Higher education for students with Intellectual disability: Developing a pilot project

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Norwegian Context

Students with Intellectual disability poor if any access to higher education.

This is a presentation of planning of a pilot project developing higher education for students with intellectual disability.

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Historical perspective: Disability in Human rights

1981: UN International year of Disabled Persons

1983-1992: UN Decade of Disabled Persons

1993: UN passes Standard Rules on Equalization of Opportunitets for persons with disabilities: Shift of focus to **Human Rights instead of Disability Rights**.

2006:The Convention on the Rights of Persons with Disabilities (CRPD)   is adopted December 13

2008: CRPD enters into force May 3.

2008: Ratified by EU

2013: Norway Ratifies the CRPD

Human Rights Perspective: CRPD

- The individual dimension: Plurality, dignity
- The Political dimension: Social justice, dignity

- Institutional dimension: Systems and practices supporting inherent dignity and equal status

- States responsibility to facilitate for equal opportunities

CRPD article 1: Antropology + understanding of disability as inter-action

- The purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their **inherent dignity**.

- Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.

CRPD article 24. Education

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

Education: Access to resources

- Higher education has inherent value and instrumental value

SDG Goal 4,5 Quality Education

- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, **including persons with disabilities**, indigenous peoples and children in vulnerable situations
- Inclusion and equity: All people, irrespective of sex, age, race, colour, ethnicity, language, religion, political or other opinion, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations or other status, **should have access to inclusive, equitable quality education and lifelong learning opportunities**.

https://sdg4education2030.org/the-goal

Participation and belonging

a) Be included in the concept of the epitomized citizen

b) Be able to affect upon and take part in creating what is public, common.

Nussbaum, M. C. (2006). *Frontiers of justice: disability, nationality, species membership*. Cambridge, Mass.: Belknap Press of Harvard University Press.

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Lid, I. M. (2015). Vulnerability and disability: a citizenship perspective. *Disability & Society, 30*(10), 1554-1567.
 doi:http://dx.doi.org10.1080/09687599.2015.1113162

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VID Pilot project – work in progress

- Values learning together with other students at MA or BA
- 60 ECTS
- 5 + 5 students in Oslo and Sandnes
- Pedagogical academic and social challengenges need pedagogical academic and social response:
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  - Pedagogical: Individual accomodation
  - Academic: Universal design for learning
  - Social: Tutoring

- Collaborators: NAKU, SOR, NFU, Oslo municipality (stakeholders and advocay groups)

Lid, I. M. (2020). *Universell utforming og samfunnsdeltakelse*
Oslo: Cappelen Damm akademisk.

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What characterizes these students as learners?

Learning style
Needs for affiliation
Tutoring
Accessible padagogy
Universal Design for learning

Table 1.1. Inclusive rhetoric versus reality

Element	Operationalising "an inclusive human right"	Keeping people in "their right place"
Model	Full inclusion	Locational inclusion on the university campus
Funding	Guaranteed and sustained government funding to support inclusive initiatives	One off funding grants from government, philanthropies or corporates.
Admission policy	Open to enrolling students with intellectual disability into courses without them having to have university entrance exam scores or being a mature aged student	Auditing courses only owing to lack of entry grades; visitor/affiliate status arising from participating in a special program
Accreditation rules and regulations	University supports development of new course that includes students with intellectual disability into life of university	Students attend classes but do not receive written university recognition of competencies
Support services	All university support services, inclusive of medical counselling, disability tutoring services	Official support only available if the student is officially enrolled
Inclusive pedagogy	Academics design their courses and instruction according to the principles of Universal Design for Learning to meet the diverse needs of all learners	Academics design their courses and instruction to meet the needs of the "average" student
Graduation policy	Graduate from the university with full recognition of course completed on official transcripts	Presentation/internal award evenings with Certificate of Attendance only
Disability policy	Inclusion of people with intellectual disability strategically included in the policy and practice of the university	People with intellectual disability not included as students within the university's rules and regulations

O'Brien, P., Bonati, M. L., Gadow, F., & Slee, R. (2018). *People with intellectual disability experiencing university life : theoretical underpinnings, evidence and lived experience*. In Studies in inclusive education, Vol. Volume 42.

Vitenskapelige
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Courses 60 ECTS, two years

History
Human Rights
Ethics
Participatory Research
Culure and Art