

# *MobiAblity*: Preliminary Results Presentation

## O1 - Standard of Measures



Erasmus+

UNIVERSIDAD DE  
MURCIA

24 Octubre, 2018  
Murcia

## Some good practices

**MappED!**  
inclusive mobility

Update

University Online

Disability Office

**Is there an office or department helping students with disabilities?**

Yes

**Name**

Servicio de Atención a la Diversidad y Voluntariado (ADYV)

**Email**

discapac.adyv@um.es

**Website**

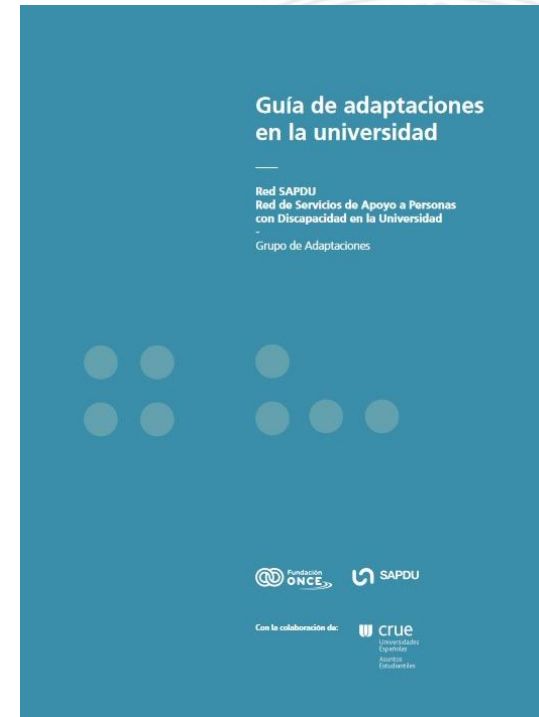
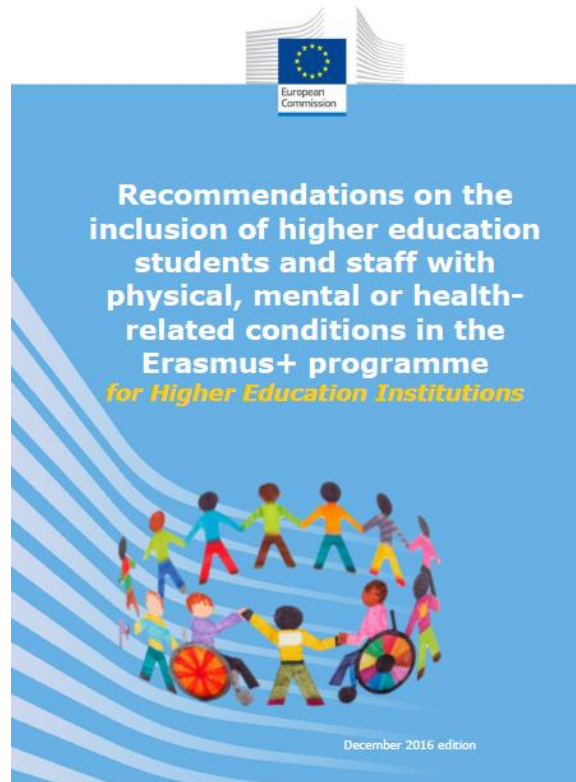
<https://www.um.es/adyv/diversidad/discapacidad/apoyo-discapacidad.php>

**Phone**

+34 868 883351

**Address**

Unidad de Apoyo a Estudiantes con Discapacidad v/o



## But... If we see the reports from home universities

### 33 pages report on a specific learning difficulty

- Statements and aims
- Background information
- Effects of disability on study
- Assessment results
- Recommendations
- Supplier details (costs)
- Annexes

**VS.**

### 3 lines e-mail on a physical disability

- General description
- “He needs a wheelchair”

## Intellectual outcomes



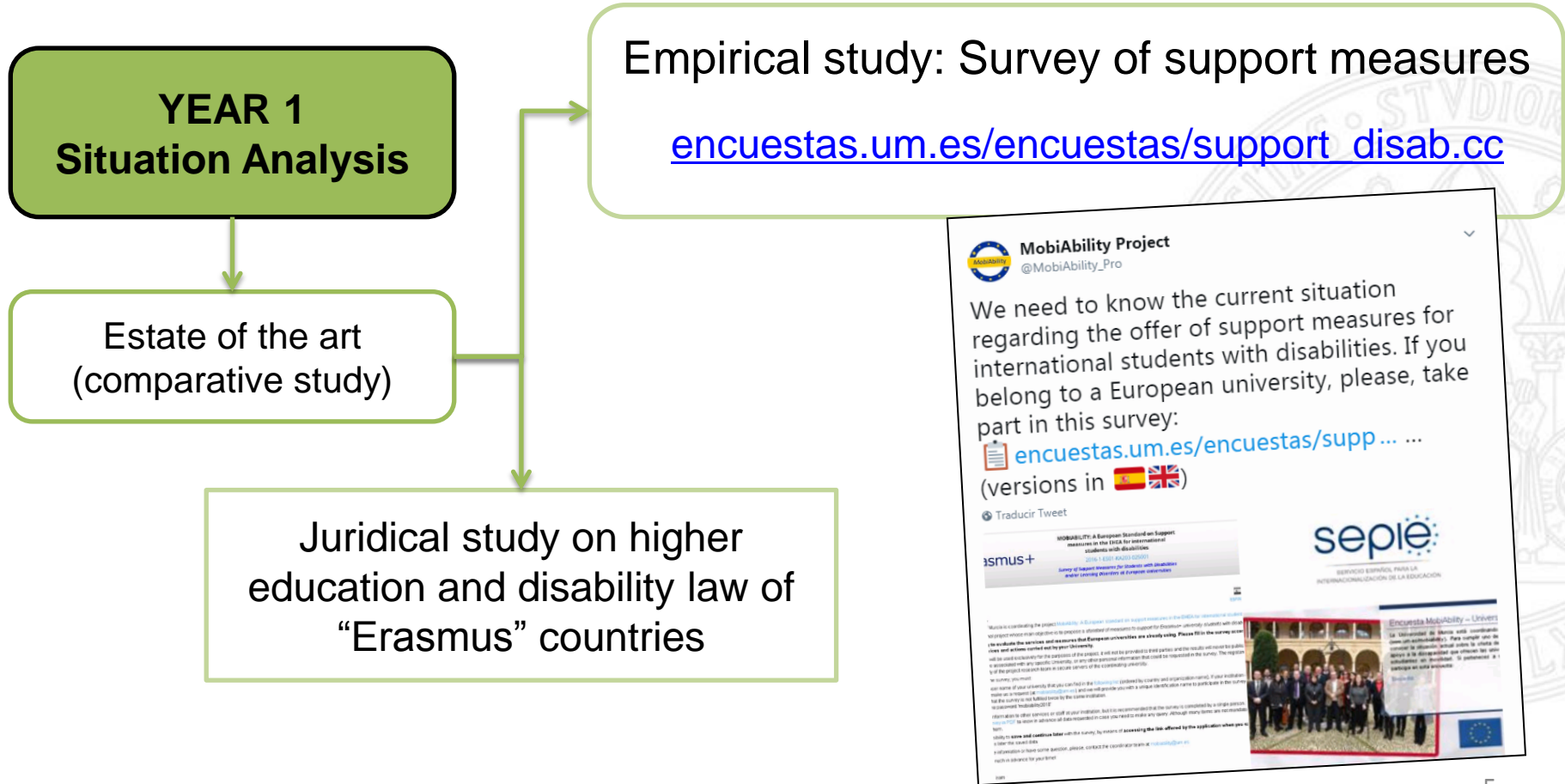
**Intellectual outcome 1:** A European standard of measures and reasonable accommodations for mobility students with disabilities



Intellectual outcome 2: An online and multilingual platform that house a catalog of universities meeting the standard, and some tools for attention-to-diversity services and students



## O1- Standard of measures



# Objective

## Analyzing the legal bases for the standard

- What do the national laws say about disabilities in the higher education?
- Are they general or specific?
- Do they regulate all dimensions of higher education (admission, mobility, teaching-learning process, etc.) or only some of them?
- Are there more coincidences or more divergences across countries?



## Method

- **Sample**

21 countries were selected

- 95% of outgoing student
- 97% of incoming students
- 98% of incoming and outgoing students with disabilities





# Method

- **Dimensions (areas of interest)**

1. Definition of a person with disabilities
2. Access and admission to university
3. Staying and mobility in university
4. Accessibility to resources
5. Teaching-learning Process
6. Evaluation and Exams
7. Other programs or actions (not analysed here)





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Response categories	5.1. Are any reasonable accommodations regulated in the teaching-learning process? 0 = No; 1 = Yes	5.2. Are any special academic support measures regulated in the teaching-learning process? 0 = No; 1 = Yes
Austria	0	0
Czech Republic	1	0
Spain	1	0
Finland	1	0
France	1	1
Germany	0	0
Greece	0	0
Hungary	0	1
Ireland	1	0
Italy	0	0
Lithuania	0	1
Holland	0	0
Poland	0	0
Portugal	1	0
Romania	0	0
Slovakia	1	1
Sweden	0	0
Switzerland	0	0
Turkey	0	0
UK	1	1
Berlin (Germany)	1	0
Brussels (Belgium)	1	1
North Holland (Netherlands)	0	0
Vaud (Switzerland)	0	0
Vienna (Austria)	0	0

## Results

- Global analysis

	<b>D1</b> (Max. = 3)	<b>D2</b> (Max.= 2)	<b>D3</b> (Max.= 3)	<b>D4</b> (Max.= 2)	<b>D5</b> (Max.= 2)	<b>D6</b> (Max.= 2)	<b>Total</b> (Max.= 14)
<b>Total</b>	<b>38</b>	<b>11</b>	<b>5</b>	<b>18</b>	<b>16</b>	<b>19</b>	<b>108</b>
<b>Percentage</b>	<b>51%</b>	<b>22%</b>	<b>7%</b>	<b>38%</b>	<b>32%</b>	<b>38%</b>	<b>31%</b>

D1. Definition of a person with disabilities

D2. Access and admission to university

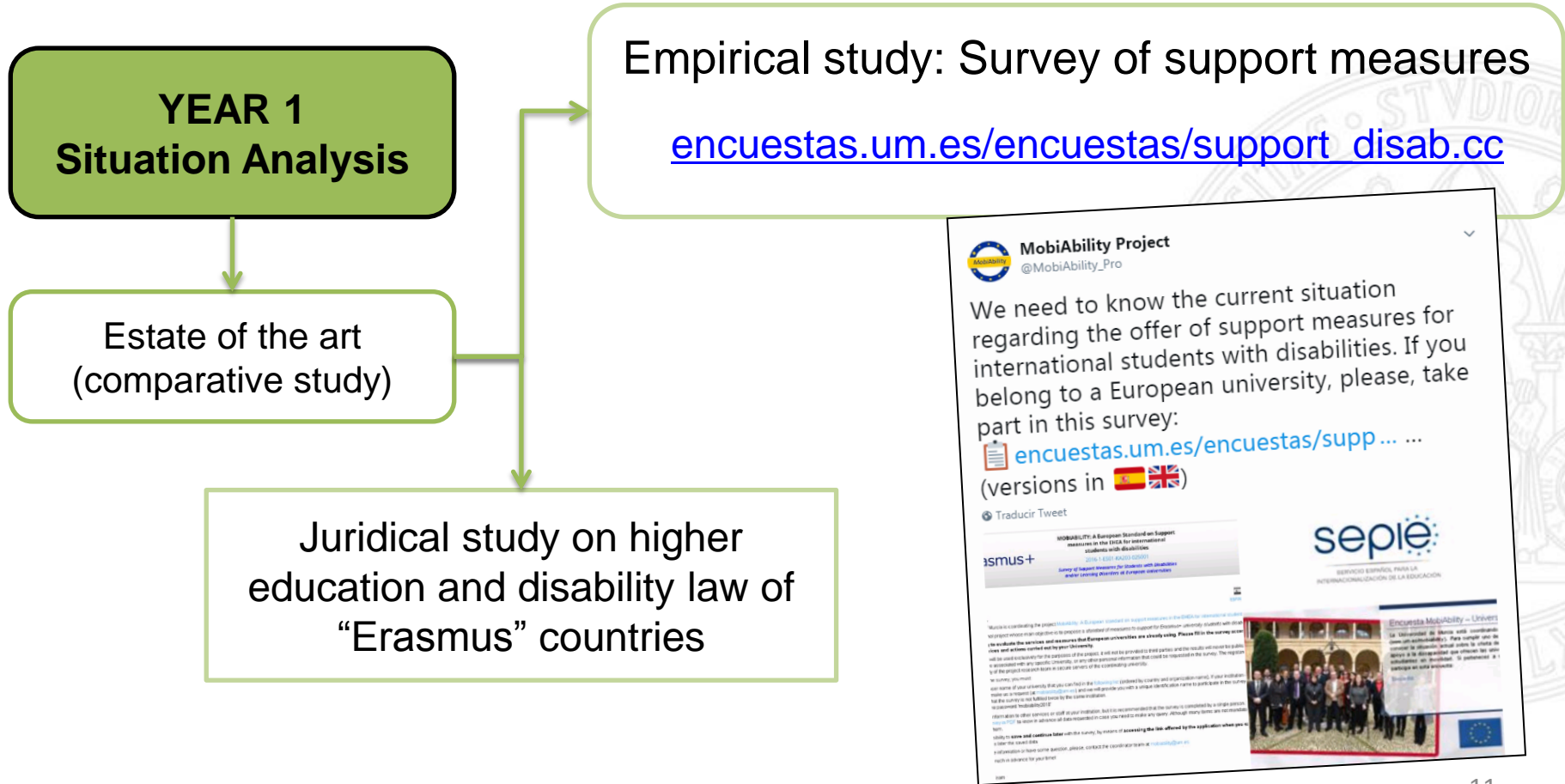
D3. Staying and mobility in university

D4. Accessibility to resources

D5. Teaching-learning Process

D6. Evaluation and Exams

## O1- Standard of measures





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Empirical study (survey)

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## Objective

**Knowing the measures European universities are already offering**

- Comprehensive
- Specific and concrete
- By type of special needs





## Method

- **Sample** (universe over 3500 universities)

Country	Universities	Public ownership	Students in 2017			Students with special needs in 2017		
			Media	Min	Max	Media	Min	Max
France	1	1	30803			533		
Germany	2	2	2870	481	5258	3	2	3
Italy	5	4	32529	7000	87000	486	170	1100
Poland	2	2	27401	9371	45430	838	114	1562
Portugal	2	2	17650	11500	23799	118	112	124
Spain	16	14	20373	4311	52018	266	0	1065
<b>Total</b>	<b>28</b>	<b>26 (93%)</b>	<b>21937</b>	<b>481</b>	<b>87000</b>	<b>374 (1.7%)</b>	<b>0</b>	<b>1562</b>



## Method

- [https://encuestas.um.es/encuestas/support\\_disab.cc](https://encuestas.um.es/encuestas/support_disab.cc)

Survey sections and subsections	N of items	Legal study dimensions mapping
1. University general information	10	Not applicable
2. General data of Erasmus+ students with disabilities and/or learning disorders	3	Not applicable
3. Resources, measures and actions to support Erasmus+ students with disabilities and/or learning disorders		
3a. Access to the Erasmus+ programme	2	Dimension 2 & 3
3b. Physical accessibility to university facilities	5	Not analyzed
3c. Technology and information accessibility	3	Dimension 4
3d. Support resources and reasonable accommodations within the teaching-learning and evaluation processes	29	Dimension 5 & 6
3e. Programs for promoting participation	6	Dimension 7
3f. Scholarships and grants for fees and other needs	1	Dimension 2
4. Management processes of the support services	11	Not analyzed
5. Assessment of the programme by the student	1	Not analyzed
6. Applicable regulations about disabilities	1	All dimensions



Responses for Item 3.3.1. *Complying with the applicable forestry laws, tick the characteristics met by each of the following facilities*

	Classroom	Labs	Central services	Libraries	Dining areas	University Apartments	Sport, cultural and leisure facilities
Accessibility inside the facilities	79	62	93	100	86	64	50
Signals for visual impairment	23	25	31	31	23	17	23
Signals for hearing impairment	15	17	15	15	15	8	8
Accessibility in terms of mobility between the different centres	71	54	71	71	64	57	57
Accessible transport	43	38	43	43	43	43	43
Accessible parking places	67	57	67	73	67	67	53
If the service is not available, the university responds to the student's request and offers it	91	73	91	91	91	64	55

Note: values = percentage of participants responding "In all areas" or "In most areas" (sum of both).  
Colour scale: 100 = deep green, 50 = deep orange, 0 = deep red.



## Responses for Item 3.8. *Level of compliance with information accessibility*

<b>Webpage</b>	<b>AAA+AA</b>
University homepage	62
Disability support office (or similar) website	58
International mobility office (or similar) website	54
Website with specific information for students with disabilities and/or learning disorders	50
Website for enrolment management	42
Website for consultation of the library catalogue	48
Online teaching platform (Moodle, Sakai, own software, etc.)	31
Teaching material (slides, PDF files, links, web content) available for students, if is officially edited by the University	38
Own university apps	20

Note: values = percentage of participants responding “AAA” or “AA” (sum of both). Colour scale: 100 = deep green, 50 = deep orange, 0 = deep red.





## Responses for Item 3.11. *Adaptation of educational materials and access to information*

Type of material/information	% Yes
Books or lecture notes	89
Audio recorded books or lecture notes	64
Aid for photocopies (discounts or for free)	39
Text simplification/Easy reading	39
Grant for peer note-takers	41
Supplementary teaching materials (notes, outlines, etc.)	63
Lesson audio recording is allowed	93
Lesson video recording is allowed	52
Online teaching (Lecturer's classroom computer shares desktop with students computer)	46
Online academic follow-up	67
Supplying materials in advance (including bibliography) with a clear and chronological planning	86
Other resources, measures or actions on this item	64

Note: values = percentage of participants responding “Yes”. Colour scale: 100 = deep green, 50 = deep orange, 0 = deep red.



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# Empirical study (survey)

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## Responses for Item 3.13. *Personal support resources managed by the university for people with disabilities and/or learning disorders*

Resource	% Yes
Persons with specialized training in disabilities who, whether within a specific service or not, carry out a task aiming to support people	75
Staff from other services that occasionally provide support to students	86
Special tutors for students in faculties, departments or degrees	81
Personal assistant that permanently accompanies students with disabilities during their academic activity	46
Student mentor (occasionally supports students with disabilities in some specific activities: Collection of lecture notes, mobility within the facilities, instructions for software or hardware handling, etc.)	82
Student-mentor with disabilities	32
Other resources, measures or actions on this item	25

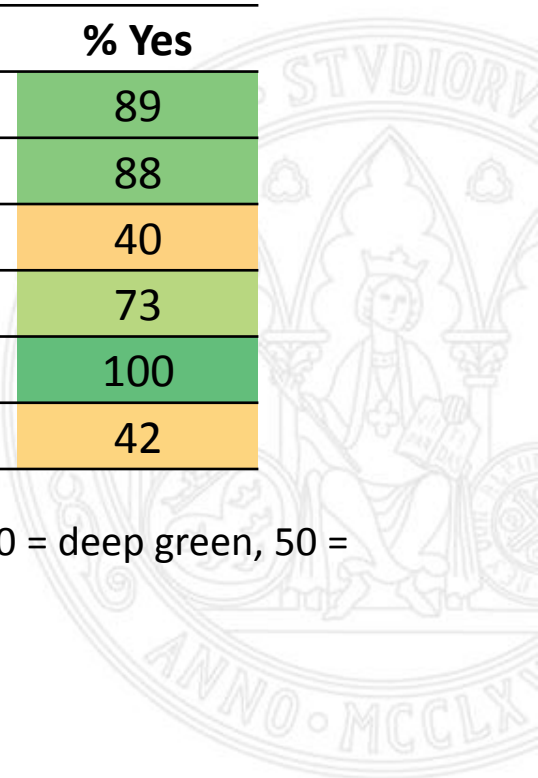
Note: values = percentage of participants responding “Yes, with a specific remuneration” or “Yes, volunteers” (sum of both). Colour scale: 100 = deep green, 50 = deep orange, 0 = deep red..



## Responses for Item 3.17. *Adaptations of format and time for exams and tasks counting towards the mark in the evaluation process*

Adaptation	% Yes
3.17.1. Available in electronic format	89
3.17.2. Available in oral or auditory formats	88
3.17.3. Adapted to simplified language or Easy reading	40
3.17.4. Adapted to shorter exams and tasks	73
3.17.5. Extra time for exams and deadlines for academic activities	100
3.17.6. Other resources, measures or actions on this item	42

Note: values = percentage of participants responding "Yes". Colour scale: 100 = deep green, 50 = deep orange, 0 = deep red.





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# Empirical study (survey)

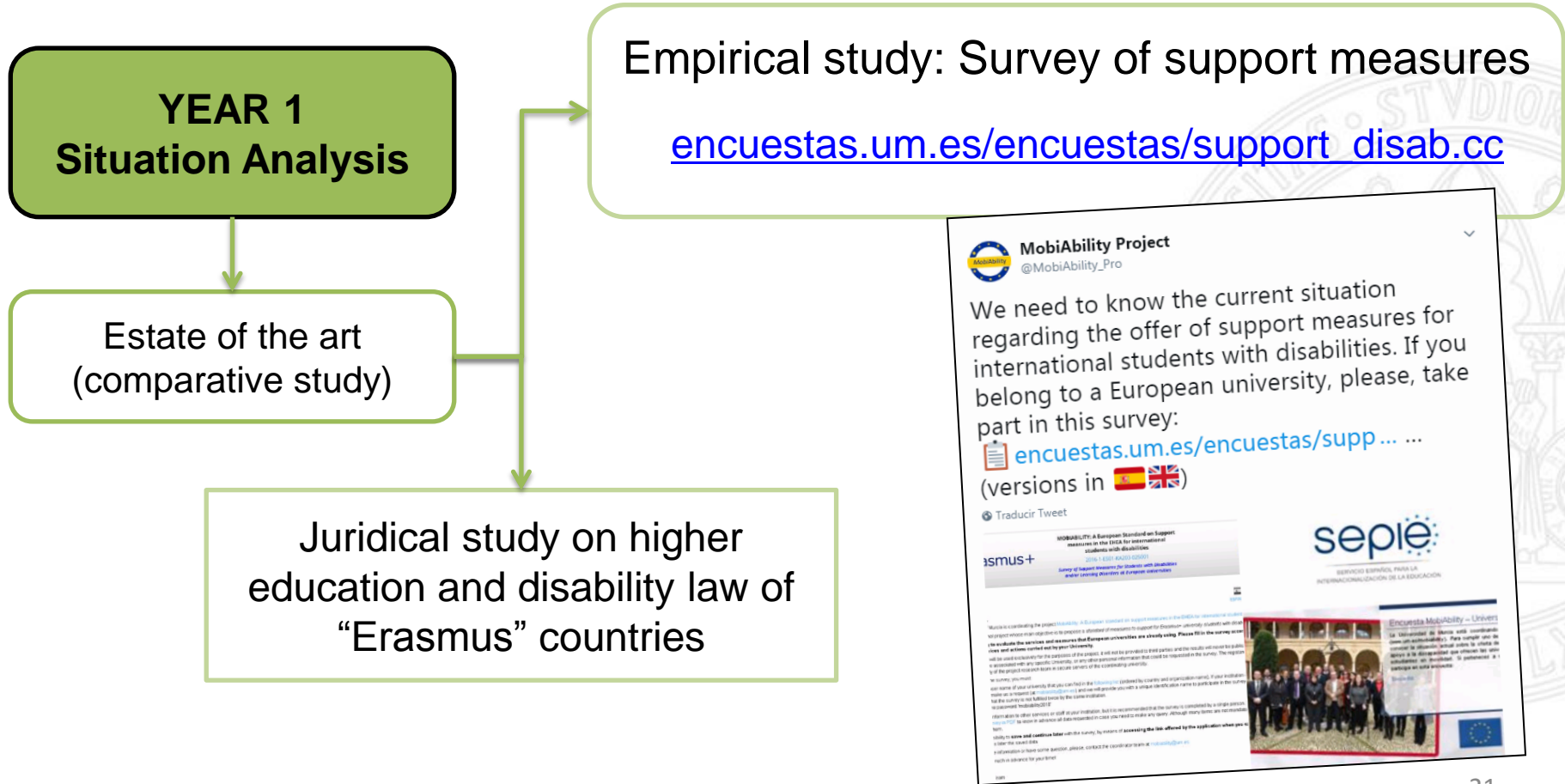
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Responses for Item 6.1. *Are there any statute/s specifically regulating the following issues for persons with disabilities? If so, at what level?*

Issue	At country level	At region level	University level
Delimitation or definition of person with disabilities	96	85	42
Recognition or extension of disability status to foreigners	42	25	17
Access and admission to university	96	77	83
Staying and mobility in university	78	55	85
Accessibility to technological, instrumental or information resources	75	59	61
Teaching-learning process: Assistance and support, and reasonable accommodations	65	45	72
Evaluation and exams: Assistance and support, and reasonable accommodations	61	35	73
Permanent university services/support offices of dedicated staff	83	53	72
Adapted residence halls in the university	55	45	45
Tertiary studies fees, discounts, grants and related supports	80	71	78
Staff training on disabilities	36	35	41
Adapted sports	43	40	43
Researching taking into account universal design o from a disability perspective	48	38	52
Adapted job placement	84	75	55

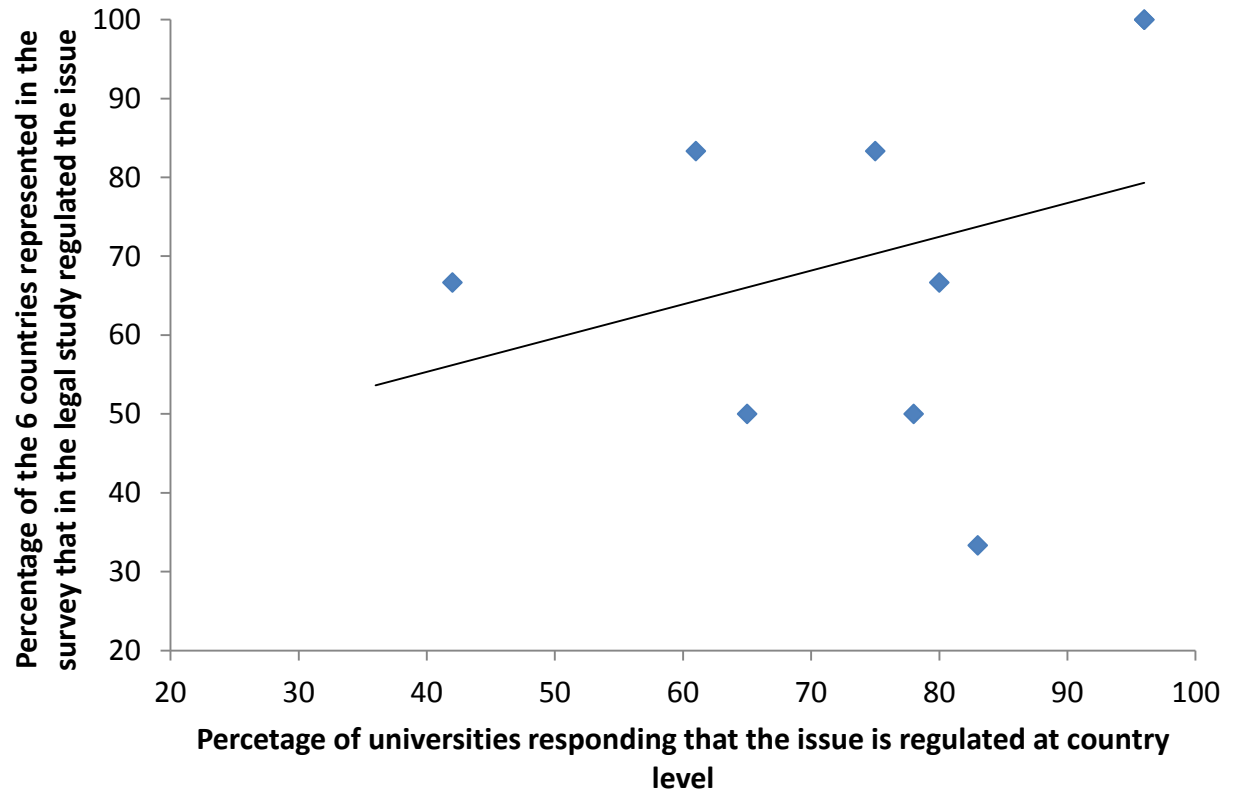
## O1- Standard of measures





## Putting all together: Toward a first proposal of the standard of measures

**Statutes at country level**  
A tendency of direct association between the information provided by the legal study and that obtained from the survey





## 4. Putting all together: Toward a first proposal of the standard of measures

- Those measures that are widely implemented by universities will be directly incorporated into the standard
- Other measures will be incorporated by legal obligations
- Those elements that are not widely implemented nor have a clear legal base will need a deeper and specific analysis



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Thanks

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# Thanks!!

## Comments are welcomed



*Foto: Universidad de Murcia*

