

PÄDAGOGISCHE  
HOCHSCHULE  
SALZBURG

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# PSE Programs in Europe: A Case Study and Current Developments

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## Topics



1. What is the current situation in Europe with regard to PSE Programs?
2. Conditions at the Inclusive University (IU) of Education Salzburg
  - Key Principles
  - Theoretical Frame
  - Development for all Students
3. About the Program BLuE [Bildung, Lebenskompetenz und Empowerment]
  - Educational areas and activities
  - Evaluation



## Topic 1

### The current situation in Europe



## Current Situation in Europe

### Part 1: Where are the programs?

- Contacts were made with leaders in the ID field to determine where in Europe programs might be located
- We asked contacts to identify the colleges and universities that provide the programs and the name of a contact person
- We also searched online for programs

### Part 2: For existing programs, what are key program characteristics?

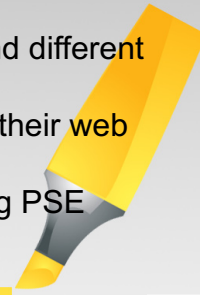
- Follow-up to identified contacts provided details about the programs



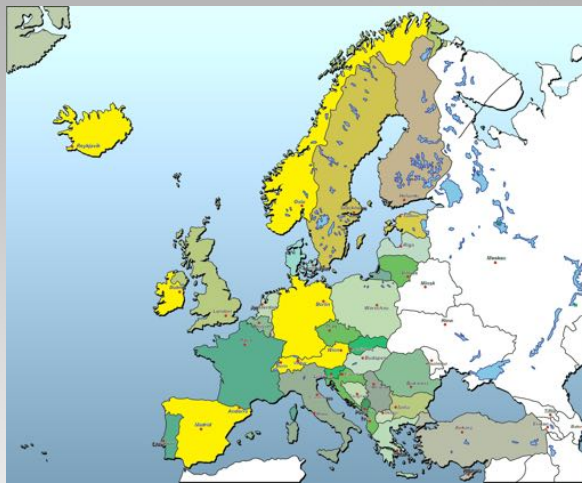
## Current Situation in Europe

### General findings about PSE programs in Europe

- At university level „student with disability“ usually doesn't include ID
- Only a few programs for students with ID were identified
- Different countries, different languages, and different terms made the search difficult
- Universities do not provide information on their web sites on prominent places
- There is no central database about existing PSE programs in Europe



## Current Situation in Europe



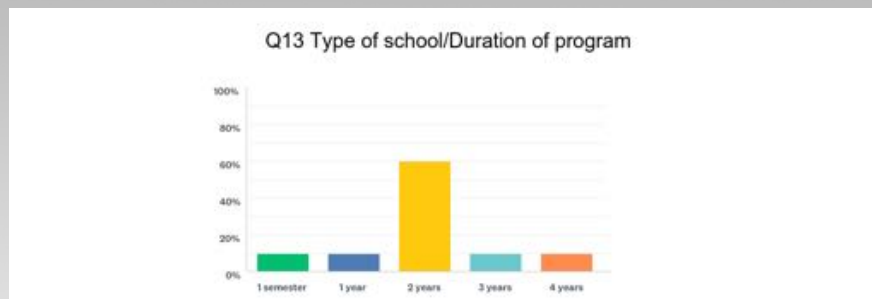
Where did we find PSE programs for students with ID?



## Current Situation in Europe: Location of Programs

- We identified 10 programs in 7 countries:
  - Austria (1): University of Education Salzburg Stefan Zweig
  - Germany (1): Catholic University of Socialwork Berlin
  - Iceland (1): University of Iceland
  - Ireland (4): University College Cork, Waterford Institute of Technology, Trinity College, Maynooth University
  - Spain (1): University Miguel Hernandez of Elche
  - Switzerland (1): University of Education Zürich
  - Norway (1): Nord University
  
- When PSE programs started:
  - The earliest program was established in 2007 in Ireland
  - The most recent programs were established in 2017 in Austria and Switzerland
  - Norway plans to start in 2018

## Current Situation in Europe: Length of Programs

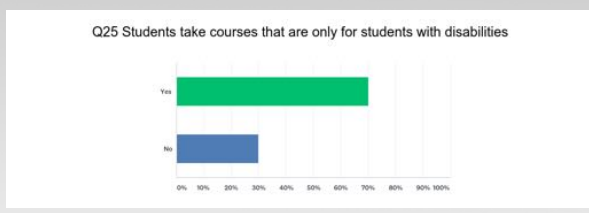
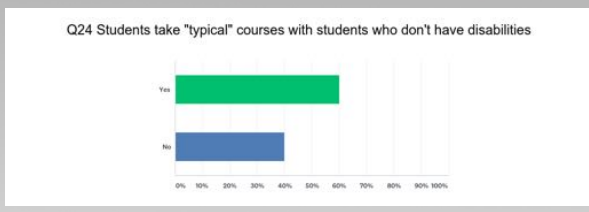


# Current Situation in Europe: Entry Requirements

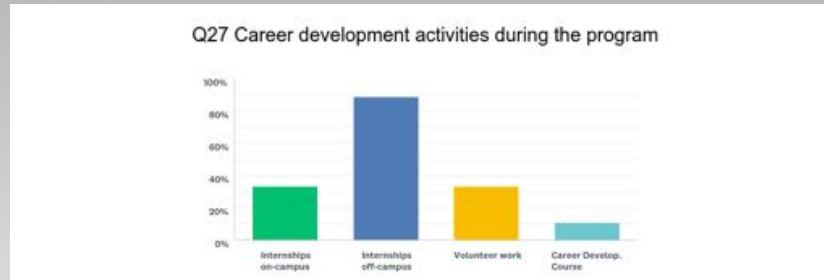
- Number of students:
    - between 8 and 20 students
  - Requirements:
- Minimum age of students:**
- everywhere 18 years
  - Suisse: 20 years



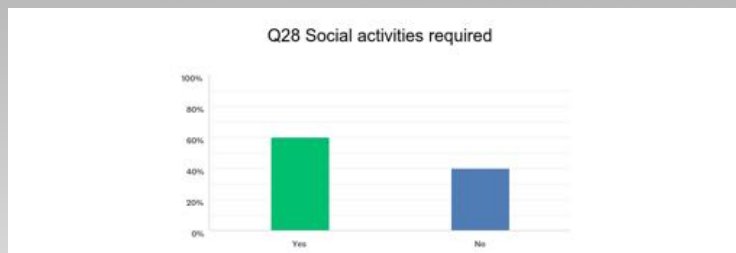
# Current Situation in Europe: Courses



## Current Situation in Europe: Career Development Activities



## Current Situation in Europe: Social Activities & Housing



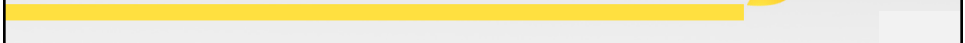
- Housing is provide?
  - 90% NO, only in Norway (planned)

## Current Situation in Europe

### Summary and outlook:

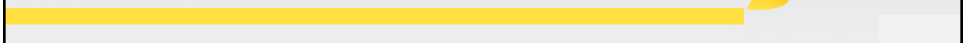
- 1) There are only a few PSE-programs for students with intellectual disabilities at universities around Europe.
- 2) The main goal of the programs is employment.
- 3) Important program themes: adaptive skills, participation in society, life-competence, empowerment.
- 4) Lack of visibility of these programs.

### Areas of Need:

- Development of an European network
  - Creating a database and website to promote PSE-programs for students with ID
  - Strengthen a collaboration with IPSE-programs in the US
- 

## Topic 2

### Inclusive University (IU) of Education Salzburg

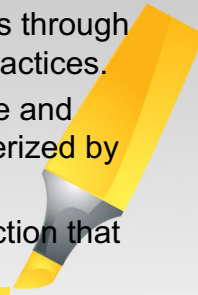


## Inclusive University of Education

In 2015 we decided to develop a new profile for the university: **Inclusive University of Education**

### The „Inclusive University“ ...

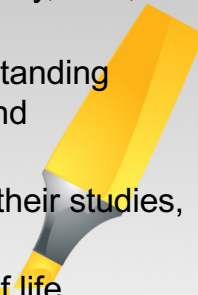
- ... enables people to be meaningful to each other and learn from each other.
- ... is sensitive about discrimination of persons through institutional structures and institutionalized practices.
- ... focuses on self-determination by all people and recognizes that self-determination is characterized by freedom and participation.
- ... sees itself as a place of practice and reflection that leads to an inclusive society.



## IU – Key Principles



- Promoting democratic competence and values, respecting diversity, and accepting all cultural and social identities with the motto: “all equal - all different”
- Providing equal opportunities for all, avoiding discrimination, promoting the potential of faculty, staff, and students
- Recognizing the importance of social understanding including empathy, tolerance, civil conflict, and communicating about important issues
- Expecting students to take responsibility for their studies, their actions, and their lives
- Accepting the “dignity of risk” as a key part of life





## IU - Theoretical Frame



- Human-rights
- Educational theory:
  - Critical theory (Giroux)
  - Capability approach (Nussbaum)
- Broad understanding of inclusion with all aspects of diversity
- Supporting the talents and gifts of all students
- Diversity management

## University as an Enabling Space by...

- (1) Providing a non-discriminatory study room with sensitivity for diversity
- (2) Creating “secure” conditions for teaching and learning
- (3) Individualizing of study content
- (4) Promoting reflective and critical references to conditions of work and society
- (5) Supporting opportunities for individual development of talents and gifts
- (6) Creating mentoring programs for different target groups

## Adapted Curricula for all



- New initial phase
- Individualization by ...
  - providing a strength-oriented personal curriculum
  - expanding elective courses for all students
- In-depth theoretical knowledge as basis of free choice of additional courses
- Less face-to-face courses, more self-regulated learning
- New formats of teaching and learning (e.g., experimental classroom)

## New Curriculum



	General part	Main focus
Compulsory subjects (each subject is structured in 3-4 topics)	Decreasing	Decreasing
Optional compulsory subjects (each subject is structured in 3-4 topics)	Increasing	Increasing
Experimental classroom	6 credits in the first 4 semesters	8 credits in the second 4 semesters
Practice	10 credits all in all	

## Model of New Curriculum

1. Sem.	2. Sem.	3. Sem.	4. Sem.	5. Sem.	6. Sem.	7. Sem.	8. Sem.
<b>General part</b>							
Initial phase: Compulsory - 30 EC total - 30 EC	General part: Compulsory - 30 EC In total - 30 EC	General part: Compulsory - 24 EC Optional compulsory - 6 EC In total - 30 EC	General part: Compulsory - 24 EC Optional compulsory - 6 EC In total - 30 EC	General part: Compulsory - 14 EC Optional compulsory - 6 EC In total - 20 EC	General part: Compulsory - 4 EC Optional compulsory - 4 EC In total - 8 EC	General part: Compulsory - 8 EC Optional compulsory - 2 EC In total - 10 EC	General part: Compulsory - 6 EC Optional compulsory - 4 EC In total - 10 EC
Initial phase 30 EC	Educational science & Primary education 27 EC	Educational science & Primary education 27 EC	Educational science & Primary education 27 EC	Educational science & Primary education 14 EC	Educational science & Primary education 6 EC	Educational science & Primary education 3 EC	Educational science & Primary education 6 EC
	ATF 1: Creating lessons - UE 2 EC	ATF 1: Creating lessons - UE 2 EC	ATF 1: Creating lessons - UE 2 EC	ATF 2: Professional reflection -UE 2 EC	ATF 2: Professional reflection -UE 2 EC	ATF 2: Professional reflection -UE 2 EC	ATF 3: School as part of society - UE 2 EC
	Practical studies - 1 EC	Practical studies - 1 EC	Practical studies - 1 EC	Practical studies - 4 EC		Practical studies - 3 EC	
<b>Main focus</b>							
<b>Explanation:</b> 1 EC or ECTS (European Credit Transfer System): means 25 to 30 hours workload per semester, 30 ECTS is the workload for one fulltime semester				Main focus: Compulsory - 10 EC Optional compulsory - 0 EC In total - 10 EC	Main focus: Compulsory - 11 EC Optional compulsory - 11 EC In total - 22 EC	Main focus: Compulsory - 3 EC Optional compulsory - 17 EC In total - 20 EC	Main focus: Compulsory - 3 EC Optional compulsory - 17 EC In total - 20 EC
	TF 1: Compulsory - 4 EC	TF 2: Compulsory - 4 EC	ATF 1: Creating lessons - UE 2 EC	TF 1: Optional compulsory - max.	TF 2: Optional compulsory - max.	TF 3: Optional compulsory - max.	TF 4: Optional compulsory - max.
				TF 2: Optional compulsory - max.	TF 3: Optional compulsory - max.	TF 4: Optional compulsory - max.	TF 1: Optional compulsory - max.
				TF 3: Optional compulsory - max.	TF 4: Optional compulsory - max.	Bachelor - 1 EC	TF 2: Optional compulsory - max.
				TF 4: Optional compulsory - max.	Bachelor - 1 EC	TF 1: Optional compulsory - max.	TF 3: Optional compulsory - max.
				Bachelor - 1 EC	TF 1: Optional compulsory - max.	TF 2: Optional compulsory - max.	TF 4: Optional compulsory - max.
				ATF 1: Creating lessons - UE 2 EC	ATF 1: Creating lessons - UE 2 EC	ATF 1: Creating lessons - UE 2 EC	ATF 1: Creating lessons - UE 2 EC

## Topic 3

### The Programme BLuE

Bildung, Lebenskompetenz und Empowerment

(Education, Life Skills, and Empowerment)



# Dimension Disability



## Study structure

Inclusive University of Education Salzburg Stefan Zweig		
<b>Teacher training with assistance</b> (for students with physical or sensory disabilities ...)  Adapted curriculum: <ul style="list-style-type: none"> <li>• Admission</li> <li>• Contents</li> <li>• Examination</li> </ul>	<b>Teacher training</b> <b>Primary education</b> <b>Secondary education</b>  <b>Standard program:</b> Regular curriculum with a broad variety of deepening and choice	<b>BLuE</b> <b>Bildung, Lebenskompetenz und Empowerment</b>  <ul style="list-style-type: none"> <li>• Goal: employment, life competence and empowerment</li> <li>• Individualised curriculum</li> <li>• 8 students</li> <li>• 8 semesters</li> <li>• 14 ECTS per semester</li> <li>• Academic and practical experience</li> </ul>

# Dimension Disability (BLuE)

## 4 year program with BLuE-certificate:

- 1 year: Entry phase
- 2 year: Orientation (career choice and selection of academic focus)
- 3 year: Main focus
- 4 year: Main focus & Transition (to the world of work)

## Weekly structure:

- 3-4 academic courses
- 1 x BLuE-course „Life competences“
- 1 x BLuE-course „Empowerment“
- Vocational internship (10h/week, 12 weeks/semester)
- Social activity: member of a club (personal interest)



## Dimension Disability (BLuE)



### Community orientation:

- Internships in local organisations and companies
- Cooperation with local and regional social organisations
- Network of regional schools
- University as cultural and social space (events, course offers for different target groups ...)

### Partners of cooperation:

- Federal job center
- Federal agency for people with disabilities
- State of Salzburg
- Organisations in the field of disability (eg. Lebenshilfe Salzburg)



## Dimension Disability (BLuE)

### Infrastructure conditions:

- Student residence
  - On-campus (dormitory „Lehrerhaus“)
  - Inclusive shared apartment
- Leisure time
  - Inclusive leisure time activities
- Mobility
- Different areas of assistance:
  - Learning assistance
  - Residential assistance
  - Social assistance



## Evaluation



- Main focus: change in attitudes
- Different target groups: students, staff, administration ...
- Qualitative and quantitative research
- Longitudinal approach
- Participation of our students (Bachelor, Master, and Doctoral thesis)
- European Research Project (planned for 2018): Developing a Strategy to implement PSE-programs in Europe
- International perspective:
  - Situation in Europe
  - Cooperation with the US



## BLuE-Team Staff





Discussion and Questions  
Thank you very much!

