Experiences from Higher Education in Germany

European Agency Bi-Annual Meeting
6 November 2014, Berlin

Presenter: Ursula Jonas, National Centre of Competence for the Inclusion of Students with Disabilities/Deutsches Studentenwerk
Agenda

- National Centre of Competence for the Inclusion of Students with Disabilities
- Disabilities, chronic diseases, impairments
- Data
- Challenges
National Centre of Competence for the Inclusion of Students with Disabilities

• established in 1982
• upon a recommendation of the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder
• fully financed by the Federal Ministry of Education and Research (BMBF)
• Project conducted by Deutsches Studentenwerk (German National Association for Student Affairs)
Our Tasks

• Advocates the unimpeded access to higher education (HE) and equal rights in HE
• Represents the interest of students with impairments in relation to government, administration and the general public
• Provides information and counselling services
• Qualifying counsellors/coordinators for students with disabilities/chronic diseases
Inclusion in Higher Education

What makes the difference?

• HEI for all students and

• with same objectives in teaching

• Recommendation “Eine Hochschule für Alle” of the 6th Rectors Conference 2009: a commitment to a university for all

• Tradition of laws and recommendations since 1976: Hochschulrahmengesetz
Disabilities -
Chronic diseases –
Impairments
People with disabilities

People belong to the group of persons with disabilities if they have a long-term physical, mental, intellectual or sensory impairment which in interaction with various barriers may hinder their full, effective participation in society on an equal basis with others.

(UN-Convention on the Rights of Persons with Disabilities, Art. 1 and preamble e)

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Chronic Diseases

- Long lasting diseases or those with an episodic progression such as rheumatism or epilepsy

- If they lead to an impairment of social participation, they fall under the legal definition of disability in Germany.
20th Social Survey of DSW

- 7% of students with health-related impairments with impact on participation according to 20th Social Survey of the DSW or
- 137,000 out of 2.04 millions of students in Germany

https://www.studentenwerke.de/sites/default/files/01_20-SE-Hauptbericht.pdf
Tab.H3-11A: Objects of course of studies 2012

<table>
<thead>
<tr>
<th>Data of course of studies</th>
<th>Stud. without i.</th>
<th>Students with i.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of study</td>
<td>16 %</td>
<td>28 %</td>
</tr>
<tr>
<td>Interruption of study</td>
<td>8 %</td>
<td>27 %</td>
</tr>
<tr>
<td>Change of HEI</td>
<td>16 %</td>
<td>22 %</td>
</tr>
<tr>
<td>Ø number of semesters</td>
<td>6,8</td>
<td>7,9</td>
</tr>
</tbody>
</table>

i=impairments

Quelle: Deutsches Studentenwerk/DZHW, 20. Sozialerhebung

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Survey „Studying with Impairments“

- Online-survey 2011
- Carried out by Institute for Advanced Studies, Vienna
- 160 Higher Education Institutions supporting
- More than 15,000 students participating
Central findings

- A very diverse group
- Usually invisible: 94%
- Only 8% have a disabled person‘s pass
- 25% developed their impairment only during the course of studies, 57% during elementary and secondary school
## Health-related impairments with the greatest impact on the studies

<table>
<thead>
<tr>
<th>Types</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>mobility impairments</td>
<td>3%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>hearing/speech impairments</td>
<td>3%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>visual impairments</td>
<td>5%</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>psychological impairments</td>
<td>47%</td>
<td>42%</td>
<td>45%</td>
</tr>
<tr>
<td>chronic somatic diseases</td>
<td>20%</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>specific learning disorders</td>
<td>4%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>other impairments</td>
<td>4%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>psychological + chronic</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>multiple impairments</td>
<td>10%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Tabelle © Martin Unger, IHS Wien
Students with Impairments

Martin S., 20, is in his 3rd semester of medical studies in the Saar region. Impairment: dyslexia.

Michaela K., 29, is a Master’s student of English Literature and Philosophy at Albert-Ludwig University in Freiburg. Impairment: physical disability.

Patrick M., 26, studies political science, Spanish philology and law. Impairment: heart defect in conjunction with hypertension.

Katrin E., 30, is currently working on her master’s degree in sociology at Ludwig-Maximilian University in Munich. Impairment: multiple sclerosis (MS).

Katrin D., 26, studies German Literature and European Anthropology at Humboldt University of Berlin. Impairment: multiple impairments due to Alstrom syndrome: blindness and hearing loss, as well as physical limitations due to complications following surgery.

Tim Alexander L., 21, is an audio-visual media studies bachelor at Stuttgart Media University. Impairment: hearing defect.

Anna S., 26, is in the 14th semester of her philosophy studies at the University of Hamburg. Impairment: General anxiety disorder.
<table>
<thead>
<tr>
<th>Difficulties during the study</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>any difficulties</td>
<td>88%</td>
</tr>
<tr>
<td>no difficulties</td>
<td>12%</td>
</tr>
<tr>
<td>time-related challenges</td>
<td>70%</td>
</tr>
<tr>
<td>organisational course</td>
<td>61%</td>
</tr>
<tr>
<td>lecture and exam situations</td>
<td>63%</td>
</tr>
<tr>
<td>work placements and</td>
<td>17%</td>
</tr>
<tr>
<td>excursions</td>
<td></td>
</tr>
</tbody>
</table>
„3 Steps“ to Academic Adjustments

• disability / chronic disease
• There is an interaction between disability / chronic disease and e.g. time related or formal constraints.
• For the individual and specific study situation academic adjustments aim to offset impairment related disadvantages.
Academic Adjustments

- **Effectiveness**: 90% yes (total/partially)
  - 10% no

- **Approval**: 64% yes (total/partially)
  - 36% no

- **Requests**: 70 yes (total/partially)
  - 30% no
Information and counselling

- Knowledge of information and counselling offers: 79% yes, 21% no
- Making use of it: 76% yes, 24% no
- Satisfaction: 75% yes, 25% no
Self image of students with impairments

• Many of them do not see themselves as members of the „students with disabilities“ subgroup. Nonetheless, the definition of disability used in the Social Law Code (Sozialgesetzbuch IX) remains the definition for all persons.
• Do not want to reveal their impairment / angst of being stigmatised
• Do not think to have a right of academic adjustments
Challenges …

• Presenting information and counselling more attractive and inviting for all students with impairments

• Making members of HEI more sensitive to the requirements of students with impairments

• Qualifying for an inclusive teaching

• Working for more accessibility in buildings and communication
Diversity Management - a Chance?

• Can we use diversity management (DiM) in HEI to promote the interests, questions of students with impairments?
• Chances or risks?
• Is DiM an instrument for underrepresented groups?
Links

English summary:

https://www.studentenwerke.de/sites/default/files/01_20-SE-Hauptbericht.pdf
## Posters

**26th poster contest by Deutsches Studentenwerk „Studying with disability or chronic diseases“ 2011/12**

<table>
<thead>
<tr>
<th>Theme</th>
<th>Winner</th>
</tr>
</thead>
<tbody>
<tr>
<td>„Vielfalt“ (great variety)</td>
<td>Alexandra Wilhelm, Fachhochschule Mainz (3. Preis)</td>
</tr>
<tr>
<td>„Bereichernd“ (enriching)</td>
<td>Johannes Hirsekorn, Hochschule Anhalt (3. Preis)</td>
</tr>
</tbody>
</table>
Contact:

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