TAM on Best Practices of European HEIs

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European initiatives

Salamanca Statement (UNESCO, 1994)
- inclusion is a question of human rights, education and access for all, special needs education
  https://www.european-agency.org/sites/default/files/salamanca-statement-and-framework.pdf

Convention on the rights of people with disabilities (UN, 2006)
- right to (higher) education (Article 24). The provision of effective education must be facilitated by reasonable accommodations and individualized support in participative & inclusive environments
  https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

European Strategy on Disability 2010/2020 (WHO, World Bank, 2011, 2017)
- Governments have the duty to remove the barriers that hinder inclusion
  https://equineteurope.org/summary-strategy-for-the-rights-of-persons-with-disabilities-2021-2030-a-view-from-equality-bodies/

Answers of European HEIs

From 1990s to 2006

- ➤ universities focused on guaranteeing **equality of access** to students with disabilities
- ➤ making sure primarily that their **buildings** were adequate
- ➤ providing **services** of **compensatory support**
- ➤ spread of **anti-discriminatory legislation** in many countries

2006 to 2015

- ➤ approach became more **refined, complex** and more specific
- ➤ Focus on **implementation** & spread of a new cultural approach and **broader** interest
- ➤ **diversification** & **massification** of student population – requires change of academic culture

Lessons Learned

➢ The process of implementing inclusive policies is **continuous** but **slow**

➢ **Obstacles** due to **cultural traditions**, **local policies** and different **academic cultures**

➢ HEIs must provide **dedicated support** to make up for the gap in performance

– For support SWD have to **declare the nature of the disability** despite the risk of exposure

– Crucial to **rethink teaching models** and **allocation of resources**

Yerevan Communiqué 2015

"Making our systems more inclusive is an essential aim for the EHEA as our populations become more and more diversified, also due to immigration and demographic changes."

Objectives

- enhance **quality** of teaching (especially when mediated by **technology**)

- **monitor** academic careers and **disability services** (beyond functional)

- **transform into** data collection centres, consultation & guidance services

- **special** support and training for **academic** and **administrative** staff

- more **active** participation– give SWD a **voice & evaluate** campus climate

- **support** SWDs in learning **self-advocacy** skills

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Best Practices of European HEIs

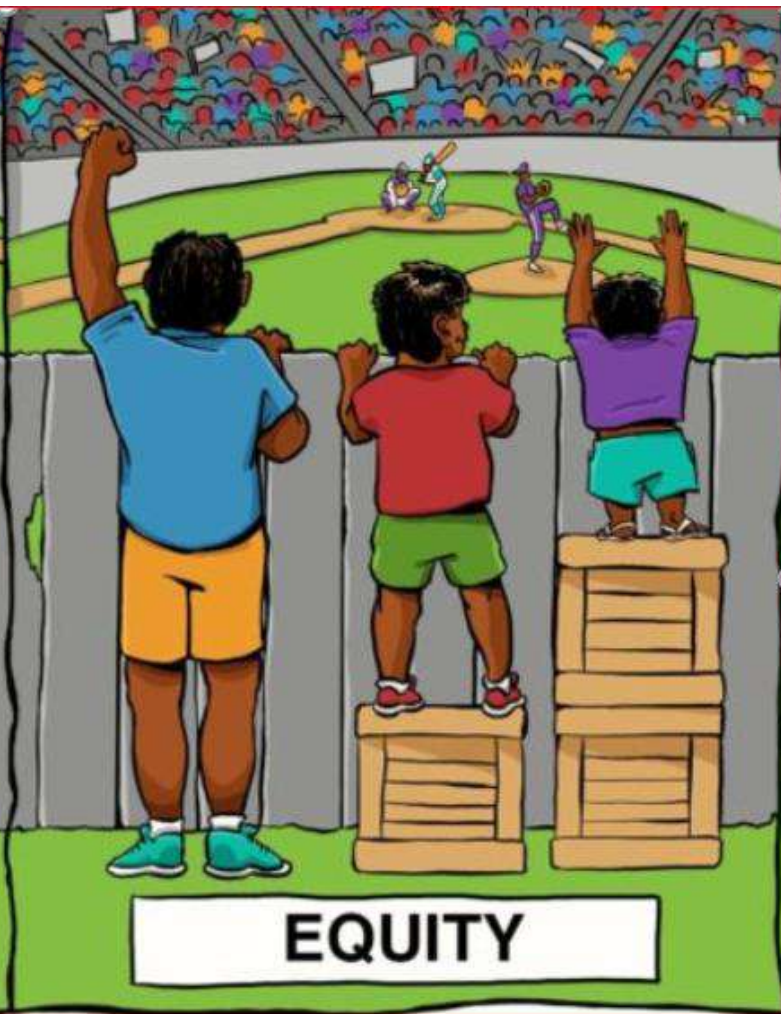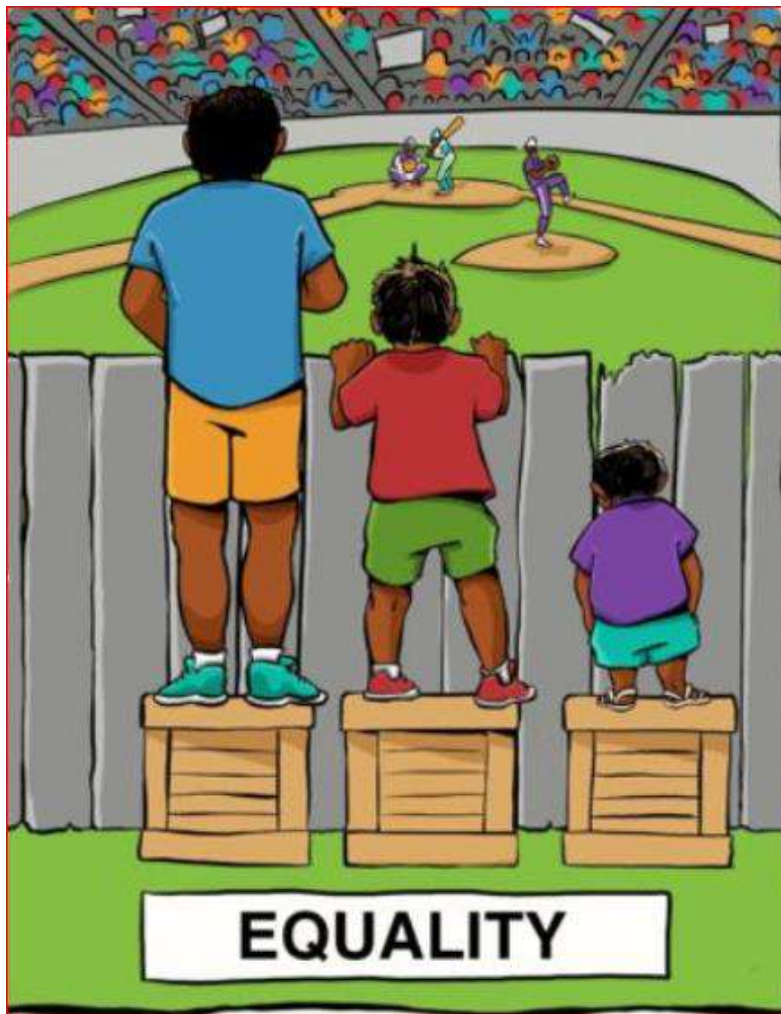Social Dimension Mainstreaming (Ireland, Austria, Croatia, Scotland)

https://oead.at/de/expertise/europaeischer-hochschulraum/international-pla-social-dimension/

- **Underrepresented** and **vulnerable** groups of students

- Guidelines for improving **support** for **disabled students**

- Enhanced **infrastructure** for disabled students

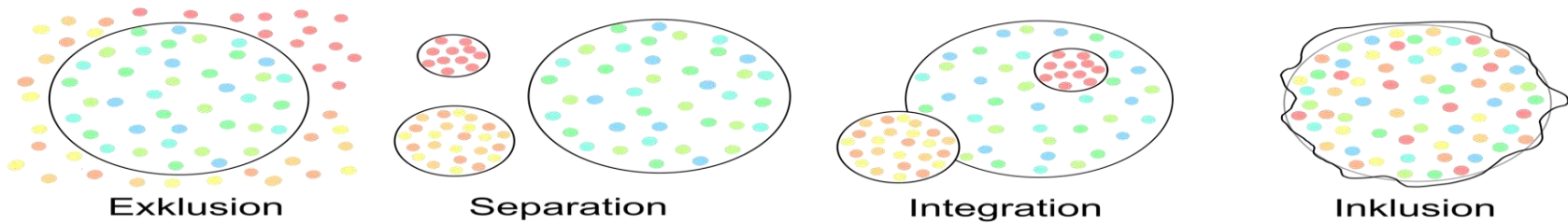- **Equitable** access to distance and online education

How to mainstream?

➢ **Social dimension** should be **central** to HE strategies at system and institutional level

➢ **Legal regulations** and policy documents should allow and enable HEIs to develop their own strategies for widening access

➢ **Reliable data** for **evidence-based improvement** of social dimension

➢ Public authorities should provide **sufficient and sustainable funding** and

financial autonomy to HEIs

➢ Public authorities should engage in **policy dialogue** with HEIs about **HOW** principles and guidelines can be implemented

EQUALITY

EQUITY

"Diversity is being invited to the party; inclusion is being asked to dance"

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Exklusion   Separation   Integration   Inklusion

- According to WHO, over one billion people, which is about **15% of the world's population,** lives with some form of disability. Rates of disability are increasing due to the aging population and **increases in chronic health conditions**.

- "**disabled person**" is defined as an individual whose prospects of securing, retaining and advancing **in suitable employment are substantially reduced** as a result of a duly recognised physical or mental impairment.

- Educational initiatives for disabled people e.g. **European Agency for Special Needs and Inclusive Education** as well as a specific study group on disability and lifelong learning

https://www.european-agency.org/

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