

Título/Title: Inclusion in Higher Education

Subtítulo/subtitle:
Political declarations meet empirical data

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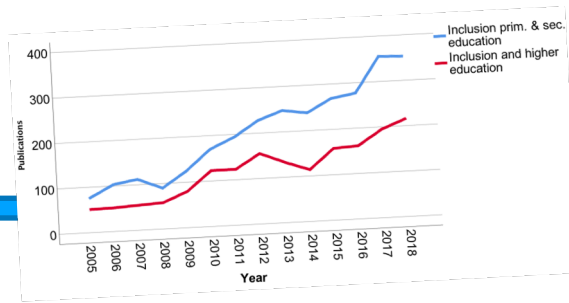


Thematic Session I - TS1:
Special Education and
Inclusion – Parallel session 5
2:00 p.m. - 3:30 p.m.

Headlines: *Statements & Theses*

1. Inclusion in higher education is something special.
2. *“Higher Education for all”* does not include all.
3. Experiences of inclusive practices at Luxembourg university: data and images.
4. Different ways to inclusive higher education.

1. Inclusion in higher education (H.E.) is something special



- ❑ *The discussion about inclusion in H.E. began with a delay compared to mainstream education.*
- ❑ *Inclusion in H.E. \neq compulsory education.*
- ❑ *No disability specific H.E. structures (with few exceptions).*
- ❑ *H.E.: elite education, global competition for the best students and scientists, employability, rankings, ...*
- ❑ *Discrimination outside H.E.: admission & selection criteria*
- ❑ *H.E. & Inclusion: Equal opportunities, accessibility, and compensations for disadvantages (reasonable accommodations); public-private partnership-traps, Neoliberalism*

2. “Higher Education for all” does not include all.

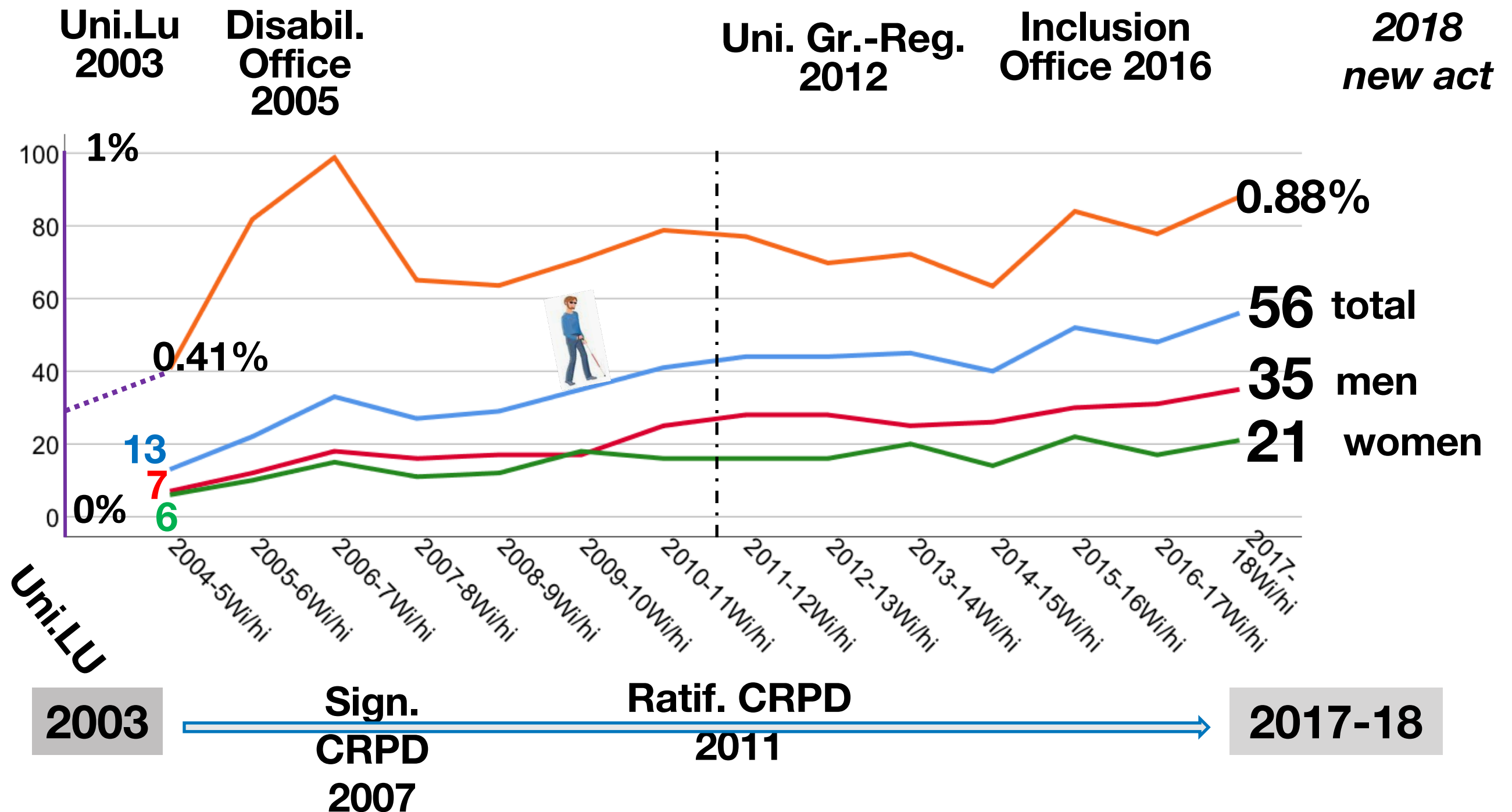
- ❑ **CRPD art. 24:** *“ the right of PWD to education. (...) an inclusive education system at all levels, ... access to general tertiary education, without discrimination, .. reasonable accommodation provided to persons with disabilities.”*
- ❑ **Inclusive education (Stainback & Stainback 1990, 3)** *... in mainstream, in regular classes, ... a place where every one belong,.... is accepted, supported, educational needs met.*
- ❑ **Inclusion (Parsons, T. 1966, 22)** *... “previously excluded groups which have developed legitimate capacities to ‘contribute’ to the functioning of the system” . - > Luhmann’s inclusion in systems*
- ❑ **Neolib.:** employability driven H.E., active inclusion; carrot and stick approach; protean career attitude, fees, return of invest,
--> *N.C., Assessments, selection, exclusion, competition, etc.*



3. Experiences of inclusive practices at Luxembourg university: data and images(1)

- *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?*
- *I am coming this monday to Luxembourg for student exchange. ... What am i suppose to do to get extra time?*
- *I work for the Special Education Unit in During the last 7 years, I have accompanied ... has Asperger's syndrome.....will start at the University, ... important to be in contact.... .*
- *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?*
- *Asperger-syndrome ... 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*”



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.

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

The University of the Greater Region:

Greater Region: Heart of Europe

Surface ca. 65.400 km².

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



CHARTER: *University of the Greater Region*

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

http://www.uni-gr.eu/fileadmin/Studieren/UniGR_Charta_Handicap_final_de_20131122.pdf

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 success-fully ... , all domains of university's activities (research, teaching, and examination) taken into account. to **raise awareness on inclusive education**

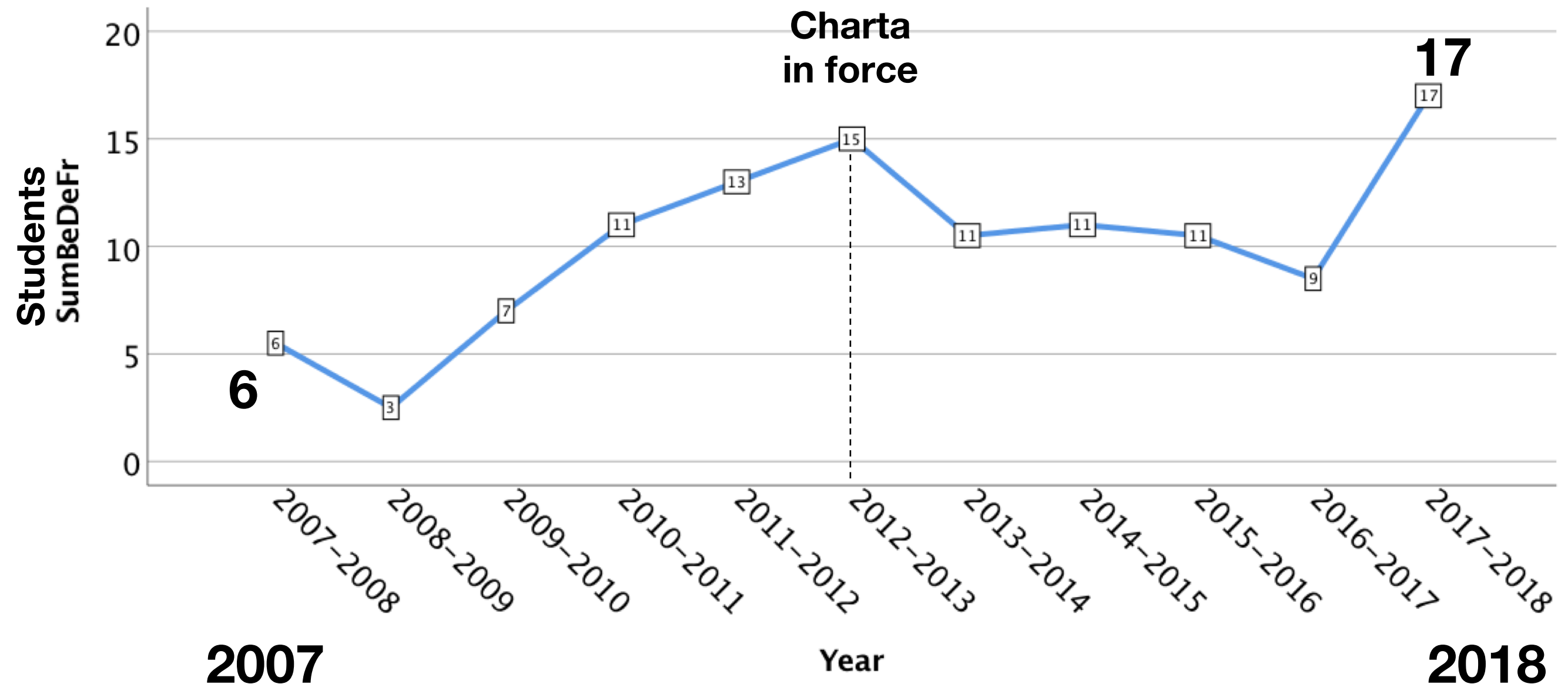
Art. 4 ...**mutual recognition** of the different provisions ...

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



2017: $N_{\text{swdtot}} = 56$: 54% Lux 46% non Lux; 17 GR +9 other

Disability: Applications and Admission

	2013- 2014	2014- 2015	2015- 2016	2016- 2017
Number of disabled candidates	257	226	206	205
Number of candidates	17901	17193	17003	17365*
Disabled candidates ratio	1.44%	1.31%	1.21%	1.18%*
Swd < 1%				

Data compilation University Luxembourg inclusion office
Data differ slightly from other sources (c.f. annual reports)

* estimation

University Luxembourg 2017 Survey

Faculty	hp ^{swd}	hp ^{noswd}	swd	swd17	enrol.	% swd
1) FSTC (science. engen. technique)	8	6	1	8	1660	0.48
2) FDEF (legal studies. economy)	3	3	5	18	2457	0.73
3) FLSHASE (hist.. hum.. so. sc.)	10	2	11	19	2215	0.86
Total (+free Stud.)	21	11	18	47	6332	0.75

Survey I Head of Programmes (hp,
N= 70) return, N= 32= 46%; hp^{swd}:30%

Survey II Students with disabilities
(SwD) Population N= 47+? Return = ca.
28% (1 missing on faculty)

Data compiled by
University administration

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>	%	Count
Yes	15%	2
No	39%	5
I don't know	46%	6
Total	100%	13

Head of Programmes (hp)

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

Disability disclosure by enrolment

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

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

„Dark Figure“?

Underestimation of the actual number

2017-2018:
N= 56 (.88% stud.popul)
With „dark figure“ ->
N may be **104**
(1.63% of stud. population)

Types of Disability

Item (impairment)	%	N	Overall disable. (2005-2017)	Estim. mean winter term 2018
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
Total	100%	13	677	30
Survey II Students with disabilities 2017			University compilation	Estimation

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>	72.7%	8
Total	100%	11

„Studyability“ and Disability

Item	Likert-scale 1 - 4				& no assess- ment	stats			FTC	FDE	FLSHASE
Impair- ment	1 Without major problem	2 Possible but restricted	3 Major restriction	4 Not possible	No ass.	N	Mean	Stdev	Mean 2.52	Mean 2.40	Mean 1.87
Mobility	47%	26%	16%	0 %	11%	19	1.65	0.79	2.00	3	1.57
Auditive/ speech	11.%	42%	26%	16%	5%	19	2.50	0.92	2.87	2	2.29
Visual	5%	32%	37%	21%	5%	19	2.78	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



UniLu Survey 2017 Attention: low cell loading

Restricted → Major restriction

PORTO INTERNATIONAL CONFERENCE ON RESEARCH IN EDUCATION

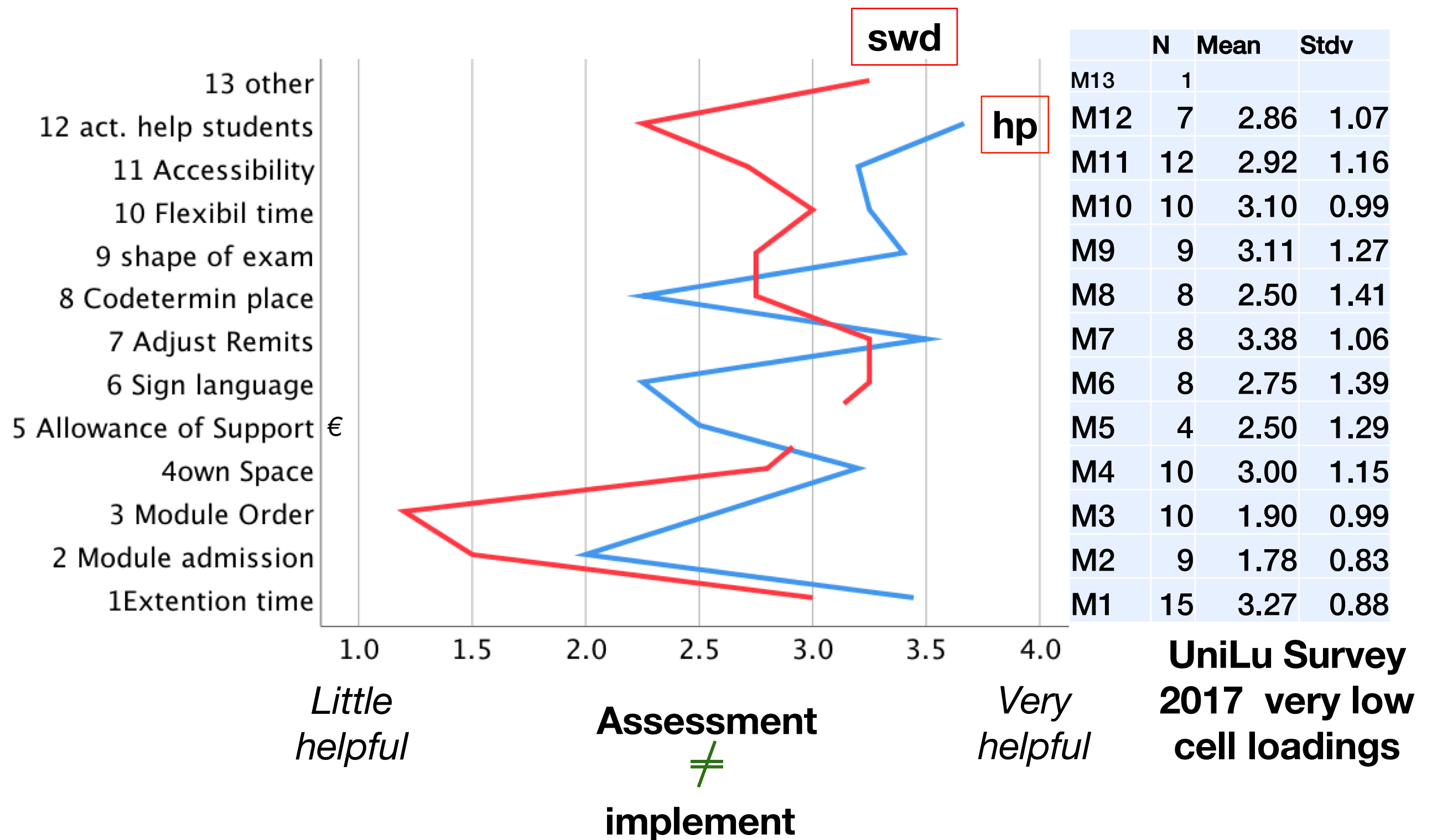
ICRE 2019 | 2ND EDITION

Reasonable Accommodations

	Item	granted %	swd+hp
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



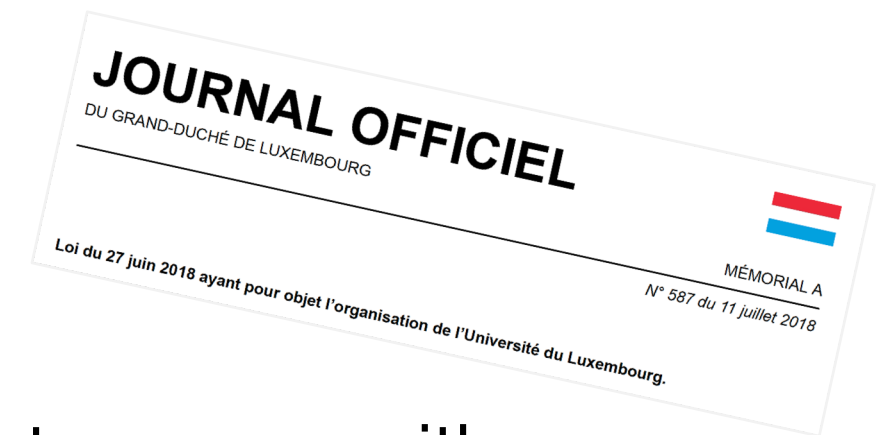
The new act of the Uni.Lu (2018)

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^{er}. Définitions, 12 .



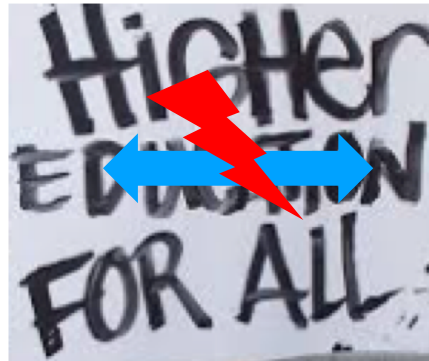
Reasonable accommodations by law 27/06/2018

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.

Loi du 27 juin 2018 ayant pour objet l'organisation de l'Université du Luxembourg, Art. 39. Aménagements raisonnables.

Student with disabilities and University for all ?

Higher Education for All



Tuition fees Universities

Students with disabilities are people with abilities and aspirations for academic success and professional integration but with disabilities or disorders that can lead to inabilities. The law of 11 February 2005 Handicap (France) →

The overarching goal is to develop a "University for All" that ensures equal participation for all students. (HRK 2009 Germany)

- ☐ All?
- ☐ intellectual development disorder?,
- ☐ without aspirations or chances/
willignes to join the labour market?
- ☐ Without « abilities »
- ☐ What is equal participation
for persons with severe
impairments?
- ☐ Numerus clausus system

Inclusion policy in Higher Education

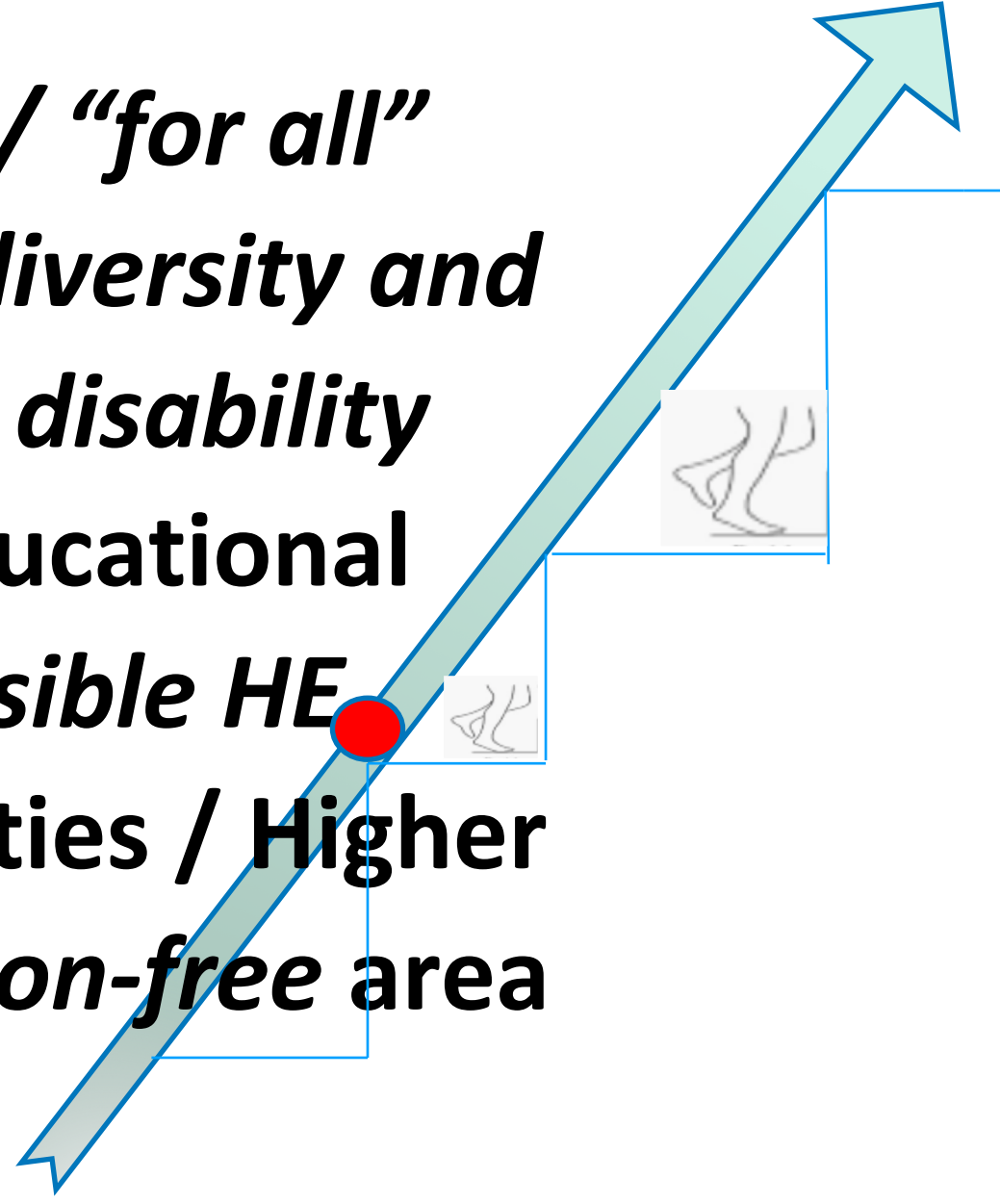
Germany: The overarching objective is to develop a University for all, which ensures the equal participation of all students. (HRK 2009)

France: The institutions of higher education enrol 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
- ☐ *Intern rules: only accomodations no social aspect /no campus life*

5. Different ways to inclusive Higher Education

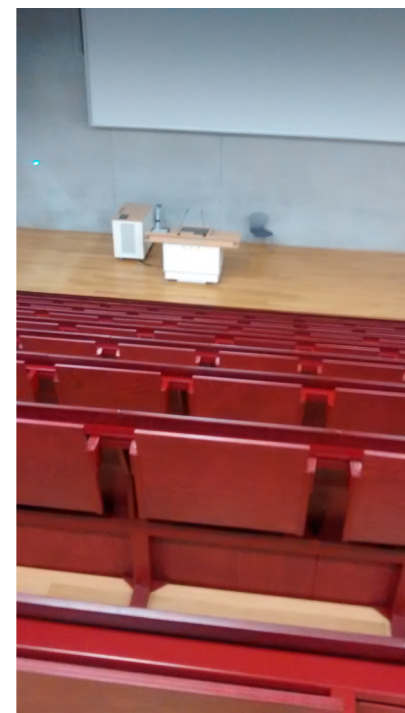
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- 4) The *inclusive university* / “for all”
 - 3) Opening up of universities / *diversity and equal opportunity meet disability*
 - 2) “*Obstacles reduced*” educational establishment/ *accessible HE*
 - 1) University without disabilities / Higher Education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

c.f. Knauf. H.
2015

Pictures say more than words



The concept of 'inclusive education' could not be taken into account.



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