RECOMMENDATIONS
FROM THE **ESN** TO EU POLICY MAKERS

Recommendation N°1: Common understanding
As the definition of "disability" is different in each European Nation, the creation of a **European-wide database of definitions** which qualifies a student as a **"student with disabilities"** in each European Nation is strongly necessary. This database should include information about the services and support students with disabilities are entitled to. The direct benefits would be:
› The student with disabilities would know in advance about the **level of support** in the different countries.
› Both the host and home institutions, in accordance with the student's will, could **adapt their services** to provide high quality support to the student.

Recommendation N°2: Required factors for an inclusive environment
Consistent efforts should be made to make sure the **EU regulations on accessibility** are **implemented and respected** (services provided, University buildings and its surrounding area).
All the **stakeholders should be trained** on how to deal with students with disabilities: from the Higher Education Professionals to Non-Governmental Organisations and Students' Associations.
Professors should be trained on how to **teach in an inclusive way**, making their learning material accessible. A standardised training system to support educators should be implemented to meet the student's needs.

Recommendation N°3: Coordination of cross-sectoral communication
There is a **lack of communication** about the social model of disability and a general **lack of information** flow. In order to better support the exchange of information on all levels, ESN members would like to address both National stakeholders (because of country specific legislation, policies and stakeholders) and European stakeholders:
› At the National level, the creation of a **centralised platform** where students can find **information** about opportunities of **exchange programmes, supplementary grants** and **top-ups** and other **practical information** in an easy and accessible way (voice recording, subtitled videos, positive testimonies of other students with disabilities, …)
› At the European level, the **recognition** of projects fostering inclusion, the **empowerment** of National stakeholders to support local initiatives and a **coordination and monitoring** of National strategies

Recommendation N°4: European-wide mapping of cities' accessibility
Because students are not only going from home to their University and from their University back home, **mapping the accessibility of the whole cities** is highly needed. Shops, banks, administrations, sport centers, museums, parks, pubs and so on.
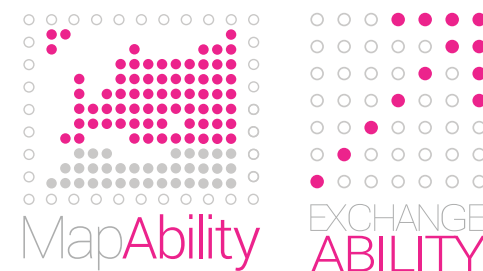The Erasmus Student Network welcomes the existing initiatives such as Wheelmap.org or JACCEDE.com which are mapping the public places of everyday. Those initiatives should be broadly promoted and supported.

MAP

A map of accessibilty: **MapAbility**

The MapAbility Map is a web-based tool, a platform where students with disabilities can easily check which European Higher Education Institution is accessible for them. The map is available by clicking on:

http://exchangeability.eu/mapability-map

I❋esn
INTERNATIONAL EXCHANGE
ERASMUS STUDENT NETWORK

COUNCIL OF EUROPE
CONSEIL DE L'EUROPE

ENIL

EASPD

UNICA

EUROPEAN DISABILITY FORUM

wheelmap.org

Autism Europe

Jaccede.com

ahead
Association for Higher Education Access & Disability

MapAbility
EXCHANGE ABILITY

Strengthen the accessibility of
Higher Education Institutions to students with special needs

INTRODUCTION

MapAbility is a sub-project of the ExchangeAbility project. It aims at **investigating** the accessibility level of Higher Education Institutions in Europe and creating an online map that provides the right information to students with disabilities on which European University is accessible. Following the aims of the ExchangeAbility programme, the final scope is to raise the participation of students with disabilities in mobility programmes.

From September 2013 to May 2014, an **International Team of students from across Europe** has been conducting the project to map the Higher Education Area, investigating the accessibility level of its buildings and gathering information about the services offered by HEIs to students with disabilities. At the moment of writing these lines, **169 HEIs** have been mapped for a total of **549 buildings**.

The mapping process is a long-term process that is still ongoing. More information can be found on the ExchangeAbility project website: www.exchangeability.eu
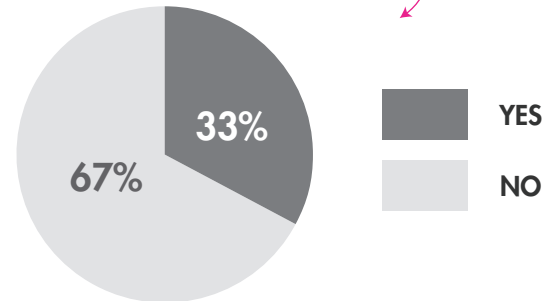
This booklet contains:

> some **key results** extracted from the questionnaire used by the students to conducting the mapping

> the **recommendations** formulated by 40 volunteers from the Erasmus Student Network during a 3-days training on accessibility and inclusion. These recommendations were presented during the MapAbility conference which took place on the 2nd of June 2014 in Brussels

> An overview of the **Map** created by the Erasmus Student Network to better inform students with disabilities and encourage them to go abroad

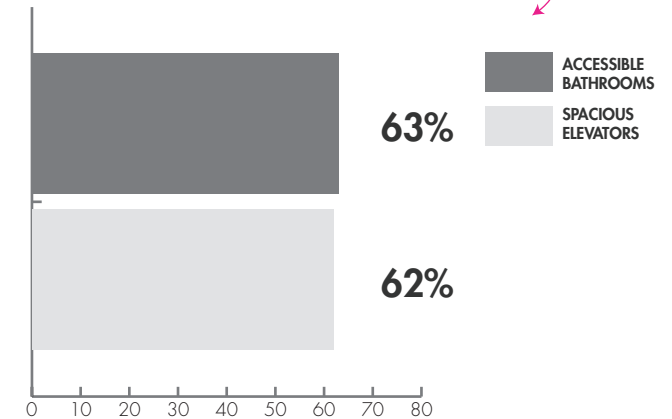# KEY RESULTS

Is there a Dissability Unit in your University?
(169 answers)

33% — YES
67% — NO

33% of the Higher Education Institution surveyed have no Disability Unit, Disability Office or Disability responsible at the HEI.

Accessible Websites
(168 answers)

ACCESSIBLE
NOT ACCESSIBLE

34%
66%

Only 66% of the websites screened were accessible which means that one third of the Higher Education Institutions surveyed don't have an accessible* website.

Is the building accessible for wheelchair users?
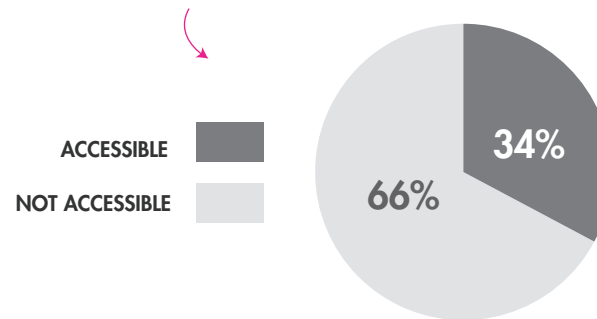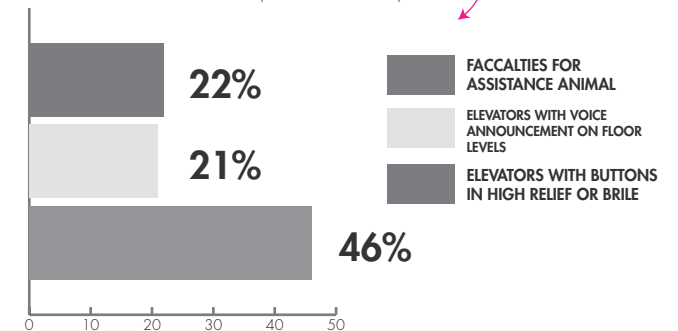(549 answers)

63% — ACCESSIBLE BATHROOMS
62% — SPACIOUS ELEVATORS

Almost two third of the buildings surveyed across Europe are accessible for students in wheelchair. 63% have accessible bathrooms and 62% have spacious elevators.

Is the building accessible for students with visual imparment?
(549 answers)

22% — FACCALTIES FOR ASSISTANCE ANIMAL
21% — ELEVATORS WITH VOICE ANNOUNCEMENT ON FLOOR LEVELS
46% — ELEVATORS WITH BUTTONS IN HIGH RELIEF OR BRILE

The accessibility of University buildings across Europe for students with visual impairment is far from being satisfactory. Only 22% of the buildings surveyed allow animals to enter the building. When the buildings have elevators, 46% of them have buttons in high relief or Braille whereas only 21% have a registered voice announcing the different floors.