	Mean	Mean	Mean
<b>Impairment</b>									Mean <b>2.52</b>	Mean <b>2.40</b>	Mean <b>1.87</b> ←
mobility	47%	26%	16%	0 %	11%	19	1.65	0.79	2.00	3	1.57
Auditive/speech	11.0%	42%	26%	16%	5%	19	2.50	0.92	2.87	2	2.29
Visual	5%	32%	37%	21%	5%	19	<b>2.78</b>	0.88	3.38	2	2.43
Psych.	25%	45%	10%	5 %	15%	20	1.94	0.83	2.25	2	1.5
Illness	16%	47%	5%	5%	26%	19	2.00	0.78	2.13	3	1.6
ADHD Dys	21%	31%	5%	16%	26%	19	1.82	1.1	2.50	/	1.83

# Reasonable Accommodations

	Item	granted %	SwD+HP RA
1	Extension of time to work	29.2	7
2	Admission to modules and divergence of achievements	4.2	1
3	Order of accomplishing modules	4.2	1
4	Own space for working with suitable equipment	0	0
5	Allowance of personal or instrumental support	8.3	2
6	Sign language interpreter. assistive technologies	0	0
7	Adjustment of remits (e. g. with regard to font, style...)	0	0
8	Codetermination as far as appointment, place, seat, guard.	12.5	3
9	Replacement of a shape of examination	8.3	2
10	Temporary flexibility with regard to accomplishing merits	16.7	4
11	Accessibility to a space	4.2	1
12	Access to activities aiming at helping students, extra pause	12.5	3
13	other		
	TOTAL	100	24

UniLu Survey 2017 SwD and HP **low cell loadings!**

# Reasonable Accommodations



UniLu Survey 2017  
very low cell loadings

# The new act of the Uni.Lu (2018)

## Definition of Student with Disability:

- Art. 1,12. User with special educational needs:

By "***user with special educational needs***" is meant any user with a particular disability or incapacity whose impact hinder normal progress in studies or prevent him from using the knowledge and skills acquired during the assessment tests and who is such that these obstacles and impediments can be overcome by the reasonable accommodations provided for in this section.

Loi du 27 juin 2018 ayant pour objet l'organisation de l'Université du Luxembourg, Art. 1<sup>er</sup>. Définitions, 12 .



# reasonable accommodations provided by Uni.Lu

1. the design of auditoriums or seminar rooms;
2. a separate room for the evaluation tests;
3. an adapted presentation of the questionnaires;
4. an increase in time during the evaluation tests;
5. additional breaks during the evaluation tests;
6. the use of technological and human aids to compensate for particular deficiencies;
7. the spreading of the evaluation tests over two examination sessions;
8. the replacement of part of the evaluation procedures provided for a course;
9. exemption from some of the assessment tests or elements of work, participation or, .....
10. a derogation from the criteria concerning the percentage of ECTS credits to be passed at the end of the first year... .
11. an exemption from the mobility requirement ...
12. the relocation of assessment tests outside the University;
13. the completion of the learning of some or all elements of a program of study outside the University.

# Inclusion policy in Higher Education

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**Germany:** The overarching objective is to develop a University for all, which ensures the equal participation of all students. (HRK 2009)

**France:** The institutions of higher education enroll students with disabilities or with health problems, in the same way as other students, and ensure their study by implementing necessary accommodations within the University (Law of February 11, 2005, 20)

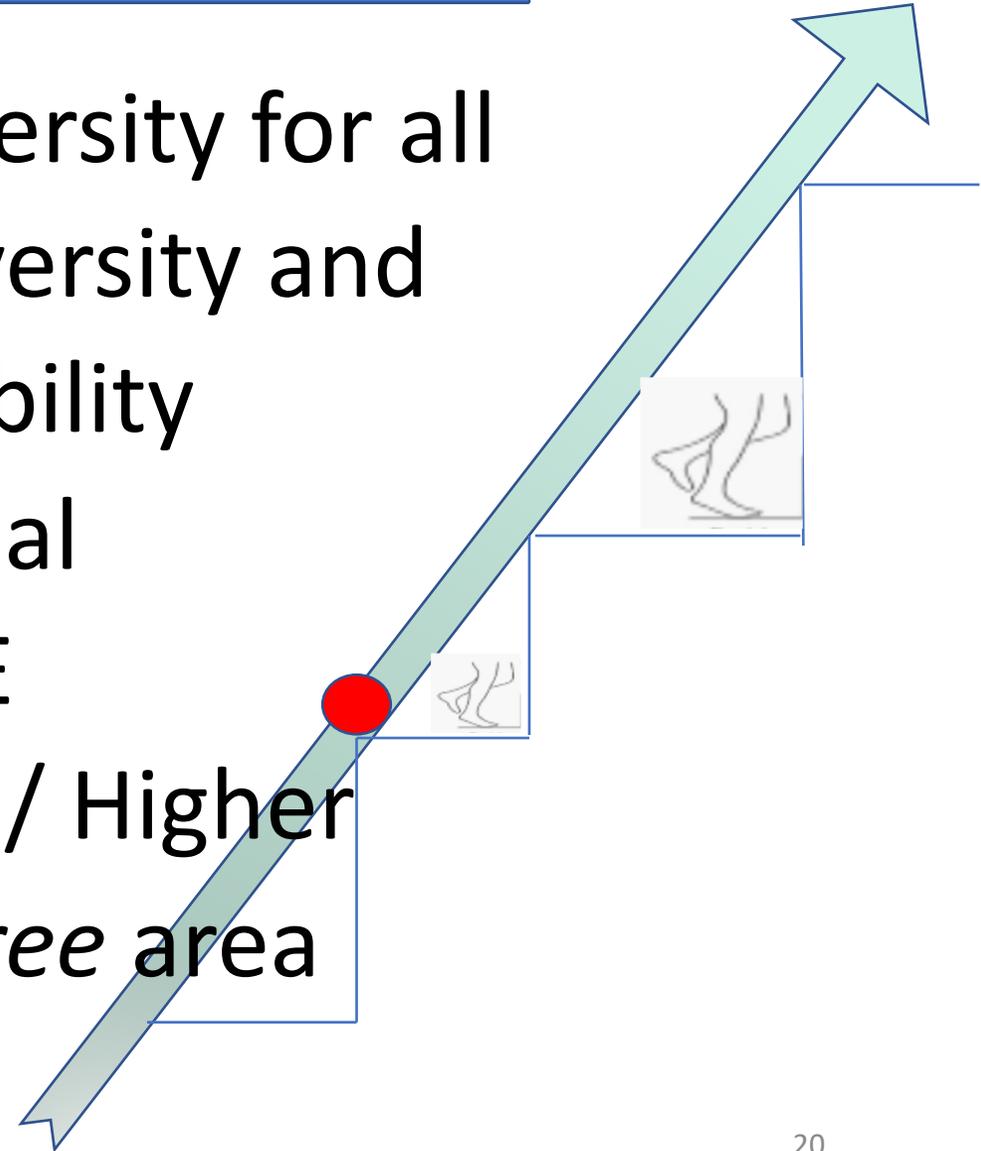
## **Luxembourg:**

- no general act on inclusion in higher education.
- 2003 first Act on University no disability compensation mentioned
- 2018 Act on Luxembourg University: ***user with special educational needs;***
- „Inclusion“ is no matter of concern***

# On the way to?

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- 4) The *inclusive university* / University for all
- 3) Opening up of universities / diversity and *equal opportunity* meet disability
- 2) “*Obstacles reduced*” educational establishment/ accessible HE
- 1) **University without disabilities** / Higher Education = *elitist and inclusion-free* area



# Inclusion in Programme BSSE

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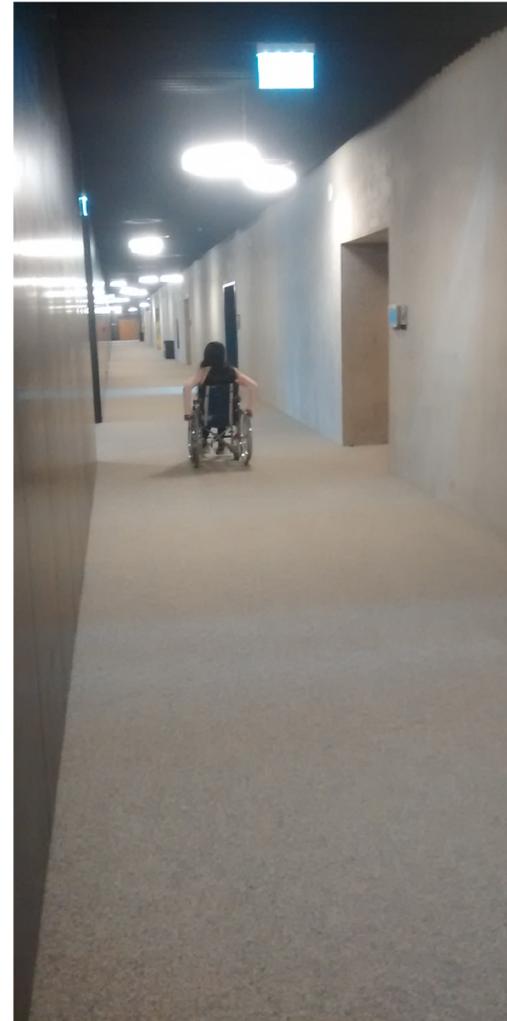
## **BSSE-ME-3.01**

*Disability and non-discrimination:*

Social Work meets persons with disabilities

optional module: three-part seminar cycle term 2 ,3, and 5

And Bachelor thesis



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