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ACCESS TO UNIVERSITIES FOR PEOPLE WITH DISABILITIES

O4 MODEL AWARENESS BUILDING AT HEIs

EXCHANGE OF EXPERIENCE FOR DEVELOPMENT OF MODEL
AWARENESS BUILDING SYSTEM AT HIGHER EDUCATIONAL
INSTITUTIONS

Project ATU – Access to Universities for people with Disabilities
Reference No 2019-1-BG01-KA203-062530



VARNA FREE
UNIVERSITY

MASARYK
UNIVERSITY



Consiglio
Nazionale delle
Ricerche



FIRR
FUNDACJA INSTYTUT
ROZWOJU REGIONALNEGO

RAPIV

Varna Free University “Chernorizets Hrabar” (VFU)
Masaryk University (MUNI)
National Research Council (CNR)
Foundation „Institute for Regional Development” (FIRR)
Regional Agency for Entrepreneurship and Innovations – Varna (RAPIV),

October 2021



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INTRODUCTION

The aim of this guide is to outline the main steps for the exchange of experience and among ATU Project partners in awareness training for HEIs staff.

The international character of the partnership enables to gather good practices, expertise and experiences from different perspectives – more and less advanced countries, bigger and smaller, public and private HEIs, different legislation backgrounds, etc.

In order for the information to be summarized and compared, related experiences were gathered in the form of good practices for training initiatives to build awareness on inclusion and accessibility for people with disabilities.

The first part of the Guide outlines the main steps that need to be followed for the identification of the good practice and the second part provides a practical template that will be used for the GP collection (ANNEX I).

Definition of the methodological steps

The whole process of searching for suitable GPs can be divided into the following steps:

1. Definition of the application field and target of the job
2. Definition of the needs and priorities in the field
4. Identification, collection and description of the GPs
5. Evaluation of the GPs according to the defined needs

STEP 1:

Identification of the target groups

The two main target groups are HEIs staff, providing services for students with disabilities and stakeholders on local and regional level:

- a) HEI staff:
 - academic staff (professors, researchers, lecturers);
 - administrative staff (support, technical staff, etc.);
- b) Stakeholders on local and national Level:
 - Bodies responsible for higher education policy and legislation;
 - Policy and decisions makers at HEIs;
 - local Administrations, and other local stakeholders;
 - Agencies and NGOs working for people with disabilities.



STEP 2:

Identification of the training needs

On the basis of the studies carried out, the applied support services were collected and an example of a universal and flexible support system for students with disabilities at universities was created in the following areas: architectural, digital, information – communication, didactic classes, legal bases and others, such as evacuation, training, awareness.

Full list of the support services for students with disabilities is presented in Output 2 : Model support services for students with disabilities.

According to experience of project partners, even the best support services provided for students with disabilities at university might not be sufficient for their full inclusion into the education system.

The understanding and awareness of HEI staff and the relevant stakeholders is essential to their success.

Yet, the study on the provided support services under O2, shows that a third of the universities do not yet provide awareness training to their staff.

Additional survey was carried out by Masaryk University of the awareness building model at universities in Slovakia and the Czech Republic¹.

In most universities, services are provided by a support centre for students with disabilities.

The survey results showed that the biggest challenge for the centres is low awareness of the services provided, a greater need to promote the centre and greater use of social networks.

In five cases, the centres also organize awareness-raising events focused on disability, disadvantaged groups, and the sharing of good practice. In four cases, the centres do not organize such events.

¹ Survey results are enclosed in Annex 2



The consortium agreed that a good awareness building system should be elaborated and adequate activities undertaken in order to provide different type of staff (academic teachers, administration and technical staff, etc.) with fundamental knowledge about abilities, needs, what can cause barriers and limitations, in order to ensure equal chances for students with disabilities.

The model awareness building for HEIs staff will include both methodology and training model curricula adaptable to needs of various types of staff.

The international character of the partnership enables to gather good practices, expertise and experiences from different perspectives – more and less advanced countries, bigger and smaller, public and private HEIs, different legislation backgrounds, etc.

STEP 3:

Identification, collection and description of the GPs

In order for the information to be summarized and compared, related experiences were gathered in the form of good practices for training initiatives to build awareness on inclusion and accessibility for people with disabilities.

Each partner presented their experience or experiences selected in their own country but conceived and conducted by other institutions according to the type of organisation and different legislative and political conditions in the respective country.

In order for the information to be summarized and compared, related experiences were gathered in the form of good practices for training initiatives to build awareness on inclusion and accessibility for people with disabilities.

Partners have used different approaches depending on the type (public/ private) and size of institution, national legislative framework.

Definition of a Good Practice:

„Good Practice is an initiative e.g. methodology, project, process and technique, which has already proved successful and has a potential to be transferred to different geographic areas. A GP is proved as successful when it has already provided tangible and measurable results in achieving specific objectives“.

Good practice criteria

Good practice should meet the following requirements:



- Promotes/introduces/supports innovative learning and teaching methods for raising awareness on the needs of students with disabilities and the model support services;
- The practice is focused on raising awareness on improving access and inclusion of students with disabilities through the provision of support services.
- According to the compiler, the practice has some innovative feature or tool that can be transferred to another region, area or context
- It is a type of practice oriented around training, courses, knowledge, awareness raising, improving access and inclusion.

How to identify a potential GP

There are several methods to identify a potential GP: literature and internet, conferences, direct knowledge, interviews with experts and stakeholders, existence database. The identification of GPs involves a lengthy and investigative process, to be carried out progressively, following different strands and elaborating step-by-step on the information gathered. The specific research approach is up to the individual and the context in which she/he operates.

To achieve a sufficient knowledge of the GPs, detailed information is required, although details are not always present in literature/ internet. Direct contact with the developers/owners of the GP is required and strongly recommended. The existence of an accessible contact for obtaining information is important to consider a practice as a GP.

At **least 1 Good Practice** in each participating country had to be identified.

GP description

Once the GPs have been identified, they should be described, and the information gathered should be reported. This procedure has two targets:

- To make GPs comparable to each other through their description in a standard format;
- To permit detailed analysis of the GPs characteristics required for the exchange of experiences and cross-fertilization and the subsequent assessment.

For this purpose, a template for a Good Practice Description has to be filled in for each identified GP (Annex I).



GOOD PRACTICES

1. Title of the good practice:

Awareness training on the specific needs of students with disabilities at VFU

2. Owner of the good practice:

Varna Free University "Chernorizets Hrabar",

3. Country

Bulgaria

4. Website

www.vfu.bg

5. Type of institution and size

VFU is a private university and has about 7500 students.

6. Body which implements the GP and other involved partners/stakeholders

Varna Free University "Chernorizets Hrabar" has well established accessible environment for undisturbed passage by students with special needs, either independently or with a companion to: lecture halls and specialized study rooms; service rooms; library; catering and leisure sector; medical centre.

Varna Free University "Chernorizets Hrabar" enrolls disabled people with reduced working capacity as students under relieved procedure and conditions. In regard to the level of disability and at applicants' request the entrance examination can be conducted in a separate hall.

The students with special needs get personal methodological assistance during their studies – additional consultations, opportunities to sit for an examination outside the regular schedule, etc.

The university works on an established national base of normative documents - Higher Education Act and national law for persons with disabilities, as well as internal institutional ones.

Services and support for students with disability are carried out by the general administrative staff of the university. The training is tailored to the individual needs of learners in each particular case.



7. Aim of the training

The programme is designed to build awareness of the university academic staff regarding the needs of students with disabilities. Student council is involved as well in order to have the perspective of the students.

8. Target groups

Training is organized in groups of 15 to 20 participants.

9. Resources needed / main factors for success

- Experienced lecturer to introduce the topic and specifics of disabilities
- Specialist who works with people with disabilities
- Time for Q&A from the participants
- Case study (real)

10. Geographical focus: regional / national

11. Training approach / methodology

VFU organizes the training and invites specialists to explain to the participants the specifics of working with students with disabilities and the different types of disabilities, providing a field for discussions and questions, providing video and audio materials, additional materials in the form of small books with highlights from the topic.

The training is held in one day and the programme is in the form of general awareness training, aiming to introduce the academic staff with the topic of students with disabilities and their situation.

The training approach includes lectures, practical training in the topic of different types of disabilities, presentation of cases from the practice of working with students with disabilities.

Curricula/Program of the training

8.30-9.00 – Gathering of the participants

9.00-10.00 – Introducing the participants to the topic of disabilities

10.00-12.30 – In depth explanation into the topic of disabilities – Types of disabilities, how different disabilities have an effect on the psyche and personality structure, the needs of the students with disabilities, discussing the stigma of students with disabilities according to society, truths and myths about disabilities.

12.30-13.00 – Break.

13.00-14.00 – Formal and legal aspects of students with disabilities and their rights.



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14.00-14.30 - Providing information about the experience of other universities around the world and in our country.

14.30-15.30 – Q&A

The programme is built around the social aspects of disability – overcoming stereotypes regarding people with disabilities, making universities accessible for everyone by promoting the idea of universal design.

12. Training materials / presentations

- Power point presentation;
- Video and Audio materials;
- Providing an opportunity for participants to get acquainted with the different types of aids (wheelchairs, canes, VR simulations, books and materials in braille);
- Case studies formulation from real experience;
- Photographs, etc.

13. Achieved results

- Raising academic staff awareness about students with disabilities.
- Increasing the academic's staff knowledge about different types of disabilities and adequate behaviour.
- Better integration of students with disabilities.
- Opportunity for teachers to share their experience with their students for better integration of students with disabilities.
- Promotion of the idea of universal design (access to students with disabilities).

14. Contact

e-mail: chris.iv092@gmail.com

1. Title of the Good practice

MUST Week - Services for students with special needs, topic Universal Design for Learning

2. Owner of the GP

Masaryk University

3. Country:

Czech Republic



4. Website:

<https://czs.muni.cz/en/staff-from-abroad/training-seminars/must-week>

5. Type of the institution and size:

Masaryk University is a public university. The university is relatively large with about 29 000 students.

6. Body which implements the GP and other involved partners/stakeholders

Support Centre for Students with Special Needs at Masaryk University in Brno, Czech Republic (in short, the Teiresias Centre).

At Masaryk University in the Czech Republic, the Support Centre for Students with Special Needs (TEIRESIÁS) is central to the university's mission to be a national leader for students with disabilities. Its task is to make sure that the physical and virtual environments of the university, including documents and communications, are accessible to people with special needs. It develops inclusive educational methods for the university and suggests economical models to the Ministry of Education for financing such services. There is a close cooperation between the centre and the Institute for Research in Inclusive Education which conducts research ways to develop inclusive education methods for teaching at primary and secondary education.

Teiresias Centre primarily serves as:

- a teaching centre with a wide range of courses supplementing and/or substituting standard classes;
- a methodical and counselling centre for MU students and staff as well as similar special-purpose departments at other Czech universities and high schools;
- a research institution developing original technological solutions;
- an interpreting and speech-to-text reporting centre, a Braille publisher and a national digital library.

TEIRESIÁS centre cooperates directly with individual faculties at Masaryk University to increase awareness and provide consultations and advice at faculties in connection with education of special needs students and the related setting of services. A study counsellor is appointed at the centre for each individual faculty. Teiresias centre has 42 permanent staff.

Basic information for teachers, working with students with special needs is available at the webpage of the centre. Information is mainly on the specific needs of the students



with regard to their disability and also about the services and reasonable accommodations they are entitled to.

The centre provides technical support for Adaptation of study material (digital as well as tactile), production of tactile orientation signs, production of tactile orientation maps.

All texts prepared by the Teiresias Centre are catalogued and archived in The University Library for Students with Special Needs at MU. Collaborates with national institutions (Scio, CERMAT - Centre for Evaluation of Educational Achievement) on modifications of study materials and tests for students with disabilities.

The centre also has a Psychological Counselling Section and Learning Difficulties Diagnosis.

7. Objective:

MUST WEEK is a 1-week training, organized to introduce the participants to the centre and the main services offered to students with disabilities. Main objective is to raise awareness among university staff to the concept of Universal Learning Design and what objectives educational institutions and/or service centres can achieve in this field.

Therefore, the event is regarded as an opportunity for presenting principles of universal accessibility and sharing experience among professionals who provide for the general accessibility of tertiary education in the EU and Czech Republic.

8. Target groups:

Academic staff, research staff at HEIs, support staff, working with students with disabilities; The event is also open to applicants/students with disabilities.

9. Resources needed

In 2020 the event was held at the centre and included tour of its facilities and social events for the participants.

The services of the centre are presented by members of its staff.

Other resources: Technical equipment and support for participants with disabilities.

10. Geographical focus: International

11. Approach/ methodology

Participants are introduced to the basics of inclusive education, education for all, universal design for learning, support to students with special needs in the EU and Czech Republic.

The organisation and management structure of the Support office are also introduced, as well as the workflow and dispatching of the services.



The training methods include on site presentation and demonstrations of the support services offered by Teiresias centre.

12. Programme – main topics

Monday	Topic
11:45 – 12:15	On-site registration
12:15 – 12:30	Introduction to the programme
12:30 – 13:00	Presentation of Masaryk University
13:30 – 15:00	Lunch
15:00 - 16:30	Czech Disability services – an overview
16:30 – 18:00	Tour of Brno
19:00 - 21:30	Social dinner, introducing each other
Tuesday	Topic
9:00 – 10:30	Welcome to Teiresias – Support Centre for Students with Special Needs: basics of inclusive education, education for all, universal design for learning, support to students with special needs in the EU and Czech Republic
10:45 – 12:15	Basic introduction to services provided to students with special needs at Masaryk University; Students' Office, workflow and dispatching of the services
12:15 – 13:45	Lunch
13:45 – 14:45	Tour of Teiresias Centre
14:45 – 15:45	Services for students with dyslexia and psychological disorders
Wednesday	Topic
9:00 – 10:30	Library services; Braille encoding, tactile graphics
10:45 – 11:30	Special language courses for students with special needs
11:30 – 12:15	International mobility of students with special needs
12:15 – 13:45	Lunch
14:00 – 15:30	Special IT and assistive technologies, System for Distribution of Synchronous Transcription in Real-time; web accessibility etc.
15:30 – 16:00	Diagnostics of students with specific learning difficulties
16:00 – 17:00	Sign language in higher education, sign dictionaries + Video studio
17:00 – 17:30	Services for students with physical disabilities
Thursday	
9:00 – 10:15	Math instruction for students with special needs
10:15 – 12:15	Accessible documents, Hybrid books, Shared libraries



12:15 – 13:45	Lunch
14:00 – 15:00	Sign language interpreting services and speech-to-text interpreting
15:15 – 16:00	Special sports activities for students with special needs; Special sport activities in practice
16:30 – 18:00	Special sport activities in practice – Blind football training
Friday	Topic
9.00 -11.30	Wrap-up session
11.30 – 12.00	Wrap-up session and farewell

13. Training materials / presentations

- Lectures, presentations, on-site demonstrations

14. Achieved results

Raised awareness among university staff on basic concepts as universal learning design.

Practical experience with main support services and assistive technologies, available for student with disabilities.

15. Contact

<https://www.muni.cz/en/people/361474-tomas-varga>

1. Title of the good practice:

Awareness training on the specific needs of students with disabilities at HEIs

2. Owner of the Good practice:

Foundation „Institute for Regional Development” (FIRR), Poland

3. Country where the good practice is implemented: Poland

4. Website: <https://firr.org.pl>

5. Type of institution and size: NGO

6. Body which implements the GP and other involved partners/stakeholders



FIRR has long-term experience in activities for raising awareness and increasing the accessibility of education for people with disabilities. FIRR provides Higher educational institutions with "Accessibility in higher education" training.

7. Aim of the training

The training's main objective is to increase the knowledge and raise awareness on the specific needs of students with disabilities at HEIs.

FIRR presents how to technically and administratively adjust universities to meet the needs of students with all kinds of disabilities.

Target group

The recruitment phase is crucial to identify the groups of participants according to their common aims, similar level of knowledge etc.

Participants are divided in groups (11-20) people and the programme is adjusted according to the needs of each group.

Inclusion of people with disabilities: The trainer is a person with a disability.

8. Resources needed

Resources needed / Main factors for success

- Recruitment process (common aims of participants, similar level of knowledge etc.)
- Group: 12-20 people
- Time for discussion
- Trainer with disability (experience)
- Case studies (real, experience)
- Program - adjusted

9. Training approach / methodology - Lecture, workshops (case studies, experience of disability), discussion, additional materials: film, audio etc.

FIRR's good practice includes the organisation of the training, the methodology of the training as well as an awareness training curriculum that is adaptable to the needs of various type of staff.

10. Curricula / Programme of the training

The training programme takes place in one day and includes:

09.00-09.30 The formal and legal situation of students with disabilities

09.30-10.00 Provisions of the Act on ensuring accessibility to people with special



needs

10.00-12.00 Reasons and types of disability, consequences for the education process, stereotypes, truths and myths about people with disabilities, support in practice (case studies)

12.00-12.30 Break

12.30-14.00 Assistive devices and available information for people with disabilities.

11. Training materials / presentations

Power point presentations, films, audio, devices (brailled devices and educational materials, wheelchair, canes, simulators – vision, hearing, moving etc.), case studies descriptions, exercises description (text, photos, graphics etc.)

12. Achieved results

- Increase of the level of knowledge on the issues of students with disability (academic community);
- Increase of awareness of the needs of students with disability;
- Support for groups of students with disabilities in the field of equal access to education and social life;
- Integration of students with disabilities;
- Promotion of the idea of universal design (accessibility of the environment for students with disability).

13. Contact

e-mail: anna.rdest@firr.org.pl

1. Title of the good practice

Master's in management of Disability and Diversity

2. Owner of the good practice

University of Rome Tor Vergata

3. Country:

Italy

4. Website:

<https://economia.uniroma2.it/dmd/gestione-della-disabilita-e-delle-diversita/#>



5. Type of institution, size

University, public

6. Body which implements the GP and other involved partners/stakeholders

University of Rome Tor Vergata, SIDiMa (Italian society for disability management)

In January 2000 the University of Rome Tor Vergata set up a Commission for the Implementation of Law No 104 of 1992 – Disability Service. Its main purpose is to provide students with disabilities with an integrated welcome, support and inclusion service within the University environment implementing Framework Act No 104 of 1992 and subsequent amendments and additions. Those were introduced in particular with Act No 17 of 1999 and pursuant to the provisions of Article 3(6) of the University Statute.

Furthermore, it has worked on the analysis and promotion of interventions to remove architectural barriers. The ultimate goal is to help create a ‘friendlier’ Campus, a more and more welcoming, supportive place which guarantees all students their right to education.

From the very beginning the Commission has realised its commitment with a series of integrated actions aimed at overcoming technological and computer barriers, as well as organisational and managerial ones.

Italian Disability Manager Society (SIDiMa) www.sidima.it is the first association of Disability Managers, established in Italy in April 2011. Its main objective is the research and promotion of the Culture of Disability Management, in the reference contexts such as Institutions, Healthcare and Companies, in order to raise awareness and protect the rights of people with disabilities and respect for the person in every aspect, dimension and moment of life, also in compliance with Italy's ratification of the “UN Convention on the Rights of Persons with Disabilities”, strongly influencing the development of policies at national and local level and making them more effective.

7. Aim of the training

The main aim is to train professionals, active in the field of diversity and disability to manage, coordinate and work with various parties and people involved.

The training will promote awareness, inclusion and knowledge of the needs of people with diversities/disabilities.

8. Target groups



Candidates to the course must have a tertiary education degree. Since this is a Master's course that includes transversal disciplines and sectors, admissions are evaluated individually by the Board of teachers of the Master's course through the assessment of relevance between qualifications, educational and professional experience.

9. Resources needed

- about 20 qualified trainers

10. Geographical focus:

National

11. Training approach / methodology

Disability Management is a management orientation that focuses on people with disabilities and their enhancement, with the aim of adapting the reference organization (Institutions, Healthcare and Companies), in order to welcome them and manage their needs. Graduates require the following main skills:

- Manage disability and diversity in the workplace from a perspective of organizational well-being.
- Develop sensitivity to the theme of "design for all" and the ability to manage (and perhaps prevent) the difficulties of the people with motor and sensory disabilities, the elderly, and all those workers with permanent or temporary problems of various kinds.
- Ensure the inclusion of individuals with diversities and disabilities in the work context.
- Acquire additional competence to an already established basic professionalism.
- Create a network between organizations and territory.
- Support organizations and companies to acquire a new organizational vision.
- Support public and private companies to adopt innovative models of human resource management and containment of labor costs.

12. Curricula / programme of the training

The Master has a total duration of one academic year.

The curriculum is divided into 6 subject areas:

1. Legal
2. Medicine
3. Tools and New Technologies



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4. Sociology and Psychology
5. Management and Policy
6. Practical activities in this sector

13. Training materials

- Face-to-face classroom (laboratories, exercises, case discussions and practical activities), FaD (dedicated platform with personal access)
- Online lesson (content sharing and interactive communication).
- Materials: glossary, supplementary readings, indexing of topics, guided Internet browsing, tables, graphs.

14. Achieved Results

Acquiring specialist skills in the field of Disability and Diversity Management, offering in particular knowledge and tools to exercise functions of direction, management and coordination of specific company policies useful for promoting and disseminating an organizational culture oriented towards inclusion.

15. Contact

e-mail: master@didima.uniroma2.it

STEP 4:

Evaluation of the GPs according to the identified needs

Evaluation criteria

Relevance

- The objective of the GP is in line with the identified needs and barriers
- The GP can contribute in the development of the training model
- It is in line with the objective of the project

Impact

- The practice demonstrates, by means of qualitative and/or quantitative results, an improved awareness about specific needs of people with disabilities in order to improve their inclusion to higher education.



- The practice involves a wide range of actors and stakeholders that help sustain its implementation.
- The practice ensures broad participation, incl. of people with disabilities.

Innovation

- The practice integrates new learning and training methods to achieve better awareness on the issues of access and inclusion of people with disabilities in higher education.
- The practice contributes progressive tools, facilities, technologies or processes to the field of building awareness on the issues of inclusion and accessibility.

Efficiency/ Effectiveness

- Results achieved in relation to invested resources.
- The achieved results are positively related to its objectives or the expected results.

Transferability

- The practice may be applied to other regions/ countries and can be adapted according to the needs of HEIs as well as to the needs of different types of staff.

Evaluation process

The evaluation process for each GP will be carried out during the Partners meeting on 31st March. Evaluation of the presented GPs according to the national/regional/HEIs needs.

Project partners will rank the Good practices according to the set criteria.

RAPIV will summarize the results and the provided justification.



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Validation of Good practices

PPs will make a final evaluation and validation of the GPs presented and discussed so far in order to be approved the best of them in order to adapt and transfer in the development of the innovative awareness training model.



Annex I Good practices template

1.	Title of the good practice
2.	Owner of the good practice
3.	Country
4.	Website
5.	Type of the institution, size
6.	Body which implements the GP and other involved partners/stakeholders
7.	Aim of the training
8.	Target groups
9.	Resources needed
10.	Geographical focus
11.	Training approach, methodology
12.	Curricula / programme
13.	Training material / presentations
14.	Achieved results
15.	Contact



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Annex II Survey results

**Key Action 2: Cooperation for innovation and the exchange of good practices
KA203 - Strategic Partnerships for higher education
Access to Universities for Persons with Disabilities - ATU
2019-1-BG01-KA203-062530**

Survey aimed at providing counselling, support, and other services to university students with special needs. The questionnaire contains seven parts.

INTELLECTUAL OUTPUT O4

Model awareness building at HEIs

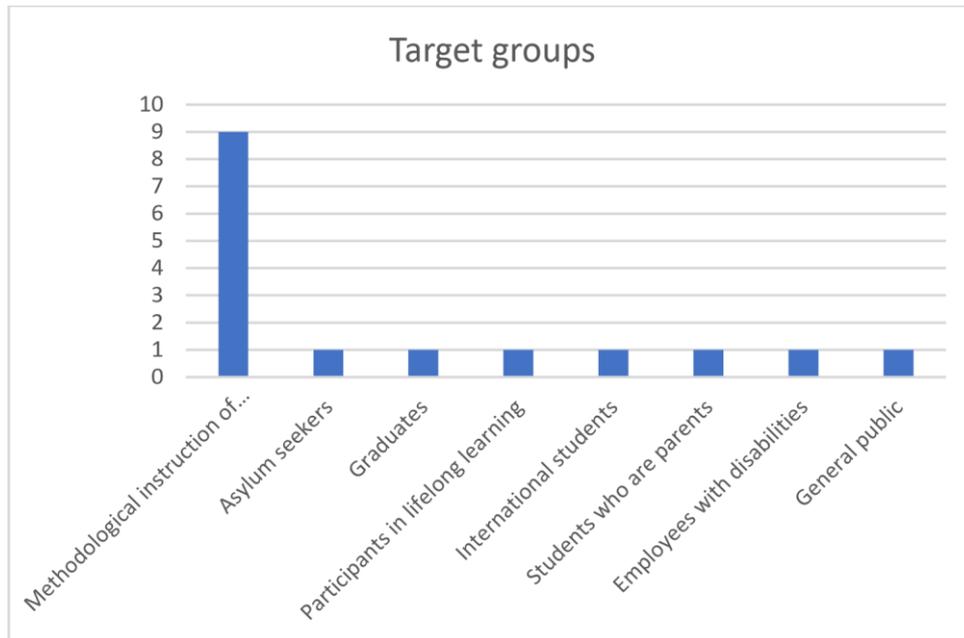
Involved universities into the survey:

1. Palacký University Olomouc, Czech Republic
2. University of Presov, Slovakia
3. Brno University of technology, Czech Republic
4. Charles University, Czech Republic
5. Technical University of Ostrava, Czech Republic
6. University of Hradec Králové, Czech Republic
7. University of Ostrava, Czech Republic
8. The Comenius University, Slovakia



Provision of services

1. What target groups are the services provided by you intended for?



Universities provide their services mainly to students with special needs according to the methodological instruction of the Ministry of Education. These include the following:

- Visually impaired students
- Students with hearing impairment
- Students with a physical disability
- Students with specific learning disabilities
- Students with autism
- Students with other difficulties

Some universities also provide their services to asylum seekers, graduates, participants in lifelong learning, international students, students who are parents, employees with disabilities and the public.

2. What criteria must be met to qualify for services?

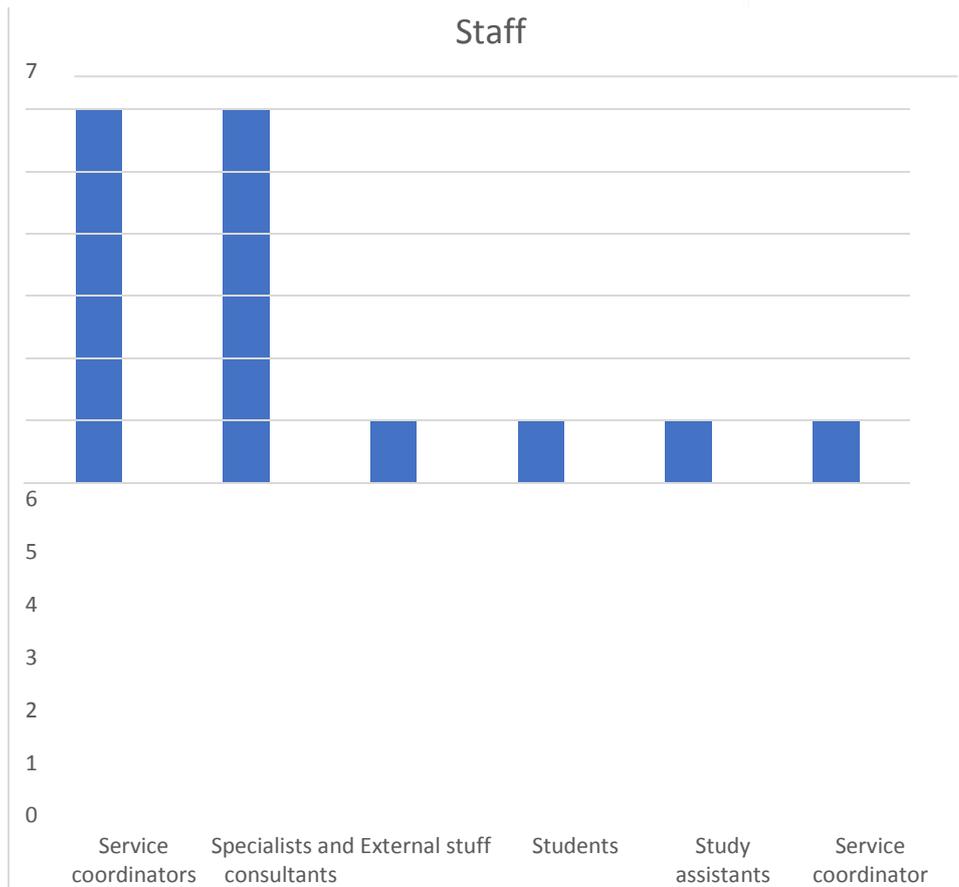
The criteria for the provision of services by **Czech universities** are based on the methodological instruction of the Ministry of Education, Youth and Sports (MSMT-2019 / 2019-2 - Rules for the provision of contributions and subsidies to public universities by the Ministry of Education, Youth and Sports.

The criteria for the provision of services for **Slovak universities** are based on the Act on Higher Education Institutions, § 100.

3. How is the centre staffed?



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The staff consists primarily of service coordinators, specialists, and consultants. This category includes, for example, specialists in psychological and psychiatric counselling, legal counselling, career counselling, development of study competencies, diagnostics, and coaching).

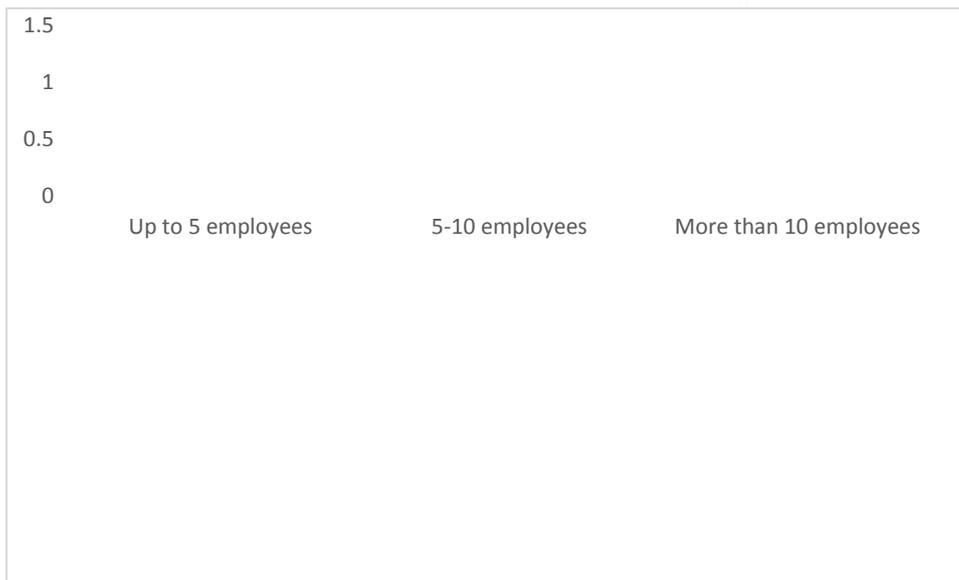
In rare cases, external staff, students, and study assistants also participate in the provision of services.

One university in the sample does not yet have a support centre in place and the services are coordinated only by the service coordinator.



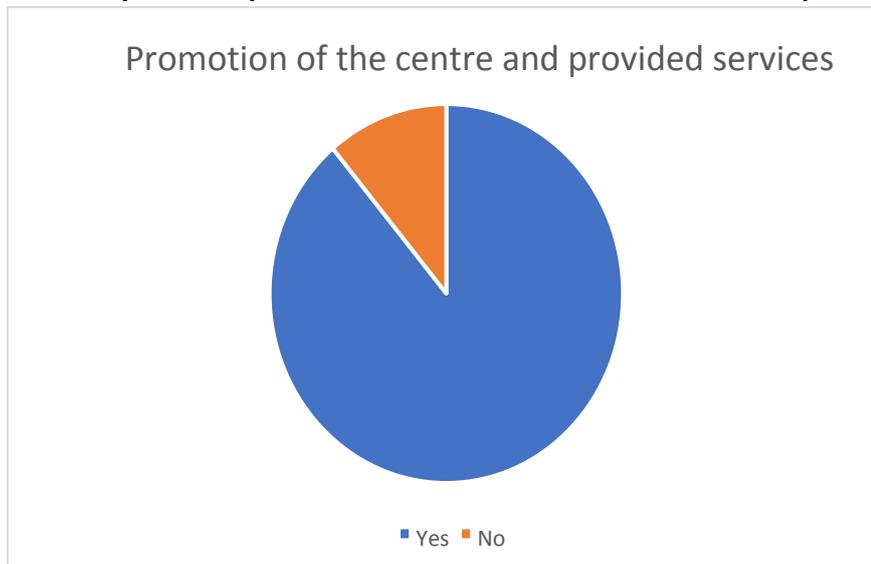


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Regarding the size of the centre, in three cases the centre had up to 5 persons, in three cases it was a larger centre, which employed more than 10 people. In two cases, the centre had between 5 and 10 staff members.

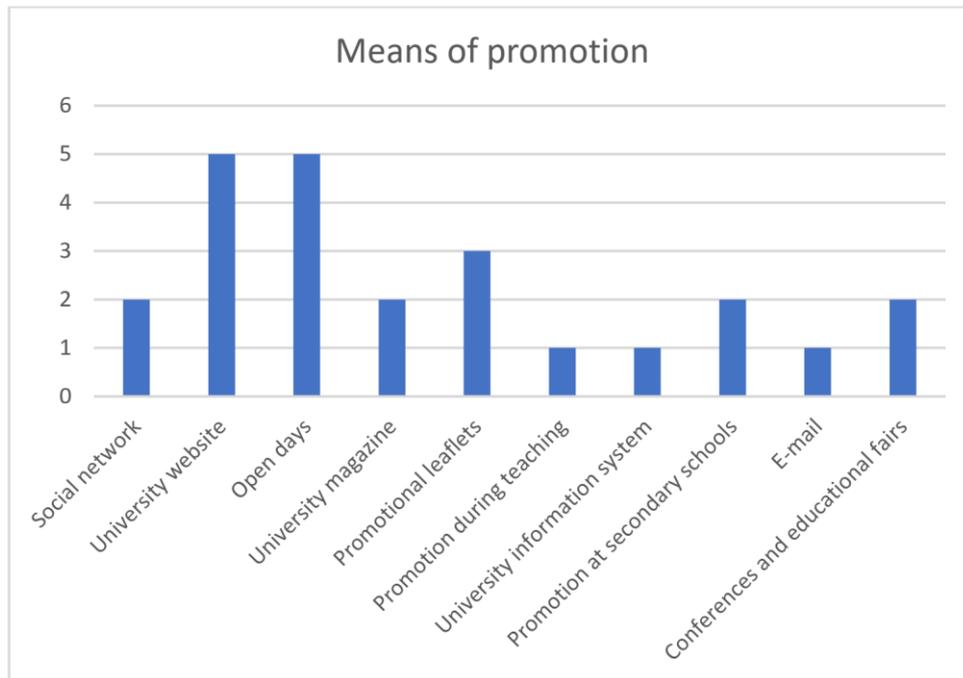
4. Do you use any form of promotion of the centre and the services provided?



Most of the centres contacted used some form of promotion of the services provided. Only one centre did not use any promotion.



4.1. How does the promotion take place?



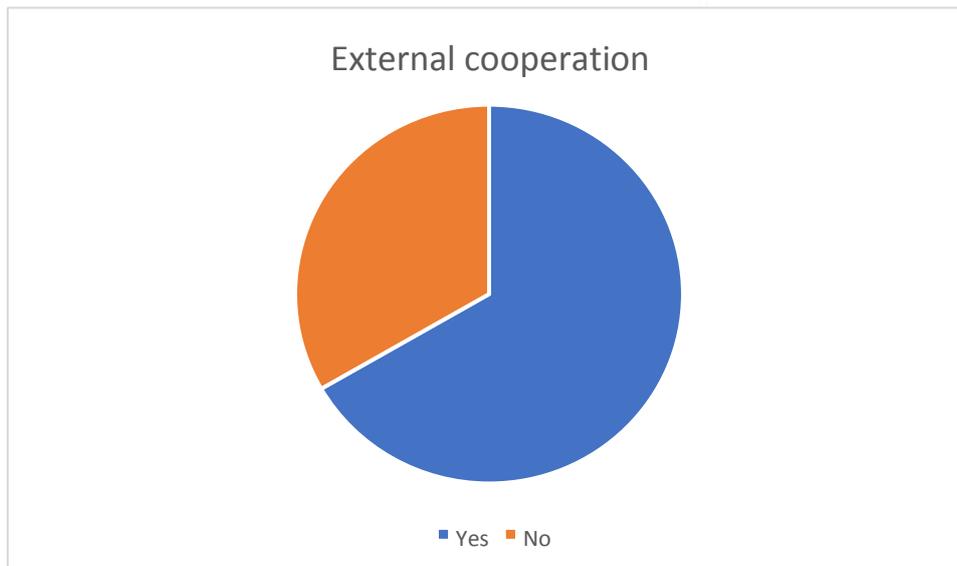
Promotion most often takes place through university websites and during open days. Promotional leaflets, university magazines, social networks (Facebook), promotion at conferences and educational fairs, and promotion at secondary schools are also used. To a lesser extent, the centres also use promotion by e-mail, during teaching or through university information systems.

4.2. What challenges do you perceive in terms of promotion?

The biggest challenge for the centres is low awareness of the services provided, a greater need to promote the centre and greater use of social networks.

The centres would also welcome the establishment of cooperation with centres at other universities.

- 5. Do you also cooperate with external institutions in the provision of services (for example, non-profit organizations, secondary schools, organizations associating people with disabilities, etc.)?**



The six centres in the sample also cooperate with external institutions. Three centres do not cooperate with any external institutions.

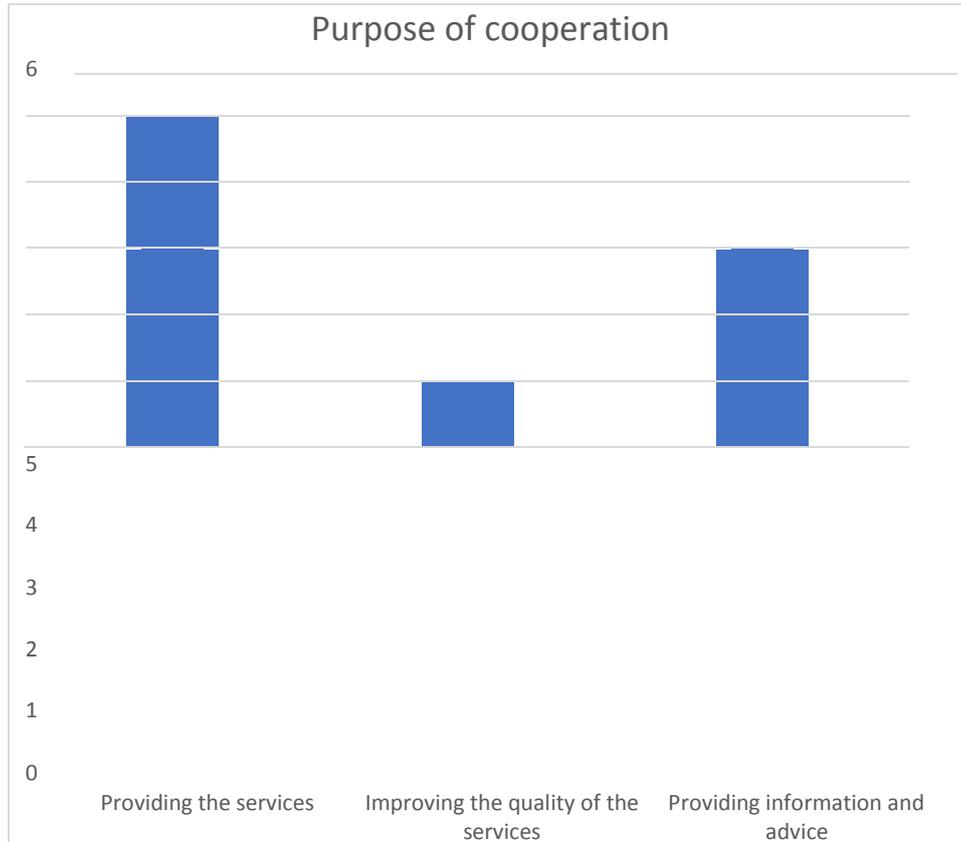
5.1. What institutions do you cooperate with?

External cooperation takes place with various institutions and organizations. These include for example:

- Tyflocentrum
- Tyfloservis
- Czech Union of the Deaf
- Wheelchair League
- Guide Dog
- Revenium
- Olga Havlová Foundation
- Práh
- Mental Health Care
- Hwer
- Křesadlo
- Diaconia
- Centre for the Integration of Persons with Disabilities of the Hradec Králové Region
- Mikasa
- Service centre for the deaf and hard of hearing
- Nautis
- Organizations for people with disabilities
- Centres of pedagogical-psychological counselling and prevention
- Special pedagogical counselling centres



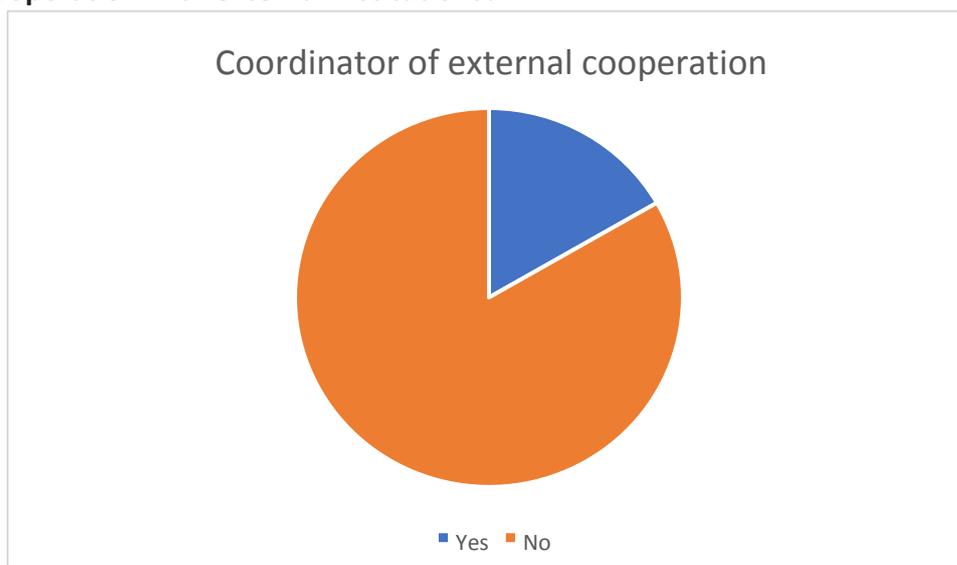
5.2. For what purpose does this cooperation take place?



External cooperation takes place primarily for the purpose of providing the services, improving the quality of the services provided and providing information and advice.

The cooperation takes place according to the current needs of the centre and the students, for example through contractual cooperation, mediation of information or work meetings.

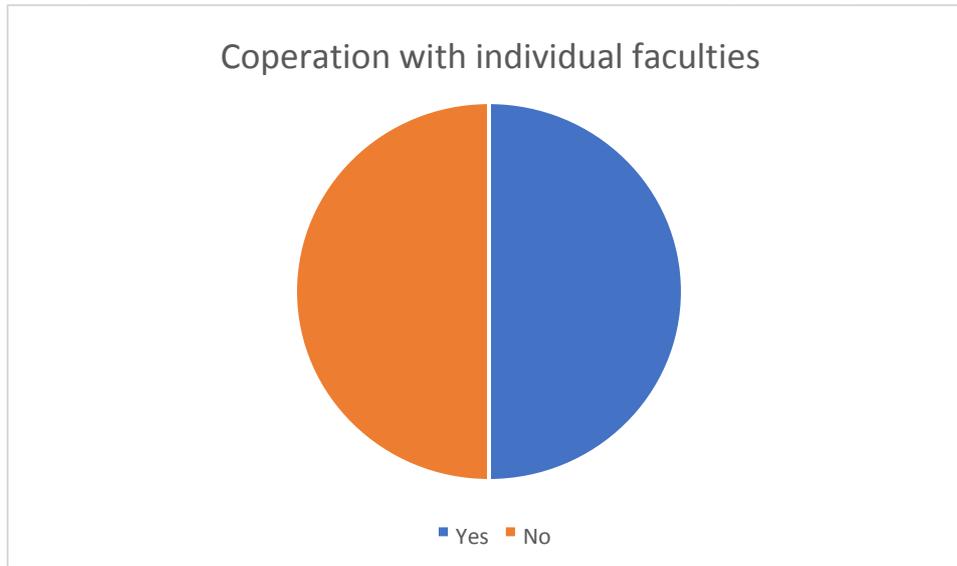
5.3. Is there a designated person / department responsible for coordinating cooperation with external institutions?



In five cases, the centres do not have a designated person responsible for coordinating cooperation with external institutions. In only one case such a person was designated.

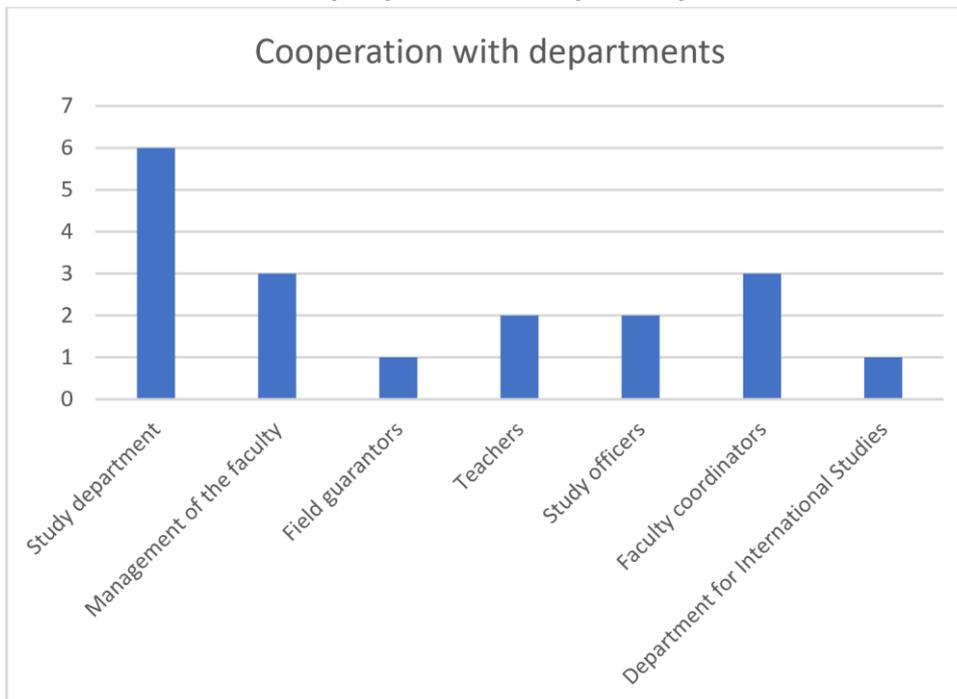


6. Do you cooperate with individual faculties in the context of providing services?



In half of the cases, the centres cooperate directly with individual faculties.

6.1. What faculty departments do you cooperate with?



The centres that cooperate directly with individual faculties cooperate primarily with the study department, with the management of the faculties and with the coordinators at the faculties.

Cooperation is also established with individual teachers and study officers.

In one case from the sample, cooperation was also established with field guarantors and with the Department for International Studies.

6.2. What is the purpose of such cooperation?



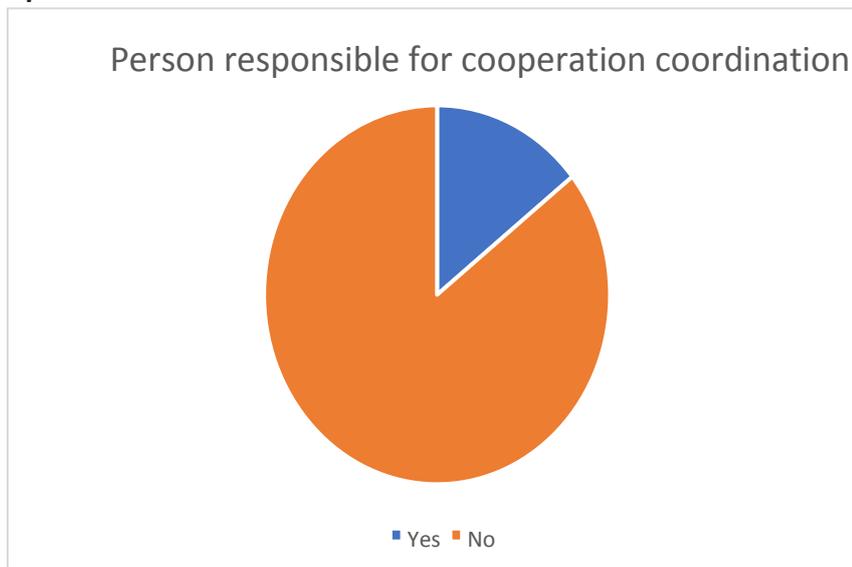
The co-operation mainly takes place to increase awareness and provide consultations and advice at faculties in connection with education of special needs students and the related setting of services.

As part of the cooperation, the centres also provide methodological support and education of university staff in the given issue, provide technical support, and participate in modifications of the admission procedure.

6.3. How does this cooperation work?

Cooperation with individual faculties usually takes place in person, or also by telephone or email. In one case, the centre also organized topical meetings and events.

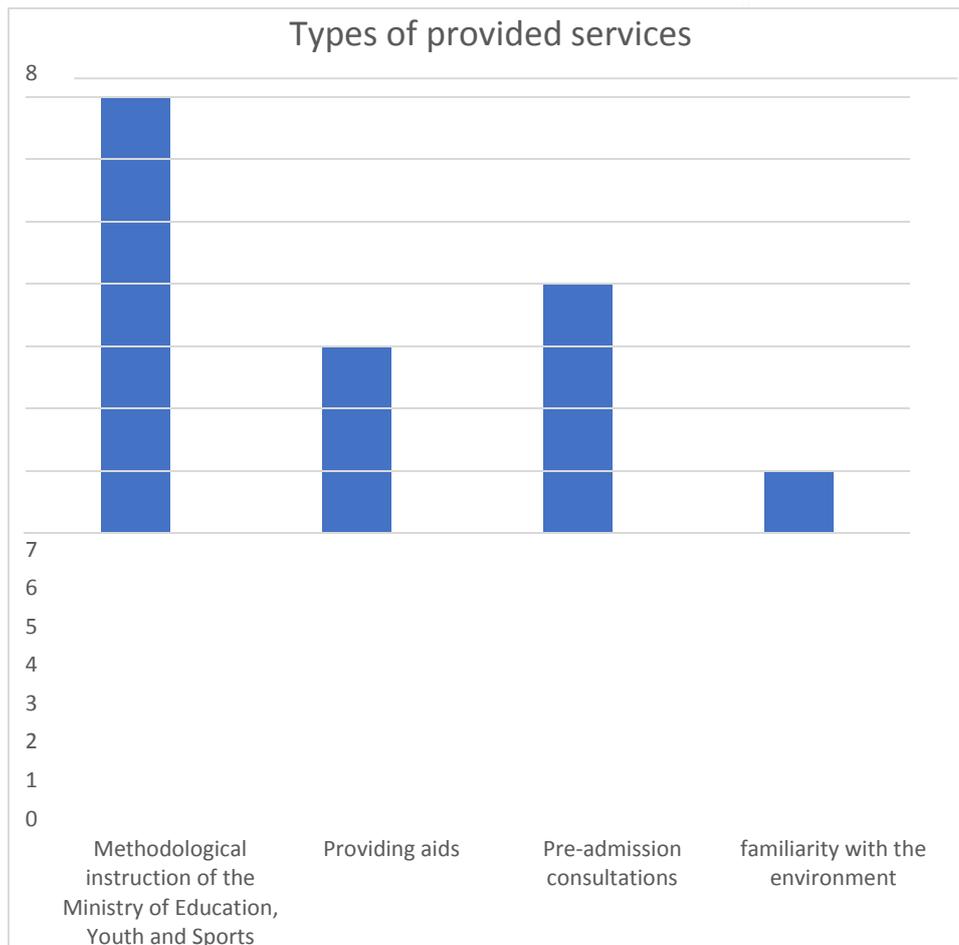
6.4. Is there a designated person / department responsible for coordinating cooperation with individual faculties?



In six cases, the person responsible for coordinating cooperation with individual faculties was not designated. In only one case such person was designated.

Services for students with special needs

7. What types of services do you provide?



The centres primarily provide services defined in the methodological instruction of the Ministry of Education, Youth and Sports. These services include:

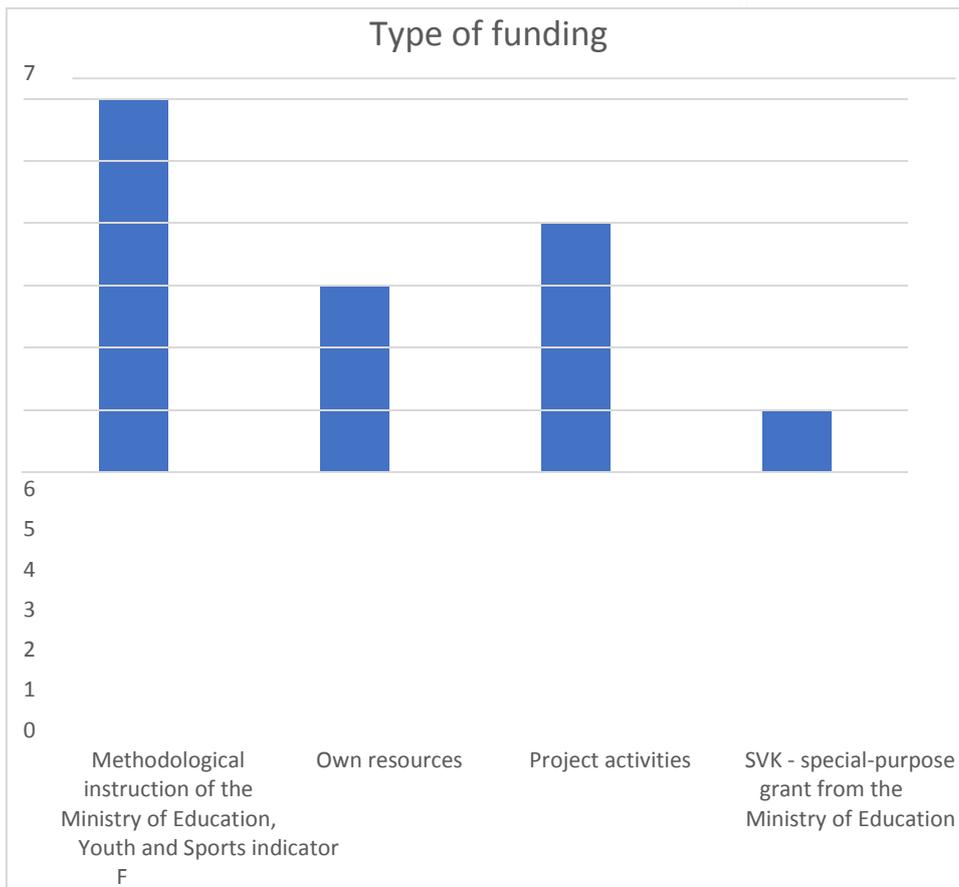
- Processing of study literature
- Rewriting / recording service
- Interpreting service
- Individual tuition
- Study assistance
- Personal assistance
- Orientation in the premises
- Time compensation

Selected centres also provide pre-admission consultations, aids or assisting the student become familiar with the university environment.

8. How are the provided services funded?



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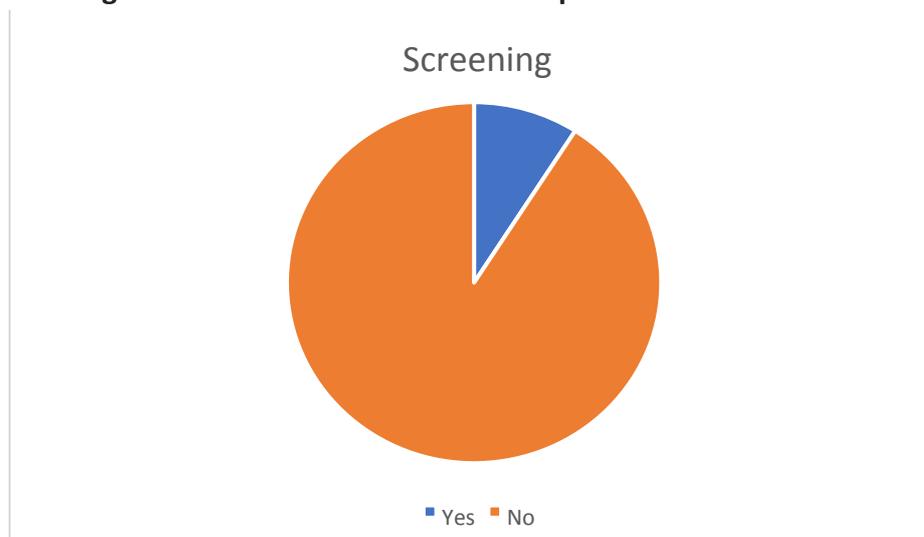


In the case of **Czech centres**, funding was provided in accordance with the methodological instruction of the Ministry of Education, Youth and Sports - indicator F.

The centres also made extensive use of project activities or their own resources to finance services.

In the case of **Slovak universities**, funding was provided through a special-purpose grant from the Ministry of Education.

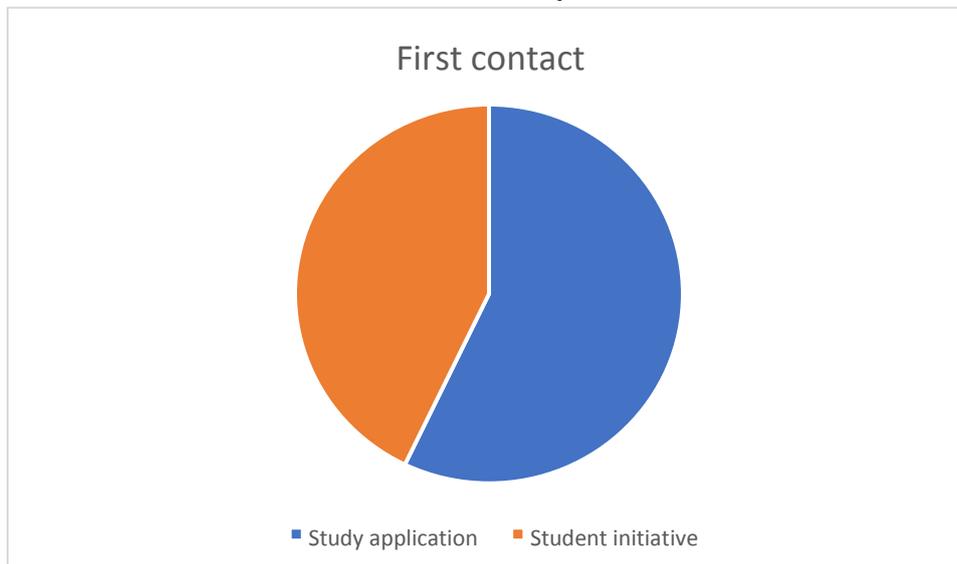
9. Is there a targeted search for individuals with specific needs?





In most cases, the centres did not carry out targeted search for students with specific needs. Targeted screening was performed only in one case. In this case, the centre addressed the students via e-mail.

10. How does the first contact with the client take place?



In four cases, the centres use the possibility of ticking a special needs box in the study application to identify students with special needs. Subsequently, the student is contacted via e-mail or telephone.

In three cases, the initiative is on the part of the student, who will contact the centre by phone or e-mail.

11. How are the areas of support identified?

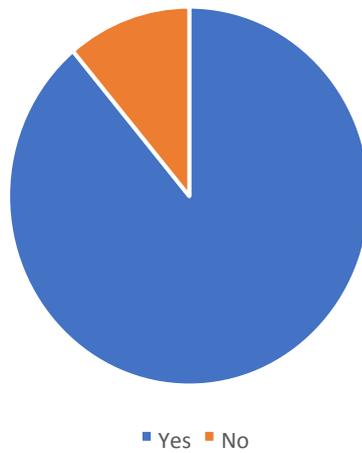
The identification of supported areas takes place at **Czech universities** in the form of functional diagnostics, in accordance with the methodological instruction of the Ministry of Education, Youth and Sports.

Slovak universities use a personal interview with presentation of professional documentation to identify areas of support.

12. Do the provided services also include an evaluation of their effectiveness?

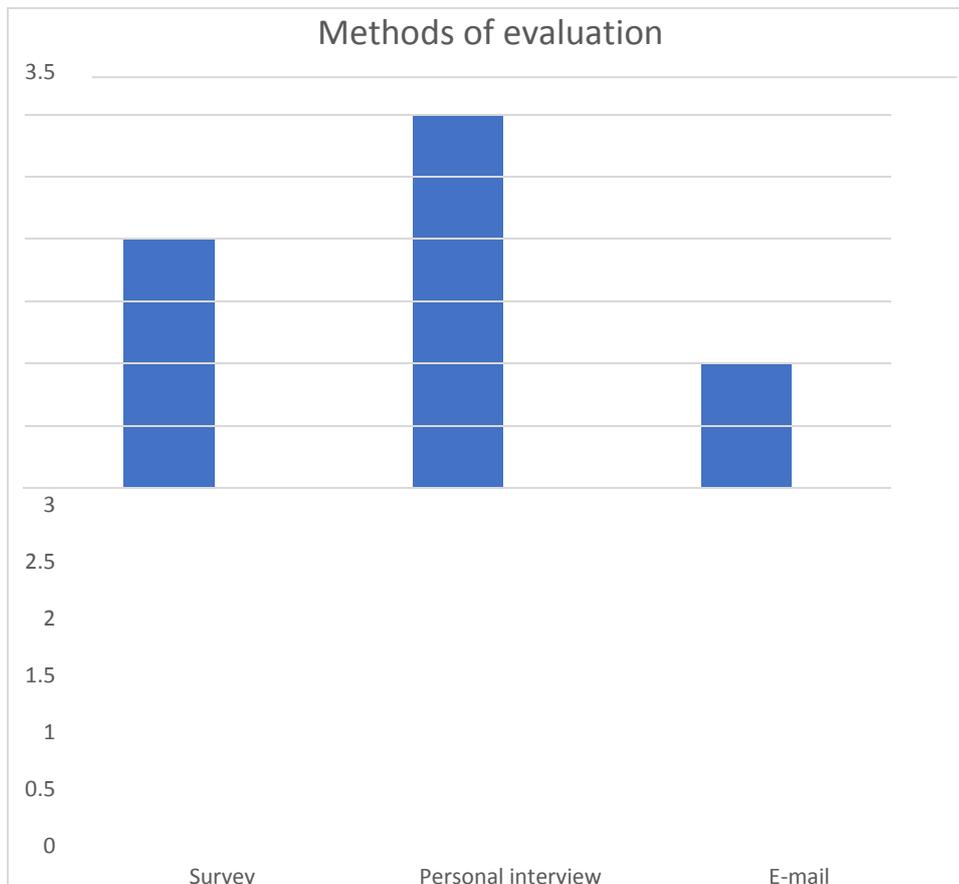


Evaluation of the effectiveness of the services



In most cases, the centres also evaluate the effectiveness of the services provided. Only in one case this evaluation does not take place.

12.1. How is this evaluation carried out?

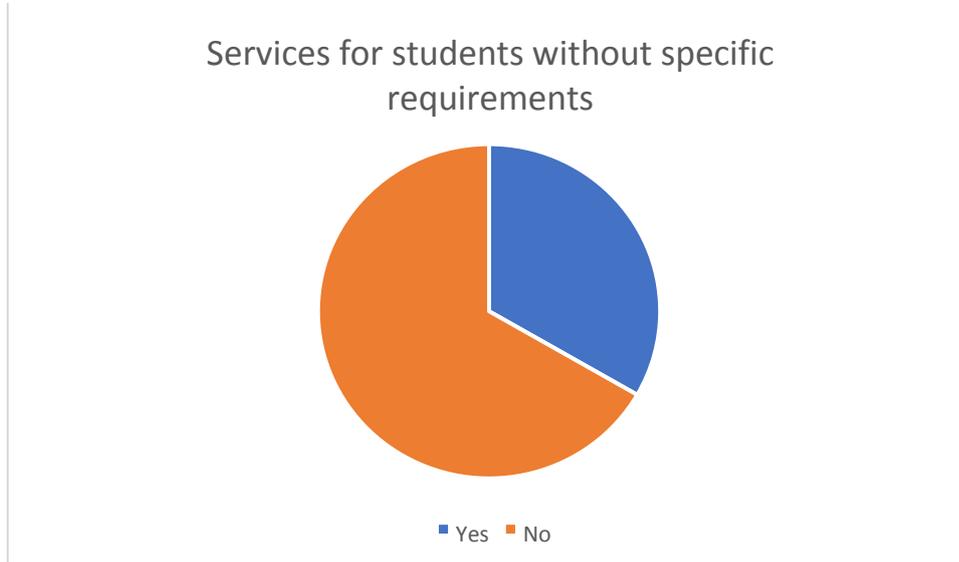


The evaluation of the effectiveness of the provided services took place in three cases through a personal interview, in two cases through a survey and in one case by e-mail.



Services for students without specific requirements

13. Do you also provide services aimed at university students without specific requirements?



In three cases, the centres also provide services to students without specific requirements. In six cases, universities do not provide services to students without specific requirements.

14. What types of services do you provide?

The services provided include:

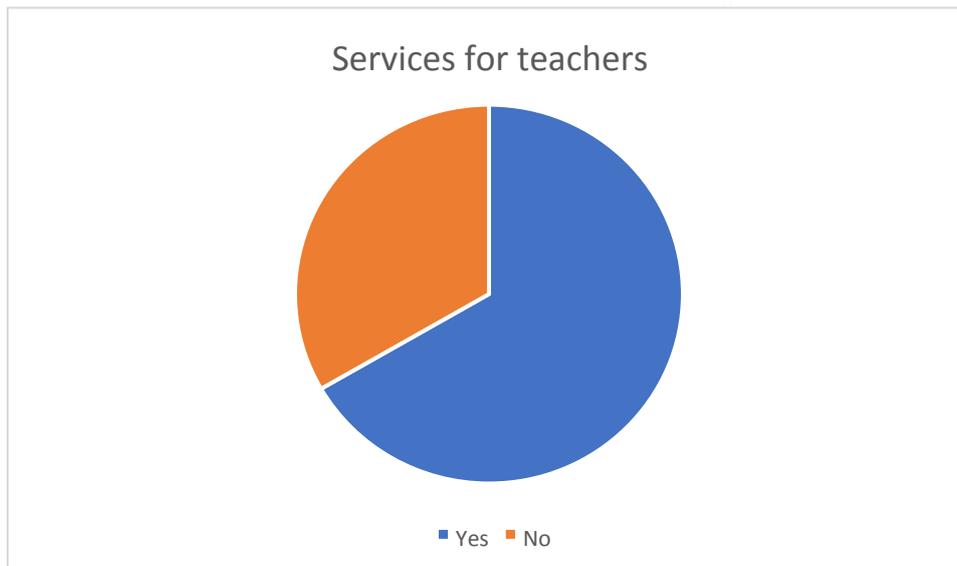
- Psychological and psychiatric counselling
- Career advice - Coaching
- Rental of aids
- Scholarships
- Seminars for doctoral students
- Courses and seminars
- Information on foreign internships
- Counselling for foreign students
- Social counselling

Services for teaching staff

15. Do you also provide services aimed at university teachers?



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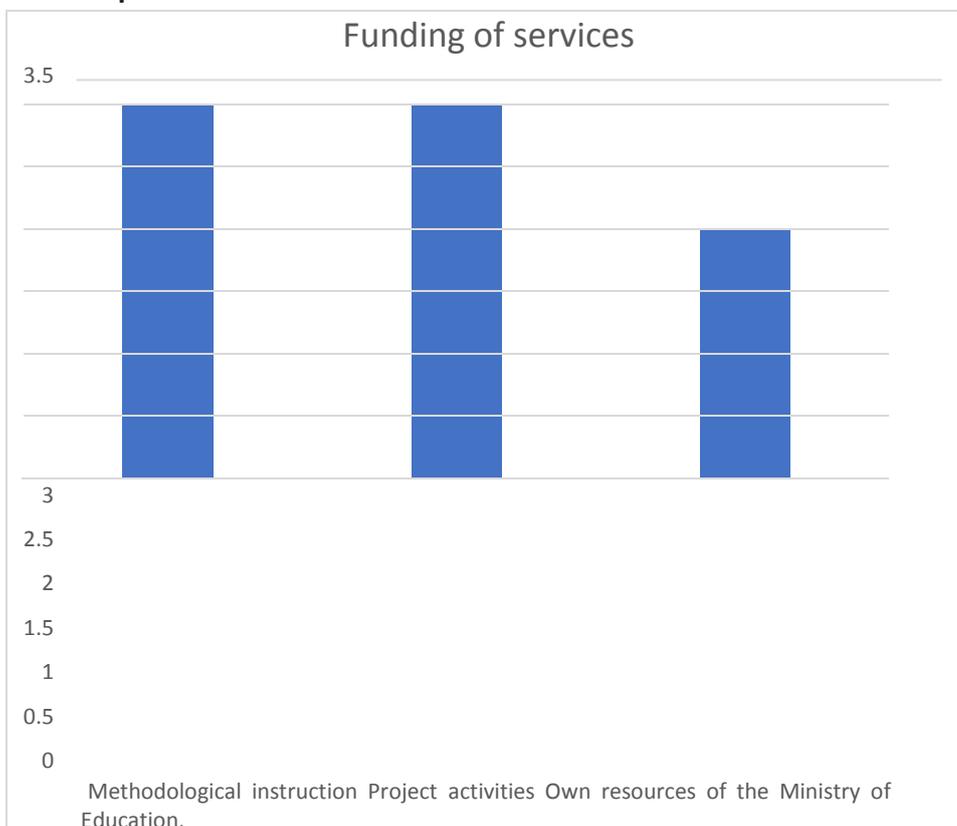


In six cases, the centres also provide their services to the university's teaching staff. In three cases, these services were not provided.

16. What types of services do you provide?

The provision of services primarily includes consulting and methodological support. In four cases, the centres also organize educational events.

17. How are the provided services funded?



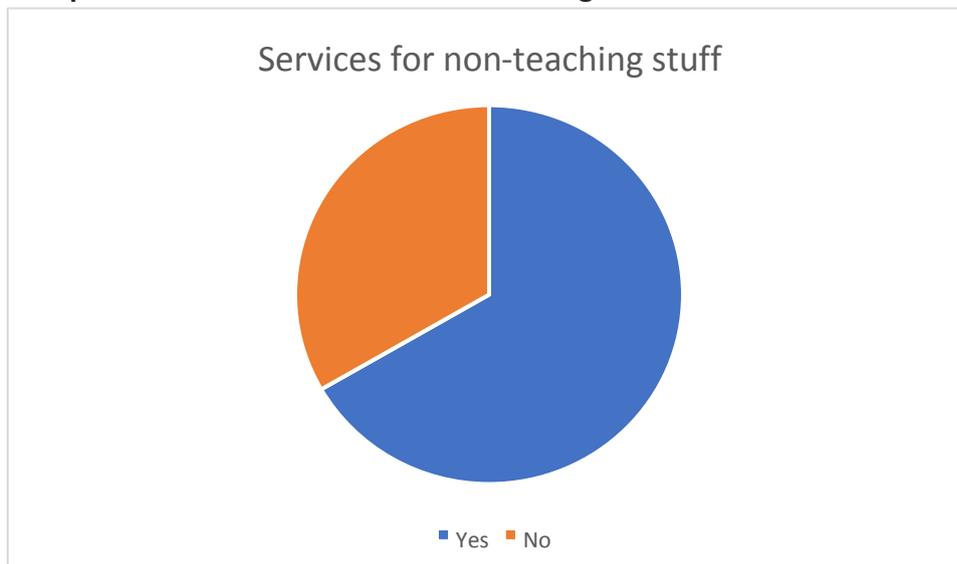


Youth and Sports - indicator
F

Services for pedagogical staff of universities are financed in accordance with the methodological instruction of the Ministry of Education, Youth and Sports - indicator F. The methods of financing also include project activities and the use of own resources.

Services for non - teaching staff

18. Do you also provide services aimed at non-teaching staff at universities?



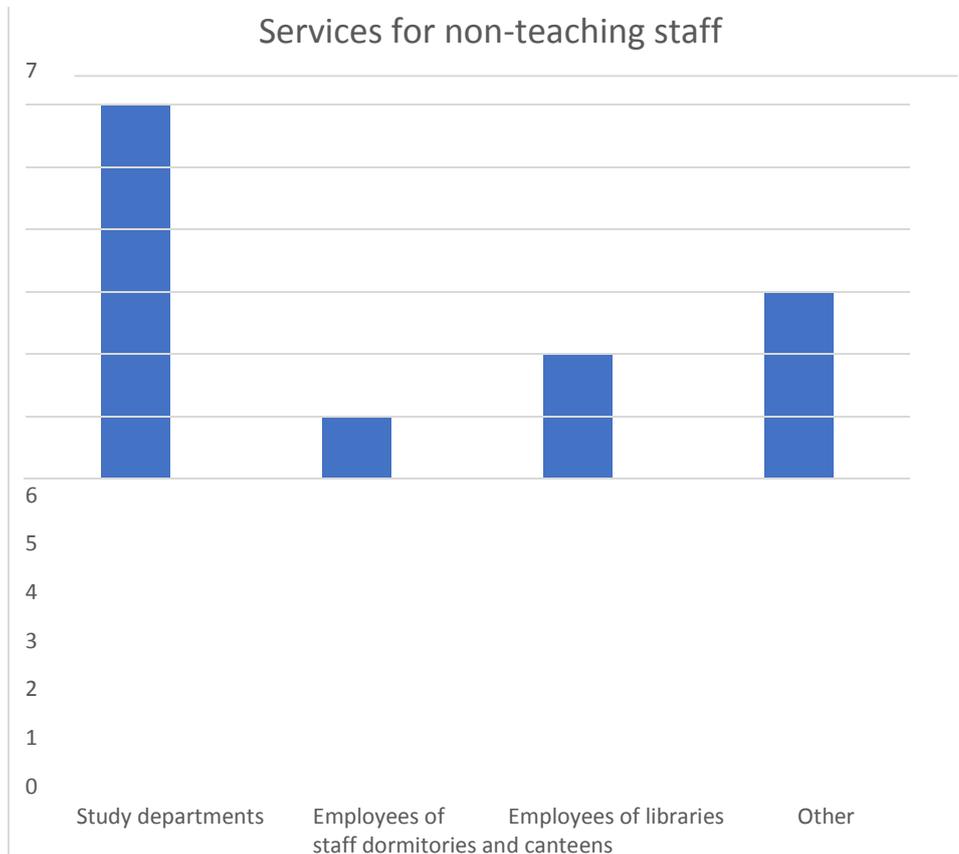
In six cases, the centres also provide services to non-teaching staff of participating universities. In three cases, services for non-teaching staff are not provided.



19. What types of services do you provide?

The services provided to non-teaching staff include mainly counselling services, consultations and educational events organized by the centres.

20. Who are the services for?



The services are intended primarily for employees of study departments, employees of libraries and employees of dormitories and canteens. Services are also provided to other employees as needed. Other groups include, for example, concierge staff, department clerks, faculty management departments...

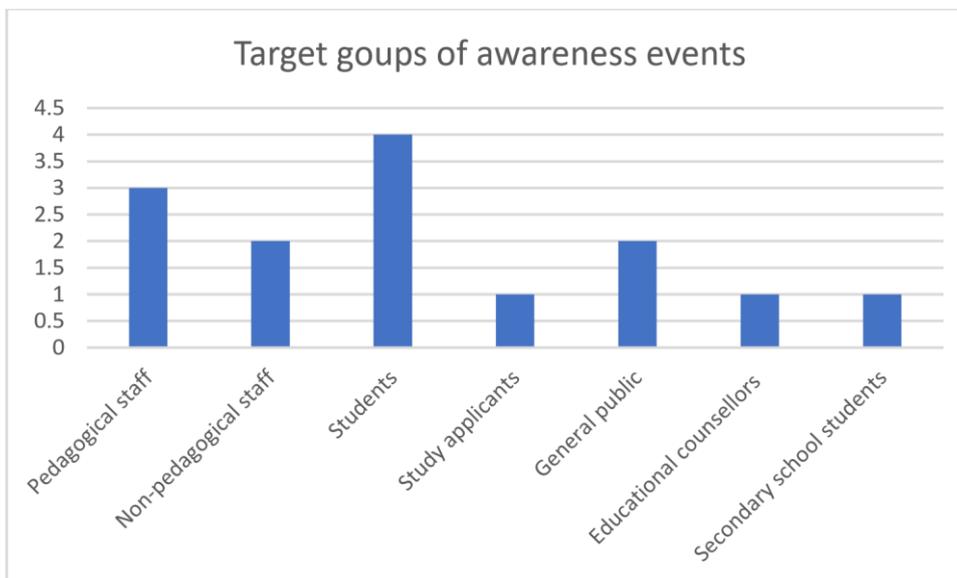
Educational activities

21. 21. Do you organize awareness-raising events focused on disability, disadvantaged groups, and the sharing of good practice?



In five cases, the centres also organize awareness-raising events focused on disability, disadvantaged groups, and the sharing of good practice. In four cases, the centres do not organize such events.

22. 22. Who are the awareness events for?



The events are intended primarily for students, pedagogical staff, and non-pedagogical staff of universities, as well as parents, study applicants, secondary school students, educational counsellors and, finally, the public.

23. What type of events do you offer?

Organized events include for example educational courses, seminars, lectures, workshops, and various information meetings focused on disability, disadvantaged groups, and the sharing of good practice.