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Diversity and Inclusion Action Plan. Best practices

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Framework for Diversity

Adapted from D. Smith's "Diversity's Promise for Higher Education" (2009)

Adopted from W.T. Lewis application of inclusive excellence concept for Virginia Tech (Williams, D., Berger, J., & McClendon, S., 2005)

DISABILITY ACCESS AND INCLUSION PLAN



Inclusion and Diversity

Disability Access and Inclusion Action Plan 2016-2020

Strategies to improve access and inclusion for people with disability

Western Australian Disability Services Act 1993 identifies seven desired outcomes for people with disability. These guide the implementation activity of the University. A detailed action plan is included in the Implementation Schedule.

Disability Access and Inclusion Action Plan 2016-2020 : Inclusion and Diversity : The University of Western Australia

Web.uwa.edu.au (2016). *Disability Access and Inclusion Action Plan 2016-2020 : Inclusion and Diversity : The University of Western Australia*. [online]

Available at: <https://www.web.uwa.edu.au/inclusion-diversity/disability/access> [Accessed 16 Mar. 2019].

DISABILITY ACCESS AND INCLUSION PLAN

Outcome	Strategy
<p>Outcome 1 People with disability have the same opportunities as other people to access the services of, and any events organised by The University of Western Australia</p>	<p>Raise the University community's capacity to meet the service needs of staff, students and visitors with a disability.</p>
	<p>Raise the University's capacity to ensure people with disability have the same opportunities as others to access any events organised by the University of Western Australia.</p>
	<p>Raise the University community's capacity to improve access to courses, teaching and learning by people with disability.</p>
<p>Outcome 2 People with disability have the same opportunities as other people to access the buildings and other facilities of the University of Western Australia</p>	<p>Raise the University community's capacity to understand the access needs of staff, students and visitors with a disability.</p>
	<p>Improve access to the physical environment for people with disability.</p>
	<p>Monitor the overall implementation of the strategies under this objective and other physical access projects.</p>
<p>Outcome 3 People with disabilities receive information from the university in a format that will enable them to access the information as readily as other people are able to access it.</p>	<p>Raise the capacity of the University community to enable people with disability to access information.</p>
	<p>Increase the University's capacity to provide administrative information and teaching and learning materials in accessible formats.</p>
	<p>Improve access to information</p>

DISABILITY ACCESS AND INCLUSION PLAN

<p>Outcome 4 People with disabilities receive the same level and quality of service from the staff of the University as other people receive from the staff of that public authority.</p>	Raise the capacity of Staff to provide same level and quality of service
	Establish processes to provide the same level and quality or service
	Monitor the provision of service to people with disability
<p>Outcome 5 People with disability have the same opportunities as other people to make complaints to the University of Western Australia.</p>	<p>Improve capacity to receive complaints from people with disability Ensure that complaints received about disability or from people with disability are monitored and managed appropriately</p>
<p>Outcome 6 People with disability have the same opportunities as other people to participate in any public consultation by the University of Western Australia.</p>	Enhance capacity of people with disability to participate in decision making
	Enhance monitoring of participation of people with disability in decision making.
<p>Outcome 7 People with disability have the same opportunities as other people to obtain and maintain employment with the university.</p>	Develop capacity to maintain employment and development opportunities for staff with a disability.
	Promote employment and development opportunities for staff with a disability.
	Monitor and analyse employment and development opportunities for staff with a disability.

DISABILITY ACCESS AND INCLUSION PLAN



Disability Access and Inclusion Plan

A disability access and inclusion plan is a strategy for building accessible and inclusive communities and practices for the benefit of all.

Deakin's Disability Access and Inclusion Plan (2018–2020) describes the steps the University will take to be as accessible and inclusive as possible. The Plan is framed around goals and strategies for people, community and the organisation to realise individual, group and organisational change. Specific actions are developed annually for each strategy, and these are also monitored and reported on annually.

Disability Access and Inclusion Plan

Deakin.edu.au. (2019). *Disability Access and Inclusion Plan*. [online] Available at: <https://www.deakin.edu.au/students/health-and-wellbeing/disability-support/disability-action-plan> [Accessed 16 Mar 2019].

Goal 1: People

We listen and respond to people with disability to enable success and equitable outcomes.

Goal 1
strategies

+ SHOW

Goal 2: Community

We build capacity, develop partnerships and practice, and provide resources and support to foster a welcoming and inclusive environment.

Goal 2
strategies

+ SHOW

Goal 3: Organisation

We develop and implement policy, planning and leadership that promotes access and inclusion for all.

Goal 3
strategies

+ SHOW

<https://www.deakin.edu.au/students/health-and-wellbeing/disability-support/disability-action-plan>

Goal 1
strategies

— HIDE

- Provide opportunities for input and feedback on access and inclusion from students and staff with disability
- Improve collection, analysis and reporting from current and new sources of data to contribute to planning and improvement
- Monitor and communicate trends and

welcoming and inclusive environment.

Goal 2
strategies

— HIDE

- Continue to improve Deakin's online and digital environment to be as accessible and inclusive as possible
- Continue to review, develop and support inclusive teaching and learning practice
- Actively increase the contribution to

Goal 3
strategies

— HIDE

- Implement and monitor the Higher Education Standards Guidelines for Equity and Diversity
- Develop a system to consider access and inclusion when reviewing and developing relevant policies, procedures and guidelines
- Extend the personal and professional learning of the University's leaders



Diversity and Inclusion Action Plan

The University of Bergen (UiB) is actively engaged in promoting equality and diversity. No-one shall experience discrimination on the basis of gender, ethnicity, national origin, language, religion and beliefs, functional abilities, sexual orientation, gender identity or age.

Supporting documents:

[The Norwegian Act relating to Universities and University Colleges](#)

[The Norwegian Discrimination and Accessibility Act](#)

[The Norwegian Discrimination Act on Ethnicity](#)

[The Norwegian Discrimination Act on Sexual Orientation](#)

[Equality Statistics](#)

[The UiB's Equality Committee](#)

«Being a foreigner is not an advantage»

[Activity and result objectives for the UiB's inclusion work between 2014 and 2018](#)

[Diversity and Inclusion Action Plan \(pdf\)](#)

Diversity and Inclusion Action Plan

University of Bergen. (2019). *Diversity and Inclusion Action Plan*. [online] Available at: <https://www.uib.no/en/strategy/diversity-and-inclusion-action-plan> [Accessed 16 Mar. 2019].

Priority areas for diversity and inclusion at the UiB, 2017–2020

Subgoal 1: Managers at all levels should pay attention to equality and diversity¹

- Equality and diversity management should be included in all manager training programmes.
(Responsible: The University Management/HR)
- Seek equality and diversity expertise when making appointments to all management positions.
(Responsible: The University Management/the faculties)
- Draw up guidelines for local work on equality and diversity.
(Responsible: The University Management/HR)

1: This subsidiary objective should be coordinated with subsidiary objective 1, priority area C in the Gender Equality Action Plan.

Subgoal 1: UiB shall develop reception and follow-up programmes for students and employees in order to ensure that it has an inclusive study and working environment.

- Secure good individual adjustments for the study circumstances of students with special needs by using mentors, providing scientific employees with information and placing greater focus on the use of technical equipment.
(Responsible: SA (Division of Student Affairs)/the faculties)
- Offer a mentor scheme to new employees in the Action Plan's target group.
(Responsible: The whole of the UiB)
- Review the careers of scientific employees with impaired functional abilities, including the assessment of schemes such as qualification grants.
(Responsible: HR/the faculties)
- Provide information about the UiB's work on equality, diversity and inclusion in all introduction programmes.
(Responsible: HR)
- Develop measures for refugees, Scholars at Risk and Students at Risk, as well as cooperate with the reception apparatus and municipal services.
(Responsible: The University Management)
- Intensify and systematise places available on schemes for people with impaired functional abilities, people with immigrant backgrounds and refugees.
(Responsible: The University Management/HR)
- Use trainee schemes for technical and administrative positions for:
 - people with immigrant backgrounds.
 - people with impaired functional abilities.*(Responsible: The whole of the UiB)*

Provisions for students – your responsibility as a lecturer

Adaptation of studies, information to lecturers, adaptation of exams, universal design, laws and action plans.

According to the [Norwegian Anti-Discrimination and Accessibility Act](#), the University of Bergen is obligated to ensure universal design for and individual accommodation of students with disabilities. According to the statute: "Schools and educational institutions shall, within reason, individually accommodate teaching locations and the teaching in order to ensure that pupils and students with disabilities obtain equal training and educational opportunities. "

Each faculty has a contact person for students with disabilities who will assist in ensuring universal design at the department and faculty level. Every member of the teaching staff must also see to it that teaching is adapted for all students attending lectures.

- Faculty of Humanities: [Elisabeth Akselvoll](#)
- Faculty of Law: [Bendik Tveiten Vigsnes](#)
- Faculty of Mathematics and natural sciences: [Thomas Vikestad Kalvik](#)
- Faculty of medicine: [May Kristin Skjerlie](#)
- Faculty of psychology: [Anna Laupsa Helvik](#)
- Faculty of social sciences: [Eva Svensson](#)

Updated: 15.06.2017 (First published: 16.02.2015)



Copyright: Colourbox

Do you have special needs?

Through dialogue with you, we are able to map your needs and make provisions for them.

Provisions we offer students with functional impairments include help for the hearing impaired, the visually impaired, the movement disordered and students with chronic illnesses, dyslexia, temporary functional impairments, ADHD/ADD, Asperger's syndrome and psychological complaints.

UiB offers

- counselling and needs assessment
- Adapted examination procedures and adapted learning environment during study
- Information and guidance pertaining to additional services (aids and equipment, adapted accommodation etc.)

Through dialogue with you, we are able to map your needs and make provisions for them. We are able to assist you in contacting academic environments and other administrative bodies if you need help. However, we recommend in most cases that the student himself/herself initiates contact with the academic environment.

Lectures	∨
Adapted reading room facilities	∨
Dyslexia	∨
Aids and equipment that you may borrow	∨
Parking	∨
Foreign exchanges	∨
Contact	∨

Updated: 22.06.2017 (First published: 06.04.2017)



To get the most out of the scheduled lectures, it is important that you get in touch as early as possible in the semester so that you and the academic staff can agree on how best to adapt to your needs. It may be helpful, for example, to make recordings of lectures or to get copies of presentation files prior to lectures.

Students with disabilities can be allocated reserved spaces in the auditorium. It is also possible to have a table placed in the auditorium if you need one. If movement disordered persons have problems accessing an auditorium, or the facility lacks induction loop/IR coverage, we will attempt to switch the lecture to another auditorium. If you are experiencing a need of this type, it is very important that you get in touch well beforehand. It is frequently difficult to change assigned auditoriums once the scheduled lectures have begun.

UiB has an agreement with [Adult education](#) for assessment of reading and writing disabilities. Assessment is done at no cost to you. Contact the [Division of Student Affairs](#) if you think you may have signs of dyslexia or if you need a new assessment done.

Students with reading and writing disabilities have the right to borrow materials through the [Norwegian library of talking books and braille](#) (NLB). They can lend you syllabus literature that exists in sound/braille format. We will assist you by providing information about what is offered and with registration.

Through [NAV](#) (the aids centre) you can apply for software that will support you in your reading and written work at UiB. We will assist you by providing information and the proper application form.

<https://www.nlb.no/eng#>

Facts about NLB



The Norwegian Library of Talking Books and Braille (NLB) produces and lends out talking books and braille books. We have books for children as well as adults.



- > **Talking books**
- > **Braille**
- > **Sign up**

<https://www.nlb.no/>

Talking books

Listen ▶

NLB has a large selection of talking books for children, adolescents and adults. You can borrow books in every genre, from crime and serial novels to contemporary literature, biographies and science fiction. We also have a rich selection of talking books in English.



- > **Sign up**
- > **Lending from other countries and libraries**

<https://www.nlb.no/>

Braille

Listen ▶

NLB has a large selection of braille books for children, adolescents and adults. You can borrow books in all genres, from crime and fantasy to biographies, short stories and historical novels.



> **New titles for adults**

> **New titles for adolescents**

> **New titles for children**



> **Lending from other countries and libraries**

We produce what you want to read

Is there something you would like to read in braille that is not available in our collection? Tell us what you would like! To the extent possible, we produce what you wish to borrow.

[Submit your wish](#)

New braille reader?

We offer braille for all levels. For beginners it is possible to start reading books with double line spacing and single-sided print. Tell us the form in which you would like to have the book, and contact us for help finding books that suit your level.

How to read picture books for sighted children

To enable braille readers to read for sighted children we produce ordinary picture books with braille printed on transparent sheets.

[Find a list of available titles](#)





Punktskrift

Punktskrift på Nynorsk | utgitt 2015 | Inngår i serie: **Jakob og Neikob**

Lest/Prod. av: NLB

Du er ikke tilknyttet riktig institusjon til å låne denne (Avd.: NB Rana)

Bestill

Legg i ønskeliste



Punktskrift

Jakob og Neikob og Alle Andre av **Kari Stai**

Punktskrift på Nynorsk | utgitt 2018 | Inngår i serie: **Jakob og Neikob**

Lest/Prod. av: NLB

Du er ikke tilknyttet riktig institusjon til å låne denne (Avd.: NB Rana)

Bestill

Legg i ønskeliste



Hvordan være en løve av **Ed Vere** (oversatt av Finn Valgermo)

Punktskrift på Norsk | utgitt 2018

Lest/Prod. av: NLB

Du er ikke tilknyttet riktig institusjon til å låne denne (Avd.: NB Rana)

Bestill

Legg i ønskeliste





Gratis utlån av lydbøker og punktbøker. Alle har rett til å lese!

Jeg søker...

søk 

Get access 

Our service

About NLB 

 Log in

Bokmål 

Our service



Talking books



Braille



Textbooks



Newspapers



Periodicals



Tactile books

Synthetic speech

The textbooks are mainly talking books produced with synthetic speech. These books are accompanied by text, so that you can listen and follow the text in parallel on the screen.

Production of textbooks

Blind and severely partially sighted students are entitled to production of textbooks. An ophthalmologist or teacher for the visually impaired must confirm the visual impairment. [See criteria for right to production of literature](#) (in Norwegian).

Key figures

- NLB's book collection consists of 21 000 talking book titles and 5 500 titles in braille.
- NLB produces around 1 100 new talking books and 400 titles in braille each year.
- The library has 64 000 members.
- NLB has about 40 employees.

Dresden_One week training_25-29
March 2019

Assignment

NLB works to ensure that everyone has equal access to literature and information. Our main task is to enable persons with print disabilities to participate in society on an equal footing with others.

NLB is a state library under the Ministry of culture. The library offers a free, nation-wide service.

The service

NLB produces and lends out talking books and braille books. In addition to fiction and non-fiction for all age groups, we also produce and distribute textbooks in accessible formats for students at universities, university colleges and vocational schools.

NLB cooperates both nationally and internationally with other producers of accessible literature.

Strategy

Key points in the strategic plan for the period 2015-2018:

- We will increase the service of talking books and braille books.
- We will further develop NLB as a digital library and ensure sustainable distribution systems
- We will continue to make NLB's service better known and increase the number of members.



NLB **NLB Norsk lyd- og blindeskriftbibliotek**
Îmi place Pagina · 22 mai 2017 · 🌐

👍❤️ 16 1 comentariu

👍 Îmi place 🗨 Comentează ➦ Distribuie 🌐

Cele mai relevante ▾

NLB **NLB Norsk lyd- og blindeskriftbibliotek** Det ser ut som det er noe feil med vår tjeneste. Vi skal se på saken så snart det lar seg gjøre.
Mvh... Vezi mai mult 👍 1
Îmi place · Răspunde · Vezi traducerea · 1a · Editat

🌐 Scrie un comentariu... 😊 📝



Student Pages

Campus Facilities

Manage your Studies

Public Services

Student Life

Contact Us

Special Arrangements for Examinations

You can apply for special arrangements at examinations if you have an illness, injury or other needs that makes it difficult for you to complete the examination ordinarily.

The purpose of special arrangements is to compensate for the disadvantages students may experience at examinations due to a particular need or illness.

[CONTACT](#)

The purpose of special arrangements is to compensate for the disadvantages students may experience at examinations due to a particular need or illness.

Who can Apply	▼
What You Can Apply for	▼
How to Apply	▼
Documentation	▼
When to Apply	▼
Reply to Applications	▼
Contact	▼

Updated: 24.01.2019 (First published: 30.09.2013)

CONTACT

tilrettelegging@uib.no

If you need guidance or assessment in relation to adaptations, please contact the [relevant person at your faculty](#).



- **Extended time.** 30 minutes are added for examinations lasting up to 4 hours, and 1 hour is added to examinations longer than 4 hours.
- **Time to rest.**
- Time to **breastfeed.**
- **Various aids** such as an adjustable chair, adjustable desk, a desktop computer, dictaphone and writing help/secretary. You are responsible for ensuring that you have the skills to use the equipment provided.
- **Own room.**
- **Access to a daybed.**
- **Use of Textpilot** (software with spellchecker and word prediction for reading and writing difficulties)
- The option of **writing with pen and paper in digital examinations.**
- Under special circumstances, you can apply for **an alternative form of examination.** For example having a take-home examination instead of a written examination, or a written examination divided into multiple days. The academic communities, i.e. the departments, determine whether it is possible to grant an alternative form of examination. It must be academically appropriate and equivalent to an ordinary examination. Please note that oral examinations are rarely seen as equivalent to written examinations.
- The option of **writing without carbon paper with pencil.**

Exceptions

Desktop computers will not be granted for subjects that use digital examination. The exception from this rule are students who need a desktop computer due to diagnosed reading and writing difficulties (dyslexia).

Note that some subjects have examinations that are not compatible with desktop computers. Some assignments or examination content may also not be compatible with dictaphone use. Contact your department to make sure you have the relevant information about what may best meet your needs and what can be offered for any particular examination. The Division of Student Affairs can not provide any special arrangements that are not considered responsible in terms of UiB standards for examinations.

Digital examination

Many students with writing and/or reading difficulties (dyslexia) prefer using correctional writing software during digital examinations, and are therefore recommended to apply for a desktop computer . If you have already been granted a desktop computer but want to do the examination using Inspira and your own laptop, please notify tilrettelegging@uib.no at least **two weeks** before the examination.



Application for special arrangements at examinations

This service requires authentication.

You must authenticate using BankID/BankID on mobile phone to be able to send your application. If you do not have BankID, you need to authenticate yourself using SMS OTP (one time password to your mobile phone)

Handling of your personal information

The service you are about to open, does not store any personal information about you apart from fields that you are asked to fill out.



STUDENTS WITH DISABILITIES

INFORMATION FOR TEACHERS

Students with disabilities can broadly be divided into five different categories. It is important to remember, however, that there are significant differences within these categories in terms of both the degree of disability and the obstacles faced by each individual student.

- Visually impaired (blind and partially sighted)
- Hearing impaired (deaf and hard of hearing)
- Specific reading and writing difficulties (dyslexia)
- Physical disabilities
- Hidden disabilities (e.g. mental health issues, asthma, ADHD, Asperger syndrome, behavioural problems)



SUGGESTED ADAPTATIONS

MEASURE	DISABILITIES				
	VISUAL	HEARING	READING AND WRITING	PHYSICAL	HIDDEN
PHYSICAL MEASURES					
Accessible premises	■	■	■	■	■
Good signage	■	■	■	■	■
IR system / induction loop		■			
LECTURES/CLASSES					
Microphone	■	■	■	■	■
Lecture notes / PowerPoint presentation ahead of the lecture	■	■	■	■	■
Video recording		■	■	■	■
Audio recording / podcast	■		■	■	■
Reserved seating	■	■		■	■
STUDY LITERATURE					
Electronic format	■	■	■	■	■
Audiobooks	■		■		
OTHER MEASURES					
Reserved seating in lecture theatre	■			■	■
Parking permits				■	
Information online or in electronic format	■	■	■	■	■

Universal design means devising products and environments in such a way that they are fully accessible to as many people as possible without having to make special arrangements or adaptations.

Universal Design for Learning

Let's think about
the word Universal.



Three Main Principles of UDL

UDL is a framework for how to develop lesson plans and assessments that is based on three main principles:

- **Representation:** UDL recommends offering information in more than one format. For example, textbooks are primarily visual. But providing text, audio, video and hands-on learning gives all kids a chance to access the material in whichever way is best suited to their [learning strengths](#).
 - **Action and expression:** UDL suggests giving kids more than one way to interact with the material and to show what they've learned. For example, students might get to choose between taking a pencil-and-paper test, giving an oral presentation or doing a group project.
 - **Engagement:** UDL encourages teachers to look for multiple ways to motivate students. Letting kids make choices and giving them assignments that feel relevant to their lives are some examples of how teachers can sustain students' interest. Other common strategies include making skillbuilding feel like a game and creating opportunities for students to get up and move around the classroom.

The 7 Principles

- [Principle 1: Equitable Use](#)
- [Principle 2: Flexibility in Use](#)
- [Principle 3: Simple and Intuitive Use](#)
- [Principle 4: Perceptible Information](#)
- [Principle 5: Tolerance for Error](#)
- [Principle 6: Low Physical Effort](#)
- [Principle 7: Size and Space for Approach and Use](#)

[7-Principals-.pdf](#)

Authority, N. and Design, C. (2019). The 7 Principles | Centre for Excellence in Universal Design . [online] Universaldesign.ie. Available at: <http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/> [Accessed 16 Mar. 2019].

<http://universaldesign.ie/What-is-Universal-Design/The-7-Principles/>

DISCUSSIONS

Legislation In Your Country

The purpose of this discussion is to compare and contrast the legislation related to disabilities in various countries.

What is the key legislation related to students with disabilities in your country?

Are students aware of their rights and responsibilities?

If there is no legislation, how might the United Nations Convention on the Rights of Persons with Disabilities be applied in your country?

HAVE YOURS UNIVERSITIES INCLUSION ACTION PLAN (IAP)?

Discussions!

Design in teams one IAP

**Tips: priority areas,
teachers,
library,
equipment's.**

DECIDE project

Рақмет сізге!

Rahmat!

Сипос!

Mulțumesc!

Thank you!

Go raibh maith agat!

Ευχαριστώ!

Vielen Dank!