

Bayerisches Staatsinstitut  
für Hochschulforschung  
und Hochschulplanung

IHF

42

Johannes-Jürgen Meister (Ed.)

## Study Conditions and Behavioural Patterns of Students with Disabilities

A Documentation of the International Conference 1995  
at Tutzing, Germany

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of Students with Disabilities**

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at Tutzing, Germany**

Supported by the  
**Federal Ministry of Education, Science, Research and Technology, Bonn**  
and the  
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Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung  
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## **1 Foreword and Conference Programme**

From February 20 to 22, 1995 the Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung (Bavarian State Institute for Research and Planning into Higher Education), Munich, had organized at Tutzing/Germany an international seminar within the scope of the programme HELIOS II on the topic of "Handicapped Students in Higher Education - study conditions, behavioural patterns and educational achievements". This conference was supported by the Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie (Federal Ministry of Education, Science, Research and Technology), Bonn, as well as the European Commission. The seminar was designed as a specialized conference for politicians and representatives of administrative authorities, of higher education institutions and of organizations of the handicapped. Among the total number of 86 participants there were 18 visually and hearing as well as physically impaired.

The main topics of this conference being discussed in five workshops were the information about the situation of students with disabilities in the Federal Republic of Germany, the international exchange of experiences on the main topics of the conference, the common elaboration of recommendations and strategies for the forecast of study conditions and professional chances for students with disabilities in the states of the European Union.

Moreover, first results of two research projects were presented and discussed, which are carried out by assignment of the Federal Ministry of Education, Science, Research and Technology, Bonn, from the Bavarian State Institute for Research and Planning into Higher Education, Munich, and by the university of Dortmund. Aim of the research at the university of Dortmund was the analysis of the situation and the study conditions of handicapped students at institutions of higher education in the new Länder after the collapse of the GDR, whereas the Bavarian State Institute has analyzed behavioural patterns, study organization and study conditions for handicapped students at the universities in the old Länder of the Federal Republic of Germany.

With the present report of the conference course and results of the conference will be made available for those interested.

This report is published in German and English.

The second part of this report contains a selection of good examples and models for the support of successful studies of students with disabilities in the member states of the European Union and in Switzerland.

Without any doubt this compilation can only be a selection. Therefore it submits a rather good overview of various approaches and measures in the member states of the EU and in Switzerland.

For those interested the name and address of a contact person at an institution is added at the end of each contribution.

The present models and programmes will contribute to establish a European information network - maybe within existing data banks like HANDYNET and REHADAT or ORTELIUS - by which handicapped students who would like to continue their study at a European institution of higher education can get quick and reliable information on institutions which offer favourable conditions.

The contributions reflect the opinion of the respective authors.

Munich, July 1995

Gisela Steffens

Johannes-Jürgen Meister

**Conference Programme:**

**International Seminar:**

**"Handicapped Students in Higher Education -  
study conditions, behavioural patterns and educational achievements"**  
**Evangelische Akademie Tutzing**  
**February 20th - 22nd 1995**

**Sunday, February 19th**

7.30 p.m. Welcome reception in the Evangelische Akademie Tutzing

**Monday, February 20th**

9.00 a.m. Welcome address of the director of the Evangelische Akademie, *Dr. Friedemann Greiner*

**Keynotes**

- **Studying with Handicaps, a Challenge for Higher Education Policy**  
*Dr. Gisela Steffens*  
Ministry of Education, Science, Research and Technology (FRG)
- **Integration of Handicapped Students in the EU - Helios II**  
*Elena Nielsen Garcia*  
Commission of the EU / Directorate Général 5
- **Mobility of Handicapped Students within the SOCRA-TES-programme of the EU**  
*Georgia Henningsen*  
Commission of the EU / Directorate Général 22  
Task Force Human Resources
- **Handicapped Students in Higher Education - Qualified Instruction for Professional Fields**  
*Prof. Dr. Hans-Ulrich Küpper*  
Head of the Bavarian State Institute for Research and Planning into Higher Education

10.45 a.m. Introduction to the programme of the seminar

Moderators: *Dr. Johannes-Jürgen Meister*  
Bavarian State Institute for Research and Planning  
into Higher Education  
*Dr. Gisela Steffens*  
Federal Ministry of Education, Science, Research and  
Technology (FRG)

11.00 a.m. Plenary Session

**Financing Compensations for Disadvantages of Handicapped Students**

*LtMR Dr. Hartmut Haines*  
Federal Ministry of Labour and Social Affairs (FRG)

11.30 a.m. **The Situation of Handicapped Students in the Federal Republic of Germany**

*MR Harald Noeske*  
Representative of the permanent conference of Ministers for Education  
and Science of the Länder of the Federal Republic of Germany (KMK)

12.00 a.m. **Professional Integration of Handicapped University Graduates into the Labour Market**

*Gisela Steltzer*  
Employment office Southern Bavaria

3.00 p.m. **Presentation of results of the survey: Study Conditions and Behavioural Patterns of Handicapped Students**

*Dr. Johannes-Jürgen Meister*  
Bavarian State Institute for Research and Planning into Higher Education

5.00 p.m. - **Presentation of results of the survey: Studying with Handicaps in the New Länder of the Federal Republic of Germany**

6.30 p.m. *Prof. Dr. Clemens Adam*  
University of Dortmund

8.00 p.m. Discussion of the survey results

**Tuesday, February 21st**

9.00 a.m. Introduction to the workshops



9.15 a.m. Workshops

**Workshop I:** Innovative projects and models for supporting study and educational achievement. Network facilities for diverse services for handicapped students

**Moderators:** *Reg.Dir. Eckard Behrens*  
University of Heidelberg (Germany)  
*Antoine Girona*  
Université Paul Sabatier, Toulouse (France)

**Workshop II:** Transition from school to university and from university to the labour market

**Moderators:** *Lore Bettenstaedt*  
Employment office Marburg (Germany)  
*Reiner Schwarzbach*  
Federal Placement Service for Highly Qualified Personnel, Frankfurt (Germany)

**Workshop III:** Opening of new fields of study for handicapped students

**Moderators:** *Pascale Dubois-Hublart*  
Université de Mons-Hainaut (Belgium)  
*David Mottram*  
Open University, Milton Keynes (United Kingdom)

**Workshop IV:** Educational aids and learning material for handicapped students (i.e. copyright problems, literature for distant learning)

**Moderators:** *Joachim Klaus*  
University of Karlsruhe, Study Centre for low visioned (Germany)  
*Isabel Patrício*  
Universidade de Coïmbra (Portugal)

**Workshop V: Formation of responsables for the integration of disabled students at universities**

Moderators: *Myriam van Acker*  
Katholieke Universiteit Leuven (Belgium)  
*Despina Sidiropoulou-Dimakakou*  
University of Athens, Counselling Centre (Greece)

2.00 p.m. Discussion in the workshops continued, preparing recommendations

8.00 p.m. Informal discussions in the club rooms of the Akademie

**Wednesday, February 22nd**

9.30 a.m. Presentation of the workshop results

11.00 a.m. Discussion of the workshop results and of perspectives of forthcoming activities in the context of the EU

Farewell address: *Philippe Lamoral*  
Director HELIOS - Team of experts

## **2 Keynotes**

### **2.1 Dr. Gisela Steffens:**

#### **Studying with Handicaps, a Challenge for Higher Education Policy**

Ladies and gentlemen,

In the name of the "Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie" (Federal Ministry of Education, Science, Research and Technology) I would like to welcome you to this international conference on the complex question of "Handicapped students in higher education - study conditions, behavioural patterns and educational achievements".

I am delighted that our colleagues and friends from the other member states of the European Union, including the new members, as well as from Switzerland have shown such interest in our conference programme.

I would particularly like to thank the representatives of the Commission and the group of experts responsible for the HELIOS II programme for the material and moral support which has made this conference possible.

I would also like to thank the Bavarian State Institute for Research and Planning into Higher Education for organizing the conference and the excellent co-ordination with Brussels and Bonn.

As you can see from the extended name of our ministry, we are at present in the process of combining two departments, which involves major internal restructuring and unforeseeable alterations to schedules.

Herr Friedrich, head of our government department, greatly regrets that for this reason he is unable to be here to greet you personally. He has asked me to wish you a most successful conference and to present the viewpoint of the Ministry.

I.

At present there are approximately 6.6 million severely handicapped people living in the Federal Republic of Germany, which is over 8 % of the resident population; in addition there is the very heterogenous group of handicapped people who avail themselves of differing degrees of assistance to

social experiences and the opportunity of normal co-existence, and there was an increase in the number of the handicapped with "Abitur" (secondary school leaving examination certificate).

At the same time the Federal Government focused in particular on studying for the handicapped and the improvement of study conditions.

Its policies in this area are based on the following objectives and principles:

1. All handicapped persons qualified for higher education and handicapped students should be enabled to study at an educational institution of their choice, insofar as no special nursing or treatment equipment is required.
2. Students must receive course guidance and benefits to compensate for the limitations caused by the disability as soon as possible, i.e. before the course commences.
3. All universities are required under Art. 2 paragraph 5 of the "Hochschulrahmengesetz" (Framework Act for Higher Education) to take the special needs of handicapped students into consideration. This applies for example to the organization of the courses, teaching and examinations and the equipment and development planning of the higher education institutions.
4. Study conditions and assistance during the course of study must be geared to the form of the disability and the demands of the particular course.
5. The social welfare agencies, relevant departments of the higher education institutions and the handicapped applicants, students and the organizations representing them must co-operate in such a way that the improvements made so far and individual assistance for the students are optimally co-ordinated.

### III.

In accordance with the federal system of the Federal Republic of Germany there are federal, "Länder" and higher education authorities. Much of the responsibility for putting the above-mentioned principles into practice thus lies with the "Länder" and higher education authorities.

help them integrate in society and the work situation. The proportion of handicapped people in the total population can thus be estimated at 10 %.

We are not therefore dealing with a minority but with a substantial proportion of the population, for whom equal rights, integration and rehabilitation are the responsibility of society as a whole.

To underline this an addition was made at the end of 1994 to the "Grundgesetz" (Constitution; Article 3, paragraph 2, sentence 2), which stipulates that no-one may be discriminated against as a consequence of a disability.

This addition to the "Grundgesetz" must now be given concrete form and put into practice in everyday life.

## II.

Although in the last few decades undeniable progress has been made, we still do not yet have actual equality of opportunity.

You will all remember the International Year of the Disabled in 1981. An International Year certainly does produce results, but a permanent effect can only be achieved through long-term, continuous policy-making on behalf of the handicapped.

In its reports to the German "Bundestag" (Parliament) "The situation of the handicapped and the development of rehabilitation" submitted in 1984, 1989 and 1994, the government described in detail the aims and measures of all its policies contributing to the social, occupational and cultural integration of the handicapped.

Amongst these policies, educational policy is of course of crucial importance. Education, the best possible occupational qualifications and the integration of the handicapped in the work situation are the prerequisites for their participation, in ways they have chosen themselves, in the social and cultural life of our society. The appropriate learning, study and working conditions at our schools and institutions of higher education and the corresponding school and higher education qualifications are essential for their future.

In the 1970s and 1980s in particular the Federal Government allotted substantial sums for the financing of projects to provide integrated education for handicapped and non-handicapped children and adolescents at all levels of the school system. This provided the young people concerned with new

The Federal Minister of Education, Science, Research and Technology - insofar as he can himself act independently - however also contributes to the realization of these principles.

The following are examples of such activities:

1. In the building of higher education institutions (a task shared by the Federal Government and the "Länder"), the Minister has always contributed towards the additional costs of ensuring that buildings are accessible for the handicapped. Since 1980 a large number of university buildings have been rendered completely or to a large extent accessible for the disabled. Building and conversion measures for older university buildings have also been supported since 1987 out of federal resources.

In addition, the Federal Government has helped to finance over 200 places in halls of residence with special nursing and treatment equipment for very severely handicapped students.

A study was commissioned by the Government to develop models and planning principles for lecture halls and libraries, refectories, studies and rooms in halls of residence suitable for use by the handicapped. The published results are available to all participants here in Tutzing.

2. A further main area of activity continues to be the improvement of study course information and guidance.

Since 1982 the Federal Minister has been financing the advice centre for handicapped applicants and students at the "Deutsches Studentenwerk" (German Student Welfare Service). Amongst its tasks are the collection, documentation and nationwide distribution of data and information concerning the conditions and possibilities of study for the handicapped, advising students prior to and during their studies, promoting an exchange of experience of interest between interest groups representing handicapped students throughout the country and implementing measures to improve studying possibilities.

The Federal Minister's support of student organizations and other groups also includes support for the work of the organizations and interest groups representing handicapped students at numerous higher education locations in the Federal Republic.

As a third example of Government activities I would like to mention the financing of studies in accordance with the "Bundesausbildungsför-

derungsgesetz" (Federal Training Assistance Act), which includes important regulations and assistance benefiting handicapped students.

My fourth and final example concerns the improvement of study conditions and occupational opportunities for the handicapped:

- The demonstration project "Computer studies and economic engineering for blind and partially sighted students at the University of Karlsruhe" was financed jointly by the Government and the Land of BadenWürttemberg; it served to introduce new courses and thus improve the professional prospects of this group.
- A demonstration project is currently being financed jointly by the Government and the Land of Hamburg at the University of Hamburg and involves an M.A. course in German sign language and linguistics and a training in various subjects for sign language interpreters.

Further information on these two projects can be obtained during the conference.

3. The Government is financing the research project "Handicapped students in higher education - study conditions, behavioural patterns and educational achievements" at the Bavarian State Institute for Research and Planning into Higher Education, which will provide an in-depth analysis of the everyday life of handicapped students and pinpoint the areas where further political action is needed.
4. Since we still know very little about the situation of handicapped students in the eastern "Länder", the Government financed a research project at the University of Dortmund "Studying with disabilities in the new "Länder" (former: GDR) of the Federal Republic", the object of which was to combine an analysis of the living and studying conditions of the handicapped with the development of advice services and other assistance.

There will be a report on these two projects this afternoon.

#### IV.

The above activities of the Federal Government are both meaningful and important. The prevailing consciousness is however that a great deal still

remains to be done in the years to come. This applies to four areas in particular which I would like to mention in closing.

- The constant improvement and co-ordination of advice services preceding, during and following a course of study.
- Developing a simpler, clearer system of disability-related benefits to help the handicapped with their study and living costs.
- The introduction of more new subjects to widen the occupational spectrum and make it easier for the handicapped to integrate in the work situation.
- The promotion of the European concept with students and hence at the same time the equal participation of handicapped students in the mobility programmes of the European Union.

Thank you for your attention.

## **2.2 Elena Nielsen Garcia:**

### **Integration of Handicapped Students in the EU - Helios II**

Ladies and Gentlemen,

I am pleased about the opportunity to take part in this international conference on the topic of "Handicapped Students in Higher Education - study conditions, behavioural patterns and educational achievements".

With view to the idea of realizing equal opportunities and the integration of disabled people, meetings like this are a most important move within the comprehensive HELIOS programme. Equal opportunities and integration of disabled persons: these are two fundamental ideas of the HELIOS programme. The task you are assuming by this conference is directed - just as the HELIOS programme in general - at a social Europe in the process of development. Moreover, your collaboration provides an important contribution to the international research and reflections on the education of young and adult people with special needs.



In this paper, the HELIOS programme is considered within the broader framework of a social Europe in its initial stages. This conference should, in fact, be regarded within the scope of the HELIOS programme in general. Originally, "social" aspects did not play a prominent role in the European Community, as is generally known. It was only in 1987 that by the "**Einheitliche Europäische Akte**" (Single European Act) a new and essential concept - economic and social harmonization - was emphasized. This aim is often pursued on the regional level: by converging disadvantaged and well-off regions the Community tries to support a more harmonious economic development within the countries. It is also important to prevent the emergence of gaps among the social sections, and in this respect it cannot be tolerated that disabled people endure negative discrimination.

In December 1989, eleven of the twelve member states agreed to a **Social Charter**. Though this document was accepted on a voluntary basis and does not have legal force, its realization by the member states is discussed in an annual report. It is true that the Charter is limited to a single aspect of the social Europe - i.e. employment - but in a wide sense, thus not only the situation at the working place is taken into account. The Social Charter explicitly mentions all aspects related to the occupational and social integration of disabled persons.

Another essential step on the way to a social Europe was **The Treaty of European Union** concluded on November 1, 1993, which is better known as **The Maastricht Treaty**. Maastricht assigns more precise tasks in the social field to the European Union and includes a protocol which is dedicated to the social Europe and is signed by eleven member states. It emphasizes the following targets for the Community and the member states: promotion of employment, improvement of living and working conditions, adequate social protection, social dialogue, development of labour with view to a stable high level of employment, and the combat against discrimination.

The concept of social harmonization and the rejection of any form of discrimination enable the European Union to be directly concerned with the social integration of disabled persons without ever forgetting the main principle of the "social Europe", the principle of **subsidiarity**. It implies that on the European level no topics or regulations may be dealt with which can better be tackled by national or local decision-making bodies.

Though the principle of a uniform, European integrational policy is ruled out, there are no objections to the member states reflecting the successful practice in other member states and learning from it with view to the development of their own policy in this field.

As far as education is concerned, The Treaty Of European Union set new standards for the Union and for the Commission. I suppose that my colleagues of the General Directorate XXII will come back to this item.

Last year, the European Commission published several papers which are very important for the social Europe. The most significant document for us is the White Paper **"European Social Policy, A Way Forward for the Union"**. It refers several times to disabled persons, most of all in the chapter about social discrimination. A new concept is introduced to the heart of the Commission: the idea of equal opportunities is accepted as a principle which applies to everybody, disabled persons included. The White Paper contains an idea of predominant importance: in order to procure guarantees against social discrimination, the Commission holds that in the next revision of the treaties of the European Union, planned for 1996, a supplement should be added which explicitly refers to combating all forms of discrimination concerning race, religion, age or disability.

These are some clues, Ladies and Gentlemen, about the content of the HELIOS programme which is reckoned among the foundation stones jointly laid by the Commission and the member states in order to develop a social Europe which shows more solidarity and understanding for the citizens, takes regional differences and characteristics into account, but fiercely combats all forms of injustice and social discrimination.

Now I would like to discuss the integrative school education in greater detail and to recall some events and the development of some concepts in which HELIOS was involved. The school sector already belonged to the sphere of activity of HELIOS I (1988-1991). In those times, the partners were fewer by far, and they were called according to the names of local and pilot projects. The HELIOS programme has adopted and further developed the fundamental ideas of integrating disabled children in the regular school system. It has also expanded its range of activity as nowadays HELIOS II is occupied with all levels of higher education as well as adult education. Each level of the education sector has its own problems. In the course of these three days you will discuss the study conditions of disabled students in the higher education sector. In this context, the exchange activities of the committee HELIOS should be mentioned which dealt with this problem by means of four studies carried out in 1994 and which will continue with these tasks this year.

In June 1994, several members of our team participated in the world conference about special needs in education organized in Salamanca by the UNESCO and the Spanish Ministry of Education and Science. This confer-

ence confirmed the right of disabled children and young people to a qualified and appropriate education and emphasized the prominent role of their integration into the regular school system. The HELIOS programme is in line with the results of the Salamanca conference.

Finally, Ladies and Gentlemen, I would like to point out the significance of your co-operation during these three days. In spite of a relatively low budget the HELIOS activities have a considerable scope. But this alone is not sufficient. We must take time to work out common ideas, thorough conclusions, suggestions, and new approaches. Several hundred people participate in the HELIOS activities. Each of them must have full knowledge of the results of each seminar and each main conference of the programme. I can inform you today that at the beginning of March we will publish a survey about the exchange and information activities in the education sector. These documents will get a wide distribution mainly by the journals HELIOS Flash and HELIOSCOPE. Specific publications, such as reports of conferences and meetings, will be available on demand. We must never forget that we are not working for a closed circle but for thirty or thirty-five million disabled people within the European Union. Therefore, the results of our endeavours must always be concrete and available.

Ladies and Gentlemen, I do appreciate your personal commitment and your contribution to the development of a more social Europe. I am convinced that your work will be enriching for you and, most of all, for the disabled.

Thank you for your attention.

### **2.3 Georgia Henningsen:**

#### **Mobility of Handicapped Students within the SOCRATES-Programme of the EU**

Dear Dr. Meister, dear Dr. Steffens,  
Ladies and Gentlemen,

On behalf of Mr. Lenarduzzi, Director for Co-operation on Education and Youth of the European Commission, I would like to express my thanks to the organizers of this seminar, and especially to the governments of the Federal Republic and to the Free State of Bavaria, to Dr. Steffens and Dr.

Meister, as well as to the Evangelische Akademie Tutzing for their friendly welcome, and to the participants of this seminar who permit us to discuss such a delicate topic.

## **1 Introduction**

Mr. Lenarduzzi apologizes for not being able to participate in this conference. As I am responsible for the co-ordination of the European educational programmes with the programme HELIOS II, he asked me to take his place during the whole seminar. At the moment, Mr. Lenarduzzi is totally occupied with the final activities for the documentation of the future European programmes SOCRATES and YOUTH FOR EUROPE III which will soon be presented to the Council for final acceptance. Simultaneously, he is preparing guidance and instructions which will be offered to the candidates of a European, transnational project in education.

This seminar is dedicated to the topic of a highly important field - the higher education sector - in which the European Community has taken initial steps and since 1986/87 has gained first experiences by the programmes ERASMUS, LINGUA and COMETT.

Finally, an agreement on the pending questions of committees and finances could, in fact, be achieved among the institutions of the Community, the European Parliament, the Council and the Commission. By a common declaration a compromise could be found on determining financial regulations in the legal texts. Thus, the principle of an overall budget for five years (1995-1999) was maintained by an amount of 850 million ECU according to the intention of the Council (and contrary to the original proposal by the Commission of 1 billion ECU). The Commission must abide by this highly favourable determination. If this amount, however, is not strictly adhered to, i.e. if it is not fully utilized or exceeded, the Commission must thoroughly state the reasons for this to the Council or to the European Parliament. In this way, the European Parliament annually preserves its right to control and determine the budgets of the programmes and actions of the Community.

All persons present who participated in the HELIOS-seminars in Munich and Lisbon at the end of last year could pursue the pending **agreement procedure** which has fortunately reached its present end and a **positive result** by this compromise. This is actually good news: the programme SOCRATES is going to be accepted in one of the next meetings of the Council.

As introduction to this seminar I am going to present a short overview about the contribution of The Treaty of European Union (The Maastricht Treaty, of February 7, 1992) and about the new part the European Union plays in the sector of education. Moreover, let me line out the focal points of the work programme '95 of the new Commission under President Santer and finally consider the concept of the coming European educational programme SOCRATES for the integration of students with special needs.

## **2 The Contribution of Maastricht**

It is important to apply the right of co-determination which The Maastricht Treaty introduces in the education sector (§ 126 for general education, § 127 for vocational education, § 128 for the promotion of culture). Thus the aims of **The Treaty of European Union**, in force since November 1, 1993, are pursued in greater detail:

- **Definition of responsibilities** according to the principle of subsidiarity in order to determine the assignment of responsibilities among the present 15 member states (with Austria, Finland and Sweden) and the European Union. Norway and Iceland are to be mentioned according to their status as observers.
- **Expansion of the range of action** of the European Union which presently covers all sectors of education from preschool to higher education. Thus the tasks of the European Union are more closely defined:
  1. **Introduction of an additional value**, an additional impact to the actions of the member states in those fields in which the member states cannot act alone and support of their national politics. By this procedure the different systems of education are respected. The essence and the organization of the respective systems of education remain the sole responsibility of the member states. In this context, unity is not aspired.
  2. Contribution to more **quality and innovation** in education, more co-operation and exchange among the member states, in order to develop a European dimension in education with the purpose of creating "a European scope open for education" and thus contributing to develop a new European identity as a basis for a **European nationality**.

3. Procuring **transparency** by circulating information and comparable studies on the European level and by supporting the exchange of successful experiments and models. The importance of EURYDICE, the European information net in education, is increased. The European data bank ORTELIUS which is being installed this year is designed to procure mobility in higher education.
4. Realization of sensitivity campaigns as, for instance, the **European Year of Lifelong Learning** planned for 1996.
5. The European Union is also entrusted with procuring the co-operation with international organizations such as OECD, UNESCO and the Council of the European Union. Mrs. Cresson, for instance, member of the Commission for Education, Training and Youth, will participate in the information meeting of the Ministers of Education which is planned for the coming May and which will be organized by this Commission.
6. The tasks of the EU do also include promoting the co-operation with third countries. In this context, co-operation agreements in the higher education sector are in preparation with Canada and the United States.

The principles of the concepts presented here are related to the essence as well as to the political and legal process of realization of these actions.

- **The Essence:**

It includes the philosophy of education as well as quality and innovation in the education sector, lifelong learning as well as education and training as a continuum, and, last but not least, flexibility to adapt to new economic and social realities, but also equal opportunities and combating discrimination. These are all focal points of the White Paper on Growth, Competition and Employment and of the White Paper on European Social Policy - already mentioned by my colleague Mrs. Nielsen - in order to contribute to a healthy, competitive and solidary Europe.

- **The Political and Legal Process:**

Keywords in this process are democracy and decentralization, namely:

1. in the process of co-determination of the interinstitutional relations among the Commission, the European Parliament and the Council of the European Union;
2. in hearing of the **Committee of the Regions** in addition to the **Committees of Economics and Social Affairs**;
3. as well as in the comprehensive hearing of people engaged in the education sector carried out by the European Commission in order to work out common actions especially with view to the three memoranda on:
  - education and training, including higher education,
  - reviewing the actions of 1988 - 1992 and
  - the Green Paper on education.

Moreover, the institutions - in this case universities and other institutions of higher education - are encouraged to show more responsibility of their own in carrying out those actions designed to develop the European dimension in education.

**3 The Work Programme 1995 of the Commission under President Santer**

The first **priority** of this new Commission, called "development of a strong economy and creation of employment" in order to strengthen the Single Market, also includes the fields of education, training and youth as well as research and development. Other priorities are: realization of the economic and monetary union, encouragement of economic and social solidarity, better co-operation in the fields of domestic and legal politics, development of the Union to a strong and reliable partner on the international level, procurement of a better management of the Union and finally the preparation of the **Conference of the Government Representatives of the Member States** in 1996 to revise The Maastricht Treaty.

#### 4 The Programme SOCRATES and Higher Education

The programme SOCRATES consists of three chapters. Chapter I comprises higher education with the programme ERASMUS; chapter II deals with school education from preschool to secondary education with the programme COMENIUS; and chapter III includes overall activities in the following fields: acquiring knowledge of foreign languages (1st priority), open distant learning and distant teaching, promoting the exchange of information and experience as well as adult education. These activities can be integrated in all actions of the programme SOCRATES for all levels of education.

Most of all, the importance bestowed on higher education (chapter I, 55 % of the budget) should be pointed out. This emphasis is designed at developing the **European dimension** in the higher education sector (action 1) and the students' **mobility** (action 2). The programme referring to this chapter continues to be called ERASMUS - why? And which are its characteristic features? This programme keeps the name of ERASMUS to stress the **continuity** of European action in higher education which aims at the following focal points:

- **consolidation of the achievements**, especially with view to mobility: the scholarships established in the first two phases of ERASMUS I and II will comprise 70 % of the means allocated to the higher education sector and are supposed to reach 10 % of the total student population in the long run.
- **rationalization** of the co-operation programmes in higher education, now victim of their own success (2.500 in the year 1994), as their excessive offer and diverse development make management rather difficult, and determination of the conditions to install European topical nets.
- development of the European dimension of education for the great part of those students who do not enjoy the privilege of mobility. **Europe shall march into the university**. This dimension is integrated in the academic contents of the lectures and in the very co-operation programmes to encourage quality and innovation. Therefore, action 1 lays stress on the training of the educators and the teaching staff, the common development of the curriculum or the development of European modules according to subjects, teaching of foreign languages (with priority on those less spread), the diffusion of programmes thanks to open distant teaching and distant learning, as well as the acknowledgement of study courses and diplomas.



Though mobility continues to be a focal point, it is integrated into a new plan in a wider framework of transnational co-operation activities. This plan aims at **decentralizing the actions in the course of which the persons and institutions involved**, i.e. universities and other institutions of higher education, **are supposed to develop own responsibility**.

Involving universities on the institutional level is a means of encouraging them to promote transnational development by appropriate strategies and to stand their ground as development centres for all levels of education, as a catalyst of all public and private potentialities on the local and regional level. For this purpose a new instrument was created - **the "institutional contract"** - in order to have formal stipulations of the respective agreements between the institutions and the European Commission. This contract can be concluded for a maximum period of 3 years and be prolonged by one year respectively if pertinent results do exist.

## **5 Participation of Students with Special Needs at the Programme ERASMUS**

Let us regard such participation under different aspects:

- **A general principle** applies for all actions of the programme SOCRATES laid down in the introduction under item 17. It expresses the firm intention "to guarantee to disabled children a participation as comprehensive as possible" in all actions of the European programme. It emphasizes, in fact, the concordance of politics of the respective member states especially with the programme HELIOS.
- The experiences as to mobility in higher education gained with the programmes ERASMUS/LINGUA will be continued and enforced. Students with special needs could receive the maximum amount (75 %) of scholarships. This trend will be continued in the future programme SOCRATES, Action 2, Chapter I/ERASMUS dealing with higher education and in defining this priority in detail.
- These experiences will be discussed in a special edition of the bulletin ERASMUS in which also the actions carried out in higher education under the former programme ERASMUS are described.
- Issue 7 of the periodical FLASH HELIOS of October 7, 1994, includes a summary of actions with view to disabled young people within the scope of the seven former programmes ERASMUS, LINGUA,

COMETT, PETRA, FORCE, Action ARION and EUROTECNET. This shows the variety of common action, namely in the higher education sector as well as in vocational training which was the sole field of European action at that time.

- In the ERASMUS register about the co-operation programmes in higher education four graphs were shown illustrating some of the services offered to students with special needs by the university - a first step, however insufficient and incomplete. This seminar is meant as a help to investigate thoroughly all aspects of the diverse needs, i.e. the material, technical and pedagogical approach with view to the contents of teaching and teaching methods, and including the possibility to refer to this in the programme SOCRATES. How can this instrument, the institutional contract be applied? How can a co-operation take place within the scope of the mentioned data bank ORTELIUS? This seminar will certainly offer hints to us which the new programme SOCRATES can benefit from.

Though the priority as to students with special needs is clearly stated in action 2 for the promotion of mobility in Europe, it is not specially defined in action 1 related to the European dimension. As a matter of fact, the Commission cannot prescribe the contents of the institutional contract, for it depends on the strategy of the universities, which does not touch the responsibility of the Community.

However, projects which promote accessibility and participation for students with special needs will receive **additional priority** when it comes to selecting projects on the European level. This complies with the general principles which provide for harmony and synergy in the politics of the respective member states.

## **6 Final Remarks**

In the programme SOCRATES the participation of students with special needs is given priority on all levels of education and especially in the higher education sector. The institution of higher education, the university, is the centre of the actions, it is responsible and free in its choice. All participants of this seminar, therefore, are highly responsible in their efforts to urge the universities to give special attendance to the integration of students with special needs, especially in consideration of promoting their participation in European transnational projects.

Therefore, I can only encourage you in your work and your commitment for more justice and equal opportunities in education. Thank you, Dr. Meister and Dr. Steffens, Ladies and Gentlemen, for your attention.

#### **2.4 Prof. Dr. Hans-Ulrich Küpper:**

##### **Handicapped Students in Higher Education - Qualified Instruction for Professional Fields**

Ladies and Gentlemen,

Yesterday evening in my welcome address I already pointed out what great achievements people with disabilities have contributed at all times to the cultural, intellectual and social development of Europe and, ultimately, of the whole world. I reminded you of the blind poet Homer and the deaf composer Ludwig van Beethoven, the physically disabled Astro-physicist Stephan Hawkins and the former American President Franklin D. Roosevelt. Such people may be seen as the exception to the rule, but there has always been and there still remains the problem to integrate handicapped people into our social, cultural and economic life.

The fact that nowadays handicapped people stand the test in qualified positions in research and industry, jurisdiction and administration cannot be taken for granted. Yet right into the second half of this century people with disabilities had no access to further education, the precondition for academic qualification. Just after the expansion of education in the sixties and early seventies more handicapped people gained access to further education and as a result had a better chance to qualify for more demanding jobs. For a long time handicapped people could mainly acquire matriculation standard in special institutions at the federal level. Just when the discussion about integrational schooling for handicapped people started again in the late seventies new ways to further education were opened up. Before that further education had usually meant an unwanted separation from home.

After acquiring matriculation standard many handicapped people asked themselves the question "Abitur" (secondary school leaving examination certificate) - what next?" Besides studying for a degree, there has been and still is the chance of vocational training in a firm or in a full-time vocational school. Of the 300 acknowledged vocational trainings only very few are open

to handicapped people. These are usually the less demanding ones in the commercial sector, like telephone operators, office clerks, shorthand typists, administration clerks, but also data-processors (programmers), draughtsmen, physio-therapists or physical-technical assistants, etc.

On the one hand handicapped people cannot fulfill certain demands in the training programmes, on the other hand firms are not willing to give handicapped people a chance. They cannot gain access to more demanding professions like a bank clerk, insurance clerk or professions in the commercial-technical sector.

The more sensible way for most handicapped A-level students is therefore to study for a degree to prepare themselves as well as possible for an integration into the working world. However, the spectrum of courses is limited. Due to data protection we have no exact statistical information concerning the number of handicapped students at German universities, but their number has increased considerably. We know from special evaluations of the last social survey concerning students in the Federal Republic of Germany that 13 % of all students call themselves handicapped or chronically ill, 3 % severely handicapped. That is more than 5000 students. We know little about which courses those handicapped students have chosen.

On German Universities we have a choice of more than 4000 courses, but handicapped students have to choose from little more than 100 courses. We find most handicapped students in the arts and social science courses. Law courses, especially, are very popular with handicapped students, particularly the blind and partially sighted, because of the relatively promising career opportunities in the civil service, administration and jurisdiction. Equally it appears that handicapped students expect promising chances in areas such as special pedagogics, psychology, and social studies. Many handicapped students aim for teaching, but hardly find work in an ordinary school. If at all, they find employment in schools for visually impaired children, children with hearing impairments or physically disabled children depending on their own disability. They rarely find employment in "Gymnasien" (upper secondary school).

Soon after introduction of the course computer studies at German universities handicapped people increasingly found access to this subject. In other scientific-technical courses handicapped students are rather the exception to the rule. Often they cannot enrol in such courses because the training laboratories are not accessible for handicapped students or lack the necessary and possible equipment with instruments and working places suitable for handicapped people. The universities are known to refuse admission to the

scientific-technical subjects by referring to the unsuitable conditions for handicapped people. Nevertheless, there are always examples that a blind person studies physics and a deaf person medicine, etc. In economics, which I am teaching at Munich University, we only have a small number of handicapped students even though in my opinion there are no difficulties which cannot be overcome in studying economics. A particular hindrance might be the few chances on the labour market for handicapped graduates. In times of economic recession and general job cuts, there is even less chance that the law of 1974 which demands that 6 % of all jobs are given to the severely handicapped is fulfilled. The civil service is no exception. This means that even for highly-qualified, severely handicapped graduates, it is more difficult to find a suitable job after finishing their studies.

In the first half of this century some universities in Germany had already become centres for certain disabilities. The University of Marburg became a centre for the visually impaired, due to the worldwide first "Gymnasium" (upper secondary school) for the blind in Marburg. With the founding of new universities in the sixties centres for physically handicapped people were created at the Universities of Bochum and Regensburg. Access for people in wheelchairs to the university buildings as well as accommodation for physically handicapped students in the halls of residence were created. With the adaptation of modern computer equipment for handicapped people the wish for availability in the universities grew. Already in the second half of the eighties special working places for handicapped students were installed in Bavaria. In this respect many wishes are still open. Especially on account of their growing self-confidence handicapped students want to study at universities of their choice just like non-handicapped students. Therefore the universities are challenged to widen to the wishes, interests and preferences of handicapped students and to offer a broader spectrum of study possibilities, so that they can contribute to the integration of handicapped people. It is especially important to give handicapped students the chance to acquire professional experience whilst they are studying, so that they can learn to assess their own limits and abilities, but also that the firms get an idea of the capability of handicapped students. Also, the industry is challenged to give handicapped people more chances to prove their worth and to remove false prejudices concerning the capability of handicapped people.

The Bavarian State Institute for Research and Planning into Higher Education, whose head I have only recently become, has taken on planning and organization of this seminar. Since its foundation in 1972 the Institute, in the scope of its set tasks, has been engaged in questions and problems concerning students. The world of students, their questions and problems, expectations and needs are one of the research priorities of this Institute.

The other priority are questions concerning the structure of higher education not only in Bavaria, but also in the Federal Republic of Germany and in international comparison.

The State Institute, an institute directly dependent on the "Bayerisches Staatsministerium für Unterricht, Kultus, Wissenschaft und Kunst" (Bavarian State Ministry of Education, Culture, Science and Art), conducts its research not just on behalf of the Bavarian State Ministry, but takes over research missions for the "Bundesministerium für Bildung und Wissenschaft, Forschung und Technologie" (Federal Ministry of Education, Science, Research and Technology). In 1984, on behalf of the Federal Ministry, the State Institute published together with the "Deutsches Studentenwerk" (German Student Welfare Service) the hand-book "Studying with disabilities" which contained all informations concerning study requirements for handicapped people, legal regulations, financial compensation for disadvantages due to disabilities, building measures and accommodation arrangements for handicapped people at their place of study and counselling services at the universities. In 1993 the state institute started, again on behalf of the Federal Ministry of Education and Science, a research project which through qualitative interviews with handicapped students from different universities in Germany examined behavioral patterns, study conditions and study organization of handicapped students. Results of this research will be presented at this seminar.

The Bavarian State Institute for Research and Planning into Higher Education thanks the Federal Ministry of Education, Science, Research and Technology as well as the European Commission, i.e. the programme HELIOS II, for the financial support of this seminar. I hope it will proceed successfully, as I think that people with disabilities can provide an important contribution to all our lives.

### 3 Plenary Session

#### 3.1 Dr. Hartmut Haines:

##### **Financing Compensations for Disadvantages of Handicapped Students**

The area covered by the "Bundesministerium für Arbeit und Sozialordnung" (Federal Ministry of Labour and Social Affairs) where I am working does not actually include handicapped students or their financial support. However, at federal level the Ministry is also responsible for basic questions concerning the rehabilitation and integration of the handicapped and also for the co-ordination of these questions between the various departments of the Federal Government and between the Government and the "Länder". I therefore hope that my remarks will be of interest to you even though they come from someone who really has nothing to do with this field.

The "Grundgesetz" (Constitution) of the Federal Republic of Germany guarantees all its citizens respect for their human dignity, the right to life and freedom from bodily harm, free development of their personality, equal treatment by public authority and adherence to the principles of the welfare state. These and all other basic rights also apply to the disabled regardless of the cause, nature and severity of their disability. All other legal regulations in Germany also apply equally to the disabled, so that in the estimation of the Federal Government in Germany there is **no legal discrimination** against the disabled.

In spite of the undeniable progress that has been made in recent years **actual equality of opportunity** for the handicapped has nevertheless **not yet** been achieved; the handicapped frequently feel openly threatened by a new animosity towards them and discussions revolving around the concepts of utilization and "usefulness". In the area of conflict between handicapped people and society as a whole there are naturally problems - and there are also, incidentally, problems between different groups of disabled people. Disabled people do not always consider the actual solutions to these problems to be satisfactory and often say they have even put them at a disadvantage by comparison with the non-disabled, even though this was far from what was intended. This applies particularly to architectural and technical obstacles introduced in the past when a "barrier-free" environment was not even something that was considered desirable.

The overall policy of the Federal Government is that handicapped people should not feel disadvantaged by their circumstances, that they should as far

as possible be given the same opportunities as everyone else and that any actual discrimination that still exists should be eliminated. This policy is based on the assumption that the disabled are not primarily the recipients or objects of "help" but are mature people responsible for themselves and usually the best experts on their disability and in particular on how they can make the best use of their abilities and participate as fully as possible in society. Details on the situation of the handicapped and the development of rehabilitation are given in the Third Report of the Federal Government which was submitted to the German "Bundestag" (Parliament) in spring 1994 and of which copies have been put out for you in the room next door. A somewhat shorter version in German and English and other material are also available for all conference participants.

On the other hand, the duties of society to the handicapped are not unlimited, especially where human and financial resources are claimed for their rehabilitation and integration which are then no longer available for other, equally important tasks. In Germany there is also **no general legal principle that the state or individual state institutions have to finance "compensation for disadvantages due to handicap"**.

**Has the prohibition of discrimination against the handicapped changed anything?** As most of you know, as part of the so-called constitutional reform a new sentence 2 was added to Article 3 paragraph 3 of the "Grundgesetz" (Constitution). This has been in force since 15 November 1994 and rules that "No-one may be discriminated against on account of handicap". Since this regulation is very new, it has not yet been possible to establish the effects it has had, neither have there been any court rulings in connection with it, so that I can only offer you my own interpretations.

The formulation corresponds to a proposal put forward by the constitution commission, which has been substituted for proposals of a more far-reaching nature (e.g. inclusion of the handicapped in the text of the previous Article 3 paragraph 3, which also contains a prohibition of preferential treatment or a ruling that compensation must be made for disadvantages due to disability).

**"Disadvantages"** are not only those in the legal sense, but can also - in practice - be every situation which can be "objectively" described or subjectively comprehended as worse than the relevant comparable situation. The comparable situation in accordance with the aims of Article 3, paragraph 3 sentence 2 is the situation as it would be without the disability. It is debatable whether disadvantages can be eliminated by other advantages; for example, being able to make use of a transportation service for the disabled,



even if it is free, does not eliminate the disadvantage of not being able to use public transport because of being disabled.

Our constitution does not however prohibit all "disadvantages", but (only) "**discrimination**", which involves causing or permitting a disadvantage or unjustifiably unequal treatment of a handicapped person to that person's disadvantage. By contrast with a mere "disadvantage", "discrimination" thus assumes a "perpetrator". In accordance with the legal interpretations of the previous Article 3 paragraph 3 of the "Grundgesetz", inequality of treatment on account of disability is only permissible when there is a compelling reason for it; a merely sensible, somehow plausible reason is not sufficient. The "Grundgesetz" "only" prohibits discrimination; the major parties have not responded to demands that it be expanded to include equality and compensation for disadvantages. Since there is no **prohibition of preferential treatment** as in Article 3 paragraph 3 sentence 1, special social benefits "on account of the disability" and an obligation to employ handicapped people in accordance with the "Schwerbehindertengesetz" (People with Severe Disability Act) are for example permissible.

While the legal principle of *ultra posse nemo obligatur* also applies to the prohibition of discrimination, what is meant in accordance with general principles by the impossibility of avoiding a disadvantage/discrimination is however only the technical impossibility, not the financial impossibility. The exchanging of experiences and "feasibility studies" are therefore important in order to ensure that discrimination is effectively prohibited.

Legal guidelines for deciding when there has been an infringement of the law against discrimination will probably take a long time to develop and will perhaps also change: today for example the fact that individual schools or other public buildings (e.g. old buildings in the new "Länder") are not accessible for wheelchairs is probably not interpreted as discrimination but in a few years' time it almost certainly will be.

For the legal interpretation of the law against discrimination the same principles must be applied as were developed for the previous prohibitions of discrimination in Article 3 paragraph 3 of the "Grundgesetz". It would thus not be juristically correct to (over)interpret the prohibition of discrimination as a legal **obligation** to promote and give preferential treatment to the handicapped and provide them with equal conditions and chances; no-one for example has the right on the basis of the previous law against discrimination to language courses or an interpreter "on account of his language", or the right to a church "on account of his faith". The constitutional commission were and are well aware of this, as demonstrated by the fact that a

regulation in support of women was added to the previous equality principle of Article 3 paragraph 2 sentence 2 of the "Grundgesetz" at the same time. There is however no clear dividing line between obligations to protect and obligations to support in order to avoid discrimination, as for example when the access of handicapped persons to normal schools requires that the corresponding facilities for their care and assistance are available.

The prohibition of discrimination is one of the **basic rights** which in accordance with Article 1 Paragraph 3 of the "Grundgesetz" are "immediately in force prior to legislature, executive and judiciary". They are valid not only for the Federation but also for the "Länder" and local authorities as well as all other public institutions and organizations; any change in the distribution of responsibilities between the institutions is however irrelevant so that in my opinion the law against discrimination does not give the "Länder" the excuse to ask the Federation for additional money - for example for building institutions of higher education.

Here I cannot consider in detail the important problem of the so-called **effect on third persons**, which must be dealt with in accordance with the general principles developed for this under constitutional law in Germany. The basic rights have direct validity for the relationship between the individual and the state alone; the legal relationships of the parties in private law are governed by civil law, which must nevertheless be interpreted in the light of the relevant basic laws. A typical example of the effect on third persons is the notorious "Flensburg Judgement", which allowed a family reduction of the cost of a holiday because they had to take their meals in the hotel together with a group of disabled people and according to the court suffered quantifiable damage just from having to look at these people. This judgement, issued prior to the existence of the law against discrimination, shows that discrimination and exclusion are to be found even under the guise of law, and strengthened the demands for the law against discrimination; it cannot be the task of travel agents and restaurants to assess their disabled and so-called non-disabled guests in accordance with whether the sight of the former might result in claims for damage by the latter, and such cases must today be prohibited on account of the law against discrimination (and without a specific change in holiday contract law).

Although the law against discrimination cannot itself eliminate the prejudices or other disadvantages of everyday life, it makes it plain that the discrimination against the handicapped that is still unfortunately being practised in many areas cannot be tolerated from the legal point of view either.

The prohibition of discrimination in the "Grundgesetz" is incidentally directly effective; the idea of "softening" it with a legal reservation was rejected. **"Implementing laws"** are thus in principle not necessary, but are desirable for objective solutions, to relieve the courts and for "satisfaction"; for example, criteria for referral to special schools and nursery schools; what does "discrimination" mean in the context of the Social Code?; timetables regulating the accessibility of public transportation and buildings. In addition, legal obligations to promote and give preferential treatment to the disabled and provide them with equal conditions and chances are still possible as a supplement to the law against discrimination, they do not form part of the law itself, and are useful given the appropriate political opportunities.

Discrimination may be said to occur when access to an educational institution - especially where there is a duty to visit this institution - is more difficult for the disabled than the so-called non-disabled, without this being justified by the existence of alternative provisions. Examples of this would be long journeys to special schools or the situation where the disabled or their parents have to pay more for school attendance - at whatever kind of school - than the so-called non-disabled, or have to receive additional social benefits for school attendance - at whatever kind of school - e.g. have to apply for social income support.

The **work situation** is governed by the "Schwerbehindertengesetz" (People with Severe Disability Act) and its predecessors - first introduced over seven decades ago - which is not just concerned with equality and the avoidance of discrimination, but goes much further and aims at "integration in the work and professional situation and in society". The 6 % employment requirement and the other instruments of this Act are "operationalized" laws stipulating the avoidance of occupational disadvantages for the handicapped; they are geared to objectifiable facts and can thus more effectively ensure integration into working life than a "pure" law against discrimination, geared to the individual, which requires his or her suitability for the workplace concerned, and probably also relevant characteristics of the prospective place of work, to be investigated. In Germany we also have a comprehensive rehabilitation and social benefit system, the purpose of which - also precisely with the aim of countering the discrimination against the disabled in working life - is to give them maximum support and which should be exploited to the full.

For a constitutional law against discrimination to be directly applied in the work situation

- certain behaviour has to be considered as "discrimination", in other words unjustifiable unequal treatment of a disabled person to his or her disadvantage,
- this discrimination has to be "because of" the disability and
- the law against discrimination has to be relevant for actual cases - involving public employers or the "effect on third party".

In the **civil service**, claims that a particular disability is an obstacle to employment must be judged by stricter criteria than they have been up to now, for example when a disability in prospective teachers is evaluated from the point of view of the supervisory duties they are required to perform.

**Result: the law against discrimination involves the obligation to avoid discrimination on account of disability in the building and running of universities, regardless of the cost, but no obligation to "finance compensatory measures for disadvantages due to handicap".** It is left rather to the "simple" legislator to resolve this within the scope of the available possibilities and guided by the principles of the welfare state.

I would now like to talk about the **duties of social legislation** with respect to the financing of compensatory measures for disadvantages due to handicap. According to Art. 10 of the First Book of the **Sozialgesetzbuch (Social Code)**, anyone who is physically or mentally disabled or mentally ill or is faced with the prospect of such disability, has a "social right", irrespective of the cause of his or her disability, to the help that is necessary in order to

- avert, eliminate and improve the disability, prevent it from worsening or reduce the consequences and
- to ensure the disabled person a place in the community, in particular an opportunity to work, in accordance with his or her inclinations and abilities.

This "social right" is recognized not only as a legal principle for the interpretation and application of social legislation, but is also a generally acknowledged guideline for policy concerning rehabilitation and the handicapped in the Federal Republic of Germany; you will find details in the brochures which I have put out in the room next door; if anyone would like extra copies I will be glad to send them on. The goals of Art. 10 of the First Book of the Social Code are also contained in similar form in the laws regulating the benefits for the handicapped, such as Art. 10 and 11 of the law

governing the alignment of rehabilitation benefits and Art. 39 of the "Bundessozialhilfegesetz" (Federal Public Welfare Act).

In Germany the **social benefits for the rehabilitation and integration** of the disabled and persons faced with the prospect of disability are not the responsibility of a separate department but are administered by a number of different agencies. The main social benefits involved are those summarized in Art. 29 of the First Book of the Social Code:

- **medical benefits**, which are the responsibility of health and accident insurance institutions, pension schemes and the agencies responsible for social compensation in the case of damage to health,
- **occupational benefits**, which are the responsibility of the "Bundesanstalt für Arbeit" (Federal Employment Institute), pension schemes and accident insurance institutions and the agencies responsible for social compensation in the case of damage to health,
- **social integration benefits**, which are the responsibility of accident insurance institutions and the agencies responsible for social compensation in the case of damage to health.

Social income support, which covers a wide range of needs, is also a "safety net" when in individual cases the requirements for receiving medical, educational or occupational assistance from the main agencies are not met.

The severely disabled may also receive special additional benefits to help them at work - aside from rehabilitation benefits for occupational purposes, where appropriate - e.g. technical aids or specific items for the workplace; these are financed by the compensation that employers have to pay when they do not meet, in full or in part, their obligations to employ the severely disabled.

The rehabilitation agencies of course have to work together to ensure that integration is both rapid and permanent; where appropriate, especially where several measures are needed or several institutions or agencies are involved, they have to produce an overall rehabilitation plan and where necessary pay benefits in advance.

However, the structured system of rehabilitation still has the following disadvantages:

- the benefits paid by the individual agencies are not uniform with respect to either quantity or comprehensiveness;
- it is hard to find out which agency is responsible for a particular benefit in the structured system and to find one's way around the system;
- the granting of benefits may be delayed when several agencies are working together.

On the other hand, when the agencies responsible work efficiently together on the basis of co-ordinated legal regulations, a structured system of this nature guarantees the disabled and those faced with the prospect of disability more and better means of integration than any other currently conceivable organizational solution. Such a system can however only function - and be acceptable social policy - when there are no delays in the payments of the individual benefits or other disadvantages for the disabled due to the fact that various agencies are involved. In Germany the co-ordinating of benefits and ensuring the system runs smoothly are therefore generally regarded as the main difficulties in the provision of effective, reasonably priced rehabilitation. When the laws governing rehabilitation and the severely handicapped are integrated into the Social Code, the problem should also be re-examined by the legislators.

The best results have been achieved not by "solving" different parts of a problem in isolation but by planning and organizing "chains of rehabilitation" linked by the same ideas; this usually requires skilled case management.

The special support for the handicapped in higher education in accordance with the "**Bundesausbildungsförderungsgesetz**" (Federal Training Assistance Act) has already been dealt with by my colleague from the Federal Ministry of Education, Science, Research and Technology. In individual cases where, given the nature or severity of the disability, this is the only way the prospects of complete, permanent occupational integration can be improved, the agencies responsible for occupational rehabilitation under the "**Rehabilitations-Angleichungsgesetz**" (Rehabilitation Equalization Act) will also support a course of **study** at a college, university or similar place of education - as a further education or **retraining** measure.

In many cases where the handicapped want to study, they have to be supported not only by benefits in accordance with the "**Bundesausbildungsförderungsgesetz**" (Federal Training Assistance Act) but also by **social income**

support, for which the course of study also counts as occupational training for the disabled. Social income support is also the responsibility of another ministry at federal level; nevertheless I hope to be able to give you some idea of how this functions as well.

The recommendations of the social income support agencies for benefits to assist the handicapped at institutions of higher education are founded on the principle of "compensating for the consequences of the disability on an individual basis"; this aim is not however unlimited and general but

- is related to the general function of "Eingliederungshilfe" (settling-in allowance), which is "to prevent prospective disability or eliminate or mitigate an existing disability or its consequences and integrate the disabled person in society. This includes in particular making it possible or easier for the disabled person to participate in community life or pursue an appropriate occupation or other suitable activity and make him or her as independent as possible", and
- is oriented to the specific need created by the disability "...if and as long as given the characteristics of the individual case, in particular the nature and severity of the disability, there are prospects that the aims of settling-in allowance will be achieved."

Assistance with higher education can be provided in accordance with the above-named recommendations, "if

- the physical and mental abilities and the achievements of the disabled person are such that the object of the education or training can be expected to be attained,
- the intended form of education is necessary,
- the disabled person can be expected to earn his or her living through the profession or activity or, if this is not possible on account of the nature or severity of the disability, support himself or herself to an appropriate extent."

The recommendations then describe which forms of assistance for which purposes are to be considered for disabled students, whereby the assistance frequently differs considerably according to the nature of the disability; I will not burden you here with the details. It should also be noted that all benefits are awarded on the basis of the income and assets of those concerned and the relatives responsible for supporting them - even though more generous allowances are made for students. I feel it is more important to refer

you to the basic norm structure which we have in Germany for these and similar benefits:

The legal norms for social benefits for rehabilitation and integration always stress that assistance has to be "necessary" with respect to specific goals. "Necessary assistance" logically involves two different things:

- that a particular integrational aim is attainable, in other words **possible** and
- that the assistance desired to attain this goal is **appropriate**.

The first question that must therefore be asked, is whether certain goals can be attained, and then whether anything would help these goals to be attained. If these two questions can be answered in the affirmative, the next question is whether anything else would help these goals to be attained; and if this is not the case, then what would help is necessary and the individual has a legal right to what is necessary. As far as legal claims are concerned, the first questions to be clarified are thus

- the attainability of the integrational aim and
- the suitability of the assistance;

the legal questions thus become questions to be settled by experts instead of lawyers, questions where the experience of all those gathered here becomes particularly relevant.

"Dissemination of good practice" has always been an important strategy in the rehabilitation and integration of the handicapped, in order to make all the existing opportunities available to them. It is thus for example important to show employers, the handicapped and others what occupations are possible with and in spite of particular disabilities. Over 1,700 practical examples of the successful occupational integration of disabled people are recorded in the German data bank system REHADAT; access to this data - on CD-ROM and online - is available to anyone with an interest in this area.

A very important function of the demonstration projects that have been described, and also this conference itself, is to constantly question the suitability of particular approaches and forms of assistance, constantly re-examine them in every detail and continue to expand what is done to help the handicapped and to overcome disability.



### 3.2 Harald Noeske:

#### **The Situation of Handicapped Students in the Federal Republic of Germany**

Ladies and gentlemen,

I am afraid I am going to have to limit somewhat the subject of my talk as it has been listed in the programme. If I were to give full and satisfactory details about the situation with respect to "handicapped students in the Federal Republic of Germany", I would be delivering one of the main lectures at this conference and I am very sorry to have to disappoint you if this is what you were expecting. I can however give you information about what the "Länder" in the Federal Republic of Germany are doing for handicapped students and how this affects their situation, and how far the policy of the higher education institutions in the "Länder" is engaged to encourage handicapped students.

For our guests from other countries I would like to emphasize once again that education policy in the Federal Republic of Germany is primarily within the competence of the 16 "Länder". The Federal Government has only certain general responsibilities but the "Länder" have the political competence for the administration and the responsibility of the higher education institutions carrying out by legislation and administration. I am by myself responsible for student affairs in the Sächsische Staatsministerium für Erziehung und Wissenschaft (Saxonian State Ministry of Education and Science), although today I am here in my capacity as the chairman of the Subcommittee for Student Affairs of the Kultusministerkonferenz der "Länder" (KMK; Conference of Ministers of Education and Cultural Affairs of the "Länder" of the Federal Republic of Germany). Here the "Länder" work together and try to co-ordinate the essential elements of their education policy - or not, as the case may be. It is an exciting experience to work in this Conference when the various interests of "Länder" full of confidence in what they are doing conflict and the common ground between them must constantly be re-defined. We are familiar with this from the European context.

Ensuring that young handicapped people have the opportunity to study is certainly not one of the primary aims of higher education policy, and there is an element of self-criticism in what I am saying here. This area is frequently dealt with in passing and needs dedicated individuals, because the institutionalized responsibility for it has not been clearly defined. Let us be realistic: Responsibility for institutions of higher education is encased in a

complex network of relationships. Concern for particular interests is frequently marginal and subordinated to what are ostensibly the main interests. We could get over this if in our society and therefore in our government we were sensitive to such questions in the way that other societies such as the United States are.

The makers of higher education policy are therefore reliant on monitors. On watchmen who keep a critical eye on our work and constantly remind us of the interests of handicapped students. I would like to emphasize here that the administrative departments of the "Länder" that I know are more than willing to heed such admonishing voices.

Such watchmen come primarily from the ranks of those who are directly affected. The numerous groups of handicapped students and dedicated helpers which are being formed at many institutions of higher education are essential to increase our awareness of the interests of handicapped students. In countless cases the impetus for improvement and change has come from such groups of handicapped and non-handicapped students. Another admonishing voice in higher education policy is the "Deutsches Studentenwerk (DSW)" (German Student Welfare Service) with its advice centre for handicapped higher education applicants and students. The advice centre of the DSW is not only an extremely useful source of information for the handicapped - I will go into this later - but as a thorn in the side of higher education policy in the "Länder" it guarantees that the interests of handicapped students are constantly directed to the attention of the policy makers. One example of this is the survey that the DSW conducted at the beginning of 1993 of the study conditions for handicapped students at universities in the Federal Republic of Germany.

And finally I would maintain that the Subcommittee for Student Affairs in the "Kultusministerkonferenz" is also effective in monitoring higher education policy on behalf of the handicapped. The committee structure of the "Kultusministerkonferenz" reflects the complexity of education policy. The task of the subcommittees includes not only the groundwork of basic education policy but also attending precisely to the so-called marginal questions and pointing out their specific importance. In the Subcommittee for Student Affairs, thanks primarily to the dedication of the previous chairperson, a proposal for the improvement of higher education for the handicapped was drawn up and passed on 25 June 1982 by the Conference of Ministers: Far from being allowed to gather dust in the archives, it has been a source of practical recommendations and is still the guideline for higher education policy in the "Länder" in such matters - even if in some respects it is too superficial. In the subcommittee we are currently taking stock of these re-

commendations, examining the status quo and identifying the areas where further endeavours are necessary. We hope that this report will be ready to be submitted to the ministers in summer and that it will produce the required results.

Ladies and gentlemen, it is precisely because we, the makers of higher education policy, are dependent on watchmen and monitors on behalf of the handicapped, that meetings such as this are also important and the research projects of the Ministry of Education, Science, Research and Technology are of practical relevance. I would thus urge you to also give these matters which have brought you here the necessary publicity and ensure that adequate notice is taken of them.

The improvements in study conditions for handicapped students that have been introduced in the "Länder" against this background, in other words not so much as a result of a definitive overall plan but rather in response to constant insistence and reminders from the interested parties - and what still remains to be done, can be summarized under five headings: advice services, practical assistance, study and examination conditions, social integration and building measures.

## **1 Advice Services**

At many higher education institutions there is now a special advice service for handicapped and chronically ill students. The survey I have already mentioned by the DSW in 1993 showed that 50 % of the large, 11 % of the medium-sized and 8 % of the small higher education institutions have a special advice service of this nature. It is not of course easy for an institution to qualify its advice service, which is also available for the handicapped, as a "special" advice service for handicapped and chronically ill students - and this was specifically what was wanted. The organization of the special advice service for the handicapped varies. Sometimes it is organized by the officers responsible for the handicapped, who, as recommended by the Conference, were to be introduced at every higher education institution and are in fact active in almost all of them in some form or other. In other places the advice service for the handicapped is incorporated into the central advice centre of the educational institution, which then has special advisers for the handicapped, or, as a further variation, the task is taken over by the student administrative organizations, which in all the "Länder" are separate institutions looking after the social welfare of the students for each university. Higher education policy in the "Länder" of the Federal Republic is frequently characterized by such variety, which is seen by some

- thereby reproaching the Conference - as a lack of co-ordination and by others as the positive side of educational federalism.

At present a further organizational solution is being mooted, which many of the handicapped and experts in the field consider particularly appropriate, but which has not yet been put into practice. The DSW has stated its interest in setting up so-called social advice centres providing a number of important advisory services - among which would be a special advice service for the handicapped. This also represents a challenge to the higher education institutions, since the DSW wants its social advice centres to take over some of the advice services which are still being run by them. The committee of the DSW has therefore suggested that the Hochschulrektorenkonferenz (HRK) - Higher Education Institutions' Rectors Conference - and DSW together draw up a plan for an integrated course guidance and social advice service. This may also be the answer to the problem of the uniform organization of advice for the handicapped, and the "Länder" will then be able to proceed on this basis. This joint plan by the HRK and the DSW should in my opinion be developed without delay. In the interim the sub-committee has decided to develop pilot integrated course guidance and social advice centres.

When talking about advising handicapped applicants and students, we must not forget the advice centre of the DSW. The DSW's advice centre for the handicapped was set up in 1982 as the central information and advice institution for all German higher education institutions and is an important contact point for the handicapped and all those working in this field. It regularly issues an information brochure, "Studying for the handicapped", which gives practical tips on how to prepare for and organize a course of study and indicates the relevant special advice services at local and central level. The advice centre for the handicapped cannot replace local advisory services, even though at present it is doing this in places, but as a source of information it has proved invaluable. Without this advice centre it would no longer be possible to look after the concerns of the handicapped in higher education.

## **2 Studying and Examination Conditions**

The studying and examination conditions are governed from an administrative point of view by the relevant regulations, for which the administrative departments of the "Länder" have certain powers of supervision. The studying and examination regulations are after all supposed not only to take account of the academic requirements of the subject that is to be studied,

but also ensure that the study goal can be attained with a reasonable expenditure of time and effort. Handicapped and chronically ill students are at a disadvantage here. From the point of view of the "Länder", the institutions of higher education must thus take steps to ensure that these disadvantages are compensated for.

For the examination regulations we have agreed on "general requirements for diploma examination regulations" and "general requirements for master's examination regulations" with the education institutions, which are used by them when they draw up the regulations and by the ministries when they authorize them. The conditions for compensating for the disadvantages due to disability have just been changed and improved at the instigation of our subcommittee. They now run: "If the candidate satisfies the authorities that on account of long-standing or permanent physical disability he is not in a position to take all or part of the examination concerned in the prescribed form, he shall be allowed a longer time to complete the examination or be permitted to produce the equivalent amount of work in another form. A doctor's certificate may be required in addition. Corresponding conditions apply for work to be produced during the course." The handicapped themselves also feel that this formulation allows the institutions sufficient flexibility to meet the needs of handicapped and chronically ill students on an individual basis. While it certainly does not solve the whole problem, the prerequisites for this have now been established. One problem now is to get these conditions actually incorporated in the local examination regulations. The education ministries have agreed to make use of the legal possibility open to them and require the higher education institutions to change the examination regulations in line with these general conditions. Unfortunately there is also a problem in that such regulations are not adhered to by those concerned. This is evidence of the lack of sufficient sensitivity to the problems of the handicapped in our society that I spoke about at the beginning of this lecture. This lack cannot be replaced by formal regulations. Incidences that could have been avoided by sensible application of the regulations felt by the ministries to be reasonable are thus unfortunately still being reported.

### **3 Practical Assistance**

Specific assistance which helps the students cope with their studies on a day-to-day basis is also an important way of compensating for their disadvantages, and includes both technical aids and personal assistance.

Various student administrative organizations, and some higher education institutions, employ conscientious objectors to help handicapped students, who may for example need someone to accompany them to a library or assist them at home. This is certainly an idea which could be more fully exploited. Welfare services for the handicapped make regular use of conscientious objectors, and there is no reason why the student administrative organizations should not also take greater advantage of this possibility.

As far as technical aids for students are concerned, there is in practice an infuriating conflict caused by the separation of the aids specific to the course of study, for which the education institution is responsible, and the personal aids, for which the welfare agencies are responsible. The dividing line is not always clear and leads in many cases to unpleasantness. The education institutions and the welfare agencies have tried to work together in order to define their areas of competence but have not been very successful.

A number of individual solutions have been tried out at various institutions of higher education, mainly in the form of demonstration projects; the experience thereby gained can be assumed to be generally applicable to the large target group for which these solutions are intended. You will undoubtedly be hearing more about these projects from contributors more competent to describe them in the course of the conference. Here I would merely like to draw your attention to the measures for partially sighted students which are being tried out at the universities in Marburg and Karlsruhe, and which in Karlsruhe have resulted in the establishment of a study centre for the partially sighted. Study aids for partially sighted students doing computer studies are also available elsewhere, for example in Stuttgart and Dresden. Special PC working places for partially sighted students are provided by over 30 education institutions in the Federal Republic. We are well aware that the provision of these and similar study aids for the handicapped is not the result of administrative planning on the part of the institution but is almost exclusively the outcome of the dedicated work of (often very few) individuals. Introducing a better system can only add to the reputation of German higher education. One way of proceeding might be to set up pools of aids which are administered centrally at the education institution. The possibilities of this are undoubtedly limited, since the degree of mobility required is frequently lacking. However, it might also be worth talking to welfare agencies about the aids such pools should contain.

#### **4 Social Integration**

The aim of our higher education institutions is to make our students feel at home. Student life must exclude nobody and in all its spheres of activity the institution must take account of the needs of the handicapped. This applies equally to culture and general student sport, and some education institutions have already introduced special events for the handicapped. I would also like to mention the sections for the handicapped in the student councils, which serve to underline the solidarity of the student body with their handicapped fellow-students.

The advice centre of the DSW has also been active in this area, organizing workshops for handicapped students, helping local groups to organize similar events and encouraging the groups to share the experience gained in the process. Support of this nature will always be necessary, since integration work affects the whole social climate in higher education and also promotes the responsibility of the handicapped and their ability to act for themselves.

In the meantime the attempts at integration are to some extent at odds with the special assistance offered to the handicapped. I am always hearing that accommodation specially designed for the handicapped in halls of residence is avoided by them because they want to live, even if at greater inconvenience to themselves, like "normal" students, and that the handicapped avoid the special advice service because they prefer the general course guidance service, even though this is not equipped to deal with their specific needs.

Here integration has been taken a little too far, and the education institutions should adjust the balance by natural acceptance and credible provisions for the social integration of handicapped students.

#### **5 Building Measures**

This area requires above all an objective definition of the concept of handicapped. German Industrial Standard (DIN) 18025 is in two sections. The first section concentrates on the design of buildings to provide access for wheelchairs and the second on all types of disability. I am strongly of the opinion that in practice the designing of buildings suitable for use by the handicapped concentrates too much on access for wheelchairs, in other words on section 1 of these regulations. In this respect considerable progress has been made at our higher education institutions in making the buildings accessible for students who are disabled or in wheelchairs e.g. by providing

ramps, specially adapted toilets and lifts. The regulations are widely adhered to for new buildings and major rebuilding projects: When designing such complexes architects and building departments are very much aware of the needs of the handicapped. This also applies to student halls of residence, and I would even venture to say that the relationship of accommodation units adapted for wheelchairs to units being used for this purpose is 1:10. In other words, only a small proportion of the units adapted for wheelchairs are actually being used by students in wheelchairs. I am not saying that too many are provided. The problem of building with the handicapped in mind is that the full complement of very complex and expensive measures must be provided even though the demand for them is random and - thankfully - quantitatively also very limited. All buildings, namely, must be accessible for the handicapped. At every higher education institution we need appropriate accommodation - and this is now generally acknowledged. Now and then we are also indirectly reproached for the huge costs and the readiness with which the necessary funds are generally made available.

This is not in my opinion where the main problems lie: a great deal is being done in this area - even though perhaps for many it is still not enough. Leaving aside the conflicts generated for example by buildings that are under a preservation order or the rather slow adaptation of existing buildings, complying with the first part of DIN 18025 is today an automatic procedure for the builders of institutions of higher education. I am sure no-one is going to completely contradict me on this point.

The problems lie elsewhere. They lie rather in the needs of the partially sighted and hard of hearing and those with walking impediments and other, often less pronounced handicaps. I am no building expert, nor am I very familiar with German Industrial Standard regulations. Is the problem that the German Industrial Standards are too vague in this area, is it that these regulations are disregarded because they are apparently not helping the more severely disabled? Is it that the needs of these groups have not been brought to the attention of the building experts? I remember a large-scale analysis by Professor Loeschke from Karlsruhe which explained in extraordinary detail the ways in which builders could integrate measures catering to the needs of the handicapped without thereby creating barriers, also in refectories and halls of residence, and could thereby provide essential assistance for many different kinds of disability, sometimes at very little cost. What has happened to this? At the time, when I saw the draft of this analysis, I resolved that when, for example, I had to authorize refectory buildings and halls of residence, I would insist that more attention be paid to these proposals. I also established direct contact between the author and the responsible authorities in my "Land". Since then I have heard regrettably little



about the matter. It was however merely a question of settling aesthetic, functional and design conflicts in favour of solutions to the benefit of the handicapped and - if I may say so - at the cost of one's own taste.

Now those who have promoted this work will certainly protest that there have been publications, and there is a printed version of the proposals, which I am not going to deny. I am only using this as an example to illustrate that in my opinion there is a distinct lack of information about the area where no high costs are involved and that it is more neglected by comparison with the observation of special building regulations to provide access for wheelchairs. Those concerned are not yet sufficiently aware of all the things that can be done.

I am now coming to the end of my lecture and would like to return to what I said at the beginning. I wanted to make clear to you the willingness of the administrative departments in the institutions of higher education to take the situation of handicapped students into account when making their decisions. The latter cannot however trust the administrators. The makers of higher education policy need monitors, watchmen who constantly defend the rights of the handicapped.

We have recognized this ourselves, as proof of which I would once again like to mention the institution of the officer responsible for the handicapped in higher education. It is recommended that the higher education institutions in the various "Länder" appoint an officer responsible for the handicapped. Under higher education law in Saxony, for example, every institution is under obligation to appoint not only an equality commissioner but also an officer responsible for foreigners, environmental matters and for handicapped students. Here I would like to quote the most important passage of § 123 of our Hochschulgesetz (Higher Education Act):

"In accordance with the obligations of the higher education institutions specified in § 4 section 4 the senate shall appoint an officer responsible for the handicapped at the institution of higher education. The tasks of this officer shall include involvement in the planning and organization of teaching and study conditions in accordance with the particular needs of handicapped staff and students, involvement in course and future employment guidance and in the implementation of the necessary technical and building measures for the handicapped. The officer for the handicapped has the right to be informed of all matters affecting his or her tasks, to make proposals and to express an opinion on all matters directly affecting the concerns of the handicapped in higher education."

The basic regulations of our higher education institutions include details of the procedure for appointing this officer and may for example specify that the officer for the handicapped is on the senate or may request a hearing by this body, etc.

We have thus created our own watchmen. Now everything depends on sufficient use being made of this instrument at all institutions of higher education, on not leaving these officers to fend for themselves but on listening to them and supporting them at all levels. This is not however a question of formal regulations, but of their practical application, or, alternatively, a question of handicapped culture in higher education, and here we perhaps still have a lot to learn.

### **3.3 Gisela Steltzer:**

#### **Professional Integration of Handicapped University Graduates into the Labour Market**

In the Federal Republic of Germany, the "Bundesanstalt für Arbeit" (Federal Employment Institute) and the "Landesarbeitsämter" (Regional Employment Agencies) do not have any specific statistical data concerning the professional integration of handicapped graduates. Here I can only give a short summary of the schemes of promoting and supporting the integration of severely handicapped graduates into the labour market.

#### **1 Employment of the Severely Handicapped**

At the moment the "Zentralstelle für Arbeitsvermittlung" (ZAV; Federal Placement Service) helps approximately 700 severely handicapped specialists and executives to find employment. For many severely handicapped it is the first employment after graduating. Last year we managed to help 154 handicapped people to find employment, but often they did not get unlimited employment contracts. Many times a temporary employment contract is the first step to permanent employment. In this first phase of employment the aim is to establish an appreciative relationship to the employer in order to change a temporary into a permanent contract. In individual cases this can take long periods of time, like 4-6 years. However, we have observed a similar development in the cases of non-disabled arts graduates.

Nevertheless, we are glad to be able to assist many severely handicapped graduates at the transition from studying to the working life.

## **2 The Different Kinds of Financial Support**

When trying to find a job for a handicapped person we use all financial possibilities the legislator offers. On the one hand there is the "Schwerbehindertengesetz" (People with Severe Disability Act), on the other hand the "Rehabilitation Act". Moreover, the employer is entitled to financial support by a third party, as the "Länder" of the Federal Republic of Germany have special programmes for severely handicapped people.

If you are interested in finding out more about the different kinds of financial support, I would like to refer you to the supplement to "Der gute Wille" (The Good Intention) 3/91. The list is almost complete. It contains all existing kinds of subsidies which are available for the integration of severely handicapped employees. Besides the different kinds of subsidies the chart contains the preconditions, the legal basis and the responsible institution.

### **2.1 "Einarbeitungszuschuß" ("Training" Subsidy)**

The main contribution to the financial support of the employment of severely handicapped people is financed by the so-called "Ausgleichsabgabe" (compensation tribute). In the Federal Republic of Germany, if employers do not fulfill the statutory employment quota, which means that 6 % of jobs have to be filled with handicapped people, they have to pay 200 DM monthly, for every job which should be filled with a handicapped person. The compensation tribute goes into a fund which is administered by the "Bundesministerium für Arbeit und Sozialordnung" (Federal Ministry of Labour and Social Affairs). The money out of this fund is used for supporting employment of severely handicapped people. Employers who give work to more handicapped people than they are obliged to receive generous subsidies out of this fund. The subsidy for "training" a severely handicapped person can be granted for the maximum length of one year. The subsidy amounts to 50 % of the gross income. The subsidy for "training" and integration into the working life can be increased by other means which do not come out of this fund.

## **2.2 "Arbeitsentgeltzuschuß" (Income Subsidy) - "Förderung der Einstellung und Beschäftigung Schwerbehinderter" (Support for the Engagement and Employment of Severely Disabled People)**

The income subsidy as a further kind of support of employment can be granted for a maximum length of three years, with an annually decreasing share of 80 %, 70 % and eventually 60 % of the gross income. The remaining kinds of financial support for the employment of severely handicapped are integrated into a complex system of income subsidies. In other words, the employer can claim subsidies for the handicapped employee's income for a maximum of three years. Through special programmes of some "Länder" of the Federal Republic of Germany income subsidy can be increased up to 100 %. In our experience we seldom find so-called "Cash-In-Effects", i.e. complete or main financing of such employment contracts by a third party and termination of employment after the end of subvention. Mainly, employers do not know much about such kinds of financing. All in all, we can say that these subsidies are remarkably successful in regard to the integration of the severely handicapped.

## **2.3 "Beschäftigung auf Probe" (Employment on Probation)**

Often it is sensible and useful to help severely handicapped people to find employment on probation in order to convince employers of their capability. Such measures can be supported by 100 % for a maximum length of three months.

## **2.4 "Maßnahmen zur beruflichen Rehabilitation" (Measures for Professional Rehabilitation)**

In the Federal Republic of Germany the legislator distinguishes between measures for the financial support of integration and measures for the rehabilitation of the severely handicapped. We talk of rehabilitation when special aids for maintaining a job and for the equipment of the working place are required. The employer, resp. the severely handicapped employee, has to file a special application. We have to consider that the legal position of a person applying for rehabilitation is better than that of an unemployed handicapped person who is supposed to be integrated into the working life.

### **2.5 "Eingliederungshilfe" (Settling-in Allowance)**

Compared with the "Eingliederungsbeihilfe" (training subsidy, cf. 2.1) the settling-in allowance covers a longer period of time, i.e. a maximum of two years and amounts to 80 % instead of 50 % of the gross income. This amount can even be increased by means of the compensation tribute. For the employer, however, it is not the sources of subsidies, but the sum of subsidies which is decisive in the end.

Here I can only outline the main features of the complex system of financing, which would require a more detailed analysis. However, it definitely offers a foundation for creating permanent employment, if it is used flexibly. In this context I would like to refer again to the supplement to "Der gute Wille" (The Good Intention) 3/91.

I just would like to add that lately it has been possible to use means of the compensation tribute to employ an assistant for a handicapped employee, if required.

A permanent subsidy can be granted for employees with reduced capabilities. This is especially relevant for employees with psychic or mental handicaps who - due to the nature of their handicaps - do not have to work in special work shops for handicapped people. On account of these measures existing employment contracts are maintained and new ones created.

### **3 Conclusion**

Summing up, we can say that in future a larger number of severely handicapped young people will not only begin to study, but will graduate successfully. Considering the situation on the labour market at present and in the near future we have to face the fact that the integration of severely handicapped graduates into the working life will not become easier. Only if they receive sufficient support, handicapped graduates have a chance to find permanent employment. The aim is to make better use of the existing possibilities as well as to extend them. It seems important to me that we include the means of professional further and continuing education into this necessary integration process, in order to clearly make out the chances and opportunities for the professional integration of severely handicapped people. Maybe this seminar can contribute to that.

## **4 Research Reports**

### **4.1 Dr. Johannes-Jürgen Meister:**

#### **Study Conditions and Behavioural Patterns of Handicapped Students**

##### **1 Introduction**

The expansion in education in the Federal Republic of Germany in the 1960s and 1970s also brought about a change for the better for the disabled in terms of participation in continuing education. Having achieved the qualification for entering higher education, many disabled people faced the question of how to use this chance. Should they enter the higher education sector to increase their chances on the labour market via a qualified professional preparation or should they rather stand their chance by following the vocational path? In the early 1980s a package of measures was taken to support and develop the preconditions and opportunities for the disabled in higher education. In this context an advisory office for students with impairments should be mentioned, established at the "Deutsches Studentenwerk (DSW)", (German Student Welfare Service) in 1981, the recommendations by the "Ständige Konferenz der Kultusminister der Länder der Bundesrepublik Deutschland (KMK)", (Conference of Ministers of Education and Cultural Affairs of the Länder of the Federal Republic of Germany) in 1982 to appoint disability officers at higher education institutions, or the recommendations about the tasks of disability officers launched in 1986 by the "Hochschulrektorenkonferenz (HRK)", (Higher Education Institutions Rectors' Conference) formerly "Westdeutsche Rektorenkonferenz (WRK)", (West German Rectors' Conference) as well as some models in the later 1980s, supported by the Bundesministerium für Bildung, Wissenschaft, Forschung und Technologie (Federal Ministry of Education, Science, Research and Technology) in co-operation with the government of one of the "Länder". In the meantime these models were established as a regular institution or were broken down. Moreover self-help organizations of the disabled provide services for students with impairments to facilitate access to student literature for them, for instance, and they see to it that technical equipment is provided or that problems of infrastructure are tackled at higher education institutions.

On behalf of the "Bundesministerium für Bildung und Wissenschaft" (Federal Ministry of Education and Science) and of the Deutsches Studentenwerk, the "Bayerisches Staatsinstitut für Hochschulforschung und Hochschulplanung" (Bavarian State Institute for Research and Planning into Higher Education), Munich, published a study guide for students with impairments in

1984 for the first time. It contained valuable information about the accessibility of higher education institutions for disabled people, prerequisites for study courses, questions of financing, general legal regulations, addresses and addressees at these institutions, and similar information. Meanwhile the third edition of this study guide was published in 1993. In spite of all these provisions, students with disabilities are still coping with considerable obstacles which aggravate their study conditions and influence their attitude towards studying. Overcrowded colleges add to this situation.

## **2 Aim and Planning of the Research Project**

On this basis, questions were raised on impaired students' attitude towards studying, on the way they organize their studies, on disability-related difficulties in the course of studying, and on how students cope with their disability while studying. It was not a predominant aim to point out deficiencies and lack of provision with technical equipment or the accessibility of higher education institutions for students with disabilities but to investigate the following issues: How do disabled students manage everyday life in higher education? Which strategies do they apply?

To approach the topic of how students with disabilities manage studying, we evolved some theses on the grounds of a qualitative research which were a guideline for our further proceeding. We intentionally avoided proposing hypotheses on the basis of a certain psychological theory or a certain psychological notion of impairment, and substantiating or defeating them in comparison to practice. Our approach was first of all designed to describe patterns of behaviour, to point out possible correlations, and to try to develop results which can serve as an approach to solve these problems. On these grounds the following guidelines or theses were evolved:

- The subjective notion and assessment of a disability in higher education depends on the attitude towards and the way of coping with the disability during childhood and youth in the family and at school.
- The experience of a disability differs from individual to individual. However, there is a basic "objective" pattern which can be seen as disadvantage but also as preference. Efforts of other people to compensate a disability by various material or immaterial measures cannot offset the feeling and experience of disability, but it can also be interpreted by outsiders as a preferential treatment.

- Students with disabilities are confronted with different conditions while coping with their studies than students without disabilities. General problems of studying increase in severity for the first.
- To enforce provisions in order to compensate for disability-related disadvantages and to avail of these services requires unproportionately great and time-consuming efforts, a fact which has consequences for the total period of studying.
- Disabled students need special counselling and support without being restricted in their right of autonomous self-determination.
- The degree of dependence on help by others differs among disabled people.
- The question of accepting and coping with a disability is not only a question of personal confrontation of the disabled with his disability but also a question of the social and human environment. A disabled person is not only restricted by his disability but also by his environment.

In preparing our research project, we evolved other guidelines besides these which are explained in greater detail in the presentation of the complete project.

### **3 Scientific Approach**

The aim of our research project was not achievable by an empirical statistical survey whether by a total sample survey nor by a random sample. Such an approach must fail in respect of the data base. Official statistical publications about students do not offer detailed information about the number of disabled students and the specific kind of disabilities at higher education institutions in Germany because the disabled students do not have to declare their handicap in the enrolment. The special analysis of the 13. social enquiry of the Deutsches Studentenwerk of the year 1992 (*Bundesminister für Bildung und Wissenschaft 1992, S. 414*) showed that about 13 % of all students described themselves as having a disability or a chronic disease, 3 % of them a severe disability. Also these figures can not divide the different disabilities detailed enough. Moreover, these figures do not allow a detailed breakdown according to the different kinds of disabilities. This was the reason why an empirical research on a statistical basis had to be ruled out from the very beginning. Because there was never required a representative and quantitatively correlated finding we decided the scientific approach



in form of a qualitative enquiry. This procedure has the advantage that an individual interview partner can refer free the complex connections of coping with his disability in his subjective sight of problems and main topics, of his personal evaluation of connections and problems.

The information we tried to obtain, very personal attitudes and assessments, can hardly be gathered by means of a questionnaire. Therefore the only suitable approach were qualitative interviews centralized on different subjects by which we got a detailed description of the educational biography of each interview partner. Details gathered in interviewing individuals also allow statements about the general in decisive points; such generalizations cannot be achieved by closed standardized items as Th. W. Adorno remarked in his introduction to "Der Positivismusstreit in der deutschen Soziologie" (*Adorno 1969*). Only the so-called "hard facts", data about social background, school career, date of entrance into higher education, number of terms, etc., were gathered by a short questionnaire in addition to the interview. Apart from this, we used a third method. After the interviews the interviewees had to write a diary for one week each at the beginning and at the end of a term in order to get a detailed picture about the available daily and weekly time budget.

Prior to our research project we established contacts to disability officers and counsellors for disabled students within a hearing we organized with them to get an idea about the situation at various institutions of higher education on the one hand and to get into contact with disabled students by this way on the other hand. Moreover we contacted federal self-help organizations for disabled students.

The target groups for our research project were students with severe physical or sensory impairments. The psychological handicapped were not taken into consideration due to their specific problems and the difficulty contacting them. Thus the scope of disabilities was limited to visually and hearing impaired students as well as to persons in wheelchairs.

Another criteria was related to the types of institutions in higher education, i.e. the selection of the institutions where the interviews should be carried out. Proceeding on the assumption that the conditions of studying for the impaired at universities which focus on disabled students differ from those at mass universities in large cities and also from universities with relatively low student numbers in medium-sized towns, three groups of institutions were selected for our interviews. In order to achieve a relatively broad range of institutions - distributed within the old federal Länder - for our research - project, five locations of higher education institutions were selected for each

of these three categories. To ensure that each of the three types of disability was proportionately represented in each of the three categories of higher education institutions, we needed about 20 students according to the kind of disability. In total, we had to carry out 63 interviews, 13 of them with blind students, 6 with visually impaired students, 6 with deaf and 7 with hearing-impaired students, 24 with physically impaired students - among them 7 by accident - as well as 7 with multiply disabled students.

#### **4 Categories of Coping with Disabilities**

The interviews with the disabled students at their places took about four hours on average, the longest took five hours. All interview partners allowed us to record the interview so that we could use the full length of the interview for our analysis afterwards. In this evaluation we stated a first general impression about the interviewed person. During and shortly after the interview we had taken corresponding notes. While examining these general impressions, we made an astonishing observation. The interviews revealed many common aspects as to attitudes towards, acceptance of and the way to cope with disabilities. It was possible to discern five categories of coping with disabilities.

Category 1 includes disabled people who in their childhood and youth had not only learnt to accept and to get on more or less with their disability in their family and at school, but who had internalized their disability to such a degree that they considered it as being normal for them. They identify with their disability. The disability belongs to them as a kind of individual characteristic. In spite of all the physical and psychological burden in the wake of the disability, they do not feel restricted, however. They acknowledge the limits set by the disability, but because of their self-confidence, independence and personality they do not feel the necessity to compensate or to veil their disability somehow. We assigned 18 persons or 29 % of our interview partners to this category.

Category 2 is characterized by the fact that the disabled have learnt to accept and cope with their disability, but they have not really internalized it. As a compensation for accepting and getting on with their disability they confront themselves with high expectations as to achievement and performance. These expectations can lead to excessive demand for performance in order to keep pace with non-disabled people. This attitude is characterized by the ambition to compete with non-disabled people and to obtain the same achievements or even better ones than these. Performance is seen as

a compensation for the disability. 16 (25 %) of the 63 interview partners can be assigned to this category.

Category 3 includes all people who get on with their disability more or less and insofar accept it and can manage. However, their strategy to cope with their disability only functions by assistance of their social and human environment. They can fully rely and count on their family, partners, and a stable circle of friends who are always there if disability-related problems, difficulties, discouragement, and doubts arise. As they make use of this opportunity, they can get on quite well with their disability. These human bonds provide advice, assistance and support for them. In our opinion, 10 or 16 % of our interview partners belong to this group.

Category 4 contains impaired people whose thinking and acting always proceeds on their disability. The disability determines their life. They see their performance affected by it. They are, however, conscious of the fact that their disability always dominates their acting and reacting. 11 or 17 % of the candidates could be counted to this group of disabled students.

The last category is characterized by all those who consciously or unconsciously do not admit their disability, they repress it as a matter of fact. They do not see the reason for study-related problems and difficulties, problems in communication and in other areas of life in their disability but in other characteristics and deficiencies. As many as 8 or 13 % of the 63 interviewed disabled students left this impression.

These categories are not to be regarded as a static system. Nobody shall be categorized by this scheme for ever. The confrontation and the way to manage with a disability is a dynamic process which includes personal success and setbacks. In spite of the length of our interviews, these mirrored only an instant picture in the life of the interviewed students. At another time the result, the personal impression which somebody leaves in a certain situation can be different. In order to be able to structure and to condense the abundance of our material, we assigned our candidates to the dominating strategy of coping with the disability at the time of the interview. These categories are meant as a support to deal with the kinds of behaviour and strategies with the aim that disabled persons are no longer categorized according to the well known scheme of assigning them to the kind of disability only and to widen the point of view for the kind of question which appears behind the visible disability right across all different kinds of impairment. On these grounds, new ways of assistance, advice, and support for the disabled can be paved. Categories of this kind are certainly also

suited as general strategies if it comes to analyze how people without disabilities cope with life.

Considering the fact that the selection of students for our interviews was completely anonymous, it was surprising for us to find out that all five categories included representants of all three kinds of disability. On these grounds, we screened and classified our abundant information and data material about the different periods of life and study-related behaviour according to the mentioned categories. In the following, some results of this extensive material will be presented. There I will especially confront the categories one and five with one another.

## **5 Results of the Research Project**

We can here only present a few selected results out of the abundant information and data. In this report only category 1 is contrasted to category 5. From the different areas of life which we addressed in our interviews only the results of the areas family and studying can be presented here.

### **5.1 The Family Environment**

The family is the environment in which a disability is first experienced, in which the family members are confronted with a child's disability, in which the first tackling of the impairment takes place. It is here that acceptance and managing are first learnt and trained and independence can be tested.

Our interview partners of the 1st group unanimously emphasized that especially their mothers had been in a constant conflict between reason and emotion. By their feeling, their heart, and maternal love for the impaired child they were driven to specially care for and protect the child, to clear all difficulties and confrontations with the environment away from them. On the other hand, reason told them not to give the child a different treatment from the other sisters and brothers in spite of his disability, and to involve them into duties at home according to his skills and abilities just as they did with the other sisters and brothers. Sometimes it was mentioned that the mother had played a dominating role in the family, or by others that the mother had had feelings of guilt at times because of the impairment of her child.

Contrary to this, the disabled students of the 5th group talked only little and vaguely about their family situation. Explanations are rather given by chance

and by means of a few examples. The child's disability is not recognised as such and accepted, the reason for difficulties and deficiencies of the disabled child are rather attributed to his intellectual ability. The family does not face the child's disability, drags him from one physician to another without getting another information than the well-known diagnosis.

Disabled students of the 1st group reported that they had not experienced compassion in their family because of their disability. It is true that their desire for action was restrained, specially by their mother, but performance was also required of them. They felt, in fact, being treated unfairly compared to their brothers and sisters because they were not allowed to do everything those were allowed to do and they were kept off from various duties at home. But they also waited for opportunities of being alone at home and then tried and tested what they were able to do and found out their limits. In this way they could achieve and train independence which made them fit for life.

In general, the families of the candidates of the 1st group did not avoid the common and totally normal generational conflicts which were tackled with undiminished rigour. "You have to manage, you have the disability", a blind student was told by her parents. A student with a physical disability remarked about conflicts: "I had to assume the responsibility" when he had his way against his parents' will.

Contrary to this, the disabled of the 5th category experienced that it was embarrassing for their sisters and brothers to introduce their impaired sister or brother to their friends. Moreover, the whole family regarded them as inferior because of their disability, and over and over again they were told what they would not be able to learn and do. These candidates had difficulties in showing their disability in public, e.g. by using a white longstick for the blind or when it came to ordering in a restaurant.

Also statements concerning the parents' attitude towards the educational career and the achievement of scholastic or vocational qualifications were rather meagre in category 5. Quite different, however, in category 1: the parents of these candidates took great interest in enabling their disabled children to enjoy the best possible education to make them fit for their further life. They strove for a rather high qualification and therefore recommended to enter higher education but left the choice for the subject and course of study to the impaired children. Though they had to overcome substantial obstacles, these parents were engaged in enabling their children in early childhood to attend a regular kindergarten or a regular school not far from home. This does not mean that the disabled students' parents of this

1st category automatically favoured integrated schools. The impaired themselves - especially in the last years of secondary education - chose a way away from the family environment to a special institution far away in order for cutting the umbilical cord to the family and live a life of their own.

## **5.2 The Higher Education Environment**

The candidates' attitude towards higher education, the way they organized their studies, and the conditions they were confronted with were the focal topic of our research project. Therefore, this part was stressed in our interviews. The reason why the areas of family and school environment prior to this period of life were so important and necessary lies in the fact that in this phase types of behaviour are trained and attitudes shaped which have consequences for the period of higher education, too. Apart from individual problems and difficulties, positive personal experiences as well as the self-assessment of the personal development, we were, of course, also interested in the experience our candidates have made with the university as a whole and with the department of their study courses. This will be depicted in the following.

It is characteristic for the interview partners of category 1 that almost all of them stress contacts and opportunities to make contacts at university. In addition, a few of them point out that it is easier to make such contacts if a disabled person is alone at university, i.e. without an accompanying person. In category 5 this opportunity is seldom pointed out, greater stress is laid on the fact that it is rather difficult to make contacts at university in view of the high student numbers. These candidates regard it rather as positive to get into contact with other students who have the same disability. It is true, the mass-university is also getting on the nerves of the disabled of group 1, and they complain about the anonymity of these masses, but at the same time they mention many positive experiences with the teaching and other staff and also with other fellow students. On the other hand, some students of group 5 found it worth mentioning that their seat reservation in the auditorium had not been respected.

For the candidates of group 1 it was a positive experience to be able to organize themselves, to be independent and to experience the readiness to help on the part of the teaching staff and students when it comes to copying scripts and the like. "It's good that you can organize yourself, that you can manage your time for yourself, ... one has to realize and to find out what to do and where to go." "Studying affects the rest of my life, and were it only for impulses by literature."

For these impaired students the multiple challenge that studying means for them as disabled persons - for the teaching staff and other students as well as for themselves - is a source of joy and fun. It is important for them, on the one hand, to show to the non-disabled students that an impaired person is also apt for higher education and, on the other hand, to encourage other disabled people. Another challenge for them in this context was recognized in the opportunity to live independently. However, all this could not be expected by awaiting things passively, as they stated, they had to express their needs.

The interview partners of category 5 were "surprised" about the services offered for disabled students. In general, they liked studying. "Partly, the study course is fun." Or they are pleased that the study course is carried out in a routine manner according to a fixed timetable and that there is little to organize for themselves. Some of them also point out that studying gives them the opportunity to cut the umbilical cord, which does give them a fresh stimulus.

Apart from the topic of the mass-university - which nowadays all students deplore not without reason - both here with one another confronted categories 1 and 5 of our research project also show differences in the question of negative and disappointing experiences at university. The disabled students of group 1 mention that their study course is very time-consuming and does not leave much room for other activities. Especially they emphasize that they do not have enough time for the commitment for other disabled persons. In this context they also deplore the fact that only few disabled students are engaged in impaired students' affairs.

Whereas the disabled of group 5 lay special stress on the well-known disability-related disadvantages and negative experiences at higher education institutions - bad acoustics and illumination in the lecture halls, lack of provisions for guidance on the campus and in the buildings, deficiency of elevators, sanitary installations, and provision of technical aids, literature, etc. - these things do not play a prominent role with the candidates of group 1. They point out the general conditions of studying instead, deficiencies in the didactical qualities of the professors, in the professional quality of other teaching staff, a lack or deficiency of practice related matters of the study subject, and deficiencies in the knowledge of examination rules and regulations for disabled persons. Sporadically, they indicated the fact that the reason why impaired students' needs were not considered in a more appropriate manner was just helplessness by lack of experience on part of the teaching staff.

The disabled students of category 5 also criticized that the contents of studies was hardly practice-oriented, but they were obviously more stressed by the degree of difficulty of the tasks, the problem of time at examinations, fellow students' unsolidary behaviour, a certain elitist attitude, or a bad organization as to the timescale. It was also bothering for them that others did not take notice of their disability, that they were treated like non-disabled people, and that a degree of self-discipline was expected from them which they were not (yet) able to develop.

In addition to the diverse contacts to groups, persons, institutions or fellow students, it should be mentioned that the institution of a disability officer is well-known to the candidates of group 1, but was rarely called on or needed. If difficulties or problems arise, they turn straight to the persons directly in charge, the teaching staff, student advisers, or to the services installed for impaired students. It is also relatively easy for them to address fellow students in order to get scripts, but the details for this procedure must be discussed in depth. They find it, however, more difficult to get their help for reading services on sound carriers. In their opinion, it is a kind of helplessness if fellow students do not offer help voluntarily.

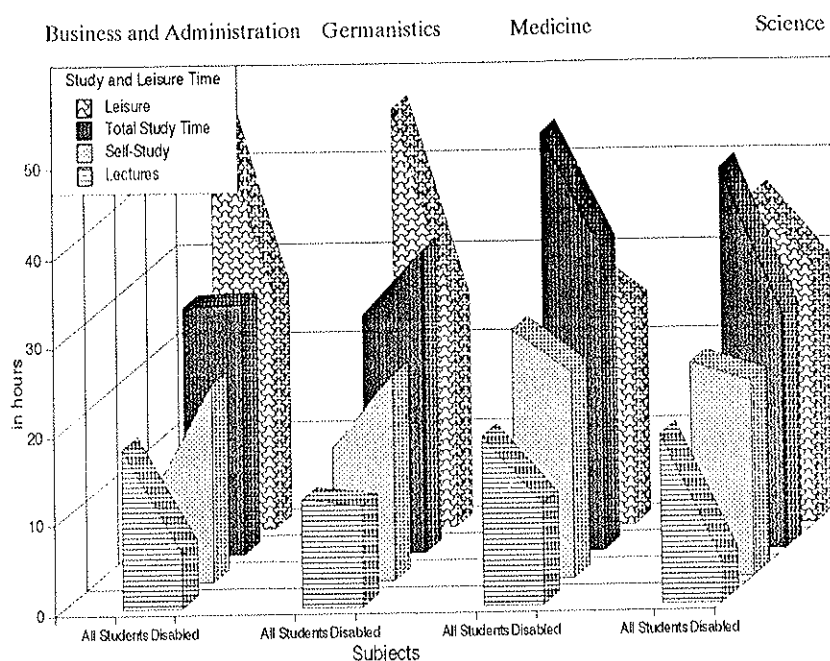
The disabled of group 5 call on the disability officer far more often but are by no means always content with the offered services, or they do not call on them at all because they have heard negative news about them. If they do establish close contacts with the disability officers, it is only because "they do not want to create troubles" for them because of their problems in higher education. A blind student said that if he had problems with studying and could not manage well, it was only he who could solve the problems and not the disability officer. The disabled of this group also stated that it was difficult to get scripts from their fellow students as these did not offer help voluntarily. In this context one student remarked that fellow students were only joking about writing scripts: "He is only too lazy to write for himself." Moreover scripts could pose problems, they said, they really needed several of them to pick out the best.

The importance of studying was, of course, a special focus of our research project about study-related attitudes. It is of special interest how the disabled make use of their time during this period of life, what is of special importance to them and what they expect from higher education in general and from their study courses in particular. Only once a female student of group 1 remarked that studying was the centre of her actual phase of life and that she could not do much apart from that. As a rule, however, the candidates of this group agreed that studying was not the focal point of their present period of life. They enjoy being concerned with other topics and



things in life. They stated that it was great to acquire knowledge but that it was also important to have always time for friends. To assist other disabled persons, to show them that one did not have to live in isolation because of the impairment was of greater importance to them. Even if studying means a special stress for the disabled, they have to set priorities. Such priorities may include people or a hobby and leisure time ranking equally besides studying.

*Fig.: Time-Budget for Studying and Leisure of Disabled and Non-Disabled Students in Comparison*



Considering the impaired students' time budget, free time seems to be the major problem of all. From the diaries we asked the candidates to write it becomes clear that the time budget for studying hardly differs from that of non-disabled students. However, a shift of focus can be observed from passive or receptive learning in lectures at university to active self-study. Obviously, disabled students attend lectures less frequently than non-disabled students, but they study more at home. Their time budget for leisure activities is, however, much smaller than that of non-disabled students. The candidates' subjective impression of their time budget during the interview was

quite different. Many of them believed that they spent much more time studying than non-disabled people. The estimation of the study is partially in contradiction with the real time-consuming for studying on the one hand and for leisure on the other as shown in the figure. This contradiction can be explained by the fact that quantitatively the time-consuming for studying is more than for leisure but qualitatively the different activities during leisure are experienced much more intensively. Moreover it seems necessary to distinguish between the different categories of disability to analyze the established average more exactly, especially if handicapped students of category 1 have more free time than those of category 5.

In opposition to group 1, the interview partners of group 5 almost unanimously state that studying is the real focus of their present period of life and that one has to be careful not to neglect other areas of life completely. Studying requires so much time that there is no time left for many other things, or because it would be terrible not to be successful. With view to the lack of chances on the labour market later on, one of the group resignedly remarked that this was the reason why for him studying was no longer the most important thing in life.

The expectations towards studying of the interview partners of category 5 differed in certain ways from those of category 1. The former expect most of all procurement of knowledge, professional education, social prestige, appropriate income as well as a tendency to study courses designed according to a determined scheme. These expectations are quite different from those of category 1. The impaired students of this group do not only expect the procurement of useful knowledge. For them the university presents itself as a "supermarket" with a broad scope of offers of which one can choose things of interest. The university is also seen as an institution to support the development of an autonomous personality. In their opinion, however, higher education does no longer come up to these demands and expectations. They think that too many "specialized idiots" are produced who are not in a position to judge and decide independently.

With view to an "ideal" university, especially the candidates of group 1 were against higher education institutions with a special focus on disabled persons, i.e. centres of special information, counselling and services for disabled students. These institutions would imply the danger of developing a ghetto for the impaired, i.e. that they could or should study only there whereas the process of meeting and encounter of disabled and non-disabled persons and the autonomous self-determination to study at an institution of higher education of their own choice as a normality of life would be very important. But only two representatives of group 5 radically favoured a university with

a specific and overall centre of information, counselling and services for handicapped students though about a third of all interview partners were studying at a university which specialized in one or the other kind of disability.

Let us finally take a short look at the question of how our candidates of both groups regard their personal development during the period of studying and what is their self-assessment. Those of category 1 self-consciously state to have achieved everything which is necessary and do not to let themselves be driven mad. They do have demands on themselves, but they also know that they cannot achieve everything and that they are not willing to strive for this at the cost of their health. They do not want to ask too much of themselves and like to be free for other things. They have learnt to admit their weaknesses to themselves and towards others. They are prepared to accept the challenge offered by higher education. As a matter of fact, they want to be challenged, but they are no longer willing to "compete" with non-disabled persons. They are quite content to be able and to be allowed to do something. Their intellectual performance capacity has nothing to do with their disability. They dispose of enough self-confidence and have reached a degree of maturity not to cherish illusions about the further course of their study and their life perspectives. They have come to realize their strong and weak characteristics and have also learnt how to study as they are required to thoroughly analyze their problems, to organize their tasks efficiently and to carefully set priorities.

In group 5, the candidates quite obviously realize that they have to learn especially to be able to talk about their disability, to believe in themselves, to loosen the ties to their parents, a process which considerably affects them physically as well as psychologically. On the other hand, they are always tempted to go back to their parents, to enjoy the security, the care but also the overprotection because they feel their lack of independence. They often tend to withdraw from the world and do not let anything or anybody get near to them. Some of this group frankly admitted that in their opinion they had not changed since the times of youth and that they were quite the same person as ever. They also mention that they are hesitant and do not know what they really want to do. They view themselves as ambitious, ask too much of themselves and then are discontent with themselves if they do not achieve the set aim. They realize that they have a wrong assessment of their limits and often find themselves in a conflict between the required performance and the limits set by their disability.

## 6 Conclusions

In this report we could only present a short extract out of the abundant material. The publication of the complete information and data material is in preparation. First of all, we wished to explain how our interviews were evaluated. The approach was to break down the material according to a general structural principle and to provide transparency. For this reason we evolved five categories and strategies of coping with disabilities which are not to be regarded as value judgements but as a means to get away from a classification exclusively based on the kinds of disability, to get a better understanding of the difficulties and problems of impaired students, and on this basis develop new approaches for well-aimed support and assistance. In my report I have presented the two extremes of this scale only. As such strategies of coping with a disability can be transferred by analogy to non-disabled persons, it is possible to compare people with and without impairments. Disability is no longer seen as a state of being different, isolated from the personality, but merely as a different kind of human existence. We must learn "that disability is regarded as a state of being different, this is the aim we must achieve. In reality, however, disability is still a kind of difference combined with disadvantage. It is a difficult but necessary common task for all of us to overcome this disadvantage ... What we have to learn is so difficult and nevertheless so simple and clear: being different is normal." (*Weizsäcker 1993*). Our research project should also be regarded in the light of the words of the former president of the Republic of Germany, R. von Weizsäcker.

Proceeding from this perspective, we developed some recommendations to provide better opportunities for disabled students and to ameliorate their situation. It is not sufficient to focus on optimizing external conditions for students with impairments, i.e. to take the necessary steps to make constructional, technical and organizational infrastructure available according to their kind of disability. Such measures are only of little use if the impaired student is struggling with problems and difficulties to cope with and accept his disability. This problem does not only require external support but also assistance which puts the disabled in a position to help themselves.

The first recommendation refers to the above cited quotation of the former president. University as a community of teachers and learners, as a reflection of society, must learn that it is normal to be impaired and that it is the task of all members of this community to integrate disabled people into this community.

Apart from this general task, support and assistance for disabled students requires qualified personnel with a special training in order to recognise the real difficulties, problems and needs of students with impairments and to be able to provide qualified advice and to assign them to the "right" experts. These experts should discuss individual needs and options with the disabled, plan the necessary steps, and finally help with their realization.

Another recommendation which results from this view is the necessity to bundle the multitude of widespread information, counselling and support services, to centralize them under one roof. The idea is to create a network which provides advice and support to the disabled as early as in the transitional phase from secondary to higher education, at the beginning of studying, and at the end of higher education in the transitional phase to the labour market and job career. The disabled should be in a position to avail themselves of these services at any time and without major problems. As far as these information, counselling and support services are also necessary and useful for non-disabled persons, such specialized services for disabled students should be integrated in a corresponding general student service. This would also make it easier to assign an impaired person from the special service for the disabled to the general information and counselling service as soon as the disabled has progressed according to our managing strategies. Only such a network provides quick and comprehensive advice and assistance by which the disabled person saves additional and unnecessary time, energy, and costs.

Regional pools for technical aids should be established. Disabled students should have as well as the nondisabled students the equal right to free choice of the university where they want to study. On the one hand it assumes that building regulations taking the needs of disabled students into consideration will be strictly carried out and consequently supervised. As there will not be at every time disabled students at any university, regional pools for mobile technical aids, e.g. specific computer equipments and applications, special measuring devices, drawing instruments, etc. for students with disabilities should be established. There these technical aids could be lent out to each university in this region if needed. Such a region should be smaller than one of the "Länder" of the Federal Republic of Germany. Such a pool could be located at one of the student welfare services within the pool region or as required above within a network centre for information, counselling and support at a university. There also could be the maintenance of such aids.

The last recommendation relates to the financing of disability-related compensation for disadvantages. The disabled student as an individual is con-

fronted with a multitude of different paying authorities which involve him in a complex conflict about competence right across borders of the "Länder" if he tries to assert a claim. Lodging guaranteed claims requires enormous efforts in time and energy by the individual against superior administration authorities, a process which is often such a strain for disabled students and wears them down so that they - in view of these difficulties and problems - give up studying at all because they get too much in arrears. This shows that there is an urgent need for higher education institutions to relieve the disabled from this unequal position and to take over their legitimate rights against the paying authorities and thus lodging these claims from an equal position. This would contribute to save the individual student applicant long and wearing legal disputes and ensure equal opportunities for him compared to non-disabled students at the beginning and during his study courses. It would also be an important step of integration for impaired people into the community of higher education.

Finally it should be mentioned that - as our research project proved - the impaired students' attitude towards and the organization of studies are characterized by the experience gained in coping with the disability and by the way in which the family and school environment succeeds in managing and accepting it. If we want to assist disabled students effectively, advice, support, and assistance must start as early as during school attendance. This requires a change of view also for advice services in the fields of family affairs, social environment and school career, and last but not least, a general change of attitude of society towards disabled persons.

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## **4.2 Prof. Dr. Clemens Adam:**

### **"Studying with Handicaps in the New "Länder" of the Federal Republic of Germany": First Results of the Research Project**

#### **0 Preliminary Remarks**

This research project started in June 1993. At the moment, the research team and I are working out the results of the analysis as well as drafting proposals and recommendations for a concept in order to achieve improvements in general practice at higher education institutions. The report about the research project will soon be finished.

In this paper I shall present first results of the project. I would like to point out those results most of all which are of interest to all of you and which are a contribution to our international discussion about studying with disabilities.

#### **1 Studying with Disabilities in East Germany before and after the Revolution/Unification**

On November 9, 1989, the wall by which Germany was divided into two parts was torn down. As a result of the Second World War two states were created in Germany: in the west the Federal Republic of Germany: under western influence according to the model of the capitalist market economy with the supplementary notion of a welfare state; in the east the German Democratic Republic: under eastern influence according to the model of a socialist planned economy. Only a few months after the fall of the wall, in March 1990, the first free elections took place in the former GDR. Soon the unification of currency, economy and social affairs followed with the D-mark as common currency. Finally, the unification treaty was signed by which the GDR joined the Federal Republic of Germany. Since October 3, 1990, there exists only one Germany. The former GDR now constitutes five new federal "Länder" and part of Berlin.

In the wake of the political unification a period of change and transition began which even nowadays is noticed and experienced in all parts of Germany. But for the territory of the former GDR and for the people living there the fall of the wall, the introduction of the D-mark and the political unity meant a new, strange social system. Social orientations achieved and trained for decades lost their validity. Biographic and institutional regulations, perspectives and securities determined by the system were questioned



from one moment to another or did no longer exist. Guarantees as to job, housing and care which people had been accustomed to and had appreciated were restricted or even abolished. The long-awaited new liberties of the West - especially of travelling and consuming - soon showed their ambiguity. The "risky liberties" (*Beck/Beck-Gernsheim 1994*) of life in Germany made the "feeling of insecurity of life a mass experience" (*Beer/Müller 1994, p. 628*). The difficulty to realize and to control the rules of the western system and in this process also to be confronted with new constraints led to a "disorientation created by the system" (*Beer/Müller 1994, p. 629*), which during the past years contributed to feelings of disillusion, to doubts and to the experience of depreciation for many people in East Germany.

These trends of change which are perilous for the actual stage of the German unification process must be taken into account if the situation of the students with disabilities and chronic diseases at universities and other institutions of higher education in the new federal "Länder" is to be recognized and analyzed adequately. In fact, the assessment and everyday practice of studying of disabled students today cannot be separated from the traditional concept and institutional embodiment in the system of education of the GDR which had been valid for decades: only a small, rigidly selected elite of young disabled people was given the opportunity of entering higher education. The course of study was accompanied by relatively well secured and predictable support until the end of studying and finally until the transition to a secure employment.

The biographic course of a disabled student in future followed institutional predeterminations and regulations. (*Lischka 1993*). The GDR disposed of a differentiated system of special schools for disabled children and youngsters which led up to the leaving certificate of the 10th form and covered the whole territory of the country. Access to higher education was generally channelled via the "Abiturstufe", EOS, (last years of secondary education leading to the secondary school-leaving examination certificate which entitled to enter higher education) the entrance of which depended on numerous criteria, such as, for instance, performance, social origin, acknowledgment of the socialist society. These entrance criteria generally applied to all student applicants. The particularity for disabled pupils was the restricted offer of special schools: there existed one special school with "Abiturstufe", EOS, each for the blind and partially sighted (in Königs- Wusterhausen near Berlin), for the hearing impaired (in Berlin) and for the physically disabled (in Birkenwerder near Berlin). Selected disabled young people from all over the GDR were delegated to these schools.

Only 10 % of the pupils of the last year at special schools (10th form) changed to the "Abiturstufe". About half of up to 2/3 of the physically disabled and hearing impaired and almost 100 % of the blind pupils with a secondary school-leaving certificate later on applied for higher education. But only 40 disabled of the same year pupils achieved higher education every year in the former GDR, a small portion of the about 26.000 student beginners altogether.

The choice of the degree subject for disabled students was restricted by the respective kind of disability and the facilities at the institutions of higher education, a fact which also applied to non-disabled student applicants as in the GDR the number of student places was limited and centrally administered with the institutions of higher education selecting "their" applicants.

Between the special schools with "Abiturstufe", EOS, and the institutions of higher education there existed firm agreements in favour of disabled students. Placement was carried out individually and conditions of studying were settled in advance, which was almost a privilege, as according to informations of the special schools almost all student applicants were granted the chosen study places. There were no special guidelines and/or regulations in support of disabled students. Specialized support and assistance was given by the academic staff and fellow students on the grounds of the so-called "moral responsibility". Moreover there existed special curricula for the course of study and individual assistance by the higher education institution and, apart from this, a fixed study organization in seminar groups including seminar tutoring.

However, studying in the GDR was not without problems for the disabled, created most of all by constructional deficiencies at higher education institutions as well as by those of technical provisions and personnel. This was especially true for the physically disabled students who partly faced heavy restraints while studying. In contrast to this, visually and hearing impaired students finished their studies successfully almost without exception, the success rate of the physically disabled was substantially lower as a consequence of the mentioned problems.

The actual situation of students with disabilities and chronic diseases in the new federal "Länder" can be characterized as follows: on the one hand, by a definite parting from a normal biography with the mentioned institutional involvement and security, as it was the case in the former GDR, on the other hand, by a compulsion for individualization which is currently in force, i.e. by the individual obligation to cope with one's situation in life and studying on the basis of considerable self-determination, self-planning and

self-organization. In the wake of this compulsion for individualization, risks and perils follow suit: "Now, in the state of freedom, to be allowed and obliged to decide for oneself, with the decay of all existing institutions, with the loss of all securities ... The happiness of freedom means also falling into a gap." (*Beck/Beck-Gernsheim 1994, p. 10*). For studying with disabilities this means: studying according to one's own choices and opportunities includes calculating an increased risk of life which must be experienced and managed individually day by day and which holds especially true with view to future perspectives and planning.

Apart from existing difficulties for all students at East German institutions of higher education, students with disabilities and chronic diseases do not only have to cope with additional stress in everyday life because of their respective impairment, they also have to perform a balancing act which is less familiar to them from former GDR times: the promises and new experiences of a self-determined, largely independent life on the one hand and on the other hand the dependence on procurement and support from outside, to the struggle for the acceptance of claims, and to the fear of losing previous privileges and securities. Thus, disabled students are caught up in the whirlpool of a contradictory process of individualization, probably to a higher degree than they had been accustomed to and than they had wished to. As a consequence, this means: individualization with the basic ideas of self-determination and autonomy is a phenomenon of conflicting nature which enables the individual to get free from dependencies and controls but also burdens him with a higher degree of risks, loss of securities and anxieties.

I start out from the presupposition that the risky life of disabled people based on self-determination and equal opportunities cannot be lived and managed as "individual performance" but only if necessary support is constantly provided and given with binding security.

Therefore, in planning, carrying out and evaluating the research which I present today about the situation of disabled students in higher education the following questions were guiding and crucial: In which way was and is studying with disabilities reflected and taken into account in considering and planning institutions of higher education in the new federal "Länder"? Have aims and targets for a concept been developed and are the institutional framework conditions planned in such a way that the young disabled people's basic right on education can be secured on a short-term and most of all on a long-term basis? As far as the planning and implementation of adequate conditions of infrastructure at East German institutions of higher education are concerned, were and are the "subjective factors" in particular

taken into account sufficiently, i.e. the experiences and interests in times of change and transition as well as the resulting specific needs of disabled students?

## **2 Aims, Focal Points and Methods of the Research**

### **2.1 Aims of the Research**

The research project about studying with disabilities in the new federal "Länder" (*Adam 1993*) is designed to find out and analyze existing and expected deficiencies and problems, to clarify and differentiate necessary demands and changes as well as to develop concepts and recommendations for further planning. The insufficient state of information as well as on the actual situation of studying as on potential and expected developments does not allow, for the time being, to evolve detailed planning concepts and guide-lines which are necessary for political action at all important levels. As long as there are no reliable analyses of demand and planning concepts, it must be feared that the conditions of studying with disabilities and chronic diseases are improved selectively only and rather by chance. This applies for planning concepts and targets at the level of the individual "Länder" as well as of the respective locations of higher education institutions.

### **2.2 Focal Points of the Research**

In order to achieve a comprehensive picture of the state-of-the-art of studying, it was the primary aim of this research project to record the actual opportunities and conditions of studying with disabilities and chronic diseases in the new federal "Länder" (including higher education institutions in the former East Berlin) by means of qualitative and quantitative investigations and analyses. It was my conviction from the very beginning that the qualitative research approach is particularly suited to investigate the situation of disabled students in higher education in a differentiated way and rather close to reality, to get to know existing problems and deficiencies from the point of view of the persons really concerned, and to precisely find out their specific demand for support.

The interviews of the people concerned as well as of the experts and all the other information data collected were generally oriented towards three central focal points of content:

1. Conditions of infrastructure at the locations of higher education institutions (constructional conditions, technical facilities, accessibility and usability of buildings and facilities, traffic connections etc.);
2. Supporting measures for studying (technical and material support as well as services of personnel, support for organizing and carrying out studies, information and counselling including rights of participation and representation etc.);
3. Interrelation between studying and living (material and social framework conditions and securities, opportunities of leading a self-determined way of life with assistance and ambulatory services, housing, social contacts and facilities for communication, mobility, leisure time, transition from higher education into career etc.).

Apart from this, it was desirable investigating in depth proposals as to concepts and experiences with view to studying with disabilities of the people concerned and of experts in order to take these statements adequately into account when it comes to evolve final recommendations.

### **2.3 Methods of the Research**

In the process of investigating the state-of-the-art of studying with disabilities and most of all in recording the specific demand and needs for changes and improvements the statements of the students concerned as the real experts of their situation are given decisive importance. In planning the survey, special stress was laid on including a number of students with disabilities and chronic diseases into the investigation by means of qualitative interviews. For this purpose we planned an exemplary selection, not one covering the whole territory. Moreover at all stages of our research we interviewed representants of the responsible ministries of the different federal "Länder", all heads of universities and other institutions of higher education, disability officers and counsellors, and other professionals with pertinent experience and asked for their advice.

The different surveys carried out were designed - as a mobilizing and innovative "push" - to call attention to the topic of "studying with disabilities" with the people concerned as well as with the experts responsible and to make this point an important topic on the agenda of all developments of concepts and plans. The aim of the specialized talks and conferences carried out by my team during this research project was time and again to initiate innovative exchange and mutual correction, to extend competences and to

contribute to concretizing plans and measures at the respective authorities in the new federal "Länder".

### **3. Results of the Analysis and First Review of the Research**

#### **3.1 Survey of the Disabled Students' Situation of Studying in the New Federal "Länder"**

Figure 1 "Location of universities and other institutions of higher education with comparable tasks" is meant as orientation. The marked line shows the former border between the Federal Republic of Germany (FRG) and the German Democratic Republic (GDR), the new federal "Länder" of today.

Figure 2 shows the distribution of universities and other institutions of higher education in the new federal "Länder" and Berlin and is also meant to point out that East Germany traditionally disposes of a very well developed system of universities and other institutions of higher education which was only restructured and improved after unification.

Figure 3 shows that in 1993/94 there is a total number of 59 institutions of higher education (28 of them universities) in the new federal "Länder" with about 154.000 students (about 125.000 at universities and 28.500 at other institutions of higher education).

According to an interrogation carried out in the course of this research, 21 universities and 18 other institutions of higher education state that students with disabilities are registered at their institutions. The total number of students with disabilities and chronic diseases in the new federal "Länder" is 121, pursuant to the statements of the institutions. According to these records, there are no disabled students at the other higher education institutions, which can also mean that there is no more knowledge about studying with disabilities. As I know from my own investigations that, apart from the figures of the higher education institutions, there are students with disabilities at various locations of higher education, we can certainly proceed on a number of 200 or more students at the higher education institutions of the new federal "Länder", students who because of disabilities and chronic diseases are dependent on specific support to perform and finish their studies successfully.

As there are no reliable statistics in Germany about the number of students with disabilities and chronic diseases, we can only rely on estimations based on existing surveys to get figures for current and future planning.

*Fig. 1: Locations of Universities and Other Institutions of Higher Education with Comparable Tasks*

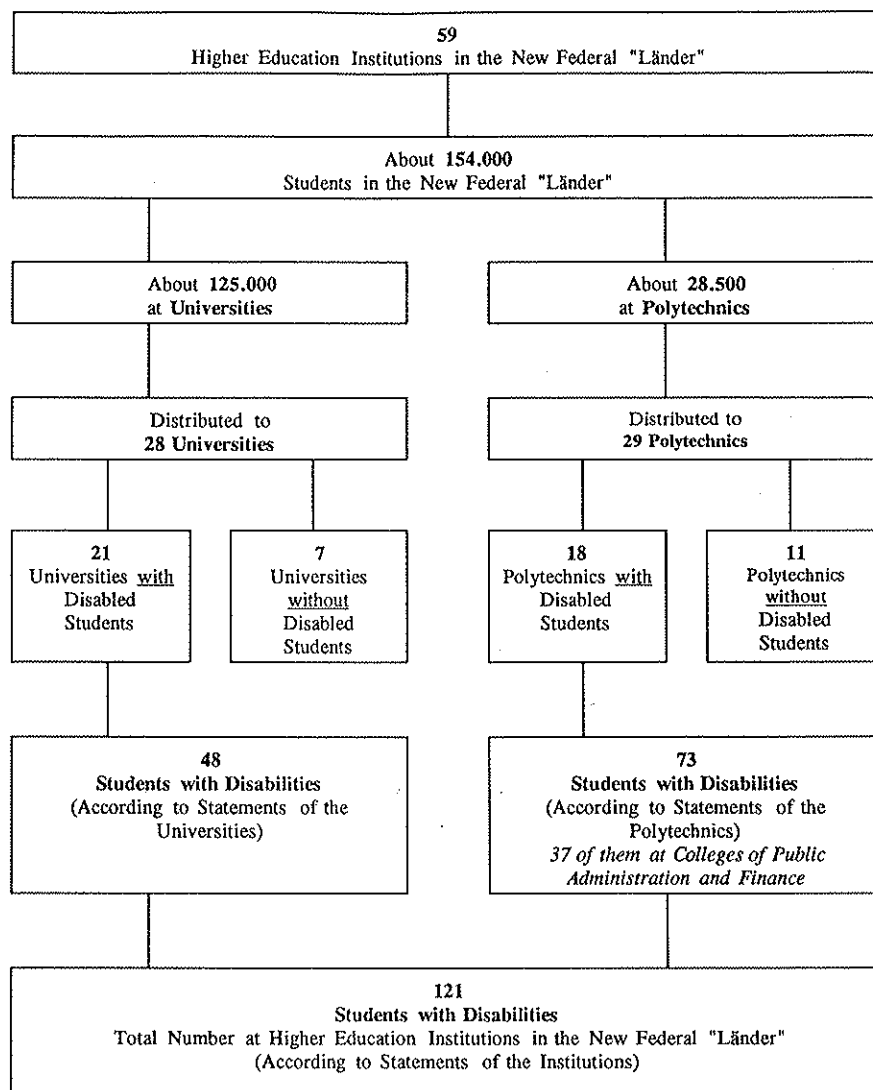


Fig. 2: Locations of Higher Education Institutions in the New Federal "Länder"





Fig. 3: Studying with Disabilities in the New Federal "Länder"



Taking into account the 13th social survey (HIS-investigation) of all German students (*Bundesministerium für Bildung und Wissenschaft 1992*) in which only 11 % of the disabled students indicated the need for special support, there are now and in the near future at least 400 to 500 persons at institutions of higher education in the new federal "Länder" to be taken into consideration who because of their disability or disease need respective infrastructural facilities and also supporting measures in order to study successfully. Though these estimations are only to be regarded as figures for orientation and planning and in this sense are highly important, I would like to point out, however: the topic of "Studying with disabilities" must not exclusively be restricted to quantitative measuring and detailed statistical records. It is of fundamental prominent significance and therefore is crucial and important for planning and practical measures taken at the institutions of higher education. Only in this way the legitimate opportunities in education for people with disabilities and chronic diseases can, in fact, be provided and secured by respective investigations in and conditions of studying.

During my contacts with the ministries in charge of higher education policies in the new federal "Länder" I got the impression that the issue of studying with disabilities is given attention and is being pursued with commitment. In the higher education laws of the new federal "Länder" special support is pointed out and promised for students with disabilities. Moreover, the institution of a "disability officer" was installed by law. He is in charge of co-ordinating and promoting all disability related matters at higher education institutions and also of exercising rights of participation and control. It is true that up to now this institution of a "disability officer" is not at all being enforced everywhere according to the normative intention and target. But in the course of my research it could be observed that the tasks of a disability officer and the related competences are increasingly being taken serious.

Parallel to these development trends, the following can be registered at the level of the "Länder": It is true that the obligation to provide adequate conditions for studying with disabilities is increasingly gaining ground in higher education planning and decision-making. But - as unanimous statements prove - according to the stress by multiple tasks and restructuring, it belongs rather to the lower categories of the catalogue of priorities in higher education policies. As far as I know, none of the new federal "Länder" developed a co-ordinated and future-oriented comprehensive concept which includes aims and targets for studying with disabilities and which could serve as a guideline and safeguard for the universities and other institutions of higher education which have the competence and responsibility for planning and implementation at their respective locations.

### 3.2 The Situation at Universities and Other Institutions of Higher Education

The fundamental acceptance of the claim to consider disability related matters at higher education institutions - a right embodied in the law - which nowadays nobody dares contesting in public, does by no means lead to a special commitment in the processes of planning and restructuring. The task of enabling disabled students to study under regular conditions is viewed and handled in rather different ways at the various locations of higher education, irrespective of the different federal "Länder", as was shown by the investigation of all higher education institutions and by our accompanying research. Though nowadays disabled students with special need for support study at least at 39 of the 59 higher education institutions, various of these regard the issue of "studying with disabilities" as irrelevant for their location and do not see the need for immediate action. It is noticeable that the topic in this context is most of all restricted to mobility impaired persons/to persons in wheelchairs. It must be feared that opportunities for improvement in the course of restructuring will simply be missed. Omissions in planning which are difficult to correct, especially in the construction sector, are the result. The most comprehensive and quickest changes and progress in favour of study-related opportunities for the disabled are obviously achieved by those institutions of higher education which - on the grounds of a significant change of awareness - have integrated the issue of "Studying with disabilities" in their concept of planning and make efforts to achieve a persistent co-ordination of all activities and responsible persons possible.

The statements and assessments collected by means of a qualitative interrogation of students with disabilities clearly mirrors the contradictoriness of the chances and real opportunities of studying at the respective locations of higher education institutions. On the one hand, the interviewees stress the fact that they do have many opportunities of living in an individual and self-determined way, on the other hand, however, they have to live with new risks and have to learn, most of all, to demand their rights. In this process they encounter problems and difficulties which have been unknown so far, produce insecurities and fears, and require support which was not necessary in times of the GDR. Nevertheless, almost all interviewed persons want to live and study in the "most normal way possible" and "inconspicuously". Often it is said that disabled persons are a minority which has to and/or should "adapt" or "subordinate". For the people concerned this point of view has as result that they expect a great deal of themselves and do not accept assistance unless it is unavoidable. Therefore, many of the interviewed students are "solitary fighters" on the campus, partly for fear of disadvantages and discriminations by the people around them. To cover up and to renoun-

institution and in the student community (see the integrative assets of the student clubs in the former GDR).

## **4 Consequences and Proposals for Improvements**

### **4.1 Rethinking and Reorientation!**

Though a process of rethinking according to which studying with disabilities is in fact part of life at East German universities and other institutions of higher education seems slowly to be gaining ground, it cannot be expected so far that an understanding of the persons in charge and the embodiment in the higher education laws will immediately lead to consequences in planning and to the respective realization in practice. However, if this is to be executed, it is necessary to restructure the list of priorities. The federal "Länder" and the higher education institutions must make the promotion of studying with disabilities and chronic diseases an essential part of their planning and should better co-operate in realizing these plans.

As a guideline for concept planning a free choice of study subjects should be guaranteed to all disabled students - in spite of well noticeable reservations. Thus, the obstacles and disadvantages could be reduced which are erected over and over again on the grounds of overemphasizing individual deficiencies of the persons concerned and, in this connection, of frequently demanding inappropriate achievements. A direct consequence of a free choice of study subjects lies also in rejecting any form of isolationism and ghettoism for disabled students in the structure of higher education in the new federal "Länder", particularly since the people concerned have long stopped recognizing former restrictions of the GDR higher education system by taking action and studying at the majority of locations of higher education in East Germany though the conditions of studying in many places are by no means most favourable up to now.

### **4.2 Restructuring and Long-term Planning!**

In order to establish and guarantee studying with disabilities at universities and other institutions of higher education, short-term and long-term measures of restructuring must be initiated and carried on in the planning process. I would like to illustrate this process by discussing three aspects which Mr. Noeske pointed out in today's lecture on behalf of the "Kultusministerkonferenz (KMK)" (Conference of Ministers of Education and Cultural Affairs).

ce outing oneself as being disabled are signs of resignation in a disability-hostile environment and may possibly jeopardize the course of studying because vital services are not claimed and made use of. This intricateness and insecurity of the current situation of studying certainly contributes to the phenomenon that school-leavers with disabilities in the new federal "Länder" - parallel to a generally reduced readiness to enter higher education - find it very difficult to incur the risks of studying.

School-leavers and students with disabilities do not react extremely fearful but according to reality. This is the statement of people concerned and professional experts about study-related experiences with barriers and difficulties at their universities and other institutions of higher education. There are not only constructional barriers but also obstacles of everyday life which the individual faces participating in the study courses. While almost unbelievable mistakes of reconstruction are mentioned about the provision of basic standards of infrastructure at higher education institutions (e.g. accessibility of buildings), students most of all complain that technical assistance and support of personnel which they need to pursue their studies are lacking. They criticize that assistance which should be granted as a matter-of-course can only be obtained by complicated and long-lasting application procedures. In this context the existing practice of counselling should be viewed with a critical eye. For a number of interviewed students the advisory service offered is not transparent and clear-cut as to competence and responsibility. The statements of the persons concerned as well as of the interviewed experts reveal that information and counselling are not only important but that these advisory services should be organized in a clear and standardized manner and be as independent as possible from persons and local circumstances.

A good combination of studying and the situation of life is of utmost importance. This is a crucial result of the investigation carried out. According to the results of the interrogation, the students point out how important it is for them to settle the issue of accommodation and of integration into the environment at their place of living. In the former GDR, more than 70% of students lived in student hostels which offered - also for disabled students - familiarity, a working collective and fundamental community among disabled and nondisabled students. A female student says about her current situation that she does have an apartment with a kitchen and toilet designed for wheelchairs, but: "In our house somebody in a wheelchair can only go to his room but nowhere else". I.e., she is caught in a trap and is isolated. As a consequence, demands are raised not only to provide accommodation places without barriers but also appropriate facilities so that disabled students during their studies feel comprehensively integrated in the higher education

"Institutionalized responsibilities cannot be identified" (see Plenary Session: 3.2 Noeske). According to the investigations of my own research project I can confirm this assessment as I have quite often registered that responsibilities for improving the disabled students' conditions of studying were delegated in a sort of pingpong game. In this context, Noeske's second statement must be regarded that, as a matter of fact, cogent concepts for studying with disabilities do not exist, the activities so far are rather to be classified as a response to activities at various locations. The fact that also in the new federal "Länder" students concerned more and more safeguard their interests and demand support is well appreciated though these activities are mainly performed by individuals and not by pressure groups. This is in agreement with the third aspect which Mr. Noeske mentioned: The issue of "Studying with disabilities" is being sustained and kept alive to a high degree by solitary fighters, warners and guardians. I agree with this observation and criticism even if I do hold the solitary fighter's commitment and merit in high esteem. But overemphasizing individual persons is always dangerous if they are entrusted with important tasks and relied upon. No action of a solitary fighter, as successful as it may be, can replace a concept for a lasting and reliable system of services and support. Solitary fighters tend to make themselves indispensable and consequently appear to be irreplaceable. At times, a student may profit by their help, but in the long run, conditions of studying according to the disabled students' needs and general accessibility cannot be established and guaranteed in this way.

Instead, long-term planning for studying according to the disabled students' needs should be supported by a solid concept which is agreed upon and binding for all authorities responsible for this subject: ministries of the "Länder", higher education institutions, including the representatives of the students concerned, associations for student affairs, and the paying authorities in charge of social assistance. In my opinion, the most important aim of the concept must be to provide those facilities of infrastructure and support which enable all students, irrespective of the specific impairment, to achieve a high degree of transparency and to plan their studies successfully.

#### **4.3 Politics According to Perspective and Demand!**

The chance to achieve a concept of improving the conditions of studying with disabilities and chronic diseases by effectively concerted action seems to me to be more promising in the new federal "Länder" than in the old ones where many things in institutions "have got stuck" for years. Most of all, it is possible to avoid deficiencies, mistakes and diversions which are already known. The chance for a new beginning should be realized better

than has been the case so far. However, this cannot be attained by verbal encouragement only but by efficient assistance. Only such supporting measures permit a process of long-term planning according to demand and a procedure in appropriate steps which in the form of various modules may be combined to an entity. This is the way to avoid short-term partial solutions which are applied rather by chance and are mostly not cost effective in the long run.

#### 4.4 Concluding Remarks

In a first review of this research project I tried to explain that the quality and the prospects of success for studying with disabilities are predominantly dependent on a comprehensive political concept and on persistent planning by the different universities and other institutions of higher education. However, the determinations of concept planning and institutional framework conditions cannot rule out the risky nature of life, especially of living and studying with disabilities. But they can and must contribute to enabling disabled students to pursue their studies in an environment of self-determination and equal opportunities and to plan their life predictably on the basis of social security and guaranteed perspectives for the future.

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## **5 Workshop Reports**

### **5.1 Workshop 1:**

#### **Different Services for Handicapped Students at Universities and their Networks**

Moderators:

**Reg.Dir. Eckard Behrens, University of Heidelberg**

**Federal Republic of Germany**

**Antoine Girona, Université Paul Sabatier, Toulouse, France**

Reporter:

**Simone Aubert, Centre Régional des Oeuvres, Universitaires et Scolaires de Nancy (CROUS), Frankreich**

### **1 Introduction**

26 persons belonged to this working group in which numerous countries (Germany, France, Greece, Ireland, Italy, Austria, Switzerland, Spain as well as the European Union) and diverse professional and student organizations were represented. Different and most interesting experiences were revealed which stimulated fruitful discussions.

The problems are explained according to two aspects:

- essential problems and/or fundamental questions,
- elaborated actions or problem-solving solutions.

Finally: recommendations which can be submitted to the member states of the European Union.

### **2 Essential Problems - Fundamental Questions**

Should institutions be created if demand arises or should they generally be provided to meet potential demand?

- Non-existent institutions have a braking effect.

Should specific institutions be created or should the problems be tackled within general institutions?



- The university should be the university of all students. Therefore, general institutions should be given preference.

How can the counselling and the integration of handicapped persons be organized in the most efficient way? Should the people concerned be involved in the considerations?

- Problem-solving solutions submitted by authorities are often economically oriented whereas many problems are of psychological nature.
- Handicapped people should be encouraged to get self-confidence and develop a feeling of self-esteem.
- The important part of preparatory counselling before entering higher education should also be emphasized.
- The student must be ready to talk about his problems; he must leave his isolation behind.
- The psychological problems must be regarded according to their relevance as there are also many financial problems and those of everyday life.
- On the other hand, not only handicapped students have to cope with psychological problems which are of social origin, or family or geographically related. This is the reason why psychological problems can be dealt with in a general environment.

How can the problems of handicapped students be taken into account if they are not known? How should handicapped students be registered?

- In order to preserve their independence, some handicapped students wish to remain anonymous.

What can be done in order to achieve a change in the institutions and in the mentality?

- Information is of prominent importance. It must be available on all levels, in every field and, moreover, it must arouse sensitivity of the public.
- Supporting relationships is just as important. Opportunities for contacts and exchange must be provided for. In a dialogue messages can be

better understood. Therefore, contact persons (handicapped people) who have already faced these problems and could solve them should be available in all groups.

Should decisions be taken at a central or at a local level?

- Not everything can be dealt with at a central level; specific adaptations can be realized easier on the basis of local solutions, but a general framework is necessary.

How can the financial problems of the individual (costs of studying) or of the community (structural adaptations of equipment and pedagogical institutions) generally be solved?

- They must partly be covered by public means.

### **3 Solutions and Actions**

#### **3.1 Group I**

Linking the services offered and establishing service teams.

##### **3.1.1 Linkage**

Integration of organizations and persons who can contribute to solve the problems.

##### **3.1.2 Service Teams**

- Each team must have a leader (co-ordinator, commissioner) who is the contact person for the handicapped student.
- The teamleader must be officially recognized and appointed and must have specific pertinent knowledge (the topic of qualification is assigned to group 5).
- The structure of the service team must mirror multiple competence (in the pedagogical, psychological, administrative field and in medicine), and must include motivated personnel as well as (handicapped and non-handicapped) students.

- The system of "peer counselling" based on older and experienced persons should serve as a model.
- The tasks of the service team may not be restricted to counselling but must also tackle all problems which arise in the students' everyday life. The service team must enable the contact among the different partners (university bodies, authorities, students, teaching staff) and support links of the services offered, but it must not replace the existing services.
- The purpose of the complete service team and the net is to offer assistance, information and advice to the students.

### **3.2 Group II**

- Realization of strategies in steps with short, medium and longterm solutions.
- Provision of specific information brochures for the students of all countries.
- Improvement of the ways and procedures leading to the acknowledgement of the disability, which is time-consuming for the student (loss of time up to one year).
- Provision of solutions designed to the student's needs which enable him to study and to take part in examinations:
  1. Appropriate equipment and structures (buildings, technical equipment),
  2. Pedagogical adaptations.
- Different possibilities do already exist:
  1. On the European level:
    - a) data bank ORTELIUS (information on mobility),
    - b) information net EURYDICE (general information on the systems of education) and
    - c) NARIC (acknowledgement and equivalence of the degrees and study periods),
    - d) net SOCRATES (better knowledge of the universities).

2. On the level of the member states:

- a) information material,
- b) specific regulations (not always realizable because of the demanded flexibility and the principle of subsidiarity which must be adhered to),
- c) disability officers,
- d) information and counselling services,
- e) registration of handicapped students,
- f) personal assistance (tutors)/pedagogical adaptations,
- g) individual assistance of material and financial kind.

#### **4 Recommendations**

Let us first remember the principle which guided the workshops:

"The university must be the university of everybody and for everybody. Therefore the possibilities of access must be facilitated."

The following offer is desirable for all member states:

- a multiple competent service team (employees and students) headed by a leader;
- the financing of personal assistance and of the necessary adaptations;
- solution of the problems of the near environment (accommodation, buildings, equipment, etc.);
- specific organizational adaptations for examinations, either by general regulations or by local solutions;
- provision of documents which include all services of the higher education institutions and their specific solutions of the handicapped people's problems.

## **5.2 Workshop 2:**

### **Transition from School to University and from University to the Labour Market**

Moderators:

**Lore Bettenstaedt, Employment Office Marburg, Federal Republic of Germany**

**Reiner Schwarzbach, Federal Placement Service for Highly Qualified Personnel, Frankfurt/M., Federal Republic of Germany**

Reporter:

**Reiner Schwarzbach**

## **1 Introduction**

Workshop 2 two consisted of participants from France, Spain, Portugal and Germany.

## **2 Proceeding**

First of all the transition from school to university was described and discussed.

According to the 13th social survey of the "Deutsches Studentenwerk (DSW)" (German Student Welfare Service) 10 % of all students call themselves chronically ill and 3 % disabled. Of the 200.000 persons who call themselves disabled 50.000 think of themselves as being impaired from a medium to a high degree. These people can complete their studies only with considerable difficulties due to health limitations. Interruptions, delays, changes of courses or discontinuation of studies happen more frequently. In these cases financial problems are caused by exceeding the maximum time of study. Changing courses or the place of study often creates problems of co-ordination with the institutions responsible for additional cost due to illness.

According to the recommendations of the "Kultusministerkonferenz" (KMK) - Conference of Ministers of Education and Cultural Affairs - (1982) and the "Westdeutsche Rektorenkonferenz" (WRK) - West German Rectors Conference, - now: "Hochschulrektorenkonferenz" (HRK) - Higher Education Institutions' Rectors Conference - and according to the regulation of the "Hochschulrahmengesetz" (Framework Act for Higher Education) as

well as acts of the individual "Länder" the needs of the handicapped are to be considered and their situation at the universities is to be improved. The aim is to integrate severely handicapped students into the universities of their choice.

For the decision to take up studying very different circumstances have to be considered:

1. Suitability, qualification, interests, inclination, motivation, structure of personality, professional values and
2. Limitations due to disability as well as the question of the chances to realize the study wish by using all possible aids.

Following points have to be clarified before studying:

1. Contents regarding courses of study:
  - a) Which demands and working methods are to be expected?
  - b) Which possible combinations of studies and training are sensible?
  - c) Which auxiliary devices for handicapped people are necessary?
  - d) Who finances those devices?
  - e) Is it necessary to employ study assistants?
  - f) Which place of study shall be chosen?
  - g) Is it necessary to have personal care?
  - h) Shall care/nursing be organized individually or through an institution?
  - i) Which are the regulations concerning compensation for disadvantages?
2. General information:
  - a) How is the application procedure organized?
  - b) How does one have to apply to be accepted as a case of hardship?
  - c) How can the choice of place of study be influenced?
  - d) How will the studies be financed?

Who does the preparation work for studying? Who helps with the decision?

1. Teachers,
2. Parents,
3. Advice centres?

The career advice offices at the employment offices are very easy to use for handicapped A-Level students and undergraduates. Because of their country-wide system of points of support the advice offices are easily accessible for everybody. Specially trained experts help handicapped and non-handicapped young people who seek advice to gain a general view of the whole spectrum of problems and solutions, knowledge of further advice services and similar institutions. The career advice office offers a differentiated information service:

1. General information at schools,
2. Speeches of professional representatives,
3. Individual advice,
4. Job information centres at larger employment offices.

In difficult cases the medical and psychological service is available for consultation. The technical advisor of the employment office can also be consulted.

Further offers of advice and information are available at the following places:

1. Advice centres of the universities,
2. Representatives of the handicapped of the universities,
3. Advice office for handicapped students of the "Deutsches Studentenwerk" (DSW) (German Student Welfare Service),
4. Advice offices of the Deutsches Studentenwerk,
5. Organization of interests of handicapped students,
6. Self-help organizations.

### **3 Particular Problems from the View of the Career Advice Office**

As a rule, disabled and chronically ill students have acquired their A-Levels at a special school or an integrative school, a few however at an ordinary school. There is less chance that ordinary schools have got the special information in hand, which handicapped A-Level students require to prepare themselves for studying. As these schools refer more accidentally to advice services, they should improve by providing more detailed information.

It was very difficult to establish a comparison between the countries represented by the working group, because the participants had acquired their knowledge at different fields of activity. In connection with the special situation of the new "Länder" of the Federal Republic of Germany some partici-

pants asked principally about the range of social political measures. It became apparent that even between the German participants there were considerable differences in levels of information.

Unfortunately, the participants from Spain, Portugal and France could not contribute their own experiences as the situations and proposals for solutions described by the German participants were rather of general legal nature, whereas the experiences of the guests were based on concrete and practical models of solutions. Time and again it was suggested in the discussion to "record" or "register" handicapped students in order to achieve for all of them the same access to the existing offers of advice. The most important counter-argument was that history teaches that disability has been, again and again, a cause for discrimination and separation. Therefore a "technocratic solution" could not be the right way. A "self-determined" use of offers of advice is only possible, if appropriate public relation work provides continuous information for the target group.

On the one hand it was very stimulating for the discussion that experts with very different background contributed to it, on the other hand time was too short to discuss all ideas in a satisfactory manner. Same applies for the analysis of the transition to the working life.

#### **4 Transition from University to Employment**

In Germany there are more than 3000 acknowledged severely handicapped graduates who are registered at the employment offices as employment seeking or unemployed. Advice offices for rehabilitation and severely handicapped people at the employment offices as well as services for specialists help these graduates to find employment. Severely disabled graduates with a grade of disability of 80% or higher receive additional advisory support from the Federal Placement Service (ZAV) in Frankfurt.

The advice offices of the employment offices, the services for specialists and the ZAV do not only have advisory competence. The result of the consultation can be transformed immediately, as they have competence to take action. Costs of necessary measures such as the equipment of work places with technical devices or granting subsidies for the employee, are taken over by the employment offices, respectively the ZAV, if the Federal Office of Labour is the body responsible for professional rehabilitation or is responsible on account of other legal regulations. The Federal Office of Labour is the responsible body for most graduates. If another body for rehabilitation



is responsible the employment office makes a proposal for integration and co-ordinates the necessary measures.

These models of proceeding differ positively from the typical course at the transition from school to university. The advisors of A-level students and undergraduates do not have the competence to take action, i.e. the possibility to go ahead with necessary measures. Again and again there are complaints that it can be difficult for students to convince the body which is responsible for financing and is competent to act, to do the things which the advising institutions had been acknowledged as being necessary.

## **5 Unemployment of the Handicapped**

Here it seems useful to give numbers of unemployment in the old and new Federal "Länder" as after the introductory report the discussion of the working group has touched this question several times.

The unemployment of the handicapped does not correspond with the general economic development. It shows a different time pattern.

First of all, the low unemployment rate of handicapped people in the new Federal "Länder" is striking. In October 94 it was at 2% in comparison with 6% in the West. However, one has to bear in mind that in the new Federal "Länder" only every 19th inhabitant is considered to be severely handicapped, in the old "Länder" it is every 12th inhabitant. The most important reason might be that in the new "Länder" a lot of health impaired people are afraid to apply for being acknowledged as a severely disabled person in view of the difficult economic situation.

## **6 Unemployed**

Another cause for the low number of handicapped unemployed people in the new Federal "Länder" is that often they choose a possibility which is intended in the unification contract. If they had previously received a disability pension in the GDR (DDR) they can claim a pension due to incapability of gainful employment. It is to expect that unemployment figures of handicapped people in the new Federal "Länder" will continuously adjust to the level in the old "Länder".

What has been said about handicapped unemployed people in general, applies in the same way to handicapped graduates. In the new Federal "Län-

der" there are (yet) relatively few unemployed academics. Surely this can partly be explained by the fact that for handicapped young people in the GDR (DDR) it was more difficult to gain access to university than in the old Federal "Länder". We can surely expect a better explanation to these questions from the survey conducted by Professor Dr. Adam, University of Dortmund (see page 62 in this report).

## **7 Models of Procedures**

The discussion showed that there are apparently very different models of procedures in Europe, which pursue similar aims. A participant from Bordeaux reported of a support centre for motory impaired pupils and students which offers advice as well as accompanying services enabling integration into school and universities. After this discourse the necessity of an analysis of the present situation became apparent (see below).

## **8 Results and Recommendations**

The working group gives the following recommendations:

- **Public Relations**
- The working group suggests that more offensive and intensive public relations concerning the offers of the particular advice services are urgently required. New ways have to be developed to bring the existing advice and information offers to the target groups and their surroundings. We used the following starting point: apparently handicapped adolescents are still not reached by the offers of advice. In this situation two alternatives were discussed: on the one hand the earliest possible registration of handicapped adolescents through early promotion in school, on the other hand imparting the offers of advice through suitable measures of public relations.

The earliest possible registration of handicapped people and the offers of advice based on this are known to have been control mechanisms in the GDR (DDR). Eventually we established unanimously that there is no alternative to continuous information service and public relations to guarantee the principle of responsible self-determination.

- **Linkage**

To optimize the acknowledged good advice and information offers a data-network of the individual institutions has become necessary. This demand follows the one for more offensive public relations. Pre-condition for a data-connection is a catalogue of models, projects, procedures and institutions which exist in Europe. It is, of course, a precondition for a further exchange and a communal use of existing resources to know such models, etc. It was suggested to realize the technical part of the data-network through an extension of REHADAT. REHADAT is a data bank which is available at the Institut der Deutschen Wirtschaft (Institute of German Economy) offering information for occupational rehabilitation. This data bank which is circulated by "online-basis" as well as "CD-ROM" could be the central medium for the network which has to be created.

- **Integration of Affected Persons in the Advice Services**

The integration of the self-help organizations in the advice services should occur increasingly in order to make the experiences of other affected people accessible for advice seekers. The suggestion which has been made under the point "data-network" could be helpful here as well. Next to model cases and practice examples the data bank should record contact persons at the self-help organizations so that they can be included in an appropriate way. A "Peer-Counselling" will prove its worth, if the advisors are adequately qualified. It will not always be possible to find qualified handicapped applicants for the advisory tasks. Therefore, it should be thoroughly checked if qualified handicapped applicants are available, when an advisory post is to be filled.

- **Professionalization**

Advisory institutions can only work efficiently on the base of professional counselling. This is only possible through corresponding post equipment. Naturally it is equally important that the posts are filled with qualified experts who - if possible - contribute their personal experience of living with a disability.

The advice centres existing at German universities have often been created through the initiative of handicapped men and women who have realized the need for advice centres and succeeded in demanding them.

Good examples for professional work are the universities of Berlin, Dortmund and Marburg (and others) as well as the advice service for handicapped students of the "Deutsches Studentenwerk" (German student welfare service) in Bonn.

- **Access to Studying**

Handicapped people with the wish to study have to be guaranteed free choice of course. A self-determined decision is only possible if they have precise information about content, demands, working methods of studying and possible fields of employment.

In the plenum the working group had an interesting discussion regarding this point. A representative of the ministry reported of a blind nutritionist who should have been expelled because she could not manage the prescribed compulsory practical training. The adviser of the university in question answered him that meanwhile the woman has acquired the corresponding diploma in the USA and has now a qualified occupation in Germany. Besides, another blind nutritionist was mentioned who acquired her diploma in other Federal "Länder" and has found qualified occupation.

- **Second Training**

For handicapped people planning to study, social service usually do not take over the costs for additional expenditure due to disability, if they possess a completed vocational training. The social service regards this as a sufficient base for living. Therefore the financing of additional expenditure due to disability for a second training is left out of consideration. Thus, the right to education for handicapped people is jeopardized.

- **"Praktika" (Practical Training)**

For handicapped graduates, practical training completed during their studies are an important way of getting into contact with a future employee. However, at present it is quite often impossible for them to gain operational experiences through practical studies, as the financing of additional expenditure due to disability (reading personnel, auxiliary devices, etc.) by social service is not intended. Therefore the creation of a financing base for the realization of practical training is urgently demanded.

Example: A blind student intends to complete practical training during his holidays at a public German television corporation in order to prepare for a future journalist activity. For the practical training, he requires a PC with braille equipment and a scanner. Social service does not regard this practical training as a necessary part of the studies. The institution in question claims not to be responsible, as studying was not part of occupational life. It was only after negotiations lasting several months that they agreed to take over the costs. It is the employees' merit to have been extremely patient and to have urged intensely for a solution.

- **Additional Expenditure Due to Disability**

Costs for additional expenditure due to disability caused by studying can at present only be granted according to the "Bundessozialhilfegesetz" (Federal Social Welfare Law). This means that handicapped students, other than non-handicapped, have to provide evidence of suitability and of prospects of success. Often they can duly complete their studies only after prolonged disputes. It would be desirable to achieve legal security with defined claims as there is in the field of vocational rehabilitation.

- **Analysis of the Present Situation**

The discussion of experts in the working group has made clear that it is quite difficult to understand the situation in the different member states. A comparison of the existing institutions and models of proceeding and an optimization of strategies is only possible on the base of knowing the solutions found in the different countries. Therefore the working group demanded an analysis of the present study situation of the handicapped in the countries of the European Community. It is supposed to create the necessary preconditions for building up the network and at the same time to serve as the base for public relations adjusted to the target groups. The suitable medium would be REHADAT.

### **5.3 Workshop 3: Opening of New Fields of Study for Handicapped Students**

Moderators:

**Pascale Dubois-Hublart, Université de Mons-Hainaut, Belgium**

**David Mottram, Open University, Milton Keynes, United Kingdom**

Reporters:

**Pascale Dubois-Hublart**

**Mike Adams, Coventry University, United Kingdom**

#### **1 Introduction**

Purpose of this working group was to compare the individual experiences of the representatives and members of the different member states. In this working group, which was not very representative, Germany, Great Britain with two different models (University of Coventry and Open University) and Belgium (University of Mons-Hainaut) were represented.

#### **2 Choice of Study**

##### **2.1 Starting Point**

It became clear that regarding the choice of study and admission to university there are great differences between the individual states. Within the framework of this report we compared the different conditions of acceptance, different possibilities of choice of study and of admission to a course. At the end of this meeting we formulated a few priorities which should be translated into action.

##### **2.2 Recommendations**

- Free choice of study

Motivation for the subject course rather than just the available means at the chosen institutions should foremost serve as a base for the choice of study. Above all, no decision which is based merely on intellectual abilities should be prescribed, but the needs and interests of the applicant should be taken into consideration.

- Information of study applicants

The different aspects of the whole range of courses with respect to subjects, contents, duration, etc. should be considered so that the study applicant can make a sensible choice of profession. A handicapped student should be allowed to take risks, but he has to know them.

- Preparation of the study applicants for the necessary working techniques

To avoid difficulties while studying the student has to be familiar with the following working techniques: Taking notes during lectures, organization of work and time, use of the available technical auxiliary devices.

Example: A blind student should know Braille, he should be able to use tools of data-processing and sound recording, he should train his memory and develop a summarization skill.

If the student manages to organize his study work in relation to his time he will not only be able to study but also - and this is very important - he will be able to relax. This global functional ability of adaptation should be acquired before entering into higher education. Study applicants who had been integrated into the ordinary school system may have mastered a certain working technique but the higher education system demands more, while offering less protection.

- Information of the teaching staff regarding presence of a handicapped student, respectively sensitization of teachers

Good co-ordination and mutual trust between teachers and handicapped students enable a higher acceptance and more flexibility at the work performance.

### **3 Methodology and Didactics**

#### **3.1 Starting Point**

Another area which group 3 focused on was the development of the curriculum. It was evident that universities throughout Europe had concentrated on developing the physical environment to enable disabled students to 'access' the campus, common questions that were raised included; "Where should the ramps be placed"; "We need a lift in this building".

The group recognized that these were of paramount importance. They also felt that although universities enabled disabled students to study at their chosen university, very little research had been undertaken on enabling the students to access the curriculum which would better suit their needs. Throughout the morning the discussion addressed this particular topic.

It was agreed, as been previously mentioned (cf. 2.2), that the students' motivation plays a vital role. It was suggested though that this, in isolation, would not always be enough. There must be some tangible commitment from the institution. We looked at ways of challenging the traditional methods of teaching - how can we provide a different learning experience for individual disabled students whilst maintaining the same overall learning objectives. If we can achieve this, a base of skills and techniques can be developed, we then have to ensure that this information is disseminated throughout Europe. Two examples were cited. Firstly a chemistry lecturer at Nottingham University who has developed ways to enable blind students to participate and pass chemistry based courses. The second example focuses on a student on a fine art course who has a mobility disability. Due to this he was unable to participate in the module which required the students to carve in a stone. It was decided that the disabled student could also obtain the skills the lecturer meant to impart to his students by carving the soap.

### **3.2 Recommendations**

There can be no doubt that there are currently pockets of good practice, within this area, occurring throughout Europe. As we have previously said: "How do we disseminate these skills?" We then need to promote the transfer of these across individual disciplines and courses.

A number of suggestions were put forward as to how this can be achieved. A database could be established, similar to or even utilizing HANDYNET, which could provide this information. The foreseen problem is that this would have to be continually updated and monitored. Another suggestion was that a European disability body, similar to the United Kingdom's SKILL - National Bureau for students with disabilities -, be established. This body would have a multitude of functions, one of which would be to promulgate good practice between the member states. A third idea was to utilize the different subject ICP's which exist within the current ERASMUS framework. It is assumed that these ICP's will continue once ERASMUS has been superseded by SOCRATES. The benefit of this scheme would be the speed and personal contacts which could be developed. The disadvantage would be that the information would be very subject specific and will not be dissemi-



nated across the different disciplines. It was recommended though that consideration is given to all three suggestions, and that European policy is developed.

## **4 Flexibility in Studying**

### **4.1 Starting Point**

Very closely associated with curriculum development is the flexibility in how the courses are delivered, mainly in connection to timescale. During our discussion a clear picture emerged whereby students with disabilities in certain countries were allowed greater flexibility in completing their course of study - in actual fact it was expected that they would take longer and this was built in to the overall structure. In the United Kingdom this certainly is not the case, and will be considered only in extreme circumstances. Due to the nature of the Open University courses there did seem to be some flexibility. It was agreed that it was an important issue which the member states should address - the flexibility to vary the pace of an individual study. We also started to look at the different types of systems of credit transfer and how this affected students with disabilities.

To summarize, it was recognized that for some students it is not possible to complete their course within the designated time. This can even be broken down into the individual modules, which again should provide greater flexibility in terms of time of completion. An example was cited of a student who due to a medical operation required six weeks off. In the United Kingdom this would result in the student having to defer for a whole year, due to the rigidity of the education system.

### **4.2 Recommendation**

It was agreed that due to the different situations which exist throughout the member states, it was necessary to introduce a policy which would provide compatibility and greater flexibility for all disabled students.

## **5 International Exchange**

### **5.1 Starting Point**

The final area which we focused on was the question of providing a climate which encouraged disabled students to participate in European exchange programmes. The group recognized that there are an increasing number of courses in which a period of study abroad is an integrated part of the overall course. If students with disabilities are denied access to these exchange programmes, if they are not allowed to take the course - this then becomes an equal opportunity question. An added dimension to this issue is the growing importance of bringing Europe back into the curriculum, even for those who cannot travel. The issue was discussed and the importance of developing a mechanism to enable exchange was highlighted. Current evidence would suggest that there are very few students with disabilities participating in the ERASMUS programme. It was also noted that there seemed an increasing demand from the students to travel, if their additional needs could be met. An example of this was given by a representative from Coventry University within the United Kingdom, who are currently undertaking research on this issue.

### **5.2 Recommendation**

The group concluded that it was important that students were made aware of the additional opportunities, in terms of finance, the new SOCRATES programme will provide. It is important that institutions are informed about the new regulations and that this is utilized to enable greater mobility, and therefore opportunities, for students with disabilities.

## **6 Information and Counselling**

To conclude, if we believe in open access and choice for everybody then there are two major issues that should be given special attention. Firstly, the need to provide adequate advice and information to students prior to attending university (cf. 2.2), which could include visiting schools, which has already been suggested. The other is the constant information and advice required once the student is studying which could continue for the whole duration of the course.

#### **5.4 Workshop 4:**

**Educational Aids and Learning Material for Handicapped Students (i.e. Copyright Problems, Literature for Distant Learning)**

**Moderators:**

**Joachim Klaus, Study Centre for Visually Impaired Persons, Karlsruhe**  
**Isabel Patrício, Universidade de Coimbra**

**Reporter:**

**Joachim Klaus**

### **1 Introduction**

The working group consisted of 11 - sometimes 13 - persons from Greece, Ireland, Austria, Portugal and Germany. On a first tour d'horizon we established the following topics:

- sensitization, training and further education of teaching staff for the interests of handicapped students with special consideration for the particular circumstances of courses of studies, teaching methods and curricula;
- increased inclusion of electronic documents, for example applying Hypertext-Principles as a way of obtaining a quicker and more effective general view and therefore a chance to reduce disadvantages due to disabilities;
- problems of copyright regarding the transfer of study literature, present situation in the individual countries of the EU and solution of the problem on a European level;
- technical devices to be used by handicapped people, quick development of these devices and resulting problems for the equipment of the universities and the personal organization of one's work place;
- integration of handicapped students between compensation for disadvantages and preferential treatment;
- different ways of communication between university teachers regarding perception and consideration of handicapped students in class and examinations;

- handicapped students between self-responsibility and the necessity of support;
- relationship of non-handicapped and handicapped students as a social factor and in terms of higher education politics;
- educational and social measures of integration as a condition for successful studying;
- financial resources for the realization of measures regarding handicapped students at university and their availability in times of "empty pockets";
- levels of voluntary engagement and improvisation as necessity for the solution of current restrictions for handicapped students;
- studying via a correspondence course as chance and danger for handicapped students;
- political levels of the university/ the country in safeguarding and representing the rights of handicapped students;
- international aspects for supporting integration of handicapped students in Europe.

## **2 Proceeding**

The first subject to be discussed was:

### **2.1 Reduction of Information Barriers for Handicapped Students Regarding Study Literature**

This field was tied up in the context of study organisation and study conditions as well as educational outlines and professional perspectives. We can establish three levels of examining this topic:

- literature regarding courses of studies, teaching arrangements and examination.

Here the universities, respectively the faculties, have to create a close framework of co-operation between students and teaching staff. The transfer of study literature requires didactic support and specific recom-

mentations. Depending on the circumstances the used technologies can range from study assistants to electronic media.

- The second level consists of specialized literature in general, i.e. books, magazines, proceedings, etc.

Here immediate communication between students - handicapped and non-handicapped - is required so that they can choose on their own account. Instructions of tutors and standards of transfer help to harmonize the availability of literature. "Copyright" is a central problem in this context. The speech of Isabel Patrício, (Univ. Coïmbra, Portugal) which explained and interpreted the Portuguese copyright took a leading function for the discussion of the group and should be considered further. Regarding the transfer of literature, the digitalization through special services inside and outside university is opposed to the anxious behaviour of publishing companies and authors. This is not easy to understand, especially when we consider that in most cases the printing copies already exist digitalized. It seems that a European solution like cost-free licences is required. On top of that, "on-line" data banks with partly "full-text"-versions become increasingly important for students. These have to be made accessible for handicapped students, too (OPAC - Open Public Access Catalogue).

- The third level points already in future direction of the international world of electronic publishing with all different configurations.

Student communication leads over university and country borders to international data nets and "data highways". This new dimension demands at the same time completely new copyright regulations, which might influence the considerations of the second level, respectively change them completely. An adapted framework of co-operation should refer to the international co-ordination for applying standards regarding the consideration of interest of disabled students (ICAAD-International Comittee for Equal Access to Documents for Disabled People).

Regarding the first level a purely university-internal recordal of study literature is required. Regarding the second level, however, it will be necessary to catalogue study literature in such ways that handicapped students will be able to gain access to it at every university in Europe, respectively at their work places in their homes. Continuing the discussion in a consequent manner, the working group directed its attention to the second general complex.

## **2.2 The Trias between University Teachers, Handicapped Students and Non-Handicapped Students and the Function of Mediating Institutions (Representatives of Handicapped Students and Advisory Offices)**

Different models and experiences from particular universities were introduced and discussed, among others exams and individual agreements between university teachers and students, respectively general arrangements.

The working group agreed unanimously that compensation for disadvantages due to disabilities can only be established in a general manner. Particular arrangements concerning exams should be made with the handicapped students in question and possibly in co-operation with their representatives. Therefore, neither an unappropriate wish list of students nor unrestricted permissiveness of teachers should be decisive. Information and training of the teaching staff, but also of the complete university staff and therefore their acknowledgement and understanding of specific circumstances regarding handicapped students appear to be a difficult and sensitive subject matter. In the available time the result was a mosaic of single models. In this context the communities of interest between handicapped and non-handicapped students and the service institutions have a central role of being ferment, guard and motor.

## **2.3 Studying by a Correspondence Course as a Learning Method for Handicapped Students**

The working group acknowledged the great importance of studying by a correspondence course as a promising way of teaching and learning, especially for professional people with the wish of scientific further education. However, the working group rejected this as an instrument for satisfying the education interests of handicapped people because of the resulting psychic burden due to isolation. It would lead to complete separation and banishment from the community. In any case, phases of studying at home have to be sensibly connected with times of being at university so that the students have the chance to communicate with others and exchange their experiences.

## **2.4 International Level and Europe**

In this field the working group collected following key topics, but could not discuss them sufficiently due to lack of time:

- scholarships for handicapped students to study at a foreign university accompanied by a competent assistant;
- exchange of research programmes at a European level;
- self-help programmes, exchange of experiences regarding the programmes and their conceptual concentration;
- discussion of the copyright problem on a European and a political level;
- ERASMUS-programmes and successors and their realistic relevance for handicapped students;
- exchange of advisors and representatives of handicapped students and their special training for a better understanding of the European dimension of handicapped students (FEDORA).

### **3 Recommendation**

I would like to add a last remark which can be seen as closing words of workshop 4:

The European Union is asked to press forward with promotion of equal opportunity in the education sector in a responsible manner. An Anti-Discrimination-Clause should be included in all contractual and legal regulations regarding the education systems of the member states.

Every educational institution which receives money out of European funds should be obliged to use a certain percentage of these means for measures in favour of handicapped students at their universities.

## **5.5 Workshop 5:**

### **Formation of Responsibles for the Integration of Disabled Students at Universities**

Moderators:

**Myriam van Acker, Katholieke Universiteit Leuven, Belgium**

**Despina Sidiropoulou-Dimakakou, University of Athens, Greece**

Reporter:

**Piet Vriens, Universiteit van Amsterdam, Netherlands**

## **1 Introduction**

In workshop 5 were 11 participants from eight countries: Belgium, France, Germany, Greece, The Netherlands, Spain, Sweden, United Kingdom.

(The male form is meant to include the female.)

## **2 Course and Recommendations**

There is a gap in providing individualised information between secondary school and the university. Each university needs a contact person to co-ordinate the services for students with disabilities. He represents an autonomous office within the universities. He has his own field of experience.

He has a dispatching function. He has to sensitize the whole institution to take its responsibilities. He makes an inventarisation of the problems of the student with disabilities. He has to know the institution from the inside. He needs to have an excellent network inside the institution as well as outside, for instance with volunteers, associations of students with disabilities, research centres and so on. He has to present himself and speak with authority. He needs to have a quite detailed knowledge about disabilities and disability related questions. He should have an overview of the implications the entrance of the student with disabilities has in the chosen study. He directs students to services and names qualified persons in the departments. Each service and department has to take its own responsibility. He has to give the qualified persons relevant information and looks after their training and qualifications. He should support the department to be aware of the interests of the students with disabilities. The co-ordinator needs an umbrella organisation for a broad training, for support and information. There he can direct signals of general importance to. The umbrella



organisation have the obligation to watch, to push and to be involved in the development of regulations and laws and look after the position of students with a handicap.

There should be a European network for the co-ordinators. A European forum with national deputies should be set up to give international support and exchange information and experience.

## 6 Models and Programmes for Handicapped Students in Europe

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## **6 Models and Programmes for Handicapped Students in Europe**

### **6.1 National Programmes**

#### **6.1.1 Greece:**

##### **Models of Integration of the Disabled University Students in Greece**

#### **1 General Information**

- According to the State Law No. 1946/91 students with severe disabilities (percentage of disability 67 %) enter the university without taking any exams. For those who are characterized as "physically weak" (State Law No. 57/90) the university entrance examination is adapted to their disabilities, i.e. oral exams for students who suffer from dyslexia as well as for the physically disabled ones. The disabled students are enrolled in excess unless there is a particular decision of the department, i.e. the blind students are not accepted in Medicine and the deaf ones are not accepted in Physical Education or in Theatre and Drama.
- The disabled students are not offered any career guidance services before or during their university studies. As a result most of them are concentrated into specific departments on the basis of easiness to finish their studies and/or to find a job after graduation or because there are many other disabled students enrolled in the same department.
- The Counselling Centre for students at the University of Athens is the only official agent which has conducted a census of the disabled students of the Athens University.
- The disabled students are not offered any psychological counselling services. The only aid which is provided by the government to them is a subsidy which ranges from 11000 to 20000 drachmas per month depending on the kind of disability.

#### **2 The Activities of the Counselling Centre**

The Counselling Centre of the University of Athens was founded in 1990 and is supervised by the Psychology Department. It is the only university agent which tries to provide services for the disabled students. The main objective of the Centre is to help the university students deal more effectively with educational, personal and interpersonal issues. The most serious

problem of the Centre is the lack of financial support and, as a result, a few of the collaborators of the Centre are volunteers.

The activities of the Centre concerning the disabled students are as follows:

- Implementation of a project concerning the integration of the deaf students of the Athens University. The project was partially financed by HORIZON (No 91003E1). Its duration was for two years (1/1/1992 - 31/12/1993) and it was extended for three months during 1994. The objective of the project was the training of 15 students of the department on the issues of counselling the deaf.
- The experience we gained after the implementation of this project helped the collaborators of the Centre to form three networks of supporting the students with physical disabilities and three networks of supporting the blind ones. A few students of the department work as peer counsellors under the guidance of two Ph.D. candidates of the department.
- Two of the Ph.D. candidates of the department offer counselling services to the disabled students. One of them works with the motory disabled students and the other one with the deaf ones.
- One of our collaborators, an assistant professor of Psychology, offers counselling services to the deaf students of the department of Early Childhood Education. She is aided by a sign language teacher.
- A specialized psychologist has offered counselling services for the students who suffer by thalassaemia since last September. This programme has been supported financially by CIBA-GEIGY company.
- The disabled students of the Athens University have been entered into a census every year since 1991 on the initiative of the Centre. A few of the census takers are the students who have participated in the HORIZON programme.
- We succeeded in having some of our classrooms adapted for the motory disabled students. The lack of adapted buildings is one of the serious problems which is faced by the motory disabled students at the University of Athens.

- The personnel of the Centre has undertaken the task to inform and sensitize the Greek universities staff about the needs of the disabled students.
- The personnel of the Centre as well as a few of its collaborators have taken part in three of the HELIOS meetings (Leuven 15-20/6/94, Barcelona 26-30/10/94 and Lisboa 15-17/12/94). Their experiences were valuable and have been registered.
- One of our collaborators, a career counsellor, has studied, registered and presented the lack of career guidance services for the disabled high school students and the consequences on their educational and occupational choices.
- On the initiative of the Centre an effort for the transcription of the books into Braille has started. Also we try to be linked to HANDY-NET.

Finally it must be stressed that most of our collaborators who work for the disabled students are volunteers.

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### **6.1.2 Ireland:**

#### **AHEAD - Association for Higher Education Access and Disability**

##### **1 Introduction**

Disabled persons in the educational sector in Ireland have traditionally been segregated and as a result of this exclusion they have also been denied the right to participate in courses at higher education. The numbers of disabled students in higher education in the history of the state have been disquietingly low. However, in 1990 Professor John Kelly founded the **Association for Higher Education Access and Disability**, which was formally inaugurated by the Irish President Mary Robinson in 1991. This simple and single act has changed utterly the question of access to higher education for people with disabilities in Ireland. In 1993 AHEAD received funding from the HORIZON programme, and this enabled the association to establish itself as an authority on the issue of disability at higher education in Ireland.

##### **2 Aims and Objectives**

The aims and objectives of AHEAD are:

- to promote the access of students with disabilities to courses of higher education;
- to raise awareness of disability at institutions of higher education;
- to carry out research into the difficulties which students with disabilities encounter while pursuing courses of higher education and to publicise these results;
- to involve all third level colleges and organizations involving people with disabilities in creating a general atmosphere of access and support in post-secondary education;
- to co-operate with European Universities in developing policies and sharing information on disability and higher education.



### 3 Activities of AHEAD

Important activities to date include:

- A set of guidelines entitled **"Examination Facilities and Arrangements for Candidates with Disabilities"** has been prepared and circulated to all the institutions of higher education in Ireland. These guidelines were launched by the Minister for Education on the 27 May, 1994 at Newman House, St Stephen's Green. It was welcomed by the academic community, the **Higher Education Authority**, and the **National Council for Educational Awards**. The guidelines are an attempt to alert the academic community to the different needs of candidates sitting examinations, and of the paucity of the current examination procedures at higher education in Ireland.

These guidelines have since become an invaluable reference source on the assessment of disabled candidates at higher education. When AHEAD later did a survey of provision at third level for disabled students in Ireland, 70 % of college respondents had put in place specific examination arrangements as suggested in the AHEAD guidelines for disabled students.

- AHEAD is preparing a similar document on **Admission Procedures** for students with disabilities. This is an area which must also be addressed at second level. In the AHEAD survey recently carried out it was revealed that a very high proportion of disabled students entering third level enter under so-called "special" procedures. The Leaving Certificate Examination is not adequately measuring the academic ability of some disabled candidates and this is a matter of concern. Thankfully, some third level colleges are attempting to redress the balance in favour of disabled students.
- A survey of **Provision in Third Level Colleges for Students with Disabilities** has been carried out, and a report on the findings has been prepared. This report, **"Third Level Options"**, has been distributed widely, including to the heads of all third level institutions in Ireland, and all the national centres which advise disabled students.

There was a very high response rate to the survey (97 %), and its findings, though in part discouraging, reveal a high degree of commitment to change on the part of third level institutions. Change in attitude to disability is a prerequisite if access to equal opportunities for people with disabilities is to be realized.

- AHEAD has completed a comparative analysis of **contemporary legislation in Europe and the US in relation to persons with disabilities in higher education**. A report on the findings has been prepared and is, at the moment of writing, being printed.
- Ten students with disabilities from seven third level institutions in Ireland have participated in a **French Language, Business, and Cultural Course** during the first three weeks of September 1994. This course was organized and sponsored by AHEAD. With exceptions, the evaluation of this course by the students was a firm "very good". However, access to the built environment and communication barriers (not linguistic, as all ten students spoke French) are still critical handicaps to participation in the European society by disabled persons.
- An Annual Conference was held on October 21, whose theme was **Legislation and Communication for Students with Disabilities**. Over 160 people from various sectors of third level were in attendance. A firm commitment to equality of opportunities in higher education was given by the Minister for Education and by the chairperson of the Higher Education Authority, Mr. Lindsay. Every institution of higher education in Ireland (north and south) was represented at the conference.
- AHEAD is the founder and currently the secretariat of **AHEAD-Europe**. This European association is formally a programme of the CRE (Committee of Rectors in Europe) and it was adopted at its annual assembly in Maynooth in 1993. A major International Conference is to be held in Ireland in Autumn 1995.

Over one hundred European Universities have agreed to attend and/or participate in this three day event. Integration of disabled people into every aspect of life is a core philosophy of the European Commission. Higher Education has been largely denied to disabled people in Ireland due to the lack of support services and to a lack of understanding of disability. These deficiencies in our social structure are mirrored in other European states, and the AHEAD-Europe conference will attempt to address these issues from an international perspective. Ireland has a role to play in achieving social equality and it can learn from the experiences of our European colleagues in higher education.

- As an organization AHEAD realises that in order to ensure that students with disabilities are facilitated in the most appropriate manner, student involvement is essential. For this reason AHEAD has estab-

lished a **National Student Forum** which is run by and for students with disabilities. The National Forum meets regularly and reports to the Executive Committee of AHEAD. All projects are brought to the Forum for discussion and approval.

- AHEAD has assisted the **Union of Students in Ireland** to prepare a policy document on disability. On the advice of AHEAD the Union is proposing a position of Disability Officer in the Union at its next annual meeting.
- AHEAD now enjoys the support of all the institutions of higher education in Ireland. The Department of Education has taken a step forward by providing an £80,000 hardship fund for investment in disability matters at higher education. This is a welcoming start as the establishment of a central fund for disability access in higher education is crucial. It would be unreasonable to expect colleges which are already underfunded to shoulder the full cost of equal access from their existing budgets. AHEAD will lobby for greater support from government agencies in order to ensure equality of opportunities for disabled students.

#### **4 Organization and Function**

It is an unquestionable fact that the work of AHEAD has positively raised the level of awareness of disability in higher education. The association has established a powerful network of like parties within and between third level institutions in Ireland.

Council members of the association include:

- institutions of higher education,
- students' unions,
- disabled students,
- Irish Federation of University Teachers,
- associations related to disability,
- Forum of People with Disabilities.

The existence of an association in Ireland which focuses specifically on access to higher education for disabled persons is crucial to the development of equal opportunities in Ireland. The work which AHEAD has produced - guidelines on examinations, report on provision in third level for disabled students, report on legislation and disability at higher education, conferen-

ces, seminars, newsletters, and transnational activities - have all contributed to and fuelled the debate on how the rights of disabled persons in higher education can be better served by law and by services and resourcing policies.

In the short space of a few years the issue of disability and higher education has been firmly placed on the agenda of the Higher Education Authorities in Ireland. The same authorities, who were previously oblivious to the abilities of disabled persons and to the inaccessibility of the educational establishments, have embraced the recommendations of AHEAD with enthusiasm, respect and financial commitment.

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**6.1.3 Italy:**

**Integration of the Disabled in Italy**

**1 General Facts**

The public school system is the only nation-wide institution which acknowledges - sometimes, however, in a contradictory manner - the disability-related problems as reality and takes them into account. Since 1977 children with specific needs have been awarded great importance in the public school system in terms of legal regulations.

Experience has shown that, when fully integrated, children with problems enjoy real advantages in the development of learning capability, communication and social environment. This integration, however, is of benefit to non-handicapped children as well, as the introduction of new technical-pedagogic

methods comes in useful for all children even though these methods have been developed or adapted for children with specific needs.

## **2 What does Integration Mean in Italy?**

Integration means the complete development of personality, i.e. the foremost aim of a dynamic process which - regardless of the physical or socio-cultural situation and the disability - puts the main emphasis on the following:

- development of identity,
- attainment of independence,
- development of skills.

The base of integration is to be found in the balance between the individuality of the handicapped person and his/her social relations. Those who are responsible in the school system have to be aware of the fact that equal as well as different qualities of children have to be supported in order to achieve the aims of the school:

- educational aims,
- cultural aims,
- aims of compensation.

It is necessary to establish the definition of "handicapped children" in Italy:

Pupils are regarded handicapped if they are physically or mentally handicapped and/or hearing or visually impaired due to an illness or trauma before, during or after birth and therefore have difficulties in learning or in human relations.

This has resulted in the following consequences:

- Only those persons are regarded handicapped who are acknowledged as such by a health authority (outside school) through a functional diagnosis which shows capacities and non-capacities in all fields.
- Pupils who do not achieve the education level which is socially accepted are not regarded handicapped. Because of their difficulties they have to be individually looked after by the school.

- The disability can be assigned to two main groups:
  1. Physical disability and/or sensory disability (visual or hearing impairment),
  2. Psychic-physical disability (light/strong mental weakness, Down Syndrome, autistic or psychotic behavioural disturbance). People with multiple disabilities can be assigned to one or both of the groups. Through the functional diagnosis the psycho-physical disabilities can be divided in three groups depending on a (1st) reduced, (2nd) simplified or (3rd) different teaching programme.
- Only persons with psycho-physical disability shall be supported by governmental aid, i.e. by a teacher in the relation 1:4 (teacher, pupil). By application of the schools and on the base of an individually created curriculum (P.E.I.), which is suggested by the schools in co-operation with the families and care teams, different arrangements can be made.
- Sensory impaired pupils are entitled to a correspondingly qualified teacher by the local institutions.
- Physically and/or mentally disabled pupils are entitled to an assistant for their basic needs.
- The support teacher has an extensive qualification which is orientated towards the ordinary as well as the special school system. Therefore he/she is not just a help for the handicapped but also for the other pupils in the class.
- As support is partly carried out in the frame of the whole class, the work with the handicapped affects the whole teaching staff, also in regard to assessment. The working arrangements, the methodology and the organization of the work group have to be co-ordinated between all teachers.
- The family - which often does not accept the handicapped child - has a great importance. It is a fact that a climate of hope, consistency and overcoming of fears creates the best conditions for the handicapped child.
- The disability of a pupil can improve the co-operation between teachers insofar as everybody can benefit from the experiences which others have made in this field.

### **3 Historical Survey**

The present state of the integration of the handicapped in joint school classes can be examined by a short historical retrospective and a reflection of the legal solution of this problem.

#### **Phase 1:**

The first phase was dominated by medical aspects: The handicapped child was in an environment where medical treatment was more important than education. This was the time of schools for children with learning difficulties and of school classes for retarded children.

#### **Phase 2:**

The socially orientated phase: In this phase the reflection of the problem in purely medical terms was harshly criticized with the reproach that disadvantaged persons are ostracized. At the same time the decisive importance of social, political and cultural factors for the integration and education of the handicapped was emphasized.

On a parliamentary level the first sign of this new thinking became apparent in 1971 with the Act 118/71 which established for the first time in the Italian Legislative an exact definition of a handicapped person. It was the first attack against the old school. Afterwards disability-related problems were tackled in a new way. This newly appearing attitude was confirmed in 1977 with the Act 517/77.

From there on the integration of handicapped pupils into the ordinary school system has been clearly and distinctly supported. However, in order to realize the aims of the integration of the handicapped the schools could not be left alone, they had to be supported by all social and scientific institutions of the country. Afterwards, the act concerning the disability-related problems was the next decisive step for protection of the rights of the handicapped, a step which made our country a forerunner - at least in formal and legal terms.

- The act concerning the disability-related problems is the result of thorough work aiming at the acknowledgement of the social needs of the handicapped by every political power, every aid organization, intellectuals and all people. The phrasing of the act strongly confirms that the handicapped, just like all other persons, can claim all benefits guaranteed by the state.

The Act protects the handicapped completely whereby some measures are especially supported:

1. Prevention,
2. Diagnosis and rehabilitation,
3. Educational, professional and social integration.

The regulation of integration in schools is based on this, aiming mainly at the independence of handicapped people. The main emphasis is the right to education - for the first time at grammar schools and universities - with individually adapted assistance, which is determined by the functional diagnosis, whereby this is the essential base for the definition of the "Dynamic Functional Profile".

- School integration and its aims are extensively described in Article 1. Following the constitutional principle of the inviolability of human dignity a strategy is created which especially includes the family, the school, the health system and the educational institutions.
- The "extended education system" is realized through the aimed co-ordination of the above efforts of public and private institutions.
- Moreover, new fields of responsibility are intended for university staff: interpreters with the special task of improving communication with hearing impaired students and thus their education.

Integration applies to all levels of the school system: From nursery school up to university it is realized by a new creation of teaching programmes and the adaptation of institutions, but especially by further training and specialization of the teaching staff, by the abolition of preconditions and the promotion of actions which oppose a possible exclusion and support social integration.

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#### **6.1.4 Netherlands:**

##### **The Support of Students with Disabilities in the Netherlands**

#### **1 Introduction**

People with disabilities have their own communities of interest, looking on the guarantee of the interests of their members. They stimulate medical research and research to improve provision. They raise funds and take care for the social welfare of their members.

The overall organization of the communities of interest is the **Council of the Disabled Persons (Gehandicaptentraad)** that represents the communities on a national level and deliberates with national authorities.

Most provisions for students with disabilities are paid for by Social Security (AAW and WAO law), executed by business unions, administered by trade unions and employers' organizations. For people with a disability without a labour history there is the New General Business Union (NAB).

#### **2 Handicap & Studie**

Since 1986 Dutch universities have been instructed to support students with disabilities. Until 1986 Handicap & Studie was responsible. Handicap & Studie, a national foundation, arised from the Dutch Students Sanatorium, after World War II founded as a nursing-home for students with tuberculosis. The foundation Handicap & Studie had advisers in different regions of the Netherlands, whose duty it was to support students with disabilities.

From 1986 the foundation Handicap & Studie as an umbrella organization has a supporting, informing and guiding duty. It introduces secondary school pupils to universities, it consults with national authorities, it provides documentation, supports student counsellors and supports students when universities cannot or do not contact students.

#### **3 Counselling Service**

Most universities have a working group or a committee for the provision of students and employees with disabilities. Its duty is to advise the Board of Governors in the case of provision for students and employees with disabilities.

The co-ordination for the support of students with disabilities in the universities is mostly concentrated at the student counsellors' office. Student counsellors train student advisers on the departments.

#### **4 Study Conditions and Length of Study**

Universities have to take care for welcoming students with disabilities, for the accessibility of the university buildings, for provisions for education, research, examinations and papers.

Universities have four-year courses: one year for the propaedeutic examination and three years for the "doctoraal" examination (M.A.). Students have to reach the "doctoraal" examination within six years. Postgraduate professional training exists for a number of disciplines. After the "doctoraal" examination students can make their PhD. For a small number of students there is a four years appointment, during which time a "doctoraat" (PhD) thesis has to be completed.

The law on higher education and scientific research (WHW) provides that students with disabilities can have provisions for examinations. They also can get up to 12 month for their "doctoraal" examination.

Students with disabilities can get financial support from university funds. Some universities pre-pay provisions and finance unexpected expenses from the emergency fund.

For students with disabilities there is no formal threshold for education just as there are no guarantees for provision. Universities, and student counsellors on behalf of them, act on their own discretion.

The Interuniversity Committee for Provisions for Disabled People (IWVG) is a consultation group for exchange of experiences and policy and for organizing conferences. The foundation Handicap & Studie participates in this committee.

The social committee of the National Society of Student Counsellors (LBS) has Study and Disability as a permanent item on the agenda.

Through HELIOS II and FEDORA there is a promotion for the exchange of students with disabilities.

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**6.1.5 Austria:****Studying with Disabilities and Chronic Diseases in Austria - Life is Hard in the Mountains****1 General Information**

The access to Austrian universities is generally free for all those who have achieved the secondary school leaving certificate which entitles entry to higher education. In fact, admission restrictions and student fees do not exist. The General Higher Education Law provides for freedom of learning. This includes the right "to choose freely and to attend lessons according to the regulations for degree-courses".

In reality, the disabled and chronically ill can only avail of this right to a very limited degree. To diminish the present inequality of opportunities, full-time disability officers were demanded for each university. Since 1994 six persons are occupied in this function. For the appointment of these positions special consideration was given to the demand that these persons should dispose of experience in different kinds of disabilities and professions.

Together with the disabled's student representatives and teaching staff they founded the "Forum of Representatives of the Disabled and Chronically Ill Students at Austrian Higher Education Institutions" ("Forum der Vertreter Behinderter und chronisch kranker Studierender an österreichischen Hochschulen"). Regular meetings, e-mail nets, and a computer-aided discussion list are the means to achieve a co-operation as co-ordinated and efficient as possible.

<u>University</u>	<u>Disability</u>	<u>Profession</u>
Salzburg	mobility-impaired (wheelchair)	clinical psychologist
Graz	blind	educator
Innsbruck	mobility-impaired (e-wheelchair)	lawyer
Vienna	blind	special schools teacher
	hearing impaired	teacher
Klagenfurt/Leoben	mobility-impaired (wheelchair)	linguist, Romance languages
Linz (applied for)	mobility-impaired	business economist

## **2 Representatives**

The tasks of the representatives cover four main areas:

- counselling and assistance of handicapped and chronically ill student applicants and students in order to solve individual problems of studying and of the academic environment;
- designing universities and/or other institutions of higher education according to the needs of the handicapped and chronically ill with regard to constructional facilities, technical equipment as well as to study and examination conditions;
- utilization of the possibilities of higher education institutions for information and research on the situation of handicapped and chronically ill persons;
- realization of current experiences in the form of active representation towards authorities of the national or municipal administration as well as engagement in higher education affairs.

As neither the universities nor the Federal Ministry of Science and Research had any information at hand about the number of the student group concerned, its structure as well as its specific needs and problems, and as the activities of the disabled's representatives should proceed from an empirical basis, a first nationwide investigation of students concerned was launched.

### 3 Statistical Surveys

586 students from 11 universities (about 0.4 % of all students) answered the questions of a written screening. 314 students concerned participated in the following detailed main survey.

A remarkable fact was the frequent statement of multiple disabilities or combinations of disabilities and chronic diseases (32.6 %). The following kinds of disabilities were listed: mobility impairments (19.8 %), visual impairments (14.4 %), hearing impairments (6.0 %), speech impairments (3.4 %), chronic diseases (41.8 %), psychic diseases (9.3 %) and other impairments regarding health (5.3 %).

On average, handicapped students start studying at the age of 24, which is three years later than their non-handicapped colleagues. This delay is due, for instance, to the secondary school leaving exam of the Austrian education system, the admission to which is currently much more difficult for handicapped people. For 21 % the possibility of access to the university/field of study had a decisive influence on the choice of their degree courses. Thus, one fifth of the students could not enrol for the degree courses of their first choice but for those which were still the most accessible by far. As a result, it is not astonishing that at the time of the inquiry 20 % had already changed their field of study.

21 % of the respondents had already been in occupation before they started studying. During the period of study this percentage increases up to 40 %. This is an indication of major problems of financing studying. Moreover, financial support for the acquisition of most aids is coupled to someone's gainful employment. 82 % of the inquired students state additional financial expenses for their studies due to their disability. 14.6 % of the inquired get support from the national student assistance. However, a special support by an extra pay due to "substantial disability" was only granted to 6.1 % of the people involved. This clearly shows that this kind of financial support of studying does not reach the target group. As far as the expenditure of time for a successful study is concerned, 76 % reported also a considerable extra burden.

The most frequent problems during the period of study are:

- 23.2 % organization of studying (test situations, presence in compulsory lessons ...),
- 15.0 % psychological stress (pressure to produce results, fears ...),
- 13.0 % constructional and technical barriers (staircases, toilets ...),

- 12.8 % physical problems (intermittent course of diseases, pains ...),
- 11.8 % problems of the environment (accommodation, mobility, finances ...),
- 11.5 % acquisition of information (adaptation of study material ...),
- 6.0 % problems concerning medical/therapeutical therapy (not enough rooms, no diet offered in the students' dining hall ...),
- 5.7 % problems in relationships (contacts, prejudice ...).

Women, visually-impaired students and those of the age group of 25 to 30 years reported a significantly higher degree of study-related problems.

As a consequence of the results of the investigation and the practical experiences of the disabled's representatives so far the following **focal points for an improvement of the study conditions** are being pursued:

In the course of preparing a detailed catalogue of access of several universities it became clear that mainly the historical buildings pose special problems for mobility-impaired students. The removal of the numerous constructional and technical barriers requires special planning and approval, among other things due to financial reasons and the preservation of monuments. For the University of Graz, for instance, a comprehensive survey was submitted by architects. It provides detailed planning of adaptations which will be realized in a period of five years.

Another focal point concentrates on equipping university libraries with working places for the blind and partially sighted as well as the provision of services to adapt study material. In this context, the necessity of an international co-operation of such services was pointed out to guarantee efficient utilization of already existing digital and audiovisual study aids. Austria would be interested to take part in a project to establish a central data bank.

Further important support for the improvement of the situation of handicapped and chronically ill pupils and students is offered by the pilot project "Informatik für Blinde" (computer science for the blind) at the University of Linz (e.g. training of applying information-related procedures in studying, teaching and research) and the Committee for Rehabilitation Techniques at the Technical University of Vienna (e.g. the development of a technique to produce tactile pictures).

A project specially designed for the needs of the hearing-impaired is carried out during one term to introduce the persons concerned to the study courses and university life. According to university requirements communicative

skills as well as vocabulary and grammar are developed further and current problems are tackled by co-operation of a logopedist, a sign language interpreter, a clinical linguist and psychotherapist. This special offer is not only available to students but also to pupils of the higher stage of secondary school and is designed to facilitate entrance to higher education.

#### **4 Legal Regulations**

Apart from these disability-related focal points the national Forum is trying to achieve a general improvement of the legal foundations of study conditions. Thus, the General Higher Education Law was amended by one passage which grants handicapped people the right to modify examination regulations. Moreover, they aim at securing the financial framework conditions, which is a fundamental prerequisite for successful performance in higher education.

The introduction of equal opportunities in social affairs as a leading principle of Austrian universities to the new Law of University Organization raises expectations that in future the proposals and demands of the disabled's representatives will be given more consideration.

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#### **6.1.6 Portugal:**

##### **Pupils and Students with Specific Educational Needs within the Framework of the Portuguese Education System**

#### **1 General Legal Regulations**

Within the framework of the present reform of the education system in Portugal special education is based on requirements which are contained in the Education System Act (Act Nr. 46/86 of 14 October 1986, especially Art. 17).

These are the requirements:

- integration of pupils with specific educational needs into the ordinary school system, wherever possible;
- correspondence of the chosen solutions with the specific educational needs of these pupils.

In particular, special education is based on principles which are contained in Act Nr. 319/91 and Nr. 173/91 of 23 October 1991.

Act Nr. 46/86 of October 1986 regulates the general arrangement of the education system which consists of three different parts: pre-school education system, school education system and education outside of school. School education consists of primary school, secondary school and higher education.

#### **2 Special Education**

Special education means a whole range of solutions which take notice of the specific needs of children and adolescents who attend a school in the ordinary or special school system. It is the aim of special education to adapt the conditions of educational or professional training in order to suit pupils with specific needs. This is realized by the following measures:

- special equipment to compensate disability,
- adaptation of school material,
- adaptation of study programmes,
- special conditions for enrolment,
- special conditions for school attendance,
- special conditions for assessment,



- corresponding arrangement of school classes,
- additional pedagogic support,
- special lessons.

### **3 Schooling**

These measures are available for pupils with specific needs who attend a public institution in the primary or secondary school system. They are applied individually and a pupil can take advantage of one or more measures at the same time. The administration and directive bodies of those schools are responsible for applying these measures, supported by counselling teams for special education as well as psychology and advisory teams.

The realization of special education is carried out on a local level - through municipal counselling teams for special education. The counselling teams consist of teachers, therapists and technicians.

The teachers take action in different ways:

- through direct help during lessons,
- through occasional support,
- through specific support.

### **4 Higher Education**

After completion of secondary school pupils with specific educational needs (physically handicapped and sensory impaired) can apply to universities on special terms. The national selection procedure for admission to university is co-ordinated by the Department of Higher Education (Departamento do Ensino Superior).

For pupils with specific educational needs deviations from the general and specific conditions of the admission exam are allowed. The following possibilities are offered:

- extension of the set time for the written part,
- use of papers in Braille and/or enlargement,
- reserved quota for handicapped students.

One per cent of the available university places is reserved for the physically handicapped or sensory impaired.

Fig: *National Selection Procedure for the Admission to University  
Reserved Contingent for Physically Handicapped and Sensory Impaired*

Year	Applications			Whole	Accepted Students			Whole	Not accepted Students			Whole
	impairment				impairment				impairment			
	hearing	physical	visual		hearing	physical	visual		hearing	physical	visual	
1989/90	22	56	30	108	15	12	25	52	7	44	5	56
1990/91	21	78	40	139	12	24	26	62	9	54	14	77
1991/92	16	66	47	129	8	25	41	74	8	41	6	55
1992/93	26	79	45	150	19	31	39	89	7	48	6	61
1993/94	24	67	37	128	14	43	34	91	10	24	3	37
1994/95	32	101	44	177	17	54	41	112	15	47	3	65

Departamento do Ensino Superior - Núcleo do Acesso

**Contact person:**

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**6.1.7 Sweden:****Higher Education and Students with Disabilities and Learning Difficulties in Sweden****1 Introduction**

In Sweden there are 35 universities and university colleges run by the state plus several local government run schools for health sciences and paramedical professions and there is also the semi-private Stockholm School of Economics. Below you will find facts about the 35 universities and university colleges. I shall use the word university for them all. There are no students' fees in Sweden. Higher education is free of charge.

Swedish post-secondary education has contained a strong element of national planning and regulation; the aims and length as well as the location and financing of most study programmes have been laid down by Parliament. Until 1989 central government also established curricula for all the longer study programmes. But from July 1, 1993, a new Higher Education Act came into effect. In the new system the sizes of different study programmes or shorter courses and the allocation of grants between institutions are influenced by the demands of the students and the achievements of each department in terms of both quality and quantity. The reform of higher education in Sweden has given increased autonomy to the universities in the organization of studies, admissions and use of resources. Other new elements in higher education are diversity and competition. Thus students have been given a wider scope of individual choice.

## 2 Access to Higher Education - The Swedish Scholastic Aptitude Test (SweSAT)

Especially two of the new elements: entry to higher education and the new resource allocation system for undergraduate education worry the disabled students although the Higher Education Ordinance states that applications from students with special needs must be taken into consideration both by the centralized admissions authority and by the admissions body at each university.

This means that entry to higher education is through priority admissions. The applicant indicates on the application form that he/she has a disability. Competition is usually keen for all students due to the fact that there is a numerus clausus for higher education. The selection of all students is based on secondary school results and/or the Swedish Scholastic Aptitude Test, the SweSAT. It is a test battery similar to the American Scholastic Aptitude Test. The admission system is so constituted that applicants will be accepted on their most favourable conditions, i.e. they do not have to choose which merits - secondary school results or results on the SweSAT - they wish to compete with. Thus most applicants to higher education in Sweden have chosen to take the test.

For many disabled persons there is and has been no problem to participate in the ordinary SweSAT, but e.g. **visually impaired** persons have not been able to participate in the test which has been considered to be unfair. But in March, 1995, it will be possible, for the first time ever. The students-to-be can choose to have their test in Braille or on cassette. Normally the SweSAT consists of six subtests: vocabulary, data sufficiency, reading comprehension, interpretation of diagrams, tables and maps, general information and English reading comprehension. The test is designed for selection to different types of university courses and programmes.

The test for the visually impaired will be slightly modified. The reading comprehension part will be shorter and the Interpretation of Diagrams, Tables and Maps is left out. In 1993 we had a trial SweSAT with six blind students at Stockholm University and we learnt then that graphs and maps are too complex.

Probably, as from autumn 1995, there will also be a modified SweSAT on multimedia for **dyslexics**.

### **3 General Regulations**

#### **- University Funding for Disabled Students**

The Higher Education Ordinance says that each university must pay attention to the needs of disabled students. It also states that each university must set aside at least 0.15 per cent each year of its funding for undergraduate studies in the aid of disabled students. In the academic year 1993/94 528 disabled students studied at 20 Swedish universities. Nine of the universities had extra high costs and to that end Government placed at the disposal of Stockholm University earmarked funds to be distributed to these universities. This is done on a permanent basis.

#### **- Assessment and Examination**

A similar action programme for disabled students has been adopted by most universities which means that each university is prepared to make similar arrangements for assessment and examination and to hire e.g. helpers, readers or sign language interpreters. Some universities have permanently employed staff for their disabled students. The programme also indicates alternative methods for examinations, e.g. oral instead of written examinations, extra examination hours, help with note taking, extra tuition, etc.

### **4 Special Equipment at Universities and at Home**

**Stockholm** University has two offices full of special equipment for all categories of disabled students, e.g. computers, braille writer, braille display, scanner, special adaptations to computers, synthetic speech, magnifiers, and a text telephone. When it is examination time these two offices are useful, indeed. Also when there is group work to be done the disabled student is a full member of his/her group as all the useful tools/aids are to be found in the two offices.

At the University College of **Örebro** there is an office with a scanner, a braille display, a braille writer, two computers, and disabled students can have power books on loan.

The universities of **Gothenburg** and **Lund** are in the process of installing special equipment in their recently acquired offices for their disabled students.

All special equipment that disabled students need **at home** is supplied by the local county councils.

The Swedish **Library of Talking Books and Braille** (the TPB) supplies disabled students with talking books free of charge.

## **5 National Boards and Services**

The **Swedish National Board for Attendant's Service** has special funds for university students with mobility problems. Sometimes these students need around the clock service which the universities do not provide. Attendant's service is free of charge for the students.

Accessibility is fairly good at all Swedish universities, but it is always advisable to check with the adviser for disabled students at the university in question. The Statutory Regulations from the **National Swedish Board of Occupational Safety and Health** state among other things that at least one entrance to official buildings must be accessible for disabled people, e.g. ramps must be added if there are steps and if there are revolving doors they must be completed with one ordinary door. Also at least one lift must be accessible for persons in wheelchairs and lift buttons must be placed low. Entrance doors, doors to lifts and corridors must be 0.80 m wide. One lavatory in official buildings must be accessible for persons in wheelchairs and offices must have at least 1.50 m turning radius for wheelchairs.

In a survey/pilot study (please see below), conducted in October 1994, concerning the disabled students' situation some students wrote that they could really cope without special assistance if it had not been for finding doors too heavy and being unable to reach the lift buttons. Sometimes environment makes the students more handicapped than they actually need be.

There is a law stating that public transport must be adapted for the disabled. However, this development has proceeded slowly and only in recent years has it picked up speed. In order to meet the needs of the functionally handicapped there is the **municipal transport service** which entitles disabled persons to travel almost free of charge by taxi or specially adapted transport vehicles. The right is often restricted to a certain number of journeys or a particular distance travelled.

## **6 Study Duration, Loans and Grants**

Like most students in Sweden disabled students finance their studies through study loans and grants. Today the Swedish study loan system contains a 25 per cent non-repayable part which is like the loan portion inflation indexed. In general a person may receive study assistance for a maximum of twelve terms (six years); exceptions can be made, for instance, in the case of graduate students. Foreign students not permanently domiciled in Sweden are not eligible to receive study assistance.

Usually a student applies for his/her study loan once a year. The **National Board of Student Aid** checks the student's study results from the year before and if they are acceptable the new loan and grant is granted for the coming year. Many disabled students need more time for their studies and have not accomplished the results required. In that case they have to provide, e.g. a certificate from a doctor stating their medical status. All part-time students, there are many of them in Sweden, need to meet half the results that are required from the full-time students. They also get half the sum of the study loan and grant. Many disabled students are part-time students.

Government has announced that the current system of post-secondary study assistance will be revised and changed in the near future.

Either the university or the student union or the municipal authority is in charge of living accommodation for disabled students at the university in question. There are specially equipped flats or rooms and helpers can provide around the clock service (please see above).

## **7 Research on Study Conditions**

### **- Sample**

In March 1994 a questionnaire was sent to all disabled students in Sweden getting some kind of assistance from their university. In October 1994 the survey "**A Presentation of the Disabled Students' Situation: a Pilot Study**" was completed. The questions were mainly about the possibilities to study, did the students get enough assistance, how did they finance their studies, what kind of disabilities did they have, why did they study/what was their aim, attitudes of teachers and other students.

The questionnaire was sent to 353 students, 271 completed questionnaires were returned, which means 77 per cent of the students responded. The estimation of the advisers for disabled students is that another 175 disabled students were studying at that time, but they did not need any assistance, only guidance and encouragement.

- **Deaf Students**

The largest group were 64 students who were hard of hearing or deaf. Many of them needed sign language interpreters. 56 students were visually handicapped, a majority were blind, 48 were dyslexics, and 45 were otherwise physically disabled. 34 mentioned that they had two or more disabilities.

The number of deaf students has grown rapidly during the last five or six years. Deaf students are currently studying to be teachers, psychologists, architects, physiotherapists, lawyers and graduate engineers. To be able to profit by higher education these students need sign language interpreters, but there is and has been a shortage of interpreters in Sweden. Parliament has resolved that the deaf are entitled to sign language as their first language. This means that deaf students are entitled to be taught in their own language. Some universities hire their sign language interpreters, others have them permanently employed.

Since the early 1970s discussion has been going on whether to direct deaf students to specific universities and to particular subjects or programmes or let deaf students apply to any university where, if the worst comes to the worst, they may have to wait for one or two terms before sign language interpreters are available and they can begin their studies. It has been a delicate issue. There is no final solution yet, but from 1995 there will be a trial period. Universities are requested to report to the co-ordinator for disabled students at Stockholm University when their interpreters will be available. Students are also requested to get in contact with the co-ordinator before they apply. Hopefully the matching of deaf students and sign language interpreters will work out well and that at least two deaf students will study the same subject or programme at the same time! By being the only non-hearing person in a group makes the student socially isolated. In the above mentioned survey/pilot study almost all students, hard of hearing or deaf, expressed a feeling of loneliness and of being left out during their period of study. The students with a hearing disability were the group most critical of their environment of study as was evident from their answers in the survey/pilot study.



- **Students with Dyslexia**

As late as 1990 dyslexia was acknowledged as a medical/neurological handicap in Sweden. The number of students suffering from dyslexia is thus likely to grow and the demand for special support for these students to succeed in their studies will also grow. Some examples of such special support might be extended time for written exams, oral instead of written exams, extra tuition, assistance with note taking, and remedial reading and writing tuition. The Swedish Library of Talking Books and Braille (The TPB) offers course books recorded on cassettes to these students.

- **Results**

The survey/pilot study also showed that disabled students were somewhat older than their fellow students and that 52 per cent were women students. There were no typical one-semester-courses or longer study programmes for disabled students. There was and is a wide range of choices. Thus the students were distributed over a large number of **programmes** and courses and were integrated through various **support measures** like readers, helpers, sign language interpreters, note taking help, extended time for exams, alternative examination, and extra teaching/tuition. Technical aids e.g. computer aids and hearing aids also play an important part in the integration of disabled students in every day university life.

The overwhelming majority of students answered that they studied in order to **get work**. The question is if they really do get work at the end of their studies. The rising unemployment of recent years in Sweden has restricted disabled people's chances of obtaining work in spite of the fact that financial contributions are made to employers who recruit functionally handicapped employees at pay rates on terms that apply under ordinary collective agreements between trade unions and employers.

As mentioned above entry to higher education and the use of resources have been a cause for worry for disabled students. Quite a few students are well aware that the **study time/study results factor** plays an important role in the allocation of resources for the departments. About 60 per cent of the government grant is related to acceptable scholastic achievement on the students' part, i.e. the number of credit points earned by students, and about 40 per cent to the number of full-time students taught at the department. It worries the disabled students that

they often need more time for their studies than their fellow students and they wonder what will happen in the future. However, no adviser for disabled students has to date reported a case of a disabled student not being admitted for this reason.

In the pilot study many disabled students discussed how to overcome **barriers** in attitude and resistance to change. Information and knowledge about individual handicaps and a wish that teachers have some training with the aids available was the answer from many of the students. It is conceivable that insecurity and ignorance among teachers and fellow students sometimes unintentionally lead to negative situations.

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*Wedman, I. (1992):* Selection to Higher Education in Sweden. (Division of Educational Measurement, University of Umeå)

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### **6.1.8 Switzerland:**

#### **The Situation of Handicapped Students in Switzerland**

##### **1 Introduction**

The school system in Switzerland is organized according to cantons on the basis of the federal form of government. It is essentially influenced by local characteristics and historically grown structures. This also applies to the higher education sector to a high degree. According to the knowledge of national Swiss authorities, such as the Federal Office of Education and Science (Bundesamt für Bildung und Wissenschaft), the Swiss Council of Science (Schweizerischer Wissenschaftsrat), the Swiss University Administrators' Conference (Konferenz der Schweizerischen Hochschulesekretäre) or the National Students' Federation of Switzerland VSS/UNES (Verband der Schweizerischen StudentInnenschaften), there are no recommendations or guidelines for the support and assistance of handicapped students which apply for the whole country. This is the reason why general statements on the situation of handicapped students at Swiss institutions of higher education are hardly possible. It is, in fact, decisively influenced by local circumstances.

However, the contact to most universities in Switzerland revealed that almost all higher education institutions have experience with disability-related problems of individual students and try to find solutions on an individual basis. Questions of access for students in wheelchairs and mobility-impaired students are in the centre of the discussion at many higher education institutions.

In the following, the counselling service for handicapped students at the University of Zurich is briefly presented. Its responsibility is exclusively directed to those questions of studying which are disability-related. This type of service at the University of Zurich is the only one of this kind in Switzerland. The report is supplemented by facts about additional services and information offices which are also entrusted with disability-related problems. These records are based on inquiries by letter and on talks with the authorities in charge and do not lay claim to completeness.

**2 Counselling Service for Handicapped Students at the University of Zurich**

**- Counselling Service for Handicapped Students**

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**- Counselling Service**

The counselling service for handicapped students - the first service of this kind in the German speaking countries - was established in 1976 on the initiative of Prof. Dr. Gerhard Heese, the former head and director of the Institute for Special Education (Institut für Sonderpädagogik) at the University of Zurich. Today, the counselling service is still attached to the Institute for Special Education; it can be availed of free of charge. The counsellor, a scientific employee at the Institute for Special Education, fulfils its counselling tasks apart from other assignments and scientific performance at the Institute. The service has concentrated up to now on individual assistance and on the arrangement and maintenance of contacts to other authorities. On average, twenty to thirty students avail of this service every year and many of them get assistance during several years. Of the students advised about 35 % are physically disabled, 25 % hearing-impaired, 20 % visually-impaired, 10 % having a speech impediment and 10 % characterizing themselves as psychologically handicapped. Most of all, questions related to the choice of degree courses, financing of studying, examination procedures, supply of aids as well as arrangement of contacts to students, staff, and organizations are at the centre of this service. The counselling service maintains regular contacts to other counselling services, foundations and authorities as well as to offices within the University which are important for the counselling service (commission for cases of hardship, scholarship advisory office, co-ordination of rooms, operating service and rectorate). In 1991, a third revised edition of the "University Guide for the Handicapped" was published which is available free of charge at the counselling service. Apart from information on the counselling service and

some hints for hearing or visually impaired students it mainly offers information for physically disabled students.

- **Association for the Assistance of Handicapped Students**

In 1984 the Association for the Assistance of Handicapped Students ("Verein zur Förderung behinderter Studenten") was founded. The close co-operation of this Association and the counselling service makes it possible to provide financial means on a short term basis and without major administrative efforts. For some years the Association has received means from the operating service of the University. Parking offenders with connection to the University do not get a notification but an admonition with a request to pay a respective compensation to the account of the Association. This procedure is regarded as reasonable by everybody involved and is also viewed positively by the parking offenders.

- **Group of Handicapped and Non-Handicapped Students at the University of Zurich**

A group of handicapped and non-handicapped students, co-ordinated by the counselling service, has monthly up to two weekly meetings with the purpose of exchange and self-help. The group gets financial support from the Association for the Assistance of Handicapped Students. The activities of this group vary according to the needs of the participants; sometimes emphasis is laid on the exchange among each other, however, regular activities also concentrate on questions of publicity.

- **Outlook**

The counselling service as well as the Institute for Special Education as parent organization undergo a period of transformation. The former concept is to be revised and probably changed. For the twentieth anniversary of the service in 1996 a conference is planned with the purpose of exchanging information and ideas on the one hand, and of clarifying needs and pursuing new concepts on the other hand.

### **3 Other Counselling and Information Bodies as Well as Contact Addresses**

#### **- University of Basle**

The University of Basle does not offer a counselling service which is exclusively entrusted with handicapped students. A university guide for the disabled was published in 1982 which is now being revised. On a short term basis an information leaflet will be provided for distribution to students and other people concerned. For this purpose a working group on the topic of "Studying with disabilities" was established. The editorial responsibility is assigned to Ms. Käthi Furrer, employee of the social and study-related advisory service of the University of Basle. Responsible persons:

1. Ms. Elsa Sutter  
Sozial- und Stipendienberatung  
Universität Basel  
Kollegienhaus, Büro 4  
Petersplatz 1  
CH-4003 Basel  
Tel.: 0041 / 61 - 267 30 20

2. For general questions:  
Studienberatung Basel  
Münzgasse 16  
CH-4001 Basel

#### **- University of Bern**

The University of Bern does not have a special counselling service for handicapped students. Arising problems are solved on an individual basis and according to the respective situation. Information is available from:

Study counsellor Herr Vogt, psychologist  
Psychologische Studentenberatung  
Erlachstr. 17  
CH-3012 Bern  
Tel.: 0041 / 31 - 631 45 51

- **University of Geneva**

The University of Geneva does not dispose of a special counselling service for handicapped students. Arising problems are solved on an individual basis and according to the respective situation. Responsible person:

M. Didier Ostermann  
Responsable du service social  
Bureau universitaire d'information sociale (BUIS)  
4, rue de Candolle  
CH-1211 Genève 4  
Tel.: 0041 / 22 - 705 77 41 o. 79

- **University of Fribourg**

The University of Freiburg does not offer a special counselling service for handicapped students. Arising problems are solved on an individual basis and according to the respective situation. Responsible person:

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Sozialdienst der Universität Freiburg  
Guillaume-de-Techermann-Str. 8  
CH-1700 Freiburg  
Tel.: 0041 / 37 - 22 46 63

- **University of Lausanne**

The University of Lausanne does not dispose of a special counselling service for handicapped students. Arising problems are solved on an individual basis and according to the respective situation. Responsible persons:

1. Mme. Françoise Grize, Adjointe du Rectorat  
Service des affaires étudiantes  
Bâtiment du Rectorat et de l'administration centrale  
CH-1015 Lausanne  
Tel.: 0041 / 21 - 692 20 25

2. General counselling:  
M. Claude Roulin  
Bureau d'orientation et de conseils aux Etudiants  
Tel.: 0041 / 21 - 692 21 30

3. Social and psychological assistance:  
Mme. Gilberte Isler  
Bureau des affaires socio-culturelles  
Tel.: 0041 / 21 - 692 21 15

- **University of St. Gallen for Business, Administration, Economics, Law and Social Sciences**

The University of St. Gallen for Business, Administration, Economics, Law and Social Sciences does not offer a special counselling service for handicapped students. Arising problems are solved on an individual basis and according to the respective situation. Responsible person:

Dr. Bösch, Studiensekretär  
Dufourstr. 50  
CH-9000 St. Gallen  
Tel.: 0041 / 71 - 30 22 22

- **Swiss Federal Institute of Technology Zurich**

E. Widmer, Dipl. Math. ETH  
Head of the counselling service for disabled students  
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CH-8092 Zürich  
Tel.: 0041 / 1 - 632 20 61

- **National Students' Federation of Switzerland**

Recently, the social commission of the National Students' Federation of Switzerland has been intensely occupied with the topic of the handicapped students' situation of studying and is interested in an exchange of experience in this area.

Verband der Schweizerischen StudentInnenschaften  
Schanzenstr. 1  
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**6.1.9 Spain:**

**Experiences with the Integration of Physically Handicapped Students**

**1 Introduction**

The integration of handicapped students in Higher Education has only recently become a field of interest. Until then there were only isolated experiences with the integration of handicapped children in the primary school system. Only since 1985, when a legal framework for special education was created in order to support the Social Integration of the Handicapped Act of 7 April 1982 (publication in the gazette on 30 April 1982), it has become possible to carry out some improvements, such as the conversion of buildings, the adaptation of means of transport, or the employment of special teaching staff, etc.

Besides, until then the family of the handicapped person was rarely sufficiently motivated and could not correctly assess the capabilities of the handicapped person. Because of changed thinking and behavioural patterns in our society it has become easier for the handicapped to participate in public life and therefore in higher education, too. This has led to the slow development that studying at university has become possible for the physically handicapped and the sensory impaired, but they do not have available the auxiliary means necessary for achieving the education level of their fellow students.

## **2 Programmes for Handicapped Students**

Handicapped students are mainly motory or sensory impaired, whereby the grade of their disability is below 65 %. Therefore they remain - so to speak - unnoticed, because for the handicapped with a lower grade legal regulations are not valid. Only the handicapped with a higher grade of disability than 65 % have a legal claim. (Royal decree of 4 September 1992, publication in the gazette on 22 September 1992). Different projects have been set up to examine the situation in Spain (ALCANTUD.F.1994):

- At the University of Complutense in Madrid and the Autonomous University in Barcelona counselling programmes were introduced. In Madrid voluntary social helpers participated, in Barcelona conscientious objectors.
- At the University of Saragossa an extensive programme was elaborated which provides a certain number of places in halls of residences for high grade physically handicapped (tetraplegics).
- At the University of Granada an experiment with interpreters for hearing impaired students is currently under way.

## **3 The Situation in Valencia**

In September 1991, on initiative of the University of Arts in Valencia, a free advisory and information office for physically handicapped students was founded. This service of the university which up to now had been limited to nine months a year has been extended to eleven months a year. It is the present aim of the institution to inform and advise handicapped as well as non-handicapped students.

The introduction of this advisory office has been a great success, but many circumstances in which the handicapped have to be supported remain unconsidered, such as the adaptation of study programmes, in the field of technical and economic auxiliary means, in connection with the accessibility of buildings or the adaptation to physical capabilities.

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**6.1.10 United Kingdom:****Integration in Higher Education:  
Towards an Equal Opportunities Approach****1 Integration of Students with Disabilities**

During the past two decades provision within United Kingdom higher education for disabled people has been developed broadly within an integrationist perspective. The term integration, although widely used in both school and university/college sectors, is not necessarily viewed positively by disabled people. It has been widely discredited in both sectors, because it has sometimes been inaccurately used to describe schemes which were presented as inclusive, but where in reality parallel and separate provision was made. This has led to the marginalization of "special" provision in some schools and universities/colleges. It has produced an educational experience almost entirely exclusive to individual students with disabilities.

On the other hand, some higher education institutions have declined to develop any provision on the grounds that they do not see it as their role to "deal with the handicapped". Until the 1990s the very low rate of participation in higher education in the United Kingdom in comparison with other EU member states encouraged the continuation of traditional and elitist notions about the characteristics of the student population. As recently as 1982 only 13.3 % of eighteen year olds entered higher education in the United Kingdom (27.8 % in 1992), combined with a generally low proportion of mature students. In this tradition it was an assumption that students would be healthy and able-bodied. In parallel with this culture, there has been a perception of a series of "legitimate" obstacles to participation by students with disabilities, in particular lack of internal or external resources, the unsuitability of buildings and the physical environment, and barriers of access to elements of the curriculum.

The traditional university sector in the United Kingdom - the institutions funded by the University Grants Committee from 1919 - 1989 - had a high degree of individual autonomy, protected by Royal Charters. The polytechnics and higher education colleges, founded mainly in the 1960s/early 1970s, had significantly less formal autonomy but continued to function within the same broad traditions. As a result, the structure and funding of higher education in the United Kingdom has not provided for central direction to provide systematically for the integration of disabled people. Nor has there been any legislative requirement to provide for measures to support integration.

## **2 Changes in Higher Education Policy**

Wider changes in UK higher education are now taking place. The student population has increased very significantly in size since the mid-1980s. From 1982 - 1992 the number of full-time first year undergraduate students in the UK rose by around 90 %, with a similar level of increase in entry by school leavers and by mature students (that is, students over the age of 25). The management of higher education funding has been organized since 1993 through Funding Councils in England, Scotland and Wales. These demographic and structural changes in higher education have been accompanied by the emergence of a strengthened disability rights movement in the UK. Although the Anti-Discrimination Bill currently before Parliament does not extend to education, there is a clear prospect that the scope of legislation will be widened during the next two or three years.

## **3 Higher Education Funding Council for England (HEFCE)**

The first modest benefits of these changes can be seen in the Higher Education Funding Council for England's (HEFCE) "Special Initiative to Encourage Widening Participation for Students with Special Needs". The programme has provided £3 million in each of 1993 - 1994 and 1994 - 1995. It represents the first ever co-ordinated initiative in the field of teaching, student support and development of technology for disabled students in higher education.

Projects were funded in forty-one institutions in 1993 - 1994, with the aim "to break new ground and (to) stimulate imaginative approaches to the needs of students with a wide range of special needs" (*HEFCE, January 1995: Access to Higher Education: Students with Special Needs*). A similarly

designed programme has been presented by the Welsh funding council for 1994 - 1995.

This innovative move is only seen as a first stage. The universities remain generally critical of the practice of the HEFCE in presenting centrally-funded programmes, but it can be argued that this type of "pump-priming" is now essential if all universities/colleges are to be encouraged to make progress in this field. Provision of £3 million is a small sum within the HEFCE total (£1,667 million for teaching in 1994 - 1995, or 0.17 %), and it does not compensate for lack of identified funding for disabled students on a per capita basis. Such an approach may follow. This might be accompanied by scrutiny of the effectiveness of earmarked funding for disabled students by the independent Higher Education Quality Council, as part of its "quality audit" of higher education institutions.

The lack of any reliable statistics about disabled applicants and students in higher education has been a barrier to forecasting and planning for likely future demand in the sector. Collection of data relating to applicants by the Universities Central Admissions Service (UCAS) (from 1993 - 1994), and for registered students by the Higher Education Statistics Agency (HESA) (from 1994) is set to change this picture.

#### **4 The Open University for Students with Disabilities**

Universities/colleges which have pioneered schemes of integration have done so either because of a specific institutional commitment to widen access to education, or because of the vision of individual academics who have won commitment to action from senior management, sometimes by campaigning for effective implementation of existing equal opportunities policies which include reference to people with disabilities. In the case of the Open University, special support for disabled students has been provided from its first year of operation in 1971. In 1994 the University provided support services to 4765 students with disabilities, representing 3.18 % of all OU registered students.

During the 1970s innovative provision was developed for disabled students by the OU. The delivery of teaching and student support at a distance was an essentially new approach in UK higher education, but specific demands from large numbers of students - with a wide range of impairments - was high from the beginning. Initially the response by the OU was a series of ad hoc support measures. This was not an integrated approach to planning for

disabled student requirements. The OU's Office for Disabled Students was created in 1977, with a focus on providing packages of special support for individual disabled students, or for groups, rather than guiding curriculum design to anticipate and remove potential barriers to access. The recognition of the importance of an integrated approach, to take account of all aspects of the student's engagement with the University system, has developed more strongly since the 1970s.

Developing more inclusive approaches to providing student learning opportunities at the OU has been in the following areas:

- assessment and identification of individual student needs,
- course design,
- alternative formats for multi-media materials to make them accessible to students with manual or sensory impairments,
- equal access to teaching, assessment and student support services, including:
  1. Physical access,
  2. Communications support,
  3. Access to technology to support learning.

The OU has developed access for disabled students by the work of course teams in the design of an accessible curriculum, and by direct individual support to students.

Course design may take account of students with hearing impairment, for example, by provision of assignment options to provide an alternative to dependence on audio teaching materials. Currently academic staff in the Mathematics and Computing Faculty are exploring options for teaching visually impaired students in new computing courses designed around graphical user interfaces.

Direct support to disabled students is through partnership. Central co-ordination of services is located at Milton Keynes, but individual students are supported in regions by local Regional Disability Advisers and by part-time tutors and counsellors. Strategies have also been developed, for example, to provide packages of support for disabled students at residential schools, and to support alternative examination arrangements. Specialist services are also provided by a range of partnerships with other bodies. These include the National Federation of Access Centres in providing enabling technology to students, and the Royal National Institute for the Blind with which the OU

collaborates in operation of a Recording Centre at Milton Keynes for the translation of OU teaching materials on to audio-tape.

The expansion and the diversification of the OU student population in recent years has been accompanied by a requirement to clarify the University's purposes and priorities. The current Strategic Plan includes as a strategic aim: "To provide students with teaching and assessment which is appropriate to the course, responsive to student needs, and of recognized quality". This is entirely consistent with the work undertaken to integrate disabled students by developing an accessible curriculum and high quality student support.

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**6.1.11 Federal Republic of Germany:**

**Studying with Disabilities at the Distance University of Hagen  
(Fernuniversität Hagen)**

**1 Introduction**

There are many different reasons against studying with disabilities at a distance university, and rightly so. However, in this discussion two facts are often completely neglected:

- One disability is not equal to another, and there is no such phenomenon as "the disabled". What is good for one person, what he regards as

useful and helpful may seem annoying to someone else, as an impediment for studying and for the development of his personality.

- With regard to the present situation and to the most complicated and time-consuming processes of development and change in the higher education sector, studying at the Fernuniversität is probably for many disabled prospective students the only opportunity for years to come to perform a regular study in higher education with degrees acknowledged by the state.

## **2 Distance Studies at the Fernuniversität Hagen**

Studying at the Fernuniversität can by no means be compared to the kind of distance studies as they were practised in the former GDR and other Eastern countries. As far as the aim and the mode of operation of this system of study is concerned, the Fernuniversität follows Anglo-Saxon models to a high degree and with modifications takes up impulses of other Western systems of distance study. They all pay tribute to the fact that for many handicapped as well as for other groups of prospective students the local separation and general independence of time for studying from the institution which is responsible and organizes the studies are actually an essential prerequisite to enter higher education. Such a flexibility of local and time-related structures of organizing studies is a characteristic feature of the systems of distance study.

## **3 Organization of Distance Studies**

This is achieved, among other things, by forms of teaching via media: at the conventional institutions of higher education study-related knowledge is transferred and reinforced and the awareness for scientific problems raised by lessons, lectures, seminars and tutorials which require personal attendance. At the Fernuniversität all this is done to a high degree - but not exclusively - by study texts. These study texts may be rather comprehensive. They are sent to the distance student at regular intervals during the semester. He can then work on them at home independently of time - within certain limits. These study texts are supplemented by so-called periods of attendance and optional or obligatory seminars and practical courses according to the study programmes and departments.

Apart from that, he/she is only obliged to participate in the closed meetings which take place twice a year or in examinations of his degree course. For



this purpose he must travel to certain places which are made known in advance or to the headquarters in Hagen.

#### **4 Study Centres and Target Groups**

In order to compensate an inherent deficiency of the distance study as far as possible and to relieve the student from the feeling of being a lonely fighter, the Fernuniversität makes use of a net of study centres - most of all in North Rhine-Westphalia, but also in other federal "Länder" and in Austria, Switzerland and Hungary. These places are also viewed as communication centres for the individual distance student and are established as bases of productive co-operation and active design of the distance study and includes a personal element (academic employees, "mentors"). They provide the opportunity to relieve the student largely from his sense of isolation during his distance studies and to achieve methods of learning, of critically dealing with the material they have to manage which equal those of a traditional higher education institution (e.g. types of teamwork).

In each of the currently existing 63 study centres there are several - in the bigger study centres numerous - mentors (mostly scientists working part-time), counsellors and administration staff. They offer assistance and counselling services to the students and try to help them as far as possible with all problems arising - not only those of a technical nature.

It is evident that the Fernuniversität offers the most favourable study conditions to its target group, first of all to people gainfully employed, but also to housewives and housemen, inmates of prisons, the handicapped, etc.

The structure, the aim and the mode of operation are discussed in detail in the first paragraphs of the brochure "Behinderte im Fernstudium" (Distance Studying with Disabilities)

Since the time of its foundation the Fernuniversität was commissioned to deal with the target group of those student applicants for whom studying at a conventional institution of higher education is impossible because of health reasons. From the very beginning the Fernuniversität tried to adapt the distance study as far as possible to the needs of handicapped students.

## 5 Handicapped Students

The official duty to take the special affairs of handicapped distance students into consideration was assigned by the Senate of the Fernuniversität. The senate's representative for handicapped distance students has always experienced kind and helpful co-operation by the Fernuniversität and its organizational bodies - administration, departments, and central institutions - though he has only an advisory function for the measures and decisions on disability-related matters and has no active competence apart from internal administrative affairs. Thus it was possible, for instance, to introduce examination regulations which enable handicapped distance students to write examinations under conditions adequate to their disability.

The aim, the nature and details of this regulation are explicitly described in the fifth chapter of the brochure "Behinderte im Fernstudium" (Distance Studying with Disabilities).

The study centres of the Fernuniversität at different locations also make efforts to take the special situation of the handicapped adequately into account in their assistance and advisory activities. For the distance student, however, the following questions must be tackled first of all with regard to the counselling activities within the study centres:

- Can I manage there or come in at all?
- What are the constructional facilities and the equipment of the study centre like?

Though the situation of the study centres varies considerably, quite a number of serious deficiencies have to be stated in general:

- The greatest problem is posed by stair-cases, especially if these are narrow. If this is the case, even the help by fellow students, mentors and administration staff is of little use. Even the few improvements of access facilities which the Fernuniversität- Gesamthochschule (Comprehensive University) - carried out in the last few years (e.g. by ramps) are not always sufficient to remove the obstacles.
- As far as elevators do exist - some of their entries and/or cabins are too narrow.
- Toilet facilities are poor as a rule.

## **6 Educational Aids and Learning Material**

As far as improvements, modernization and/or acquisition of study-related aids in the various study centres are concerned, the opportunities for such development on part of the Fernuniversität do, in fact, exist. To secure their realization is one of the most important tasks in the future of disability-related efforts at the Fernuniversität.

Since its foundation the Fernuniversität tries to design the study material according to the disabled's needs and/or to develop special study material for various groups of handicapped students. As written study material is given priority in distance study, this kind of studying at the Fernuniversität is suited for mobility-impaired as well as especially for hearing-impaired and deaf students.

As the study texts were chosen as the most important medium at the Fernuniversität, the partially sighted and blind are excluded from studying for the time being. In order to remedy this deficiency, the "Zentrum für Fernstudienentwicklung", ZFE (Centre for the Development of Distance Studies) prepares and applies specially developed study material for this group of the handicapped. The existing course material is being adapted to the special problems and needs of the partially sighted and the blind. A first goal could be achieved by this procedure: the possibility to study "Modern German Literature" and "Psychology" als subsidiary subjects for the degree of master. Further interrelated fields of study are in preparation at the moment. Thus the full integration of the partially sighted and the blind to the general programme of studies is getting closer to realization. However, this requires additional efforts and - especially at the Fernuniversität - a number of indispensable preconditions to be fulfilled.

## **7 Study Offers**

At the moment about 55.000 students are enrolled at the Fernuniversität, about 1.100 of them seriously disabled according to reliable estimations. This relatively low number of handicapped distance students is due to the rather limited offer of subjects and degree courses at the Fernuniversität. Presently, the following six departments exist: economics, the department of education, social sciences and humanities, and the departments of mathematics, computer sciences, electrical engineering, and law. The degree courses offered by them do generally not belong to those which are chosen by handicapped students at traditional universities. It is, however, to be

expected that the expansion of the range of subjects and degree courses will lead to a greater proportion of the handicapped at the Fernuniversität.

In the official information brochure "Das Studium an der Fernuniversität" (Studying at the Fernuniversität) the existing possibilities of studying, subjects and degree courses are briefly listed and described. Further information on the basis of detailed information material can be obtained from the student secretariate of the Fernuniversität, Postfach 940, 58084 Hagen, Tel.: 02331/987-2444 (Mo. to Fr. 8.00 - 12.00 a.m. and Mo. to Wed. 15.00 - 19.30 p.m.). The advisory office also informs on the current range of programmes offered.

Frequent questions by handicapped student applicants to the senate's representative for handicapped distance students are as follows: "I am a wheelchair user and sit my final examinations at the secondary school. After completion I would like to study protestant theology. The Ministry told me to apply at the Fernuniversität as it is specially suited for the handicapped. Would you please send me relevant information material!" or "Due to the kind and severity of my disability I had to give up twice degree courses in biology started at regular conventional universities. As I have heard, distance study offers a new way of studying, adequate to the disabled. What are the respective possibilities for a degree course in biology?", etc. The possibilities of a distance study for the handicapped are thoughtlessly propagated and recommended without reflecting whether these possibilities really exist at the Fernuniversität, which, unfortunately, is often not the case. Let us hope that the expansion of the range of subjects and degree courses already started at the Fernuniversität will be efficiently continued in the future.

## **8 Further Aims of Expansion**

Finally it must be stated that a successful study course for the disabled can only be achieved if the concerning preconditions are provided with respect to the contents and the organization of studying. If the possibility offered by the Fernuniversität is to be a course of study for the disabled and not a disabled course of study, the Fernuniversität has to manage the following predominant tasks:

- expansion of the range of programmes with special consideration of those subjects and degree courses which are preferred by the handicapped; this includes preparing complete degree courses for the partially sighted and the blind;

- introduction and expansion of supporting measures for handicapped students in the administrative and social fields;
- creation of suitable and financially reasonable accommodation in Hagen for wheelchair users who have to spend several days in Hagen because of study-related reasons (e.g. participation in obligatory lessons, personal meetings with the university staff, visiting the central institutions of the Fernuniversität, etc.).

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**6.1.12 Federal Republic of Germany:**

**Information and Recording Services for Visually Impaired**

**1. Centralized Catalogue of Media for Visually Impaired - ZK MeSe**

In order to improve study conditions at German universities for students and scholars with visual impairments - blind as well as low vision - the university library of Dortmund started in 1985 a project of bibliographical centralization of literature especially prepared for them. With increasing knowledge and data the centralized catalogue of media for students and scholars with visual impairments has become an information centre providing them with literature especially for Germany and other European countries.

While you can normally start immediately reading a book, students and scholars with visual impairments have to provide for processing literature readable for them. To prepare the media takes a lot of time (some weeks for cassettes, several months for Braille printed books) and money.

With the centralized catalogue of media for students and scholars with visual impairments we want to offer a service on the basis of media already available and of those in production for the present in Germany, Austria and the German speaking part of Switzerland in order to guarantee a supply with available literature at scientific libraries as soon as possible. The centralized catalogue is also useful as a data base for producers of media for students and scholars with visual impairments to avoid highly expensive double production.

For inquiries the centralized catalogue has integrated, besides the catalogue recorded by ourselves, other data banks with at present about 70.000 media units. This includes lists of available cassettes scholarly processed from special recording institutions for the blind as well as Braille print publishers. It is intended to integrate other data banks into the centralized catalogue.

The alphabetical catalogue of the ZK MeSe "list of media in scholarly citation form in Germany and Switzerland" at present includes about 2.600 available books. Media not in scholarly citation form are marked accordingly, with the exception of 200 cassettes for blind in the library of the open university of Hagen which are officially available.

Besides, the centralized catalogue ZK MeSe at the university library at Dortmund offers a special service. For the user it is possible to get the data bank of the catalogue including the interface OPAC for quick retrieval on floppy disk. The dialogue programme of the system is rather simple to use for students and scholars with visual impairments, especially for electronic Braille line users. Therefore the interface is also used for other literature data banks available for students and scholars with visual impairments in the University of Dortmund as well as in other institutions. You only need one interface.

With regard to a permanent increase in scholarly literature for students and scholars with visual impairments the ZK MeSe will be updated continuously: it is intended to integrate this system into the internet information highway for an online access.

Besides this version you can get the complete catalogue or special parts of it (at present about 40 different fields) on diskette or on print media. The ASCII format of the programme allows each user easy handling and managing, applying his/her own software programme.

For any questions or problems you can contact the centralized catalogue of media for students and scholars with visual impairments by phone, fax or

mail. If you do not find information about literature you asked for, the bureau of the centralized catalogue will inform you about other ways of supplying students and scholars with visual impairments with the required literature, e.g. recording institutions or other information centres at home and abroad.

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**2. Recording Service for Scientific Literature of the DVBS: ADW**

The German Association of the Blind and Partially Sighted in Academic and Related Professions (Deutscher Verein der Blinden und Sehbehinderten in Studium und Beruf e.V.) offers a general recording service for scientific literature (ADW). It is the aim of the recording service to make available normally printed scientific literature for students and other interested persons as soon as possible. The texts are produced by qualified speakers as recordings on cassettes in high quality.

Pages, chapters, etc. are marked by different audio signals, so that the document is clearly and recitably organized for the user.

The produced cassettes are purchased by the customer. With regard to copyright it is therefore necessary for the customer to buy the original text book in advance.

The customer sends the original text book to the "Geschäftsstelle des DVBS". Indicating the date of requirement is very helpful for the service.

After the completion of the recording a copy for the customer is produced. The original recording is registered and preserved. Further copies are

delivered only if the customer can prove the possession of the original printing (e.g. by sending a copy of the title page). Costs for one C-90 cassette on demand at the recording service.

Those interested in recordings or scientific literature of the ADW can obtain on demand a total or specialized list, alternatively printed normally or in Braille or on diskette (MS-DOS) of the produced documents. The systematically ordered catalogue of authors costs DM 50,- (specialized lists for one field DM 5,-). Up-dating is available by sending in the old list on diskette for DM 5,-.

Up to June 1995 more than 4000 titles were produced.

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**6.1.13 Federal Republic of Germany:**

**Copyright in Supplying Literature for Visually Impaired**  
(cf. 6.2.3., 2.)

**1 Right to Freedom of Information**

One of the main deficits which blind and partially sighted persons face is the fact that they cannot make full use of the freedom of information - guaranteed to them by the Constitution - because of their disability. They are excluded from written information which is generally available to the public as long as this information is not transferred into a medium which is accessible for them, i.e. which is either available in braille or on sound carriers.

This necessary service can only be offered - that is if a major number of blind and partially sighted people shall benefit from it - by organizations



and institutions which are capable of financing and maintaining the necessary services. Such services have existed for many years in some printing offices for braille, in some libraries where literature in braille and/or on sound carriers is available for issuing, and recently, some reading services have been established which try to support also single blind and partially sighted persons to get access to the almost immeasurable offer of literature.

## **2 Supplying Literature: Present Situation**

Moreover, since the mid 1980s, some higher education institutions have been prepared - on the basis of the recommendations of the "Kultusministerkonferenz" (KMK) - Conference of Ministers of Education and Cultural Affairs - and of the "Hochschulrektorenkonferenz" (HRK) - Higher Education Institutions' Rectors Conference - since 1989; formerly: "Westdeutsche Rektorenkonferenz" (WRK) - West German Rectors Conference - to realize and fulfil the task assigned to them by the "Hochschulrahmengesetz" (Framework Act for Higher Education) and by the laws on higher education of the "Länder" to consider the special needs of handicapped students with view to blind and partially sighted students by trying to assist this group in obtaining study-related literature.

At the University of Karlsruhe a pilot project on "Informatik für Blinde" (computer science for the blind) was carried out from 1987 to 1992 which was also entrusted with making the pertinent literature available. At the Philipps University of Marburg, a pilot project "to improve the availability of literature for the visually impaired" was conducted for three years. It finished on March 31 1992. The essential task of this pilot project was to make study-related literature available in braille, on sound carriers, in big print, on data carriers and - on condition of the respective working capacity - in graphic-tactile form.

Whoever faces the task of making literature available for the blind and partially sighted is soon confronted with barriers and restrictions resulting from the copyright law in force as the transformation of literature into braille or on sound carriers, digitalization or graphic-tactile processing is regarded as "multiplication" according to the copyright. But according to § 15, para. 1, subpara. 1 of the Copyright Law (URHRG) the right of multiplication is exclusively conferred to the copyright holder. This makes the transformation of literature into a medium appropriate for the blind and partially sighted dependent on the consent of the copyright holder and/or the publishing house. The practical consequence of this stipulation is the fact that for blind and partially sighted persons literature is only available with major delay if

it is available at all. Considering the principle of the social state laid down in article 20 of the Constitution and the resulting stipulations of the social law and further regulations mentioned herein, this situation certainly includes disintegrating factors which prevent or at least complicate the social integration of blind and partially sighted people. In the education or professional occupation of this group the mentioned barriers and restrictions moreover result in the fact that possible assistance often fails because it is not even tackled or it comes too late. The ultimate consequence of this is the exclusion of blind and partially sighted people from certain educational and vocational courses and thus a major reduction of their career opportunities.

### **3 Berne Convention**

Therefore, a legal determination should be aspired which procures simpler and faster proceedings for the transferring institution as well as for the copyright holder and at the same time guarantees a high degree of legal security. Article 9, para. 2 of the Berne Convention implies the general possibility of exception from the copyright regulations in those cases in which the restriction of the copyright law does not collide with the rights of the author or the publishing house because there are no commercial interests involved. As far as we know, nine countries which belong to the Berne Convention have made use of this possibility, namely Australia, Denmark, Finland, Iceland, Japan, Norway, Sweden, the USA and the (former) Soviet Union (*Herbert, Françoise und Noel, Wanda (1982): Copyright and Library Materials for the Handicapped*. IFLA Publication, 21. München).

### **4 Perspectives**

These countries generally allow the transformation into braille and - with the exception of Iceland and the (former) Soviet Union - also on sound carriers. Fees for the transformation are only mentioned in the Norwegian and Danish copyright. In Norway, the government is entrusted with reimbursing the copyright holders. In Denmark, the copyright holders do not demand fees in general according to our information.

In other countries, as for instance in Switzerland and in the Netherlands, general legal agreements exist between the publishers' associations and the respective institutions of the blind according to which transformations for the blind and partially sighted are permitted. But these agreements are only covered by private law.

In Germany, agreements exist between the Association of the German Booktrade ("Börsenverein des deutschen Buchhandels") and the Committee of the Audio-Libraries of the Blind ("Arbeitsgemeinschaft der Blindenhörbücher") as well as between the "Börsenverein" and the mentioned pilot project at the Philipps University in Marburg which, however, do not include a general permission for medial transformation but only regulate the question of multiplication and utilization of the literature after consent of the copyright holder.

At the moment self-help organizations of the blind and partially sighted as well as the producers who transform literature into media appropriate for the blind and partially sighted are negotiating about a global agreement with the Association of the German Booktrade according to which the latter shall exert influence upon its members to grant to the producers mentioned above licences free of charge for the production and multiplication of literature adapted for the blind and partially sighted.

The endeavour started in 1992 to induce the legislators to establish a restricted right of multiplication and distribution in favour of the blind and partially sighted by changing the copyright was not welcomed with enthusiasm. In fact, the Federal Ministry of Justice held that at first negotiations had to take place again in order to find out whether the aspired goal of a better provision of literature for the blind and partially sighted could really be achieved by this procedure.

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## **6.2 Programmes and Models at Particular Universities**

### **6.2.1 Universitat Autònoma de Barcelona (UAB), Spain:**

#### **UAB Integration Programme for University Students with Special Needs**

##### **1 Introduction**

The UAB Integration Programme for University Students with special needs (PIUNE) was launched in 1991. However, before discussing this programme, we would like to give some background details of the UAB - la Universitat Autònoma de Barcelona (Autonomous University of Barcelona).

The UAB was founded over 25 years ago in 1968. The preliminary years coincided with the latter phase of the Franco dictatorship and the transition period to democracy. During this time the newly-founded University faced multiple obstacles, both in terms of finances, due to meagre government funding for universities, and politics, as a result of the University's support for the re-emergence of democracy in the country as a whole and the re-establishment of the national status of Catalonia.

One of the distinguishing features of the UAB is its widespread campus which groups together most of the teaching faculties. The campus at Bellaterra includes all the departments of humanities and sciences. The University Residence Halls, housing up to two thousand students, are gradually being complemented by an ever-wider range of facilities to provide a complete, self-sufficient campus complex: an authentic university town.

When the University was first built, still under the dictatorship, there was as yet no prevailing social conscience regarding the integration of disabled students and no legal framework to promote the issue. Since the rise of democracy and the assertion of Catalan independence with the re-emergence of the Generalitat (Catalan Regional Government), measures have been introduced to found a legal base which will guarantee the rights of all members of society, including those with disabilities. The fact that this latter group are no longer seen as mere recipients of charity, but as citizens enjoying full legal rights, has represented a radical change in social awareness and political focus, a change which must now be brought into fruition.

It is therefore as a result of its history that the University campus still offers numerous architectural barriers which make access and the normal use of

educational resources difficult for students with physical or sensory deficiencies.

For the last few years, with the launching of PIUNE and the collaboration of members of the UAB administration, initiatives in eliminating these obstacles have been underway.

## **2 Legal Dispositions**

We will now look briefly at the dispositions under law which underpin the current policy of assisting the disabled in Catalonia.

- Legal ordinance expressly recognizes the right of all to education, as laid down in article 49 of the Constitution, which states:

"Public authorities shall carry out a policy of provision, treatment, rehabilitation and integration for those with physical, sensory and psychical deficiencies, providing specialist attention where so required, and in particular supporting the obtention of rights which this ruling grants to all citizens."

- Act 20/1991 by the Catalan Parliament promoting accessibility and the suppression of architectural barriers.
- Decree 100/84 by the Catalan Regional Government, on the suppression of architectural barriers.
- Act 13/1982 by Spanish Parliament, BOE (Official State Journal) No. 103, on the social integration of handicapped persons.

With these legal norms, the law rules that society and universities should promote the initiatives necessary to guarantee the right to education for disabled persons.

## **3 A Tailor-Made Service for a Campus without Barriers**

The Campus at Bellaterra (apart from internal architectural barriers which are only now beginning to be corrected) raises additional problems in terms of accessibility. The characteristics of the location oblige almost all the students, lecturers, administration and service staff to travel, as a rule, a considerable distance each day from their homes to the campus. Apart from the sheer length of time spent on this activity, those with reduced mobility have

the added problem of being obliged to use public transport which has not yet been adapted for their needs.

To respond to the needs of disabled UAB students, in 1992 the PSS Office, a subsidiary branch of the Administrative Department, created a personalized programme of assistance for those with special needs, which over time became known as the "UAB Integration Programme for University Students with Special Needs" (PIUNE).

This programme, which began by guaranteeing certain specific services, has been enlarged to cover a range of needs vocalized over the years. The Service is managed by the PSS Office, dependent on the UAB Administrative Department, and run by conscientious objectors (to military service) who are assigned to work in social services or PSS.

#### **4 First Initiatives**

The first step was the decision to draw up a detailed report on conditions within the University with regard to the disabled. This report ("**Report on barriers in the UAB**", June, 1993, published with photographs) centred especially on barriers within urban layouts or buildings which made routine movement within the campus difficult for students with special needs. Once this report had been published, it was presented to the Architecture and Logistics Department with a list of work to be given priority.

The next step was to draw up a **Guide to Accesses** for all the faculties, transport services and other facilities in the UAB. This work specified the routes to be taken by people with reduced mobility to gain access to the above areas.

At the same time, the first **census of UAB students with disabilities** was effected. This survey has been carried out subsequently each year through the registration procedures. The information obtained has provided an outlet for enquiries about information from other students or needs arising for extra services.

Efforts have been made to provide adequate training for the conscientious objectors through meetings, working groups and seminars specializing in these issues, with a view to running these services as efficiently as possible.

Along with the Computer Department, work has commenced on computer applications for the disabled, concentrating particularly on equipment directly applicable to the programme.

An **adapted minibus** has been made available for transport within the campus during the present academic year of 1994/95.

## **5 Towards Social Volunteers**

As a result of the experience drawn from PIUNE and the workshops carried out by the group HELIOS II, it has been decided to promote the idea of volunteer work within the university, to take on activities which up until now have been run entirely by conscientious objectors. This programme is directed to the whole university community: students, lecturers and PAS (administrative and service staff).

With the participation of the entire university community in these activities, we aim to guarantee a more efficient service and accelerate the process of social integration for the disabled. Under this programme, the conscientious objectors of the UAB will act as co-ordinators and be responsible for promoting the service throughout the campus.

With regard to the disabled groups themselves, a network of solidarity will be promoted so that apart from receiving the necessary back-up of these services, disabled students will also be able to integrate more easily into their environment.

## **6 Programme Initiatives**

Our programme is based on two fundamental principles: social integration, considered to be a two-way movement (involving the disabled student and the surrounding community) and providing access to an independent lifestyle. To provide the requisite supporting framework for these two principles, the university itself must be conscious of its central role within the process.

We aim to gain participation from the whole of the UAB to lead the way towards a fully integrated, more humane university, without barriers. To achieve this goal, we must involve all sectors of the university and encourage them to take responsibility for disabled students within their community.

The programme's objectives have been developed from three basic areas: **direct attention, suppression of architectural barriers on the campus, and integration of the disabled into University activities and services.**

- **Direct Attention**

Direct attention includes initiatives developed by the conscientious objectors in providing individual attention to disabled students, helping them to move around the campus and deal with administrative and academic procedures. A few examples of this kind of service are as follows:

1. Aid in registration,
2. Accompanying disabled students to move within the campus,
3. Advice and counselling on grants, subsidies, computerized or other types of material,
4. Recording on cassettes and reference books for the blind or those with reduced vision,
5. Reading materials which lecturers provide and help in studying for the blind or those with reduced vision,
6. Attending to all enquiries which disabled students make by telephone or in person during the five working days of the week, 9 hours a day (10 am to 2 pm and 3 pm to 8 pm),
7. Help in learning the routes provided on the campus for blind students,
8. Any other reasonable request made by students with special needs.

- **Suppression of Architectural Barriers**

The main objective here is to systematically and progressively eliminate all architectural barriers in the UAB. To achieve this, the following has been undertaken:

1. Publication and annual revision of the **"Report on the Barriers in the UAB"**;
2. Notifying the Architecture and Logistics Department of the requirements of **eliminating architectural barriers** in important areas which are essential for work, such as:
  - a) access to lecture halls,
  - b) access to libraries,
  - c) access to study rooms,
  - d) access from the FGC train station to the UAB,



- e) creation of parking places, where these do not exist, destined for adapted transport and placing them in easy access areas;
- 3. The use of stickers to indicate in all University lecture halls that **the first row of seats is reserved** for the disabled;
- 4. Effecting **follow-up of new building work** to avoid increasing existing architectural barriers;
- 5. Publishing of a **UAB Guide to Accessibility** and a plan marked with the special services available;
- 6. **Special transport:** the programme has fitted out an adapted minibus to transport students in wheelchairs between the faculties;

- **Integration of the Disabled within University Activities and Services**

This area includes all actions aimed toward facilitating integration of disabled students into the community.

- 1. **Campaign of awareness** directed towards students, lecturers and staff;
- 2. **Collaboration and contact** with various organizations and associations for those with physical or sensory disabilities;
- 3. Constant **information** on the service:
  - a) informative posters about the programme,
  - b) inclusion of an explanation of the service in the handbook of each faculty,
  - c) telephone answering service 9 hours per day.
- 4. **Employment Bureau**

Within the generalized service provided to disabled students, employment is seen as an essential factor in integration. As a result, an employment bureau has been set up to handle job offers as they arise. We are therefore in contact with a Work Integration Programme for the Disabled (Serveis per a la Integració Laboral de les Persones amb Disminució Física / SSILF).

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**6.2.2 Freie Universität Berlin, Federal Republic of Germany:****The Situation of Handicapped Students at the FU Berlin****1 Advisory Services for Handicapped and Chronically Ill Students**

The advisory services are covered by the budget of the FU (with the exception of the student counselling service) and comprise permanent posts and the related material means. All three posts are part-time posts. The advisory service complies with the Higher Education Act of Berlin, §4 para 6: "The higher education institutions take the special needs of handicapped students into account and procure the necessary measures in all fields for the integration of handicapped students. Suitable measures are to be applied for the study and examinations which guarantee a compensation for disadvantages while respecting equal opportunities."

The following advisory services for handicapped students exist at the Freie Universität Berlin:

**- Disability Officer at the FU Berlin**

Since September 1990 the disability officer, a scientific employee, occupies a part-time post, since then this function has been assigned to an employee. The position belongs to the division of student affairs of the central university administration, material means correspond to common practice in the administration. The tasks and activities of the disability officer comply with the respective recommendations of the "Kultusministerkonferenz" (KMK) - Conference of the Ministers of Education and Cultural Affairs - of June 20, 1982, and to the list of

activities defined by the Westdeutsche Rektorenkonferenz; after 1989 Hochschulrektorenkonferenz (HRK) - West German Rectors Conference, after 1989 Higher Education Institutions' Rectors Conference - of November 3, 1986.

1. He offers advice before and during studying and as career counselling.
2. He is the person in charge for the consideration of the handicapped students' needs in lessons, practical training, and examinations.
3. He is involved in the planning and realization of the necessary constructional, technical and organizational measures according to the higher education law of Berlin (BerlHG).
4. He is committed to the social integration of handicapped students and supports the activities of the committee of handicapped students.

There are permanent talks about the situation of handicapped students and an exchange of information about the necessary measures and improvements with the respective divisions of the administration and other authorities.

Regular talks about **"building for the handicapped"** are institutionalized with the technical department of the FU. Current questions about measures concerning constructing, alteration, as well as fundamental questions about the principle of building according to the disabled's needs are discussed with student committees of the handicapped, the representatives of the seriously disabled, the employees' representatives, the association for student affairs, the representatives of the general advisory service of the university, the architect office commissioned by the FU as well as administration offices according to necessity.

Regular user meetings for visually impaired and blind students take place at the service office established for this purpose by the FU. On the "Länder" level a **"Beirat für behinderte Studierende"** (council for handicapped students) which also includes representatives of the FU was established with the administration of the Senate of Science and Research. Regular meetings on the "Länder" level are also institutionalized for the disability officers of the higher education institutions.

Whereas in some sections of the administration (e.g. the technical and constructional division) a relatively high degree of sensitization has been achieved, this development is different in other sections of the administration and the higher education institution.

- **Student Counselling (Committees of Handicapped and Non-Handicapped Students at the FU Berlin)**

This is a counselling service for handicapped students carried out by students and supported by the office of social affairs of the ASTA, Allgemeiner Studentenausschuß (Executive Body of the Student Body Corporate). Handicapped students convey their own experiences and useful hints for mutual encouragement and support.

- **Advisory Service for Handicapped Students by the Studentenwerk Berlin (student welfare service)**

The advisory service for handicapped students by the Association for Student Affairs offers advice to school leavers and students on all study-related questions, e.g.:

1. Admission requirements,
2. Financing of studying,
3. Financing of student assistants,
4. Necessary and suitable aids,
5. Search for and procurement of accommodation,
6. Mobility within and outside the higher education institution,
7. Situation of study and life of students dependent on assistance,
8. Orientation at the higher education institution,
9. Hints concerning respective committees, academic sports activities, initiating of services, counselling of the teaching staff and employees.

**2 Technical Aids and Assistance by Personnel**

- **Assistance by Personnel (Study Assistants) and Technical Aids**

Support by personnel (study assistants) as well as necessary technical aids are not provided by the FU. This is regarded as the responsibility of the respective paying authority for the individual - the authority for social assistance as a rule. The practice of procuring the necessary support on part of the authorities for social assistance in Berlin is regarded by the FU as extremely unsatisfactory (exaggerated investigations and

inspections, extremely long revision procedures, deficient amount of allowances).

- **Services for Blind and Partially Sighted Students**

In 1989 "Serviceleistungen für blinde und sehbehinderte Studierende" (services for blind and partially sighted students) were established. Apart from a part-time post this service disposes of four tutorial posts for students of 40 hours a month. To a limited extent this service can write study material (material for seminars and examinations, fundamental and study texts, descriptions, tables, etc.) in braille, print it in large print or read it on sound carriers.

- **Assistance for Hearing Impaired and Deaf Students**

Hearing impaired students who dispose of a "Mikroport" can use their own receivers in the lecture halls and hear via the Sennheiser unit of the university. The technicians tell them the respective frequencies. In smaller rooms the lecturer must use a transmitting unit and/or it must be installed in the room or on the table. Students who have no experience with hearing by "Mikroport" or who would like to try it can borrow it from the university or from the Deutsches Studentenwerk Bonn (German Student Welfare Service, Bonn).

Generally, hearing impaired students must inform the teaching staff about their situation so that these use an overhead projector or give out pertinent material to the students.

This also applies to deaf students. There is a possibility to finance a sign language interpreter through funds for the assistance of integration. The advisory service for handicapped students by the Studentenwerk can also be contacted via a type telephone.

- **Assistance for Wheelchair Users and the Mobility Impaired**

Full access for mobility impaired students or wheelchair users is only procured in a few sections of the FU. Over time, many buildings are to be altered or adapted so that they can be used by all students. This is mostly realized in connection with new constructions or alterations. If demand arises and an application is submitted, the technical department also carries out individual adaptations, wherever possible.

For the time being there is no complete survey about access facilities at the FU. Shortly before or at the beginning of the semester guided tours are offered to wheelchair users and the mobility impaired in order to become familiar with car parks for the disabled, toilets, elevators, rest rooms, door-keepers, dining halls, cafeterias and information offices.

- **Additional Technical Facilities for the Handicapped at the FU**

1. Working places for the blind and partially sighted in various departments (e.g. economics),
2. Sport wheelchairs in the central academic sports department,
3. A rest room for the handicapped,
4. Service trolleys for the disabled in the dining hall.

The libraries must consider the handicapped students' needs. They have regulations to compensate disadvantages in using the library. A prolonged period of issuing (6 weeks instead of four) shall be procured. In the university library phone extensions exist for the disabled. Wheelchair users can borrow books from the textbook division and the open magazine of the UB via the main issuing counter if "wheelchair" is indicated on the call slip. In the UB the visually impaired have a large text monitor at their disposal.

**3 Provision to Compensate Disadvantages of Handicapped Students in the Study and Examination Regulations of the FU**

The higher education law of Berlin recommends the following in §31 para 3: "The examination regulations offer the possibility to replace the prescribed kind of examination performance completely or partly by other forms of examination procedures on evidence of physical impairment and disability."

The higher education law of Berlin obliges the institutions of higher education to grant an adequate compensation for disadvantage to handicapped students in the course of their study and examinations. As the kinds of disabilities and the types of examinations are different in nature, it is not possible to make general statements about the kind and scope of modifications necessary for handicapped students. The students concerned must apply for their individual examination conditions in time with the chair person of the examination. This regulation is also regarded as binding for those subjects at the FU the study and examination regulations of which do not yet include this statement.

The disability officer supports students in their application and offers his assistance towards examination committees and authorities, wherever necessary.

#### **4 Involvement of Handicapped Students**

Handicapped students are involved in the above-mentioned meetings "Bauen für Behinderte" (building for the handicapped) and moreover in the user meetings with the visually impaired and blind students of the FU. Furthermore, the disability officer tries to maintain a permanent exchange of information with the handicapped students and with the administration. It must be mentioned that, in fact, a lot of but by no means all information concerning construction and other measures and plans relevant for handicapped students reach the students and/or the disability officer - this is also due to the size of the higher education institution. As far as amendments of the study and examination regulations are concerned, an involvement of handicapped students is only provided for by the common student representatives in the bodies of the higher education institution.

#### **5 Other Measures for the Promotion of Handicapped Students**

The central academic sports facilities of the FU and the TU (Technical University) offer physical education programmes for handicapped and non-handicapped students and employees. The courses are open for members of all higher education institutions in Berlin and are specially designed according to the needs of the disabled and non-disabled. Furthermore, all the other programmes of this institution are open for the handicapped. In the physical education programme of the FU the events which are especially suited for the disabled are marked by the word "Rolli" (wheelchair).

In the central academic sports facilities a permanent post has been established for the section of invalid sports. This employee's tasks range from planning and organizing special offers oriented towards integration which meet the needs of the disabled participants of the academic sports programme to a high degree. Apart from that, all trainers are provided with information and advice as well as workshops to procure a maximum degree of access to the complete programme of the academic sports facilities for potential participants with disabilities.

Seminars for student applicants as well as for students in the first semesters and seminars at the beginning of the career for handicapped students are

organized on the "Länder" level by the Association for Student Affairs in co-operation with the Labour Exchange. Every year the Interessengemeinschaft behinderter Studierender Berlin (Committee of Handicapped Students of Berlin) organizes conferences on current issues which are published in respective documentations.

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**6.2.3 Universidade de Coïmbra, Portugal:**

**Specific Support-Tools for Studying - What Kinds of Problems Must be Faced?**

**1 The Idea of Integration**

The main idea of all specific supports, such as didactic, pedagogical and technical supports, given to handicapped students, is the **principle of equality of opportunities**. The efficiency and functionality of these supports depend on a reasonable level of educational and social integration of the student, apart from their adequate structure.

There are several facilities of intervention, whose realization will give the means to build the equality of opportunities. On the level of educational and social integration we hope to reach among other aims of socialization:

- a very high level of personal autonomy;
- ability to act toward problems common to the majority of the students;
- participation in student and community life.

After being developed, these skills will contribute to the feeling of taking part in the university students' society. Without further detailed reflection on the points that may contribute to the educational and social integration



of the students (for example: sensitiveness of the university community; transition from secondary education to higher education; logistic aspects of social educational support; banishment of architectonical obstacles; availability of general information in different kinds of reading codes), it is true that a good integration helps to intensify the educational supports. Consideration about specific supports leads us to an undoubtable conclusion: acceptance of the **right to the difference**.

## **2 Problems and Strategies**

Some questions may arise and that may be a start for the debate:

- Could, in some cases, the educational supports and specific didactic materials, adulterate the level of exigence required for higher education?
- Should the adoption of materials - such as literary works and other texts - only obey to the reference of the teachers? Or should it obey to the reference of the students?
- Will the use of technical supports, in particular the use of a personal computer for examinations, bring up problems such as the 'recognition' of the exam?
- Another problem concerning examination is the presence of a personal study assistant: How can we make sure that he or she will not adulterate the dictations of the handicapped student, especially by adding his or her own knowledge?
- Which requirements, or demands, should be advised to make sure the classes tape-recording - done by those that cannot take notes in classes - is accepted as an adequate mean of study?

If we think about the technical aspects concerning the adoption of study tools, and in spite of the progress in the informatics field, some questions may be asked:

- What kind of technical training should be required of those who will do the transcriptions of literary works: besides of the text reading, description of pictures, adaptation of the type of language, without changing the meaning of the text?

- Should the production and management of literary works' transcriptions be the universities' responsibility? And who should be responsible for the availability of the adapted printed mass-media? Should a bibliographic file of these transcriptions be available to normal users? Should this material be available in the university libraries?
- The requirements of higher education imply the availability of educational material. Concerning the selection of the adaptation methods, it is given a period of time to do it; but concerning the actual transformation, the time given is very limited. How can we manage and organize these two interests in conflict, to satisfy the students?

The transcription and adaptation of literary works to other codes of reading (Braille, enlargement, audio, reliefs) raises a problem linked with the rights of the author (cf. 6.1.13). In Portugal, the Code of the Rights of the Author establishes undoubtably:

"The reproduction or any kind of use, through the Braille method or any other method addressed to blind persons, of literary works legally published, is generally allowed, provided that the reproduction or any use will not have profitable purposes". (Article No. 80)

Article No. 59 is consecrated to "Changes of a Literary work". Here, it is affirmed that in collectaneas used for teaching changes are allowed, on condition that the name of the author will not appear in the new version. The demand for these changes must be addressed to the author through a registered letter. The author has a month to reply to the request.

Article No. 75 establishes the conditions for the use of literary works without the consent of the author:

1. The reproduction of a literary work, on its whole or in part of it, through photo process or any process similar is permitted, provided that this reproduction will be done by a public library, by a documentation center (without business connections) or a scientific institution. This reproduction and the respective number of copies are not allowed to be delivered to public and to exceed the own needs of these institutions.
2. A partial reproduction, through the processes already mentioned, is allowed in schools, provided that this reproduction and the respective number of copies will be used only for teaching purposes without profits."

In all literary works we edit or transcript, we always indicate the laws that exempt the institution from payment for the rights of the author; besides the information of the bibliographic file, the name of the editing office responsible for the transcription and the date of its production.

### **3 Consequences**

Finally, after having discussed the efficiency and implications of all the supports that must be provided to the handicapped students in academic life, we should like finally to point out the consequences of the principle of equality of opportunities, either in the performance of the academic activities or in active participation in daily university life. There has to be recognized the role of the handicapped students and their associations or organizations, concerning the conceptualisation and management of the offices supporting them. Our aim must be the **dynamic participation** of the handicapped student in the action strategies.

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#### **6.2.4 Katholieke Universiteit Leuven, Belgium:**

##### **Integration of Disabled Students - The Dutch Community in Belgium**

#### **1 Structure of Education**

Post secondary education in Flanders is divided into short type higher education, long type higher education and academic education.

- Short type higher education aims at specific professions or functions and is less theoretical than the two other levels.
- Long type level is more theoretical and scientific, although targeted on technical and technological applications. The study level is an academic one. Long type higher education is not organized within universities.
- Academic education is fundamentally scientific. Subjects are handled in a theoretical and abstract way.

High schools are grouped in 27 networks, with schools situated in 175 locations, across the different provinces of Flanders. Flanders has four complete universities and three universities that organize only the first study-cycle. The complete universities are situated in Antwerp, Brussels, Gent and Leuven, the first cycle universities are localized in Brussels, Diepenbeek and Kortrijk (an extension of Leuven).

## **2 Access**

In the Belgian Dutch Community, all students who have completed secondary education are entitled to enter the higher education system without being subjected to any kind of selection process. The first year at the level of higher education is considered to be a selection year. Exceptions are engineering and engineer-architect-studies. To be admitted to these study fields, pupils have to pass an admission examination. Each pupil can make an application at the university or high school of his own choice. As a result, disabled pupils who meet the appropriate entry requirements may "in theory" attend any teaching establishment. In contrast to this exceedingly wide scope for admittance, the guidance arrangements for this group of students are more restricted.

## **3 Fundings, Provisions, Grants**

### **- Establishments**

The Ministry of Education does not provide establishments of higher education with special subsidies for disabled students.

Universities receive an overall financial allocation with which they are supposed to meet the cost of their "social" services. Any extra needs for disabled students, such as personal support, appropriate accommoda-

tion, making buildings accessible, have to be paid for out of this budget. It goes without saying that sponsoring activities have to be relied upon to supply some of the resources.

The situation in high schools has recently changed. Until now, no specific structured service was provided. But recently, high schools have been grouped in networks and they received supplementary funds from the government for organizing student-services. The Catholic network of high schools decided to pay special attention to the needs of disabled students and some structural and financial support will be implemented. The policy to adapt is actually discussed within a board with deputies from special education, higher education and partners from the Leuven university. Accessibility of higher education will be considered as a general integration process. Material and didactical accessibility are brought to the attention as well as social integration aspects. The first policy and financing structures will be ready at the beginning of next academic year (1995/1996).

At the level of universities, there is no real policy in service for disabled students. A number of universities have general guidance services, whereas some merely provide the name of a co-ordinator, and that is about all. (In neighbouring countries where high schools have a statutory obligation to appoint a co-ordinator, without being provided with supplementary fundings, the situation seems to be the same.). Legal provision of this sort is an ineffective instrument for making it compulsory to provide services.

Universities providing a (real and) more structured service are situated in Leuven, Brussels and Gent.

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Within their universities, most of these co-ordinators have built out a network of contacts with other student services (e.g. social service, medical service, housing-service, etc. ...) and with faculty departments that co-operate in an ad hoc manner.

The lack of governmental policy, the lack of structural and financial provisions, has the effect that universities, organizing some support, are more and more "punished" from the financial point of view. Disabled students, of course, apply more and more at universities which offer some kind of service. Other establishments stay "at ease". It has not to be proven that this evolution urges upon the need for a national policy.

- **Individual Students**

1. All students from the Dutch Community may acquire a grant from the government. Conditions are linked to certain limits of income of the parents as well as to the taxable value of their home.
2. Moreover, disabled students as well as disabled persons can apply for:
  - a) an integration contribution, from which the amount depends on the supplementary costs of social integration,
  - b) a raised family allowance,
  - c) (para)medical care. On prescription this care will be refunded by the National Health Service. Disabled people can apply for daily hygienic care.

3. Almost all the costs of a disabled student's study materials and devices are refunded by the Ministry of Education. Moreover, the government subsidizes a centre providing documentation on (high-tech) devices for the various kinds of disabilities.

The following is never provided:

1. Personnel or financial means to engage personnel providing:
  - a) continuous personal care for daily activities,
  - b) study-support (e.g. costs of interpreters for deaf students are not reimbursed...),
2. Financial support for a second set of accommodation devices, used in halls of residences.

#### **4 Leuven University, Partner in the HELIOS II-Programme<sup>1</sup>**

Leuven University has twenty years of experience in providing guidance to disabled students. During this academic year, a hundred or so disabled students and prospective students received guidance from the interdisciplinary **working group**. All kinds of disabilities and chronic illnesses are represented in this group.

The aim of the working group is a **full integration in university life**, and not only a participation in university "schooling". The working group endeavours to stimulate a **maximum sense of personal responsibility among all those involved in education and services within its own university**.

From the beginning the support has been organized in a co-operation formula with different student services of the university. The working group is an **interdisciplinary team**, currently composed of nine staff members of the university. They provide assistance in study orientation and (methods and planning) and in the choice of study devices. Moreover, the group organizes accommodation, round the clock daily help and (para)medical care, sports in an integrated context, and it provides information on financial issues, regulations and special laws concerning employment. The working group counts two part-time university staff members in service: a psychologist (study adviser) and a social worker. The other seven members are delegated by their services or departments for service ad hoc. The working group is a part of "special groups", an autonomous unit, responsible for students with special demands. "Special groups" is a subsection of the study advisory serv-

ice. It is co-ordinated by the psychologist of the working group, who is at the same time director of the study advisory service.

The co-ordinator is the official responsible for the demands concerning **examination and evaluation facilities** for disabled students. There are already two specific articles concerning facilities for disabled students, included in the general examination regulations of the university. In accordance with the first article, the form of an examination (oral/written) has always to be adapted to the physical needs of a student. The second article makes allowance for students with special needs to spread out their examinations between January and the end of the second examination period.

There is also ad hoc collaboration with the **teaching staff and university tutors** of first-year students. The tutors are members of the scientific staff, and in each of the faculties they are responsible for the tutoring of students in specific course contents.

Leuven has developed a reputation first and foremost for the facilities it offers to students who have severe motor handicaps and need **supervising day and night**. The students are housed in university halls of residence together with a fixed supervisory group of 15 fellow students who take turns assuming responsibility for the day-to-day, round-the-clock assistance. The groups are made up of (unpaid) student volunteers, who are trained by the working group. Roughly 220 students are taking part in providing this service. Whenever professional skills are required, these are of course provided by experts. For example, hygiene-related care is supplied by a team of nurses.

The academic authorities are lending support to this concept of integrated accommodation facilities and have built a hall of residence in Leuven city centre. "Romero Huis", as the pilot project is called, is perfectly suitable for and accessible to students with severe motor disabilities. The extra costs involved were paid for through sponsoring activities.

"Romero Huis" is not a "ghetto", for here disabled and non-disabled students are living alongside each other, forging a bond of fellowship with each other, as is the case in many other university halls of residence. The students bear a responsibility together, but they are also having their youth in common. They are busy making plans for the future, enjoying themselves and fully assuming the role of a student and all what this implies.

Apart from the above supervisory group, a further 200 to 300 fellow students accept responsibility for providing transport to and from the various



colleges. A fair-sized group of fellow students is therefore very closely involved in the ups and downs in the lives of their disabled colleagues. All this interaction is of particular interest to us.

## **5 Co-Operation Leuven - FEDORA (European Organization for Student Guidance)**

Leuven University is working in conjunction with FEDORA-HANDI, FEDORA's subsection especially targeting on problems of disabled students. A "Checklist of Needs" has been developed, describing what students with different disabilities require in the way of assistance, so as to enable them to take a full part in university life as well as to stimulate their participation in international exchange programmes. The European Commission has provided resources for this purpose. The checklist is in print and will be distributed to 400 study advisory centres of universities in the European Union. In a second step a "Directory" will be developed, listing contact points for disabled students at these universities. Disabled students seeking to take part in international exchange programmes will find it easier to decide which universities are able to provide them with assistance.

## **6 Conclusion**

It is becoming ever more apparent that the provision of adequate facilities and services for disabled students is based on **supplemental financing and training**. Students with a disability require not only technical aids, but also daily assistance and psychological and pedagogical support. Support provided by competent, multidisciplinary personnel is an absolute necessity. In terms of policy, we see the need for a well co-ordinated team **within** the institution. Institutions of higher education are too massive to be served by "outsiders". This team of "insiders", however, cannot be developed by means of on-the-job training. It is preferable that specific training and information should be provided by an **umbrella organization** on a regional basis (or even nationally, in view of the limited size of Flanders). It would indeed be better to combine forces in carrying out this highly specialized multidisciplinary training task.

## **Reference:**

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**6.2.5 University of Mainz, Federal Republic of Germany:**

**Organization of Disability-Related Matters at the Johannes-Gutenberg-Universität Mainz**

**1 Organization**

**- Student Organization**

**1. Disabled Students' Committee (Interessengemeinschaft der behinderten Studierenden, I.B.S.)**

Disabled and non-disabled students interested in disability-related matters founded a committee, I.B.S., which supports the efforts of the disability officer of the Executive Body of the Student Body Corporate (AStA). Among other things, regular office hours are organized for disabled student applicants and students as well as information meetings on current issues (e.g. peer counselling, nursing insurance, etc.).

**2. Disabled Students' General Assembly**

The General Assembly of all disabled students takes place at least once a year. Apart from discussing topical themes the disabled students present elect the disability officer and his deputy out of their community for the Executive Body of the Student Body Corporate.

### 3. Disability Office of the Executive Body of the Student Body Corporate (AStA)

The disability officers elected in the General Assembly are approved by statute by the student parliament and are the head of the autonomous disability office. They represent the disabled students' interests in the Executive Body of the Student Body Corporate (AStA). They are members of the commission for disabled students of the University of Mainz. The disability office disposes of its own budget for disability-related matters.

## - University Organization

### 1. Senate's Representative for Disabled Students

The senate's representative for disabled students is elected by the senate. He is a member of the commission for disabled students and of the senate's commission for student assistance. He has regular office hours, represents the disabled students' interests towards university authorities and supports their applications by his own comments.

### 2. Commission for Disabled Students

Members: Chancellor (chairman), senate's representative for disabled students, representative of the administration (§ 28 SchwG), AStA disability officers (representatives of the Association of Student Affairs).

The commission for disabled students is the connecting link for the coordination and information of all activities for disabled students in the university sector. It develops the catalogue of measures for the improvement of the working conditions of disabled students and employees, defines the responsibilities for financing and realization and determines the timing.

The management is the responsibility of the head of the department "Assistance and Social Counselling" of the university administration.

### 3. Senate's Commission for Student Assistance

Members: University President (chairman), senate's representative for disabled students (professor), commissioner for foreigners (professor), commissioner for the allocation committees of the Association of Student Affairs (professor), commissioner for the Gutenberg scholarship

(professor), commissioner for student hostels (scientific staff), social officer of the AStA (student), contact for individual assistance (non-scientific staff).

This **senate's committee has a decision-making competence**, develops all kinds of concepts for assistance and surveys their realization.

The management is also within the responsibilities of the head of the department "Assistance and Social Counselling" of the university administration.

#### 4. Department "Assistance and Social Counselling"

Its counselling and assistance is characterized as follows:

- a) financing of studying by BAFÖG (loan for students under the Federal Training Assistance Act), scholarships, assistance and loans;
- b) support of recruits by graduate assistance (LGFG), scholarships and projects;
- c) accommodation affairs, insurances, children's nursery, residence and work permit;
- d) **social assistance for pregnant persons, students with children, disabled students and foreigners.**

The head of the department is entrusted with tackling fundamental questions of social and/or assistance-related matters and with developing respective concepts.

With regard to the Commission for Disabled Students the head of the department is entrusted with the co-ordination of the representatives for the disabled, preparation of information material and development of concepts for assistance.

#### 5. Central Service for Disabled Students

In the department "Assistance and Social Counselling" six conscientious objectors are working as student assistants for the "Central Service for Disabled Students". 50 % of their working capacity is needed for assistance at the four EDP-working places for blind and partially sighted students in the university library. The working places are connected to a worldwide net and can be used by all disabled students during the opening hours of the library.

The rest of the working capacity is used for manifold assistance-related tasks for the disabled students, e.g. mobility aids for all types of disabilities, errands, script writing, reading aids, personal care, meal service, assistance in using technical aids, orientation training for the blind and partially sighted, assistance in using EDP-working places for the blind and partially sighted, assistance in sports for the disabled.

- **Regional and Supraregional Organization**

1. **Committee for the Disabled in the Higher Education Region of Mainz-Bingen (I.B.H.)**

The quarterly meetings of the Committee for the Disabled in the higher education region of Mainz-Bingen (I.B.H.) are attended by the representatives of the following institutions: the disability officers of the higher education institutions, the disability officers of the Executive Bodies of the Student Body Corporate, the disability officers of the municipal governments, the disability officers of the Ministries (of Social Affairs and Sciences), the career counsellors for disabled school leavers of the labour exchanges and the heads of departments of the state building authorities.

2. **Advisory Board for the Disabled on the "Länder" level**

Twice a year the extended Advisory Board for the Disabled on the "Länder" level has its meetings in which also the disability officer of the AStA and the Chancellor of the University of Mainz participate among others.

**2 Method of Working**

The **Commission for Disabled Students** and the **Senate's Commission for Student Assistance** - the management of which lies in the responsibility of the department "Assistance and Social Counselling" - which are responsible to the academic Senate procure the possibility of co-ordinated action on all university levels and extensive academic publicity.

From the structures outlined here it follows that the voluntary commissioners of the senate as well as the speaker have direct access to the President and to the Chancellor of the University. Moreover any matter can be directly introduced by the commissioners to the discussions of the Senate, the Student Parliament and to the AStA General Assembly.

Through the co-operation of the voluntary commissioners a most favourable atmosphere is created for the head of the department: The commissioners, as a rule, have their opening hours in the counselling office, often represent the head of the department in their special fields and during absence due to illness or vacation and constantly support and/or question the method of working and the motivation.

The premises and technical equipment are good: the department disposes of two rooms for office hours and administrative activities on the ground floor of the main building of the University. The department belongs to the section "Study, Teaching, and Student Counselling".

An efficient EDP-station exists. General costs for material are covered by the budget of the central administration. There is no restriction for necessary expenses such as postage, telephone, photocopies, etc.

The equipment with personnel is average. The only employees are the head of the department and the conscientious objectors. Without the co-operative commitment of the commissioners the respective tasks could not be dealt with. The conscientious objectors work in a separate room in the University library which was equipped as a PC pool for blind and partially sighted students. They have also a social room at their disposal which is used for reading on sound carriers, too.

The concentration of all persons working in the social sector and their co-ordination by the head of the department "Assistance and Social Counselling" has proved very successful. Not only the disability-related requirements but also those of all social sectors could be realized effectively and successfully in and outside the higher education sector. The students involved as well as the voluntary commissioners and the university directorate regard the concentration of the activities in one pivotal department as a highly effective solution.

### **3 Assignment to Social and Disability Counselling**

As is shown by experience, student applicants who are still undecided as to the choice of their subjects and/or need information concerning the organization, realization and financing of studying wish to get advice in the overall context and try to get this at the central student counselling offices of the universities. Considering the multiple barriers which a disabled student applicant has to overcome to begin studying successfully, he must have a specially sound knowledge of the real conditions at the university. Often bar-

riers have to be torn down before registration in order to enable the disabled to start studying. A counselling office separated from the university, for instance of the Association of Student Affairs, can hardly tackle this problem.

Even later on, if problems arise within the course of studying, the students generally turn automatically to the persons and counselling authorities from which they expect comprehensive knowledge and experience of the higher education sector. If demands raised in the counselling service are to be achieved within the university or if new concepts, pilot projects, new contents of studying, changes in examination regulations, measures in assistance, constructional changes, etc. are to be introduced, the realization of these measures certainly requires a lobby within the university and not outside.

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**6.2.6 Université de Mons-Hainaut, Belgium:**

**Admission and Integration of Handicapped Students at the University of Mons-Hainaut**

**1 Description of the University of Mons-Hainaut - a University in a Human Dimension ...**

The University of Mons-Hainaut lies in the heart of the french-speaking Hainaut, the largest and most densely populated province of Belgium.

The University consists of five faculties:

- Faculty of national economics and social science Warocqué,
- Faculty for pedagogic psychology,
- Faculty for natural science,
- Faculty for medicine and pharmacy,
- International Interpreters' School.

For more than ten years a team of the University of Mons-Hainaut has been helping visually and hearing impaired students to overcome their disability, so that they can integrate into the university life as well as possible. In order to promote this integration, we give the students the same rights and the suitable means they require for graduating successfully.

## **2 Admission and Pedagogic Aids for Handicapped Students**

### **- Admission of Visually and Hearing Impaired Students**

Every student is admitted individually and can obtain pedagogic aids on demand.

### **- Pedagogic Aids for Hearing Impaired Students**

Following the pattern of the "National Technical Institute for the Deaf (N.T.I.D.)" in Rochester, a group of graduates of the University of Mons-Hainaut committed itself to the field of scientific assistance and to the achievement of pedagogic means geared to the needs of the hearing impaired. It is a fact that without specific support a hearing impaired student has a lot more trouble achieving the level of knowledge of a hearing student.

#### **Pedagogic Support**

The prospective student himself makes an application, indicating exactly what kind of support he requires and what he expects from the support team. In addition to that the teaching staff is sensitized towards the problems of the hearing impaired.

After that the student attends some lectures on his own and finds out where he requires scientific assistance (i.e. an assistant taking notes at seminars and practicals).



The personal assistant, who has to have a degree in the corresponding subject, should be able to take intelligible and well comprehensible notes. On account of his discussions with the student gaps in knowledge and working methods of the student are analyzed.

Handicapped students sometimes have an incomplete previous knowledge necessary for their studies. Therefore a special version of study papers for the subjects mathematics, physics, chemistry and biology has been compiled, including numerous examples, graphics and illustrations, simplified vocabulary and sentence construction, varied typography, etc. In addition to that, a course for the hearing for learning sign language was developed, available as a PC-version or on video cassette.

On demand of the students no special proceedings for exams are provided. In their opinion such measures would hinder their integration into a class community with the hearing students.

#### - **Pedagogic Aids for Visually Impaired Students**

##### **Pedagogic Support**

The prospective student makes his application himself. In a first discussion the study programme within a period of study is established. On demand of the student he is allowed to extend the programme from two to three years. The teaching staff is sensitized towards the problems of the visually impaired with the aim of better information. The student himself compiles a list of lectures for which he requires scientific assistance.

The following means are available for visually impaired students :

1. Adaptation of length of study,
2. Assistance for taking notes during lectures,
3. Scientific assistance,
4. Transcription of lecture scripts into Braille,
5. Tape recording of lectures,
6. Providing EDP equipment,
7. Relief-photocopies.

##### **Arrangement of Exams**

Firstly the papers required for the exam are listed (study papers, books, etc.), in order to ensure transcription into the suitable medium, tape

recording or Braille, in good time. After that the proceedings of the exam are established together with the teachers (set time is extended to time and a half, written exam with transcription into Braille, oral exams, adapted room, etc.).

Over the year a close communication between the teachers, our support team and the visually and hearing impaired students develops.

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**6.2.7 Université Paul Sabatier Toulouse III, France:**

**Handicapped Students at the University Paul Sabatier**

**1 Advice and Information:**

- **Letter** to all headmasters of grammar schools (public and private institutions) in the educational district of Toulouse, including an information brochure in the enrolment folder, in order to inform disabled pupils and to prepare their admission to the university by asking them to get in touch as soon as possible. In addition to that, on the day of "baccalauréat" (A-levels) there is a day of information at the grammar school for the handicapped in Le Parc St-Agne (exam centre).
- **Day of information** in June for preparing the pupils of A-level classes. Present are the affected pupils, their teachers, representatives of the teaching staff of the first terms at university and representatives of the technical institute I.U.T. (Institut Universitaire de Technologie).
- **Information brochure** "Disabled Students" in every enrolment folder. It informs disabled students about their rights and the services at their

disposal. It is also available in Braille and enlargement. Moreover, this brochure sensitizes the other students.

- Special chapter in the "Agenda of the University Paul Sabatier". General information and helpful addresses are added to the information brochure mentioned above.
- Individual advising of the student, and, on demand, arrangement of contacts to the teachers, to the corresponding pedagogic department, to the social services or to other handicapped students, who can contribute their experiences.
  1. Meeting of the corresponding pedagogic support teams, in order to discuss all specific aspects of education in the first terms (faculties for natural sciences and medicine);
  2. Contacts to the support team for the support and integration of blind pupils (Centre de Lestrade de Ramonville);
  3. Viewing of the rooms (on demand), in order to assess their problems of accessibility and - if necessary - to interfere with the organization of lecture halls.

## **2 Study- and Exam Conditions**

Handicapped students can study part-time.

### **- Equipment**

Operation of a EDP-system (PCs, speech synthesis, Braille printer) in a room suitable for the handicapped. Technical support by the Research Institute for Informatics in Toulouse (IRIT, Institut de Recherche en Informatique de Toulouse).

Photocopies are free for handicapped students. There is a photocopier available at the department "Students' Environment".

### **- Braille**

In connection with the centre TOBIA of the University Paul Sabatier and a specialized department exam and study papers for blind students are transcribed into Braille.

A documentation on lectures and subjects of seminars in Braille is gradually being compiled and kept at the university library.

- **Assistance**

Assistance consists of offering to the handicapped student specific support and pedagogic aids which can be taken on by teachers or older students.

The experiment taking place in the academic year 1994/95 includes six persons: four students in their first years, two older students from the special fields informatics and biology. They are supported by several organizations like information and advice centers, or by private firms.

- **Exams**

In order to protect the rights of the handicapped students permanently, the department "Students' Environment" has to pursue the following aims:

1. Informing the persons responsible on the pedagogic and the administrative level about handicapped students and their rights (texts on the arrangement of exams in the public school sector), and about the responsibilities and the services of the department "Students' Environment".
2. Adherence to the following principles:
  - a) Immediate acknowledgement of the presence of handicapped students, in order to carry out the necessary pedagogic adaptations and to develop time-tables regarding the organization of lecture rooms, so that problems of accessibility can be solved in a more satisfying way.
  - b) Organization of exams and fixing of their dates considering the following criteria: necessary additional time, sufficient breaks and suitable material equipment for the students (single rooms, special equipment, personal assistance).
  - c) Payment for the personal assistance at the exams.

### **3 Occupational Integration**

#### **- Aérospatiale**

Within the framework of an assistance agreement between the University Paul Sabatier and the concern Aérospatiale handicapped students can sign a provisional contract. For the academic year 1993/94 three students were selected and supported according to the partnership agreement (financing of pedagogic aids, practical studies, employment after graduating, etc.)

#### **- Employers' Federation**

The contacts between the department "Students' Environment" and the employers' federation in the Département Haute-Garonne can open up possibilities for practical studies and further education during studies. Another aim is the creation of contacts between firms and students planning to realize a certain project.

#### **- INNOTEC**

The University Paul Sabatier and the industrial association INNOTEC (Association de Communication et d'Animation du Parc Technologique du Canal) have agreed on a future arrangement. This arrangement is supposed to make the search for possibilities for practical studies in the subjects of the university easier for handicapped students. INNOTEC thus pursues the aim of finding practical study places for the students, of informing firms and of promoting the adaptation of working places.

#### **- AGEFIPH**

The compensation fund AGEFIPH (Association de Gestion des Fonds pour l'Insertion Professionnelle des Personnes Handicapées) collects the compensation tributes of firms which do not fulfil the legal quota of handicapped employees. It can support the students with technical aids and grants. The department "Students' Environment" informs the students and passes on applications.

### **4 Projects**

The department "Students' Environment" is in continuous contact to pedagogic departments, to school departments, to the social services of the

medical prevention (Service Interuniversitaire de Médecine Préventive) and to the regional institution for students CROUS (Centres Régionaux des Oeuvres Universitaires et Scolaires). In the field of information, special equipment and accessibility a partnership came into being with the organization GIHP Midi-Pyrénées (Groupement pour l'Insertion des Personnes Handicapées) for the integration of handicapped, and similarly with the organization A.P.I.H.M.S. (Association pour la Promotion des Intellectuels Handicapés Moteurs ou Sensoriels) for the promotion of sensory impaired and physically disabled intellectuals.

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**6.2.8 University of Trier, Federal Republic of Germany:**

**Handicapped Students at the University of Trier**

**1 Constructional Facilities**

The University of Trier, newly founded in 1970, was designed as a campus university. All departments, most of the research facilities and laboratories as well as the university library, the academic sports facilities and other central institutions were located in one area. This and the fact that the fundamental standards of construction according to the disabled's needs were observed in all buildings procure almost unrestricted mobility for handicapped students on the campus. Apart from a few exceptions the university buildings have invalid elevators, in four of nine lecture halls places for wheelchairs are provided for in the top row. In all buildings invalid toilets were installed.

The way to the university campus may be long because it is situated on a hill outside the town area. There is sufficient parking space for the handicapped.

## **2 Technical Equipment and Aids**

On the initiative of the disability officers of the university six Microport units, consisting of a transmitting unit, a receiver and a microphone to pin on, three plug modules and three conference microphones, were acquired in 1989 for the hearing impaired. At the beginning of every semester the disability officer of the university appoints those students in the central counselling service who are entitled to use these units. For students with a severe hearing impairment the language centre of the university, section of phonetics, offers a sound visualization for the visual feedback as well as a visible speech aid.

For visually impaired students texts have been read on tape and/or cassettes for some years now; in the video unit of the university these students have the possibility to make sound copies of television recordings. In the computer centre of the university a working place has been installed for them with a PC, a sound monitor, magnification monitor and a braille printer. This working place offers to the partially sighted and/or to the blind students an acoustic and/or - due to the possibility of magnification - a visual access to the contents of the monitor. Conscientious objectors are at the students' disposal for introduction and training.

## **3 The Deployment of Conscientious Objectors at the University of Trier**

The assistance for handicapped students at the higher education institutions of Treves is organized by the Studentenwerk Trier (Student Welfare Service of Treves) within the scope of the individual assistance of the seriously disabled (Schwerbehindertenbetreuung, ISB). In 1988, the Studentenwerk Trier established a central service for the handicapped students of the University of Trier. Handicapped students can apply for and make use of any kind of study-related assistance at this service. The assistance is given by conscientious objectors. Since the summer semester of 1993 at least three conscientious objectors belong to this group, they assist at present 13 students with disabilities of different degree of severity. On request, this number can be increased to five conscientious objectors.

The assistance for handicapped students is only directed towards study-related activities. It is available, as a rule, from Monday to Friday from 8.00 a.m.

a.m. to 16.30 p.m. Assistance on weekends or holidays is not provided for by the ISB group of the Studentenwerk Trier. If handicapped students need more help apart from study-related support, e.g. general assistance in everyday life, accompanying in private matters, nursing services, etc., they must organize these services themselves and, for instance, apply at the "Club Aktiv" for services in addition to those offered by the ISB. The assistance in relation 1:1 was ruled out with reason.

The tasks of the conscientious objectors include most of all assistance in the library, reading and writing, considering examination procedures and offering orientation within the university. If study-related activities permit, the conscientious objectors are also prepared to assist the disabled in nursing. These activities include personal contacts (talks, also about personal problems, general care, walks) as well as personal assistance (driving, wheelchair, special personal wishes). It is important for the conscientious objectors not to be restricted in any way in fulfilling their supporting tasks.

One basic principle for the activities of the study assistants should be to give every support necessary on request of the handicapped but, apart from that, not to restrict the student's independence or even to patronize him. The experiences which such a group of conscientious objectors gains during its activities in the course of time are of fundamental significance. As they have permanent contact to the people concerned, the conscientious objectors are sensibilized for the problems which may arise. These are especially those problems which other persons or institutions have in dealing with the handicapped. If the conscientious objectors and the handicapped do not only try to get in touch with other students but also with other university institutions, such as the advisory service, library, language or computer centre and also with the student representatives, not only prejudices can be diminished but important measures of relief and support can be developed by both sides. The group of conscientious objectors can collect ideas and impulses and pass them on to others. In this way they can contribute to support the handicapped in leading an independent life.

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## **6.2.9 Technical University of Dresden, Federal Republic of Germany:**

### **Study Support for Blind and Partially Sighted Students at the Technical University of Dresden**

#### **1 Choice of Degree Courses**

At the Technical University of Dresden (TUD) disabled as well as non-disabled students can apply for degree courses provided they dispose of the "Hochschulreife" (higher education entrance qualification) which entitles them to enter higher education. At present, they can choose among 21 degree courses in sciences and engineering, 11 in economics, humanities and social sciences, and 2 in human medicine. In several degree courses special fields are offered which can be chosen after the intermediate exam. Degree courses for teaching at schools are offered in about 30 subjects.

According to experiences collected so far, it is only exceptionally possible for blind and partially sighted students to design their study courses without supporting measures in such a way as it is possible for non-disabled students.

#### **2 Basic Information on Assistance in Studying for Visually Impaired**

The TUD fulfils its task to consider the special needs of disabled students by offering, among other things, special supporting measures for visually impaired students in order to compensate for disability related disadvantages. These measures are directed towards designing an integrative study and oriented according to the methods and results of a pilot project carried out at the University of Karlsruhe from 1987 to 1993.

Since 1990 a working group "study of the blind and partially sighted" exists at the TUD. It belongs to the department of informatics and is working closely together with other institutions for assistance in studying, namely the Central Counselling Office of the University, with the Employers' Representative for the Seriously Disabled, with the Disabled Students' Committee and with the Counselling Office of the Association for Student Affairs Dresden.

### **3 Assistance in Degree Courses**

Up to now, visually impaired students have mainly applied for the degree course of informatics. Most recently, there has been an expansion to psychology and social sciences. Degree courses in economics are mainly chosen by visually impaired students as subsidiary subjects. The concept of the TUD for the assistance of visually impaired students is designed in such a way that it can be adapted to the demands of the diverse study courses.

### **4 Preparatory Measures**

As a preparation for the enrolment to university special introductory meetings for orientation are offered with regard to the student applicants' needs. As far as the mobility training is concerned, there are co-operative agreements with the service for the blind and partially sighted of the protestant church, "Diakonisches Werk - Stadtmission Dresden e.V.". Favourable accommodation facilities can be used in hostels in the close neighbourhood of university buildings.

Special significance is given to counselling facilities at the university for student applicants before they apply for a course of study. These services include the content of study courses, number and character of examinations, and the discussion of occupational opportunities after the completion of the study courses.

There are three essential conditions which the students should provide for themselves in order to make successful use of the concept of an integrative study: the development and maintenance of a high motivation to study, readiness to make contacts, and own initiative for the co-operation in designing the study conditions.

### **5 Technical Assistance**

At the department of informatics at the TUD a special system of teaching and working places for the visually impaired has been installed. At present, it consists of four PC working places connected to data nets worldwide and equipped with diverse components for interaction and data presentation according to the users' needs.

Moreover there is one decentralized working place, a specialized working place in the library, and portable note books. Two other computer working

places are mainly used to prepare study material according to the users' needs. The TUD provides an introduction to the demand-related handling of the technical facilities.

## **6 Study Material**

Student assistants (tutors) and, to a lesser degree, university staff prepare scripts, exercises, technical books and other documents by electronic means for presentation according to the users' needs.

Mathematic terms are presented in a special ASCII-mathematical type (ASM). Important graphic presentations can be printed in tactile form. Frequent contacts among the students concerned, the tutors, and the university staff contribute to constantly improving the quality of study material to be processed.

The available material is stored on a fileserver. This service, an electronic catalogue of literature for the visually impaired, is called ELVIS. In order to receive relevant information, the students can use ELVIS via their personal computers. Data access is possible by the operational systems MS-DOS or UNIX/ULTRIX and is open for different application by beginners or advanced users.

The collection of material is co-ordinated with other institutions of higher education, among others with the central media catalogue for the visually impaired at the University of Dortmund (cf. 6.1.12 ZK MeSe). The copyrights of the processed study material are considered by special agreements with the respective authors or publishing houses.

## **7 Organization of Studies**

The special conditions of visually impaired students are given consideration in examination regulations according to the different departments of the university. These regulations and other documents related to the organization of studies are available to the students barrier-free and to a constantly increasing degree by means of the university data net.

Also available via data net are the publications of the Dresden Association for Student Affairs, among other things publications about social affairs, sporting and cultural events which are abundant in Dresden.

The TUD has close contacts to the universities Karlsruhe and Linz/Austria in order to assist visually impaired students with regard to student exchange or as guest students.

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**6.2.10 University of Karlsruhe, Federal Republic of Germany:**

**Study Centre for Visually Impaired Persons (SZS) at the University of Karlsruhe**

**1 Foundation of the Centre**

In April 1993 the former pilot project "Computer Science for the Blind" at the University of Karlsruhe was institutionalized. It is now called Study Centre for Visually Impaired Persons. From autumn 1987 till spring 1993 the pilot project had been financed by the Federal Ministry for Education and Science (Bonn) and the Ministry for Science and Art Baden-Württemberg. The project's aim was to lead visually impaired persons to study courses and to according professions which were scarcely accessible to them before. This is made possible by

- new technical working aids with special programmes for visually impaired users which have partly been developed at the University of Karlsruhe,

- the offer of intensive paedagogical and psychological counselling and care,
- specific support concerning study and exam regulations,
- further integrative offers like mobility training, university and municipal sports and cultural programmes.

Due to the original offer to support visually impaired persons studying Computer Science and Industrial Engineering, these two study courses are the main subjects being studied but they are complemented by subsidiaries of other faculties. There is also a close co-operation between the Study Centre and the school of industrial computer science at the Fachhochschule of Karlsruhe where visually impaired students are enrolled, too.

## **2 Technical Support**

With the help of modern information technology the blind and partially sighted students gain access to the relevant study literature. Special hard- and software like Braille display, voice output, scanner, large print or print enlargement systems, Braille printer, etc. make printed media available to them. The technical support can be divided into the following parts:

- The technology available within the rooms of the Study Centre enables the blind and partially sighted students to quickly and directly exchange e.g. texts, diagrams and drawings among each other or with sighted fellow students. The study literature which is transferred into electronic form is available on diskette and via the local network.
- At present there are three decentralized work stations for visually impaired students, one at the university library, one each at the library of the Department of Computer Science and Industrial Engineering which offer the possibility to independently scan printed literature. Further decentralized workstations are to be set up.
- For studying adequate technical equipment at home is absolutely necessary. It consists of a powerful personal computer with respective assistive devices (see above) as well as a portable unit for taking notes during lectures or seminars. In general this equipment is granted by the relevant social security office ("Landeswohlfahrtsverband", i.e. local or regional welfare authority) for the duration of the studies.

- Via a speech server which can be operated by phone some services of the local network and a voicemail function are made available for the students to be used from the outside.

### **3 Student Assistants**

Textbooks, lecture notes, exercise papers, etc. are usually only available in black print, that means blind and partially sighted students have only limited access to that literature. Each term up to 25 student assistants therefore transfer texts into electronic form or generate tactile graphics. Via a Braille display or a synthetic voice output the visually impaired students are able to access the thus produced files. The main aim of the student assistants' employment is to transfer the literature on to diskette as soon as possible so that the visually impaired students have approximately as much time for handling the study literature as their sighted fellow students. The student assistant is assigned to a lecture - not to a visually impaired student - and is responsible for the correct and timely transfer of the relevant literature into electronic form. In general every third or fourth week during term the so-called student-assistant meeting is held which is attended by the student assistants as well as by visually impaired students and employees of the Study Centre. Current questions concerning the transfer of the literature, text layout or the organization of the student-assistant programme are discussed at these meetings.

### **4 Counselling and Care**

The close co-operation between the Study Centre and the relevant faculties as well as the "Zentrum für Information und Beratung" (ZIB) - Centre for Information and Counselling, the Student Counselling Centre at the University of Karlsruhe - aims at encouraging the visually impaired prospective students to take their interests and leanings into serious consideration when choosing their courses especially with regard to their future job qualification. Therefore intensive counselling and guidance is offered to visually impaired students of secondary education and those doing the Abitur (secondary school leaving examination certificate) while they are still at school. Every November an information day is held for students of the school years 11 and 12 in connection with a general open day organized by the university for school leavers. Furthermore, an orientation unit over several days is scheduled in May for visually impaired students preparing to take their school-leaving exam. During these days information is given on the study courses themselves and on the support provided by the Study Centre. At the

end of this orientation unit, the prospective students should be able to make up their minds on whether they feel up to the study requirements. During terms regular meetings are held in order to give the visually impaired students the possibility to exchange experiences among themselves and with the members of the university (lecturers, fellow students, administration). A network of institutions (Centre for Information and Counselling (ZIB), student organization of the individual departments, subject counselling, psychological advice centre PBS) offers the corresponding assistance in case of questions and difficulties relating to studying as well as to personal problems. In co-operation with the university administration, industrial companies, Institutions of the Civil Service and the Centre for Information and Guidance special possibilities are offered by the Study Centre to visually impaired students of qualifying in an effective way for the labour market (e.g. by arranging periods of practical training in industry at home and abroad, application and interview trainings).

## **5 Library Media Data Bank**

The Study Centre has its own library respectively media data bank which is incorporated into the network of scientific libraries. Due to its being a reference library the holdings cannot be borrowed as a rule. They comprise the study literature transferred into electronic form for the visually impaired students (i.e. diskettes, tactile graphics), its black-print editions, manuals of hardware and software as well as literature on subjects relating to handicapped in general and to visually impaired persons in particular. The study literature transferred on to diskette does not fall under the regulation of the reference library; these media can be borrowed by visually impaired students of the University and the Fachhochschule of Karlsruhe. In addition visually impaired students of other universities may borrow study literature available on electronic data medium at the Study Centre via interlibrary loan. A current catalogue of the holdings may be ordered.

## **6 University and City of Karlsruhe**

The campus of the university directly borders on the centre of Karlsruhe. The local condition facilitates the visually impaired students' orientation on the campus and in the city. A tactile street map for visually impaired persons and a mobility training plan of the university campus are available. Information brochures on the university and the study courses may be ordered in Braille, large print and on diskette.

## **7 Application and Enrolment**

Application deadline is July 15th every year for the following term. There is a special allocation procedure for foreign applicants. For further information please write to the University of Karlsruhe, "Studentensekretariat". Getting into touch with the Study Centre in addition is absolutely recommended. In general enrolment at the University of Karlsruhe begins in the middle of August.

Important:

- Getting into touch with the Study Centre early on,
- May: orientation period for school-leaving students,
- November: information day for the 11th/12th class and open house at the University.

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### **6.2.11 University of Marburg, Federal Republic of Germany:**

**Counselling and Study-Related Assistance for Blind and Partially Sighted Students at the Philipps-Universität Marburg**

#### **1 General Situation**

With about 150 blind students and those with serious visual impairments the Philipps-Universität is the higher education institution in Germany with the



highest proportion by far of visually impaired students. Thus about a third of all students with serious visual disabilities in the Federal Republic are enrolled at the Philipps-Universität. In the last years a tendency towards increase can be observed.

The group of the blind and partially sighted is the greatest in number among the handicapped students in Marburg. The visually impaired are to be found in almost all departments in Marburg so that here the largest range of subjects is studied by the visually impaired compared to the whole country.

Also in the future, the Philipps-Universität will presumably be the higher education institution with the highest proportion of visually impaired students as a large number of the visually impaired achieve the admission qualification for higher education at the Deutsche Blindenstudienanstalt, Blista (German Institution of Education for the Blind) situated in Marburg. For quite some time now, the Philipps-Universität has tried to take this fact more and more into account. Therefore, at the beginning of 1987, the task force "Beratung und Studienunterstützung Sehgeschädigter" (Counselling and Study-Related Assistance for the Visually Impaired) was established with the "Zentrale Arbeitsstelle für Studienorientierung und -beratung", ZAS (Central Service for Study-Related Orientation and Counselling).

## **2 Counselling**

The division of Counselling and Study-Related Assistance for the Visually Impaired was assigned to the central counselling service because a comprehensive advisory service specifically directed towards the disabled's needs is an essential prerequisite for all further measures concerning the study-related assistance of the handicapped. The advisory activities comprise counselling of the diverse institutions and departments of the University in all study-related questions which are relevant for the handicapped as well as individual counselling of visually impaired student applicants - i.e. mainly pupils - and students at all stages of studying, from the beginning and during their study courses but also problems of sitting examinations successfully.

The individual advisory talks include problems of study-related financing, of procuring technical aids, and of compensation for disadvantages in examinations. These questions require close co-operation with various paying authorities, examination bodies, and other authorities and associations. Frequently, the possibilities and limits as to diverse study courses are discussed with view to the disability.

The disability-related counselling of various University institutions include discussions on constructional facilities or equipment according to the disabled's needs. Often, suitable ways of financing must be demonstrated and/or contacts to potential paying bodies (e.g. foundations) arranged.

Some aspects of these advisory activities which also include public relations are explained in the following. Furthermore, some measures of study-related assistance co-ordinated for the visually impaired will be demonstrated.

### **3 Measures of Study-Related Assistance for the Visually Impaired**

#### **- Basic Equipment of the University with Conventional Technical Aids for the Visually Impaired**

For the time being, at four locations of the Philipps-Universität working places for the visually impaired with so-called conventional technical aids were installed in agreement with the "Interessengemeinschaft seh-behinderter und blinder Studierender an der Philipps-Universität", ISBS (Committee of the Visually Impaired and Blind Students at the Philipps-University) with which we closely co-operate. The equipment of each place includes: large text monitor, a cold lamp, type writer, type writer for braille sheets and one for braille shorthand, as well as a cassette recorder with a device for signal impulses. At one of these working places there is additionally a printwheel type writer with different printwheels (among others for large print) as well as a fast copying unit for cassettes. This type of equipment with technical aids is also regarded outside Marburg as a useful basic set.

#### **- PC Equipment of the University Adapted for the Visually Impaired**

In several stages since 1989 10 computer working places with special peripheral units (electronic braille signs, large print systems, synthetic speech, braille printers, scanners, etc.) have been installed for visually impaired students. These units were distributed to the PC rooms of various departments; they are, however, available for the visually impaired students of all departments.

For beginners of EDP special introductory courses are offered according to the needs of the visually impaired. The provision of this technical equipment contributed to the fact that also visually impaired students can take part in the EDP courses which belong to the compulsory programme of more and more study courses.

- **The Deployment of Study Assistants**

At the moment, seven students on assistant posts are deployed as so-called study assistants at the Philipps-Universität for the individual support of visually impaired students. Two of them are responsible for the above-mentioned PC working places for the visually impaired, i.e. they see to it that the units are always correctly installed and advise the visually impaired users on request in all matters of handling these units and most of all of the software applied.

The other five study assistants are mainly at the students' disposal to accompany them to the libraries of the University or to lessons. They provide assistance, for example, in inquiries for and perusal of literature, copy the necessary parts or record short texts on cassettes.

- **Issuing of Study Literature Suitable for the Visually Impaired**

In the course of a pilot project 570 scientific works were adapted according to the needs of the visually impaired mainly by transferring them into braille, by large print, as well as by digital data media. Additionally, we produced tactile charts. Blind and partially sighted persons can borrow these works nationwide via the University library.

- **Adaptation of Information and Study Material According to the Needs of the Visually Impaired**

Since the end of 1993 information published by the University which students must always go back to has been made available in a form suitable for the visually impaired (i.e. in braille, in large print and on floppy disks). These are mostly information leaflets which are regularly updated (most of all about counselling matters but also the menu of the dining hall), study and examination regulations, study guides, as well as the university calendar with comments, to which all students, also the visually impaired, have to go back to from time to time. In addition, there are readers and scripts which - regularly updated - are used over and over again by the students of the respective semesters.

Four study assistants are assigned for adapting the material mentioned above. The technical equipment necessary for the adaptation according to the needs of the visually impaired (scanner reading system, PC, braille fast printer) has been available for quite some time at the task force "Beratung und Studienunterstützung Sehgeschädigter".

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**6.2.12 University of Regensburg, Federal Republic of Germany:**

**Study Conditions of Blind and Partially Sighted Students at the University of Regensburg**

**1 Introduction**

The University of Regensburg procures for the visually impaired students technical means and personnel which considerably increase the independence of the students concerned in complying with the study-related demands.

**2 EDP Working Place for Visually Impaired**

In March 1993, the University of Regensburg installed a working place for blind and partially sighted students where the persons concerned can retrieve literature as well as produce their own texts by means of modern computer technology. The unit was supported by means of the computer investment programme ("CIP") of the Deutsche Forschungsgemeinschaft (German Research Association) and installed in a working room of the computer centre. Further information is available from:

Dr. Heinz Sichert, Rechenzentrum, Tel. 0049 / 941 - 943 48 49.

A high performance scanner transmits complete pages of books, magazines or scripts into a computer for the blind and partially sighted. All the current European languages can be "understood". Due to "intelligent" recognition of signs and a vocabulary dictionary this reading unit can decipher writings

with utmost precision, independent of their characteristics such as size, bold type, or italics.

Attached to the computer adapted for the blind there is a synthesizer by which the text on the monitor is read with a synthetic voice. Apart from continuous reading, the text can be made read in sentences, in words, or even in letters at any position of the monitor. If the students write their own texts on a normal keyboard, the synthetic speech may serve as an immediate check of the written signs or words. For the time being, the speech transmitter can manage German and English texts. Further languages can be acquired additionally. The same computer is connected to a braille display which produces the contents of the monitor in lines in braille. The vertical component of the braille display provides orientation about how much text is in which line and permits to select a line by simply pressing a button. For a better orientation within a printed text it is possible to have a text read by a hand scanner by leading the "eye" of the reading device which is as big as a fist over the desired passage of the text. On demand, the text which was read can be adopted by the computer for processing later on. The stored information can be printed on paper in braille by a braille printer.

A second computer is installed for visually impaired students and is therefore equipped with a larger monitor (20 inch). In addition, a magnifying programme permits a magnification of texts and charts on the monitor of up to 16 times.

As both computers of the edp unit are connected to the university edp net, the blind and partially sighted students can use the same programmes as in the other computer rooms ("CIP"-pools) of the university and, via the edp net, can produce normal editions in black writing on a laser printer in any CIP-pool.

### **3 Literature Inquiry**

If visually impaired students want to retrieve literature without further processing by edp, they can magnify printed texts or those written by hand on the monitor of a reading unit in the catalogue hall of the central library up to any magnitude they want. Another unit in the catalogue hall permits extreme magnification of microfiches on which the catalogue of the library is listed.

#### **4 Study Assistants and Support Services**

Blind and partially sighted students can apply for personal tutors who are financed by the University and who help with retrieving literature and with reading literature on audio-cassettes. Moreover, the University employs student tutors for a central reading service of literature. Through this service visually impaired students can have literature read on audio-cassettes which are filed and issued by the library. Further information is available from:

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#### **6.2.13 University of Hamburg, Federal Republic of Germany:**

##### **Development and Testing of a new Degree Course: Sign Language Interpretation at the University of Hamburg**

#### **1 General Principles and Prerequisites**

In the winter semester of the academic year 1993/94 a new degree course was established: "Sign Language Interpreting". As a model degree course, it is supported by the Federal Ministry of Education, Science, Research and Technology. Students will get a qualified degree ("Diplom" alias M.A.). Compulsory lessons are given from Monday to Thursday, so that Friday is reserved for optional additional offers as well as for self-instruction. The examination for the "Diplom-BegleitsdolmetscherIn" (consecutive interpreter) takes place after the 7th semester, and the examination for the "KonferenzdolmetscherIn" (conference interpreter) after the 9th semester. Generally,

the regulations of the University of Hamburg are the binding framework conditions. As defined in the Hamburger Hochschulgesetz, HmbHG, (Higher Education Act of Hamburg) of July 2, 1991, the admission requirement for a study at the Universität Hamburg is the Abitur (upper secondary school leaving examination certificate) or a comparable exam which documents the general qualification to enter higher education.

The degree course of sign language interpreting leads to two optional diplomas: 1) diploma of BegleitschleierscherIn (consecutive interpreter) after four semesters of stage II of the study course; 2) diploma of KonferenzschleierscherIn (conference interpreter), an extension after two semesters of post-graduate study. Stage I of the study course consists of at least three semesters which are totally dedicated to learning the sign language. It is carried out in co-operation with the study course of sign languages and ends with an intermediate exam. Persons who already have a sufficient command of the sign language are not obliged to participate in stage I of the degree course. They can directly apply for an Erlaßprüfung (admission test) similar to the intermediate examination (see figure of the study course).

The admission test is not merely a language examination (items of the test are German sign language and German sound language), it is also an aptitude test for other requirements of the interpreter's profession. Therefore a concentration and personality test is included as experiences of the sound language interpreting have shown that many students realized too late that they are suited for interpreting from the point of view of language skills but not on the basis of their personality. The aim of these tests is to find a homogeneous group of about 16 persons who feel that not too much or too little is demanded of them.

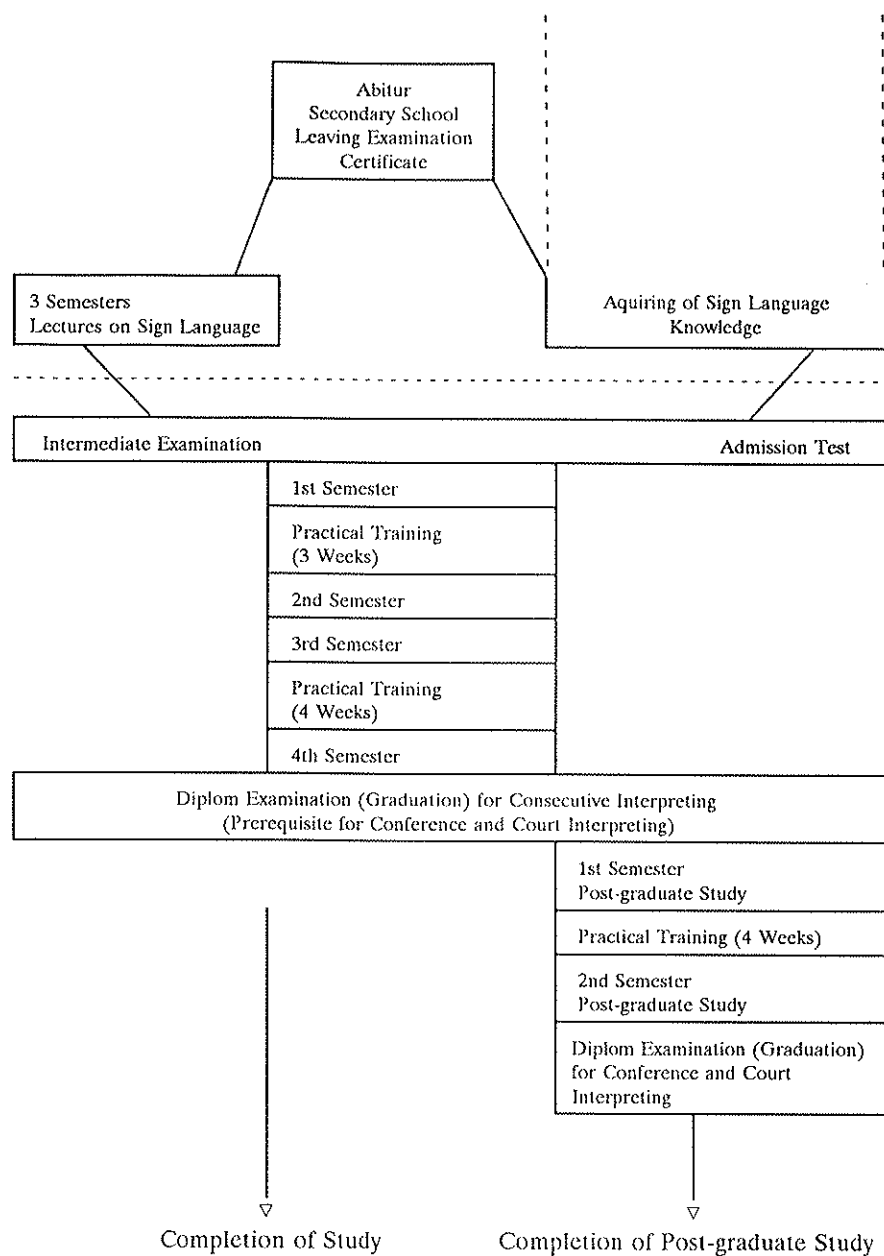
## **2 The Degree Course Sign Language Interpreting**

The subject of sign language interpreting comprises seven focal points:

- Focal point "language proficiency"

This special field is designed to create the fundamental preconditions for the interpreting activities later on. The students are expected to acquire a high degree of proficiency in sign language by frequently attending language lessons of practical nature. Moreover, the occupation with the culture and sociology of the user group of this language is supported.

Fig.: Graduate Degree Course of Sign Language Interpreting





- Focal point "theory of interpreting"

In the beginning of these seminars the historical development of the profession of "sign language interpreter" is evolved. The developments in our country but also in foreign countries are presented and discussed. An essential part is the confrontation with the questions of "professionalism versus social commitment". In continuation, the process of interpreting is explained on a theoretical level and the causes of the most frequent mistakes in this field are stated and the possibilities discussed to avoid them. Dealing with the code of profession and the code of honour for sign language interpreters is of major concern in this special field.

- Focal point "interpreting technique"

This is one of the largest special fields of the programme. First of all, a theoretical and practical introduction into consecutive interpreting and note taking is given. This is meant as a preparation for consecutive interpreting of individual talks, lectures and group discussions. An introduction to simultaneous interpreting is added as an extension to the former item. Not only the procedures are discussed but also how to create optimal working conditions. Interpreting at conferences and shadow interpreting is offered to an extended degree for those students who participate in the degree course of conference interpreting. Further seminars are dedicated to situations with special requirements (children, clients with a minimum command of language, etc.) as well as to interpreting for the hearing impaired and for people who became deaf late in life and for whom oral interpreting and the use of signs accompanying the sound language are of special significance, and to interpreting for the deaf and blind.

- Focal point "text production and speech technique"

Interpreters have to present the clients' language as authentically as possible. This makes it necessary to study the stylistics of the German sound language. In the seminars about text production and speech technique, therefore, the free speech in public, dealing with different styles of speech as well as speaking without dialect are practised.

- Focal point "text production and sign technique"

What is characteristic for the sound language also applies to the sign language. In the seminars exercises are offered for signing freely in

public, and about the rhythm and style of different users of the sign language. In the course of this special field and in co-operation with the study course of sign languages, language courses as extension are offered for the correct use of idiomatic expressions, for the application of localities and classifiers, for variations of the sign language and also for types of art and sign poetry.

- Focal point "sociology"

In this special field the students are expected to deal with the sociological aspects of minorities but also of majorities. The historical development of various deaf communities on a national as well as on an international level are considered. A further item is the problem of language minorities in general. The interpreters shall be prepared to recognize crosscultural differences in their future activities and to give them due consideration.

- Focal point "linguistics"

The linguistics programme is equally concerned with the German sign language and the German sound language. As both languages are the interpreters' future working languages, they are assigned about equal importance. It is a theoretical study of both languages supplemented by periods of practical training in other special fields of the study course. In this field there is a close co-operation with the department of German studies and with the study course of sign languages.

- Focal point "management"

As interpreters work on a free-lance basis as a rule, seminars are offered which give insight into matters of business administration and a survey on advertising, contracting, book-keeping, tax law and types of insurances specially offered for the profession of interpreting and translating.

Apart from these special fields, an introduction is offered for the time being into the following ten subjects: medicine, psychology, law, computer sciences, pedagogics (especially for the university), physical education, religion, travelling, music, and drama. This enables the graduated consecutive interpreters to get a general idea of the technical vocabulary as well as of working methods as a preparation for their diverse occupational fields in future.

The graduated conference interpreters have the possibility to study in depth the kind of interpreting used at fairs and conferences and the special working conditions there. Moreover, for these students the subject of law is extended to court interpreting.

In the course of studying two to three periods of practical training are compulsory for all students. One of these practical trainings, the so-called "**Kulturpraktikum**" (cultural practical training) has to be attended at an association of the deaf on the "Länder" level in order to get a better insight into the organization and life of the deaf within these organizations. One week of this period is spent with a social worker. This is meant to help the interpreter to realize the difference and the limits of his future job from that of a social worker.

The other practical trainings refer purely to interpreting. The students work together with experienced interpreters, sometimes in front of a camera, and later on the **video recordings** are discussed and assessed together. These job situations, partly real, partly simulated, are jointly prepared, carried out and evaluated.

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#### **6.2.14 University of Marburg, Federal Republic of Germany:**

##### **Counselling and Study-Related Assistance for Physically Disabled Students at the Philipps-Universität Marburg**

#### **1 Handicapped Students in Marburg**

As far as students with most serious disabilities are concerned, the Philipps-Universität Marburg has a unique position compared to other institutions of higher education in the Federal Republic of Germany:

At least 40 wheelchair users and further 50 persons with severe contergan, mobility or hearing impairments represent the greatest number of students with most serious physical disabilities at a higher education institution in Germany. The reasons therefore are to be found in the services for assistance offered by the "Konrad-Biesalski-Haus" and the related efforts which the Philipps-Universität has undertaken for about 25 years to design institutes and study courses according to the needs of the disabled students.

#### **2 The "Konrad-Biesalski-Haus"**

The Konrad-Biesalski-Haus, KBH, is run by the Studentenwerk Marburg (Student Welfare Service of Marburg). The hostel is situated at the Marburg Schloßberghang, in the centre of a group of student hostels. 77 of the 83 rooms are designed according to the disabled's needs. At the moment, 18 rooms are occupied by disabled students, the others by non-disabled. In order to achieve integration and to avoid isolation, the proportion of occupation should be about 1:2.

The size of the rooms is 15 square metres, on average. They comprise a so-called wet cell (i.e. a shower cabin with WC), a telephone, an emergency call, disability-friendly furniture, and a desk suited for wheelchairs. By a special device the windows can easily be opened and shut. In the hostel wheelchair users can move freely. The middle doors on the different floors and the doors of the elevators can be opened mechanically from the wheelchair by means of a pulling device (and then they close automatically).

For resting and medical treatment there are three massage bathing facilities: one for mobility of 12 square metres, one for cleaning and one for massage therapy. On prescription a male or female physiotherapist applies the necessary treatment. Assistance is given by four male and four female nurses. They help the students to manage in everyday life depending on the degree

of the disability. For special emergencies there is a night service and a stand-by service. Moreover, several members of the Alternative National Service are employed to make errands, to accompany the students to the lessons and for minor nursing activities.

It is true that the location of the KBH is central but not ideal. The typical lanes and hills of Marburg have to be overcome. This is done by a driving service, mainly by one driver and, on request, by members of the Alternative National Service. Transportation to the lectures and back and to the dining hall, etc. is thus procured. Those disabled who have a car, can use the heated garage in the cellar of the KBH. Reserved car parks exist at the different university buildings.

The costs for accommodation and nursing are covered on agreement with potential paying authorities (e.g. accident insurance, other paying authorities for social assistance). The paying authority of the respective place of residence is the first one to apply to.

According to the character of the house, the individual shall be enabled to live within a community without feeling that he cannot live a life in self-responsibility.

### **3 Counselling and Study-Related Assistance**

As the needs of the disabled student are the result of very individual effects of his disability and of the respective potential disadvantages in studying, it was necessary to develop special offers of counselling and study-related assistance for the physically and visually impaired students. This was done by two independent task forces which are co-ordinated and co-operate with the general counselling service.

Therefore, in October of 1983 the task force "Beratung für behinderte Studenten" (counselling for handicapped students) was introduced to the ZAS, "Zentrale Arbeitsstelle für Studienorientierung und -beratung der Philipps-Universität" (central office for study-related orientation and counselling at the Philipps-Universität) and from 1987 onwards, it was further developed as the task force "Beratung und Studienunterstützung Körperbehinderter" (counselling and study-related assistance for the physically disabled).

The following problem areas have to be tackled with physically disabled and especially with those students who depend on wheelchairs:

- choice of a subject or a combination of subjects which are in accordance with the inclinations, the interests and the physical potentialities of the individual;
- application and procedures of claim, if necessary, of the financial provisions for study and living, especially for the expenses to stay in the "Konrad-Biesalski-Haus";
- procurement of other accommodation facilities suitable for wheelchair users;
- organization and procurement of nursing assistance outside the KBH including settlement of covering expenses;
- application for technical aids, especially adequate equipment with electronic or other aids;
- application for the procurement of a car with the respective additional facilities as well as for covering the operating cost and the cost for the driving licence;
- planning, organization and realization of a course of study which is energy saving but efficient;
- agreement with professors and examination authorities on individual modifications of the existing study and examination regulations in order to compensate disadvantages;
- financing and procurement of study assistants;
- overcoming constructional and other obstacles of equipment in the different institutes;
- delay in studying due to the effects of disability or illness;
- personal and study-related situations of stress.

According to these requirements the task force "Beratung und Studienunterstützung Körperbehinderter" comprises the following tasks:

- to offer individual talks and in the team as personal counselling before and during studying and as a preparation for work;

- to assist the students in financial problems concerning study or technical aids and to guarantee nursing and personal assistance;
- to be the contact for physically disabled students in all study-related problems or those of everyday life;
- to provide information and counselling on social affairs in co-operation with the Association for Student Affairs and other municipal, regional and supra-regional institutions;
- to continue steadily the reconstruction and alteration of institutes and their equipment according to the disabled's needs;
- to prepare current information in the form of a brochure;
- to carry out practicable modifications of the existing study and examination regulations to compensate disadvantages;
- to give advice and to co-operate in selecting and applying (technical) study-related and other aids;
- to inform the bodies of the higher education institution about disability-related activities and measures.

As far as these focal points are concerned, a co-operation link has been established with the following bodies of the University and other authorities:

- university office for construction,
- office for foreigners,
- counselling officers of the departments,
- executive body of the student body corporate and the students' representatives of the departments,
- Association for Student Affairs Marburg,
- local and regional paying authorities for social assistance,
- counselling office for the disabled of the Deutsches Studentenwerk (German Student Welfare Service; DSW) in Bonn,
- universities with special facilities for handicapped students,
- supra-regional student self-help organizations and committees,
- career counselling of the labour exchange,
- social affairs authority,
- accommodation authority,
- health authority,
- pension office.

Any person interested in study-related matters can avail of the whole range of services of counselling and assistance on a voluntary basis. Experience shows that the mentioned problems can be tackled the more successfully the earlier the individual makes use of this offer. All the efforts are aimed at alleviating the effects of a disability and the related hardships and personal burden as much as possible so that the commitment of the individual handicapped student and the considerable physical and psychological stress lead to a satisfying course of study and to a successful graduation.

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**6.2.15 Institut d'Education Motrice de Talence, France:**

**Education of Motory Handicapped Students by the Institute for  
Motory Training**

**1 Introduction**

To enable a young, motory handicapped person to study at university and to integrate him into the system, it takes consequent as well as complex means



on a human as well as on a material level. Apart from the "one best way" it is necessary to set a standard which should help to choose the most suitable alternatives in regard to circumstances and available means. Every phase in life exposes the handicapped student sometimes to doubt, or to dejection, or the feeling of inferiority, or he has to fight against isolation. Here the adults have to be willing to help.

## **2 Advisory Service**

The Institute for Motory Training shall enable anybody to take their life into their own hands. For that meeting rooms in the building complex and the following experts are available:

- psychologist,
- support teacher,
- nurse/physiotherapist,
- social and family adviser,
- ergotherapist.

The aim is to enable the young person to find a compromise between wish and reality. Therefore, the aspired life structure has to contain an acceptable grade of contentedness and personal harmony.

## **3 Technical Auxiliary Devices**

### **- Auxiliary Means for Locomotion**

The handicapped student has to be able to move independently inside the university. The wheelchair (manual or electric) has to be adapted to architectural barriers (e.g. length of the ways to cover, width of the lift doors).

### **- Auxiliary Devices in the Field of Communication**

1. Technical auxiliary devices for students having a speech defect (slate, speech synthesis);
2. Auxiliary devices for the capture of information and for the personal work performance (photocopies, EDP, tape recordings, scripts);

3. For their work performance many students have available personal EDP equipment which is chosen in regard to the necessary software and the ergonomic adaptation possibilities (in addition to that peripherals like scanner, CD-ROM, device for electronic voice recognition can be added).

- **Auxiliary Devices for Personal Work Performance**

1. Mechanical, multifunctional, convertible desks,
2. Electronic device for turning over pages.

- **Financing**

The institution can provide technical aids, which can be declared as overhead expenses or as investments. In this case they are for common usage. For choosing these technical aids as well as the personal equipment the ergotherapist is consulted. For financing the personal equipment financial help out of a compensation fund - the AEGFIPH is an institution which includes the compensation tributes from firms that employ a quota of handicapped people which is too low - can be granted. Means can also be made available from health insurance companies and "Département" councils.

#### **4 (Para)medical Help**

During their stay in the institute for motory training the students are medically fully looked after by general practitioners, medical specialists, nurses, auxiliary nurses, physiotherapists and ergotherapists.

One of the main aims is to acquire as much autonomy as possible and to learn how to deal with health problems. Therefore very individually arranged projects are developed.

The institution works closely together with hospitals, the free medical profession and the (in France existing) preventive medical care for students.

At the end of his stay in the Institute for Motory Training the student has to know his disability, the resulting problems and the possibilities to manage it all (control of gestures, dealing with care staff, etc.).

## **5 Pedagogic Help and Psychological Support**

The Institute for Motory Training tries hard to sensitize the universities for the realization of measures in favour of handicapped people. Such measures, however, are also recommended by the legislator.

Members of the Institute for Motory Training work closely together with the students' advisory centres at the universities. In Bordeaux a sharing of tasks was carried out tacitly. Those who are quite familiar with the problems of disability, now assist their colleagues who are competent in administrative tasks at university. For example, the Institute for Motory Training takes on the selection of staff which is paid by the university not just for exams but also partly in the field of personal work performance and also determines their tasks (e.g. photocopies, scripts, provision of data processing devices, modem connections, correspondence courses). In addition to that the Institute can provide material help for child caring, accommodation/catering and adapted means of transport.

The Institute for Motory Training includes a documentation centre which serves as a connection to the university libraries.

A psychologist who is in contact with the other members of the teams provides the necessary support in difficult phases.

## **6 Legislation in Favour of Motory Impaired Students**

- Circular of 7th February 1989: appointment of a university representative responsible for the support and information of the students as well as of co-ordination of measures in favour of handicapped people.
- circular No. 4 of 22nd March 1994 regarding exams:
  1. Enrolment,
  2. Examination regulations,
  3. Accessibility of examination rooms,
  4. Equipment of examination rooms,
  5. Use of suitable material,
  6. Additional time,
  7. Supervisory staff,
  8. Advice of the exam committee,
  9. Special regulations.

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# **BAYERISCHES STAATSWINSTITUT FÜR HOCHSCHULFORSCHUNG UND HOCHSCHULPLANUNG**

Veröffentlichungen (gegen Schutzgebühr)

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