

# GOOD PRACTICE GUIDE

**For Disability Management Services in HEIs**



## Project information

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## Executive summary

This document is a collection of good practices on Disability management. There are 15 good practices, presented in a recommendation form, since they recommend schemes of work that have been thoroughly practiced and promoted accessibility. In particular, three recommendation categories have been identified:

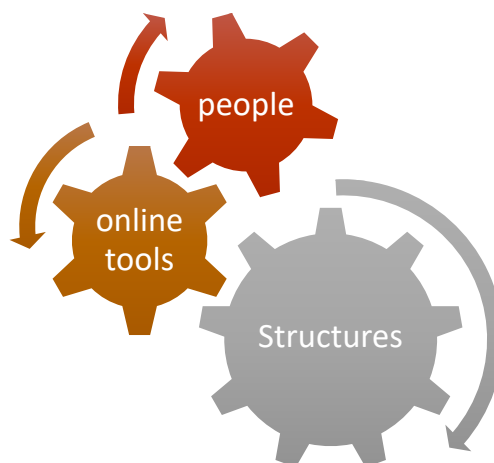
- Recommendation for **on-line services**, that refer to digital libraries and Assistive technology application that provide students with disabilities and professionals of the field with assistive technology solutions.
- Recommendation for **structures**, with reference to the environmental modifications, assistive technology and access services in terms of lecturing and recruitment of students with disabilities.
- Recommendation for all **stakeholders**, which includes training on accessibility practices that promotes an accessible learning environment and empowerment programmes for the future students with disabilities.
- Recommendation for **volunteer services**, which describes all the activities that a volunteer unit uses to support students with disabilities.
- Recommendation for **internship services**, which includes all the activities that provide support to students with disabilities for gaining experience with labor market.

All this experience from the INDOEDUC4ALL partners has been collected in this practical compendium, aiming to function as a reference for the development of the Indonesian accessibility units.

# 1. Introduction

This document is a deliverable of WP1 and aims to present the good practices identified from the site visits in the European partner countries and the so far experience of the Indonesian Universities. It is the second report within the WP1 “Needs Analysis & Transfer of Know how”, which finalizes it, as the results from the needs analysis and the experience gained from the site visits, was the base for identifying the good practices included in this report.

The methodology that was used to collect them, was implemented in two phases. In the first phase an inventory was created in the project's shared workspace (Google Drive), where partners completed brief information of the best practices met within the site visits. In the second phase, a more structured questionnaire was sent out to all partners to describe these good practices, where a description the objectives, the focus, some facts and challenges for students with disabilities, are provided. Finally, this report was updated within the third year of the project, by adding good practices related to volunteer and internship services. All the good practices collected, are categorized into five main recommendations / themes (Figure 1): the online tools, the structures, the communication, the volunteer and finally the internship services.



*Figure 1: Main categories of best practises, presented as recommendations*

As a result, this document is structured with the presentation of the five recommendations. The last two recommendations (volunteer and internship services) are included in the category of structures. At the end there is an annex with the templates of the tools used to collect the good practises.

## 2. Recommendations

The following diagram presents the categorization of good practices in recommendations, according to their topic.

<b>Recommendation 1: On-line services</b>	Good Practice 1: Ermophilos
	Good Practice 2: ATHENA - Free Assistive Technology Software Inventory, Speech and Accessibility Lab
<b>Recommendation 2: Structures</b>	Good Practice 3: Accessibility Unit for Students with Disabilities
	Good Practice 4: Sign Language Research Laboratory (Laboratorium Riset Bahasa Isyarat/LRBI)
	Good Practice 5: Center Of Inclusive Education Development
	Good Practice 6: Center for Student with Special Needs (CSSN)
<b>Recommendation 3.1: Programmes for staff</b>	Good Practice 7: Disability Awareness Training for Staff
<b>Recommendation 3.2: Programmes for students</b>	Good Practice 8: Pre-entry Support for Disability
	Good Practice 9: Employment guidance
<b>Recommendation 4: Volunteer services</b>	Good Practice 10: Study and Service Center for Students with Disabilities (PSLD)
	Good Practice 11: Lambung Mangkurat University
	Good Practice 12: Voluntary Accessibility Unit for Students with Disabilities
<b>Recommendation 5: Internship services</b>	Good Practice 13: Lambung Mangkurat University
	Good Practice 14: Study and Service Center for Students with Disabilities (PSLD)
	Good Practice 15: University of Piraeus, Internship Office

## Recommendation 1: On-line services

### Good Practice 1: Ermophilos

**University:** National and Kapodistrian University of Athens

**Country:** Greece, Athens

**Target Groups:** University students with disabilities

#### Objectives

1. To remove barrier in studies, and discrimination against disabled students and their equal access to knowledge,
2. To simplify, accelerate, automate and improve all stages of the production and distribution process of Accessible Digital Libraries developed by the National and Kapodistrian University of Athens (EKPA), in accordance with the obligations deriving from the relevant legislation.

#### Fast facts

Ermophilos is a web-based Information System for the Workflow Management and Delivery of Accessible eTextbooks. It is a system that has been developed from the Accessibility Center of the National and Kapodistrian University of Athens, as a solution to the fact that the majority of the university textbooks were traditionally distributed to students only in printed paper form, inaccessible for disabled students.

According to the United Nations Convention on the Rights of People with Disabilities, States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning.

Accordingly, the Greek legislation (Law 3549/2007, Article 12) refers that each (University) department sets up and operates student support services in order to facilitate students with disabilities or students with difficulties to successfully complete their studies. Moreover, the reproduction of copyrighted work is permitted to the benefit of the blind and deaf, and other categories of persons with disabilities.

Being aware of this situation, the most important goals for Ermophilos are the following:





- Specialized digital and online services for converting textbooks to accessible digital formats
- Workflow management services
- Copyright management services
- Creation of an online database of accessible textbooks for download
- Populate the database with the first 100 textbooks in all supported accessible format

## **Focus**

Ermophilos' web services include user manager and content manager. The main action lines for the user management are user sign up, user authentication, user rights management, students' requests for accessible textbooks, unit's requests to publishers for digital textbook files, requests' progress monitoring.

The action lines for the content management are: original digital textbook file submission (publishers), scanning, OCR, version and archive management, copyright protection, distribution, digital content usage statistics.

The accessible formats that Ermophilos offers the resources are:

1. Plain text
2. Rich text
3. Mark up text
4. DAISY
5. Audio files
6. Braille-ready
7. Large print-ready
8. Tactile graphics (diagrams, shapes)

## **Challenges for Students with Disabilities**

Disabled Students can save more time in receiving their academic material. With the traditional manual procedure a student would wait for 45 days in average from request to delivery, while with the ERMOPHILOS workflow management and delivery system, this period was reduced to 21 days. Moreover, implementing most procedures online, reduced movement and communications time overhead by 60%. For example, new web services such as Sign up, Request submission and monitoring, Authentication, Textbook Submission and Delivery, dramatically reduced paperwork, and eliminated the need for students' visits to the Accessibility Unit's office. Finally, Ermophilos, can be interconnected with other digital services, such as the Electronic Secretariat System of the University of Athens, the Electronic Services for Integrated Book Management and the digital library, in order to facilitate its users.

## Challenges for the University

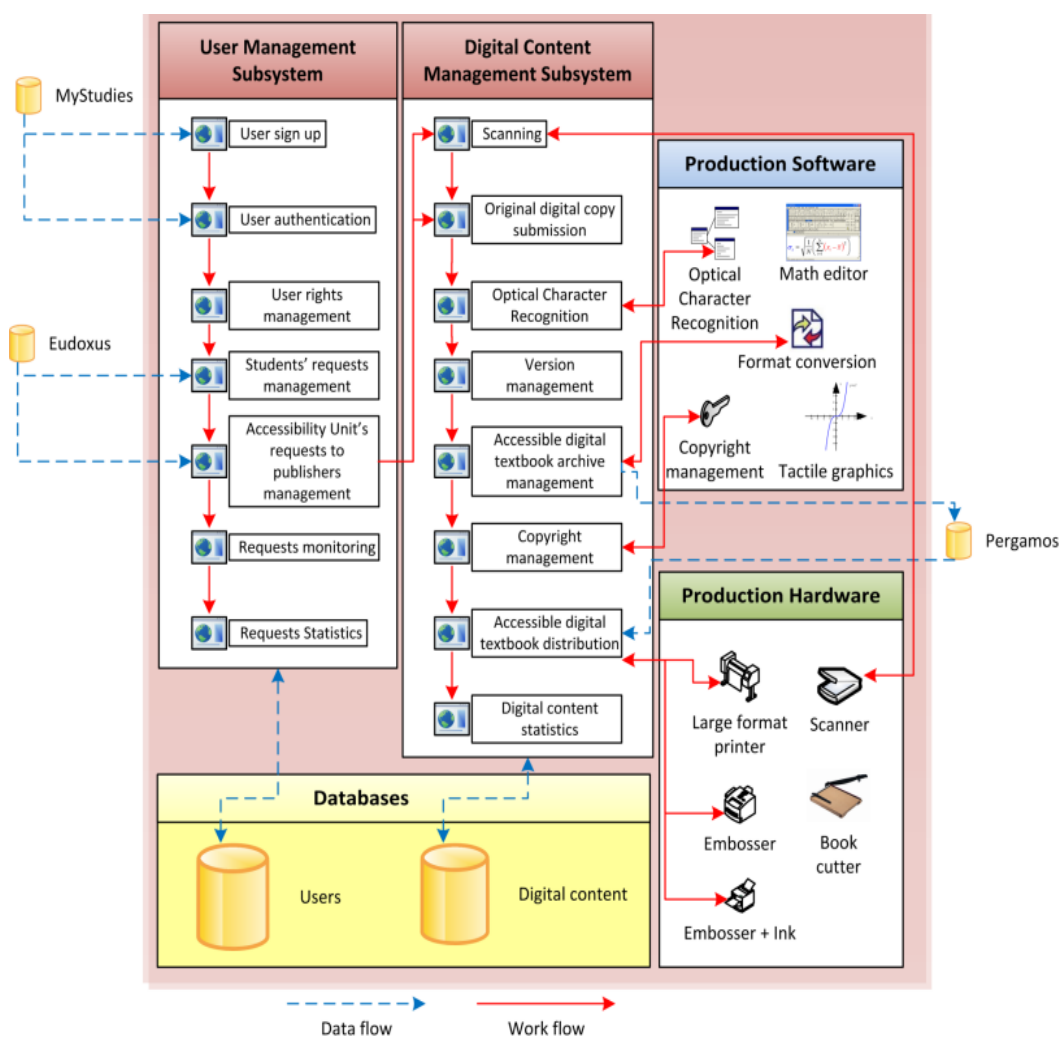
Ermophilos web-system, helped the University to accelerate its procedures in benefit of students with and without disability. Emphasis is placed on ensuring curricular as well as electronic accessibility which means providing for modification and adaptation of educational and teaching material that includes computer hardware and software.

## Particular relevance for Students with Disabilities

This BP is entirely devoted to students with disability and contains tools that permit students with disabilities to participate equally in the learning process.

### Quote

*"A very important service that permitted me to graduate University!"*



## Good Practice 2: ATHENA - Free Assistive Technology Software Inventory, Speech and Accessibility Lab

**University:** National and Kapodistrian University of Athens, Department of Informatics and Telecommunications

**Country:** Greece, Athens

**Target Groups:** University students with disabilities



### Objectives

The main objectives of ATHENA are the following:

1. The principal objective is to inform and provide persons with disabilities, their facilitators as well the professionals of the domain, with the available costless Assistive Technology (AT) solutions (Open Source or Freeware). Free Assistive Technology applications for smartphones and tablets are given in the website mATHENA Free AT Software Inventory for mobile devices.
2. The AT software applications provided in ATHENA are presented in an organized and systematic way after they have been installed and tested in the Speech and Accessibility Laboratory, University of Athens. For each free AT software, the following information is given: application name, developer, version, AT category(ies), related disability(ies), description, operating system(s), installation procedure, settings and hints, download links, and a screenshot.

### Focus

There are three ways to browse the ATHENA online free AT software inventory:

1. Browse by Disability: lists the related applications based on the chosen disability:
  - Speech Disability,
  - Hearing Loss,
  - Motor Disability,

- Blindness,
  - Low Vision,
  - Dyslexia,
  - Autism,
  - ADHD and
  - Learning Disability
2. Browse by Category: lists the applications by type of AT software category:
- Voice Recognition,
  - Screen Daisy Reader,
  - Calculator,
  - Mouse Cursor,
  - Click Helper,
  - Virtual Keyboard,
  - Camera Mouse,
  - Alternative Communication,
  - Text To Speech,
  - Screen Magnifier,
  - Braille Translator,
  - Web Browser,
  - Mouse Emulator,
  - Contrast Adjustment,
  - Keyboard Shortcuts,
  - Voice Mail,
  - Clock and
  - Video Call
3. Show All Applications: simply lists the whole inventory's applications in an alphabetical order.

### **Challenges for Students with Disabilities**

- Provide more effective opportunities to university students with disabilities, through a variety of applications and technology in general.
- Maximize the use of public resources for disable students at University and its context.

### **Challenges for the University**

- Enhance a value proposition which contribute to increase self-confidence of disable people, especially when they face situations where informing about their disability makes a difference for making a good use of any opportunity: job, training, aid, etc.



- Better cooperation with public and private actors (networking) to boost the efficacy of all partners programs concerning social and labour integration for our disable students and graduates.

### **Particular relevance for Students with Disabilities**

It is very important to have the support of professionals in recent years through university life. Because, with the above software that has been created to bring forth more chances for Students with Disabilities.

### **Quote**

*"Technology for ALL!"*

## Recommendation 2: Structures

### Good Practice 3: Accessibility Unit for Students with Disabilities

**University:** National and Kapodistrian University of Athens

**Country:** Greece, Athens

**Target Groups:** University students with disabilities

#### Objectives

1. The principal objective is to actively realize coequal access to academic studies for students with different abilities and needs, through built environmental modifications, Assistive Technologies and access services.
2. Other objectives are:
  - Access to interpersonal communication with the members of the academic community,
  - Access to the built environment of the university,
  - Access to the printed or electronic educational material,
  - Access to the board and the presentations in the classrooms,
  - Access to the exams/tests, and
  - Access to the information and the WWW content.

#### Fast facts

The Accessibility Unit for Students with Disabilities was officially founded and operates after the decision of the Academic Senate (February 23, 2006) and the decision of the Rector's Council (March 22, 2006).

#### Focus

The Accessibility Unit for Students with Disabilities of the National and Kapodistrian University of Athens has a lot of services:

#### TIER 1: Accessibility Services Addressing Directly the Student

Services that deal with specific requirements of the disabled students.

- SNRS: Students' Needs Recording Service
- AES: Ability Evaluation Service



- PATS: Personal Assistive Technologies Service
- TS: Transportation Service
- AEMS: Accessible Educational Material Service
- PCS: Psychological Counselling Service
- SLI&VRS: Sign Language Interpreting & Video Relay Service
- VS: Volunteerism Service

### **TIER 2: Accessibility Services Applied to the Student's Environment**

Services included in the second tier are related to adjustments made on the academic environment that are required to improve accessibility.

- BAS: Buildings' Accessibility Service
- AL&LS: Accessible Libraries and Labs Services
- GS: Guidance Service
- SVTS: Staff and Volunteers Training Service

### **TIER 3: Accessibility Promoting Services**

Services that attempt to disseminate good practices and reach more people in the community.

- WAES: Web Accessibility Evaluation Service
- ES: Events Service
- KHDS: Know-How Dissemination Service
- RS: Research Service

Services have an immediate impact in a number of students' activities:

- participation in the educational process
- interpersonal communication
- transportation and housing accommodation
- Interaction with their academic environment

### **Challenges for Students with Disabilities**

- Maximize the use of public resources for disable students at University and its context.
- Better understand of strengths and weaknesses to improve and, on the other hand, improvement in the use of skills towards employment that best suits the students' needs, both brainpower and their physical possibilities.
- Challenges for the University
- Better cooperation with public and private actors (networking) to boost the efficacy of all partners programs concerning social and labour integration for our disable students and graduates.
- Enhance a value proposition which contribute to increase self-confidence of disable people, especially when they face situations



where informing about their disability makes a difference for making a good use of any opportunity: job, training, aid, etc.

### **Particular relevance for Students with Disabilities**

It is very important to have the support of professionals in recent years through university life. Because, with the above structure that has been created to bring forth more chances for Students with Disabilities.

#### **Quote**

*"Equal academic opportunities for all university students!"*



## Good Practice 4: Sign Language Research Laboratory (Laboratorium Riset Bahasa Isyarat/LRBI)

**University:** Universitas Indonesia (UI)

**Country:** Indonesia

**Target Groups:** Deaf Community, Stakeholder—both in UI and outside, majority



### Objectives

1. The main objective is to establish a place for organizing research on sign languages in Indonesia by conducting several activities, such as trainings, research, workshops, teaching books and dictionaries development, sign language teaching materials development.

2. Other objectives are:

- train potential deaf teachers of sign language teaching
- train potential deaf researchers on sign language documentation
- documenting sign languages across Indonesia
- bringing sign language to be acknowledged by the stakeholders

### Fast facts

Sign Language Research Laboratory (Laboratorium Riset Bahasa Isyarat/LRBI) concerns about the development of sign languages in Indonesia. In addition, it also encourages deaf people in certain aspects, such as sign language teaching and sign language documentation. LRBI—which is under Department of Linguistics Faculty of Humanities Universitas Indonesia—received a grant from the Nippon Foundation (The Nippon Foundation's Overseas Grant) since 2014.

## **Focus**

The Sign Language Research Laboratory Department of Linguistics Faculty of Humanities Universitas Indonesia has several services as following:

### **Activity 1: Training Activities**

Trainings that have been and will be conducted are:

- Sign Language Teaching Training
- Basic Sign Language Lexicology, Lexicography, and Documentation Training
- Training on Deaf Studies
- Training in Written Bahasa Indonesia for Deaf People (High-school level)
- Basic Training on Sign Language Research Method

### **Activity 2: Research Activities**

Research activities have been conducted and still on progress in order to meet the need of sign language empowerment.

- Sign variations in Yogyakarta Sign Language: a sociolinguistics study
- Language attitude in Deaf communities in Indonesia
- Semiotics on sign language
- Syntax in Jakarta Sign Language
- Sign language interpreting in English teaching classroom

### **Activity 3: Community Outreach and Products**

Services and work that attempt to meet the objectives:

- Producing Jakarta and Yogyakarta Sign Language teaching books and dictionaries
- Producing teaching materials
- Producing simple dictionaries for sign languages in several regions
- Producing sign bank
- Be involved in seminars

### **Activity 4: Team Capacity Building**

- Sign language class
- Participation in conferences

Services have an immediate impact in a number of students' activities:

- Participation of deaf student in learning activities
- Interpersonal communication between deaf student with lecturer in regards of subjects

## **Challenges for Students with Disabilities**

- Having a qualified interpreters and/or note taker for deaf students in class based on their major
- Adjusting themselves with teaching material, e.g. video, which is conveyed and conducted mostly through verbal mode
- Having a self-confidence, especially in explaining their condition to the stakeholder or the policy maker in regards of their needs

### **Challenges for the University**

- Better support for sign language research laboratory to sustain the services that may be served by this lab for deaf students across the University
- Enhance a value proposition which contribute to increase the recognition of this lab.
- Having appropriate funding in order to support assistive devices (e.g. FM Systems, laptop for note taker) as well as services (e.g. sign language interpreters, student helpers) that are necessary for deaf students in their study.

### **Particular relevance for Students with Disabilities**

In the beginning this laboratory concerns about sign languages varieties in Indonesia. The work of this lab focus on deafness and the sign language community. Documentation on sign languages in Indonesia and research on both deafness and sign language could be benefit to raise awareness and understanding about the importance of sign language in many aspects, such as education. In these recent years, this lab works voluntarily in providing sign language interpreters for one deaf student. Based on this, it is necessary to provide more sign language interpreters—by conducting a training for hearing peers or contacting an agent which focus on sign language interpreter.

Although in the establishment of this laboratory for improving sign language in Indonesia, this lab has experience in serving deaf students pursuing English language. Voluntarily, staf from the lab helping the student as sign language interpreter. Their experience will be valuable for the serving disable students, especially for the deaf students.

### **Quote**

*“Equal opportunity by improving accessibly for disable students”*



Co-funded by the  
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## Good Practice 5: Center of Inclusive Education Development

**University:** University Of Lambung Mangkurat Banjarmasin

**Country:** Indonesia

**Target groups:** University students with disabilities

### Objectives

1. To realize the learning services for students with disabilities.
2. To develop the education access for students with disabilities.
3. To improve the quality of education service for students with disabilities.
4. To respect diversity and equality.
5. As the centre of inclusive education study development.
6. To improve the inclusive education competency.
7. As a place for cooperation in developing inclusive education.
8. To create a friendly campus for students with disabilities.

### Legal Foundations

1. The 1945 Constitution of the Republic of Indonesia.
2. Law No. 20 Year 2003 on National Education System.
3. Law No. 8 Year 2016 on People with Disabilities.
4. Regulation of the Minister of Research, Technology and Higher Education No. 46 Year 2017 regarding Special Education and Special Services in Higher Education.
5. ULM Rector's Decree No. 1335/UN8/KP/2017 regarding The Establishment of Special Services Unit, named The Centre of Inclusive Education Development (Pusat Pengembangan Pendidikan Inklusi/P3I).

### Focus

- To handle the recruitment of students with disabilities.
- To identify the students with disabilities.
- To handle the management of assistive technology needed by the students with disabilities.
- To facilitate the lecturers in fulfilling the adaptive curriculum, materials, methods and teaching strategy for students with disabilities.
- To carry out research and development in the field of treatment for students with disabilities.

### Challenges for Students with Disabilities



- To improve the participation of students with disabilities in education process.
- To improve the interaction ability and communication of students with disabilities in the academic environment.
- To improve the ability of students with disabilities in understanding the lecturers' teaching method.

### **Challenges for the University**

- To develop the attitude and acceptance of the society of academicians that are sociable to the students with disabilities.
- To provide the accessibility for students with disabilities.
- To improve the availability of assistive technology to support the learning process for students with disabilities.
- To improve the public awareness to educate the students with disabilities in university level.
- To improve the lecturers' competencies in handling the students with disabilities.
- To improve the support system in handling the students with disabilities in the university.
- The creation of accessibility for students with disabilities has not yet become a priority.
- To provide the service program to build the self confidence in students with disabilities.

### **Particular Relevance for Students with Disabilities**

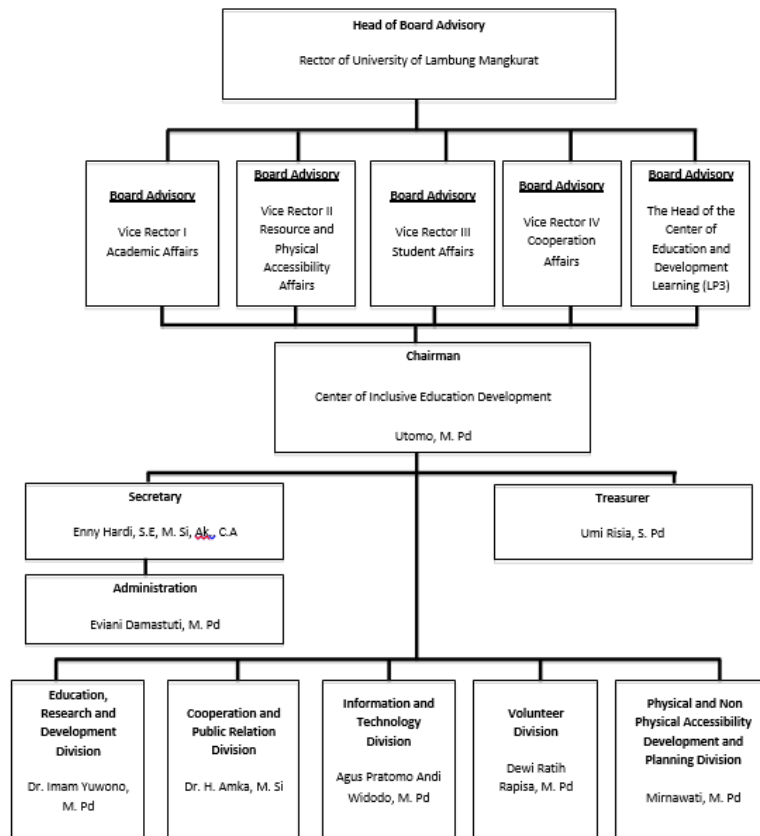
The Center of Education Development and Learning (Lembaga Pengembangan Pendidikan dan Pembelajaran/LP3) gives support in learning technique for students with disabilities.

### **Quote**

*"Creating education without discrimination."*



## Organization Structure





## Good Practice 6: Center for Student with Special Needs (CSSN)

**University:** UIN Syarif Hidayatullah Jakarta

**Country:** Indonesia, Jakarta

**Target Groups:** University students with Special Needs or Student with Disabilities



### Vision

Developing UIN Syarif Hidayatullah Jakarta to be excellence model for inclusive and disability friendly Islamic university through studies, research and in term of providing services for student with disability in 2026;

### Mission

1. To conduct excellence study, research, training, and provide services among university staff and student;
2. To promote anti-discrimination and anti-repression based Islamic higher education in Indonesia;
3. To become excellence and reference institution in advocating and assisting student with disabilities among Islamic higher education;



## Objectives of Program and Services

1. Conducting an extensive research on inclusive education;
2. Organising workshop and training on inclusive education, "disability awareness", assistive technology, and curriculum adoption;
3. Building network and collaboration with others institution concerning university accessibility for people with disability;
4. Providing academic, social, and psychological services for students with disabilities;
5. Building life-skills for students with disabilities;
6. Conducting Training for volunteer-student in term of providing services for students with disabilities;
7. Increasing capacity and quality for all member of CSSN staff and volunteer in term of services for Students with Disabilities;

## Fast facts

CSSN (Center for Students with Special Needs) was officially founded and operates after the support from INDOEDUC4ALL Project and the Rector Decree in 2017;

In 2015, the Indonesian government made efforts to ensure disabled applicants will no longer excluded from entering higher educational institution by regulating inclusive entrance exams, and reminded exam organisers they could not refuse disabled applicants. However, challenges remain high with lack of government supports, the absence of inclusive teaching environment and very limited community awareness towards the rights of people with disability to education.

UIN Syarif Hidayatullah Jakarta has worked in providing accessible education to people with disabilities. As the most prominent Islamic higher educational institution, it is important for UIN Syarif Hidayatullah Jakarta to ensure its roles in this. When the INDOEDUC4ALL project inaugurated, UIN Syarif Hidayatullah were on the way to discuss the possibilities to establish a center with aim not only to providing services for students with disabilities, but also to run research and training on disability topic; then the project was become one of important impetus in term of establishing CSSN;

## Focus

People with disabilities in Indonesian context are faced to structural and cultural-social problems. The structural problems is related to all government regulations which is discriminated people with disabilities—especially women with disabilities. For example, Law No. 1/1974 on Marriage allows a wife who suffers a physical disability or experiences an illness that cannot be cured to be



divorced by her husband. This is clear discrimination against women and against people with disability. The cultural and social problem is a stigma related to people with disabilities. For example, people with disability in Indonesia still have to face cultural and social stigma that hinders their free and equal participation in the public domain. Some elements in society still see disability as a sin. In the city of Makassar in South Sulawesi, one of the largest Muslim populations in Indonesia, a famous local Islamic preacher once said in his sermon that leprosy is a sin and that it is a punishment from God (Tribunnews, 2013). Thus, it is not uncommon for many parents in villages across Indonesia to hide and keep their children with disability at home because they do not want to suffer embarrassment from having children with a disability. There are stories where parents chain and lock up their children with disabilities at the back of their houses.

For the first step, CSSN (Center for Student with Special Needs) UIN Syarif Hidayatullah is formulating and planning a campaign program into Islamic education under the MORA (Ministry of Religion) concerning equal access and rights to higher education for people with disabilities. Second step, creating training in term to adopt training module coming out from INDOEDUC4ALL. Third step, facilitating students with disabilities needs in UIN Syarif Hidayatullah Jakarta.

### **Challenges for Students with Disabilities**

1. Maximize the use of public resources for disable students at University and its context.
2. Better understand of strengths and weaknesses to improve and, on the other hand, improvement in the use of skills towards employment that best suits the students' needs, both brainpower and their physical possibilities.

### **Challenges for the University**

1. Better cooperation with public and private actors (networking) to boost the efficacy of all partners programs concerning social and labour integration for our disable students and graduates.
2. Enhance a value proposition which contribute to increase self-confidence of disable people, especially when they face situations where informing about their disability makes a difference for making a good use of any opportunity: job, training, aid, etc.

### **Particular relevance for Students with Disabilities**



It is very important to have the support of professionals in recent years through university life. Support also expected coming from Ministry of Religious Affairs; the two supports has been created to bring more opportunity for Students with Disabilities.

#### **Quote**

*"Equal access, right and opportunities in all fields for all students"*

## Recommendation 3.1: Programmes for staff

### Good Practice 7: Disability Awareness Training for Staff

**University:** Glasgow Caledonia University

**Country:** Glasgow, Scotland

**Target Groups:** University students with disabilities

#### Objectives

The objective of these training sessions is to provide all staff at GCU with guidance on inclusive and accessible practices when working with disabled students.

Towards this aim, the Disability Team seeks to promote a learning environment which minimises the impact of disability on the student experience, and reduces the instances in which students have to disclose their impairment and in which individual adjustments are required.

#### Focus - Inclusive Teaching and Learning for Academic Staff

The Disability Team offer training sessions around awareness of disability that are tailored to teaching. The sessions cover topics related to lectures, seminars, assessments, communication and coursework.

Each session introduces a condition or impairment and provides guidance to enable staff to understand how this impacts on a person's day-to-day life at University and helps staff to identify the potential barriers to their learning. During the sessions we encourage staff input and ask staff to share thoughts and ideas for teaching methods and approaches.

All academic staff are invited to attend our open sessions but can also request a tailored session for their department.

Sessions that have been developed are:

- Teaching visually impaired students
- Teaching deaf/hearing impaired students
- Teaching students on the autism spectrum
- Teaching students who have dyslexia
- Teaching students with mental health conditions



### **Disability Awareness Training for Support Staff**

These sessions follow the model of our inclusive teaching and learning training sessions but are tailored toward support staff, this includes staff that work in our Campus Life department, the library, registry and administrative services.

### **Challenges for Students with Disabilities**

A reduced learning or university environment due to staff lack of awareness around the needs of disabled students.

### **Challenges for the University**

An increase in the number of students disclosing a disability while at GCU has meant an increase to the number of recommended adjustments that staff have to be aware of when delivering teaching or support. Through these sessions the Disability Team is able to reduce the number of individual adjustments that staff have to undertake.

### **Particular relevance for Students with Disabilities**

GCU is committed to providing an inclusive student experience, which offers all students the opportunity to achieve their full potential. These staff training sessions help to ensure that no disabled student is at a disadvantage due to the impact of their impairment or condition.

### **Quote**

*“Clear and well-structured delivery and illuminating case studies”*

*“Everything was very useful. I like the drawing activity - this gave a real sense of what it must feel like to experience a sensory overload”*

## Recommendation 3.2: Programmes for students

### Good Practice 8: Pre-entry Support for Disability

**University:** Glasgow Caledonia University

**Country:** Glasgow, Scotland

**Target Groups:** University students with disabilities



#### Objectives

The Disability Team provides information, advice and services to students prior to their arrival at GCU, and recognises the challenges faced by many students in making the transition to university.

The aim is to help manage the expectations of students who are new to GCU, through the provision of information and advice. We also provide specific services and programmes to ease this transition, and to give all students the best opportunity to succeed at university.

#### Fast facts

Students are encouraged to disclose a potentially disabling condition at the point of applying to study at GCU. If a student has disclosed the Disability Team at GCU offer a combination of pre entry one to one meetings with a disability advisor as well as a choice of training programmes and workshops.

#### Focus - Summer Transition Programme for Autism and Aspergers

An invitation to the Summer Transition Programme is extended to all applicants who have disclosed a diagnosis (or who have identified with a diagnosis) on

the autism spectrum. The programme is also promoted by NAS to existing clients with an offer of a place to study at GCU.

The Disability Team, in partnership with the National Autistic Society (Scotland), delivers a Summer Transition Programme for applicants with a diagnosis on the autism spectrum (or Aspergers syndrome).

This programme aims to:

- Provide a smoother transition to incoming students from school or FE;
- To improve take up of offers of places on courses;
- To assist with assessment of needs prior to the start of the academic session, and to improve retention among students on the autism spectrum.

The programme is delivered in three sessions (two half days and one full day) in the lead up to the start of the academic year. Each of the sessions is delivered as an informal 'seminar', in a small group setting. Topics covered include:

- Changes/Differences moving between school or college and university
- Time management
- Identifying key contacts and sources of support at university
- Self-advocacy/being assertive
- Disclosing your disability
- Stress and Relaxation

The programme also incorporates orientation and critically – a series of opportunities for applicants to meet and share concerns with other applicants on the programme. Throughout the programme there are opportunities to raise additional questions or concerns and, as the programme establishes ongoing communication between the applicant and the Disability Team from the start of the summer break, it also enables the participants to seek advice on managing all the paperwork and procedures associated with applying to University/SAAS/moving away from home etc.

### **Summer Study Skills Workshops**

These are two day workshops, run by the Disability Team in collaboration with the GCU Learning Development Centres. Attendance is free, and workshop enrolment is open to any incoming student whose studies may be impacted in some way by disability provide incoming students with useful strategies and advice that will help you:

- Manage your study more effectively
- Become a more effective reader
- Learn about note taking strategies



- Use assistive technology as study tools

Students can learn useful study strategies and have the opportunity to make new friends, discover their way around campus, and find out about the other facilities and services available to students at GCU.

### **Challenges for Students with Disabilities**

GCU recognises that making the transition from school or college to university can be stressful and worrying for all applicants.

We also recognise the additional challenges and anxieties that may be experienced by disabled applicants who are coming to university for the first time

### **Challenges for the University**

These pre entry support opportunities offer sustainable solutions to common concerns that are raised by disabled students coming to GCU. Group learning opportunities are preferable to working with students on these issues on a one to one basis.

The Disability service at GCU experiences its busiest period at the beginning of the academic year, acting pre-emptively to deliver support during the summer months helps to ease the workload of the service when the academic year begins.

### **Particular relevance for Students with Disabilities**

Pre-entry support enables the Team to ensure that disabled students receive appropriate advice and information, and to put in place any adjustments, support or facilities you may require, prior to the start of your studies. Allowing disabled students to achieve their full potential.

#### **Quote**

*"Staff are extremely approachable and nice"*

*"The programme gave me a good insight into university life"*





## Good Practice 9: Employment guidance

**University:** University of Alicante

**Country:** Spain

**Target Groups:** Students with disabilities - UA Students

### Objectives

1. The principal objective is to empower students and graduates with disabilities by developing employability skills and job opportunities.

2. Other objectives are:

As career centres in Spain distinguish students programs from graduates' ones, there are two different focus points for the employability guidance.

- **On progress programs** consisting in consultancy for helping students with disabilities to know their abilities and also to acquire proper knowledge about labour market. That includes (1) personal preferences, (2) self-knowledge of professional potentialities and (3) the existing opportunities in the industry context.
- **Graduate programs** consisting in matching graduates with labour opportunities, including (1) employment and (2) self-employment programs.

All employment programs are designed in coordination between Career Centre and Alumni office and, in the case of attention to diversity programs, also in coordination with CAE (Centre for Students Aid).

### Fast facts

The education level of people with disabilities is still very low compared to people without disabilities. Today, only 1.3% of people with disabilities are enrolled in some degree studies and the percentage is even lower when we talk of master students, postgraduate or doctoral degrees. Only between 5 and 6% of people with disabilities are graduates in Spain, although the 2020 European strategy talks about a horizon of 40%. These data demonstrate that, despite the efforts made by the Spanish universities in recent years to promote diversity and improve access and retention of all people with special needs in the university, it is still necessary to take positive action to reduce abandon school early, increasing access and ensure superior training adapted to the needs of the future.

Being aware of this situation, one of the most important goals for the UA is to enlist all student services and academic staff to deal with the objective of increasing the accessibility and academic success of students with any disability.

Besides, concerning the employability, career centres are committed to maximize the number of job opportunities and approach these opportunities to the student's professional profiles where disability is an independent variable.

### **Focus**

The role of University of Alicante is, on one hand, to ease a satisfactory professional life to students and graduates with disabilities to continue with their personal lives after university studies, and, on the other, to keep a door opened to invite graduates in general and with disabilities in particular to participate in the university life, continuing education and participating in all programs.

University contributes in this way to a grade of normalisation and independence for the handicap people because it's possible for them to bring own sustainability in their lives. Here we number some of the most common actions involved in programs for students with disabilities:

- to inform about students' post-graduate opportunities;
- to present the post-graduate opportunities abroad;
- to inform about the findings sources;
- to boost self-confidence from students to start an application procedure

### **Challenges for Students with Disabilities**

Maximize the use of public resources for disable people at University and its context. Better understand of strengths and weaknesses to improve and, on the other hand, improvement in the use of skills towards employment that best suits the students' needs, both brainpower and their physical possibilities.

### **Challenges for the University**

Better understanding of labour market conditions that concern disability. Better cooperation with public and private actors (networking) to boost the efficacy of all partners programs concerning social and labour integration for our disable students and graduates.

Enhance a value proposition which contribute to increase self-confidence of disable people, especially when they face situations where informing about their disability makes a difference for making a good use of any opportunity: job, training, aid, etc.



### Particular relevance for Students with Disabilities

It is very important to have the support of professionals in recent years of career and even when it ends in the job search. For there is a real difficulty for people with disabilities and university education find employment commensurate with their training. But what a studio dependence is created to open more chances of finding employment

#### Quote

*"This workshop is interesting because it has helped me see my strengths and weaknesses to guide my search in the labor market"*

*Laura Soler Azorín. Student at the University of Alicante.*



## Recommendation 4: Volunteer good practices

### Good Practice 10: Study and Service Center for Students with Disabilities (PSLD)

**University:** Universitas Negeri Surabaya (Unesa)

**Country:** Indonesia

**Target Groups:** Students with disabilities

#### Activities

Services for students with disabilities in Unesa are divided into four main services including: learning assistance, advocacy assistance, talent development, and work preparations.

##### 1. Learning Assistance

Learning assistance is an activity to accompany students with disabilities in academic activities. The academic activities are including:

- a) Class lectures
- b) General lectures
- c) Sub summative exams and summative exams
- d) English proficiency test (TEP)
- e) Thesis and final project

The assisting activities is in line with the conditions of each student with disabilities. Students who experience visual impairments will be given assistance in the form of reading material, reading questions, translating visual images, or typing complicated paragraphs. While students who experience hearing impairments can be accompanied when working on listening section while taking the English proficiency test. Furthermore, other disabilities conditions adjust to each conditions.

##### 2. Advocacy Assistance

Advocacy assistance is an effort to provide assistance for students with disabilities in Unesa to obtain appropriate services or overcome problems that arise in the academic and non-academic fields due to their conditions. Furthermore advocacy assistance is also carried out by PSLD Unesa volunteers

or in some cases also involves teaching staff (lecturers). In more detail the implementation of advocacy assistance is as follows:

a. Academic Assistance

1. Academic assistance is an advocacy effort in terms of the lecture process, which consists of:
2. Advocacy assistance with lecturers related to the implementation of the exam (duration of time, question format)
3. Advocacy assistance with lecturers related to GPA (inappropriate score, assignments that have not been received)
4. Advocacy assistance related to thesis

b. Non Academic Assistance

Non-academic advocacy assistance is related to :

1. Accessibility in each department, faculty, and rectorate building
2. Availability of assistive technology

3. Talent Development for Students with Disabilities

The development of talents of students with disabilities is an effort provided by PS LD Unesa in developing various talents of students with disabilities in Unesa. The development of this talent is divided into: developing talents in the academic field, developing talents in the field of sports, and developing talents in the arts.

4. Work Preparation for Students with Disabilities

Work preparation is a service provided by PS LD Unesa to provide assistance to students with disabilities who have graduated from universities to be able to obtain jobs according to their abilities. The preparations of work carried out by Unesa PS LD are including:

- a) Providing vocational skills in accordance with the interests and talents of each student with disabilities through visits to companies that employ individuals with disabilities.
- b) Providing assistance to students with disabilities to attend training, as well as seminars related to the world of work for people with disabilities.

**Quote**

*"Together we care to people with disabilities"*



### Academic Assistance



### Advocacy Assistance



### Talent Development



### Work Preparation





## Good Practice 11: Lambung Mangkurat University

**University:** Lambung Mangkurat University

**Country:** Indonesia

**Target Groups:** Students with disabilities

### Activities

The supports received by each student depend on the type of disability and the specific needs of the individual. Support categories include, but are not limited to:

- Systematic supports throughout the semester
- Helping to handle pre-academic activities (registration, taking courses, academic guidance with lecturers, etc.).
- Support while moving.
- Accompanying while working on coursework.
- Helping in understanding course materials and obtaining course materials in accessible format.
- Support for the handling of objects (books, laboratory instruments, etc.)
- Support for writing notes (instructions for Word 2003 in PPT Opens in a new window, instructions for Word 2010 in PDF Opens in a new window).
- Updating for acoustic or visual information.
- Support for the conversion of training material notes into an electronically accessible format.
- Information for lecture / workshops / secretarial announcements.
- Accompanying when meeting lecturers for guidance and counselling.
- Support for the study.
- Socialization in breaks.

Emergency support when it is needed:

- Picking up at home when there is a field observation or course assignments.
- Support for writing work and computer manipulation.
- Helping in printing course assignments.
- Notifying about the course assignments.
- Informing the list of friends for group assignments.
- Helping to submit e-learning assignments via online (SIMARI application).
- Computer learning.
- Collection of books from distribution points.



- Support for the production of accessible texts (PPT Opens instructions in a new window).
- Helping to explain events that occur in the environment.
- Establishing communication with parents or families of special needs students.
- Making WA groups specifically for volunteers and special needs students.

Supports during examination period:

- Support while moving.
- Providing information and helping to remind the examination Schedule.
- Helping to make summaries of course materials in the form of soft files and hard files for exam preparation.
- Support for reading in examination.
- Support for the handling of objects (books, laboratory instruments, etc.)
- Support as a writing assistant.

### **Training Programs**

Students who want to be volunteers have to:

- Provide academic assistance services.
- Provide course assignment assistance services.
- Provide assistance services for thesis arrangement.
- Provide Sign Language tutorial services.
- Provide Indonesian language learning services.

By participating in the voluntary support program, the volunteer and the Students with Disabilities accept the rules and understand that if one of them is not respected, the Volunteer Service has the right to impose sanctions, such as exclusion from the program.

### **Quote**

*"Friendly Campus for Students with Disabilities"*





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## Good Practice 12: Voluntary Accessibility Unit for Students with Disabilities

**University:** National and Kapodistrian University of Athens

**Country:** Greece

**Target Groups:** Students with disabilities

### Activities

The support received by each student depends on the type of disability and on the specific needs of the individual. Support categories include, but are not limited to:

Systematic support throughout the semester:

- Support while moving
- Support for the handling of objects (books, laboratory instruments, etc.)
- Support for writing notes (instructions for Word 2003 in PPT Opens in a new window, instructions for Word 2010 in PDF Opens in a new window)
- Update for acoustic or visual information
- Support for the conversion of training material notes into an electronically accessible format
- Information for lecture / workshops / secretarial announcements
- Socialization in breaks

Emergency support when it is necessary:

- Collection of books from distribution points
- Support for the production of accessible texts (PPT Opens instructions in a new window)
- Support for writing work and computer manipulation
- Support reading for the exam
- Computer learning

Support during the examination period:

- Support while moving
- Support for the handling of objects (books, laboratory instruments, etc.)
- Support as a writing assistant

### Training Programs

Students who want to become volunteers must:



- support their students during an academic semester and
- accept fast training from the Accessibility Unit.

By participating in the voluntary support program, the volunteer and the Students with Disabilities accept the rules and understand that if one of them is not respected, the Volunteer Service has the right to impose sanctions, such as exclusion from the program.

### Quote

*"Coordination of the systematic, discreet and safe service of Students with Disabilities!"*





## Recommendation 5: Internship good practices

### Good Practice 13: Lambung Mangkurat University

**University:** Universitas Negeri Surabaya (Unesa)

**Country:** Indonesia

**Target Groups:** Students with disabilities

#### Objectives

The specific objectives of the Internship Program are:

- Providing choices of vocational skills both types and places for students to enrich their experiences in workplaces.
- Providing debriefing about what activities should be carried out during the chosen internship as a form of adaptation.
- Carrying out cooperation with professional certification institutions and the business world as a place to develop skills and determine what competencies will be trained.
- Carrying out assistance during the internship process to monitor the smooth running of activities and give support if there are obstacles faced by students.
- Opening access to student consultations during the internship process to support the smooth running of internships.
- Conducting two evaluation activities, namely evaluation of student competencies as a benchmark of ability and evaluation of internship activities to determine the planning for next internship.
- Providing information to students about job vacancies in accordance with the competencies of students.

Examples:

- Students with Physical disability (using wheelchairs) from Law Faculty are working in advocate office and legal aid institute.
- Students with Physical disability (using wheelchairs) from Economic and Business Faculty are working in Lambung Mangkurat University Library, government institutions, and private sector.
- Low vision students from History study program are working in schools and museum.
- Blind, deaf, and physical disability students from Special Education Study Program are working in therapeutic institution and autism service center.



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Erasmus+ Programme  
of the European Union



### **Quote**

*"Creating equality and optimizing the potency of students with disabilities in the world of work".*



## Good Practice 14: Study and Service Center for Students with Disabilities (PSLD)

**University:** Universitas Negeri Surabaya (Unesa)

**Country:** Indonesia

**Target Groups:** Students with disabilities

### Objectives

Internship program for students with disabilities in Unesa is carried out by PSLD through the work preparation program.

Work preparation is a service provided by PSLD Unesa to provide assistance to students with disabilities who have graduated from universities to be able to obtain jobs according to their abilities. The preparations of work carried out by Unesa PSLD are including:

- a) Providing vocational skills in accordance with the interests and talents of each student with disabilities through visits to companies that employ individuals with disabilities.
- b) Providing assistance to students with disabilities to attend training, as well as seminars related to the world of work for people with disabilities.

So far, PSLD Unesa has been collaborating with Holiday Inn Hotel to give an internship program for students with disabilities. Moreover, PSLD Unesa has been working with Kerjabilitas, an NGO which provides informations about job opportunities for people with disabilities.

### Quote

*"Providing work for every graduates"*

Internship Program at Holiday Inn Hotel





## Good Practice 15: University of Piraeus, Internship Office

**University:** University of Piraeus

**Country:** Greece

**Target Groups:** Students of University of Piraeus

### Objectives

The specific objectives of the Internship Office are:

- The acquisition of a first experience / experience related to the profession and / or professional integration in the place where the Internship took place.
- The most essential assimilation of scientific knowledge through the process of professional scientific practice, the elevation of the trainees' skills and the development of professional consciousness.
- The smoother transition of students from the field of their preparation in the field of production, enterprises and organizations, the familiarization of the students of the Higher Education with the working environment and the requirements of the professional space, as well as with the labour relations and the amount of as defined in Greek reality.
- Cultivating favourable conditions for the creative encounter of different disciplines and encouraging self-action and professional inventiveness of trainees.
- Creating a two-way dissemination channel between Higher Education Institutions and industry to facilitate cooperation between them.
- The integration of new trends and needs of the labor market and the demand for specific skills and abilities of graduates in the curricula offered by the Higher Education Institutions of the country.

### Quote

*"Link between University and labor market".*



## Annex

Template of good practices inventory

### WP1 Needs Analysis and Transfer of Know How - Inventory of good practices

Name - Title	Source - Citation	Description	Added by partner

Template of good practices description

<b>Good Practice</b>		
<b>University</b>	<b>Country</b>	<b>Target Groups</b>
<b>Objectives</b>		
<b>Details</b>		
<b>Fast facts</b>  <b>Focus</b>		
<b>Challenges for Students with Disabilities</b>		
<b>Challenges for the University</b>		
<b>Particular relevance for Students with Disabilities</b>		
<b>Quote</b>		
<b>Photograph</b>		



Template of good practices for volunteer services

<b>Good Practice for Volunteer services</b>		
<b>University</b>	<b>Country</b>	<b>Target Groups</b>
<b>Activities</b>		
<b>Training Programmes</b>		
<b>Quote</b>		
<b>Photograph</b>		

Template of good practices for internship services

<b>Good Practice for internship services</b>		
<b>University</b>	<b>Country</b>	<b>Target Groups</b>
<b>Objectives</b>		
<b>Quote</b>		
<b>Photograph</b>		