Slide 1

UNIVERSITEIT STELLENBOSCH UNIVERSITY

Cape Peninsula University of Technology

UNIVERSITY of the WESTERN CAPE

UNIVERSITY OF CAPE TOWN

Evolving Inclusive Practices in the Western Cape – Embracing Differences!

Slide 2

PRESENTERS

- Evadne Abrahams (eabrahams@uwc.ac.za)
  - Manager: Office for Students with Disabilities (UWC)

- Diane Bell (belld@cput.ac.za)
  - Disability Activist and Lecturer (CPUT)

- Marcia Lyner-Cleophas (cleophas@sun.ac.za)
  - Head: Office for Students with Special Learning Needs (Disabilities) (US)

- Reinette Popplestone (Reinette.Popplestone@uct.ac.za)
  - Manager: Disability Services (UCT)

Slide 3

PROGRAMME

- Introduction (Diane Bell)

- Policy Framework (Diane Bell)

- Regional Collaboration (Marcia Lyner-Cleophas)

- Best Practice @ UWC (Evadne Abrahams)

- Best Practice @ UCT (Reinette Popplestone)

- Best Practice @ US (Marcia Lyner-Cleophas)

- Best Practice @ CPUT (Diane Bell)

- Q & A

Slide 4

INTRODUCTION

- Past 10 years, student profile changed – race & gender (Cooper & Subotzky, 2001:18)
- Institutional transformation has not focused on students with disabilities, HE has remained largely out of reach for majority of people with disabilities (Integrated National Disability Strategy,1997)
- Council for HE, if 10% of learners with disabilities enrolled in HE, would represent significant challenge in terms of infrastructure, support services, learning and teaching (Howell & Lazarus, 2003:60)
- BUT, real strides are being made to support "those" that "make it through the system".

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INTRODUCTION cont…

- Definition (lack of consensus & consistency):
  - A person that is "limited in one or more functional activities, including communication, hearing, seeing, learning, moving, intellectual and emotional disabilities" (as defined in national legislation)
- Statistics:
  - General lack of reliable information
  - National Disability Survey (1999), 5 – 5.9% (of pop.)
  - 2001 Census, 2.3 million SA's:
    - ➢1.3% visual, 1.2 physical, 0.7 hearing
    - ➢0.6% emotional, 0.5 intellectual, 0.2 communication
    - ➢0.6% multiple disabilities

Slide 6

POLICY FRAMEWORK

1. The Constitution & Bill of Rights
2. The Promotion of Equality & Prevention of Unfair Discrimination Act
3. *The Integrated National Disability Strategy
4. **UN Convention on the Rights of Persons with Disabilities
5. The South African Schools' Act
6. ***The White Paper on Inclusive Education
7. ****National Plan for Higher Education
8. Employment Equity
9. The Code of Good Practice on the Employment of People with Disabilities

THE INTEGRATED NATIONAL DISABILITY STRATEGY (1997)*

- Government policy which states commitment to people with disabilities
- Guideline for Parliament and all Gov. depts. to meet the needs of people with disabilities
- Gov. can be held accountable if it fails to act in terms of this policy
- Objectives:
  - Raising awareness, decreasing discrimination, facilitating equal access to education etc.

UN CONVENTION ON THE RIGHTS OF PERSONS WITH DISABILITIES (2007)**

- Signed by President late 2007, ratified May 2008
- SA is committed to locating disability within a Human Rights framework (medical to social model)
- Purpose:
  - To promote, protect the human rights of persons with disabilities by
  - Ensuring their full and equal participation in all spheres of life and
  - Ensuring their equal and sustainable access to services and development.

WHITE PAPER 6 ON INCLUSIVE EDUCATION (2001)***

- The NCSNET (National Commission on Special Needs in Education and Training) and NCESS (National Committee on Education Support Services) research led to the development of this policy.
- It outlines how the education system should transform itself to accommodate the full range of learning needs and establish a caring and humane society.
- Emphasis on addressing the needs of learners with disabilities i.e. those most vulnerable to inequalities.
- HEI's expected to ensure that "there is appropriate physical access for disabled learners", regional collaboration.

THE NATIONAL PLAN FOR HIGHER EDUCATION (2001)****

- HEI's expected to indicate how they intend to "increase the participation of learners with special education needs" (via strategic planning processes)
- Outlines general "strategic interventions and levers" for bringing about change in HE system e.g. teaching and learning interventions
- Aim:
  - contribute to improving the participation of students with disabilities in the sector

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Regional Collaboration

Marcia Lyner-Cleophas
Senior Educational Psychologist

Head: Office for Students with Special Learning Needs
(Disabilities)

Centre for Student Counselling & Development
Stellenbosch University
September 2008

Four organisations

1. FOTIM (most established)

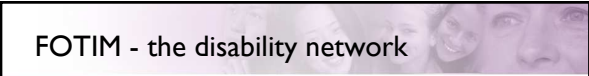2. HEDSA (most recently established – 2007)

3. CHEC

4. CeL

FOTIM

- FOTIM – Foundation of Tertiary Institutions in the northern Metropolis
- Consist of higher education academic institutions
- Gauteng, Limpopo, Northwest provinces
- Actively promote collaboration between institutions
- Organise conferences, workshops, focus groups
- Focus areas: quality assurance, mentorship, libraries and information, **disability**, access, gender, ICT in education

FOTIM's vision

- To create vibrant collaboration in HE

- To create meaningful partnerships in HE

FOTIM - the disability network

- Disability interest group meets periodically

- 2005, FOTIM and Wits Disabled Students' Programme held its 1st conference

- "Erasing the margins: Researching Disabilities in Higher Education"

- The need developed for regions and provinces outside of this group to organise themselves

HEDSA

- Higher Education Disability Services Association (HEDSA)

- Established November 2007

- Arose out of need for national collaboration, and the spread of regional collaboration

HEDSA's 3 objectives

Objective 1: To ensure equal opportunities for all students

Objective : To assist institutions

Objective 3: To encourage research

Objective 1:
To ensure equal opportunities for all students by:

- facilitating dialogue & critical reflection

- promoting equity, diversity and inclusive environments

- networking & cooperating with HESA, CHE, NGOs

- facilitating national collaboration

Objective 2:
To assist institutions by:

- Assisting member institutions in efficient change management

- Identifying current issues and areas of need

- Undertaking projects / programmes that are achievable, affordable and appropriate

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Objective 3:
To encourage research by

- Being an effective information resource providing critical analysis and reflection on current issues and by initiating research on change in higher education on a regional basis

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CHEC
Cape Higher Education Consortium

- Represents 4 HE institutions in Western Cape (WC): UCT, UWC, US and CPUT

- 2001 VCs / Heads of Universities signed a compact

- Agreed to work together on building a coherent system in the WC through academic programme collaboration

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CHEC continued

- CHEC administers and initiates regional collaboration

- Does this through projects, management programmes: Creating the Leading Edge - now in its fifth cycle

- Creating the Leading Edge: Includes diversity workshops: deals with matters around diversity, and has discussions on disability

- 2008, special initiative on "Confident Campuses" – dealt with accessible environments in higher education

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CHEC continued

- Other programmes of CHEC are CALICO (library network),

- HERS-SA, SAILI…etc.

CeL
Centre for Extended Learning

- Section 21 non-profit organisation

- Facilitates FET and HE collaboration on various projects e.g. Centre of Excellence for Inclusive Education

- Its focus is on the impact of these institutions on workplace training
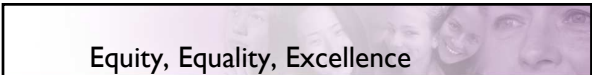
CeL continued

- False Bay College, Further Education & Training institution (FET), pilot model for inclusion in the WC

- Funded by the Ford Foundation

- Funds research development for a model where HE and FET must collaborate e.g. articulation, assessment of learners with disabilities etc.

BEST PRACTICE @ UWC

Evadne Abrahams

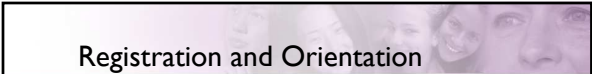## Equity, Equality, Excellence

Achieved by

Communication, Co-operation, Commitment

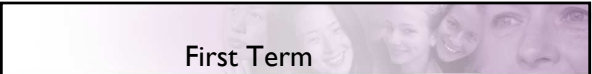- Students
- Parents
- Staff
- Other support organizations

PRE-ADMISSION

- Information Gathering
- Information Dissemination
- Assessment
- Facilitation of entrance exams
- Referrals:
  * to counsellors
  * residences

Registration and Orientation

- Confirm Admission Status
- Forward details to residence administration
- Assist with academic registration
- Allocate to orientation group
- Facilitate residence orientation with DASA
- Mini-orientation to OSwD
- Students sign release of information contract

First Term

- Physical orientation by LOFOB
- Personal contact with depts. and lecturers
- Individual / group sessions – library orientation
- Individual computer literacy sessions
- Display assist. devices & assessment
- Put test/exam writing procedures in place
- Encourage student independence

Second Term

Assess academic progress
- Consult with Lecturers
- Refer to mentoring project if req.

Exam preparation
- Provide previous exam papers
- Send info. about exam procedure to depts
- Set in place time-table with Exam Office

Collaboration

Other Disability units
- Assessment, referrals, support offered, materials

Community and National Organisations
- LOFOB, CTSB, Grahamstown Library

Financial Support
- NSFAS, SABWO, Lions Club

SMILES ALL ROUND

Blind Students' Achieved:
- 1 x LLB - Summa Cum Laude
- 1 x B. Admin. 2nd in final exam
- 1 x BA; Hons in Psych.; PGCE

Visually Impaired Students' Achieved:
- 1 x BSc. Physiotherapy – Cum Laude
- 1 x BSc. Physiotherapy – Distinction

Smiles all round Cont.

Blind:
- 3 x honours Arts (current)
- 1 x honours EMS (Completed)
- 1 x Masters MPA (Current)
- 1 x Masters Education (Completed)

Visual Impairment:
- 1 x Hons EMS (Current)
- 1 x Hons. ADM (Current)
- 2 x LLM (Current)

ABBREVIATIONS

- DASA – Disabled Students Association
- OSwD – Office for Students with Disabilities
- LOFOB – League of Friends of the Blind
- CTSB – Cape Town Society for the Blind
- NSFAS – National Student Financial Aid Scheme
- SABWO – South African Blind Workers' Association
- PGCE - Post Graduate Certificate in Education

BEST PRACTICE @ UCT

Reinette Popplestone

Best Practice

- One of the tenets of best practice is that there is no best practice which serves all students with disabilities, not even when they have identical disabilities. This is because, like their peers, students with disabilities arrive at the institution with widely differing skill and competency levels. These will depend on personality factors, but also on previous socialisation, and educational and socio-economic factors.

- Some broad principles by which we should be guided when determining how best to serve a particular student's needs:

- Meet the individual student where he/she is. All accommodations and support should be negotiated. In most instances the student really is the best judge of what it is they need, or for that matter, want

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- Make available a wide array of support options, to provide for various levels of support requirements.
- Whatever support the student requires, should be designed to give maximum support during the first year while the student finds his/her feet, and should be scaled down as the student gains confidence, acquires skills, and matures.
- By the time they approach their final exams and graduation, they should need minimal support – i.e. accessible study and exam material, and accessible venues.

- A good working relationship should exist between teaching staff and the structure in the institution responsible for providing Disability support – which does not mean short-circuiting the student. It is vital that the student remains engaged in the conversation about the accommodations. A small example: no "ordinary" student reads every single article or chapter in a Course Reader or list of prescribed reading. There is also a good chance that with the best will in the world the person/people tasked with converting study material will not be able to do this for every single piece of prescribed as well as recommended reading for every single student. For this reason it is vital that the student with a visual impairment for instance is given the opportunity, in fact the responsibility, of prioritizing their readings – which are **must haves** and which are **nice to have if there's time**.

- In all our dealings with students with disabilities we need to bear in mind our role in their broader student development – they too need opportunities to develop leadership skills, self-advocacy skills and much more.
- The biggest stumbling block in access for students with disabilities is an underlying institutional fear that someone may get away with something – if I make my lecture notes available to a student with a hearing or learning disability, everyone is going to crib them and no-one is going to pitch for my lectures!

- Teaching staff are often accused of being unsympathetic or not supportive. But I think one should not underestimate the amount of

  co-ordination and networking that goes into empowering a student to achieve optimally, which is why there is a need (for now) of people whose responsibility it is to facilitate access to the University environment. Let's look at the case studies in that context.

Case study 1:

- Jane is a first year student. On account of a mobility impairment she has attended a special school, and she is making history, because she is the very first one from that school to get into UCT.

- She walks with full leg callipers which keep her knees supported and her legs straight, and with the aid of these and crutches she is able to walk albeit slowly and with difficulty. Some might argue, as we did, that she would be better off in a wheelchair – a friend or one of our student volunteers could push her, she could thus cover the considerable distances between lectures more easily.

- But she does not see herself as someone who needs a wheelchair. Her sense of who she is requires that she walks under her own steam as it were.
- UCT is by most standards an inaccessible campus, but even leaving out the fact of its situation on the slopes of Devil's peak, lecture venues are far apart. Jane's
- 9 a.m. Lecture is in building A, on the south side of University Avenue. Her 10 a.m. lecture is scheduled at the extreme northern end of the campus. There are fifteen minutes in which to move from lecture venue A to B, and that is assuming that the lecturer has not run over time. Even for perfectly mobile students this presents a challenge. It requires probably a fast jog to get to your lecture on time.

- Changing venues is not as simple a matter as we might think. We had in fact prepared a lecture venue audit for the staff tasked with timetabling and venue allocation (a nightmare of a job I should imagine at the best of times), indicated that that particular lecture venue is wheelchair accessible. But we had failed to take into account a student with significant mobility impairment who chooses not to use a wheel chair.

- There are various options, none of them a satisfactory:
- It is not possible to change venues, because the one lecture she attends with hundreds of students, and timetabling limitations does simply not allow for moving one of her lecture venues closer to the next.
- She can change courses (out of the question),
- We have a vehicle of our own, so someone could simply pick her up and drive her to the next lecture, but the Condor is too high for her to get into.
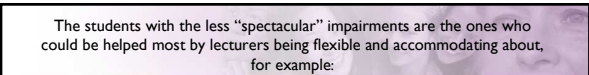

- But as it turns out we are very fortunate in that the university has contracted WITH a company which provides transport to people with disabilities, who have a completely accessible bus with a hydraulic hoist which can take any kind of wheelchair. Our student stands on the hoist, and she is lifted into the vehicle.
- We hit another snag: the rules require she should be harnessed while travelling in the bus, especially given that she has to remain standing, but for reasons of her own, she does not want to be strapped in. We get her to sign an indemnity form. Should we forcibly strap her in? Should we refuse to provide her with transport? You tell me.

- And again: she can get into the lecture venue, but because the callipers hold her legs fixed straight, she cannot fit into regular seating. On her advice, we buy four bar stools, cut their legs to the required length, so she can lean propped and take some of the weight of her feet, and then we realise that those bar stools are actually quite nice and of course if we were to distribute one to each of her four lecture venues, they would not be there the next time she arrive. Someone would find a much better use for them, even at their own bar!

- We arrange with the RELEVANT building custodians in which her four lectures are, that these are put out for her before the respective lectures begin, and that they are collected and stored safely by the time the lectures end.
- And just in case you think this cannot possibly be worth it: in the June exams this particular student has scored nothing less than an upper second. **It is worth it!**

- Student B is in a wheelchair, and we barely see him for the first three years of his undergraduate life. He has a (more or less) accessible room in res; he drives up Woolsack Road in his electric wheelchair taking his chances with the traffic. And as it happens have most of his lectures in a building with serious accessibility problems. We struggle for reasons which I won't go into for his entire undergrad career to have a lift installed in the building; but he gets around it – people carry him up and down the stairs – dangerous, both for him and for the volunteers carrying him. I'm not sure who would end up being sued if he were to be dropped or in fact if someone were for instance to cause themselves a serious back injury while carrying a grown young man up a flight of stairs.
- Do we forbid him because it is a safety risk? I don't think so. He is doing the best he can in a difficult situation. I may add that that particular student obtained his electrical and mechanical Engineering degree with distinction

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The students with the less "spectacular" impairments are the ones who could be helped most by lecturers being flexible and accommodating about, for example:

- Making available to those who need it electronic and/or hard copies of transparencies or Power point presentations.
- Allowing lectures to be recorded and placing digital recordings on the course website.
- Verbalising the content of a power point slide or facts and figures being written on a board, flip chart, etc. … …
- But most of all, declare yourself as someone who is open to co-operate with students with disabilities - make explicit your willingness to work with them to determine best practice for them.
- Remember, it has been proved over and over again that Universal Design (ie. Creating products, services etc. which are accessible to people with disabilities) almost always means that these things are beneficial and more accessible to all of those for whom they may not in the first place have been designed.
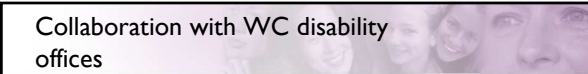

BEST PRACTICE @ US

Marcia Lyner-Cleophas

Pre-entry

- Applications to SU – if disability section is noted, Office is flagged
- Make personal contact: phone, email, set up visit/s to campus
- Academic dept visit with heads of depts, lecturers, department contact persons (champions) – high support situations – to put support in place / plan for support beforehand
- Examine terrain, hostels, academic buildings, …
- Discuss support mechanisms received at school in relation to expected university support: borrowing of laptops, access technology (Software like JAWS, ZoomText, Braille, WYNN)

Collaboration with WC disability offices

- Liaise across university disability offices where gaps or support is needed e.g. enquiring about electronically stored information like books
- Checking with other offices in WC about how they managed support with a particular need/s faced by students
- Unloading on each other regarding challenging situations, encounters, difficulties with roleplayers

Orientation and start of first-year

- Orientation session at start of first year for parents and students
- Those requiring support present again in the first year; once arrived and registered – we proceed with a report to departments as needed:
- E.g. Enlarged font in hard copies: we request this in a report to lecturers
- Lecturer to supply their notes (where no other is available) for a visually impaired student
- Extra writing time, use of scribes and / readers…

Monitoring first-year progress

- We monitor progress by checking marks with students (after first term marks) and via emails to new students
- Our approach is open and invitational
- Mid-year, we check marks and call in those who have marks that cause us concern
- Often they self-present and more often than not, parents phone us about their concerns!

Support received as at 21 August 2008

- Extra writing time, spelling concessions, Braille exams/tests, electronic tests, computer use, scribes/oral exams, separate room, enlarged font, wheelchair-friendly venue = TOTAL 202
- Noted disabilities:

Blind	12
Other visual	21
Deaf	11
Hearing impaired	5
Cerebral palsy	7
Mobility / Orthopaedic	9
Chronic illness	9
Other	89
TOTAL	163

BEST PRACTICE @ CPUT

Diane Bell

PRACTICES @ CPUT

- Prior to establishment of Disability Unit (2008)
- "champion" within a faculty
- **Pre-application process:**
  - Referral, increased access, initial meeting, "programme fit"
- **Application approval:**
  - Discussion with Dean and/or HoD
- **Registration & Orientation:**
  - Separate registration and/or orientation depending on the student's needs

CPUT Continued…

- **Academic support:**
  - Email all lecturers, provide medical info, provide possible alternate teaching/assessment options for the specific disability
  - Meeting with all lecturers (individually) to discuss the info provided and also to break down any barriers
  - Planning of subject registration over extended period
  - Address peers (if requested by student)
  - Assessment accommodations e.g. scribe, and removal of assessment barriers e.g. memory fatigue
  - Academic progress monitored (encourage/support via email)

Q & A session

THANK YOU!