

ICLife Conference Final Event

28th of November 2019, Brussels

Inclusion at universities – reasons, challenges and a very good example

Presentation of Prof Fabian van Essen

Inclusion at universities – reasons, challenges and a very good example



Inclusion at universities – reasons, challenges and a very good example

So what is missing?

Inclusion at universities

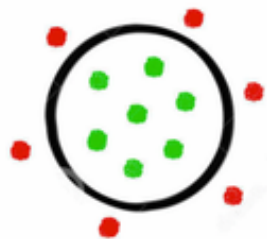
How can inclusion (in the context of intellectual disability) become a strategic organisational aim of a university?



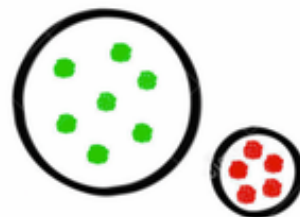
Inclusion in universities

“Inclusion means a policy that introduces diversity as a standard; creating conditions so that everyone can participate and feel good” (ICLife paper on Campus Accessibility 2019, p. 6).

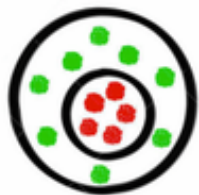
EXCLUSION



SEPARATION



INTEGRATION



INCLUSION






INCLUSION



Inclusion in universities

INKLUSION



**LONDON
METROPOLITAN
UNIVERSITY**

- 64% were from a Black, Asian or Minority Ethnic (BAME) background
- 69% were mature students (34% were aged 30 or older)
- 14% had a known disability
- 142 distinct nationalities were represented
- 96% were from at least one underrepresented group
- 70% were from the Index of Multiple Deprivation (IMD) quintiles 1 and 2

Even London Metropolitan University does not include students with intellectual disabilities...

Why should universities include people with intellectual disabilities?

What do you think, from your point of view?



Five perspectives on diversity in organisations



Reinforcing
homogeneity
perspective



Discrimination
and fairness
perspective



Market
access
perspective



Learning and
effectiveness
perspective



Societal
responsibility
perspective

Five perspectives on diversity in organisations

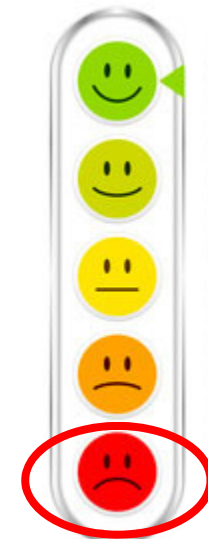


Reinforcing
homogeneity
perspective

Perspective Diversity is dangerous.

Focus Homogeneity is ideal.

Aim Protection of homogenous majority.



Five perspectives on diversity in organisations

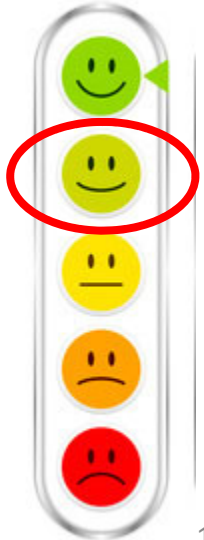


Discrimination and fairness perspective

Perspective Diversity as a problem.

Focus Minority of discriminated people.

Aim Equality of minority and majority.



Five perspectives on diversity in organisations

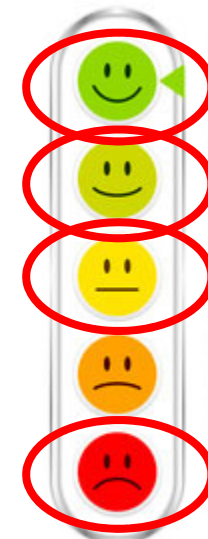


Market access
perspective

Perspective | Diversity as a
market
advantage.

Focus | Winning
competition.

Aim | New
students,
more
revenue.



Five perspectives on diversity in organisations

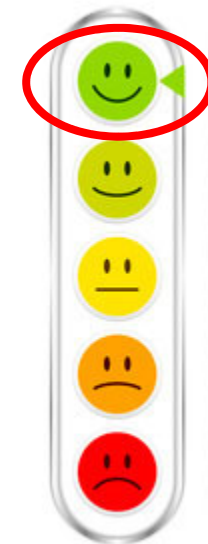


Learning and effectiveness perspective

Perspective Diversity as a resource.

FOCUS Each individual's resources.

Aim Effective use of diversity potential.



Five perspectives on diversity in organisations

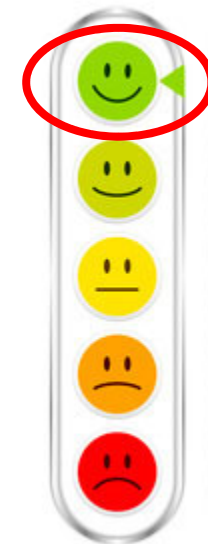


Societal
responsibility
perspective

Perspective | Diversity as a social reality.

FOCUS | Organisations as responsible Citizens.

Aim | Taking over responsibility.



Take-away messages:

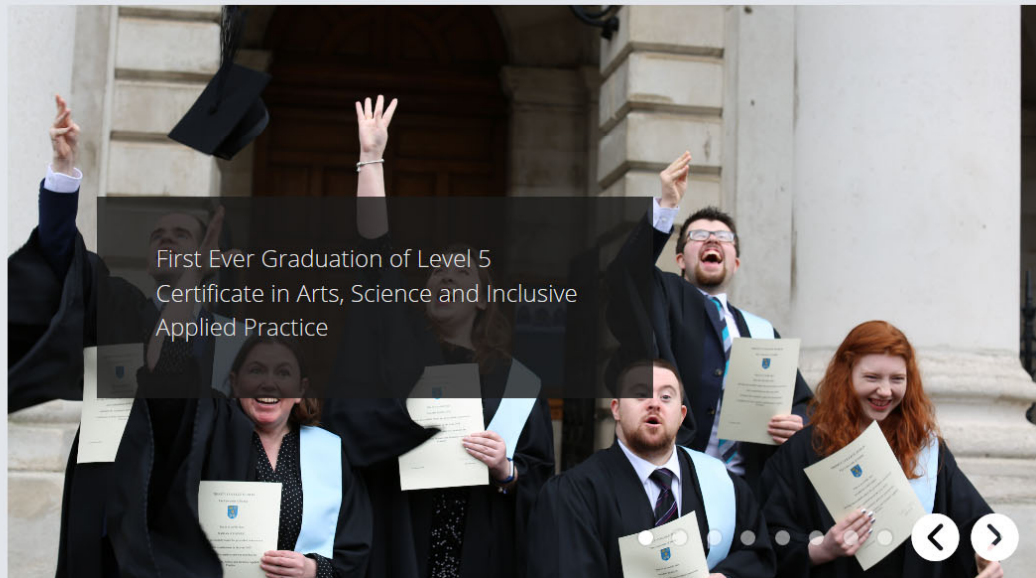
- You know what's important to create inclusive environments.
- Ask yourself: What could be reasons for your university to support you in doing that.
- Develop your inclusion-implementation strategy based on that.





TCPID

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Level 5 Certificate in Arts, Science and
Inclusive Applied Practice.
Contact tcpid@tcd.ie for more details.






... und Lukas

| | | | |
|---|--|--|---|
| <p>Leon attends an inclusive nursery in Dortmund, Germany.</p> |  | <p>Lukas attends the same inclusive nursery in Dortmund.</p> |  |
| <p>Leon attends a special school for children with intellectual disabilities in the same town.</p> |  | <p>Lukas attends a regular primary school in the same town.</p> |  |
| <p>As a youngster, Leon stays in the same special school.</p> |  | <p>Lukas decides to attend the secondary school in the neighbouring town.</p> |  |
| <p>Leon works in a sheltered workshop for people with disabilities. He can choose between 14 areas of work.</p> |  | <p>Lukas can choose between 19.000 courses of study. He makes a decision and studies... He relocates to...</p> |  |
| <p>Leon lives in the same town in a residential facility for people with intellectual disabilities. He takes part at a lot of leisure activities of the facility.</p> |  | <p>Lukas works as... He lives in... In his leisure time he loves...</p> |  |

When Lukas visits his parents in his home town he sees a group of people with intellectual disabilities in an ice cream shop.

He doesn't recognise Leon...

...´s journey through life: typical for people with intellectual disabilities in Germany

| | | |
|---|--|--|
| Leon attends an inclusive nursery. |  | 70 percent in inclusive nurseries (Klemm 2014) |
| Leon attends a special school for children with learning disabilities in the same town. |  | 11,9 percent in regular (mainstream) schools (KMK 2017) |
| As a youngster, Leon stays in the same special school. |  | 88,1 percent in special schools (KMK 2017) |
| Leon works in a sheltered workshop for people with disabilities. He choose between 14 different jobs Areas of work. |  | > 90 percent: from special schools to sheltered workshops (BMAS 2008) < 1 percent: from sheltered workshop to regular labour market (Becker 2017) |
| Leon lives in the same town in a residential facility for People with learning disabilities. He takes part at a lot leisure activities of the facility. |  | About 60 percent live with their parents (Groß 2014) Majority of the rest: residential facility (Teilhabebericht 2016) |

→ *Systematic processes of social exclusion*

INSTITUTE *for Inclusive* EDUCATION

The first institute worldwide for and with people with intellectual disabilities to be qualified to work as educational specialists at universities.

Qualification group in Cologne



Photo: Uwe Weiser / LVR



1. *Qualification*

2. *Inclusion within postsecondary education*

3. *Employment*

1. *Qualification*

3 years fulltime-qualification to gain skills to teach on the life realities of people with ID who worked in a sheltered workshop before.

Education, Work, Housing, Leisure, Culture, Health ... and Inclusion.

INSTITUTE 
for Inclusive
EDUCATION



1. Qualification



| Schedule for the Qualification as Educational Specialists | | | | | | |
|---|---|--|---|--|---|--|
| Semester 1 | Module 1: Employment and Education Module Element 1: Education Module Element 2: Employment Module Element 3: Protected Environments | | | | Module 4: Methods, Tools and Techniques of Educational Work. | |
| Semester 2 | | | Module 3: Educational Work in Practice Module Element 1: „My Lifeworld“ | | | |
| Semester 3 | | Module 2: Participation Module Element 1: Participation, Normality and Involvement Module Element 2: Society, Politics and Legislation Module Element 3: Support Services and Current Situation | | | | |
| Semester 4 | | | Module 3: Educational Work in Practice Module Element 2: „My Lifeworld in Social Contexts“ | | | |
| Intermediate Examination | | | | | | |
| Semester 5 | | | Module 3: Educational Work in Practice Module Element 3: „Current Scientific Topics and Discourses on the Category Disability“ | | | |
| Semester 6 | | | | Module 5: Closing Module: Independent Educational Work | | |

1. Qualification

24 people with ID currently participate in four different regions of Germany at qualifications.



2. *Inclusion within postsecondary Education*

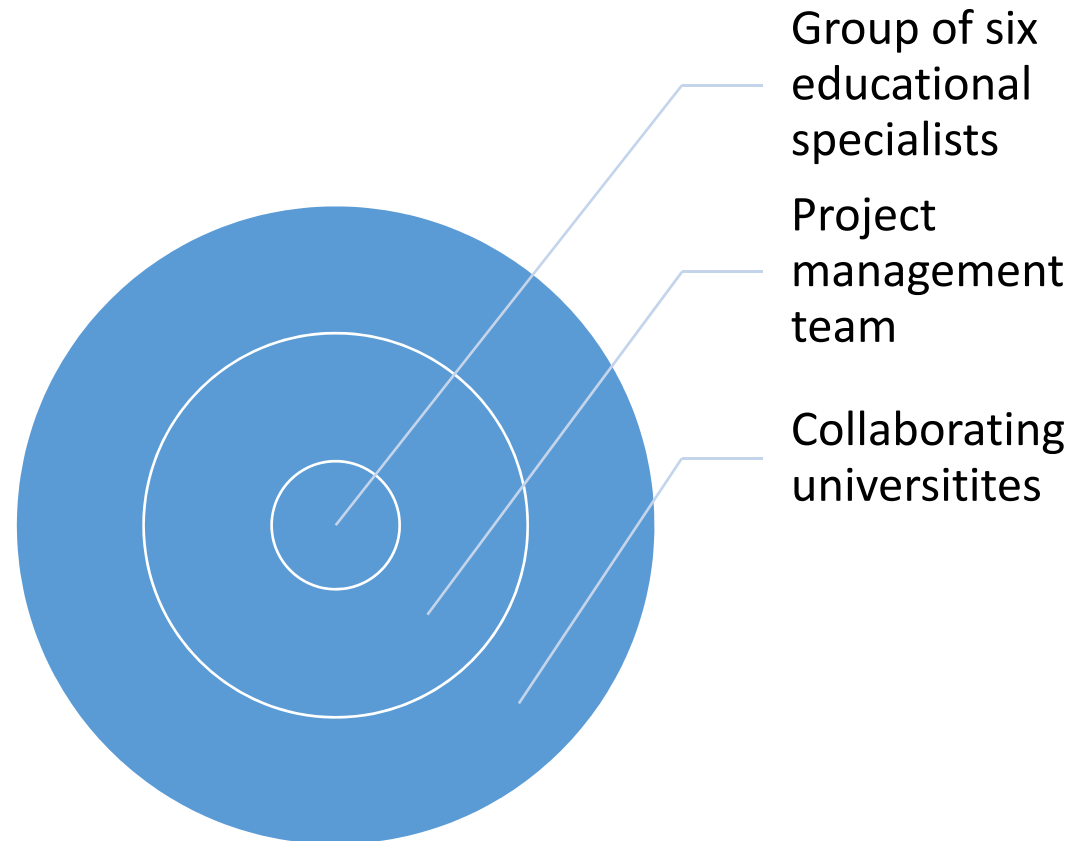
„Nothing about us without us!“



In average a group of six educational specialists with intellectual disabilities reaches over 2,000 people at 40 events yearly.

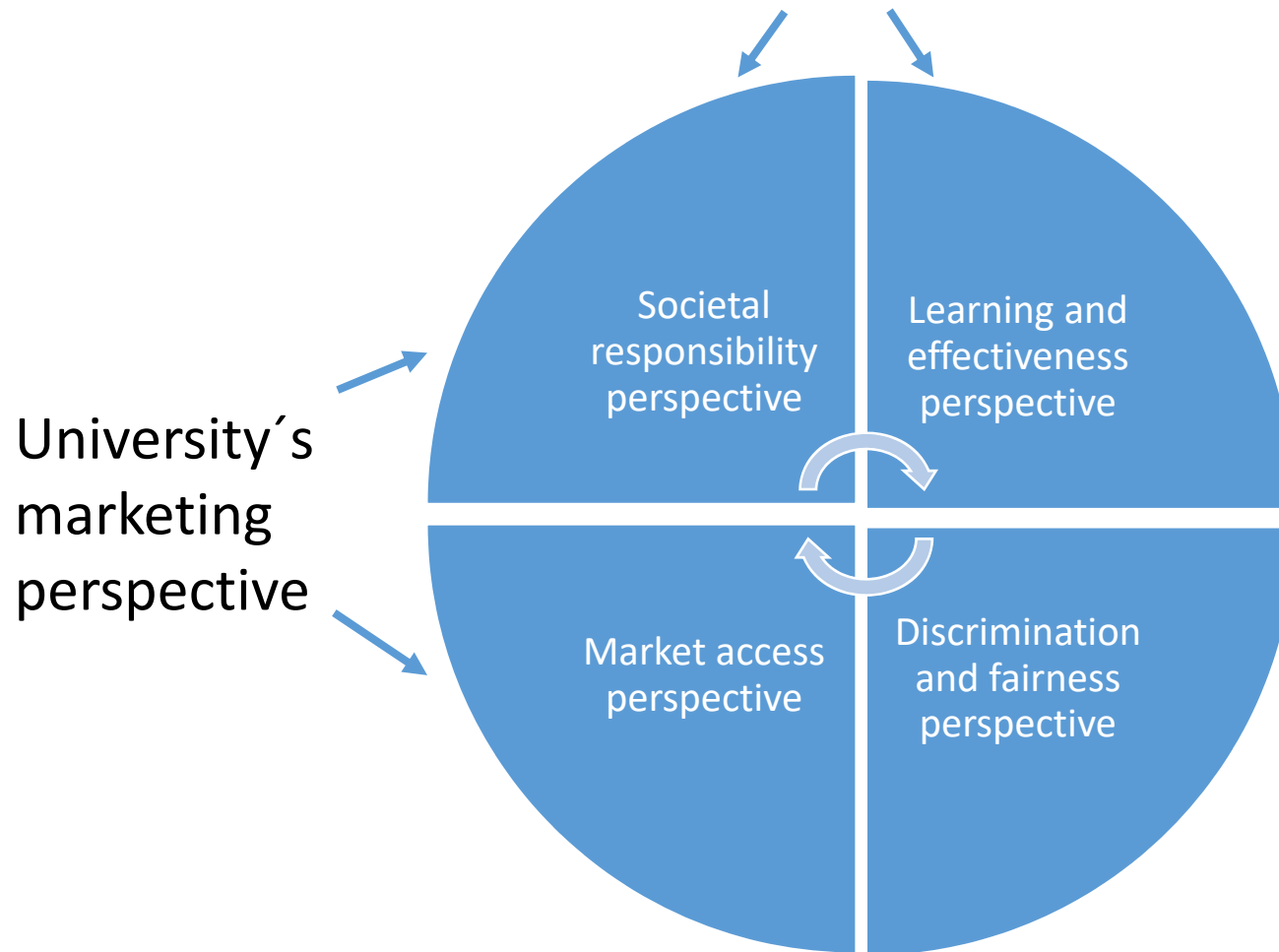
3. *Employment*

**Permanent and fully paid jobs
as “educational specialists”.**





Lectures and other protagonists



First research results

- Students without disabilities change their attitudes towards inclusion (Mau, Diehl & Groß 2017; Quantitative approach, 19 item Likert Scala “My thinking about Inclusion” [MTAI-D])
- Students´ without disabilities beliefs and motivations towards inclusion change (Krämer, Zimmermann 2018; Quantitative approach, 4 item Likert Scala on attitudes and self-efficacy expectations)
- Increase of social capital, improved confidence, educational skill-development, respect regarding the transition to labour market, pleasant anticipation of upcoming increase of self-determination (subjectives perspectives of educational specialists) (van Essen [in process];
Qualitative approach, Semi-structured interviews, Documentary Method)²⁷

International project scaling

Please contact me if you are interested.

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BMAS (2008). Entwicklung der Zugangszahlen zu Werkstätten für behinderte Menschen. Im Auftrag des Bundesministeriums für Arbeit und Soziales.

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Thank you for your attention!

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