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ISOLearn – desk research

Name of the partner: Portuguese Partners (UAb + APS + ACAPO + FCG)

Country: Portugal

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)

In Portugal there are statistic difficulties for identifying visually and hearing impaired people due to the use of Functionalities International Classification which do not distinguish the essential types of impairments.

In spite of these difficulties, estimations point to the existence in 2013/2014 of around 30.000 Portuguese Sign Language users, and just around 150 hearing impaired HEI students. In terms of visual-impaired persons, estimations point the existence of about 160.000 visual-impaired persons in Portugal, of which 20.000 are blind. (These figures need confirmation and we are awaiting for statistical information regarding the blind population in Portugal and in HE. We will update report asap...)

Both visually and hearing impaired HEI students refer the positive aspects of physical accessibility but, on the other hand, they emphasise the negative elements of ‘soft accessibility’ namely regarding individual support and ‘mind openness’ of Universities Top Boards, teachers and administrative staff toward their specific needs.

Visually impaired HEI students report difficulties regarding teachers’ authorization to class recording and the complete or almost absence of audio

classes. In this context, the importance of mutual support among HEI impaired students is also reinforced.

Since Deaf Bilingual education means having Portuguese as a second language, the Portuguese exam is adapted accordingly. The greatest difficulties for the deaf begin after entering the desired course. Although bilingual education implies that for these students classes are to be taught using Portuguese Sign Language, namely with interpreters as a resource, this is not continued in higher education. Thus, the deaf themselves take on the payment of interpreters, as well as having to raise awareness about their needs to professors.

Candidates with physical and sensorial impairments have an annual special quota to access higher education (*Regulations of the National Competition for Access and Entry into higher Public Education* Article 15^o annex II 1st series, n^o 133 in 14/07/2014, by the Minister of Science and Higher Education).

In the absence of a specific national legislation for higher education regarding the rights of individuals with special needs, the references are the Basic Law of the Education System and the Basic Law of Prevention, Rehabilitation and Integration of Impaired People which are reflected in the articles covered by specific regulations approved by higher education institutions (see 5).

According to the Basic Law Bases of the Education System impaired people have the following rights:

- Didactical materials necessary for study, namely braille transcriptions and audio recordings
- Individual adaptations of support equipment
- Psychologist and pedagogical counselling
- Curricula adapted to specific impairment
- Special Regime of Education to adapt learning conditions to the specific needs of impaired people, compensation special equipment, special conditions to attend curricular units, special conditions for assessment (according to the type of exam, type of assessment instrument, oral or written, exam duration and exam location), reinforced pedagogical support (complementary individual support and number of hours well defined)
- Individual classes
- Special classes (for example, with less students or by type of impairment)

The Basic Law of Prevention, Rehabilitation and Integration of Impaired People state the following rights:

- Attend the specific needs of impaired people regardless of type and degree of impairment, geographic origin and social and economic situation
- Inform the impaired people of her(his) rights through an adequate local administrative support
- Special Education through alternative curricula, technical support and specialized teachers

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
National Strategy for Impairment (2011-2013)	http://www.inr.pt/content/1/1402/estrategia-nacional-para-deficiencia-edef	No	<p>This National Strategy was preceded by the First Action Plan for the Integration of Impaired People (2006-2009) and by the ratification of the Convention on the Rights of Impaired People in 2009.</p> <p>This strategy supported the policy of rights promotion of impaired people. The measures cover several government ministries, in order to develop actions in five areas:</p> <ol style="list-style-type: none"> 1 - Impairment and multidiscrimination 2 - Justice and exercise of rights 3 - Autonomy and quality of life 4 - Accessibility and design for all 5 - Administrative modernization and information systems. <p>These five areas corresponded to 133 measures of which only 4 relates to HEI: - Measure 16 (area 1) – to develop and promote thematic sessions regarding impairment directed to HEI students -Measure 36 (area 2) – to publish a law regarding specific supports for HEI impaired students -Measure 61 (area 3) – to elaborate a recommendation guide to include the question ‘universal design’ in HEI curricula -Measure 62 (area 3) – to develop and promote thematic sessions regarding impaired people rights directed to teachers and administrative staff of HEI</p> <p>In spite of its coverage, this strategy lacks a clear focus both on Education and especially on Higher Education since only 3% of the measures relates to these subjects. Moreover, monitoring reports available (the last one from 2012) clearly do not refer the accomplishment of these 4 measures.</p> <p>Both the Ministers’ Council Resolution that defines this strategy, and the related Monitoring Reports rarely mention the words ‘education’ or even ‘higher education’ which constitutes a serious limitation since it is recognised that education is an essential basis for employment and social integration of impaired people.</p> <p>Besides, strategy implementation has had limitations namely derived from an apparent lack of articulation between the various institutions involved to implement it.</p>

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	URL
Instituto Nacional para a Reabilitação	http://www.inr.pt/content/1/1/bemvindo
Universidade dos Açores	http://www.uac.pt/
Universidade de Aveiro	http://www.ua.pt/
Universidade de Coimbra	http://www.uc.pt/
Universidade de Évora	http://www.uevora.pt/
Universidade de Lisboa-reitoria	http://www.ulisboa.pt/
Universidade do Minho	http://www.uminho.pt/
Universidade do Porto	http://sigarra.up.pt/up/pt/web_page.inicial
Faculdade de Ciências da Universidade de Lisboa	http://www.fc.ul.pt/
Faculdade de Letras de Universidade de Lisboa	http://www.letras.ulisboa.pt/pt/
Instituto Politécnico de Leiria	http://www.ipleiria.pt/Paginas/default.aspx
Instituto Politécnico do Porto	https://www.ipp.pt/
Liga Portuguesa de Desportos para Surdos	http://www.lpdsurdos.org.pt/
Associação de Famílias e Amigos dos Surdos	https://pt-pt.facebook.com/AFASurdos
Associação de Tradutores e Intérpretes de Língua Gestual Portuguesa	http://www.atilgp.com/home.html
Associação de Apoio e Informação a Cegos e Ambliopes (AAICA)	no
Associação Promotora de Emprego de Deficientes APEDV	http://www.apedv.org.pt/
Associação Promotora do Ensino a Cegos APEC	http://www.apec.org.pt/
Fundação Raquel e Martin Sain	http://www.fundacao-sain.org.pt/
Associação Beira Agueira de Apoio aos Deficientes Visuais ABAADV	http://www.caesguia.org/
Associação de Retinopatia de Portugal ARP	http://www.retinaportugal.org.pt/novo_site/index.php/site/
Associação Nacional de Famílias Para a Integração da Pessoa com Deficiência AFID	no
Associação de Apoio aos Deficientes Visuais do Distrito de Braga	http://aadvdb.pt/
Iris Inclusiva- Associação de Cegos e Ambliopes	http://irisinclusiva.pt/

Associação Cultural de Surdos da Amadora	http://www.acsa.org.pt/
Associação Cultural de Surdos do Barreiro	no
Associação Cultural dos Surdos de Águeda	no
Associação de Surdos da Alta Estremadura	no
Associação de Surdos da Linha de Cascais	no
Associação de Surdos de Guimarães e Vale do Ave	no
Associação de Surdos do Algarve	no
Associação de Surdos do Concelho de Almada	No
Associação de Surdos do Oeste	no
Associação de Surdos do Porto	http://www.asurdosporto.org.pt/
Working group of support to HEI education in Portugal (GTAEDS)	http://gtaedes.ul.pt/gtaedes/
Fundação Liga	http://www.fundacaoliga.pt/
Fundação Calouste Gulbenkian	Film Fundação
Instituto Superior das Ciências do Trabalho e da Empresa	http://www.iscte-iul.pt/en/home.aspx

Deaf Associations in Portugal:

In Portugal, the deaf community is represented at national and international level by the Portuguese Federation of Deaf Associations (FPAS). This consists of several local deaf associations (<http://www.fpasurdos.pt/associacoes-filiadas/>). Besides these, there are other deaf associations at local level which are not affiliated to the FPAS (such as at the Azores, Madeira, Braga, Guarda, Viseu, Coimbra, Porto, Beja, Évora, Sintra). On the other hand there are also associations representing specific areas and populations, such as the Portuguese Sports League for the Deaf, the Association of Families and Friends of the Deaf, associations of sign language interpreters and of sign language professionals, among others. In this context, the Portuguese Deaf Association (APS), founded in 1958, is the oldest one and the pioneer in training in Portuguese Sign Language (LGP) for the general public, teachers, LGP teachers and LGP interpreters. Its competence in this area is recognized in Article 28 of Law 3/2008 regulating the reference schools for bilingual education of deaf students. Since the 1990s, APS is a professional training centre for the deaf recognized as such in the country. As a representative body of the deaf community at national level it is often called upon to provide statements of position especially for the Ministries of Education and Solidarity, Employment and Social Security, for committees created by the Parliament. This association had an active part in the legal frameworks for the recognition of LGP in the Constitution (in 1997) and bilingual education of deaf students (in 1998 and 2008).

Associations of Blind and Visually Impaired persons in Portugal

In 1987 the three main associations started the visually impaired 'associative movement' in Portugal. In 1989 these associations gather together to lay the foundation of ACAPO. Since then ACAPO is the most important representative association of visually impaired people in Portugal. This association has been developing several activities regarding the organization of professional meetings, conferences, seminars and congresses. The provision of services promote, among other areas, independence, access to information, personal development, employment and vocational training, functional rehabilitation, sports, social work and the production of documents in accessible formats.

Besides ACAPO, there are several small associations, some founded by ex-associates of ACAPO, in specialized areas or covering several areas: for example, Association for Support and Information for Visually Impaired, Association for the Promotion of Employment for Visually Impaired, Association for the Promotion of Education for Visually Impaired, Foundation Raquel and Martin Sain (professional training), Beira Aguieira Association to Support Visually Impaired (training for guide-dogs) and Association of Retinopathy of Portugal.

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

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

If there are existing questionnaires you find relevant translate them - or translate the important parts

Projects/ Services / reports	Source (link)	Existing in English (yes/no) - link to English source	Short summary – important message, points
Color Identification System “Color add”	http://www.coloradd.net/	yes	Color Identification System awarded with the Gold Medal of the Universal Declaration of Human Rights Commemorations. A tool that aims to ensure full integration of a colorblind public, whenever color is a determining factor, essential to comprehend communication and learning contents. It is estimated that 350 million people (about 10% of the male population worldwide) are Colorblind! The ColorADD code is based on three graphic symbols representing the three primary colors. Thru the acquired knowledge of the “Color Addition Theory” taught in the early scholar years, the symbols can be related and the entire color pallet graphically identified. Black and White appear to indicate dark and light tones. Symbols that include colours, becomes "a mental game" easy to memorize and apply in daily.
Accessibility Web Platform “Places”	Accessibility Platform Places	no	Tutorials to make the task of production and provision of information more agile and quick to who produces and more accessible for anyone who wants to access and query this information.
Study about accessibility in Portugal	Study accessibility in Portugal	yes	Study about accessibility in Portugal at all levels except education, culture and leisure activities
Disability Rights Promotion International-Portugal (D.R.P.I.)	DRPI-Portugal	yes	initiative for monitoring the human rights of persons with disabilities in Portugal
Assessing the impact of European Government Austerity Plans on the Rights of People with Disabilities	Study Impact Austerity plans	yes	
Zero Project	http://zeroproject.org/	yes	Accessibility indicators on 15 European Countries including Portugal
National Institute for Rehabilitation	INR	no	Agreement with the National Federation of Deaf people associations

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 2014 it was implemented a national inquiry on support granted to higher education students with special educational needs. This inquiry was carried out by the Work Group to Support Higher Education Students with Disabilities (GTAEDS) and by the Higher Education General Directory.

We focus our attention on the public higher education institutions that participated on the inquiry, a total of 103.

The inquiry integrated the following key-elements:

1. Existence of a contact service or person to welcome and support the students
2. Existence of a specific regulation for impaired students
3. Curricula and assessment adaptations
4. Specific support products
5. Individual support

66% of the 103 public higher education institutions answered 'yes' to at least 3 of the 5 key-elements. 'Specific support products' and 'individual support' show more limitations, especially on the public institutions located in the less developed regions of Portugal.

Generally specific regulations include articles regarding:

- Class attendance – priority to attend practical classes, permission for recording, rights are the same as working-students
- Individual support by teachers, tutors or students
- Assessment – these articles include practises referred in the next key-element

In terms of 'curricula and assessment adaptations', public institutions reported the following:

- Curricula adaptations in terms of pedagogical and scientific contents;
- Extra classes
- Study materials provided by the teacher according to the special needs, privileging practical and useful materials
- Possibility of audio class register
- Time flexibility to deliver written reports
- Extra time to finish exams
- Oral exam instead of written exam
- Possibility of dividing contents by several 'assessment moments'
- Individual reports instead of written exams in continuous assessment
- Flexibility to accede to special season exams, regardless of course year

- Adapted exams in terms of amplified text, braille, informatics register (by personal computer or by computer of the institution), sign language, audio register, support of a third person, dictation,
- Preference to true/false exams in some courses (ex: pharmaceutical)

In terms of 'specific support products', public institutions referred the following:

- High technology digitalization
- Software for amplification
- Magnifying glass TV
- Braille printer
- Screen reading software
- Class videos
- Mathematics software for braille conversion
- TrackBall,
- Tracker Pro
- IntelliKeys
- My Tobbi system
- Magic keyboard

Regarding 'individual support', public institutions reported the following actions:

- Personal assistant to take class notes
- Support of a sign language interpreter
- Phycologist support
- Teacher learning support, as a complement to regular class activities
- Library support
- Tutor and voluntary support
- Institutional service or person support to welcome and support the students with special needs

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

Gaad, E. (2013). Inclusion of students with special needs within higher education in UAE: issues and challenges. *Journal of International Education Research*, vol. 9, number 4, pp. 287-292

Reed, M. & Curtis, K. (2012). Experiences of students with visual impairments in Canadian higher education. *Journal of Visual Impairment and Blindness*, July, pp. 414-425.

Reed, M. & Curtis, K. (2011). High school teacher's perspectives on supporting students with visual impairments toward higher education: access, barriers, and success. *Journal of Visual Impairment and Blindness*, September, pp. 548-559.

Dermody, K. & Majekodunmi (2011) Online databases and the research experience for university students with print disabilities. *Library High Tech*, vol. 29, number 1, pp. 149-160.

Hyde, M. et al (2009). The experiences of deaf and hard of hearings students at a Queensland University: 1985-2005. *Higher Education Research & Development*, vol. 28, March, pp. 85-98.

Whitehouse, G. et al. (2009). Still 'destined to be under-read'? Access to book of visually impaired students in UK higher education. *Publishing Research Quarterly* Q, 25, pp. 170-180.

Horwath, J. (2002). Evaluating opportunities for expanded information access: a study of accessibility of four online databases. *Library High Tech*, vol. 20, number 2, pp. 199-206.

The Media and accessibility:
http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/publication/wcms_127002.pdf