



KA2 2016-1-ES01-KA203-025001

MobiAbility: A European standard on support measures in the EHEA for international students with disabilities

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Erasmus+

UNIVERSIDAD DE
MURCIA

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Erasmus+



UMU at a glance

UNIVERSIDAD DE
MURCIA

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Murcia City, founded by the Arabs in 825 AD is the Capital and main city (450,000 inhabitants). It is a services city and university town



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UMU at a glance

UNIVERSIDAD DE MURCIA

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• University of Murcia in figures



INFORMATION

- 5 Campus
- 27925 Undergraduate students
- 2360 Master's degree students
- 2413 PhD students
- 2412 Professors
- 1226 Administrative Staff



COURSES

- 56 Undergraduate programmes
- 78 Master's degree programmes
- 29 PhD programmes
- 44 Universidad del Mar Courses



RESEARCH

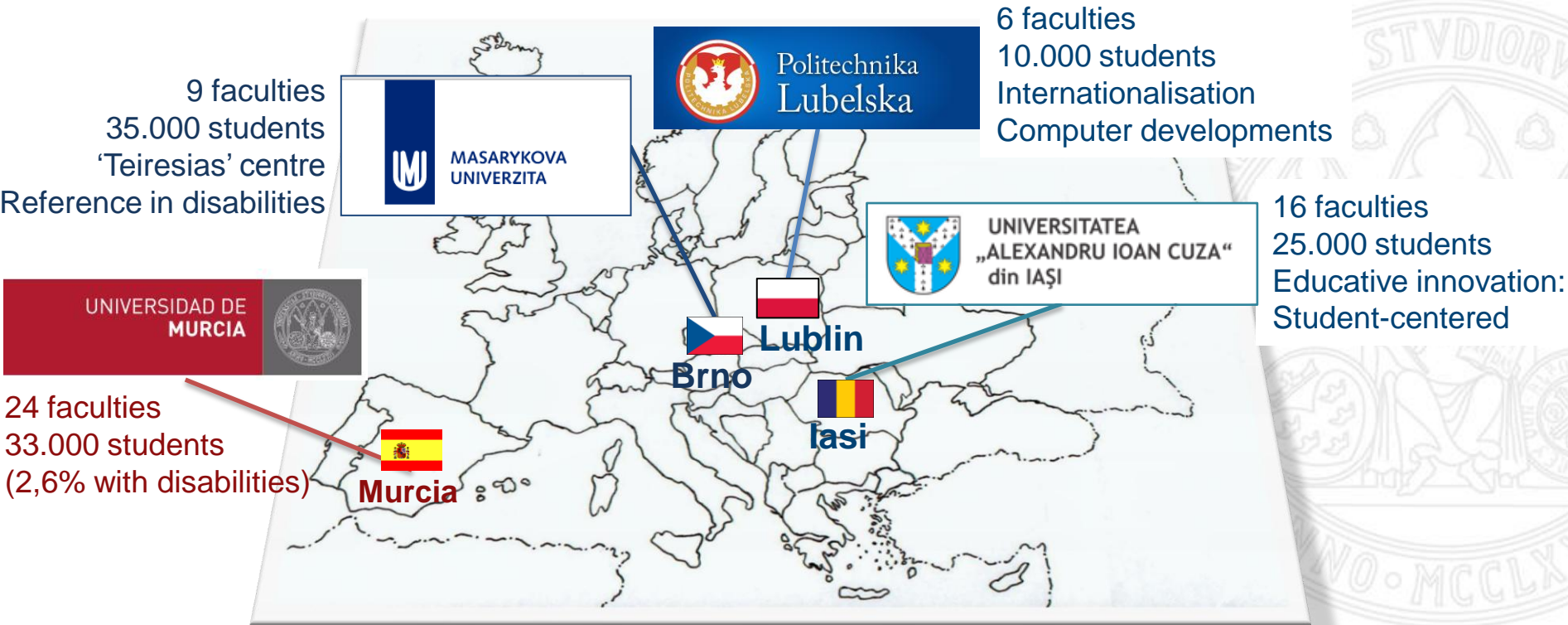
- 337 Research Groups
- 4 Research university institutes
- 1500 WOS paper / year
- 242 Read thesis
- 26 Patents
- 6 Technology-based Business

Basic data about the project



- Key Action 2: Cooperation for innovation and the exchange of good practices
 - Strategic Partnerships for Higher Education
 - Relevant horizontal priority: *Inclusive education, training and youth*
 - Background: Promoting the international mobility of people with disabilities contributes to their academic training and social inclusion.
- Duration: 36 months (2016-2019)
- Applicant (coordinator): University of Murcia

Universities



Foundations and NGOs

Madrid
Network of 1400 universities
Education and employment

**FUNDACIÓN
uni>ersia**

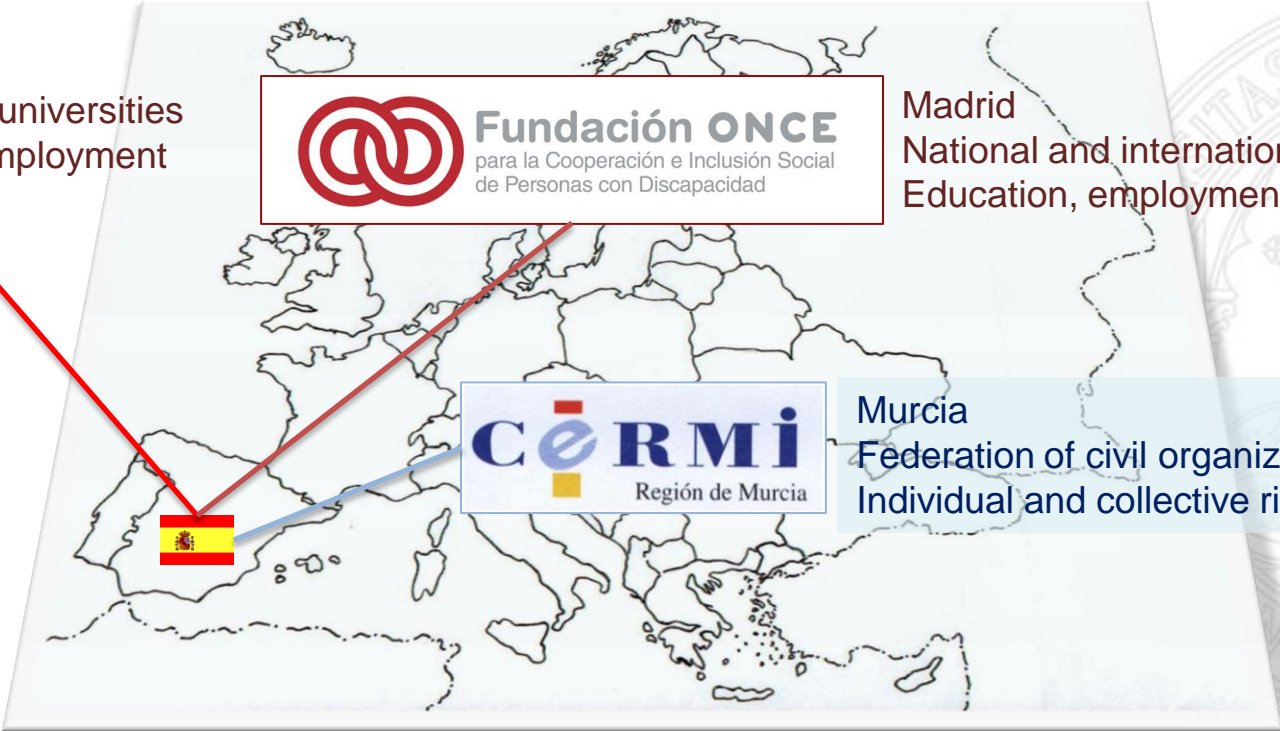


Fundación ONCE
para la Cooperación e Inclusión Social
de Personas con Discapacidad

Madrid
National and international reference
Education, employment and accessibility



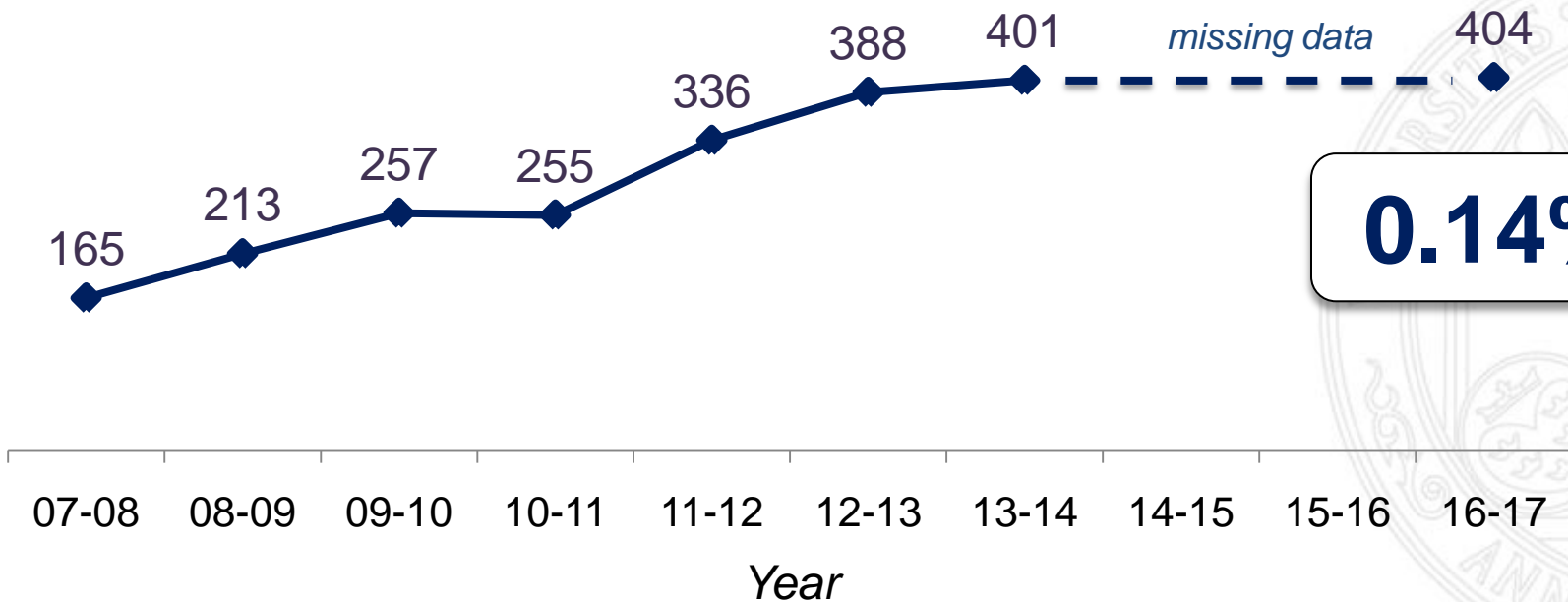
Murcia
Federation of civil organizations
Individual and collective rights and interest



Background



Erasmus+ students with special needs



Sources:

- http://ec.europa.eu/programmes/erasmus-plus/about/statistics_en
- Erasmus+ Mobility of Students with Disability State-of-the-art report on the accessibility of exchange programs for students with visual impairment February 2016, in http://www.euroblind.org/media/ebu-media/soa_final-version.pdf



A clear disadvantage:

Evidence shows that students with low socio-economic background or students with disabilities are less likely to participate in mobility programmes (Hauschildt et al., 2015; King, Findlay and Ahrens, 2010; Souto Otero, 2008), further deepening their already disadvantaged position among their peers.

Source:

European Commission/EACEA/Eurydice, 2016. Mobility Scoreboard: Higher Education Background Report. Eurydice Report. Luxembourg: Publications Office of the European Union.

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

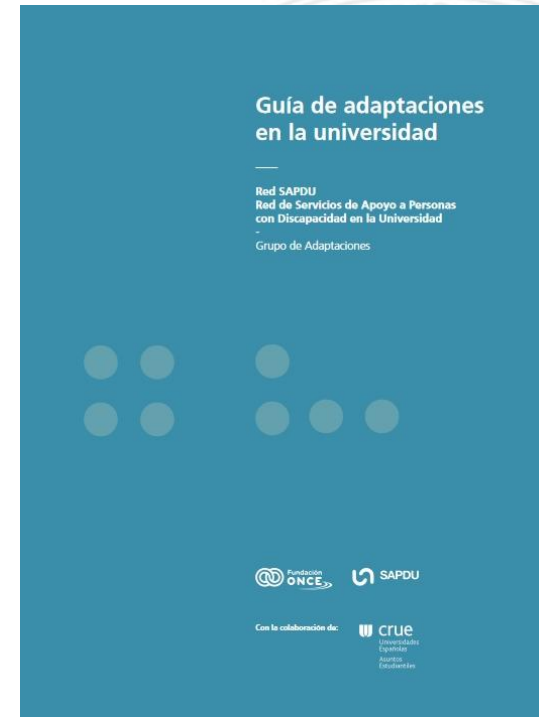
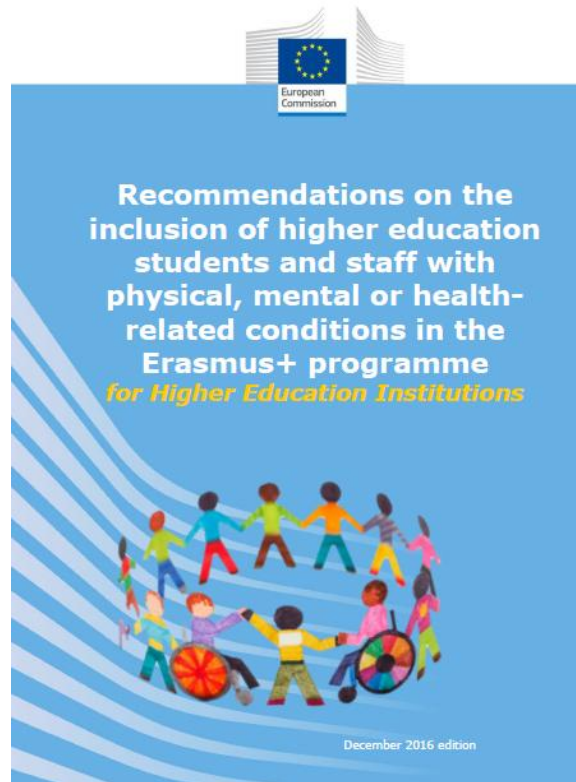
<https://www.um.es/adyv/diversidad/discapacidad/apoyo-discapacidad.php>

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”

Possible causes

- a) High costs (Insufficient support)
 - b) Lack of general information on the host centre
 - c) Uncertainty on adaptations and accessibility
 - d) Lack of personalised (not only academic) monitoring
 - e) Others: family overprotection, medical impediments, etc.
- 
- A large green checkmark is positioned to the right of the list, indicating that the items listed are correct or relevant.

Intellectual outcomes



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

Juridical study on higher education and disability law of “Erasmus” countries

+

Empirical study: Survey of support measures

encuestas.um.es/encuestas/support_disab.cc

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Expert evaluation



Objective

Analyzing the legal bases for the standard

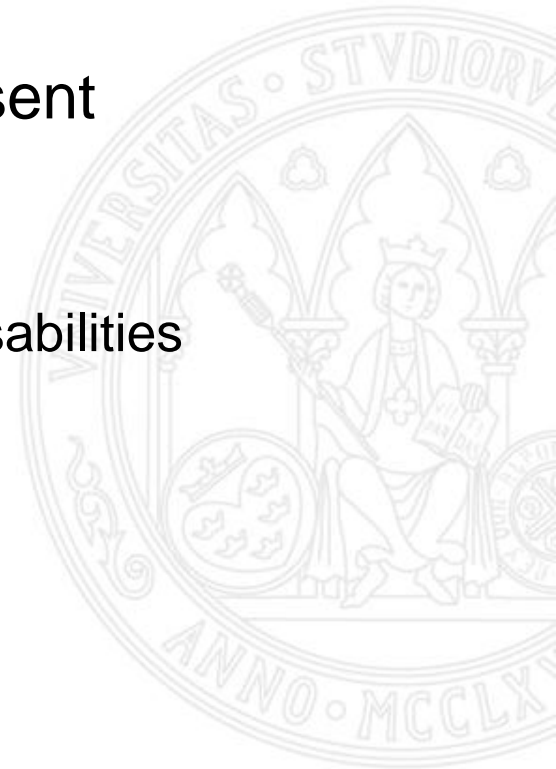
- What do the national laws say about disabilities in the higher education?
- Are they general or specific?
- Do they regulate all dimensions of higher education (admission, mobility, teaching-learning process, etc.) or only some of them?
- Are there more coincidences or more divergences across countries?

Method

- **Sample**

21 countries were selected, which represent

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





Objective

Knowing the measures European universities are already offering

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

https://encuestas.um.es/encuestas/support_disab.ww (review)

https://encuestas.um.es/encuestas/support_disab.cc (fulfill)



EMPIRICAL STUDY (SURVEY)

SAMPLE

COUNTRY	N	PARTICIPANTS		Students in 2017	Students with special needs in 2017	
		Public Ownership	Mean	Mean	Mean percentage	
ESPAÑA	17	15	22809	299	1,2%	
ITALY	6	6	27607	408	1,5%	
GERMANY	2	1	2870	3	0,3%	
POLAND	2	2	27401	838	2,3%	
PORTUGAL	2	2	17650	118	0,7%	
CZECH REP.	1	1	40400	550	1,4%	
FRANCE	1	1	30803	533	1,7%	
TOTAL	31	28	24220	393	1,3%	



Objective

Having a subjective but expert opinion whether each item (measure) should be needed or recommended

- As a complement of the juridical and empirical studies
- Can tune some items





Method

Participants:

Partner	Number of judges/experts
UMU	5
CERMI-RM	5
F. ONCE	2
F. Universia	2
U. Masaryk	3
Total	17

Procedure: categorizing each item as mandatory/needed or recommended

Results: percentage of agreement as mandatory/needed



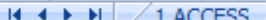
- **We propose to consider as STANDARD (i.e, mandatory) the measures that:**
 - a) Have a legal base. Reviewed state laws are not accurate and concrete, so this information cannot say anything about one specific item or items but it can about an area of interest (accessibility, evaluation, etc.)
 - b) Are currently highly implemented by universities. The measure is consider a standard if at least 1/2 of the participating universities are already implementing it
 - c) Are mentioned as mandatory by at least 2/3 of the experts (even if the criterion a) is not accomplished)
- **The rest of measures are considered as RECOMMENDATIONS**

BLOCK I. RESOURCES, MEASURES AND ACTIONS TO SUPPORT ERASMUS+ STUDENTS WITH DISABILITIES AND/OR LEARNING DISORDERS	Standard (n items)	Recommendation (n items)
1. ACCESS TO THE ERASMUS+ PROGRAMME	3	0
2. PHYSICAL ACCESSIBILITY TO UNIVERSITY FACILITIES	38	2
3. TECHNOLOGY AND INFORMATION ACCESSIBILITY	10	0
4. SUPPORT RESOURCES AND REASONABLE ACCOMMODATIONS WITHIN THE TEACHING-LEARNING AND EVALUATION PROCESSES	105	17
General measures for any type of disability and/or learning disorder		
Specific measures for students with visual sensory impairment		
Specific measures for students with hearing impairment		
Specific measures for students with deaf-blindness		
Specific measures for students with physical and/or organic disabilities		
Specific measures for students with learning disorders		
Specific measures for students with learning disorders		
Specific measures for students with intellectual disability		
5. PROGRAMS FOR PROMOTING PARTICIPATION	17	0
6. SCHOLARSHIPS AND GRANTS FOR FEES AND OTHER NEEDS	12	1
BLOCK II. MANAGEMENT PROCESSES OF THE SUPPORT SERVICES	35	7
BLOCK II. ASSESSMENT OF THE PROGRAMME BY THE STUDENT WITH DISABILITIES AND/OR LEARNING DISORDERS	2	1
TOTAL	222	28

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	A	B	C	D	E	F
1	BLOCK I. RESOURCES, MEASURES AND ACTIONS TO SUPPORT ERASMUS+ STUDENTS WITH DISABILITIES AND/OR LEARNING DISORDERS					
2	4. SUPPORT RESOURCES AND REASONABLE ACCOMMODATIONS WITHIN THE TEACHING-LEARNING AND EVALUATION PROCESS					
3	Regulation at state level reviewed by MobiAbility team			Regulation reported by universities		
4	Teaching-learning process: Assistance and support, and reasonable accommodations			At state level	At region level	University level
5	60% consider in their regulations the need to make reasonable accommodations in the teaching-learning process. In particular, personalized advice, adaptation of procedures, possibility of increasing the budget of the administration for this purpose, and others are mentioned.			68%	45%	74%
6						
7						
8	24% include normative provisions on special or additional academic support, such as a special tutor, specific academic guidance, free textbooks, etc.					
9						
10	Evaluation and exams: Assistance and support, and reasonable accommodations			At state level	At region level	University level
11	53% regulate, with greater or lesser precision and amplitude, measures and adaptations for the exams. The measures range from generic provisions to more specific and deep ones such as the exemption of performing certain types of exams, technical aids such as keyboards or calculators, longer time for taking exams, or adapting to a written or oral exam.			64%	36%	76%
12						
13						
14	Only 12% specifically regulate special measures for reviewing or claiming evaluations.					
15						
16						
17	General measures for any type of disability and/or learning disorder					
18	Standard measures (S) and recommendations (R)	Current implementation	N	Expert agreement	Involved agents	Responsible agents
19	Adaptation of educational materials and access to information					
20	S-4.1. Books or lecture notes	90%	30	100%		
21	S-4.2. Audio recorded books or lecture notes	68%	31	57%		
22	S-4.3. Supplementary teaching materials (notes, outlines, etc.)	67%	30	86%		
23	S-4.4. Lesson audio recording is allowed (only lessons by teachers)	90%	30	57%		
24	S-4.5. Lesson video recording is allowed (only lessons by teachers)	53%	30	57%		
	S-4.6. Online teaching (Lecturer's classroom computer shares)	50%	30	57%		
<p>Navigation: 1.ACCESS 2.PHYSICAL_ACCESSIBILITY 3.TECH&INFO_ACCESSIBILITY 4.TEACH-LEARN&EVAL 5.PARTICIPATION</p> <p>Listo</p>						

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92						
93	Specific measures for students with visual sensory impairment					
94	Standard measures (S) and recommendations (R)	Current implementation	N	Expert agreement	Involved agents	Responsible agents
95	Technical aids or adapted materials allowed or offered to borrow or to be used in the classroom					
96	S-4.52. Reading lamp or point of light	● 84%	31	● 100%		
97	S-4.53. Lectern	● 81%	31	● 100%		
98	S-4.54. Audio recorder	● 87%	31	● 100%		
99	S-4.55. Additional table for technical aids	● 83%	30	● 100%		
100	S-4.56. Guide Dog	● 77%	31	● 100%		
101	S-4.57. Screen magnification software	● 81%	31	● 100%		
102	S-4.58. Voice-adapted software	● 80%	30	● 100%		
103	S-4.59. Laptop or tablet	● 87%	31	● 100%		
104	S-4.60. Braille Line	● 80%	30	● 100%		
105	Adapted teaching materials					
106	S-4.61. Braille documents	● 60%	30	● 86%		
107	S-4.62. Large print in paper documents	● 94%	31	● 100%		
108	S-4.63. Video audio-description	● 47%	30	● 86%		
109	S-4.64. High contrast or customised colour contrast	● 83%	30	● 100%		
110	S-4.65. Verbal description of images	● 74%	31	● 100%		
111	S-4.66. Accessible formats in online communications (e-mail, readable PDF, etc.)	● 93%	30	● 100%		
112						
113	Specific measures for students with hearing impairment					
114	Standard measures (S) and recommendations (R)	Current implementation	N	Expert agreement	Involved agents	Responsible agents
115	Technical aids or communication systems are offered to borrow or to be used in the classroom:					
116	S-4.67. FM station	● 68%	31	● 71%		
117	S-4.68. Magnetic loop	● 63%	30	● 100%		
118	S-4.69. Microphone	● 86%	28	● 71%		
119	S-4.70. Lip reading	● 80%	30	● 100%		
120	S-4.71. Sign Language Interpreter (Sign Language of the host country)	● 87%	31	● 100%		
	S-4.72. There should be a hearing loop at counters, auditoriums,	● 100%	30	● 100%		
 1 ACCESS 2 PHYSICAL ACCESSIBILITY 3 TECH&INFO ACCESSIBILITY 4 TEACH-LEARN&EVAL 5 PARTICIPATION						

Dissemination and impact





Erasmus+



More info

UNIVERSIDAD DE
MURCIA

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www.mobiability.eu



mobiability@um.es



[@MobiAbility_Pro](https://twitter.com/MobiAbility_Pro)



Transversal benefit



Students with disabilities
in the EHEA



Attention-to-diversity Services,
International Offices, etc.



Academics staff



Politicians, institutions, social
organizations

A large, dark grey circular graphic containing the text "+1M people" in a bold, white, sans-serif font. The plus sign is positioned to the left of the "1M", and "people" is centered below the "1M".

Use of results

- Public, for free and downloadable
- Translated to the main European languages (English, Spanish, Italian, German, and French)
- Shared with European institutions and social organisations



Thank you very much!



Foto: María Sánchez. El Periodicum