

Inclusive University – A Set of Tools Dedicated to HEI for Better Respond to Disabled Student’s Needs – Project IncUniv

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Abstract. The number of students with disabilities within higher education continues to increase year after year. Teaching those students in compliance with public policies while maintaining academic and professional standards has become a crucial academic and policy issue. It is not enough for the university to guarantee access to students with disabilities. Its policies and practices must be revised to ensure that education is inclusive – guaranteeing that all the students can participate fully and that all can benefit from a process of quality teaching and learning. Some key aspects of higher education institution toward inclusion and disabled persons refer to the importance of inclusive culture, welcoming environment that promotes communication between students and faculty and among students; institutional adjustments that provide students with special needs with the same possibilities as other students, supporting Instructional and methodological training of academics on disability awareness and related issues.

University represents an opportunity for students for empowerment, social and occupational inclusion. This experience can increase their opportunities to get and keep a job, to obtain higher revenues and achieve an independent life. In some cases, the university experience is seen as an opportunity that strengthens them personally in the face of the difficulties derived from their disability, which they encounter every day in their lives. Not only students with disabilities benefit from the experience in higher education, but also the teaching and learning processes are enriched by having diverse students in the classrooms. In this sense, the presence of students with disabilities helps build a better university.

In this paper, we will discuss how to modernise the didactic process at HE to support inclusion of the disabled. Particular focus will be how academics shall plan reasonable adjustments for disabled, which at the same time will not alter or reduce academic standards.