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## INTELLECTUAL OUTPUT 2

### European Guide of Universities that Work for Inclusion

#### EUni4All-Network

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## INTELLECTUAL OUTPUT 2

### European Guide of Universities that Work for Inclusion

#### 1. Introduction

This guide has been constructed as part of the work carried out within the ERASMUS+ program entitled European Network of Inclusive Universities (EUni4All-Network), which intend to continue advancing in the construction and visibility of universities that work for inclusion. In this project participate the European Disability Forum (EDF), the ONCE Foundation for the inclusion of people with disabilities in Spain, and universities of five countries: University of Eastern Finland, the University of the Study of Trieste (Italy), the Polytechnic University of Lublin (Poland), the University of Porto (Portugal), and the Spanish universities of Murcia, Autonomous of Madrid, and Seville.

The **European Guide of Inclusive Universities** is the result of a research study done in 64 universities throughout the European Union that analyses to which extent they are applying a set of standards of inclusion. The main objective of this guide is to provide European universities, students with disabilities and non-profit organizations with a useful tool and quality information on European universities to improve decision-making concerning their studies and possible mobility.

This guide derives from previous work done by the partners on the intellectual output 1, the Guide of Standards for Inclusion for University Students with Disabilities, that was designed as a self-assessment tool for European universities on issues related to their inclusion policies. The European Guide of Inclusive Universities presents information on a set of European universities that self-assessed themselves against the full or essential set of standards for the inclusion of students with disabilities. In addition, the guide is completed with general information for other set universities that, although they did not self-assess themselves against the standards, have shown their willingness to participate in the EUni4All-Network by providing basic information on issues related to their inclusion policies.

In summary this compilation, as a catalogue, presents some of the most inclusive universities in Europe, taking into consideration their key institutional policies (accessibility, normative and operational framework, training, and awareness) access, university life (learning and education, participation, internships, research, international mobility) and graduation.

## 1.1 Higher education and inclusion in Europe

Inclusion can be considered a human right that aims to accommodate all people regardless of their status (race, gender, disability, medical or other needs) and to provide equal access and opportunities as well as the elimination of discrimination and intolerance through the removal of barriers. Still, inclusion can have different meanings for different people, and the very definition of the concept depends on the perspective, starting point, target group or methodological approach adopted (Ramberg & Watkins, 2020), and, to date, there is no universally accepted definition of what can be considered as underrepresented groups (Salmi, 2020). Even so, when we talk about inclusion in higher education there is a certain consensus in considering that inclusion is a continuous and transformative process to improve educational systems and thus meet the needs of all people, especially those belonging to marginalized groups, and that is indispensable both for social justice and talent development reasons. Likewise, the idea is shared that true advances in the inclusive perspective in higher education require the commitment of all the agents involved (teachers, managers, students and administration and services personnel) and demand maximum collaboration and coordination between the management teams of the university system and the institutions themselves (Gairín et al., 2021).

Summarizing the situation of inclusive education in Europe is not an easy task, since European countries often exhibit differences, to varying degrees, between policy formulations and the actual implementation of inclusive education, which also complicates comparative studies (Ramberg & Watkins, 2020). Regardless of those differences, it does seem clear that inequality in higher education in Europe is a common, important and complex problem (European Commission/EACEA/Eurydice, 2022) that has not always been addressed with the importance it deserves by member states. For example, some works point to the low degree of progress in widening access by member states along with shortcomings in the definition of objectives or limitations in the data collected in relation to the social characteristics of students, or in strategies and plans to promote the social dimension in a systematic way (European Commission/EACEA/Eurydice, 2014; Ridell, 2016; Schmidt, 2020). Therefore, the European Commission defines inclusion as one of its key objectives and states that the European Higher Education Area in 2025 should ensure that higher education is accessible to a diverse student population (European Commission, 2020).

Some of the most recent results regarding the degree of equity and inclusion achieved at the European level in higher education come from the Eurydice report published in the first quarter of 2022 entitled “Towards equity and inclusion in higher education in Europe”. This report used as its main source information a set of high-level regulations and policies

from 38 education systems in 36 European countries and analysed the level of alignment of European higher education systems with respect to the ten principles and guidelines agreed upon by all EHEA countries as a model for advancing the commitment to enhance the social dimension (BFUG Advisory Group 1 on Social Dimension, 2020; see Figure 1). In summary, the results show that European education systems have implemented almost 42% of the policies needed to meet the commitments. So, there is plenty of room for improvement.

### **The principles for strengthening the social dimension of higher education**

1. The **social dimension** should be central to higher education strategies at system and institutional level, as well as at the EHEA and the EU level (13).
2. **Flexibility**. Legal regulations or policy documents should allow and enable higher education institutions to develop their own strategies to fulfil their public responsibility towards widening access to, participation in and completion of higher education studies.
3. The inclusiveness of the entire education system should be improved by developing coherent policies from early childhood education, through schooling to higher education and throughout **lifelong learning**.
4. Reliable **data** is a necessary precondition for an evidence-based improvement of the social dimension of higher education.
5. Public authorities should have policies that enable higher education institutions to ensure effective **counselling** and **guidance** for potential and enrolled students in order to widen their access to, participation in and completion of higher education studies.
6. Public authorities should provide sufficient and sustainable **funding** and financial autonomy to higher education institutions enabling them to build adequate capacity to embrace diversity and contribute to equity and inclusion in higher education.
7. Public authorities should help higher education institutions to strengthen their capacity in responding to the needs of a more diverse student and **staff** body and create inclusive learning environments and **inclusive institutional cultures**.
8. International **mobility** programs in higher education should be structured and implemented in a way that foster diversity, equity and inclusion and should particularly foster participation of students and staff from vulnerable, disadvantaged, or underrepresented backgrounds.
9. Higher education institutions should ensure that **community engagement** in higher education promotes diversity, equity, and inclusion.
10. Public authorities should engage in a **policy dialogue** with higher education institutions and other relevant stakeholders about how the above principles and guidelines can be translated and implemented both at national system and institutional level.

*Figure 1. The principles for strengthening the social dimension of higher education (taken from European Commission/EACEA/Eurydice, 2022)*

A more detailed analysis of this Eurydice report results shows a very high score for implementation of principle 1 (91 out of 148 points), which advocates that the social dimension should be at the heart of higher education strategies at system and institutional level, as well as at EHEA and EU level. This indicates that dialogue between public authorities, higher education institutions, student and staff representatives and other key stakeholders, including social partners, non-governmental organizations, and people from vulnerable, disadvantaged, and under-represented groups, is evident in European countries. But, at the same time, the low score on principle 10 (24 points out of 148) also shows that such dialogue should focus on more concrete questions on how to translate and implement the principles and guidelines both in the national system and at the institutional level. We consider the outputs of projects such as EUni4allNetwork (e.g., this same guide or the standards for the inclusion of students with disabilities in higher education) or other Erasmus+ projects (e.g., ACCESS4ALL Self-assessment tool, Gairín et al., 2021) to be useful complements to advance the development of this principle, as they can provide public authorities and the higher education community with concrete examples of ways to improve and promote inclusion for specific groups in higher education.

Another interesting study was conducted by the European University Association (EUA) with a total of 159 higher education institutions from 36 European systems (Claeys-Kulik et al., 2019). That study showed for example, that about 70% of the responding institutions have one or more vice chancellors working with inclusion policies, and in 40% of the universities there is a vice chancellor with a specific responsibility for equity, diversity, and inclusion, which shows a clear commitment of the institutions to developing measures for the improvement of inclusion. It is also clear that, in relation to students, the dimension of diversity to which most attention is paid in higher education institutions is disability (92%), followed by gender (82%), ethnic/cultural/migration background (76%), socio-economic background (71%), sexual identity (including LGBT+)(65%), educational background (alternative pathways, lifelong learners)(61%), caring responsibilities (53%), religious background/beliefs (48%) and age (39%).

The results of the EUA study also identified a set of barriers to promoting equity, diversity and inclusion that continue to challenge higher education institutions. For example, they highlight obstacles such as lack of funding and resources (66%), lack of awareness of the issue within the campus community (65%), difficulties in identifying and reaching target group students/staff (58%), lack of information/training on the issue for students/staff (53%), or lack of consensus/support for the issue within the campus community (51%).

Undoubtedly, these obstacles also exemplify the road that still lies ahead in the development of inclusive policies in European universities.

But the path to inclusion in higher education is not solely in the hands of the inclusive structure of the educational system. For example, Biewer et al. (2015) analyzed which institutional pathways facilitate access to higher education for students with disabilities in Ireland, Austria, Spain, and the Czech Republic, analyzing the transitions and turning points identified in their biographies, as well as the resources and capital needed. Their results showed how, even when inclusive policies are well developed, the individual trajectories of university students with disabilities may be altered by a lack of knowledge and support at crucial moments. Thus, economic, social, and cultural factors, including family resources, advocacy, and social networks, remain key aspects of achieving self-determined lives and success in university studies.

All this leads to the consideration that working for inclusion in higher education is only possible from the construction of a truly inclusive society, in which inclusion is considered in all areas, for all people and where we all have the responsibility to implement measures of inclusion, each from their own responsibility. We hope to contribute to this goal of building a more inclusive Europe with this Guide to Universities Working for Inclusion.

## 1.2 Why this guide?

As stated by Mariya Gabriel, Commissioner responsible for Innovation, Research, Culture, Education and Youth “equity and inclusion are two of the key values at the heart of the European Union and at the core of our vision for a European Education Area” (European Commission/EACEA/Eurydice, 2022). However, the challenges related to these two values facing both students and teaching staff at European universities are many and varied. Probably, one of the biggest challenges is still the total assumption of these values by the university community. For example, the previously mentioned EUA study showed how 65% of European universities surveyed felt that the lack of awareness of diversity, equity and inclusion within the university community remains a challenge (Claeys-Kulik et al., 2019). It is therefore very important to move forward in ways to share information on how different European universities are addressing the challenge of improving equity and inclusion for people with disabilities. This would be useful for students to learn about the ways in which European universities are facing the challenge of inclusion, but also to provide good examples and practices on inclusion to other universities and higher education institutions.

The European Guide of Universities that Work for Inclusion also stems from an analysis of the challenges faced by students and teaching staff -by way of a set of standards for inclusion-, with a special focus on student mobility. In general, the reports on European



mobility show limited participation by students belonging to under-represented groups, or with special needs or fewer opportunities (European Commission, 2015; De Benedictis & Leoni, 2021). For example, as described by De Benedictis and Leoni (2021), only 13 universities hosted Erasmus students with special needs between 2008 and 2013. Given the importance of international mobility for personal and language skills development, self-confidence enhancement or even employability improvement, there seems to be a clear need to “increase participation by people who, at an earlier point in time, would not have had the opportunity to gain a higher-level qualification” (Riddell, 2016), especially in the mobility of European programs.

The ways in which European higher education institutions face the challenge of improving their levels of inclusion are varied and should inevitably focus on a radical change in the way inclusion policies are implemented, moving away from reactive models and towards the consideration of inclusion as a cross-cutting dimension that can only be addressed with a broad perspective based on approaches that consider diversity from the outset (i.e., universal design or design for all). There are some proposals in this regard. For example, the League of European Research Universities consider that “equality, diversity and inclusion can be more effectively promoted at universities by making use of a comprehensive approach. Such an approach needs to be holistic and systemic in (1) addressing inclusion and enhanced representation of all under-represented groups; (2) aiming at the entire academic community of staff and students together; and (3) making the content of both the research and the research-led curriculum more inclusive” (Buitendijk et al., 2019). But many universities focus exclusively on providing accommodations for international students without considering inclusive policies (e.g., accessibility) from the very early design stage of programs (Johnstone & Edwards, 2020).

The challenges faced by students in mobility programs with disabilities are like those faced by other students (financial, linguistic, and technical/administrative) but they also often experience specific barriers in finding accommodation, in creating a social life, or due to lack of sufficient information about the support available at the host university (Heirweg et al., 2020). The European Guide of Universities that Work for Inclusion aims to provide useful information for the student who is deciding to participate in a European mobility program. For each country of the universities included in this guide, general information is provided, obtained from official sources, ranging from global indicators of disability prevalence or risk of exclusion to more specific information on disability in higher education or accessibility in different fields. At the university level, general information about the university, general mobility indicators and links to key websites or resources related to disability services and policies, accommodation, transportation, or mobility are provided. Finally, depending on the level of participation of each university in

the EUni4all network, information about the standards covered by the university or a set of expected disability-related services are described.

The European Guide of Universities that Work for Inclusion is only the beginning of the work of a network of universities that wish to be at the forefront in the implementation of policies for inclusion. Like any guide that materializes in a static product, as is the case of this document, it has the problem of keeping the information up to date. We know that, many times, universities are immersed in changes in the way they deploy inclusive policies for various reasons, such as changes in leadership and policy management teams. However, we believe that, even with these problems, the result can be very useful for future students and universities that want to decisively promote their inclusive policies.

### 1.3 How to use this guide?

This guide is intended to be a resource of interest to European universities, students with disabilities and non-profit organizations and how to use it depends on your profile.

If you are a **member of a university community**, you are probably approaching this guide because you want to learn how other universities are facing the challenge of improving their equity and inclusion policies. In this case, the guide provides you with specific information about the level of compliance of the listed universities with different standards.

If you are a **student planning to travel to a European university**, this guide provides general information that can help you in your decision making. For example, it provides useful information about disability policies in the destination country. It also provides information on the inclusion policies and services offered by some universities in that country, contact persons/services at each university for disability-related issues, and other information of interest, such as data on the countries and fields of expertise of Erasmus students hosted by the university.

The guide is organized by country and within each country the universities are listed in alphabetical order.

## 2 Methodology and process of development of the European Guide of Inclusive Universities

### 2.1 Universities selection

One of the main objectives of the EUNI4ALL project was to identify, diagnose and analyze the quantity and quality of European universities in terms of the level of inclusion in undergraduate and graduate education, so it was necessary to take a representative

sample of universities in the European Union. To this end, at the first meeting of the project, the distribution by country for the study was agreed upon.

Each partner identified and selected from each of the previously assigned countries at least two public or private universities to participate in the project. For this purpose, a professional researcher was appointed to identify the universities, based on different inclusion criteria that make these universities a benchmark and susceptible to be studied.

## 2.2 Universities study

In the first phase of the study, each partner identified at least two public or private universities per country. For the selection of universities, we used a list from the EU Commission on all universities receiving students with disabilities, and two from SEPIE on the European universities receiving a greater number of students with disabilities and the top 40 EU institutions receiving the most students in mobility programmes. In addition to these criteria, each partner contacted experts who suggested other universities. Subsequently, each partner contacted some of the listed universities and proposed them to complete the initial questionnaire.

A total of 65 universities have provided data for this study. 24 of them have filled in a “long” questionnaire with more than 150 questions related to 38 indicators. 7 universities have completed a “short” questionnaire with questions related to 14 indicators, all taken from the “long” questionnaire, and 33 have provided us with data on the most relevant information in case a student with a disability wants to inquire and/or contact them directly.

## 2.3 Identification of inspirational practices

One of the main objectives of the EUNI4ALL network is to elaborate a European Guide of Inclusive Universities that focuses on inspirational practices in the field of university inclusive education. To advance towards this goal, the results obtained from the study of the universities (quantitative and qualitative) has served to identify which universities have inspirational practices in terms of key institutional policies (accessibility, normative and operational framework, training, and awareness) access, university life (learning and education, participation, internships, research, international mobility) and graduation.

In this guide, each university will be identified with a badge depending on the type of information that university has provided to allow the identification of inspirational practices (compliance with or even exceeding the standards of inclusion for university students with disabilities).

A set of 33 universities completed a form with questions on (a) all or (b) the essential standards from the Guide of Standards of Inclusion for University Students with

Disabilities and provided some evidence of compliance with those standards. For those universities this guide includes information on the achieved/exceeding standards to show their inspirational practices. These universities are identified by this blue badge.



Figure 2. Badge for identifying universities that have provided evidence of compliance with all or some Standards of Inclusion for University Students with Disabilities

For this set of universities only information related to the contact with the disability care office is provided, since the compliance with the standards has already been verified and the achieved standards are listed below the seal under the heading "achieved standards".

As a summary, the following figure shows the percentage of compliance with the essential inclusion standards for college students with disabilities in the 33 universities that answered the complete or the essential EUNI4all form.

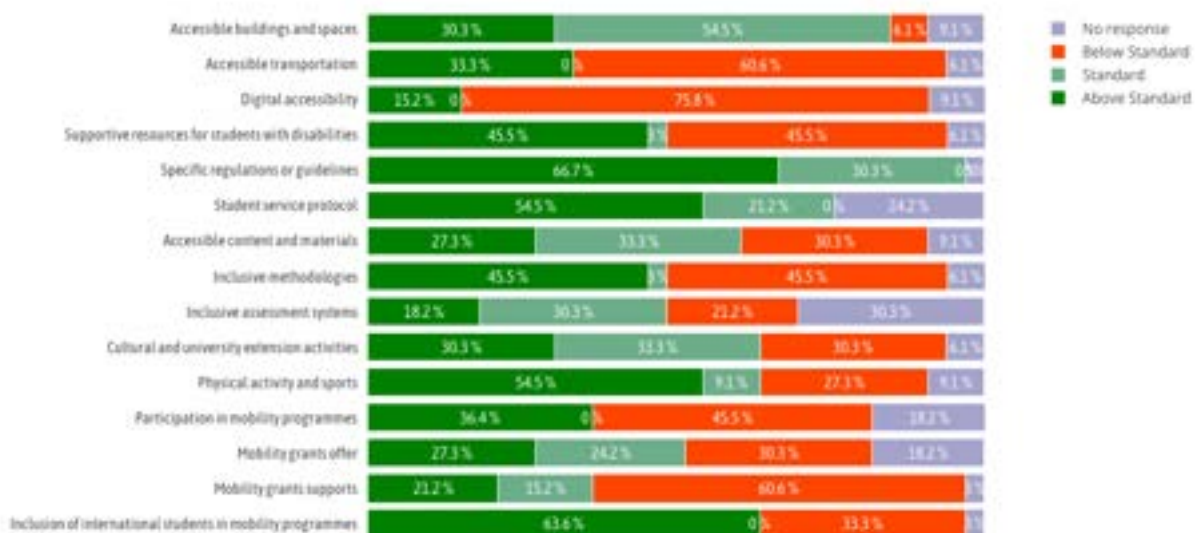


Figure 3. Percentage of compliance with the essential inclusion standards for university students with disabilities in the 33 universities that answered the complete or essential EUNI4all form.

As can be seen in the figure, most of the indicators show a high level of compliance or even exceedance of the standard (green categories). For example, most of the universities have accessible buildings and spaces, specific regulations or guidelines and a service and support protocol to respond to the needs of students with disabilities. It is also evident that there is still room for improvement in other indicators, such as digital accessibility, accessibility in transportation or the participation of students with disability in mobility programs.

Another set of 32 universities completed a simple form providing general information on critical matters related to inclusion. These universities are identified by this orange badge.



*Figure 4. Badge for identifying universities that have provided information on the main services related to students with disabilities.*

For these universities, links are provided to web pages where more information is available on specific issues related to the care of students with disabilities, but such information has not been verified nor does it imply in any way conform to the standards developed in the EUNI4all Network project.

## 2.4 Sources of information

This guide includes information on universities obtained in the EUNI4ALL project but also provides data and indicators related to disability and inclusive education, at the country level, and to mobility, at the university level, obtained from different sources. All data sources used in the development of this guide are listed below.

### 2.4.1 European Tertiary Education Register (ETER)

Web page: <https://www.eter-project.com>

The European Tertiary Education Register (ETER) is a database of higher education institutions in Europe. ETER provides detailed data on 3,436 higher education institutions

hosting more than 17 million undergraduate, master's and doctoral students. Covering 41 European countries, the data includes university size, number and gender of students and staff, subject areas, and degree levels, as well as information on research, international students and staff, and funding. ETER is implemented together with a network of data providers in the National Statistical Authorities and National Ministries of Education of the participating countries.

The general information on the universities in this guide comes from the ETER database (standardized name, institutional website, year of foundation, number of students and number of professors).

#### 2.4.2 The Disability Online Tool of the Commission (DOTCOM)

Web page: <https://ec.europa.eu/social/main.jsp?catId=1541>

DOTCOM is an online disability tool built from a comprehensive database of information on national laws, policies, strategies and initiatives in the Member States of the European Union, its candidate countries, and other associated countries. DOTCOM includes summary information on 44 selected policy instruments, organized into 8 themes (with more than 1,500 records).

The data are compiled by the independent national experts of the European Disability Expertise (EDE) contract, under the direction of the assigned senior experts, and are regularly updated. The Commission offers Member States the opportunity to validate the data at national level, although the published content does not necessarily reflect their official views or those of the EU institutions. The current information was updated in May-June 2019.

General information for each country on university and disability and on accessibility comes from the DOTCOM database.

#### 2.4.3 The Academic Network of European Disability Experts (ANED) / European Disability Expertise (EDE)

ANED Web page: <https://www.disability-europe.net>

EDE Web page: <https://ec.europa.eu/social/main.jsp?catId=1532&langId=en>

The Academic Network of European Disability Experts (ANED) was established by the European Commission in December 2007 and its funding ended in June 2019. Its aim was to establish and maintain a pan-European academic network in the field of disability to support policy development in collaboration with the Commission's Disability Unit. ANED based its work on the expertise of existing disability research centres, supported by

national experts, thematic rapporteurs, and links to relevant networks in the disability policy field. The latest updates were made in June 2019.

Following the end of ANED funding, the European Commission signed the European Disability Expertise (EDE) contract in July 2020 with funding from the European Union's Rights, Equality and Citizenship Program. The aim of the EDE is to collect, analyse and provide independent scientific data and information in relation to national policies and legislation, linked to provisions at EU level, as well as to provide information about people with disabilities.

The general data for each country regarding the number of people with disabilities and their level of dependency, as well as the percentage of population with disability at risk of poverty or social exclusion come from the Statistical Indicators section of the ANED website: <https://www.disability-europe.net/theme/statistical-indicators>. Specifically, data for this guide has been extracted from the Tables EU SILC data 2018, prepared by Stefanos Grammenos from the Centre for European Social and Economic Policy (CESEP Asbl), on behalf of the European Disability Expertise (EDE) - September 2020. All those data were obtained from EUROSTAT. This information is shown in the guide as two charts:

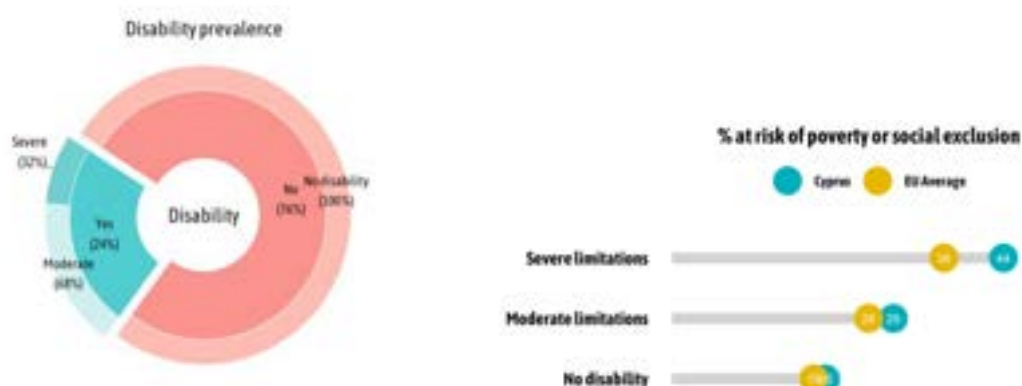


Figure 5. Example charts shown in the guide at the country level to provide general information about disability prevalence and risk of poverty or social exclusion in comparison with the EU average.

As described in Eurostat glossary, there are different statistical and operational definitions of disability. One definition measures disability through a concept of general activity limitation: "Limitation in activities people usually do because of health problems for at least the past six months", also considering the extent of limitations (severely limited / limited but not severely or / not limited at all). Another definition considers that disabled people are those persons having at least one basic activity difficulty (such as, seeing, hearing, walking, remembering, etc.).

#### 2.4.4 Towards equity and inclusion in higher education in Europe (Eurydice report)

Web page: [https://eacea.ec.europa.eu/national-policies/eurydice/content/towards-equity-and-inclusion-higher-education-europe\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/towards-equity-and-inclusion-higher-education-europe_en)

In March 2022 the European Education and Culture Executive Agency (EACEA, Unit A6 - Platforms, Studies and Analysis). published this Eurydice report. This report aims to show how effective the political commitments of European Union countries are in improving social justice in higher education. It does so by analyzing the current level of alignment of European higher education systems with the Principles and Guidelines to Strengthen the Social Dimension of Higher Education agreed by all EHEA countries (prepared by the BFUG Advisory Group 1 on Social Dimension Rome Ministerial Communiqué Annex II) as a blueprint for taking forward the commitment to enhance the social dimension.

The global information on equality and inclusion in higher education for each country shown in the guide was obtained from this study. The information is shown as a chart that indicates, for each country, the individual score (scale 1 to 4) achieved in the 10 Principles and Guidelines to Strengthen the Social Dimension of Higher Education, compared with the mean of the score for all European countries (EU average). For a detailed explanation of the meaning of those principle see the original report.

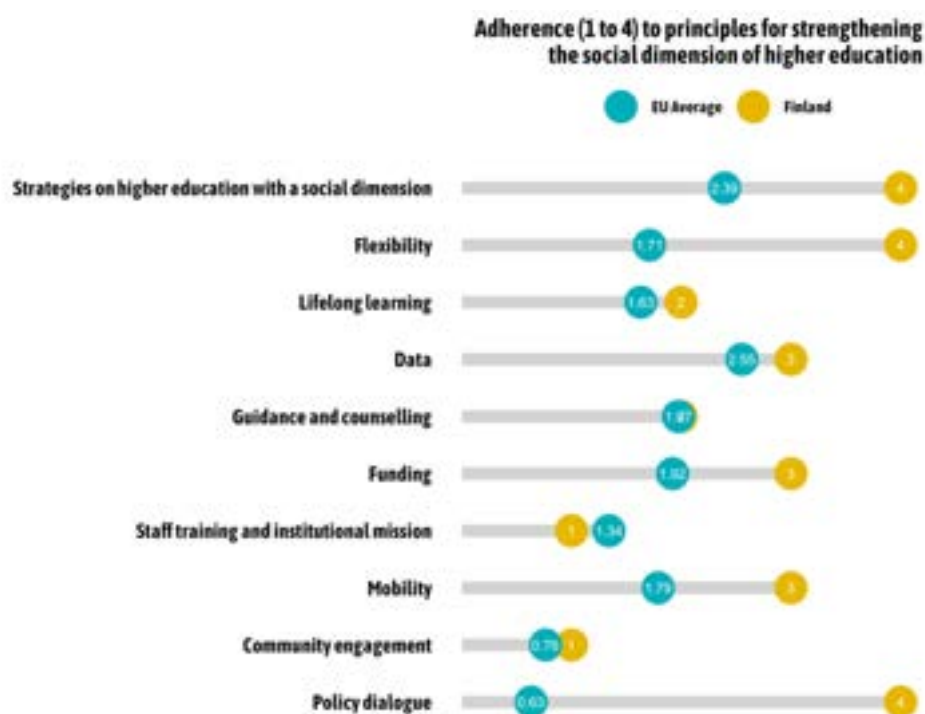


Figure 6. Example chart showing adherence scored to the 10 principles for strengthening the social dimension of higher education

### 2.4.5 Other data sources

In addition to all the sources indicated in this guide, data from the following published studies have been used.

Gadár, L., Kosztyán, Z. T., Telcs, A., & Abonyi, J. (2020). A multilayer and spatial description of the Erasmus mobility network. *Scientific Data*, 7(1), 41. <https://doi.org/10.1038/s41597-020-0382-1>

One of the purposes of the European Guide of Universities that Work for Inclusion is to guide students with disabilities about European universities to make decisions regarding their studies and possible mobility. Given that the Erasmus program is the largest collaborative network of European higher education institutions to promote student mobility, it was considered relevant to include some data that would provide interesting information on the flow of students in the ERASMUS program in each university, such as data on the countries of origin and subject areas of ERASMUS students received by each university. This information was obtained from the study by Gadár et al. (2020). If available, it is included for each university showing two bar charts. The first one shows the percentage of incoming Erasmus students by country. The second one shows the percentage of incoming students by subject. This information can help to decide on the suitability of the university profile.

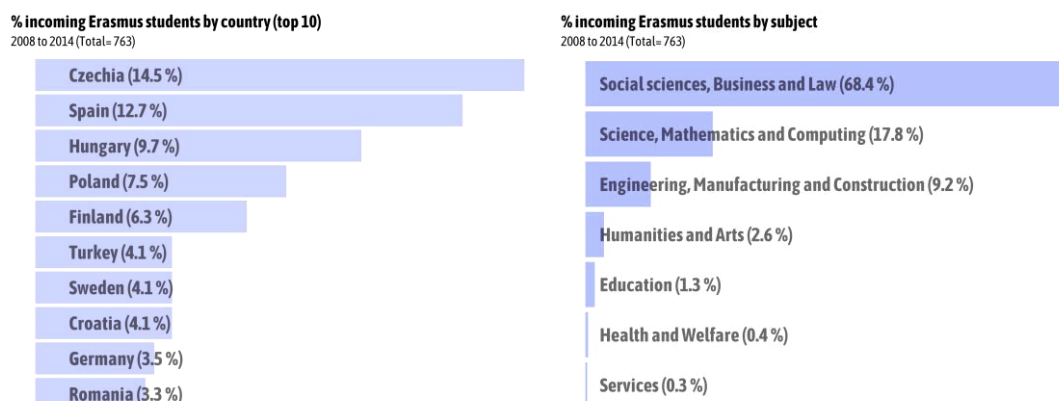


Figure 7. Example of Erasmus information provided at the level of Universities (Gadár et al., 2020)

## 2.5 Which universities are listed in this guide?

This guide contains information on 65 European universities. The selection of universities on which information is offered is due to the methodology for the development of this guide and to a set of limitations that arose during the development of the project. Mainly, the scarce participation of universities due to the pandemic situation led to decisions regarding the simplification of the information collection instruments used as a basis for the construction of the guide.

This is an open and dynamic guide, which will have a dynamic version in the future development of a Web page. As such, in the future, the information base of this guide should be expanded and improved by including more specific and updated information on the countries and on the issues related to the inclusion of the universities included. Also, in the future, many more universities should participate in the network by providing information on their level of compliance with the standards for inclusion in higher education. In this sense, we would like to remind all universities wishing to participate that the EUni4all network is open to collaboration with the only requirement of being a university that shows interest in working to improve inclusion.

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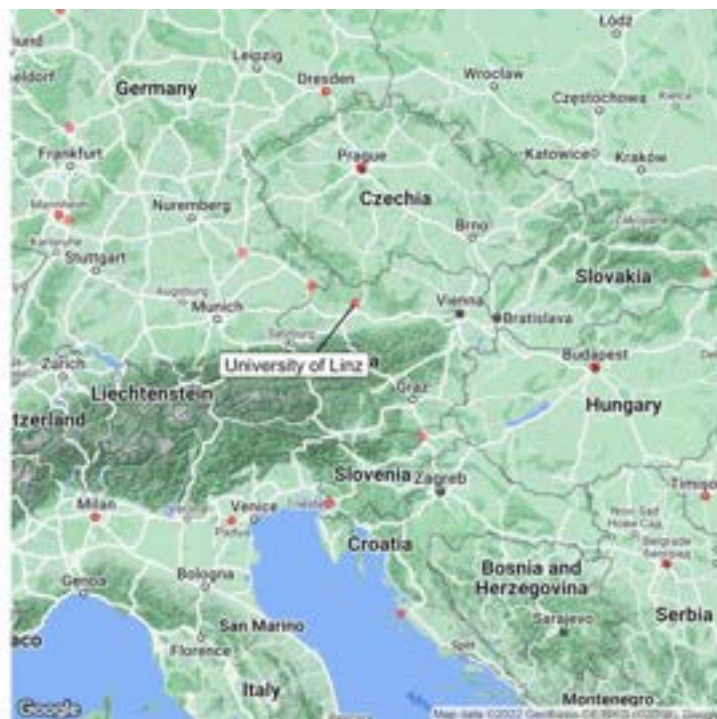
## 4 European Guide of Universities that Work for Inclusion



Figure 8. Geographical distribution of the universities listed in the guide

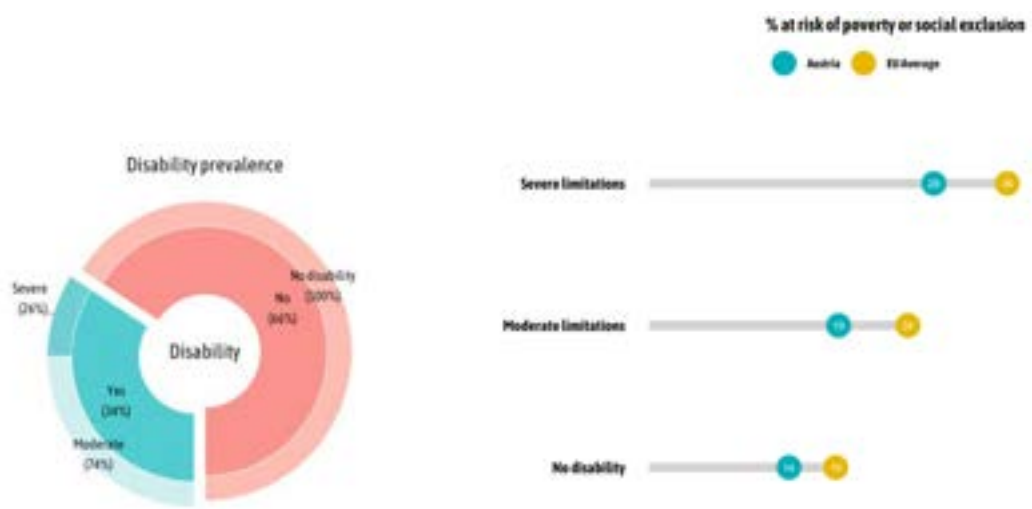


# Austria



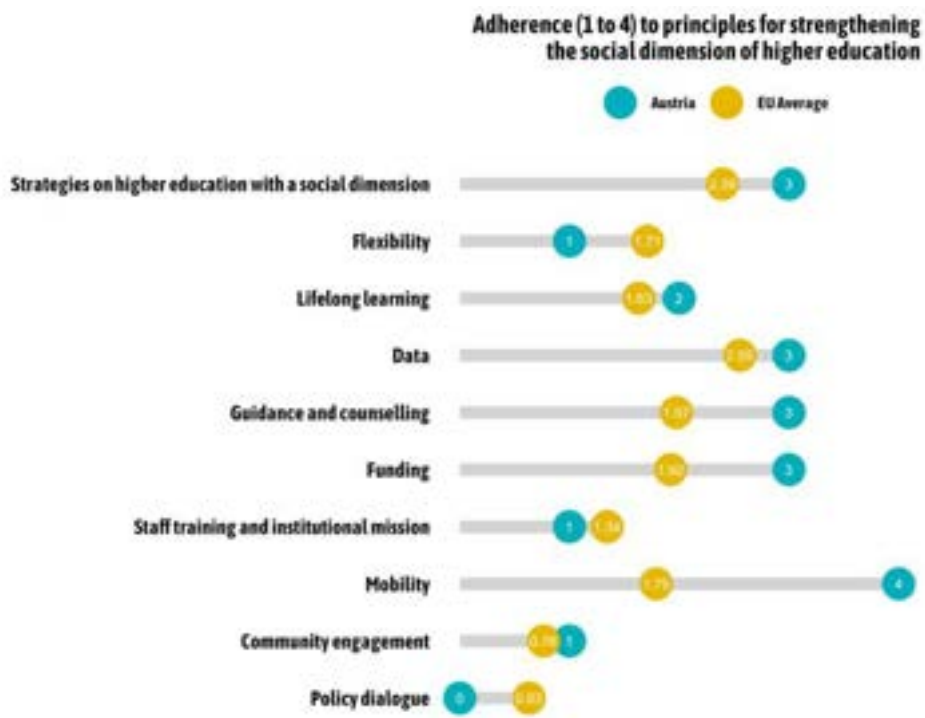
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

Universities are covered by the Federal Disability Equality Act. The Federal University Act enshrines the right for a modified examination method for students with disabilities. There are representatives of students with disabilities and chronic diseases at many universities in Austria. They offer support and information, 'Uniability' is their Austrian-wide network. According to a comprehensive report on the situation of students with health impairments, 1,1% of all students – more men than women – consider themselves as having a



disability, 12% as having a health impairment. The National Action Plan on Disability 2012-202 lists five measures with regard to higher education:

- Awareness raising for inclusion in the framework of the negotiations for performance agreements for the period 2013-2015;
  - Continuing the pilot project 'Studying as a deaf person' at the Vienna University of Technology and securing the institutes 'Integrated Study';
  - Ensuring a possible increase of training programmes for Sign Language interpreters and Sign Language teachers in the framework of the negotiations for performance agreements with the university;
  - Networking of existing support services;
  - Assessing the situation of students with health impairments at universities.
- Federal Act on the Organisation of Universities and their Studies (Universities Act 2002) [http://www.ris.bka.gv.at/Dokumente/Erw/ERV\\_2002\\_1\\_120/ERV\\_2002\\_1\\_120.pdf](http://www.ris.bka.gv.at/Dokumente/Erw/ERV_2002_1_120/ERV_2002_1_120.pdf)
  - 'Uniability' Consortium for equalisation for people with disabilities and chronic diseases at Austrian universities and colleges <https://www.uniability.org/de/>
  - Report on the situation of students with health impairments (2015) <http://irihs.ihs.ac.at/4330/7/2016-ihs-sozialerhebung-beeintrachtigter-studierender-barrierefrei.pdf>

## Accessibility

### Transport accessibility

Accessibility of all kind of public transport services is covered by the Federal Disability Equality Act. The Act defines as 'accessible' a means of transport that can be used by people with disabilities without any particular difficulty and, in principle, without any external help. Every public transport company had to design a step-by-step plan for making all of their facilities accessible by the end of 2015. The Federal Disability Act provides a claim for financial compensation of the material or immaterial damage suffered in the case of discrimination. As of 1 January 2018, the following changes of the Federal Disability Equality Act came into effect that might be applicable to transport companies:

- Class action suits may be taken to the Court not only by the Austrian Disability Council but also by the Federal Disability Ombudsman and by the Austrian Litigation Association of NGOs Against Discrimination.
- Injunctive relief, as well as the elimination of discrimination, may be enforced against big, incorporated companies.

A blind man submitted a complaint to the UNCRPD Committee under the optional protocol which was replied to in 2015. The UNCRPD Committee has recommended Austria to improve accessibility of written information with regard to public transportation.

- Federal Disability Equality Act <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20004228>
- A brochure on accessible mobility on the basis of the Federal Disability Equality Act published by the Federal Ministry for Transport, Innovation and Technology <http://www.bmvit.gv.at/service/publikationen/verkehr/gesamtverkehr/downloads/mobilitaet.pdf>
- Communication No. 21/2014 Information on the individual complaint of a blind man to the UN-CRPD Committee under the optional protocol (in English) <http://juris.ohchr.org/Search/Details/2087>

### Built environment

Accessibility of the built environment is covered by the Federal Disability Equality Act as far as federal buildings and private businesses are concerned. The Act says that access is given if buildings or services offered to the public can be used by people with disabilities without any particular difficulty and in principle without any outside help. According to the Federal Disability Act, a step-by-step plan was established to make all federal buildings accessible by the end of 2015. In 2010, the federal government introduced the option to postpone this deadline until 2019 in the framework of consolidating the budget. The Federal Disability Equality Act provides grounds for a claim to compensation for facing barriers but it does not provide any obligation or claim to remove barriers. Due to the long period of transition for the implementation of the Act by 2015, steps to eliminate physical barriers are taken at the discretion of

businesses in line with their economic priorities. Apart from Federal buildings, building laws are the responsibility of the nine provinces and nine further laws cover the issue of accessibility differently. Additionally, each province has individual technical regulations for planning and buildings. The provincial laws as well as the technical regulations deal with accessibility quite differently with regard to standards and quality, for private as well as for public buildings. No comprehensive overview is available on the overall situation in Austria. In 2005, the Austrian Parliament passed a resolution that requested the Minister for Social Affairs to negotiate with the provinces for a unified contract for accessibility provisions in the planning and building laws. This led to standard guidelines on accessibility for planning and building which were developed by the Austrian Institute for structural engineering in 2007 and which were also agreed upon with all provinces. In 2015 the guidelines for user security and accessibility were changed. According to the second Alternative Report for the next state review by the UN CRPD Committee, legal regulations with regard to making buildings and public spaces accessible have deteriorated in some provinces since the first state review in 2013.

- Guidelines for user security and accessibility published by the Austrian Institute of Construction Engineering <https://www.oib.or.at/de/oib-richtlinien/richtlinien/2015/oib-richtlinie-4>
- Federal Disability Equality Act <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20004228>
- Second alternative report on the implementation of the UN-CRPD submitted by the Austrian Disability Council [https://tbinternet.ohchr.org/Treaties/CRPD/Shared%20Documents/AUT/INT\\_CRPD\\_ICS\\_AUT\\_31755\\_E.DOCX](https://tbinternet.ohchr.org/Treaties/CRPD/Shared%20Documents/AUT/INT_CRPD_ICS_AUT_31755_E.DOCX)

## ICT and Web

Accessibility of information processing is covered by the Federal Disability Equality Act as far as federal responsibilities and private businesses are concerned. The Federal Disability Act does not establish any obligation for removing barriers in the case of discrimination, it only provides a claim for a low level of compensation. Austria signed the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled but has not ratified it.

- Federal Disability Equality Act <http://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=20004228>



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## University of Linz

Founded in 1966 | Students: 15707 | Teachers: 1448

### General Resources

**Website:**

<http://www.jku.at/en/>

**Disability information:**

<https://www.jku.at/iis>

**Erasmus/Mobility:**

<https://www.jku.at/en/degree-programs/international-students/exchange-students/>

**Transportation:**

<https://www.jku.at/en/campus/the-jku-campus/>

**Housing:**

<https://www.jku.at/en/degree-programs/international-students/exchange-students/accommodation/>

Wheelchair accessible rooms available only at Julius Raab Dorm

**Students:**

<https://oeh.jku.at/>

<https://aiesec.at/lc-linz/>

<https://www.iaeste.at/studierende/auslandspraktika/incoming-trainee/>

<https://www.facebook.com/ELSA.Linz/>

**Welcoming:**

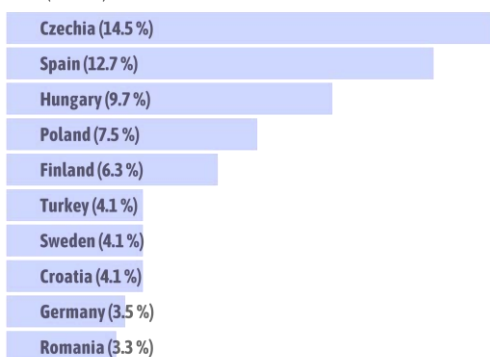
<https://www.jku.at/en/studying/studies-from-a-z/>

**Inclusion policy:**

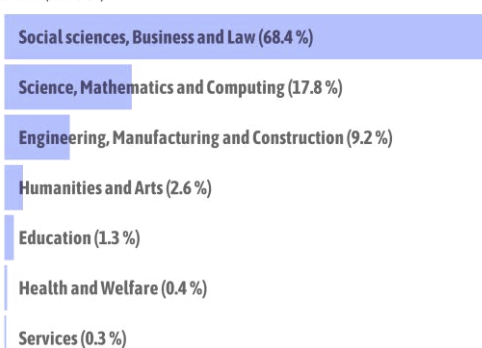
<https://www.jku.at/en/institute-integriert-studieren/service-and-support/service-support/>

### Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 763)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 763)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Braille transcriptions**

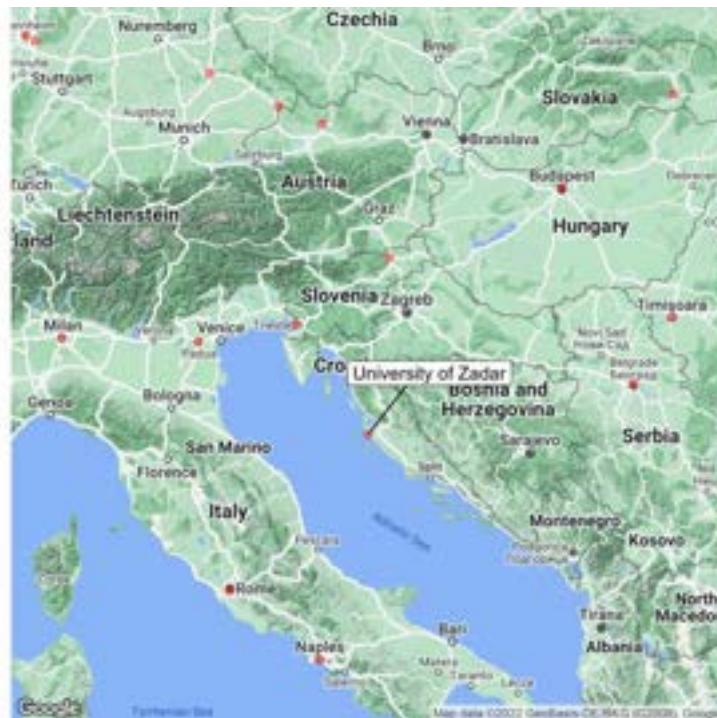
University provides braille transcriptions for visually impaired



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# Croatia



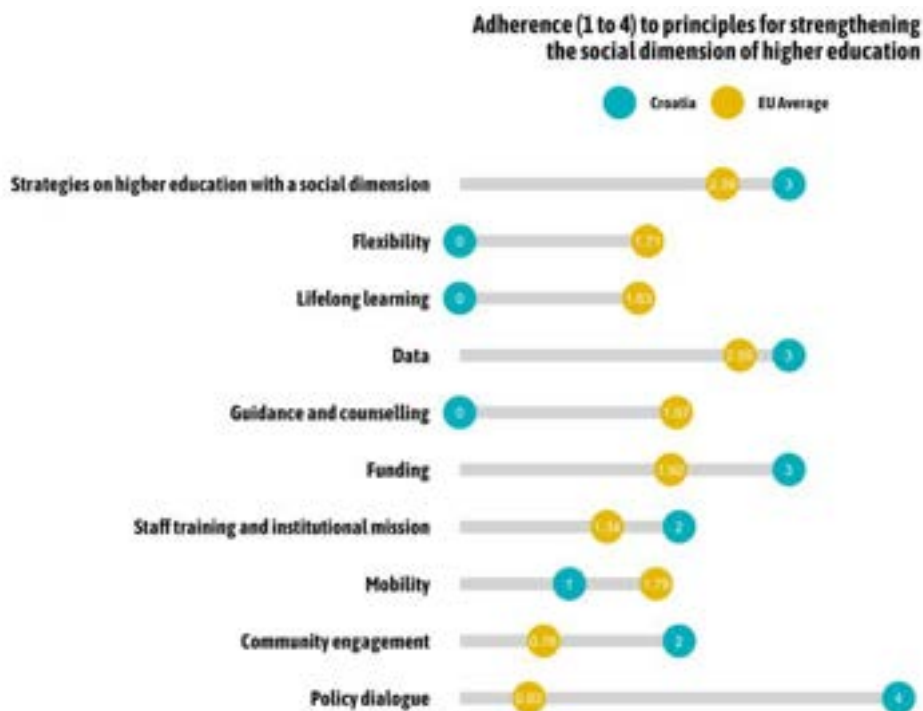
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

The Law on Science and Higher Education (Official Gazette 123/03, 198/03, 105/04, 174/04, 02/07, 46/07, 45/09, 63/11, 94/13, 139/13, 101/14, 60/15, 131/17) does not include special provisions related to the rights of students with disabilities. This field is left to the university autonomy, although amendments to the legislative framework (with regard to relevant rulebooks) indicate progress towards more systematic organisation in ensuring the social rights of students with disabilities in the education and science system. Modification of the Law on science and higher education has defined that the Minister will regulate (through



by-laws) the conditions and ways to realise the rights of regular students, that is: subsidised accommodation, subsidised meals, transport of students with disabilities, state scholarships, loans and other forms of financial support and employment through students' centres. The law has also regulated the Ministry's obligation to keep a list of students with disabilities (Article 90). All major universities have established an Office for students with disabilities, responsible for granting equal conditions for studying for students with disability, providing information to students with disabilities and offering direct assistance. Full-time students with disabilities are entitled to financial support for transportation cost of 1,000 kunas per month (about EUR 135). According to the Ordinance on the conditions and manner of exercising the right to financial support to cover transport costs for full-time students with disabilities (Official Gazette 23/2015) the right to financial support for the part of the transportation costs of 1,000 kunas per month is realised by full-time students and postgraduate students with disabilities who are studying at universities in the Republic of Croatia, and who have at least 60% of physical and sensory impairment (in accordance with the Regulation on methodologies of expertise). Students who have enrolled in the same academic year for the second time are entitled to financial support if in the previous academic year they have acquired at least 30 European Credit Transfer and Accumulation System (ECTS) credits. The decision on the full subsidy for participation costs of regular students in public higher education institutions in Croatia in the academic years 2015-2016, 2016-2017 and 2017-2018 states that the right to full subsidy for participation costs is realised by full-time students who: 1) in the academic year 2015/16 or 2016/17 or 2017/18 for the first time enrolled in the first year of study; and 2) who at the beginning of the academic year 2015/16, 2016/17 and 2017/18 in the previous academic year earned at least 55 credits in the study program or at least 30 credits in case of students with disabilities (with impairment level of 60% or above). The Strategy of Education, Science and Technology (2014) promotes inclusive education and provision of accessibility on all levels (from preschool education to higher education and adult education). Regarding higher education, in the measure 6.4.3. the Strategy states that classes and assessment of knowledge, skill and capabilities should be adapted to students with disabilities and they have to be provided with an opportunity to prove, in a fair way, achievement of defined learning outcomes. According to the measure 6.4.4., assistive technology and teaching assistants for student with disabilities need to be provided.

- Law on Science and Higher Education (Official Gazette Official Gazette 123/03, 198/03, 105/04, 174/04, 02/07,46/07, 45/09, 63/11, 94/13, 139/13, 101/14,60/15) [http://narodne-novine.nn.hr/clanci/sluzbeni/2013\\_07\\_94\\_2132.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2013_07_94_2132.html)
- Ordinance on the conditions and manner of exercising the right to financial support to cover the part of the transport costs for full-time students with disabilities (Official Gazette 23/2015) [http://narodne-novine.nn.hr/clanci/sluzbeni/2015\\_02\\_23\\_492.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2015_02_23_492.html)
- Decision on the full subsidy of participation costs of regular students in studying costs and material costs for public higher education institutions in Croatia in the academic years 2015-2016, 2016-2017 and 2017-2018 [http://www.unizg.hr/uredssi/images/datoteke/odluka\\_vlade\\_2.pdf](http://www.unizg.hr/uredssi/images/datoteke/odluka_vlade_2.pdf)
- Strategy of education, science and technology 2014 (Strategija obrazovanja, znanosti i tehnologije) [http://narodne-novine.nn.hr/clanci/sluzbeni/2014\\_10\\_124\\_2364.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2014_10_124_2364.html)

## Accessibility

### Transport accessibility

Law on Obligatory and Proprietary Rights in Air Transport (Articles 9e, 9h, 31c-31s, Official Gazette 132/1998, 63/2008, 134/2009, 94/2013) obliges the airports to ensure human and technical services to assist persons with disabilities at arrival and departure, and to provide a transfer by an adapted vehicle. Daily public transport for persons with disabilities and children with developmental difficulties to work, university, school, to recreational activities and work therapy is organised in the City of Zagreb by a city transport company.

Law on Road Traffic Safety (Official Gazette 67/2008, 48/2010, 74/2011, 80/2013, 158/2013, 92/2014, 64/2015,108/2017) provides local and regional self-government units with a possibility to regulate traffic on their territories, which includes ensuring free parking for vehicles of persons with disabilities, reserved parking spaces on public parking lots or in front of residential buildings regardless of whether these are public parking lots, and the possibility to issue licenses for movement and stay of vehicles of persons with disabilities on public spaces on which traffic is limited or prohibited. Specifically, Law on Road Traffic Safety (Art. 40, Official Gazette 67/2008, 74/2011, 80/2013) and By-law on accessibility (Official Gazette 78/2008) prescribe that persons with physical disability of 80% or above, and persons with lower extremities' disability of 60% or above, may have the vehicle in which they are transported marked with the accessibility sign, which enables them to park the vehicle in parking spaces specially marked for this purpose.

Law on roads (Art. 88, Official Gazette 84/2011, 22/2013, 54/2013, 148/2013, 92/2014) and By-law on procedure for achieving the right on exemption from paying annual fees for using public roads (Official Gazette 136/2011) declare that persons with physical impairments that have as a consequence lower extremities' disability of 80% or above and the Croatian disabled war veterans with 100% physical disability, have the right to be exempt from paying tolls ('smart' card) for one personal vehicle in their ownership, and persons with physical disability of 80% or above, and persons with determined physical disability that has as a consequence lower extremities' disability of 60% or above do not pay the annual fee for using public roads for one personal vehicle in their ownership.

Provision of driving lessons for persons with disabilities is regulated by Law on Road Traffic Safety (Official Gazette 67/2008) and By-law on training on candidates for drivers (Official Gazette 132/2017) which in Article 13 states that driving classes for persons with disabilities can be realised in their own vehicles and are carried out in accordance with the special instructions provided by an authorised expert organisation.

In accordance with Art. 8 of Law on Privileges in Domestic Passenger Transport (Official Gazette 97/2000, 101/2000), persons with disabilities have the right to get a discount of up to 75% from the regular ticket price in domestic passenger railroad or maritime transport for four trips per year, and also the right to free travel for a person accompanying them.

According to By-law on ensuring accessibility of buildings to persons with disabilities and reduced mobility (Official Gazette 78/2013) the obligations of providing accessibility for persons with disabilities also include public transport buildings such as: airports; bus and train stations; bus and tram stations; train platforms; passenger buildings at ferry and boat terminals; highway rest areas; public parking spaces; public parking garage with capacity for 300 or more vehicles; gas stations, etc.

- Law on Obligatory and Proprietary Rights in Air Transport (Official Gazette 132/1998, 63/2008, 134/2009, 94/2013) [http://narodne-novine.nn.hr/clanci/sluzbeni/2008\\_06\\_63\\_2127.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2008_06_63_2127.html)
- Law on Road Traffic Safety (Official Gazette 67/2008, 48/2010, 74/2011, 80/2013, 158/2013, 92/2014, 64/2015, 108/2017) [http://narodne-novine.nn.hr/clanci/sluzbeni/2008\\_06\\_67\\_2224.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2008_06_67_2224.html)
- Law on Roads (Official Gazette 84/2011, 22/2013, 54/2013, 148/2013, 92/2014) [http://narodne-novine.nn.hr/clanci/sluzbeni/2011\\_07\\_84\\_1790.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2011_07_84_1790.html)
- Law on Privileges in Domestic Passenger Transport (Official Gazette 101/2000) [http://narodne-novine.nn.hr/clanci/sluzbeni/2000\\_10\\_101\\_1986.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2000_10_101_1986.html)
- By-law on ensuring accessibility of buildings to persons with disabilities and reduced mobility (Official Gazette 78/2013) [http://narodne-novine.nn.hr/clanci/sluzbeni/2013\\_06\\_78\\_1615.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2013_06_78_1615.html)

## Built environment

The accessibility of buildings for persons with disabilities in accordance with the Law on construction (Official Gazette 153/2013, 20/2017) is regulated by the By-law on ensuring accessibility of buildings to persons with disabilities and reduced mobility (Official Gazette 78/2013). Obligations from this By-law apply to all public and business buildings, and to residential and residential-business buildings. This includes buildings for trade, hotels/restaurants and/or other tourist purposes; postal and/or telecommunication offices; provision of cash services and other financial services; administration and similar buildings; health, social care and rehabilitation facilities; buildings where persons with disabilities often stay for education, culture, sport and recreation, and entertainment; buildings for religious purposes; for executing prison sentences; public spaces and areas, and other buildings such as fairs, public toilets, public shelters, etc. Control of the accessibility provisions implementation is performed in all phases of the construction of a building: starting from its design and continuing throughout the construction and/or reconstruction processes, and during its use and maintenance. Penalty provisions for non-compliance with accessibility provisions are foreseen for designers, constructors, construction supervisors and the owner of the building. By-law on simple buildings and constructions (Official gazette 112/2017, 34/2018) defines (Article 3) that works realized with the objective of enabling and increasing accessibility (physical access, sound signals, tactile paving) can be done even without normally required construction and location permits. With the aim to ensure accessibility in residential buildings constructed prior to the regulation by the above mentioned Law and Rulebook, the Law on Ownership and Other Proprietary Rights (Official Gazette 91/1996, 68/1998, 137/1999, 22/2000, 73/2000, 129/2000, 114/2001, 79/2006, 141/2006, 146/2008, 38/2009, 153/2009, 143/2012, 152/2014) prescribes that not all co-owners of a building must give their consent for the construction of a ramp or lift in the residential building for enabling accessibility to a disabled person. One of the measures of the National Strategy of Equalization of Opportunities for Persons with Disabilities 2017-2020 is the obligation placed on the state administration to collect data on accessibility of public administration buildings. These data should be gathered by the Registry of state property which would serve as a basis for systematic adaptation of accessible buildings (measure 6.2.).



- Law on Construction (Official gazette 153/2013) [http://narodne-novine.nn.hr/clanci/sluzbeni/2013\\_12\\_153\\_3221.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2013_12_153_3221.html)
- By-law on ensuring accessibility of buildings for persons with disabilities and reduced mobility (Official Gazette 78/2013) [http://narodne-novine.nn.hr/clanci/sluzbeni/2013\\_06\\_78\\_1615.html](http://narodne-novine.nn.hr/clanci/sluzbeni/2013_06_78_1615.html)
- By-law on simple buildings and constructions (Official gazette 112/2017, 34/2018) [https://narodne-novine.nn.hr/clanci/sluzbeni/2017\\_11\\_112\\_2625.html](https://narodne-novine.nn.hr/clanci/sluzbeni/2017_11_112_2625.html)

## ICT and Web

By-law on procedures and conditions for performing activities regarding electronic communication networks and services (Official Gazette 154/2011, 149/2013, 82/2014, 24/2015, 42/2016) regulates the ways in which services, including user support service and equipment, must be adapted to the needs of disabled persons and states that participation of operators in advisory mechanism related to accessibility of electronic communication networks and services is mandatory. Law on electronic communication (Official Gazette 73/2008, 90/2011, 133/2012, 80/2013, 71/14, 72/2017) states (Art. 5) that one of the roles of the Croatian agency for post and electronic communication is to ensure that all users, including disabled persons, have an opportunity to have the best choice, price and the quality of services. Art. 24 states that electronic communication network, electronic communication infrastructure and related equipment have to be planned, developed, produced and installed in such a way that access and availability of public electronic communication service is enabled to disabled persons. Art. 43 states that operators of public communication services have to, within their technical possibilities, ensure that disabled persons have equal access to their services. Copyright and Related Rights Act (Official Gazette 167/2003, 79/2007, 80/2011, 125/2011, 141/13, 127/14, 62/17, 96/18) (Article 86) states that people with disabilities are allowed to use copyrighted works in a way that is directly connected to their disability, and which is non-commercial, and in ways that are necessary for that disability.

- Law on electronic communication (Official Gazette 73/2008, 90/2011, 133/2012, 80/2013, 71/2014, 72/2017) <http://www.zakon.hr/z/182/Zakon-o-elektroni%C4%8Dkim-komunikacijama>
- By-law on procedures and conditions for performing activities regarding electronic communication networks and services (Official Gazette 154/2011, 149/2013, 82/2014 i 24/2015) <http://www.hakom.hr/UserDocsImages/VL-PP-PR-INTS-pro%C4%8Di%C5%A1%C4%87eni%20tekst%20Pravilnika%20iz%20%C4%8DI.%2034.-20150303.pdf>
- Copyright and Related Rights Act (Official Gazette 167/2003, 79/2007, 80/2011, 125/2011, 141/13, 127/14) (Article 86.) <http://www.zakon.hr/z/106/Zakon-o-autorskom-pravu-i-srodnim-pravima>



# University of Zadar

Founded in 2002 | Students: 5067 | Teachers: 427

## General Resources

### Website:

<http://www.unizd.hr>

### Disability information:

<https://studentisinvaliditetom.unizd.hr/english>

Marina Vidaković, PhD, Head of Student Counselling Centre

[mjurkin@unizd.hr](mailto:mjurkin@unizd.hr)

Jelena Ombla, PhD, Vice-Head of Student Counselling Centre

[jlevac@unizd.hr](mailto:jlevac@unizd.hr)

### Student mobility:

<https://www.unizd.hr/eng/international-relations/international-relations-office>

### Transportation:

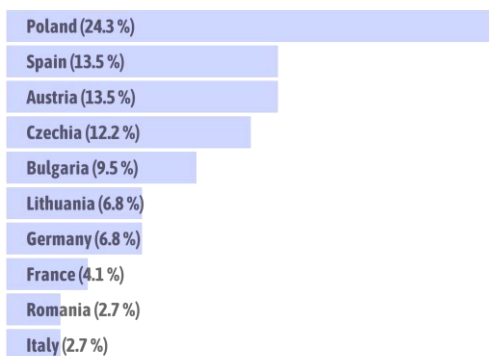
<https://liburnija-zadar.hr/en/services-2/>

### Supportive resources:

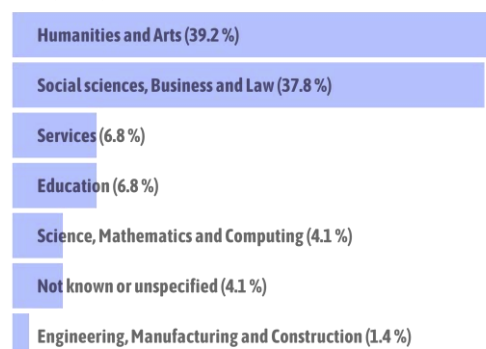
<https://savjetovaliste.unizd.hr/english>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 74)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 74)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Digital accessibility**

Websites, digital learning platforms and mobile apps are accessible. Conformance with Double A universal accessibility standards must be considered. Registration forms for enrolment and access to certain university services are accessible.

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

### Access

#### University life

##### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Mobility grants and support resources**

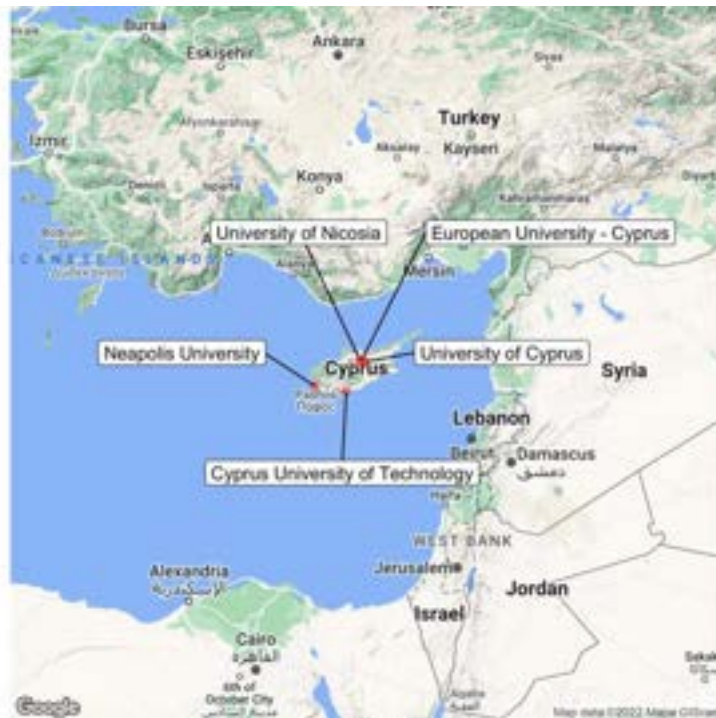
The university offers mobility grants



Co-funded by the  
Erasmus+ Programme  
of the European Union

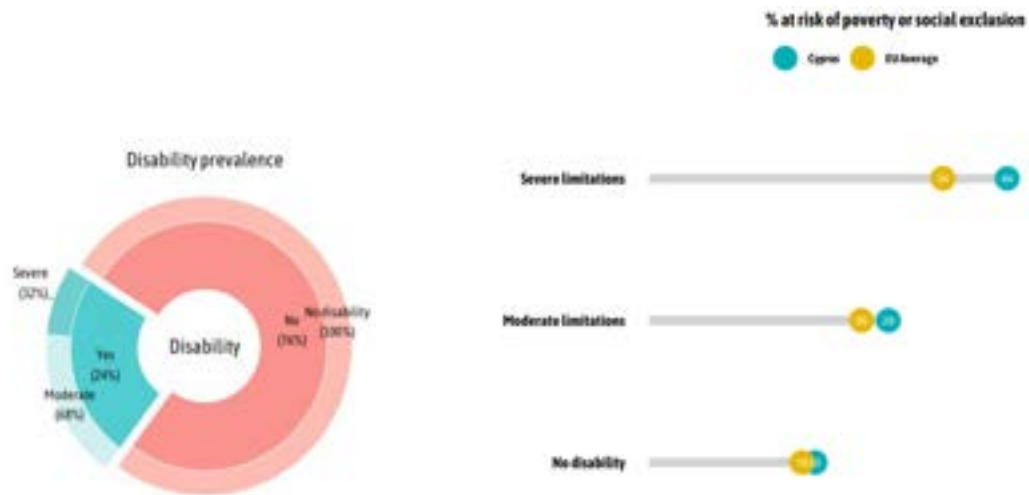


# Cyprus



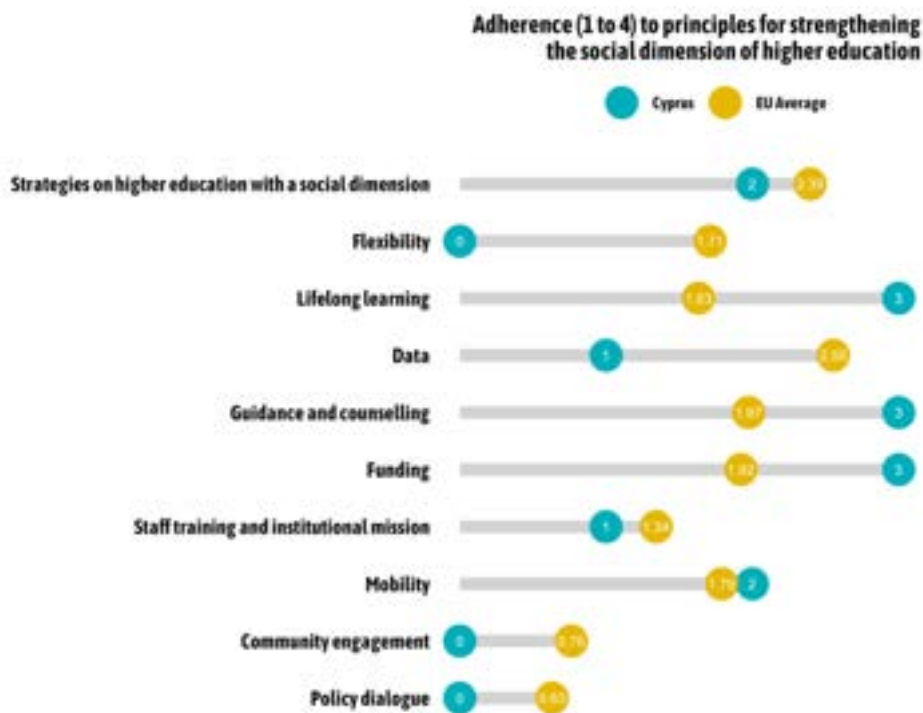
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

The universities' disability policy and practice are based on the legislation of the Ministry of Education and Culture (N13(I) of 1999 Education Law), which is under reform, and the provisions of the Department for Social Inclusion of People with Disabilities. Additionally, the universities have their own regulations as internal policy. The Pancyprian University Entry Examinations Law (N.22(I)/2006) legitimises disabled candidates' rights during the Pancyprian University Entry Examinations, which apply for all state universities. For example, this law safeguards their right to use individual equipment during the exam. Other



accommodations are also available according to the candidate's disability-related needs. Each university follows its own policy of providing support to disabled students' throughout their studies. These may include some provisions for physical (mobility) and cognitive (facilitations in exams, i.e. personal assistants) accessibility, as well as access to mainstream technology. The University of Cyprus, the oldest state university in Cyprus, developed the 'Regulations for Additional Positions for Students Belonging to Special Categories'. According to the Regulations, 6% of all undergraduate positions are allocated to disabled people or people with other problems. Entry for these applicants is subject to 'special criteria', which means that these students may be allowed lower attainment in entry examinations compared with other applicants. Furthermore, decisions about placement are subject to the availability of positions, and therefore applicants may be offered placement in a department that was not their preferred choice. Once students are enrolled in any programme of studies, they may attend preparatory seminars offered by the Centre of Teaching and Learning at the University of Cyprus. These seminars help learners to develop skills for studying at the University level such as academic writing, presentation, library use, etc. Disabled students are eligible for individualised support offered by the University (personal assistants). Other private universities have established their own regulations to support students with disabilities, each under the provision of the Student Welfare and Special Educational Needs Unit for Students.

- Pancyprian University Entry Examinations Act (N.22(I)/2006)  
[http://www.kysoa.org.cy/kysoa/userfiles/file/nomothesis/nomoi%20voulis/pdf/15\\_22\\_2006.pdf](http://www.kysoa.org.cy/kysoa/userfiles/file/nomothesis/nomoi%20voulis/pdf/15_22_2006.pdf)
- Students' Support University of Cyprus <http://www.ucy.ac.cy/fmweb/en/welfare-sector/social-support-office>
- European University Cyprus (Student Services) <http://www.euc.ac.cy/en/life-@-euc/student-services>

## Accessibility

### Transport accessibility

Public transportation is an area under continuous development in Cyprus. The provisions of Articles 2 and 3 of the EU Directive 2001/85/EC, relating to special provisions for vehicle used for the carriage of passengers comprising more than eight seats in addition to the driver's seat, regulates the accessibility of persons with disability to vehicles and especially to buses and coaches and generally to vehicles for more than eight passengers. The Minister of Communications and Public Works, under the power vested in him by Article 7 of the Approval of the Type of Vehicles Law 2005, issued the Buses and Coaches Order for harmonisation purpose with the above-mentioned EU Directive. The Order was issued in the form of Regulations (525/2003) and provides that the technical specifications and requirements of manufacture and the technical monitoring for the granting of approval of the type regarding buses and coaches are those specified in the above EU Directive. Also, Article 7 of the Persons with Disabilities Law of 2000 refers to the obligation of public transportation to meet the technical specifications and requirements regarding the entry and mobility of persons with disabilities that are set out in the Buses and Coaches Order. According to Article 4 of the People with Disabilities Law of 2000, disabled persons have the right to accessible public transport means. In the last two years, the Republic of Cyprus has subsidised public transport companies for mass purchases of fully accessible new buses. The Design Bureau (Ministry of Communications and Works) is involved in pilot programmes and undertakes important initiatives for the improvement of transport accessibility for disabled people. The Department for Social Inclusion of Persons with Disabilities operates two schemes relevant to the transportation of people with disabilities. The first scheme offers funding and the right to buy a tax free car to certain groups of disabled people. The second scheme provides funding for the transportation needs of particular groups of people with disabilities. In relation to the standards, the Cyprus Standards Organisation is the responsible information service in Cyprus regarding the International and European Standards, and is also responsible for the issues of accessibility.

- Department of Road Transport  
[http://www.mcw.gov.cy/mcw/rtd/rtd.nsf/rtd65\\_gr/rtd65\\_gr?OpenDocument](http://www.mcw.gov.cy/mcw/rtd/rtd.nsf/rtd65_gr/rtd65_gr?OpenDocument)
- Department for Social Inclusion of Persons with Disabilities (Accessible vehicle funding scheme)  
[http://www.mlsi.gov.cy/mlsi/dsid/dsid.nsf/dsipd15\\_gr/dsipd15\\_gr?OpenDocument](http://www.mlsi.gov.cy/mlsi/dsid/dsid.nsf/dsipd15_gr/dsipd15_gr?OpenDocument)
- Department for Social Inclusion of Persons with Disabilities (Transportation funding scheme)  
[http://www.mlsi.gov.cy/mlsi/dsid/dsid.nsf/dsipd14\\_gr/dsipd14\\_gr?OpenDocument](http://www.mlsi.gov.cy/mlsi/dsid/dsid.nsf/dsipd14_gr/dsipd14_gr?OpenDocument)
- Design Bureau for the Accessibility of Persons with Disabilities  
<http://www.mcw.gov.cy/mcw/dbpd/disabledaccess.nsf/index/index?opendocument>
- People with Disabilities Act of 2000  
[http://www.mlsi.gov.cy/mlsi/dsid/dsid.nsf/All/93E0AC1BD61BE111C2257AA10047A3BF/\\$file/περ%20αμεα%20Νόμος.doc](http://www.mlsi.gov.cy/mlsi/dsid/dsid.nsf/All/93E0AC1BD61BE111C2257AA10047A3BF/$file/περ%20αμεα%20Νόμος.doc)

Cyprus Standards Organisation <http://www.cys.org.cy/>

## Built environment

Regulation 61 of the Roads and Buildings Regulations of 1999 sets accessibility standards for newly built buildings (after 1999) or buildings modified after 1999 in order to safeguard accessibility for all disabled people. According to the regulations, all public buildings must follow the standards for becoming accessible to all disabled people. More specifically the regulations apply to:

- all public buildings and/or buildings used by the public;
- shopping centres;
- buildings that hold shops and / or office premises;
- blocks of residences with five or more residence units and / or in buildings with more than five required parking places;
- educational institutions including students' accommodation buildings, sports centres and swimming pools;
- clinics, medical and rehabilitation or other diagnostic centres;
- industrial buildings with an area of greater than 600m<sup>2</sup> or with more than ten employees, as well as in group of labs of which the total area is greater than 600m<sup>2</sup>;
- in any other building for which the responsible authority decides that this regulation should apply.

There is no time scale for the implementation of this Law. The Department of Building and Housing (Department of Urban Planning) is responsible for the monitoring of implementation of this regulation of the Law. The Cyprus Standards Organisation is the responsible information service in Cyprus regarding the International and European Standards, also responding to issues of accessibility.

- Design Bureau for the Accessibility of Persons with Disabilities  
<http://www.mcw.gov.cy/mcw/dbpd/disabledaccess.nsf/index/index?opendocument>
- Regulation 61H The Roads and Buildings Regulations of 1999 (Reg. 61.H)  
<http://www.mcw.gov.cy/mcw/dbpd/disabledaccess.nsf/All/3BC82DF3DA86360BC22572A6004A620D?>
- Department of Building and Housing (The Ministry of Internal Affairs)  
[http://www.moi.gov.cy/moi/tph/tph.nsf/index\\_gr/index\\_gr?OpenDocument](http://www.moi.gov.cy/moi/tph/tph.nsf/index_gr/index_gr?OpenDocument)
- Cyprus Standards Organisation <http://www.cys.org.cy/>

## ICT and Web

There are no specific legislative or regulatory measures regarding Web accessibility for public or private websites in Cyprus, but two national e-accessibility strategies (E-Inclusion and Digital Strategy of Cyprus) which aim to promote ICT and web accessibility standards were adopted. In public education, assistive technology is available to students under the general provisions of the N13(I) of 1999 Education for Children with Special Needs Law (Article 17.2) and the corresponding Regulations (Reg. 186/2001, Article 49.1), which set out the provision of necessary equipment and new technology. With regards to other technology services, Article 8 of the Persons with Disabilities Law of 2000 to 2017 sets out general obligations on the field of telecommunication and information. The relevant disability provisions in Directive 2007/65/EC concerning the pursuit of television and broadcasting activities was transposed to The Radio and Television Organisations Laws of 1998 to 2017 (N.7(I)/1998). Applicable provisions for all audiovisual media services are provided in Chapter IIA of the Directive. Article 3c of this Chapter encourages the media service providers to ensure that their services are gradually made accessible to people with visual or hearing disabilities. This article was harmonised with Article 30B of the Radio and Television Laws of 1998 to 2017. In addition, Article 30e © (ii) of the Law states that audiovisual commercial communications shall not include or promote any discrimination on the basis of disability. In addition, the Public Electronic Communications and Postal Services Law of 2004 (Law 112 (I) / 2004) includes a number of references to accessibility of these services to persons with disabilities. Article 39(2h) indicates that the Electronic Communication Commissionaire can impose a number of regulations including accessibility terms for people with disabilities. Article 70 (3e)(A1)(2) indicates that communication providers should regularly inform people with disabilities about the details of products and services designed for disability and also offer quality accessible products and services. Article 71 specifically provides for adaptations for people with disabilities of the available electronic, telecommunication and postal communication services, and Article 112 refers to the accessibility of public use phone stations. Finally, Article 113 o, provides that persons with mobility, visual and hearing disabilities, are beneficiaries of exemption from the fixed charges for particular products and services. Articles 8.2 and 8.4 of the EU Directives 2002/21/EC for electronic communications networks and services have been



transposed into national Regulations (Reg. 258/2006 and Reg. 259/2006). The Cyprus Standards Organisation is the responsible information service in Cyprus regarding the International and European Standards, and is also responsible for accessibility issues. Cyprus has signed, but not yet ratified the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled.

- Department of Information Technology Services, National Strategies  
[http://www.mof.gov.cy/mof/DITS/dits.nsf/page08\\_gr/page08\\_gr?OpenDocument](http://www.mof.gov.cy/mof/DITS/dits.nsf/page08_gr/page08_gr?OpenDocument)
- People with Disabilities Act of 2000 to 2017 [http://www.cylaw.org/nomoi/enop/non-ind/2000\\_1\\_127/full.html](http://www.cylaw.org/nomoi/enop/non-ind/2000_1_127/full.html)
- The Radio and Television Organisations Law of 1998 to 2017 (N.7(I)/1998)  
[http://www.cylaw.org/nomoi/enop/non-ind/1998\\_1\\_7/full.html](http://www.cylaw.org/nomoi/enop/non-ind/1998_1_7/full.html)
- Public Electronic Communications and Postal Services Law of 2004 to 2017 (Law 112 (I) / 2004)  
[http://www.cylaw.org/nomoi/enop/non-ind/2004\\_1\\_112/full.html](http://www.cylaw.org/nomoi/enop/non-ind/2004_1_112/full.html)
- Cyprus Confederation of Disability Organisations (European Union Directives in Cyprus)  
<http://www.kysoa.org.cy/kysoa/page.php?pageID=14&langID=13>
- Marrakesh Treaty - Right to Read Campaign (map of countries signed/ratified the Treaty)  
<http://www.worldblindunion.org/english/our-work/our-priorities/pages/right-2-read-campaign.aspx>
- Cyprus Standards Organisation <http://www.cys.org.cy/>

## General Resources

**Website:**

<http://www.cut.ac.cy>

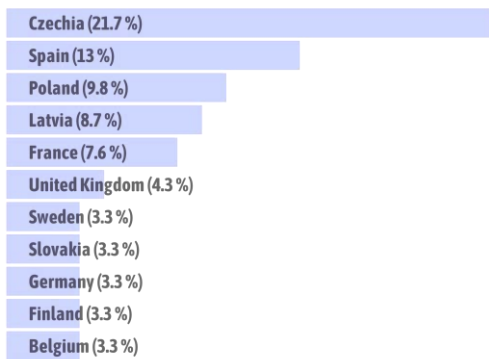
**Disability information:**

Please note earlier attached document that refers to such coordination Georgia Frangou

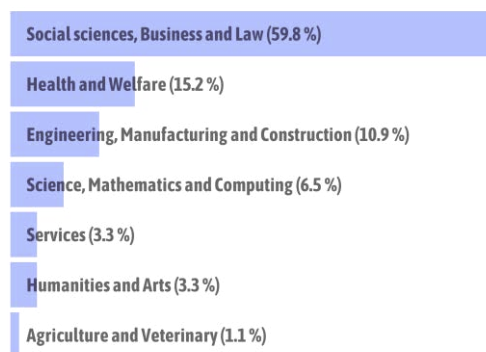
[georgia.frangou@cut.ac.cy](mailto:georgia.frangou@cut.ac.cy)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 92)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 92)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Reserved quota**

The university has a reserved quota for new students with disabilities

## **University life**

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Participation in mobility programmes**



The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them

### **Mobility grants and support resources**

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job

# European University - Cyprus

Founded in 2007 | Students: 5686 | Teachers: 455

## General Resources

### Website:

<http://www.euc.ac.cy>

### Disability information:

[efeea@euc.ac.cy](mailto:efeea@euc.ac.cy)

### Erasmus/Mobility:

<https://erasmus.euc.ac.cy/>

<https://euc.ac.cy/en/campus-life/international-student-services/>

### Transportation:

<https://www.publictransport.com.cy/cms/page/our-commitment>

### Housing:

<https://euc.ac.cy/en/campus-life/housing/>

No information is provided on accessibility. This information is provided by admissions officers in one to one meetings and calls with students. But indeed there is not much awareness and relevant experience.

### Students:

<https://euc.ac.cy/en/campus-life/proudtobeeuc/>

<https://euc.ac.cy/en/campus-life/activities-clubs/>

### Welcoming:

<https://euc.ac.cy/en/campus-life/health-wellness/>

<https://euc.ac.cy/en/campus-life/orientation-program/>

<https://euc.ac.cy/en/campus-life/>

### Inclusion policy:

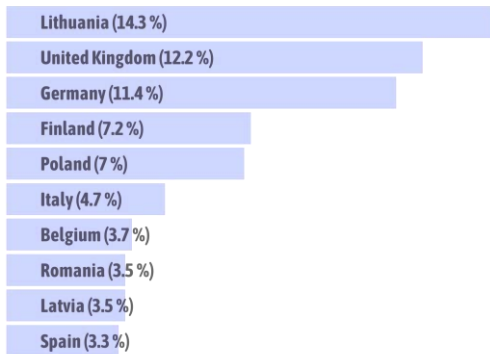
Unfortunately these are not currently available online. A new section on the EUC website is under construction. However all information maybe available from:

[efeea@euc.ac.cy](mailto:efeea@euc.ac.cy)

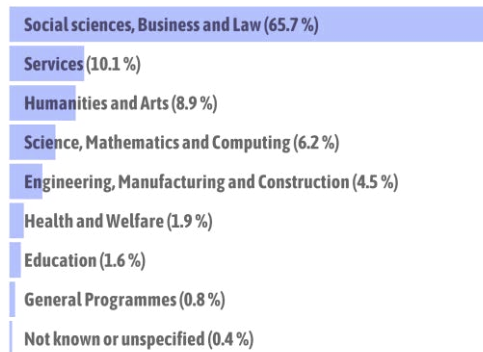


## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 516)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 516)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **In-class note takers**

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Interpreter services**



University provides interpreter services for hearing impaired

 **Braille transcriptions**

University provides braille transcriptions for visually impaired

 **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

 **Personal assistant service**

University provides personal assistant service

 **Study assistant service**

University provides study assistant service

## General Resources

### Website:

<http://www.nup.ac.cy>

### Disability information:

The University has CE.S.E.N.D. (Centre for Special Educational Needs and Disabilities) which has as its mission to create and foster an accessible University community where students with disabilities have an equal opportunity to participate fully in all aspects of its educational environment. The CE.S.E.N.D. assists students in meeting individual needs and interests on campus and provides awareness of the needs of students with disabilities to the campus community to foster and promote their inclusion in the diverse campus student population. The Director of CE.S.E.N.D. is Dr Christiana Koundourou

<https://www.nup.ac.cy/faculty/christiana-koundourou/>

who can be contacted on

[c.koundourou@nup.ac.cy](mailto:c.koundourou@nup.ac.cy)

Information regarding students with disabilities and the support offered to them can be found from the Student Handbook:

<https://www.nup.ac.cy/wp-content/uploads/2021/01/Student-Handbook-NUP-2020-21-Under-EN.pdf>

which also describes the process which can be followed by students with disabilities when they apply for University accommodation.

### Erasmus/Mobility:

NUP webpage on international mobility

<https://www.nup.ac.cy/study-in-cyprus/international-mobility/>

- contact details for NUP Erasmus Mobility

[erasmus@nup.ac.cy](mailto:erasmus@nup.ac.cy)

NUP webpage on students' and staff special needs in relation to mobility

<https://www.nup.ac.cy/study-in-cyprus/students-or-staff-with-special-needs/>

### Housing:

The NUP accommodation application form, includes the following: 5. SPECIAL EDUCATIONAL NEEDS AND DISABILITIES Please specify any learning difficulties, physical or other disability/medical conditions which may require special arrangements or facilities by sending an email to the following address

[keaaa@nup.ac.cy](mailto:keaaa@nup.ac.cy)

. Providing this information will not discriminate your application and details will be maintained confidential by authorized university personnel. address

[keaaa@nup.ac.cy](mailto:keaaa@nup.ac.cy)

This can be found here:

<https://www.nup.ac.cy/form/>

### Students:

There is a wealth of student clubs at NUP, however, although this is mentioned on an NUP webpage:

<https://www.nup.ac.cy/student-life/>

details regarding the clubs is not provided online (it's only available via Moodle).

### Welcoming:



Co-funded by the  
Erasmus+ Programme  
of the European Union

<https://www.nup.ac.cy/the-university/student-care/>

**Inclusion policy:**

The Equality, Diversity and Inclusion webpage of the University can be found here

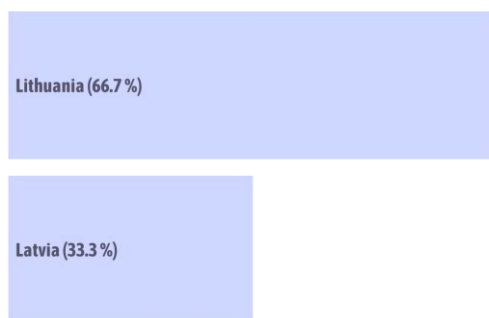
<https://www.nup.ac.cy/the-university/equality-diversity-and-inclusion-edi/>

There is a Disabilities Policies and Procedures handbook (drafted in 2017) however it is not available online (and it is only in Greek).

## Mobility/Erasmus indicators

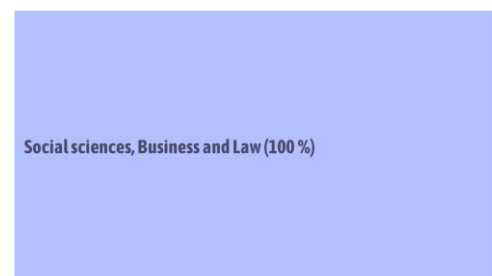
### % incoming Erasmus students by country (top 10)

2008 to 2014 (Total= 6)



### % incoming Erasmus students by subject

2008 to 2014 (Total= 6)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.



## University of Cyprus

Founded in 1989 | Students: 6052 | Teachers: 441

### General Resources

**Website:**

<http://www.ucy.ac.cy>

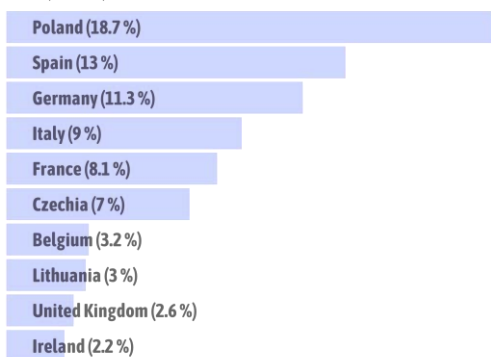
**Disability information:**

Marina Soteriadou Petridou

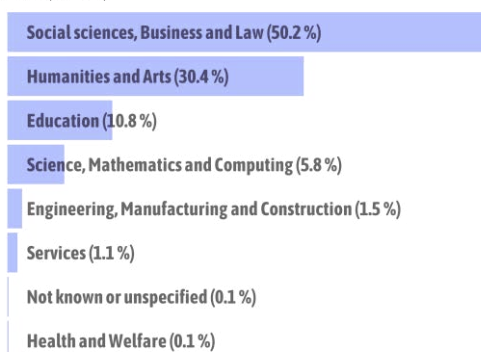
[diversity@ucy.ac.cy](mailto:diversity@ucy.ac.cy)

### Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 855)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 855)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Digital accessibility**

Websites, digital learning platforms and mobile apps are accessible. Conformance with Double A universal accessibility standards must be considered. Registration forms for enrolment and access to certain university services are accessible.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)



### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Information on students with disabilities enrolled**

The university includes the variable “disability” in its system of information on students enrolled at all levels of university studies

## **University life**

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them

### **Mobility grants and support resources**

The university offers mobility grants

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**



Co-funded by the  
Erasmus+ Programme  
of the European Union

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job

## General Resources

### Website:

<http://www.unic.ac.cy>

### Disability information:

<https://www.unic.ac.cy/useful-resources/students-with-special-educational-needs-manual/>

<https://www.unic.ac.cy/centres/academically-affiliated-institutions/centre-for-therapy-training-and-research-kesy/>

Student Success Centre (Academic Advising Department) Mrs. Katerina Georgaki (Georgaki.k@unic.ac.cy)

Student Success Centre Coordinator Mrs. Andriana Demosthenous (Demosthenous.a@unic.ac.cy)

School Psychologist Health & Safety Office

Mr. Stathis Soteriou

soteriou.s@unic.ac.cy

H&S Officer

### Erasmus/Mobility:

<https://www.unic.ac.cy/erasmus/>

Erasmus+ Office

Mrs. Marianna Michael (Michael.mar@unic.ac.cy)

Head of Erasmus+ Office

### Transportation:

<https://www.cyprusbybus.com/default.aspx>

### Housing:

<https://www.unic.ac.cy/student-support/accommodation/>

Accommodation Office

Mr. Charalambos Tzyrkas (Tzyrkas.c@unic.ac.cy)

Accommodation Officer

### Students:

<https://www.unic.ac.cy/life-at-unic/student-and-alumni-relations-office/>

Student Affairs Department

Mrs. Myria Thrassou (thrassou.m@unic.ac.cy)

Head of Student Affairs

### Welcoming:

Orientation Programmes

<https://www.unic.ac.cy/faq-items/orientations-programmes-fall-2021/>

UNIC September 2021

<https://www.unic.ac.cy/event/unic-sept-2021/>

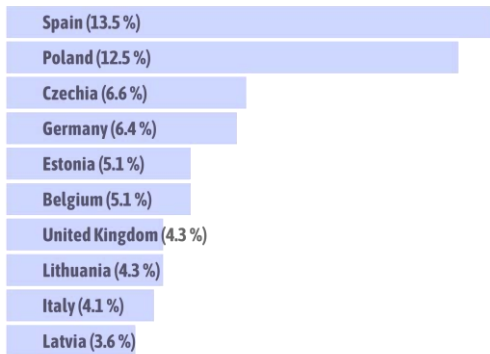
### Inclusion policy:

[https://www.unic.ac.cy/wp-content/uploads/2021/11/Manual-Educational-Needs\\_June-2020.pdf](https://www.unic.ac.cy/wp-content/uploads/2021/11/Manual-Educational-Needs_June-2020.pdf)

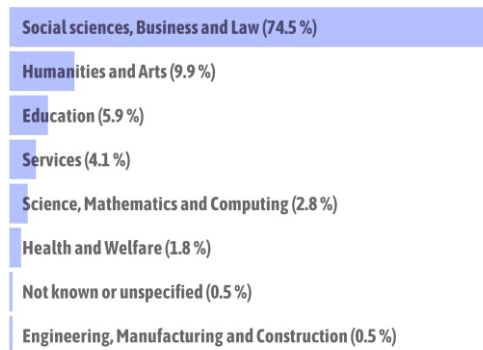


## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 392)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 392)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Study assistant service**

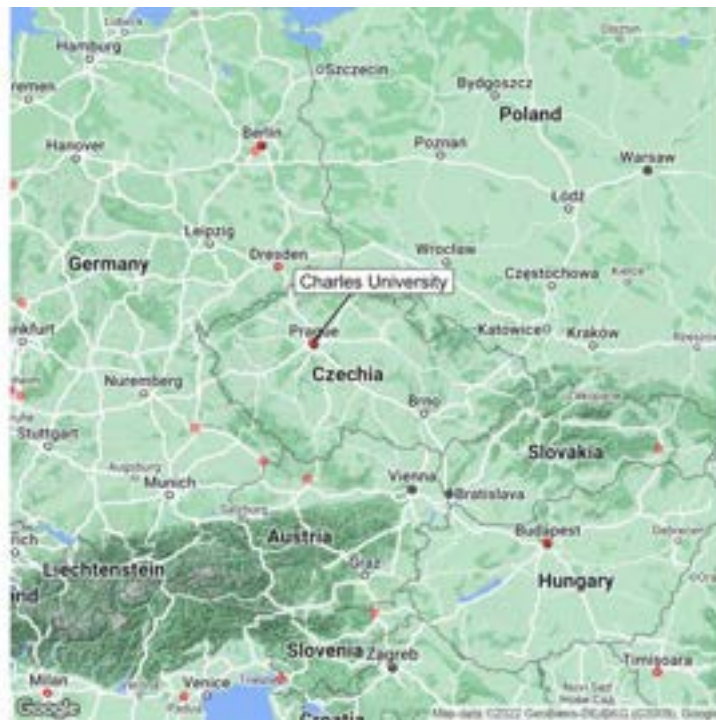
University provides study assistant service



Co-funded by the  
Erasmus+ Programme  
of the European Union

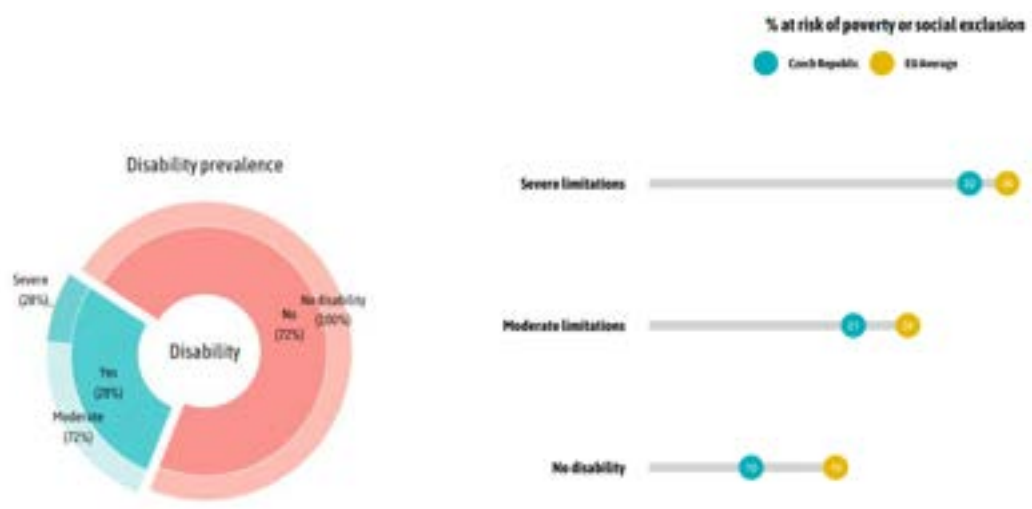


## Czech Republic



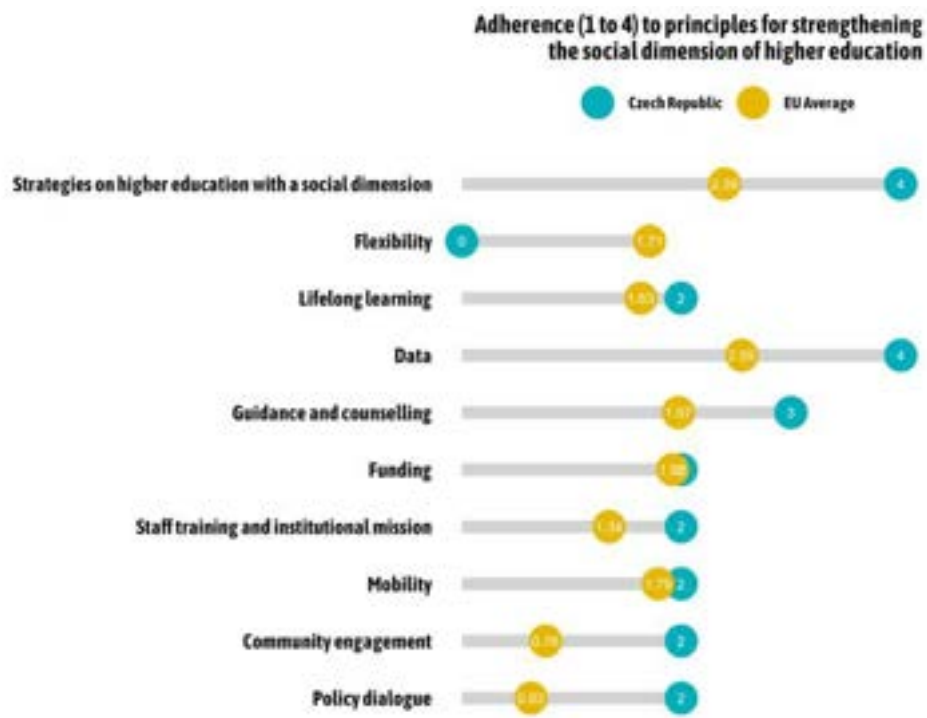
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

The Constitution of the Czech Republic, adopted on 16 December 1992, provides a general legal framework for future legal development. The rights of citizens and the obligations of the State with regard to education were established in the Charter of Fundamental Rights and Freedoms (the Constitutional Law). First and foremost it guarantees the right to education, i.e. 'free education at basic and secondary schools and according to a citizen's abilities and society's possibilities also at tertiary education' (Art. 33.1). There is no



legislation related to financial support for students with disabilities in higher education. This support is generally included in the Proclamatory in The Higher Education Act (1998) and in the National Disability Plan.

- Tertiary Education Act [http://www.msmt.cz/file/22282\\_1\\_1/](http://www.msmt.cz/file/22282_1_1/)

## Accessibility

### Transport accessibility

Regarding transport structures, the principle of non-discrimination focuses mainly on accessibility of transport for passengers with limited mobility and orientation. Solutions of all constructions in terms of their accessibility and barrier-free usage are contained in the implementing Decrees to the Building Act - No. 398/2009 Coll., No. 499/2006 Coll., No. 501/2006 Coll., and No. 503/2006 Coll. Issues of barrier-free usage have also been incorporated in the national technical standards: ČSN 73 6110 Design of Local Communications (2006), ČSN 73 6425 Bus, Trolleybus and Tram Stops, Part 1: Design of Stops (2007).

The Czech Ministry of Transport has participated in the preparation of the European Parliament and of the Council Regulation on the Rights of Passengers in Bus and Coach Transport which came into force on 1 March 2013 (Regulation (EU) No 181/2011 of the European Parliament and of the Council of 16 February 2011 concerning the Rights of Passengers in Bus and Coach Transport and amending Regulation (EC) No 2006/2004). This Regulation is, inter alia, targeted at persons with limited mobility in consequence of disability, and it was adopted with a view to enabling such persons to travel by bus and coach on equal terms with other citizens.

In railroad transport, the accessibility of persons with disabilities is incorporated in all programmes. By construction, update or renovation, the railroad buildings are designed and built to meet the requirements of barrier-free accessibility according to Decree No. 398/2009 Coll. on General Technical Requirements for Barrier-Free Usage of Constructions.

The Czech Railway Company stipulates in the Transportation Order (Přepavní řád) the rights of persons with reduced mobility in railway transportation. Persons with different categories of disability have access to travel information on the website of the Czech Railways Company (SPPO). Persons with reduced mobility have the right to use the Railways services as other citizens. Persons with reduced mobility are passengers who have difficulty in accessing trains and associated infrastructure as a result of disability, age or any other factor. The Czech Railway Company requires from a passenger with reduced mobility to submit a written request for special technical provision or assistance 24 hours before the journey. The Czech Railway Company may refuse transportation of a person with reduced mobility for technical reasons. In this case, it informs the passenger about the reasons within five working days from the refusal and suggest alternative solutions to transport the passenger(s).

Second, if the passenger fails to comply with the deadline for reporting their transit needs and arrives at the departure train carriage, he/she will be refused with reference to the provisions of Article 118 (point. d) of the SPPO. The passenger will be recommended another suitable connection, for which the carriage can be operationally secure, without delays.

The operation of nation-wide railways incorporated in the European rail system are subject to the principles of the directly applicable EU regulation which is the Commission Decision on Technical Specifications for Interoperability Relating to Persons with Limited Mobility and Orientation in Trans-European Conventional and High-Speed Rail System (Commission Decision 2008/164/EC of 21 December 2007 concerning Technical Specifications of Interoperability Relating to Persons with Reduced Mobility in Trans-European Conventional and High-Speed Rail System).

- Ordering assistance or a trip for passengers using wheelchairs <https://www.cd.cz/en/info/cim-se-ridime/-31340/>
- Edict No. 341/2002 Coll. Vyhláška o schvalování technické způsobilosti vozidel (Edict on technical requirements for vehicles) <https://www.zakonyprolidi.cz/cs/2002-341>
- Road Transport Act 111/1994 Coll., as amended <https://www.zakonyprolidi.cz/cs/1994-111>

### Built environment

The Building Act (stavební zákon) is the main legal instrument in terms of built environment accessibility. The Building Act regulates accessibility of buildings for disabled people, children, older people and pregnant women. Accessibility requirements apply to buildings, such as hospitals, schools, shops and industry, transportation, public facilities and houses with apartments for rent. The Decree 398/2009 sets out the general technical requirements for buildings and their parts to ensure their use by persons with physical, visual, hearing and mental disabilities, persons of advanced age, pregnant women, persons accompanying

a baby in a stroller or child under three years of age. The Decree 501/2006 regulates accessibility of public areas.

- Building Act 183/2006  
[http://www.sgpstandard.cz/editor/files/stav\\_vyr/1\\_24\\_souvis\\_cr.htm#\\_Toc305058193](http://www.sgpstandard.cz/editor/files/stav_vyr/1_24_souvis_cr.htm#_Toc305058193)
- Decree on requirements for public space use 501/2006 <https://www.zakonyprolidi.cz/cs/2006-501>
- Decree on general technical requirements ensuring the barrier-free use of buildings 398/2009  
<https://www.zakonyprolidi.cz/cs/2009-398>

## ICT and Web

The Act on Public Administration Information Systems 2000 (revised in 2006) obliges public authorities to proceed with the disclosure of information in a way that allows for remote access (on websites) so that the information related to the performance of public administration is published in an accessible format. Methodological instruction to Decree 64/2008 on the Form of Public Disclosure of Information Related to the Performance of Public Administration through websites for people with disabilities (Accessibility Decree) offers practical tips for webmasters as formulated by people with disabilities based on their own experience of websites accessibility.

- Decree on the Form of Disclosure of Information Relating to the Performance of Public Administration through Web Pages for Disabled Persons 64/2008 <http://www.mvcr.cz/clanek/vyhlasce-c-64-2008-sb-o-forme-uverejnovani-informaci-souvisajicich-s-vykonem-verejne-spravy-prostrednictvim-webovych-stranek-pro-osoby-se-zdravotnim-postizenim-vyhlasce-o-pristupnosti-10.aspx>
- Web Content Accessibility Guideline <http://www.mvcr.cz/clanek/metodicky-pokyn-k-vyhlasce-c-64-2008-sb-o-forme-uverejnovani-informaci-souvisajicich-s-vykonem-verejne-spravy-prostrednictvim-webovych-stranek-pro-osoby-se-zdravotnim-postizenim-vyhlasce-o-pristupnosti.aspx>
- Act on Public Information Systems <https://www.zakonyprolidi.cz/cs/2006-81>



# Charles University

Founded in 1348 | Students: 38810 | Teachers: 7917

## General Resources

### Website:

<http://www.cuni.cz/>

### Disability information:

Šárka Vohlídalová

[sarka.vohlidalova@ruk.cuni.cz](mailto:sarka.vohlidalova@ruk.cuni.cz)

<https://www.msmt.cz/file/54834/>

InclusiveMobility.eu profile: <https://inclusivemobility.eu/countries/cz/institutions/2558>

Charles University Erasmus+ website: <https://cuni.cz/UKEN-370.html>

### Psychological Counselling

<https://centrumcarolina.cuni.cz/CCENG-64.html>

### Erasmus+/Mobility

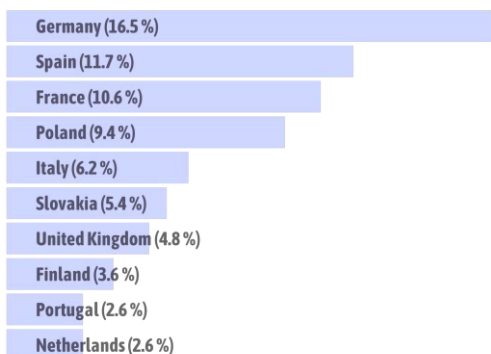
<https://cuni.cz/UKEN-145.html>

### Housing

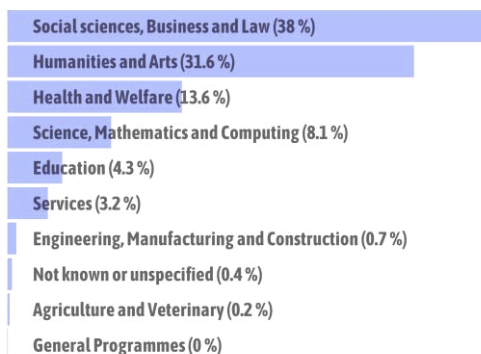
<https://cuni.cz/UKEN-365.html>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 6788)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 6788)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools



### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Information on students with disabilities enrolled**

The university includes the variable "disability" in its system of information on students enrolled at all levels of university studies

## **University life**

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Mobility grants and support resources**

The university offers mobility grants

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Career orientation and information services**

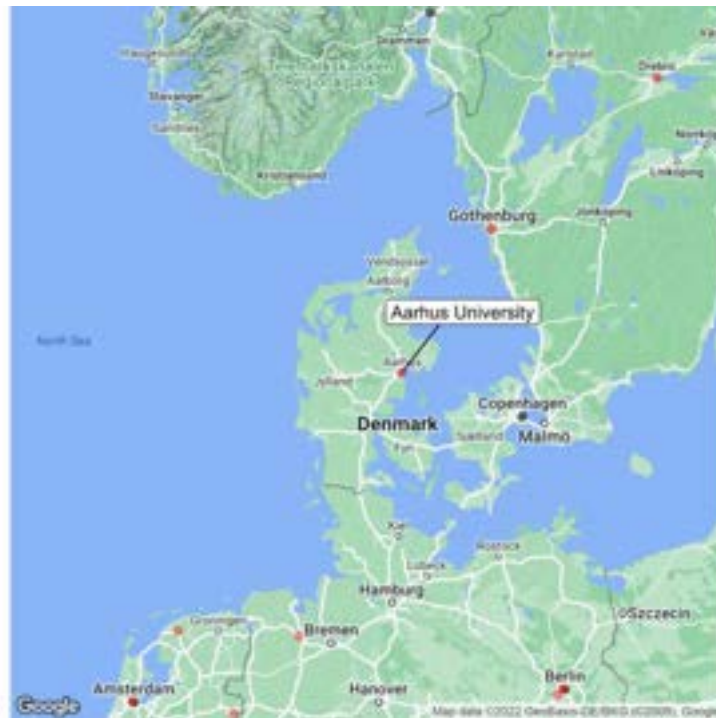
The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



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Erasmus+ Programme  
of the European Union

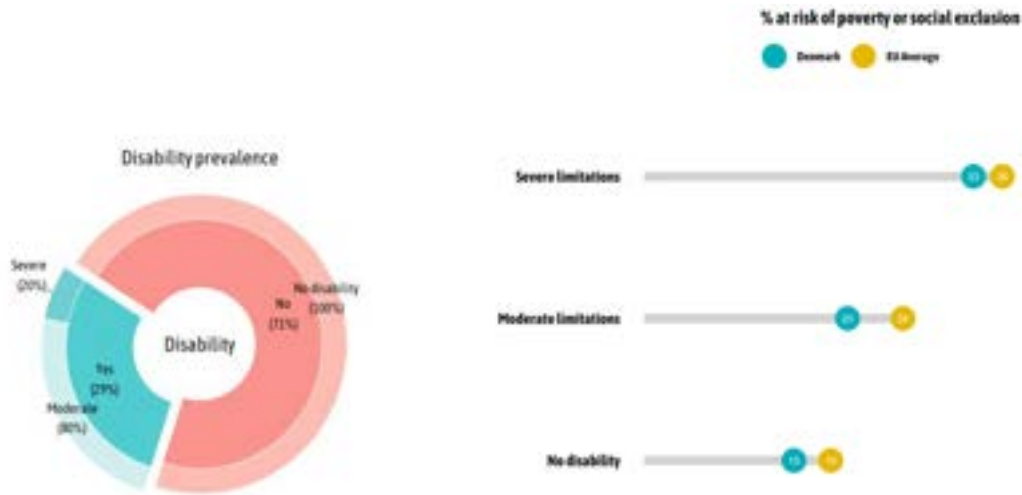


## Denmark



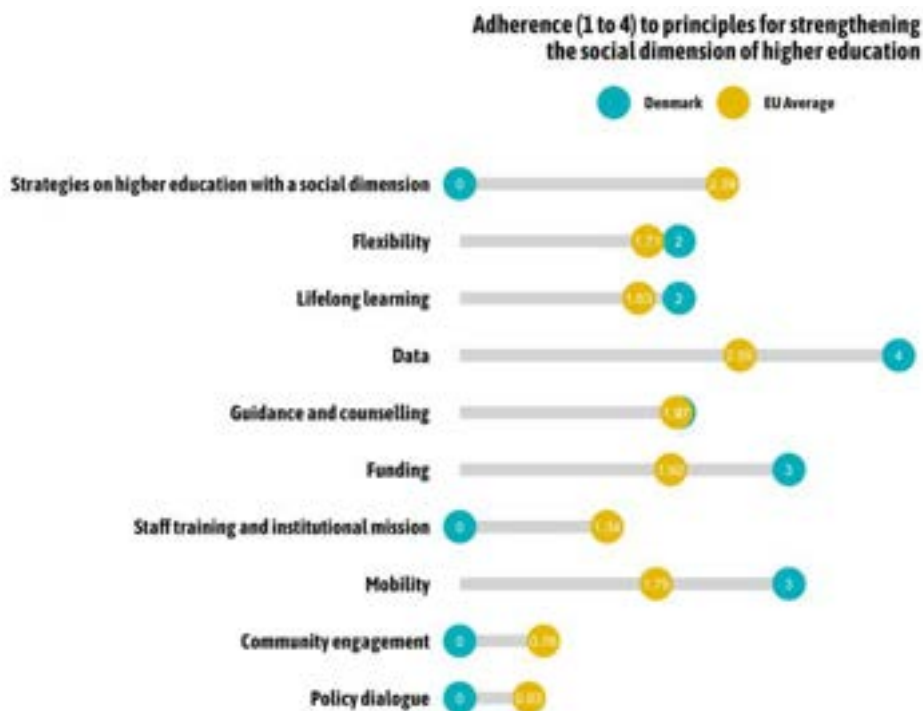
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

There are no laws demanding non-discrimination in relation to disability in higher education. Rather, the legislation aims to make it possible for students with disabilities to access education and finish their studies. The study support system includes special support for students with disabilities, according to the Study Support Law (LBK 1037 of 30 August 2017). Whereas the ordinary study support for students in higher education is EUR 828 a month, there is a supplement for disabled student of EUR 1,177 a month, so that the disabled student gets EUR 2,005 a month (2019). The reason is that the disabled student does not have the



same possibility as others to supplement their study support with work income. Disability study support is received by about 4,000 students, half of whom have a mental health problem, and the other half a physical disability. Students who need special pedagogical support (SPS), such as sign language interpretation, Braille materials, etc., have the right to it according to Law on Social Pedagogical Support in Higher Education (LBK 748 of 16 May 2015). According to the web page of the Ministry of Education, SPS should make sure that students with a physical or mental impairment or equivalent difficulties can access training on an equal basis with others. The student can apply for SPS at an education institution by contacting the disability counsellor. The education institution shall make a decision on the matter and seek reimbursement of their expenses at EPA, and is responsible for obtaining necessary support. When applying for admission to the academic programme, the students are encouraged to point out that they might need SPS, thereby improving the possibility for getting the required support on time.

- Study Support Law (LBK 1037 of 30 August 2017)  
<https://www.retsinformation.dk/Forms/r0710.aspx?id=192525>
- Study support <http://www.su.dk/satser/>
- Law on Social Pedagogical Support in Higher Education (LBK 748 of 16 May 2015)  
<https://www.retsinformation.dk/forms/r0710.aspx?id=170468>

## Accessibility

### Transport accessibility

There is no legislation in Denmark about the accessibility of trains, buses, taxis, ferries, airplanes or other means of transportation. Section 11 of the Law on Transportation Companies (LBK nr 412 of 11 April 2010, amended to LBK no 323 of 20 March 2015) obliges the companies to establish individual disability transportation for persons with considerable mobility problems; they must offer at least 104 journeys a year to the front door, in a suitable vehicle, for a price that is not considerably higher than ordinary prices. They can demand that the customer orders the transport at a reasonable time in advance. The transportation companies must include the disability organisations in connection with the arrangement of the scheme. In 2010 the Ministry of Transport published 'The Ministry of Transport accessibility policy. Transport for persons with disabilities'. The goal of its policy is to establish a transportation system that is as accessible as practicable, while the functionality and efficiency of the overall transport is maintained. The UN CRPD should function as a basic guideline for the policy. In continuation of the policy, the Transport Department has set up a dialogue forum for accessibility with the participation of relevant authorities, disability organisations and transport providers. A Dialogue Forum shall follow up and further target accessibility policy through discussion and knowledge exchange. Interest-free loans are granted for the purchase of a disability car. The rules have been changed, so that now eight years must pass between such loans, instead of previous six years.

- Official website on transport for people with disability <https://www.borger.dk/handicap/Hjaelp-i-hverdagen/Transport-for-personer-med-handicap>
- Law on Transportation Companies (LBK no 323 of 20 March 2015)  
<https://www.retsinformation.dk/Forms/R0710.aspx?id=168627>
- Official website on disability car <https://www.borger.dk/handicap/Hj%C3%A6lpemidler/stoette-til-handicapbil>
- Website of the Ministry of Transport, Building and Housing on accessibility of railway stations  
<https://www.trm.dk/da/temaer/handicaptilgaengelighed/tilgaengelighed-paa-stationer>

### Built environment

Accessibility in new buildings is regulated by the building regulation BR10 from 2010. It requires that wheelchair users can enter all parts of a building without being stopped by staircases or barriers, and contains requirements for accessible toilets. These regulations are published and commented upon in the paper 'Anvisning om bygningsreglement 2010' (Building regulation 2010) from Statens Byggeforskningsinstitut (SBI) (The Danish Building Research Institute). SBI distinguishes three standards: 'C' is what the building regulation demands; 'B' is the standard DS3028 Accessibility for all; and 'A' is a higher standard. Standard 'C' is recommended if the building shall be of minimum quality, 'B' if it shall be accessible, and 'A' if it is a special building such as a nursing home. Foreningen Tilgængelighed for Alle (The Association Accessibility for All) has made a sign of accessibility for existing buildings. The Association has an evaluation of buildings for several different disability groups. To get the sign the building must meet the standards mentioned in DS3028.

- Building regulation in force from 2018 <https://www.retsinformation.dk/Forms/R0710.aspx?id=196435>

- Tilgængelighedsmærket (Accessibility Label Scheme) <http://www.godadgang.dk/dk/a-maerket/7grupperafhandicappede.asp>
- The package of measures to promote accessibility from the Ministry of Transport, Building and Housing <https://www.trm.dk/da/publikationer/2018/tiltagspakke-til-fremme-af-tilgaengelighed-2018>

## ICT and Web

There is no specific legislation in Denmark concerning accessibility of ICT or websites. Since 1 January 2008 WCAG (Web Content Accessibility Guidelines) have been a mandatory open standard for the websites of public offices. The Ministry of Science, Technology and Innovation conducted two mapping projects on public website accessibility (in 2008 and 2010).

- Agency for Digitisation on web accessibility <https://digst.dk/digital-service/webtilgaengelighed/>
- Danish disability organisations on web accessibility <http://www.handicap.dk/nyheder/nyhedsarkiv/alle-offentlige-hjemmesider-bliver-tilgaengelige-i-eu-landene>



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Erasmus+ Programme  
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# Aarhus University

Founded in 1928 | Students: 32592 | Teachers: NA

## General Resources

### Website:

<http://www.au.dk/en/>

### Disability information:

<https://studerende.au.dk/en/csu>

### Erasmus/Mobility:

<https://studerende.au.dk/en/studies/subject-portals/arts/study-abroad>

### Transportation:

<https://international.au.dk/index.php?id=97320>

### Housing:

<https://international.au.dk/life/locations/housing/auhousing/exchange-student>

<https://international.au.dk/education/admissions/exchange/studying-at-aarhus-university/special-needs/browse>

### Students:

<https://international.au.dk/life/studentscomingtoau/student-life/socialising-and-making-friends>

### Welcoming:

<https://international.au.dk/life/studentscomingtoau/prepareyourarrival/au-intro-days>

<https://studerende.au.dk/en/boost-your-student-life/browse>

<https://studerende.au.dk/en/boost-your-student-life/help>

### Inclusion policy:

<https://www.au.dk/raadgivnings-og-stoettecentret/til-studerende-med-saerlige-behov>

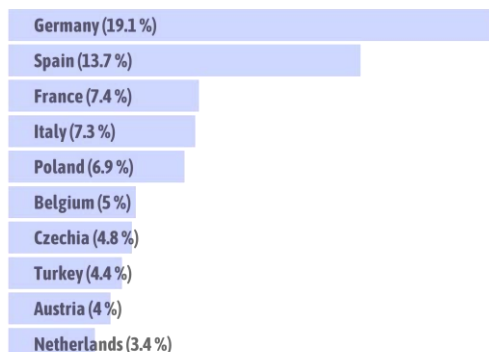
(in Danish only)

<https://studerende.au.dk/en/studies/subject-portals/business-administration/counselling/exemption-from-study-rules/special-exam-conditions>

## Mobility/Erasmus indicators

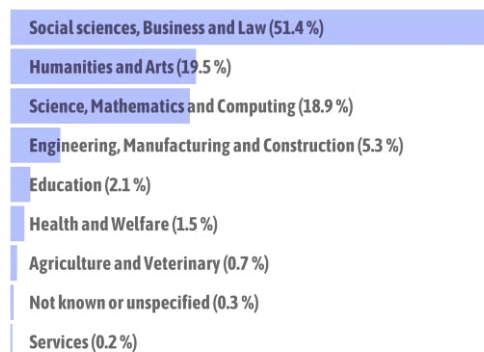
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 4441)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 4441)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### Learning environments and platforms

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### Virtual classroom software

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### In-class note takers

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### Recordings of class lectures/ streaming

Recordings of class lectures/ streaming

### Testing accommodations and arrangements

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### Interpreter services

University provides interpreter services for hearing impaired

### Adaptive software and assistive technology rental/loaning

University provides adaptive software and assistive technology rental/loaning

### Study assistant service

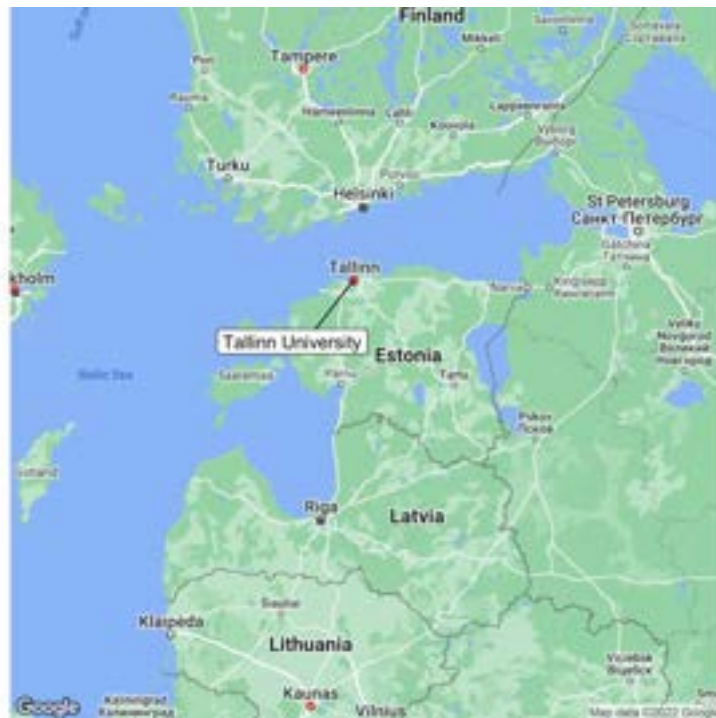
University provides study assistant service



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# Estonia



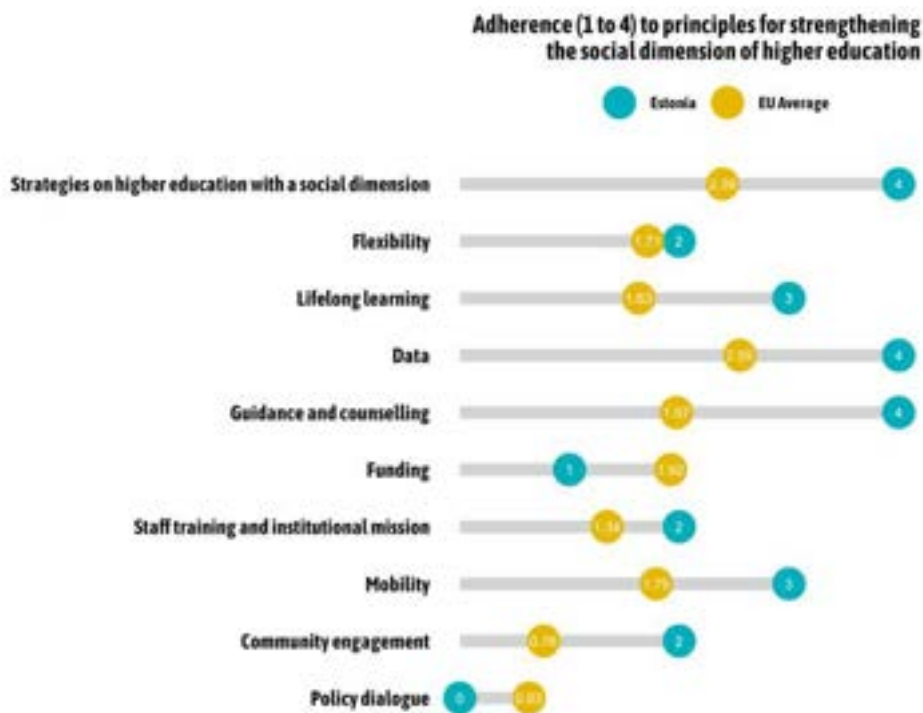
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

The Higher education programme (under the Estonian Lifelong Learning Strategy 2020) aims to make higher education more accessible to everyone and to include non-traditional learners in the higher education system. It includes measures that will enable the combination of studies, work and family life, taking into account previous studies and work experience, as a significant part of completing the study programme.

The state provides scholarships for students with special needs to support them in the acquisition of a higher education degree. General provisions for scholarships for students with special needs are laid down



in the § 7 of Estonian Government regulation 'Conditions and procedure for the provision of higher education scholarships'. Additionally, the Higher Education Act stipulates that the disabled can receive allowances according to the Social Benefits Act for Disabled Persons. Two types of allowances are provided accordingly: 1) education allowance for students who are not working since the last grades of the secondary school to compensate any additional expenses which are related to obtaining education (in the amount of 25% to 100% of the social benefit rate a month); and 2) in-service training allowance which is paid to a working disabled person to partially compensate for actual training expenditure in an amount of up to 24 times of the social benefit rate during three calendar years.

Since 1 January 2018 for people with no work ability and for those who raise children with severe or profound disabilities the study loans are waived and paid by the state.

- Education Act <https://www.riigiteataja.ee/en/eli/ee/524042014002/consolide/current>
- Adult Education Act  
<https://www.riigiteataja.ee/en/eli/ee/Riigikogu/act/529062015007/consolide/current>
- Estonian Lifelong Learning Strategy 2020  
[https://www.hm.ee/sites/default/files/estonian\\_lifelong\\_strategy.pdf](https://www.hm.ee/sites/default/files/estonian_lifelong_strategy.pdf)
- Higher Education Programme (in Estonian)  
[https://www.hm.ee/sites/default/files/8\\_korgharidusprogrammi\\_2017-2020\\_eelnuu\\_0.pdf](https://www.hm.ee/sites/default/files/8_korgharidusprogrammi_2017-2020_eelnuu_0.pdf)
- Universities Act (valid until 31 August 2019)  
<https://www.riigiteataja.ee/en/eli/ee/521032014002/consolide/current>
- Estonian Government regulation 'Conditions and procedure for the provision of higher education scholarships' (In Estonian, in force until 31 August 2019) <https://www.riigiteataja.ee/akt/109072016008>
- Study Allowances and Study Loans Act  
<https://www.riigiteataja.ee/en/eli/ee/521032019018/consolide/current>
- Higher Education Act (since 01 September 2019, in Estonian)  
<https://www.riigiteataja.ee/akt/119032019012>
- Higher Education (Ministry of Research and Education website)  
<https://www.hm.ee/en/activities/higher-education>
- Study Allowances and Grants (Ministry of Research and Education website)  
<https://www.hm.ee/en/activities/higher-education/study-allowances-and-state-grants>
- Social Benefits Act for Disabled Persons  
<https://www.riigiteataja.ee/en/eli/ee/518122017011/consolide/current>

## Accessibility

### Transport accessibility

According to the Public Transport Act, disabled children, people with profound disabilities aged 16 and over, persons with severe or profound visual disabilities and persons with guide dogs accompanying such persons are allowed to travel free of charge by public domestic transport: railway, road and waterway services, including commercial lines. A transport development plan for 2014-2020 was adopted together with the action plan. It states that by the provision of transportation services, needs of different social groups (women and men, disabled persons, elderly, children etc.) are taken into account. The Traffic Act enacts specific requirements for people with visual and mobility disability on moving on pavements, also some exclusive rights of disabled drivers with reduced mobility and the drivers who are servicing a person with reduced mobility or a blind person. The Traffic Act allows people with disabilities who have the recognised parking card for disabled persons to park on pavements, park in public fee-paying parking places without charge and in calm traffic areas also in the areas where stopping or parking is limited or restricted (§ 68). The Traffic Act is elaborated on that topic by a regulation of the Minister of Social Affairs. In case of need for social transport (to educational establishment, working place or for public services) the local government has to assess the need and provide the means according to Social Welfare Act. Local government can demand for reimbursement of the social transport services, however, in case of need and no resources to cover for own funding for the service, there is no possibility to deny the services by the local government. For the period 2014-2020, the resources from the European Social Fund will be used to develop and provide the social transport service in the local municipalities.

- Public Transport Act <https://www.riigiteataja.ee/en/eli/ee/509042018005/consolide/current>
- Social transport service <https://www.sm.ee/et/kohaliku-omavalitsuse-korraldatavad-sotsiaalteenused>

- Social Welfare Act <https://www.riigiteataja.ee/en/eli/ee/504042016001/consolide/current>
- Regulation of the Minister of Social Affairs on Parking Card for disabled <https://www.riigiteataja.ee/akt/115022013010?leiaKehtiv>
- Social transport [http://www.sm.ee/sites/default/files/content-editors/eesmargid\\_ja\\_tegevused/Sotsiaalhoolekanne/Muud\\_toetused\\_ja\\_teenused/sotsiaalministeerium\\_sotsiaaltransporditeenus.pdf](http://www.sm.ee/sites/default/files/content-editors/eesmargid_ja_tegevused/Sotsiaalhoolekanne/Muud_toetused_ja_teenused/sotsiaalministeerium_sotsiaaltransporditeenus.pdf)

## Built environment

The Social Welfare Act regulates assistance to disabled persons with independent living. This conceptualises state support as seeking to provide equal opportunities and active participation and independence. Among other measures, it includes obligation to provide access to public buildings for disabled persons. Legislation for buildings in Estonia covers also accessibility.

The new Building Code that aims to promote sustainable development and to ensure safety, purposeful functionality and usability of the built environment was adopted on 11 February 2015 and entered into force on 01 July 2015. Paragraph 7 of the Building Code stipulates that buildings should be planned and built according to good practice, following also other relevant legislation. Requirements to buildings are specified in §11 of the Building Code, and they have to take into account also the needs of disabled persons. A decree is currently being developed by the Ministry of Economics and Communication that would give the Minister the right to specify building requirements, however, the Building Code obliges builders, architects and other relevant people to take into account the needs of disabled persons when constructing the buildings. A decree on the quality of road building foresees that roads and pedestrian paths have to be free of barriers limiting the movement of disabled persons as well as have additional elements to help people with hearing, vision or moving impairments to cross the streets. The Monitoring accessibility website is monitoring access to buildings for people with disabilities on a continuing basis.

The project of housing adaptation is funded by the European Regional Fund and aims to adapt a minimum of 2,000 households of persons with special needs. In 2019 several local governments had used less these possibilities than foreseen by the project.

The National Transportation Development Plan 2014-2020 establishes that the principles of universal design shall be used in the development of infrastructure, steadily transitioning to rolling stock suitable for also serving people with reduced mobility, and implementing information systems corresponding to the needs of hearing and visually impaired people.

In April 2015, the Accessibility Council comprising representatives of the DPOs, universities, the Parliament, relevant government agencies, the ministries and other local governments, as well as architects, constructors and designers, was established with the purpose to propose solutions on how to make buildings, transportation, living environment, information etc. accessible to all. The Council will make proposals to improve the accessibility, advise on the elaboration of development plans and other strategic documents regarding issues related to accessibility and promote accessibility and universal design principles.

In May 2018, based on the amended Building Code the requirements for buildings for people with disabilities were established.

- Building Code <https://www.riigiteataja.ee/en/eli/ee/502022017002/consolide/current>
- Social Welfare Act <https://www.riigiteataja.ee/en/eli/ee/522032019016/consolide/current>
- Home adjustment project for people with special needs <https://www.sm.ee/et/euroopa-regionaalarengu-fond-0#2.5.2%20Puuetega%20inimeste%20eluaseme%20f%C3%BC%C3%BCsiline%20kohandamine>
- Monitoring accessibility website <http://liikumisvabadus.invainfo.ee/>
- The National Transport Development Plan 2013-2020 <https://www.riigiteataja.ee/akt/3210/2201/4001/arengukava.pdf#>
- Accessibility Council <https://www.sm.ee/et/ligipaasetavuse-noukogu>
- Requirements for buildings for people with disabilities <https://www.riigiteataja.ee/akt/131052018055>

## ICT and Web

The Electronic Communications Act takes into consideration also the interests of different social groups, including persons with special needs. Estonia has implemented the EU package on electronic communication (Directives Nos. 2009/140/EU and 2009/136/EU) in the Electronic Communications Act which also enhances possibilities for persons with hearing and speaking impairments to contact emergency



centres by SMS. The access of disabled persons to information technologies is regulated by the Information Society Development Plan 2006-2013 and Information Society Development Plan for 2014-2020 (updated plan covers strategy up to 2022). Persons with disabilities are one of the high priority groups. One of the goals is to make all public sector websites accessible to people with special needs and help them participate actively in public life. An electronic voting system and a participation website are available for citizens to participate in decision-making processes and take part in public life more actively. Local governments regularly organise training for promoting computer skills and facilitate access to e-services.

The Public Information Act provides that public information is generally free of charge, and that as quick and easy access to information as possible must be ensured for all persons (Civil Service Act, § 4). All Government ministry websites have recently adopted a common visual and technical standard, which complies with the Web Content Accessibility Guidelines (WCAG) 2.0 recommendations, that make content accessible to a wider range of persons with disabilities, including blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these. According to the Interoperability of the State Information System requirements set by the Ministry of Economic Affairs and Communications, all public sector websites must aim to meet the WCAG criteria. People get the communications from the government offices via an all-Estonian service portal (eesti.ee) and can redirect their messages from there to their personalised e-mails or read them online.

Since 2015, an Accessibility Council has been set up by the Ministry of Social Affairs, which consists of 27 members including representatives of the ministries, governmental organisations, disabled people's organisations, universities and non-profit organisations. This helps to fulfil the requirements of accessibility of the UN Convention, including in the web and ICT environment.

- Electronic Communications Act <https://www.riigiteataja.ee/en/eli/ee/520032019015/consolide/current>
- Information Society Development Plan 2020 [https://www.mkm.ee/sites/default/files/eesti\\_infouhiskonna\\_arengukava\\_2020\\_ja\\_kuberturvalisuse\\_strateegia\\_2019-2022.pdf](https://www.mkm.ee/sites/default/files/eesti_infouhiskonna_arengukava_2020_ja_kuberturvalisuse_strateegia_2019-2022.pdf)
- Electronic voting <https://www.valimised.ee/en>
- E-services <https://www.eesti.ee/en>
- Website of the Government of Estonia (accessibility) <http://www.valitsus.ee/en/accessibility>
- Participation website <https://www.osale.ee/>
- Web Content Accessibility Guidelines 2.0. <http://www.w3.org/TR/WCAG20/>
- Accessibility Council <http://www.sm.ee/et/ligipaasetavuse-noukogu>



# Tallinn University

Founded in 2005 | Students: 6726 | Teachers: NA

## General Resources

### Website:

<http://www.tlu.ee>

### Disability information:

Disability Coordinator is in contact with different departments to provide the best solutions for students with special needs.

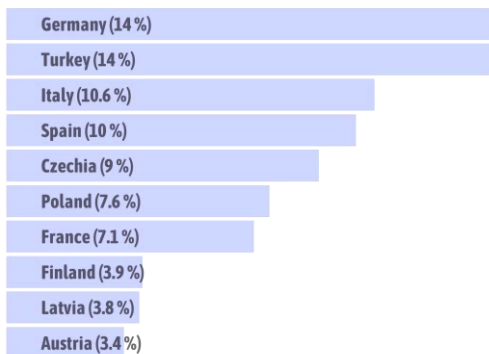
Maarja Jõgioja

[maarja.jogioja@tlu.ee](mailto:maarja.jogioja@tlu.ee)

## Mobility/Erasmus indicators

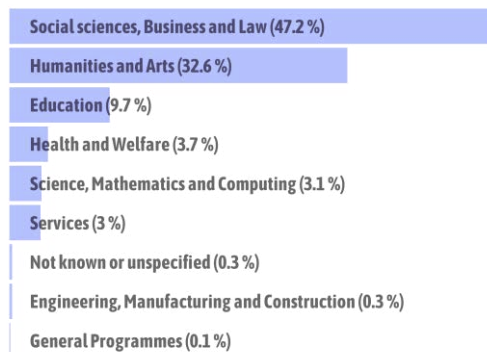
### % incoming Erasmus students by country (top 10)

2008 to 2014 (Total= 1125)



### % incoming Erasmus students by subject

2008 to 2014 (Total= 1125)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

## **University life**

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes



include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **External internships**

The university offers external internships that are accessible to all students. There are support and advisory systems for students with disabilities to participate in internships outside the university. The university has support and advisory systems for hosting organisations in relation to students with disabilities

### **Mobility grants and support resources**

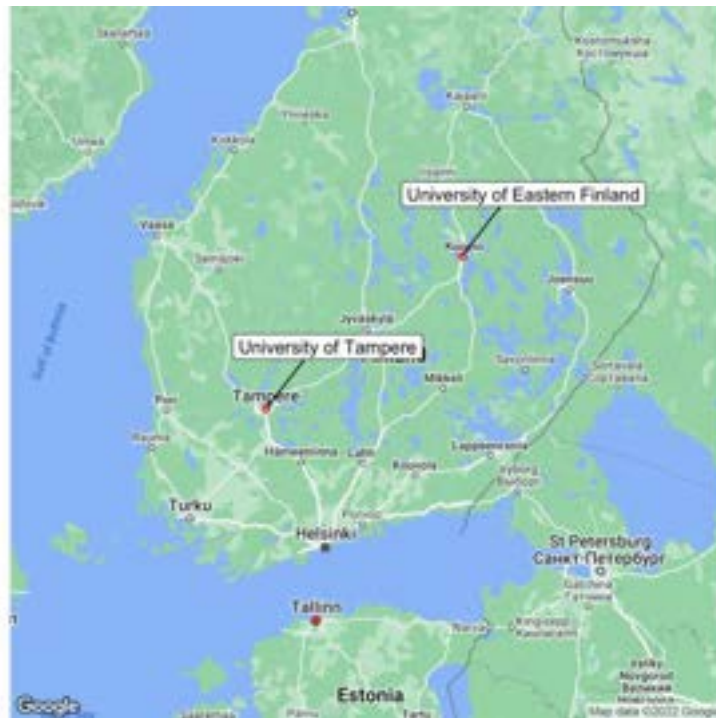
The university offers mobility grants

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.



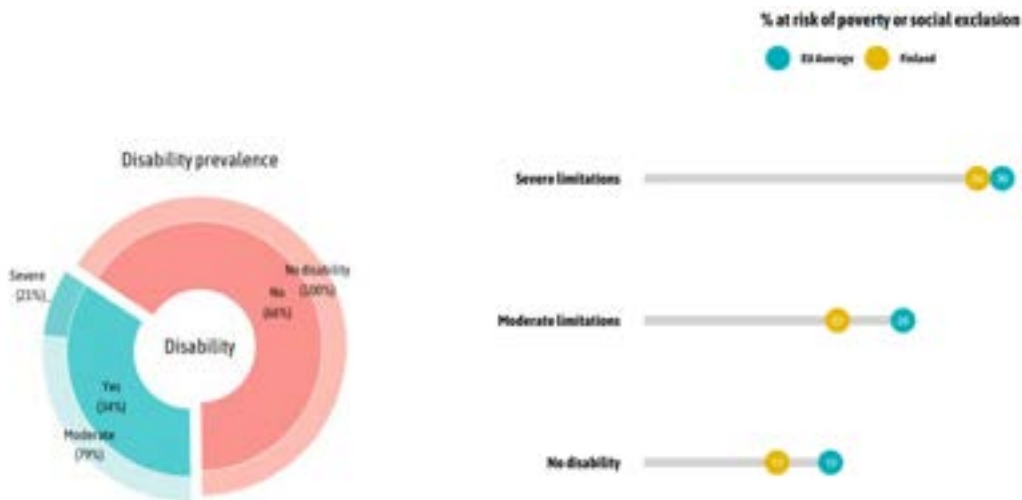
# Finland





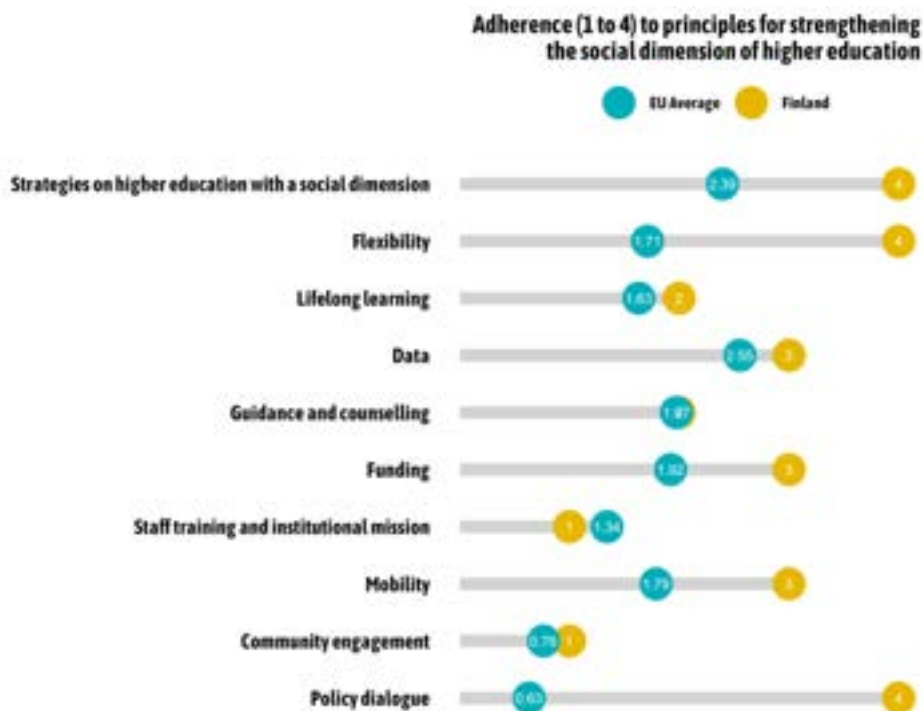
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

Universities are subject to the Non-Discrimination Act (1325/2014) the same way as vocational training providers. The word 'koulutus' translates both to 'training' and 'education', so they are not separated in the Non-Discrimination Act. Also the Constitution of Finland (731/1999) states in its sixth section that everyone is equal before the law. The 16<sup>th</sup> section set that the 'public authorities shall, as provided in more detail by an Act, guarantee for everyone equal opportunity to receive other educational services in accordance with their ability and special needs, as well as the opportunity to develop themselves without being prevented

by economic hardship' (Finnish law 731/1999). Universities may make special arrangements for entrance examinations, campus accessibility and learning support, but they are not obliged to provide any special educational support. There are, however, examples of such support in some institutions. Several universities have also developed measures to promote accessibility of their educational provisions. Financial aid is available to all students in financial difficulty and rehabilitation allowances are payable to young disabled people in education but there is no specific, separate system of financial support for disabled students. There is not any legislation for physical arrangements at universities for disabled students, but there is a rehabilitation allowance for disabled students paid by the Social Insurance Institution, because this allowance helps the pathway to employment. This is stated in the Act on Rehabilitation and Rehabilitation Financing Benefits.

- Act on Rehabilitation and Rehabilitation Financing Benefits (566/2005) <http://www.finlex.fi/fi/laki/ajantasa/2005/20050566>
- The Constitution of Finland <http://www.finlex.fi/en/laki/kaannokset/1999/en19990731.pdf>
- Non-Discrimination Act (1325/2014) <http://www.finlex.fi/fi/laki/kaannokset/2014/en20141325.pdf>

## Accessibility

### Transport accessibility

The Act for Public Transportation (869/2009) required in fourth section that 'the needs of different population groups have to be taken into account when defining the standard of service'. The sixth section mentioned examples of these population groups as follows: 'children, young people, women, men, elderly and disabled'. In section 48 the law stated that the holder of an operating permit has to define the quality of the service. Amongst other things, the permit holder needs to define the service and assistance available for disabled service users. The standard of service on the national level is defined by the Ministry of Transport and Communications. Municipalities provide transport services to those who have severe disabilities causing exceptional mobility difficulties. A transport service may include an assistance service. This benefit is included in the Act on Disability Services. Decree 275/2010 states that government subsidies are given to municipalities to develop accessible public transportation. The Act on Services in Traffic (320/2017) came into effect on 1 July 2018 abolishing the previously existing Act for Public Transportation (869/2009). Finland launched a three-year trial period for the EU Disability Card. The first cards were issued in June 2018. The trial period will end in 2020. The cards issued during the trial will be valid until 2028. Persons with disabilities can use the card both in Finland and in other EU member states to prove their disability status or their need for assistance when, for example, travelling by public transport or participating in sports or culture events. A nominal fee of EUR 10 is charged when the card is issued. A list of service providers can be found on Vammaiskortti webpage.

- Disability services and support – The Ministry of Social Affairs and Health <https://stm.fi/vammaispalvelut-tukitoimet>
- Act for Public Transportation (869/2009) in Finnish <http://www.finlex.fi/fi/laki/ajantasa/2009/20090869>
- Transposition of the technical standards in decision of European Commission (2008/164/EY) [http://www.finlex.fi/data/normit/35023-TRAFI\\_7107\\_03.04.02.00\\_2011.pdf](http://www.finlex.fi/data/normit/35023-TRAFI_7107_03.04.02.00_2011.pdf)
- The Handbook on Disability Services <https://thl.fi/fi/web/vammaispalvelujen-kasikirja>
- Act on Services in Traffic 320/2017 (in Finnish) <http://www.finlex.fi/fi/laki/alkup/2017/20170320>
- How to apply EU Disability Card from Kela <https://www.kela.fi/web/en/disability-card?inheritRedirect=true>
- Vammaiskortti webpage <https://www.vammaiskortti.fi/>

### Built environment

The built environment accessibility is not included in the Non-Discrimination Act (1325/2014). In 2017, the Government accepted a new Act on Accessible Buildings (241/2017), which aims to make regulations on accessibility of buildings clearer and decrease regional differences. The Ministry of the Environment has also renewed its building regulations in 2017. In the Land Use and Building Act (132/1999) the objectives in land use planning are stated in the fifth section. The first of the eleven points to promote is: 'a safe, healthy, pleasant, socially functional living and working environment which provides for the needs of various population groups, such as children, older people and disabled people'. The Land Use and Building Decree (895/1999) contains more detailed regulations on accessibility in buildings. The Finnish Building Code provides more technical regulations and guidelines which apply to new constructions. Especially, sections



F1 on 'Barrier-free Building', F2 on 'Safety in use of buildings' and G1 on 'Housing design' set the requirements to accessibility in both public buildings and private homes.

- Land Use and Building Act (132/1999) <http://www.finlex.fi/en/laki/kaannokset/1999/en19990132.pdf>
- Land Use and Building Decree (895/1999) <http://www.finlex.fi/en/laki/kaannokset/1999/en19990895.pdf>
- Finnish Building Code [http://www.ym.fi/en-us/Land\\_use\\_and\\_building/Legislation\\_and\\_instructions/The\\_National\\_Building\\_Code\\_of\\_Finland](http://www.ym.fi/en-us/Land_use_and_building/Legislation_and_instructions/The_National_Building_Code_of_Finland)
- Accessible Building Act (241/2017) <https://www.finlex.fi/fi/laki/alkup/2017/20170241>

## ICT and Web

The Finnish Parliament approved the Bill on ICT and web accessibility in their second reading on 12 February 2019. The official Act has not yet been published on the Book of Statutes (as of 5 March 2019). It regulates that web pages published after 23 September 2019 have to comply to the Directive (EU) 2016/2102 of the European Parliament and of the Council of 26 October 2016 on the accessibility of websites and mobile applications in the public sector by 23 September 2019. The web pages published before 23 September 2019 have to comply with the aforementioned Directive by 23 September 2020. All mobile applications have to comply with the directive by 23 June 2021.

- The Government proposal on the Provision of digital services <https://finlex.fi/fi/esitykset/he/2018/20180060>



# University of Eastern Finland

Founded in 2010 | Students: 13730 | Teachers: NA

## General Resources

**Website:**

<http://www.uef.fi/en/uef>

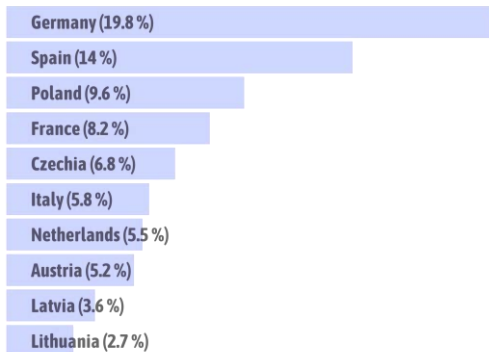
**Disability information:**

The organisation and guidelines for individual study arrangements:  
Tommi Haapaniemi

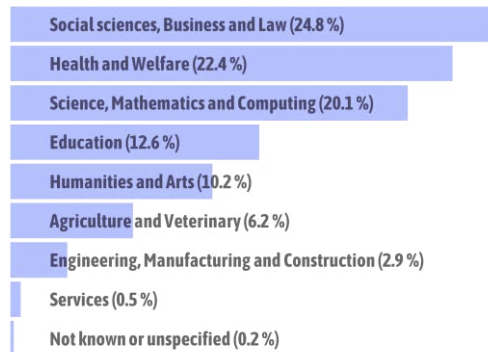
[tommi.haapaniemi@uef.fi](mailto:tommi.haapaniemi@uef.fi)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 1142)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 1142)



Source: Gadár, Kosztván, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

## **University life**

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)



### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information

and orientation services for students with disabilities about mobility programmes and the opportunities open to them

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



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## University of Oulu

Founded in 1958 | Students: 11328 | Teachers: NA

### General Resources

**Website:**

<http://www.oulu.fi/english/>

**Disability information:**

Because of the GDPR we aren't allowed to make lists or reports etc. that include delicate information about students. That's why there isn't any coordinator between services and departments that would pass information to one to other. Study Psychologists work as an advisory body at the University of Oulu:

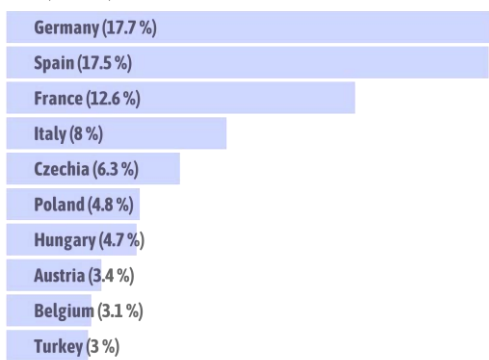
<https://www.oulu.fi/en/students/supporting-yourstudies/study-psychologists>

Pia Partanen

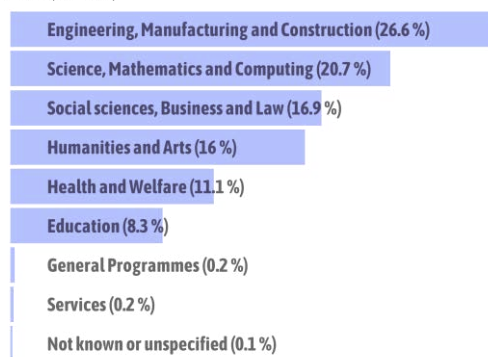
[tommi.haapaniemi@uef.fi](mailto:tommi.haapaniemi@uef.fi)

### Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 1656)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 1656)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

#### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

#### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning



## Access

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

## University life

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Mobility grants and support resources**

The university offers mobility grants

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job

## General Resources

### Website:

<https://www.tuni.fi/en>

### Disability information:

[Studentcounselling.tau@tuni.fi](mailto:Studentcounselling.tau@tuni.fi) (Elisa Sinikallio)

### Erasmus/Mobility:

Special support for outgoing students : Accessibility and individual arrangements

<https://esnfinfint.org/>

<https://www.tuni.fi/studentsguide/handbook/uni?page=5898>

### Transportation:

there are no tuition fees except for international students coming from outside Europe

[Studentcounselling.tau@tuni.fi](mailto:Studentcounselling.tau@tuni.fi)

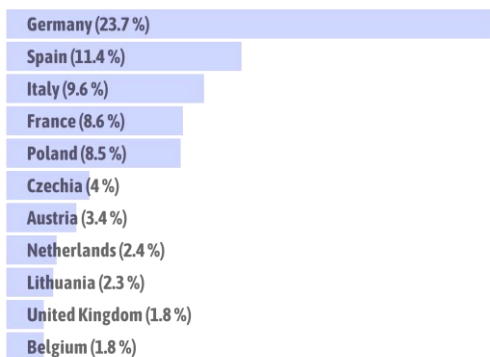
### Inclusion policy:

A policy on putting in place special arrangements for students with for example disabilities The university has a policy on equality and non-discrimination that includes students with disabilities, however there is no inclusion plan specifically for students with disabilities. To our knowledge, there are no awareness raising activities aimed at students. For staff, there are some trainings but not any annual awareness-raising activities as such

## Mobility/Erasmus indicators

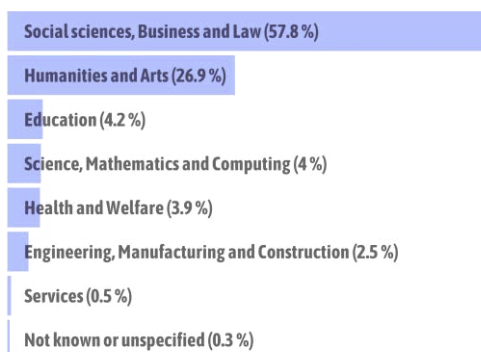
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 1762)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 1762)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

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#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

#### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

#### **Teaching staff training and innovation**



The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

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The content, resources and materials used for teaching and learning are accessible

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### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **External internships**

The university offers external internships that are accessible to all students. There are support and advisory systems for students with disabilities to participate in internships outside the university. The university has support and advisory systems for hosting organisations in relation to students with disabilities

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Mobility grants and support resources**

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Career orientation and information services**

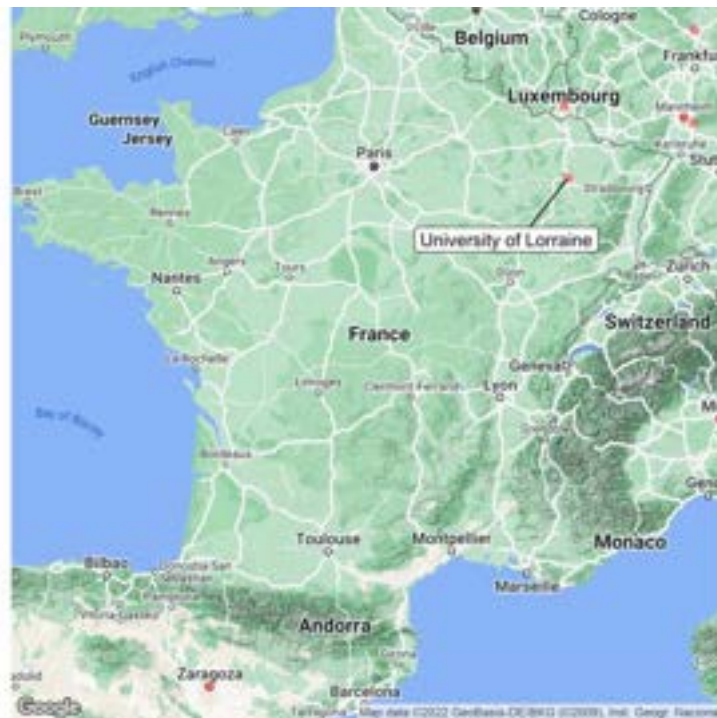


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of the European Union

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



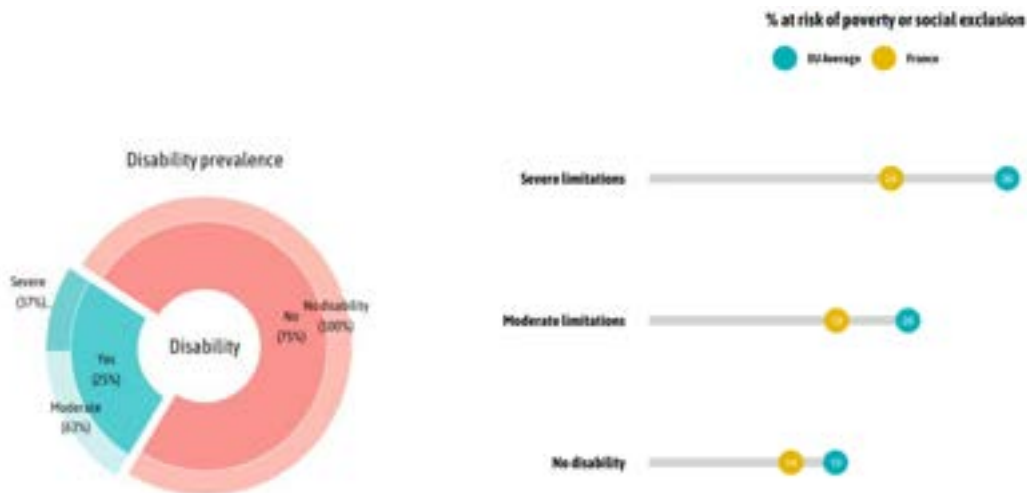
# France





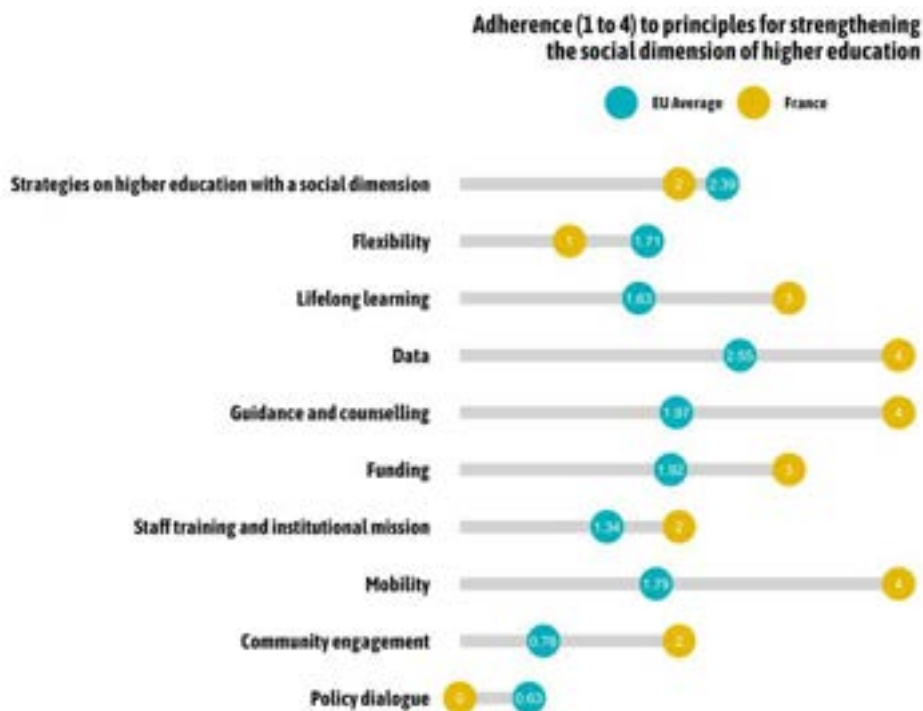
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

Accessibility to higher education and provisions regarding learning materials and adapted equipment are regulated by several pieces of legislation, including Law 2005-102 of 11 February 2005 (TITLE IV: Chapter I ACCESSIBILITY), the Code of Education (Art. L112-4) and Decree 2005-1617 of 21 December 2005. It is the responsibility of universities to identify their financial needs for the provision of accommodations and services to students with disabilities and to submit them to the Ministry of Higher Education and Research for funding. These accommodations and adapted materials may include tutoring and other forms of

individual support, adapted examinations, Sign Language interpretation, adapted computers and Braille transcription.

In 2013, the Law on Higher Education and Research introduced the notion of ‘inclusive society’ as well as ‘directing schemes’ as concerns disability policy. Directing schemes are documents about the disability policy of universities. Presidents of the Universities are expected to produce reports on the implementation of the disability-related supports available at their universities as well as on the results and monitoring indicators. In 2014, French universities engaged in the elaboration of their directing schemes concerning disability.

In 2016, 40% of the universities had adopted directing schemes.

- The amendment adopted in May 2019 to the Law on Higher Education and Research emphasised the support to the inclusion of disabled students in higher education in France.
- Law 2005-102 of 11 February 2005  
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000809647&dateTexte>
- Code of Education (Article L112-4)  
[https://www.legifrance.gouv.fr/affichCodeArticle.do;jsessionid=E5D1A6AFCE9096112BE84347B4AA02D5.tplgfr28s\\_2?idArticle=LEGIARTI000006524380&cidTexte=LEGITEXT000006071191&dateTexte=20180222](https://www.legifrance.gouv.fr/affichCodeArticle.do;jsessionid=E5D1A6AFCE9096112BE84347B4AA02D5.tplgfr28s_2?idArticle=LEGIARTI000006524380&cidTexte=LEGITEXT000006071191&dateTexte=20180222)
- Circular 2015-127 of 3 August 2015  
[http://www.education.gouv.fr/pid285/bulletin\\_officiel.html?cid\\_bo=91832](http://www.education.gouv.fr/pid285/bulletin_officiel.html?cid_bo=91832)
- Law on Higher Education and Research of 22 July 2013 (amended 28 May 2019)  
<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000027735009>

## Accessibility

### Transport accessibility

The legal framework for the public policy on accessibility is represented by Law 2005-102 of 11 February 2005. Title IV ‘Accessibility’ of this Law is divided into three chapters: 1) Education and training; 2) Employment; and 3) Built environment, Transport and New technologies. The French law considers built environment, public spaces, public roads, transportation and their inter-modality integrated into the “mobility chain”. According to Article 45, the mobility chain was expected to be accessible by 2015.

To implement the Law, the Inter-Ministerial Observatory for accessibility and universal design (Observatoire interministériel de l’accessibilité et de la conception universelle) was created on 11 February 2010 with the mission of monitoring the development, identifying the challenges to the implementation of accessibility, disseminating good practice and developing monitoring indicators.

Concerning transportation, Article 45 implemented accessibility schemes of transport services (Schéma Directeur d’Accessibilité des services de transports, SDA) intended to:

- clarify the programme of transportation accessibility by February 2015;
- define the accessibility modalities of different transportation types;
- identify technical barriers;
- identify ‘substitution means of transport’;
- determine maintenance modalities.

The schemes have to be elaborated by the authorities in charge of organising transportation and the main airport managers.

A midterm report on accessibility was drawn up in 2011. It pointed out the necessity of adapting the legislation to the concrete situation. In another report presented in 2013, consultation about planned accessibility calendars and adaptation to normative environment was launched, and the Inter-Ministerial Disability Committee proposed a norm aimed at completing the section about accessibility of 2005 Law on its basis. Consultation was concluded in 2014 and reported, and the planned accessibility calendar, a tool aimed at planning the accessibility works, was created in September 2014.

The planned accessibility calendar concerning transportation called SD’AP (schéma directeur d’accessibilité-agenda d’accessibilité programmée) is a tool giving the possibility to the authorities in charge of organising transportation to extend works required for accessibility beyond 2015 and within a fixed term.



- Law 2005-102 of 11 February 2005  
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000809647&dateTexte=>
- Creation of the Observatory on accessibility and universal design (Décret 2010-124 du 9 février 2010)  
[https://www.legifrance.gouv.fr/affichTexteArticle.do;jsessionid=8ACD9349D7EDFDD3277FC29E8D9F74E.tplgfr22s\\_1?idArticle=JORFARTI000021801638&categorieLien=id&cidTexte=JORFTEXT000021801620&dateTexte=](https://www.legifrance.gouv.fr/affichTexteArticle.do;jsessionid=8ACD9349D7EDFDD3277FC29E8D9F74E.tplgfr22s_1?idArticle=JORFARTI000021801638&categorieLien=id&cidTexte=JORFTEXT000021801620&dateTexte=)
- Réussir 2015 [https://www.ecologique-solidaire.gouv.fr/sites/default/files/Campion\\_reussir%202015.pdf](https://www.ecologique-solidaire.gouv.fr/sites/default/files/Campion_reussir%202015.pdf)
- Planned accessibility calendar (Report to the Prime-Minister) [https://www.ecologique-solidaire.gouv.fr/sites/default/files/rapport\\_Agenda\\_Accessibilit%C3%A9\\_Programm%C3%A9e.pdf](https://www.ecologique-solidaire.gouv.fr/sites/default/files/rapport_Agenda_Accessibilit%C3%A9_Programm%C3%A9e.pdf)
- Adaptation to normative environment <https://www.ecologique-solidaire.gouv.fr/sites/default/files/rapport%20ajustement%20normatif.pdf>
- The necessity to adapt Law of 11 February 2005 (Report) [https://www.ecologique-solidaire.gouv.fr/sites/default/files/n%C3%A9cessaire%20ad%27aptation%20de%20la%20loi\\_2016.pdf](https://www.ecologique-solidaire.gouv.fr/sites/default/files/n%C3%A9cessaire%20ad%27aptation%20de%20la%20loi_2016.pdf)
- Norm 2014-1090 of 26 September 2014  
<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=LEGITEXT000029505535&dateTexte=20170308>
- Law 2015-988 of 5 August 2015 <https://www.legifrance.gouv.fr/eli/loi/2015/8/5/AFSX1427054L/jo>

## Built environment

Law 2005-102 of 11 February 2005, in Title IV Accessibility, Chapter III: Built environment, transports and new technologies, required that by 2015 all housing, buildings open to the public, public or private workplaces, either new or old, were made accessible to people with all types of impairment. This is not mandatory for owners who build or improve a dwelling for their own use.

A series of decrees and orders were issued between 2006 and 2009 that detailed the standards for the accessibility of buildings and access to the buildings (e.g. DGUHC/2006/48 of 14 June 2006, Inter-Ministerial Circular 2006-96 of 21 December 2006, Inter-Ministerial Circular of 14 December 2007, Inter-Ministerial Circular of 20 April 2009).

Since 2006, the Parliament has made several attempts to introduce departures from the legislation on the accessibility to the built environment. So far, all these attempts have been censured by the constitutional council after submission of the cases by disabled persons' organisations.

The mid-term report drawn in 2011 concluded that having the same requirements for new buildings as for old ones caused a problem.

Concerning the built environment, since 31 March 2019, it has no longer been possible to file a planned accessibility calendar, Ad'AP, in order to comply with the 2005 Law after 1 January 2015.

Elan law adopted on 23<sup>rd</sup> November 2018 represents a regression concerning the standards of housing accessibility.

- Law 2005-102 of 11 February 2005  
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000809647&dateTexte=>
- Law 2005-102 of 11 February 2005 (Chapter III: Built environment, transports and new technologies)  
[http://www.legifrance.gouv.fr/affichTexteArticle.do;jsessionid=D2C7D1345E6C438F495FAC4ECE2A06D7.tpdjo09v\\_3?idArticle=JORFARTI000002062943&cidTexte=JORFTEXT000000809647&dateTexte=29990101&categorieLien=id](http://www.legifrance.gouv.fr/affichTexteArticle.do;jsessionid=D2C7D1345E6C438F495FAC4ECE2A06D7.tpdjo09v_3?idArticle=JORFARTI000002062943&cidTexte=JORFTEXT000000809647&dateTexte=29990101&categorieLien=id)
- Decree 2006-555 of 17 May 2006  
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000819417&dateTexte=>
- Decree 2006-1089 of 30 August 2006  
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000637669&dateTexte=>
- Decree 2007-1327 of 11 September 2007  
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000823263>
- Order of 26 February 2007  
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000795692&fastPos=1&fastReqId=767746998&categorieLien=id&oldAction=rechTexte>

- Order of 30 November 2007  
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000017644524&fastPos=3&fastReqId=1421129787&categorieLien=cid&oldAction=rechTexte>
- Ad'ap, the planned accessibility calendar <https://www.ecologique-solidaire.gouv.fr/ladap-agenda-daccessibilite-programmee>
- Elan law  
<https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000037639478&categorieLien=id>

## ICT and Web

Law 2005-102 of 11 February 2005, in Title IV Accessibility, Chapter III-Built environment, transports and new technologies, Article 47, states that all types of on-line State communication services, whether national or local, should be accessible. Decree of 14 May 2009 for the implementation of Article 47 sets the dates of implementation and the standards of accessibility of public ICT and web services: by 16 May 2011 for the State and State-related communication services and 16 May 2012 for the local public services. Complementary orders detail the standards of accessibility of these services.

The standards of accessibility of public ICT and web services were updated. The third version, which resulted from a major update made in 2015, was published in Decree of 29 April 2015 that was amended in 2016 and in 2017. The 2015 Decree made the implementation of the accessibility of public web communication compulsory: the State and the public establishments had to implement it within a two-year term and the regional authorities and depending organisations had to implement it within a three-year term.

- Law 2005-102 of 11 February 2005 (Title IV: Accessibility, Chapter III-Built environment, transports and new technologies, Article 47)  
[http://www.legifrance.gouv.fr/affichTexteArticle.do;jsessionid=8E1588919D87940D7BB2F367384EA6F1.tpdjo05v\\_1?idArticle=LEGIARTI000006682279&cidTexte=LEGITEXT000006051257&dateTexte=20120229](http://www.legifrance.gouv.fr/affichTexteArticle.do;jsessionid=8E1588919D87940D7BB2F367384EA6F1.tpdjo05v_1?idArticle=LEGIARTI000006682279&cidTexte=LEGITEXT000006051257&dateTexte=20120229)
- Decree of 14 May 2009 for the implementation of article 47  
<http://www.legifrance.gouv.fr/affichTexte.do?dateTexte=&categorieLien=id&cidTexte=JORFTEXT000020616980>
- Decree of 21 October 2009 on general accessibility framework for administrations  
<http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000021208630>
- Accessibility standards for State ICT and web services <http://references.modernisation.gouv.fr/rgaa-accessibilite/>



## University of Lorraine

Founded in 2012 | Students: 67827 | Teachers: 3078

### General Resources

**Website:**

<http://www.univ-lorraine.fr/>

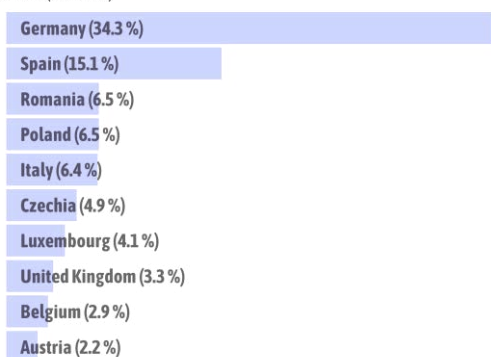
**Disability information:**

Nathalie FICK

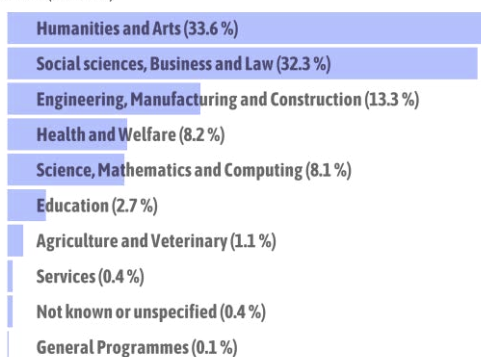
[nathalie.fick@univ-lorraine.fr](mailto:nathalie.fick@univ-lorraine.fr)

### Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 1093)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 1093)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Digital accessibility**

Websites, digital learning platforms and mobile apps are accessible. Conformance with Double A universal accessibility standards must be considered. Registration forms for enrolment and access to certain university services are accessible.

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Coordination between services and resources**



The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Information on students with disabilities enrolled**

The university includes the variable "disability" in its system of information on students enrolled at all levels of university studies

## **University life**

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Teaching and research staff with disabilities**

The university has reserved quotas for the access of persons with disabilities to teaching and/or researcher positions. The university offers support measures for teaching and research staff with disabilities

### **Mobility grants and support resources**

The university offers mobility grants

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.



### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



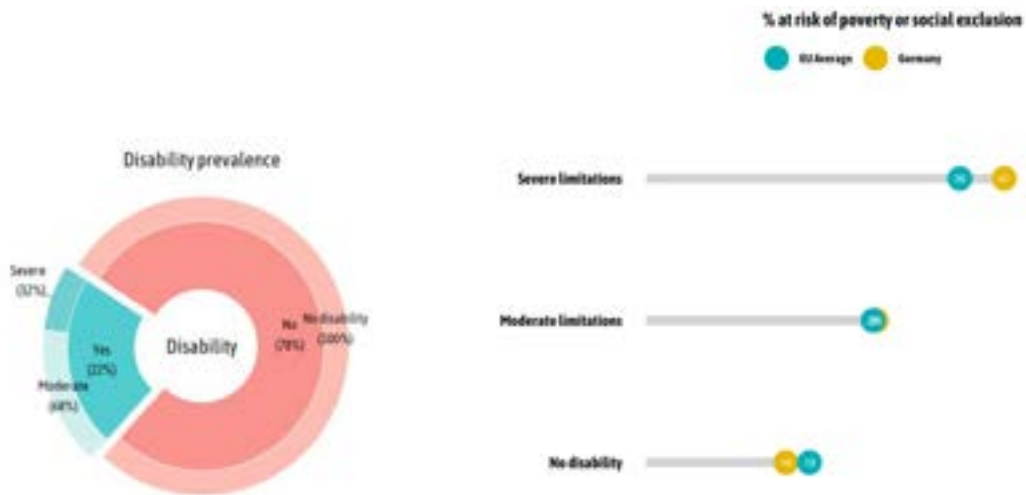
# Germany





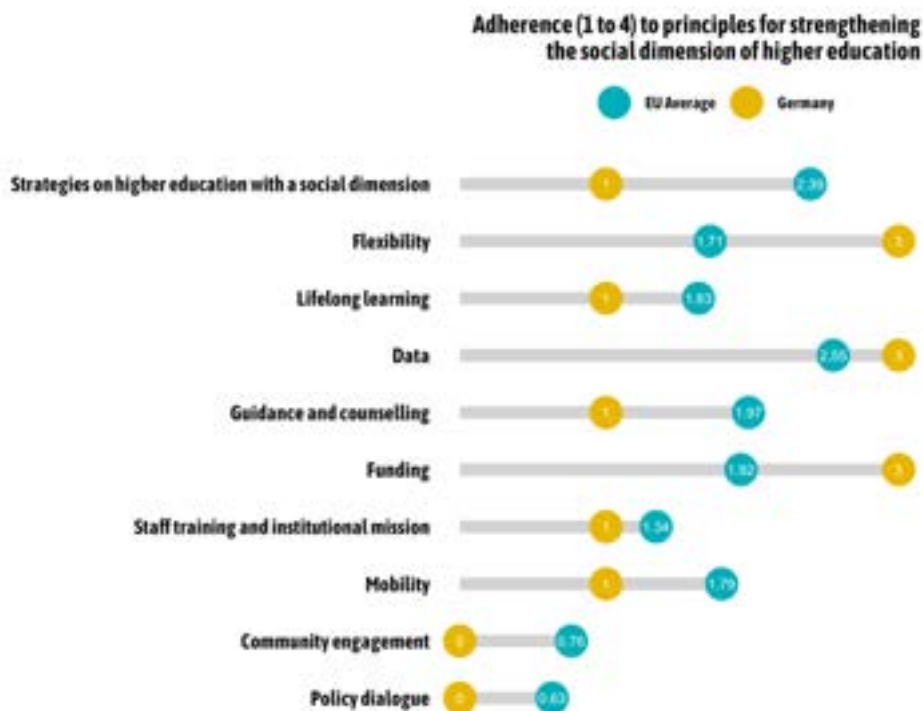
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

The national Framework Act for Higher Education [Hochschulrahmengesetz] stipulates that universities have to ensure that students with disabilities are not discriminated against, have access to all academic services and courses, and get support according to their specific needs in order to pass exams and meet requirements (section 2 paragraph 4 sentence 2 HRG; section 16 sentence 4 HRG). All 16 German federal states have adopted respective provisions in their higher education laws. Criteria and the approval for compensations for students with disabilities may vary among different institutions of higher education.

## Accessibility

### Transport accessibility

Section 8 paragraph 2 of the Disability Equality Act [Gesetz zur Gleichstellung behinderter Menschen – Behindertengleichstellungsgesetz, BGG] stipulates that public transport has to be accessible at national level. This law has caused changes in the specific legislation on transport accessibility. In 2012, the national passenger transport law was reformed accordingly. It stipulates that full accessibility of public transport is to be ensured until 2022. Long distance bus services are to be fully accessible until 2019.

As the amended version of the Federal Participation Law from July 2016 shows, the private sector is excluded. The legal binding changes apply only to the public sector. Thus, accessibility and participation in society according to the UN CRPD is insufficient because of everyday barriers in the private sector. Within the framework of the state party review, the UN Committee pointed out that the distinction between the public and the private sector in regard to goods and services is unacceptable and cannot be a deciding factor for the implementation of accessibility according to the UN CRPD. The Social Association Germany (Sozialverband Deutschland) argues that the amended version of the Disability Equality Act (Gesetz zur Gleichstellung behinderter Menschen – Behindertengleichstellungsgesetz, BGG) does not meet the requirements for full and active participation if the private sector is not included (see Sozialverband Deutschland 2016, 4).

- Section 8 BGG – Disability Equality Act [http://bundesrecht.juris.de/bgg/\\_8.html](http://bundesrecht.juris.de/bgg/_8.html)
- National Passenger Transport Act [Gesetz zur Änderung personenbeförderungsrechtlicher Vorschriften], parliamentary decisions and legal changes <http://dipbt.bundestag.de/extrakt/ba/WP17/378/37838.html>
- Concluding remarks on the first German country report (2015) [http://www.brk-allianz.de/attachments/article/108/\\_BMAS\\_CO\\_Staatenpr%C3%BCfung\\_deutsche\\_%C3%9Cbersetzung.pdf](http://www.brk-allianz.de/attachments/article/108/_BMAS_CO_Staatenpr%C3%BCfung_deutsche_%C3%9Cbersetzung.pdf)
- Critical remarks of the Social Association Germany (Sozialverband Deutschland) [http://www.sovd.de/fileadmin//downloads/sozial-infos/pdf/Sozial-Info\\_2016-08\\_Das-neue-BGG.pdf](http://www.sovd.de/fileadmin//downloads/sozial-infos/pdf/Sozial-Info_2016-08_Das-neue-BGG.pdf)
- Comments of the Monitoring Body, German Institute for Human Rights [http://www.institut-fuer-menschenrechte.de/fileadmin/user\\_upload/Publikationen/Stellungnahmen/Stellungnahme\\_Bundesteilhabegesetz\\_ueberarbeiten.pdf](http://www.institut-fuer-menschenrechte.de/fileadmin/user_upload/Publikationen/Stellungnahmen/Stellungnahme_Bundesteilhabegesetz_ueberarbeiten.pdf)

### Built environment

Section 8 paragraph 1 of the Disability Equality Act [Gesetz zur Gleichstellung behinderter Menschen – Behindertengleichstellungsgesetz, BGG] stipulates that public buildings have to be accessible at national level. This obligation applies to new buildings as well as reconstructions of public buildings on a large scale. All 16 federal states [Länder] have similar laws and regulations on accessibility in buildings which are open to the public.

- Section 8 BGG – Disability Equality Act [http://bundesrecht.juris.de/bgg/\\_8.html](http://bundesrecht.juris.de/bgg/_8.html)
- Section 4 Disability Equality Act of North Rhine-Westphalia (one of 16 examples of an accessibility act at the federal level) [https://recht.nrw.de/lmi/owa/br\\_bes\\_text?anw\\_nr=2&gld\\_nr=2&ugl\\_nr=201&bes\\_id=5216&menu=1&sg=0&aufgehoben=N&keyword=bgg#det190771](https://recht.nrw.de/lmi/owa/br_bes_text?anw_nr=2&gld_nr=2&ugl_nr=201&bes_id=5216&menu=1&sg=0&aufgehoben=N&keyword=bgg#det190771)
- Section 55 Building Regulation of North Rhine-Westphalia (one of 16 examples of an accessibility regulation at the federal level) [https://recht.nrw.de/lmi/owa/br\\_bes\\_text?anw\\_nr=2&gld\\_nr=2&ugl\\_nr=232&bes\\_id=4883&aufgehoben=N&menu=1&sg=0#det241837](https://recht.nrw.de/lmi/owa/br_bes_text?anw_nr=2&gld_nr=2&ugl_nr=232&bes_id=4883&aufgehoben=N&menu=1&sg=0#det241837)

### ICT and Web

Since 2002 public service sectors have been obliged to provide accessible websites. The legal basis is the national Disability Equality Act (section 11 Gesetz zur Gleichstellung behinderter Menschen – Behindertengleichstellungsgesetz, BGG). This law has caused changes in other specific legislations on accessibility. For example, the Telecommunications Act [Telekommunikationsgesetz] in Section 45 stipulates that disabled users must have equal access to broadcasting and telecommunication systems. The Federal Home Office issue regulations and the Federal Ministry for Labour and Social Affairs issue regulations about the accessibility needs to be considered. Additionally, there is the regulation on the use of Sign Language



and other communication aids in administrative procedure [Kommunikationshilfenverordnung] and the regulation on barrier-free information technologies [Barrierefreie Informationstechnik-Verordnung]. Commercial internet providers are entitled to negotiate their accessibility standards in agreement with Disabled people's organisations.

- Section 11 BGG – Disability Equality Act [http://www.gesetze-im-internet.de/bgg/\\_11.html](http://www.gesetze-im-internet.de/bgg/_11.html)
- Telecommunications Act [Telekommunikationsgesetz – TKG] [http://www.gesetze-im-internet.de/bundesrecht/tkg\\_2004/gesamt.pdf](http://www.gesetze-im-internet.de/bundesrecht/tkg_2004/gesamt.pdf)
- Federal Ministry for Labour and Social Affairs, general information about goal agreements <http://www.bmas.de/DE/Themen/Teilhabe-behinderter-Menschen/Zielvereinbarungen/inhalt.html>
- Barrier-free information Technology Regulation (BITV 2.0) [https://www.gesetze-im-internet.de/bitv\\_2\\_0/BITV\\_2.0.pdf](https://www.gesetze-im-internet.de/bitv_2_0/BITV_2.0.pdf)

## General Resources

### Website:

<http://www.uni-bielefeld.de>

### Disability information:

<https://www.uni-bielefeld.de/einrichtungen/zab/zentrale-anlaufstelle/>

### Erasmus/Mobility:

[www.uni-bielefeld.de/io](http://www.uni-bielefeld.de/io)

### Transportation:

<https://www.uni-bielefeld.de/uni/anreise-kontakt/anreise/index.xml>

### Housing:

<https://www.uni-bielefeld.de/einrichtungen/zab/zentrale-anlaufstelle/>

### Students:

<http://asta-bielefeld.de/asta/sozialdarlehensberatung-sozialreferat/>

### Welcoming:

<https://www.uni-bielefeld.de/studium/studieninteressierte/international/studium-mit-abschluss/>

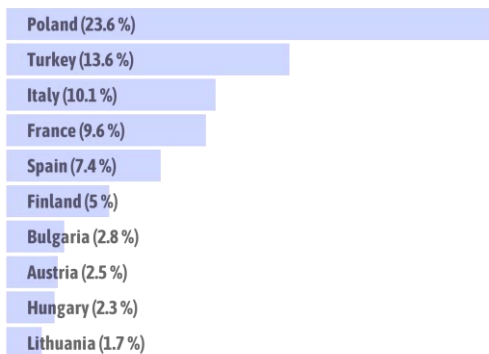
### Inclusion policy:

<https://www.uni-bielefeld.de/themen/diversitaet/diversity-policy/>

## Mobility/Erasmus indicators

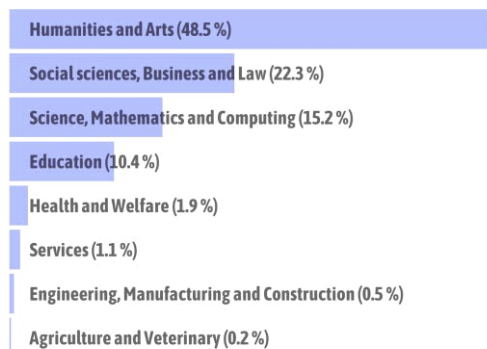
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 645)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 645)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **In-class note takers**

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Interpreter services**

University provides interpreter services for hearing impaired

 **Braille transcriptions**

University provides braille transcriptions for visually impaired

 **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

 **Personal assistant service**

University provides personal assistant service

 **Study assistant service**

University provides study assistant service



Co-funded by the  
Erasmus+ Programme  
of the European Union



# Carl von Ossietzky the University of Oldenburg

Founded in 1973 | Students: 14902 | Teachers: 2150

## General Resources

### Website:

<https://uol.de/>

### Disability information:

<https://uol.de/en/students/service-advice/students>

(under "Studying with a disability")

<https://uol.de/en/students/disabled-students>

<https://www.studentenwerk-oldenburg.de/en/beratung/behindertenberatung/beratungsangebot.html>

(disability advice service)

<https://uol.de/en/students/disabled-students/disability-representative>

<https://uol.de/schwerbehindertenvertretung>

(in German)

### Erasmus/Mobility:

Incoming mobility:

<https://uol.de/en/study-in-oldenburg/advisory-services>

Contact:

[exchange@uol.de](mailto:exchange@uol.de)

Outgoing mobility:

<https://uol.de/en/going-abroad/disabled-students>

<https://uol.de/en/erasmus/funding/special-funds?L=0>

Contact:

[christa.weers@uol.de](mailto:christa.weers@uol.de)

### Transportation:

<https://uol.de/en/study-in-oldenburg/organise-your-stay>

Step 5 "Getting here"

<https://uol.de/en/contact>

<https://uol.de/en/contact/disabled-access-information>

### Housing:

<https://uol.de/en/exchange-studies/living-in-oldenburg>

"Accommodation/Housing"

<https://www.studentenwerk-oldenburg.de/en/wohnen/wohnungssuche--finding-accommodation.html>

<https://www.studentenwerk-oldenburg.de/en/internationale-studierende/accommodation-in-oldenburg.html?id=216>

<https://www.studentenwerk-oldenburg.de/en/beratung/behindertenberatung/service-des-studentenwerks/barrierefreier-wohnraum.html>

(in German)

**Students:**

<https://uol.de/en/students/disabled-students>

<https://uol.de/en/students/disabled-students/supportstudents>

**Welcoming:**

<https://uol.de/en/exchange-studies/orientation-and-social-life>

<https://uol.de/en/international-orientation>

<https://uol.de/en/internationalisationathome/buddy>

<https://uol.de/en/io/study/tutoren>

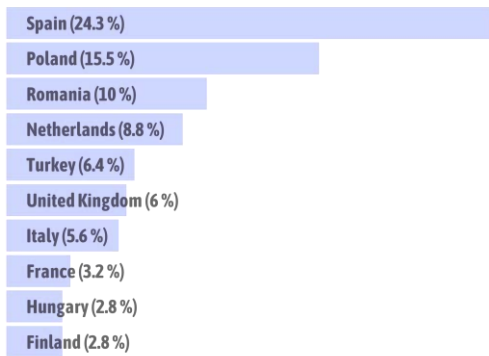
**Inclusion policy:**

<https://uol.de/en/equal-opportunity/diversity/inclusion>

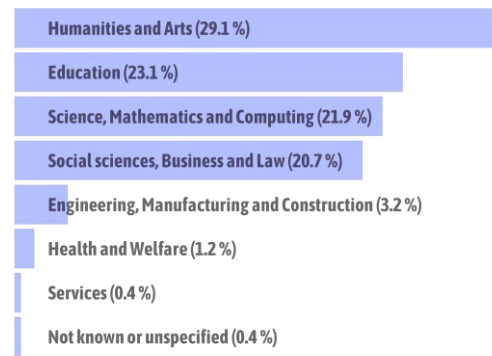
<https://uol.de/en/equal-opportunity/diversity/diversity-audit>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 251)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 251)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services



### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)



### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.



### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.



### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities



### **Braille transcriptions**

University provides braille transcriptions for visually impaired



### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

## General Resources

### Website:

<http://www.htw-dresden.de>

### Disability information:

<https://www.htw-dresden.de/die-htw-dresden/gleichstellung-/-diversity/inklusion;>

Prof. Dr. Ines Dragon (representative for students with disabilities and chronic illnesses), [ines.dragon@htw-dresden.de](mailto:ines.dragon@htw-dresden.de)

### Erasmus/Mobility:

<https://www.htw-dresden.de/en/international/going-abroad>

### Transportation:

<https://www.htw-dresden.de/en/university/contact-and-approach/directions-and-campus-maps>

<https://www.htw-dresden.de/die-htw-dresden/gleichstellung-/-diversity/inklusion/bauliche-barrierefreiheit>

### Housing:

<https://www.studentenwerk-dresden.de/english/wohnen/wohnheim-mit-behinderung.html>

### Students:

There are no student organizations at HTW Dresden.

The foundation of student organizations should be promoted in the future.

### Welcoming:

<https://www.htw-dresden.de/en/international/coming-to-htw-dresden>

<https://www.htw-dresden.de/studium/campusleben/ehrenamtliches-engagement/faranto-ev>

<https://www.htw-dresden.de/en/studies/before-the-study/preparation-for-the-study/translate-to-english-erstsemestereinfuehrung>

### Inclusion policy:

<https://www.htw-dresden.de/en/university/about-us/diversity/inclusion/studying-with-disabilities>

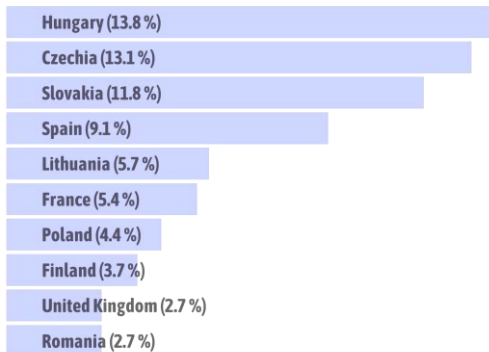
<https://www.htw-dresden.de/die-htw-dresden/gleichstellung-/-diversity/inklusion/bauliche-barrierefreiheit>

<https://www.htw-dresden.de/die-htw-dresden/gleichstellung-/-diversity/inklusion/technische-hilfsmittel>

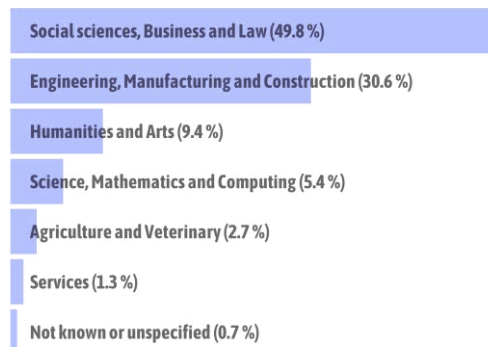


## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 297)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 297)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

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### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

### **Personal assistant service**

University provides personal assistant service

### **Study assistant service**

University provides study assistant service



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# Free University of Berlin

Founded in 1948 | Students: 33520 | Teachers: 4079

## General Resources

### Website:

<http://www.fu-berlin.de>

### Disability information:

<https://www.fu-berlin.de/en/service/behinderung/>

Contact person: Anja Ahrens Beratung  
[Barrierefrei@zuv.fu-berlin.de](mailto:Barrierefrei@zuv.fu-berlin.de)

### Erasmus/Mobility:

International Mobility:

<https://www.fu-berlin.de/studium/international/>

### Transportation:

<https://www.fu-berlin.de/en/redaktion/orientierung/dahlem/>

### Housing:

<https://www.stw.berlin/en/counselling/counselling-for-students-with-disabilities.html>

[https://www.stw.berlin/assets/sw-berlin/files/BBS/Barrierefrei\\_Studieren\\_2021\\_barf.pdf](https://www.stw.berlin/assets/sw-berlin/files/BBS/Barrierefrei_Studieren_2021_barf.pdf)

(Brochure in German only, but very useful)

### Students:

<https://www.fu-berlin.de/service/behinderung/links.html>

### Welcoming:

Mentoring:

<https://www.fu-berlin.de/sites/mentoring/>

International Students:

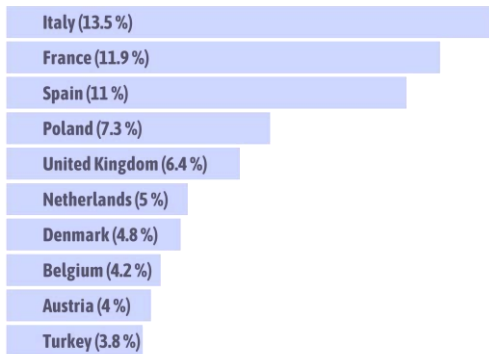
<https://www.fu-berlin.de/sites/studienberatung/projekte/isfu/>

International Club for international students:

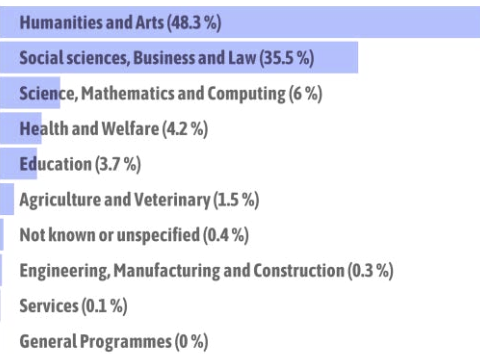
[https://www.fu-berlin.de/studium/international/internationaler\\_club/](https://www.fu-berlin.de/studium/international/internationaler_club/)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 5649)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 5649)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### Learning environments and platforms

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### Virtual classroom software

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### In-class note takers

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### Desk and chair arrangements (for students with physical disabilities)



University provides desk and chair arrangements for students with physical disabilities



### **Interpreter services**

University provides interpreter services for hearing impaired



### **Braille transcriptions**

University provides braille transcriptions for visually impaired



### **Personal assistant service**

University provides personal assistant service



### **Study assistant service**

University provides study assistant service



# Humboldt University of Berlin

Founded in 1809 | Students: 32238 | Teachers: 3506

## General Resources

### Website:

<http://www.hu-berlin.de>

### Disability information:

Studying with Disabilities For applicants and students who are disabled the Disability Advisory Service provides information and support. Consultation is confidential and, upon request anonymous; we are subject to data protection. The Disability Advisory Service can be contacted via Email under

[barrierefrei.studieren@hu-berlin.de](mailto:barrierefrei.studieren@hu-berlin.de)

### Web site:

[www.hu.berlin/barrierefrei](http://www.hu.berlin/barrierefrei)

(information available in German & English)

### Erasmus/Mobility:

[https://www.international.hu-berlin.de/en?set\\_language=en](https://www.international.hu-berlin.de/en?set_language=en)

<https://www.international.hu-berlin.de/en/studierende>

[christina.bohle@hu-berlin.de](mailto:christina.bohle@hu-berlin.de)

### Transportation:

The public transport in Berlin is mostly barrier-free. Nonetheless, there may be trams, buses or stations that are not. We ask you to check your particular journey in advance. The BVG and the S-Bahn inform on their web pages:

<https://www.bvg.de/en/Travel-information/Journey-Planner/Faulty-Lifts>

<https://sbahn.berlin/en/>

Humboldt is not responsible for the transport to the campuses and on the campuses. If you cannot use public transport due to your disability, please contact LaGeSo (State Office for Health and Caring) to clear whether you can use assisted transport:

<https://www.berlin.de/lageso/behinderung/>

(available in German only)

### Housing:

Opportunities for student housing are provided through the StudierendenWerk Berlin. They are a third party service provider – offering support for all students enrolled in Berlin Universities

[https://www.international.hu-berlin.de/en/studierende/welcomecentre/accommodation-1?set\\_language=en](https://www.international.hu-berlin.de/en/studierende/welcomecentre/accommodation-1?set_language=en)

<https://www.hu-berlin.de/en/studies/behinderte/bewerbung-en/application>

### Accessibility

Students with disabilities or chronic illnesses who come to Berlin as program students can be supported by the StudierendenWerk Berlin. Special regulations apply. Please note that exchange students who come to Humboldt for a certain study period, cannot apply directly at the StudierendenWerk Berlin. Applications for accommodation can only be submitted via the International Office of Humboldt.

### Students:

<https://www.refrat.de/>



(Web site in German only)

<https://www.international.hu-berlin.de/en/studierende/welcomecentre/Cultural%20Events%20and%20Networking>

**Welcoming:**

<https://www.international.hu-berlin.de/en/studierende/welcomecentre/studienstart>

<https://www.international.hu-berlin.de/en/studierende/welcomecentre/Intercultural%20Trainings>

<https://www.international.hu-berlin.de/en/studierende/welcomecentre/buddy-programmes>

**Inclusion policy:**

<https://www.hu-berlin.de/en/studies/behinderte/bewerbung-en/application>

**Adjustments**

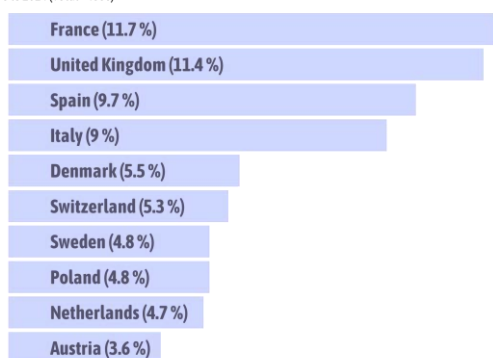
<https://www.hu-berlin.de/en/service/counselling/equal-opportunities>

[https://www.hu-berlin.de/en/studies/behinderte/behinderte-en?set\\_language=en&cl=en](https://www.hu-berlin.de/en/studies/behinderte/behinderte-en?set_language=en&cl=en)

## Mobility/Erasmus indicators

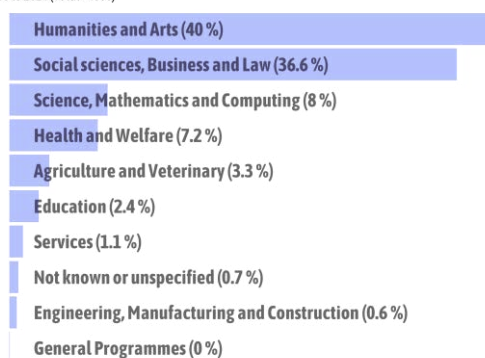
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 4886)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 4886)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities



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of the European Union



# Rheinland-Westfalen-Lippe Protestant University of Applied Sciences

Founded in 1971 | Students: 2549 | Teachers: 267

## General Resources

### Website:

<https://www.evh-bochum.de/welcome.html>

### Disability information:

All information regarding specific information for students with disabilities is available in German and can be accessed on the website of the Ombudsperson for Students with Disabilities at the EvH RWL.

<https://www.evh-bochum.de/behindertenbeauftragte.html>

This website provides information about: specific counselling services provided by the university as well as by the Students' service for all universities at Bochum (AKAFÖ); compensations; accessibility of the university and its facilities. The website as well as embedded documents and downloads are partly accessible. Ombudspersons for Students with Disabilities at EvH RWL: Prof. Dr. Kathrin Roemisch ([roemisch@evh-bochum.de](mailto:roemisch@evh-bochum.de)) and Prof. Dr. Birte Hinzpeter, ([hinzpeter@evh-bochum.de](mailto:hinzpeter@evh-bochum.de))

Guide for students with disabilities at EvH RWL (German, accessible PDF): The guide informs about the accessibility of the university (campus, building, exams and compensations, library, facilities), counselling services, self-help services.

[https://www.evh-bochum.de/files/Dateiablage/studieren/vor\\_dem\\_studium/Beratung/behindertenbeauftragte/EvH\\_RWL\\_Wegweiser\\_barrierefrei.pdf](https://www.evh-bochum.de/files/Dateiablage/studieren/vor_dem_studium/Beratung/behindertenbeauftragte/EvH_RWL_Wegweiser_barrierefrei.pdf)

The students' service for all universities at Bochum provides disability specific accessible information regarding the service itself, diversity strategies, accessibility services, housing, counselling services:

[www.akafoe.de/inklusion](http://www.akafoe.de/inklusion)

Some of the information is available in German Sign Language: about the service offered by AKAFÖ, diversity strategies of AKAFÖ, housing, counselling services.

<https://www.akafoe.de/barrierefrei>

### Erasmus/Mobility:

International office:

<https://www.evh-bochum.de/international-264.html>;

General information for international students:

<https://www.evh-bochum.de/international-students.html>;

specific information re disability/accessibility issues not yet available;  
Karen Bossow; +49 234 36901-215,

[international@evh-bochum.de](mailto:international@evh-bochum.de)

### Transportation:

Campus access guide:

<https://www.evh-bochum.de/wegweiser.html>

(German); information on accessible public transport accessibility service of the public transport company at Bochum  
BOGESTRA:

<http://www.bogestra.de/qualitaet-service/infos-fuer-mobilitaetseingeschraenkte.html>

### Housing:

The students' service for all universities at Bochum (AKAFÖ) provides information about housing, e.g., where to find accessible student's accommodation.

<https://www.akafoe.de/wohnen>

The AKAFÖ also provides counselling on assisted living options for students.

[www.akafoe.de/inklusion](http://www.akafoe.de/inklusion)

The URL of the AKAFÖ can be retrieved via the URL of the Ombudsperson for Students with Disabilities at EvH RWL:

<https://www.evh-bochum.de/behindertenbeauftragte.html>

#### **Students:**

sStudent self-administration "ansprechbar" refers to all counselling services of the EvH RWL (all content in German):

[https://gremien-evh.de/?page\\_id=487](https://gremien-evh.de/?page_id=487)

#### **Welcoming:**

All new students get the necessary information during a welcome week which is organized by student tutors. The International Office organizes additional welcome events for international students, both for degree seeking and exchange students. Student assistants and buddies give support, e.g. pick-up at the airport/station, guidance, advice and leisure activities. International office:

<https://www.evh-bochum.de/international-264.html>;

Twice a year, the ombudsperson for students with disabilities organizes a get-together where students with and without disabilities can meet and exchange information regarding student life. Ombudsperson for Students with Disabilities:

<https://www.evh-bochum.de/behindertenbeauftragte.html>(German)

Counselling service for students and applicants - BISS:

[https://www.evh-bochum.de/beratungsstelle\\_biss.html](https://www.evh-bochum.de/beratungsstelle_biss.html)

(German)

[mitbiss@evh-bochum.de](mailto:mitbiss@evh-bochum.de)

beginner's guide under COVID 19:

<https://padlet.com/mitbiss1/fqqfexjn09ujut5c>

(German): peer support, mentoring, mental health aid etc. University pastoral care:

<https://www.evh-bochum.de/hochschulseelsorge.html>

(German) Brigitta Haberland,

[haberland@evh-bochum.de](mailto:haberland@evh-bochum.de)

Service for student parents and care givers:

[https://www.evh-bochum.de/familienbewusste\\_efh.html](https://www.evh-bochum.de/familienbewusste_efh.html)

(German) contact:

[mitbiss@evh-bochum.de](mailto:mitbiss@evh-bochum.de)

Equal opportunities commission:

<https://www.evh-bochum.de/gleichstellungsarbeit.html>

(German) Prof. Elke Hemminger,

[hemminger@evh-bochum.de](mailto:hemminger@evh-bochum.de)

#### **Inclusion policy:**

Mission statement of EvH RWL (German) with explicit references to promotion of diversity and inclusion (ch. 5):

[https://www.evh-bochum.de/leitbild\\_leitlinien/articles/leitlinien.html](https://www.evh-bochum.de/leitbild_leitlinien/articles/leitlinien.html)

Development strategy of EvH RWL 2017-2021 (German, non-accessible PDF), e.g., comprehensive support for all students including those with disabilities during the entire course of study (orientation, entrance phase, counselling and coaching services, career service); explicit reference to diversity and inclusion, and equality in education:

<https://www.evh-bochum.de/hochschulentwicklungsplan.html?file=files/Dateiablage/hochschule/Profil/HEP2017.pdf>

Action plan for an accessible university "Auf dem Weg zu einer barrierefreien EFH RWL" (2009) (German, accessible PDF):



[https://www.evh-bochum.de/behindertenbeauftragte.html?file=files/Dateiablage/studieren/vor\\_dem\\_studium/Beratung/behindertenbeauftragte/barrierefreieEFH\\_Kurzfassung.pdf](https://www.evh-bochum.de/behindertenbeauftragte.html?file=files/Dateiablage/studieren/vor_dem_studium/Beratung/behindertenbeauftragte/barrierefreieEFH_Kurzfassung.pdf)

Service for students with disabilities (IBS) of the German students' service: comprehensive counselling and information about all study related issues

<https://www.studentenwerke.de/behinderung%20>

<https://www.studentenwerke.de/en/content/studying-disabilities>

(English, under construction) Information by Ombudsperson for Students with Disabilities at EvH RWL regarding specific counselling services; compensations and accessibility of the university (German):

<https://www.evh-bochum.de/behindertenbeauftragte.html>

Guide for students with disabilities at EvH RWL:

[https://www.evh-bochum.de/files/Dateiablage/studieren/vor\\_dem\\_studium/Beratung/behindertenbeauftragte/EvH\\_RWL\\_Wegweiser\\_barrierefrei.pdf](https://www.evh-bochum.de/files/Dateiablage/studieren/vor_dem_studium/Beratung/behindertenbeauftragte/EvH_RWL_Wegweiser_barrierefrei.pdf)

(German) Ombudspersons for Students with Disabilities at EvH RWL:

Prof. Dr. Kathrin Roemisch, [roemisch@evh-bochum.de](mailto:roemisch@evh-bochum.de)

and Prof. Dr. Birte Hinzpeter, [hinzpeter@evh-bochum.de](mailto:hinzpeter@evh-bochum.de)

The internationalisation strategy of the EvH RWL mentions "appreciation of diversity":

<https://www.evh-bochum.de/internationalisation-strategy.html>

As Beneficiary of the EU Erasmus+ programme, the EvH RWL has been awarded the Erasmus Charta for Higher Education 2021-27 which includes its commitment to equal access for all participants and paying attention to the inclusion of those with fewer opportunities.

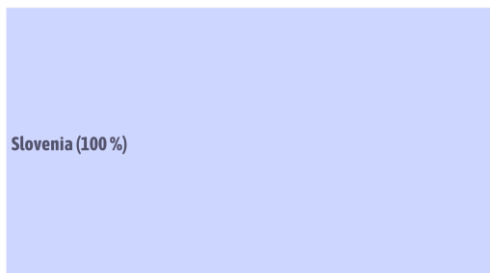
<https://www.evh-bochum.de/erasmus-hochschulcharta.html>

(German, contains PDF of ECHE in English) file:///C:/Users/bossow/AppData/Local/Temp/Erasmus\_Charter\_EvH\_RWL.pdf Bochum Centre for Disability Studies (BODYS): advice and support regarding accessibility issues in research, studies and teaching

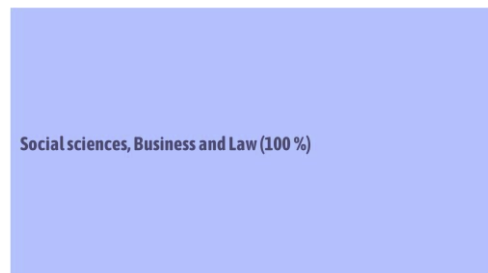
<https://www.bodys-wissen.de/>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total=1)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total=1)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities



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# Technische Hochschule Mittelhessen

Founded in 1971 | Students: 18864 | Teachers: 911

## General Resources

### Website:

<http://www.thm.de/site/>

### Disability information:

[www.thm.de/bliz/en](http://www.thm.de/bliz/en)

### Erasmus/Mobility:

[go.thm.de/international](http://go.thm.de/international)

### Transportation:

[www.rmv.de/en](http://www.rmv.de/en)

### Housing:

[www.studentenwerk-giessen.de](http://www.studentenwerk-giessen.de)

<https://www.studentenwerk-giessen.de/ueber-uns/inklusion.html>

### Students:

<https://www.asta.thm.de>

<https://www.asta.thm.de/referate/gleichstellung-und-politische-bildung>

### Welcoming:

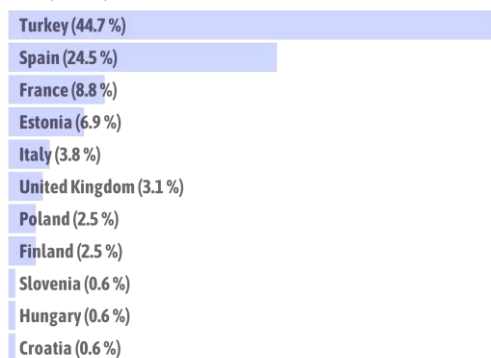
<http://go.thm.de/international>

### Inclusion policy:

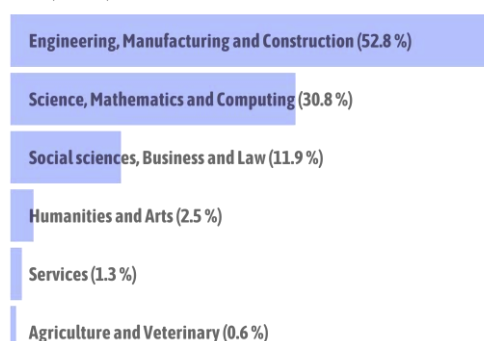
<https://www.thm.de/site/hochschule/profil/verhaltenskodex.html>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 159)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 159)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **In-class note takers**

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Interpreter services**



University provides interpreter services for hearing impaired



### **Braille transcriptions**

University provides braille transcriptions for visually impaired



### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning



### **Personal assistant service**

University provides personal assistant service



### **Study assistant service**

University provides study assistant service



# University of Cologne

Founded in 1388 | Students: 50585 | Teachers: 7971

## General Resources

### Website:

<http://www.uni-koeln.de>

### Disability information:

<https://inklusion.uni-koeln.de/>

[inklusion@verw.uni-koeln.de](mailto:inklusion@verw.uni-koeln.de)

Frieder Schumann +49 221 470-7716

### Erasmus/Mobility:

[https://verwaltung.uni-koeln.de/abteilung93/content/index\\_eng.html](https://verwaltung.uni-koeln.de/abteilung93/content/index_eng.html)

[c.biehl@verw.uni-koeln.de](mailto:c.biehl@verw.uni-koeln.de)

### Transportation:

[https://www.kvb.koeln/service/barrierefreiheit.html?INCLUDEMODUL=dokumente\\_einzeln2.mod/inc.download.php&downDokument=2438](https://www.kvb.koeln/service/barrierefreiheit.html?INCLUDEMODUL=dokumente_einzeln2.mod/inc.download.php&downDokument=2438)

<https://lageplan.uni-koeln.de/>

<https://campusgis2.uni-koeln.de/webseite/>

<https://sos-referat.uni-koeln.de/barrierefreiheit>

[https://inklusion.uni-koeln.de/tipps\\_informationen/barrierefreiheit/index\\_ger.html](https://inklusion.uni-koeln.de/tipps_informationen/barrierefreiheit/index_ger.html)

### Housing:

<https://www.kstw.de/wohnen/wohnheime>

[https://verwaltung.uni-koeln.de/cfs/content/family\\_support\\_\\_kinder/kinderbetreuung\\_bis\\_eintritt\\_in\\_die\\_schule/wohnen\\_fuer\\_hilfe\\_\\_projekt\\_der\\_universitaet\\_zu\\_koeln\\_und\\_der\\_stadt\\_koeln/index\\_ger.html](https://verwaltung.uni-koeln.de/cfs/content/family_support__kinder/kinderbetreuung_bis_eintritt_in_die_schule/wohnen_fuer_hilfe__projekt_der_universitaet_zu_koeln_und_der_stadt_koeln/index_ger.html)

### Students:

<https://sos-referat.uni-koeln.de/>

### Welcoming:

[https://inklusion.uni-koeln.de/wegweiser/index\\_ger.html](https://inklusion.uni-koeln.de/wegweiser/index_ger.html)

[https://inklusion.uni-koeln.de/e133364/e34803/e34804/preview\\_html?lang=ger&preview=preview](https://inklusion.uni-koeln.de/e133364/e34803/e34804/preview_html?lang=ger&preview=preview)

[https://inklusion.uni-koeln.de/e133364/e34803/e34804/preview\\_html?lang=ger&preview=preview](https://inklusion.uni-koeln.de/e133364/e34803/e34804/preview_html?lang=ger&preview=preview)

### Inclusion policy:

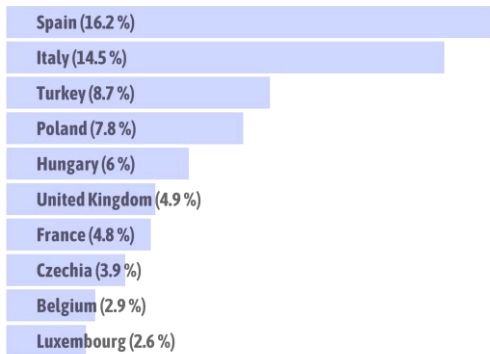
<https://vielfalt.uni-koeln.de/en/inclusion/aktionsplan-inklusion-inclusion-action-plan>

<https://vielfalt.uni-koeln.de/en/inclusion/implementation-of-the-inclusion-action-plan>

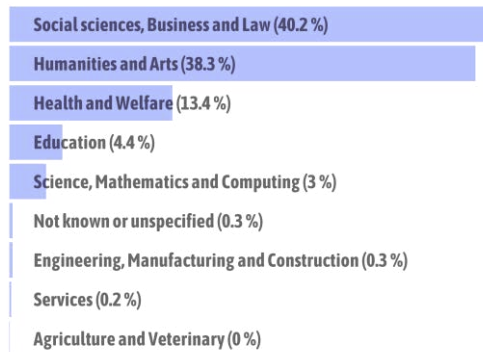


## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 2618)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 2618)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### Learning environments and platforms

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### Virtual classroom software

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### In-class note takers

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### Recordings of class lectures/ streaming

Recordings of class lectures/ streaming

### Testing accommodations and arrangements

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### Desk and chair arrangements (for students with physical disabilities)

University provides desk and chair arrangements for students with physical disabilities

### Personal assistant service

University provides personal assistant service

### Study assistant service

University provides study assistant service



Co-funded by the  
Erasmus+ Programme  
of the European Union



## University of Mannheim

Founded in 1946 | Students: 11770 | Teachers: 1610

### General Resources

**Website:**

<https://www.uni-mannheim.de/en/>

**Disability information:**

<https://www.uni-mannheim.de/en/academics/advice-and-services/advice-for-students-with-disabilities-or-chronic-illnesses/>

**Erasmus/Mobility:**

<https://www.uni-mannheim.de/en/about/centers-institutions-affiliates-and-partners/international-office/>

**Transportation:**

<https://www.uni-mannheim.de/en/about/map-and-directions/>

[https://www.stw-ma.de/leitfaden\\_unbehindert\\_studieren.html](https://www.stw-ma.de/leitfaden_unbehindert_studieren.html)

**Housing:**

<https://www.stw-ma.de/en/Housing.html>

<https://www.stw-ma.de/Wohnen/Wohnen+mit+Behinderung.html>

<https://www.uni-mannheim.de/en/academics/coming-to-mannheim/exchange-students/housing/>

**Students:**

<https://asta-uni-mannheim.de/?lang=en>

**Welcoming:**

<https://www.uni-mannheim.de/en/academics/advice-and-services/advice-for-students-with-disabilities-or-chronic-illnesses/>

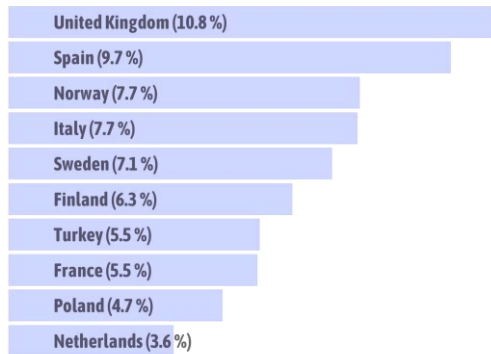
<https://www.uni-mannheim.de/en/academics/coming-to-mannheim/exchange-students/welcome-week/introductory-study-abroad-meetings-receptions-and-events/>

**Inclusion policy:**

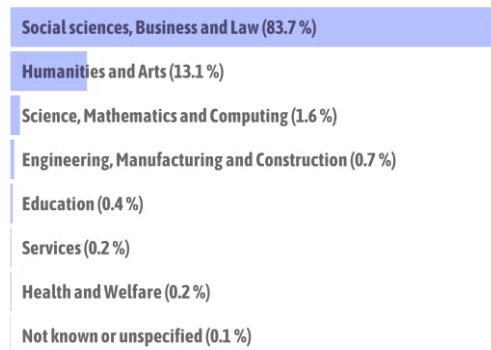
there is no specific website for this; we have these policies in individual documents

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 1949)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 1949)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning



# University of Passau

Founded in 1978 | Students: 11984 | Teachers: 1102

## General Resources

### Website:

<http://www.uni-passau.de>

### Disability information:

<https://www.uni-passau.de/en/disabilities/>

### Erasmus/Mobility:

<https://www.uni-passau.de/en/international/going-abroad/european-partner-university-erasmus>

<https://www.uni-passau.de/en/international-office/>

<https://www.uni-passau.de/en/zkk/bursaries-for-international-internships/>

### Transportation:

<https://vbp.stadtwerke-passau.de/busfahrplaene.html>

(only available in German) A large part of the bus fleet in Passau already consists of state-of-the-art low-floor buses with a special ramp for wheelchair users. In addition, the buses have a kneeling function, where the bus can be lowered for boarding.

The bus stops in the city area are gradually being made barrier-free. The service office, where tickets can be purchased, lost property collected and information obtained, is accessible barrier-free. For the visually impaired, the bus departure times at the bus platforms at the central station are displayed by voice output. The boarding edges are marked with continuous attention lines.

### Housing:

<https://www.uni-passau.de/en/housing/>

### Students:

<https://www.uni-passau.de/en/study/campuslife/clubs-societies/>

### Welcoming:

<https://www.uni-passau.de/en/orientation-week/>

Peer support for students with mental illness is available through Nightline Passau, a nighttime listening phone by students for students:

<https://blog.uni-passau.de/2021/04/12/reden-hilft-zuhoeren-auch-zuhoertelefon-nightline-passau-startet-am-19-04/>

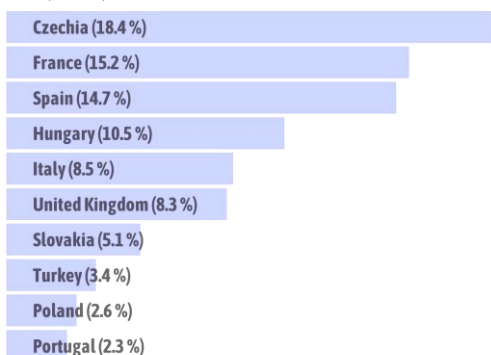
### Inclusion policy:

<https://www.uni-passau.de/en/disabilities/>

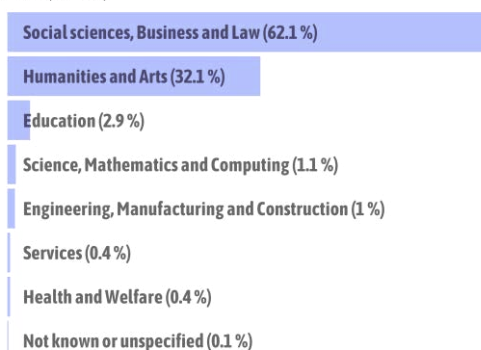


## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 831)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 831)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services



### Virtual classroom software

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.



### Recordings of class lectures/ streaming

Recordings of class lectures/ streaming



### Testing accommodations and arrangements

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.



### Desk and chair arrangements (for students with physical disabilities)

University provides desk and chair arrangements for students with physical disabilities

## General Resources

### Website:

<http://www.uni-regensburg.de>

### Disability information:

<https://www.uni-regensburg.de/studium/beeintraechtigung/students-with-special-needs/index.html>

### Erasmus/Mobility:

<https://www.uni-regensburg.de/ur-international/orientation-page/index.html>

### Transportation:

<https://www.uni-regensburg.de/contact/maps/index.html>

### Housing:

<https://www.uni-regensburg.de/ur-international/incomings/coming-to-regensburg/index.html>

Accessibility: students should contact the International Office for further information:

<https://www.uni-regensburg.de/ur-international/contact-information/index.html>

### Students:

<https://www.stwno.de/en/>

<https://www.uni-regensburg.de/studium/startseite/index.html>

### Welcoming:

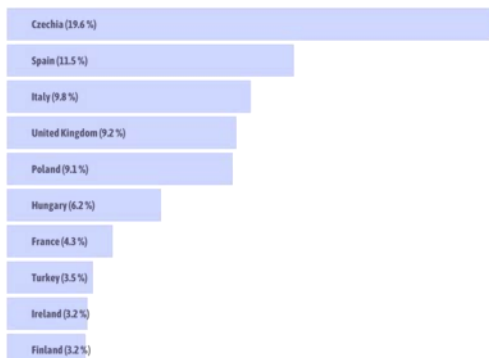
<https://www.uni-regensburg.de/ur-international/incomings/coming-to-regensburg/index.html>

### Inclusion policy:

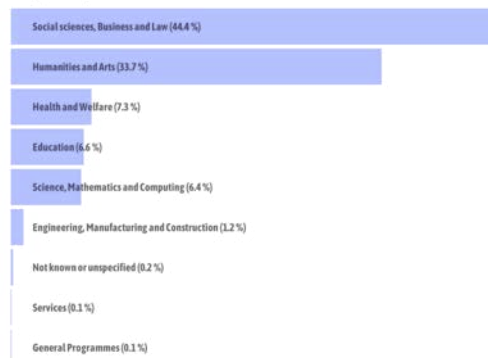
<https://www.uni-regensburg.de/studium/beeintraechtigung/startseite/index.html>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 1388)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 1388)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services



### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)



### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.



### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming



### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.



### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities



### **Interpreter services**

University provides interpreter services for hearing impaired



### **Braille transcriptions**

University provides braille transcriptions for visually impaired



### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

 **Personal assistant service**

University provides personal assistant service

 **Study assistant service**

University provides study assistant service



Co-funded by the  
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## University Heidelberg

Founded in 1969 | Students: 3494 | Teachers: 330

### General Resources

**Website:**

<https://www.hochschule-heidelberg.de/de/startseite/>

**Disability information:**

<https://www.hochschule-heidelberg.de/en/landingpage/studying-with-mental-or-physical-disabilities/>

**Erasmus/Mobility:**

<https://www.hochschule-heidelberg.de/en/study-at-srh/pack-your-bags-for-international-excitement/>

Bettina.Pauley@srh.de

<https://www.hochschule-heidelberg.de/en/study-at-srh/financing-your-studies/>

<https://www.hochschule-heidelberg.de/en/study-at-srh/your-exchange-semester/>

**Transportation:**

<https://www.vrn.de/mobilitaet/handicap/freifahrt/index.html>

**Housing:**

<https://www.hochschule-heidelberg.de/en/study-at-srh/eat-live-and-learn-on-campus/>

**Students:**

<https://www.hochschule-heidelberg.de/en/university/alumni-network/>

**Welcoming:**

<https://www.hochschule-heidelberg.de/en/university/services-and-facilities/international-office/>

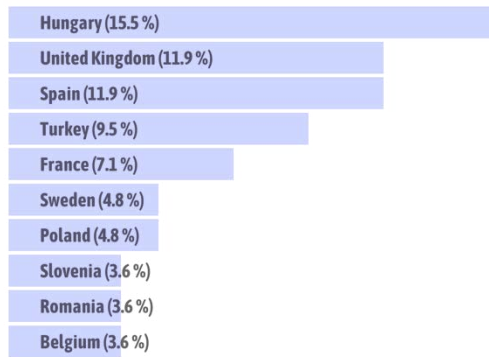
<https://www.hochschule-heidelberg.de/en/study-at-srh/eat-live-and-learn-on-campus/keeping-fit-and-healthy-at-university/>

**Inclusion policy:**

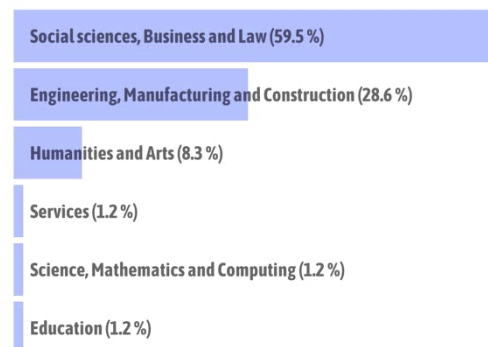
<https://www.hochschule-heidelberg.de/en/landingpage/studying-with-mental-or-physical-disabilities/>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 84)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 84)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **In-class note takers**

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

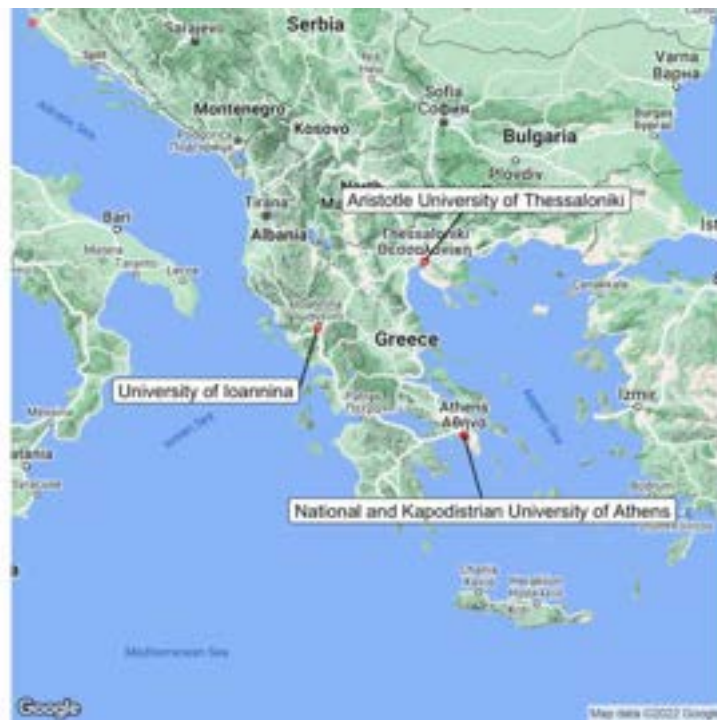
University provides desk and chair arrangements for students with physical disabilities

### **Study assistant service**

University provides study assistant service



## Greece





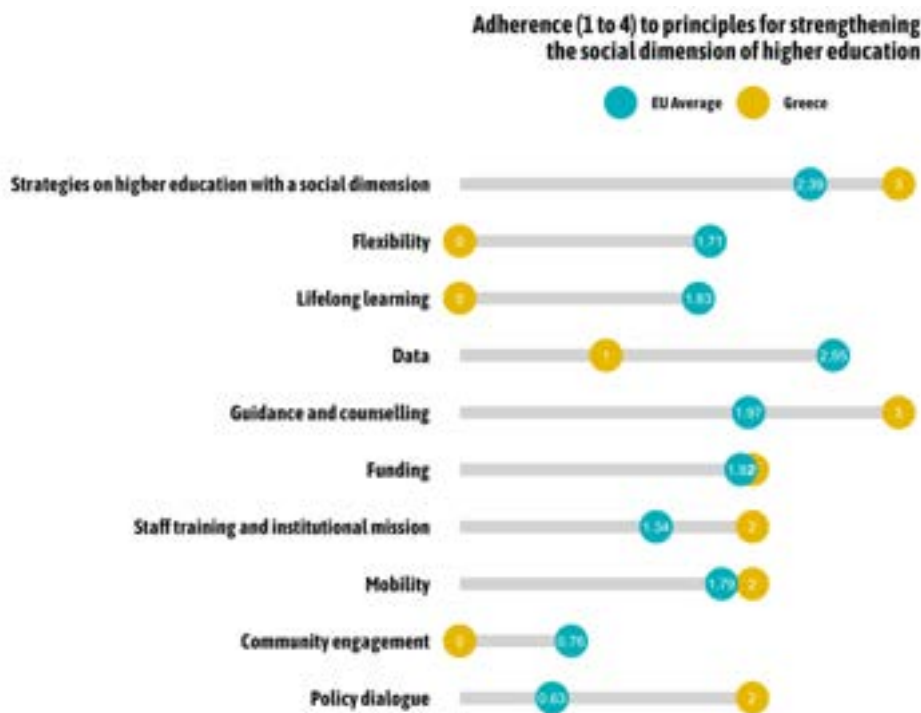
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

There is no anti-discrimination legislation specific to third level education. There are however certain measures aimed at enabling access to higher education for disabled candidates.

Firstly, disabled graduates from higher secondary education can be admitted without exams at 5% of placements in each university department (Law 3794/2009, article 35, latest modification of Ministerial Decision 2006). Furthermore, Accessibility Units were established across Universities with Law 3549/2007 (article 12) as part of wider reforms in higher education institutions. Accessibility units are intended to

support disabled students with information and advice regarding access, assistive technology, career options, or any other aspect that relates to disability and university life, while they are responsible for taking all necessary actions for ensuring the accessibility of the University's services to disabled students.

More recently, Law 4283/2014 abolished the previously held discretion of universities to decide on which cases an impairment is considered as an obstacle to studying a specific subject (Article 7 Enabling access to higher education for persons with disabilities).

- Law 3479/2009 Regulation of University and Technological Sector issues in Higher Education <http://www.seepeaa.gr/displayITM1.asp?ITMID=687>
- Law 3549/2007 Reform of legal framework for the structure and function of Higher Education Institutions [http://eclass.aspete.gr/modules/document/file.php/EML152/Nomothesia/N.3549\\_fek-69\\_20-3-2007.pdf](http://eclass.aspete.gr/modules/document/file.php/EML152/Nomothesia/N.3549_fek-69_20-3-2007.pdf)
- Law 4283/2014 Establishment of the council for National Educational Policy <http://www.taxheaven.gr/laws/law/index/law/631>

## Accessibility

### Transport accessibility

Disabled passengers' rights in rail and air travel are regulated directly by the EU regulations, in particular, by the European Regulation 1371/2007 for railway travel and the European regulation 1107/2006 for air travel. There has not been any other legislation for the implementation of the regulations in the national context.

Accessibility standards for city buses were first established in 1992 outlining measures for autonomous access in and out of buses, including necessary mechanical interventions, suitable space design and security for wheelchair users. In the city of Thessaloniki exclusively, the Organisation of Urban Transport is mandated (Law 3185/2003) to provide free transportation to people with disabilities by appointing two wheelchair accessible mini-buses, and an additional one if needs exceed fleet capacity.

Furthermore, accessibility standards for passenger ships were adopted through the National Action plan for disabled passengers, an initiative of the Ministry of Commercial Shipping in 2006, which included standards for access, common spaces, parking, securing of wheelchairs, signposting, communication and customer service. The right of passengers to accessible sea travel was consolidated with Law 3709/08 Rights and Duties of Passengers and Service Providers in Regular Sea Travel.

- Regulation for the transportation of persons with disabilities with the specialised buses of the Organisation of Urban Transport of Thessaloniki <http://oasth.gr/#el/kanonismos-eksyphrethshs-twn-a.mea/>
- Law 3709/08 on Rights and Duties of Passengers and Service Providers in Regular Sea Travel [https://www.yen.gr/documents/20182/21886/n3709\\_fek213\\_08.pdf/b482481d-f579-404e-880b-5a79139722e2](https://www.yen.gr/documents/20182/21886/n3709_fek213_08.pdf/b482481d-f579-404e-880b-5a79139722e2)

### Built environment

The New Building Code 4067/2012 updated regulations regarding built environment accessibility existing since Law 2831/2000 (article 28). The Regulations require compliance with universal design standards for all new buildings- apart from housing where distinct regulations apply (Article 26 para. 1). The guidelines include standards for horizontal and vertical access, internal spaces (e.g. corridors, doors, elevators, WC, information desks, signposting) as well as external (pavement, entrance, outdoor common spaces). The regulations also cover constructions in public pedestrian spaces such as parks, pavements, or walkways, which must ensure access to disabled people through ramps, navigators for blind people, appropriate placement of civil equipment and designated disabled parking spaces (Article 26 para. 6). Buildings constructed before 2012 which host public sector services, local authority services, public spaces for culture, sports and entertainment, temporary accommodation, education, health and social welfare, and justice services as well as industry, trade and offices are required to ensure accessibility standards by 2020 (Article 26 para. 4).

As regards housing, new buildings must ensure horizontal and vertical access in all common spaces and permit easy adaptation of housing units for potential use of people with disabilities. Furthermore, the New Urban Planning Regulations 2012 introduce the right of disabled residents to make adaptations for ensuring access to common spaces within housing buildings, against any other regulation (e.g. housing contract) (Article 27 para. 2) and without a construction license (Article 4 para. 3), as long as the infrastructure of the building is not affected and they cover the expenses.



Law 4030/2011 regulating construction approval and licensing, refers to the prerequisite of submitting “an accessibility study for people with disabilities as and where necessary” (Art.3 para. 2b), while a circular in 2012 clarifies the scope and content of that accessibility study which is mandatory for any construction under the New Building Regulations (2012).

- Law 4067/2012 on New Urban Planning Regulations [http://www.hellenicparliament.gr/Nomothetiko-Ergo/Anazitisi-Nomothetikou-Ergou?law\\_id=3dc4f0f3-36b8-4431-92d2-4ade78c39705](http://www.hellenicparliament.gr/Nomothetiko-Ergo/Anazitisi-Nomothetikou-Ergou?law_id=3dc4f0f3-36b8-4431-92d2-4ade78c39705)
- The Ministry of Environment Circular 29467/2012 on Clarifications for the submission of the accessibility study for people with disabilities which must be included in studies submitted in applying the New Building Regulations (L. 4067/2012) <http://www.ypeka.gr/LinkClick.aspx?fileticket=OmeV9k%2FRXs0%3D&tabid=777>
- Design for All Official Standards Ministry of Environment and Energy <http://www.ypeka.gr/Default.aspx?tabid=380>

## ICT and Web

Article 5 and 5a in the revised Constitution of Greece (2001) state the equal right of all to information and participation in the Information Society. In particular, facilitating access to electronic means of information and communication, as well as to the production, exchange and dissemination of information electronically is an obligation of the state. E-accessibility standards in the provision of e- government services became compulsory by Ministerial Decision on 12 April 2012, whereby the websites of the public sector must comply with the Web Content Accessibility Guidelines (WCAG), version 2.0, at least to the AA level.

The principle of equal access to the digital environment and digital mass media was reinstated in the revised national legal framework for disability rights in compliance with the UN CRPD (Articles 64, and 67).

- Ministerial Decision 1301/B/12-4-2012 Provision of e-government services [https://www.minfin.gr/documents/20182/455201/FEK\\_1301\\_Kyrosi\\_Plaisiou.pdf/92602b2a-97d2-4ccb-999a-9cce39f13fc3](https://www.minfin.gr/documents/20182/455201/FEK_1301_Kyrosi_Plaisiou.pdf/92602b2a-97d2-4ccb-999a-9cce39f13fc3)
- Law 4488/2017 Public Sector Pension reforms, employees protection, the rights of people with disabilities and other regulations [http://www.et.gr/idoes-nph/search/pdfViewerForm.html?args=5C7QrtC22wEsrjP0JAixBXdtvSoClrL8WkQtR1Ojjd5MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx3UnKl3nP8Nxdnj5r9cmWyjWelDvWS\\_18kAEhATUkj0x1LIdQ163nV9K--td6SluQbB6k-GPy9nECBE6pMKCVpvTpZanhpVPe9LhKODbhnU](http://www.et.gr/idoes-nph/search/pdfViewerForm.html?args=5C7QrtC22wEsrjP0JAixBXdtvSoClrL8WkQtR1Ojjd5MXD0LzQTLWPU9yLzB8V68knBzLCmTXKaO6fpVZ6Lx3UnKl3nP8Nxdnj5r9cmWyjWelDvWS_18kAEhATUkj0x1LIdQ163nV9K--td6SluQbB6k-GPy9nECBE6pMKCVpvTpZanhpVPe9LhKODbhnU)



# Aristotle University of Thessaloniki

Founded in 1925 | Students: 81231 | Teachers: 2600

## General Resources

### Website:

<http://www.auth.gr/>

### Disability information:

<https://www.auth.gr/committee/com-accessibility/>

### Erasmus/Mobility:

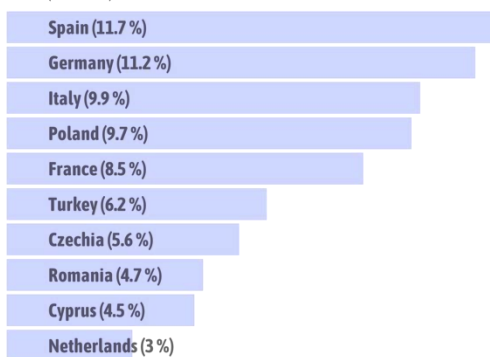
<https://eurep.auth.gr/el/students/studies>

### Transportation:

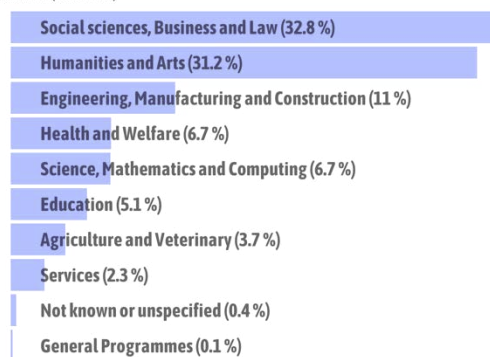
<https://oasth.gr/>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 2423)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 2423)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



Co-funded by the  
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of the European Union



## Disability-related services

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.



# National and Kapodistrian University of Athens

Founded in 1837 | Students: 108436 | Teachers: 2480

## General Resources

**Website:**

<http://www.uoa.gr/>

**Disability information:**

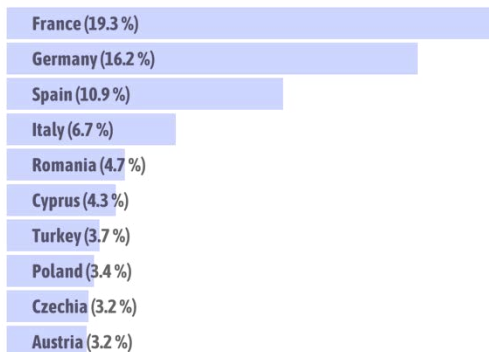
GeorgiosKouroupetroglou

koupe@di.uoa.gr

## Mobility/Erasmus indicators

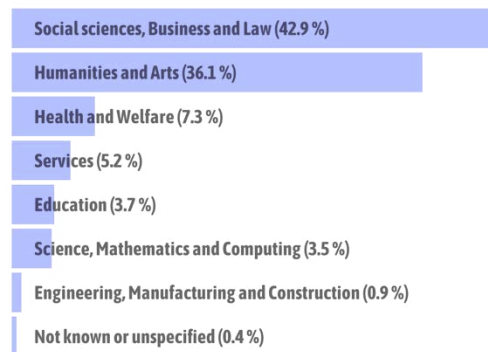
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total=1395)



**% incoming Erasmus students by subject**

2008 to 2014 (Total=1395)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

#### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Information on students with disabilities enrolled**

The university includes the variable "disability" in its system of information on students enrolled at all levels of university studies

## **University life**

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**



The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

## General Resources

### Website:

<http://www.uoi.gr/gr/>

### Disability information:

<https://socialsupport.unit.uoi.gr/?lang=en>

(Dimitris Paraskevakis, psychologist 2651005949 , Eleni Zografou, administrator 2651005950, Lucia Chrysafi, administrator 2651005979, Vasilis Aspiotis, technical services 2651005094 )

### Erasmus/Mobility:

<https://piro.uoi.gr/>

### Transportation:

<http://astiko-ioannina.gr/el/foithtes>

### Housing:

<https://www.uoi.gr/panepistimiaki-zoi/foititiki-merimna/>

(Mrs Miranta Adamantiou, tel 2651005390)

### Students:

<http://users.uoi.gr/thespi/festival.html>

(Students' Theatrical club)

<http://fospi.unit.uoi.gr/>

(Photography club)

<http://users.uoi.gr/kopi/>

(Cinema Club)

<https://www.uoi.gr/panepistimiaki-zoi/foititikoi-syllogoi/>

foea (Student voluntary blood donation group)

<http://www.zwopi.gr/>

(Animal Friendship Group)

<https://www.uoi.gr/panepistimiaki-zoi/foititikoi-syllogoi/>

folkdance (Folkdance group)

<https://www.uoi.gr/panepistimiaki-zoi/foititikoi-syllogoi/>

xorodia-ptde (University Chorus)

<https://www.uoi.gr/panepistimiaki-zoi/foititikoi-syllogoi/>

### Welcoming:

<http://mentoring.dasta.uoi.gr/>

(Mrs E. Geronimaki

[career@uoi.gr](mailto:career@uoi.gr)

2651007278)

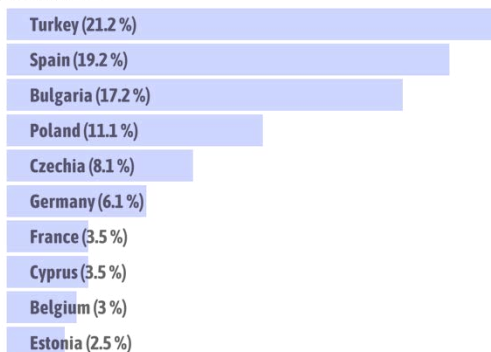
### Inclusion policy:

[https://socialsupport.unit.uoi.gr/?page\\_id=172&lang=en](https://socialsupport.unit.uoi.gr/?page_id=172&lang=en)

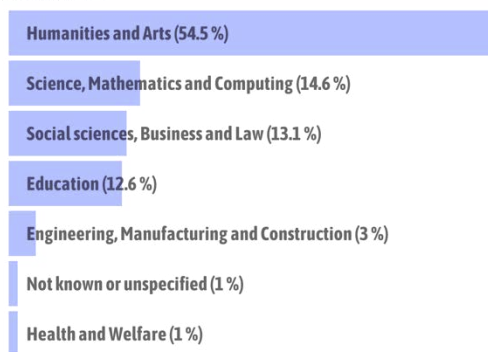
(The institutional policy concerning the disabled students is in the process of being approved by the University's Senate).

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 198)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 198)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### Learning environments and platforms

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### Virtual classroom software

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### In-class note takers

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Braille transcriptions**

University provides braille transcriptions for visually impaired

### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

### **Personal assistant service**

University provides personal assistant service

### **Study assistant service**

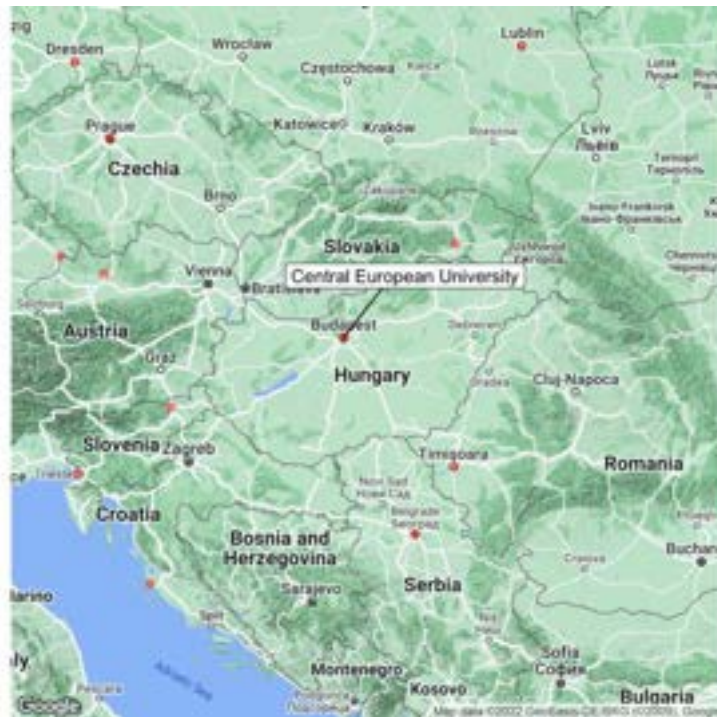
University provides study assistant service



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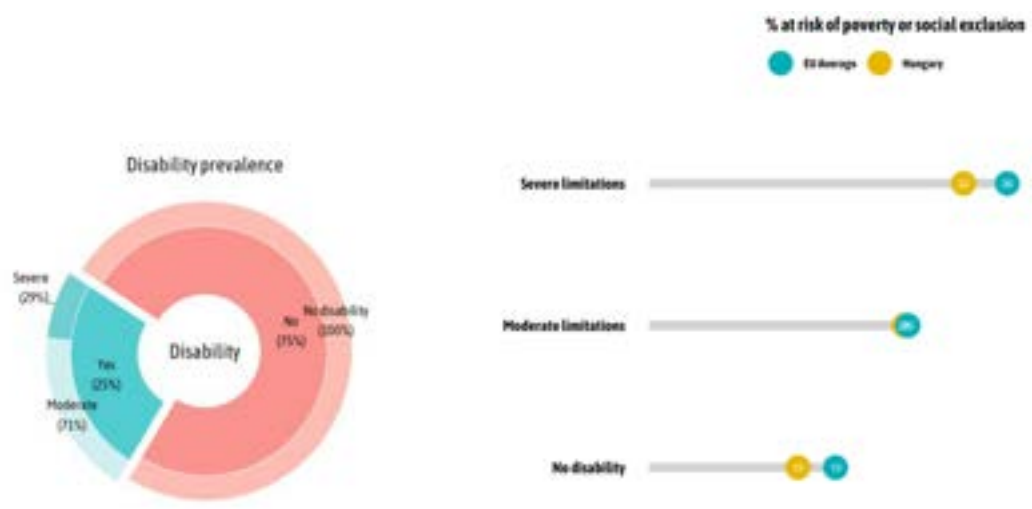


# Hungary



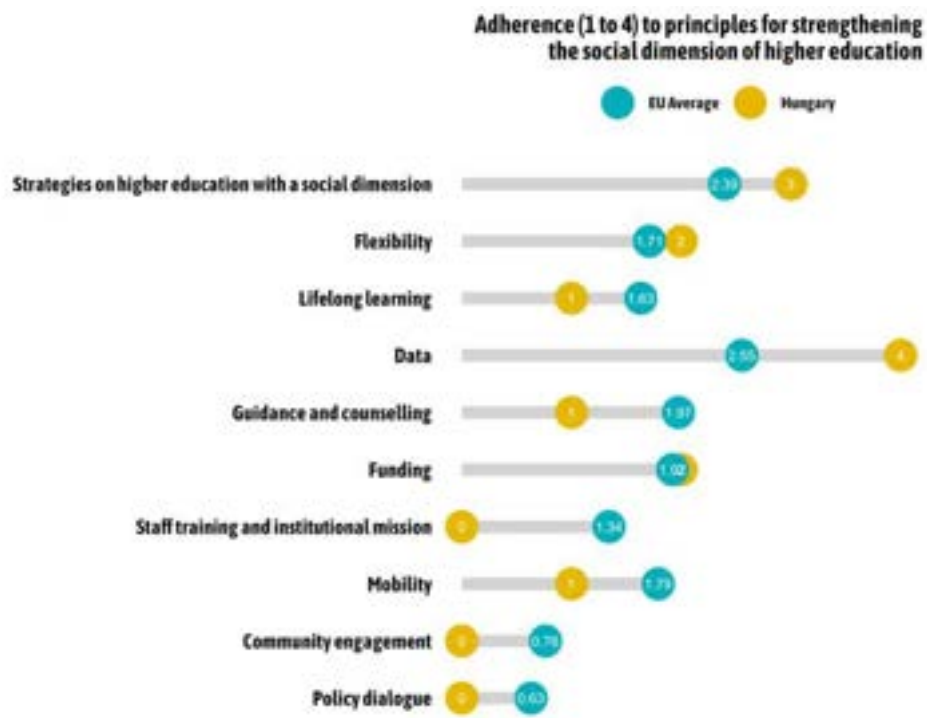
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

The National Higher Education Act (Law 204 of 2011) defines a 'student with disability' (article 108) and declares that in the event that the higher education institution stipulates an assessment examination, disabled applicants should be granted exemption and special arrangements must be made in order to take the examination. This right should also be extended to persons who were not granted such opportunities as a result of their disability in secondary education but who can in fact provide proof of their disability. The state-funded period may be prolonged to four semesters for students with disabilities. Where appropriate,



they should be exempted from the obligation to take certain course units, certain parts thereof or undergo assessment. If necessary, such students shall be exempted from a language examination or a part of it, or the related requirements of such language examinations. Disabled students should be given more time to prepare for examinations, and be afforded the opportunity to use aids during written tests (typewriter, computer, etc.), or if necessary, to have a written test instead of an oral test, or an oral test instead of a written one. The exemption shall exclusively be granted in the context of the condition justifying such exemption and may not result in exemption from basic academic requirements needed for professional Bachelor and Masters qualifications or vocational qualifications, which are evidenced by the certificate of higher-level vocational training. In 2002 only 271 disabled persons were studying in higher education. This number rose to 1,176 in 2008 and to 2,025 students in 2015. One of the most important reasons for this growth was the 50 extra points in the process of the entrance examination, which was given to disabled persons by the Act of Higher Education. The detailed rules on access to higher education institutions and preferential treatment of disabled applicants in this process are regulated by the Government Decree 87/2015.

- Government Regulation on Higher Education 87/2015 (in Hungarian) <http://jogiportal.hu/view/87-2015-iv-9-korm-rendelet>
- National Higher Education Act (in Hungarian) <https://net.jogtar.hu/jogszabaly?docid=A1100204.TV>
- Students with disability in higher education (in Hungarian) [https://www.felvi.hu/pub\\_bin/dload/felsooktatasisimuhely/FeMu/2014\\_1/femu\\_2014\\_1\\_117-128.pdf](https://www.felvi.hu/pub_bin/dload/felsooktatasisimuhely/FeMu/2014_1/femu_2014_1_117-128.pdf)

## Accessibility

### Transport accessibility

Transport providers are required by the Equal Opportunities Act (26 of 1998) to provide accessibility for disabled passengers, and this applies to all forms of public transport (railway, buses). The deadlines on accessibility of transport systems were deleted from the Act by an amendment in 2013 (Act 62 of 2013).

The Equal Treatment Act (125 of 2003) shall be applied regarding the legal disputes on accessibility. The Equal Treatment Authority and the courts may sanction breaching of obligations in the Equal Opportunities Act. The former Advisory Body of the Equal Treatment Authority (terminated in 2011) interpreted in its opinion the legal provisions on accessibility.

The accessibility of public transport vehicle is regulated by Decree 6/1990 (12 April) of the Ministry of Transport, Communications and Energy, on the technical requirements for the operation of road vehicles. The scope of the Decree covers all vehicles on public roads, including cars, buses, trolley buses, motorbikes etc. It contains very basic obligations on special places for disabled persons.

In 2009, the Parliamentary Commissioner for Civil Rights (Állampolgári Jogok Országgyűlési Biztosának Irodája, OBH-ÁJOB) launched an investigation about the conditions of public transport, including rail transport, in the capital and the country.

The results showed:

- Railcars: 13% accessible, 6% partly accessible, 81% not accessible;
- Passenger cars: 3% accessible, 97% not accessible;
- Passenger facilities: 4.5% of the buildings are accessible, 4.7% have disabled toilet, 0.5% have tactile warning facilities.

- Equal Treatment Authority (Hungarian and English) <http://www.egyenlobanasmod.hu/>
- Equal Opportunities Act (Hungarian) <https://net.jogtar.hu/jogszabaly?docid=99800026.TV>
- Position No. 10.007/3/2006. TT. of the Equal Treatment Advisory Board on the obligation of providing accessibility (Hungarian) <http://www.egyenlobanasmod.hu/en/node/231>
- National Association of Disability Organizations (Hungarian) <http://www.meosz.hu>
- Public Foundation for Disabled Persons (Hungarian, English) <http://fszk.hu/english/>
- Together for Each Other in the Public Transport (Hungarian) <https://www.bkk.hu/akadalymentes/docs/kozlekedes.pdf>

- Reports of the Equal Treatment Authority (English)  
<http://www.egyenlobanasmod.hu/index.php/en/eves-tajekoztato>

## Built environment

Buildings, in which public services are provided, are required by the Equal Opportunities Act (26 of 1998) to be accessible to disabled people. This applies to all buildings open to the public, private buildings, new and old buildings as well. However, buildings of public administration and customer services are exempted from this obligation until 2013. The Equal Treatment Act (125 of 2003) shall be applied for the legal procedures on breaching this obligation. The Equal Treatment Authority and the courts may sanction the omission of accessibility. The Advisory Body of the Equal Treatment Authority interprets the legal provisions on accessibility.

- Equal Treatment Authority (Hungarian and English) <http://www.egyenlobanasmod.hu/>
- Position No. 10.007/3/2006. TT. of the Equal Treatment Advisory Board on the obligation of providing accessibility (Hungarian) <http://www.egyenlobanasmod.hu/hu/jogszabaly/tanacsado-testulet-2006-szeptemberi-allasfoglalasa-az-akadalymentesitesi>
- Act XXVI. of 1998 on the Rights of People with Disabilities (Hungarian)  
<https://net.jogtar.hu/jogszabaly?docid=99800026.TV>
- The Equal Treatment Act (125 of 2003) (English) <http://www.equalrightstrust.org/content/hungaryact-cxxv-2003-equal-treatment-and-promotion-equal-opportunities>
- Disability Rights or Disabling Rights? CRPD Alternative Report (2010) (English)  
[http://mdac.info/sites/mdac.info/files/english\\_crp\\_d\\_alternative\\_report.pdf](http://mdac.info/sites/mdac.info/files/english_crp_d_alternative_report.pdf)
- Office of the Commissioner for Fundamental Rights, Disability Project (English)  
[https://www.ajk.elte.hu/file/annales\\_2010\\_09\\_Szabo.pdf](https://www.ajk.elte.hu/file/annales_2010_09_Szabo.pdf)
- National Association of Disability Organizations, MEOSZ (Hungarian) <http://www.meosz.hu>
- Public Foundation for Disabled Persons (Hungarian and English) <http://fszk.hu/english/>
- Decision 15/2015 (of 07 April) OGY of the National Assembly on the National Disability Programme (2015–2025) in English [https://www.kormany.hu/download/c/e4/60000/NDP\\_2015-2025.pdf](https://www.kormany.hu/download/c/e4/60000/NDP_2015-2025.pdf)

## ICT and Web

ICTs and websites are not specifically mentioned by the Equal Opportunities Act (26 of 1998), however, these are also required to be accessible to disabled people by the provision on accessibility of information. There is no exemption regarding ICTs and websites. The Equal Treatment Act (125 of 2003) shall be applied for the legal procedures related to breaching of this obligation. The Equal Treatment Authority and the courts may sanction the omission of accessibility. The Advisory Body of the Equal Treatment Authority interprets the legal provisions on accessibility. Government Decree No. 305/2005 regulates those websites, where information of public interest is announced. These websites must be accessible for blind persons and persons with sight impairment. The Public Foundation for Equal Opportunities of Disabled People prepared the Methodology Guidance for Ensuring Accessibility, which deals with accessibility of websites as well. Moreover, a special Recommendation for info-communication accessibility was issued by the Public Foundation. These are not compulsory documents, but they provide information on technical issues concerning accessibility to buildings, of websites, communication and services. Hungary has not signed the Marrakesh Treaty.

- Equal Treatment Authority (Hungarian and English) <http://www.egyenlobanasmod.hu/>
- Position No. 10.007/3/2006. TT. of the Equal Treatment Advisory Board on the obligation of providing accessibility (Hungarian) <http://www.egyenlobanasmod.hu/hu/jogszabaly/tanacsado-testulet-2006-szeptemberi-allasfoglalasa-az-akadalymentesitesi>
- Act XXVI. of 1998 on the Rights of People with Disabilities (Hungarian)  
[http://net.jogtar.hu/jr/gen/hjegy\\_doc.cgi?docid=99800026.TV](http://net.jogtar.hu/jr/gen/hjegy_doc.cgi?docid=99800026.TV)
- Act CXXV of 2003 on Equal Treatment and Promotion of Equal Opportunities (English)  
<http://www.equalrightstrust.org/ertdocumentbank/SZMM094B.pdf>
- Disability Rights or Disabling Rights? CRPD Alternative Report, 2010 (English)  
[http://mdac.info/sites/mdac.info/files/english\\_crp\\_d\\_alternative\\_report.pdf](http://mdac.info/sites/mdac.info/files/english_crp_d_alternative_report.pdf)
- Office of the Commissioner for Fundamental Rights, Disability Project (English)  
[http://www.ajk.elte.hu/file/annales\\_2010\\_09\\_Szabo.pdf](http://www.ajk.elte.hu/file/annales_2010_09_Szabo.pdf)
- National Association of Disability Organisations (MEOSZ) <http://www.meosz.hu>



- Public Foundation for Disabled Persons (Hungarian, English) <http://fszk.hu/english/>
- Digital Education Strategy of Hungary 2016 (English)  
<http://www.kormany.hu/download/0/4b/21000/The%20Digital%20Education%20Strategy%20of%20Hungary.pdf>
- The Global Initiative for Inclusive ICTs Hungary (English) <https://g3ict.org/country-profile/hungary>
- Share of respondents reporting they have access to the following ICT devices in Hungary in 2013 (English) <https://www.statista.com/statistics/486335/accessibility-of-ict-devices-in-hungary/>



# Central European University

Founded in 1991 | Students: 907 | Teachers: 307

## General Resources

**Website:**

<http://www.ceu.hu>

**Disability information:**

<https://www.ceu.edu/studentlife/disability/services>

**Erasmus/Mobility:**

<https://acro.ceu.edu/erasmus-for-ceu-students>

**Transportation:**

<https://www.ceu.edu/campus/access>

**Housing:**

<https://www.ceu.edu/info-prospective-students>

**Students:**

<https://www.ceu.edu/studentlife/student-union>

**Welcoming:**

<https://www.ceu.edu/student-union/what-we-support>

**Inclusion policy:**

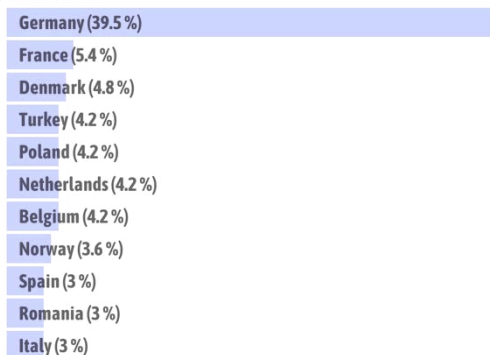
<https://documents.ceu.edu/documents/p-1402v2001>

<https://documents.ceu.edu/documents/p-1505-1v1605>

## Mobility/Erasmus indicators

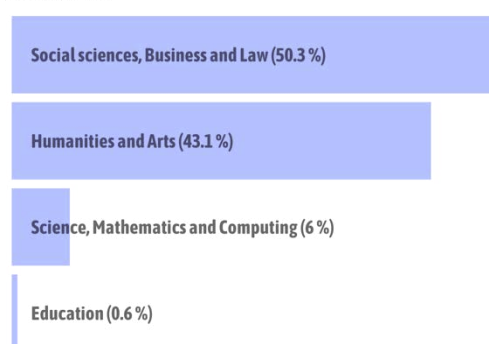
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 167)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 167)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services



### **Computer rental/loaning**

University provides computer rental/loaning service



### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)



### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.



### **In-class note takers**

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.



### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming



### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.



### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities



### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

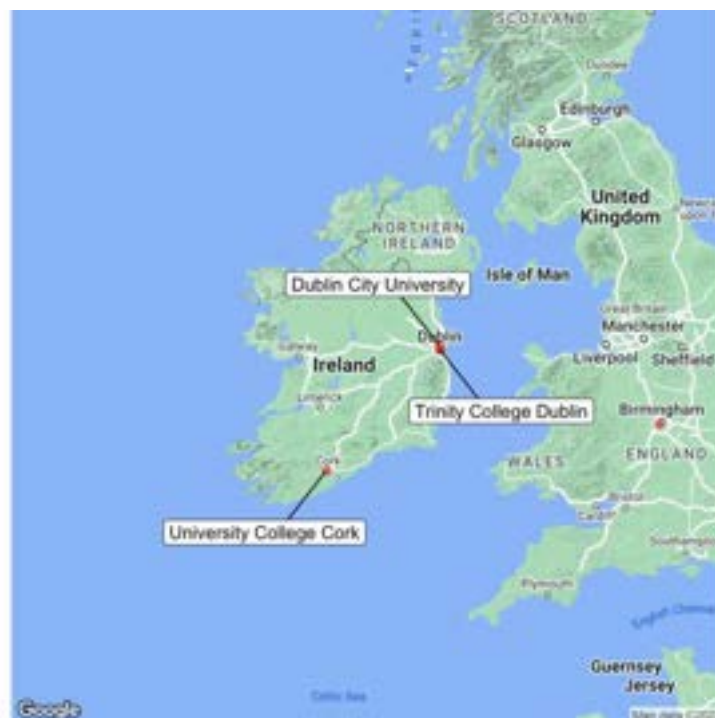


### **Personal assistant service**

University provides personal assistant service



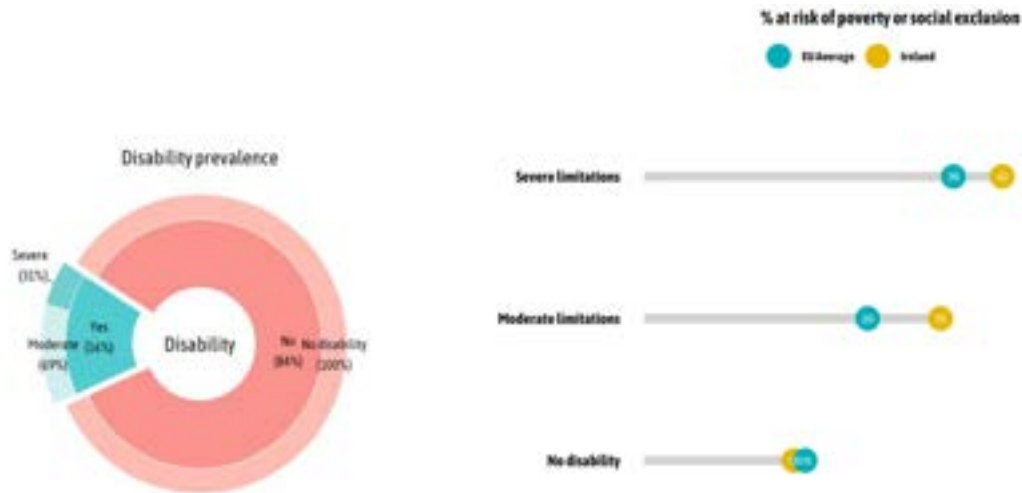
# Ireland





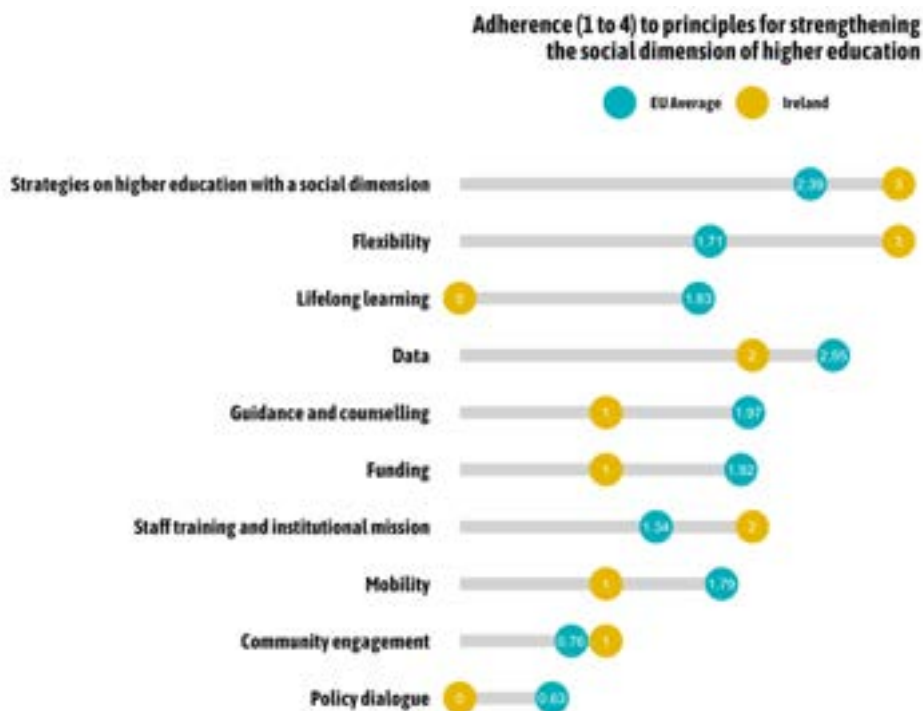
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

A number of access programmes provide assistance to people with disabilities in accessing higher education. One example is the Disability Access Route to Education (DARE) programme. DARE initiatives include: a third level admission scheme for students with disabilities under the age of 23; places allocated on a reduced points scheme to school leavers whose disability has affected their education performance significantly; a website with information on those units involved in DARE; and assistance in applying through the Central Admissions Office. The Association for Higher Education Access and Disability (AHEAD) is a non-

profit organisation that promotes full access and participation of students with disabilities in higher education. In the 2016/2017 academic year there were 12,630 students with disabilities in higher education in Ireland which equates to 5.7% of the total student population. The National Plan for Equity of Access to Higher Education 2015-2019 sets a target of 8% for students with disabilities as a percentage of all new entrants to higher education. In 2017 the Higher Education Authority (HEA) published a review of their Fund for Students with Disabilities which indicated that the number of students supported by the fund each year had increased from 3,500 to over 10,000 since 2008.

- National Access Plan <http://hea.ie/assets/uploads/2017/06/National-Plan-for-Equity-of-Access-to-Higher-Education-2015-2019.pdf>
- Universities Act 1997 <http://www.irishstatutebook.ie/1997/en/act/pub/0024/index.html>
- AHEAD website <http://ahead.ie/>
- Equal Status Acts  
[http://www.lawreform.ie/\\_fileupload/Restatement/First%20Programme%20of%20Restatement/EN\\_AC\\_T\\_2000\\_0008.PDF](http://www.lawreform.ie/_fileupload/Restatement/First%20Programme%20of%20Restatement/EN_AC_T_2000_0008.PDF)
- Numbers of Students with Disabilities in Higher Education  
<https://www.ahead.ie/userfiles/files/shop/free/Rates%202016-17%20-%20ONLINE.pdf>
- HEA Review of the Fund for Students with Disabilities <http://hea.ie/assets/uploads/2017/10/HEA-Review-of-the-Fund-for-Students-with-Disabilities.pdf>

## Accessibility

### Transport accessibility

Public services (including transport) are required to be accessible according to the Disability Act 2005. Under this Act, the Transport Sectoral plan was first prepared in 2006 and the most recent update to the plan was published in 2012. The Act's requirements for accessibility extend to all public transport services (public services as defined in the Act include any services provided by companies which are funded by a Minister or the Government). Airplanes or a service provided by a person who only operates a train service or railway infrastructure of historic or touristic interest, however, are not covered by the act.

Despite the 2005 Disability Act and the sectoral plan there are reports that transportation, especially outside major metropolitan areas remains inaccessible to people with disabilities. For example, in 2012, only 42% of Bus Éireann's fleet was accessible. In 2018, in response to the slow progress made in this area and some controversy over access to train services, the Minister for Transport asked for a person with lived experience of disability to be appointed to the Board of Directors of all the national transport companies. The Department of Transport's Accessibility Work Programme published on 20 January 2019 notes that Directors with lived experience will be appointed to these Boards in the third quarter of 2018.

- The Sectoral Plan for Accessible Transport (2012 edition) <http://www.dttas.ie/public-transport/publications/english/sectoral-plan-accessible-transport-transport-access-all>
- Sectoral Plan for Accessible Transport (2006 edition)  
<http://www.dttas.ie/sites/default/files/publications/public-transport/english/sectoral-plan-accessible-transport-under-disability-act-2005/sectoral-plan-accessible-transport-under-disability-act-2005.pdf>
- Review of Department of Transport disability sectoral plan <http://www.dttas.ie/public-transport/publications/english/sectoral-plan-accessible-transport-transport-access-all>
- National Disability Authority, Transport and access for people with disabilities <http://nda.ie/Image-Library/PDF-Downloads/Transport-and-disability-by-geographical-area.pdf.pdf>
- Does Ireland provide equal public transport to wheelchair users? (17 August 2014)  
<http://www.thejournal.ie/public-transport-wheelchair-access-1615874-Aug2014/>
- People with lived experience on board of directors <http://www.dttas.ie/press-releases/2018/ross-delivers-disability-board-promise>
- Irish Rail criticised over new travel plans for wheelchair users <http://www.thejournal.ie/protest-connolly-station-disability-services-trains-3822070-Jan2018/>
- Department of Transport Accessibility Work Programme  
<http://www.dttas.ie/sites/default/files/publications/corporate/english/dttas-accessibility-work-programme-2018-30062018/acc-work-programme-2018-30-june-2018.pdf>



## Built environment

Under the Disability Act 2005, public bodies must ensure, as far as practicable, that their buildings are accessible to people with disabilities. The Department of the Environment, Community and Local Government is responsible for ensuring accessibility of the built environment and has a sectoral plan setting out how accessibility goals will be achieved.

The Department of the Environment, Community and Local Government is responsible for updating and enforcing the standards set out in Part M (Access for People with Disabilities) of the National Building Regulations. Part M of the Building Regulations 1997 - 2010 relates to the accessibility of the built environment for people with disabilities. The regulations do not contain a definition of accessible housing however, it is defined in the National Housing Strategy for People with Disabilities as follows – “Housing which is accessible for people with physical and/or sensory disabilities to live in. This may be a purpose built new dwelling or a dwelling that is modified to suit the needs of the user.” Originally Part M only applied to non-domestic buildings however, since January 2001 there is a requirement that new dwellings are accessible to people with disabilities. Under this requirement new dwellings must be ‘visitable’ by people with disabilities. The definition of ‘visitable housing’ is “Housing in which a person with a physical disability can independently enter the house, go to the main habitable rooms, and use a toilet.” The Building Regulations apply to both private and social housing.

The Employment and Equality Acts and Equal Status Acts also impose some requirements regarding building accessibility. In addition to these laws and regulations the National Disability Authority has put out guidelines on conducting a built environment access audit and using universal design.

- Sectoral Plan of the Department of the Environment, Community and Local Government  
<http://www.environ.ie/en/LocalGovernment/LocalGovernmentAdministration/SectoralPlan/>
- Part M of the Building Regulations 2010 (Technical Guidance Document)  
<http://www.housing.gov.ie/sites/default/files/migrated-files/en/Publications/DevelopmentandHousing/BuildingStandards/FileDownload%2C24773%2Cen.pdf>
- National Disability Authority Building for Everyone: A Universal Design Approach  
<http://universaldesign.ie/Built-Environment/Building-for-Everyone>
- National Housing Strategy for People with Disabilities  
<https://www.housing.gov.ie/sites/default/files/migrated-files/en/Publications/DevelopmentandHousing/Housing/FileDownload%2C30737%2Cen.pdf>

## ICT and Web

The Disability Act 2005 requires all information and communications between public bodies and people with disabilities to be accessible. The Commission for Communication Regulations or ComReg is the commission responsible for regulating the electronic communications and postal sector in Ireland. In 2010 they surveyed ICT users with disabilities in Ireland and found that there was a need to increase awareness disability specific programs and equipment.

The Broadcasting Authority of Ireland is responsible under the Broadcasting Act 2009 to create Access Rules that promote the understanding of programming by people with visual and hearing impairments. The Access Rules, which set percentage targets for subtitling, audio descriptions and Irish sign language, were updated in January 2019 and are due for statutory review in 2021 and 2023.

The Centre for Excellence in Universal Design (hosted by the National Disability Authority) has published IT Accessibility Guidelines, an IT Procurement Toolkit and Web Accessibility Techniques. These guidelines are addressed to a range of actors in IT and web development sectors. The Emergency Call Answering Service falls under the remit of the Department of Communications, Climate Action and Environment. The Emergency Call Answering Service can receive calls from fixed land lines, mobiles as well as a Minicom service that sends texts through a fixed telephone terminal. The Emergency Call Answering Service also allows for emergency text messages to be sent from preregistered users.

Ireland signed the Marrakesh Treaty in June 2014 but has not ratified it.

- Irish National IT Accessibility Guidelines  
<http://www.universaldesign.ie/useandapply/ict/irishnationalitaccessibilityguidelines>
- Sectoral Plan under the Disability Act 2005 <https://www.dccae.gov.ie/en-ie/communications/Pages/default.aspx>

- **Report on the Progress of the Sectoral Plan**  
<http://www.justice.ie/en/JELR/dept%20communications%20review%20of%20sectoral%20plan.pdf/Files/dept%20communications%20review%20of%20sectoral%20plan.pdf>
- **Emergency Call Answering Service** <https://www.dccae.gov.ie/en-ie/communications/topics/emergency-call-answering-service/Pages/default.aspx>
- **Consumers with Disabilities Telecommunications Research**  
[http://www.comreg.ie/\\_fileupload/Consumers%20with%20Disabilities\\_FINAL.pdf](http://www.comreg.ie/_fileupload/Consumers%20with%20Disabilities_FINAL.pdf)
- **Broadcast Authority of Ireland, Access Rules**  
[https://www.bai.ie/en/media/sites/2/dlm\\_uploads/2019/01/AccessRules\\_2019\\_vFinal.pdf](https://www.bai.ie/en/media/sites/2/dlm_uploads/2019/01/AccessRules_2019_vFinal.pdf)



Co-funded by the  
Erasmus+ Programme  
of the European Union



## Dublin City University

Founded in 1980 | Students: 15250 | Teachers: NA

### General Resources

**Website:**

<http://www.dcu.ie>

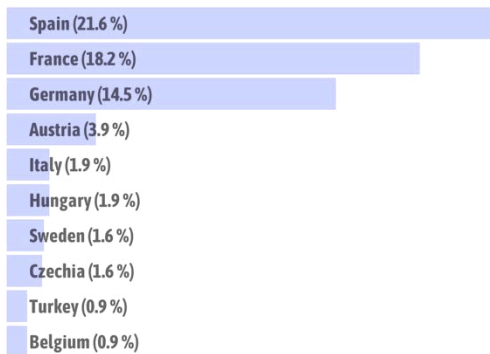
**Disability information:**

Anne O'Connor

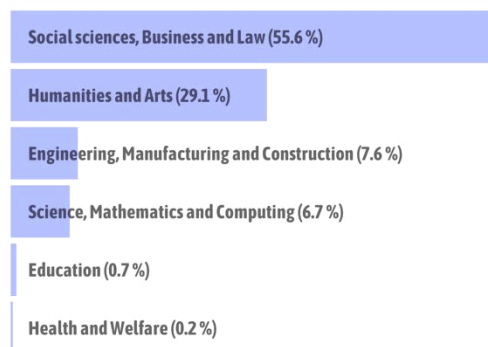
[anne.oconnor@dcu.ie](mailto:anne.oconnor@dcu.ie)

### Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total=1219)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total=1219)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**



The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Reserved quota**

The university has a reserved quota for new students with disabilities

## **University life**

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them

### **Inclusion of international students in mobility programmes**



The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



# Trinity College Dublin

Founded in 1592 | Students: 15894 | Teachers: 761

## General Resources

**Website:**

<http://www.tcd.ie>

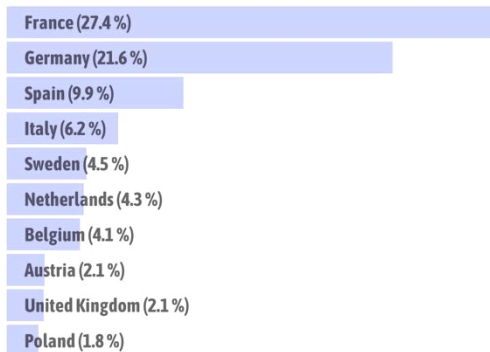
**Disability information:**

Declan Treanor

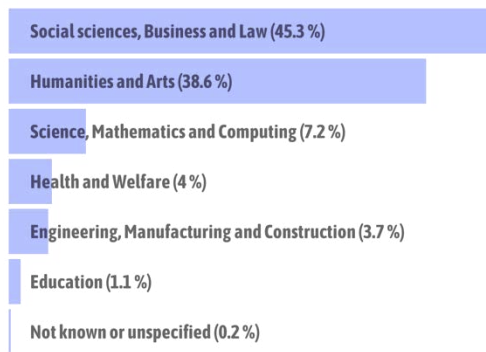
[dtreanor@tcd.ie](mailto:dtreanor@tcd.ie)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total=1971)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total=1971)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **Digital accessibility**

Websites, digital learning platforms and mobile apps are accessible. Conformance with Double A universal accessibility standards must be considered. Registration forms for enrolment and access to certain university services are accessible.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

### University life

#### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

#### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them



## University College Cork

Founded in 1845 | Students: 19585 | Teachers: 901

### General Resources

**Website:**

<http://www.ucc.ie>

**Disability information:**

<https://www.ucc.ie/en/dss/>

**Erasmus/Mobility:**

<https://www.ucc.ie/en/international/>

**Transportation:**

<https://www.ucc.ie/en/study/undergrad/events/opensdays/travelinformation/>

**Housing:**

<https://www.ucc.ie/en/accommodation/>

**Students:**

<https://www.ucc.ie/en/thehub/insidehub/sservices/sportact/>

**Welcoming:**

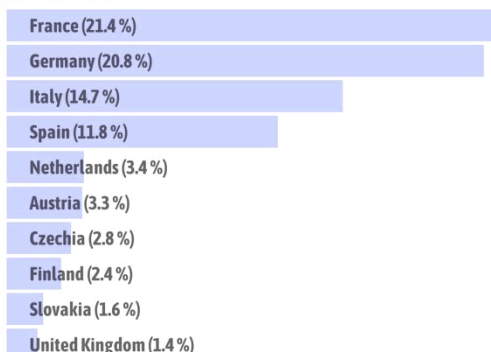
<https://www.ucc.ie/en/study/undergrad/firstyear/>

**Inclusion policy:**

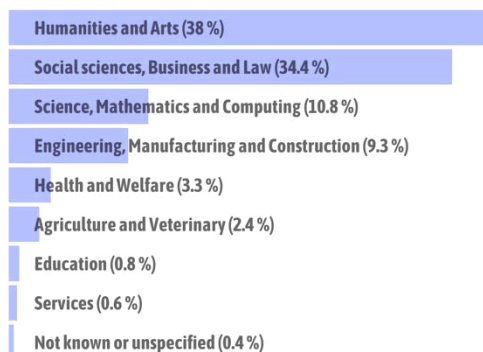
<https://www.ucc.ie/en/academicgov/policies/>

### Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 2813)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 2813)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### Learning environments and platforms

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### Virtual classroom software

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### In-class note takers

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### Recordings of class lectures/ streaming

Recordings of class lectures/ streaming

### Testing accommodations and arrangements

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### Desk and chair arrangements (for students with physical disabilities)

University provides desk and chair arrangements for students with physical disabilities

### Interpreter services

University provides interpreter services for hearing impaired

### Adaptive software and assistive technology rental/loaning



Co-funded by the  
Erasmus+ Programme  
of the European Union

University provides adaptive software and assistive technology rental/loaning



### **Personal assistant service**

University provides personal assistant service

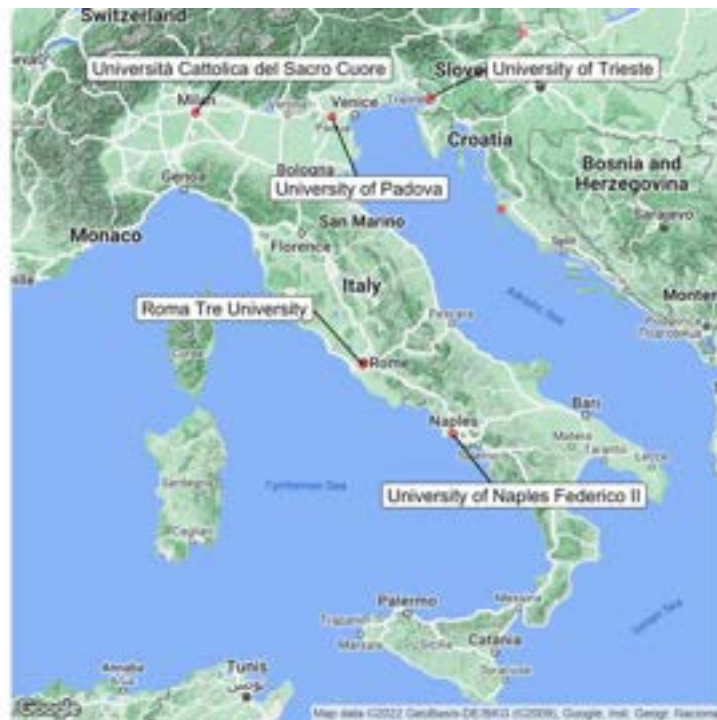


### **Study assistant service**

University provides study assistant service



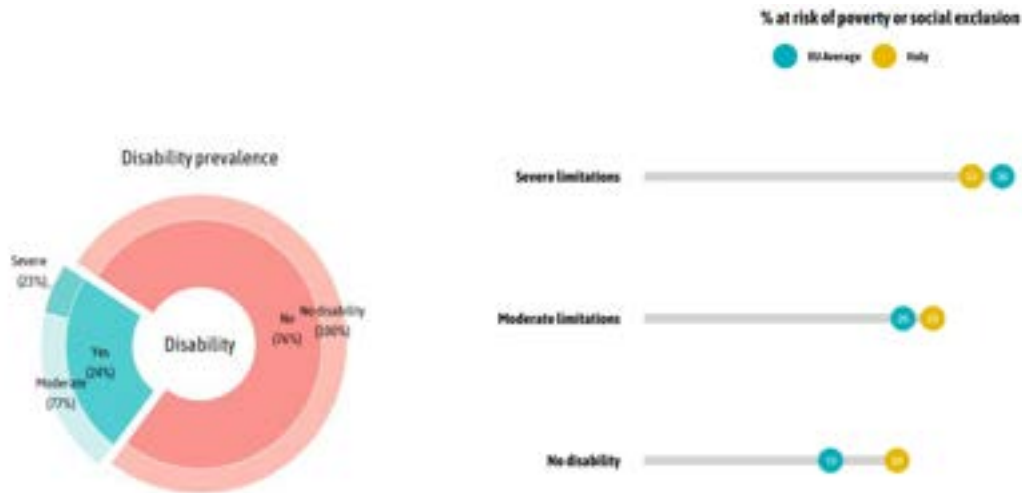
# Italy





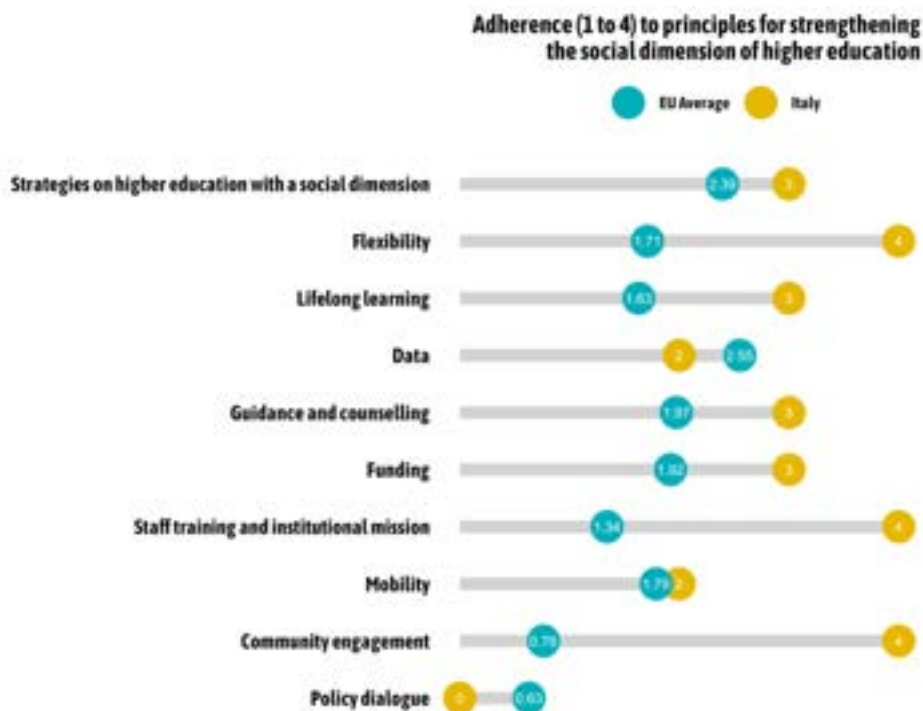
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

Act 17 of 1999 provides funds to universities to support students with disabilities in various forms. A professor is nominated to support the student with disabilities with the appropriate tools (computer, streaming the lessons, necessary support to study, personalised exams) and specific services (transport, peer support). From the data collected during the academic year 2014/15 in 65% of universities, there were 14,649 enrolled students with disabilities (with a certified disability above 66% and with learning disabilities), that is a 13.3% overall increase since 2012/13 (but just 1.4% for students with a certified disability above

66% and 108,3% for students with learning disabilities), with an overall impact of 10.2 students with disabilities per 1,000 students.

Most students with disabilities are enrolled in the courses in the Humanities and Education areas of study (33.1% in 2014/2015), with the Science field being at 29.3%, and Law and Economics at 27.7%. Only 9.9% attend courses in the Medical Sciences.

- Data collected in a Census study and published in Census (2017), 51° Rapporto Censis sulla situazione sociale del Paese, ch. II "Processi formativi"  
[http://www.censis.it/7?shadow\\_comunicato\\_stampa=121142](http://www.censis.it/7?shadow_comunicato_stampa=121142)

## Accessibility

### Transport accessibility

The Decree of the President of the Republic 503 of 24 July 1996 provides that the means of public transport: trams, trolley buses, bus lines, subways, trains, stations, railways, shipping services, air terminals should be equipped with walkways, ramps or other suitable elevation equipment in order to facilitate access by wheelchair for people with mobility impairment.

Decree of the President of Italian Republic 503 of 24 July 1996: Rules for the elimination of architectural barriers in public buildings, public environment and facilities <http://www.handylex.org/stato/d240796.shtml>

### Built environment

Some laws guarantee the right to accessibility in public environments. The most important of these laws are: Decree 114 of the Ministry of Arts and Culture of 16 May 2008 that contains guidelines for the elimination of architectural barriers in places of cultural interest; Law 41 of 28 February 1986 (Finance Act 1986) that requires local authorities, the State and Regional Offices to adopt plans for the removal of architectural barriers and to allocate part of their annual budget for this purpose; the Presidential Decree 503 of 24 July 1996 that regulates the removal of architectural barriers in public buildings with particular reference to accessibility of services; and Law 104 of 5 February 1992, where some paragraphs deal specifically with architectural barriers, introducing respect for accessibility in different fields such as health care, education, training, employment, transport, justice, etc. People with disabilities may not be excluded from entitlement to services, benefits and opportunities normally enjoyed by every citizen. For private buildings, the norms of accessibility are set in Law 13 of 1989 and the Ministerial Decree 236 of 1989.

- Decree 114 of the Ministry of Arts and Culture of 16 May 2008: Guidelines for the elimination of architectural barriers in places of cultural interest  
<https://www.gazzettaufficiale.it/eli/gu/2008/05/16/114/so/127/sg/pdf>
- Finance Act 1986 [https://www.isfol.it/DocEditor/arlex/File/1980-1989/Stato\\_Legge%20n.41%20del%2028%20febbraio%201986.pdf](https://www.isfol.it/DocEditor/arlex/File/1980-1989/Stato_Legge%20n.41%20del%2028%20febbraio%201986.pdf)
- Decree of the President of Italian Republic 503 of 24 July 1996: Rules for the elimination of architectural barriers in public buildings, public environment and facilities  
<https://www.gazzettaufficiale.it/eli/id/1996/09/27/096G0512/sg>
- Law 104 of 5 February 1992, Framework Act on assistance, social integration and rights of persons with disabilities <https://www.gazzettaufficiale.it/eli/id/1992/02/17/092G0108/sg>
- Law 13 of 9 January 1989: Measures for overcoming and remove architectural barriers in private buildings <http://www.handylex.org/stato/l090189.shtml>

### ICT and Web

The law 4 of 9 January 2004, named the 'Stanca Act', is inspired by Article 3 of the Italian Constitution, that establishes that the Republic has the responsibility to remove those obstacles of economic and social nature which limit the freedom and equality of citizens, prevent full individual development and the effective participation of all workers in the political, economic and social life in the country. The 'Stanca Act' aims at breaking down the 'virtual barriers' that limit the access of disabled persons to society and exclude them from the possibility to access web sites of Public Administration. The law ensures accessibility to all sites and IT applications of Public Administration. The 'Measures to facilitate the access to ICT for disabled people', as stated in Law 4 of 9 January 2004, were published in the Official Gazette no. 13 of 17 January 2004.

- Law 4 of 9 January 2004 <http://www.camera.it/parlam/leggi/04004l.htm>



Co-funded by the  
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of the European Union



## Roma Tre University

Founded in 1992 | Students: 33122 | Teachers: 1170

### General Resources

**Website:**

<http://www.uniroma3.it>

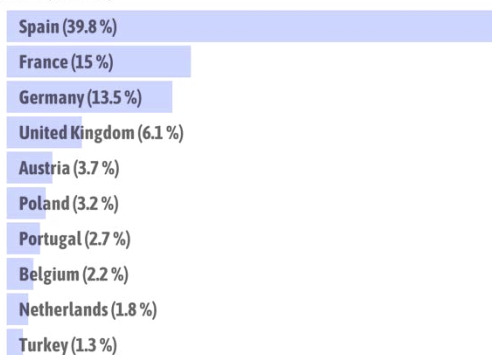
**Disability information:**

[ufficio.disabilita.dsa@uniroma3.it](mailto:ufficio.disabilita.dsa@uniroma3.it)

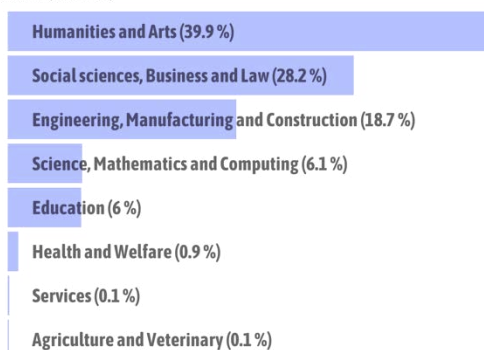
<https://portalestudente.uniroma3.it/mobilita/informazioni-general/>

### Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 2798)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 2798)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Digital accessibility**

Websites, digital learning platforms and mobile apps are accessible. Conformance with Double A universal accessibility standards must be considered. Registration forms for enrolment and access to certain university services are accessible.

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**



The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

## **Information on students with disabilities enrolled**

The university includes the variable “disability” in its system of information on students enrolled at all levels of university studies

## **University life**

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**



Co-funded by the  
Erasmus+ Programme  
of the European Union

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.



# Università Cattolica del Sacro Cuore

Founded in 1921 | Students: 40457 | Teachers: 3756

## General Resources

**Website:**

<http://www.unicatt.it>

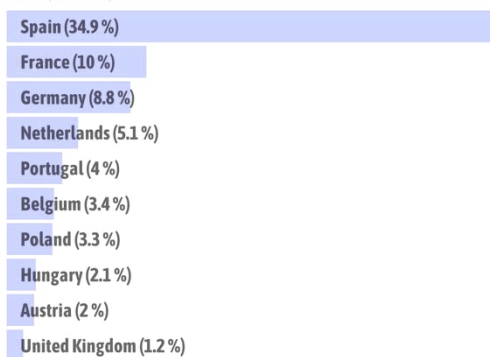
**Disability information:**

Servizi per l'integrazione degli studenti con disabilità e con DSA

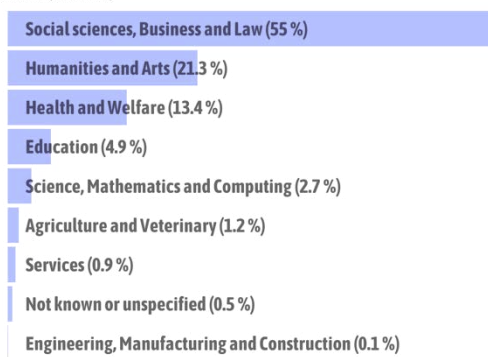
[segreteria.disabili@unicatt.it](mailto:segreteria.disabili@unicatt.it)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 1687)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 1687)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Information on students with disabilities enrolled**

The university includes the variable "disability" in its system of information on students enrolled at all levels of university studies

## **University life**



### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **External internships**

The university offers external internships that are accessible to all students. There are support and advisory systems for students with disabilities to participate in internships outside the university. The university has support and advisory systems for hosting organisations in relation to students with disabilities

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Mobility grants and support resources**

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



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## University of Naples Federico II

Founded in 1224 | Students: 75821 | Teachers: 2858

### General Resources

**Website:**

<http://www.unina.it>

**Disability information:**

[https://www.sinapsi.unina.it/home\\_sinapsi](https://www.sinapsi.unina.it/home_sinapsi)

**Erasmus/Mobility:**

<http://www.international.unina.it/>

**Transportation:**

<http://www.anm.it/>

**Housing:**

<https://www.adisurcampania.it/>

**Students:**

<http://associazioneunina.webflow.io/>

<https://www.bestnapoli.org/aziende/collabora-con-noi/>

**Welcoming:**

<https://www.sinapsi.unina.it/contatti>

<http://www.international.unina.it/welcoming-board/>

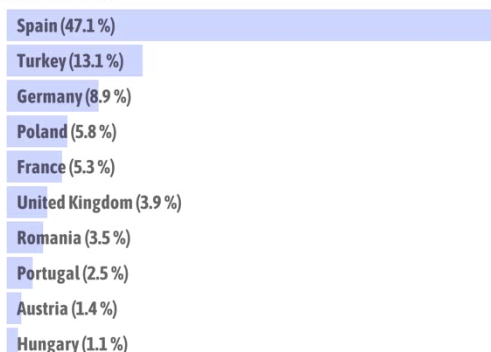
**Inclusion policy:**

<https://www.sinapsi.unina.it/servizi>

### Mobility/Erasmus indicators

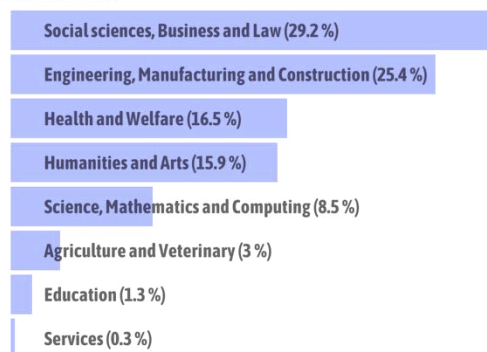
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 1557)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 1557)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **In-class note takers**

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Interpreter services**



Co-funded by the  
Erasmus+ Programme  
of the European Union

University provides interpreter services for hearing impaired



### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning



### **Study assistant service**

University provides study assistant service



## University of Padova

Founded in 1222 | Students: 60241 | Teachers: 3602

### General Resources

#### Website:

<http://www.unipd.it>

#### Disability information:

Since 2018, a weekly front office supporting individual study, according to personal difficulties and study path features to provide suitable means, even in more difficult situations. two short paths to promote a worthwhile study method for students with learning disorders. Several meetings took place. alternative Format Book Service in the University Library System, for students with reading difficulties. personalised terms to perform the entry tests (long distance tests, involving hospitals and other universities).

"Inclusive education project" working group, involving inclusion/disability referents for each department, competent offices in terms of digital learning/multimedia, fellow students and lecturers. Thanks to them, students with disability, even temporary or with health conditions not allowing attendance, took part actively in room activities using five portable/videorecorder "multimedial workstation". local worthwhile partnerships to ensure opportunities for integration and exchange to excluded students. The involved associations promote meeting occasions concerning sport, culture and sociality. specific actions to support international mobility for students with disabilities and learning difficulties: 6 outgoing students and 16 incoming ones, thanks to the international mobility programme Erasmus+ per Studio. Assessment survey of dedicated services to students with disabilities and learning disorders (a.y. 2018-19) The charts show the most requested services: 1. information meetings to plan the study path 2. support for administrative and educational procedures 3. adjustments request for entry tests or exams 4. walking/public transport accompanying (buddy service) 5. transport service with equipped vehicles 6. alternative Format Book Service 7. inclusion tutors (Student Services staff) 8. stenotype service and LIS interpreting 9. support to attend international mobility programmes 10. using of Inclusion Sector devices This survey is yearly requested by the Ministry of Education both to improve the quality of services (internal aim) and to provide funding for students with disabilities and learning disorders (external aim). List of the contact persons for Inclusion and Disability in each department Resources and supports for students with disability or learning disabilities | Università di Padova BenedettaZatti

[inclusionone.studenti@unipd.it](mailto:inclusionone.studenti@unipd.it)

#### Erasmus/Mobility:

Examples of evidence: Assessment survey of dedicated services to students with disabilities and learning disorders (a.y. 2018-19) The charts show the most requested services: 1. information meetings to plan the study path 2. support for administrative and educational procedures 3. adjustments request for entry tests or exams 4. walking/public transport accompanying (buddy service) 5. transport service with equipped vehicles 6. alternative Format Book Service 7. inclusion tutors (Student Services staff) 8. stenotype service and LIS interpreting 9. support to attend international mobility programmes 10. using of Inclusion Sector devices This survey is yearly requested by the Ministry of Education both to improve the quality of services (internal aim) and to provide funding for students with disabilities and learning disorders (external aim).

Erasmus Student Network Padova:

<https://padova.esn.it/>

We are a group of girls and guys, all volunteers, who want to help international and Erasmus students that are coming to study in Padova with settling in and having a great time! We support the internationalization of our University and all the Exchange Programs that are offered by working together with the University of Padova in welcoming international and Erasmus students. We do so by collaborating with the Department of International Relations Office and organizing the Welcome Day for students coming from abroad. A) Possibility of small integration grants when necessary (low income students and/or insufficient EC extra funds) B) Inclusion Sector for: - the request for EC extra funds for the international mobility of students with disabilities - supports offered by the university to students participating in mobility programs in other countries there is no updated Charter of Services, but the same services for students with disability are all provided in the University of Padua. International mobility | Università di Padova Sassa Service - Accommodation Form ESU in particular the description of the 10 student residences, the majority of which is equipped for students with disabilities: In 2014 a video about the services was realized: Special needs - disability service @ University of Padova this is not an updated version, but all the core services are the same.



### Transportation:

<https://www.unipd.it/en/inclusion-financial-benefits-and-accommodation>

A) Counseling and coaching The University of Padua is highly involved in promotional activities of inclusive good practices and dedicated services: • in local schools (not only to support teachers, but also to help disability students' families); B) • during the main exhibitions, such as Exposcuola, which high schools take part in; • during online events, such as Scegli con noi il tuo domani. STUDY WITH US The University of Padua presents itself to prospective students. Four days online events, to choose your course of study, deepen each detail and have a dialogue with lecturers, tutors, new graduates and practitioners. NOI SIAMO - WE BELONG University of Padova "ACCESSIBILITY" WORKING GROUP: the multidisciplinary working group was created to set suggestions and thoughts to consider the idea of accessibility in its different features, in order to pursue different paths and solutions even to increase inclusion in the University of Padua. Here are some considerations about which the group representatives agree: • the concept of accessibility refers to multifaceted processes involving several areas, all relevant and needing references in the University regulations, as well as reference guidelines and cultural, training, research and economic investments. • as far as distance learning is concerned, common guidelines are needed, even referring to those ones already existing in the European and international context, in order to define a general path to refer to manage accessible training activities in our University according to inclusion criteria, efficient cost-effectiveness and systems allowing interactions and exchanges in the whole University. • as far as accessibility is concerned, it's important to provide references for central and peripheral level, in order "to build" a new idea of accessibility in our University, by highlighting good habits, deficiencies and constant updating, in cooperation with scientific experts committee. In order to ensure the accessibility to the entry tests in our University, the Inclusion Sector within the Student Service Office promoted a program of meetings whose aim is to spread and improve the guidelines to create accessible entry test for all the students. In particular, four working teams have been settled: 1. Health Professions 2. Chemistry and Pharmaceutical Technologies 3. Primary Education Sciences and Education and Training Sciences 4. Movement Sciences Their purpose is an active co-operation in producing appropriated entry tests, considering each feature in order to make accessible questions for all applicants, no matter what their vulnerabilities are. The Inclusion Sector inside the Student Service Office is leading a joint partnership with the S. Polin Laboratory – University of Turin, Mathematics Department to create a "vademecum" to help readers supporting students with disabilities and/or learning disorders throughout tol@casa tests. The "vademecum" provides some general indications about successful reading aloud and a "glossary" to ease the reading of more complex questions that require specific and scientific knowledge. The "vademecum" aim is to provide a properly trained human reader (an academic tutor, a family member, a friend or a neighbour) as support to all requesting students, in order to take the tol@casa tests on equal terms.

<https://www.unipd.it/inclusione/accessibilita-prove-ammissione>

<https://www.scup.unipd.it/i-servizi/psychological-assistance/psychological-assistance-students>

Every year, 350 University tutors of all types are obligatorily trained in September before starting the academic year, led by lecturers and expert administrative staff. As part of the tutor training course, in order to consider inclusion policy and define the related role of students welcoming other students and supporting them in terms of learning, contacts with the teachers and help to receive information.

<https://www.unipd.it/tutorato-formativo>

<https://www.unipd.it/inclusione/formazione-tutor>

<https://www.unipd.it/commissioni-rettore>

Article 7 – Lecturers tutors Lecturers tutors are teachers and researchers that perform tutoring activities according to 240/2010 Law. Article 8 – Mentor tutors Technical and administrative staff can be involved in tutor activities. According to 170/2003 Law, able and deserving students (postgraduate, master's degree, PhD Schools) regularly enrolled while signing the contract can also perform tutor activities. Considered requirements are: -degree score -relationship between degree length/years taken to graduate -interview New graduates and students with active subjects in degree courses, where provided in the call. MENTORING: INCREASE SOCIAL SKILLS WITH SERVICE LEARNING with a view to preventing possible future discrimination at the University level, the Mentor Up project trains University students to become "mentors" of secondary and high school students (with and without disabilities) with the aim to foster their transition towards university. Network:

### Inclusion policy:

- art. 4 comma 4 Diritto allo studio, tutorato, orientamento, attività studentesche: The University guarantees integration services and educational right to students with disabilities, according to available resources and in collaboration with other public administrations, organisations and associations.
- art. 33 comma 3f Consiglio degli studenti: The attendance of students with disabilities in the Student Council is assured thanks to an elected representative by all the students with disabilities, according to specific regulation.
- art 3 comma 4 Avvisi di Ammissione: Students with disabilities or dyslexia can ask for personalised entry tests, both according to admission notice indications and the "reasonable accommodation" idea as well as the 2006 UN Convention on the Rights of Persons with Disabilities setted

- art.27 comma 8 Diritti dello studente: Students with disabilities or dyslexia can ask to take mandatory assessment tests according to the “reasonable accommodation” idea as well as the 2006 UN Convention on the Rights of Persons with Disabilities setted. (see the attached REGOLAMENTO CARRIERE STUDENTI) The 5<sup>th</sup> February 1992 n. 104 Law, better known as 104/92 Law, is a disability framework law, that’s to say the first all-inclusive text in Italy including every disability aspect, not only for people with disabilities, but also for family members living with them, in order to provide them a proper support (psychological, psychopedagogical, technical help). The 28<sup>th</sup> January 1999 n. 17 Law supplements and amends the 104/92 Law, introducing a lecturer, delegated by the rector, with coordinating, monitoring and supporting functions of all inclusive actions inside the University. the Ministry of Education applies a data collection whose purpose is to provide necessary funds to Universities for contributions to students with disability according to 17/1999 Law, corresponding to about two thirds of the total budget, whereas the University provides the remaining one third. (see the attached modello ALG)

<https://www.unipd.it/en/inclusion>

<https://www.unipd.it/inclusion/azioni-vantaggio-inclusion>

<https://www.unipd.it/en/protocols-awards>

<https://www.unipd.it/inclusion/interviste>

<https://www.unipd.it/counseling-and-support2017/e>

<https://www.unipd.it/en/inclusive-language>

<https://www.arqus-alliance.eu/>

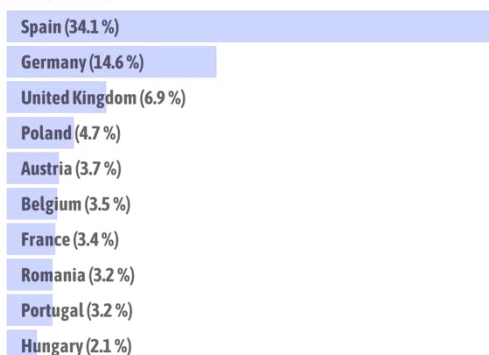
<https://www.arqus-alliance.eu/action-lines/widening-access-inclusion-diversity>

<https://www.unipd.it/en/about-arqus>

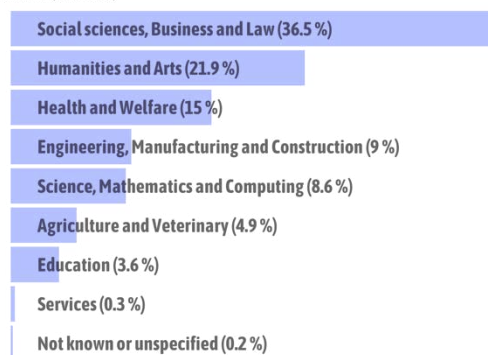
<https://www.unipd.it/en/arqus-news>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 3833)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 3833)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Information on students with disabilities enrolled**

The university includes the variable "disability" in its system of information on students enrolled at all levels of university studies

## **University life**



### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them

### **Mobility grants and support resources**

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



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Erasmus+ Programme  
of the European Union



**UNIVERSITÀ  
DEGLI STUDI  
DI TRIESTE**

# University of Trieste

Founded in 1924 | Students: 15450 | Teachers: 920

## General Resources

### Website:

<http://www.units.it>

### Disability information:

[disabili.dsa@units.it](mailto:disabili.dsa@units.it)

Elena Bortolotti

[ebortolotti@units.it](mailto:ebortolotti@units.it)

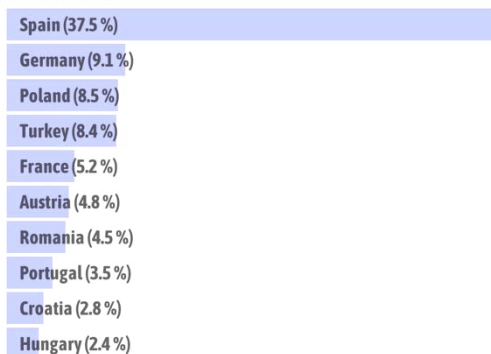
Supports offered by the university to students participating in mobility programs in other countries Special Needs:

[https://www2.units.it/internationalia/en/?file=special\\_needs.html](https://www2.units.it/internationalia/en/?file=special_needs.html)

## Mobility/Erasmus indicators

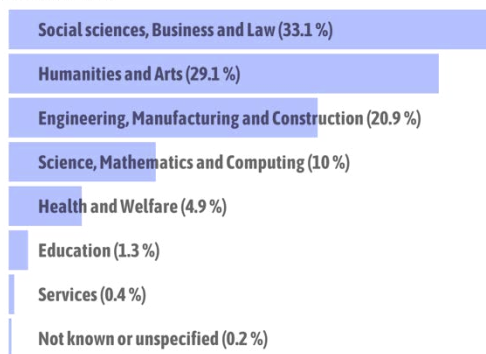
### % incoming Erasmus students by country (top 10)

2008 to 2014 (Total=1596)



### % incoming Erasmus students by subject

2008 to 2014 (Total=1596)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools



### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

## **University life**

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



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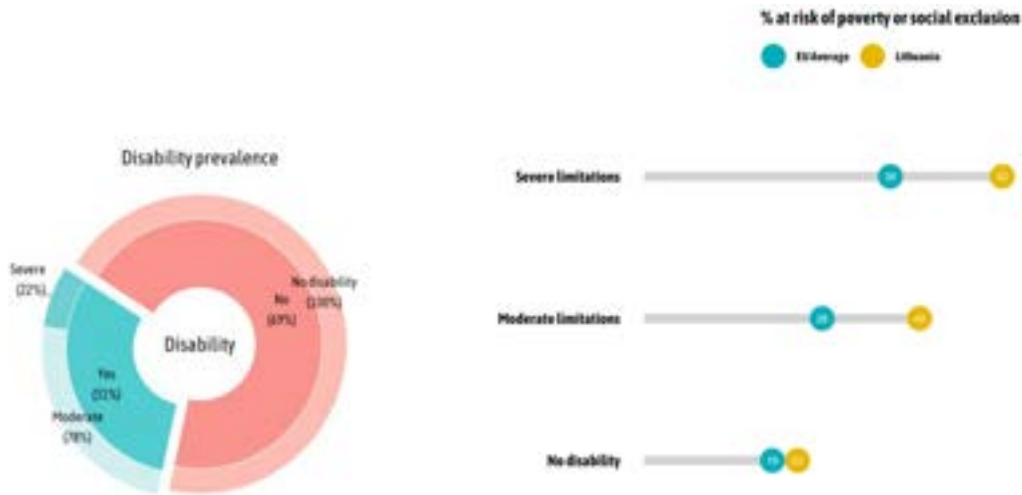


# Lithuania



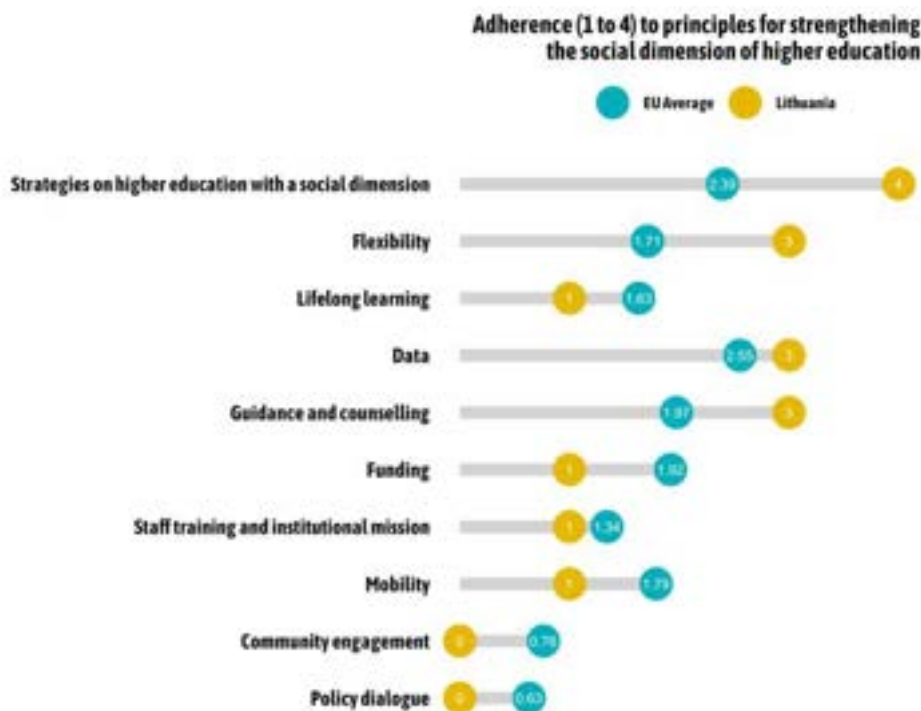
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

Students with disabilities have equal rights to attend higher education institutions. In the presence of other conditions of equal admission, students with special needs shall be admitted to colleges and universities on the 'basis of precedence' or priority. Higher education institutions may establish additional conditions and procedures for admission of students with special needs. Moreover, colleges and universities shall create conditions to people with special needs to enable them to acquire an education and a profession, keeping with their abilities (Law XI-1281 of 17 March 2011, Article 13). The purpose of higher education studies is to



assist a student with disability in the acquisition of a higher education qualification corresponding to a modern level of knowledge and technologies as well as in the preparation for an active professional, social and cultural life. Students can receive financial or technical support. Students with disabilities can get financial aid for studies - 520 litas/month (about EUR 150). Special assistants, for example, translators for deaf students or assisting for people with motor disorders are legitimate in colleges and universities. Universities can provide Sign Languages interpreters, but it is not common.

Pursuant to the recommendations of the Procedure for Provision of Financial Aids to Disabled Students at Higher Education Institutions, approved by the Government of the Republic of Lithuania, students with severe or moderate disabilities or with a capacity for work rated 45% or lower, and who study at non-university, first or second cycle or university integrated study programmes and have no debts and have no administrative sanctions imposed on them, may receive financial assistance (Resolution No. 117-5021 of the Government of the Republic of Lithuania of 29 August 2006 'On Procedures for Provision of Financial Aids to Disabled Students of Higher Education Institutions' (Official Gazette Valstybės žinios, 2006, No 93-3655).

In 2017, financial support was provided to 826 disabled students studying in 36 universities, of whom 752 were disabled students of public universities and 74 disabled students of private universities. Benefits were paid to 826 disabled students to meet their special needs, and to 377 disabled students for partial reimbursement of study expenses.

- Procedures for the Provision of Financial Aids to Disabled Students at Higher Education Institutions  
<https://tertiary-education.studentnews.eu/s/2328/57788-Tertiary-education/2908250-08-Lithuania-Financial-support-for-students.htm>
- Law amending the Law on Education of 17 March 2011 (No XI-1281)  
[http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc\\_e?p\\_id=407836&p\\_tr2=2](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_e?p_id=407836&p_tr2=2)
- Ministry of Social Security and Labour 2016-2017 Social Report  
[https://socmin.lrv.lt/uploads/socmin/documents/files/pdf/13545\\_social-report-2016-2017.pdf](https://socmin.lrv.lt/uploads/socmin/documents/files/pdf/13545_social-report-2016-2017.pdf)

## Accessibility

### Transport accessibility

Currently, the public transport system in Lithuania is not unified: each municipality has different possibilities and chances for changes. The municipalities are responsible for accessible public transport and the main tasks are revised in the City Strategic Plan. For example, in Vilnius (the capital of Lithuania, and the biggest city in the country) - the most positive changes in adapting public transport for disabled, but and problems more than in small cities. There are several most important achievements. First, the time of buses which are adapted to limited mobility persons are marked in the schedules in yellow. Second, there is special equipment in the buses which inform people about the present and the next bus stop (for people who have visual or hearing impairment). There are two types of help in Vilnius airport. First, disabled people, who come to Lithuania, are met by responsible person, who provide all necessary help and support: escort disabled people to State Border Guard Service post, assists with customs procedures (if it is necessary) as well as take the baggage. Moreover, the responsible person escorts disabled people to the car, taxi or bus stop (if disabled people want this). Second, disabled people, who leave Lithuania, is met by special person in call-out location, takes their baggage and takes care after all departure procedures: the registration of the passenger and baggage, movement in the airport as well as boarding to the aircraft. Rail Access Rules for the Movement of Disabled People (No. 1371/2007 of 23 October 2007) aims to ensure equality and non-discriminatory access for people with mobility and other disabilities - the age or any other reason - to travel by rail, with special attention to information that relates to rail services, with access to the trains and the amenities in them, reporting. Lithuanian Railways and Lithuanian Disability Forum (representing the interests of disabled people in Lithuania) participated in the development, coordination, and approval process of these rules. In Vilnius city there are low-floor trolleybuses (45 vehicles) and buses (204 vehicles) for passengers with reduced mobility. The vehicles are marked with special labels. There is special button to call driver. Drivers are trained to assist people with reduced mobility. They are ready to help get in or out the vehicle. They open special ramp. In the Internet and bus stops: routes and departure times highlighted with special signs are served by low-floor vehicles accessible for people with disabilities ([www.marsrutai.lt](http://www.marsrutai.lt)), but its inadequate for all special needs of disabled persons in Vilnius - better situation in the centre of the city only.

In each smaller town situation are different and it is related to people with disabilities activity individually and especially regional organisations of disabled, because the law is enough, but lack of political will sometimes.

- Basic information about accessible public transport in Lithuania <http://www.vilnius-tourism.lt/mediabank/Viesasis%20transportas.pdf>
- Types of help in Vilnius airport <http://www.vilnius-tourism.lt/topic.php?tid=252&sid=314&aid=2733&more=y> ; Rail Access Rules for the Movement of Disabled People: <http://www.vilnius-tourism.lt/mediabank/Gele%C5%BEinkeli%C5%B3%20prieigos%20taisykl%C4%97s.pdf>
- Vilnius public transport <http://www.vilnius-tourism.lt/en/turizmas/vilnius-jums/neigaliesiems/transportas/vilniaus-viesasis-transportas/>

## Built environment

Buildings are not required to be accessible to disabled people in the Law of Equal Treatment (IX-1826 of 18 November 2003). Detailed standards for the accessibility of buildings are provided in the Technical Building Regulation requirements (Art.2.03.01:2000 of 19 March 2002). These requirements include the accessibility of cities, towns and villages' environment; footpaths; parking lots and garages; public and commercial buildings; residential buildings; sanitary facilities; elements of areas and buildings. Moreover, the size of the manoeuvring area before the door is provided. If it is necessary, the municipalities can add more special means for improving accessible environment for disabled people.

The Department for the Affairs of Disabled at the Ministry of Social Security and Labour, Council for the Affairs of Disabled at the Ministry of Social Security and Labour are cooperating with NGO's - more and more talking about universal design.

Positive example of our practice... DisabledEnabled (<http://disabledenabled.eu/en/about/>) - a unique type of people with disabilities and their associated society social network, designed to help the disabled to avoid the troubles encountered in the journey due to available disabilities and to help draw attention of institutions which are responsible for social integration. The idea came from the natural need to plan your route. Partial restrictions on free movement (disabled in the wheel chair, blind, deaf-and-dumb, mental disability) originating for various reasons (injury, nature, disease) compel to think about the need for a tool that let you to get know about access to where you want to be (a foreign tour, a trip to famous places, museum, hotel, university, etc.). Such a tool will allow people to avoid further inconvenience and uncomfortable situations when you need to get to the right place, but this option simply was not provided.

Your city will be a place in the world with a unique and interactive system for the disabled spaces marked. For this example could follow cities all around the world, places, which planning to find a new client (theaters, cafes, famous tourist sites, ships, ferries, resorts ...).

- Technical Building Regulation Requirements <http://www.spec.lt/index.php?cid=774>
- LAW ON SOCIAL SERVICES (19 January 2006 No X-493) [http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc\\_l?p\\_id=277880](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=277880)
- DisabledEnabled <http://disabledenabled.eu/en/about/>

## ICT and Web

Innovations on ICT are very dynamic. We needful to understand that the most important step is growing of core (general) competences (knowledges of foreign languages and computer skills) of persons with disabilities for now. In national level we needful to adapt more technique and application software, especially for people with any visual impairment (for example, Jaws for Windows, Dolphin SuperNova, etc.), for working with synthesizer. We have our new national synthesizer GINTARAS for now, and need to improve it.

The Law on Integration of Disabled into Society (I-2044 of 18 October 2005) prohibits discrimination against disabled people in any social life sphere and guarantees access to social services, information and social benefits. This law is directly related with eAccessibility whereas government institutions have to provide accessible e-communication for disabled people. The act foresees that the Information Society Development Committee will be responsible for the adoption of an information environment that is suitable to disabled people. A follow-on standard issued by the Information Society Development Committee established the technical requirements for websites, based on WAI. This standard foresees advisory (non-mandatory) requirements for adapting private websites, however, there is no legislative obligation on private websites. Also, as regards state and local government, a law on information reception from state and local government provides a requirement that they adapt the information supply environment (web pages, databases) for disabled people.

- In 'The Social Report 2014-2014' (Vilnius, 2014) (<http://www.socmin.lt/download/8233/en-socialinis-pranesimas-2013-2014-interactive-09-15.pdf>) and in 'Lithuania: National Reform Programme 2014' (Vilnius, 2014, especially at the point 5.3.3. Digital Agenda for Europe, p. 60)



([http://ec.europa.eu/europe2020/pdf/csr2014/nrp2014\\_lithuania\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2014/nrp2014_lithuania_en.pdf)) we are preparing sufficient resources to implement the plans for few years.

- Law on Integration of Disabled into Society  
[http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc\\_l?p\\_id=233791](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=233791)
- MeAC country profile <http://www.eaccessibility-progress.eu/country-profiles/lithuania/websites/>  
Equipment and special software for people with disabilities: <http://www.biomedika.lt/new/en/>
- "The Social Report 2014-2014" (Vilnius, 2014) [http://www.socmin.lt/download/8233/en\\_socialinis\\_pranesimas\\_2013-2014\\_interactive-09-15.pdf](http://www.socmin.lt/download/8233/en_socialinis_pranesimas_2013-2014_interactive-09-15.pdf)
- "Lithuania: National Reform Programme 2014" (Vilnius, 2014, especially at the point 5.3.3. Digital Agenda for Europe, p. 60) [http://ec.europa.eu/europe2020/pdf/csr2014/nrp2014\\_lithuania\\_en.pdf](http://ec.europa.eu/europe2020/pdf/csr2014/nrp2014_lithuania_en.pdf)



# Vytautas Magnus University

Founded in 1922 | Students: 8210 | Teachers: 736

## General Resources

### Website:

<http://www.vdu.lt>

### Disability information:

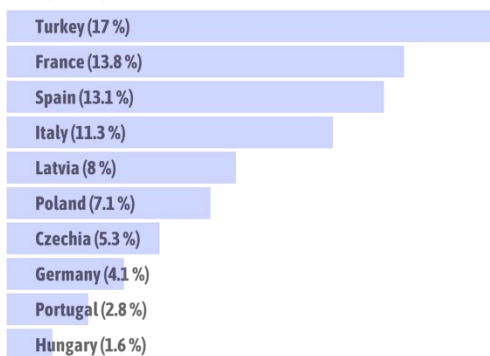
On 23 June 2021 Vytautas Magnus University approved the VMU Disability Policy "University of inclusive opportunities" document. The aim of this policy is to ensure a culture of equality and non-discrimination at the University by providing reasonable accommodations and by increasing accessibility of studies and/or work for persons with disabilities.

In the meantime, students with disabilities fill out a VMU students with individual needs (disabilities) Questionnaire - Consent indicating their special needs and giving their consent to upload the information they provide to the university's internal system. The data in the system can be seen by the university administration and Disability Affairs Chief coordinator Miglė Janušauskaitė

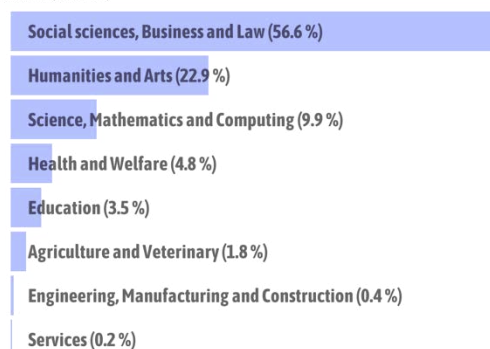
[disability@vdu.lt](mailto:disability@vdu.lt)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 564)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 564)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

#### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Information on students with disabilities enrolled**

The university includes the variable "disability" in its system of information on students enrolled at all levels of university studies

## **University life**

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework



### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them

### **Mobility grants and support resources**

The university offers mobility grants

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



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# Luxembourg



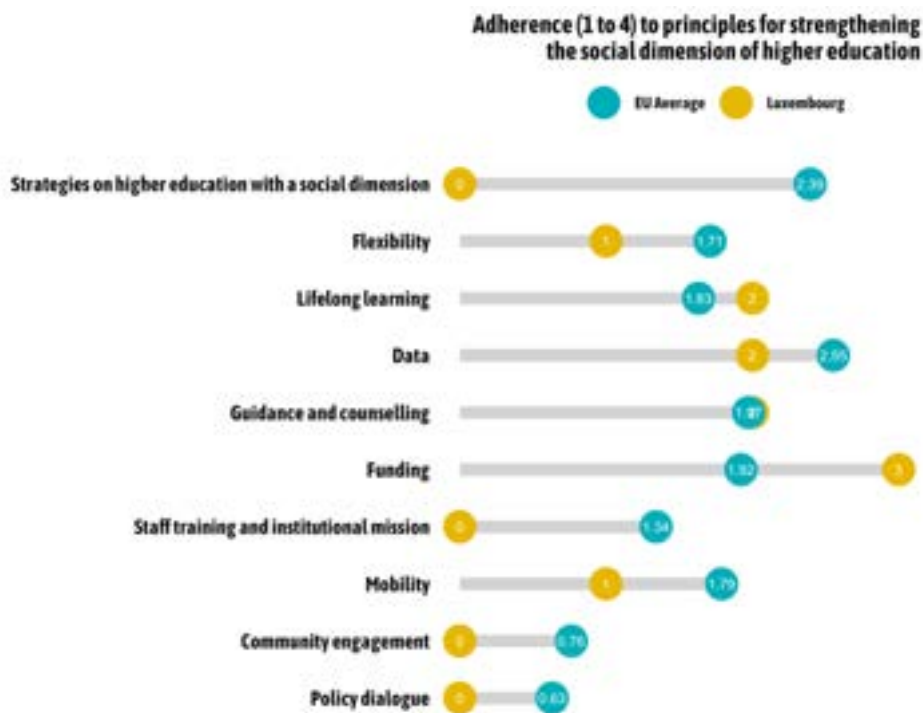
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

The first and only national higher institution – the University of Luxembourg was Founded in 2003. The mission statement of the University (2005) highlights the inclusion of students with special needs. For incoming students fully accessible apartments are offered by the student service (Service des Études et de la Vie Étudiante SEVE). The service for students with special needs is situated at campus Belval. Students with disabilities can benefit from individual reasonable accommodations. The Reasonable Accommodation



Act (Loi du 15 juillet 2011 pour l'accès aux qualifications scolaires et professionnelles des élèves à besoins éducatifs - aménagements, raisonnables) legally does not apply at the university level.

In 2017, the Act on Higher Education at Luxembourg University (projet de Loi ayant pour objet l'organisation de l'Université du Luxembourg, of 8 May 2017) was adopted.

The number of students with disabilities at Luxembourg University has risen continuously since 2005. In 2015 the new campus became operational. This campus was planned and designed under the national act on accessibility but there are some inconsistencies with universal design principles still to be resolved. The Act on Higher Education at Luxembourg University prohibits all discrimination against persons with disabilities (Art. 44,7: 'toute discrimination directe ou indirecte fondée sur ... le handicap...'). Article 11 of the Act on Higher Education at Luxembourg University requires the appointment of a person responsible for compensation for disadvantages and reasonable accommodations. Article 39 refers to students with special educational needs ('usager à besoins éducatifs particuliers') and defines them as 'users with a particular disability or incapacity whose repercussions impede a normal progression in higher education or prevent them from asserting the knowledge and skills acquired in the assessment tests by impairments and limitations that can be overcome by the reasonable accommodation'. However, this Act does not cover all higher education structures, but only applies to the University of Luxembourg. The Act on Higher Education at Luxembourg University entered into force in August 2018.

- University of Luxembourg (Loi du 12 août 2003)  
<http://eli.legilux.public.lu/eli/etat/leg/loi/2003/08/12/n17>
- University of Luxembourg (overview) [http://wwwfr.uni.lu/universite/documents\\_officiels](http://wwwfr.uni.lu/universite/documents_officiels)
- University of Luxembourg (new campus) [http://wwwfr.uni.lu/universite/belval\\_nous\\_voici](http://wwwfr.uni.lu/universite/belval_nous_voici)
- Act on Higher Education at Luxembourg University  
<http://legilux.public.lu/eli/etat/leg/loi/2018/06/27/a587/jo>

## Accessibility

### Transport accessibility

There are particular laws and regulations on public transport for disabled pupils (service de transport des enfants de l'éducation différenciée) and persons with mobility impairments (Services occasionnels spécifiques de transports de personnes, adaptés aux personnes à mobilité réduite). The accessibility of public buildings is defined in the Act on accessibility (loi du 29 mars 2001 portant sur l'accessibilité). Information about accessibility of all transport services in Luxembourg is available under the National Ministry of Sustainable Development and Infrastructures (Ministère du Développement durable et des Infrastructures) and a national information site on accessibility. There are many accessible and special services for travellers going by car (parking spaces for the disabled), bus and/or train, etc. Persons with a special certification © and an accompanying assistant do not need to pay for transportation. The main stations of the country and most of the buses are accessible. There are special offers for persons with disabilities e.g. NOVABUS (for wheelchair users), and a taxi bus for travelling in the Grand Duchy for people with reduced mobility. There is a countrywide special service of transportation for children with disabilities 'spezialisierter Transport - transport spécialisé'.

- Ministry of Sustainable Development and Infrastructures / Ministère du Développement durable et des Infrastructures <https://transports.public.lu/fr.html>
- National information on accessibility website EureWelcome  
<https://guichet.public.lu/de/entreprises/commerce/labels/label-qualite-tourisme/label-eure-welcome.html>
- Guide on Transport and Mobility (Infohandicap) <http://info-handicap.lu/index.php/fr-FR/documents/guide-du-handicap/516--135/file>

### Built environment

Accessibility of the built environment is covered by the national Accessibility Acts of 2001 and 2008 (Règlement Grand-Ducal sur l'accessibilité des lieux ouverts au public). The aim of this law is to guarantee access to all public buildings in Luxembourg. The stipulations of the Accessibility Acts are limited only to the construction of new buildings and substantial renovation of existing buildings so some problems with older buildings may persist as there are no laws concerning older buildings. The action plan to implementing the CRPD highlights the need to extend the accessibility act to all buildings. Technical standards on accessibility are defined in the National Guidelines on Accessibility (Guide des Normes).

- National Law Journal <http://www.legilux.public.lu/leg/a/archives/2008/0040/a040.pdf#page=2>

- National Guidelines on Accessibility (Guide des Normes) <http://sante.public.lu/fr/publications/g/guide-normes-accessibilite-environnement/index.html>

## ICT and Web

The Accessibility Act (2001) does not mention the question of Web accessibility and there are no legal directives in communication technology laws. The 'e-Luxembourg' project launched by the Luxembourg Government concerns e-accessibility and the accessibility of official governmental or municipal websites based on WAI-criteria. RENOW (Référentiel de normalisation web des sites gouvernementaux luxembourgeois – Guidelines on the creation of web sites for the Luxembourg Government) assists the Luxembourg Government in web design for all. Luxembourg signed the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who are Blind, Visually Impaired or Otherwise Print Disabled on 28 June 2013; ratification is still pending.

- E-accessibility assistance <http://www.eluxembourg.public.lu/>
- RENOW (Guidelines on the creation of web sites for the Luxembourg Government) <http://www.renow.public.lu/fr/index.html>
- Marrakesh Treaty [http://www.wipo.int/treaties/en/ShowResults.jsp?treaty\\_id=843](http://www.wipo.int/treaties/en/ShowResults.jsp?treaty_id=843)

## General Resources

**Website:**

<http://wwwfr.uni.lu/>

**Disability information:**

[https://wwwfr.uni.lu/umatter/students/student\\_support/disability\\_learning\\_support\\_inclusion](https://wwwfr.uni.lu/umatter/students/student_support/disability_learning_support_inclusion)

**Erasmus/Mobility:**

<https://wwwen.uni.lu/international/mobility>

**Transportation:**

<https://www.mobiliteit.lu/en/reduced-mobility/>

**Housing:**

<https://wwwen.uni.lu/students/accommodation>

**Students:**

[https://wwwen.uni.lu/students/student\\_participation/student\\_associations\\_clubs\\_and\\_partners](https://wwwen.uni.lu/students/student_participation/student_associations_clubs_and_partners)

**Welcoming:**

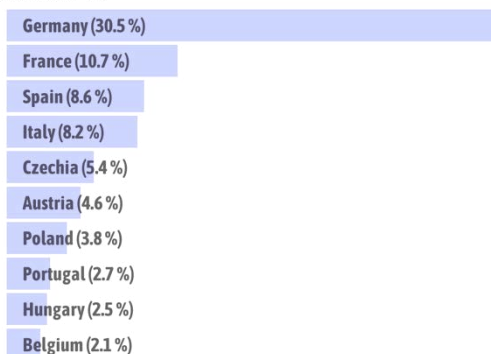
[https://wwwen.uni.lu/students/welcome\\_day](https://wwwen.uni.lu/students/welcome_day)

**Inclusion policy:**

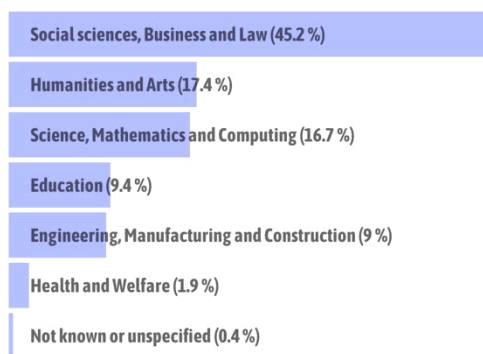
[https://wwwfr.uni.lu/umatter/students/student\\_support/disability\\_learning\\_support\\_inclusion](https://wwwfr.uni.lu/umatter/students/student_support/disability_learning_support_inclusion)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 478)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 478)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **In-class note takers**

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Adaptive software and assistive technology rental/loaning**



University provides adaptive software and assistive technology rental/loaning



**Personal assistant service**

University provides personal assistant service



**Study assistant service**

University provides study assistant service



# Malta





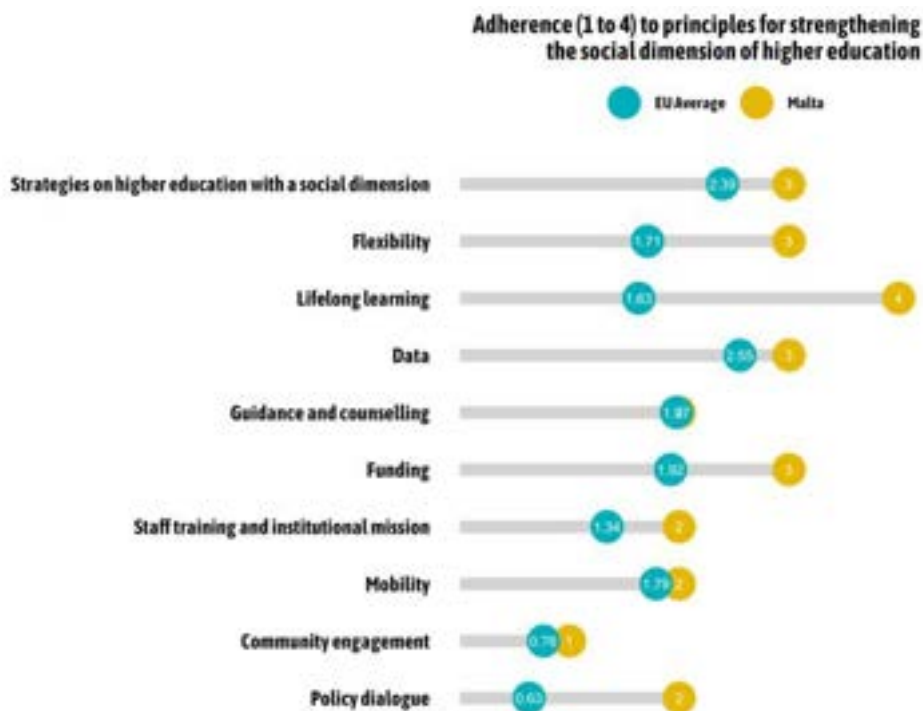
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

The University of Malta is the only university in Malta. Following the adoption of the Equal Opportunities Act, the university needed to undergo changes to offer disabled students equal treatment to other students. These included an increase in the quality of access to certain areas of campus and the establishment of an Access Disability Support Unit (ADSU). Changes in examination arrangements to cater for the requirements of disabled people when completing their exams to qualify to enter university were also issued. In addition, disabled people who wish to continue with their education and require funding may apply for financial

assistance through the Commission for the Rights of Persons with Disability PEKTUR program which offers financial assistance to disabled people wishing to continue their studies related to the field of disability.

- University of Malta Access Disability Support Unit <https://www.um.edu.mt/access>
- The University of Malta Access Arrangements <https://www.um.edu.mt/matsec/Access>
- Equal Opportunities (Persons with Disability) Act (Chapter 413)  
<http://www.justiceservices.gov.mt/downloaddocument.aspx?app=lom&itemid=8879>
- Commission for the Rights of Persons with Disabilities – PEKTUR <http://crpd.org.mt/pektur>

## Accessibility

### Transport accessibility

Public transport in Malta is provided by buses. Public transports are required to be accessible for all, in line with the Equal Opportunities (Persons with Disability) Act. In fact, a fleet of buses which are low floor and wheelchair accessible started operating in July 2011. Apart from providing physical access, the company contracted to manage the public transport has invested in a series of information campaigns and will provide information about the new routes by telephone, email or through their website. Moreover, drivers and staff working for the company have received in-house training and management has consulted the Commission for the Rights of Persons with Disability (CRPD) on the service. Public transport is at a reduced fare for all disabled people who are in the possession of a Tallinja Concession Card. The Concession Card is obtained by all holders of a Special ID Card (now the EU Disability Card) issued by the Commission for the Rights of Persons with Disability. The government also provides free transport service to and from state hospitals (by appointment).

Some new taxi companies are also providing wheelchair-accessible taxis. While this service may offer more choices to disabled people, the service is too costly to use for the daily travel needs of many disabled people. There are also several private companies offering wheelchair accessible vans. One of these companies has been contracted by the government to offer subsidised travel for disabled people to fulfil their travel requirements to access work or education. However, beyond office hours the service remains very costly. In addition, since demand exceeds supply, when it comes to the subsidised accessible transport service, there are long waiting lists of disabled people wishing to use the service.

A ferry service also operates between Malta and its sister island Gozo. The service is accessible, and the staff have received disability equality training organized by the Commission for the Rights of Persons with Disability. Disabled people can travel free of charge if they are in possession of a Special ID card issued by the Commission.

- Malta & Gozo Public Transport Reform <https://www.publictransport.com.mt/accessibility>
- Tal-Linja Concession Card <https://www.publictransport.com.mt/concession>
- Gozo Channel Company Limited website <http://www.gozochannel.com/>
- Equal Opportunities (Persons with Disability) Act (Chapter 413)  
<http://justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8879&l=1>

### Built environment

The Equal Opportunities (Persons with Disability) Act established that all public and private buildings that are for the use of the public have to be accessible to all. This also includes outdoor property, such as gardens and pavements. Planning applications for buildings open to the public that are submitted to the Malta Environment and Planning Authority are vetted by the Commission for the Rights of Persons with Disability to establish their conformity with the Accessibility for All in the Built Environment Standards (SM 3800:2015). Permits for buildings are dependent, among other things, on clearance from the Commission regarding accessibility. Developers can apply for exemptions for valid financial or technical reasons. These applications are assessed by the Commission.

- Equal Opportunities (Persons with Disability) Act (Chapter 413)  
<http://www.justiceservices.gov.mt/downloaddocument.aspx?app=lom&itemid=8879>
- Access for All Design Guidelines <https://crpd.org.mt/wp-content/uploads/2016/04/Access-for-all-2011.pdf>
- Accessibility for All in the Built Environment Standards (SM 3800:2015) - MCCA Page  
<https://mccaa.org.mt/Section/Content?contentId=1242>



- Accessibility For All in the Built Environment Standards - Text  
<https://parlament.mt/media/78993/05294.pdf>

## ICT and Web

In Malta, ICT solutions and websites in particular must conform to international ICT accessibility standards. Government websites and commercial websites are audited and certified by the Foundation for Information Technology Accessibility (FITA), which also assists service providers in ensuring that their ICT products are accessible to disabled persons in Malta and Gozo (Malta's sister island). FITA also provides consultancy services and training on the effective use and procurement of accessible ICT solutions, courses in the use of ICT for disabled people, especially the use of screen-reader software for people with visual impairments, and courses for people with intellectual disability. In 2012, FITA launched the Maltese Speech Engine which now provides increased accessibility for persons with visual impairment as they can also read computer-based texts in Maltese. Malta has not signed and/or ratified the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled.

- Foundation for Information Technology Accessibility <http://www.fitamalta.eu/>
- Marrakesh Treaty Contracting Parties  
[http://www.wipo.int/treaties/en/ShowResults.jsp?lang=en&treaty\\_id=843](http://www.wipo.int/treaties/en/ShowResults.jsp?lang=en&treaty_id=843)



# University of Malta

Founded in 1769 | Students: 10433 | Teachers: 1472

## General Resources

**Website:**

<http://www.um.edu.mt>

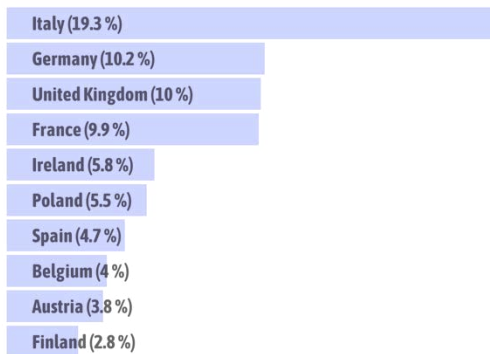
**Disability information:**

Marchita mangiafico

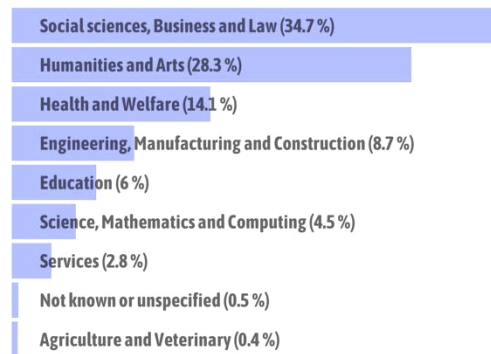
[marchita.mangiafico@um.edu](mailto:marchita.mangiafico@um.edu)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 2556)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 2556)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities



## **Information on students with disabilities enrolled**

The university includes the variable “disability” in its system of information on students enrolled at all levels of university studies

## **University life**

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them

### **Mobility grants and support resources**

The university offers mobility grants

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

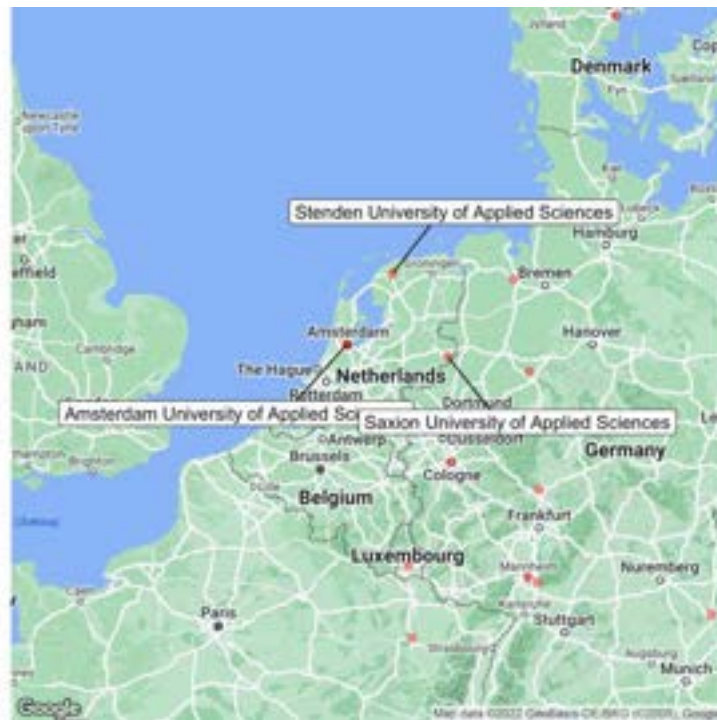
The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.



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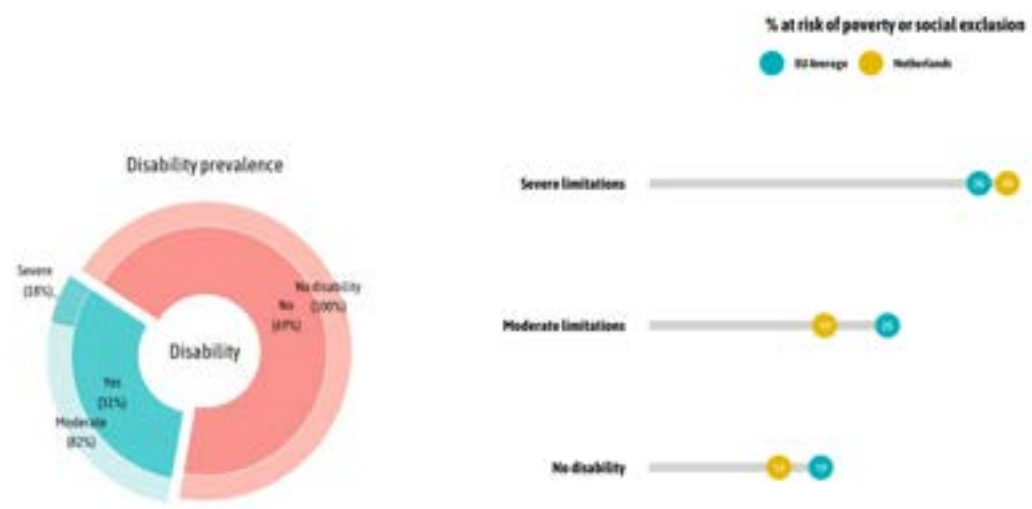


# Netherlands



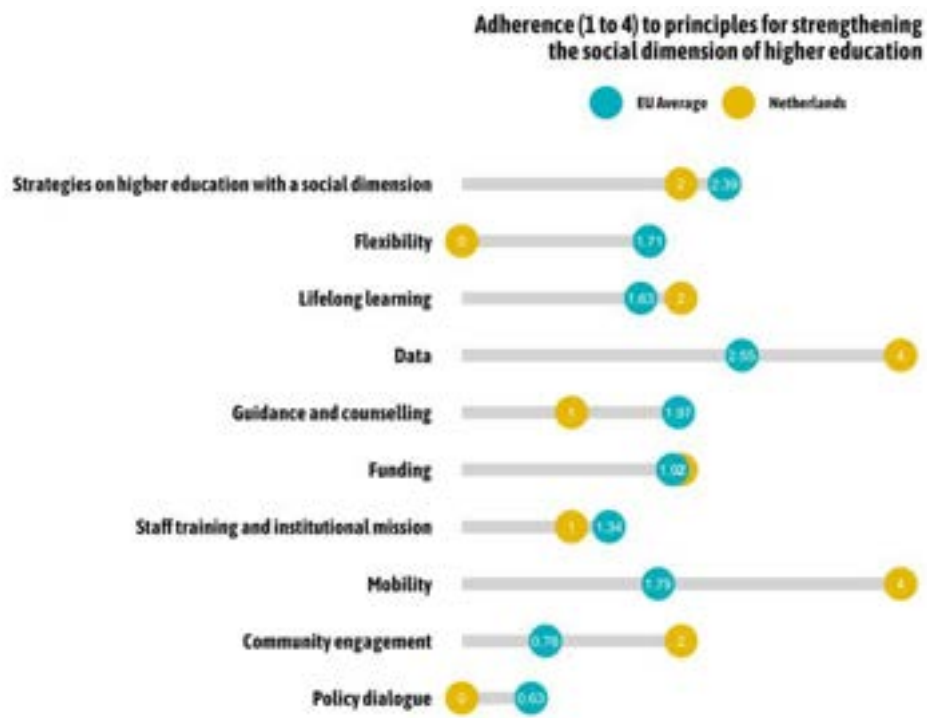
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

Applied Science Colleges (Hogescholen) and Universities may set their own academic entry criteria. Students with disabilities may not be refused on the sole basis of having a disability, but must meet academic requirements. The Act on Equal Treatment on Grounds of Disability or Chronic Illness is interpreted such that colleges and universities are required to admit students who can meet the academic requirements and for whom necessary adaptations are within reason and the means of the specific schools. The cost of providing reasonable accommodation is to be carried by colleges and universities out of their lump sums.



Complaints about admission or providing accommodation may be submitted to the Netherlands Institute for Human Rights. In response, the Institute will give a non-binding verdict.

Individual provisions for support in higher education are provided based on the Reintegration of Labour-disabled Act of 2005 (Wet Werk en Inkomen naar Arbeidsvermogen). These provisions may vary from adapted computers to special transport or compensation for extra costs for the student. Higher education institutions may agree with the inspectorate for education on any special arrangements such as extra time for exams. Students with disability have the right for an extra year of study grant.

- Act on Reintegration of Labour-disabled <https://wetten.overheid.nl/BWBR0019057/2019-01-01>
- Act on Equal Treatment on the Grounds of Disability or Chronic Illness (2003) <https://wetten.overheid.nl/BWBR0014915/2017-01-01>
- Advocacy organisation on students with disabilities in higher education <http://www.handicap-studie.nl/home.aspx>

## Accessibility

### Transport accessibility

Accessibility of public transport is a provision in the Act on Equal Treatment on the Grounds of Disability or Chronic Disease (2003) since 2012. Public transport providers are required to provide accessibility to trains, buses, trams and stations according to a specific time schedule laid down in the Code on Accessible Transport. The general rule is that new vehicles and newly built stations should be accessible. Vehicles already in use and existing stations should be gradually made accessible according to the time schedule (e.g. trams until 2020, trains until 2030). Providers who do not abide by the time schedule might face a complaint procedure before the Institute for Human Rights by affected individual passengers with disability. If a municipality is the actual provider of public transport, passengers cannot submit complaints to the Institute. Local, provincial or national government are legally exempted from any complaint procedures before the Institute for Human Rights based on the Act for Equal Treatment on the Ground of Disability or Chronic Disease (2003).

Accessibility does not mean full accessibility according to the Code Accessible Transport. Local and provincial governments (responsible for public transport) may decide to lessen ambition if costs of accessibility are higher than providing special transport to passengers with disabilities. The ambition of the Code is that most passengers can use accessible public transport on most used lines. For instance, 75 % of railway stations and trains should be accessible by 2030, in order to reach 90 % of railway passengers.

In 2018, 52 % of railway stations were made accessible. The national government has announced new targets for accessibility in light rail and bus transport as of 2019.

Taxis, small public transport buses (for a maximum of eight passengers) and tourist coaches are not considered public transport but private transport. Complaints about inaccessibility and discrimination regarding these private transport services should be considered as discrimination in goods and services provision. Delivery of goods and services falls since January 2017 under the scope of the Act on Equal Treatment on the Grounds of Disability or Chronic Disease. It is not clear what obligations exactly are required in order not to discriminate in delivering goods and services. In the Code on General Accessibility (Besluit algemene toegankelijkheid voor personen met een handicap of chronische ziekte) the legal duty to gradually provide general accessibility is being introduced.

The Dutch National Human Rights Institute criticised this Code because the terms 'gradually' and 'general accessibility' are not defined, and because there is neither a clear norm on accessibility nor a time schedule for its implementation. In reaction to this critique, the Government states in the Code on General Accessibility that the General Comment on Article 9 of the UN CRPD is to be used as 'guideline' and the action plans on accessibility are to be made by NGOs and DPOs per sector. The National Human Rights Institute noted in its implementation report CRPD that special transport for people with disabilities, meant for passengers who cannot use public transport, sometimes does not meet quality standards. The Institute also notes that municipalities sometimes refuse special transport to schools for children with disabilities.

- Code on Accessible Transport <https://zoek.officielebekendmakingen.nl/stb-2011-225.odt>
- Time Schedule on Accessibility of Public Transport <http://wetten.overheid.nl/BWBR0029974/2015-01-01#Hoofdstuk8>
- Code on General Accessibility (Besluit algemene toegankelijkheid voor personen met een handicap of chronische ziekte) <http://wetten.overheid.nl/BWBR0039653/2017-06-21>

- Letter by the Minister of transport on accessibility of public transport  
<https://zoek.officielebekendmakingen.nl/dossier/23645/kst-23645-669.html#ID-848317-d36e140>
- Report by the National Institute for Human Rights <https://publicaties.mensenrechten.nl/file/9cb28851-98a8-4d4b-bfdd-e67c3f3163fb.pdf>

## Built environment

The Building Code (Bouwbesluit 2012) governs usability (including accessibility) of new buildings open to the public, including schools. Regulations vary from ruling the height of ceilings (at least 2.6 metres) and the width of passageways (at least 1.2 metres). A specific demand is that buildings which are open to public with a total floor surface of over 400 square meters should have accessibility arranged for at least 40 % of that floor surface. The main entrance, and at least one toilet, in such buildings should be fully accessible. Bars and restaurants over 150 square meters should have a fully accessible toilet. Newly built public schools should be 100 % accessible for people with motor impairments. New buildings that are open to the public for general meetings, health care or shopping should have 80 % of public floor space accessible. Accessibility requirements for buildings that have to be renovated are at the level of accessibility requirements that existed at the original construction date.

The Building Code itself contains no sanction in case regulations are violated. A criminal law procedure is possible since 2006 when the anti-discrimination provision was added to the Criminal Code (Wetboek van Strafrecht). This Code criminalises discriminatory acts in the performance of one's job or one's enterprise. It will have to be proven that such discrimination was deliberately intended. No one has ever used this criminal law procedure in the Netherlands for this purpose.

A private organisation in the Netherlands Projectbureau Toegankelijkheid issues the International Accessibility Symbol ITS after an inspection on request. The criteria are set by the Bureau according to what is deemed realistic in Dutch circumstances, according to a spokesperson. Since 2005 nearly 300 buildings have obtained the ITS symbol after the inspection. According to the Bureau, regulations of the Building Code are not always well-respected.

The ratification of the CRPD by the Netherlands induced the Code on General Accessibility (Besluit algemene toegankelijkheid voor personen met een handicap of chronische ziekte) in which the legal duty to gradually provide general accessibility (including accessibility in buildings) is being introduced. The Netherlands Institute for Human Rights criticised this Code because the terms 'gradually' and 'general accessibility' are not clearly defined, and because neither clear norms on accessibility nor a time schedule for its implementation are indicated. In reaction to this critique the Government states in the Code on General Accessibility that the General Comment on Article 9 of the UN CRPD is to be used as 'guideline' and the action plans on accessibility are to be made by NGOs and DPOs per sector.

- Building Code 2012 <https://wetten.overheid.nl/BWBR0030461/2018-11-03>
- Dutch Bureau on (physical) Accessibility (PBT Consult) <http://www.toegankelijkheidssymbool.nl/>
- The Code on General Accessibility (Besluit algemene toegankelijkheid voor personen met een handicap of chronische ziekte) <http://wetten.overheid.nl/BWBR0039653/2017-06-21>

## ICT and Web

An accessible standard for the websites is published and monitored by the Private Foundation on Accessibility. The government strives to have all government websites to be accessible, but goals are not met as there are neither specific regulations nor sanctions. The National Regulation is being prepared on digital infrastructure by the government and the government agencies at all levels. The regulation on accessibility will be part of this regulation.

Providing information on the websites falls under the scope of the Act on Equal Treatment on the grounds of disability/chronic illness. Not providing reasonable accommodation in ICT and websites might be viewed as discrimination. The Netherlands Institute for Human Rights takes complaints on inaccessible apps and websites.

- Private Foundation on Accessibility <https://www.accessibility.nl/over-toegankelijkheid/wetgeving/>
- Act on Equal Treatment on the Grounds of Disability or Chronic Illness 2003  
<http://wetten.overheid.nl/BWBR0014915/2017-01-01>
- Government website on proposal for Regulation of digital information by the government and all government agencies <https://www.digitaleoverheid.nl/nieuws/uitgangspunten-wetgeving-gdi/>
- Judgment (2017-107) on discrimination through inaccessible app by a bank  
<https://www.mensenrechten.nl/publicaties/oordelen/2017-107>



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# Amsterdam University of Applied Sciences

Founded in 1993 | Students: 45722 | Teachers: 2565

## General Resources

### Website:

<http://www.hva.nl/>

### Disability information:

<https://www.amsterdamuas.com/practical-matters/general/auas/student-affairs/studying-with-a-disability/studying-with-a-disability.html>

[functiebeperking@hva.nl](mailto:functiebeperking@hva.nl)

### Erasmus/Mobility:

[www.amsterdamuas.com/exchange](http://www.amsterdamuas.com/exchange)

<https://www.amsterdamuas.com/education/exchange/contact-auas/contact-auas.html>

### Transportation:

<https://www.sagetraveling.com/amsterdam-wheelchair-accessible-travel-tips>

<https://wheelchairtravel.org/amsterdam/public-transportation/>

[https://www.amsterdamuas.com/practical-matters/general/auas/facility-services/building-accessibility/building-accessibility.html?\\_ga=2.10705844.183171371.1626251712-1469201694.1566557408](https://www.amsterdamuas.com/practical-matters/general/auas/facility-services/building-accessibility/building-accessibility.html?_ga=2.10705844.183171371.1626251712-1469201694.1566557408)

### Housing:

<https://www.amsterdamuas.com/housing>

### Students:

<https://www.amsterdamuas.com/education/open-days/study-associations-and-other-initiatives/study-associations-and-other-initiatives.html>

### Welcoming:

[www.amsterdamuas.com/arrivalday](http://www.amsterdamuas.com/arrivalday)

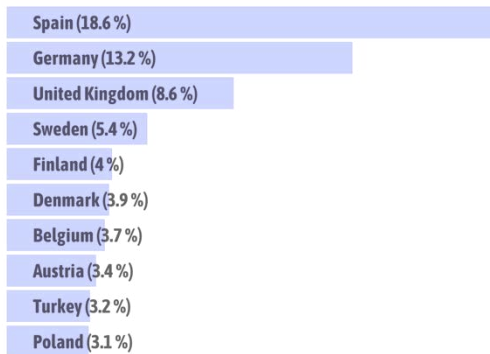
<https://www.amsterdamuas.com/introduction>

### Inclusion policy:

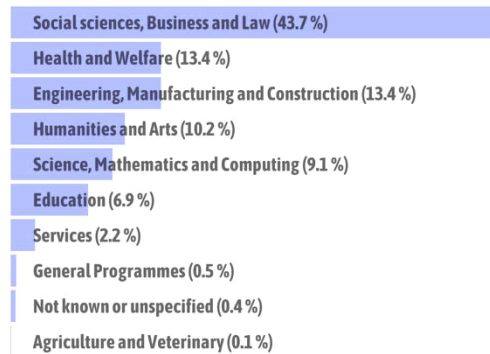
<https://www.amsterdamuas.com/practical-matters/general/auas/student-affairs/studying-with-a-disability/studying-with-a-disability.html>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 1793)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 1793)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **In-class note takers**

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Interpreter services**

University provides interpreter services for hearing impaired

 **Braille transcriptions**

University provides braille transcriptions for visually impaired

 **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

 **Personal assistant service**

University provides personal assistant service

 **Study assistant service**

University provides study assistant service



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# Saxion University of Applied Sciences

Founded in 1998 | Students: 25165 | Teachers: 1719

## General Resources

### Website:

<http://www.saxion.nl/>

### Disability information:

<https://www.saxion.edu/studying-in-the-netherlands/services/studying-with-special-needs>  
[diversityoffice@saxion.nl](mailto:diversityoffice@saxion.nl)

### Erasmus/Mobility:

<https://www.saxion.edu/about-saxion/our-organisation/exchange>  
Contact information: International Office: [internationaloffice@saxion.nl](mailto:internationaloffice@saxion.nl)

### Transportation:

<https://www.saxion.edu/about-saxion/contact-and-locations>

Saxion is in general fairly accessible for persons with a disability. Currently we are working with the target group to improve the accessibility between train stations and the saxion campus.

### Housing:

<https://www.saxion.edu/studying-in-the-netherlands/practical-matters/accommodation>  
Saxion accommodations are in general accessible for all persons with a disability.

### Students:

<https://www.saxion.edu/studying-in-the-netherlands/services>

### Welcoming:

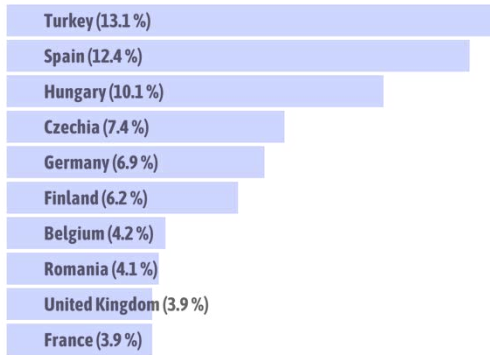
<https://www.saxion.edu/studying-in-the-netherlands/services>  
<https://www.saxion.edu/studying-in-the-netherlands/guide-for-international-students>

### Inclusion policy:

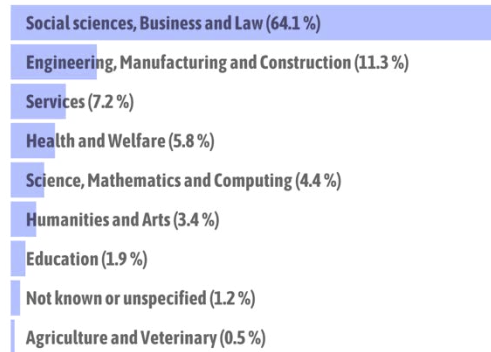
<https://www.saxion.edu/studying-in-the-netherlands/services/studying-with-special-needs>  
[diversityoffice@saxion.nl](mailto:diversityoffice@saxion.nl)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 566)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 566)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Braille transcriptions**

University provides braille transcriptions for visually impaired

### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

 **Study assistant service**

University provides study assistant service



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# Stenden University of Applied Sciences

Founded in 2008 | Students: 10716 | Teachers: 569

## General Resources

### Website:

<http://www.stenden.com/>

### Disability information:

<https://www.nhlstenden.com/en/practical-information/studying-with-a-disability>

### Erasmus/Mobility:

<https://www.nhlstenden.com/en/courses>

<https://www.nhlstenden.com/en/why-nhl-stenden/international-opportunities/exchange>

<https://www.nhlstenden.com/en/why-nhl-stenden/international-opportunities/exchange/application>

<https://www.nhlstenden.com/en/practical-information/tuition-fees-and-living-costs/financing-your-studies>

<https://www.nhlstenden.com/en/meet-us>

[io@nhlstenden.com](mailto:io@nhlstenden.com)

When registering for a course in the national system Studielink, further information on studying with a disability at NHL Stenden is provided

### Transportation:

<https://9292.nl/en>

for buses to the campus

<https://www.nhlstenden.com/en/contact>

<https://www.nhlstenden.com/en/locations>

### Housing:

<https://www.nhlstenden.com/en/practical-information/housing>

<https://studentstay.roomeo.com/>

There is no accommodation with assisted living options on campus

### Students:

<https://www.leeuwardenstudentcity.com/student-associations-in-leeuwarden/>

### Welcoming:

Mentor your future project for students mentoring other students Study coach in the programma European Student Network:

<https://accounts.esn.org/section/nl-leeu-esn>

Induction programme for incoming exchange students Student counsellors for extra support, email:

[studentinfo@nhlstenden.com](mailto:studentinfo@nhlstenden.com)

### Inclusion policy:

NHL Stenden has signed the United Nations declaration of intent for more inclusive education

<https://ecio.nl/tools/un-declaration-of-intent-for-more-inclusive-education/>

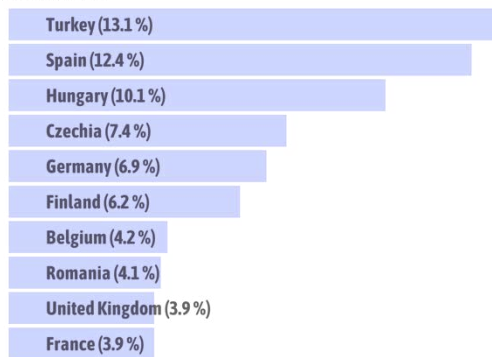
<https://www.ecio.nl/wp-content/uploads/sites/2/2019/11/Intentieverklaring-VN-verdrag-instellingen-hoger-onderwijs-2019.pdf>

(Dutch document)

## Mobility/Erasmus indicators

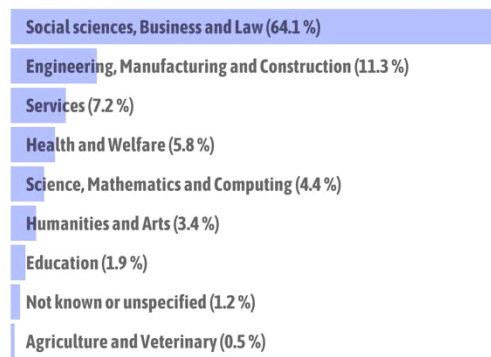
### % incoming Erasmus students by country (top 10)

2008 to 2014 (Total= 566)



### % incoming Erasmus students by subject

2008 to 2014 (Total= 566)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services



### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)



### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.



### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming



### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.



### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities



### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning



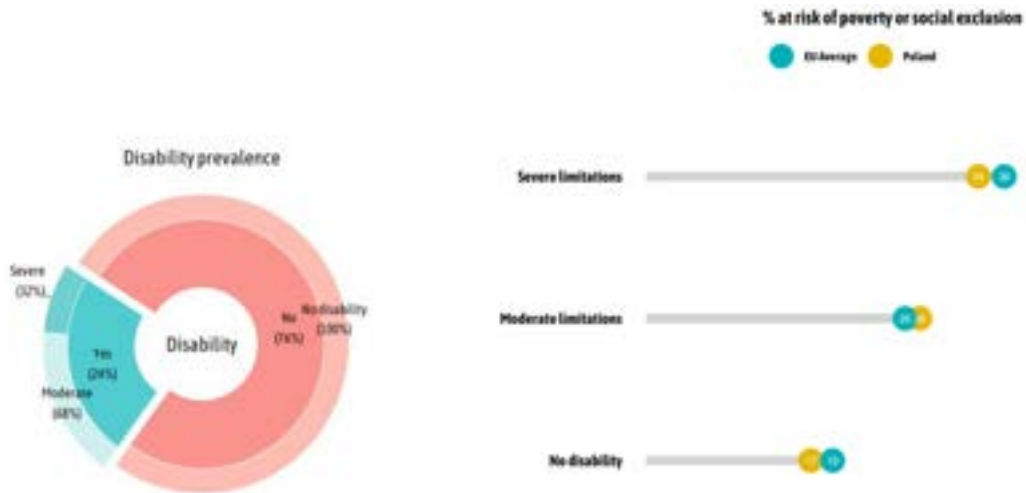
# Poland





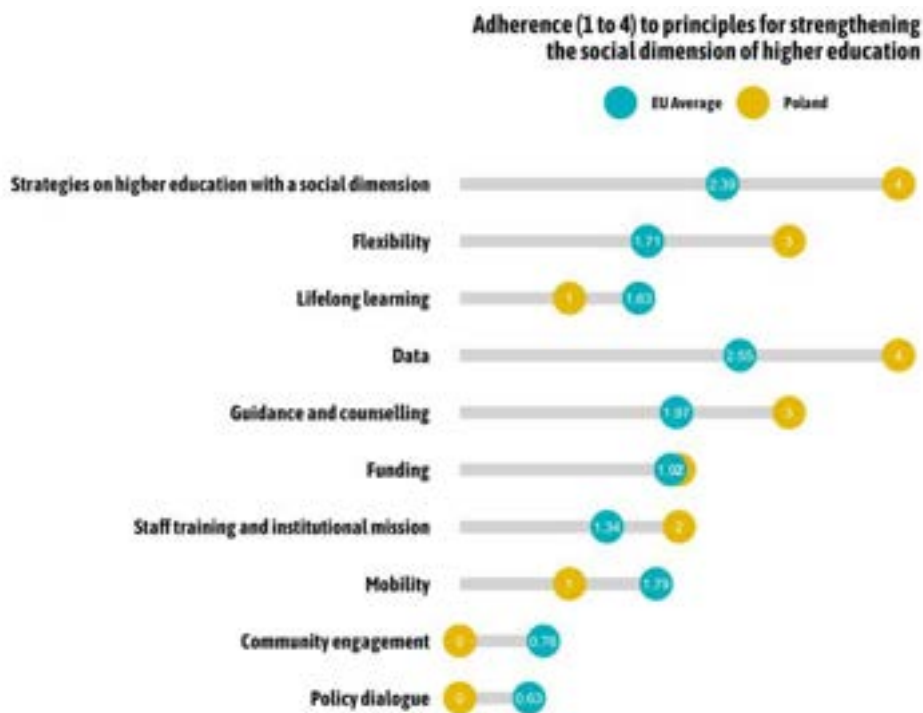
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

There is no anti-discrimination legislation covering disability, which applies specifically to higher education. The Act of 3 December 2010 on the Implementation of Certain Provisions of the European Union in the Field of Equal Treatment (Act on Equal Treatment) prohibits unequal treatment in access to higher education on grounds of race, ethnic origin or nationality (article 7) but not disability. Higher education is free of charge in public sector institutions for full-time day courses (a tuition fee is charged for part-time degree programmes). Since higher education institutions are autonomous, the legislation does not precisely

describe the content and scope of the support available to disabled students or university applicants. In 2018, the reform of higher education initiated. According to the Law on Higher Education (2018), one of the primary tasks of higher education institutions is creating conditions for persons with disabilities to participate fully in:

- (a) the process of admission to a higher education institution for the purpose of study,
- (b) education,
- (c) carrying out scientific activities;

Students with disabilities have the right to apply for financial support on the same basis as other students and additionally, are entitled to a special disability scholarship.

Every college or university may also implement their own disability policy, employ a disability plenipotentiary and establish an office for persons with disabilities but this is always an autonomous decision of the institution. Therefore, the scope and quality of the support varies from one institution to another.

With regards to statistical data it has to be noted that, although the percentage of persons with disabilities who completed higher education in Poland has been increasing slightly in recent years, and reached 8.9% in 2016, in general disabled persons have much lower levels of education than non-disabled. The number of registered students with disabilities in tertiary education increased from 9,247 in 2005 to 31,623 in 2012, a rise from 0.48 % of total student population to 1.88%. Since then, the proportion has a slightly decreasing tendency (1.8% in 2017), with the total number of students with disabilities in higher education reached at 25,074 in 2016/2017, and 23,828 in 2017/2018.

- Law on Higher Education of 30 August 2018 <https://www.uw.edu.pl/wp-content/uploads/2018/09/ustawa.pdf>
- The Commissioner for Human Rights report on higher education and persons with disabilities [https://www.rpo.gov.pl/sites/default/files/BIULETYN\\_RZECZNIKA\\_PRAW\\_OBYWATELSKICH\\_2015\\_nr\\_5.pdf](https://www.rpo.gov.pl/sites/default/files/BIULETYN_RZECZNIKA_PRAW_OBYWATELSKICH_2015_nr_5.pdf)
- Central Statistical Office report on higher education (2017) <https://stat.gov.pl/obszary-tematyczne/edukacja/edukacja/szkoly-wyzsze-i-ich-finanse-w-2017-roku,2,14.html>

## Accessibility

### Transport accessibility

The Charter of Rights of Persons with Disabilities (1997) acknowledges that people with disabilities have the right to live in an environment free of functional barriers, including to the use of public transport. The Charter, however, was approved in the form of a resolution, so it is not binding, but rather represents the will of the Parliament. Legislation adopted after 1 August 1997 cannot contradict the terms of the Charter. The Charter also imposes an obligation on the Polish Government to provide information concerning implementation of the rights of persons with disabilities. According to the Act of 15 November 1984 (Transportation Law), transport providers are obliged to ensure passengers' safety and comfort and other due services, as well as to take measures that will make the use of transportation easier, including for people with limited mobility and people with disabilities. The Act explicitly addresses the accessibility of vehicles, check-in desks, platforms and stops. Moreover, according to the regulation of the Minister of Transport and Building of 13 January 2006 timetables should specify the modes of transport that are accessible to people with disabilities and information related to concessionary fares. Issued in 2016 the Regulation of the Minister of Infrastructure and Construction amending the Regulation on the technical conditions of vehicles and the scope of their necessary equipment (Journal of Laws No. 858, item 858) sets out the requirements for city buses with regard to technical devices facilitating access for passengers with reduced mobility. Improving transport accessibility for people with disabilities is one of the goals of the Polish Transport Development Strategy that runs until 2020, as well as Responsible Development Strategy.

According to the Central Statistical Office data, the share of adjusted buses in the total amount of buses increased from 84% in 2016 to 84.4% in 2017.

The total number of trams adjusted to carrying persons with disabilities increased by 3.6% (its share in the total number of trams increased from 29.7% in 2016 to 32.1% in 2017). There are 400 accessible railway stations, however, the passengers need to inform the company 48 before their travel in case of a need of support. Moreover, the Supreme Audit Office control report revealed that 'powiat' cities (second-level units of local government and administration in Poland) do not guarantee equal transport opportunities for persons with disabilities: only three out of ten cities offered 100% of vehicles being accessible, in other cities it was between 47-97%, yet accessible tram transport, for instance, in Bydgoszcz, was offered only in 4% of

routes. The report also addresses the insufficiency of accessible information as well as information on the accessibility of transport.

- Transportation Law (Act of 15 November 1984)  
<http://isap.sejm.gov.pl/DetailsServlet?id=WDU19840530272>
- The Charter of Rights of Persons with Disabilities  
<http://isap.sejm.gov.pl/DetailsServlet?id=WMP19970500475>
- Annual information on the implementation of the Charter  
<http://niepelnosprawni.gov.pl/p,121,informacje-o-realizacji-karty-praw-osob-niepelnosprawnych>
- Central Statistical Office (2017 transport activity results)  
[https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/5511/9/17/1/transport\\_wyniki\\_dzialalnosci\\_w\\_2017.pdf](https://stat.gov.pl/files/gfx/portalinformacyjny/pl/defaultaktualnosci/5511/9/17/1/transport_wyniki_dzialalnosci_w_2017.pdf)
- Supreme Audit Office publication on transport accessibility (2016)  
<https://www.nik.gov.pl/aktualnosci/nik-o-dostepnosci-komunikacji-miejskiej-dla-osob-niepelnosprawnych.html>

Responsible Development Strategy <https://www.gov.pl/web/inwestycje-rozwoj/informacje-o-strategii-narzecz-odpowiedzialnego-rozwoju>

- 2016 Regulation of the Minister of Infrastructure and Construction amending the Regulation on the technical conditions of vehicles  
<http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20160000858/O/D20160858.pdf>

## Built environment

The 1997 Charter of Rights of Persons with Disabilities acknowledges that people with disabilities have the right to live in an environment free of functional barriers, including access to public offices, polling stations and public utilities. The Charter was approved in the form of a resolution, so it is not binding, but represents the will of the Parliament. Legislation adopted after 1 August 1997 cannot contradict the terms of the Charter. The Charter imposes an obligation on the Polish Government to provide information concerning the implementation of the rights of persons with disabilities. The 1994 Law on Construction introduced from 1 January 1995 the obligation to consider the needs of persons with disabilities in new construction projects and when modernising existing buildings, other public buildings and multi-family dwellings. All such buildings should be accessible for people with disabilities, including people using wheelchairs. More detailed requirements are set out in the Ministry of Infrastructure Regulation of 12 April 2002 on technical standards. In accordance with the Regulation of 25 June 2002 of the Minister of Labour and Social Policy on determining county tasks that can be financed from the resources of the State Fund for Rehabilitation of Disabled Persons, resources are to be used for the elimination of architectural barriers in and outside the home to help people with disabilities perform daily activities. Architectural barrier removal may be granted to a person with mobility difficulties. Reimbursement is made by the county government (the person concerned has to submit a written request to the County Family Assistive Centre, CFAC). Up to 80% of the costs may be reimbursed but no more than fifteen times the average monthly remuneration. Every CFAC provides a detailed catalogue of equipment, materials, and works that can be reimbursed. In 2015 the Ministry of Infrastructure and Development published on technical conditions to be met by buildings and their location specifying accessibility criteria. Moreover, the Standards for designing buildings were published that embrace the concept of 'universal design'. In 2018, the amended draft bill on accessibility was elaborated, which is currently under public consultations.

Importantly, in 2018 a new programme 'Accessibility Plus' (Dostępność Plus) was announced and is entered into the phase of implementation. According to its targets, approximately 1,000 public facilities will be made accessible to disabled persons, including schools (100), nurseries (100), universities (100), and healthcare centres. The programme also aims at ensuring digital accessibility of public institutions' webpages and modernisation of public transportation.

Yet, according to the research conducted by the Supreme Audit Office, none of controlled 94 public buildings was 100% barrier-free, and 34% of controlled documents did not mention accessibility for disabled persons. Moreover, 63% of controlled municipalities (or 'gminas', in Polish) did not ensure social consultations on accessibility.

- Act of 7 July 1994 – the Law on Construction  
<http://prawo.sejm.gov.pl/isap.nsf/DocDetails.xsp?id=WDU19940890414>
- The Ministry of Infrastructure Regulation on Technical Conditions  
<http://isap.sejm.gov.pl/DetailsServlet?id=WDU20020750690>

- Annual information on implementation of the Charter of Rights of Persons with Disabilities  
<http://niepelnosprawni.gov.pl/p,121,informacje-o-realizacji-karty-praw-osob-niepelnosprawnych>
- The Minister of Labour and Social Policy Regulation determining county tasks that can be financed from the resources of the State Fund for Rehabilitation of Disabled Persons  
<http://isap.sejm.gov.pl/DetailsServlet?id=WDU20020960861>
- Communication from the Ministry of Infrastructure and Development of 17 July 2015 on the publication the Regulation of the Minister of Infrastructure on technical conditions to be met by buildings and their location  
<http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20150001422/O/D20151422.pdf>
- Standards on buildings design <https://budowlaneabc.gov.pl/standardy-projektowania-budynkow-dla-osob-niepelnosprawnych/>
- Accessibility Plus programme <https://www.funduszeuropejskie.gov.pl/strony/o-funduszach/fundusze-europejskie-bez-barier/dostepnosc-plus/>
- Draft Act on Accessibility  
<https://legislacja.rcl.gov.pl/docs//2/12319302/12557644/12557645/dokument372988.pdf>
- Supreme Audit Office publication on accessibility of public spaces  
<https://www.nik.gov.pl/plik/id,18229,vp,20827.pdf>

## ICT and Web

According to the Act of 6 September 2001 on access to public information, every person shall have the right to access public information. However, persons with disabilities are not specifically mentioned in this legislation. In 2010, on the basis of the amendments to the Act of 17 February 2005 on the application of information technology in public sector, minimum requirements for ICT systems have been extended, taking into consideration access to information for persons with disabilities. Persons with disabilities have been also included in the 125 projects undertaken in the framework of the Operational Programme Innovative Economy 2007-2013– 8.3 Counteracting Digital Exclusion – e-Inclusion. The Marrakesh Treaty was signed by Poland in 2014.

In 2018 the Act on Accessibility was drafted that aims at reaching accessibility of government and self-government administration websites by 2020. The bill introduces common standards, alternative access to information requirement, priorities of accessibility (information that has legal consequences must be accessible), a feedback mechanism (a citizen can inform on the inaccessibility of document) as well as financial penalties for the lack of accessibility. The first step of its implementation is the declaration of accessibility. The act was drafted to comply with the EU web accessibility directive, and underwent social consultations, during which the organisations participating in the annual Disabled Persons Congress issued their comments highlighting that the act focuses mostly on certain types of disabilities, not addressing sufficiently persons with intellectual disabilities. The authors pointed out that the Act is lacking clear definitions of 'easy read' and 'AAC', as well as a quota of disabled men and women in the Accessibility Council. The increased efforts on web accessibility are crucial, as according to the research conducted in 2013 by the Commissioner for Human Rights, as much as 70% of public institutions web pages was difficult to access.

- Tasks undertaken in 2010 to implement the 1997 Charter of Rights of Persons with Disability  
[http://orka.sejm.gov.pl/Druki6ka.nsf/0/90DE856A6080F5ECC12579200029505F/\\$file/4696.pdf](http://orka.sejm.gov.pl/Druki6ka.nsf/0/90DE856A6080F5ECC12579200029505F/$file/4696.pdf)
- Operational Programme Innovative Economy 2007-2013 – List of Beneficiaries  
[http://www.poig.gov.pl/Strony/lista\\_beneficjentow\\_POIG.aspx](http://www.poig.gov.pl/Strony/lista_beneficjentow_POIG.aspx)
- Central Statistical Office (ICT in 2010)  
[https://stat.gov.pl/cps/rde/xbcr/gus/nts\\_spolecz\\_inform\\_w\\_polsce\\_2006-2010.pdf](https://stat.gov.pl/cps/rde/xbcr/gus/nts_spolecz_inform_w_polsce_2006-2010.pdf)
- Act on access to public information  
<http://prawo.sejm.gov.pl/isap.nsf/download.xsp/WDU20011121198/U/D20011198Lj.pdf>
- Draft Act on Accessibility <https://bip.kprm.gov.pl/kpr/form/r8646930822047,Projekt-ustawy-o-dostepnosci.html>
- Disabled Persons Congress comments to the Draft Act on Accessibility <http://konwencja.org/uwagi-do-projektu-ustawy-o-dostepnosci-zamieszczonego-na-stronie-rzadowego-centrum-legislacji-w-dn-20-grudnia-2018-r/>
- Report on public institutions web accessibility (2013)  
<https://www.rpo.gov.pl/sites/default/files/Biuletyn%20Rzecznika%20Praw%20Obywatelskich%202013%2C%20Nr%209%20%20C5%B9r%20C3%B3d%20C5%82a.pdf>



# Lublin University of Technology

Founded in 1953 | Students: 7677 | Teachers: 585

## General Resources

### Website:

<http://www.pollub.pl>

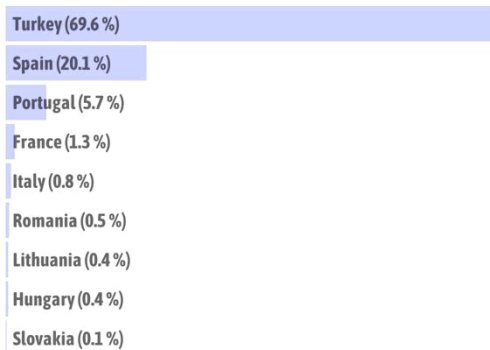
### Disability information:

MonikaMajewska

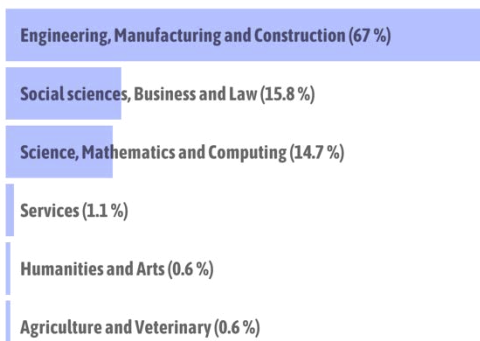
[m.majewska@pollub.pl](mailto:m.majewska@pollub.pl)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 783)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 783)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**



The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

## **University life**

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Teaching and research staff with disabilities**

The university has reserved quotas for the access of persons with disabilities to teaching and/or researcher positions. The university offers support measures for teaching and research staff with disabilities

### **Mobility grants and support resources**

The university offers mobility grants

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.



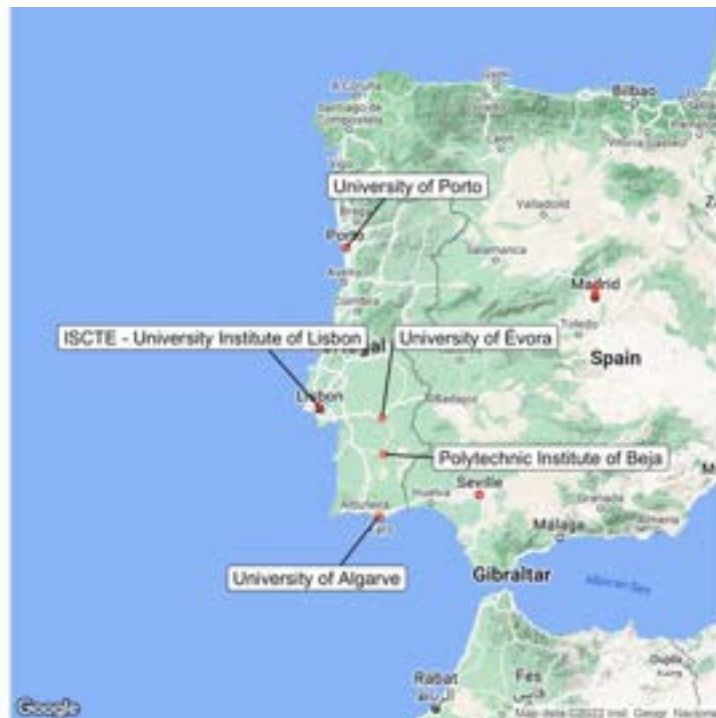
Co-funded by the  
Erasmus+ Programme  
of the European Union

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



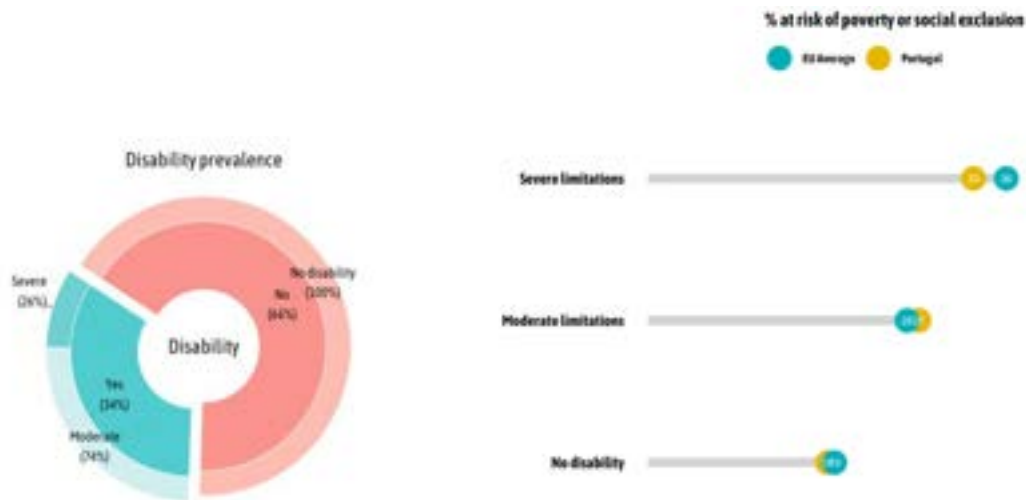
# Portugal





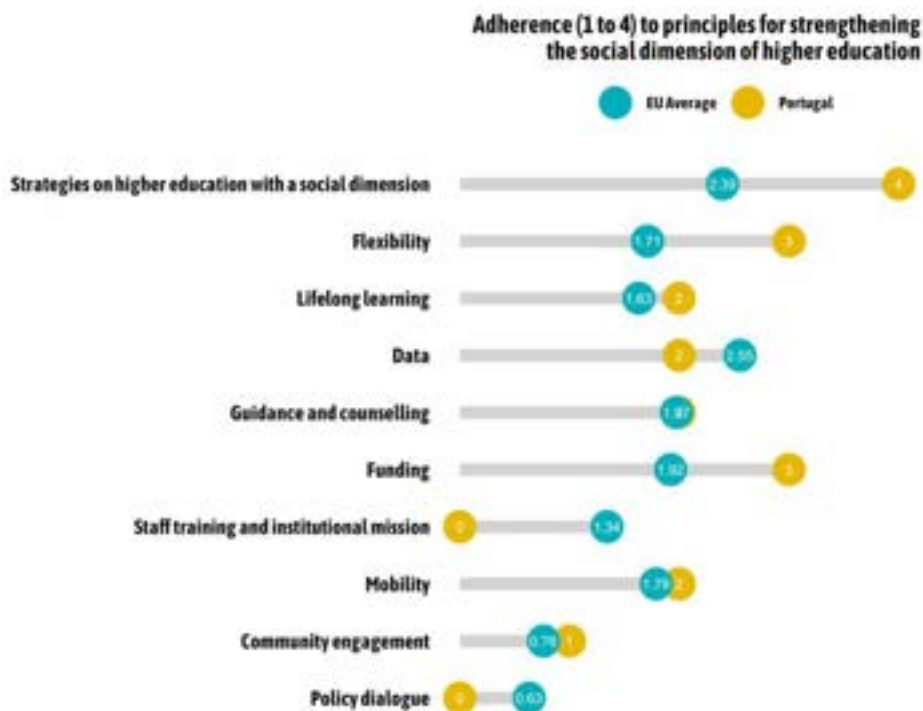
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

Other than the Anti-discrimination Law (Law 46/2006 of 28 August), which prohibits discrimination in all areas of social life, including education, Portuguese universities are not subject to any legislation imposing duties in relation to students with disabilities. Nevertheless, the legislation that regulates the national application process to higher education has established 2% access quota for students with physical and sensorial disabilities (Ordinance 197-B/2015 of 3 July 2015). According to Decree-Law 65/2018 (Art 40.º-E, n.º 4), this access quota increased up to 4% in the first round of the national entrance examination, and will

remain 2% in the second round of the national entrance examination starting in the academic year 2018/19. In order to benefit from this quota, disabled students must fulfil all the requirements of a regular applicant. In addition, they are required to fill out a special form and submit detailed medical evidence (including the medical certificate) about their impairments to prove their disability.

The Law on Higher Education Funding (Law 37/2003 of 22 August) in Article 20, para 4, states that universities should consider 'providing specific supports for students with disabilities'. However, this support varies at each institution. Accordingly, some universities develop guidelines for faculty and staff, set up Disabled Student Support Offices and provide accessible materials and equipment. In contrast, other universities have no support available to disabled students. The General Directorate of Education and Sciences Statistics (DGEEC) conducted a survey on students with disabilities in higher education in 2017/2018, according to which only approximately half of the higher education institutions have established disability support services.

In 2017 the government created a Working Group on Special Needs in Science, Technology and Higher Education (GT-NECTES) including civil society organisations to gather ideas and recommendations regarding support to students with disabilities in higher education and research. This group published a final report in November 2017 with numerous practical recommendations on how to make science and higher education more inclusive and accessible to students with disabilities, but the large majority of those recommendations have not been taken up by the government. Another group – GDAETES (Grupo de Trabalho para o Apoio a Estudantes com Deficiência no Ensino Superior) promotes support services at higher education institutions to students with disabilities since 2004 and also published numerous reports on the situation of students with disabilities in higher education. Since the academic year 2017/2018, the Government has introduced a stipend paid to new students with an incapacity level equal to or over 60% who attend Polytechnic Institutes or pursue a Bachelor, Master or PhD degree at a public HEI to cover their university fees (Order 8584/2017 of 29 September). In addition, the website 'Balcão IncluíES' launched by the Ministry of Education provides information regarding supports available to students with disabilities and promotes best practices of higher education institutions.

- Information on Access Quota to Higher Education for students with disabilities  
<http://www.dges.gov.pt/pt/pagina/contingente-especial-para-candidatos-com-deficiencia>
- Anti-Discrimination Law (Law 46/2006 of 28 August)  
[http://www.inr.pt/bibliopac/diplomas/lei\\_46\\_2006.htm](http://www.inr.pt/bibliopac/diplomas/lei_46_2006.htm)
- The Law on Higher Education Funding (Law 37/2003 of 22 August)  
[http://www.ipl.pt/sites/default/files/ficheiros/servicos/Lei\\_37\\_2003\\_22\\_Agosto.pdf](http://www.ipl.pt/sites/default/files/ficheiros/servicos/Lei_37_2003_22_Agosto.pdf)
- Information on support provided by higher education institutions (HEIs) to disabled students in Portugal <http://www.gtaedes.pt/recursos/>
- Information on students with disabilities studying at HEIs (GDAETES) <http://www.gtaedes.pt/>
- DGEEC survey on students with disabilities in higher education (2017/2018)  
<http://www.dgeec.mec.pt/np4/938.html>
- Ordinance 197-B/2015 of 3 July <https://dre.pt/web/guest/pesquisa/-/search/69721169/details/normal?!=1>
- Decree-Law 65/2018 of 16 August <https://dre.pt/web/guest/pesquisa/-/search/116068879/details/maximized?res=en>
- Order 8584/2017 of 29 September <https://dre.pt/pesquisa/-/search/108231538/details/normal?!=1>
- 'Balcão IncluíES' <https://www.dges.gov.pt/pt/inclui>
- GT-NECTES (Final Report November 2017) <https://www.portugal.gov.pt/download-ficheiros/ficheiro.aspx?v=50f006ee-9f56-4348-8675-60d2e536544f>

## Accessibility

### Transport accessibility

Denying and limiting access to public transportation is expressly prohibited by the Anti-discrimination Law (Law 46/2006 of 28 August 2006). Decree-Law 58/2004 of 19 March 2004 defines the accessibility standards for newly acquired public buses (transposition of the European Parliament and Council Directive 2001/85/EC). New trains must ensure the accessibility standards defined in the COST 335 norms (COST 335 - Passengers' accessibility of heavy rail systems, final report, November 1999). In addition, Decree-Law 252/98 of 11 August provides for the licensing of accessible taxis. The Accessibility Law (Decree-Law



163/2006 of 8 August 2006) further requires that railway stations, subway stations, bus central stations and bus stops, ferry piers, airports, petrol stations and service areas in motorways are accessible to disabled persons. Deadlines for the implementation of the accessibility standards varied according to the construction year of the facilities (ranging from 5 to 10 years). After the deadlines, non-compliance with the accessibility standards can be sanctioned as follows: individual person from EUR 250 to EUR 3,740.98 and collective persons from EUR 500 to EUR 44,891.81. In case of further non-compliance, the fine adds to the maximum amount mentioned above an additional amount that ranges from EUR 1,870.49 to EUR 22,445.91. In 2017, as the accessibility obligations were not yet in place, a new Decree-Law was adopted (Decree-Law 125/2017 of 10 April 2017). This new Decree-law assigned the National Institute for Rehabilitation (INR, I.P.) the responsibility for awareness-raising and monitoring the implementation of accessibility standards and foresees the implementation of a Commission in charge of assessing accessibility in public buildings at national level.

Further to the law, a National Plan for the Promotion of Accessibility (PNPA) 2007/2015 (Resolution of the Ministers Council 9/2007) established a set of actions to remove disabling transport barriers to be implemented in two phases: 2007- 2010 and 2011-2015: facilitating the allocation of parking cards for disabled people; promoting accessibility in all underground stations; promoting accessibility at railway stations, including accessibility in circulation areas, at service counters, ticket vending machines and installing adapted toilet facilities for use by persons with disabilities; and progressively replacing the fleet of buses, with special priority for those operating in urban areas. The second phase of the plan for 2011-2015, however, never started.

Law 72/2013 of 3 September 2013 amends the Road Code (Codigo da Estrada), particularly with regards to persons with disabilities. It introduces a legal definition of 'vulnerable users' which includes persons with reduced mobility or disabled people, as well as children, elderly, pregnant women, pedestrians and bicycles, for whom specific rules are established along the Code aimed to guarantee their safety; the Code further defines the 'zone of co-existence' as the area of road specially designed and marked for shared use by pedestrians and vehicles. These areas must take into account the needs of 'vulnerable users', with particular respect for the principles of inclusive design. The Code also includes new rules about the transportation of disabled children, taking into account their specific safety needs.

In addition, Portugal introduced the Strategic Plan of Transportation - Sustainable Mobility (Plano Estratégico dos Transportes - Mobilidade Sustentável (PET)) by the Resolution of the Council of Ministers 45/2011 of 10 November 2011 which targeted to implement a vast programme of reforms during 2011-2015, covering public transport companies, road infrastructure, maritime and air transportation. The Strategic Plan of Transportation and Infrastructure 2014-2020 (PETI3+) (Plano Estratégico dos Transportes e Infraestruturas) is an update of PET 2011-2015 that implies the second phase of structural reforms to be undertaken to increase accessibility, as well as a set of investments into transport infrastructures to be completed by the end of this decade.

- Accessibility on Public Transportation (Decree-Law 58/2004) <https://dre.pt/web/guest/pesquisa/-/search/537842/details/maximized>
- Anti-discrimination Law [http://www.inr.pt/bibliopac/diplomas/lei\\_46\\_2006.htm](http://www.inr.pt/bibliopac/diplomas/lei_46_2006.htm)
- Accessibility Law <http://dre.pt/pdf1s/2006/08/15200/56705689.pdf>
- Road Code (Law 72/2013) <http://www.inr.pt/content/1/3293/alteracoes-ao-codigo-da-estrada>
- Resolution of the Council of Ministers 45/2011 of 10 November <https://dre.pt/web/guest/pesquisa/-/search/146536/details/maximized>
- The Strategic Plan of Transport and Infrastructure 2014-2020 (PETI3+) <https://dre.pt/application/file/70064544>
- Decree-Law 125/2017 of 10 April 2017 <https://dre.pt/web/guest/home/-/dre/108244274/details/maximized?res=en>

## Built environment

The Anti-discrimination Law (Law 46/2006 of 28 August 2006) requires that public buildings and public-use facilities are made accessible to disabled persons. The Accessibility Law (Decree-Law 163/2006, of 8 August) defines the accessibility standards for public buildings, spaces, and facilities, and contains general norms and principles that should be applied to residential buildings (either social housing or private sector housing). These standards apply both to old and new buildings. The deadlines for the implementation of the accessibility standards varied, ranging from five to 10 years. After these deadlines, non-compliance with the accessibility standards will be sanctioned as follows: individual person from EUR 250 to EUR 3,740.98, and collective persons from EUR 500 to EUR 44,891.81. However, the implementation of the accessibility standards is not required when:

- the elimination of architectural barriers is disproportionately difficult;
- it requires economic and financial means that are disproportionate or not available;
- the implementation of accessibility standards would affect significantly the cultural and historical heritage.

The legislation on urban regeneration (Decree-Law 53/2014 of 8 April 2014) also provides a temporary exemption from compliance with accessibility standards. Accordingly, all regeneration works carried out in old buildings (more than 30 years old) are not required to meet accessibility standards, provided that the building is intended for housing.

From 2007 to 2015, the National Plan for the Promotion of Accessibility (PNPA) was introduced by the Resolution of the Council of Ministers 9/2007 that identified three main goals: 1) to raise awareness; 2) to provide information; and 3) to provide training on accessibility issues, and established a set of measures to remove barriers to accessibility in transportation and the built environment, in workplaces, housing and ICT. The National Institute for Rehabilitation (INR, I.P.) evaluated the implementation of the first phase of the PNPA measures (2007-2010), however, the report of the second phase (2011-2015) was not made available. The INR also coordinates several accessibility-related programmes such as Accessible Beach for All; Alert School Project; The Accessibility Guide 'Accessibility and Mobility for All.'

Decree-law 125/2017 of 4 October 2017 introduced amendments to Decree-Law 163/2006 and assigned to the INR the responsibility for awareness-raising and monitoring the implementation of accessibility standards; and foreseen the implementation of a Commission in charge of assessing accessibility in public buildings at national level.

- National Institute for Rehabilitation, INR, I.P. (information on accessibility)  
<http://www.inr.pt/category/1/1/acessibilidades>
- Anti-discrimination Law [http://www.inr.pt/bibliopac/diplomas/lei\\_46\\_2006.htm](http://www.inr.pt/bibliopac/diplomas/lei_46_2006.htm)
- Accessibility Law <http://dre.pt/pdf1s/2006/08/15200/56705689.pdf>
- INR programmes and projects <http://www.inr.pt/category/1/2/programas-projectos>
- Accessible Beach for All ('Praia Acessível') <http://www.inr.pt/content/1/17/prai-a-ace-s-sivel-prai-a-para-todos>
- Law on urban regeneration (Decree-Law 53/2014)  
[http://www.pgd-lisboa.pt/leis/lei\\_mostra\\_articulado.php?nid=2087&tabela=leis&so\\_miolo=](http://www.pgd-lisboa.pt/leis/lei_mostra_articulado.php?nid=2087&tabela=leis&so_miolo=)
- PNPA <http://www.inr.pt/content/1/3/pnpa>
- The Accessibility Guide <http://www.inr.pt/uploads/docs/acessibilidade/GuiaAccessEmobi.pdf>
- Decree-law 125/2017 of 4 October 2017 <https://dre.pt/web/guest/home/-/dre/108244274/details/maximized?res=en>
- Journal Publico (video interview of Carlos Nogueira about accessibility in Portugal and in Lisbon)  
<https://www.publico.pt/multimedia/interactivo/sente-se-na-minha-cadeira>

## ICT and Web

ICT and website accessibility are required by the Action Plan for Information Society adopted through Resolution of the Council of Ministers 107/2003 of 12 August 2003 and are promoted in the National Programme for the Participation of Citizens with Special Needs in the Information Society (approved by the Resolution of the Council of Ministers 110/2003 of 12 August). Some of the proposed measures were included the promotion of accessibility on public television channels and training on Internet usage for persons with disabilities. In this context, the Digital Inclusion Programme was created through Ordinance 1354/2004 of 25 October 2004, and funds were made available to support projects aiming to train and improve access to ICT by persons with disabilities and older persons.

In 2009, the Portuguese government created a web accessibility unit: UMIC (Unidade de Missão Inovação e Conhecimento). The UMIC-Agency implemented the ACCESS Programme, which among other things, translated into Portuguese and made available on the internet the WCAG 2.0 Web Content Accessibility Guidelines of the W3C World Wide Web Consortium, and has created a certification system to assess web accessibility. In addition, the Resolution of the Council of Ministers 155/2007 of 27 September approved the Guidelines for the Accessibility of Government and Central Administration Websites. Since 1 March 2012, The Foundation for Science and Technology in Portugal (Fundação para a Ciência e a Tecnologia, FCT, I.P.) has been assigned responsible for coordinating public policies related with the Information and Knowledge Society in Portugal. The FCT has undertaken responsibility over the operation of the UMIC Agency and ACCESS Programme and created the Portuguese Observatory of Web Accessibility (Observatório Português



da Acessibilidade Web). Portugal did not sign the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled.

Decree-Law 83/2018 was approved on 19 October 2018 transposing the European Directive 2016/2102 on the accessibility of Internet sites and mobile applications of public sector bodies into domestic law. This Decree-law regulates the accessibility of the public sector's websites and mobile applications that have to be made accessible to users, especially persons with disabilities. This Law enters into force on 1 January 2019.

- Action Plan for Information Society  
[http://arquivo.pt/wayback/20170826233256/http://www.umic.pt/images/stories/publicacoes/I\\_Plano\\_Acao\\_SI.pdf](http://arquivo.pt/wayback/20170826233256/http://www.umic.pt/images/stories/publicacoes/I_Plano_Acao_SI.pdf)
- Ordinance 1354/2004 of 25 October 2004 (Digital Inclusion)  
[http://www.acessibilidade.gov.pt/id/id\\_portaria.pdf](http://www.acessibilidade.gov.pt/id/id_portaria.pdf)
- The National Programme for the Participation of Citizens with Special Needs in the Information Society <http://www.acessibilidade.gov.pt/legis/pnpcnesi.pdf>
- Information on electronic accessibility (INR, I.P.) <http://www.inr.pt/content/1/6/acessibilidade-electronica>
- The Resolution of the Council of Ministers 112/2012 of 31 December  
<http://www.portugaldigital.pt/files/RCM%20Agenda%20Portugal%20Digital%20-%20DR.PDF>
- The Resolution of the Council of Ministers 155/2007 of 27 September  
<https://dre.pt/application/dir/pdf1sdip/2007/10/19000/0705807058.pdf>
- The Resolution of the Council of Ministers 110/2003 of 12 August  
<http://www.acessibilidade.gov.pt/legis/pnpcnesi.htm>
- FCT, I.P. (Information Society) <https://www.fct.pt/dsi/index.phtml.en>
- Unidade Acesso (ACCESS Programme) <http://www.acessibilidade.gov.pt/>
- Portuguese Observatory of Web Accessibility (Observatório Português da Acessibilidade Web)  
<http://www.acessibilidade.gov.pt/observatorio/tags/018>
- Decree-Law 83/2018 of 19 October 2018 <https://dre.pt/web/guest/home/-/dre/116734769/details/maximized?res=en>

## General Resources

### Website:

<http://www.iscte-iul.pt/>

### Disability information:

Special Needs Support Office (GNEE)

<https://www.iscte-iul.pt/contents/estudantes/acao-social/saude-outros-apoios/907/estudantes-com-necessidades-educativas-especificas-gnee>

Contact of person – Ana Ângelo –

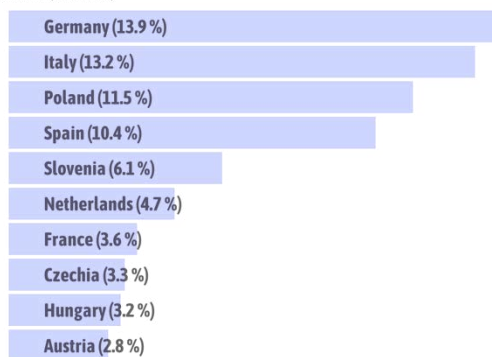
[Ana.Filipa.Angelo@iscte-iul.pt](mailto:Ana.Filipa.Angelo@iscte-iul.pt)

[sas.nee@iscte-iul.pt](mailto:sas.nee@iscte-iul.pt)

## Mobility/Erasmus indicators

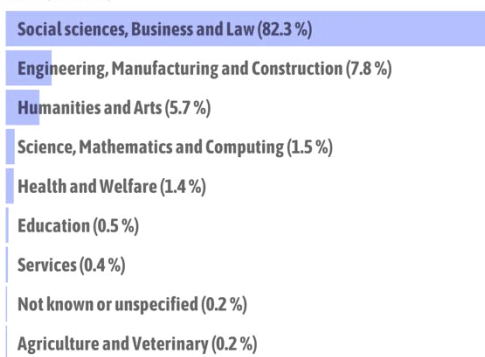
### % incoming Erasmus students by country (top 10)

2008 to 2014 (Total= 1702)



### % incoming Erasmus students by subject

2008 to 2014 (Total= 1702)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

### University life

#### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

#### **External internships**

The university offers external internships that are accessible to all students. There are support and advisory systems for students with disabilities to participate in internships outside the university. The university has support and advisory systems for hosting organisations in relation to students with disabilities



# Polytechnic Institute of Beja

Founded in 1979 | Students: 3061 | Teachers: 289

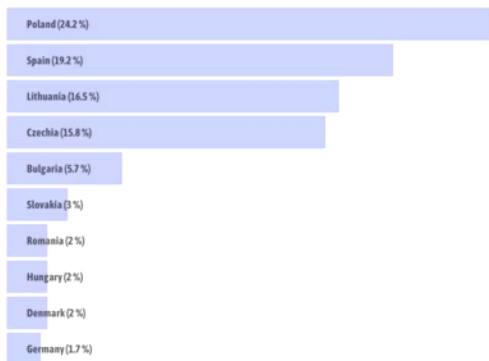
## General Resources

### Website:

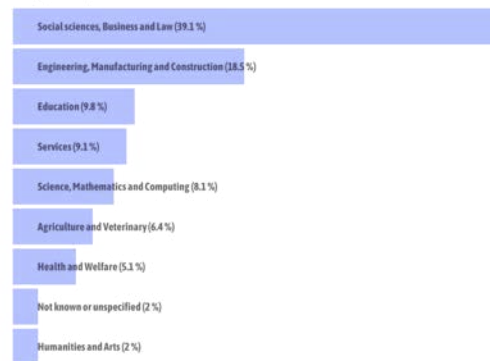
<http://www.ipbeja.pt>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total = 297)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total = 297)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

### University life

#### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

#### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities



# University of Algarve

Founded in 1979 | Students: 7818 | Teachers: 856

## General Resources

### Website:

<http://www.ualg.pt/>

### Disability information:

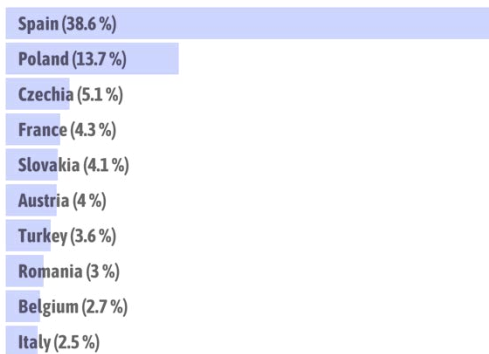
<https://www.ualg.pt/necessidades-educativas-especiais>

Maria Helena Venâncio

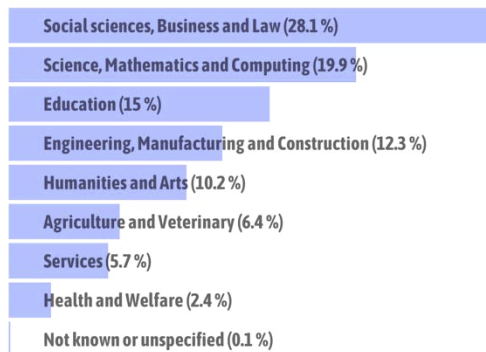
[mhmartin@ualg.pt](mailto:mhmartin@ualg.pt)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 1069)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 1069)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

### University life

#### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities



# University of Évora

Founded in 1973 | Students: 6211 | Teachers: 601

## General Resources

**Website:**

<http://www.uevora.pt/>

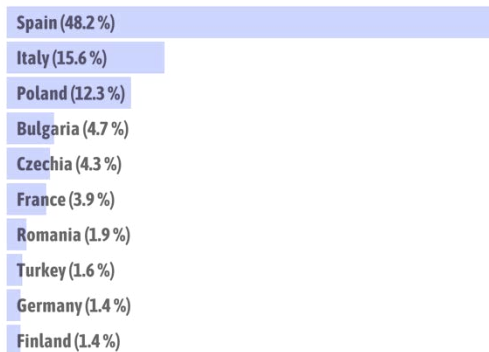
**Disability information:**

Suzete Ramos

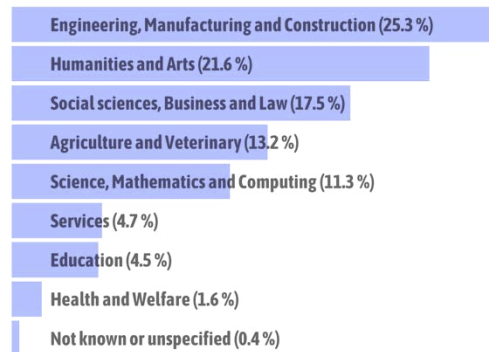
[suzete@uevora.pt](mailto:suzete@uevora.pt)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 514)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 514)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

**The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

### University life

**Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

**External internships**

The university offers external internships that are accessible to all students. There are support and advisory systems for students with disabilities to participate in internships outside the university. The university has support and advisory systems for hosting organisations in relation to students with disabilities



# University of Porto

Founded in 1911 | Students: 25918 | Teachers: 3082

## General Resources

**Website:**

<http://www.up.pt/>

**Disability information:**

Although as we write (april 2021) this it is under construction a comprehensive inclusion plan, not only for persons with disabilities and/or special needs, but for all underrepresented groups.

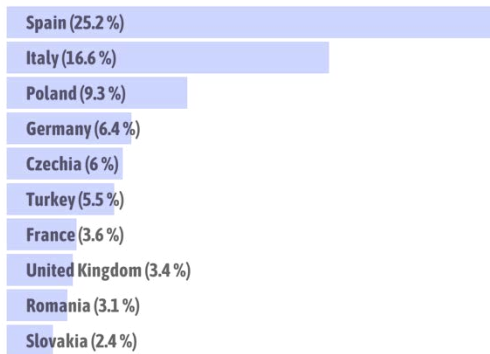
Maria Alice Mouta Ribeiro

[malice@letras.up.pt](mailto:malice@letras.up.pt)

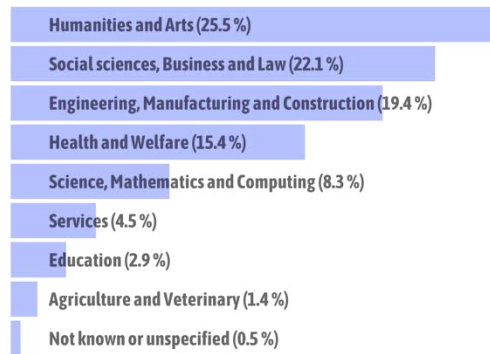
[https://sigarra.up.pt/up/pt/web\\_base.gera\\_pagina?p\\_pagina=1037937](https://sigarra.up.pt/up/pt/web_base.gera_pagina?p_pagina=1037937)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 4245)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 4245)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

#### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

#### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

#### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## Access

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Reserved quota**

The university has a reserved quota for new students with disabilities

### **Information on students with disabilities enrolled**

The university includes the variable "disability" in its system of information on students enrolled at all levels of university studies

## University life

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them



### **Mobility grants and support resources**

The university offers mobility grants

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



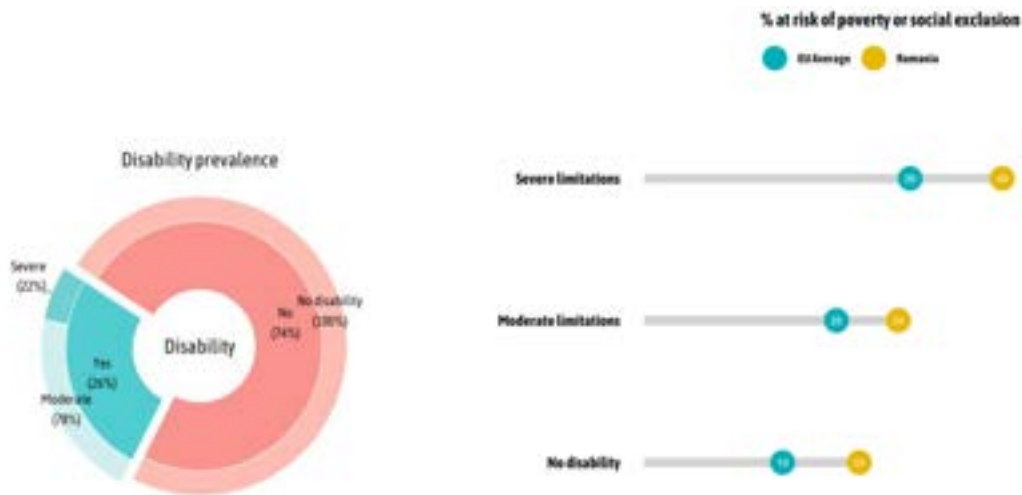
## Romania





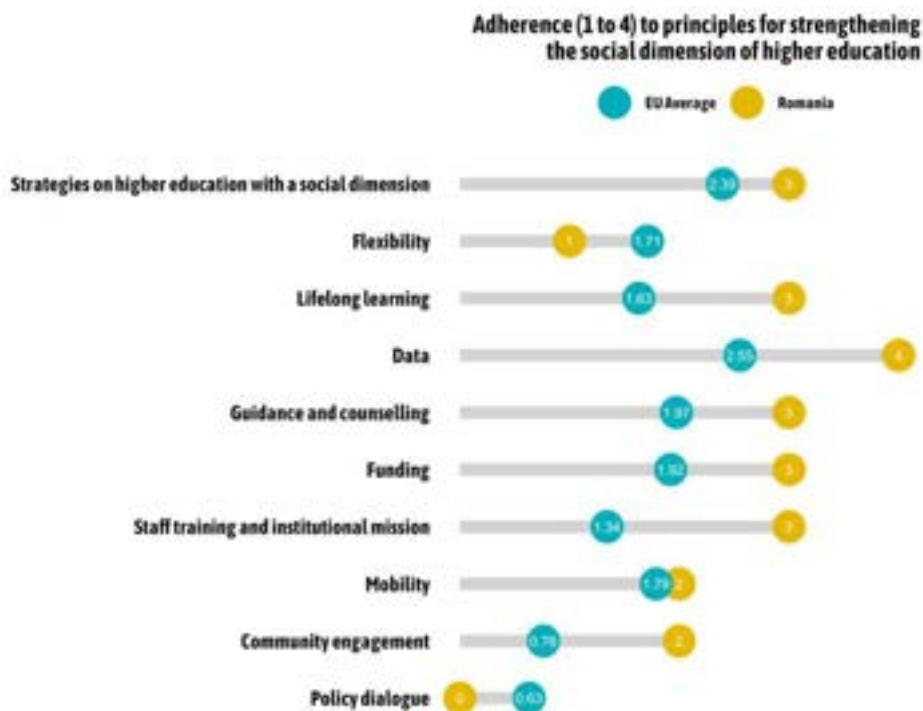
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

Higher Education providers, as with all other public or private institutions, organisations and companies, are subject to non-discrimination law. Students with disabilities benefit from a certain number of facilities and adaptations in universities, according to Law no. 448/2006 on the protection and promotion of the rights of persons with disabilities, in relation with their needs and options. For example, students with severe disabilities can benefit from a 50% deduction of fees for accommodation and meals, if they use the university accommodation facilities. The universities are obliged to provide educational support and full

accessibility (physical and informational accessibility, manuals, ICT, etc.) for students with disabilities in their locations. Students can also benefit from free of charge places in holiday camps. Still, physical accessibility remains one of the main problems for students with disabilities in higher education.

- Law 448/2006, Chapter II, Section 7 <http://legislatie.just.ro/Public/DetaliuDocument/77815>

## Accessibility

### Transport accessibility

Accessibility measures for transportation of persons with disabilities in Romania are included in Law 448/2006, on the protection and promotion of the rights of persons with disabilities (Chapter IV – Accessibility, Article 64). According to this law, all new means of public transportation have to be accessible for persons with disabilities. Old forms of public transportation must be adapted progressively within a specified time scale. In practice, despite two deadlines set for these adaptations - one in 2007 and another in 2010 - this timeframe has not been entirely met. Parking places, as well as bus and tram stations, have to be adapted for all persons with disabilities. A blue parking card was introduced in Romania in 2006, giving persons with disabilities access to special parking places. Persons with severe disabilities, as well as their personal assistants, may benefit from a specific number of free train and intercity tickets per year. Trains must have at least one carriage adapted for wheelchair users. Taxis are obliged to transport persons with disabilities at their request. All taxi operators have to have at least one adapted vehicle for persons with reduced mobility or who are wheelchair users. According to the National Disability Strategy adopted in 2016, local and national public transport services have a low level of accessibility, with the railway transport being the least accessible. The most accessible is air transport, as a result of the implementation of the regulations and standards that apply to all EU Member States.

The monitoring report of 2017 has demonstrated that 78% of the airports in Romania and 89% of Romanian air carriers comply with the provisions of Regulation (EC) No. 1.107 / 2006 of the European Parliament and of the Council on the rights of disabled persons and persons with reduced mobility during the journey by air.

- Law 448/2006 [http://www.dreptonline.ro/legislatie/lege\\_persoane\\_handicap.php](http://www.dreptonline.ro/legislatie/lege_persoane_handicap.php)
- Monitoring Report 2017 on the implementation of the Regulation (EC) No. 1.107 / 2006 of the European Parliament and of the Council on the rights of disabled persons and persons with reduced mobility during the journey by air [http://anpd.gov.ro/web/wp-content/uploads/2018/02/Raport-monitorizare-aplicare-regulament\\_2017-pentru-anul-2017.pdf](http://anpd.gov.ro/web/wp-content/uploads/2018/02/Raport-monitorizare-aplicare-regulament_2017-pentru-anul-2017.pdf)

### Built environment

Accessibility measures related to public buildings and roads in Romania are included in Law 448/2006 on the protection and promotion of the rights of persons with disabilities (Chapter IV – Accessibility, Article 62 and 63). All new public buildings have to be accessible for persons with disabilities, including public or private buildings (that are improved or renovated with public funds). Authorisations for construction cannot be given unless the accessibility conditions are in place. The accessibility standards for public buildings were issued in 2001 (NP 051/2000 regarding the adaptation of public buildings and urban spaces for persons with disabilities, approved through the Order of the Ministry of Public Works no.649/2001) and updated in 2013 (NP 051/2012 adopted in Regulation no 189/2013). In practice, despite the deadline for these complex adaptations measures set for 2007 and 2010, this timeframe has not been fulfilled entirely. Many public buildings and means of access remain inaccessible for wheelchair users or persons with sensory disabilities. The problem was also addressed by the National Disability Strategy stated that: “most housing and public utility buildings remain inaccessible to people with disabilities due to lack of ramps, inaccessible doors and sanitary.” The Strategy also states that the main reason for these issues is the lack of a firm commitment to ensuring accessibility of local and central authorities.

- Accessibility Norms NP 051/2012 <http://www.infocons.ro/wp-content/uploads/2014/08/NP-051-normativ-privind-acesibilizarea-spatiului-urban.pdf>
- Law 448/2006 (articles 62 and 63) [http://www.dreptonline.ro/legislatie/lege\\_persoane\\_handicap.php](http://www.dreptonline.ro/legislatie/lege_persoane_handicap.php)

### ICT and Web

In Romania, the Law 448/2006, on the protection and promotion of rights of persons with disabilities sets out rules for accessibility regarding ICT and Web sites. By 31 December 2007, all websites and communication supports of the public institutions had to become accessible for all persons with disabilities (Chapter IV – Accessibility, Article 66-71). In practice, this deadline was not respected. Methodological Norms for implementation of the Law were released through the Government Decision no1147/2012. The Social Inspection is the agency responsible for applying sanctions in this sense.



- Methodologic Norms for the implementation of the Law 448/2006  
[http://www.legenet.net/?page=view\\_act&actiune=view&idact=MjEyMzM3Mg%3D%3D&art=0&refact=&tematici=&tip\\_doc=&form\\_action=&ln2iss=ennoxv39leirml1qyv23ccdkkpcs53d0g7bgfjn](http://www.legenet.net/?page=view_act&actiune=view&idact=MjEyMzM3Mg%3D%3D&art=0&refact=&tematici=&tip_doc=&form_action=&ln2iss=ennoxv39leirml1qyv23ccdkkpcs53d0g7bgfjn)
- Law 448/2006 [http://www.dreptonline.ro/legislatie/lege\\_persoane\\_handicap.php](http://www.dreptonline.ro/legislatie/lege_persoane_handicap.php)



# West University of Timișoara

Founded in 1962 | Students: 0 | Teachers: NA

## General Resources

**Website:**

<http://www.uvt.ro>

**Disability information:**

<https://caip.uvt.ro/>

**Erasmus/Mobility:**

<https://ri.uvt.ro/programul-de-mobilitati-erasmus/>

**Transportation:**

<https://timisoaratourism.com/public-tranportation/public-transport-timisoara/>

**Students:**

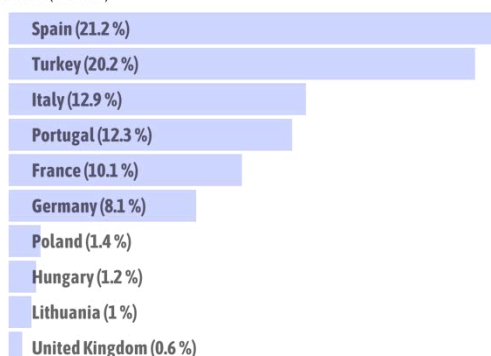
<https://osut.ro/>

**Welcoming:**

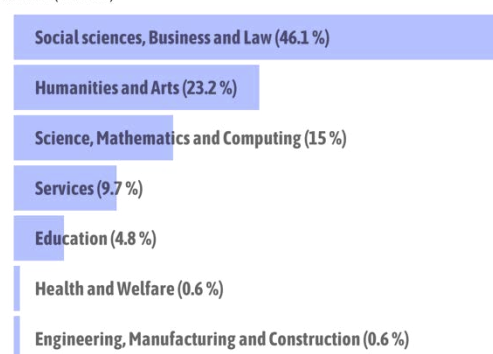
[https://ccoc.uvt.ro/old/?page\\_id=699](https://ccoc.uvt.ro/old/?page_id=699)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 505)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 505)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

#### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Reserved quota**

The university has a reserved quota for new students with disabilities

### **Information on students with disabilities enrolled**

The university includes the variable "disability" in its system of information on students enrolled at all levels of university studies

## **University life**

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**



The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



# Serbia





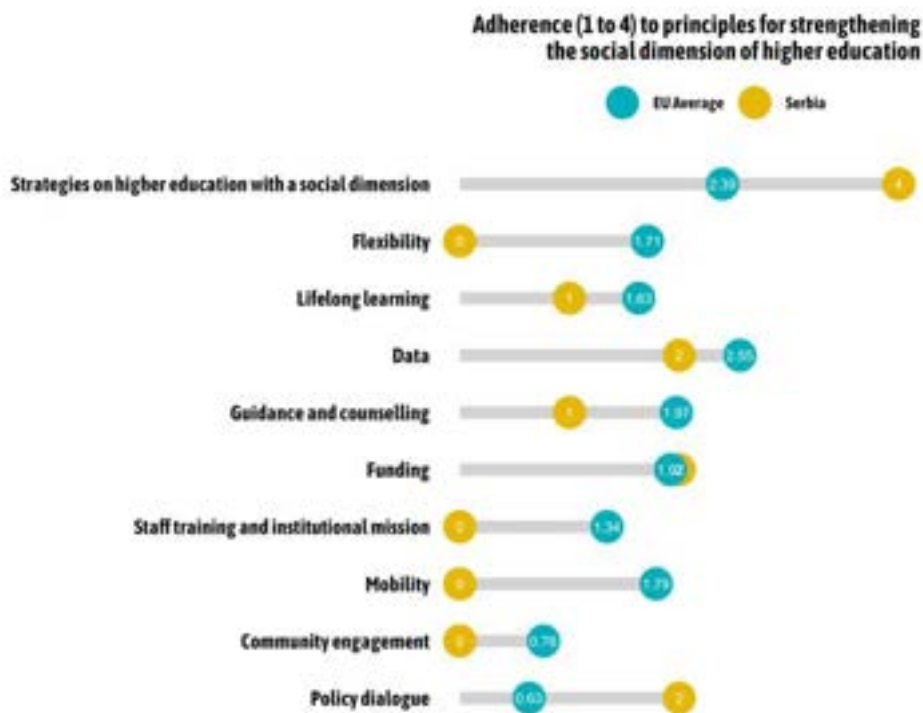
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

The Law on Higher Education (“Official Gazette of the Republic of Serbia”, No. 88/2017) states that “the right to higher education is applicable to all persons who completed their secondary education irrespective of, inter alia, their disability.” The founder shall provide funds to higher education institutions for the equipment and conditions needed for students with disability (Article 69). As mentioned in Article 95, a higher education institution can organise and implement programmes and/or certain parts of programmes for students with disabilities in sign language. A student with disability shall have the right to take an exam in the manner

adapted to his/her abilities, in accordance with the general Act of a higher education institution (Articles 96 and 105).

The Law on Pupil and Student Standards (“Official Gazette of Republic of Serbia”, No. 18/2010, 55/2013 and 27/2018 – other law) identified vulnerable groups in higher education and defined support measures for widening their access and completion of higher education (including provision of accommodation, meals, student loans, scholarships, scholarships for gifted students, rest and recovering, cultural, arts, sports and recreational activities and information). Students with disabilities are among these vulnerable groups. The Ministry of Education, Science and Technological Development awards scholarships to students with disabilities in the amount that covers the costs of meals and accommodation in the student dormitory. Support for students with disabilities is provided by the Associations of students with disabilities in bigger university centres. University of Belgrade established the Centre for Students with Disabilities in 2008. The Associations and the Centre provide assistance to students with disabilities in regulating their status on faculties (tuition fee exemption, etc.). The funding and enrolment of students with disabilities was encompassed by an affirmative measure that the Ministry of Education, Science and Technological Development first implemented in the 2012/13 school year. This measure sets a total quota of 2% of places funded from the state budget for students with disabilities, as well as for members of the Roma ethnic community.

- The Law on Higher Education (2017, Serbian)  
[https://www.paragraf.rs/propisi/zakon\\_o\\_visokom\\_obrazovanju.html](https://www.paragraf.rs/propisi/zakon_o_visokom_obrazovanju.html)
- The Law on Pupil and Student Standards (Serbian)  
[https://www.paragraf.rs/propisi/zakon\\_o\\_ucenickom\\_i\\_studentskom\\_standardu.html](https://www.paragraf.rs/propisi/zakon_o_ucenickom_i_studentskom_standardu.html)

## Accessibility

### Transport accessibility

The Law on the Prevention of Discrimination against Persons with Disabilities provides a general framework for anti-discrimination and a definition of discrimination on the ground of disability within transportation services and in all modes of transport (Article 27 - Discrimination in relation to transport), including refusal to carry the passenger with a disability, refusal of the crew of the vehicle to provide physical assistance to passengers with disabilities and determining the unfavourable conditions of transport for passengers with disabilities (in particular the payment terms).

The Law on Planning and Construction and The Regulation on Technical Accessibility Standards contain provisions on accessibility of railway and bus stations, bus stops and airports, as well as public spaces. The Law on Air Traffic contains provisions that regulate general obligation of airports for accessibility of ground services, such as assistance to passengers with disabilities, which must be provided without discrimination in the most suitable way for the needs of these passengers.

So far, there are only three railway stations in Serbia that are accessible to wheelchair users (out of five that are physically accessible) and that are equipped with ribbed rubber walking pads and orientation panels for blind persons (out of six that provide information to passengers in this format) - Belgrade, Novi Sad and Subotica. Guide dogs are recognised as companions/assistants and allowed, according to the Law on Movement with the help of a guide dog (“Official Gazette of the Republic of Serbia”, No. 29/2015). This law regulates the right of persons with disabilities to move with the help of a guide dog in all means of public transport, in all facilities and buildings for public use and at the workplace. Persons who are using the help of a guide dog have the right to free access and the right to stay on public areas such as traffic arteries, squares, green spaces, the right to access and stay at the workplace.

There is only one train accessible to wheelchair users (270/271 Belgrade – Praha hl.n. – Belgrade). The passengers using wheelchairs are given a special place in the coach technically equipped for their transport, reserved in advance, and are provided with the parking place for their vehicle and access without stairs through special mobile elevators that lift people in wheelchairs to enter the coach and exit from the coach.

In major cities such as Belgrade (the capital), Novi Sad, Nis, Kragujevac, the city administration organises ‘specialized’ transportation with accessible vans, which is only available for members of certain disabled people’s associations, with limited capacities and coverage (e.g. not covering suburban municipalities within the city). While there are accessible (marked, low-floored) buses, trolleys and trams within public transportation networks in respective cities, many stops are not adjusted for proper use of accessible vehicles.

- The Law on Air Traffic (with 2015 amendments, Serbian) [https://www.paragraf.rs/dnevne-vesti/280515/280515-zakon\\_o\\_vazdusnom\\_saobracaju.html](https://www.paragraf.rs/dnevne-vesti/280515/280515-zakon_o_vazdusnom_saobracaju.html)



- The Law on Movement with the help of a guide dog (Serbian) <https://www.paragraf.rs/dnevne-vesti/301215/301215-vest13.html>
- The Law on Planning and Construction (with 2014 changes, Serbian) [https://www.paragraf.rs/propisi/zakon\\_o\\_planiranju\\_i\\_izgradnji.html](https://www.paragraf.rs/propisi/zakon_o_planiranju_i_izgradnji.html)
- The Regulation on technical accessibility standards (Serbian) [https://www.paragraf.rs/propisi/pravilnik\\_o\\_tehnickim\\_standardima\\_planiranja\\_projektovanja\\_i\\_izgradnje\\_objekata\\_kojima\\_se\\_osigurava\\_nesmetano\\_kretanje\\_i\\_pristup\\_osobama\\_sa\\_invaliditetom\\_deci\\_i\\_starim\\_osobama.html](https://www.paragraf.rs/propisi/pravilnik_o_tehnickim_standardima_planiranja_projektovanja_i_izgradnje_objekata_kojima_se_osigurava_nesmetano_kretanje_i_pristup_osobama_sa_invaliditetom_deci_i_starim_osobama.html)
- The Law on the Railway, (with 2017 amendments, Serbian) [https://www.paragraf.rs/propisi/zakon\\_o\\_zeleznici.html](https://www.paragraf.rs/propisi/zakon_o_zeleznici.html)

## Built environment

The Law on Planning and Construction (“Official Gazette of the Republic of Serbia”, No. 72/2009, 81/2009, 64/2010, 24/2011, 121/2012, 42/2013 – decision of the Constitutional Court, 50/2013 – decision of the Constitutional Court, 98/2013 – decision of the Constitutional Court, 132/2014 and 145/2014) defines standards of accessibility as “mandatory technical measures, standards and conditions of design, planning and construction which ensure unhindered movement and access for persons with disabilities, children and the elderly.” It provides obligations, planning rules and professional supervision that include controls and check-ups on the quality of execution of all types of work and application of regulations, standards and technical norms, including standards of accessibility. The Minister prescribes in more detail the technical standards of accessibility. The Law also prescribes penalties for the investor and the responsible person if the access to the built facility for persons with disability is not provided, in compliance with accessibility standards.

The Regulation on Technical Accessibility Standards from 2012 (“Official Gazette of the Republic of Serbia”, No. 22/2015), provides the technical accessibility standards to ensure the unhindered movement of children, the elderly, people with walking impairments and persons with disabilities, developed urban-technical requirements for the planning of public space, traffic and pedestrian areas, access to buildings (residential, public, etc.), as well as special devices in them. Nevertheless, the Regulation was created and adopted without public discussion or any consultations with disabled people’s organisations or other relevant stakeholders from civil and professional sectors. This left the standards unclear or not developed at all in certain areas, such as improvement of accessibility of existing (already built) facilities and the parts that define the required content of an architectural project or accessibility standards for the elderly and children. The Ombudsman issued the Opinion that the Ministry of Urban Planning and Construction must harmonize this Regulation with the CRPD, the Law on the Prevention of Discrimination against Persons with Disabilities and other positive legislation of Serbia.

- In 2015, the new Regulation on Technical Accessibility Standards was adopted (“Official Gazette of the Republic of Serbia”, No. 22/2015), in which some of the previous omissions were corrected.
- The Law on Planning and Construction (with 2014 changes, Serbian) [https://www.paragraf.rs/propisi/zakon\\_o\\_planiranju\\_i\\_izgradnji.html](https://www.paragraf.rs/propisi/zakon_o_planiranju_i_izgradnji.html)
- The Regulation on Technical Accessibility Standards (Serbian) [https://www.paragraf.rs/propisi/pravilnik\\_o\\_tehnickim\\_standardima\\_planiranja\\_projektovanja\\_i\\_izgradnje\\_objekata\\_kojima\\_se\\_osigurava\\_nesmetano\\_kretanje\\_i\\_pristup\\_osobama\\_sa\\_invaliditetom\\_deci\\_i\\_starim\\_osobama.html](https://www.paragraf.rs/propisi/pravilnik_o_tehnickim_standardima_planiranja_projektovanja_i_izgradnje_objekata_kojima_se_osigurava_nesmetano_kretanje_i_pristup_osobama_sa_invaliditetom_deci_i_starim_osobama.html)
- Amendments to The Regulation on Technical Accessibility Standards by the National Organisation of Persons with Disabilities of Serbia [http://noois.rs/index.php?option=com\\_content&view=article&id=158:predlozi-za-izmene-i-dopune-pravilnika-o-tehnickim-standardima-pristupacnosti&catid=97&Itemid=504](http://noois.rs/index.php?option=com_content&view=article&id=158:predlozi-za-izmene-i-dopune-pravilnika-o-tehnickim-standardima-pristupacnosti&catid=97&Itemid=504)
- Opinion of the Ombudsman on The Regulation on Technical Accessibility Standards [http://www.ombudsman.osobesainvaliditetom.rs/attachments/089\\_Pravilnik%20MISLJENJE.pdf](http://www.ombudsman.osobesainvaliditetom.rs/attachments/089_Pravilnik%20MISLJENJE.pdf)

## ICT and Web

The Electronic Communications Law (“Official Gazette of RS”, No. 44/2010, 60/2013 – decision of the Constitutional Court and 62/2014) bases the objectives and principles regulating relations in the field of electronic communications on ensuring the availability of universal service and ensuring the maximum benefit to all citizens in the Republic of Serbia, to meet the needs of specific social groups, including people with disabilities, the elderly and vulnerable customers. The Law calls for special measures for persons with disabilities and vulnerable customers to ensure equal opportunities for access to publicly available telephone services, including making calls to emergency services, information services and public telephone directories. According to the Electronic Communications Law, the Republic Agency for Electronic

Communications may set specific requirements for securing the accessibility of certain electronic communications services for people with disabilities, and is responsible for analysis of requirements for ensuring equal opportunities to use services for persons with disabilities.

The Law on Free Access to Information of Public Importance ("Official Gazette of the RS", No. 120/2004, 54/2007, 104/2009 and 36/2010) regulates the obligation of the state body to publish, at least annually, a directory with basic information about rules and decisions of state bodies regarding publicity of the body, which includes working hours, contact details, accessibility for persons with disabilities, access to sessions, permissibility of audio and video recording etc.

The Law on Electronic Media ("Official Gazette of the RS", No. 83/2014 and 6/2016 – other law) prescribes improvement of the accessibility of the media services to persons with disabilities, prohibits hate speech (inter alia, based on disability), and obliges service providers to provide services accessible to visually and hearing impaired persons, according to existing financial and technical possibilities.

The Law on Public Media Service ("Official Gazette of the RS", No. 83/2014, 103/2015 and 108/2016) mentions disability only in the context of exemption from the obligation to pay the radio-television subscription to public broadcasting services.

The National Broadcasting Agency – the National TV Channel (RTS) has increased the number of accessible programs in recent years. The TV show 'Place for Us' has been running for two years now, covering a wide range of disability related issues. This programme has sign language interpretation during all 30 minutes of broadcasting. Also, there is news with sign language interpretation on the National TV Channel every day for about 10 minutes. Since July 2011, in cooperation with the Association 'Homer' and the Official Gazette of Republic of Serbia, The Agency broadcasts once a month movies synchronized and adapted for the visually impaired and blind people. In addition, RTS provided sign language interpretation for the presidential candidates' debate, as well as during other elections.

There are other TV stations with national or local broadcasting that have introduced the practice of having at least one news programme with sign language interpretation during the day and special programmes that are dealing with disability issues (such as the national RTV and Studio B that covers the wider area of the city of Belgrade).

- The Electronic Communications Law (Serbian)  
[https://www.paragraf.rs/propisi/zakon\\_o\\_elektronskim\\_komunikacijama.html](https://www.paragraf.rs/propisi/zakon_o_elektronskim_komunikacijama.html)
- The Law on Free Access to Information of Public Importance (Serbian)  
[https://www.paragraf.rs/propisi/zakon\\_o\\_slobodnom\\_pristupu\\_informacijama\\_od\\_javnog\\_znacaja.html](https://www.paragraf.rs/propisi/zakon_o_slobodnom_pristupu_informacijama_od_javnog_znacaja.html)
- The Law on Electronic Media (Serbian)  
[https://www.paragraf.rs/propisi/zakon\\_o\\_elektronskim\\_medijima.html](https://www.paragraf.rs/propisi/zakon_o_elektronskim_medijima.html)
- The Law on Public Media Service (Serbian)  
[https://www.paragraf.rs/propisi/zakon\\_o\\_javnim\\_medijskim\\_servisima.html](https://www.paragraf.rs/propisi/zakon_o_javnim_medijskim_servisima.html)



## University of Belgrade

Founded in 1905 | Students: 88737 | Teachers: 4709

### General Resources

**Website:**

<http://www.bg.ac.rs>

**Disability information:**

<http://www.bg.ac.rs/en/members/centers/students-with-disabilities.php>

<http://ucsh.rect.bg.ac.rs/>

**Erasmus/Mobility:**

<https://mobion.bg.ac.rs/>

**Transportation:**

<http://www.bg.ac.rs/files/sr/studije/Prirucnik-CSH.pdf>

**Housing:**

[http://ucsh.rect.bg.ac.rs/?page\\_id=300](http://ucsh.rect.bg.ac.rs/?page_id=300)

**Students:**

<http://www.bg.ac.rs/sr/studenti/organizacije.php>

**Welcoming:**

<http://www.razvojkarijere.bg.ac.rs/programi/dani-podrske-brucosima>

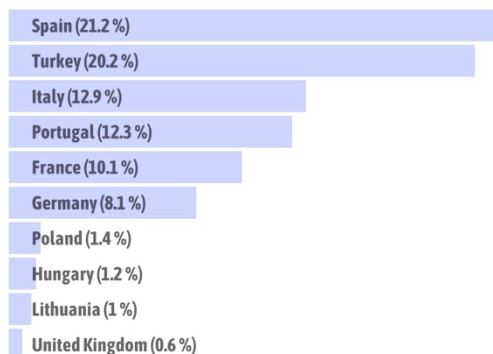
**Inclusion policy:**

[http://ucsh.rect.bg.ac.rs/?page\\_id=22](http://ucsh.rect.bg.ac.rs/?page_id=22)

### Mobility/Erasmus indicators

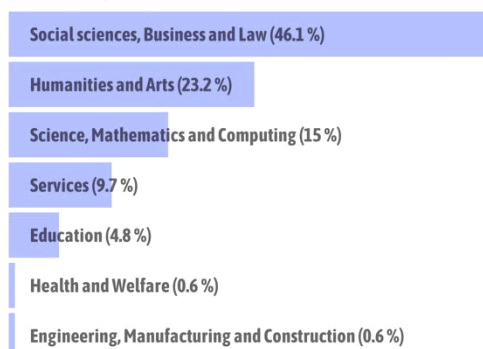
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 505)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 505)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

### **Study assistant service**

University provides study assistant service



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Erasmus+ Programme  
of the European Union

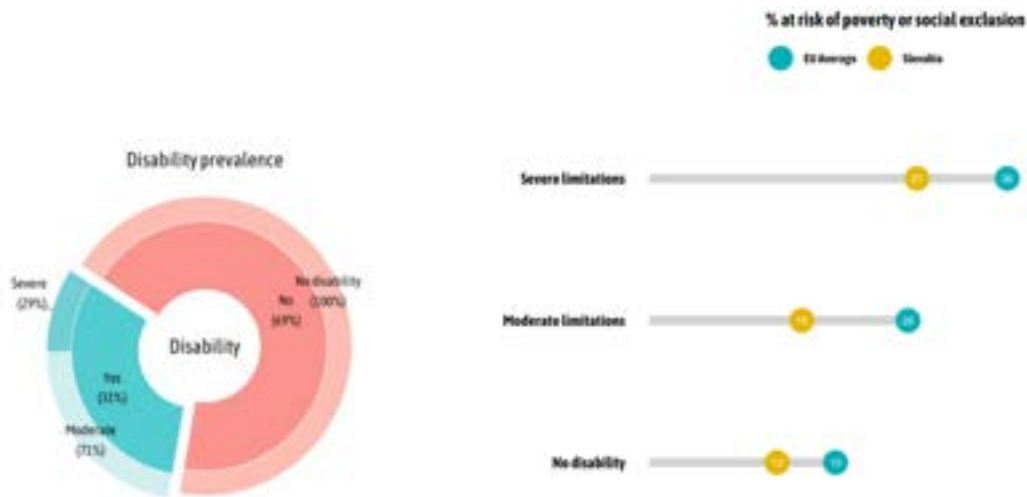


## Slovakia



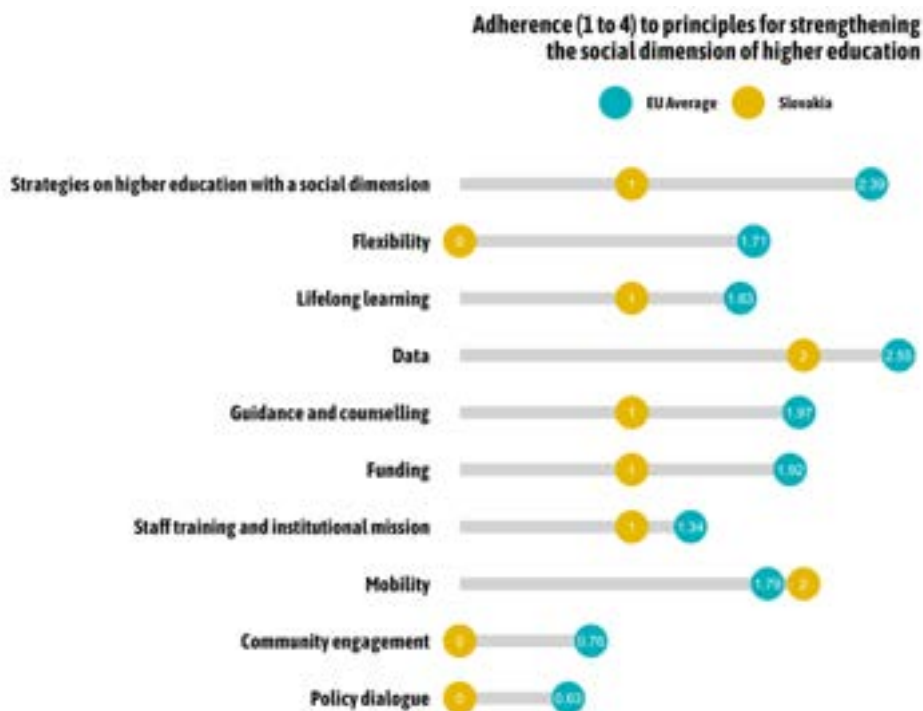
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

In Slovakia, the universities and colleges are explicitly subjected to non-discrimination laws and the implementation of the equal treatment principle. The Manifesto of the Government of the Slovak Republic declares ensuring access to tertiary education by providing 'special support to the establishment and development of assistance centres for students with disabilities'.

Act No. 131/2002 Coll. on higher education, as amended, in Section 55, guarantees for all applicants and students equal treatment in education to exercise all the rights set out under this Act stating that



'discrimination on the grounds of ...disability... is prohibited'. To implement the principle of equal treatment and non-discrimination in educational practice, the Act and related legislation contain several particular arrangements for students with special needs (including students with disabilities). Firstly, there is a general obligation for universities/colleges 'to create reasonable study conditions for students with disabilities, by referring to their special study needs without declining requirements on their study performances'. Reasonable conditions include the choice to study under an individual study plan and, if necessary, to extend the study period (Section 100 of the Act). Secondly, students with special needs have a claim for support services in minimum standards consequently defined in Decree of the Ministry of Education No. 458/2012 on minimum standards of support services for students with special needs, specifically set for various types of disabilities / special needs. Thirdly, the universities appoint a disability coordinator (legally speaking, a coordinator for students with special needs) and also appoint faculty coordinators. In Section 100 of the Higher Education Act, some of the responsibilities of disability coordinators are defined. Apart from that, two support centres (at Comenius University in Bratislava and Technical University in Kosice) have been established to provide guidance and ensure coordination for disability coordinators of all universities, and promote knowledge and innovation in providing support services for students with special needs. With regard to funding, the school must establish the so-called 'Fund for Support Students with special needs' to create reasonable study conditions for young persons with disabilities (Section 16a of the Act). Other forms of individual financial support for students with disabilities are cash benefits from compensatory policy (as regulated by Act No. 447/2008 Coll. on direct payments for compensation for the consequences of severe disabilities). Accessibility and research grants from structural funds are administered by the Ministry of Education of the Slovak Republic.

- Manifesto of the Government of the Slovak Republic [Programové vyhlásenie vlády Slovenskej republiky] <http://www.vlada.gov.sk/data/files/6489.pdf>
- Act No. 131/2002 Coll. on Higher Education [Zákon č. 131/2002 Z. z. o vysokých školách a o zmene a doplnení niektorých zákonov] <http://www.epi.sk/zz/2002-131/znenie-20190101>
- Decree of the Ministry of Education No. 458/2012 Coll. on minimum standards of support services for students with special needs [Vyhláška č. 458/2012 Z. z. o minimálnych nárokoch študenta so špecifickými potrebami] <http://www.epi.sk/zz/2012-458/znenie-20130901>
- Act No. 447/2008 Coll. on direct payments for compensation for the consequences of severe disabilities <http://www.epi.sk/zz/2008-447/znenie-20180701>

## Accessibility

### Transport accessibility

The regulations of the European Parliament and Council containing obligations relating to transport, airport terminals, ports, railway and bus stations, including technical equipment for enabling access to transportation for persons with disabilities, and the building of acoustic and visual information systems for people with disabilities are implemented in the Slovak legislation (e.g. Regulation (EC) No. 1107/2006 and Regulation (EC) No. 1371/2007).

In regard to road transport: The legislation regulating road transport - Act No. 56/2012 Coll. on Road Transport pays special attention to people with disabilities. First, the special rights and duties of passengers with disabilities and passengers with reduced mobility are part of the transport regulation which contains the details about the rights and duties of the transport authority and the passengers. Second, a passenger with disability with a guided dog or a passenger with reduced mobility has the right for a reserved place in the vehicle. Third, technical standards on transportation of passengers with disabilities and passengers with reduced mobility are part of the 'Agreement on Services' signed between the customer and provider of the public transport services. Finally, the existing transport infrastructure (bus waiting rooms and bus stops) must take into account the requirements for barrier-free access for persons with disabilities. Otherwise, the owners or providers of this transport infrastructure are in a risk of a fine ranging from EUR 1,000 to EUR 15,000.

In regard to railway transport: According to the Railways Act No. 513/2009 Coll., the rail infrastructure and railway cars have to be accessible for persons with disabilities and persons with reduced mobility in order to provide their barrier-free access to railway transport on an equal basis with other users. At the stations, stops and platform the rail provider is obliged to introduce and maintain the information system necessary for passengers' orientation, including the passengers with visual impairment and the passenger with hearing impairment. The rail provider is also obliged to ensure that the station, stops and platform are accessible to persons with physical disability. The provider who does not keep the information system rules can pay a fine ranging from EUR 800 to EUR 10,000.

According to the Decree No. 351/2010 Coll. on Railway Transport Rules, visual information about the train timetable have to be accessible via acoustic, tactile and visible elements used by persons with sensory impairments. Detailed measures for transportation of persons with disabilities are set in separate transportation rules. According to these rules, a person with disability or a person with reduced mobility can request assistance during the travel. However, he/she has to apply for assistance at least 24 hours in advance and arrive at the station no later than 30 minutes before the train's departure. The railway services provide reduced fare rates for persons with severe disabilities and free transportation for guardians/assistants of persons with disabilities.

In regard to air transport: Act No. 143/1998 Coll. on Civil Aviation imposes on the carrier the obligation to mitigate the travelling of persons with disabilities.

- Act No. 56/2012 Coll. on Road Transport, as amended [Zákon č. 56/2012 Z. z. o cestnej doprave] <http://www.epi.sk/zz/2012-56/znenie-20190101>
- Railways Act, No. 513/2009 Coll., as amended [Zákon č. 513/2009 Z. z. o dráhach a o zmene a doplnení niektorých zákonov] <http://www.epi.sk/zz/2009-513/znenie-20190101>
- Decree No. 351/2010 Coll. on Railway Transport Rules, as amended [Vyhláška č. 351/2010 Z. z. o o dopravnom poriadku dráh] <http://www.epi.sk/zz/2010-351/znenie-20120201>
- Transport rules of the Railway company Slovakia [Prepravný poriadok Železničnej spoločnosti Slovensko a.s.] [http://www.slovakrail.sk/uploads/tx\\_main/2016/07/01/PP\\_ZSSK\\_vydanie\\_7\\_so\\_zaprac\\_zmenou\\_3\\_od\\_2016-07-01\\_zvyraznene\\_zmeny.pdf](http://www.slovakrail.sk/uploads/tx_main/2016/07/01/PP_ZSSK_vydanie_7_so_zaprac_zmenou_3_od_2016-07-01_zvyraznene_zmeny.pdf)
- Act No. 143/1998 Coll. on Civil Aviation, as amended [Zákon č. 143/1998 Z. z. o civilnom letectve (letecký zákon) a o zmene a doplnení niektorých zákonov] <http://www.epi.sk/zz/1998-143/znenie-20190101>

## Built environment

There are two approaches on how to ensure accessibility of the built environment for persons with disabilities:

# Provisions within general building conditions.

Act No. 50/1976 Coll. On Land-use Planning and Building ('The Building Act') incorporates in Section 47 and the following paragraphs the binding nature of the general technical requirements for the constructions used by persons with reduced mobility, specifying the requirements for territorial-technical design of the construction development and for the specific design of construction. Legal entities, natural persons, state administration and self-administration bodies shall follow these requirements in the phase of positioning, designing, approving, execution, final building approval, exploitation and removal of the construction.

More detailed requirements to ensure a barrier-free environment are set up in Decree No. 532/2002 Coll. laying down details on the general technical requirements for the construction and general technical requirements for the constructions used by persons with reduced mobility. The Decree is applied in the design and approval of the local field plan, during the positioning, designing, approval, execution and use of the construction and in the phase of changes of the construction (extension, super structure, construction adaptation). There are explicit requirements for making buildings accessible for persons with reduced mobility, for blind and partially sighted persons and for hearing impaired persons.

# Individualised provisions. These provisions are set up in Act No. 447/2008 Coll. on Direct Payments to compensate consequences of severe disabilities. This refers specifically to direct payment for adaptation of dwellings and garage spaces (Section 37 of the Act) provided to persons with severe disabilities to guarantee their free moving or communication. Provision of this type of direct payment is needs- and means-tested (i.e. income, property).

- Act No. 50/1976 Coll. On Land-use Planning and Building, as amended (the Building Act) <http://www.epi.sk/zz/1976-50/znenie-20190101>
- Decree No. 532/2002 Coll. <http://www.epi.sk/zz/2002-532>
- Act No. 447/2008 Coll. on Direct Payments to compensate consequences of severe disabilities <http://www.epi.sk/zz/2008-447/znenie-20180701>

## ICT and Web

Under Article 26 of the Slovak Constitution (Act 460 of 1992, as amended), the right to information is guaranteed 'to everyone'. Public authorities are obliged to provide information in certain ways that are specified in Act No. 275/2006 Coll. on informational systems of public administration (Zákon o informačných



systemoch verejnej správy). The Act establishes the rights and obligations of the public authorities to set up, administer, use and develop information systems. The main responsibilities are with the Ministry of Finance of the Slovak Republic that issued Regulation 55/2014 Coll. on standards for informational systems of public administration, as amended (Výnos 55/2014 o štandardoch pre informačné systémy verejnej správy v znení neskorších predpisov). The Standards of web accessibility presented Annex 1 include all standards for web accessibility corresponding with the required international standards in this field.

The Act No. 305/2013 on e-Government (Zákon č. 305/2013 Z. z. Zákon o elektronickej podobe výkonu pôsobnosti orgánov verejnej moci a o zmene a doplnení niektorých zákonov) regulates the public administration electronically and requires in Article 4 that all access points, common modules and functionalities under their administration are accessible to people with disabilities.

According to the Author's Act No. 185/2015 Coll., Articles 46 and 46a, making printed publications accessible for persons with disabilities and persons with reading disorders without the author's agreement is not considered as the copyright infringement.

- Act No. 275/2006 Coll. on Informational Systems of Public Administration <http://www.epi.sk/zz/2006-275/znenie-20190101>
- Regulation No. 55/2014 Coll. on Standards for Informational Systems of Public Administration <http://www.epi.sk/zz/2014-55/znenie-20190226>
- Act No. 305/2013 on e-Government <http://www.epi.sk/zz/2013-305/znenie-20190101>
- Act No. 185/2015 Coll. (the Author's Act) <http://www.epi.sk/zz/2015-185/znenie-20190101>



# Technical University of Košice

Founded in 1952 | Students: 8824 | Teachers: 919

## General Resources

### Website:

<http://www.tuke.sk>

### Disability information:

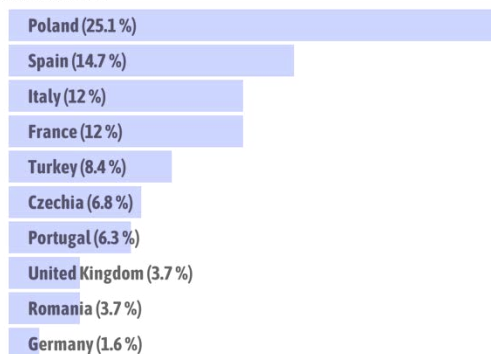
DušanŠimšík

[dusan.simsik@tuke.sk](mailto:dusan.simsik@tuke.sk)

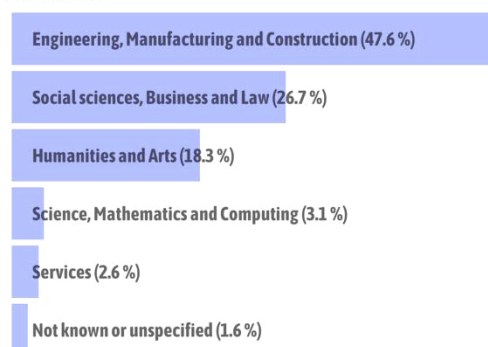
Each Faculty at TUKE has a basic information about support of students with special needs, it is also a part of first contact of studying departments with students, part of the application form, and annual reports at the University. Access centre organizes trainings for coordinators at Faculties at TUKE and other Universities in Slovakia, on the yearly basis we organize trainings also for social workers, advisors at the secondary schools and seminars on specific topics related to support of students with special need. We provide visitors and our PR services with leaflets and other publications.

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 191)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 191)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Reserved quota**

The university has a reserved quota for new students with disabilities

### **Information on students with disabilities enrolled**



The university includes the variable “disability” in its system of information on students enrolled at all levels of university studies

## University life

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Teaching and research staff with disabilities**

The university has reserved quotas for the access of persons with disabilities to teaching and/or researcher positions. The university offers support measures for teaching and research staff with disabilities

### **Mobility grants and support resources**

The university offers mobility grants

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.



Co-funded by the  
Erasmus+ Programme  
of the European Union

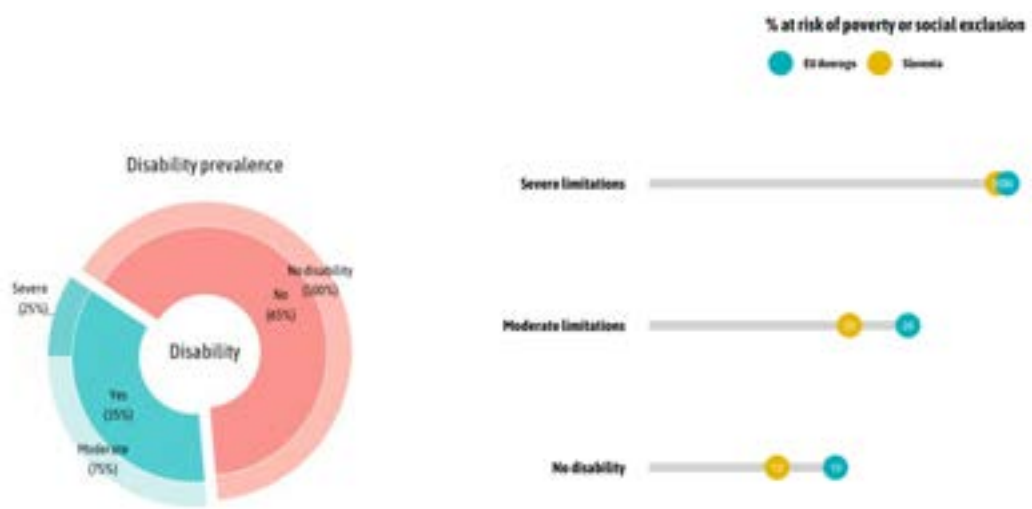


# Slovenia



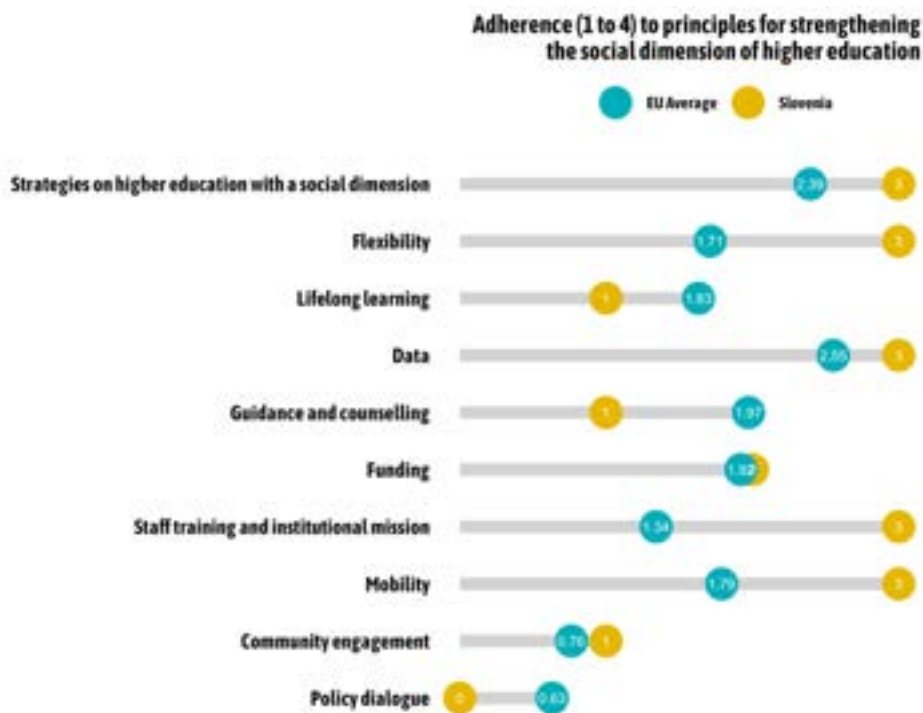
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

The Placement of Children with Special Needs Act, states in Art. 3 that 'students at university programmes should have additional equipment provided to them in accordance with the university statute.' In practice, this means that universities themselves, in their regulations, indicate the extent to which they will meet the needs of disabled students and which rights they will grant. The student whose access to higher education is limited has no legal ground for claiming discrimination in education. Each university, as well as many other institutions for lifelong learning, have their own regulations about students with special needs [študentje s



posebnimi potrebami], but they are similar in their structure. They all define the students with special needs and the conditions under which a person gets this status. The conditions are based on medical documentations, medical assessments and diagnosis. The regulations also refer to the tutorial support for these students and individually-based accommodations, which depend on the financial and environmental abilities of the education institution. While the regulations define general accommodations and particular person-based accommodations, they do not consider them a requirement because the actual provision depends on the financial and spatial means of each educational institution. For instance, according to the Regulations related to students with special needs at the University of Ljubljana, students with disabilities have the right to take exams outside the regular exam period, and can progress to a higher class even if they have not fulfilled all conditions. The Regulations of the University of Maribor state that students with disabilities have the right to adaptations in classes, practical work and exams; but how this right is implemented depends on each particular Faculty of the University. The provision of technical aids is regulated under the Health Insurance Rules that determines the procedures and conditions of their allocation. Students with disabilities do not have any specific or additional rights because of their student status. Some adaptations and equipment are available to the students who are members of the Association of the Students with Disabilities (an NGO), which provides services such as the use of computers, copying, scanning, printing of materials, large-printing and making audio files of study materials. Universities gather their own data on students with disabilities and/or special needs, but overall data are missing.

Different sources report different data on the following issues that:

- only those who are formally categorised as disabled are counted in the statistics;
- some statistics report about 'students with special needs' which is a broader category than the category of 'disabled' [invalidi];
- some students who were categorised in the past as 'children with special needs', or 'secondary school pupils with special needs' decide to renounce the disability status and despite of the actual impairment fall out of any statistics and get no support from the state.

- Association of the Students with Disabilities <http://dsis-drustvo.si/>
- Placement of Children with Special Needs Act 2011 (Official Gazette of the Republic of Slovenia, No. 58/2011, 40/2012, 90/2012, 41/2017) <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO5896>
- The Regulation of the Students with Special Needs [Pravilnik o študentih s posebnimi potrebami] adopted on 16 September 2014 on the basis of the Act of the University of Ljubljana (Official Gazette of the Republic of Slovenia 8/05; Article 67) [https://www.uni-lj.si/o\\_univerzi\\_v\\_ljubljani/organizacija\\_pravilniki\\_in\\_porocila/predpisi\\_statut\\_ul\\_in\\_pravilniki/2014101712292151/](https://www.uni-lj.si/o_univerzi_v_ljubljani/organizacija_pravilniki_in_porocila/predpisi_statut_ul_in_pravilniki/2014101712292151/)

## Accessibility

### Transport accessibility

Article 16 of the Equalisation of Opportunities for People with Disabilities Act 2010 regulates the accessibility of public transport service. It states that people with disabilities should have equal access in road, rail and sea transport. According to the Act, it is an obligation of the State, the municipalities and public transport providers to make every public transport line accessible. Accessibility provisions should be made for people with reduced mobility and sensory impairments and include architectural and information accessibility. Only when adjustment to a regular line would mean a disproportionate burden to the provider, special transport for a person with disabilities has to be organised, but at no additional cost to the person with disability. The Act envisages a 10 to 15 year transition period; this means that transport accessibility for people with disabilities is planned to become an actual right in 2025. In the Action Plan for Persons with Disabilities (2007 - 2013), Objective 3 addressed some provisions on transport accessibility. However, these were no concrete provisions and no timeframe for implementation was foreseen. The measures included adaptation of all means of transport for people with physically and sensory impairments, accessibility of city and intercity transport, accessibility of stations and commitment to EU Directives No. 2001/85, Directive No. 96/48, Regulation COM 2004/143, EU document COM 617/1999, Regulation (ES) No. 1107/2006 of the European Parliament and Council from 5 July 2006. Some transport services are provided by disabled people's organisations for their members (e.g. Association for muscular dystrophy, Associations of paraplegics, Associations for cerebral palsy, etc.). However, these services are not available to non-members or in rural areas. The Action Plan for Persons with Disabilities 2014-2021 (Objective 3) does not include any concrete provisions in this area.

Equalisation of Opportunities for Persons with Disabilities Act (Official Gazette of the Republic of Slovenia, No. 94/2010, 50/2014, 32/2017) <http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4342>

## Built environment

Accessibility of the built environment is a subject of the Construction Act which has been in use from 1 January 2003 (Art. 17 has provisions for accessibility of the built environment for people with disabilities), and the Spatial Planning Act in use from 1 January 2003. More detailed standards for the accessibility of buildings are the Slovene standard SIST ISO /TR 9527 – building construction (accepted), and Rules for demands to ensure accessible entrance and use of buildings in public use and bigger residential units (changed after the decision of Constitutional Court). According to Art.17 of the Construction Act, all new buildings in public use and those that will be renovated, are obliged to provide a barrier free (built and communication) access for functionally disabled persons; access to higher floors must be assured by elevators or similar devices and multi- residential units have to have at least 10% of all apartments, and all common rooms accessible. The Ministry for the Environment and Spatial Planning also adopted a document called 'Rules for demands to ensure accessible entrance and use of buildings in public use and bigger residential units' which in Article 4 narrowed the obligations for accessibility standards: for example, only bigger hotels with 50 or more rooms should be accessible. But after a law suit by a disabled person in 2009, the Constitutional Court decided that this Article was not in line with the Constitution and the existing anti-discrimination provisions, and it had to be changed. An accessible environment has been one of the goals in the Action Plan for Persons with Disabilities 2007-2013 and it is also included in the Equalisation of Opportunities for Persons with Disabilities Act from December 2010. According to this Act, public buildings should all be accessible by 2025 and fines are envisaged for organisations that do not comply.

- Rules on universal construction and the use of construction works, 2018 (Official Gazette of the Republic of Slovenia, No. 41/2018) <http://www.pisrs.si/Pis.web/pregledPredpisa?id=PRAV12693>
- Spatial Planning Act (Official Gazette of the Republic of Slovenia, No. 61/2017) <http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO7341>
- National Guidelines to improve built environment, information and communications accessibility for people with disabilities, 2005 (Official Gazette of the Republic of Slovenia, No. 113/2005) <http://www.pisrs.si/Pis.web/pregledPredpisa?id=STRA27>
- Constitutional Court decision about the annulment of Article 4 of Rules for demands to ensure accessible entrance and use of buildings in public use and bigger residential units, 2009 (77/2009) <http://www.pisrs.si/Pis.web/pregledPredpisa?id=ODLU1298>
- Accessibility of a built and communication environment as a precondition for social inclusion for people with disabilities-user's perspective (Final Report 2008) <https://www.irssv.si/upload2/Dostopnost%20grajenega%20in%20komunikacijskega%20okolja%20kot%20predpogoj%20za%20socialno%20inkluzivno%20invalidov%202008.pdf>
- Improving the opportunity of disabled - accessibility to goods and services that are available to the public 2014 [http://www.ir-rs.si/f/docs/Razvojni\\_center\\_za\\_zaposlitveno\\_rehabilitacij/ZIMI\\_Dostopnost\\_do\\_blaga\\_in\\_storite.pdf](http://www.ir-rs.si/f/docs/Razvojni_center_za_zaposlitveno_rehabilitacij/ZIMI_Dostopnost_do_blaga_in_storite.pdf)
- Equalisation of Opportunities for Persons with Disabilities Act 2010 (Official Gazette of the Republic of Slovenia, No. 94/2010, 50/2014, 32/2017) <http://www.pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4342>
- Action Plan for Persons with Disabilities 2007-2014 [http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti\\_\\_pdf/api\\_07\\_13.pdf](http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti__pdf/api_07_13.pdf)
- Action Plan for Persons with Disabilities 2014-2021 [http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti\\_\\_pdf/invalidi\\_vzv/API\\_2014-2021.pdf](http://www.mddsz.gov.si/fileadmin/mddsz.gov.si/pageuploads/dokumenti__pdf/invalidi_vzv/API_2014-2021.pdf)

## ICT and Web

The Ministry for Public Administration has in 2008 adapted the whole State Portal of the Republic of Slovenia, an e-administration portal with procedures and forms important to citizens when dealing with public administration, by following instructions W3C WCAG 2.0 EU. The Portal now corresponds to the standard W3C WAI level A and includes a speaker feature that reads aloud some of the content of the site. Article 17 of the Equalisation of Opportunities for Persons with Disabilities Act 2010 (EOPDA) envisages the right of people with sensory and other disabilities to some communication aids that are not included in other Acts (i.e. if they are not entitled to them because they did not have their disability insurance, etc.). The types of aids and their standards are not set out in EOPDA and should have been defined in supplementary administrative regulation by the responsible Ministry of Labour, Family, Social Affairs and Equal Opportunities, but have not yet been accepted. Specific rights under this provision are therefore not implemented.



National Guidelines for improving accessibility of the built environment, information and communication systems for disabled, adopted by the Government in 2005, recognises accessibility as a tool for integration of disabled people. On the basis of these Guidelines, the following services are now accessible:

# Television and radio services - People with disabilities are entitled to be exempt of payment of general fee for the use of radio and television; the right is defined in Article 32 of Radiotelevizija Slovenia Act (Zakon o Radioteleviziji Slovenija). People with disabilities with a 100% or less bodily impairment are entitled, as well as with deaf people or people who are receiving the assistance and attendance allowance. In 2010, there were 17,043 persons who were exempt of this payment (according to the data of RTV – Radio and Television).

# Telephone services - Articles 2 and 3 of the Act defines the rights in regard to the telephone connections. Persons with disabilities are entitled to priority service for telephone connections as well as telephone connection repairs and a 50% discount of the connection fee. Entitled persons are people with 80% bodily impairment due to vision loss; people with 60% bodily impairment due to hearing loss; people with 80% bodily impairment. Article 4 defines that conditions for the use of telephone services and price lists must be available in voice form or/and Braille, for persons with vision impairments.

# Internet services - A contract between the Ministry of Labour, Family, Social Affairs and Equal Opportunities and ARNES (public internet provider) enables users with disability and disabled people organisations to use internet services for free. Each user can receive an email account and access to the internet. In 2011, there were 53 organisations using this right, as well as 1,789 individual persons. The Equalisation of Opportunities for Persons with Disabilities Act (2010) speaks of the right to assistive devices that individuals need in their life to overcome communication barriers to ensure a safe and independent life and are used to access information, to communicate and adapt their living environment. All regulations connected to this Act are not adopted yet, so it is presently unknown to what extent these rights are enacted (in terms of financial support for adaptations).

In March 2019 there was a public discussion about the European Accessibility Act by the Slovenian MP EU and NSIOS.

- Radiotelevizija Slovenija Act 2005 (Official Gazette of the Republic of Slovenia, No. 96/2005, 109/2005, 105/2006, 26/2009 and 9/2014) <http://pisrs.si/Pis.web/pregledPredpisa?id=ZAKO4461>
- Decree on measures for disabled end-users 2014 (Official Gazette of the Republic of Slovenia, No. 38/2014) <http://www.pisrs.si/Pis.web/pregledPredpisa?id=URED6509>
- Improving the opportunity of disabled - accessibility to goods and services that are available to the public 2014 [http://www.ir-rs.si/f/docs/Razvojni\\_center\\_za\\_zaposlitveno\\_rehabilitacij/ZIMI\\_Dostopnost\\_do\\_blaga\\_in\\_storite.pdf](http://www.ir-rs.si/f/docs/Razvojni_center_za_zaposlitveno_rehabilitacij/ZIMI_Dostopnost_do_blaga_in_storite.pdf)



# University of Maribor

Founded in 1975 | Students: 13874 | Teachers: 2080

## General Resources

### Website:

<https://www.um.si/>

### Disability information:

Applicants for Enrolment with Special Status Students with Special Status.

Faculty of Economics and Business Undergraduate studies

Gregor Božič; gregor.bozic@um.si; 00386 (0)2 22 90 203

Postgraduate studies

Jasmina Grahornik; jasmina.grahornik@um.si; 00386 (0)2 22 90 205

Faculty of Electrical Engineering and Computer Science

Vladimira Kožuh Ledinek; vladka.kozuh@um.si; 00386 (0)2 22 07 007

Faculty of Civil Engineering, Transportation Engineering and Architecture

referat.fgpa@um.si

Faculty of Mechanical Engineering

1<sup>st</sup>-Cycle: Urška Mandir Tiršek; urska.tirsek@um.si; 00386 (0)2 22 07 504

2<sup>nd</sup>-Cycle: Sandra Flamiš; sandra.flamis@um.si; 00386 (0)2 22 07 505

3<sup>rd</sup>-Cycle: Andreja Rajh; andreja.rajh@um.si; 00386 (0)2 22 07 506

Faculty of Chemistry and Chemical Engineering

Danila Levart; danila.levart@um.si; 00386 (0)2 22 94 406

referat.fkkt@um.si

Faculty of Arts

1<sup>st</sup>-Cycle: Mira Mastinšek; mira.mastinsek@um.si; 00386 (0)2 22 93 643

2<sup>nd</sup>-Cycle: Daniela Milošević; daniela.milosevic@um.si; 00386 (0)2 22 93 781

3<sup>rd</sup>-Cycle: Jasna Žolnir; jasna.zolnir@um.si; 00386 (0)2 22 93 775

Faculty of Natural Sciences and Mathematics

Cecilija Loparič; cecilija.loparic@um.si; 00386 (0)2 22 93 879

Faculty of Education

Jasmina Škundrič; jasmina.skundric@um.si; 00386 (0)2 22 93 740

doc. dr. Marta Licardo; marta.licardo@um.si; 00386 (0)2 22 93 642

Faculty of Law

Bernarda Pevec; bernarda.pevec@um.si; 00386 (0)2 25 04 244

Teacher tutor: izr. prof. dr. Suzana Kraljić; suzana.kraljic@um.si

00386 (0)2 25 04 232

Faculty of Agriculture and Life Sciences



Jožica Lončarič Repa; jozica.repa@um.si; 00386 (0)2 32 09 019

Faculty of Health Sciences

Alenka Marsel; alenka.marsel@um.si; 00386 (0)2 30 04 716

Faculty of Medicine

Mojca Ješe; mojca.jese@um.si; 00386 (0)2 23 45 841

Faculty of Organizational Sciences

Romana Lesjak; romana.lesjak@um.si; 00386 (0)4 23 74 215

Faculty of Criminal Justice and Security

Barbara Čuvan; barbara.cuvan@fvv.uni-mb.si; 00386 (0)1 30 08 308

Faculty of Logistics

Marjana Potočnik; marjana.potocnik@um.si; 00386 (0)3 42 85 303

Faculty of Energy Technology

Neža Levičar; neza.levicar@um.si; 00386 (0)7 62 02 220

Faculty of Tourism

Janja Grubič; janja.grubic@um.si; 00386 (0)8 20 57 063

#### **Erasmus/Mobility:**

Web section on international mobility:

<https://www.erasmusplus.um.si/international-students/>

Web section on international mobility (inclusion and accessibility):

Inclusion and accessibility

Contact details:

[incoming.erasmus@um.si](mailto:incoming.erasmus@um.si)

#### **Transportation:**

Web page of the Maribor public transportation system:

Marprom

All vehicles are adopted for individuals with disabilities. Contact details:

[info@marprom.si](mailto:info@marprom.si)

Contact details for information regarding faculties located outside of Maribor:

[incoming.erasmus@um.si](mailto:incoming.erasmus@um.si)

#### **Housing:**

Web page of the University of Maribor student dormitories:

Student dormitories of University of Maribor

Information on housing in the University of Maribor student dormitories for students with disabilities (Faculties located in the city of Maribor):

Information for students - student dormitory residents with special needs

The web page provides information about the documentation and specifics regarding the admission process for persons with disabilities, the capacities and available infrastructure adopted to persons with disabilities, information on parking infrastructure and information on infrastructure for extracurricular activities. Contact details (head of the student dormitories student affairs office):

[damir.mlakar@um.si](mailto:damir.mlakar@um.si)

#### **Students:**

Web page of the Slovenian Association of Disabled Students

Web page of the University of Maribor Student Council with information on student representatives, their formal role in the co-management of the University of Maribor and on their various extracurricular projects and activities:

University of Maribor Student Council

Web page of the Student organization of University of Maribor:

SOUM

#### Welcoming:

During introductory week for future students there were presentations about status of disabled student and how to join to the Slovenian Association of Disabled Students. There was also a lecture about the importance of students' mental well-being. In November and December 2021 we organized focus groups for disabled students at each faculty with aim to gain important information about the various challenges that individuals face and about possible improvements. In the focus groups students will be able to talk to students in a safe environment about their experiences, needs and expectations. By actively participating, students will help to improve the current situation. University of Maribor organized an event entitled "Being different enriches" (slov. Drugačnost bogati) to encourage making contacts and forming friendships among all students. Moreover, we labeled the month May the "month of well-being" and organized events in connection how to manage stress. Also the lecture about eating disorders was carried out with aim to aware teachers and students about consequences of the illness on studying and how to be supportive. Career Centre of University of Maribor carried out a workshop for students with special needs about how to prepare an effective CV.

#### Inclusion policy:

Students with a Special Status at the UM

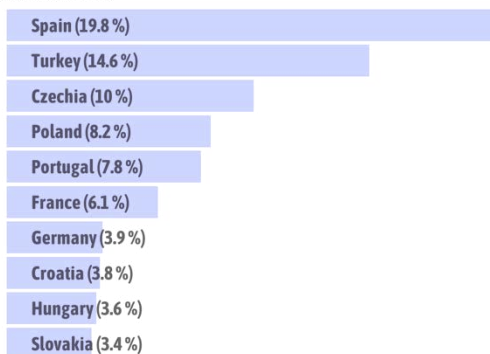
Study process of students with disabilities at the UM

Application for a special status for students with disabilities or special needs

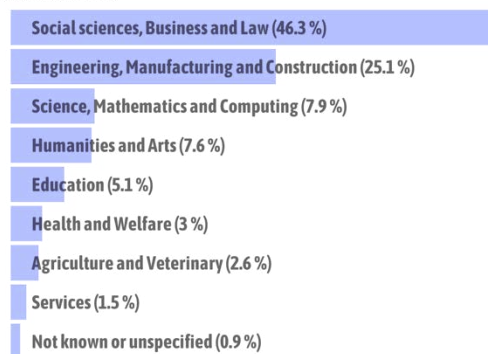
Annex 1 - Application for a special status for students with disabilities or special needs (word document for download)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 2014)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 2014)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Interpreter services**

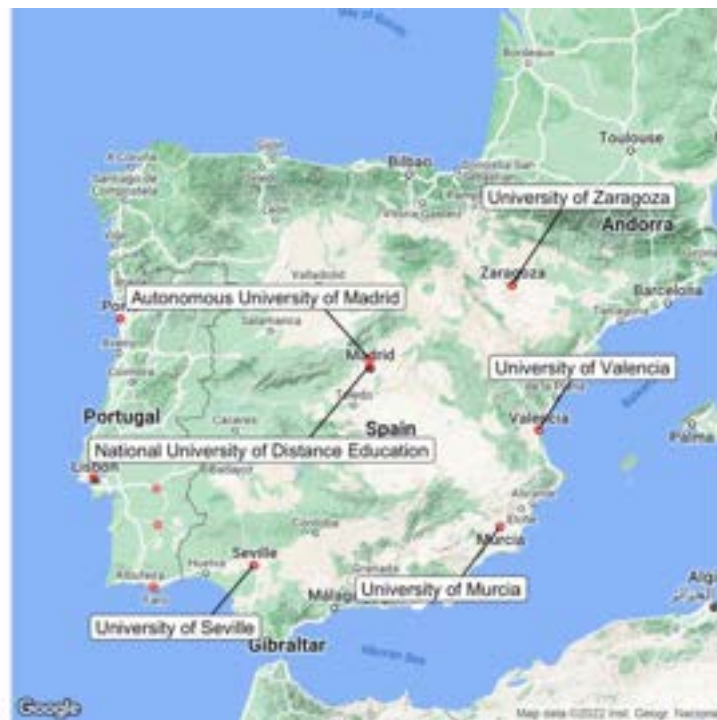
University provides interpreter services for hearing impaired

### **Study assistant service**

University provides study assistant service



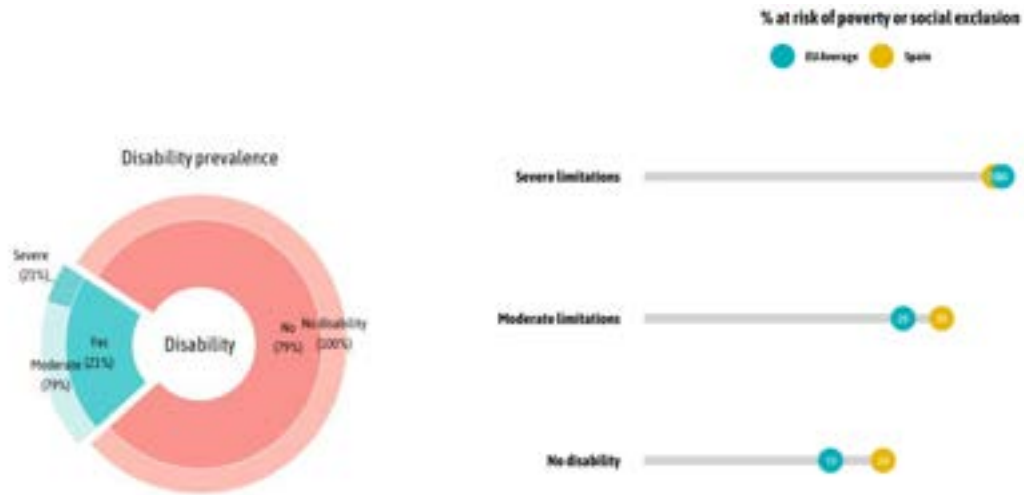
# Spain





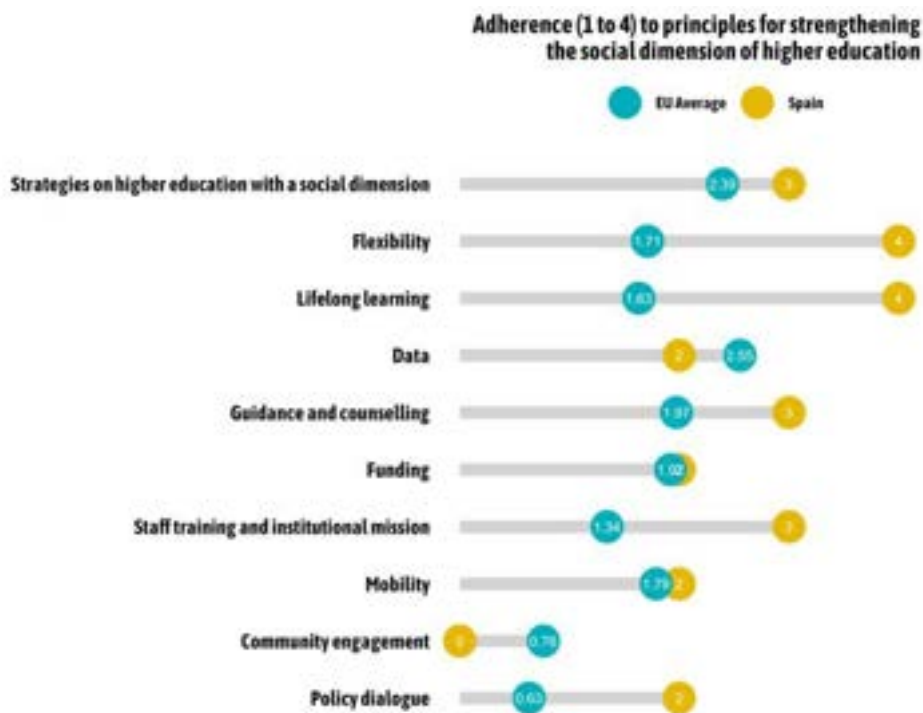
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

Public institutions such as universities must comply with Law 51/2003, of 2 December (LIONDAU), on Equal opportunities, non-discrimination and universal accessibility of people with disability (beyond compulsory schooling age). The LIONDAU guarantees equal opportunities, non-discrimination and universal accessibility for all. In addition, Universities have their own normative documents such as: the Organic Law of Universities 6/2001 of 21 December on Universities; the Organic Law of Universities 4/2007 of 12 April that guarantees equality of opportunities for people with disabilities; and the Royal Decree 1393/2007 of 29 October that

organises university studies and includes measures to guarantee equal access to disabled students. It also establishes the possibility of making curricular adaptations, although many of these adjustments are at the discretion of each professor.

At university level, there are Disabled Student Offices, where a disability specialist gives support to disabled students. In some cases, there are volunteers or student grants to help with these issues. The practical assistance each student can get depends on the university, Disability Service Office and the student's needs. Assistance can include support during tests, curricular adaptations, exemption from paying tuition fees, grants, note takers, support products, volunteering support, Braille transcription, sign language interpreter, etc. Education is free of charge in Spain up to the secondary level, but disabled students also have free tuition fees at public universities. Generally, public universities provide much better support to students with disabilities than private ones.

The studies conducted by the Universia Foundation in 2013 and 2014 show that the percentage of students with disabilities in undergraduate studies was just about 1.3%. The percentage of students studying at Master and PhD was even less than 1.3%, which suggests that not all students with disabilities, who access tertiary education, finish their Master or PhD programmes of study. More recent data for the academic year 2015/16 showed that the total percentage of students with disabilities was 1.7%; the percentage of these students in Master programmes was 1.2%, and the percentage of disabled students in PhD programmes was 0.9%.

- Law 51/2003 of 2 December on Equal Opportunities, Non-Discrimination and Universal Accessibility for People with Disability <http://sid.usal.es/idocs/F3/LYN5979/3-5979.pdf>
- Organic Law of Universities 6/2001 [http://noticias.juridicas.com/base\\_datos/Admin/lo6-2001.html](http://noticias.juridicas.com/base_datos/Admin/lo6-2001.html)
- Law 4/2007 of 12 April amending Organic Law 6/2001 of 21 December <http://www.boe.es/boe/dias/2007/04/13/pdfs/A16241-16260.pdf>
- Royal Decree 1393/2007 of 29 October on the Organisation of the University Degree Programmes <http://www.boe.es/boe/dias/2007/10/30/pdfs/A44037-44048.pdf>
- Universia Foundation (2012-2013) [https://www.fundacionuniversia.net/wp-content/uploads/2016/03/Fundacion\\_Cermi\\_Price\\_Accesible\\_Def.pdf](https://www.fundacionuniversia.net/wp-content/uploads/2016/03/Fundacion_Cermi_Price_Accesible_Def.pdf)
- Universia Foundation (2013-2014) [https://www.fundacionuniversia.net/wp-content/uploads/2016/03/IIEstudiosobregradodeinclusion\\_accesible.pdf](https://www.fundacionuniversia.net/wp-content/uploads/2016/03/IIEstudiosobregradodeinclusion_accesible.pdf)
- II Study on the inclusion of students with disabilities in Spanish university system (2013) [http://riberdis.cedd.net/bitstream/handle/11181/4142/universidad\\_y\\_discapacidad\\_estudio\\_sobre\\_el\\_grado\\_de\\_inclusi%C3%B3n.pdf?sequence=1&rd=0031814150890424](http://riberdis.cedd.net/bitstream/handle/11181/4142/universidad_y_discapacidad_estudio_sobre_el_grado_de_inclusi%C3%B3n.pdf?sequence=1&rd=0031814150890424)
- III Study on the inclusion of students with disabilities in Spanish university system (2015-2016) [https://www.fundacionuniversia.net/wp-content/uploads/2017/02/Fundacion\\_IIIEstudio\\_digital\\_accesible.pdf](https://www.fundacionuniversia.net/wp-content/uploads/2017/02/Fundacion_IIIEstudio_digital_accesible.pdf)

## Accessibility

### Transport accessibility

Law 51/2003 of 2 December 2003 on equal opportunities, non-discrimination, and universal accessibility for persons with disabilities, introduces the principle of 'universal accessibility' in law. In Article 7 of Law 51/2003, 'reasonable accommodation' is defined as 'measures to adapt the physical, social, and attitudinal environment to the specific needs of persons with disabilities which effectively and practically, without involving a disproportionate burden, facilitate accessibility or participation for a person with a disability on the same terms as other citizens'. The material scope of this Law is telecommunications, built-up public spaces and buildings, transport, goods and services available to the public, and relations with public administration. In Spain, the Autonomous Regions have exclusive responsibility (i.e. they legislate and execute legislation) in the field of accessibility on their territories. Royal Decree 1544/2007 of 23 November that regulates the basic conditions of accessibility and non-discrimination for access and use of transport for people with disabilities is the specific legislation in this area. The regulations referring to vehicles and also buildings and facilities involved in transport activity are to be found in this Decree. Spain implemented the National Accessibility Plan 2004-2012 that targeted to consolidate a 'Design for All' (universal design) model, aiming to introduce accessibility in public infrastructure, to create a regulatory system for the promotion of accessibility, to adapt environments, products and services to 'Design for All' criteria, and to promote accessibility in new technologies. In August 2011, Law 26/2011 of 1 August on Normative Adaptation to the UN Convention on the Rights of Persons with Disabilities was proclaimed that introduced several amendments into Law 51/2003. Thus, the fifth additional provision with the following wording was



added: 'Fifth additional provision. Assessment of accessibility in State-owned infrastructure'. Projects of general interest of transportation infrastructure such as roads, railways, airports and ports, promoted by the General Administration of the State, will incorporate accessibility assessment that will examine alternatives and determine the technical solutions needed to ensure universal design and non-discrimination for all citizens with disabilities.

Law 38/2015 on the Rail sector was adopted on 29 September 2015, which regulates the reform of rail transport and includes, among its measures, the targets to improve the quality and accessibility. It states that the travel agencies must facilitate information in appropriate, accessible and understandable formats. The rail sector should also ensure that the services are provided in accordance with the rules governing the basic conditions of accessibility and non-discrimination for access and use of rail transport. Failure to comply with the accessibility is considered a very serious offense.

- Law 51/2003 of 2 December on Equal Opportunities, Non-Discrimination, and Universal Accessibility for Persons with Disabilities <http://sid.usal.es/idocs/F3/LYN5979/3-5979.pdf>
- Law 26/2011 of 1 August on Normative Adaptation to the UN Convention on the Rights of Persons with Disabilities <http://www.boe.es/boe/dias/2011/08/02/pdfs/BOE-A-2011-13241.pdf>
- Law 38/2015 of 29 September on the Rail sector <https://www.boe.es/boe/dias/2015/09/30/pdfs/BOE-A-2015-10440.pdf>
- Country Report on Measures to Combat Discrimination (Cachón, 2009) <https://ec.europa.eu/migrant-integration/index.cfm?action=media.download&uuid=2A1206B5-AE76-E863-33B6A5063C592172>
- Royal Decree 1544/2007 of 23 November Regulating the Basic Conditions of Accessibility and Non-Discrimination for Access to and use of means of transportation by persons with disabilities (in English) <http://sid.usal.es/idocs/F3/LYN12360/LIONDAUtransportation.pdf>
- Royal Decree 1544/2007 of 23 November Regulating the Basic Conditions of Accessibility and Non-Discrimination for Access to and use of means of transportation by persons with disabilities (in Spanish) <http://sid.usal.es/idocs/F3/LYN12360/3-12360.pdf>
- The National Accessibility Plan 2004-2012 <http://sid.usal.es/idocs/F8/FDO12610/pndaa.pdf>

## Built environment

Law 51/2003 of 2 December 2003 on Equal opportunities, non-discrimination, and universal accessibility for persons with disabilities has introduced the principle of 'universal accessibility'. In Article 7 of this Law 'reasonable accommodation' is defined as 'measures to adapt the physical, social, and attitudinal environment to the specific needs of persons with disabilities which effectively and practically, without involving a disproportionate burden, facilitate accessibility or participation for a person with disability on the same terms as for other citizens'. The material scope of this Law is telecommunications, built-up public spaces and buildings, transport, goods and services available to the public, and relations with public administration.

Royal Decree 505/2007 of 20 April approves the basic conditions of accessibility and non-discrimination of persons with disabilities in access and use of urban public spaces and buildings, and sets out accessibility and non-discrimination standards in public spaces and infrastructures. Law 51/2003 provides that new goods and services must comply with the accessibility conditions before 2011 if they are public, and before 2021 if they are private. In this sense, newly developed public spaces and housing ought to comply with the accessibility norms before 2011. In August 2011, Law 26/2011 of 1 August, on the Normative Adaptation to the UN Convention on the Rights of Persons with Disabilities was proclaimed affecting Law 51/2003. In relation to accessibility, the essential element for the full realisation of the rights of persons with disabilities is the modification of the Horizontal Property Law. In the amended legislation, paragraph 2 of Article 10 of Law 49/1960 of 21 July on Horizontal Property, now states: "2.[...] the community of dwellers, at the request of the owners in whose apartments people with disabilities or persons over seventy years of age live, work or perform voluntary services, will be obliged to make appropriate adaptations so that the common parts of the building can be used, or mechanical and electronic devices are installed that favour communication with the external environment. The total cost of these adaptations must not exceed twelve months of common expenses". The fifth additional provision with the following wording was also added: 'Assessment of accessibility in State-owned infrastructures'. Therefore, projects of general interest of transportation infrastructure such as roads, railways, airports and ports, promoted by the General Administration of the State, will incorporate an accessibility assessment that will examine alternatives and will determine the technical solutions needed to ensure universal accessibility and non-discrimination for all citizens with disabilities. More recently, Law 8/2013 of 26 June, on Rehabilitation, regeneration and urban reconstruction was adopted. In addition, each Autonomous Community has developed their own laws.

Most of Spaniards live in multi-unit housing or apartment buildings, so the previously mentioned laws are applicable to these living arrangements, given that they are applicable to both public and private properties. These apartments may be owned by those who live in them, or maybe rented. In any case, the owner or the landlord is responsible for meeting the accessibility requirements of the building. As mentioned earlier, the funding support for different adaptations and removal of barriers can be requested by disabled people to adapt their houses, or by a Community of owners if additional adaptations (e.g. elevators, ramps, etc.) are required to the building.

- Law 51/2003 of 2 December 2003 on Equal Opportunities, Non-Discrimination, and Universal Accessibility for Persons with Disabilities <http://sid.usal.es/idocs/F3/LYN5979/3-5979.pdf>
- Law 26/2011 of 1 August on Normative Adaptation to the UN Convention on the Rights of Persons with Disabilities <http://www.boe.es/boe/dias/2011/08/02/pdfs/BOE-A-2011-13241.pdf>
- Law 8/2013 of 26 June on Rehabilitation, regeneration and urban reconstruction <http://www.boe.es/boe/dias/2013/06/27/pdfs/BOE-A-2013-6938.pdf>
- Report on Measures to Combat Discrimination: Spain (Cachón, 2009) <https://ec.europa.eu/migrant-integration/index.cfm?action=media.download&uuid=2A1206B5-AE76-E863-33B6A5063C592172>
- Royal Decree 505/2007 of 20 April regulating the basic conditions of accessibility and non-discrimination of persons with disabilities to the access and use of urban public spaces and buildings (in English) <http://sid.usal.es/idocs/F3/LYN11123/LIONDAUbuildings.pdf>
- Royal Decree 505/2007 of 20 April regulating the basic conditions of accessibility and non-discrimination of persons with disabilities to the access and use of urban public spaces and buildings (in Spanish) <http://sid.usal.es/idocs/F3/LYN11123/3-11123.pdf>

## ICT and Web

Law 51/2003 recommends that the Government in the two-year interval, after its entry into force, establishes some basic conditions of accessibility and non-discrimination for the access to and the use of technologies, products and services related to the information society and the media. Royal Decree 1494/2007 of 12 November approves the regulation on basic conditions for access of disabled people to technologies, products and services related to information society and the media.

Law 34/2002 of 11 July on the Information Society and e-Commerce Services, in its fifth additional provision, obliges the public administration to adopt the necessary measures so that the information available on their respective Internet websites can be accessible to the elderly and to disabled people.

Law 26/2011 of 1 August on Normative Adaptation to the UN Convention on the Rights of Persons with Disabilities, includes normative adaptation concerning Services of the Information Society and E-Commerce, with the following wording: "Web pages that serve as a support or channel to online social networks, developed by entities whose annual operations turnover, calculated pursuant to the value added tax regulations, exceeds EUR 6,101,121.04, must satisfy from 31 December 2012, as a minimum, the average level of the generally recognised criteria of content accessibility."

UNE 139803: 2012. Accessibility Requirements for web content is a Spanish standard approved as of July 2012 that establishes accessibility requirements for web content.

The Action Plan 2014-2017 for Equality between men and women in the Information society argues that although the digital access gap and the use of computers and the Internet in recent years tends to close, women continue to generally use ICT less frequently than men do. Considering this, the Action Plan includes among its objectives the goals of promoting the inclusion, literacy and training in new ICT occupations, which also concerns persons with disabilities Spain also signed the Marrakesh Treaty to Facilitate Access to Published Works for Persons Who Are Blind, Visually Impaired or Otherwise Print Disabled on 16 July 2015.

Royal Legislative Decree 1/2013 of 29 November in Article 24 refers to the basic conditions of accessibility and non-discrimination in the area of products and services related to the information society and social media. Article 28 of this Decree stipulates that within two years after this law enters into force, the Government must carry out comprehensive studies on accessibility of those environments or systems that are considered most relevant from the point of view of non-discrimination and universal accessibility. Article 29 refers to Basic accessibility and non-discrimination conditions for the access and use of goods and services available to the public. This law repeals Law 49/2007 of December 26, which establishes the system of infractions and sanctions in matters of equality of opportunity, non-discrimination and universal accessibility of persons with disabilities.

Law 19/2013 of 9 December on Transparency, access to public information and good governance, in its Article 5 specifies that all information shall be comprehensible, easily accessible and free of charge, and



shall be available to persons with disabilities in appropriate formats, in accordance with the principle of universal accessibility and design for all.

- Organic Law 8/2013 of 9 December on the Improvement of the education quality establishes that the widespread incorporation of the Information and Communication Technologies (ICT) into the education system, shall take into account the principles of design for all and universal accessibility, to allow the individualization of education and adaptation to each student's needs.
- Royal Decree 1112/2018 on accessibility of websites and applications for mobile devices of the public sector, which came into force on 20 September 2018, transposes the European Directive 2016/2012 and requires that all websites and native apps of the Public Administration or those that receive public funding are made accessible.
- Royal Decree 1494/2007 of 12 November regulating Basic Conditions for Access for Disabled People to the Technologies, Products and Services Related to Information Society and the Media (English Version) <http://sid.usal.es/idocs/F3/LYN11920/LIONDAUinfosociety.pdf>
- Royal Decree 1494/2007 of 12 November (in Spanish) <http://sid.usal.es/idocs/F3/LYN11920/3-11920.pdf>
- Law 34/2002 of 11 July on the Information Society and e-Commerce Services <http://www.boe.es/boe/dias/2002/07/12/pdfs/A25388-25403.pdf>
- Report on Measures to Combat Discrimination: Spain (Cachón, 2009) <https://ec.europa.eu/migrant-integration/index.cfm?action=media.download&uuid=2A1206B5-AE76-E863-33B6A5063C592172>
- Law 26/2011 of 1 August on Normative Adaptation to the Convention on the Rights of Persons with Disabilities <http://www.boe.es/boe/dias/2011/08/02/pdfs/BOE-A-2011-13241.pdf>
- Action Plan 2014-2017 for Equality between men and women in the Information Society <http://www.inmujer.gob.es/actualidad/NovedadesNuevas/docs/BorradiIPlanAccionSocInf.pdf>
- UNE 139803: 2012. Accessibility Requirements for web content [https://administracionelectronica.gob.es/pae\\_Home/pae\\_Estrategias/pae\\_Accesibilidad/pae\\_normativa/pae\\_elInclusion\\_Normas\\_Accesibilidad.html?idioma=en#.XJO9wSL7Ryw](https://administracionelectronica.gob.es/pae_Home/pae_Estrategias/pae_Accesibilidad/pae_normativa/pae_elInclusion_Normas_Accesibilidad.html?idioma=en#.XJO9wSL7Ryw)
- Royal Legislative Decree 1/2013 of 29 November, approving the Consolidated Text of the General Law on the rights of persons with disabilities and their social inclusion <http://www.boe.es/boe/dias/2013/12/03/pdfs/BOE-A-2013-12632.pdf>
- Law 19/2013 of 9 December on Transparency, access to public information and good governance <http://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12887.pdf>
- Organic Law 8/2013 of 9 December on the Improvement of the educational quality (LOMCE) <http://www.boe.es/boe/dias/2013/12/10/pdfs/BOE-A-2013-12886.pdf>
- Royal Decree 1112/2018 on Accessibility of websites and applications for mobile devices of the public sector <https://www.boe.es/boe/dias/2018/09/19/pdfs/BOE-A-2018-12699.pdf>



# Autonomous University of Madrid

Founded in 1968 | Students: 30560 | Teachers: 2599

## General Resources

### Website:

<http://www.uam.es>

### Disability information:

Área de Atención a la Discapacidad.  
Oficina Acción Solidaria y Cooperación

Eva Acedo / Silvia Arias

[programa.discapacidad@uam.es](mailto:programa.discapacidad@uam.es)

<https://www.uam.es/uam/atencion-discapacidad>

<https://www.uam.es/uam/oficinasolidaria/discapacidad/estudiantes>

### Mobility:

<https://www.uam.es/uam/internacional/movilidad/inclusion>

### Transportation:

<https://www.uam.es/uam/ecocampus/movilidad>

### Students:

<https://www.uam.es/uam/estudiantes>

### Participation:

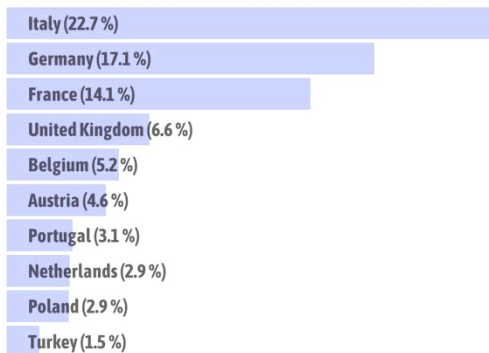
<https://www.uam.es/uam/actividades-deportivas>

<https://www.uam.es/uam/servicios/oficina-actividades-culturales>

## Mobility/Erasmus indicators

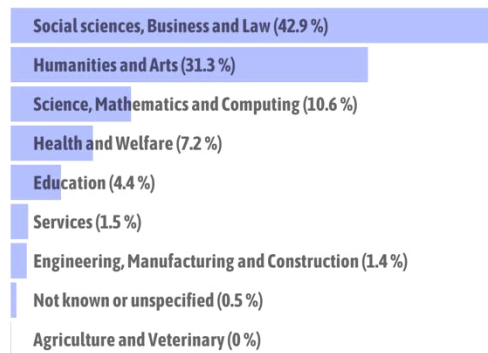
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 4996)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 4996)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

## **University life**

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework



### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Teaching and research staff with disabilities**

The university has reserved quotas for the access of persons with disabilities to teaching and/or researcher positions. The university offers support measures for teaching and research staff with disabilities

### **Mobility grants and support resources**

The university offers mobility grants

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



# National University of Distance Education

Founded in 1972 | Students: 135190 | Teachers: 1213

## General Resources

### Website:

<http://www.uned.es>

### Disability information:

<https://www.uned.es/universidad/inicio/institucional/unidis.html>

### Erasmus/Mobility:

[http://portal.uned.es/portal/page?\\_pageid=93,316189,93\\_20538173&\\_dad=portal&\\_schema=PORTAL](http://portal.uned.es/portal/page?_pageid=93,316189,93_20538173&_dad=portal&_schema=PORTAL)

### Transportation:

[http://portal.uned.es/portal/page?\\_pageid=93,573545,93\\_20499783&\\_dad=portal&\\_schema=PORTAL](http://portal.uned.es/portal/page?_pageid=93,573545,93_20499783&_dad=portal&_schema=PORTAL)

### Housing:

[http://portal.uned.es/portal/page?\\_pageid=93,1239702,93\\_20542126&\\_dad=portal&\\_schema=PORTAL](http://portal.uned.es/portal/page?_pageid=93,1239702,93_20542126&_dad=portal&_schema=PORTAL)

### Students:

[http://portal.uned.es/portal/page?\\_pageid=93,27234376,93\\_55561836&\\_dad=portal&\\_schema=PORTAL](http://portal.uned.es/portal/page?_pageid=93,27234376,93_55561836&_dad=portal&_schema=PORTAL)

### Welcoming:

[http://portal.uned.es/portal/page?\\_pageid=93,6258323,93\\_55561836&\\_dad=portal&\\_schema=PORTAL](http://portal.uned.es/portal/page?_pageid=93,6258323,93_55561836&_dad=portal&_schema=PORTAL)

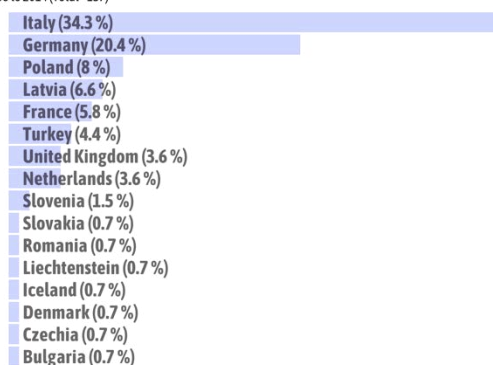
### Inclusion policy:

[https://portal.uned.es/portal/page?\\_pageid=93,26883464&\\_dad=portal&\\_schema=PORTAL](https://portal.uned.es/portal/page?_pageid=93,26883464&_dad=portal&_schema=PORTAL)

## Mobility/Erasmus indicators

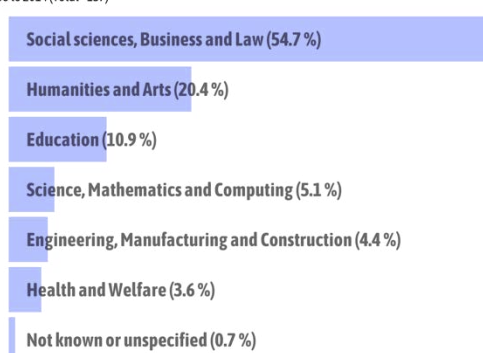
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total=137)



**% incoming Erasmus students by subject**

2008 to 2014 (Total=137)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Study assistant service**

University provides study assistant service



## University of Murcia

Founded in 1915 | Students: 29880 | Teachers: 3004

### General Resources

**Website:**

<http://www.um.es>

**Disability information:**

Coordination: Ana Millán Jiménez

[amillan@um.es](mailto:amillan@um.es)

Attention to Diversity:

Antonio Pérez Manzano (Disability and Community Health Technician)

[aperez@um.es](mailto:aperez@um.es) / 868883351

Eva Casanova Saavedra (Disability Technician)

[evacasanova@um.es](mailto:evacasanova@um.es) / 868883366

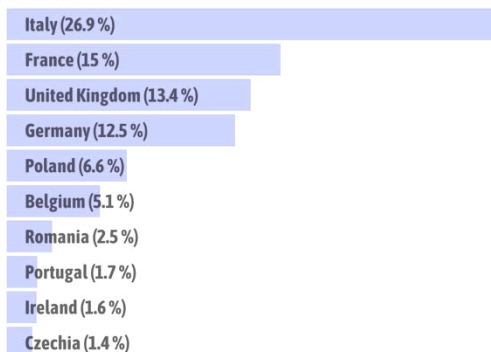
María Henarejos Tornel (Disability Technician)

[mht@um.es](mailto:mht@um.es) / 868883230

### Mobility/Erasmus indicators

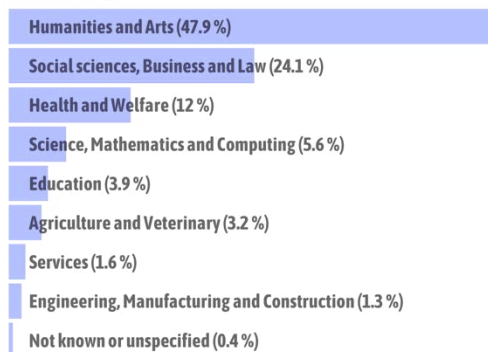
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 2925)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 2925)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools



### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Reserved quota**

The university has a reserved quota for new students with disabilities

## **University life**

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The



university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them

### **Mobility grants and support resources**

The university offers mobility grants

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



## University of Seville

Founded in 1505 | Students: 57607 | Teachers: 4630

### General Resources

**Website:**

<http://www.us.es>

**Disability information:**

Ana María López Jiménez

[vserviciosociales@us.es](mailto:vserviciosociales@us.es)

Unit of Attention to Students with Disabilities

Laura Lozano Cantos

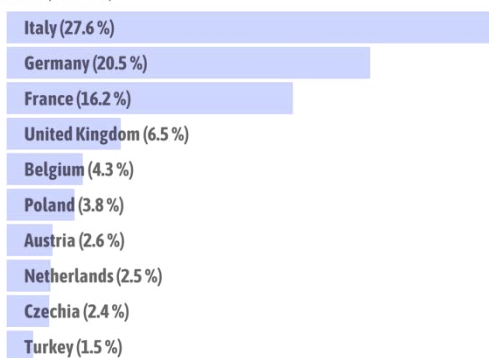
954-48 77 49 - 954 48 81 59

[sacucapacidad@us.es](mailto:sacucapacidad@us.es)

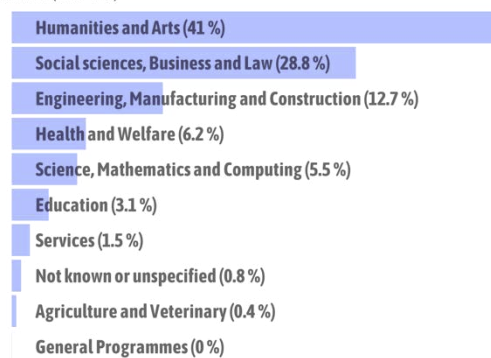
[sacucapacidad@us.es](mailto:sacucapacidad@us.es)

### Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 8967)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 8967)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

#### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

#### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Reserved quota**

The university has a reserved quota for new students with disabilities

## **University life**

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Counselling service**



The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Teaching and research staff with disabilities**

The university has reserved quotas for the access of persons with disabilities to teaching and/or researcher positions. The university offers support measures for teaching and research staff with disabilities

### **Participation in mobility programmes**

The university offers activities and takes steps to guarantee and encourage the participation of students with disabilities in international mobility programmes. The university runs information and orientation services for students with disabilities about mobility programmes and the opportunities open to them

### **Mobility grants and support resources**

The university offers mobility grants

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



## University of Valencia

Founded in 1500 | Students: 44310 | Teachers: 4855

### General Resources

**Website:**

<http://www.uv.es>

**Disability information:**

<https://www.uv.es/uvdisability/en/uvdisability.html>

<https://www.uv.es/uvdisability/en/resources/documents-propis.html>

[https://www.uv.es/upd/doc/Calidad/2020\\_IndicadoresUVd\\_eng.pdf](https://www.uv.es/upd/doc/Calidad/2020_IndicadoresUVd_eng.pdf)

Celeste Asensi Borrás. Head of the unit.

[celeste.asensi@uv.es](mailto:celeste.asensi@uv.es)

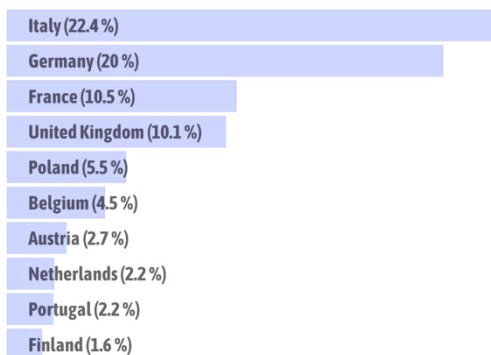
UVdisability is working on reviewing the 2021- 2025 II Inclusion Plan.

<https://www.uv.es/uvdisability/en/programs/awareness-training-volunteering.html>

### Mobility/Erasmus indicators

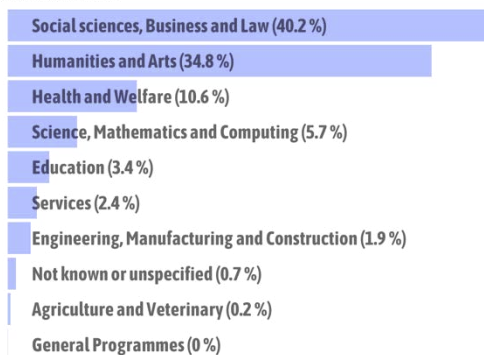
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 10227)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 10227)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools



### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Reserved quota**

The university has a reserved quota for new students with disabilities

### **Information on students with disabilities enrolled**

The university includes the variable "disability" in its system of information on students enrolled at all levels of university studies

## **University life**

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

### **Protocols for the prevention of harassment in the university community**

There are protocols for the prevention of harassment in the university community, with a special focus on people with disabilities. Intervention, mediation, and follow-up systems are in place

### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Teaching and research staff with disabilities**

The university has reserved quotas for the access of persons with disabilities to teaching and/or researcher positions. The university offers support measures for teaching and research staff with disabilities

### **Mobility grants and support resources**

The university offers mobility grants

The university provides students with the necessary support tools and services to participate in mobility programmes



### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



# University of Zaragoza

Founded in 1474 | Students: 29173 | Teachers: 3981

## General Resources

**Website:**

<http://www.unizar.es/>

**Disability information:**

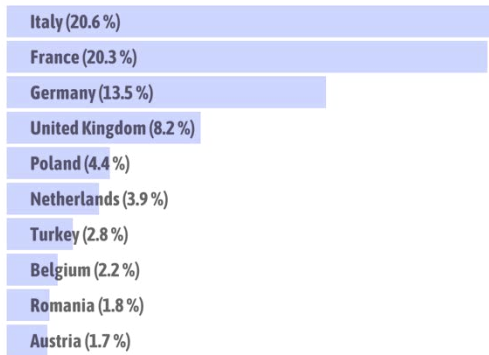
<http://ouad.unizar.es/>

Fernando Latorre

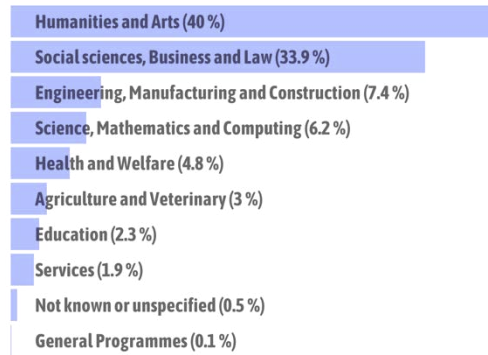
[ouad@unizar.es](mailto:ouad@unizar.es)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 4366)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 4366)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Cognitively accessible buildings and spaces**

Easy-to-read formats are used in all campus facilities. Signage, signs and maps are designed for all persons (plain language, infographics, and icons)

#### **Supportive resources for students with disabilities**

The university has supportive resources to promote the autonomy and self-determination of students with disabilities.

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

#### **Plan for the inclusion of students with disabilities**

The university has a comprehensive inclusion plan for students with disabilities with specific actions in all areas of university life

#### **Student service protocol**

The university has a service and support protocol to respond to the needs of students with disabilities (interviews with technicians, provision of resources, monitoring, information to teaching staff, specialised support in administrative offices, etc.)

#### **Coordination between services and resources**

The university has a system for coordination between the different university services in order to offer comprehensive support to respond to the needs of students with disabilities, including coordination with colleges and schools

### **Disability office, unit or services**

The university has an office, unit or service (or a point of contact for information for students with disabilities) to provide care and support to students with disabilities

### **Tuition and fee waivers**

The university offers students with disabilities financial assistance for tuition and other fees in accordance with internal or country regulations

### **Community awareness**

The university conducts awareness-raising activities regarding the inclusion of persons with disabilities and universal design aimed at the entire university community

### **Teaching staff training and innovation**

The university offers continuing professional development, teaching innovation programmes and teacher networks, regarding the inclusion of people with disabilities and universal design for learning

### **Training and guidance for administrative, technical and service personnel**

The university offers training and guidance for administrative, technical and service personnel on catering for diversity and special needs in the university activities

## **Access**

### **Transition and induction programmes**

The university runs transition programmes from secondary to university education and has an induction plan for all new students that is accessible for students with disabilities

### **Accessible admission tests**

The university admission test, as well as the admission tests to all other university study programs, have been designed in an accessible format, and the university provides reasonable accommodations and resources as required by persons with disabilities

### **Reserved quota**

The university has a reserved quota for new students with disabilities

### **Information on students with disabilities enrolled**



The university includes the variable “disability” in its system of information on students enrolled at all levels of university studies

## University life

### **Accessible content and materials**

The content, resources and materials used for teaching and learning are accessible

### **Inclusive methodologies**

The university encourages teaching staff to use systems, tools and methodologies that facilitate the participation and learning of all students, in accordance with the provisions of the Universal Design framework

### **Inclusive assessment systems**

The university offers diverse assessment methods (formats, techniques, times, etc.) that ensure equal opportunities and evaluation criteria for students with disabilities. Teaching guides contain specific information on evaluation systems to meet individual student needs

### **Counselling service**

The university has a counselling service for all students, including students with disabilities, to support their learning process (e.g., study techniques, social skills, etc.)

### **Orientation plan and personalised tutoring**

The university has a Tutoring Action Plan (implemented by teachers) that offers personalized support to all students, including students with disabilities

### **Peer support systems**

The university runs peer support programmes for students aimed at facilitating learning and promoting the well-being of all students, including students with disabilities. These programmes include training, evaluation, monitoring and formal recognition (mentors, peer support, volunteers)

### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

### **Participation of students with disabilities in university bodies and student associations**

The university encourages students, including students with disabilities, to participate in the different governing bodies, university representation entities and student associations. There are protocols and actions to encourage the participation of students with disabilities.

### **Physical activity and sports**

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### **Protocols for the prevention of harassment in the university community**

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### **Research and PhD program**

The university offers scholarships and grants for university students with disabilities applying for doctorate and/or research programmes. The university has teams or groups engaged in research in the field of inclusion, accessibility and the rights of persons with disabilities. The university conducts knowledge transfer projects on inclusion and the wellbeing of persons with disabilities

### **Mobility grants and support resources**

The university offers mobility grants

The university provides students with the necessary support tools and services to participate in mobility programmes

### **Inclusion of international students in mobility programmes**

The university welcomes students with disabilities from other international universities and offers support services, including reasonable accommodations.

### **Events for international students in mobility programs**

The university and the student associations organize accessible events and take into consideration the needs of international students with disabilities for the development of university extension, cultural and leisure activities.

### **Career orientation and information services**

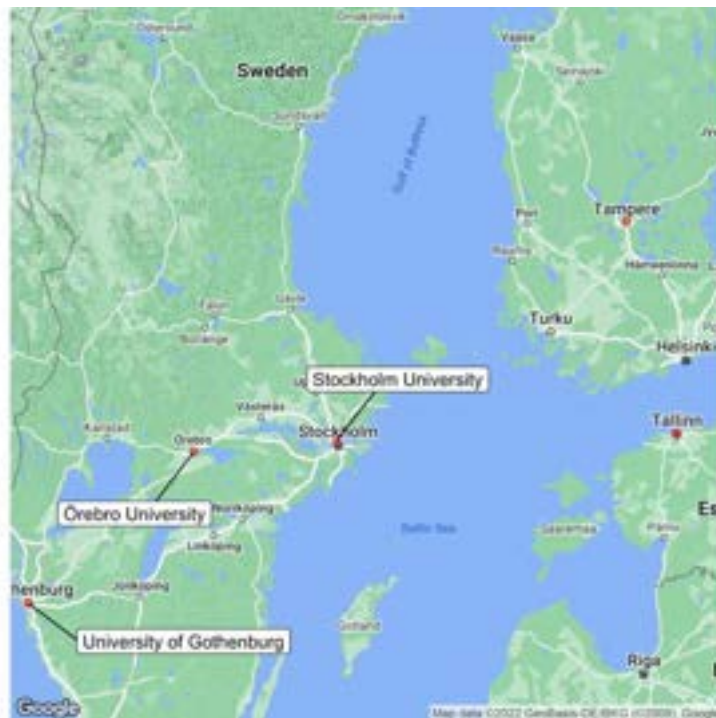
The university has, and offers to students with disabilities, information, orientation and advisory services on training and career opportunities. The university provides students with the necessary support and experience to find and keep a job



Co-funded by the  
Erasmus+ Programme  
of the European Union

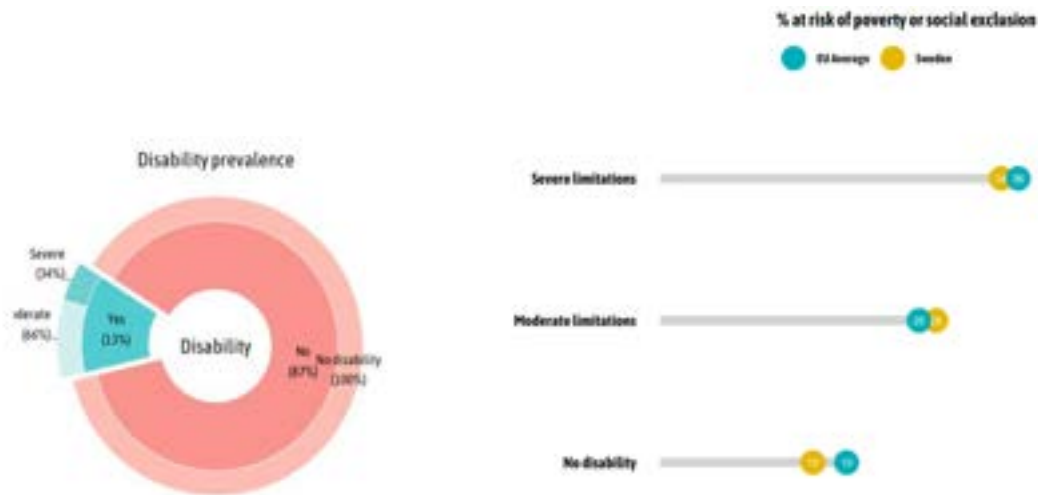


## Sweden



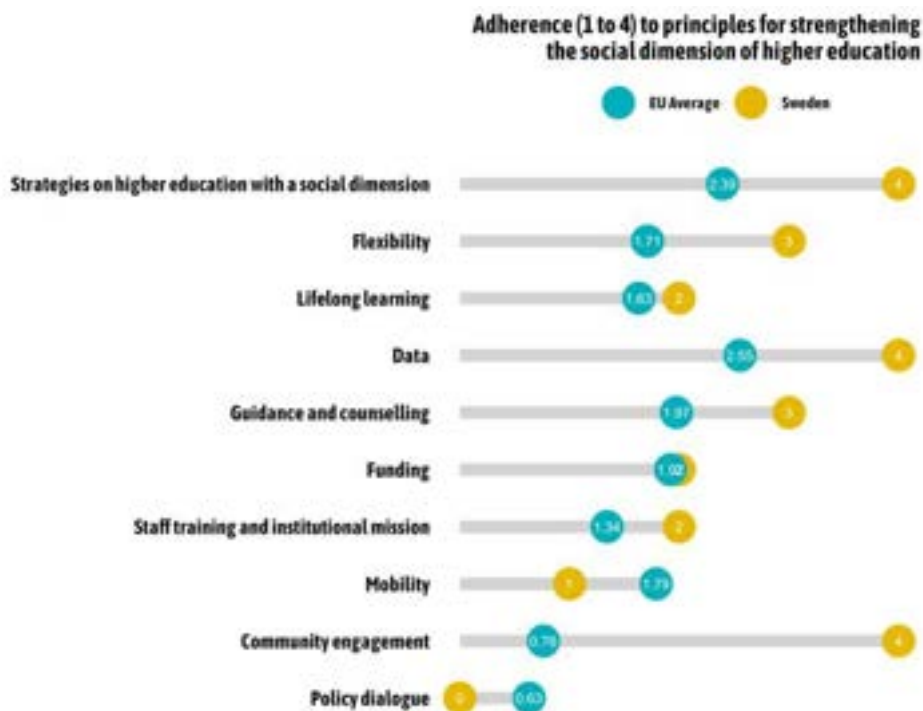
## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability



Source: European Commission/EACEA/Eurydice (2022)

According to the Discrimination Act discrimination is explicitly prohibited in the area of education. At all universities and institutions of higher education there is a contact person/coordinator working with issues relating to educational support for students with disabilities. Examples of available services are sign language interpretation, help with reading, note-taking and proofreading, personal assistants, certain technical aids, for example, in specially equipped rooms, extended time for exams, alternative exams, mentors or other individualised support measures, audio books and books in Braille.



- Discrimination Act [http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Diskrimineringslag-2008567\\_sfs-2008-567/](http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Diskrimineringslag-2008567_sfs-2008-567/)
- General information <https://antagning.se/sv/Ta-reda-pa-mer-/Studier-pa-hogskoleniva1/Studera-med-funktionsnedsattning/>

## Accessibility

### Transport accessibility

The right of access to public transport for persons with disabilities was established in the Special Transport Act of 1979 and in a subsequent Regulation of 1980 (Special Transport Regulation), which allocates responsibility to The Swedish Transport Administration (Trafikverket), The Swedish Maritime Administration (Sjöfartsverket) and The Swedish Transport Agency (Transportstyrelsen) to initiate, plan and monitor accessibility in public transport. The Swedish Transport Administration has a coordinating function in this task. These authorities are also responsible for drawing up regulations on accessibility in cooperation with authorities involved, transport providers, disability organisations etc. Buildings connected with travel are subject to the general building regulations.

- Special Transport Act <https://lagen.nu/1979:558>
- Special Transport Regulation <https://lagen.nu/1980:398>
- The Swedish Transport Administration <http://www.trafikverket.se/en/startpage/>

### Built environment

The Planning and Building Act of 2010 establishes general rules for the physical environment. In built-up areas the environment must be adapted to suit persons with limited capacity for movement and orientation. The Planning and Building Act contains an obligation to remove easily moveable obstacles in public places and on public premises thus affording access for persons with limited movement and orientation. The regulatory framework for accessibility in built-up environments applies to both private and public owners of buildings: In Regulation 2011/338 on planning and construction (Plan- och byggförordningen) requirements on constructions, products used in construction, monitoring, control and expertise are defined. Moreover, the Law on public procurement (SFS 2007/1091) states that technical specifications are to take account of accessibility for people with disabilities or have a design for all.

- Planning and Building Act <https://lagen.nu/2010:900>
- Building Regulation [http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Plan--och-byggforordning-2011\\_sfs-2011-338/](http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Plan--och-byggforordning-2011_sfs-2011-338/)
- Law on public procurement <http://www.notisum.se/rnp/sls/lag/20071091.HTm>

### ICT and Web

According to the Regulation (SFS 2001:526), concerning obligations of government authorities towards persons with disabilities, information and activities must be accessible to persons with disabilities. There is no such obligation for municipalities. However, neither government nor municipal authorities are obliged to provide an individual with the information in his or her chosen and accessible format, for example Braille or digital information. The Administrative Procedure Act of 1986 Section 8, says that 'when an authority is dealing with someone who does not have a command of the Swedish language or who has a severe hearing impairment or speech impairment, the authority should use an interpreter when needed'. The Swedish e-delegation has worked out guidance for webpages in terms of accessibility following the international standard WCAG 2.0 level AA.

- Regulation concerning responsibilities of state authorities to implement disability policy (SFS 2001:526) [http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Forordning-2001526-om-de-st\\_sfs-2001-526/?bet=2001:526](http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Forordning-2001526-om-de-st_sfs-2001-526/?bet=2001:526)
- Administrative Procedure Act [http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Forvaltningslag-1986223\\_sfs-1986-223/?bet=1986:223](http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfattningssamling/Forvaltningslag-1986223_sfs-1986-223/?bet=1986:223)
- Guidance for development of webpages <http://www.webbriktlinjer.se/>



# Örebro University

Founded in 1977 | Students: 12892 | Teachers: 930

## General Resources

### Website:

<http://www.oru.se/English/>

### Disability information:

<https://www.oru.se/english/study/student-services/support-during-your-studies/studying-with-disabilities/>

### Erasmus/Mobility:

<https://www.oru.se/english/study/>

<https://www.oru.se/english/study/exchange-students/>

[exchange@oru.se](mailto:exchange@oru.se)

### Transportation:

<https://www.lanstrafiken.se/en/>

<https://www.lanstrafiken.se/en/travel-information/Accessibility-when-traveling/>

### Housing:

<https://www.oru.se/english/about-us/housing-office/exchange-students/>

### Students:

<https://www.esn-orebro.org/>

### Welcoming:

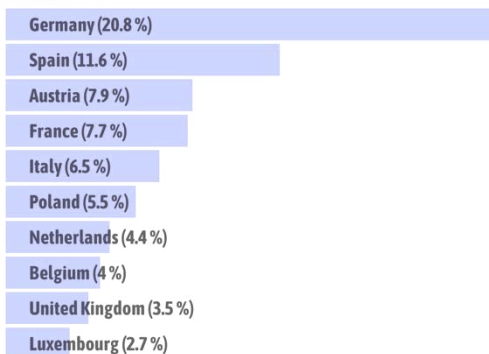
<https://www.oru.se/english/study/exchange-students/arrival-and-orientation/>

### Inclusion policy:

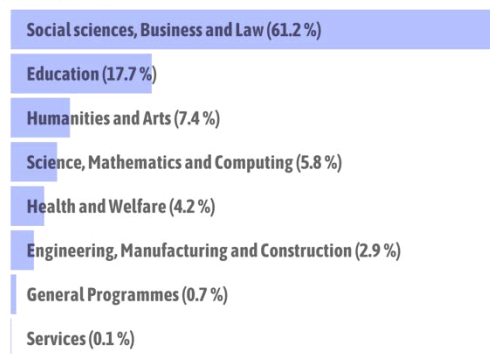
<https://www.oru.se/english/study/student-services/support-during-your-studies/studying-with-disabilities/>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 997)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 997)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **In-class note takers**

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Interpreter services**

University provides interpreter services for hearing impaired

### **Study assistant service**

University provides study assistant service



# Stockholm University

Founded in 1904 | Students: 49343 | Teachers: 3181

## General Resources

### Website:

<http://www.su.se/english/>

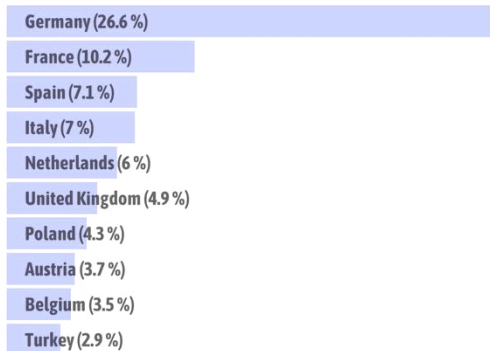
### Disability information:

Links: Studying with a disability and National Administration and Information System for coordinators Links: contact Rikard Skårfors / Maria Wilenius

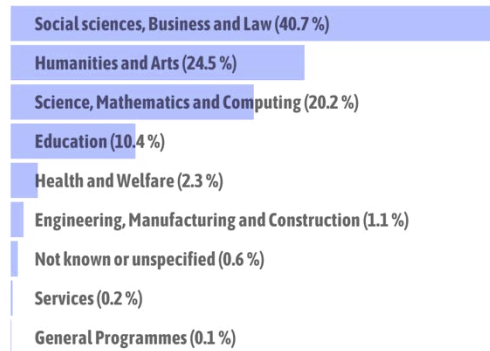
[rikard.skarfors@su.se](mailto:rikard.skarfors@su.se)

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
2008 to 2014 (Total= 3704)



**% incoming Erasmus students by subject**  
2008 to 2014 (Total= 3704)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **Accessible transportation**

Transportation to access the university campus is accessible

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for

### University life

#### **Participation in cultural and university extension activities**

The university offers cultural and university extension activities (such as drama, dance or art exhibitions) that are accessible for all students, thus guaranteeing the participation of all students regardless of their abilities

#### **Physical activity and sports**

The university implements specific measures and other inclusion policies to promote physical activity and sports practice for students with disabilities

#### **External internships**

The university offers external internships that are accessible to all students. There are support and advisory systems for students with disabilities to participate in internships outside the university. The university has support and advisory systems for hosting organisations in relation to students with disabilities



# University of Gothenburg

Founded in 1891 | Students: 43337 | Teachers: 3457

## General Resources

**Website:**

<http://www.gu.se/english>

**Disability information:**

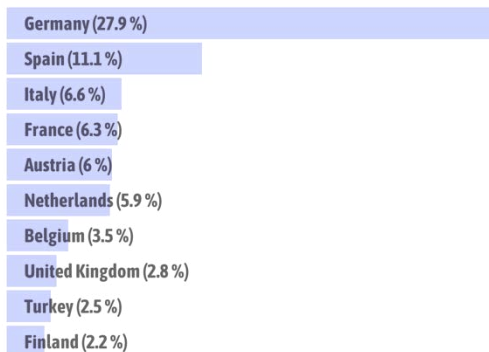
Sofia Vilelind

[sofia.vilelind@gu.se](mailto:sofia.vilelind@gu.se)

## Mobility/Erasmus indicators

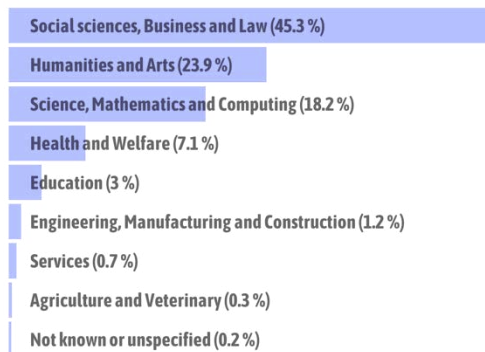
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total=3615)



**% incoming Erasmus students by subject**

2008 to 2014 (Total=3615)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Achieved Standards

### Key institutional policies

#### **Accessible buildings and spaces**

Buildings and spaces are physically and sensory accessible

#### **The university has specific regulations or guidelines to ensure that the needs of students with disabilities are catered for**

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#### **Participation in cultural and university extension activities**

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#### **Mobility grants and support resources**

The university offers mobility grants



## United Kingdom





## General disability information

### Disability at a glance



Source: <https://www.disability-europe.net>

### Higher Education and disability

Non-discrimination obligations are imposed on providers of post-16 education by the Equality Act 2010 in England Scotland and Wales, and by the Disability Discrimination Act 1995 in Northern Ireland. These include obligations to anticipate when disabled people would be subjected to a 'substantial disadvantage' and to make reasonable adjustments to ensure that the causes of such potential disadvantage are removed. Direct discrimination, and discrimination arising from disability, are also prohibited – with the result that admission cannot be refused on grounds of disability. In addition, the Equality Act 2010 (in England, Scotland and Wales) and the Disability Discrimination Act 1995 (in Northern Ireland) require public sector post-16 education providers to comply with positive duties to have 'due regard' to the need to promote disability equality in all aspects of their operation.

Additional financial support, which is not means-tested, is available via a Disabled Students Allowance to assist with the cost of assistive equipment and additional materials, non-medical assistance or extra travel costs. Significant funding cuts to the Disabled Students Allowance were introduced in 2016-2017 with the intention that Higher Education Institutions would increase and improve inclusive practice provisions in the delivery of their teaching and learning.

- Directgov: disability support in higher education <https://www.gov.uk/disabled-students-allowances-dsas/overview>
- Equality and Human Rights Commission, Technical Guidance on Further and Higher Education <http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-guidance-codes-practice-and-technical-guidance>
- Equality and Human Rights Commission, Technical Guidance – Public Sector Equality Duty <http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-guidance-codes-practice-and-technical-guidance>

### Accessibility

#### Transport accessibility

The Equality Act 2010 imposes anticipatory reasonable adjustment duties on providers of transport services in England, Scotland and Wales. This includes all elements of service (e.g. travel information, tickets, assistance, use of vehicles, etc.). Responsibility for the regulation of transport accessibility is outlined in Part 12 (including chapters on taxis, public service vehicles and rail vehicles). In 2012, the government's Department for Transport published 'Transport for Everyone: An Action Plan to Improve Accessibility for All'. In August 2017 it opened a period of consultation on a Draft Accessibility Action Plan. While this is now

closed, no finalised plan has yet been adopted. Standards for accessibility are defined by the national (or EU) regulations, some of which pre-date changes introduced in the 2010 legislation. For example, the construction of new buses and coaches (and provision of scheduled services) is subject to the Public Service Vehicles Accessibility Regulations (detailed guidance and best practice were developed in 2000). A good practice guide on pedestrian access and transport infrastructure was produced in 2005. A 'Railways for All' Strategy was introduced (for Great Britain) in 2006 and the Office of Rail Regulation requires each licensed rail station to operate within a Disabled People's Protection Policy. An assessment of accessibility standards in land-based public transport vehicles and a code of practice on access to air travel were produced in 2008. In Northern Ireland, an Accessible Transport Strategy was introduced by the Department for Regional Development in 2005 and updated in 2016. Arrangements in Northern Ireland are governed by the Disability Discrimination Act 1995, as modified by the Disability Discrimination (NI) Order 2006. A new Code of Practice on the Provision and Use of Transport Vehicles was introduced by the Equality Commission for Northern Ireland in 2011 (supplementing the general code of practice relating to DDA, Part 3).

- Westminster Department for Transport, Accessibility Action Plan  
<https://www.gov.uk/government/publications/accessibility-action-plan>
- Transport Scotland – Accessible transport website <http://www.transportscotland.gov.uk/accessible-transport>
- Public Service Vehicles Accessibility Regulations 2000 – Guidance  
<http://www.legislation.gov.uk/uksi/2000/1970/contents/made>
- Access to air travel for disabled people: Code of practice  
[http://www.accessibletourism.org/resources/3\\_access\\_air\\_travel\\_code\\_en.pdf](http://www.accessibletourism.org/resources/3_access_air_travel_code_en.pdf)
- The Railways for All Strategy - the accessibility strategy for Great Britain's Railways  
<http://webarchive.nationalarchives.gov.uk/20110504130522/http://www.dft.gov.uk/print/transportforyou/access/rail/rfa/railwaysforallstrategy3>
- Accessible Train Station Design for Disabled people: A Code of Practice v2 (2009)  
<http://webarchive.nationalarchives.gov.uk/20110131113552/http://www.dft.gov.uk/transportforyou/access/rail/railstations/accessiblestationdesigns/>
- Accessible Transport Strategy for Northern Ireland 2025 <https://www.infrastructure-ni.gov.uk/publications/accessible-transport-strategy-2025-updated-screening-form>
- Equality and Human Rights Commission, Code of Practice on Services, Public Functions and Associations <http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-guidance-codes-practice-and-technical-guidance>
- Equality and Human Rights Commission, Guidance for Service Users  
<http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-guidance-codes-practice-and-technical-guidance>
- Equality and Human Rights Commission, Technical Guidance – Public Sector Equality Duty  
<http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-guidance-codes-practice-and-technical-guidance>
- Draft transport accessibility action plan <https://www.gov.uk/government/consultations/draft-transport-accessibility-action-plan>

## Built environment

In England, Wales and Scotland, the Equality Act's reasonable adjustment duties extend to altering or removing physical features in buildings and the built environment where such features place a particular disabled person (in the contexts of employment and let premises) or can be anticipated to place disabled people generally (in contexts of services, post-16 education, private clubs and public functions) at a substantial disadvantage. In Northern Ireland, to which the Equality Act 2010 does not apply, similar duties are imposed by the Disability Discrimination Act 1995 and the Disability Discrimination (NI) Order 2006.

Standards of accessibility for construction of new buildings are defined in documents accompanying Building Regulations – primarily in Approved Document M (known as 'Part M') in England and Wales, the Technical Handbooks in Scotland (particularly Section 4.2.7 of the non-domestic handbook) and Technical Booklet R in Northern Ireland. A detailed code of practice is defined in British Standard 8300 (which may often be used in place of the above). This covers the accessibility of approach routes to a building, entrances into a building and facilities within a building (e.g. surfaces, signage, telephones, control switches, kitchens, bathrooms, ATMs, etc.). The standards cover all types of public buildings (e.g. transport hubs, industrial, commercial, administrative or entertainment buildings) and residential buildings (e.g. hotels, nursing homes, student residences, prisons, etc.) with the exception of dwellings (i.e. housing). New private



dwellings must be designed to allow entry of disabled visitors and standards apply to alterations of an existing dwelling if work would result in a less accessible outcome (e.g. removal of a ground floor toilet). Part M of the Building Regulations require the 'visitability' accessibility standard, but set out two further levels of accessibility standards – which local authorities can opt to include as local requirements in accordance with the National Planning Framework. Specific guidance on the accessibility of large hotels in 2008 (PAS 88). Any new construction not in compliance with accessibility standards (e.g. to protect a historic building) would normally require justification in an Access Statement. An extensive review of accessibility and the built environment was carried out by the House of Commons' Women and Equalities Committee in 2017. This highlighted various concerns and included significant recommendations for change.

- BS 8300 Design of buildings and their approaches to meet the needs of disabled people (Code of practice) <http://shop.bsigroup.com/en/ProductDetail?pid=00000000030217421>
- Approved Document M – Access to and Use of Buildings (England and Wales) <http://www.planningportal.gov.uk/buildingregulations/approveddocuments/partm/approved>
- Technical Handbooks 2011 Non-Domestic – Consolidated (Scotland) <http://www.scotland.gov.uk/Topics/Built-Environment/Building/Building-standards/publications/pubtech/thb2011nondom>
- Technical Booklet R: 2006 (Northern Ireland) <http://www.buildingcontrol-ni.com/assets/pdf/R2006.pdf>
- House of Commons Women and Equalities Committee inquiry into Disability and the Built Environment <https://www.parliament.uk/business/committees/committees-a-z/commons-select/women-and-equalities-committee/news-parliament-2015/disability-and-built-environment-report-published-16-17>
- PAS 88: Guidance on accessibility of large hotel premises and hotel chains <http://shop.bsigroup.com/ProductDetail?pid=00000000030163227>
- Equality and Human Rights Commissions Codes of Practice and Technical Guidance <http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-guidance-codes-practice-and-technical-guidance>

## ICT and Web

In England, Scotland and Wales, the Equality Act 2010's reasonable adjustment duties require providers of services and public functions to make adjustments to practices (including website design) which place disabled people at a substantial disadvantage. The Equality Act does not refer to ICTs nor specify any standard for web accessibility. Legal action can be brought against the provider of an inaccessible service but there is an absence of case law to establish any standard in practice – several such cases have been settled before reaching court.

In line with the E-Commerce Directive (2000/31/EC), Schedule 25 of the Equality Act exempts the providers of technologies on which a service is hosted, transmitted or cached from responsibility for that service but does require them to remove unacceptable content when they become aware of it. Public Sector providers are further required to have 'due regard' to advancing equality of opportunity in all their functions under the Public Sector Equality Duty (e.g. which may lead to innovation of voluntary accessibility standards, such as the BBC's Future Media Standards and Guidelines).

In 2010, the UK government Department for Business Innovation and Skills launched an eAccessibility Action Plan (to be updated quarterly) and ten core principles of inclusive web design (adopted by the Department for Culture, Media and Sport, DCMS). In 2011 the DCMS set up an eAccessibility Forum, made up of experts from government, industry and voluntary organisations. This aims to ensure that more inclusive services are developed. The Forum is responsible for implementing the 'eAccessibility Plan'.

In November 2010, BSI (the UK National Standards Body) published a new national standard for web accessibility (BS 8878), which offers a voluntary Code of Practice for all products and services delivered by Internet Protocol.

- BIS eAccessibility Action Plan – January 2011 <http://www.culture.gov.uk/publications/7798.aspx>
- Ten principles of inclusive web design (DCMS) <https://www.gov.uk/government/news/inclusive-web-design-principles-published>
- Schedule 25 of the Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/schedule/25>
- British Standard BS 8878: 2010 <http://shop.bsigroup.com/en/ProductDetail?pid=00000000030180388>

- **BBC Future Media Standards and Guidelines, v1.9**  
<http://www.bbc.co.uk/guidelines/futuremedia/accessibility/>
- **Equality and Human Rights Commissions Codes of Practice and Technical Guidance**  
<http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010/equality-act-guidance-codes-practice-and-technical-guidance>



# University College London

Founded in 1826 | Students: 35295 | Teachers: 7965

## General Resources

**Website:**

<http://www.ucl.ac.uk>

**Disability information:**

<https://www.ucl.ac.uk/students/support-and-wellbeing/support-disabled-students>

**Transportation:**

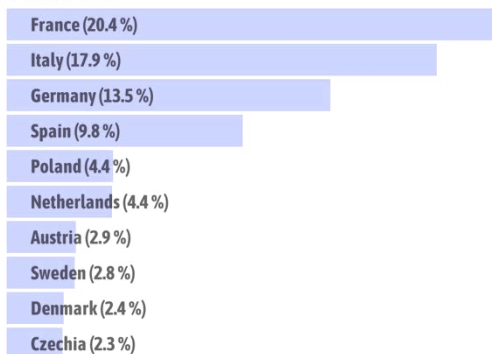
<https://tfl.gov.uk/transport-accessibility/>

**Inclusion policy:**

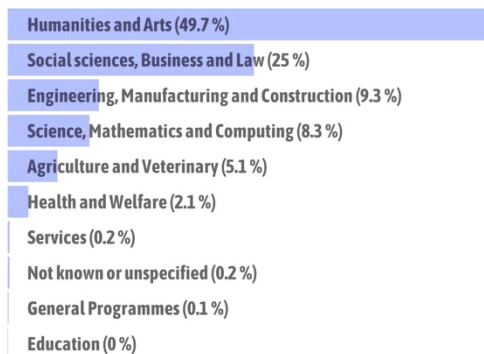
<https://www.ucl.ac.uk/equality-diversity-inclusion/equalityucl/new-ucl-plan-launched-ensure-momentum-equity-and-inclusion/equity-and-inclusion-plan>

## Mobility/Erasmus indicators

**% incoming Erasmus students by country (top 10)**  
 2008 to 2014 (Total= 2190)



**% incoming Erasmus students by subject**  
 2008 to 2014 (Total= 2190)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning

### **Personal assistant service**

University provides personal assistant service



# University of Birmingham

Founded in 1900 | Students: 32840 | Teachers: 4145

## General Resources

### Website:

<https://www.birmingham.ac.uk/index.aspx>

### Disability information:

<https://intranet.birmingham.ac.uk/student/equality-and-diversity/accessibility/accessibility-campus.aspx>

### Erasmus/Mobility:

<https://www.birmingham.ac.uk/international/study-abroad/study-abroad-outgoing/index.aspx>

### Transportation:

<https://intranet.birmingham.ac.uk/student/equality-and-diversity/accessibility/accessibility-campus.aspx>

### Housing:

<https://www.birmingham.ac.uk/study/accommodation/index.aspx>

### Students:

<https://www.guildofstudents.com/studentgroups/societies/damsa/>

### Welcoming:

<https://www.birmingham.ac.uk/study/accommodation/our-services/health-and-wellbeing.aspx>

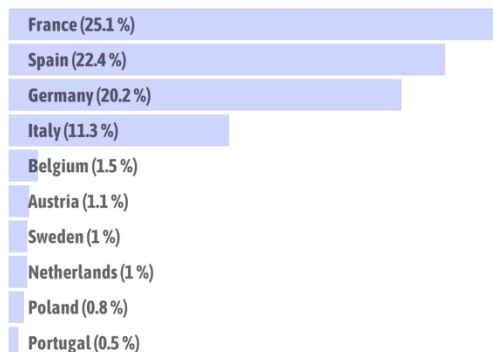
### Inclusion policy:

<https://intranet.birmingham.ac.uk/as/registry/legislation/codesofpractice/index.aspx>

## Mobility/Erasmus indicators

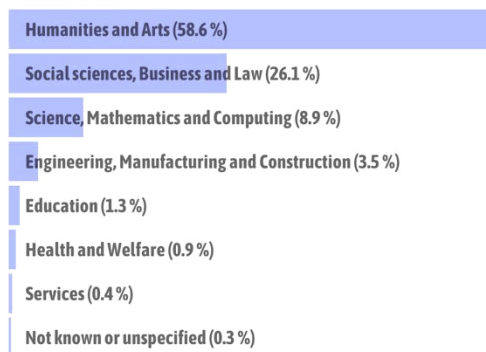
**% incoming Erasmus students by country (top 10)**

2008 to 2014 (Total= 2181)



**% incoming Erasmus students by subject**

2008 to 2014 (Total= 2181)



Source: Gadár, Kosztyán, Telcs, & Abonyi (2020)



## Disability-related services

### **Computer rental/loaning**

University provides computer rental/loaning service

### **Learning environments and platforms**

Learning environments and platforms allow for the use of different teaching and learning formats (written, audio, braille, easy read, etc.)

### **Virtual classroom software**

It refers to any virtual classroom delivery platform that is used by the University to deliver virtual classes. For example, Blackboard, Google meet, Zoom, etc.

### **In-class note takers**

In-class note takers. Refers to any service (with volunteer personnel or offered by the university itself) that supports the student in the task of taking notes in class.

### **Recordings of class lectures/ streaming**

Recordings of class lectures/ streaming

### **Testing accommodations and arrangements**

The university has some kind of protocolized service that studies possible adaptations in testing situations (exams mainly but also in other assessments). This may be the work of the Service for Students with Disabilities or any other unit of the university.

### **Desk and chair arrangements (for students with physical disabilities)**

University provides desk and chair arrangements for students with physical disabilities

### **Interpreter services**



University provides interpreter services for hearing impaired



### **Braille transcriptions**

University provides braille transcriptions for visually impaired



### **Adaptive software and assistive technology rental/loaning**

University provides adaptive software and assistive technology rental/loaning



### **Study assistant service**

University provides study assistant service