



R2.2: Supporting students with disability in HE and VET: a needs analysis



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Objectives:

- To present and analyse the findings of the needs assessment activities that were carried out in the three countries participating in the project
- To determine the current situation and the needs of the project's target groups.

R2.2: Supporting students with disability in HE and VET: a needs analysis

Methods used for the needs analysis:

- 1) Surveys administered to students with disabilities, VET trainers
- 2) Design meetings with the project's Focus Groups



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Main issues covered by the surveys and the design meetings:

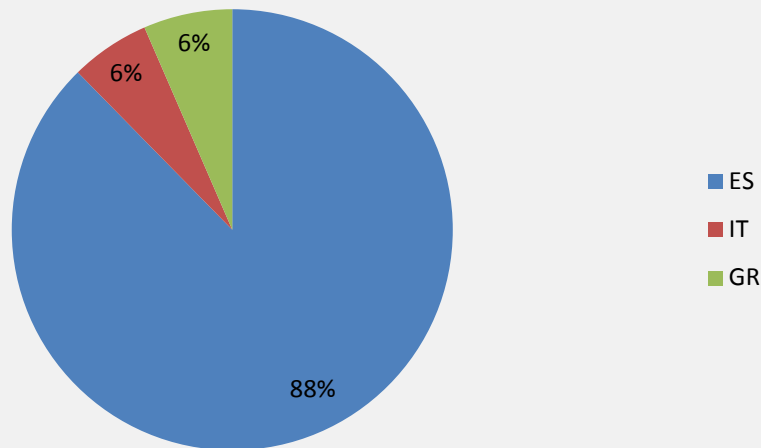
- Accessible learning for students with disabilities
- Training needs of education professionals in relation to their teaching students with disabilities
- Use of assistive technologies to enhance the learning process and make it more accessible to students with disabilities.
- Improving the support structures for students with disabilities and education professionals in Universities and VET providers
- Identification of challenges and obstacles faced by students with disabilities and education professionals.



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1. Completed questionnaires per country

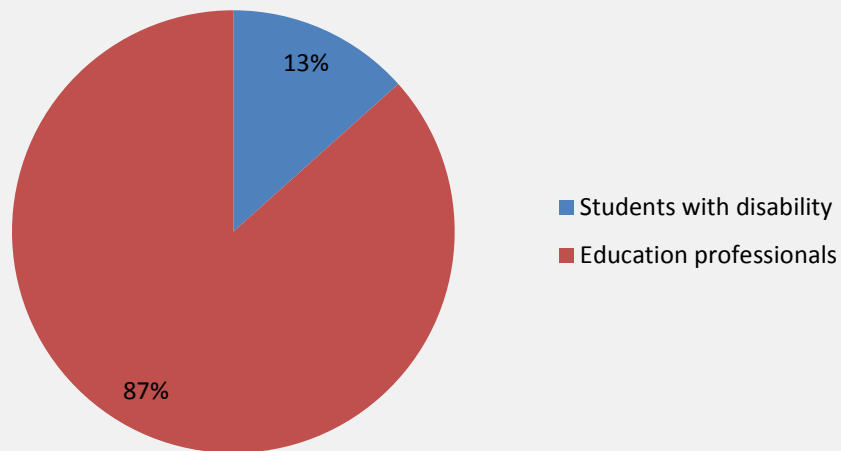
511 questionnaires were filled in Spain and the rest in IT and GR.



R2.2: Supporting students with disability in HE and VET: a needs analysis

78 were filled in by students with disabilities and 505 by education professionals.

Completed questionnaires per target group

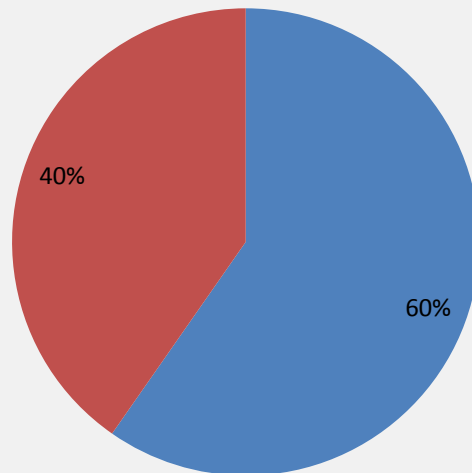


R2.2: Supporting students with disability in HE and VET: a needs analysis

3. Gender distribution

There were 348 or 60% male participants and 235 or 40% female ones.

■ Male ■ Female

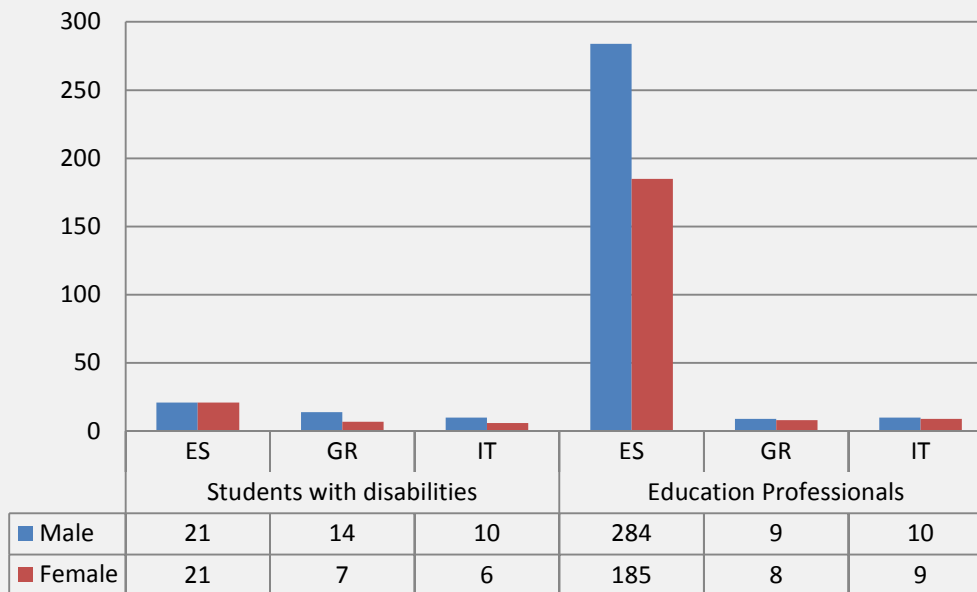


R2.2: Supporting students with disability in HE and VET: a needs analysis

4. Gender per country and per target group

The gender balance is around 50/50 for SD in Spain and EP in Greece and Italy. EP respondents in Spain are around 40% female and 60% male as is the overall sample average.

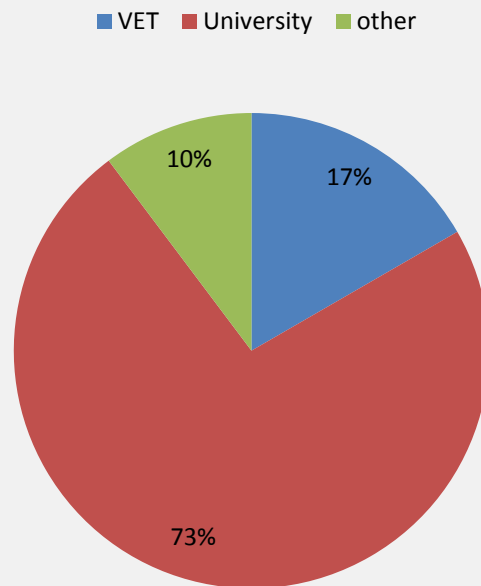
Gender per country and per type of respondent



R2.2: Supporting students with disability in HE and VET: a needs analysis

5. Students with disabilities per educational sector

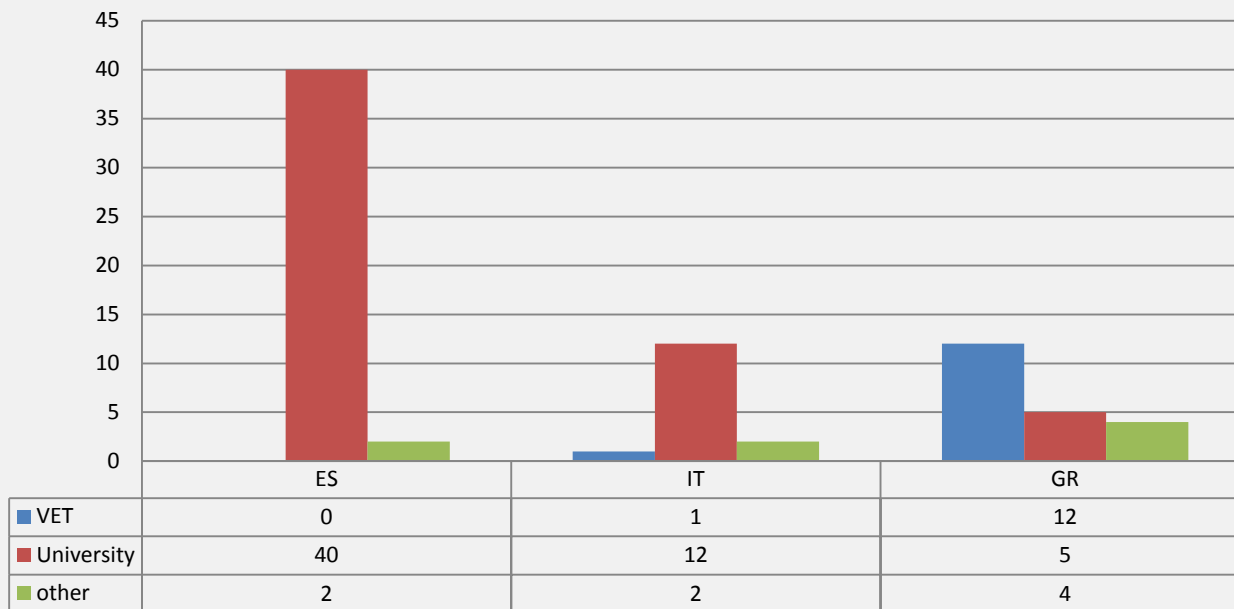
13 (17%) originated from the VET sector, 57 (73%) from universities and 8 (10%) from other categories.



R2.2: Supporting students with disability in HE and VET: a needs analysis

6. Students with disabilities per educational sector/ per country

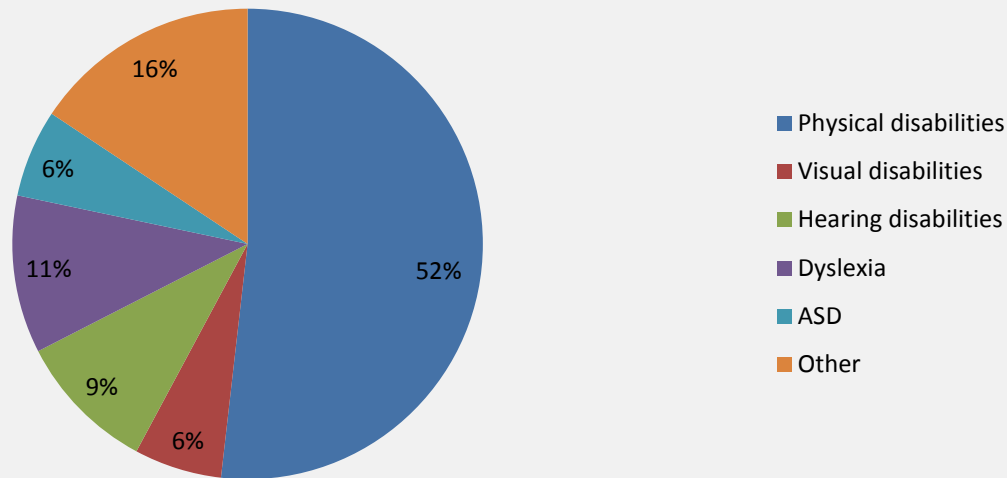
University students are the largest sub-group in all countries with the exception of Greece where VET students are more.



R2.2: Supporting students with disability in HE and VET: a needs analysis

7. Types of disabilities total

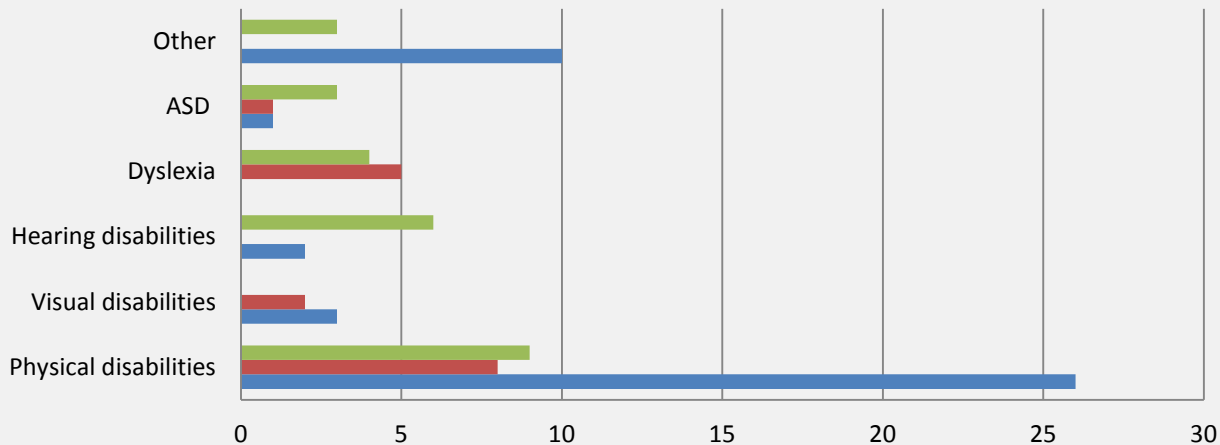
Students exhibited a large variety of disability profiles with the most prevalent being by far physical ones with 43 cases and 52%. The remaining types of disabilities, namely visual, hearing, dyslexia, ASD and others were relatively equally dispersed and represented around 48% of the sample.



R2.2: Supporting students with disability in HE and VET: a needs analysis

8. Types of disability per country

The numbers of respondents in every country per type of disability is demonstrated in Graph 8 below.



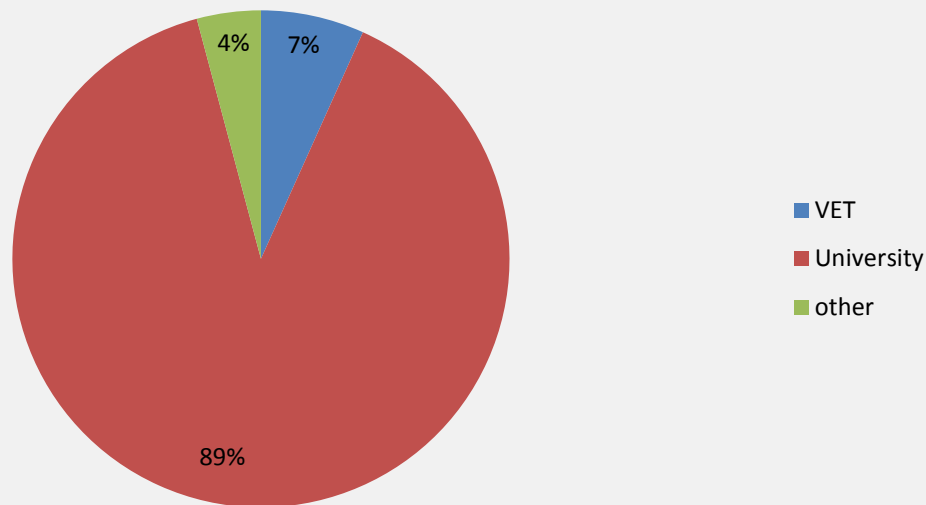
	Physical disabilities	Visual disabilities	Hearing disabilities	Dyslexia	ASD	Other
GR	9	0	6	4	3	3
IT	8	2	0	5	1	0
ES	26	3	2	0	1	10



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9. Total EP respondents per educational sector

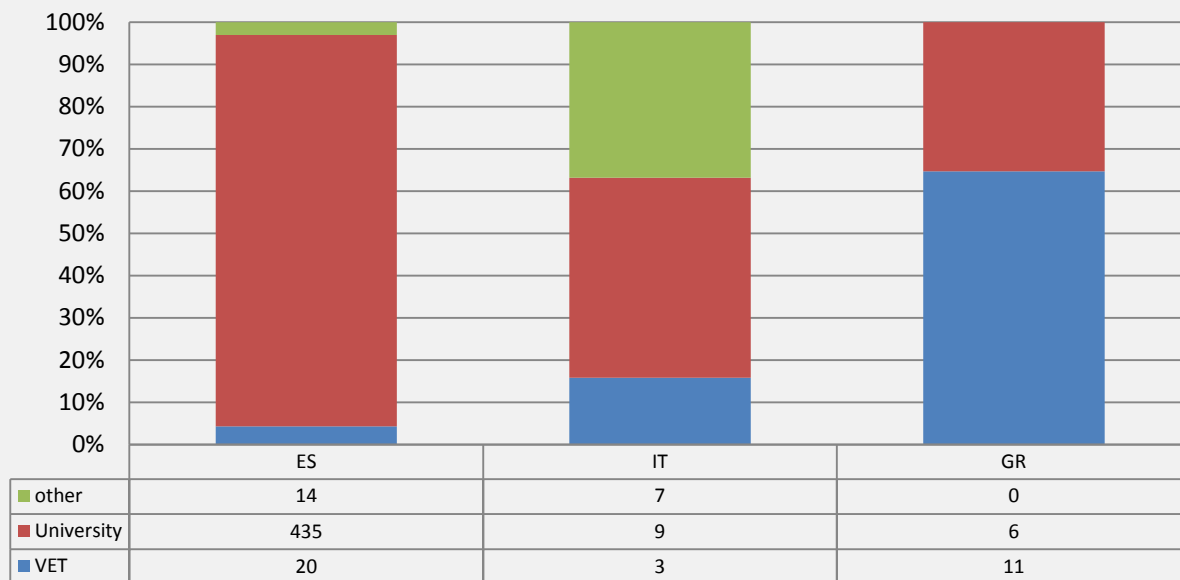
Of the 505 EP that responded 450 or 89%, are from HE, 34 from VET and 21 from other education levels (secondary and primary education etc.).



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10. Education sector per country

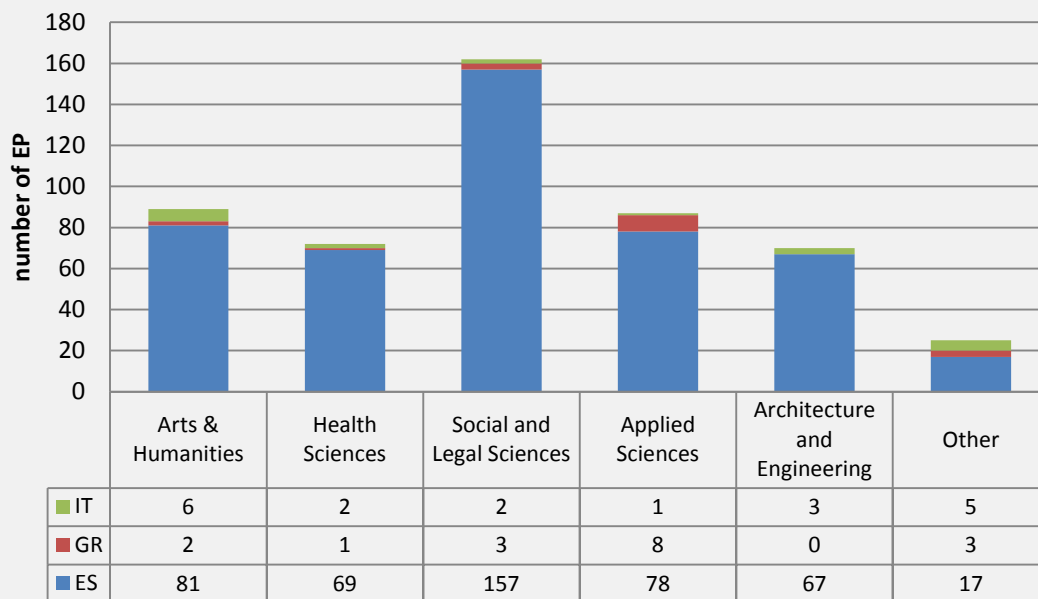
In Greece and Italy (where the sample was admittedly much smaller) HE professionals were not represented at the same extent as in Spain where almost 97% were academics.



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11. Education professionals per knowledge area

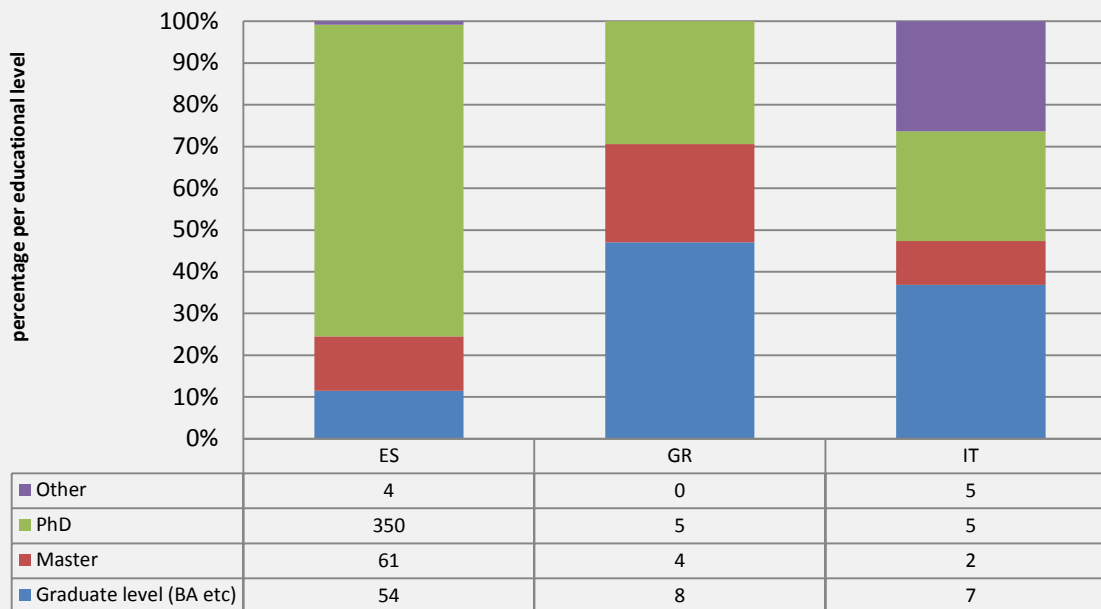
The knowledge area in which most EP are active are the Social and Legal Sciences with 162 respondents and 32% of the total EP sample with a relatively balanced allocation in the remaining knowledge areas.



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12. Educational level

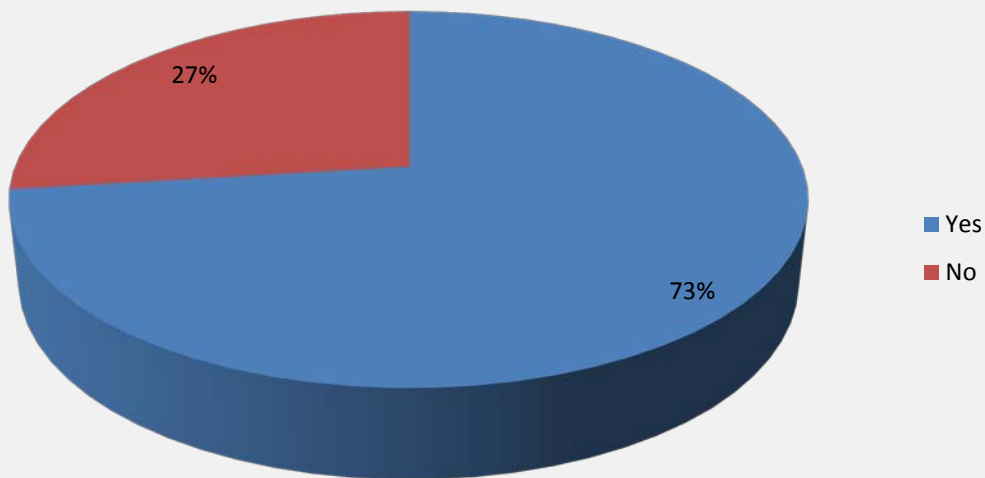
360 out of 505 respondents (71%) are PhD holders a trend that is more pronounced in Spain. In Italy and Greece educational levels are more balanced with BA holders being the slightly more dominant sample group.



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13. Percentage of respondents who have taught students with disabilities in their career

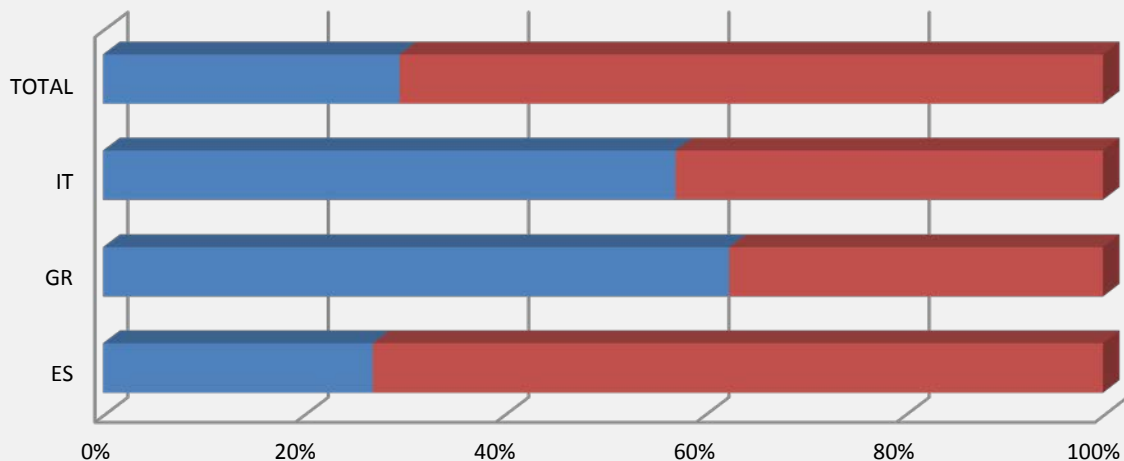
Almost 75% or 369 out of 505 of EP respondents have some experience in teaching SD during their career. This shows that 3 out of 4 EP are likely to teach SD at some point of their career.



R2.2: Supporting students with disability in HE and VET: a needs analysis

14. Training on teaching students with disabilities

Only 109 of those 369 (29%) have received some kind of specific training in teaching SD. The remaining 259 had to find their own way to accommodate the needs of SD in the learning process.



	ES	GR	IT	TOTAL
■ Yes	91	10	8	109
■ No	247	6	6	259



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Conclusions from Needs Assessment activities:

- There is an existing organizational and institutional framework to support the learning needs of students with disabilities but it has to be improved.
- Most educational professionals have experience from teaching students with disabilities but few have received training on how to do it.
- Online training for this purpose is not very common but is needed.
- Education professionals want to be trained and become more aware of the learning needs of students with disabilities. From their side, students identify the lack of training as one of the main obstacles.
- Professors and VET trainers have to be trained in being able to adapt learning to the individual needs of each student with disabilities. Accessible learning should ensure the compatibility between the learning content and the student with disabilities.



R2.2: Supporting students with disability in HE and VET: a needs analysis

Conclusions from Needs Assessment activities (continued):

- A key component of training is the use of assistive technologies.
- Training should be regular and continuously evolving so that it does not become obsolete.
- All relevant resources should be collected and made available in platform. A forum in the form of a platform could be created so that exchange of good practices takes place.
- There should be continuous communication and coordination between education professionals and students with disabilities / education professionals and educational institutions and between students with disabilities and educational institutions. Universities and VET providers should play a key role in this by enhancing the effectiveness of the relevant support structures.

