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
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.
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.


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 challenges need pedagogical academic and social response:
  - Pedagogical: Individual accommodation
  - Academic: Universal design for learning
  - Social: Tutoring

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

What characterizes these students as learners?

Learning style
Needs for affiliation
Tutoring
Accessible pedagogy
Universal Design for learning
<table>
<thead>
<tr>
<th>Element</th>
<th>Operationalising “an inclusive human right”</th>
<th>Keeping people in “their right place”</th>
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<tbody>
<tr>
<td>Model</td>
<td>Full inclusion</td>
<td>Locational inclusion on the university campus</td>
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<tr>
<td>Funding</td>
<td>Guaranteed and sustained government funding to support inclusive initiatives</td>
<td>One off funding grants from government, philanthropies or corporates.</td>
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<tr>
<td>Admission policy</td>
<td>Open to enrolling students with intellectual disability into courses without them having to have university entrance exam scores or being a mature aged student</td>
<td>Auditing courses only owing to lack of entry grades; visitor/affiliate status arising from participating in a special program</td>
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<tr>
<td>Accreditation rules and regulations</td>
<td>University supports development of new course that includes students with intellectual disability into life of university</td>
<td>Students attend classes but do not receive written university recognition of competencies</td>
</tr>
<tr>
<td>Support services</td>
<td>All university support services, inclusive of medical counselling, disability tutoring services</td>
<td>Official support only available if the student is officially enrolled</td>
</tr>
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<td>Inclusive pedagogy</td>
<td>Academics design their courses and instruction according to the principles of Universal Design for Learning to meet the diverse needs of all learners</td>
<td>Academics design their courses and instruction to meet the needs of the “average” student</td>
</tr>
<tr>
<td>Graduation policy</td>
<td>Graduate from the university with full recognition of course completed on official transcripts</td>
<td>Presentation/internal award evening with Certificate of Attendance only</td>
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<tr>
<td>Disability policy</td>
<td>Inclusion of people with intellectual disability strategically included in the policy and practice of the university</td>
<td>People with intellectual disability not included as students within the university’s rules and regulations</td>
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Courses 60 ECTS, two years

History
Human Rights
Ethics
Participatory Research
Culture and Art