

# **Leipzig University**

## **Inclusion Action Plan**

Implementing the UN Convention on the Rights of Persons with Disabilities (CRPD)

## **Leipzig University**

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## **Publication details**

Published by Prof Dr Thomas Hofsäss, Deputy Vice-Rector for International Affairs and Education and Georg Teichert, Equal Opportunities Officer for Leipzig University

Edited by Kiril Brandt, Philipp Klemm and Lara Ludin

Technical editing by Prof Dr Thomas Hofsäss, Annett Ammer-Wies, Thomas Arndt, Imre Bösze, Prof Dr Tim Drygala, PD Dr Cornelia Engler, Prof Dr Kai von Klitzing, Dr Sabine Korek, Johannes Noack, Kathrin Rieger, Katharina Risch, Georg Teichert

The present document uses the Harvard referencing system for reasons of accessibility.

A simplified version of the action plan and an English language version are both available for download as accessible PDFs from the Equal Opportunities Office website

<http://www.gleichstellung.uni-leipzig.de/aktionsplan>. To obtain a Braille version, please contact the Equal Opportunities Office by email ([diversitaet@uni-leipzig.de](mailto:diversitaet@uni-leipzig.de)) or phone (+49 (0) 341-9730097).

## Table of Contents

<b>Foreword .....</b>	<b>1</b>
<b>Introduction.....</b>	<b>3</b>
<b>Prospective students .....</b>	<b>5</b>
UN CRPD objectives.....	5
Requirements at Leipzig University .....	5
Objectives and measures .....	6
<b>Students .....</b>	<b>7</b>
UN CRPD objectives.....	7
Requirements at Leipzig University .....	7
Objectives and actions .....	10
<b>Employees.....</b>	<b>14</b>
UN CRPD objectives.....	14
Requirements at Leipzig University .....	15
Objectives and measures .....	16
<b>Teaching.....</b>	<b>19</b>
UN CRPD objectives.....	19
Requirements at Leipzig University .....	19
Objectives and measures .....	21
<b>Research .....</b>	<b>23</b>
UN CRPD objectives.....	23
Requirements at Leipzig University .....	24
Objectives and measures .....	24
<b>Public relations .....</b>	<b>27</b>
UN CRPD objectives.....	27
Requirements at Leipzig University .....	28
Objectives and measures .....	29
<b>Site accessibility.....</b>	<b>31</b>
UN CRPD objectives.....	31

Requirements at Leipzig University .....31

Objectives and actions .....33

**Sources .....35**

**List of abbreviations .....37**

## Foreword

*“Inclusive education is the key to ensuring that people with disabilities are able to participate fully in a free society. It is a space in which people can develop their abilities, their self-esteem and their awareness of their own dignity.”*

### **Prof Dr Beate Rudolf**

Director of the German Institute of Human Rights

### **Dr Valentin Aichele**

Head of the CRPD National Monitoring Body

Inclusion is the guiding principle of the UN Convention on the Rights of Persons with Disabilities and describes the ultimate objective that all persons should play an integral part in, and participate fully in, society and its institutions. Underlying this principle is an understanding of disability that focuses on social conditions: disability arises only as a result of the interaction between an individual’s disability and environmental barriers.

This understanding is the basis for Leipzig University’s Inclusion Action Plan. Firstly, it presents an approach intended to identify and permanently remove structural obstacles preventing people with disabilities from accessing and participating in the life of the University. The action plan therefore focuses systematically on the UN Convention on the Rights of Persons with Disabilities, identifies the specific actions required of our institution and formulates the corresponding targets and measures. Secondly, the action plan clearly demonstrates our University’s determination to strive to be a place where people with and without disabilities and chronic illnesses are able to participate equally.

Engagement with diversity is a central component of the University’s ongoing development and leadership and its commitment to ensuring that self-determined and effective participation is open to everyone. Making inclusion a reality, in other words bringing about unconditional inclusion for all, brings a new sense of urgency to the fundamental questions of identity and our common understanding of what it means to belong. This action plan represents the University’s determination to address these fundamental questions.

The action plan is the result of a complex process of awareness raising. Inclusion has been the subject of intensive development work and discussion across a wide range of fields at Leipzig University. We would like to take this opportunity to thank all who participated in this process for their ideas, effort and outstanding input.

We would like to close by highlighting the central premise of the action plan: inclusion in the sense of unrestricted participation requires each one of us to play our part. To pick up on the theme of the University’s 2017 Inclusion Awareness Day, a University for All needs everyone to be part of it! We

would therefore encourage you to view this action plan as a powerful tool for achieving a modern and inclusive *Alma Mater Lipsiensis* for everyone, and to work together to bring it to life!

A handwritten signature in black ink, appearing to read 'Beate Schücking', with a stylized flourish at the end.

**Prof Dr Beate A. Schücking MD**

Rector, Leipzig University

A handwritten signature in black ink, appearing to read 'Thomas Hofsäss', with a stylized flourish at the end.

**Prof Dr Thomas Hofsäss**

Deputy Vice-Rector for Education and International Affairs, Leipzig University

## Introduction

The Convention on the Rights of Persons with Disabilities (CRPD), also known as the UN Disability Rights Convention, was adopted as an autonomous human rights treaty by the United Nations General Assembly in 2006. Germany was amongst the first countries to ratify the Convention, and it came into force here on 26 March 2009.

The main purpose of the CRPD is to enable people with disabilities to participate fully and equally in all aspects of society. As set out in article 1 of the CRPD, people with disabilities include those who *“have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.”*

This treaty, which applies to more than 650 million people worldwide, formed the basis for the German Federal Government’s National Action Plan 2.0 on the UN Convention on the Rights of Persons with Disabilities, entitled *“Our path to an inclusive society.”* At regional level, the CDU and the SPD in Saxony agreed as part of the Coalition Agreement 2014-2019 to develop a state-wide action plan to implement the convention, and this was adopted by the Saxon State Government in November 2016.

The importance of the issue was also emphasised by the Higher Education Development Plan 2025, where the Saxon Ministry of Science and Arts (Sächsische Staatsministerium für Wissenschaft und Kunst, SMWK) made the inclusive university model one of its seven mission statements.

The Saxon State Government’s action plan for higher education is based firmly on the provisions of article 24(5) of the CRPD, which requires state parties to ensure that people with disabilities are able to access higher education without discrimination and on an equal basis, in particular by providing reasonable accommodation. In order to address this issue in such a way as to achieve the most appropriate and effective outcome, the action plan provides for the development of university-specific inclusion strategies that take account of each university’s individual requirements and needs.

Having regard to the relevant international and national agreements and regional plans, Leipzig University therefore established its Inclusion Advisory Committee in April 2017. The Advisory Committee’s aim was to develop a specific action plan for Leipzig University to ensure that inclusion was more firmly embedded in the University’s strategic thinking and institutional approach.

The Advisory Committee is chaired by the Vice-Rector for Education and International Affairs, ensuring that the issue is at the heart of the University’s leadership. The Inclusion Advisory Committee’s key stakeholders in developing the action plan were people with personal experience of disability and/or chronic illness, representatives of students and staff with disabilities and chronic illness, the employer’s authorised representative for matters relating to disabled people, and researchers and academics with proven expertise. The student body, the Student Services

Association, the staff committee, the faculties and the Academic Senate were also represented, ensuring that the process included as many parts of the University as possible.

Leipzig University's Inclusion Action Plan is a framework agreement aiming to create inclusive conditions for studying and working that ensure equality of access and opportunity for people at the University with disabilities and chronic illness.

Further to the Advisory Committee's work gathering comments and proposed amendments from the faculties and central services, and its subsequent work, the action plan was subjected to close scrutiny by the Academic Senate in February and April 2018. The plan was also approved by the Vice-Chancellor's Office in February 2018.

Leipzig University regards this action plan as an active tool for promotion of equal opportunities. Ongoing evaluation and continued institution-wide development of the action plan will therefore be of central importance alongside its implementation in practice.



## Prospective students

This section of the action plan deals with the designing of higher education entry and admissions requirements so as to provide for equality of opportunity. To achieve this, information about entrance and admissions criteria and subsequent study conditions must be intuitively accessible to prospective students with disabilities or chronic illnesses.

## UN CRPD objectives

### Article 24: Education

(5) States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

(Federal Law Gazette [Bundesgesetzblatt] 2008, p 1427 f.)

### Article 2: Definitions

For the purposes of the present Convention [...] "reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms; [...].

(Federal Law Gazette 2008, p 1424)

## Requirements at Leipzig University

At present, applications for **entry to a course of study** can only be made through the AlmaWeb study portal, which is not accessible, through uniassist e.V. or hochschulstart.de. A project to redesign the AlmaWeb study portal is under way.

The online application process enables prospective students to disclose an existing disability. However, to date, there has been no follow-up to this or additional support offered. In future, applicants disclosing a disability should receive information about support and advisory services at Leipzig University (LU) and about the possibility of making a central application for access arrangements during examinations and during their course of studies. For 25% of students, disability or chronic illness arises for the first time during the course of their studies. It therefore makes sense to provide the option to receive free, one-click information each time a student reregisters.

The procedure for **admission to a course of study** is laid down in Saxony's regulations on higher education admissions (SächsHZG). To date, anti-discrimination legislation (section 10 SächsHZG) has not taken account of disabilities or chronic illness. The Saxon State Government's action plan on the implementation of the UN Convention on the Rights of Persons with Disabilities

(UN CRPD), envisages that amendments to statutory regulations will be in place with effect from 2018 (SMS [Saxon State Department for Social Affairs and Consumer Protection] 2017:54). In line with Saxon regulations on the award of university places, two percent of places are allocated to applicants affected by hardship. LU integrates the regulations on hardship and access arrangements into its admissions procedures, which are implemented and communicated transparently. When making admissions decisions, LU endeavours as far as possible to take account of a student's disability in allocating locations to students (SMWK [Saxon Ministry of Science and Arts] 2016: 45).

## Objectives and measures

### Entry and admission to a course of study

#### Objective

Regardless of disability, all prospective students have equal access to all advisory services.

The application process is accessible to all and is proactive in its provision of information to prospective students.

The higher education selection procedure is designed to ensure equality of opportunity, meaning that account is taken of the special requirements of university applicants with disabilities or chronic illness.

#### Measures

- The application procedure via AlmaWeb is being made accessible.
- When applying online, applicants are to be given the option of receiving free, one-click information with specific information about the processes for making a hardship application and for applying for access arrangements during the admissions process. This option is to be available each time students reregister. There will be a direct link to each specific support and advisory service.
- The regulations on hardship and access arrangements that are integrated into LU's admissions procedures will be processed and communicated transparently.
- LU will monitor aptitude assessment tests for each course of study in relation to equal opportunities for prospective students with disabilities and chronic illness.

## Students

The section of the action plan relating to students covers admission to a course of study, all conditions governing a course of study and the student's transition to professional life. According to the Saxon Freedom of Universities Act (SächsHSFG), it is the responsibility of higher education institutions to ensure that students with disabilities and chronic illness are not disadvantaged and can access the University's services as independently as possible (section 5 II:12. SächsHSFG).

As of 2018, the Federal Participation Act (Bundesteilhabegesetz) will remove integration assistance from the welfare system and will instead establish a separate, corresponding right in the 9th German Social Code (SGB IX). For the first time, a separate chapter on participation in education will ensure that assistance services are provided for programmes of advanced study (e.g. Master's degrees, as well as doctorates in certain cases).

## UN CRPD objectives

### Article 24: Education

(5) States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

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(Federal Law Gazette 2008, p 1424)

## Requirements at Leipzig University

In accordance with section 2 paragraph 5 of Leipzig University's statutes, LU is responsible for ensuring that students with disabilities and chronic illness are not disadvantaged.

**Accessible communication** applies to digital systems as well as analogue and face-to-face communication. In future, LU intends to make its digital learning platforms, the AlmaWeb campus management system and the "Moodle 2" learning platform, fully accessible. The right to use German Sign Language and communication support, accessible IT and accessible forms and documentation will be laid down in University policy.

Our **information and advisory services** already cover all academic issues relating to students with disabilities and chronic illness. However, students often become aware of these services too late, and those seeking help do not identify themselves as part of a target group from the outset. This is partly due to a lack of visibility and clarity in the design of these services.

The Central Student Guidance Service (Zentrale Studienberatung), the Student Secretariat (Studentensekretariat), the International Office (Akademische Auslandamt) and the Department of Continuing Education (wissenschaftliche Weiterbildung) are responsible for advising current and prospective students, both with and without disabilities or chronic illness, about study services, as well as helping students to consider and select courses of study. They are also responsible for providing assistance with any difficulties arising in relation to studies and for providing information about the applications, admissions and enrolment processes. The Central Student Guidance Service and the Centre for Teacher Training and School Research (Zentrum für Lehrerbildung und Schulforschung) provide counselling services. In addition, the International Office provides specific information on the financing and support services available to students with disabilities to enable them to undertake a period abroad in the context of their course, such as spending a semester at a foreign university or undertaking work experience abroad.

Prospective and current students with disabilities and chronic illness are clearly a particular focus for the Senate representative for students with disabilities and chronic illness. The Senate representative advises such students on study options and their course of study, taking account of individual circumstances. Leipzig Student Services Association (Studentenwerk Leipzig) provides a wide range of advisory services, including advice on studying with a disability, and offers counselling, benefits advice and legal advice. The Student Council also specialises in these issues and has set up an Inclusion Office. It also provides a telephone helpline and information line.

The Equal Opportunities Officer, Leipzig University's departmental Equal Opportunities Officers and the University hospital's Equal Opportunities Officer are the first port of call both for students and for employees with disabilities or chronic illness. The counselling centre at the Centre for Teacher Training and School Research provides a specific service for trainee teachers.

**Support services** at the University are already well-established. Visually-impaired and blind students and employees have access to two PCs with Braille display, Braille embosser and speech output system. Student assistants are also available to help with literature research. The libraries are highly aware of the needs of students with disabilities. Support with bibliography compilation and access to materials is therefore available to users with disabilities; loan periods can be extended, and reference-only materials can be taken out on loan. If required, materials can also be made available in an accessible location, and details about the various libraries and their accessibility are displayed on the University library homepage. As digitisation progresses, it will be important to ensure that accessible digital versions of new acquisitions are available so that people with visual impairments are able to access them independently.

To date, loop systems for students with hearing impairments have only been available in certain rooms. The University is purchasing mobile hearing loops that can be borrowed for lectures. In

future, all teaching rooms and lecture theatres need to be equipped with hearing loop systems. Mobile mobility equipment for students with physical impairments does not exist at present, which means it makes sense to purchase an adapted vehicle. At present, the range of accessible university sports on offer is insufficient. In addition to providing technical resources, managers need to be made more aware of the issue and a range of courses needs to be introduced.

The integration assistance service provider supplies students with disabilities with technical **resources and equipment**, communication and study assistants, mobility equipment and additional material and support services. The Senate representative and her colleague work with the Leipzig Student Services Association to provide active support to eligible students for applications for, and procurement of, financial assistance to meet their specific additional educational needs as laid out in the 12th German Social Code (SGB XII).

For **examination procedures**, section 34 III of the Saxon Freedom of Universities act (SächsHSFG) stipulates that examination regulations must provide equal opportunities for students with disabilities and chronic illness. At least 4% of the student population relies on such individual access arrangements. (HRK [University Rectors' Conference] 2009:3).

There is a very mixed picture in terms of examinations for students with disabilities and chronic illness at LU. To date, not all study and examination regulations include provisions for access arrangements. Where they do exist, they take many different forms. Each application for access arrangements has to be considered separately for each individual and examination because the range of disabilities and examination subjects is so diverse. Each faculty must therefore establish a flexible procedure that ensures equality of opportunity. A policy formalising a university-wide application procedure must be established. Access arrangements should have sufficient flexibility to provide for individual solutions and should allow for sign language to be used for assessment components and for the use of technical communications support equipment. In the case of permanent disabilities, a single application for access arrangements should suffice for the entire length of the programme of studies. Examinations Committees may contact the Senate representative for students with disabilities and chronic illness to ensure that access arrangements are applied consistently throughout the University and thus guarantee equality of opportunity. The Senate representative and her colleague are also available to support students applying for access arrangements.

Teaching staff and students continue to lack awareness of access arrangements. Students with disabilities and chronic illness often fear that requesting access arrangements will lead to social discrimination. Some do not consider themselves to have a disability, consequently do not feel that this option applies to them and therefore do not apply for access arrangements. University staff must therefore be informed and their awareness raised, particularly of the fact that we can only ensure that examinations provide equality of opportunity through the use of access arrangements.

In respect of the **representation of interests**, the Senate representative for students with disabilities and chronic illness is of key importance in representing students' interests and enforcing their rights.

At present, no official records are kept about **cases of discrimination** against students on the basis of physical or cognitive impairment because the complaints committee is only responsible for employee complaints, as laid down in the Federal Equal Opportunities Act (Allgemeines Gleichbehandlungsgesetz AGG). The LU must develop a policy to establish a central complaints committee for students and a formalised complaints procedure.

## Objectives and actions

### Accessible communication

#### Objective

Facilitation by LU of accessible communication.

#### Measures

- The right to communicate using German Sign Language, signed German or another suitable means of communication support is incorporated into the University's statutes. As far as possible, LU would like the Central Student Guidance Service, the Student Secretariat, the International Office and the Department of Continuing Academic Education, as well as the departmental offices and central services to have staff qualified in German Sign Language.
- LU is compiling a guide on the production of accessible forms and notices.
- "Leipzig studieren!", the portal for prospective students, the campus management system AlmaWeb and the Moodle 2.0 digital learning platform are being made accessible. Their design must be based on the relevant accessible information technology regulations 2.0 (BITV 2.0) and the web content accessibility guidelines 2.0.
- LU plans to install mobile communications systems in seminar rooms to significantly improve acoustic conditions and audibility.

### Information and advisory services

#### Objective

The information and advisory services meet the needs of students with disabilities and chronic illness, have a proactive and targeted approach, and are highly visible and effectively networked.

#### Measures

- The Equal Opportunities, Diversity and Family Unit is being established to act as the central office for inclusion. It links up those with responsibility for inclusion at LU, as well as external contacts, such as Leipzig Student Services Association, disability associations, rehabilitation

service providers, local social associations and the ministries, organisations and institutions with responsibility for inclusion at local, state and national level.

- Officers with responsibility for inclusion are compiling comprehensive information for current and prospective students with disabilities or chronic illness about the services and advice on offer.
- The Senate representative for students with disabilities and chronic illness is given its own resources and has an annual budget to enable students' smaller-scale needs, such as equipment, other support services and benefits in kind, to be met in an immediate and straightforward way. The Senate representative's staff is being extended.
- The International Office is seeking to extend financial assistance and support services for students with disabilities and chronic illness, and raise its visibility.
- Information about hardship applications and access arrangements is being added to the relevant sections of the University's website.
- Specialist inclusion advisers are to be appointed for faculty offices and central services.
- Posters are being displayed in faculties and departments, clearly showing the advisers for university members with disabilities and chronic illnesses.

## Support services

### Objective

Students with disabilities and chronic illnesses are supported to complete their course of study successfully. Measures are put in place to offset the impact of disability on the successful completion of a course of study.

### Measures

- Hearing loop systems in lecture theatres and teaching rooms are being upgraded.
- The technology in the visual impairments resource centre is being upgraded and developed to include mobile equipment that can be borrowed for classes and lectures.
- Applications to procure additional resources and equipment that are not currently available can be made through the Equal Opportunities, Diversity and Family Unit (Stabsstelle Chancengleichheit, Diversität und Familie).
- Leipzig University is working towards providing relaxation areas.
- A vehicle for university members with reduced mobility is being added to LU's vehicle fleet.

## Study and examination conditions

### Objectives

In terms of study and examination conditions, there is a level playing field for students with disabilities and chronic illness.

Length of study can be extended on the grounds of disability or for illness-related reasons.

### Measures

- LU is establishing a university-wide policy extending the regulations on access arrangements in model examination regulations, examinations regulations and study regulations. The regulations include the possibility of modifying the way components are examined, and options for alternative curricula, part-time study and additional semesters. The Inclusion Advisory Committee is submitting a draft university-wide policy to the Senate.
- The Inclusion Advisory Committee is looking at ways of preventing disadvantage as a result of extensions to length of study on the grounds of disability or illness. In particular, it is exploring ways of avoiding the penalty fee laid out in section 12 II of the Saxon Freedom of Universities Act (SächsHSFG), and of avoiding fees for admission to a second degree as a result of disability or illness.
- The Senate representative for students with disabilities or chronic illness will advise the Boards of Examiners on the granting of access arrangements, as long as the student with a disability or chronic illness releases the Senate representative from her duty of confidentiality for this purpose.
- The Examinations Committees keep anonymised records of access arrangements, specifying the basis for and the method of granting such arrangements and the experience gained. This will provide subsequent Examination Committee members with a basis upon which to grant special arrangements to ensure there is equality of opportunity. The documentation also supports the work of the Senate representative. LU is establishing an arbitration board to rule in cases of dispute over the granting of access arrangements. Students are free to appeal to this board. The Senate representative for students with disabilities and chronic illness will support them in this.
- The concerns of students with disabilities or chronic illness are taken into account in the design of new courses of study, with particular regard to the guidance published in 2014 by the Information Centre for Study and Disability (IBS) on the need to consider issues affecting students with disabilities when accrediting degree courses and systems.

## Representation of interests

### Objective

Students with disabilities and chronic illness can access services and facilities independently.



The planning and organisation process always takes account of the interests of students with disabilities and chronic illness.

### Measures

- The Senate representative for students with disabilities and chronic illness represents these interests to the Inclusion Advisory Committee. The Committee identifies this group's needs, communicates them to the relevant bodies and monitors their implementation.

## **Eliminating discrimination**

### Objective

Leipzig University takes active steps to counter discrimination against members of the university with disabilities and chronic illness.

### Measures

- LU establishes a formal complaints procedure where discrimination is experienced. The employee complaints committee, set up in the context of the Federal Equal Opportunities Act, will then also have responsibility for students.

## **Transition to employment**

### Objective

Prior to the transition phase, students with disabilities and chronic illness are given particular support to enable them to participate on an equal basis in professional life.

### Measures

- The careers service advice and qualification functions are being extended to take account of the specific concerns of students with disabilities and chronic illness (by linking with external partners and services and providing support for work experience abroad).

## Employees

As a public body, the University serves as an example of how to enable equal and non-discriminatory participation of people with disabilities and chronic illness.

This section of the action plan deals with equality of participation for employees with disabilities and chronic illness. To ensure that everyone is able to participate as independently as possible, barriers need to be removed, or as a minimum positively mitigated on a case-by-case basis. This objective will be achieved through equality of working conditions, clear and easy to access information and advisory services, support services such as health promotion and integration assistance programmes, representation of interests and a discrimination-free working environment.

### UN CRPD objectives

#### Article 27: Work and employment

- (1) States Parties recognize the right of persons with disabilities to work on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities. States Parties shall safeguard and promote the realization of the right to work, including for those who acquire a disability during the course of employment, by taking appropriate steps, including through legislation, to, inter alia:
- a) Prohibit discrimination on the basis of disability with regard to all matters concerning all forms of employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions;
  - b) Protect the rights of persons with disabilities, on an equal basis with others, to just and favourable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;
  - c) Ensure that persons with disabilities are able to exercise their labour and trade union rights on an equal basis with others;
  - d) Enable persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;
  - e) Promote employment opportunities and career advancement for persons with disabilities in the labour market, as well as assistance in finding, obtaining, maintaining and returning to employment; [...]
  - g) Employ persons with disabilities in the public sector; [...]
  - i) Ensure that reasonable accommodation is provided to persons with disabilities in the workplace;

- j) Promote the acquisition by persons with disabilities of work experience in the open labour market;
- k) Promote vocational and professional rehabilitation, job retention and return-to-work programmes for persons with disabilities.

(Federal Law Gazette 2008, p 1439 f.)

## Requirements at Leipzig University

At present, fewer than 5% of the employees at LU have a disability. The actual proportion of employees with a disability may be higher, as many employees do not disclose their disability as they are not aware of their rights to benefits or fear being disadvantaged in the workplace.

**Recruitment procedures** will be more proactive in future. At present, the problem is that applicants do not disclose their disability or chronic illness as they believe this will disadvantage them in the selection process. However, if a disability is not disclosed, then the representative for persons with disabilities at the University will not usually participate in the selection process. The solution to this problem requires the creation of trust between the University and the applicant by communicating the University's openness to recruiting applicants with disabilities and chronic illness. In addition to the standard formulation "preference will be given to applicants with a disability who demonstrate comparable suitability", the contact details for advice and support services should be published alongside the job vacancy. Moreover, applicants' attention is to be drawn to the opportunity to contact the disabilities representative in confidence in advance of submitting an application. As this opportunity is available to all applicants, this does not disadvantage other applicants.

In the recruitment of trainees, LU undertakes to fill 10% of all training places with trainees with disabilities and chronic illnesses and to offer extensive work placements with a range of training institutions to trainees with disabilities and chronic illness.

At present, **information and advisory services** are provided by the University's representative for people with disabilities, the medical faculty's representative for people with disabilities, the employer's authorised representative on matters relating to disabled people and the staff committee's representative in charge of harassment in the workplace. If advisers were more closely networked, this might result in greater synergy between the services. The Equal Opportunities, Diversity and Family Unit should promote this type of networking in future by holding regular meetings to enable student advisers and external agencies to collaborate and exchange information.

These services must also become more visible as employees are currently not always aware of them. In addition to increasing their visibility, they need a clearer service offer. Target groups often feel that services do not apply to them if the only terms used are "disability" or "illness". It is therefore important that close attention be paid to the wording used to describe the services offered.

In future, all advisory services and information about the services on offer are to be presented clearly on the Equal Opportunities, Diversity and Family Unit website.

The representative for people with disabilities at the University must be properly equipped to perform her tasks.

**Support services** include all measures that improve the circumstances of employees with disabilities and chronic illness. This includes health promotion and occupational reintegration management as well as adjustments to the workplace to meet the needs of employees with disabilities and chronic illness. As set out in the 9th German Social Code – Rehabilitation and Participation of Disabled People – (SGB IX), it is critically important to provide active support to enable employees to apply for services to enable them to participate. Depending on the individual case, it may be possible to finance adjustments to the workplace and other services through a range of rehabilitation service providers.

Employees' **interests** should be **represented** directly by the employees with disabilities and chronic illnesses themselves or indirectly through the University representative. The results of a study undertaken by the ZAROF institute confirm that there is huge stigma attached to disability and chronic illness. This results in employees failing to safeguard their own interests through fear of being disadvantaged. This will change if the University is in future better able to convey its openness and the value it attaches to diversity.

**Raising awareness** of disabilities and chronic illness counteracts exclusion, facilitates contacts and creates an open approach to the issue. Inclusion must therefore be firmly embedded in the LU training programme.

The inclusion advisory services for University leaders, department heads, deans and managers who are obliged as part of the planning process to consider the interests of university members with disabilities are also being extended.

**Anti-discrimination** refers to awareness of and appropriate reaction to discrimination experienced by individuals. Employees who experience discrimination as a result of their disability can approach the complaints committee, as set out in the Federal Equal Opportunities Act (AGG). To date, there has been no formalised procedure for dealing appropriately with discrimination. The new policy to be written in line with the Equal Opportunities Act will set out a formalised procedure.

## Objectives and measures

### Recruitment procedures

#### Objective

Recruitment procedures will ensure equality of opportunity by counterbalancing barriers faced by individuals.

#### Measures

- Job advertisements are checked for accessibility, and adjusted if necessary. Contact details for information and advisory services for applicants with disabilities and chronic illness are

given at the bottom of advertisements. Applicants must be given the opportunity to contact the representative for people with disability at the University before they apply.

- 10% of all LU training places are filled with trainees with disabilities or chronic illnesses.
- Specific workstations for people with disabilities are to be identified across the University and equipped appropriately.
- A recruitment and appointments guide in the form of a handout is being compiled.

## Information and advisory services

### Objective

Advisory services are designed to meet the needs of employees with disabilities and chronic illness and are well-informed, networked, visible and easy to access.

### Measures

- The advisory services offered are presented clearly on the Equal Opportunities, Diversity and Family Unit homepage.
- A leaflet is being compiled explaining the services on offer. The leaflet will provide information about working with a disability or chronic illness, particularly in relation to reduced or fluctuating capacity to work.
- The University officer for people with disability will be appropriately equipped to carry out this task.

## Support services

### Objective

Employees with disabilities and chronic illness receive active support to enable them to participate in professional life on an equal basis.

### Measures

- LU creates structures to actively support employees applying for services to enable them to participate in professional life as set out in the 9th German Social Code (which includes assistants). LU intends to provide a bank of resources available to borrow for the period covered by the application.
- LU aims to enter into a service agreement for vocational rehabilitation management that takes account of the concerns of employees with disabilities and chronic illness.
- LU aims to develop a work agreement for homeworking and teleworking.

## Representation of interests

### Objective

Employees with disabilities or chronic illness are able to voice their concerns in an open work environment where diversity is valued.

### Measures

- Regular HR meetings should encourage employees to voice their needs relating to disability or chronic illness.

## Raising awareness

### Objective

University members are aware of the needs of people with disabilities and chronic illness and are confident in their dealings with them.

### Measures

- In collaboration with the Centre for Pedagogy in Higher Education (Hochschuldidaktisches Zentrum), inclusion is being incorporated into the Finance and Human Resources department's ongoing training programme.
- Decision makers are given a specific guidance session each year on the needs of people with disabilities and chronic illness.

## Eliminating discrimination

### Objective

There is a formalised complaints procedure dealing with all instances of discrimination.

### Measures

- The Equal Opportunities, Diversity and Family Unit is developing guidelines for implementing the Equal Opportunities Act (AGG) and is creating a standardised complaints procedure that applies equally to students and employees.

## Teaching

The section of the action plan dealing with teaching covers the transfer, processing and testing of knowledge and skills. The methodological and educational approach of courses should be designed to ensure that they can be delivered accessibly. In order to achieve this, accessible teaching structures and processes must be implemented as standard from the outset and the requisite flexibility retained to enable solutions to be devised on a case-by-case basis. In this context, it is important that teaching staff are fully aware of the needs of students with disabilities and chronic illness and are qualified in the principles and methodology of university teaching. In addition, teaching rooms and teaching materials should be organised in such a way as to facilitate accessible communication. Issues relating to disability and chronic illness should themselves be part of course content (SMS 2017: 35).

### UN CRPD objectives

#### Article 8: Awareness-raising

(1) States Parties undertake to adopt immediate, effective and appropriate measures:

- a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;
- b) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;
- c) To promote awareness of the capabilities and contributions of persons with disabilities.

(Federal Law Gazette 2008, p 1427)

#### Article 24: Education

(4) In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

(Federal Law Gazette 2008, p 1437)

### Requirements at Leipzig University

In accordance with the recommendations of the University Rectors' Conference, **accessible teaching** is largely achieved through raising teachers' awareness of the issues involved. Teachers "should see it as part of their role to integrate the issues and concerns of students with chronic illness into their teaching and guidance" (University Rectors' Conference 2009:3).

Ideally, teachers will inform students of their methodology and pedagogic approach in advance so that those with disabilities or chronic illness are able to communicate their needs in good time. This includes such needs as provision of scripts, permission to record classes or verbal explanation of any images displayed. In many cases, teachers are receptive to the needs of students with disabilities and chronic illness. However, this may vary depending on the teacher's awareness level, sensitivity and confidence in dealing with disabilities and chronic illness. Targeted information and additional training are priorities here.

Most **teaching material** is not accessible, for example, scanned photocopies available on Moodle that cannot be read using a screen reader. In future, there should be less expectation that students will make adjustments to teaching materials themselves, such as by editing materials in the visually-impaired resources centre. The provision of guidance on how to deploy accessible teaching principles and methodologies in universities is therefore the most effective approach. A code of practice based on the Information Centre for Study and Disability's guide to accessible teaching will be devised and disseminated throughout the University with the aim of implementing university-wide guidelines on standards for the design and delivery of teaching materials (SMWK 2016:52ff).

Inclusion should be embedded in the general skills required for all courses of study (SMS 2017:54).



## Objectives and measures

### Accessible courses

#### Objective

All courses at LU are accessible. Teaching staff are aware of and are qualified in inclusive methodologies and the principles of university teaching.

#### Measures

- LU's range of courses for university teachers is being extended to include teaching practices that take account of diversity.
- LU is working towards incorporating the theme of inclusion into the continuing professional development programme run by the Saxon Centre for Teaching and Learning in Higher Education. In particular, LU intends to broaden the Saxon certificate of university teaching to incorporate inclusion.
- The *Stabsstelle zur Qualitätsentwicklung in Lehre und Studium*, the unit that oversees the development of quality teaching and learning, is integrating accessible teaching into the quality management process at Leipzig University. This aspect will also be added to the criteria for course evaluation and reporting on teaching quality at LU.
- Diversity and accessible university teaching methodologies are key to the ongoing expansion of elearning facilities.
- LU intends to include accessible teaching as a criterion for the award of the LiT prize.
- LU is examining how the issue of inclusion can be incorporated into the framework of the Stil project, for instance in the *Tutoring-Kolleg* (Tutoring College), *LaborUniversität* (Laboratory University) and *Schlüsselqualifikationen (SQneu)* (Key Qualifications) sub-projects.
- LU is working to broaden cross-faculty core qualifications by providing courses dealing with inclusivity.
- LU plans to incorporate German Sign Language courses into the range of courses offered by the Language Centre and accredit these as core qualifications.
- LU is determining whether lecture theatre computers can be equipped with Bluetooth to enable teachers to send presentations to students in PDF format during lectures or send live pictures by Bluetooth.
- LU is devising a guide to the accessible organisation of classes and lectures. Bilingual (German/English) and Braille versions will be available throughout the University.

## **Accessible teaching material**

### Objective

Teaching material at LU is accessible.

### Measures

- LU is devising university-wide guidelines on standards for the design and delivery of teaching materials.

## **Inclusion as a teaching topic**

### Objective

Inclusion is incorporated into teaching as an interdisciplinary theme.

### Measures

- As part of an update of study and examination regulations, LU is considering whether and how it might be possible to integrate the theme of inclusion into courses of study (e.g. as an interdisciplinary skill).
- The Department for Continuing Education and Distance Learning (Wissenschaftliche Weiterbildung und Fernstudium) is developing support services for students with disabilities and chronic illness and is integrating the theme of inclusion into its training courses.

## Research

This section of the action plan covers the efforts being made to broaden research into disability, chronic illness and inclusion, and to create accessible working conditions for researchers and academics. Appropriate support services, regulations on doctoral and post-doctoral qualifications that take needs into account, and the accessibility of academic events have an important role to play for researchers and academics.

### UN CRPD objectives

#### **Article 4: General obligations**

(1) States Parties undertake to ensure and promote the full realization of all human rights and fundamental freedoms for all persons with disabilities without discrimination of any kind on the basis of disability. To this end, States Parties undertake [...]:

- f) To undertake or promote research and development of universally designed goods, services, equipment and facilities, as defined in article 2 of the present Convention, which should require the minimum possible adaptation and the least cost to meet the specific needs of a person with disabilities, to promote their availability and use, and to promote universal design in the development of standards and guidelines;
- g) To undertake or promote research and development of, and to promote the availability and use of new technologies, including information and communications technologies, mobility aids, devices and assistive technologies, suitable for persons with disabilities, giving priority to technologies at an affordable cost;

(Federal Law Gazette 2008, p 1424 f.)

#### **Article 15: Freedom from torture or cruel, inhuman or degrading treatment or punishment**

(1) No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment. In particular, no one shall be subjected without his or her free consent to medical or scientific experimentation.

(Federal Law Gazette 2008, p 1431)

#### **Art 27 UN CRPD: Work and employment**

(See employees)

**Article 31: Statistics and data collection**

(1) States Parties undertake to collect appropriate information, including statistical and research data, to enable them to formulate and implement policies to give effect to the present Convention. [...]

(Federal Law Gazette 2008, p 1443 f.)

**Article 32: International cooperation**

(1) States Parties recognize the importance of international cooperation and its promotion, in support of national efforts for the realization of the purpose and objectives of the present Convention, and will undertake appropriate and effective measures in this regard, between and among States and, as appropriate, in partnership with relevant international and regional organizations and civil society, in particular organizations of persons with disabilities. Such measures could include, inter alia: [...]

c) Facilitating cooperation in research and access to scientific and technical knowledge; [...]

(Federal Law Gazette 2008, p 1444)

**Requirements at Leipzig University**

The CRPD aims to promote the themes of disability and chronic illness in research projects and focuses on the development and promotion of universal design in every field and the development of communication technology and mobility aids and devices (article 4(1)(2)(f) and (g) of UN CRPD).

These support services have the potential to create an accessible research environment. The University representative for people with a disability already provides assistance with applications for and organisation of assistants, for instance to provide support at conferences or on foreign visits. In addition, the International Office advises on special funding that enables university staff with disabilities or chronic illness to claim the maximum available rate for foreign visits. However, many members of the university are inadequately informed about the services provided by, and the responsibilities of, the advisory services. Therefore, in future the services provided by the information and advisory services will be presented more clearly on the homepage.

**Objectives and measures****Accessible research****Objective**

LU strives to provide researchers and academics with an accessible working environment and fosters the creation of an equal and inclusive research environment. Academic events are as accessible as possible.

## Measures

- Where necessary, regulations on doctoral and post-doctoral qualifications are being extended to include access arrangements.
- In future, 5% of doctoral research posts at LU will be awarded to applicants with disabilities and chronic illness.
- LU is establishing a fund to support doctoral candidates with disabilities and chronic illness with the completion of their degrees.
- The administration system at LU for doctoral and post-doctoral candidates is being made accessible. As far as possible, a one-click option to receive information on completing a doctorate with a disability and chronic illness at LU is being integrated into the system.
- The University is looking at how to give much greater consideration to applications from people with disabilities and chronic illness for Pre Doc Awards from the Vice-Chancellor's Office, which are used to finance a project-based preparatory phase for PhDs.
- Research is being carried out into the options for (financial) support (for instance assistants) for LU academics travelling to conferences or making foreign visits. The information gathered will be made available through the Research Service, the Research Academy and the International Office.
- Each time invitations are issued for academic and research events, LU will enquire about and meet the additional support needs of guests. Invitations should be accessible and indicate any access barriers at the event location.
- The Equal Opportunities, Diversity and Family Unit fosters the exchange of ideas between academics and researchers about research projects relating to inclusion, and the networking of existing projects.
- As far as possible, when new material, equipment or furniture is purchased for research projects, it should meet the principles of universal design as set out in article 2 of the UN CRPD.

## Disability and chronic illness as research topics

### Objective

LU supports research projects into disability and chronic illness and is actively involved in networking all stakeholders.

### Measure

- LU provides a fund for practical research projects into inclusion, disability and chronic illness.
- LU supports student projects and research that foster long-term inclusion at the University.

- Research into disability and chronic illness is presented clearly on the Equal Opportunities, Diversity and Family Unit homepage to encourage further networking.

## Public relations

The public relations section of the action plan covers internal university communications between all university bodies and members, and external communications.

Article 8 of the CRPD defines the goal of this section of the action plan in its call for a greater awareness of the issues. People with disabilities and chronic illness must be encouraged to exercise their rights and express their needs. In addition, increased awareness on the part of all university members will contribute to the recognition and dismantling of barriers. At the same time, it is crucial to overcome prejudice and bring the abilities of people with disabilities and chronic illness to the fore.

Communicating in a way that raises awareness of diversity is one way of achieving a closer focus on disability and chronic illness, as well as raising the consciousness and awareness of all university stakeholders.

In future, therefore, LU will use terminology, images and subject matter that does not stigmatise groups or individuals and demonstrate awareness of disabilities and will encourage all university members to communicate in a way that raises awareness of diversity. The means of communication must themselves also be accessible.

In the long term, greater awareness encourages people to speak out and creates an equal and inclusive learning and working environment. As all members identify more closely with the University, so public perception of inclusion will also become more positive.

## UN CRPD objectives

### **Art. 8 Awareness-raising**

(1) States Parties undertake to adopt immediate, effective and appropriate measures:

- a) To raise awareness throughout society, including at the family level, regarding persons with disabilities, and to foster respect for the rights and dignity of persons with disabilities;
- b) To combat stereotypes, prejudices and harmful practices relating to persons with disabilities, including those based on sex and age, in all areas of life;
- c) To promote awareness of the capabilities and contributions of persons with disabilities.

(2) Measures to this end include:

- a) Initiating and maintaining effective public awareness campaigns designed:
  - i. To nurture receptiveness to the rights of persons with disabilities;
  - ii. To promote positive perceptions and greater social awareness towards persons with disabilities;

- iii. To promote recognition of the skills, merits and abilities of persons with disabilities, and of their contributions to the workplace and the labour market;
- b) Fostering at all levels of the education system, including in all children from an early age, an attitude of respect for the rights of persons with disabilities; [...]
- c) Encouraging all organs of the media to portray persons with disabilities in a manner consistent with the purpose of the present Convention;
- d) Promoting awareness-training programmes regarding persons with disabilities and the rights of persons with disabilities.

(Federal Law Gazette 2008, p 1427 f.)

## Requirements at Leipzig University

The present action plan will form the initial basis for Leipzig University's achievement of the shift in consciousness required by the UN CRPD from an integration approach to one of inclusion. Hitherto, there has been no common understanding of the term "inclusion" (SMWK 2016:9).

If members of the university disclose a disability or chronic illness, then the responsible bodies do all they can to support and assist them as effectively as possible. Whilst stakeholders provide this support and assistance as a matter of course, to date there has been no university-wide or official communication that such support and assistance exists. In future, the services offered by all information and advisory services will be centrally accessible on LU's homepage. Regular meetings between those involved in these services will ensure joined-up service provision.

Public relations promoting diversity is a good way of increasing the visibility of LU's support services. If this tool can be used to encourage university-wide discourse then it will help to break down people's fear of broaching the issue of inclusion. In turn, this will also encourage university members to exercise their rights. Leipzig University's magazine, LUMAG, already promotes discourse that raises diversity awareness and publishes discussions on disability and chronic illness.

By providing accessible templates (for posters, flyers, etc.) in diversity-aware language, as well as photos, images and film materials that reflect diversity, LU aims to encourage faculties and a range of university stakeholders to use them for their own communications.

The Central Student Guidance Service and Leipzig Student Services Association already collaborate closely to provide prospective students researching their higher education options and applying to university with information and advice about the accessibility support available to them at university. In future, such discourse should be fostered at events targeting people entering and completing courses of study, as well as at inclusive "get-to-know-you" events. LU is incorporating equal opportunities into its mission statement, alongside its active support for university members with disabilities and chronic illness.

In addition to events and press releases, the University's website is its main channel of communication with the public. An accessible website will be launched soon.



## Objectives and measures

### University communications

#### Objective

All university members encounter disability and chronic illness as part of everyday life at the University. There is open discourse that demonstrates awareness of diversity.

#### Measures

- LU's website is accessible. Main images and video content should be made accessible through the provision of alternative text, subtitles, audio description or German Sign Language.
- LU provides accessible templates (posters, flyers, etc.) in diversity-aware language as well as photos, images and film materials that reflect diversity.
- LU facilitates training courses on the promotion of diversity in public relations.
- LU is extending its mission statement objectives to include equal opportunities for university members with disabilities and chronic illness and the active provision of support.
- In future, all services offered by information and advisory services will be centrally accessible on LU's homepage.
- LU is working towards making the University's art collection, housed in the Kustodie art gallery, fully accessible.
- The Equal Opportunities, Diversity and Family Unit holds a biannual networking event for inclusion stakeholders to promote discussion and develop support services and funding opportunities, as well as to plan the further implementation of the action plan (including short, medium and long-term measures).

### (University and) public events

#### Aims

Many LU events discuss disabilities and chronic illness, with the aim of disseminating knowledge, raising awareness and promoting research in the field.

At LU, events are as accessible as possible.

#### Measures

- LU is compiling a guide to establish minimum standards for accessible events, including a LU planning and implementation checklist (room allocation, technology).
- LU is offering an interdisciplinary lecture series on "Disability, chronic illness, diversity and (ab)normality", which it hopes will facilitate significant advances in research and foster academic discussion and exchange.

- The University's sports centre and health centre are expanding the range of inclusive sports on offer. In addition, they intend to provide inclusion training to all instructors and make course and class descriptions more precise so that all sports and courses offered are more accessible for people with disabilities and chronic illness.

## Networking

### Objective

LU encourages internal and external networking and collaboration with inclusion stakeholders.

### Measures

- LU will network more closely with schools and other facilities and institutions so that prospective students researching their higher education options and applying to university are given information and advice about accessible study.
- Leipzig Student Services Association, the municipality of Leipzig, the German Central Library for the Blind in Leipzig (DZB Leipzig), disability and social associations, networks and all relevant partners are actively invited to take part in relevant projects and are involved wherever possible.
- LU, and in particular the University library, will cooperate more closely with the German Central Library for the Blind in Leipzig on further joint projects for implementing the CRPD.

## Site accessibility

Beyond implementing the UN CRPD, LU also wants to make the University an accessible place for all university members and visitors. This section of the action plan deals with unrestricted mobility, and unrestricted access to it, throughout the University.

To guarantee that everyone can access the University, rooms, open spaces and paths must be free of steps and have minimum gradients. In order for people to be able to move around without difficulty, there must be sufficient information about the accessibility and location of rooms (e.g. an accessibility map of the campus, online information and on-site signposting). The information itself must be accessible and therefore must always be provided in audio or tactile form.

Unrestricted use should be guaranteed by the provision of sufficient relaxation zones, appropriate furnishings, optimum ventilation, lighting and acoustics (better acoustics achieved through optimum design of space and availability of hearing loop systems. Guidance on this type of design is available from the USA, in the form of the *DeafSpace Design Guidelines*.)

Saxony has legally binding provisions in place, such as section 50 of the Saxon building regulations (Sächsische Bauordnung) and DIN standard 18040-1 (Accessible building – part 1: public buildings). When fitting ground surface indicators, such as tactile strips, the University follows DIN standard 32984.

## UN CRPD objectives

### Article 9: Accessibility

(1) To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

- a) Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces; [...].

(Federal Law Gazette 2008, p 1428)

## Requirements at Leipzig University

Accessibility played an important role in the construction of the new main campus. As a result, the main campus has large even surfaces, ramps, automatic doors and lifts. There is a tactile floor plan at each of the entrances to the campus. A tactile guidance system leads to the lecture theatres, the refectory and cafeteria. In addition, many areas and rooms have signs in Braille. However, some of

the signage is incomplete and has not been fitted securely. When allocating rooms, the University will give consideration wherever possible to any students who it is aware have a disability or chronic illness (e.g. restricted mobility or autism). Students with disabilities or chronic illness have hitherto had insufficient space for their assistive technology devices (e.g. computers with Braille embosser) in the lecture theatres. These must therefore be fitted with larger desks. It is also vitally important that the remaining teaching rooms and lecture theatres are fitted with hearing loop systems and wearable microphones. In future, users with hearing implants will be able to connect directly to the transmitter where facilities are Bluetooth-enabled. Portable hearing loop systems will be purchased to facilitate accessible communication at special events. LU will equip remaining areas with disabled access toilets within a reasonable distance. The number of relaxation areas is also being increased. The fire protection system is being expanded to take account of the special requirements of university members with disabilities and chronic illness. Bicycles are regularly parked in areas that need to be kept clear and effective measures are needed to prevent obstructions to people with restricted mobility or prams, and for the purposes of fire safety.

Most of the University's estate is not accessible. Steps often prevent entry, or doors are very heavy and too narrow. In many cases, corridors have steps and heavy fire doors which do not open automatically. There are very few disabled access toilets, tactile ground surface indicators or signs in Braille. In future, the potential needs of employees with disabilities and chronic illnesses must be taken into account from the outset when purchasing new office equipment.

To guarantee accessibility when building, conversion and renovation work is being carried out and to ensure the prompt and efficient removal of obvious existing barriers, communications channels are being standardised. Since the advisory institutions have in-house experts who can provide first-hand information about any barriers, better use should be made of this resource. The Equal Opportunities, Diversity and Family Unit and the relevant staff in Department 4 – Planning and technology (Planung und Technik) can also combine their expertise to coordinate with the appropriate authorities on structural modification requirements. A complete structural inventory of accessibility at LU has yet to be taken.

In future, LU will make greater use of external training programmes on relevant DIN standards. This will ensure that the public infrastructure is as accessible as possible.

The expansion of the tactile guidance system at the Augustusplatz campus, the Humanities Research Centre and the Jahnallee campus will be completed by the middle of 2018.

To make it easier to get around the University, LU will develop a standardised accessible map of the campus. In future, this will provide information about access points and barriers. In addition, an app will provide information on current events and enable everyone to navigate their way around the University estate.

## Objectives and actions

### Identifying and removing barriers

#### Objective

LU identifies existing barriers and obstacles rapidly and removes them as quickly as possible.

#### Measures

- The Equal Opportunities, Diversity and Family Unit, the Senate representative for students with disabilities and chronic illness and disabilities representatives work with the relevant Department 4 – Planning and Technology, and the state-owned company, Sächsisches Immobilien- und Baumanagement, to identify structural modification requirements. The relevant advisory services have full access to this expertise. This should allow all barriers to be detected, prioritised with the assistance of the Inclusion Advisory Committee and removed in collaboration with the relevant bodies. Barriers will be identified by means of joint site visits by experts and people with disabilities and chronic illness.
- LU encourages employees involved in new building and conversion work to take part in training, particularly on DIN standards 18040-1 and 32984.
- Department 4 continues to identify, communicate and develop building accessibility.

### Accessibility and usability of university facilities

#### Objective

The University's facilities are accessible and can be used without restrictions.

#### Measures

- An app in German and English will provide information on current events and enable people to navigate their way around the University estate.
- Lecture theatres, teaching rooms and laboratories are fitted with hearing loop systems and wearable microphones wherever possible. If necessary, mobile FM equipment must be used. This must therefore be easy to borrow at sites throughout the University. Wherever possible, microphone equipment in lecture theatres will be Bluetooth-enabled, allowing users with hearing implants to connect to it directly.
- LU is acquiring mobile hearing loops that can be borrowed for events at LU.
- LU intends to make disabled access toilets available in reasonable locations at a reasonable distance from all university-owned and rented premises. University members with disabilities and chronic illness will have free access. LU is purchasing EU keys to be lent to university members with disabilities and chronic illness for the duration of their course of study or for as long as they are a member of the university.

- LU aims to provide relaxation areas in all buildings. This applies to university-owned and rented buildings. Relaxation areas should have a low-noise design.
- The University will take appropriate steps to keep designated zones free of bicycles.
- An assessment is underway of the comprehensiveness, usefulness and accident prevention capability of existing guidance systems for blind and visually-impaired people. These will be modified as required.

## Security and fire safety

### Objective

The fire safety system takes account of the requirements of all university members.

### Measures

- The fire protection system is being expanded to take account of the requirements of people with disabilities and chronic illness. Fire safety officers are aware of the specific needs of the regular workforce and of all the requirements of people with disabilities and chronic illnesses for rescue purposes. Fire safety officers keep university members regularly informed about the requirements that apply.
- Fire alarm systems comply with the “two senses” rule.
- The fire alarm button must be operable by those with severe visual impairment.
- Fire brigade lifts should be incorporated into the design of new buildings from the outset. Existing properties should be assessed for retrofitting.

## Sources

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### **Deutsches Institut für Normung e. V. DIN 18040-1**

Barrierefreies Bauen - Planungsgrundlagen - Teil 1: Öffentlich zugängliche Gebäude.

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Bodenindikatoren im öffentlichen Raum.

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**Web Content Accessibility Guidelines 2.0**

Web Content Accessibility Guidelines (WCAG) 2.0.



## List of abbreviations

LU	Leipzig University
UN CRPD	United Nations Convention on the Rights of Persons with Disabilities