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ESOTA 2022

The European State-Of-The-Art Congress on
Inclusive Post-Secondary Education Programmes for Students
with Intellectual Disabilities

Salzburg University of Education Stefan Zweig
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IPSE_ID

Inclusive Post-Secondary Education Programmes for People with Intellectual Disabilities

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PREFACE

This publication contains a collection of articles about Inclusive Post-Secondary Education. All contributions are based on presentations at the European State-Of-The-Art Congress (ESOTA) on Inclusive Post-Secondary Education. The congress was a dissemination event for an Erasmus+ funded project on Inclusive Post-Secondary Education (IPSE) for persons with Intellectual Disabilities (ID). Many experts in the field participated and learned about the newly formed network: "joinIN – European Network for Inclusive Higher Education".

Throughout the world, persons with intellectual disabilities (ID) are excluded from many areas of life, often segregated in specialised systems, including special schools, sheltered work environments, and congregate living facilities. These arrangements adversely affect their learning opportunities and hurt their adult opportunities and quality of life.

Inclusive Post-Secondary Education (IPSE) for individuals with ID comprises programmes housed in traditional colleges and universities. This relatively new practice holds much promise for improved adult outcomes. Currently, there are only a few IPSE programmes for young adults with ID in Europe. However, we have recently identified some IPSE programmes in European countries. All these programmes have experience and competence in operating IPSE programmes at their universities, and each has demonstrated unique strengths in critical areas.

There is a need and an opportunity to increase IPSE programmes in Europe. This was the primary objective of the European State-Of-The-Art Congress in Salzburg on the 27ᵗʰ and 28ᵗʰ of October. The ESOTA Congress had five distinct goals:

1.) Exchange of experience and research results to increase the access of persons with ID to IPSE programmes throughout Europe and worldwide.

2.) Focus on developing fully inclusive programmes for persons with ID in current and future IPSE programmes.

3.) Exchange of knowledge on instruction for IPSE staff and student volunteers to improve their understanding of strategies promoting inclusion and self-determination for persons with ID.

4.) Develop and disseminate quality indicators for IPSE programmes to European colleges and universities.

5.) Bring together staff and students with and without disabilities: students with and without disabilities were explicitly invited to Salzburg. The congress was organised to be as inclusive as possible for all guests.

The ultimate purpose of the ESOTA Congress was to encourage and enlist European universities to develop and implement IPSE programmes for students with ID. All presenters were invited to offer written accounts of their topics to extend the reach beyond the colleagues who could attend. Most presenters decided to join in.

Their articles are clustered into three major topics: programmes and projects, cooperation and networks, and specific topics in higher education. The introduction is the written account of the ESOTA congress' opening session by Plaute & Shevlin (pp. 2-5). It explains the origins of the EU project and the project team's ideas and values regarding inclusion.

We are proud to present ten **programmes and projects** in inclusive higher education. Burtscher et al. (pp. 7-10) introduce their inclusive, participatory research project "GESUND!", followed by Camedda et al. (pp. 11-15) offering insights about one of Trinity College Dublin's two inclusive programmes, namely the "ASIAP Certificate". Reflecting on the success story of over ten years of inclusive higher Education in Vermont are Dague, B. & Gustin, J. (pp. 16-19). Deutsch et al. (pp. 20-24) outline the University of Education Salzburg's inclusive 4-year-programme called "BLuE". Gubler & Maccabiani's (pp. 25-29) current project, "ecolsiv" is hosted at the University of Education Zurich. Another inclusive project called "QuaBIS" is introduced by Leonhardt & Goldbach (pp. 30-35) from Leipzig University. Maxwell & Leane (pp. 36-40) elaborate on the theoretical base for inclusion while presenting their programme at University College Cork. Ringwood & Devitt (pp. 41-45) explain the need for continued cooperation and support after graduating from the TCPID programme. Slattery et al. (pp. 46-50) from the Mary Immaculate College in Limerick share their insights regarding online learning within their CGLPD programme. Þráinsson & Smára (pp. 51-55) wrote an article about the University of Iceland's vocational certificate programme on inclusion.

We collected four examples of innovative **cooperation and networks** in Inclusive Higher Education to offer insight into some of the many initiatives aiming at spreading inclusion and creating robust foundations for inclusive ideas around the globe. Firstly Aston D. et al. (pp. 57-61) present their network called INHEF, which has a significant impact on connecting single programmes in Ireland and can be a beacon for other countries. Another creative cooperation led by Carpenter, S. J. (pp. 62-67) spans the Atlantic Ocean, connecting the US and UK to argue for more and better inclusion in higher education. Grigal M. & Hart, D. (pp. 68-72) give a national overview of the US' flagship network on inclusion, connecting hundreds of projects and an influential source for joinIN. Another promising cooperation based in Europe, namely the 'Rethinking college' Arqus task force, offers insights by Visentin, S. et al. (pp. 73-78).

We offer eight more great articles in the section on **specific topics** in inclusive higher education. First, the creative workshop held at the ESOTA Congress by Buttler V. (pp. 80-83) is depicted using photos and words. Depauly M. (pp. 84-88) debates teacher education's challenges when developing inclusive values and demeanour. Edwards-Hawthorne, C. & Hawthorne, E. (pp. 89-107) give an in-depth account of their work with inclusive bi-lingual texts combining words with matching pictograms and contextualising it with significant personal experiences. Irritations like

those are the focus of research by Harter-Reiter, S. et al. (pp. 108-111) as they explore concepts of "recognizing others" and the potential for learning that comes with it. Jörgensdóttir Rauterberg, R. et al. (pp. 112-115) describe how the University of Iceland works towards transforming higher education in Iceland. Kubiak et al. (pp. 116-121) explain how some graduates of the ASIAP Certificate continue to work with Trinity College Dublin, co-hosting lectures for student teachers. Lifshitz, H. B. (pp. 122-124) is collecting valuable scientific data on the impacts of inclusion in Israel. And finally, we introduce you to an impressive first-hand account of inclusive college peer mentorship in the form of a documentary called "And They Were Roommates" by Myers B. et al. (p. 125).

During the ESOTA Congress, the film screening was followed by a live discussion session with the filmmakers, which cannot be captured in the articles, just like the many meaningful exchanges between attendees during and between sessions. The collective positive feedback regarding the congress only underlined that humans thrive when making meaningful personal connections with others. (Great food also helps. ☺)

We are aware that not all presenters could add their contributions to this volume due to our strict timeline for publication. Yet we hope to have offered valuable insights into many of the projects, research and success stories happening worldwide. If questions remain unanswered or curiosity arises to learn more:

Please feel free to contact us and become part of our joinIN network!

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INTRODUCTION

Plaute, W. & Shevlin, M.

Reimagining Inclusion: Getting Everyone in the Room

This article introduces the Austrian Inclusive Post-Secondary Education Programme BLuE (Deutsch et al., in this volume, pp. 20-24), describes a European research programme with the foundation of the European network joinIN and emphasises critical key factors of successful IPSE programmes.

Introduction

The process in Salzburg started with an international week on diversity and inclusive education in 2016. We invited the UP Program of Western Carolina University, an Inclusive Post-Secondary Education (IPSE) programme for students with intellectual disabilities. We were surprised, fascinated and inspired by what we heard from our American colleagues, which led us to visit different IPSE programmes in the US in February 2017, and ultimately to start our own programme, BLuE, in Salzburg in October 2017.

Parallel to the beginning of BLuE, we applied for a European research programme with universities from Ireland (Trinity College Dublin, Waterford Institute of Technology and University College Cork), Iceland, Germany and Switzerland. This research programme started in 2019 and ended with the second ESOTA-Conference in October 2022 in Salzburg.

Inclusion is a very contested concept that has led to much debate, discussion and dissension across the world. Access and participation in society for children and young people who have an intellectual disability has always been conditional and fragile. Establishing post-secondary education programmes for this student cohort challenges many pre-existing assumptions about who should attend higher education and how young people with an intellectual disability can benefit. Reimagining inclusion in terms of creating a sense of belonging could be a useful way of embedding young people with an intellectual disability within our higher education institutions.

The BLuE-Programme

BLuE is a four-year, fully inclusive IPSE programme for students with intellectual disabilities at the University of Education Salzburg Stefan Zweig (Schneider-Reisinger et al., 2020; Plaute et al., 2020). It started in 2017 and offered eight places for students. The main goals of this programme are gainful employment in the general labour market, development of further life competencies and empowerment.

The four-year programme is subdivided into four phases:

- *1ˢᵗ year: Entry*

- *2ⁿᵈ year: Orientation (concrete career wish and selection of academic focus)*

- *3ʳᵈ year: Focus*

- *4ᵗʰ year: Focus & Transition (to gainful employment)*

Our students take two to three academic courses and two BLuE-courses on "Life Competencies, Empowerment and Learning at University" and „Prevention and Mental Health" per semester. In addition, we provide two to four hours of tutorials per student per week, as well as jointly organised social activities. To prepare for the transition to employment, BLuE students complete a different internship each semester (10h/week, 12 weeks/semester).

After four years, the students receive a BLuE-Certificate. The certificate was developed with the Austrian Chamber of Commerce and allows our graduates to work in different fields: as educational assistants or assistants in administration or tourism.

Milestones of Development and Implementation

- *SOTA Syracuse and Think College!*

  In 2017 we visited the State-Of-The-Art Conference in Syracuse, learned about "Think College", and started friendships that continue to this day.

- *Austrian Inclusion Award*

  Lebenshilfe Austria and the Austrian Lottery awarded the Austrian Inclusion Award to the BluE programme in 2018.

- *First ESOTA-Conference in Salzburg*

  The University of Education Salzburg organised the first European State-Of-The-Art Conference in 2020. Due to the CoViD-19 pandemic it was an online event.

- *Austrian Diversitas Award*

  In 2020 the Austrian Ministry of Education awarded the Diversitas Award to our university. This award was endowed with 25.000 €.

- *Cooperation with Fulbright Specialist (Prof. David Westling)*

  We had the chance to improve our programme with the support of David L. Westling, who came to Salzburg as a Fulbright Specialist for two weeks in 2020.

- *First graduate (Laura)*

  In 2021 our first student graduated.

- *Zero Project Award*

  The Essl Foundation awarded the Zero Project Award to BLuE in 2021.

- *Second graduate (Dominik)*

  In 2022 our second student graduated.

- *Second ESOTA-Conference in Salzburg*

  In October 2022, we organized the European State-Of-The-Art Conference in Salzburg. More than 100 international participants and 100 staff and students from our university discussed essential topics and future developments.

Reimagining Inclusion

Including children and young people who have been marginalized has attained prominence in recent times. It is generally understood that children and young people who have an intellectual disability have traditionally had limited access to social networks and social institutions. Participation in education and employment for this cohort has been limited and often inadequate. Gaining access to education and employment has often had to be negotiated and as a result participation is not guaranteed in societal activities that everyone else takes for granted. As a result, inclusion is often conditional and fragile. In addition, there is a lack of clarity about what inclusion means for every aspect of education and employment.

Considerable debates and disputes have arisen about what constitutes inclusive practice and inclusive environments. Perhaps, it is time to reimagine how we approach the establishment of inclusive environments for young people who have an intellectual disability within education, and more specifically higher education.

Conceptualizing inclusion as belonging could be a fruitful avenue to explore. Mahar, Cobigo and Stuart (2013) have examined what constitutes belonging within society. A sense of belonging involves the following elements: feelings of value and respect; belonging to something visible; feeling at home and part of the community; right to choose to interact and participate. Placement in an education environment or community does not automatically lead to a sense of belonging Bjornsdottir (2017).

Rath (2021) examined the social experiences of disabled students in higher education and reported the following: lack of awareness among college staff and students about the barriers experienced by disabled students in higher education can be a subtle barrier to creating a sense of belonging; a sense of belonging was reported by disabled students to be critical to their success in higher education. Rath (2021) concluded that a more positive college campus needs to be created rather than relying on disability services to address all aspects of disability on campus.

Negotiating spaces within higher education is crucial in creating a sense of belonging in higher education. Nind et al. (2022) suggest that counter spaces can be created in environments where new things can happen and these spaces are identity affirming and safe. These counter spaces can welcome students who have an intellectual disability and challenge many pre-existing assumptions about the appropriateness of higher education programmes for this student cohort. For everyone committed to the meaningful inclusion of young people who have an intellectual disability within higher education the challenge is how to create spaces of belonging and inclusion in our institutions.

Research Project IPSE_ID (2019-2022)

To strengthen the idea of IPSE programmes in Europe as outlined above, we applied for Erasmus+ funding in 2019. This three-year research project is a cooperation with universities from Ireland (Trinity College Dublin, Waterford Institute of Technology and University College Cork), Iceland, Germany and Switzerland.

The three main goals of this project were the development of a curriculum framework, training programmes for staff and students, and the creation a European website for programmes and resources (joinIN.education).

joinIN – European Network for Inclusive Higher Education

The purpose of our website was to establish a European network: joinIN. This network should help us to plan and implement IPSE programmes all around Europe. All European programmes will be visible on the website, and additionally, the website will provide resources for our network partners. Become a member of our network and register your programme or register as an expert:

https://joinin.education/

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PROGRAMMES AND PROJECTS IN INCLUSIVE HIGHER EDUCATION

Burtscher, R., Allweiss, T. & Schwersensky, N.

Gesundheitsbildung und partizipative Seminarentwicklung – Projekt GESUND!

Das Projekt GESUND! entwickelte im Rahmen partizipativer Gesundheitsforschung Seminare für und mit Menschen mit Lernschwierigkeiten. Die Gesundheitsseminare wurden in einem inklusiven Team an der Katholischen Hochschule für Sozialwesen Berlin (KHSB) von 2018 bis 2020 erarbeitet und erprobt. Das Ergebnis ist in Form einer Praxishilfe mit vielen Lernmaterialien zu Gesundheitsthemen in einfacher Sprache erschienen.

Gesundheitsbildung

Wir verstehen unter Gesundheitsbildung einen geplanten, pädagogisch begleiteten Lernprozess, bei dem Menschen unterstützt werden, ihr geistiges, körperliches und soziales Wohlbefinden zu erlangen bzw. aufrechtzuerhalten. Mithilfe eines didaktisch und methodisch angepassten Vorgehens werden individuelle Handlungs- und Entscheidungskompetenzen aufgezeigt und geübt, um gesünder und zufriedener leben zu können (Goldfriedrich, 2020). Inhaltlich ist das Spektrum der Gesundheitsbildung breit: Es geht darum, gesundheitsrelevantes Wissen zu erwerben, Unterstützungsmöglichkeiten kennen und anwenden zu lernen (z. B. Vereine, Beratungsstellen, Vorsorgeangebote) oder unterstützende Beziehungen aufzubauen und zu pflegen (Goldfriedrich & Hurrelmann, 2021). Gesundheitsbildung beinhaltet darüber hinaus eine politische Dimension, die gesellschaftliche Lebensbedingungen (kritisch) analysiert. Gesundheitsbildung thematisiert gesundheitliche Chancengleichheit und ermutigt, Lebensverhältnisse zu verbessern.

Ein wichtiges Ziel von Gesundheitsbildung ist die Vermittlung von Gesundheitskompetenz (im Englischen „Health Literacy"). Hinter dem aktuellen Begriff verbirgt sich die Idee, dass eine höhere Gesundheitskompetenz zu einer besseren Gesundheit führt. Gesundheitskompetenz beschreibt die Fähigkeit, angemessen mit Informationen zur Krankheitsbewältigung, Prävention von Krankheiten sowie zur Gesundheitsförderung umzugehen. Dafür wird eine allgemeine Lese- und Schreibfähigkeit (Literalität) vorausgesetzt. Einzelpersonen sollen Gesundheitsinformationen in unterschiedlicher Form

a.) finden können,

b.) diese Informationen verstehen,

c.) beurteilen und

d.) anwenden (Sørensen et al., 2012; Pelikan & Ganahl, 2017).

Damit dies gelingen kann, braucht die Einzelperson entsprechendes Wissen und die Motivation, sich mit Gesundheitsinformationen zu befassen. In aktuellen Studien gaben deutschlandweit 59 Prozent der befragten Personen an, dass ihnen der Umgang mit Gesundheitsinformationen schwerfällt (Schaeffer et al., 2021). Behinderte Menschen in Wohneinrichtungen und Werkstätten schätzen ihre Gesundheitskompetenz noch

etwas schlechter ein (Rathmann & Dadaczynski, 2020). Ein geringes Maß an Gesundheitskompetenz steht mit einem schlechteren subjektiven Gesundheitszustand, schlechteren Bewegungs- und Ernährungsgewohnheiten, häufigeren Kontakten mit Ärztinnen und Ärzten sowie einer häufigeren Nutzung des ärztlichen Notfalldienstes in Verbindung (Nationaler Aktionsplan Gesundheitskompetenz, 2021). Eine Verbesserung der Gesundheitskompetenz zu erzielen, erscheint deshalb besonders wichtig.

Das Projekt GESUND! machte sich zur Aufgabe gesundheitsfördernde Bildungsmaßnahmen für Menschen mit Lernschwierigkeiten zu entwickeln. Die Entwicklung dieser Angebote sollte nicht nur für Menschen mit Lernschwierigkeiten geschehen, sondern gemeinsam mit ihnen in einem partizipativen Prozess.

Die partizipative Seminarentwicklung

GESUND! war ein partizipatives Forschungsprojekt. Das bedeutet, dass sich Menschen aus verschiedenen Bereichen und mit unterschiedlichen Hintergründen zusammengetan haben, um etwas über Gesundheitsförderung für Menschen mit Lernschwierigkeiten herauszufinden und neue Angebote zu schaffen.

Vier Seminare zu Gesundheitsthemen in einfacher Sprache sind zwischen Herbst 2018 und Herbst 2020 in der sogenannten GESUND!-Werkstatt entstanden. In der GESUND!-Werkstatt arbeiteten sieben Beschäftigte einer Werkstatt für behinderte Menschen (WfbM) zusammen mit vier akademischen Mitarbeitenden der Katholischen Hochschule für Sozialwesen Berlin (KHSB). Das inklusive Team traf sich regelmäßig an der Hochschule, zumeist einmal wöchentlich, um gemeinsam die Gesundheitsseminare zu entwickeln und zu erproben. Die mitwirkenden Menschen mit Lernschwierigkeiten brachten ihre Ideen und Perspektiven ein und gestalteten die Abläufe, Methoden und Materialien für die Seminare mit. Um den gemeinsamen Arbeitsprozess zu strukturieren, entwickelte das Hochschulteam ein Konzept für die Entwicklung der Seminare. Die beteiligten Menschen mit Lernschwierigkeiten lernten, die Seminare im Sinne eines Peer-to-Peer-Ansatzes mit Unterstützung selbst anzuleiten. Dadurch erhielten die GESUND!-Seminare eine hohe Relevanz sowie einen einzigartigen Aufforderungscharakter für die Zielgruppe.

Entwickelt wurden die Seminare „Was stärkt das Herz?", „Tschüss Zucker, Tschüss Einwegflasche! Gesund trinken ohne Müll", „Von Apfel bis Zwiebel: Knackig bleiben, Müll vermeiden!" und „Cool bleiben - Stress vermeiden. Energie tanken, richtig entspannen." Die Seminare stärken das Gesundheitsbewusstsein von Menschen mit Lernschwierigkeiten, sie vermitteln Wissen, stoßen die Reflexion von Einstellungen an und zeigen neue Handlungsmöglichkeiten auf. Im Mittelpunkt steht ein kommunikativer und interaktiver (spielerischer) Zugang zu Gesundheitsinformationen. Gesundheitswissen wird in leicht verständliche Sprache übersetzt und durch zielgruppenadäquate Lehr-/Lernmaterialien anschaulich vermittelt. Die Seminare 2 und 3 gehen überdies auf das Thema Verpackungsmüll und Lebensmittelverschwendung ein und sensibilisieren für Umweltschutz. Die Gesundheitsseminare sind ein modularisiertes und flexibel einsetzbares Bildungsangebot und richten sich in erster Linie an Werkstätten für behinderte Menschen, wo sie als Teil betrieblicher Gesundheitsförderung angeboten werden können. Sie sind aber auch in anderen Zusammenhängen durchführbar, z. B. in Wohneinrichtungen oder an Volkshochschulen.

Die Praxishilfe „Gesundheitsbildung mit Menschen mit Lernschwierigkeiten. Leichter lernen mit dem Projekt GESUND!" mit einführenden Texten und ausführlichen Anleitungen zu den Seminaren erscheint im Dezember 2022. Die Praxishilfe steht dann hier zum Download bereit:

www.gesunde-lebenswelten.com/gesund-vor-ort/menschen-mit-behinderung-und-angehoerige/gesund-37/

Die Lernmaterialien sind hier zu finden:

www.gesunde-lebenswelten.com/gesund-vor-ort/menschen-mit-behinderung-und-angehoerige/gesund-lernmaterialien-39

Unsere Erfahrungen

Durch GESUND! erschlossen sich für die beteiligten Menschen mit Lernschwierigkeiten neue Lern- und Arbeitsorte. Während der Reflexionsrunden wurde von den Beteiligten mit Lernschwierigkeiten oft hervorgehoben, wie sehr sie den Lernort Hochschule schätzten. Sie erleben sich als Akteurinnen und Akteure in einer Bildungsinstitution, die ihnen bislang verschlossen blieb. Als Wirkungen der Mitarbeit im Projekt GESUND! können vor allem vielfältige Lernerfolge und Kompetenzgewinn genannt werden. So erweiterte das gesamte Team sein Wissen in den ausgewählten Gesundheitsthemen und sensibilisierte sich für Aspekte der Gesundheitsförderung und des Umweltschutzes. Die Menschen mit Behinderung konnten zudem ihre kommunikativen und sozialen Fähigkeiten im Rahmen ihrer Qualifizierung zu Co-ReferentInnen erweitern; die akademischen Mitarbeitenden ihre Fähigkeiten in Bezug auf partizipatives Arbeiten.

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Camedda, D., Shevlin, M. & Kubiak, J.

University for ALL? The case of the Arts, Science and Inclusive Applied Practice Certificate.

This paper outlines the innovative Arts Science and Inclusive Applied Practice (ASIAP) Certificate, which is based in the Trinity Centre for People with Intellectual Disabilities (TCPID), School of Education, Trinity College Dublin (TCD). The mission of the TCPID is to enable people with intellectual disabilities to develop their potential by a combination of high-quality research, dissemination of new knowledge, lifelong learning and professional training. The ASIAP is made up of eighteen modules which come under five themes: Fine Arts and Languages; Applied Science, Technology and Maths; Learning Theories and Personal Development; Business and Marketing; Advocacy, Rights and Culture. In addition, students experience and participate in a variety of work placements and internships both within and without the college environment. Finally, upon completing their studies, students graduate in a formal ceremony with their non-disabled peers.

Introduction

In Ireland, because of the development of policies on access to third level education for people with disabilities (Government of Ireland, 1996; 2000; 2004; National Access Plan, 2022), the number of students with disabilities has increased to more than 220% in the past eleven years (AHEAD, 2021). Although such access to university education is now more widely accepted, and support is provided for students with sensory, physical and learning disabilities, and those with a range of complex impairments (e.g., deaf/blind, Autism and mental health issues etc.), access for people with intellectual disabilities has taken longer to gain traction. Because most have been considered unable to gain the academic requirements for university admission, it is often assumed that individuals with intellectual disabilities are unlikely to succeed or belong in such a setting (Eisenman & Mancini, 2010).

Traditionally, the transition process for these adults is the allocation of a place within an adult day service and/or sheltered workshops run by community-based disability support agencies. Consequently, people with intellectual disabilities are significantly underrepresented within the workforce and within further and higher education in Ireland (Aston, Banks & Shevlin, 2021). According to the National Intellectual Disability Database (2017), a total of 84 people with an intellectual disability were recorded in "Third Level Education", out of a total of 57,872 people with an intellectual disability recorded in the study of day service provision which equates to 0.145% (NIDD, 2017).

The TCPID

For several decades, creative opportunities have been pursued to include people with intellectual and developmental disabilities in university campus life (O'Connor, Kubiak, Espiner & O'Brien, 2012). One current programme, based in the Trinity Centre for People with Intellectual Disabilities (TCPID), School of Education, Trinity College Dublin, is the Arts Science and Inclusive Applied Practice (ASIAP). The TCPID is built on three pillars - Education, Research and Pathways; its ethos centres on treating people with intellectual disabilities with dignity and respect within an environment which fosters and encourages collaboration, inclusiveness and flexibility. TCPID's vision is that people with intellectual disabilities lead meaningful lives of their choosing through quality education and work readiness; its mission is to enable learners with intellectual disabilities to develop their potential to fully participate in society as independent adults, through participation in a Higher Educational programme that focuses upon both educational attainment and work readiness.

Such ambitious objectives demand a dedicated and dynamic team - TCPID core staff include a Director, a Course-coordinator, academic lecturers, a Teaching and Learning Officer, a Teaching & Learning assistant, Occupational Therapists, a Pathways Coordinator, a National and Schools Coordinator, a Research Coordinator and a Centre manager. This team facilitates the running and delivery of the ASIAP education programme as well as a variety of high-quality research outputs which covers topics such as transition pathways, inclusive education, employment, inclusive pedagogy and policy change.

Within a research intensive university such as TCD, the ASIAP course is unique in two ways: it is the only education programme in the university aligned to Level 5 of the Irish National Framework of Qualifications (NFQ) and as such, is unique within the university; second, it is the only course in the university where learners are educated in a range of topics which include: the arts and humanities, marketing and entrepreneurship, employment and STEM. Graduates of the programme progress to employment and/or further education opportunities which are promoted through person-centred planning in collaboration with a team of Occupational Therapists.

The ASIAP programme

To complete the ASIAP, students study modules across five interdisciplinary themes which consist of:

1. Learning Theories and Self-Development

2. Applied Science, Technology and Maths

3. Business and Marketing

4. Advocacy, Rights and Culture

5. Fine Arts and Languages

The eighteen modules of the ASIAP programme and 2ⁿᵈ year work placement consists of a total of 120 credits accumulated over two years. The course offers students a high academic standard of learning and maximises opportunities to enable learners to realise their full potential. The ASIAP helps to develop a broad range of skills across a comprehensive curriculum, including preparing graduates to work in diverse employment settings. *Consequently, students develop confidence, independence, academic knowledge, life skills. employability skills as well as readiness for different life pathways* (Kubiak, Spassiani, Shevlin, & O'Keeffe, 2019).

Employing a Universal Design for Learning (UDL) approach

"Barriers to learning 'are not, in fact, inherent in the capacity of learners, but instead arise in learners' interactions with inflexible educational materials and methods" (Moore, Rose & Meyer, 2007). Mindful of Moore, Rose and Meyer's viewpoint, lecturers on the ASIAP programme employ a UDL approach which focuses on building supports proactively into lesson goals, curriculum resources, instructional practices, and assessments (see Figure 1 below). Based on the concept of universal design, which originally focused on access to the environment, UDL extends the notion to the provision of "cognitive access" to learning environments. In contrast to a one-size-fits-all approach, the UDL framework adopted by lecturers on the ASIAP programme, focuses on providing options that can meet the needs of a range of all learners by building flexibility into curriculum and instruction (National Centre on UDL, 2012b).

Figure 1 Inclusive assessment based on UDL

Pathways to Employment

TCPID has established a very strong network of over forty business partners who provide learner work placements, mentoring, paid internships and in some cases permanent employment for the graduates. Business partners (i.e., financial institutions, law firms, pharmaceutical and health care companies, aircraft leasing companies) allow the learners to gain an insight into potential career paths. The Pathways Coordinator works with the business partners to offer supported career pathways, with the ability to look at specific industries that might suit their particular interests and skills. Business partners offer support in a variety of ways, including financial support, work placements, mentoring, training workshops, and guest lectures. Since 2016, there has been thirty-eight graduates of the ASIAP programme; thirteen of these graduates have to date secured permanent jobs.

Conclusion

In this paper we presented an outline of the ASIAP programme which is designed for adult learners with intellectual disabilities. Experiencing and succeeding in such inclusive higher education programmes provides opportunities for this group of marginalised individuals to form new identities, develop skills and capacities, establish social networks and navigate the employment sectors (Shevlin, Kubiak, O'Donovan, Devitt, Ringwood, Aston & McGuckin 2020). The development and success of inclusive Higher Education programmes, such as the ASIAP is timely, as it challenges traditional boundaries of Higher Education and the questions regarding who belongs, who is excluded, and why. Ultimately, active participation in the Higher Education environment by people with intellectual disabilities demonstrate how a social space can be created that welcomes them to try out new roles, foster relationships and develop their capacities beyond the expected societal norms (O'Brien, 2019).

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10+ Years of Inclusive Education at the University of Vermont

In 2010 the University of Vermont received a 5-year federal grant to establish an inclusive college program for students with intellectual disabilities. Think College at the University of Vermont is an innovative, inclusive, academic, social, and vocational program for students with intellectual and developmental disabilities seeking a college experience and career path. Think College incorporates student-centered planning, academic advising, and peer mentors for an inclusive, supportive college experience. Think College is a 2 to 3-year, certificate program through the University of Vermont Professional and Continuing and Education Department and the Center on Disability and Community Inclusion within the College of Education & Social Services. Think College is a tuition and fee-based program based on eligibility criteria and offered within the bounds of reasonable accommodation at the university.

Background

Vermont is a small rural state in the northeastern United States. The University of Vermont-Center on Disability and Community Inclusion (CDCI) is a nationally recognized leader promoting the full community participation for people with disabilities and their families through research, model demonstration, training, technical assistance, leadership development, systems change activities and policy analysis. Located within the College of Education and Social Services, CDCI has been providing services to individuals with disabilities and their families for over 40 years.

In 2010, CDCI was awarded a five-year United States Department of Education *Transition and Postsecondary Programs for Students with Intellectual Disabilities* (TPSID) grant to create a high quality, inclusive model comprehensive transition and postsecondary program for students with intellectual and developmental disabilities. *Think College Vermont* was developed and funded for five years and is now sustained through program fees and donations. Think College at the University of Vermont is an innovative, inclusive, academic, social, and vocational program for students with intellectual and developmental disabilities seeking a college experience and career path. Participants earn a Certificate of College Studies addressing academics, social/recreation skills, life and self-advocacy skills, and career experiences and vocational skills leading to gainful employment. Think College Vermont incorporates student-centered planning, academic advising, and university peer mentors for an inclusive, supportive college experience. Our mission is for individuals with intellectual and developmental disabilities to gain an inclusive college experience that will lead to career readiness and meaningful and successful employment in the community.

Students

Students with intellectual and developmental disabilities (ID/DD) benefit greatly from a college experience that was traditionally denied to them. When participating in post-secondary opportunities, students with disabilities experience the same benefits as students without disabilities. The acquisition of academic knowledge, development of lifelong meaningful relationships, and an increased sense of autonomy and independence are a few of the high impact outcomes for students. When we consider the benefits of post-secondary education for students with ID/DD, we should be cautious of the tendency to institutionalize the experience without measuring the success of the experience based on the student's self-identified goals of learning. Another important factor in framing the student and then graduate experience is what the alternative to post-secondary can or cannot afford people with disabilities.

The classroom experience is one unlike many students with disabilities have ever had access to and affords opportunity for complex thinking and development of personal theory. For many students, their previous learning has occurred in a modified, often over-simplified, curricula that does not presume the competence of the student's true intellect and ability to engage with complex conversations. Post-secondary classrooms afford multi-dimensional means to knowledge acquisition, and it is seen in the information that students bring into their development of self and the world.

While on campus, in-class, or participating in social and recreational activities, students with disabilities are building authentic, meaningful friendships that will afford opportunities well into their future. The friends we make in college become life-long support and conduits for connection to opportunities in employment. Real friendships afford us the opportunity for reciprocal caring, which increases our feeling of self-worth and confidence in one's abilities. The power of these friendships increases a person's ability to communicate their hopes and dreams to others. This is a necessary skill for people with disabilities who will need to advocate for themselves throughout their lives to service providers and other systems of support. The ability to self-direct their lives promote overall wellbeing throughout their life.

As compared to people with disabilities who do not have post-secondary opportunities, it is evident that participation in inclusive post-secondary programs yields higher employment, health, and well-being satisfaction. Perhaps the most significant for people with disabilities participating in this inclusive educational experience is the transformation of their social network and contacts they will have long into their lives.

Peer Mentors

The TPSID grant required that programs provide individual supports and services for the academic and social inclusion of students with intellectual and developmental disabilities (ID/DD), however they did not specify how that support should be provided. Like many of the other TPSID programs, we chose to utilize university students as peer mentors to provide 1:1 support to students with ID/DD. Since the goal was to be as inclusive as possible, it was a natural choice to utilize current students as they are similar age, they know and understand the university culture, rules, language, and social mores better than an outsider would.

The peer mentors are hired as university student employees and are paid a competitive wage. The age range of the mentors is 19-22 years old. While many of the mentors are majoring in education and special education, mentors come from many other areas of study including communication sciences, psychology, social work, biological sciences, animal science, English, etc. and numerous minors of study as well. Over 22

different majors have been represented. Mentors on average work approximately 7.5 hours per week for 30 weeks a year. The mean length of time the mentor functioned in their role was 2.5 years (Ryan, S., Nauheimer, J., George, C., Dague, B. 2017).

Students have varying reasons to apply as mentors including, 1) Past experience. Many of the applicants have previous experience with people with developmental disabilities and they want to continue that affiliation at the university. They have been involved with programs such as Best Buddies, Special Olympics or worked at summer camps for children with disabilities, 2) Personal reasons. Some students have more personal motives such as a sibling or other family member with ID/DD. Given their personal experience they would like to be involved and contribute, 3) Skill building. As future educators and social workers they see this as an excellent learning experience to practice, build and improve their skills, 4) To be part of a community. Students believe mentoring will be a rewarding experience, an opportunity to make friends and develop meaningful relationships, and will be a fun program. Many students are seeking belonging and a community, and 5) Social Justice. All the student applicants support the mission and believe people with disabilities have the right and should have the opportunities to be fully included in the community. Students may apply to be part of a social justice movement, regardless of their area of study.

The role of the peer mentor is diverse and can vary daily. Given the inclusive nature of the program, mentors often work independently with their student. They need to exhibit sound judgement and decision-making as they may need to think, and act quickly should an issue arise. Mentors accompany students to their academic class and may assist with notetaking and group work, contributing and asking appropriate questions, proper communication with instructors and debriefing after class. Above all, peer mentors help student to learn and navigate college culture. This can include how to access college facilities and services, how to act in a college class, self-advocacy, setting up appointments and exam times, and using technology appropriately. Much of this includes navigating the social climate. Students meet and interact with peer mentors, friends, and other students in a variety of social situations including meals, games, and other sport or recreational activities or informal social gatherings. Proper social skills are demonstrated and taught by peer mentors. Students must learn to advocate for themselves when they do or do not want mentor support. Some students may want the mentor for emotional support but not academic support, some ask the mentor to help facilitate communication with group members and other students prefer to complete work with classmates completely independent of mentor support. Peer mentors need to be flexible to meet the students' needs. Peer mentors also communicate among themselves and the students so that everyone is on the same page regarding homework, studying and other goals. This is often done independently of program staff.

We hold weekly group supervision meetings with all the mentors to discuss each student, their progress and any issues or concerns. After each shift with a student, the mentors write a support log. These notes are compiled and stored on a shared, secure web page. We also promote three of our experienced mentors into role of lead mentors. The lead mentors are given more responsibility and act as role models and support to the other mentors. The three lead mentors play a pivotal role in communication and coordinating among students and mentors, and they co-facilitate the weekly mentor meetings.

As peer mentors graduate, we ask them to write a farewell statement reflecting on their tenure as a Think College mentor. Although we maintain close contact with the mentors, it is not until we read their reflections do we fully understand the impact the program may have had on them. In reviewing their reflection statements, the following themes emerged: 1) Valued Learning Experience. Most mentors find the experience of being a mentor as a valuable opportunity to practice learning and develop new skills. 2) Belonging to a Community.

The concept of belonging to a community was a reoccurring theme among many mentors. Students often seek a place where they feel comfortable and valued. 3) Meaningful Relationships. Although the Think College program is fully inclusive without classes or gatherings specifically for Think College students, the students and mentors get to know each other and often gather to spend time together. They develop bonds and friendships and enjoy time together. 4) Transformative Experience. For some mentors, involvement in Think College has been more profound than they expected. *"Being a mentor has been the most fulfilling and transformative experience of my college career. This opportunity has truly changed who I am as a person and the way I view my place in the world."* 5) Retention. For some students, Think College was the reason they stayed at the university. *"I am incredibly grateful I started working for Think College. I feel that it was this program that helped me find my place at UVM. My connections and friendships with students and other mentors kept me going and made me excited to come to campus each day."* 6) Career Change/Enhancement. For some mentors, their experience altered their area of study or career direction. A mentor decided to pursue graduate study. *"I decided this summer, after some work experience that I would I apply for the Special Education graduate program here at UVM. Think College has had a huge impact on my education. It has not only affirmed my aspirations to be an educator, but it has also directed my interests particularly towards Special Education."*

Impact

The Think College program at the University of Vermont has been operating for over 10 years. We've had over 150 students work as peer mentors and over 40 students have completed the program with a 90% employment rate for graduates. Think College students have been accepted and included within the university environment. The impact of programs like this are wide-ranging. The students with ID/DD clearly benefit from a highly inclusive environment with support from peer mentors and learn valuable soft-skills employers seek. The peer mentors gain valuable direct experience, belonging in a community, and student employment. The university benefits by increasing diversity, equity and inclusion and creates workforce development for all students who participate, and the university becomes an inclusive example for the entire community. Post-secondary education programs for students with ID/DD are a valuable and beneficial proposition for all involved.

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The tutorial in the BLuE university program – on the value of peer relationships in the context of person-centred work

The right of people with disabilities to inclusion means the unconditionalized possibility to participate in all areas of society. This applies to the tertiary sector of education as well. The PH Salzburg implements this idea in the BLuE university program. One of the key points of the BLuE university program is a tutorial-peer system: primary school students support BLuE students with cognitive and/or mental impairments concerning their workload of university courses and internships. A weekly accompanying course aims to provide a common space for relationship and exchange. Leaning on the CRPD, the aim is to create a common learning space and enabling person-centered orientation. Successful practices as well as areas of tension from the distinct roles in the program (BLuE student, tutors, and lecturers) are highlighted.

Based on an understanding of disability that is consistent with the CRPD (United Nations, 2006) the BLuE university program (Bildung, Lebenskompetenz und Empowerment; Education, Life Skills, and Empowerment) addresses people with cognitive disabilities and/or mental impairments (Plaute, Bauer, Harter-Reiter, Hawelka & Thalhamer, 2020). BLuE is an inclusive four-year university program of the Pädagogische Hochschule Stefan Zweig which started in 2017. In addition to the human rights justification (CRPD), educational science approaches are used as the theoretical basis for the program – specifically, the capability approach – originally by Amartya Sen (1999), further developed by Martha Nussbaum (2018a, 2018b) and the construct of the different equals by Robert Schneider (2016).

According to Bramberger & Plaute (2018) the capability approach addresses education, following the debate on human dignity in the context of human rights. It calls for the establishment of conditions under which all people can live a *good life* and have the guarantee of equal rights. Nussbaum defines human rights less as a rational contractual arrangements or moral obligations between state and citizens. She rather sees them as the result of people's neediness, which should be considered in an appropriate political framework. This also applies to educational institutions such as the PH Salzburg, being obliged to the rights and values of the CRPD. (Bramberger & Plaute, 2018)

This results in the obligation to jointly design and reflect on educational spaces as spaces of opportunity to create conditions for the establishment of social spaces and structural resources in the field of teacher education and training. Time and time again, this is one of the main tasks of the inclusive university. (Bramberger & Plaute, 2018) For this to occur, all actors must place themselves in a common space of recognition. In this space, people experience themselves as *different equals* (Schneider, 2016). From this the

equal right to become mutually significant for each other can be derived. This means personal resonance - which must not be confused with the right to be or must be equally significant.

As *different equals*, we all stand in the space of recognition (of the university) and share *common educational movements* (Schneider-Reisinger, 2019). If the human being – *every* human being – does not stand in the same space of recognition, there is danger that the diversity of human beings will mutate into inhumanity, even though diversity is the normal human case. (Schneider, 2016).

Following these theoretical considerations, a curriculum was developed that is orientated toward inclusion and individual development. According to the curriculum, each of the four years includes 28 ECTS credits, consisting of courses of regular primary teacher education and an internship. Both parts (courses and internship) are individually selected. Developmental dialogues – at least one per semester – are the format to follow up the individual interests of each BLuE student. Participants are the BLuE student, a person of trust (chosen by the BLuE student), a BLuE tutor and different people of the steering group (e.g., coordinator of the entire program, of the internship and of the tutorial).

One key element of the program is the tutorial. Each BLuE student has a team of five to six tutors (primary students) around them to support them with different tasks. They connect with the family, help them orientating at the university, support the completion of work assignments and so forth. Also, there are joint activities between the courses or outside the university. Two aligned courses try to support all students in the program and connect people and their activities. One of the courses takes place weekly, the second one is flexibly adapted according to the needs of the students.
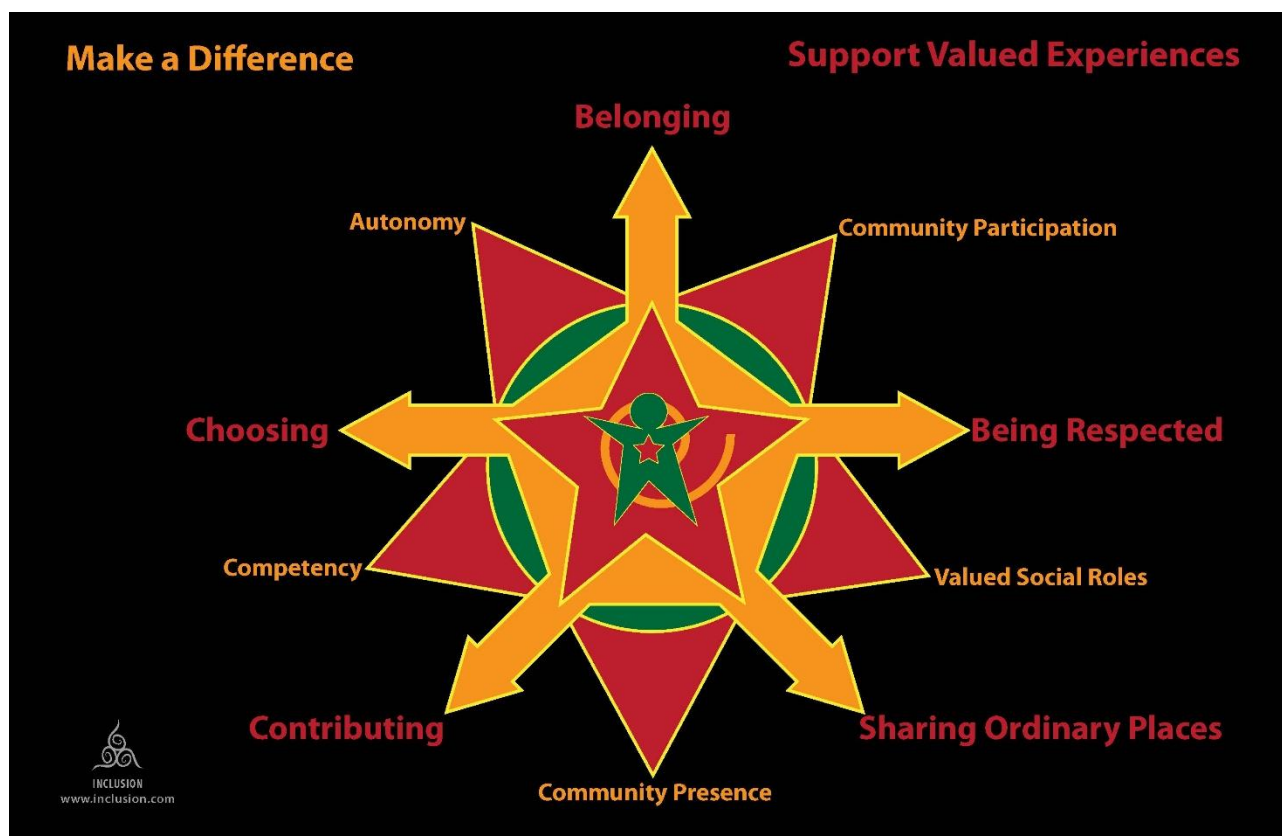

Figure 1: Five Valued Experience and Five Accomplishments: Dimensions of Inclusion (John O'Brien, 2011)
https://inclusion.com/site/wp-content/uploads/2017/12/Accomplishments-Poster-11x17_Page_1.jpg

Based on theoretical principles of the project (Schneider-Reisinger, Harter-Reiter, Schober, Kreilinger, Bauer & Plaute, 2020), a common space shall be opened. Through the exchange with each other, the possibility to make valuable experiences should be available. In this sense, the person-centred work (Doose, 2020; O'Brien & Mount, 2015) shows itself to be suitable for all participants in the BLuE program – especially for the BLuE students (see figure 1).

The form of collaboration in the tutorial generates valuable experiences in the sense of person-centred work. Those are depicted in the following section according to the distinct roles in the tutorial (BLuE student, tutors, lecturers):

According to David, one of the BLuE students, one of his most valuable experiences is learning new skills and abilities such as working with a computer or improving his English skills. The BLuE program made it possible to explore new jobs and to see which job is the right. Through different internships, David was able to work with children and learned how to prepare for a class in school. He also learned to implement and create some creative ideas in the class. "Through the BLuE program I learned to work independently so I can handle the workload for my studies."

The tutors state, that one of the most valuable experiences in the blue program, if not the most valuable, is simply meeting different people. A variety of people and personalities come together who, without this program, would not have met in a university context. This heterogeneity is very valuable for the collaboration, but also for each of them personally, as it allows different point of views to be exchanged. Everyone in the program is benefiting from this. Students in the program learn a lot from each other and especially this exchange and the arising experiences makes the program that valuable. Both, working with blue-students and working with the whole group, during class time but also during free time, combines growth of personal knowledge and learning experiences with the joy of spending time together. We share many unique experiences, such as watching movies together, game nights, visits to Christmas markets, cooking and baking together. Great highlights were the excursions to Ireland, Berlin and Zurich.

Each of the tutors strives to contribute to an inclusive environment. Even though the BLuE program is not fully inclusive yet, it is a start to provide access to the university for people who are usually hindered.

From the perspective of the lecturers, the tutorial is a special course that is clearly different from all other courses. It is an experience of a different kind – e.g., no pressure to give grades or no admission criteria. It is not a talking-about-something but an experiencing-together, in this respect it is the greatest possibility to become significant for each other. The potential of recognition, appreciation and confidence in the other person becomes clear. According to the lecturers, students have a real opportunity to shape things at eye level – if they want to.

Naturally, however, areas of tension also arise. Again, these are described by the different protagonists in the tutorial:

According to the BLuE student, sometimes there are difficult situations. It can happen that one feels overwhelmed or does not understand the study workload. New situations or changes can also be difficult to cope with. In such situations, the tutor team always helps and supports.

The tutors point out, that, unfortunately, the BLuE program can currently only be offered to a few and selected students. Of course, the goal is to create an inclusive program for everyone. Nevertheless, it is important, that the BLuE students are well supported. This needs a great manpower in the program. Another

challenge is that the program and inclusion in general needs more visibility. Another point is, that it can be difficult to find the right balance between friendship and professional relationship. In case of challenging situations, it takes a lot of communication and honesty to solve them together. For these cases there is the possibility of supervision for all Blue students and tutors.

According to the lecturers, there is always a risk of reproduction of exclusion mechanisms (us and them; us primary students and the BLuE students). It's a challenge to create a common space again and again - especially in a very selective structure. There can be a gap between (desire for) friendship and professional relationships. It is important to reflect well on each role, especially the distribution of power. As in any community, addressing things openly without hurting (e.g., desire for relationship from one side only, etc.) creates tension. The change of tutor teams is run counter to building relationships and developing together.

Summing up, we like to focus on Davids's statement: "I`m so happy to be a part of the BLuE program, because I learned so much positive and useful things for myself and my future. I also don't see new or unknown things as a problem anymore. There can be challenges and that's good because I can learn from them. That's why I'm happy to be a BLuE student."

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Gubler, M. & Maccabiani, C.

Das Projekt écolsiv und die Entwicklung von Haltungen und der Bereitschaft zur Umsetzung von Inklusion in der Lehrerinnen- und Lehrerbildung

Im Projekt écolsiv werden Menschen mit kognitiver Beeinträchtigung zusammen mit Studierenden der Lehrerinnen und Lehrerbildung am Institut Unterstrass an der Pädagogischen Hochschule Zürich auf eine pädagogische Tätigkeit im Schulfeld vorbereitet. Eine der Intentionen des Projektes écolsiv ist, dass sich durch den Kontakt mit kognitiv beeinträchtigten Mitstudierenden die Haltungen und Einstellungen zur Inklusion positiv entwickeln und es so zu einer erhöhten Bereitschaft zur Umsetzung von Inklusion in der Schule durch die angehenden Lehrpersonen führt. Eine Längsschnittuntersuchung konnte diese Thesen bestätigen.

Das Projekt écolsiv

Es gibt Menschen mit einer kognitiven Beeinträchtigung, welche den Wunsch und die Fähigkeit haben, mit Kindern im schulischen Kontext zu arbeiten. Eine entsprechende Ausbildung für diese Tätigkeit existiert in der Schweiz nicht. Kinder mit besonderen Bedürfnissen werden im Kanton Zürich seit 2005 in der Volksschule integriert. In den Schulen sind beeinträchtigte Erwachsene aber nicht zu sehen. Weshalb? Wohin verschwinden sie? Auch in der Lehramts-Ausbildung an der Hochschule wird nicht integriert – eine wiederkehrende Kritik seitens der Studierenden. Dies waren Gründe genug, um ab 2014 im Institut Unterstrass an der Pädagogischen Hochschule Zürich PHZH das Projekt *écolsiv – Schule inklusiv* zu entwickeln. Ziel von *écolsiv* ist es, Menschen mit kognitiver Beeinträchtigung darauf vorzubereiten, einer Beschäftigung im Bereich Schule und Bildung im ersten Arbeitsmarkt nachzugehen.
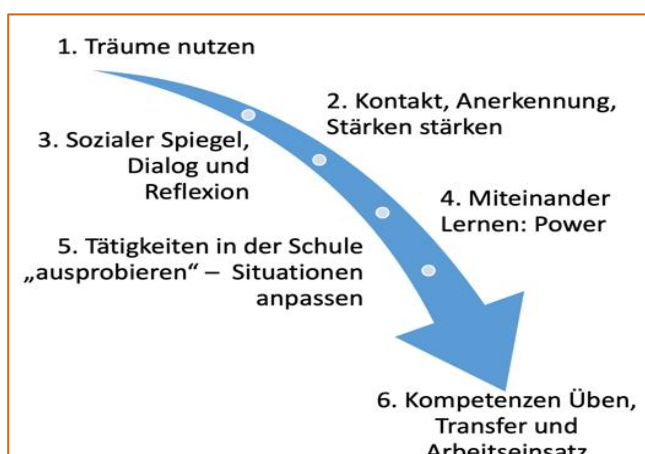

Abb. 1: Individuelles Kompetenzprofil

Zwei bis drei *écolsiv*-Studierende pro Jahr beginnen die Ausbildung und absolvieren diese zusammen mit den angehenden Lehrpersonen im dreijährigen Bachelorstudium. Sie besuchen dieselben Module und bewältigen teilweise gemeinsam die unterschiedlichen Praktika. Diese Ausbildung führt «bei erfolgreichem Abschluss zur Qualifikation *Assistenz mit pädagogischem Profil*» (Labhart, Müller Bösch & Gubler, 2021).

Der zentrale Unterschied der beiden Studiengänge ist es, dass die écolsiv-Studierenden von ihren Wünschen, Stärken und Interessen ausgehen und nicht vorgegebene Ziele erreichen

müssen. In einer ersten Phase werden diese Ressourcen und Interessen entdeckt und ausprobiert. Die Kompetenzen werden in einer zweiten Phase im und für den Schulkontext erarbeitet, formuliert und schliesslich in einer dritten Phase gezielt geübt und auch in andere Situationen transferiert. In einem Portfolio werden die entwickelten Kompetenzen gesammelt, dokumentiert und schliesslich für die Bewerbung im ersten Arbeitsmarkt aufgearbeitet. Die Begleitung der écolsiv-Studierenden in die Arbeitstätigkeit, also das Finden einer passenden Arbeitsstelle im Schulfeld ist als *Supportet Employment* expliziter Teil des Konzepts.

In diesem Prozess, dessen Ziel die Erarbeitung eines individuellen Kompetenzprofils (Abb. 1) ist, spielt das Umfeld an der Hochschule wie in den Praktika eine wichtige Rolle. Der soziale Spiegel führt zu Anerkennung, stärkt die Ressourcen, kann aber auch zu Irritationen und schmerzhaften Selbsterkenntnissen führen. Diese Erfahrungen werden im Dialog mit dem Unterstützer:innensystem regelmässig reflektiert. Neben dem privaten System werden die écolsiv-Studierenden im Studium von einer/einem Studierenden in der Funktion eines/einer Tutor/in und in den Praktika von einem/einer Coach/in begleitet. Das Projekt *écolsiv* ist für alle Beteiligten ein neues und bereicherndes Lernfeld. Sie kommen teilweise erstmals mit Menschen mit kognitiver Beeinträchtigung in Kontakt und sind herausgefordert, die neuen Erfahrungen mit den eigenen Vorstellungen zu reflektieren. Es gilt Barrieren zu erkennen, die eigene Haltung gegenüber Inklusion zu thematisieren und neue Unterrichtsformen im Sinne von Universal design of Learning zu entwickeln. Studierende und Dozierende lernen, eine Basis für das gemeinsame Lernen zu schaffen und finden neue Wege miteinander Inklusion zu erforschen. In den Volksschulen lernen Schüler und Schülerinnen und Lehrpersonen die écolsiv-Studierenden als Assistenten und Assistentinnen kennen.

Zusammenarbeit mit den écolsiv-Studierenden erweitert den Horizont, wie das ein Tutor als Fazit formuliert. Dennoch ist die Tatsache, dass Menschen mit und ohne kognitive Beeinträchtigung miteinander an der Hochschule lernen, noch kein Garant für die Entwicklung von Offenheit für die Inklusion im Schulfeld.

Für die Umsetzung von Inklusion in der Schule sind die Einstellungen und Haltungen von Lehrerinnen und Lehrern wichtige Faktoren. Deshalb ist es eine wesentliche Aufgabe pädagogischer Hochschulen, Lehrpersonen nebst den berufsbezogenen Kompetenzen (Fachkompetenz, didaktische und pädagogische Kompetenz) auch «entsprechende Kompetenzen auf der Basis inklusiver Haltungen und Einstellungen zu vermitteln, damit sie mit der Vielfalt der SchülerInnen nicht nur zurechtkommen, sondern diese als Chance nutzen können» (Feyerer, 2014, S. 3).

Entwicklung von Haltungen und der Bereitschaft zur Umsetzung von Inklusion

Wie können in der Ausbildung positive Einstellungen und Haltungen zur Inklusion und das Zutrauen in die eigenen Fähigkeiten, einen erfolgreichen inklusiven Unterricht zu gestalten, gefördert werden? Eine Möglichkeit liegt im Kontakt zwischen Menschen mit und ohne Beeinträchtigungen. Personen, die über positive Kontakte mit Behinderten verfügen, zeigen günstigere Einstellungen gegenüber Behinderten als Personen, die keine derartigen Kontakte haben oder hatten (Cloerkes, 2007, S. 146).

Wie im ersten Kapitel ausgeführt, kommen alle Studierenden am Institut Unterstrass dank dem Projekt écolisv in Kontakt mit Mitstudierenden mit kognitiver Beeinträchtigung und erhalten somit Gelegenheit für emotionale Kontakterfahrungen. Diese – insbesonders wenn sie positiv sind – sollten gemäss der Kontakthypothese von Cloerkes die Haltungen und Einstellungen zur Inklusion positiv beeinflussen und zu einer erhöhten Bereitschaft zur Umsetzung von Inklusion in der Schule durch die angehenden Lehrpersonen

führen, was eine der Intentionen des Projektes écolsiv ist (Gubler & Bösch, 2020; Müller Bösch, Labhart, Gubler & Schoch, 2017).

Im Rahmen des Projektes PROFIS (Graf, Kassis, Kunz & Luder, 2021) wurden mit einer Längsschnittstudie Einstellungen, Haltungen, Kompetenzen und (angenommene) Performanz zu Inklusion in der Lehrerinnen- und Lehrerbildung erhoben. Die Studierenden wurden mit validierten Fragebogen elektronisch zu drei Messzeitpunkten befragt. Dabei ging es im Wesentlichen um die beiden Hypothesen, dass mehr (positiver) Kontakt zu positiverer Haltung und Einstellung gegenüber Inklusion und zu einer höheren Bereitschaft, Inklusion im Schulalltag umzusetzen, führt (vgl. Gubler & Labhart, 2021).

Es zeigte sich, dass ein Jahr nach Studienbeginn (T2) alle Studierenden Kontakt haben. Positiv erfahrener Kontakt nimmt in der Antwortkategorie „eher oft" in der Anfangszeit des Studiums stark zu (von 25% auf 50%). Alle Studierenden berichten von positiven Kontakten (Antwortkategorien „keinen Kontakt" und „sehr selten" gehen bei T3 auf 0 zurück) (Diagramm 1).
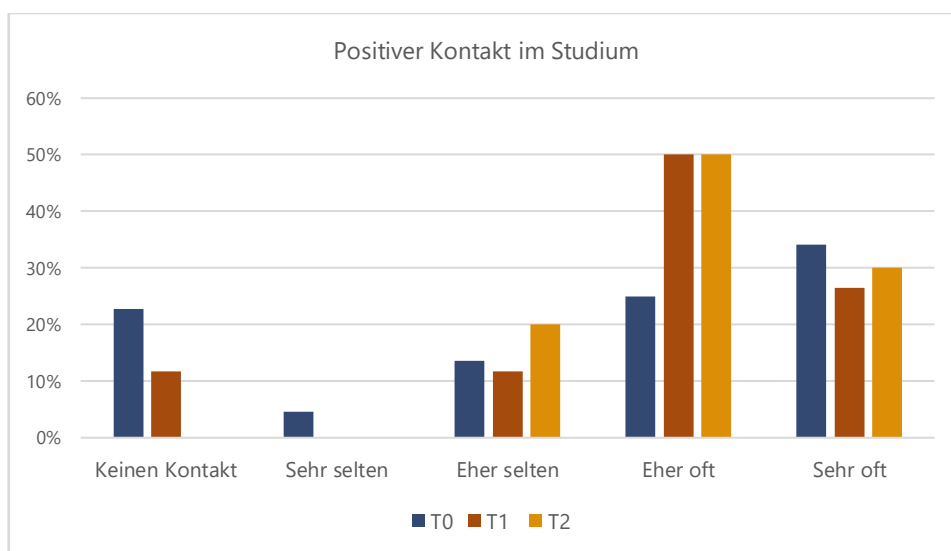

Diagramm 1: positiver Kontakt im Studium

Dieser positive Kontakt führt auch erwartungsgemäss zu einer positiveren Haltung und Einstellung gegenüber Inklusion. Nach einem Jahr Studium haben 94% der Studierenden eine positive Haltung der inklusiven Schule gegenüber, während dieser Anteil zu Beginn des Studiums bei 77% lag (Diagramm 2). Die positive Haltung zur inklusiven Schule verändert sich signifikant.
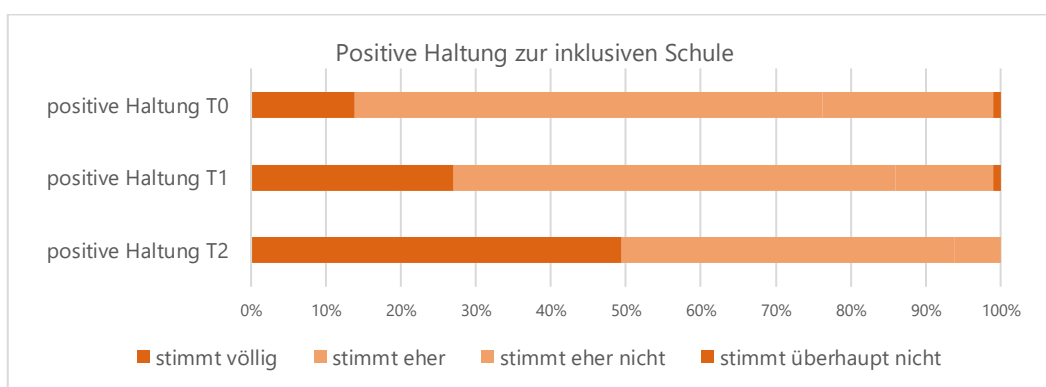

Diagramm 2: positive Haltung zur inklusiven Schule

Die positivere Haltung und Einstellung gegenüber Inklusion wirken sich aber nicht unbedingt positiv auf die persönliche Bereitschaft, Inklusion in der Schule umzusetzen, aus. Während sich bei einem Teil der Studierenden sowohl Haltung als auch Bereitschaft in die gleiche (positive) Richtung entwickeln, sinkt bei anderen Studierenden ihre persönliche Bereitschaft, während die Haltung gleich bleibt oder positiver wird. Diagramm 3 zeigt nochmals übersichtlich, dass die Haltung gleich bleibt oder steigt, während sich die persönliche Bereitschaft und Befähigung zu inklusivem Unterricht stärker in beide Richtungen der Skala entwickelt.
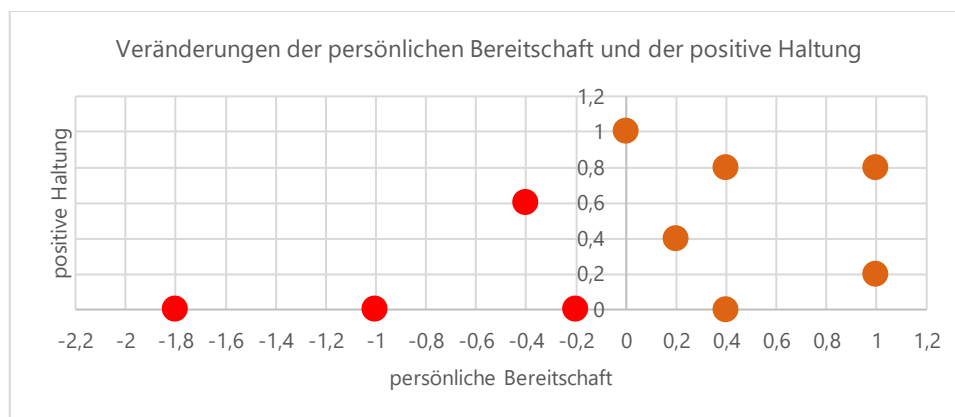

Diagramm 3: Kreuztabelle der Veränderungen von Haltung und persönlicher Bereitschaft

Die vorliegenden quantitativen Ergebnisse rufen danach, weitere Forschungsarbeiten durchzuführen und danach zu fragen, warum sich die Unterskala Haltung während des Studiums als einzige signifikant verändert, die anderen Einstellungsskalen hingegen nicht. Das nun folgende Kapitel zeigt diesbezügliche erste Ergebnisse aus einer qualitativen Folgestudie.

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Leonhardt, N. & Goldbach, A.

Qualification for subject matter experts on inclusion and education in saxony (QuaBIS) – A Project for the Recognition of Social Responsibility of Higher Education Institutions

In the QuaBIS project (http://www.quabis.info/), five people, who have gained previous educational experience predominantly in exclusionary institutions (special schools, sheltered workshops, etc.) have been learning and teaching at the University of Leipzig since 2019, As subject matter experts on inclusion and education (SMEIE), they bring their expertise into the university context as teachers and researchers by giving seminars, lectures and workshops, and by contributing to conferences, as well as working on a variety of topics from the exclusion-inclusion spectrum. Thereby, they contribute to creating a necessary sensitivity when it comes to reflecting professional action (in teaching), as well as to enabling a new, innovative, participatory way of academic knowledge (re)production.

(Development) background of the project

Universities are a special place of knowledge production. The knowledge generated and communicated in research and teaching can influence social developments as well as reproduce and stabilize (power) relations, but also have a changing effect on them. At the same time, universities have a considerable selection function, which is characterized by multiple access barriers. This circumstance leads to knowledge production at universities being seen as elitist, which in turn means that some groups are affected by the power of knowledge production without ever being able to assert their own influence on it.

Both the Common European Reference Framework for USR (cf. EU-USR Network, 2015) and the Hans-Böckler Foundation's proposal for a model of a democratic and social university (2009) call for universities to open up to a broader society and have a more responsible approach to diversity in order to contribute to the *democratic development of society*. Aichinger et al. (2020) already recognize a broad opening for diversity in the development of higher education in recent years and underline that these change processes are to be carried out on the macro, meso and micro levels. While at the micro level, for example, the development of everyday practices in the changing university teaching according to diversity sensitivity is addressed (e.g. new diversity-sensitive methods in teaching) and the macro level addresses university policy decisions to embed USR ("Third Mission"), the demands at the meso level refer to the explicit establishment of diversity-sensitive measures and changes within research and teaching structures. In the following, we would like to outline and question these as examples.

One step towards opening up university spaces happens on the level of "diversity among teachers […], which leads to a variety of perspectives on teaching content" (Algermissen et al., 2020, Author's translation) and is elaborated here under the term 'participatory teaching'. The term 'participatory teaching' comes from the already established term participatory research. 'Participative' in both contexts addresses the participation of

those who are addressed within the teaching or research context with the goal of "understanding and changing social reality" (von Unger 2016, 1, Author's translation) and making inclusion "practical and directly tangible" (Schuppener, Schlichting, Goldbach & Hauser, 2021, p. 122, Author's translation).

The participatory teaching project QuaBIS is dedicated to the goal of a cultural and structural changes in higher education, so that since May 2019, for the purposes of a social opening, five people with disability experience are qualified as subject matter experts on inclusion and education (SMEIE) at the University of Leipzig. Previously, they have worked in the system of so-called disability assistance, primarily, in working institutions for people with disabilities or sheltered workshops (in German WfbM). Within the framework of university exclusive seminars and lectures (e.g. in educational sciences in teacher training) as well as transfer activities (workshops and seminars in external educational and cultural institutions), a particular emphasis in line with the University Social Responsibility (USR) is placed on promoting and actively *shaping awareness and sensibilization for diversity* among internal and external educational actors (see Fig. 1 for the fields of activity).
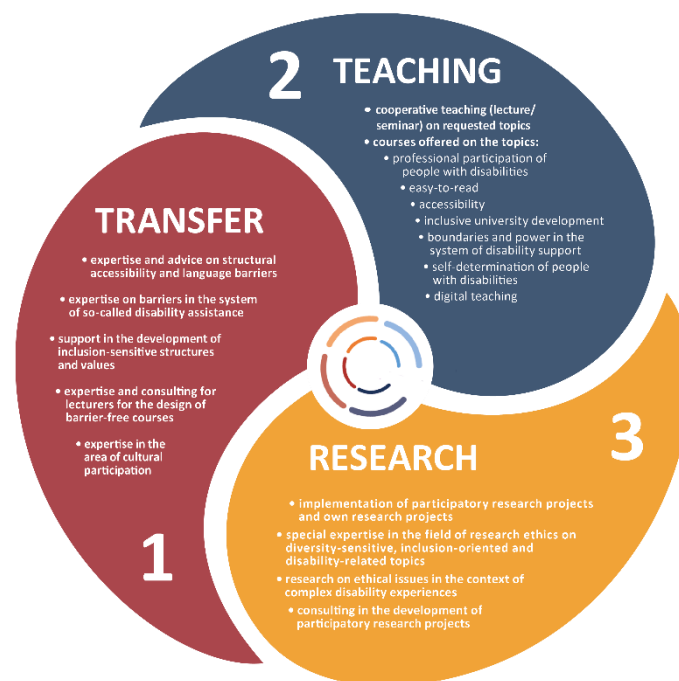

Fig.1: Task fields QuaBIS

Presentation of qualification work

As teachers, the SMEIE are working on diverse and individualized topics (e.g. experiences of power in school and in the so-called disability support system, the critical examination of the concept of participation, developing an enhanced concept of accessibility, the critical reflection of easy (German) language in the context of inclusion, the challenges of transitioning from school to work, criticizing Ableism, and more). The qualification, oriented towards different modules, is geared to important contents of teacher training (see Fig. 2). From the start, it is characterized by a high and steadily increasing theory-practice interconnection (similar to a dual education).
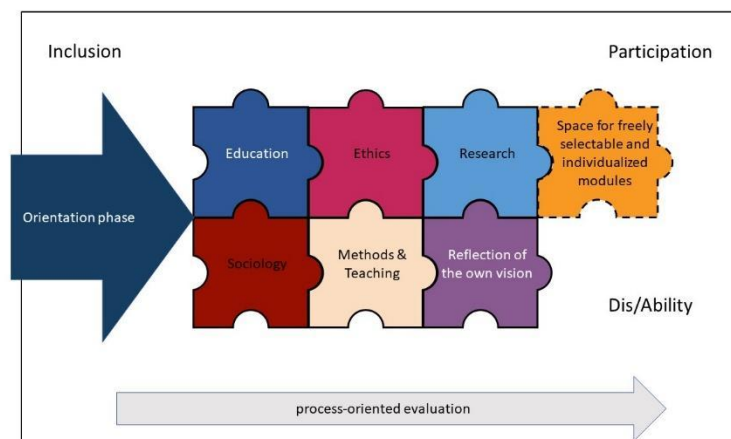
Fig 2: Modul design QuaBIS

Whereas the qualification was initially dominated by topic-oriented learning phases, by now the SMEIE's own teaching components predominate in individual and longer-term courses. The aim is to enable the SMEIES to acquire theoretical knowledge and to reflect on it in the light of their own (biographical) experience. The balance between tacit and explicit knowledge (Brendel, 2013) or experience-based and specialized knowledge constitutes a new quality of knowledge (re)production that is sensitized to differences. Preliminary evaluations show that students find SMEIE's work very enriching. Especially, the change or broadening of perspectives is being appreciated (cf. Goldbach, Leonhardt & Staib, 2020).

On the impact of the project in the context of social responsibility

For some time, universities as social institutions have been faced with the task of acting in a socially responsible manner and opening up more. In their analysis of participatory teaching (and in reference to experiences of the QuaBIS project) in the context of social responsibility at universities, Goldbach, Hauser, Schuppener, Leonhardt, van Ledden & Bergelt (2022) were able to show for instance which possibilities and challenges the opening processes can entail (for a summary of the findings see fig. 3).
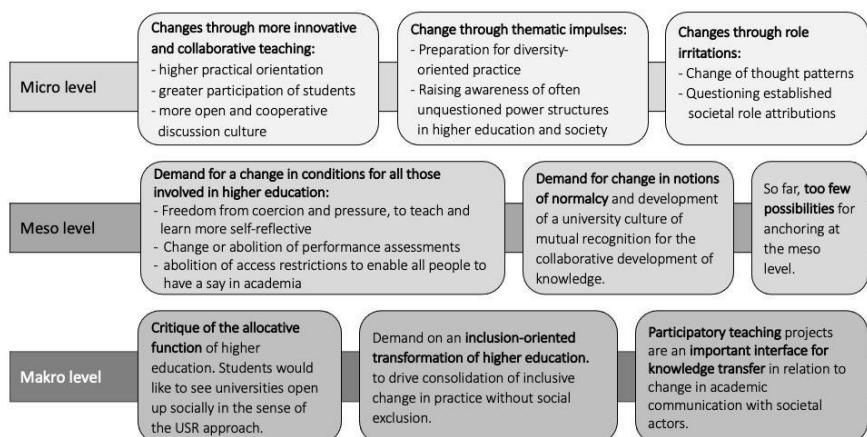

Fig. 3: overview of results (Goldbach et al. 2022)

Everyone involved (including students) sees the need for social responsibility at different levels. Ultimately, for the last twenty years, efforts have already been made on the national and international level to open up universities and to act in a socially responsible manner (cf. e.g. action plans or diversity management concepts at universities, Genkova & Ringeisen, 2016). However, it is often left open which persons are to be addressed or which remain excluded and which understanding of diversity is really used as a foundation. The findings from the QuaBIS project show that even opening up to previously excluded actors does not automatically lead to changes in previous (power) structures. Rather, these structures continue to have an effect which furthermore shows the necessity of structural anchoring. It also serves as an example for the fact that implementation at the meso level is considered to have received too little attention so far. This contradicts the realization that the "establishment of a diversity-sensitive, inclusive teaching-learning culture at universities […] [requires] clear goals, measures, responsibilities but also the awareness that this is not about special measures for certain groups […] but about a new campus culture" (Klammer, 2019, p. 64, Author's translation). In order to establish this, the development of a strategic and ethically-reflective SR concept on the part of universities is essential.

Challenges for future development

Opening up higher education to people with different biographical (and discrimination) experiences without an academic background is a process that faces many resistances. Adhering to exclusivity and excellence is extremely traditional and the higher education system all too readily reinforces itself again and again in its performance-oriented approach (cf. Przytulla, 2021). This needs to change, which is an arduous task. In the context of efforts to develop more inclusive higher education structures, it is also essential to take a (self-)critical look at the design and the impact of participatory formats. Participatory teaching (and research) offers have an inherent ***emancipatory potential***, but they also carry risks in the form of ***objectification tendencies*** (cf. Hauser, Schuppener & van Ledden, 2022) and the ***reproduction of ableist structures*** (cf. Leonhardt, Schuppener, Goldbach, 2022).

Providing (isolated) access to the exclusive higher education system alone does not enable development or change of existing boundaries and structures. There might rather be a need for profound structural as well as cultural changes when it comes to inclusion. Additionally, the continuous reflection of the relationship structures at universities, compulsory institutional anchoring, constructive-critical reflection and further development of participatory teaching and research offers play an important role in this process.

Self-affectedness alone does not ensure expertise. Assuming that might lead to a reduction and instrumentalization (cf. Homann & Bruhn, 2020) of participatory formats, making them a 'tool of Ableism'. Another risk is that people with experiences of disability might be reduced to conform to the image of "the 'eternally different lecturer'" (Hauser et al., 2022, n.d., Author's translation).

On the one hand, there is a need for maximum openness and flexibility when it comes to the selection and empowerment of the acquisition of scientific theories. This enables subject matter experts on inclusion and education to develop specialist expertise consisting of theoretical knowledge and higher education didactic competence. On the other hand, cooperation within the framework of participatory teaching (and research) must always be accompanied by a certain self-criticism from all participants, reflecting paternalistic and ableist structures, in order to avoid 'token practices of participation'.

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Maxwell, N. & Leane, M.

Saying it out loud: how Rights theory frames and shapes practice for Students with ID in a University setting.

This paper tells the story of the development of a rights-based education programme for students with intellectual disability (ID) in one Irish university, the University College Cork (UCC). It explores how the philosophy underpinning the programme has emerged from an instinctive response to the segregation and isolation of people with ID into a more clearly articulated commitment to a model of provision based on a commitment to human rights. This represents a paradigm shift in how we view and work with people with ID and marks a break from traditional paternalistic and charity -based approaches to provision. Articulating what we are doing and why we are doing it, is vital for developing communities of inclusive practice who are sustained by an ongoing process of reflection, disruption, and reimagining

Introduction

When persons with intellectual disabilities (ID) reach adulthood in Ireland they do not enjoy the same opportunities as their non-disabled peers. Their options are often limited to accessing specialist ID provision while their peers may avail of opportunities in further and higher education (Maxwell and Leane, 2021). This inequity of opportunity is increasingly being challenged by higher education institutes who provide post-secondary education opportunities for students with ID in higher education (Aston, Leane and Slattery, 2021). One of the institutions in which this work started, developed, and has progressed is University College Cork (UCC). The evolution of programmes in UCC for students with ID has been accompanied by increased focus on human rights and how the philosophical and theoretical underpinnings of human rights have, and continue to, suffuse, contour and shape educational opportunities for students with ID in UCC.

The Beginnings

The Certificate in Contemporary Living (CCL) began in 2009 as a part-time campus based (UCC) programme providing post-secondary education for students with intellectual disabilities in the Cork and wider Munster area. The CCL programme began as a pilot initiative funded by €3,000 from the HEA Strategic Innovation Fund and €3,000 from three service providers in the Cork area. In 2010 it was developed into a two-year part-time NUI Certificate Programme offered through the Centre for Adult and Continuing Education.

The CCL was a special purpose programme 2 days per week of 2 years duration. It was not a fully inclusive programme, the students were a cohort group who engaged with other students in structured learning contexts which occur throughout the programme.

The admission criteria were that students needed to be 18 years and older and have an ID. There was not an official quota though the optimal intake was approximately 15 students to facilitate an appropriate staff: student ratio and room size/availability. Over 100 students completed the programme.

As UCC, like every Irish university, can only confer level 6 programmes and above, an NUI Certificate (Special Purpose) was awarded to the students. The assessment framework was continuously developing towards formalised formative assessment. Students were not graded on work but provided with continuous constructive feedback throughout the two years of the programme. This permitted experimentation and creativity within modules, particularly important for recognition of the talent and diversity of learning for students with ID and the emergence of the discussion and framing of issues through the lens of human rights.

The CCL had no sustainable funding model. Student fees and extensive pro-bono contributions from academic and other staff allowed the programme to be delivered. The CCL had no funding stream from the University or from the Department of Education and Skills. Academic development and administration of the programme had been undertaken by the Course Director in addition to her normal academic workload. In-class supports were available to students. In addition to the lecturer, there were three Learning Support Staff who support students in their work and provided 1:1 support as and when necessary. Fees for the course covered hourly teaching costs and hourly education support worker costs. In addition to this the programme draws heavily on good will contributions from a range of UCC staff. This model of funding was precarious and unsustainable and completely inhibited the huge potential for growth and development of the programme.

The potential of the programme was evident from the outset and became increasingly apparent during its evolution. Students reported feeling confident and being included in a setting where they could engage with their peers. In-class discussions led to students taking the initiative and engaging with the University. Those discussions focused on being heard and included. This focused attention on the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and rights to be self-determining and to be included and participate in communities and society. Students in two successive programmes undertook audits of the University physical and inclusive environment presenting the results to decision-makers within the University resulting in changes within the University, for example, more wheelchair ramps, automatic doors, and other accessibility measures.

The CCL came to an end in 2020 with the onset of the Covid-19 pandemic as the final cohort were coming to the end of their two-year programme.

New opportunities

The CCL was profiled in an Impact Case Study submitted by UCC to the Higher Education Authority in 2021. Funding of €1million was awarded to support a new project developing rights-based, inclusive education programmes which:

a) Provide mutually beneficial learning synergies between students with and without disabilities

b) Enable PWID to develop skills for future learning and employment

c) Build capacity in inclusive education for PWID across the higher education sector.

This funding provided an opportunity to hire key staff to develop the id+ Project which started in January 2022. Id+ is being delivered through four inter-related workstreams:

Key to the workstreams and the entirety of the project's work is its values base. This is articulated as a rights-based approach based on the UNCRPD and the basis for practice. The UNCRPD rejects the medical model of disability and embraces the social model of disability (Kayess and French, 2008). Degener (2016:2) asserts the UNCRPD goes further and 'is based on the human rights model of disability'; the UNCRPD is increasingly, viewed as 'a tool that can be used effectively to advocate for the realisation of the rights of persons with disabilities' (O'Mahony and Quinlivan, 2020: 246).

For persons with ID, the 'paradigm shift' of the UNCRPD is significant. The rights to self-determination and community inclusion in Articles 12 and 19, respectively, are considered of critical importance in themselves and have 'enormous intersectional Implications' (National Federation of Voluntary Bodies, 2021:13) for other articles including Article 24 (Education) and Article 27 (Work and Employment).

The basic ideas of the UNCRPD are expressed in Article 3:

- Freedom to make own decisions and choices.

- Non-discrimination.

- Having the same rights to be included in society as anybody else.

- People with disabilities should be respected.

- Equality of opportunity.

- Equal Access.

- Equality between men and women.

- Respect for children with disabilities and as they grow up.

These ideas have provided the bedrock for the principles and are informing the practices of the id+ Project

- Students' Voices lead the way.

- Inclusion is the way to go.

- Making it possible for students to decide what they are interested in learning.

- Giving students choices about what they learn and how they learn.

- Equality between all students.

- Making UCC accessible, physically, socially, and culturally.

Id+ has two new programmes which began in September 2022: the Certificate in Social Citizenship (CSC) for new entrants and the Certificate in Disability Inclusive Practice (CDIP) for CCL graduates interested in career in education/consultancy as 'Experts by Experience'. Central to both programmes are the opportunities students have to choose modules from degree programmes and to work with educators and learners on those programmes. The id+ Project has recruited 11 Fellows who have opened their modules to CSC or CDIP students. The Fellows are drawn from the four colleges in UCC. Additionally, 37 Peer Buddies, have stepped forward to work with id+ students to ensure their academic and social inclusion in their selected modules.

Early indications (November 2022) suggest that CSC and CDIP students are enjoying their experiences of co-learning with students in their chosen modules. Fellows have started to adapt their teaching methodologies and practices in ways that, to date anecdotally, all students are finding more accessible. Peer Buddies have started developing skills in making information accessible and are working with and challenged by opportunities for co-learning and co-producing learning outputs with id+ students.

There is much more to do. Students are the leaders in this process. Embedding the ideals of co-learning and co-producing needs iterative attention. Moving from ideals to practice requires constant reflection, discussion and willingness to embrace disruption, some chaos and, above all, creativity.

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The TCPID Graduate Internship programme: the need for a pathway with a feedback loop to support graduates and businesses with an ever-evolving working world

The Trinity Centre for People with Intellectual Disabilities (TCPID) within the School of Education, Trinity College Dublin, runs a post-secondary education certificate in higher education for students with intellectual disabilities. Since 2016 graduates of the certificate programme have been offered an opportunity to avail of an internship into a work environment. This was made possible with the business partner model established in the early years of the programme as a transition pathway out of the course into the world of work. Over the last few years, through the work of a business pathways coordinator and occupational therapy, a pathway has developed to support both the graduates and the business partners in this process. Due to an ongoing wish for further development and unforeseen global circumstances, the internship programme pathway has evolved into a feedback loop as a necessary strategy to remain current and to continue maintaining established relationships. So far it has become clear that there is a need for further training to be developed for the businesses, ongoing support structures for both graduates and businesses and continued reflection on graduate preparation as all our stakeholders continue to want ongoing participation.

Introduction

The core mission of the TCPID is to address the significant educational and societal barriers experienced by people with intellectual disabilities through the provision of an innovative high-quality higher education programme, enabling the transition to meaningful employment and/or further education after graduation.

Figure 1: TCPID Mission

Bridge to Business – Business Partner Model

The TCPID works closely with a core network of business and philanthropic partners who provide us with essential financial and practical support, helping to promote inclusion in the workplace for people with intellectual disabilities. Our partners are key to helping us to create greater opportunities for meaningful employment and independent living, and a greater sense of inclusion within society for people of all abilities.

Financial Support

Student Work Placements

Permanent Employment

Graduate Internships

Student Workshops
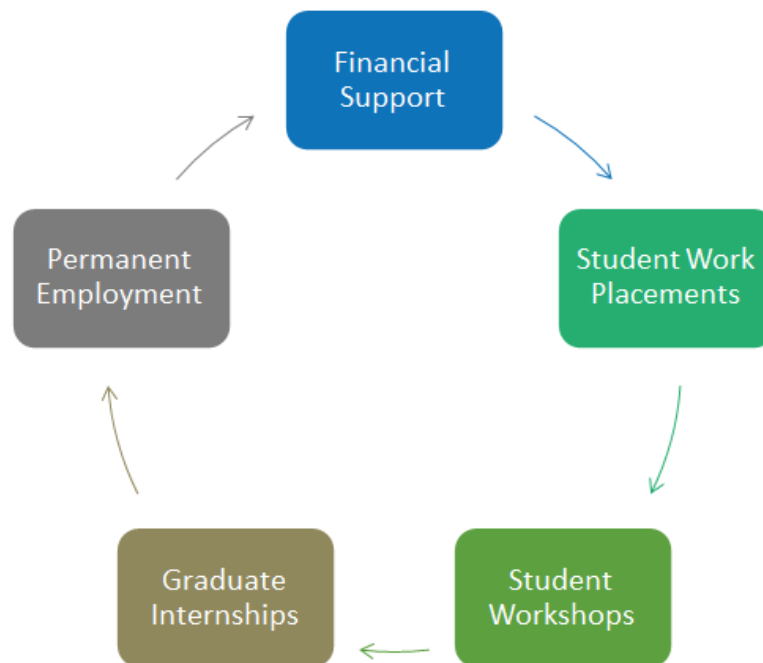
Figure 2: Engagement Options for TCPID Business Partners

Transition Pathway – Into TCPID Graduate Internships

6 months – paid role – up to 20 hours per week

For the purpose of this report, we will explore in greater detail the various steps involved in planning for a graduate internship. Our TCPID graduate internships are typically for a duration of 6 months. The aim of the internships is to provide graduates with experience in a real work environment. The internships are carefully selected by the TCPID team, and each graduate is matched to the company and to the role. Each internship involves very close collaboration between the TCPID and the business. Here is an illustration of what each provides:
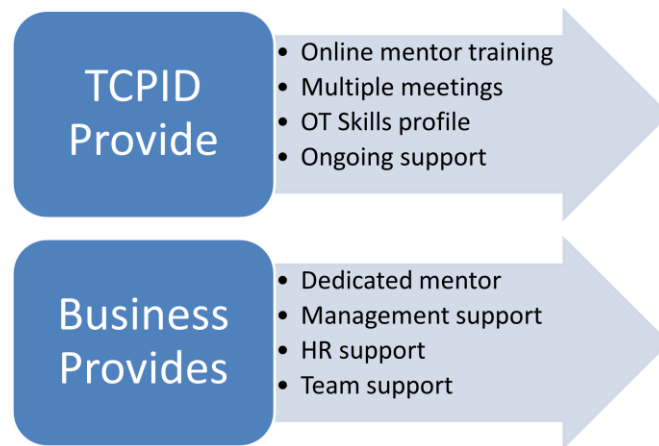
Figure 3: Stakeholder Input

TCPID Graduate Internship Pathway

The TCPID has been supporting graduates of its Arts, Science, and Inclusive Applied Practice programme into internships since 2016. This has been achieved through partnerships with businesses. Since the beginning of these placements, businesses have been motivated to work with our graduates.
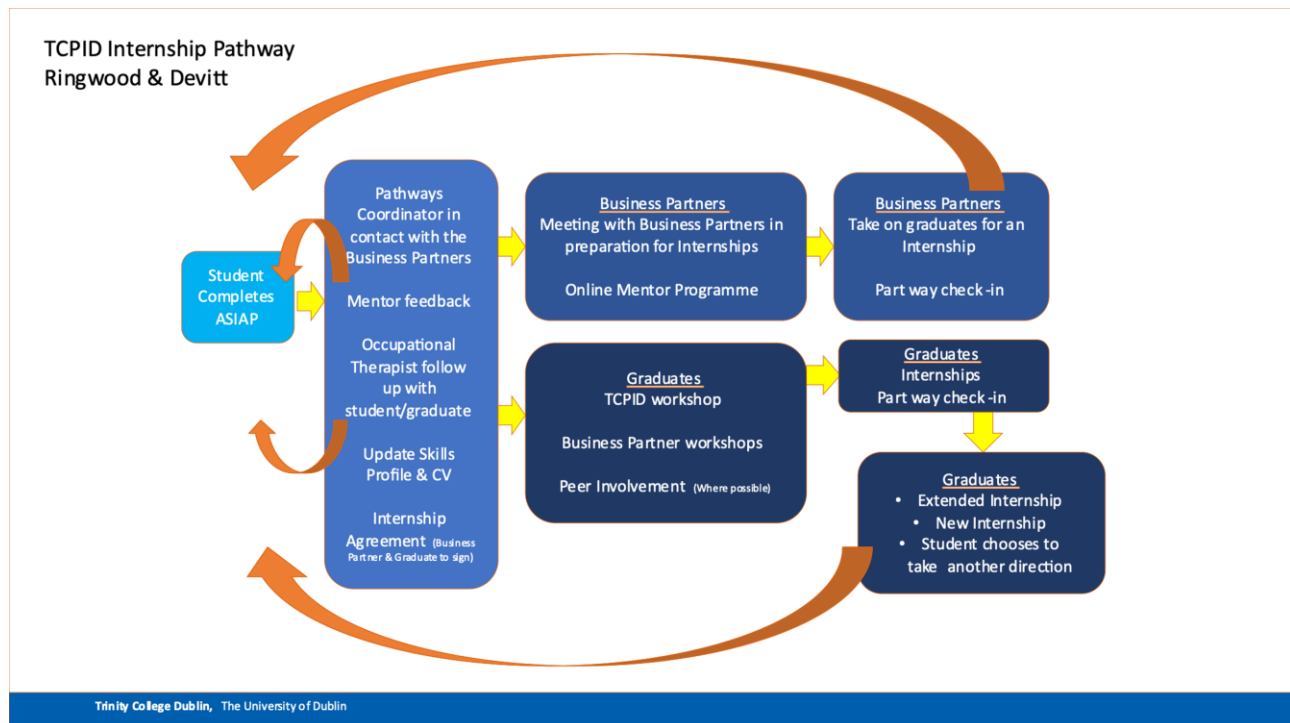
Figure 4: Internship Pathway

The Internship Pathway involves:

- **Developing employment skills for young people with intellectual disabilities within a real-world environment:** The preparation for transition into the workplace begins within the Arts, Science, and Inclusive Applied Practice course. The students attend modules that aim to support with transition planning.

- **Building relationships and partnerships with businesses:** The ongoing development of the business partner relationships is core to the success of the TCPID graduate internship programme. It has been essential to create a relationship of mutual trust and security for all parties, with the knowledge that support is always available should an issue arise. This trust is developed and nurtured on a continual basis.

- **Tools to support transition and integration into employment:** Occupational Therapy practice and tool development to support understanding of strengths and practices that can support workplace integration.

- **Training and upskilling mentors within partner businesses:** Mentors have been persons who volunteer to work with our graduates while continuing to do their current role. Some have experience of working with persons with intellectual disability, others don't. This role has been valuable within the internship programme and is key to its ongoing success.

Recent Changes to the Work Environment

There are a number of big changes that we have seen in recent years that we have had to adapt to:

1. Blended working arrangements
2. Mentors not physically in the office every day
3. More emphasis on online skills
4. Some roles no longer available post-Covid
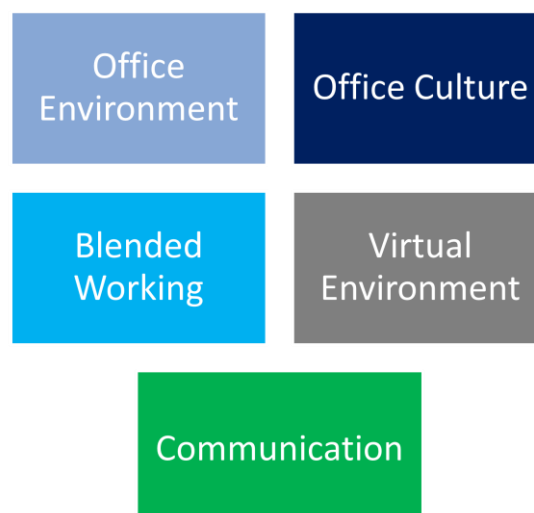
Figure 5: Recent Changes to the Work Environment

Conclusion – Critical Factors for Success

Figure 6: Critical Factors for Success

Honest communication

It is essential that we maintain very honest communication for every internship. There is no question that cannot be answered and no question that is inappropriate. The TCPID team are available to support at every stage of the process, as our goal is to ensure that every internship is a success. The measure of success is not that an internship is converted into a permanent role, but that the graduate and the business both benefit and learn from the experience.

Development of trust

Trust is a key factor in the success of every internship. This involves building trust between the TCPID team and our graduates, as well as building trust between the TCPID team and our business partners. This develops over time and as each of the relationships is carefully nurtured.

Flexible approach

Due to the ever-evolving working world, we have to have a flexible approach to each internship. We have seen significant changes in companies, which have led us to adapt our preparations for the internships.

Slattery, Ó., Reale, J. & O'Byrne, A.

Designing for inclusion: Learner engagement and support strategies for adult learners with intellectual disability in the online classroom

The growing recognition that people with intellectual disability [ID] have a fundamental right to further their education goals, is providing higher education institutes with an important ethical mandate to bring about meaningful change in the sector. The Certificate in General Learning and Personal Development [CGLPD] at Mary Immaculate College [MIC] in Limerick, is one programme in the Republic of Ireland which aims to support the holistic development and inclusion of adult learners with ID, while promoting active citizenship and societal engagement. During the Covid pandemic, the Pathways to Engagement through Technologically Enhanced Learner or PETEL project, was introduced to support the continuing online engagement of students with ID attending the CGLPD programme. This paper charts the development associated with the PETEL project and focuses on the strategies and e-learning models which were deployed to create meaningful contexts for student engagement for this group of learners in the online classroom. We consider how students with ID can be empowered to become more effective learners through the use of technology. We also reflect on some of the key transferrable lessons and how these may be harnessed to foster enhanced inclusive learning engagement, and promote learner 'voice' and 'choice'.

The Certificate in General Learning and Personal Development at Mary Immaculate College

The CGLPD programme at Mary Immaculate College in Limerick, is one model of inclusive education in the Republic of Ireland which was first introduced in 2010. This programme operates in partnership with community organisations such as Enable Ireland and the Brothers of Charity, and is accredited in conjunction the Limerick and Clare Education and Training Board; a prominent regional organistion within the further education and training sector. The CGLPD is a two-year certificate programme which aims to enhance the social, personal and academic development of persons with intellectual disability in an inclusive educational environment that is responsive to their individual needs. The central objective of the CGLPD is to provide a pathway to post-secondary education which empowers people with ID to further their educational and employment goals. The main aims of the programme are:

- To promote lifelong learning for individuals with intellectual disabilities;
- To promote inclusion in the third level environment;
- To develop skills for modern society;
- To develop social skills through peer interaction;

- To fulfil personal educational interests;
- To enhance individual employability;
- To develop full citizenship and self-determination;
- To broaden horizons for individuals with intellectual disabilities; and
- To fulfil the personal educational interests of individuals with intellectual disabilities (Slattery, 2022:34)

Since the introduction of the programme in 2010, the CGLPD has evolved to encompass elements of each of the three models outlined in Hart's triumvirate classification system (2006). Through the development of a series of programme strands, and flexible learning options, programme participants have the opportunity to select their own individual learning pathway, which involves a mixed/hybrid approach whereby learners participate in social activities with students without disabilities and also participate in classes with other students with disabilities. Participants can also select an individualised learning pathway, which operates in partnership with the agency sector, whereby learners receive an individualised service and attend mainstream undergraduate lectures. All learners on the programme are encouraged to become actively involved in all aspects of college life and participate in a variety of social activities on campus with the entire college community and this reflects a commitment to lifelong learning for people with ID (Slattery, 2022).

The digital pivot and transition to online learning

The CoViD pandemic of 2020, instigated a now well documented paradigm shift in teaching and learning in higher education institutes all across Ireland and throughout the international landscape (Shankar et al, 2021). While the transition to online learning presented a variety of teaching and learning challenges to institutes of higher education and for students and academics, for learners with ID in higher education there were a host of additional challenges and barriers which needed to be overcome, in order to support this group of learners to make a successful transition to online learning. Within the context of the CGLPD at MIC, learners were especially vulnerable during this time and required much support in the technical domain. Many students were isolated and had poor and unsuitable devices; some students having no home access to ICT tools or equipment. There were also connectivity issues, with some students residing in areas without adequate broadband services or equipment. These technical issues were also compounded by low levels of existing ICT skill development, with many students reporting, that they were unconfident about using technology and learning in online fora. There were a number of concerns and anxieties associated with the prospect of transitioning to online learning and traditionally, students with ID would not have been expected to deal well with the kind of transition that we were confronted with. Families too expressed concerns in relation to wellbeing and the potential challenges associated with getting this group of students online and both the students and their families to 'buy in' to idea of online learning and the notion that this would be a safe and inclusive space which would offer learners the prospect of social engagement and continuing learning development.

From a teaching and learning perspective, the digital pivot presented a number of opportunities to enhance learner access to and engagement with online learning, wherein device and broadband upgrade became a necessity and ICT skill development became a priority. As the online forum was the only forum through which we could continue to engage learners, finding a creative way to reconceptualize our existing programme and to produce a blended learning strategy became a central priority.

The PETEL Project

In 2021, a project was launched to develop a digital strategy to support the transition to online learning on the CGLPD programme. Through funding provided by the National Forum for Teaching and Learning Strategic Alignment Fund at MIC, the Pathways to Technologically Enhanced Learning or PETEL project was introduced with the aim to offer a range of measures designed to support online engagement of students with intellectual disability on the CGLPD programme.

The central goal of the PETEL project is to provide a range of supports to students and staff to build digital capacity with a view to developing a blended learning strategy to inform the future development of the CGLPD programme. The main aims of the PETEL project (*fig.*1) are to enhance the quality of the student learning experience by:

- being responsive to the diverse learning needs of students with ID
- creating a fit for purpose ICT programme which accurately reflects the digital learning needs of learners
- empowering people with ID to become independent learners through the effective use of technology.
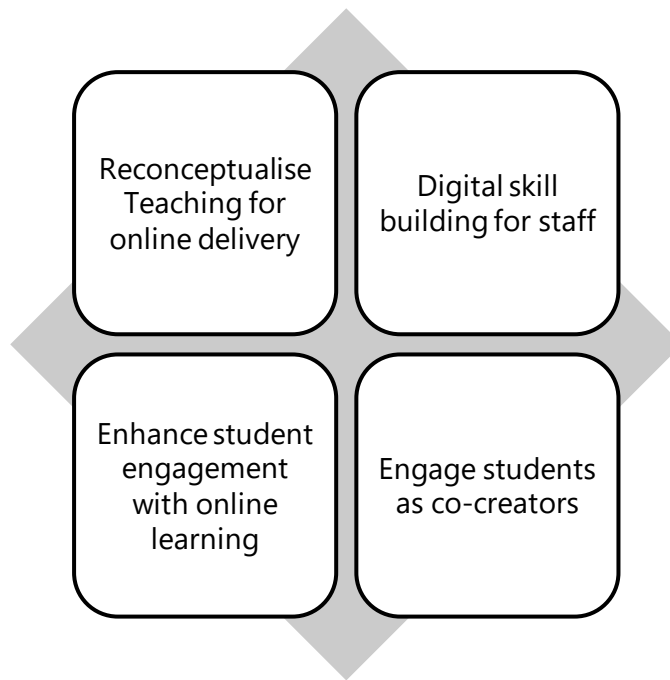
Figure 1: Main aims of the PETEL project at MIC

UDL informed practice to foster student learning and engagement

The original programme design was based on the principles of Universal Design for Learning (UDL) and as a team we felt that it was essential to bring that flexible inclusive approach to the online programme design. The fundamental idea behind UDL is injecting flexibility into the materials and methods used in the classroom. Where there is flexibility there is potential to maximise learning opportunities for all the learners within today's diverse classrooms - including learners with disabilities. Rose (2000).

UDL is designed around three primary principals:

1. Multiple means of Engagement

2. Multiple means of Representation

3. Multiple means of Action and Expression

The ultimate goal of applying UDL to instruction is to help all learners to develop into expert learners — learners who can assess their own learning needs, monitor their own progress, and regulate and sustain their interests, effort, and persistence during learning tasks CAST (2012) regardless of educational placement.

This concept of creating expert learners is not new. Dewey (1897) says "To prepare him for the future life means to give him command of himself" and considered education to be a "process of living and not a preparation for future living." UDL is a Pedagogy of Choice Bali (2019). UDL offers the learner and teacher multiple means of engagement, representation, action and expression through the effective use of technology. Technology is the means by which the environment becomes flexible and inclusive, but the framework's success depends on Technology fluency as a core competence for teachers and students. If either party is not fluent in the use of appropriate technology, UDL itself can become a barrier to learning. Choice without capacity is not choice and in fact is one of the main barriers to successful UDL implementation. We as a team worked with our learners to identify suitable technologies to support learning in the online and face to face learning environment. The successful implementation of UDL depends on understanding the needs of the learner and addressing those needs in an effective way through good design. Reale (2020) six stage 'DESIGN' model was applied to the programme development it addresses the following key issues

1. **Diversity** within the learner cohort,
2. **Educator** the need to build digital capacity
3. **Students** the need to build digital capacity and the ability to engage with learning choice
4. **Innovation** in the design and use of technology in the learning environment
5. **Goal(s)** setting measurable goals is very important to ensure the success of the programme
6. **Nurture** the development a plan with the learners and staff to further support learning

COVID-19 shone a spotlight on access to learning for all learners, but particularly for learners with disabilities. It has given staff and learners an opportunity to radically address the traditional access limitations both physically and ideologically to learning for learners with intellectual disabilities. It has given us an opportunity to engage with technology in new and exciting ways to support our learners to develop the 21st century learning skills that all citizens need.

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Þráinsson, Á. & Smára, R.

Inclusive Collaboration and Social Participation

The School of Education at the University of Iceland (UI) has offered a vocational diploma programme (VDP) in inclusive settings for students with intellectual disabilities since 2007. The VDP has been based on an inclusive model from the start, where students receive individualised support to access university modules. The VDP is based on a social understanding of disability, which draws attention to the environment and the need for social changes. Collaboration and social participation are of great importance for all students.

Historically, disabled people have lacked access to mainstream education at all levels, especially students with intellectual disabilities. Most students at the university, disabled and non-disabled, therefore, have little experience in an inclusive classroom before entering UI. For most students, collaboration with other students has been a challenge; yet, it is among their most positive experiences at UI. Collaboration also increases VDP student visibility in the university environment and ensures that their voices are heard. As a result, the VDP creates a space where the voices of students with intellectual disabilities are as valid and important as those of all other students.

General Description and Inclusive higher education

In 2007, the diploma program was established by the former Iceland University of Education, which has since merged with the University of Iceland (UI) and forms the core of the UI's School of Education (Stefánsdóttir & Jóhannsdóttir, 2011).

Access to higher education for people with intellectual disabilities is a novel concept in Iceland and the college experience is traditionally reserved for those who have achieved secondary education qualifications. The VDP at UI is a part-time, two-year inclusive program for students with intellectual disabilities who have completed a 4-year upper secondary school education and are interested in working in pre-primary schools, after-school programs, or within the field of disability (e.g., self-advocacy). These students do not meet the university's criteria for admission as they have not passed the matriculation examination (Ministry of Education Science and Culture, 2008).

Since the VDP's inception, seven cohorts have graduated. Every year, enrolment is possible for 12 students in each cohort, with two consecutive cohorts enrolled simultaneously. The 'vocational diploma' part of the program title refers to work-based learning for students. It includes both theoretical coursework and practical qualification in pedagogical settings.

The values that the VDP and UI explicitly represent are oriented towards a social model of disability, the demands of interest groups of people with intellectual disabilities, the Human Rights Convention, and Article 24 of the UN Convention on the Rights of Persons with Disabilities. The VDP is based on the understanding

that inclusive education should be available to all students at all education levels who should be granted the support they need to be included in the academic and social life of university (Stefánsdóttir& Björnsdóttir, 2015; Stefánsdóttir & Jóhannsdóttir, 2011).

From the outset, the VDP itself is designed to be inclusive. VDP students attend courses with other students at the university, although selected courses are explicitly intended for VDP students only. The programme and courses are tailored and organized to suit student needs and interests. Information gathered from students and staff have revealed that all students benefit from accessible learning material, shorter lectures, regular breaks, smaller assessment units, more discussions, and diverse learning and working opportunities.

Peer-to-peer support

The program focuses on an inclusive setting and is committed to the concept of universal design of learning, cooperative learning methods, and collaboration among students. Moreover, peer-to-peer support is given high priority – this includes helping students to achieve their educational goals and to participate in university social life. In their studies, students are supported by the organisers of the VDP and by peer supporters. Students at the School of Education can enrol in a course on peer-to-peer support for course credit.

Course subjects include social interaction, collaboration and learning assistance for students who may need assistance and / or support in their studies at School of Education. Coaching, equality, inclusive society, and human rights are discussed in a broad context and strategies to enhance the educational and social participation of university students in a variety of ways are introduced. At the end of the course, students receive confirmation that they have completed the course which they can, for example, include in their CV.

The peer-to-peer collaboration usually involves approximately three lessons per week. The collaboration may include educational assistance, for example in project work, spending time together at the library or cafeteria, and participating in social events held by student associations. Usually, there are five meetings with teachers in the first half of the semester as well as a full day of support and training. In addition, students can book meetings as needed with course teachers.

Students complete a journal and submit a final report on their experience. Below, the learning outcomes of the course are listed:

Knowledge

- Students have become familiar with the concept of inclusive education and universal design

- Students have knowledge about innovation in education

- Students have knowledge of the status of marginalized groups in society.

Skills

- Students are capable of exploring relevant data about their study

- Students have strengthened their ability to work with and support their fellow students

- Students can reflect on their shared experience

- Students can collaborate, discuss various issues, and reach consensus

Competencies

- Students can present issues about different subjects related to working with a diverse student group

- Students have developed skills to organise events with fellow students

- Students have the practical skills to support students in social and educational settings in a variety of situations.

#Égvilvinna [#Iwanttowork]

I want to work is an exhibition our students have been working on, which opened October 17, 2022. The exhibition allows students to share their work experience and dream jobs. It also urges the work environment and the government to listen to the voices of disabled people. Students want people to know that the labour market should be more open to everything that the people, their talents, and their contribution have to offer.

Figure 2: From the #Égvilvinna exhibition opening October 17, 2022

Graduation conference

Graduating students hosted a conference that ended with panel discussions in the beginning of May 2022. Each student gave a presentation in which the focus was on higher education for disabled people. They talked about their experience, ableism, education, and their plans for the future.

Figure 2: Graduation conference panel discussions, May 2022
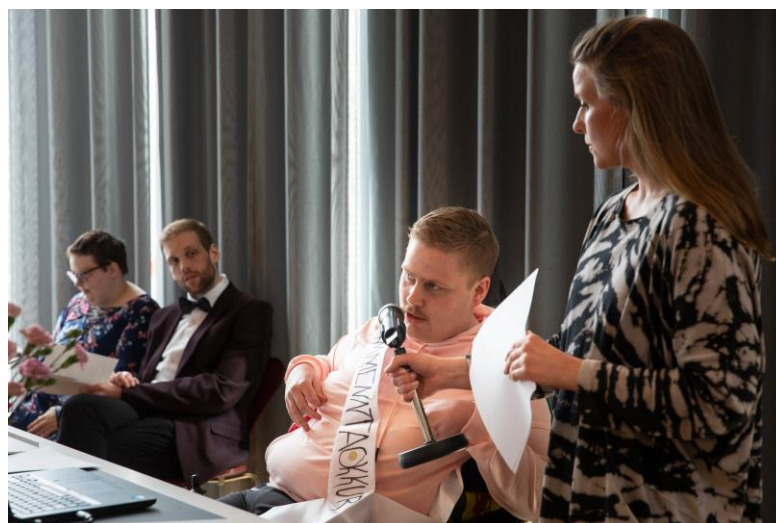
Figure 3: VDP-graduates presenting on the graduation conference May 2022

Conclusion

In the 15 years that have passed since the VDP was launched at UI its visibility and impact have increased significantly. We aspire to further expand the VDP beyond the School of Education, even beyond the UI, as part of a continuous quest for equality and the human rights of disabled people.

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COOPERATION AND NETWORKS
IN INCLUSIVE HIGHER EDUCATION

Aston, D., Grummell, B., Lynn, E. & Slattery, Ó.

Embedding inclusive education initiatives and access routes into the higher education landscape in the Republic of Ireland

The Inclusive National Higher Education Forum (INHEF) was established by stakeholders who want to develop real and meaningful higher education opportunities for students with intellectual disabilities across the Republic of Ireland. The impetus towards, and the rationale for inclusive education represents the confluence of several different factors, including social, political, and educational ideological paradigms. INHEF has been collaborating for inclusion since 2018 with a shared vision and mission for the Irish higher education sector.

The inclusion of adults with intellectual disabilities in higher education requires real and meaningful change within the university sector. Together, INHEF is committed to celebrating diversity and nurturing societal equality through equity of access to quality education. However, the academy must open its doors to people with intellectual disabilities and thereby create a rich learning environment which cherishes all the people of our nation equally.

This paper seeks to present the barriers to establishing programmes of inclusive education for adults with intellectual disabilities and developing a fully inclusive higher education sector within the Irish landscape from a micro-level, to a macro, socio-political view. Additionally, this paper will introduce some of the opportunities which are afforded to higher education providers by a collaborative forum such as the INHEF, and it is intended to highlight key developments in the Irish context.

In 2017, the Trinity Centre for People with Intellectual Disabilities (TCPID), which is housed within the School of Education at Trinity College Dublin were one of seven successful awardees of the Education Fund by Social Innovation Fund Ireland (SIFI). Funding awards were made to projects that have demonstrated innovation in education service provision that tackles educational disadvantage. According to SIFI, the Education Fund identified the "best in class" innovative education programmes that serve as models of excellence in overcoming inequalities in education with a long-term positive impact on their young and adult learners, their families and communities. Proving and improving their impact, these projects have strong potential to be replicated across Ireland with a view to creating a community of innovators who have the collective ability to create systemic change.

When considering how best to achieve the shared ambition between TCPID and SIFI to maximise the potential social impact with the grant, TCPID contemplated several options for "scalability". Heavily influenced by the work of Gugelev & Stern (2015), TCPID were forced to consider "the endgame" as posed by the authors. The language of scalability and an endgame are more commonly associated with the corporate world, and less typical in the social/education sectors respectively. Gugelev & Stern suggest that leaders who ask "how do you

scale up?" are posing the wrong question. Most non-profits face barriers to organisational growth that remain too high and furthermore, the scale of an organisation, in other words, does not necessarily equal the scale of its impact. Therefore, by asking "What's your endgame?", and by focusing on a different kind of goal, leaders can maximize their ability to achieve significant social impact.

TCPID began to think strategically about the potential impact and considering not just the direct impact they hoped to achieve, but also the sector-wide change they ultimately aimed to create. Instead of committing to a stereotypical view of "scalability" and taking in a larger cohort to their own successful education programme (which was already operating at a healthy, but maximum capacity), TCPID envisaged, and established the Inclusive National Higher Education Forum in attempt to support the sustainability and development of existing and future inclusive higher education initiatives for students with intellectual disabilities nationally.

Characteristics	Core Approach	Future Role
A breakthrough "model" that is easy for other organizations to adopt and deliver.	Defining a replicable operating and impact model, demonstrating its efficacy, and sharing it with other organisations.	Providing support for authentic quality programmes and training services, and serving as a centre of excellence.

Table 1: Endgame Replication Model (Gugelev & Stern, 2015)

In Spring 2019, the Inclusive National Higher Education Forum (INHEF) was formally launched in Trinity College Dublin by the Minister for Higher Education, Mary Mitchell O'Connor (TD) and Mr Stephen Lyons (Graduate from Tallaght Institute of Technology) who spoke passionately about his experience as a person with an intellectual disability going to college through one of the INHEF affiliated initiatives. The approach taken in establishing INHEF was one of caution and relationship building. If INHEF was to be successful, we needed to build meaningful and trusted relationships in, and across, institutions in order to truly collaborate on an equal footing, and to create an unbiased ethos that put the students, as the beneficiaries, at the centre of the decision-making process through various methods of reflective practice, consultation and feedback.

Success, in the eyes of INHEF, would be creating a platform where professionals who had been previously committed to running successful programmes within higher education for students with ID could share their knowledge and experience with each other, and to invite new perspectives from academics and other professional interested in establishing new programmes in their own institution. In essence, INHEF was built on the premise of the shared core values amongst the contributing representatives.

While there has been a fluctuation of the total number of inclusive education programmes within higher education providers across Ireland, overall since 2014 there has been a steady decline in the total number of programme operationalised. While there are a number of structural, societal and political factors that contribute towards this decline, the number one barrier faced by INHEF affiliated programmes is a lack of a sustainable funding model to successfully, and smoothly run these types of initiatives that were not fully embedded within the higher education landscape. In 2022, INHEF has determined there are nine higher education providers across Ireland offering some form of education programme, or an access route to higher education that specifically meets the needs of students with intellectual disabilities (see image 1 below). In

the next section you will hear from a selection of three INHEF member representatives at different stages of development and their experience of being involved in the INHEF network.

Dundalk IT
Skills for Independent Living

DCU
Ability Programme

Trinity College Dublin
Arts, Science and Inclusive
Applied Practice (ASIAP)

TU Dublin, Blanchardstown
Integrated Education
Programme

Mary Immaculate College
General Learning and
Personal Development

TU Shannon - Midwest
Advocacy Leadership &
Independent Living

Campaigning for Human
Rights and Equality

**Munster Technological
University - Kerry**
Skills for Life Programme

University College Cork
Certificate in Social
Citizenship

Certificate in Disability
Inclusive Practice

**Munster Technological
University - Cork
School of Music**
Inclusive Music Ensemble

Cert in Inclusive Music
Performance

Figure 1: Current INHEF Affiliated Programmes 2022

Maynooth University

The Inclusive National Higher Education Forum (INHEF) is important for Maynooth University as it allowed us to maintain as active partners in a national interest group. We had a successful Inclusive Learning Initiative (ILI) programme running as a pilot initiative in Maynooth University from 2011 to 2018. A decision was taken by the university not to continue with the programme due to wider economic pressures at the time. We had established a clear structure for the programme, conducted ongoing research, had graduates who were progressing onto other spaces in education, work and community life, and a committed staff and student body who had learnt extensively from the ILI.

INHEF is have been a key part in supporting us to keep the vision, research and processes of the ILI as an ongoing living entity. It has enabled us to work in collaboration with other representatives of higher education providers and other professionals who have current inclusive education initiatives for learners with intellectual disabilities in Ireland. It has kept us involved in national representation and advocacy in the area as part of the representative collective that is INHEF, to participate our experiences and research, and to keep up-to-date with emerging developments and programmes.

INHEF is an important support in keeping the visibility and voice of fully inclusive learning initiatives like the ILI alive. This is particularly important within the institutional memory of our own university, as students move on and staff changes, especially in the organizational cycle of senior management levels. We have a body of research about the experiences of graduates, students and staff involved in the ILI and a network of colleagues which has enable us to explore new possibilities for inclusive learning in higher education.

Technological University of the Shannon Midwest, Athlone

The Technological University of the Shannon (TUS), Athlone (previously Athlone Institute of Technology, (AIT) in the midlands region of Ireland does not yet have a programme or a route into third level education for persons with intellectual disability. However, TUS, Athlone is a founding member of INHEF and as a result, has helped to shape and be shaped, by INHEF's development and growth.

TUS, Athlone has worked with all of the INHEF members to develop INHEF's mission and strategic plan. All INHEF engagements involved deep discussions on the purpose of its mission, values and goals despite the variety of program provision; different typologies; and years of experience across INHEF members. TUS Athlone has listened to what the other third level colleges provide, how they started to provide programs and how they structure, run and manage their program offerings. The INHEF members are very open to sharing their knowledge and expertise and indeed, their actual resources. It really seems like "we are all in it together" in working to provide educational opportunities for persons with intellectual disabilities in our third level institutions.

I have no doubt that INHEF's truly collaborative approach with good leadership, has enabled INHEF to influence the Department of Further and Higher Education and the Higher Education Authority (HEA) amongst others, views and policies on inclusive further and higher education. This is exemplified in a recent announcement of funding (PATH 4) to higher education providers for (i) promoting universal design in their environments and in their approaches to teaching and learning and (ii) piloting and/or developing a program for persons with ID in third level education. This funding announcement is a recognition of the work that INHEF is engaged in and is viewed as a long-awaited win amongst INHEF members.

Finally, INHEF is a forum of friendships where INHEF members from all over Ireland are free to engage and share their views and ask questions on any aspects of inclusion education efforts in third level education. And engagement is national and international making participation in INHEF exciting and rewarding when we learn from other countries' experiences of including persons with ID in higher education. TUS Athlone, is very happy to be a part of INHEF and we look forward to a day when we can share our experiences of truly inclusive education to its INHEF colleagues.

Mary Immaculate College, Limerick

Since 2010, Mary Immaculate College in Limerick have been offering a programme of inclusive education designed to enhance the holistic development of learners with intellectual disability. The Certificate in General Learning is a two-year programme (CGLPD), which offers learners the opportunity to engage with a range of different modules with a central focus digital skill building and employability preparation.

This programme has been built in collaboration with community partners and is currently accredited as a level 4 programme, under the aegis of the Limerick and Clare Education and Training Board (LCETB); representing a cross-sectoral partnership between the further and higher education sectors in Ireland. We work in partnership with a number of day services to provide educational opportunities for people with intellectual disability and to enable them to pursue their educational and life goals. At a national level, MIC have had the opportunity to engage with other providers of programmes of inclusive higher education through the INHEF, who have had a central role in supporting higher education institutions to develop sustainable programmes which aim to include people with intellectual disability in post-secondary education in Ireland. There are three primary ways in which the INHEF supports our capacity to support people with intellectual disabilities in attaining their goals:

1. **PARTNERSHIP**: The opportunity to collaborate with other providers has enabled us to enhance our programme at both an operational and strategic level through the various fora, committees and special interest groups that have been established by INHEF

2. **INNOVATION**: The INHEF has created a forum for collaboration and learning among its stakeholders which has enabled our organisation and our programme to develop new and innovative approaches to the inclusion of adults with ID and the development of new educational pathways and opportunities

3. **SUSTAINABILITY**: The goal of programme sustainability through public funding has been a key priority since the CGLPD programme was introduced in 2010. The INHEF membership have been centrally responsible for driving a national campaign which has led to sustainable funding, which is the first time in the history of the Irish state, that public funding has been ringfenced to support the inclusion of adults with ID in HE in Ireland.

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Carpenter, S.J.

The Inclusion of Students with Intellectual Disabilities in Higher Education in the USA and UK. We too, Why not?

This presentation outlined the important fast-growing international trend of including students with intellectual disabilities within higher education. It also outlined the contributions these students make within arts in education courses at Kingsborough Community College, part of the City University of New York, together with their peers at the specialist Sheiling College in the UK. Observations are made about potential improvements to existing programs. Finally, it is a call for action for inclusive programs in universities in the UK to be developed.

Background of the presenter

I am an Associate Professor at Kingsborough Community College (KCC) in Brooklyn, part of the City University of New York. I am primarily involved in ethnographic research as a participant observer in the arts in education and special education courses I teach. These are attended by pre-service elementary and early childhood undergraduate teachers and students with intellectual disabilities who audit courses. Each auditor is supported by a mentor. I am the co-facilitator of the inclusive Inclusion Faculty Interest Group at KCC and founder of the Inclusion in Higher Education UK advocacy group.

The good news from the USA

There is a huge growth in programs for students with intellectual disabilities at universities in the USA. In 2014 there were 25 programs, today there are 315 programs across the nation, including 30 in New York State and 5 within the City University of New York (personal communication, with Think College representative, October 24, 2022). At Kingsborough Community College, undergraduate students, students with intellectual disabilities, mentors and faculty have positive and mutually beneficial relationships. In brief, the whole of the KCC community benefits from the inclusion of the students with intellectual disabilities.

Students with intellectual disabilities become role models to the undergraduates

Through qualitative data collected, it appears the auditing students are engaged, enthused and also become role models. For example, Michael Lettman, current fourth year student in the inclusion program, made a video of his children's book project. The project was for the student teachers to make and write their own children's book setting the lyrics to a famous melody. In this case the melody is Twinkle twinkle little star and the topic Michael chose was brushing your teeth. This film is now used as an example of good practice to

undergraduate students. Please see Michael Lettman's video accessed on YouTube: "Brush your Teeth" (Song/Book) - The College Life of Michael Lettman - YouTube

Fig. 1."Brush your Teeth" (Song/Book) - The College Life of Michael Lettman - YouTube

Not such good news from the USA

There is still a great deal still to be improved in the inclusive programs in universities in the USA. Mentors are poorly paid and with minimal training. Many faculty have little awareness or training in Universal Design for Learning. Some programs use token reward systems, infantilizing students, and students are marginalized physically by being accommodated in buildings away from the main campus (Carpenter, 2020). We can do better! There is in essence a kind of intellectual hierarchy whereby honors students are sometimes given the finest offices on campus but the base for the students with intellectual disabilities is on the outskirts of campus in prefabricated buildings. There is still room for improvement to make sure programs are of high quality and indeed in increasing the number of places that are available to students with intellectual disabilities at universities.

The fast-growing movement in Europe, in Commonwealth countries and beyond

Programs have developed and increased internationally including at: Salzburg University and University of Vienna in Austria; the University of Zurich in Switzerland; the University of Berlin in Germany; the University of Iceland; the University of Padova in Spain; and in the Middle East at Bar-Ilan University in Israel. In Australia, 2 Universities only out of 42 have inclusive programs, while in Canada the University of Alberta has a longstanding program. In Ireland Trinity College the prestigious academic university in Dublin has spearheaded the INHEF forum with many other colleges in Ireland including the University of Cork, Dublin City University and the University of Limerick, supporting and advocating for and with each other. And a new program is being implemented in Norway too.

An online inclusive international music outreach project with City University of New York and Sheiling College, a specialist college in the UK

In 2020 an online inclusive international music outreach project was set up between KCC pre-service teachers and preverbal students in a non-inclusive special education college in the UK. Ordinarily the music outreach programs based on the work of John Diamond MD, occur face to face, with participants holding hands, dancing and singing with and for each other. But during the pandemic other creative options were developed online. 'Music made and given as a gift' (Diamond, 1999) is a great way to connect with others whatever their ability or disability!

Fig. 2. Left: Undergraduates, seniors and students from the inclusive program in Brooklyn make music in person with and for each other. On the right, students from KCC together with students who are preverbal at Sheiling College UK connect with each other through music-making online.

Roles reversed

This music outreach appears to have been beneficial to all participants including staff, faculty, students from both colleges as well as volunteers (Carpenter, forthcoming). 'Whoever thought our students could help someone else?' (West & Garber, 2014) was a pertinent comment made by a teacher's assistant. The idea that students with intellectual disabilities can and do contribute is for many a new idea, and as such this mindset needs to be challenged and changed. The program won NATSPEC national award for Equity Inclusion and Diversity 2022 (Hawthorne-Edwards, C 2022).

And inclusion in higher education in the UK.........

The gap below is the equivalent of a blank slide in the presentation to make the point that there currently are no programs in the UK yet!

In response to this situation an alumni of the inclusive program at KCC wrote: 'The UK doesn't have a disability program in there universities? Wow! They don't know what they missing' (sic) (personal communication, 12 March 2022).

There is one part-time drama program available for students with intellectual disabilities in the UK at the University of London. The Sheiling College linked with the City University of New York for the inclusive music outreach but not with a UK university. However, it should be noted that within the field of inclusive research the UK is leading. De Haas, Grace, Hope & Nind, 2022). 'Nothing about us without us' is the motto, as is the policy at the Centre for Research in Inclusion at the University of Southampton.

Inclusion in Higher Education UK advocacy group (IHE, UK)

As a way to collectively move forward in the UK, the Inclusion in Higher Education UK (IHE, UK) advocacy group was formed on 16 January 2019, Martin Luther King Day, an apt day for a civil rights advocacy group to be formed. Membership of the IHE, UK includes: faculty, administrators, students, parents and disability advocates from seven countries. Universities supporting the group include the Tizard Centre at the University of Kent, Trent University and the University of Southampton.

The mission statement and goals of the IHE, UK

The IHE, UK advocates and raises awareness with and for the rights of people with intellectual disabilities to effective and enriching post-secondary education including their participation and contribution in universities, for the mutual benefit of all. Goals include:

1) To draw attention to the fact that matriculating students (and the whole community) lose out by not having the opportunity to engage with their peers with intellectual disabilities.

2) To form links with universities in the UK in order to encourage them to start certificate programs similar to those in the USA and Europe.

3) To advocate for people with intellectual disabilities to be employed as lecturers within a university.

4) To seek funding to educate the wider community on the benefits of the above.

Conclusion: the future of inclusion in higher education in the UK

In the title, the words 'We too, why not'? alludes to the 'Me too' social movement. This is a deliberate reference to a social and civil rights issue. The lack of opportunities for participation and contribution to higher education for students with intellectual disabilities particularly in the UK and that still needs to be expanded across the globe is a civil rights issue. It is not merely an education issue. This is not only about inclusion in universities, but in society where all members feel welcome and are given the opportunity to contribute.

The UK is now no longer part of the European Union and is therefore further isolated from the fast-growing movement of its neighbors. We need your help and support to move forward in the UK, including letters of support from universities across the globe, ideas for funding and advice! Please like the IHE, UK on Facebook and sign up to our newsletter.

'No one is free until we are all free.' — Martin Luther King Jr

*Attendees at the ESOTA conference were then invited to enjoy singing for and with each other in the style of the music outreach programs.

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Grigal, M. & Hart, D.

A National Overview of Inclusive Postsecondary Education in the United States

Inclusive higher education for students with intellectual disability in the United States has grown tremendously in the past decade due to federal legislation and funding. The Think College National Coordinating Center has worked with the 311 programs nationwide to offer technical assistance, research, and evaluation. Collecting data on students and programs for 12 years, Think College has demonstrated the effectiveness of the existing programs supporting students to access coursework, engage in paid employment and live on campus. The Center has also developed guidance for future practice including the development of national program accreditation standards.

Federal legislation and advocacy have led to a dramatic increase in colleges and universities enrolling students with intellectual disability (ID) in the United States. Specifically, the Higher Education Opportunity Act (HEOA) (Public Law (PL) 110–315) passed by the United States Congress in 2008 had a significant impact upon postsecondary education access for students with ID (Grigal et al., 2019). The passage of this legislation led to federal funding in the form of model demonstration projects, the establishment of a National Coordinating Center, and the creation of new federal student financial aid eligibility provisions for students with ID. The HEOA authorized grant funds to create the Transition and Postsecondary Programs for Students with Intellectual Disability (TPSID) model demonstration program. TPSID grants were awarded by the U.S. Department of Education (USDOE) Office of Postsecondary Education (OPE), and grantees were charged with establishing or expanding model postsecondary programs focused on academic enrichment, socialization, independent living skills, and integrated work experiences leading to gainful employment.

Background

To date, the TPSID model demonstration program has funded three cohorts of grantees, each at a college or university. The first cohort consisted of 27 institutions of higher education in 23 states funded between 2010 and 2015. The second cohort, comprising 25 institutions of higher education in 19 states, received grants from 2015 to 2020. The third and current cohort of grantees were funded between 2020 and 2025 to institutions of higher education in 16 states. In total, the TPSID initiative has funded 74 grants in 34 states between 2010 and 2020. As of November 2022, these efforts have led to the creation or expansion of higher education programs at 126 college or university campuses in the US enrolling over 4500 students with ID.

The corresponding National Coordinating Center (NCC) grant was awarded to Think College at the Institute for Community Inclusion at the University of Massachusetts Boston. Think College is a technical assistance, research and evaluation center which oversees a variety of grant funded projects each dedicated to developing, expanding, and improving research and practice in higher education for students with ID. The NCC was first

established in 2010 and was funded again in 2015 and 2020 in conjunction with each cohort of TPSID grantees. The NCC's scope of work includes providing technical assistance and evaluation to the TPSID projects, developing national model accreditation standards, and providing technical assistance and training to other stakeholders from colleges and universities, K-12 local education agencies (LEAs), families and students, interested in inclusive higher education.

The NCC created a framework to evaluate the TPSID model demonstration projects and annually collects required data on student demographics, college course enrollments, academic supports, career development, and employment and exit status from all TPSID funded programs. The NCC produces annual reports sharing aggregate data on student activities and outcomes (Grigal et al., 2022). Additionally, the NCC collaborates with all grantees to gather follow-up data from students who have exited the TPSID programs to document long-term employment and independent living outcomes.
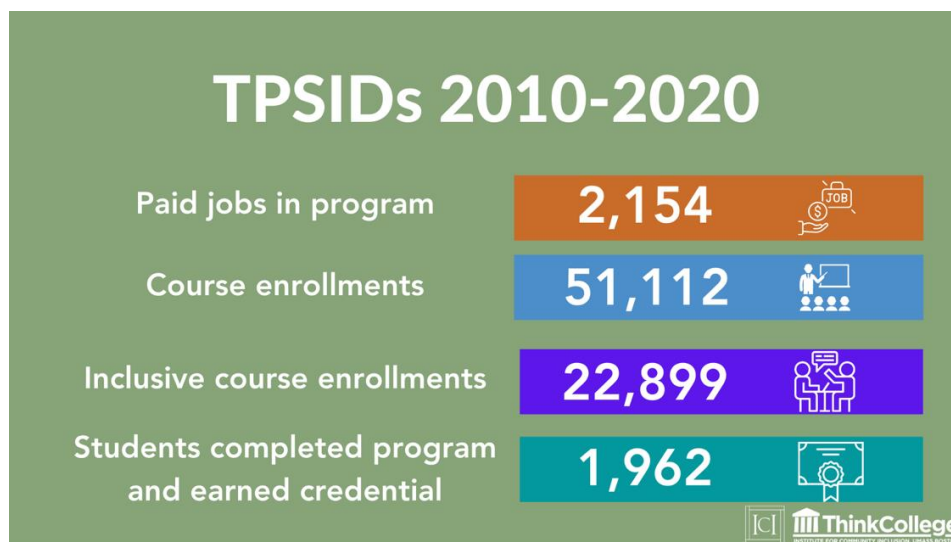
Figure 1. Employment, Course Access, Completion, and Credential Attainment of Students enrolled in TPSID Programs (2010-2020)

Academic Inclusion

These data show between 2010-2020 students with ID were enrolled in 51,112 postsecondary education classes with 22,899 of these classes being inclusive (see Figure 1); meaning academic classes taught by faculty as part of the typical course offerings of the college or university and attended by matriculating students. Inclusion in typical university classes is a requirement of TPSID funding. Student may audit inclusive classes or may receive credit depending on the school policies as well as their interest and skills. Many TPSID programs also offer specialized classes, designed for, and attend only by students with ID. These classes may focus on independent living or life skills, social skills, employment or career skills, or self-advocacy skills (Grigal, et al., 2022). A strong emphasis in this initiative is to reduce the reliance on specialized coursework and build greater access to inclusive learning experience. Benefits of accessing typical classes include access to a broader array of course content, greater exposure to peers without disability, and the potential to earn course credits and receive a transcript from the college or university.

Recent studies indicate inclusion also has positive impacts on the class climate, the college/university teaching staff, and college peers (Gilson et al., 2020; Taylor et al., 2021). A recent study of college/university teaching staff who had welcomed college students with ID in their classes found these staff believed the inclusion of students with ID led to increased self-confidence for the instructors, and a greater capacity for reflecting on the range of student learning styles and educational experiences. It also improved the classroom environments and the learning and engagement of their peers (Taylor et al., 2021). The establishment of separate coursework may unintentionally reinforce the perception students with ID do not belong on the college or university campus and should not be afforded the same reception or supports as their peers without or with other disabilities. TPSID programs also offer access to career services, student participation in campus organizations and activities, and, when available, campus housing.

Career Development and Employment

Students attending TPSID programs participate in a variety of career development activities, internships, and work study opportunities aligned with their courses of study. Student may also engage in paid employment both on and off campus while enrolled. In the 2020-2021 academic year, 47% of the students enrolled in a TPSID program had a paid job or paid work-based learning activity (Grigal et al., 2022). The rate of paid employment of college students with ID attending TPSID programs compares favorably to the rate of employed undergraduates in the US (Grigal et al., 2022). When looking at the rate of employment when exiting from the program, 49% of TPSID graduates in 2021 were employed within 90 days of exit. The national employment rate of adults with ID or developmental disabilities receiving support from state agencies was 15% in 2021 (National Core Indicators, 2022). Thus, the employment rate for college students with ID leaving TPSIDs was more than three times higher than the national average for people with ID or developmental disabilities. Longer-term outcome data demonstrate students with ID remain employed after exiting college. One year after exiting from their TPSID program, 59% of students were employed, and after two years, 66% were employed. Three years after exit, 67% reported having a paid job, defined as paid by the employer and making federal minimum wages (Grigal et al., 2021).

Housing and Campus Membership

Access to campus housing is not universally available for those enrolled in TPSID programs as not all the colleges and universities with TPSID programs offer housing. Approximately 37% of students with ID lived in IHE housing in the 2020-2021 academic year and 3% lived in off-campus housing unaffiliated with the college or university (Grigal et al., 2022). The range of housing options depends on the campus offerings. Some students with ID live in separate housing with other students in their program, whereas others live alongside degree-seeking students. In some cases, students with ID live in a house or apartment with other students in their program. Campus life is also a large part of the student experience. College students with ID may join clubs and organizations such as student government, volunteer and cultural groups, or fraternities/sororities. Students also participate in intramural sports, join in theater and music productions, and attend campus events or activities of interest. Peer mentors, typically undergraduate students at the college or university, provide social, and sometimes employment or residential supports. Peer mentors may be paid, volunteer, or receive course credit for the experience.

Accreditation Standards

To establish quality standards and ensure positive student outcomes, the NCC created a workgroup dedicated to creating and implementing accreditation standards for higher education programs enrolling students with ID. Ten standard areas and associated 38 standards were developed (Think College NCC Workgroup, 2021). This Workgroup has drafted and piloted these national model accreditation standards and is currently developing and piloting an accreditation process. The accreditation standards will significantly shape the future of higher education for students with ID in the US by creating a framework for continuous quality improvement for programs, establishing benchmarks for quality assurance for students and families and providing overall validity to the field.
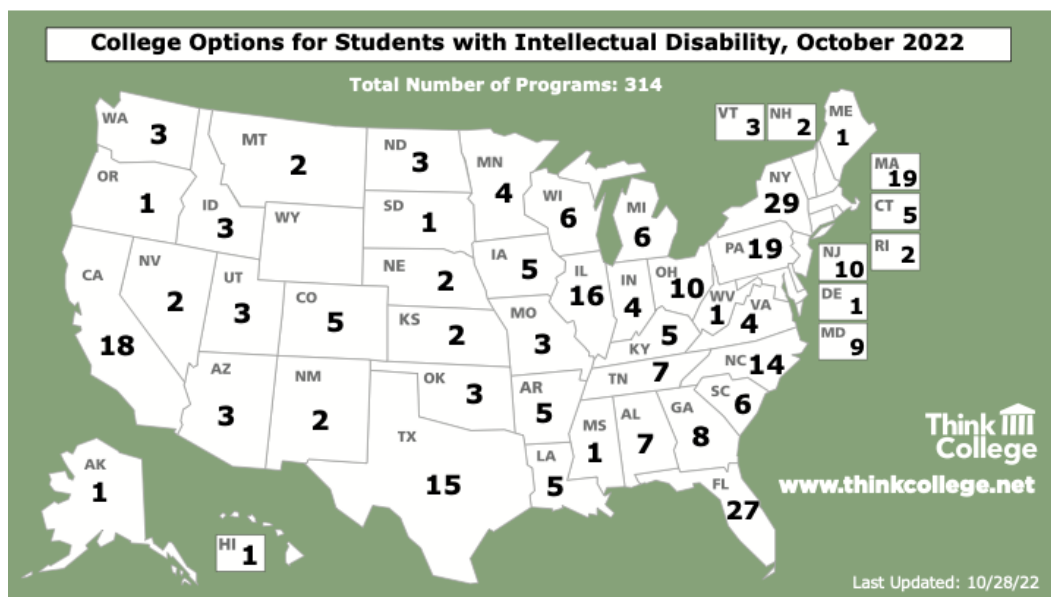
Figure 2. Number of Higher Education Options in the US by State as of October 2022

While the TPSID programs offer the best descriptive data on the experiences and outcomes of college/university students with ID, it is important to remember TPSID programs only represent one-third of the programs in the US. There are currently 314 colleges and universities in the US enrolling students with ID (see Figure 2). Think College has created a searchable national directory of programs to support postsecondary education search activities of students, families, and educators. Additionally, the Think College website offers a help desk, topical discussion groups, research, and evaluation reports, learning modules, project specific information, and family resources. To access any of these resources go to http://www.thinkcollege.net.

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Visentin, S., Santilli, S., Zatti, B. & Rizzo, M. [1]

Inclusive pathways at university, between present and future scenarios

In this paper we describe the Rethinking college programme at University of Padova, focused on students with disabilities leaving high school with a certificate of attendance. We analyse the main outcomes about students' experiences so far – in terms of strengths and weaknesses – and we introduce a future architecture about this programme, with the aim to formalize these inclusive pathways in higher education.

In this paper we'll talk about students with Intellectual and Developmental Disabilities (IDD), who enjoy few opportunities, after high school, to live new inclusive experiences. Specifically, we focus on students leaving secondary school only with a certificate of attendance. Therefore, at University of Padova we are designing a pathway – which is not already part of official academic curriculum, but it aspires to become – where these young people attend single courses.

Defining this scenario, we need to consider even the effort that has been sustained by the task force 'Rethinking college' that, as part of Arqus European Alliance (https://arqus-alliance.eu/action-lines/widening-access-inclusion-diversity/), studied «the feasibility of setting up joint frameworks for small scale, experimental, innovative, inclusive, academic, social, and vocational non-degree certificate programmes at local level consisting of formal and informal learning activities for students with disabilities (including intellectual and cognitive impairment) seeking a college experience and career path, but unable as yet to join full degree programs».

Our project refers to a wide inclusive higher education policy and laws. Among all, we remember:

- The United Nations Convention on the Rights of Persons with Disability (UN, 2006);

- The European Disability Strategy 2021–2030 (European Commission, 2021);

Furthermore, we consider suggestions from the International Forum on Inclusion and Equity in Education (2019) and the Sustainable Development Goals (SDGs) (UN, 2015), as we are globally convinced that «...the quality of the transition process was heavily dependent on whether second level and tertiary education institutions had an inclusive ethos that encouraged diversity and ensured that pedagogical, social, psychological and physical accessibility was a core component of institutional culture» (OECD, 2011).

Even the scientific literature encourages us to pursue our goals, as it shows a promising repertoire of positive outcomes for this target of students, in terms of learning, professional skills, relational well-being

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(Plotner & May, 2019). Students with IDD, thanks to the participation to university environments, have more opportunities to widen relationships, communication skills, self-advocacy, self-esteem, and personal autonomy, more and better expectations for the future (Folk et al., 2012; Hughson et al., 2006; O'Connor et al., 2012; Corby et al., 2018). Again, they have more peer relationships (Jones & Goble, 2012; O'Connor et at., 2012), even if they are mainly limited to peer mentors and friendships remain poor (Rillotta et al., 2020). Looking to the context, it emerges that attitudes of teachers, mentors and staff toward IDD students are evolving in a positive way (Moriña, 2017).

When we started to think about our curriculum – where the theoretical framework is shaped by the Capability approach and Human Development Model (Sen, 1999) and the Universal Design for Learning perspective (Cast, 2011) – we've soon choosed the inclusive model (Giust & Valle-Riestra, 2016): students with IDD involved in classroom with typical peers, in single courses that characterized regular degree.

These kind of learning experiences started two years ago and, so far, it has involved:

- 6 students;

- 8 teachers and 7 peer tutors;

- 8 Single courses: Medieval and Renaissance Music History – History of Medieval Art – General Geology – Mass Media Communication – European Sport Policy – General and Social Pedagogy – Paleontology – Sport training methodology.

Our ambition is to implement a 2 years long program – **Rethinking College Program** is its temporary name – including no more than 5 students a year, who can attend globally between 4 and 6 courses, linking to internship and/or leisure time opportunities. And the pathway could be formally attested with the Open Badge tool.

In order to understand strengths and weaknesses and to collect ideas to re-design the training pathway, we conducted a single case study about a student that, during the Academic Year 2020-2021, attended 2 courses:

- History of Medieval and Renaissance Music (9 credits, 1st semester)

- History of Medieval Art (6 credits, 2nd semester).

We interviewed 9 persons: the student, the Head of inclusion students' office, the Guidance expert, 2 Peer-tutors, 2 Teachers and 2 Parents.

And we explored 4 thematic areas:

- Welcome phase: how the first contact took place and what actions were taken

- Guidance phase: how the student's personal goals were matched to the single courses available

- Teaching and learning phase: how student-teacher-tutor interacted and discovered teaching and learning strategies

- The life project: how the university experience is linked to the broader student's biography.

About the welcome phase, we understood that it's essential caring the relational network between Students' Inclusion Service Staff (SIS), student and his proximity network. Particularly, the SIS has a key role mediating between student, teachers and peer tutors, and planning the pathway as a whole. However, the monitoring has been discontinuous.

Looking to the guidance phase, it's important to gain an overall knowledge of the student and to develop a psychologist-student co-planning, recognizing, and enhancing the student's self-determination. In this step, the matching between student's learning goals and single courses is a weakness because the single courses' list is still poor.

Moving to the teaching and learning experience, a teacher-student-tutor trust's relationship makes a great positive difference and it's fundamental that teacher pay attention to the student's school background. Furthermore, teacher must differentiate the learning itinerary, offering multiple representation and expression means to the student and, consequently, engaging the latter to the learning experience.

On-line lessons have been an opportunity to find the 'right distance', as stressed by the student.

The peer tutors proved to be a crucial resource. They offer a good accompaniment is they:

- have attended a specific training on inclusion and relational;

- own a prosocial skill and the capacity to assume an emancipatory attitude towards the student with disability;

- know the discipline characterizing the course.

Widening the gaze to the global student's biography, we discovered, as strength, its different interests in sports and music and, as weakness, the poorness of friendships. As last element, we found confirmation that the family has had a positive role in working on son's autonomy:

Since last academic year we are implementing a more rigorous process assessment, through a questionnaire sent to teachers and peer tutors involved. About teachers' point of view, the main outcomes we learnt are:

- they are globally well satisfied about the teaching experience;

- they usually don't know the student's past experience;

- they usually have an active teaching style (peer collaboration);

- they tend to personalize contents and assessment;

- they point out the following main barriers: contents' complexity, poor peer relationship (indifference), student's deficit, a lack of support by SIS, Guidance Expert or Programme Supervisor.

To better work, they request:

- a preliminary student's presentation: understand its disability, relational and learning needs, involvement strategies with peers;

- a mediator (i.e. peer tutor) in the classroom;

- advice on teaching strategies;

- specific training on teaching strategies for specific disabilities.

Considering peer tutors' voice, they affirm that:

- they are globally well satisfied about the PT experience;

- they usually try to know the student's past experience (learning strategies and holistic dimension);

- they usually appreciated the teachings' strategies (personalization);

- they cooperate (enough) with teachers, especially on sharing teaching strategies and learning goals;

- they point out the following main barriers: teacher-student relationship (a little), contents' complexity (enough), student's deficit (enough).

Their requests focus on:

- a stronger interaction with guidance's expert;

- advice on teaching and assessment strategies;

- supervised meetings with other peer tutors (sharing experiences);

- training on Metacognitive strategies.

Thanks to these articulated elements, we decided to:

- operationalize a dissemination's action, informing teachers about Rethinking College programme; as a consequence, we'll be able to map new single courses, widening our learning offer;

- implement a systematic peer tutors supervision;

- invest in teachers and tutors' training, mixing workshop in 'inclusive teaching' and 'special teaching';

- define new different assessment strategies (participated, authentic, personalized).

We'll concretize these ideas creating different teams:

- a coordination and supervision team;

- a team with school referees and stakeholders in the community/territory;

- a team with experts in assessment and inclusive/special teaching strategies.

Shaping these different teams, we want to face the challenge to involve students and their specific and direct expertise about the pathway we documented in this paper, as co-designer of accessible and sustainable inclusive experiences in higher education.

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SPECIFIC TOPICS IN HIGHER EDUCATION

Buttler, V.

Creative Workshop: Art moves - Colours, shapes, lines and structure in action

Bewegt in entlastende und lustvolle Gestaltungsmomente eintauchen, miteinander im Dialog stehen oder auch schweigend zeichnend entlasten sind die Ziele des Workshops. Eine Teilnahme, ein Dazukommen für alle Interessierten ist während der gesamten Workshopzeit möglich: Come, draw, paint, enjoy!

Ganz im Sinne eines inklusiven Kunstunterrichtes (Loffredo, 2016) zielt dieser Workshop auf die Möglichkeiten der Teilhabe und Teilnahme an gestalterischen Prozessen, die demokratische Gesellschaften stärken, ab. Die Auswahl der beiden nahstehend beschriebenen zentralen Methoden für den oben genannten Workshop sollte im Sinne eines inklusiven Zugangs einerseits die Steigerung des Selbstwertgefühls ermöglichen und andererseits Situationen schaffen, die ein gleichwertiges und gleichrangiges Gestalten ermöglichen (Aissen-Crewitt, 2007).

Zusätzlich zu oben genannten Aspekten erweist es sich passend, dass stark kognitiv organisierte Tagungen Orte brauchen, die zur Steigerung des Wohlbefindens Aktionsorte für Momente des Entlastens bieten, die für alle Teilnehmer/innen Möglichkeiten des kreativen Agierens gestatten.

Hirameki – Am Anfang war der Klecks

Ein kleiner Klecks und wenige hinzugefügte Punkte und Striche – eine neue Gestalt, ein neues Wesen, eine neue Figur wird sichtbar. Der Zufall – Kleck – verändert sich. Es ist wie „in Wolken schauen" ergänzt durch die Frage – „Was siehst du?" (Peng+Hu, 2015). Hirameki ist wie "in die Wolken schauen", denn jeder/ jede sieht in den entdeckten Wolkenformen etwas Neues. Farbflecken haben ein ähnliches Potential!

Die Hiramki Grundlage – eine große Fläche mit bunten und oft auch wilden Farbflecken und Strichen - wurde im Vorfeld von einer Studierendengruppe vorbereitet, da die Weitergestaltung besser gelingt, wenn die Farbflecke bereits trocken sind.

Foto: Buttler privat

Dunkle Filzstifte, Fineliner, aber auch breitere Stifte ergänzen nun die Farbflecke durch Striche und mehr. Voila – fertig sind die spannenden Wesen und Figuren.

Ein ähnliches Kunstprojekt mit und für Menschen mit besonderen Bedürfnissen wurde im Frühsommer 2021 gemeinsam mit dem Künstlerduo Peng + Hu, dem Karikaturmuseum Krems und der Gesellschaft für ganzheitliche Förderung und Therapie in Zwettl geplant und erfolgreich durchführt. Simone Göls schildert in ihrem Artikel für die Online -Zeitung „Mein Bezirk", die malerische Seite der Inklusion, die in einem Projekt mit den beiden Autoren des Buches Hirameki gelebt wurden. Die beiden Karikaturisten Rudi Hurzlmeier und Günter Mayer - alias Peng und Hu - leiteten im Wohnhaus der Gesellschaft für ganzheitliche Förderung und Therapie in Zwettl einen Hirameki Workshop für die Bewohner/innen.

So wie in dem erwähnten Projekt verführte die mit Finelinern bearbeitete farbenfrohe Ausgangssituation als dynamische Grundlage die Teilnehmer*innen am Workshop an der PH Salzburg zur Gestaltung unterschiedlichster Wesen!

Foto: Buttler privat

Art Run + Colour in

Dynamische Linien und Felder ergeben sich in einem Art Run. Die Teilnehmer/innen „bewegen" sich stehend, gehend, langsam laufend mit einem Stück Ölkreide in der Zeichenhand – meist ist es im ersten Run die Lieblingsfarbe – auf einem großen Format rund um mehrere zusammengestellte Tische. Die entstandenen Linien sind verschlungen und werden in einem weiteren Run verdichtet. Diesmal kann mit beiden Händen gearbeitet werden oder man/frau hält zwei Stück Ölkreide in einer Hand. Eventuell braucht es einen dritten Run in die Gegenrichtung.

Die entstandenen freien Felder zwischen den Linien werden nun in einer ruhigeren Phase ausgemalt. Hier ist das Ausmalen mit allen Materialien, die zur Verfügung stehen möglich. Ölkreide, Filzstifte, Buntstifte, Wasserfarben, Temperafarben – dem Farbteppich kann alles hinzugefügt werden. dauert der Prozess länger an, können die Plätze gewechselt werden. Ein weiteres Feld, das bemalt werden soll, wird gefunden. Die so geschaffene Ausmalgrundlage kann in weiterführenden Einheiten fertiggestaltet werden und ermöglicht allen in der Gruppe jederzeit die Teilnahme. Es sind keine Vorkenntnisse notwendig. Ein Arbeiten im Sitzen ist ebenso möglich. Das Format könnte am Tisch durch Unterstützerinnen gedreht bzw. bewegt werden.

Foto: Buttler privat

Foto: ESOTA Congress 2022

Im Workshop an der PH Salzburg entstand somit ein höchst individuelles Gruppenbild mit musikalischen Elementen, das die Bewegung und Freude am gemeinsamen Tun wiederspiegelt.

Insgesamt war in der kurzen Zeit gestalterischen Handelns der Fokus des gemeinsamen Tuns im Vordergrund und hat sich in jedem Fall positiv auf alle Teilnehmenden ausgewirkt.

Foto: ESOTA congress 2022

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Depauly, M.

Die Erzeugung einer inklusionsorientierten Haltung und Umsetzungsbereitschaft bei Studierenden – eine herausfordernde Aufgabe für die Lehrerinnen- und Lehrerbildung

Eine quantitative Längsschnittstudie am Institut Unterstrass (Zürich) zur Entwicklung der Haltung zur Inklusion sowie zur Bereitschaft der Umsetzung zur Inklusion zeigte, dass diese sich nicht synchron entwickeln: während die inklusionsbefürwortende Haltung bei allen Studierenden zunahm, entwickelte sich die Bereitschaft zur Umsetzung der Inklusion teilweise negativ und teilweise positiv. Mittels einer qualitativen Studie mit 5 Studierenden wurden die Gründe für die unterschiedlichen Entwicklungsmuster ermittelt. Dabei zeigte sich, dass diese hauptsächlich auf unterschiedliche Auffassungen des Theorie-Praxis-Problems zurückzuführen sind. Daraus kann abgeleitet werden, dass das Passungsverhältnis zwischen in der Ausbildung vermittelten Inhalten und deren Anwendbarkeit in der Praxis verstärkt thematisiert werden sollte.

Dieser Beitrag[2] nimmt ein spezifisches Ergebnis, das die Auswertung quantitativer Längsschnittdaten zu Einstellungen, Haltungen und Bereitschaft zur Umsetzung von Inklusion am Institut Unterstrass (Gubler & Labhart, 2021) ergeben hat, genauer in den Blick. So haben die quantitativen Daten zur Entwicklung der Haltung zur Inklusion sowie zur Bereitschaft zur Umsetzung von Inklusion ergeben, dass diese sich nicht synchron entwickeln. Während die inklusionsbefürwortende Haltung im Laufe des ersten Studienjahrs bei den zwölf im Längsschnitt befragten Studierende im Mittelwert signifikant zunimmt und bei keiner und keinem der Studierenden abnimmt, entwickelt sich die persönliche Bereitschaft zur Umsetzung der Inklusion teilweise negativ und teilweise positiv (ebd.) Die Erkenntnis, dass sich die inklusionsbefürwortende Haltung und die persönliche Umsetzungsbereitschaft für Inklusion nicht synchron entwickeln, stellt ein für die Lehrerinnen- und Lehrerbildung sehr interessantes Ergebnis mit Aufforderungscharakter dar, das hier analysiert wird.

Vorgehen

In einem qualitativen Design wird ermittelt, was die Unterschiede in der Entwicklung der Umsetzungsbereitschaft erklären könnte. Zu diesem Zweck wurden mit fünf Studierenden leitfadengestützte, halbstandardisierte Interviews durchgeführt (Flick, 2009, S. 203), um den subjektiven Theorien der Studierenden zu ihrer Entwicklung nachzugehen. Die Studierenden wurden somit als Experten und Expertinnen ihrer

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[2] Der vorliegende Beitrag wurde bereits an anderer Stelle veröffentlicht und wird hier in zwar gekürzter, aber in ansonsten weitgehend unveränderter Form übernommen (vgl. Depauly & Labhart, 2021).

Entwicklung und der quantitativen Ergebnisse ihrer Studiengruppe adressiert. Dabei war es in Bezug auf das Sampling wichtig, die unterschiedlichen Entwicklungen im Bereich der Bereitschaft zur Inklusion abzudecken. So wurde der ganzen Studiengruppe zur Rekrutierung das Ergebnis der quantitativen Untersuchung gezeigt (siehe Gubler & Labhart, 2021). Vor der Durchführung der Interviews wurden die Studierenden gebeten, bezüglich ihrer Haltung und ihrer Umsetzungsbereitschaft eine Selbsteinschätzung vorzunehmen und sich selbst in eine der folgenden zwei Gruppen einzuordnen: Eine Zuordnung zu Gruppe A bedeutet, dass sich die Studierenden in ihrer eigenen Einschätzung sowohl in ihrer Haltung zur Inklusion im Laufe des Studiums gestärkt fühlen wie auch ihre Bereitschaft zur Umsetzung gestiegen ist. Eine Zuordnung zu Gruppe B besagt, dass die Studierenden sich in ihrer Haltung zu Inklusion durch die Ausbildung gestärkt fühlen, ihre Bereitschaft zur Umsetzung jedoch gesunken ist.

Von den fünf Studierenden (S1 bis S5) haben sich drei der Gruppe A und zwei der Gruppe B zugeordnet.

Die Interviews wurden mit folgender offener Frage eingeleitet:

Frage für Studierende der Gruppe A: «Du hast dich selbst der Gruppe A zugeordnet, das heisst deine Haltung zur Inklusion hat zugenommen und auch deine Bereitschaft zur Umsetzung von Inklusion. Kannst du mir erzählen, was seit dem Beginn des Studiums bis jetzt dazu beigetragen hat, dass du deine Entwicklung so einschätzt?»

Frage für Studierende der Gruppe B: «Du hast dich selbst der Gruppe B zugeordnet, das heisst deine Haltung zur Inklusion hat zugenommen, aber deine Bereitschaft zur Umsetzung von Inklusion hat abgenommen. Kannst du mir erzählen, was seit dem Beginn des Studiums bis jetzt dazu beigetragen hat, dass du deine Entwicklung so einschätzt?»

Die Interviews wurden transkribiert und anschliessend inhaltsanalytisch (Mayring, 2002) mit Hilfe von MAXQDA ausgewertet.

Ergebnisse

An dieser Stelle werden die Unterschiede zwischen den zwei Gruppen A und B in Bezug auf ihre Umsetzungsbereitschaft berichtet. Dabei werden die unterschiedlichen Entwicklungsmuster, die zwischen inklusionsorientierter Haltung und Umsetzungsbereitschaft bestehen, beschrieben.

Die Unterschiede in den Entwicklungsmustern zwischen den Studierenden der Gruppe A und der Gruppe B sind nach vorliegender Analyse der Antworten der Studierenden hauptsächlich auf unterschiedliche Auffassungen des «Theorie-Praxis-Problems[3]» zurückzuführen. Dabei ist es wichtig zu betonen, dass es explizit nicht unterschiedliche Praxiserfahrungen sind, die dieses Transfer-Verständnis beeinflussen.

Wie die Interviews zeigen, machen nämlich beide Gruppen nicht nur positive Erfahrungen mit Inklusion in der Praxis:

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[3] Der Begriff «Theorie-Praxis-Problem» wird hier – in Anlehnung an die Sprache der interviewten Studierenden – folgendermassen verwendet: Er bezieht sich auf das Verhältnis zwischen in der Ausbildung vermittelten Inhalten und deren Anwendbarkeit im Praxisfeld – wohl wissend, dass in der Lehre nicht nur wissenschaftliche Theorien, Konzepte und Befunde, sondern auch weniger komplexe «Kern- und Handlungspraktiken» (Fraefel & Scheidig, 2018) vermittelt werden.

«Als ich selber im Lernvikariat unterrichtet habe, da wurde mir schon klar, dass die Ressourcen sehr knapp sind, dass es keine zusätzlichen Räume zur Verfügung hat, dass die Klassengrösse – dass es einfach zu viele Kinder hat. Dass es dann einfach nicht möglich ist, so individuell auf jedes einzelne Kind einzugehen» (S1). Diese negativen Erfahrungen scheinen jedoch die Umsetzungsbereitschaft von Studierenden der Gruppe A nicht zu beeinträchtigen, denn: «Also ich finde, die Berufspraxis hat meine Bereitschaft nicht erhöht. Sie hat sie aber auch nicht gemindert. Mir wurde einfach klar, dass es eine Herausforderung ist» (S1).

Kompetent im Umgang mit dem Praxis-Theorie-Problem

Warum diese Studierende trotz der negativen Erfahrungen im Praktikum dennoch bereit ist, Inklusion umzusetzen, erklärt sie folgendermassen:

«Aber ich glaube genau dafür ist die Praxis da, oder eben die Praktika, damit man eben sieht – ja, dass es auf der einen Seite die Theorie gibt und auf der anderen Seite die Praxis, und dass irgendwie die Theorie nicht eins zu eins umzusetzen ist.» (S1).

Diese umsetzungsbereite Studierende lässt sich nicht davon abschrecken, dass die Auseinandersetzung mit Inklusion im Studium nicht 100%ig kompatibel ist mit der Praxis – im Gegenteil: die Studierende begreift die Theorie als legitimen Ausgangspunkt für die Praxis: «Ich finde es nicht schlimm, wenn Vorschläge des Studiums nicht in die Praxis umgesetzt werden können. Ich glaube, wenn man sich dessen bewusst ist, ist es auch in Ordnung, wenn eine Idealvorstellung da ist» (S1).

Dieses Theorie-Praxis-Verständnis findet sich auch bei einer anderen Studierenden aus Gruppe A. Die Studierende gibt zwar an, dass eine negative Erfahrung im Praktikum «...so ein bisschen die Wunschvorstellung und Haltung schon geprägt oder ein bisschen relativiert hat» (S2), trotzdem bleibt sie klar bei der umsetzungswilligen Absichtserklärung:

«Ich zweifle nicht daran, dass ich es [Inklusion/Anmerkung m.d.] umsetzen werde, sondern ich bezweifle, ob es so sein wird, wie man sich Inklusion eigentlich vorstellt und wie es sein sollte und wie es uns mitgegeben wird – es wird bestimmt irgendwo einen Verlust oder Mangel geben» (S2).

Auch diese Studierende begreift Theorie als legitime Orientierungshilfe für die Entwicklung der Praxis, der bewusst ist, dass die Umsetzung eines Ideals mit Qualitätsverlusten verbunden ist. Die Praxis sei dabei abhängig vom Vorhandensein eines theoretischen Ideals, da nur dadurch Veränderungen passieren können:

«Also es gibt bestimmt Momente, wo ich halt wirklich dachte, das, was uns im Unterstrass vermittelt wird, ist jetzt ein bisschen utopisch. Aber ich glaube, nur so kommt man ja auch irgendwie weiter oder kann man sich in eine Richtung bewegen, wenn es ein Extrem gibt» (S2). In der Auffassung dieser Studierenden bedarf das gesamte Bildungssystem dieses Ideal, damit Veränderung in Richtung Inklusion stattfinden kann: «Ja irgendwie das Totale, das ist ja in unserem System einfach nicht möglich. Aber ich glaube, dass es einen Wandel im Bildungssystem oder im allgemeinen System geben kann, muss es ein Extrem geben. Also wir haben das im Hinterkopf – Inklusion vor Exklusion» (S2).

Zusammenfassend lässt sich feststellen, dass die Studierenden der Gruppe A über eine Auffassung des Theorie-Praxis-Problems verfügen, das die Entwicklung von Inklusion vorantreibt. Für die Studierenden der

Gruppe A lässt sich daher folgendes Handlungsmotto formulieren: *«Ich handle, obwohl die Realität nicht ideal ist, aber durch mein Handeln kann sie immer idealer werden!»*

Transferarmer Umgang mit dem Theorie-Praxis-Problem

Wenn man nun die Aussagen der Studierenden der Gruppe B bezüglich ihrer Auffassung des Theorie-Praxis-Problems betrachtet, zeigt sich ein völlig anderes Bild, das zwei verschiedene Ausprägungen annimmt:

Für die eine Studierende der Gruppe B wird die Auffassung eines mangelnden Passungsverhältnisses zwischen Theorie und Praxis zum Hinderungsgrund für das Entwickeln einer inklusiven Praxis: «Ich glaube in der Theorie klingt es sehr schön und idealistisch, aber es ist wie noch nicht so umgesetzt, dass man sagen kann, dass es die Theorie deckt!» Diese Studierende erwartet also, dass die Praxis passungsgenau nach theoretischem Vorbild ausgestaltet sein sollte, was aber nicht ihrer tatsächlichen Erfahrung entspricht:

> «Aber ich habe in Praktika und Schulen erfahren, dass die Ressourcenkapazität nicht ausreicht, um Inklusion vollständig umzusetzen. Ich finde es eine gute Sache, aber die Realität sieht für mich etwas anders aus, als sie sein sollte, um Inklusion umsetzen zu können.» (S5).

Bei der anderen Studierenden der Gruppe B ist die mangelnde Umsetzungsbereitschaft für Inklusion auf ein «Transferproblem» zurückzuführen: Auf die Frage, warum sie sich nicht bereit fühle, Inklusion nach dem Studium auch in der Schulpraxis umzusetzen, antwortet S4: «Also wir haben im Studium sehr viele Beispiele gesehen, finde ich grundsätzlich, aber ich habe wie das Gefühl, es ist dann in der Praxis nochmals etwas anderes.» (S4). Diese Aussage zeigt, dass die Studierende folgendes «Idealbild», das gemäss ihrer Erfahrung jedoch nicht eingelöst wird, vor Augen hat: in der Ausbildung vermittelte Inhalte müssten in der Praxis direkt angewandt werden können. Und auch bezüglich der für Inklusion wichtigen Zusammenarbeit von Lehrpersonen fehlen ihr «die praktischen Beispiele» (S4): «Wie gesagt – Zusammenarbeit – man sagt uns immer: Kommunikation ist das A und O, man muss sich absprechen mit der Lehrperson für Integrierte Förderung – aber wie das aussieht, das habe ich nirgendwo gesehen» (S4).

Zusammenfassend lässt sich feststellen, dass die Studierenden der Gruppe B über eine Auffassung des Theorie-Praxis-Problems respektive über ein «Transferproblem» verfügen, das die Entwicklung von Inklusion hemmt. Für die Studierenden der Gruppe B lässt sich daher folgendes Handlungsmotto formulieren: *«Ich handle erst, wenn die Realität ideal ist und Beispiele aus der Praxis ohne Anpassungen transferiert werden können!»*

Implikationen für die Lehrerinnen- und Lehrerbildung

Aus den Ergebnissen der vorliegenden Untersuchung lässt sich folgender Hinweis für die Lehrerinnen- und Lehrerbildung ableiten:

Eine positive Umsetzungsbereitschaft für Inklusion erfordert bei den Lehrpersonen die Kompetenz, vorhandenes Wissen in der Praxis anzuwenden. Dafür muss eine Pädagogische Hochschule das Passungsverhältnis zwischen Inhalten, die in der Ausbildung vermittelt werden, und deren Anwendung in der Praxis mit den Studierenden thematisieren. Ziel dabei ist die Etablierung eines reflexiven Professionsverständnisses: Es geht nicht darum Handlungsanleitungen und Unterrichtsrezepte umzusetzen,

sondern dass Lehrpersonen die Möglichkeiten immer neu ausloten, weil Inklusion stets von vielen Faktoren vor Ort abhängig ist.

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Edwards-Hawthorne, C. & Hawthorne, E.

Making Waves; a transcontinental higher education inclusion project

This is a summary of Sheiling College, Dorset UK's attempt to make links between its 19- to 25-year-old students with learning differences and neurotypical undergraduate students of the same age. It is an illustration of the cultural resistance to change in higher education in England where universities have for centuries been seen as the domain of the intellectually elite. This forms part of an action research project in collaboration with City University of New York using singing as a medium for interaction. The project was awarded the National Association of Special Education College's (NatSPEC) first award for Equality, Diversity and Inclusion in the summer of 2022. This paper incorporates easy speak symbolised text in order to make it more accessible to a wider range of readers.

Dedication

This paper is dedicated to the memory of

Alice Marygold Sterck

04/05/1996 ~ 27/07/2020

About the Authors:

Ceri Edwards-Hawthorne is a class teacher at Sheiling College, a specialist college for 19- to 25-year-old students with complex needs and profound learning differences, in Dorset, England. She has taught there for 8 years after an extensive career in primary education. She studied for a Bachelor of Education degree at Trent Polytechnic (now Nottingham Trent University), a Master's degree in religious education at King's College London and Doctor of Education degree at the University of Southampton. Her doctoral thesis, Aristotle's Daughters, was an intergenerational narrative study of women's experience of physics.

Emilia Hawthorne works as an archaeologist for Oxford Archaeology. She has a Bachelor of Arts degree in Archaeology from the University of Cardiff, Wales. While studying for her Master's degree in Maritime Archaeology at the University of Southampton, she worked as a bank teaching assistant at Sheiling College.

Inspiration

It was a warm sunny day in the summer of 2019. I had taken my class of 6 students on a visit to Corfe Castle, a heritage site about 40 minutes' drive from Sheiling College. One of these students, Alice, had mobility issues in addition to her learning differences and lacked confidence in walking. When she first started at the college, she would cling on to staff for every transition with a look of terror on her face. Over her two years with us she gradually gained confidence and was able to walk a short distance unaided. On this particular occasion, Alice walked up the steep, slippery slope to the castle keep, negotiating fallen masonry and rocky outcrops. Alice did this with the aid of two staff members. At times she was clearly terrified, but she was nevertheless determined to reach the top with her classmates. Having reached her destination, Alice then faced the even more challenging task of getting herself down the slope and back to the minibus. This she did with aplomb. Finally, she was faced with the task of ascending the high steps of the minibus. This was something she always found particularly difficult. I encouraged her by singing instructions to her using her favorite tunes and applauding her. Alice made it into the bus obviously proud of her achievement. As I was applauding her efforts I was joined by a passing member of the public. This lady added enthusiastic claps to my praises of Alice. I began to feel rather smug for not only had I been able to share in this significant achievement of Alice's, but it seemed my work was being appreciated by an unknown member of the public. Then came the crash. Once Alice was safely seat belted in her chair the lady turned to me and said, "isn't it a shame." It was as if a great chasm had opened up between us. This lady evidently couldn't see what I saw i.e., an amazing, unique, beautiful individual who had overcome her fears, who was justifiably proud of her success and whose positivity and courage was an inspiration to us all. Instead, she saw a creature to be pitied and patronized.

I reflected on this event and why it was that this passerby and I had such different interpretations of this shared experience. I came to the conclusion that this passerby's reaction was the product of the largely unchallenged segregated education system in England and Wales whereby those with significant learning differences are isolated from their peers at a young age, taught in special schools and then hidden in institutions on reaching adulthood. This system had left this otherwise kind and well-meaning person in a state of ignorance. This epiphany was the catalyst that led to this study.

Alice	had	mobility issues	and	lacked
	confidence	walking.		
One	day	she	walked to the	top
of a	castle keep	-	a	huge
	achievement.			

Alice hatte Mobilitätsprobleme und es fehlte ihr an Selbstvertrauen beim Gehen.

Eines Tages ging sie auf die Spitze eines Burgfrieds – eine große Leistung.

A	well	meaning	member	of the
public	said	'isn't	it a shame'.	
Why	did	this	woman	pity Alice
and	not	recognise	her	achievement?
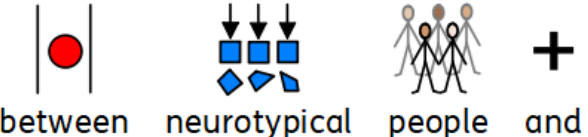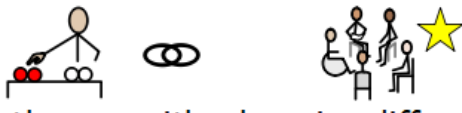
Eine wohlmeinendende Bürgerin sagte: "Ist es nicht eine Schande?" Warum bemitleidete diese Frau Alice und erkannte ihre Leistung nicht an?
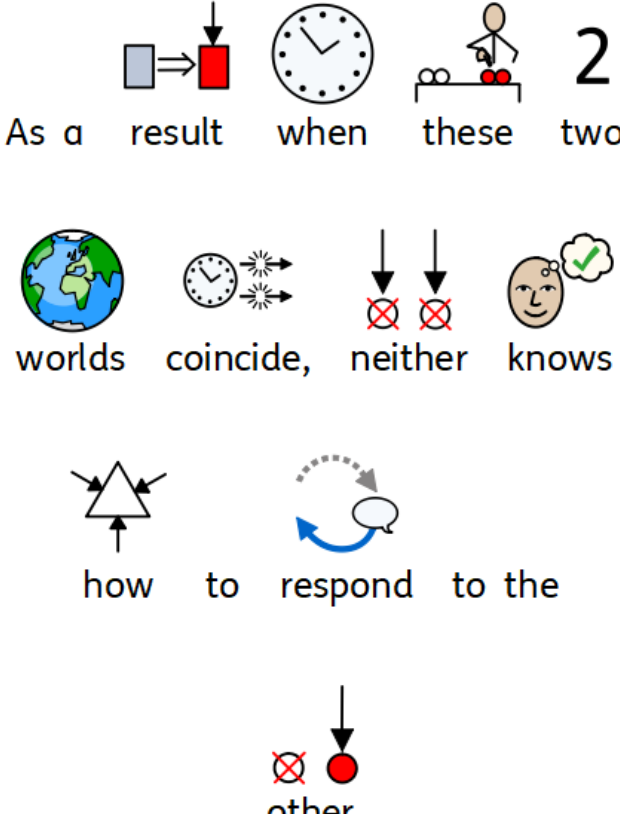
English Society, Social Reproduction and Special Needs
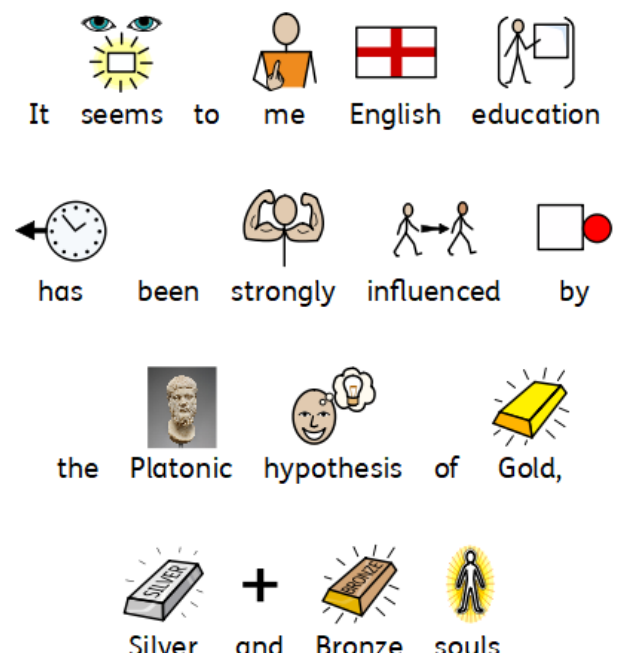
Currently, 1.6 % of children in England (Government, 2022) attend special schools. Once in a special school a child has little or no opportunity to interact with their more neurotypical peers. No English university admits people with profound learning differences. A minimum of 2 passes at A' Level or equivalent is an entry requirement for all English universities with most asking for much more than this. As a result, most English undergraduates will not have encountered peers with profound learning differences at any point in their education.

There appears to be some correlation between English social structure and the social order envisaged by Plato in The Republic (Plato, 2007). Plato saw three strata of society: artisans, auxiliaries, and philosophers. Each category of person had its own type of soul, and this was predetermined at birth. One function of education was to determine the nature of the individual's soul. He (and in Plato's society it was men who held position, women being considered the weaker sex) was then educated with the skills and knowledge needed in order to fit him for the appropriate category. English society can be loosely divided into three classes. The upper-class males, until the expansion of the middle class in the 17th century (Earle, 1989), had almost exclusive access to universities although young men from poorer backgrounds who showed academic promise were sometimes selected and funded through university via a scholarship scheme in accordance with Platonic principles. An example of such a scholar is Cardinal Wolsey, 1473 – 1530, who by tradition was the son of a butcher (Gwyn, 1990). In this way, English universities were instrumental in replicating society and maintaining the status quo along Bourdieuian lines (Bourdieu, 1990).

Those with learning differences did not fit into this neat division of society and records of how they were educated and lived are sparse. It is as though they didn't exist. English literature makes virtually no reference to learning difference, it is as though it doesn't exist.

In English society there are few opportunities for interaction between neurotypical people and those with learning differences.

In der englischen Gesellschaft gibt es nur wenige Möglichkeiten für die Interaktion zwischen neurotypischen Menschen und solchen mit Lernunterschieden.

As a result when these two

worlds coincide, neither knows

how to respond to the

other.

Wenn diese beiden Welten zusammentreffen, weiß keine von beiden, wie sie auf die andere reagieren soll.

It seems to me English education

has been strongly influenced by

the Platonic hypothesis of Gold,

Silver and Bronze souls.

Es scheint mir, dass die englische Bildung stark von der platonischen Hypothese der Gold-, Silber- und Bronzeseelen beeinflusst wurde.

The role of universities has been to educate the gold souls for their future role as paternalistic leaders.

Ich gebe Platon die Schuld!

Die Rolle der Universitäten bestand darin, die Goldseelen für ihre zukünftige Rolle als paternalistische Führer auszubilden.

Oxford University emerged from around 1096. It's students were men from predominantly wealthy backgrounds although there were scholarships for men from poor families who showed exceptional intelligence.

Die Oxford University entstand um 1096. Die Studenten waren Männer aus überwiegend wohlhabenden Verhältnissen, obwohl es Stipendien für Männer aus armen Familien gab, die außergewöhnliche Intelligenz zeigten.

(University of Oxford, 2022)

Cambridge University was founded on similar lines in 1209. The universities of Durham and London were formed in the 1830s. Many more universities were founded in the 20th century.

Die Cambridge University wurde 1209 in ähnlicher Weise gegründet. Die Universitäten von Durham und London wurden in den 1830er Jahren gegründet. Viele weitere Universitäten wurden im 20.

(University of Cambridge, 2022)

In 1868, the first women attended an English university. To date, there are no university courses for students with learning differences in England.

1868 besuchten die ersten Frauen eine englische Universität. Bis heute gibt es in England keine Universitätskurse für Studenten mit Lernunterschieden.

The next figure gives a brief history of education in England. At first, those with learning differences were just included in mainstream education but with no adaptation or special provision. Fairly soon special schools were established, as with a payment by results system, teachers could not cope (Copeland, 2002)

1880 School made compulsory for all 5 to 10 year olds. 1893: Special schools for blind an deaf children. 1889: Special schools for defective and epileptic children 1944: Tripartite system of secondary education (based on Platonic example) with increased opportunity for neurotypical to go to university but some children with learning differences to be classified as uneducable	1880: Schulpflicht für alle 5- bis 10-Jährigen. 1893: Sonderschulen für blinde und gehörlose Kinder. 1889: Sonderschulen für behinderte und epileptische Kinder 1944: Dreigliedriges System der Sekundarstufe (nach platonischem Beispiel) mit erhöhter Chance für neurotypische Studien, aber einige Kinder mit Lernunterschieden werden als unerziehbar eingestuft

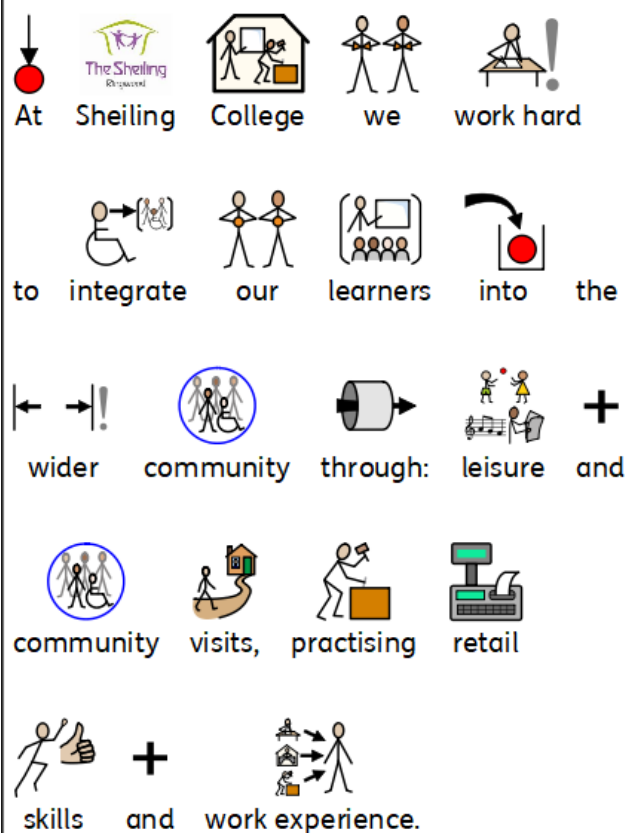|	
1970 — Uneducable category removed, special schools continued 2014: People with learning differences entitled to an education up to the age of 25.	1970; Unerziehbare Kategorie entfernt, Sonderschulen weitergeführt 2014: Menschen mit Lernunterschieden haben Anspruch auf eine Ausbildung bis zum Alter von 25 Jahren.

The Issue

Segregating people on grounds of ability is to no-one's advantage. As a result of this segregation, we have a system whereby those treating our student have no means of communicating with them, lawyers are unable to offer adequate support in court. Political decisions are made without consideration for those with learning differences. That those with learning differences are also consumers is also overlooked as the world of business is ignorant of their needs.

Politiker, Juristen und Mediziner können sich nicht in Menschen mit Lernunterschieden einfühlen. Die Geschäftswelt ist sich ihres Marktpotenzials nicht bewusst.

At Sheiling College we work hard to integrate our learners into the wider community through: leisure and community visits, practising retail skills and work experience.

Am Sheiling College arbeiten wir hart daran, unsere Lernenden in die breitere Gemeinschaft zu integrieren, indem wir Freizeit- und Gemeinschaftsbesuche, Einzelhandelsfähigkeiten und Berufserfahrung üben.

In spite of our efforts, our learners have few opportunities to socialise with their neurotypical peers and the general public remains ignorant of our students' needs.

Trotz unserer Bemühungen haben unsere Lernenden nur wenige Möglichkeiten, mit ihren neurotypischen Gleichaltrigen in Kontakt zu treten, und die breite Öffentlichkeit weiß nach wie vor nichts über die Bedürfnisse unserer Schüler.

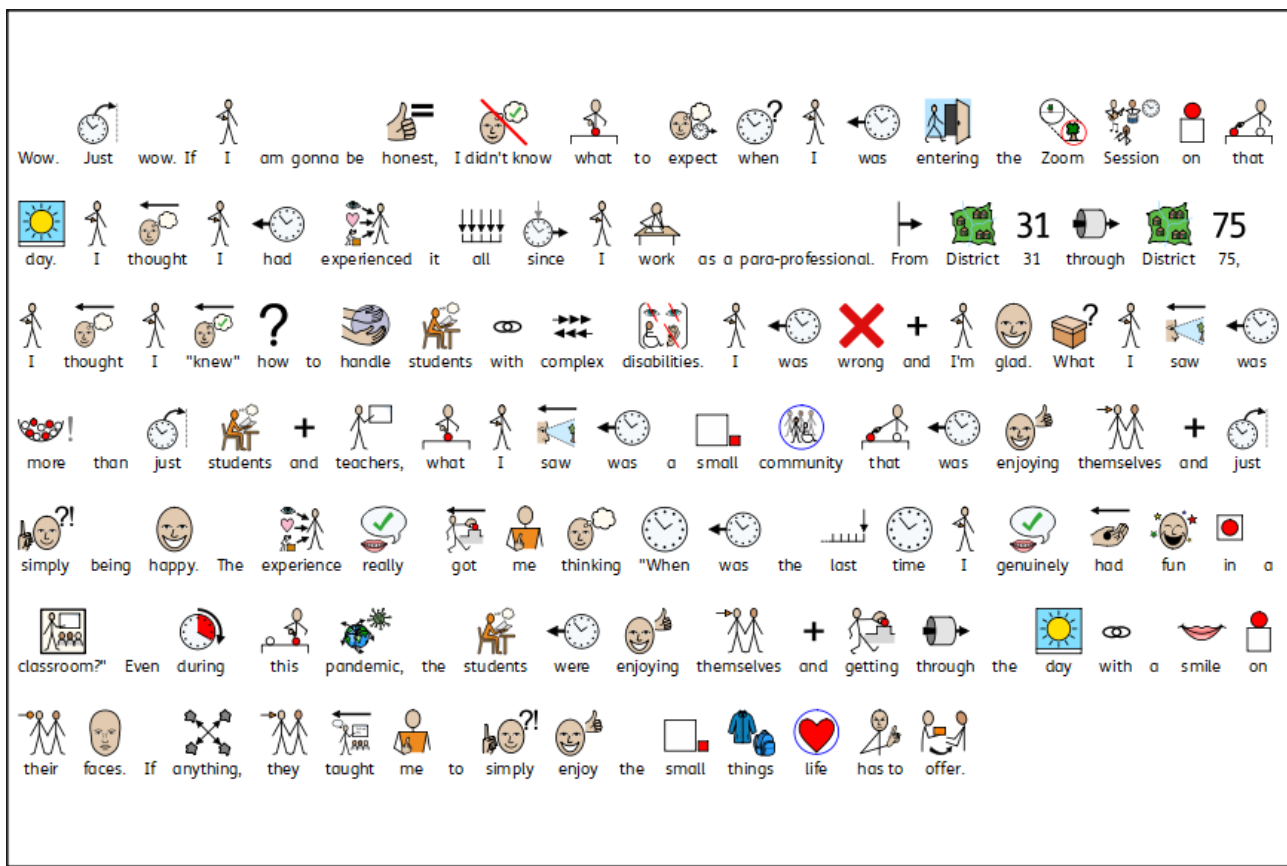**The Project**

It was decided to look at ways of integrating students from Sheiling College with peers from the University of Southampton as a pilot project. However, this was not possible due to the global pandemic. Instead, the University of Southampton put the college in contact with Professor Susan Carpenter of City University New York (CUNY). Carpenter had experience of running outreach programmes and also including young people with learning differences on her undergraduate courses. The pandemic had introduced both institutions to Zoom and so use of this was made in order to set up joint music sessions.

The university of Southampton introduced me to Professor Susan Carpenter of The City University of New York, USA. We used Zoom to connect our classes and have shared singing lessons.	Die University of Southampton stellte mich Professor Susan Carpenter von der City University of New York, USA, vor. Wir haben Zoom verwendet, um unsere Klassen zu verbinden und zusammen Gesangsunterricht erteilt.

These sessions received positive feedback from the participants.

A student from CUNY wrote:

Feedback from the Sheiling students was more difficult to gather. Ethical considerations needed to be considered. Each student underwent a multidisciplinary mental capacity assessment. In each case it was decided that the student lacked capacity but that it was in their best interest to have their responses included.

When the project first started the emphasis was on setting up the sessions and learning to use the technology. Little thought was given as to how to assess the impact on the students. Once the sessions were established however the need to consider how to measure the impact on the students and their staff became apparent. One major challenge was how to elicit the voices of a predominantly pre-verbal group. Another was to ensure that the teacher student relationship was not taken advantage of and the students coerced into taking part or giving artificially positive results.

At Sheiling College staff were required to complete a record of progress form detailing the progress the students had made towards specific targets taken from their personalised study programme at the end of each lesson. This form also included a box for the student's responses. However, the students' individual targets did not match the aims of the project and the students tended to give the responses they believed staff wanted to hear and were identical for all lessons not just the outreach sessions and so could not be relied upon. It was decided that the data from these forms could not be used for the project.

The teacher consulted with the Sheiling's Speech and Language therapist and together they assessed the preverbal students using Smidt's modification of Kiernan and Reid's '***Pre-Verbal Communications Schedule'***

(1987)[4]. This revealed that the main barrier to communication in all of the students was the inability to copy and imitate. The teacher used this information in conjunction with methods she had learned from her training in '***Promoting Early Interactive Conversation – Dorset (PEIC-D)***'[5] to produce a 'Performing Arts Student Observation Record Sheet'. The data from these sheets was then collated and presented in graphical form.

There were a number of issues regarding this data collection process. Staff, in their role of participant observers, found it difficult to support their allocated student, model joining in the activities whilst at the same time recording their student's responses on the observation sheet so often these sheets were incomplete or not filled in at all. None of the support staff were trained in intensive interaction techniques. Due to varying shift patterns, different staff were allocated to different students for each session; much of the data relied on subjective judgement and therefore there was little consistency around the data gathered. In spite of these shortcomings some data was gathered and from this some patterns can be noted.

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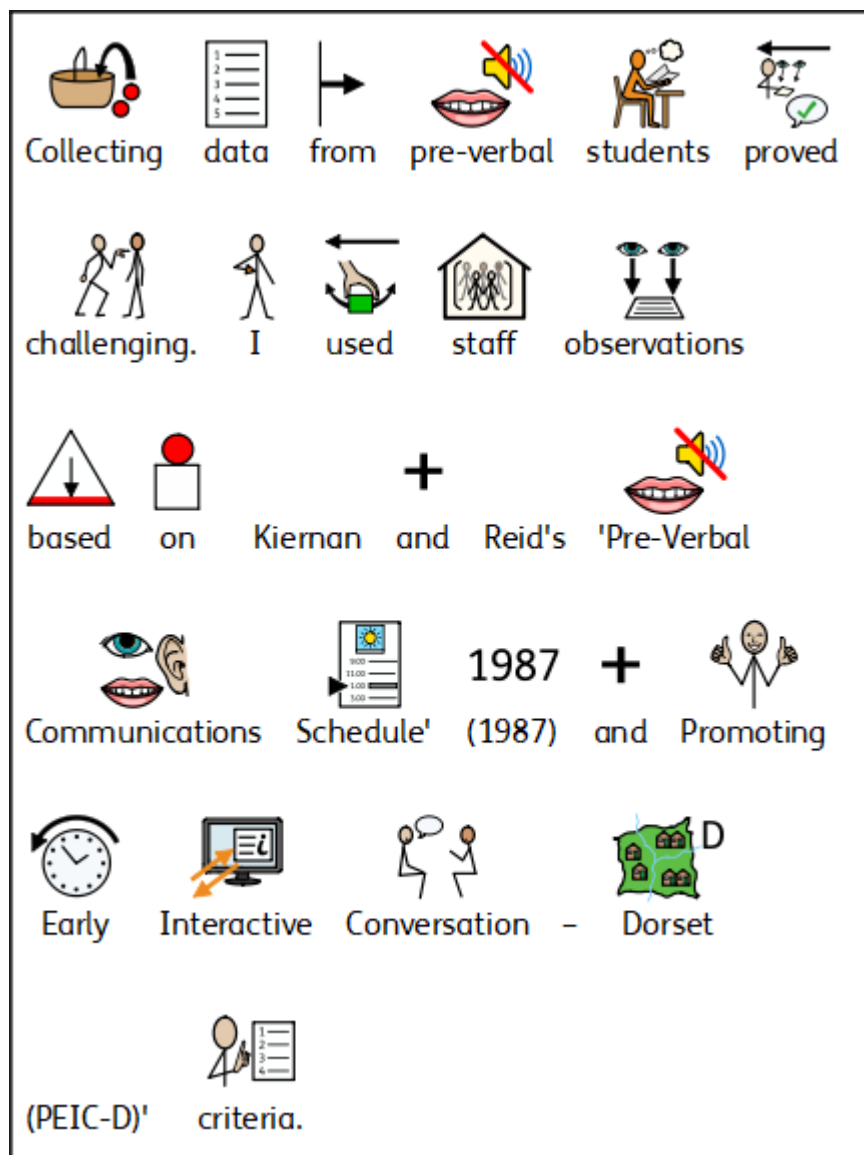
[4] Kiernan C and Reid B, Pre-Verbal Communication Schedule 1987
[5] PEIC-D

The responses from the student observations were collated into a graph an example of this is shown below.

Das Sammeln von Daten von präverbalen Schülern erwies sich als Herausforderung. Ich verwendete Mitarbeiterbeobachtungen, die auf Kiernans und Reids Kriterien "Pre-Verbal Communications Schedule" (1987) und Promoting Early Interactive Conversation – Dorset (PEIC-D) basierten.
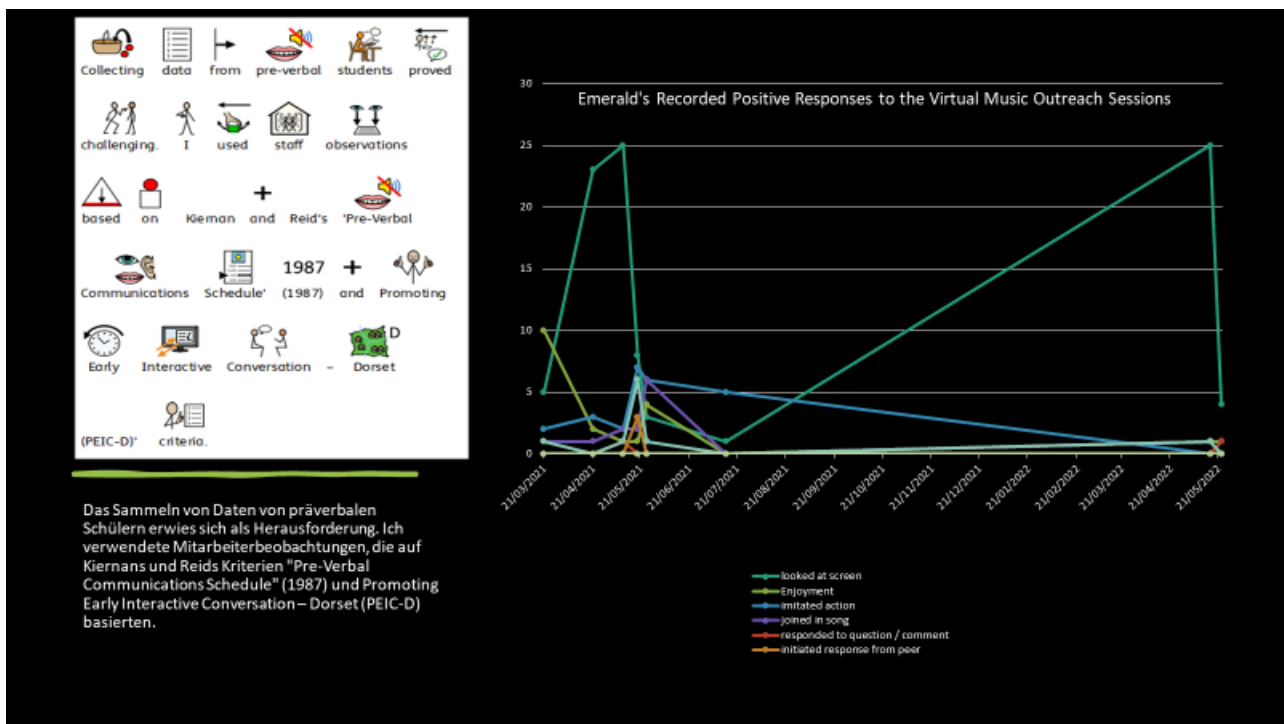
The project was expanded to include three B.Sc psychology students from Nottingham Trent University on a virtual placement at Sheiling College. They were also invited to provide feedback. The following is a comment from Lucy Dalwood:

Ich genieße es wirklich, an den Musik-Outreach-Sessions teilzunehmen, der einzigartigste Teil der Sessions, denke ich, ist der internationale Aspekt. Als Teil einer so vielfältigen Gruppe von international unterschiedlichen Menschen, die eine gemeinsame Bildung und ein gemeinsames Verständnis der Länder und der Kultur des jeweils anderen ermöglichen. Es ist erstaunlich zu sehen, was Technologie möglich gemacht hat

Within the sessions, it's not about musical skill- it's about you just 'having a go' and taking part. I do feel a sense of community and inclusion is developed through this, not just for the neuro-diverse students, but for everybody involved. Lucy Dalwood

Innerhalb der Sitzungen geht es nicht um musikalisches Können - es geht darum, dass Sie einfach "ausprobieren" und teilnehmen. Ich habe das Gefühl, dass dadurch ein Gefühl der Gemeinschaft und Inklusion entwickelt wird, nicht nur für die neurodiversen Studenten, sondern für alle Beteiligten. Lucy Dalwood

Emilia Hawthorne was working as a bank teaching assistant while studying for a masters degree in maritime archaeology at The University of Southampton. The project inspired her to think of how archaeology could also be used as a medium for interaction between neurotypical undergraduates and Sheiling students. One of her assignments was to experiment with archaeological activities for Sheiling students. Through this project, The Sheiling was put in touch with her supervisor, Dr Chris Elmer who was keen to explore ways of working with our students. It is hoped this work will be ongoing now that Emilia has completed her studies and is now working as an archaeologist.

Emilia Hawthorne

- Worked as a Part-time teaching assistant while studying archaeology at The University of Southampton.

- Was able to use archaeology as a means of making connections with our students.

- Gained an understanding of our students by working alongside them.

- Has been able to apply what she gained from the Sheiling in her new role as an archaeologist.

Arbeitete als Teilzeit-Lehrassistentin während des Studiums der Archäologie an der University of Southampton.

Konnte die Archäologie als Mittel nutzen, um Verbindungen zu unseren Studenten herzustellen.

Wir haben ein Verständnis für unsere Schüler gewonnen, indem wir mit ihnen zusammengearbeitet haben.

Hat das, was sie von der Sheiling gelernt hat, in ihrer neuen Rolle als Archäologin anwenden können.

There is a shortage of archaeologists in the UK.

People with learning differences could be trained to support archaeologist in excavating, sieving and washing finds.

Our heritage belongs to us all including those with learning differences. Working at the Sheiling has helped me to find ways of making our heritage accessible to all.

Es gibt einen Mangel an Archäologen in Großbritannien.

Menschen mit Lernunterschieden könnten ausgebildet werden, um Archäologen beim Ausgraben, Sieben und Waschen von Funden zu unterstützen.

Unser Erbe gehört uns allen, auch denen mit Lernunterschieden. Die Arbeit in der Sheiling hat mir geholfen Wege zu finden, unser Erbe für alle zugänglich zu machen.

The project went on to win the National Association of Special Education College's (NatSPEC) first Equality, Diversity and Inclusion Award in July 2022. The following is the comment from the judge, Jeff Greenidge, Director for Diversity, Association of Colleges and the Education and Training Foundation.

Sheiling College is committed to finding ways of gaining access to the wider community for our students and changing the narrative for students with learning differences here in the UK.

"This practice provides shared learning experiences between students from Sheiling College who have learning differences with their neurotypical higher education peers. At first it is a seemingly simple concept; however there are several layers to this project that will see Diversity celebrated as well as inclusion supported in both the neurodiverse and neurotypical groups.	Diese Praxis bietet gemeinsame Lernerfahrungen zwischen Studenten des Sheiling College, die Lernunterschiede zu ihren neurotypischen Hochschulkollegen haben.Zunächst ist es ein scheinbar einfaches Konzept; Es gibt jedoch mehrere Ebenen in diesem Projekt, in denen Diversität gefeiert und Inklusion sowohl in der neurodiversen als auch in der neurotypischen Gruppe unterstützt wird.

. The awareness raising and engagement strategy was broad as well as deep; working with City University of New York, a culturally diverse institution, has given Sheiling students and staff an introduction to a wide range of languages, traditions and cultures. Songs have been shared in Mandarin, Hindi and Spanish. By disseminating the outcomes and outputs they have widened the partnership, establishing links with other institutions and have shared the learning in the UK and the US.

Die Sensibilisierungs- und Engagement-Strategie war sowohl breit als auch tiefgreifend; Die Zusammenarbeit mit der City University of New York, einer kulturell vielfältigen Institution, hat Studenten und Mitarbeitern von Sheiling eine Einführung in eine Vielzahl von Sprachen, Traditionen und Kulturen gegeben. Durch die Verbreitung der Ergebnisse haben sie die Partnerschaft erweitert, Verbindungen zu anderen Institutionen hergestellt und das Lernen in Großbritannien und den USA so gemeinsam geteilt.

The project is changing the narrative around those who have significant learning disabilities and gives an insight into a way to achieve social cohesion through education by providing a space in which students with learning differences can work alongside neurotypical peers.

Jeff Greenidge, NATSPEC Judge
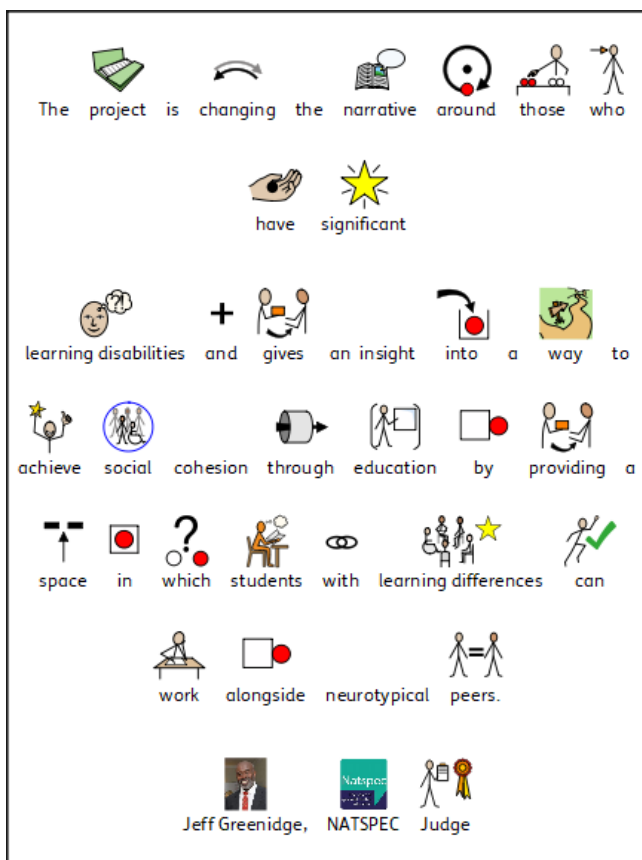
Das Projekt verändert die Narrative um diejenigen, die signifikante Lernschwierigkeiten haben und gibt Einblicke auf Wege, Menschen mit Lernunterschieden zusammen lernen zu lassen.

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Harter-Reiter, S., Moser, I. & Sommer, N.

Irritation als Denk- und Lernanlass!? – Spurensuche nach Spannungsfeldern zwischen studentischen Gruppen

Der Beitrag berichtet work-in-progress von einem differenzierten Blick auf die Wahrnehmung von „Anderen" innerhalb studentischer Gruppen an der Pädagogischen Hochschule Salzburg Stefan Zweig. Nach einer kurzen theoretischen Rahmung wird auf die Forschungsmethodik und die ersten Ergebnisse Bezug genommen. Dabei liegt der Fokus auf der Forschungsfrage nach Irritationen und deren Potential als Denk- und Lernanlass.

Theoretische Rahmung

Differenz verweist immer auf Pluralität und Diversität einerseits, andererseits aber auch auf Macht, Ungleichheit oder Herrschaft (Riegel, 2016, S. 17). Verschiedene epistemologische und theoretische Zugänge verweisen auf die Erklärung und Analyse von sozialer Ungleichheit und Differenz.

Vor dem Hintergrund dieser unterschiedlichen Ansätze, die in Abbildung 1 aufgezeigt werden, interessierte sich das Forschungsteam für mögliche Irritationen bei Studierenden durch die Begegnung mit Menschen an der Hochschule, die von ihnen als „anders" wahrgenommen werden.

Abb. 1: Theoretische Modelle

Zusammenfassend erweist sich der Begriff der Differenz als ambivalentes Konstrukt, das einerseits notwendige Voraussetzung zur Bearbeitung von Unterschieden bzw. Benachteiligungen ist, andererseits jedoch als Bezugsrahmen angesehen werden kann, der problematisch ist, da dadurch erst Unterschiede oder Normierungen produziert und reproduziert werden (Plößer, 2010, S. 218).

Änderung eigener Denk- und Handlungsmuster

Eigene Denk- und Handlungsmuster können verändert werden, wenn es gelingt, die Auseinandersetzung mit einem Objekt als sinnvoll zu interpretieren. Erfahrungen können hierbei auf verschiedenen Ebenen wie die der sprachlich-reflexiven als auch der leiblich-sinnlichen Ebene gemacht werden (Combe & Gebhard, 2009, S. 550f). Ogette (2020, S. 81) spricht in diesem Zusammenhang auch von der Wichtigkeit eines Perspektivenwechsels, da dominante Perspektiven immer wieder reproduziert und tradiert werden.

Persönlichkeitswirksame Erfahrungen lassen sich häufig in bzw. nach krisenhaften Konstellationen machen, wenn es zu Irritation kommt. Eingespielte Routinen und Erwartungen können nicht mehr verwendet werden, Verknüpfungen mit bisherigen Erlebnissen sind nicht abrufbar. Eine solche Krise kann somit Beunruhigung und Unbehagen auslösen und man ist alarmiert. Ob eine Person nun dieser Irritation nachgeht oder nicht, hängt davon ab, ob dieser krisenhafte Zustand in konstruktive Lernprozesse übertragen werden kann. Dafür wird ein Phantasie- und Vorstellungsraum benötigt, der den Erfahrungsprozess antreibt (Riegel, 2016, S. 552ff). Es entstehen neue, noch unfertige Erkenntnisse (Combe & Gebhard, 2009, S. 552), die im sozialen Austausch überprüft werden müssen. Neuen Erkenntnissen werden Begriffe gegeben und Lernen wird ermöglicht, indem die eigenen Gedanken sortiert und diskutiert werden, wodurch neue Verbindungen zwischen Altem und Neuem ermöglicht werden (Riegel, 2016, S. 557).

Nach Riegel können somit durch „Irritation, fehlende Passung der eigenen Denkschemata oder Handlungsprobleme und -widersprüche" (Riegel, 2016, S. 129) Bildungs- und Lernprozesse angeregt und umgedeutet werden. Welche Personen werden nun als „anders" wahrgenommen und provozieren diese Denk- und Lernanlässe? Bei dieser Fragestellung wurde bewusst auf kategorienneutrale Formulierungen geachtet.

Forschungsdesign

Um diesen Ist-Stand der Wahrnehmung von Studierenden in Bezug auf Minderheiten und Mehrheiten festzustellen, erfolgte in der ersten Erhebungsphase eine Onlinebefragung aller Studierenden des ersten Semesters (n=100). Auf Basis von 50 Rückmeldungen wurden demografische Daten erhoben und inhaltsanalytisch genannte Gruppen identifiziert.

In einer zweiten Erhebungsphase wurden Studierende in Gruppendiskussionen (n=6) gefragt, ob und wie sie Spannungsfelder und Irritationen aufgrund von „Anderssein" im Sinne von Othering (Ogette, 2020; Riegel, 2016) wahrnehmen und beschreiben. Mithilfe der dokumentarischen Methode wurden sequenzanalytisch Effekte hinsichtlich der Strukturen, Kulturen und Praktiken (Ainscow & Booth, 2016) analysiert.

Ergebnisse und Diskussion

In einer ersten Auswertung der Onlineerhebung (n=50) zeigt sich eine hohe Homogenität innerhalb der Studierendenpopulation. Abgefragt wurde das Alter, das Geschlecht, ländliche oder städtische Prägung, gesprochene Sprache in der Familie, Behinderungen oder chronische Erkrankungen, die Anzahl der im Haushalt lebenden Personen, Kinder die zu Hause zu betreuen sind und der Familienstand. Die meisten Studierenden sind sehr jung (unter 25), weiblich, ländlich geprägt, haben kaum Behinderungen oder chronische Krankheiten, leben in Haushalten mit mehr als 3 Personen und mehr als die Hälfte leben in einer Partnerschaft, wie folgende Grafik verdeutlicht.

Eine kleinere Gruppe von Studierenden (8) ist über 25 Jahre alt. Vier davon haben bereits Kinder, bzw. sorgen für welche und leben in einer Partnerschaft. Die anderen Studierenden sind ledig.
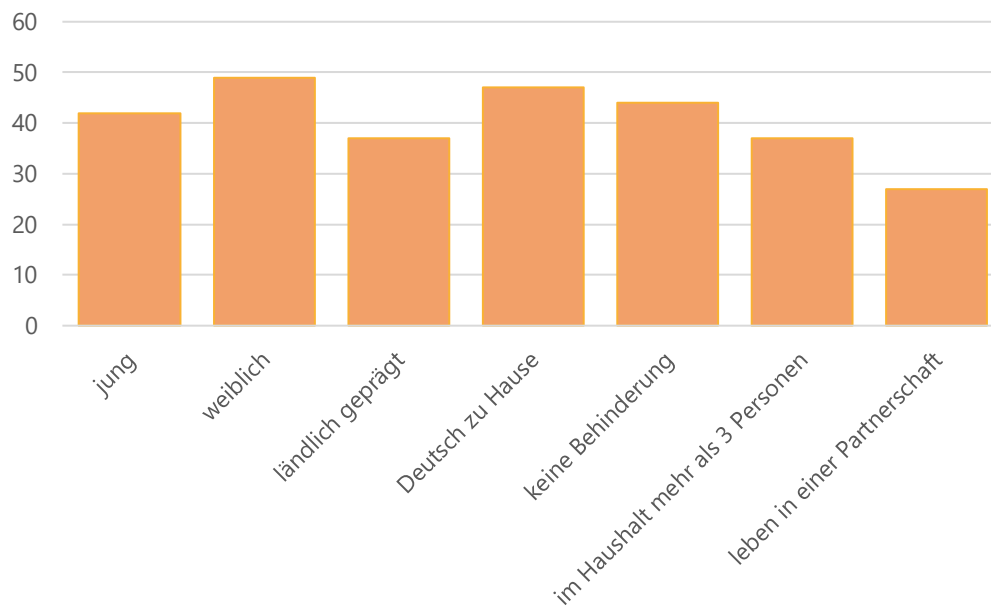
Abb. 2: Demografische Merkmale

Des Weiteren werden Gruppen benannt, bspw. ältere Studierende, Studierende mit Beeinträchtigungen, kulturelle und sprachliche Unterschiede sowie Barrieren, Personen aus Stadt und Land, Kleidungsstile, Verhalten und unterschiedliche Persönlichkeiten. Wurden Studierende mit Beeinträchtigungen genannt, die im Rahmen des BLuE-Hochschulprogramms an der PH inklusiv mit Bachelor-Studierenden lernen, folgte im Beisatz eine positive Konnotation.

Die Gruppendiskussionen zeigten stark dichotome Erzähl- und Beschreibungsdimensionen, eine Wahrnehmung von "vielen Gleichen", eine positive Grundhaltung gegenüber "Anders sein" und den Wunsch nach mehr Diversität und Inklusion, um Chancengerechtigkeit bereits an der Hochschule zu leben. Die ersten Analysen von Falltypischem in den Gruppendiskussionen (Bohnsack et.al. 2013) verweisen einerseits auf den beobachtend wahrnehmenden, eher passiven Typus bei dem zum Beispiel besonders Lehrveranstaltungsinhalte und -übungen wichtige Erfahrungen und Lernanlässe zur Reflexion über Anders-sein bieten. Andererseits gibt es den Typus, der schnell aktiv Kontakt mit als anders wahrgenommenen Personen aufnimmt, sehr empathisch in alltäglichen Studiensituationen reagiert und unkompliziert stabile Beziehungen herstellen kann, aus denen Lernanlässe formuliert werden können.

Insgesamt sind in den Gesprächslinien deutliche Hinweise darauf zu finden, dass das Wahrnehmen und Nachdenken über Differenzen zu und bei Anderen Denk- und Lernanlässe darstellen. Es wird vereinzelt sichtbar, dass Reflexion einen wichtigen Stellenwert für die Entwicklung eines Lernanlasses zu einem Lernprozess hat.

Limitationen und Ausblick

Aufgrund der geringen Beteiligung an den Gruppendiskussionen sind die Ergebnisse aus diesem Forschungsbereich kaum zu verallgemeinern. Dennoch ergibt sich ein interessantes Bild, das die Onlinebefragung gut ergänzt und vertiefte Erkenntnisse bringt.

Derzeit stellen wir uns die Frage, was die Ergebnisse für unsere Hochschule im Bereich der Entwicklung von Lehre, der Personal- und Organisationsentwicklung bedeuten.

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Jörgensdóttir Rauterberg, R., Pálsdóttir, K. & Guðmundsdóttir, B.

Transforming higher education in Iceland. A case study of the gains and challenges of becoming inclusive.

In this presentation, the authors explore the roles of higher education institutions and argue that inclusive practices that promote social justice should lie at the core of the higher education agenda. The right to inclusive education at all levels is explicitly stated in Article 24 of the UN Convention on the Rights of Persons with Disabilities. It maintains that educational institutions at all levels should contribute to ensuring inclusive and equitable quality education and to promoting lifelong learning opportunities for all. The task of the School of Education at the University of Iceland (UI) is not only to provide these opportunities, but also to realise inclusive education at the university level by offering an inclusive learning environment for all students. Since 2007, the School of Education has offered a vocational diploma program (VDP) in inclusive settings for students with intellectual disabilities. The authors discuss the gains and challenges in transforming higher education institutions to become inclusive. The authors conducted a pilot study, guided by the IPSE Curriculum framework, to shed light on inclusiveness within the School of Education.

Throughout history, different groups have had to fight for their right to attend university and be accepted as university students. This means that historically, universities have not been open to everyone, making higher education inaccessible for some. Initially, universities were regarded as elite institutions exclusively available to white, able-bodied men, until women demanded their right to higher education (Brockliss & Sheldon, 2012). Since then, the rights of certain groups to higher education have been called into question repeatedly, including people of colour, people of lower socioeconomic status, parents, especially mothers, of young children, people living in rural areas, indigenous people, people with migration background, disabled people, and more recently, people with intellectual disabilities (O´Brien & Bonati, 2019).

In fact, the right to inclusive life-long education is a human right. Article 24 of the UN Convention of the Rights of People with Disabilities (2006) calls for inclusive education on all levels of the educational system. This is to ensure that persons with disabilities can fully develop their human potential and a sense of dignity and self-worth, thus enabling them to fully participate in society. Concurrently, societal changes demand that universities open their doors to an increasingly diverse group of students, including students with intellectual disabilities. Quality Education for all is one of the UN Goals for sustainable development (United Nations, n.d.). It implies that educational institutions at all levels should contribute to ensuring inclusive and equitable quality education and to promoting lifelong learning opportunities for all.

Therefore, universities must confront the challenge of developing a culture of inclusion, creating inclusive environments and practices. They should be a part of opening their social and knowledge mission to those who may be an invaluable part and resource in understanding the world from multiple perspectives.

University of Iceland: Our vision

International discussions about the role of universities often refer to a so-called "third mission", indicating that their role is not only to research and educate, but also to assume social responsibility and promote social development. Higher education should provide students with opportunities to acquire a variety of skills and abilities that help them live in an increasingly complex world (Geier et al., 2018). This social responsibility emphasis is very clear in the Strategy of UI 2021-2022 (UI26). The policy states a clear aim of the university to support social innovation and prepare students to cope with the tasks of a diverse society and the challenges of the future. The strategic plan has an explicit focus on diversity, outside and within the university, and one of the goals is to further develop the inclusive program for young people with intellectual disability (University of Iceland, 2021). However, the government needs to create a legislative framework that facilitates the operations of inclusive higher education programs and guides universities in that respect. Still, the VDP program is underfunded and somehow, peripherally situated within mainstream programs of the UI.

In the 2020–2021 academic year, VDP program committee members conducted discussions with staff members of the four faculties within the School of Education. Faculty members described various strengths of the VDP. Teachers who had taught inclusive courses noted how VDP-students enriched the courses, as their presence and participation promoted an increased understanding of diversity and added multiple perspectives to the discussion. Changes and accommodations they had made to increase accessibility for VDP-students had benefited all students, such as presenting more accessible material, shorter lectures, regular breaks, assignments that are smaller in scope, providing more opportunity for discussion and allowing students to submit assignments in a variety of formats, including written text, recordings, photos, etc.

Teachers valued the experience of teaching VDP-students in inclusive courses and saw many opportunities for development. They noted the importance of consultation, support, and education both for teachers with little or no experience of inclusive higher education as well as those with experience who wish to strengthen their teaching practices. Faculty members stressed the importance of capitalising on students' strengths and interests, involving students in decision-making regarding course assignments and fair evaluations of academic performance. Peer-support was considered essential and the key to students 'success in courses. There was a consensus on the importance of emphasising solutions, not barriers.

A pilot study on Inclusiveness built on the IPSE Curriculum Framework

For universities to be truly accessible to a diverse student body, inclusion must be realised in all aspects of learning. Accordingly, we explored the inclusiveness of the VDP at the University of Iceland. The Inclusive Post-Secondary Programs for People with Intellectual Disabilities Curriculum Framework (2022) was created as part of the IPSE-ID Erasmus+ Project. The framework consists of five dimensions, including Overall Policy and Structure, Universal Design for Learning and Curriculum Design, Inclusiveness, Person Centredness, and Impact.

Based on the Inclusiveness dimension, we created a brief checklist examining various aspects of program inclusiveness, completed by students (n = 10) and staff (n = 9). The measure comprises 14 multiple-choice items with "yes – no – somewhat" as response options, and a single question allowing for open-ended responses. We were interested in the absolute agreement among students and staff, respectively. Results revealed that for student agreement, the intraclass correlation coefficient (ICC) ranged from poor to excellent, ICC = 0.645; 95% CI [0.132, 0.926]; p = .012, per Koo and Li's criteria (2016). For staff, however, absolute

agreement was excellent, ICC = 0.994; 95% CI [0.984, 0.999]; *p* < .001. In other words, staff responses were homogeneous and trended toward more positive ratings, whereas student responses were more heterogeneous. For example, descriptive analyses suggested that fewer students (33%) than staff (89%) responded "yes" to a question regarding the higher education community's awareness of the need for change to achieve meaningful inclusion. Additionally, fewer students (40%) than staff (63%) responded "yes" to a question regarding students experiencing a sense of connectedness to the university student body.

Qualitative responses were positive, indicating that the VPD not only benefits enrolled students, but also students in other programs as well as faculty. Given that the measure has not been validated psychometrically and the small sample size, however, these findings are preliminary and should be interpreted with caution.

Discussion and next steps

The present results show that inclusive higher education and the VDP-program at UI are on an ongoing journey toward inclusion, with various opportunities for improvement. According to our pilot study, students in the VDP-program seem to have different personal experiences of inclusiveness. Here we see exciting possibilities for future research, such as identifying factors that promote or impede participation, connectedness, belonging, and a shared understanding of inclusive higher education and the changes needed to achieve meaningful inclusion of all students.

For the VDP at UI, participation in the Erasmus+ project IPSE-ID and the JoinIN network, has been of great importance. The collaboration within the JoinIN network has provided us with helpful guidance and practical tools to examine and develop the IPSE-program within the School of Education and UI as a whole. We plan to use the curriculum framework to further investigate core dimensions of inclusive higher education. The training framework will be useful to introduce key ideas of inclusive higher education to the larger university community and to work specifically on key issues within the different dimensions.

Hopefully, this will help create a joint vision of the VDP and its purpose within the University, as "inclusive higher education provides us with the opportunity to reconstruct the college [university] community and expand the meaning of higher education" (Björnsdóttir, 2017, p. 134). Our students call for access to courses and programs from other academic fields. One of our students was allowed to sign up for a history course within the School of Humanities, which gained media attention and created a stir, both outside and within UI. Our collective aim should be to write a new history, a new future for higher education. Active involvement of the entire university community in creating a meaningfully inclusive environment is crucial for higher education to become truly accessible to a diverse student body. Importantly, the VDP is not simply a School of Education "pet project" (Björnsdóttir, 2017), but one of many critical steps toward upholding human rights within the University of Iceland.

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Kubiak, J., Devitt, M., Banks, J. & Feehan, S.

Lecturing on Inclusion: Graduates of the Certificate in Arts, Science and Inclusive Applied Practice (ASIAP) informing the professional practice of student teachers

The ASIAP Certificate, is offered by the Trinity Centre for People with Intellectual Disabilities (TCPID), School of Education, Trinity College Dublin (TCD). Since 2021, nine ASIAP graduates and two TCPID staff have collaborated in the co-delivery of graduate guest lectures to student teachers undertaking the Professional Masters in Education (PME) programme. The topic of the lectures focused on the ASIAP graduates' experiences of inclusion and were presented under three themes: 1. Approaches to Teaching and Learning, 2. Teachers' Qualities and Attitudes, and 3. Approaches to Inclusion. Our key findings demonstrate that ASIAP students have come to acknowledge that sharing their experiences of inclusion - both positive and negative - are important in influencing a new generation of teachers. For PME students, undertaking the lectures facilitated an increased understanding and empathy for the classroom experiences of students with intellectual disabilities.

Increasing cultural capital for people with intellectual disabilities

Traditionally, within the environment of the higher education landscape, people with intellectual disabilities are unrepresented as it is considered that they do not possess the 'cultural capital' (Bourdieu, 1984) needed to acquire power. 'Cultural capital' is described by Bourdieu as a form of value associated with knowledge, skills and taste; some forms of knowledge are highly valued and those who possess that knowledge are more connected to mainstream social institutions.

For Bourdieu, different people have unequal access to capital and are in uneven positions to acquire it. For example, people with intellectual disabilities do not possess the capital needed to acquire power (Björnsdóttir & Svensdóttir, 2008) and are underrepresented in both higher education environments and even within disability studies. Consequently, for this population, there are limited opportunities to participate in projects which would increase their capital. Arguably, opportunities to co-lecture or participate in research projects has the potential to allow people with intellectual disabilities to be better positioned to obtain capital in the field of academia and consequently, increase their capital within other fields.

Teachers as learners: listening to the voices of experience

Increasingly, real value is being attached to service user participation in professional education, and many academics in this field have suggested service users' experiences and expertise should be at the core of professionals' education (Repper & Breeze 2007; Simons et al. 2007; Stickley and Bassett 2007; Warren 2007).

However, literature regarding people with intellectual disabilities co-lecturing in teacher education programmes, and how it impacts on the student teacher learning experiences, is scarce. Studies that have included people with intellectual disabilities in a meaningful (rather than tokenistic) and egalitarian fashion, acknowledge that valuable knowledge can be shared from listening to these voices (Feeney, Iriarte, Adams et al. 2021; Kubiak, 2017). For example, within the school context, studies which focused on teaching and learning have illustrated the positive dimensions of pupil participation and how it can be used to support teachers' development (Rose & Shevlin, 2010; Rudduck & Flutter, 2003). It has also been shown that one of the most interesting aspects of pupils' participation lies in its power to 'unlock the shackles of habit that so often bind teachers to their familiar routines of practice and thought' (Flutter, 2007, p. 352).

Within the context of professional education, studies which have successfully included the voices of service users include psychiatry training (Biswas, Raju & Gravestock, 2009); Disability Studies (Boxall, Carson, and Docherty, 2004); undergraduate nursing (Bollard, Lahiff, and Parkes, 2012) and social work, (Ward et al. 2016). Feeney, Iriarte, Adams et al. (2021) reports on how adults with intellectual disabilities co-designed, co-lectured and co-assessed an entire module for undergraduate social work students. These authors noted that this initiative provided "a range of benefits (for social work students), including... more empathy with those with disabilities, and increased appreciation of what people with intellectual disabilities are capable of" (p. 22).

To summarise, for people with intellectual disabilities, there are limited occasions to get involved in opportunities to increase their cultural capital within higher education. Consequently, the development of student participation as co-teachers in teacher education have been limited in study, especially when focusing on student teacher perceptions and their experiences of being co-taught by people with intellectual disabilities. Consequently, this current study set out to address this gap, and offer lived experiences of inclusion (both good and bad) of adults with intellectual disabilities to a group of student teachers.

Methods

This study used a qualitative research framework to capture: 1) the experiences of nine ASIAP graduates who were involved as co-lecturers and 2), feedback from student teachers in their first year of the PME programme (2021-2022). Ethical approval for the research was granted by the TCD School of Education Ethical Committee in September 2022. The aim of this study was to examine the process and outcomes of this innovative teaching project and provide a unique insight into both the ASIAP graduate experiences as well as the PME student teachers. Consequently, two types of data were gathered – first, personal reflections of ASIAP graduates from one-to-one interviews which were collected during the preparation of the lectures. Second, PME students' comments collected after the online lectures were delivered which covered their experience of being co-lectured by adults with intellectual disabilities.

ASIAP graduates participated on a voluntary, non-paid basis in the data collection, data analysis, and write up of findings. These participants involved four female students and four males and are identified in this paper as co-lecturer 1 - 8. Collaborative work between TCPID staff and ASIAP graduates involved a series of progressive exploratory stages: the first session - delivered by two TCPID staff - introduced and explained the purpose of the lectures and the role of the ASIAP graduates if they chose to get involved. This initial meeting was followed by a series of sessions with the graduates to brainstorm what material they felt should be included in the lecture. The result consisted of individuals' ideas of inclusion in the classroom and what they felt were the qualities of a good teacher. This information was collected, and in a further session, was presented back to

the graduates for comments. Responding to these comments, the final session with the graduates covered the design of the PowerPoint content and layout of slides where comments and quotes from the co-lecturers were organised under agreed themes. Finally, each graduate agreed on the topic they wanted to talk about as well as the slides they would like to speak to, and set times and dates were organised for group rehearsals in advance of the live lecture.

Theme 1 – Approaches to teaching and learning

For the first element of theme 1 – the pace of learning – co-lecturers highlighted the complexity of how people learn and the difficulty of taking in new information. Co-lecturer 1 said: "Everybody learns in a different way and at a different pace. It's important to meet with teachers in advance (of a class) to talk about how students learn best and what supports they might need. (For the teacher) it's important that they are aware of this information about what helps with learning".

This co-lecturer also felt that teachers should "encourage students to ask for help in class" as she felt that there is a tendency for students not to ask for help for fear of being seen as a 'slow' learner. Co-lecturer 2 agreed with this observation; she stated that "the teacher should have regular conversations with students to check how they are doing and if they are fully understanding the content of the classes". In addition, she was of the opinion that "Taking notes and listening at the same time can be difficult for some students, so it would be very helpful if teachers could provide summary notes for everyone at the end of class". For her this was important because: "If students don't want to raise their hand and ask during the class, there should be another agreed system for letting the teacher know that they don't understand, such as maybe writing a note or meeting with the teacher after the class."

Co-lecturer 3 had strong opinions on the pace of the delivery of new material; according to him, the teacher should "introduce the basic elements of a topic slowly and ensure that everyone has fully understood this before moving on to more complex information". When it comes to assignments, he maintained that it was difficult to complete an assignment if you didn't understand the instructions of the assignment in the first place; the teacher therefore should "Make simplified versions of assignments to all students". Doing so, he felt, would help everybody in the class, not just those with additional needs.

The topic of reading aloud in class was mentioned by the group as a topic that needed to be highlighted. Co-lecturer 2 was of the opinion that the teacher give consideration regarding who should be asked as there was a tendency to overlook and/ or make assumptions about those students with additional needs: "If students are asked to read aloud during class, it is important to ask every student to read if they are comfortable doing it. It makes students feel excluded if they are not asked to do the same as other students".

The final element of this theme covered timetables and location of classes. According to co-lecturer 4, "Clear timetables (should be available) to help students understand where they needed to be and at what time". It was clear that a number of participants had experienced difficulty in school when having to move to different classrooms. It was felt that such confusion can be avoided by having colour-coded timetables which indicate the location, the name of the teacher in a clear and accessible format.

Theme 2 – Teachers' qualities and attitudes

The first element of this second theme focused on the importance of the teacher listening to and learning from the 'voices' of students. For co-lecturer 5, it was vital that the teacher "listen to the student and what they have to say in relation to what works best for them when learning". It was acknowledged by the group that they are experts of their own experiences, and that too often, their lived experiences are not acknowledged or elicited in the classroom environment. Both co-lecturer 2 and 4 felt that "communication is key to successful learning" and that "it is important to listen to students and to allow them the time to speak and to express themselves and take on board what they are saying". Understanding through good communication can help the teacher better understand student behaviour; co-lecturer 6 felt that "misbehaviour is often a sign of frustration with learning. Being disruptive in the classroom could be a sign that a student is struggling to understand the content of the lesson. Don't assume that a student is being disruptive intentionally as it may be a sign that they may just need some additional support with their learning". Co-lecturer 6 gave an example of her experience in school when a pupil started to kick a filing cabinet in frustration. This outburst was due to the pupil's frustration in not understanding a lesson and the lack of support with her repeated requests for help. In responding to this event, co-lecturer 2 felt that teachers should always be in control (emotionally) in the school environment, and "not raise their voice or shout in the classroom as this can cause anxiety to students". The importance of the teacher being emotionally aware led into a further conversation on the qualities of a good teacher: for example, co-lecturer felt that "teachers should be patient and understanding"; co-lecturer 4 was of the opinion that teachers should always focus on each student's strengths... rather than highlighting their weaknesses, while co-lecturer 4 said that: "teachers always should encourage their students. This helps students to build up their confidence".

Theme 3 – Approaches to inclusion

The first element of this final theme is 'Being informed'; according to co-lecturer 7, this means that "teachers should be aware of how best to support students with all disabilities, both physical and intellectual". He felt that students themselves have a role in this: "all students (disabled and non-disabled) should support each other in the classroom and make everyone feel included". The teacher may not have all the ideas but "can draw upon the students in the classroom to help with ideas for including everyone". Co-lecturer 7 continued: "teachers should find a way to include everybody in every activity. Everybody has a role to play in each activity. If in doubt, encourage students to suggest activities and ideas for the inclusive classroom. This will make students feel a real part of (the process of) inclusion". The practice of taking a student out of the classroom was problematic for co-lecturer 8: she stated: "taking a student out of the classroom for individual support made students feel excluded. They felt different to the rest of the class and sometimes struggled to make friends as a result". It was accepted by the group that this common practice by teachers may be well-intentioned, but ultimately leads to feelings of exclusion and difference.

To summarise, ASIAP co-lecturers expressed their experience of lecturing with the following statements: "Doing these lecturers has given me a sense of pride"; "It has given me an increased confidence in myself"; "I now believe that I can make a difference and that my opinions and suggestions matter".

PME students' responses

It was acknowledged by PME students that the experience of hearing the voices of the ASIAP co-lecturers would help shape their future teaching practice. As one PME student said: "I think this is one of the most insightful and informative sessions in the course so far. Everything that is being said is so important to take on board as future teachers". For these students, this lecture was a 'new' type of interaction, one that communicated an honest viewpoint from one student to another and offered helpful suggestions in a very practical way. One student expressed it thus: "Thank you to everyone who took part today and took the time to help us, you've had some brilliant ideas/suggestions. It's been beyond helpful!" Ultimately, it was acknowledged that the 'truth' of the teaching and learning experience lies not in a prescribed text book; rather, it lies in the ability to listen to the personal reflections and insights of students: "Hearing the (co-lecturers) speak is so powerful. Thank you to all the speakers. Your insight is invaluable."

Conclusion

In this paper we have presented PME student teachers' experiences of being co-lectured by adults with intellectual disabilities. As there is a dearth of research exploring how PME students experience this type of initiative, we feel it is important to report that initiatives like this can be very informative for student teachers. Furthermore, the inclusion of adults with intellectual disabilities in co-lecturing PME students was associated with a range of benefits including increased familiarity and empathy around people with intellectual disabilities, and an increased appreciation of what these individuals are capable of. Our hope from this study is that university lecturers involved in inclusive education will be encouraged to include adults with intellectual disabilities in their teaching as examples of 'experts by experience'.

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Postsecondary University Education Increases Crystallized and Fluid Intelligence of Adult Students with Intellectual Disability: A Pioneer Study

*Postsecondary education (PSE) for adults with intellectual disability (ID) is on rise around the world. The UN convention for persons with disabilities states: "Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination" (UN, 2006, p. 20). In line with the UN agenda, and the All is All UNESCO declaration (2020), the Machado Chair for Research and Human Development of the Faculty of Education, Bar-Ilan University, launched the Empowerment Project – three stages of inclusion in the academic world for adults with ID. This innovative project is the first in Israel in which students **with ID study for a BA degree**.*

There are three distinct stages or models dealing with students with ID.

Stage 1. Separate Model: Adapted Enrichment Courses. Students with ID study academic courses at the Faculty of Education (Psychology, Self-Advocacy, Library, Computers) adapted to their level. The lecturers are MA students in the ID program at the Faculty of Education.

Stage 2. Mixed/Hybrid Model: Students with ID are included in a BA research seminar on Lifelong Learning of Individuals with Disability, and conduct a research together with students with typical development.

Stage 3. Full Inclusion Model - BA degree: Six highly capable students with ID are fully integrated in undergraduate courses. They passed the exams, performed class tasks and have to date received 50 academic credits out of 64. A special academic teacher accompanied the students during the courses.

Based on their success, the academic management of Bar-Ilan University (including the Dean of the Faculty of Education, the Academic Secretary, the Vice Rectors and the Rector have decided to register them as regular students. They **will complete 64 academic credits and will receive a BA degree in Multidisciplinary Social Sciences** (at the end of the 2022-2023 academic year).

The Empowerment Project is anchored in several theories, including the Compensation Age Theory (CAT) (Lifshitz-Vahav, 2015; Lifshitz, 2020). The CAT postulats that chronological age (CA) plays an important role in determining the cognitive ability of individuals with ID, beyond their mental age (MA). In later years there is compensation for the developmental delay experienced by individuals with ID in their early years. Furthermore, their intelligence and cognitive performance may continue to increase into their fifties, thus modifying their ID at an advanced age.

This longitudinal study is the first to examine intelligence and cognitive abilities of adults with mild ID who participated in the Empowerment Project for 4.5 years. The operative goals were to examine: (a) The impact of PSE on crystallized and fluid intelligence measures; (b) Differences in improvement patterns between the enrichment versus the BA group.

Method:

The sample included 24 participants (aged 25-51 at baseline time), divided into two groups: Adults with ID who participated in the PSE academic program (PSE group: $n = 12$) and adults with ID who participated in various types of cognitively-stimulating activities, but not in the PSE (non-PSE group: $n = 12$).

The PSE students included two groups: those in the enrichment and hybrid model ($n = 6$) and those who are studying for the BA degree ($n = 6$). The WAIS-III (Hebrew version. Wechsler, 2001) was administered twice: at baseline (Time 1) and at the follow-up 4.5 years later (Time 2). In the non PSE group it The WAIS III was administered to the non-PSE at the same time difference (a baseline measurement and a measurement 4.5 years later).

Results:

An ANOVA revealed improvement in crystallized and fluid intelligence measures only in the PSE group. The BA group showed significant gains in more tested domains than the enrichment group. At follow-up, the BA group's general IQ (75-91) and crystallized (verbal) IQ (72-95) exceeded the mild ID diagnostic cut-off (IQ<70-75).

Conclusions:

The findings indicate significant improvement in the WAIS-III FSIQ after 4.5 years participation in PSE among 12 adults with ID compared to adults with ID with the same intelligence level and lifestyle who did not participate in PSE. The findings indicated that the FSIQ and verbal (crystallized) IQ scores of the six students who study for the BA degree increased beyond the diagnostic cutoff of ID (IQ < 70-75). Thus, from our findings it can be concluded, with caution, that post-secondary education has a potential for improving the IQ of adults with mild ID. Improvement was achieved in *Gc* which relates to cultural acquired knowledge, as well as in *Gf* which relates to more abstract intelligence such as reasoning and problem solving and is more associated with the *g* general intelligence. In addition, mediation, strategy use, and time extension can enable adults with ID to study in undergraduate courses. However, the level of intelligence is not the only crucial factor for achieving academic goals of adults with ID. The motivation of the persons with ID is also important. Finally, mild ID is not a uniform profile, and there are individual differences within the same IQ range.

The findings indicate that a PSE university program has a potential for improving the IQ of adults with mild ID. The findings support the Compensation Age Theory (Lifshitz, 2020) that adults with ID can be modified even at advance age. Mediation, strategy use, and time extension can enable adults with ID to study in undergraduate courses, thus supporting the Mastery of Learning approach (Bloom, 1981; McGaghie, 2015).

These conclusions give a more colorful cast to professionals and families policy makers regarding the learning potential of adults with ID.

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And They Were Roommates: A Film on Inclusive College Peer Mentorship

The film, And They Were Roommates, focuses on the yearlong relationship of a college student with an intellectual disability, Olivia, and her roommate, Kylie. The film documents inclusive mentorship and friendship in the university setting. Discussion of the film highlights the student experiences, decisions about supports and help, and university responses to inclusion.

And They Were Roommates focuses on a pair of college roommates: Kylie (a junior studying Education) and Olivia (a freshman studying Studio Arts who identifies as an individual with a disability). Both new to their roles in Syracuse University's Inclusive Residential Program, they discover that inclusive peer mentorship at the college level comes with a unique set of challenges, successes and emotions that no one prepared them for. Throughout the academic year, their video blogs (vlogs) expose the realities of inclusive mentorship from a student perspective. Interviews with eleven of their peers, fulfilling roles as both inclusive mentees and mentors, adds multiple perspectives to the college story.

As a participatory and reflexive documentary, "*And They Were Roommates: Navigating Inclusive Mentorship in Higher Education*" provides thematic insight and counsel to the questions, thoughts, strategies, and triumphs that are uncovered when students with and without intellectual and developmental disabilities work to foster mutually beneficial and sustainable mentor/mentee relationships as well as friendships.

This topic is critically important to the growing field of inclusive postsecondary education as we consider natural supports for students at all levels. This is a first-hand account from students themselves about their experience and is valuable information for all people who are considering inclusive higher education.

For more information on the film and its awards, or to view the film again, please see the website, https://www.andtheywereroommatesfilm.com.

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