



GUDIN

Global University Disability
& Inclusion Network

CONSEIL REGIONAL DE L'ILE DE FRANCE
8TH APRIL 2019 - PARIS - 1:00PM-6:00PM (CET)

PROGRAM



MONDAY, APRIL 8th

Hémicycle Simone Veil, Conseil Régional d'Île-de-France

57 rue de Babylone, 75007 Paris, France

or remotely, through an online video conference tool

First part

INTRODUCTION

1:00 pm Opening speeches

30 mn

1:30 pm Pierre Deniziot, Special Delegate for disability, Conseil Régional d'Île de France ;

Jean-Noel Dargnies, Président fédéral Humanity & Inclusion;

Peter Wells, UNESCO Chief of Higher Education Section;

Senator Tom Harkin.

ROUND TABLE 2

2:45 pm Global Inclusion in higher education tomorrow: objectives and viewpoints in an international perspective.

40 mn

3:45 pm

Karine Tomasello, CGE (Conference des Grandes Ecoles);

Derrick Cogburn, American University's Institute on Disability and Public Policy;

Kathryn Johnson and Amy Knopf, St.Cloud State University, USA

Q/A

10 mn

ROUND TABLE 1

1:30 pm Inclusion in higher education today around the world: situation and challenges for single institutions.

60 mn

2:45 pm

Corinne Dorel-Flamant, INSA Lyon;

Marty Martin, President of Drake University, USA;

Mbugua WA Mungai, Director, Disability Directorate, Kenyatta University, Kenya;

Pazhaniappan Rajasekharan, V-Shesh, India

Q/A

10 mn

COFFEE BREAK

3:45 pm

4:15 pm

30 mn

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Second part

PRESENTATION OF RESULTS OF THE PRELIMINARY QUESTIONNAIRE

4:15 pm **Results of the questionnaire submitted to all participants: needs and expectations of potential members, difficulties and successes, etc.** 20 mn

4:50 pm Erika Trabucco and Barbara Vaux, Humanity & Inclusion
Q/A 15 mn

PROPOSITIONS FROM THE LEADING ORGANIZATION

4:50 pm **AHEAD's introduction, vision for GUDIN, presentation of suggested steps forward** 20 mn

5:25 pm Stephan Smith, AHEAD
Q/A 15 mn

SIGNATURE OF THE ENGAGEMENT DOCUMENTS

5:25 pm **Signature of the Founding Statement of the GUDIN and presentation of the Statement of Commitment to inclusion of students with disabilities in higher education** 20 mn

5:45 pm

CONCLUSIONS

5:45 pm **Testimony from a student with disabilities** 15 mn

6:10 pm Hervé Bernard, Humanity & Inclusion;
Kristie Orr, AHEAD

6:10 pm **Closing cocktail**

6:40 pm



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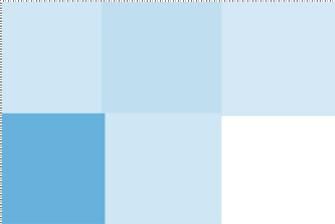
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ROUND TABLES
OUTLINE





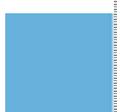
ROUND TABLES OUTLINE

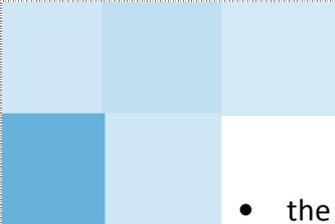
GUDIN: context and background

Historically viewed as welfare recipients, persons with disabilities are now recognised under international law as right-holders, with a claim to the right to education without discrimination and on the basis of equal opportunities. Recognition of inclusion as the key to achieving the right to education has strengthened over the past 30 years, and is enshrined in the **Convention on the Rights of Persons with Disabilities (CRPD)**, the first legally binding instrument to contain a reference to the concept of quality inclusive education. According to article 24, States parties must ensure the realization of the right of persons with disabilities to education through an inclusive education system at all levels, including tertiary education, vocational training and lifelong learning, extracurricular and social activities, and for all students, including persons with disabilities, without discrimination and on equal terms with others. Article 24 is also connected to many other articles of the CRPD, like Article 6 (rights of women and girls with disabilities), Article 9 (access to the physical environment, to transportation, to information and communications, including information and communications technologies), Article 11 (protection of rights, including education rights, within situations of risk and humanitarian emergency), Article 31 (Improving disaggregated education data), etc.

Sustainable Development Goal (SDG) 4 also extensively affirms the need for inclusive quality and equitable higher education: Target 4.3 states the need to ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university; Target 4.5 aims at eliminating gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities; Target 4.B focuses on expanding globally the number of scholarships available to developing countries (...) for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs; Target 4.C aims at increasing the supply of qualified teachers, and Target 4.4 makes a meaningful link with the employment sector stating the need to increase the number of youths and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

However, in spite of the existence of all these frameworks, many millions of persons with disabilities continue to be denied a right to education. In many contexts, persons with disabilities are not deemed capable of enrolling in higher education and the spectrum of sectors they are expected to find employment opportunities in is extremely limited. **Persistent barriers** to an inclusive education are identified in:

- the failure to understand or implement the human rights model of disability;
 - the persistent discrimination against persons with disabilities;
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- the lack of knowledge about the nature and advantages of inclusive and quality education, and diversity, including regarding competitiveness, in learning for all;
 - the lack of appropriate responses to support requirements;
 - the lack of disaggregated data and research, necessary for accountability and program development;
 - the lack of political will, technical knowledge, and capacity in implementing the right to inclusive education including insufficient education of all teaching staff;
 - the inappropriate and inadequate funding mechanisms to provide incentives and reasonable accommodations for inclusion of students with disabilities;
 - the lack of legal remedies and mechanisms to claim redress for violations.¹

With reference to the identified persistent barriers to inclusion within higher education, is it possible today to have a global picture of what is the present situation in different contexts? What are the most relevant factors of exclusion and how do they affect the capacity of single institutions to be more inclusive with students with disabilities?

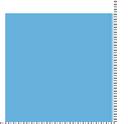
Despite the difficulties, the importance of promoting an inclusive education system at all levels is recognized by many stakeholders, and various institutions around the world have developed excellent policies, methodologies, practices and tools that show a profound commitment and often exciting results. For example the CGE (Conference des Grandes Ecoles), Drake University, American University, V-Shesh, Kenyatta University, INSA, St. Cloud State University, etc.

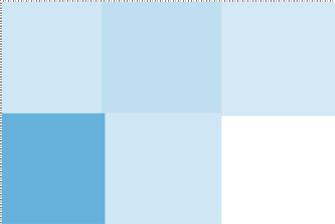
While working for the global goal of inclusion, all these actors have different roles, approaches and methodologies: is it possible to identify common success factors? What activities have proven to be more effective towards the inclusion of students with disabilities so far?

Also, some institutes are working mainly on their own internal policies and practices, while others are connecting with other entities at country level or, sometimes, at the international level. How beneficial can this multilateral approach to inclusion be? What are the limitations on the results that single institutions or institutions at country level can achieve? Could the overcoming of a national dimension be a fruitful strategy to go beyond individual difficulties and to increase the possibilities of success? What stakeholders have the main responsibilities towards promoting and implementing inclusion within higher education (governments, institutions, universities, CSOs, DPOs, NGOs, etc.)?

Ultimately, is it possible to outline a common, shared and global vision of the future towards an inclusive higher education system?

¹ *References to: Committee on the Rights of Persons with Disabilities, General comment No. 4 (2016), Article 24: Right to inclusive education*





Round table 1_ Inclusion in higher education today around the world: situation and challenges for single institutions.

Duration: 75 minutes

Speakers:

- Corinne Dorel-Flamant (INSA, Lyon);
- Marty Martin (President of Drake University_USA)
- Mbugua Mungai (Director, Disability Directorate, Kenyatta University, Kenya)
- Pazhaniappan Rajasekharan (V-Shesh, Chennai, India)

Moderator: Amanda Kraus (University of Arizona, AHEAD)

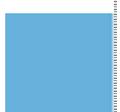
Moderating method: 60 minutes discussion, 10 minutes Q&A

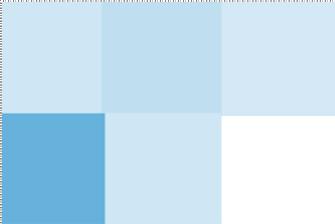
Expected results: A better insight of the general inclusion situation at global level and a few concrete individual examples in different contexts

Guiding questions:

1. In relation to the identified persistent barriers to inclusion within higher education, what are the most relevant factors of exclusion and how do they affect the capacity of single institutions to be more inclusive with students with disabilities? Are there limitations on the results that single institutions or institutions at country level can achieve?
2. How the institution that you represent is engaged towards the inclusion of students with disabilities in higher education? What are the main challenges that you are facing? How are you addressing them? Do you cooperate with other stakeholders and how?

EXTRA QUESTION: To what extent inclusion of students with disabilities is implemented at present within higher education at a global level? Does sufficient data exist today about this issue? Who is, or should be, in charge of collecting these data and how?





Round table 2_ Global Inclusion in higher education tomorrow: objectives and viewpoints in an international perspective.

Duration: 60 minutes

Speakers:

- Karine Tomasello, CGE (Conférence des Grandes Ecoles)
- Derrick Cogburn (American University's Institute on Disability and Public Policy)
- Kathryn Johnson and Amy Knopf, St. Cloud State University (USA)

Moderator: Hervé Bernard (Humanity&Inclusion)

Moderating method: 45 minutes discussion, 10 minutes Q&A

Expected results: An overview of how different stakeholders can cooperate towards inclusion in higher education and of how networks and supranational movements can enhance individual efforts

Guiding questions:

1. What are the main success factors of inclusive strategies within higher education? What activities have proven to be more effective towards the inclusion of students with disabilities? Could the overcoming of a national dimension be a fruitful strategy to go beyond individual difficulties and to increase the possibilities of success?
2. In your experience, what are the outcomes of international partnerships about inclusion in higher education? Of what concrete practices can this cooperation take the form?

EXTRA QUESTION: What vision for the future of an inclusive global higher education system and which role for different stakeholders (Governmental entities, users, civil society, networks such as the GUDIN)? In your perspective, what would be the two main priorities to address?

