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ISOLearn – desk research

TEMPLATE FOR DESK RESEARCH

Name of the partner: Folkuniversitetet

Country: Sweden

Aim: The primary aim of the desk research has been to identify the main needs and gaps in the field of education of visually and hearing impaired persons

The purpose of this task is to identify existing knowledge – documents, strategies, and existing questionnaires, with the purpose to develop a new questionnaire.

Also to identify organizations, associations relevant for the project and research.

Sources to be used: Internet, on-line databases, government statistics, articles, books...

1. General situation of HE enrolment of visually and hearing impaired in the country (short description)

According to Equal Treatment of Students in Universities Act, no student at university or other institution of higher education in Sweden should be discriminated or differently treated on grounds of origins, sex, sexual orientation, or disability. This covers all levels of the studies: admission, study environment, teaching, and examination. The above-mentioned act enjoins all universities annually to draw up plans of action covering measures necessary to encourage and strengthen the students- equal rights regardless of ethnicity, sex, sexual orientation, and disability.

Disabled people in Sweden are able to get different types of support for higher education. Swedish National Agency for Higher Education reports that most

colleges take great responsibility for their students with disabilities. Full participation and equality for students with disabilities are highlighted as a goal. Swedish National Agency for Higher Education believes that the responsibility that universities have regarding students with disabilities concludes in achieving full participation and equality in accordance with UN Standard Rules. In fact, the Agency introduced a special provision that clarifies universities' responsibility for students with disabilities.

Furthermore, Swedish National Agency for Higher Education made possible that even private educational institutions, who are authorized to issue the qualifications the Agency announced in regulations, can receive funds from Stockholm University disposal as special funds for disabled students. This of course assumes that the private higher education institutions, like universities of the public domain, must set aside 0.15 per cent of their funds from the state to provide assistance where needed for students with disabilities. The Stockholm University must also report the total number of students with disabilities at universities with breakdown by college and disability.

In order to be admitted to HEI, the applicant must submit all certificates, proving the medical reasons for being admitted on basis of disability.

Needs and gaps in the field

Nevertheless, many students don't consider information about the support to be easily accessible. They indicate that HEI should do more in this respect. Additional measures desired by students are improved forms of support, more information about the support and better awareness level of the teaching staff regarding disabilities.

It is to mention, that there is a number of psychological issues, such as:

- Many students say that their study choices are affected by the disability.

- Many disabled students feel that the disability affects adversely the studies. The most common description of this is that disability means that the studies will be much more time consuming and effort demanding.
- There seems to be a widespread dissatisfaction with their own learning outcomes among students with disabilities.

These are some points that describe the necessities of disabled at Swedish universities and colleges.

The research shows that there is a lot of work that needs to be undertaken in order to reach this goal, including the following:

Higher education institutions should review their definitions of disabilities, so that they conform to the definitions in the UN Standard Rules. A lot of work to get the universities premises physically accessible remains. Universities are currently working on this and progress. HEIs information on opportunities for students with disabilities to study at the university exists, but must be reaching the target audience better than it does today.

Another issue is that higher education institutions sometimes have trouble deciding which department of the college shall be responsible for working with disabled, and what exactly falls under the other organizer's responsibility. Educating disabled is a complex work. The staff dealing with disability issues at universities often work in a special counselor department. It is important that colleges ensure that work with disability issues is given enough attention.

Higher education institutions must work to raise teachers' awareness and understanding of issues of disabilities. They should also actively promote cooperation with international partners in this area.

2. Existing strategies in country dealing with accessibility of higher education to hearing and visually impaired persons

(If there are any policies, strategies, initiatives in your country please list them. If you are familiar with any European strategies/initiatives, please list them too. IF needed you can extend the table or use other format))

Name of the strategy	Source (link)	Existing in English (yes/no) - link to English source	Short summary - important message, points
The non-discrimination laws ("Regeringsformen", The Discrimination Act and The Law of the European Convention on Human Rights and Fundamental Freedoms)	http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfatningssamling/Kungorelse-1974152-om-beslu+sfs-1974-152/ http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfatningssamling/Diskrimineringslag-2008567+sfs-2008-567/ http://www.echr.coe.int/Documents/Convention_ENG.pdf	No. Yes. http://www.regeringen.se/content/1/c6/11/59/03/0e63b92f.pdf Yes. http://www.echr.coe.int/Documents/Convention_ENG.pdf	Regulate prohibition against discrimination at institutions of higher education, including an obligation to take reasonable measures of accommodation
The Education Act (Skollagen SFS2010:800)	http://www.riksdagen.se/sv/Dokument-Lagar/Lagar/Svenskforfatningssamling/Skollag-2010800+sfs-2010-800/	No.	The principle guideline is that the state provides education for all young people at all levels
Equal Treatment of Students at Universities Act	http://ec.europa.eu/ewsi/UDRW/images/items/doc1_19543_362758320.pdf	Yes. http://www.equalrightstrust.org/ertdocuments/Microsoft%20Word%20-%20Equal%20Treatment%20of%20Students%20at%20Universities%20Act.pdf	No student at university or other institution of higher education in Sweden should be discriminated
Mapping the implementation of policy for inclusive education	http://www.european-agency.org/agency-projects/mapping-the-implementation-of-policy-for-inclusive-education	Yes. http://www.european-agency.org/agency-projects/mapping-the-implementation-of-policy-for-inclusive-education	Recommendations in the form of an outline agenda for future

(MIPIE) / EU-project		projects/mapping-the-implementation-of-policy-for-inclusive-education	national and European level data collection to be used for mapping the implementation of policy for inclusive education.
Raising Achievement for all Learners / EU-project	http://www.butiken.spsm.se/produkt/katalog_filer/Nr%2000611.pdf	http://www.butiken.spsm.se/produkt/katalog_filer/Nr%2000611.pdf	European project in the sphere of quality in inclusive education.

3. IDENTIFICATION OF ORGANISATIONS; ASSOCIATIONS in YOUR COUNTRY
- to be contacted in later stages, for conducting a survey, a focus group
(list organisations)

Name of organisation	Contact person	Address	URL	Phone no. of the contact person	Email of the contact person
Swedish Council for Higher Education	-	Universitet s- och högskolerådet Box 45093 104 30 Stockholm	www.uhr.se	Tel. +46 010-470 03 00	registrator@uhr.se
Swedish Disability Federation - Handikappförbunden	Annika Nyström Karlsson	Handikappförbunden. Sturegatan 4 A. Box 1386, 172 27 Sundbyberg	www.hso.se	Tel. +46 08-546 404 00	annika.nystrom.karlsson@hso.se
SIH - National Swedish Agency for Special Education	-	Box 1100 S-871 29 HÄRNÖSAND, Sweden	www.spsm.se	Tel. +46 611 887 70	SPSM@spsm.se

The Swedish Association of the Visually Impaired	-	Synskadades Riksförbundet Sandsborgsvägen 52 122 88 Enskede	www.srf.nu	Tel. +46 08-39 90 00	info@srf.nu
The Swedish National Association of the Deaf	-	Sveriges Dövas Riksförbundet Rissneleden 138, 174 57 Sundbyberg	www.sdr.org	Tel. +46 08- 442 14 61	sdr@sdr.org
Hörselskadades Riksförbundet	-	Gävlegatan 16, Stockholm	www.hrf.se	Tel: +46 08- 457 55 00	hrf@hrf.se
Association of the Swedish Deafblind, FSDB.	Annelie Björling	S-122 88 ENSKEDE, Sweden	www.fsdb.org	Tel. +46 8 39 90 00	fsdb@fsdb.org
Mo Gård Resource Centre	-	Mo Gård Norrälunds vägen 13 612 44 Finspång	www.mogard.se	Tel. +46 010-471 66 00	info@mogard.se

4. NATIONAL REPORTS, STUDIES, RESEARCH PROJECTS, AVAILABLE PRODUCTS AND SERVICES

(List and short summary of available reports, studies, research projects, available products and services)

1. Research on problems with poor sound environment in Higher Education

Available at:

http://www.hrf.se/system/files/dokument/ljudmiljo_hogskolan_hrf2011.pdf

The survey was conducted by Novus Opinion on behalf of the HRF. The questions were answered by 1527 students at five universities: the University of Gävle,

University West, Gotland University College of Borås and Dalarna. The proportion of the deaf respondents to the general population: 16 percent have some degree of hearing loss, and 14 percent have tinnitus.

The research showed that four out of ten students have problems with poor sound environment in college. They have difficulties concentrating, difficulties remembering and difficulties hearing what the speaker is saying.

2. Swedish disability movement's alternative report to the UN Committee on the Rights of Persons with Disabilities

Available at:

http://www.ohchr.org/documents/hrbodies/crpd/future/swedishdisabilitymovement_sweden.doc

The aim of the report is to provide the UN Committee with an overall view of how Sweden complies with the UN Convention on the Rights of Persons with Disabilities.

3. Mapping the implementation of policy for inclusive education (MIPIE)

More info at:

http://www.butiken.spsm.se/produkt/katalog_filer/Nr%2000253.pdf

All countries need to track the implementation of new educational policies and legislation. Policy makers working in inclusive education suggest that they need to know what qualitative and quantitative information to collect and the best methods of doing this in order to map the implementation of policies for inclusive education. They need to have agreed signposts to track progress towards educational inclusion, which is a clear priority for all EU member states.

Project contains the exploration of challenges and opportunities for developing indicators

4. The 'RA4AL'-project

More info at:

<http://www.european-agency.org/sites/default/files/RA4AL-synthesis-report.pdf>

Research on issues that need to be explored and strategies at the policy level that appear to be successful in raising achievement for all learners in inclusive settings

5. Högskoleutbildning och funktionshinder (Higher Education and Disabilities, in Swedish only, with short summary in English)

Available at:

<http://www.uk-ambetet.se/download/18.1ff6bf9c146adf4b496856/1404212567276/0004R+H%C3%B6gskoleutbildning+och+funktionshinder.pdf>

Describes the situation of disabled students and institutions of higher education in Sweden, the allocation of resources and other topics and issues.

5. Existing data

(is there existing data about visually and hearing impaired persons involved in HE? All relevant data – which HE offers programmes, which programmes , number of v/h impaired students...)

In Sweden today there are about 60 institutions of higher education and about 300 000 students are presently enrolled in undergraduate studies.

Unfortunately, there is no aggregated data about how many disabled people there are at universities and colleges. This is partly due to disability being not clearly defined, partly due to disabilities obviously not being registered in Swedish society. However, there is data on how many students with disabilities during a calendar year has sought support measures at colleges and how many of those who have received such aid. This data is collected and compiled by Stockholm University.

Number of students receiving aid has gradually increased in recent years. If in 1999 they amounted to a total of 944 people (not just visually and hearing impaired people, but also dyslexic), by 2007 this number more than doubled.

By recent years their number increased dramatically. For example, the picture for 2009 was the following:

Support for students in Tertiary education

During 2009 support was provided for 5 970 students in Tertiary education, allocated to the following measures:

- dyslexia	3 634
- physical disabilities	492
- visual impairment	203
- hearing impairment	203
- sign languages interpreting	153
- students with cognitive difficulties	955
- other functional disabilities	330

(Additional 1475 received counselling due to disabilities).

University of Stockholm, annual report 2009. Skolverket (The Swedish National Agency for Education)

While in 2013 these numbers increased to as much as 9,880 people:

In 2013 the expenditure on individual educational support as well as specific educational measures amounted to around SEK 63 million. Stockholm University's report reveals that 9,880 students were given access to the HEIs' support resources through contact with educational support coordinators in 2013. This was a rise of 15 per cent compared to 2012.

Additional 570 students were referred to the coordinators by teachers or counsellors. As accessibility in the HEIs improves in general, the need of specific solutions for individual students will probably decline. This will mean that fewer disabled students will need to contact an educational support coordinator.

At all universities and institutions of higher education there is a contact person/coordinator, working with issues relating to educational support for students with disabilities. Examples of often available services are sign language interpreting, help with reading, note-taking, proofreading, personal assistants, certain technical aids for example in specially equipped rooms, extended time for exams, alternative exams, mentors or other individualised support measures, talking books and books in Braille.

6. Relevant literature, related to target population (if you come across interesting paper, journal that you believe might be useful, please share)

SRF Perspective – a magazine for members of the National Association of the Visually Impaired. Issues available at:

<https://biblioteket.stockholm.se/sok/mediatype/Tidning,%20tidskrift/author/other/Synskadades%20riksf%C3%B6rbund>

Pockettidningen R, a magazine. Issues available at:

<http://www.pockettidningen.se/tidigare-nummer/>

Dövas Tidning – newspaper.

Website: <http://www.dovastidning.se>

Dövas församlingsblad – journal.

Available at: <http://sakasti.evl.fi/sacrista.nsf/sp?open&cid=Content27922B>

Lika värde – newspaper.

Available at: <http://www.spsm.se/sv/Om-oss/Tidningen-Lika-varde/>

First Generation Entry Into Higher Education: An International Study – a book. Drawing on international comparative research, this book explores the access and success of under-represented groups in tertiary education

<http://www.worldcat.org/title/first-generation-entry-into-higher-education-an-international-study/oclc/245000065>