



Prof Lynn Clouder
Prof Zenaida Reyes
Dr Ied Veda R. Sitepu
Marie Sams



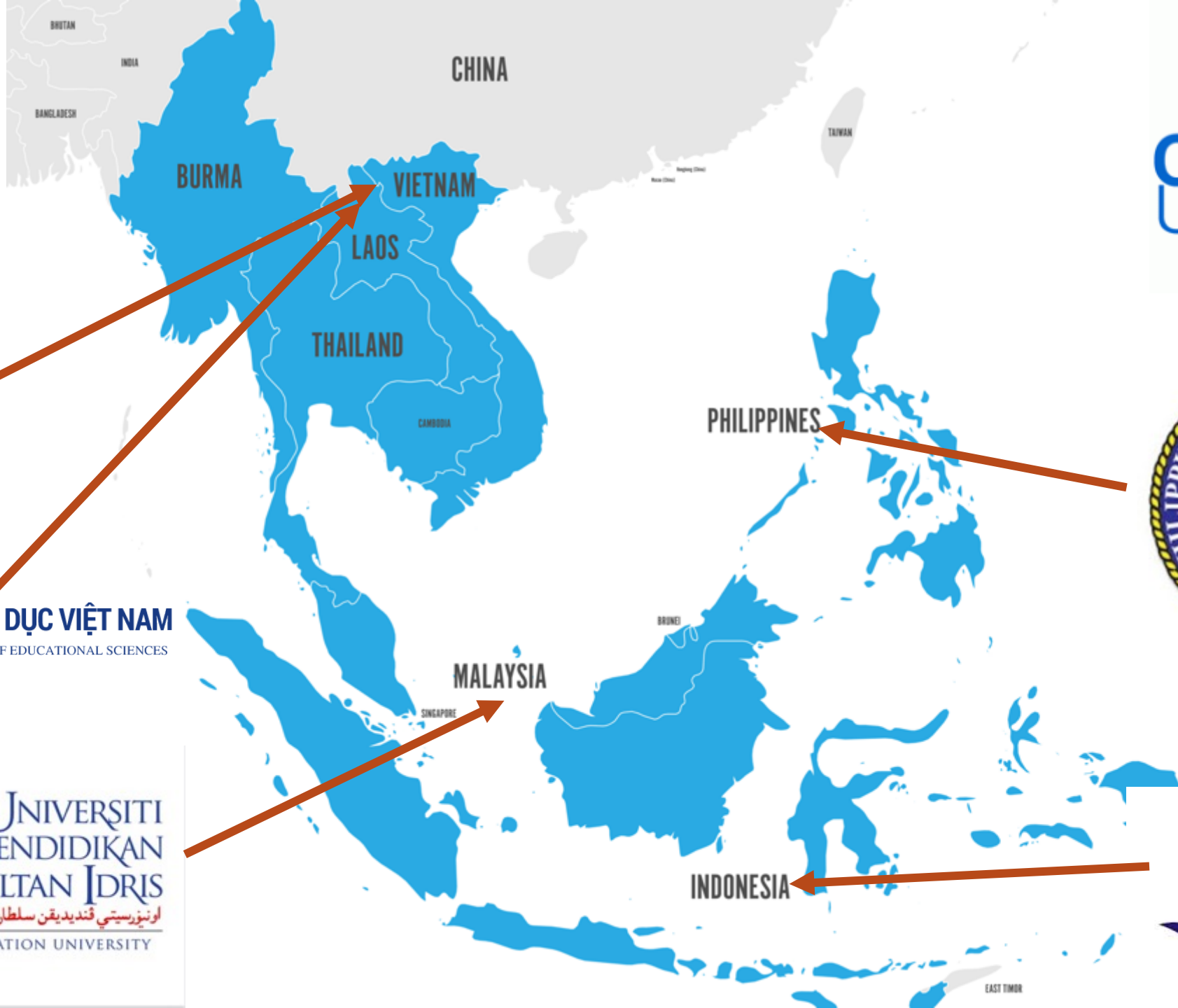
ACCESS AND INCLUSION OF DISABLED STUDENTS IN HIGHER EDUCATION IN FOUR ASEAN COUNTRIES: A SCOPING STUDY

Session Aims

Give a brief introduction to the project and its rationale

Introduce the Appreciative Inquiry Approach

Summary of what we have learned and considerations for the future.



VIỆN KHOA HỌC GIÁO DỤC VIỆT NAM
THE VIETNAM NATIONAL INSTITUTE OF EDUCATIONAL SCIENCES



Project Rationale

- SDG 4 advocates quality education for all.
- 650 million people in the Asia-Pacific region live with a disability (Cogburn and Kempin Reuter 2017).
- Underrepresentation and poor achievement of disabled people in higher education is a global challenge and greatest in ASEAN (UNESCO 2018).
- UN Convention on the Rights of Persons with Disabilities (2011) changed how disability is viewed.



4 QUALITY EDUCATION



To ensure inclusive and quality education for all and promote lifelong learning



Project Aim: To investigating access and inclusion for students with disabilities in higher education by:

- Mapping national laws, institutional policies
- Exploring challenges and student support mechanisms
- Identifying any gendered differences
- Analysing course and programmes for accessibility
- Engaging in knowledge and skills transfer
- Developing a framework for future research
- Extending the ALIGN Network

The project

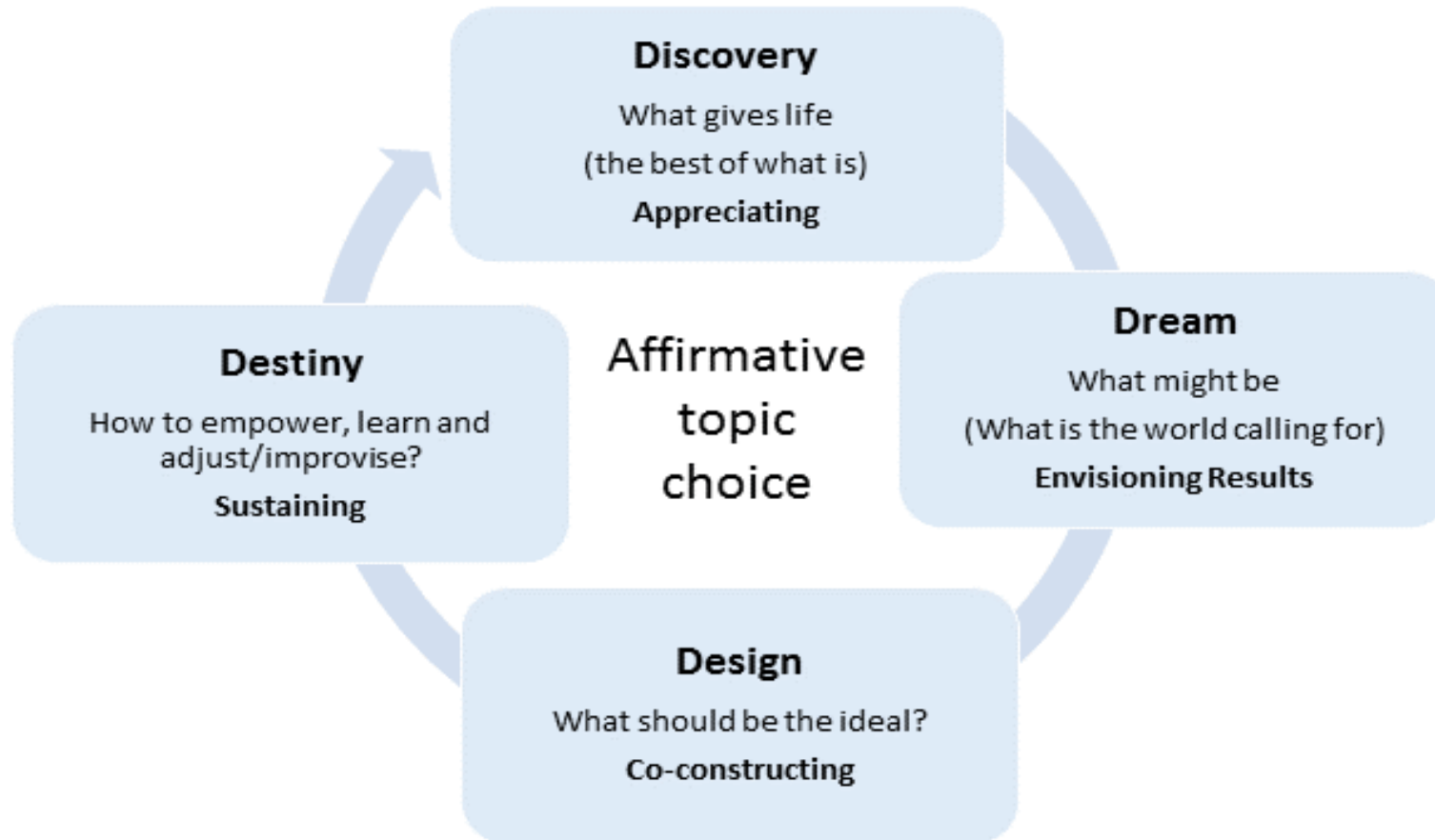
October 2019 – June 2021

Phases:

1. Train colleagues in running an appreciate inquiry (AI) as a method for data collection in each university
2. Data gathering through appreciative inquiries and desk research in each university
3. Research sandpit – identify main research questions
4. Dissemination - Website, articles, case studies, project symposium (online), extend the network -> follow-on project proposal.



Phase 1 – Introducing Appreciative Inquiry



(After Cooperrider & Whitney, 2005, 16, Figure 4)



What have we learned about disability in ASEAN higher education?

- High level policy background is constantly changing e.g. Senate bill 1907 currently being debated in the Philippines
- Education policy is in need of development
- In practice there is openness to promoting inclusion but this tends to be reactive and individualised rather than systemic
- Need for training of lecturers and professional service staff
- Some courses may be restrictive

People with
Disabilities are
Different
but Not Less



Research Questions

How effectively are inclusivity policies translated into practice in higher education in the ASEAN countries? What are the barriers and enablers?

How is disability viewed and defined in the ASEAN partner countries? Are there culturally specific issues that exclude people with some types of impairment?

Do the challenges we face in promoting inclusion differ between the global south and north

Are students with disabilities confined to studying certain subjects? Which disciplines are open to accepting students with disabilities?

To what extent is disability gendered in higher education in the ASEAN region?

Would a social justice framework that takes account of local knowledge systems be an appropriate way of researching disability?



For further insight join
Project Webinar
4th May

8.45-11.45 London time

<https://www.coventry.ac.uk/research/about-us/research-events/2021/webinar-for-access-and-inclusion/>

align.coventry.ac.uk

Interested in joining the
ALIGN network? Email
edu083@coventry.ac.uk