

Promoting disability inclusion in the university pedagogy

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Reasonable accommodation

Reasonable accommodation means “necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms” (UN CRPD)



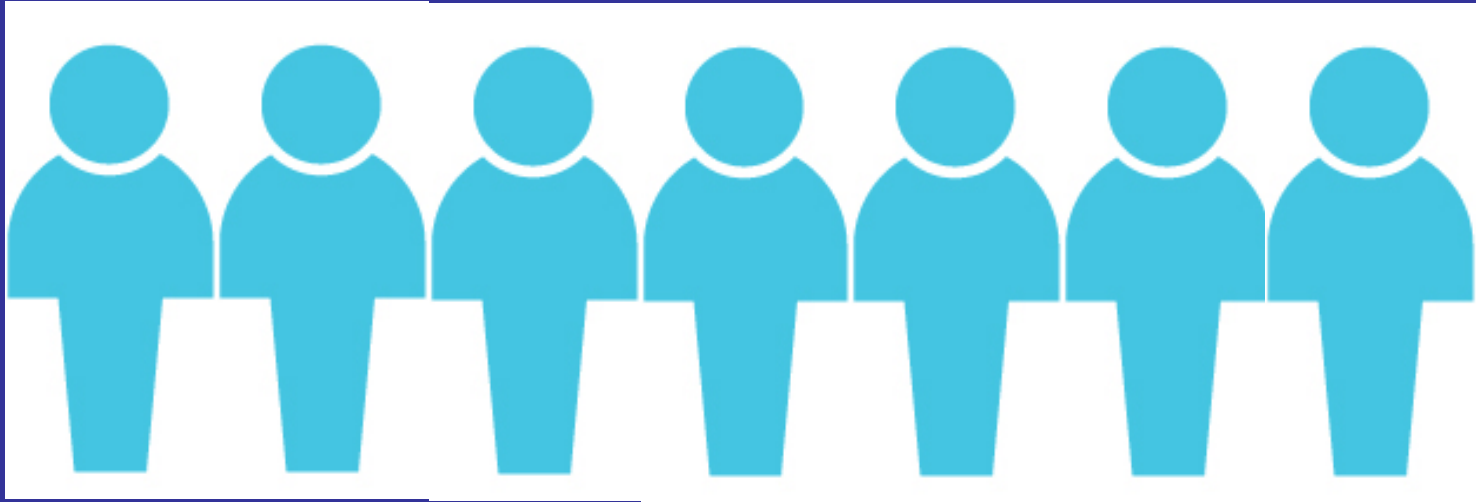
Every 7th?



WHO and World Bank. (2011)



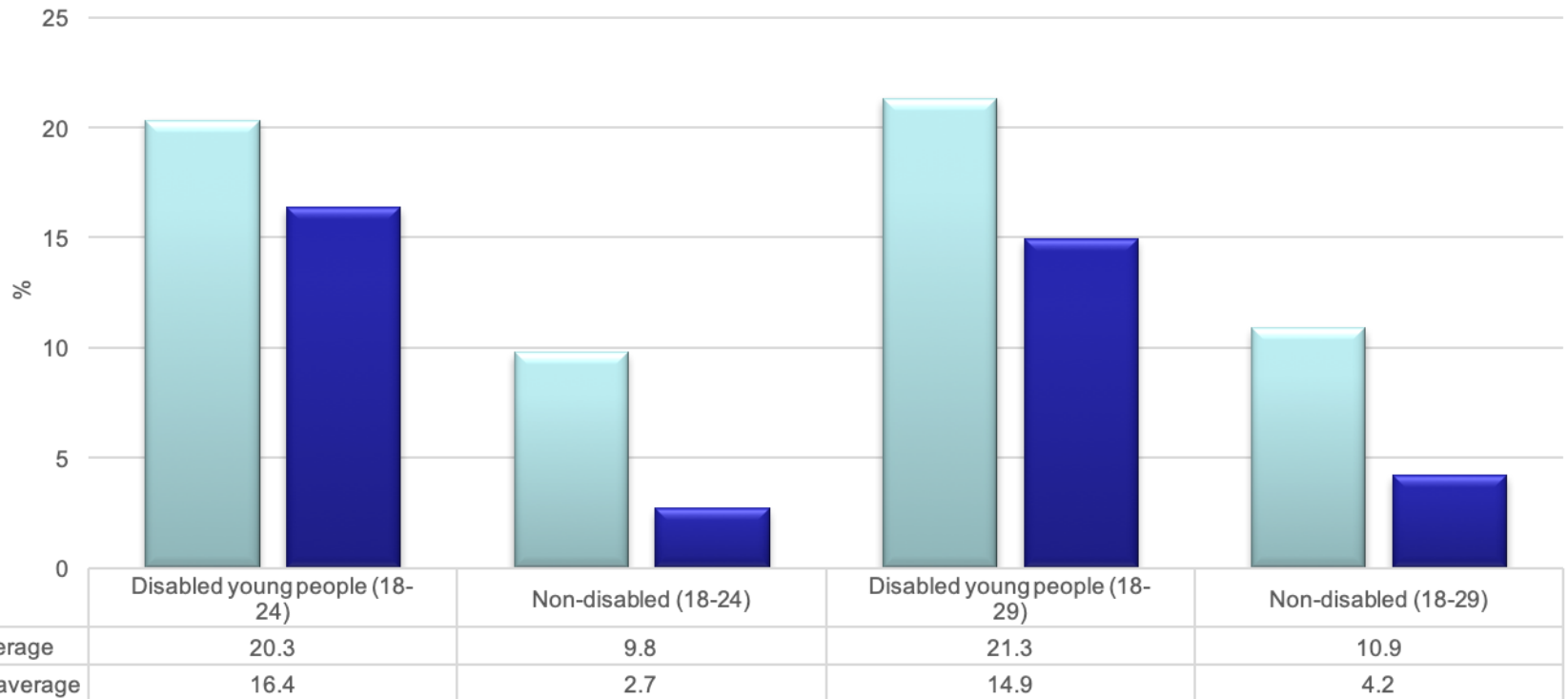
More like this!



Local and global environment



Situation in Finland 1/4

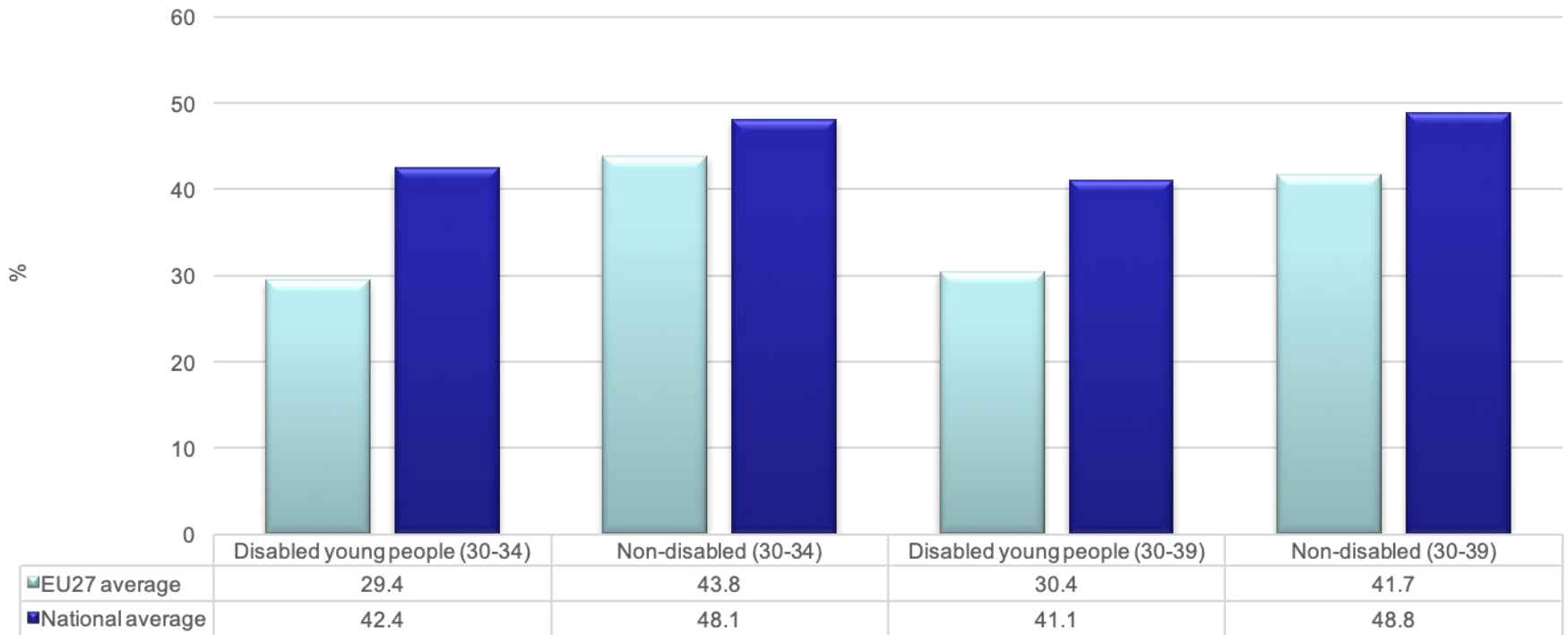


Early school leaving rates, by disability status (aged 18-24 and 18-29)
(Katsui & Valkama, forthcoming)

Näkövammaregisterin mukaan, korkeastaan osuus näkövammaisilla on 21% (34% koko väestössä) (Lähde: <https://www.nkl.fi/fi/nakovammarekisterin-vuosikirja>)



Situation in Finland 2/4



Completion of tertiary or equivalent education (aged 30-34 and 30-39)
(Katsui & Valkama, forthcoming)



Situation in Finland 3/4

Taulukko 51j. Vaarantunut köyhyyden takia: Opiskelu tai koulutus

	Ei	Kyllä	Yhteensä
Aistivamma	144 90.6 %	15 9.4 %	159 100 %
Muu vamma	173 85.6 %	29 14.4 %	202 100 %
Fyysinen vamma	487 90.7 %	50 9.3 %	537 100 %
Neuropsykiatrinen häiriö	116 75.8 %	37 24.2 %	153 100 %
Kognitiivinen vamma	139 90.3 %	15 9.7 %	154 100 %
Kehitysvamma	174 94.1 %	11 5.9 %	185 100 %
Viittomakieli	43 89.6 %	5 10.4 %	48 100 %
Kaikki	1276 88.7 %	162 11.3 %	1438 100 %

Vesala & Vartio (2018) Miten vammaisten ihmisten oikeudet toteutuvat Suomessa?
s.59



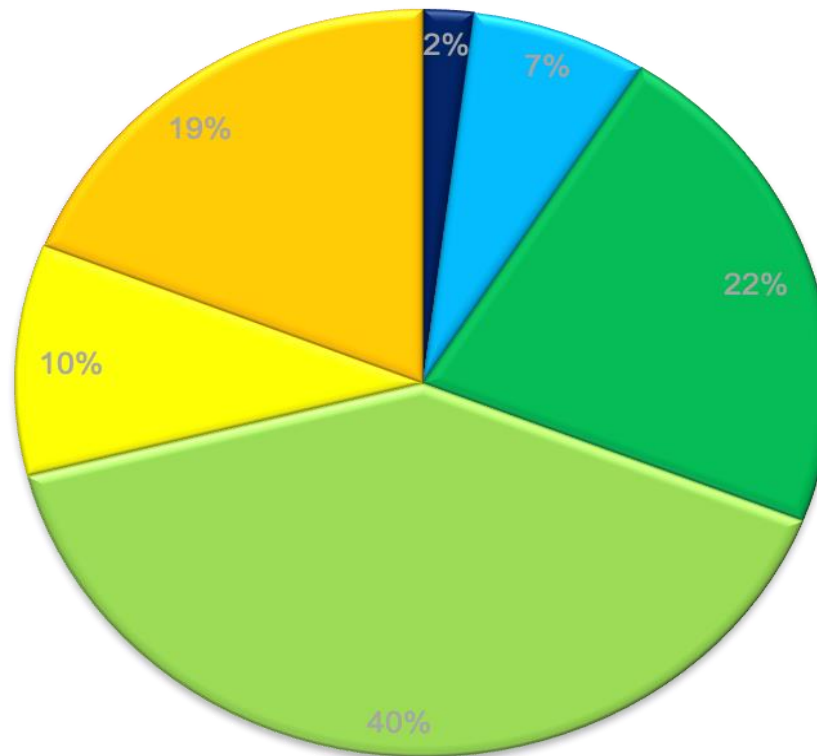
Situation in Finland 4/4

- 28% of students have some form of limited functions or health conditions in the Finnish higher education, 30% of whom experienced lack of support from their higher education institutions and society (Potila et al., 2017)
- The mental health conditions of university community members, especially students, had been a concern even before the COVID-19 pandemic (Käkelä, 2016)



Situation in Helsinki University 1/3

Miten yhdenvertaisuus tällä hetkellä toteutuu yliopistolla?



■ Erittäin huonosti ■ Huonosti ■ Ei huonosti eikä hyvin ■ Hyvin ■ Erittäin hyvin ■ En osaa sanoa

Niemi, Tiia. (2021) *HYY:n Yhdenvertaisuuskyselyn tulokset 2021*. HYY. Helsinki. (not published) – Vastaaaja N=630 (kysely tehtiin huhti-toukokuussa 2021).



Situation in Helsinki University 2/3

Minkä osa-alueen kehittämiseen yliopiston tulisi erityisesti kiinnittää huomiota?



(Niemi, 2021)



Situation in Helsinki University 3/3

Ylioppilaslehti (september 2021):

Opiskelijat eivät edelleenkään osaa käyttää Sisua, eivätkä näkövammaiset edes voi –
“Kärsivällisyyttä ja ymmärrystä tarvitaan”,
vastaa yliopisto

... siksi Vammaisinkluusio teemavuosi!

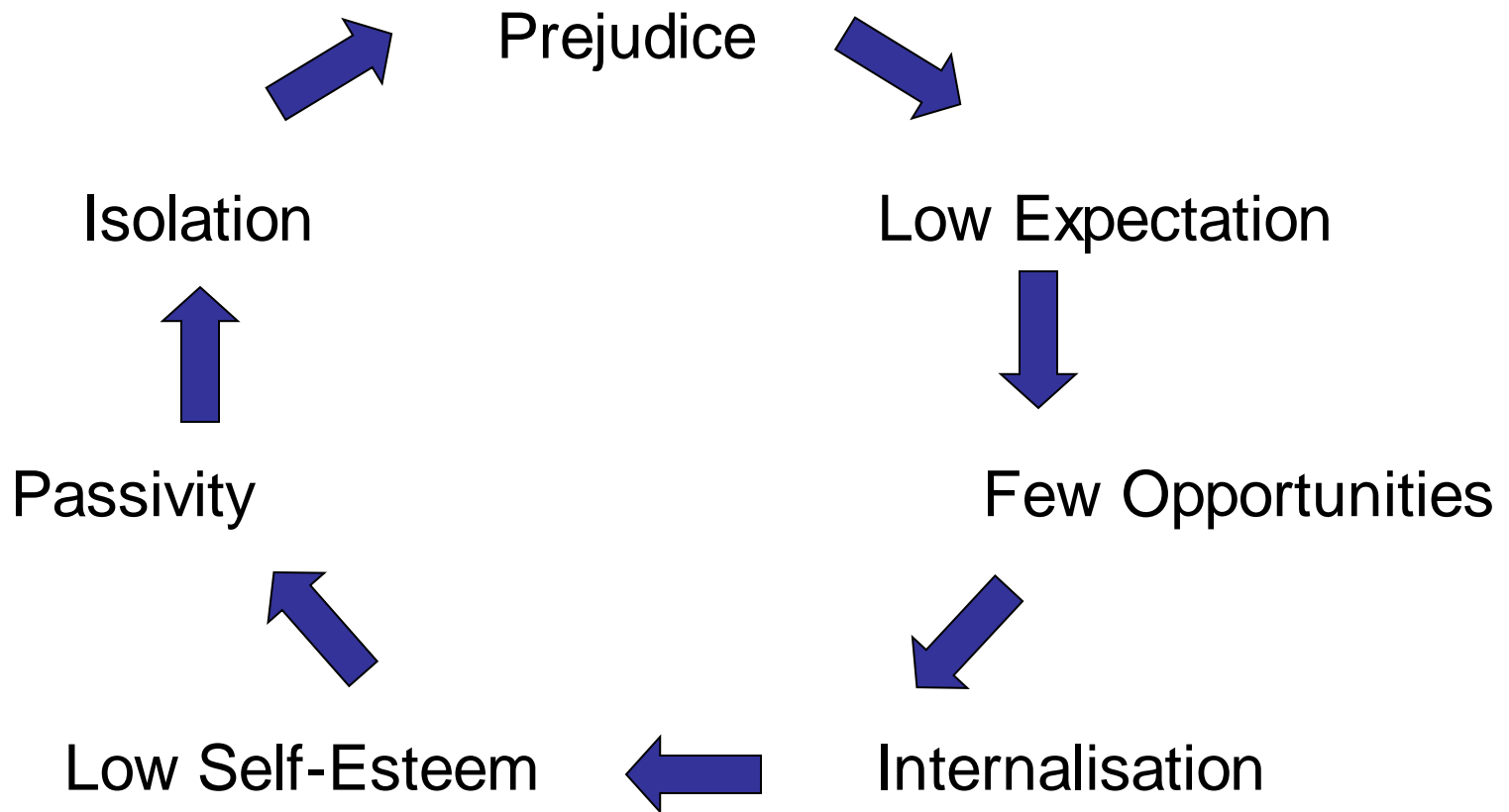


Preliminary findings of the interview study on students with disabilities

- When disability is visible, it is easier for the student to gain some individualized support from an individual teacher.
- Even when one asked for support, s/he did not often get any from teachers.
- The pressure to be effective and “normal” is very strong → cannot dare to ask for support → impact on mental health.
- Study psychologist’s queue is long and support is limited
- Often friends and families helped them - the university system has not much helped them.
- Students already have their hands full with dealing with disability services – society is discriminating in many layers.
- University is part of discriminating society, and not in isolation from society.



Vicious Circle?





What I learned by doing – nothing special

- Booking an accessible lecture room in an accessible building by checking rooms → maximise accessibility to start with
- Before the class begins, I ask registered students whether they have any disability-related needs to be accommodated → Easier to accommodate them
- Alternative assignments are planned beforehand → anybody who prefer alternative ways can select them, ex. when sick
- Clear instruction orally and in written + Clear structure of each course → easier for all
- Regular feedback mechanism → easier to communicate and adjust in the middle of the course
- Provide lecture materials and powerpoints in advance → not only interpreters but all benefit from them etc.



My recommendations

University also needs to comply with UN CRPD

- Systematic change is needed to accommodate diverse needs of our students, especially students with disabilities
 - University Pedagogy courses should systematically include critical disability perspective in its teaching curriculum at the very basic level
- Disability inclusion and accessibility should be an integral part of our higher education system

Katsui, H. (submitted in December 2020, accepted in December 2021) Towards disability Inclusive university pedagogy. *Journal of University Pedagogy*.



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Any question or comment?

