

MUNI
TEIRESIÁS

Erasmus+: Inclusion in Mobility - IROs training

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Masaryk University

- 1919
- 5 200 employees
- 10 faculties
- ca. 29 000 students



Medical vs. social approach

- **Impairment:** any loss or abnormality of physiological, psychological, or anatomical structure or function, whether permanent or temporary.
- **Disability:** functional impact of impairments, caused by interaction of impairments with specific settings of an environment
- **Special need:** much broader concept which in addition to health issues, includes barriers caused by racial or ethnic specificities; religious or political attitudes, economic status or social origin, gender and specific sexual orientation, specific legal status etc.

Accessibility model A

Influenced by the medical approach:

- the legislation in most countries sets the responsibility for services on the student rather than the school (*they know what's the best*)
- university counselors:
 - give advice on how to arrange for services (but not offer the services),
 - ensure the extra time and
 - working conditions for the service staff (if invited by the student) are provided
- the school feels no responsibility for type and quality of the services (just asking the feedback)

Accessibility model B

More compatible with the social approach:

- universities create *universal design for learning* and in addition, if needed, offer a *reasonable individual adjustment*
- services are provided by the university itself
- type & scope of services is controlled by the school, not just the department or teacher, as some types of activities can only be provided with the help of other departments
- special training may also be arranged for students with disabilities to supplement/substitute regular teaching in some courses, if needed

Teiresias Centre

Support Centre for Students with Special Needs

- founded in 2000
- Staff members
 - 46 internal
 - 90 external
- 660 registered students
- over 2200 students since 2000



Teiresias Centre's mission

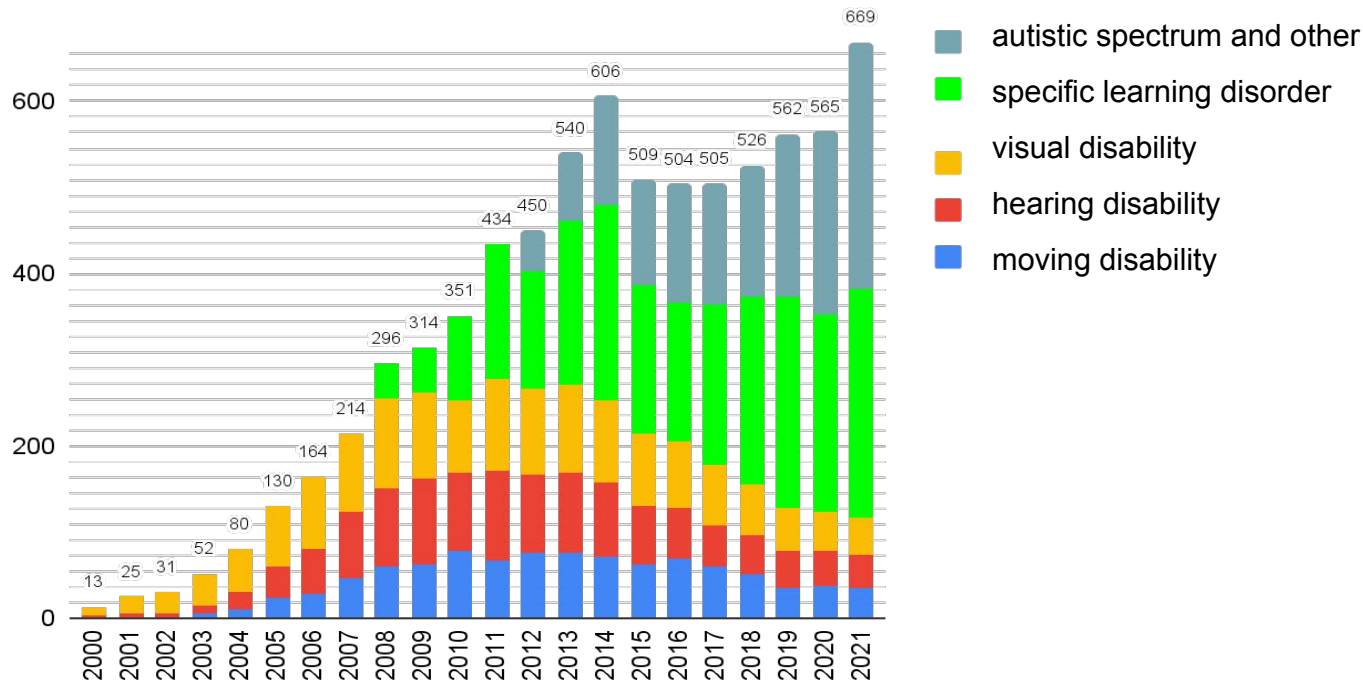


1. **University-wide centre**, which coordinates university's methodical activities that ensure:
 - a. compliance with the **universal design for learning**,
 - b. **individual adjustments for persons with special needs**.
2. Provides **practical services** for the following target groups:
 - a. **persons with special needs themselves**,
(applicants, students, teachers, administrative staff),
 - b. teachers, administrative and other staff who belong to the mainstream, but need to cooperate with the previously listed groups.
3. Functions as **a methodical centre and service provider at the national level**.

Special needs unrelated to disability

1. racial, ethnic or national specificities,
2. language and culture,
3. religious attitudes,
4. political and other public attitudes,
5. wealth, economic status and social origin,
6. gender and specific sexual orientation,
7. pregnancy and parenthood,
8. specific legal status, including temporary restrictions on certain rights that are not incompatible with education

Student structure



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Inclusive mobility



Mobility options at MU

- AKTION
- CEEPUS
- Central European Studies Programme
- Compatriot communities abroad
- CzechMates
- Erasmus Europe
- Erasmus ICM
- Erasmus Mundus
- Erasmus traineeship
- Faculty agreements
- Freemovers
- Intergovernmental agreements
- ISEP Direct/Central European Studies Programme
- ISEP Direct/TESOL TE
- ISEP Exchange
- Other projects
- Partner universities
- Scholarships
- Summer/Winter schools
- TESOL TE
- Visegrad Fund

Statistics at Teiresias Centre



As of 2022

Cumulative numbers from 2007/2008

- **Outgoing** students:
 - 46 (roughly 5 per semester)
 - 6 (non-Erasmus+ programme)
- **Incoming** students:
 - 50



Mobility challenges



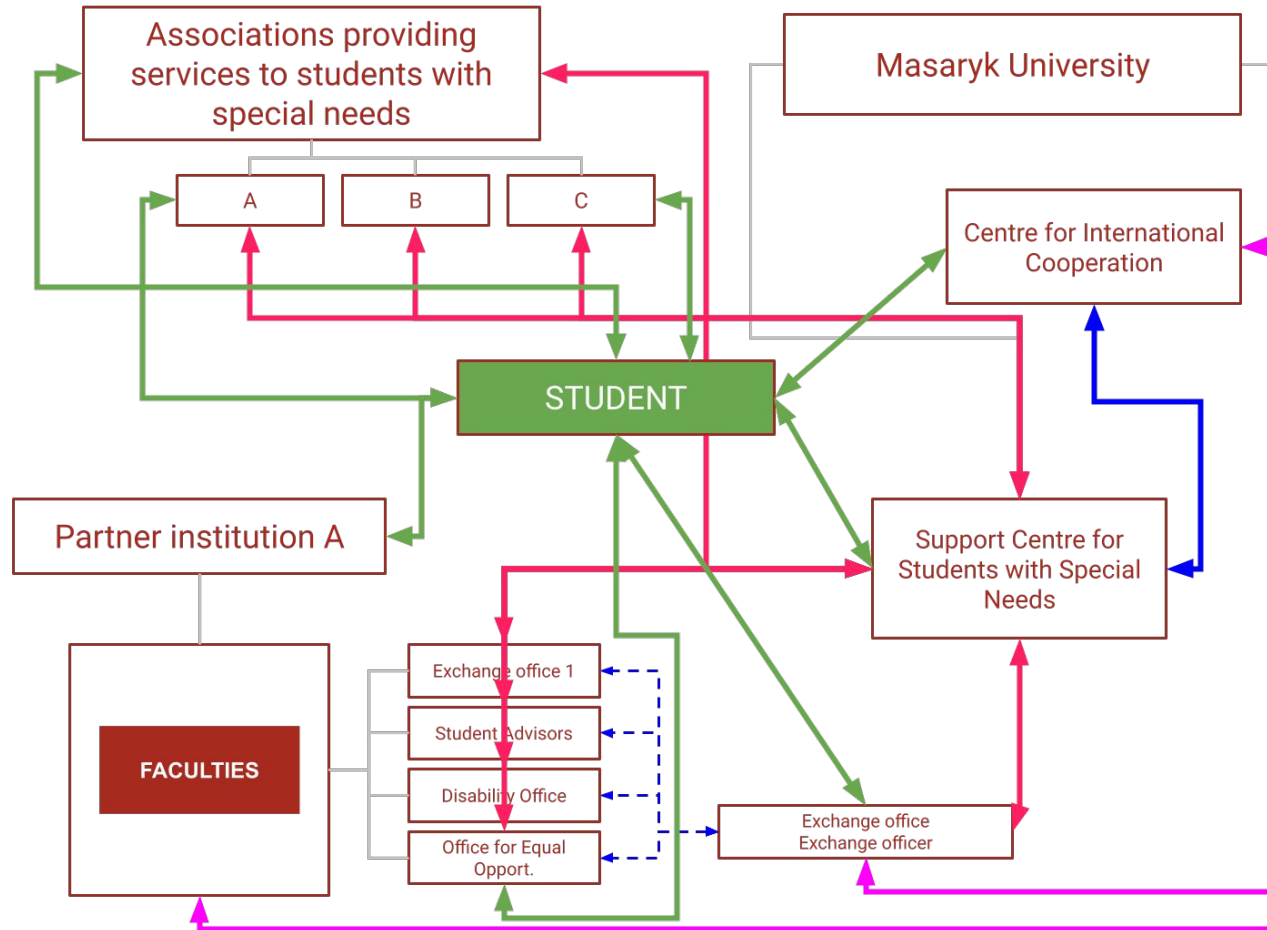
Student

- fear of the unknown
- overprotective family
- language barrier
- services students are **used to** vs. services available abroad
- financial requirements

Institution

- lack of clear accessibility definition
- lack of unified system for services
 - Who's responsible for what?
- contact person issues
- time-consuming negotiations to administer the mobility
- finding the service provider
 - NGO
 - External providers (fees apply)

Most common communication patterns for students with special needs and mobility



Special needs funding



The [E+ funding](#) covers the increased costs such as:

- adaptation of study materials, i.e. editing for the purposes of screen-reading, text enlargement, tactile printing, etc.
- interpreting and speech-to-text reporting services
- accommodation, i.e. barrier-free room close to university or single rooms
- food, i.e. gluten-free or lactose-free diet
- personal assistance services
- medical care, traveling for regular check-ups in your home country, rehabilitations, physiotherapies, etc.
- transport

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Case studies

Case study 1: Outgoing mobility



- a Deaf MU student, Czech SL user, CI user, oral communication in Czech and English, proficient lip reader (in Czech)
- preparation for mobility:
 - individual English course with focus on pronunciation and lip reading in English
 - contacting the local DHH association
- required adjustments:
 - individual consultations (English language)
 - STTR/ later BSL interpreting
 - interpreting services in case of emergencies
- special needs grant (10.000 EUR)
- overall experience: success - the student applied for a mobility extension
- <https://youtu.be/QbXEn1Kap1Q>



Case study 2: Incoming mobility

- a French HH student (CI user), user of French SL + oral communication, experienced & skilled lip reader (in French, English)
- received adjustments:
 - STTR, individual classes of English as a FL
 - extended testing time
 - individual examination
- special needs grant (calculation - 5000 EUR, real costs 4000 EUR)
- overall experience: success x covid



For more information

- Visit our website - teiresias.muni.cz
 - [study information](#)
 - [entrance exams information](#)
 - [information for incoming students](#)
 - [our leaflets](#)
- Contact us
 - mobility@teiresias.muni.cz

