



ACTION PLAN

TU Dresden on the implementation
of the UN Convention on the Rights
of Persons with Disabilities (CRPD)

english

Action Plan

TU Dresden on the implementation of the UN Convention on the Rights of Persons with Disabilities (CRPD)

Table of contents

Management Vice-Rector for University Development
Text M.A. Stefanie Pietsch
Editors Staff Unit Diversity Management, Advisory Council on Inclusion
Technische Universität Dresden
Staff Unit Diversity Management
01069 Dresden
Email Diversity.Management@tu-dresden.de
<https://tu-dresden.de/tu-dresden/chancengleichheit>

Typesetting and layout
Technische Universität Dresden
Directorate 7 – Strategy and Communication
Sebastian Drichelt

Print run 1000 copies

Introduction	9
--------------	---

Foreword	10
----------	----

1 TU Dresden on the subject of inclusion of people with disabilities and chronic diseases	12
---	----

2 Fields of action, objectives and measures	20
---	----

3 Further Procedure – Project Management	62
--	----

4 Appendix	66
------------	----

Table of Contents

List of abbreviations	7
Introduction	9
Foreword	10
1 TU Dresden on the subject of inclusion of people with disabilities and chronic diseases	12
1.1 Structural Anchoring on TUD	14
1.1.1 The Advisory Council on Inclusion	14
1.1.2 Central Management	14
1.1.3 Compulsory Statutory Representation	15
1.1.4 The Stakeholders of the Central Administration	16
1.1.5 Stakeholders in Teaching and Research	16
1.1.6 Workgroups and Representation of Interests	17
1.1.7 The External Stakeholders	17
1.2 The Situation of People with Disabilities and chronic Diseases at TUD	17
2 Fields of action, objectives and measures	20
2.1 Field of Action – Constructional Accessibility	25
2.2 Field of Action – Teaching and Research	29
2.3 Field of Action – Studies	35
2.4 Field of Action – Employment	47
2.5 Field of Activity – Communications and Leadership Culture	53
2.6 Field of Activity – Quality Assurance	59
3 Further Procedure – Project Management	62
4 Appendix	66
4.1 Glossary	67
4.2 Important Legal Framework	71
4.3 Equipment for rent and support material	74
4.4 Sites of mobile hard-of-hearing technology	76
4.5 Sample form for measures	78
4.6 Related Links of TUD	79
4.7 Further offers, authorities and information sources	82
5 References	92

List of abbreviations

AGG	General Equal Treatment Act
AG SBS	Working group "Studies for the blind and visually impaired"
BAFöG	Federal Education Funding Act
BEM	Occupational Integration Management
BfsB	Liaison Officer for Students with Disabilities
BGG	Equal Opportunities for People with Disabilities Act
BITV	Barrier-free Information Technology Ordinance
BTHG	Federal Participation Law
GG	Basic Law for the Federal Republic of Germany
HEP	Saxon Higher Education Development Plan
HRG	Framework Act for Higher Education
HRK	University Rectors' Conference
IGB	Interest Group „Study and Disability“
KSV	Municipal Social Alliance of Saxony
MCI	Human-Computer Interaction
MOOC	Massive Open Online Course
PEK	Personnel Development Concept
SächsHSFG	Saxon Higher Education Freedom Act
SBV	Representative of the Severely Handicapped
SCS	Service Centre Studies
SGB IX	Book IX of the German Social Welfare Code
SHK	Student Assistant
SIB	Saxon Real Estate and Construction Management Company
SLAP	Action Plan of the State Government of Saxony on the implementation of the UN CRPD
SMWK	State Ministry for Higher Education, Research and the Arts
StDM	Staff Unit Diversity Management
StuRa	Students' Council
TUD	Technische Universität Dresden
UDHR	Universal Declaration of Human Rights
UGM	University Health Management
UN CRPD	United Nations Convention on the Rights of Persons with Disabilities

Introduction

The term „inclusion“ is used to describe both the concern and the task of shaping society so as to include every human being throughout the entirety of their life and to value their individuality. Inclusion has become the vision of a comprehensive societal change. The inclusion approach accepts every individual with his or her particular potential in the totality of human beings, whereby the uniqueness of the individual forms the basis of all action and enables self-determined participation.

Over the past decades, the German university landscape has changed significantly. Quality assurance and growth fuelled by competition have led to a greater degree of autonomy in higher education.¹ Universities compete for the best minds, excellent study conditions and infrastructure. Compared to just a few years ago, today universities are much more flexible in their admission policy, in their educational and research profile formation, as well as in the design of curricula.²

The freedom to shape also exists when it comes to the diversity or heterogeneity of their members – the students and the employees. Ensuring the self-determined, effective participation of all has become a central task of the University Development and was codified in the Saxon Higher Education Development Plan (HEP).³

The Action Plan is intended to assist you as an orientation, an action guidebook and an interpretative document. We are delighted to add this Action Plan as a further cornerstone towards an excellent and inclusive university.



Prof. Dr.-Ing. Hans Müller-Steinhagen
Rector Technische Universität Dresden

1 cf. German Rectors' Conference (2009).

2 cf. Heitzmann/Klein (2012); German Rectors' Conference (2009).

3 cf. Klein (2013); Saxon State Ministry for Higher Education, Research and the Arts (2016).



Foreword

Through the ratification of the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD) in 2009, Germany proclaimed the comprehensive implementation of the equitable participation of people with disabilities and chronic diseases. The UN CRPD concretises and deepens the general human and fundamental rights at different levels for the special situation of people with disabilities'.⁴ Also, other legal regulations and human rights conventions have led to an increased level of commitment to studying diversity and the demand for equal participation.⁵ This will carry the paradigm shift that has been initiated several years ago, forward – away from an (allegedly deficit-oriented) care – towards the full and effective participation of people with disabilities and chronic diseases.

Based on the results of the microcensus, in the year of 2013, there were 10.2 million people with an officially recognised disability, in Germany. On average, therefore, every eighth inhabitant of Germany (13 %) is affected by disability.⁶ The spectrum includes not only visible disabilities, such as mobility, visual, speech and/or hearing impairments. This group also includes people with mental illnesses, chronic diseases, dyslexia and other partial

performance challenges, which represent non-visible disabilities.⁷

At the universities, the awareness of the size and differentiation of the group of people with disabilities and chronic diseases is just now increasing.⁸ Previous surveys show that among all students approx. 14 % have 'health impairments'.⁹ These affect every second student by making him/her work harder on their studies.¹⁰ The granting of disadvantage compensations for people with disabilities and chronic diseases provided for by Book IX of the German Social Welfare Code (SGB IX) is no longer sufficient, since these exclusively compensate for the deficits of a minority and do not promote the dismantling of existing disability structures. The laws and definitions of SGB IX are clearly outdated and obsolete, in comparison to the UN CRPD. The UN CRPD changes not only the conceptual understanding, but also the target group; and a paradigm shift from integration to inclusion has begun.

An inclusive university, or as defined by the German Rectors' Conference (HRK), an 'university for all' (2009), appreciates the diversity of its members. The development of such an educational institution is about the comprehensive and interdisciplinary

4 Neeser (2013), p. 6.

5 A summary of the basic laws and standards can be found in appendix 6.2.

6 Federal Statistical Office of Germany (2015).

7 Deutsches Studentenwerk (2013): Education and Disability.

8 cf. Dannenbeck et. al. (2016).

9 The recording of health impairments in the social survey is based on the self-report of the students about what they have learned from medical findings and appropriate treatment about their health. For the question of whether there is a restriction of participation in social life, the social view is based on the view of those affected. (Middendorff et.al. (2013), p. 452).

10 cf. *ibid.*, p. 450.



© Bildagentur PantherMedia / ridofranz

implementation of opportunity-oriented participation through the design of an accessible environment free of barriers. In this understanding, the concept of barrier-free accessibility is comprehensive and refers not only to constructional, but also to communicative, organisational, didactic, structural, and mental obstacles.¹¹

With regards to the self-participation of the people with disabilities and chronic diseases in an ‚university for all‘, a holistic, strategic organisational development and quality assurance are required.¹² For this purpose, the Action Plans for the implementation of the UN CRPD, which have been published by the respective governments in almost all federal states, can be regarded as useful. The state government of Saxony has also made its contribution to the implementation of the UN CRPD by releasing its Action Plan for the inclusion of people with disabilities and chronic diseases in Saxony.¹³

Despite these developments, it has been stated that the special needs of students and employees with disabilities and chronic diseases at the universities are often not (yet) taken into account, sufficiently.¹⁴ Reasons for this include, among other things, a too narrow understanding of the concept. For a long time, the perception of people with physical (especially, with mobility) restrictions shaped the ‚picture‘ of disabilities. Against this background,

self-determined and effective participation seems already guaranteed by creating constructional accessibility. As a further cause, concrete promotion strategies can be identified, which frequently only promoted individual case-related, reactive measures and offers at the universities, serving to compensate for an impairment understood as a deficit.¹⁵

For the granting of further funding, strategies and concepts specifically relevant to higher education are now required, which ensure the involvement and effectiveness of funds within the context of the UN CRPD and the Action Plan of the State Government of Saxony (SLAP) on the implementation of the UN CRPD.¹⁶

Stefanie Pietsch
StDM

11 cf. Klein (2016), p. 9.

12 cf. Dannenbeck/Dorrance (2015), p. 33; Federal Ministry for Employment and Social Affairs (2016).

13 cf. Saxon State Ministry for Social Affairs and Consumer Protection (2016).

14 Uta Klein (2016).

15 cf. Homann/Bruhn (2010), p. 2., Deutsches Studentenwerk (2012), Klein/Schindler (2016).

16 cf. Saxon State Ministry for Higher Education, Research and the Arts (2016).

TU Dresden on the subject of inclusion of people with disabilities and chronic diseases

The implementation of the full and effective participation of everyone requires a change of the organisational culture, in which diversity and heterogeneity are appreciated and understood as strength¹⁷, the individual potentials and resources are included into the total quantity, and all self-determined and effective participation is made possible.

In the mission statement, the principle of 'equal opportunity in all its employment practice' is communicated centrally.¹⁸ The constitutional structure of TU Dresden (TUD) concretises this aspect further: 'TU Dresden is aware of how important the diversity of its members and partners is, regarding gender, ethnic origin, health, social origin, world view, sexual identity and age. TUD sees the diversity as an enrichment and opportunity, it promotes these and actively supports the prevention of discrimination. It is committed to maintaining a balance between professional and family requirements, as well as to effective equal opportunities and inclusion of all members and partners'.¹⁹ The Integration Agreement of TUD (2013) is an agreement between the University Management, the Representative of the Disabled and the Personnel Representation Council for the situation improvement of people with disabilities and chronic diseases. It is one of the most modern agreements in the German higher education field, and it focuses on the goal of the UN CRPD 'to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity'.²⁰

TUD grows through the diversity of all members and is committed to the idea of inclusion: to think and implement a non-discriminatory and self-determined participation for each and every person and topic within the university. Also, to further improve study and working conditions and to remove the various (constructional, communicative, organisational, didactic, structural and cognitive)²¹ barriers.

TUD has tasked itself with creating a university-specific Action Plan for the implementation of the UN CRPD. This is intended to strengthen the rights of students and employees with disabilities and chronic diseases, to enable equitable opportunities in everyday life at the university and to promote the

development of TUD into an inclusive, barrier-free university. Accessibility in this complex understanding is a central element, which should be understood as an improvement that benefits everyone.

The Action Plan is a strategic tool that can be used to summarise and review existing offers in the field of inclusion of people with disabilities and chronic diseases, to identify the need for action, to outline future developments and to derive measures. The implementation and realisation of the set objectives and related measures are a long-term, overall task of our university. The Action Plan requires continuous updating and review of the progress towards the target goals using appropriate evaluation tools.

The Action Plan of TUD works in harmony with the UN CRPD based on the understanding that the disability concept in which the view of 'being disabled' as a deficit category is obsolete, and will be replaced by the concept of 'being disabled by others'. TUD is guided by the understanding of the UN CRPD that people with disabilities and chronic illnesses include 'those who have long-term physical, emotional, mental or sensory impairments which, in interaction with different barriers, may deprive them of equal participation with others in the society'.²²

The Action Plan refers to the existing Diversity Strategy 2030 of TUD and is understood as part of this overall concept. The Diversity Strategy was decided in May 2016 by the University Management with the mission 'to offer a multitude of opportunities and use all capabilities'²³. It follows an overarching, inclusive approach that takes 'a close interdependence of several core dimensions and target groups' into account. The topic of diversity comprises more or less sharply defined core dimensions, which must be overtheorised, to prevent mechanisms of exclusion due to these differences (possible distinctive features). These include, in particular, gender, age, social and ethnic origin, world view, health and sexual identity. They all characterise individual life situations, which also affect the fulfilling of family tasks. In the Action Plan of TUD on the Implementation of the UN CRPD, the 'health' area, under which the thematic area of the inclusion of people with disabilities and chronic diseases is explored, will be the focal point.

17 cf. Deutsches Studentenwerk (2013) p.10, cf. German Rectors' Conference (2009), p. 3.

18 cf. TU Dresden: Mission Statement

19 TU Dresden (2015), Article 3(6).

20 TU Dresden (2013a), p. 1.

21 cf. Klein (2016), S. 9.

22 Commissioners of the Federal Government for the Interests of Disabled Persons (2014), Article 1(2) (Shadow translation).

23 TU Dresden (2016), p 8.

To improve the self-determined, effective participation in TUD, a single-case response to existing barriers is transformed into a forward-looking action across all groups of the entire target audience. TUD sets new standards in the field of higher education through a self-explanatory diversity and is a model as an educational institution and an employer.

Structural Anchoring on TUD

The development of an inclusive 'university for all' requires the inclusion of the topic in the overall university strategies. Also, the topic of including people with disabilities and chronic diseases is centralised in the Personnel Development Concept (PEK), within the framework of the Occupational Integration Management (BEM) as well as in the University Health Management (UGM) of TUD.

For TUD, it can be stated that, with respect to the importance of the topic inclusion of people with disabilities and chronic diseases and the competence in the subject area,

- inclusion through the structural anchoring at the university level is the overall task;
- the embedding of the topic takes place in consideration of interrelationships with overall university strategies;
- a close networking with TU-internal and external partners in the subject field is taking place;
- measures and activities in the field have already been successfully implemented;
- other (higher education) institutions benefit from the experience.

The stakeholders are working closely together in the field of inclusion of people with disabilities and chronic diseases, not only within TUD. Outside TUD, the cooperation involves the 'classic' cooperation partners within the scope of Book IX of the German Social Welfare Code (referred to henceforth as SGB IX), such as the Municipal Social Association of Saxony, the Federal Employment Agency, the health insurance companies, the German Statutory Pension Insurance Scheme and the Accident Insurance of Saxony. There is also close networking with associations and representatives, such as the Association for the Blind and Visually Impaired of Saxony Registered Association, the Association of the Persons with Disabilities of the City of Dresden, and the Representative of the City of Dresden for People with Disabilities. In the following, the main actors in the subject of inclusion of people with disabilities and chronic diseases at TUD will be briefly introduced.

The Advisory Council on Inclusion

To ensure the cooperation and networking of a various group of responsible persons in the field, the Vice-Rector for Structure and Development set up the Advisory Council on Inclusion in 2012, and it is currently headed by the Vice-Rector for University Development (Figure 1). The Advisory Council is coordinated by the Staff Unit Diversity Management and is the central networking point in the field of inclusion of people with disabilities and chronic diseases at TUD. It has an advisory role towards the University Management in questions of including students and employees with disabilities and chronic diseases. The Advisory Council meets regularly on theme-specific topics several times a year.

Central Management Staff Unit Diversity Management (StDM)

The StDM was set up in 2012, and it is directly connected to the Office of the Vice-Rector. Their current focus is on gender, family friendliness, the inclusion of people with disabilities and chronic diseases, as well as different ethnic origins. The Staff Unit's activities encompass the concept and strategy development; the acquisition of funding, management, the controlling and coordination of measures; the advising of the University Management; the networking within and outside TUD, and the corresponding public relations work in cooperation with Directorate 7 – Strategy and Communication. The central project management of TUD Action Plan for the implementation of the UN CRPD is managed by the StDM.

Compulsory Statutory Representation

The Officer for the Disabled at TUD is currently connected to the Directorate Personnel and reports to the Chancellor. In accordance with SGB IX, he/she has to make sure that the employer's obligations under the special arrangements for the participation of severely handicapped persons are fulfilled.

The Officer assists the employees in the application for disadvantage compensation. It is possible, for example, to apply for personnel/technical work aid, integration grants or assistance for reaching the workplace. Furthermore, he/she is obliged to cooperate closely with the severely handicapped representative and the Staff Council to enable and/or improve the participation in employment activities of severely handicapped persons. According to Article 99(2) SGB IX, he/she has to support the rehabilitation providers in the performance of their duties and represents the employer in all matters of severely handicapped persons.

Advisory Council on Inclusion (since 2012)

Vice-Rectorate for University Development
Staff Unit Diversity Management (Administration and Coordination)

Representatives determined by law

Liaison Officer for Students
with Disabilities

Liaison Officer for People
with Disabilities

Representative of
Employees with Disabilities

Further stakeholders

- Working group studies for the blind and visually impaired (AG SBS) (since 1990)
- Interest group Study and Disability (IGB) (since 2002)
- Students' Council
- Student Union
- Directorate 8 – Student Affairs and Continuing Education
- Directorate 4 – Property Management, Technology and Security

Teaching and research programmes on inclusion

- Chair of Education with Focus on Inclusive Education
- Chair of Human-Computer Interaction
- Chair of Social and Health Care Buildings and Design
- Chair of Landscape Engineering

Illustration 1: The Structure of the Advisory Council on Inclusion

The Representative of the Severely Handicapped (SBV) of employees with disabilities is the elected representative of interests for the severely handicapped employees and their peers in an equal position, according to Articles 94-97 SGB IX. He/she is not bound by instructions in the performance of his/her duties; and has to promote the incorporation and participation of severely handicapped persons in employment activities at TUD, as well as promote their interests, according to Article 95(1) SGB IX. He/she ensures, for example, that the laws, regulations, collective agreements, service agreements and administrative arrangements applicable to the benefit of severely handicapped persons are implemented and, in particular, the obligations imposed on the employer are fulfilled.²⁴ Also, the SBV specifically applies preventive measures to the severely handicapped, receives suggestions and complaints from severely disabled people and informs them about the progress and results of negotiations with the employer.

The Liaison Officer for Students with Disabilities (BfsB) has been a central part of TUD since November 2001 and is primarily responsible for the representation of interests and the point of contact for students with disabilities and chronic diseases. Since the BfsB, as opposed to other state laws regulating higher education, has not been mentioned in the Saxon Higher Education Freedom Act (SächsHSFG), it is explicitly anchored in the basic structure of TUD and according to Article 12(2) ordered by the Senate²⁵. The officer is mainly available for individual personal counselling sessions, for example, to compensate for disadvantages and the provision of assistance for the students, as well as to provide advice to committees, judges and lecturers about their comments and the organisation of the disadvantage compensation. Furthermore, representing TUD to the public also belongs to the original tasks of this officer.

24 The obligations of the employer are explained in §§71, 72 and 81 to 84 SGB IX.

25 TU Dresden (2015) p. 7.

The Stakeholders of the Central Administration

Unit 4.7 University Medical Service of TUD is attached to the Directorate 4 and the Chancellor. The Health Officer provides individual counselling on all questions on healthy work environment, with the aim of preventing work-related health problems and occupational diseases, as well as the promotion of personal health. The specific tasks of this Officer include workplace assessments and inspections, active health promotion, participation in occupational reintegration, social medical consultations (for example, rehabilitation measures) and counselling sessions in individual crisis situations.

Unit 4.6 Office for Safety at Work is also attached to the Directorate 4. The employees provide advice and support in matters of occupational health and safety. In this context, advice is given to the barrier-free design of buildings.

Unit Central Student Information and Counselling Services (ZSB), which is connected to Directorate 8, and by that, subordinated to the Vice-Rector for Academic and International Affairs, is a counselling centre that focuses on all facets of studies and the individual. To this end, the ZSB offers interdisciplinary counselling, information and projects for students interested in studying, as well as, if necessary, for their mentors. This counselling service is optional, free of charge, confidential and if requested, anonymous. Counselling is provided by counsellors specially trained for this activity. Specific counselling formats are offered for students with disabilities and chronic diseases.

The Centre for Continuing Education (ZfW), which is also connected to Directorate 8, supports the employees of TUD – especially the teachers – with continuing education and consulting services focusing on an inclusive academic education. The ZfW offers, for example, individual consultations on how to deal with diversity aspects in teaching and counselling. It informs about current findings of learning research, develops qualification programmes for accessible teaching at universities, and plans to firmly anchor the subject area, including university teaching, as a cross-section in continuing education offers for instructional design in higher education and the media.

The Career Service, affiliated with Directorate 8, is an advisory board on careers and career advancement and supports the acquisition of relevant key qualifications. A special offer is the counselling service specifically designed for alumni with disabilities

and chronic diseases to facilitate the transition from study to work.

Stakeholders in Teaching and Research

The Chair of Education with Focus on Inclusive Education (Faculty of Education), focuses on teaching and research in the thematic field of inclusion and education. Specific focal points of current research are the development of specialised didactic concepts, the question of managing inclusion in schools and the development of schools to implement inclusion (see University School 26). The courses focus on, for example, with inclusive didactics and the development of inclusive practical teaching concepts.

The Chair of Human-Computer Interaction (MCI) (Faculty of Computer Science) is, among other things, concerned with barrier-free IT solutions. In the field of research the projects “Mobility – barrier-free pedestrian navigation in public buildings” and “Digital libraries for readers with special requirements” are carried out. In addition to numerous other topics, the lectures of this Chair also deal with barrier-free literature production.

Chair of Social and Health Care Buildings and Design (Faculty of Architecture) is also concerned with accessible (barrier-free) architecture. Current topics of research projects include human-architecture-technology interactions, accessibility and the use of technical support systems. The courses offered are focused, e.g. on architecture for people with dementia that actively engages the mind and the barrier-free design of buildings.

The teaching and research area of the Chair of Landscape Engineering (Faculty of Architecture) comprises research projects on practical problems of construction methods, materials and functionality, as well as basic research on legal and normative regulations. Barrier-free design and construction are currently a major focus of this Chair.

Workgroups and Representation of Interests

The Working group “Studies for the blind and visually impaired” (AG SBS) has existed since 1990. It is affiliated with the Faculty of Computer Science and supports the visually impaired and blind students in their studies. It offers a wide range of consultations and has a coordinating effect on processing the study material. The prepared study material is centrally archived and is accessible for all visually impaired students of TUD. The AG SBS is also available to the employees of TUD, to inform

26 For more information, see: <https://tu-dresden.de/gsw/ew/iwew/ewib/forschung/universitaetsschule>

themselves, for example, about the procedure for the integrative training of visually impaired students. A lending pool is also available, for a wide range of technical equipment (for example, for Braille lines, tablet readers).

Since 2002, the Interest Group "Study and Disability" (IGB) has been the contact point for students with disabilities and chronic diseases focusing on individual personal counselling. It connects different structural units into an informal network. The Chair of the IGB is the Liaison Officer for Students with Disabilities (BfSB).

The Students' Council (StuRa) of TUD is the elected representation of student interests. In StuRa, there is a unit dedicated to the integration of students with disabilities and chronic diseases, which has the tasks, for example, to contact management with local and inter-regional interests, individual consultations, student interests, and individual support for the target group.

The External Stakeholders

As a special offer of the social counselling service of the Student Union of Dresden, on the topic 'studying with handicaps' counsellings and a get-together for students with disabilities and chronic diseases are offered, which serves the purpose of mutual exchange for consulting institutes and students. The get-together is open to all students of higher education institutions which are under the wings of the Student Union of Dresden.

If they have doubts about continuing their studies, examination anxiety or problems in their social environment, students with disabilities and chronic diseases may also apply to the Psycho-social Counselling Centre of the Student Union of Dresden, which is co-financed by TUD.

The Situation of people with disabilities and chronic diseases at TUD

The quality of the data available on the subject of inclusion of people with disabilities and chronic diseases is in need of improvement in higher

education, also. One should bear in mind that the available data is not always robust or allow valid, as well as reliable, predication. However, positive developments regarding the data on people with disabilities and chronic diseases in the university are shown, for example, in the 'best 2 survey', as well as in further planned interviews with, for example, doctoral students with disabilities. To increase the quality criteria of collected data in the future, it will be necessary to conduct further surveys and to integrate the topic into already existing surveys. Despite the extensive data protection regulations, the statistical surveys so far make an approximate evaluation of the situation of people with disabilities and chronic diseases at TUD, possible.

The sample of TUD was analysed separately in a special evaluation of the nationwide survey 'Studying with impairment – data collection on the situation of students with disability and chronic illness 2011'.²⁷ The insights gained can be supplemented by the special evaluation 'Inclusive university'²⁸ conducted by the Quality Analysis Centre (ZQA) as part of the student surveys, and the results of the student and employee survey on the compatibility of studies/work and family/care²⁹. Overall, one has to keep in mind that the samples are comparatively small; and it must be assumed that many students (often for fear of stigmatisation and discrimination) do not participate in the interviews. In addition, the interviews do not always focus explicitly on the topic of inclusion of people with disabilities and chronic diseases.

Only about 2 % of the participants (118 out of a total of 5,370 students surveyed) in the special evaluation 'Inclusive university' stated that they had an impairment affecting their studies.³⁰ In a quarter of the students, the impairment affecting their studies occurred only after they began their current studies.³¹ Within the scope of the special evaluation by Zaussinger et al. (2012) it was found that at TUD, physical impairments (32.2 %), (other) long-term/chronic diseases (15.7 %) and visual impairments (15.4 %) are the most frequently occurring types of impairment.³² Within the framework of the compatibility survey on studies and family-care these results were partly confirmed (mental disorders 38.3 %, chronic somatic diseases 33.1 %). The third most frequent impairment is mobility and movement impairment (20.3 %³³). In the case of 60 %

27 Zaussinger et al. (2012).

28 Lenz/Rosenkranz/Scherber (2015).

29 Masuhr (2016a); Masuhr (2016b).

30 cf. Lenz/Rosenkranz/Scherber (2015), p. 3.

31 cf. Deutsches Studentenwerk (2012), p. 13.

32 cf. Zaussinger et al. (2012), p. 7.

33 Masuhr (2016b), p. 9.

of the disabled students at TUD, the disability or chronic illness is also not easily perceptible to third parties.³⁴ Data collection for the second round of the survey 'studying with impairment – best2' has just been completed. The results, as well as a special evaluation of the data from TUD, are expected to be available in 2018.

There are only a few statistical data about the situation of employees with disabilities and chronic diseases at TUD. At TUD, 3.8 %³⁵ of jobs in the sense of Article 73 SGB IX are occupied by employees with severe disabilities or persons of equal status. A failure to fulfil the statutory requirement quota of 5 % within the public service in Saxony will result in the payment of equalisation compensation to the Municipal Social Alliance of Saxony (KSV).³⁶ TUD employees also exhibit chronic somatic diseases (37.1 %), mobility and movement impairment (28.7 %), and psychological impairment (18.9 %) also

as the most common forms of impairment.³⁷

The various analyses regarding the situation, measures, needs and satisfaction of students and employees with disabilities and chronic diseases at TUD (in the context of the ZAROF. GmbH assessment of the situation and the need analysis for special needs inclusion) contributed to the assessment of the specific situation of the target group. Together with the results of the interviews, the findings from the discussions with the stakeholders at TUD and based on the reference framework of the UN CRPD, the recommendations of the German Rectors' Conference 'A university for All' (2009), and the study of the SMWK 'On the way to the inclusive university' (2016), it is possible to conceive and propose needs and target-oriented measures and offers which can help to achieve the goals of TUD on it's the way to becoming an inclusive university.

34 Zaussinger et. al. (2012), p. 10.

35 Annual average in 2015.

36 Compensation penalty is to be paid according to Article 77 SGB IX, as long as employers do not employ the prescribed number of severely handicapped people.

37 cf. Masuhr (2016a), p. 9.



Fields of action, objectives and measures

The Vision of TUD

is the development of a universally inclusive and accessible university, which allows each and every individual to participate in university life as fully and as effectively as possible and, and through this, setting an example for an excellent educational institution and employer.

Full accessibility is to be viewed as a cross-sectional field of activity, since 'the aspect of accessibility in the sense of a disability mainstreaming must be included in all processes and decisions by the responsible stakeholders from the outset.'³⁸

In the current Action Plan, the following central fields of action are identified for TUD: 'Constructional Accessibility', 'Teaching and Research', 'Studies', 'Employment', 'Communication and Leadership Culture' and 'Quality Assurance'. The fields of action are both the focus and the target groups at the university, as well as the specific action requirements in the thematic field of inclusion of people with disabilities and chronic diseases. In all fields of action, the main goal of TUD is first to be defined. Also, examples of 'good practice at TUD' are identified, and at the end of each field of action, measures are described which can promote the development of TUD to an inclusive and barrier-free university, at all levels.

The objectives of the Action Plan are depicted schematically for the individual fields of action (Figure 2). The empty spaces indicate that the process cannot be regarded as concluded, but that the Action Plan, and thus the objectives and measures anchored in it, need to be constantly reviewed and updated.

In 2015, responsible students and employees in the field were interviewed by ZAROF. GmbH³⁹ on the situation of people with disabilities and chronic diseases at TUD. Among other things, the participants were asked to share what they wished for an Action Plan to include, and they identified

- the audio support;
- the sharing of knowledge (also with regard to the insecurity in dealing with people with disabilities and chronic diseases);
- the creation of adequate action options;
- the financial support of the identified measures;
- an additional budget for short-term, flexible funding;
- the anchoring of the evaluation of the identified measures;
- the networking with other universities and
- the consideration of assisting students with disabilities and chronic diseases participate in studies in foreign countries

as topics to be taken into account when designing the current Action Plan.

The measures described below are based on federal, state, and higher education policy requirements and they take into consideration the obligation to act within these policies. Initially, all measures focus on a implementation period of up to 2025, at the latest. It should be noted that only the launching of the respective measure should be completed by the end of the documented implementation period and that the measures should then be perpetuated in an ongoing and continuous manner (always assuming a positive evaluation). Unless otherwise stated, the cost estimates are based on the estimated total costs of the respective measure up to its implementation at the end of the implementation period.

The actual implementation of the measures depends, to a great extent, on the availability of appropriate third party funding. The acquisition of corresponding means (of funding) is therefore of great importance.

38 Meyer auf der Heyde (2013), p. 2.

39 For more information on ZAROF. GmbH and its tasks, please visit <http://www.zarof-gmbh.de/>

Accessibility for people with disabilities

[constructural, communicative, organisational, didactical, structural, conceptual]

Objectives in the Action Plan of TU Dresden on the implementation of the UN Convention on the Rights of Persons with Disabilities (CRPD)

Construction Accessibility

- Identification and inventory of existing barriers
- Continuous, gradual dismantling of existing barriers
- Prevention of emergence or creation of new barriers
- ...

Teaching and Research

- Promotion of diversity-based, inclusive teaching and research
- Promotion of research topics in the area of inclusion
- ...

Studies

- Facilitation of the study entry and course of studies for people with disabilities and chronic diseases
- Increase in the number of people with disabilities and chronic diseases who successfully complete their degree programme
- Facilitation of the graduate entry and graduate course for people with disabilities and chronic diseases
- ...

Figure 2: Objectives in the Action Plan of TU Dresden for the implementation of the UN Convention on the Rights of Persons with Disabilities (UNCRPD)



Employment

- Promotion of career entry (internal and external) for people with disabilities and chronic diseases
- Facilitation of the career path at TU Dresden for people with disabilities and chronic diseases
- Support for re-entry after health-related interruption of work
- ...

Communications and Leadership Culture

- Promotion of diversity-based, inclusive communications and leadership culture
- Diversity orientation in the development and implementation of the personnel development concept
- ...

Quality Management

- Verification of target achievement
- Adequate optimisation of the measures
- Continuous collection of good ideas – promotion of innovations
- Acquisition of funds
- ...



Field of Action – Constructional Accessibility

The goal of TUD in the Field of Activity for Constructional Accessibility⁴⁰

is to identify and to create an inventory of existing barriers, the continuous, gradual dismantling of these and the prevention of the emergence of new barriers in all buildings and the outdoor spaces of the university.

In this section, the aspect of constructional accessibility is considered to avoid duplication, since all further expressions (communicative, organisational, didactic, structural and mental accessibility) in the other fields of action are to be discussed in greater detail.

- Good Practices at TUD
- Application of 'General User Requirements – Accessibility' and current DIN standards for the uniform, barrier-free design of buildings at TUD
- All conversions/renovations are accompanied by close cooperation between the responsible stakeholders (directorates, BfSB, University Medical Service, etc.)
- Support for the entire university in the barrier-free design for the blind and visually impaired (signage, etc.) by the AG SBS and the BfSB
- Pilot project for barrier-free design within the framework of a comprehensive management system at the Faculty of Mechanical Science and Engineering
- Existence of hearing- and induction loops in numerous rooms of TUD⁴¹
- Establishment of central lending pools and utilisation offers for employees and students⁴²

However, some problem areas could also be identified within the context of the survey at TUD. There are, for example, a large number of existing buildings on the campus, which can often be retrofitted to become barrier-free only in the event of need, and these are stand-alone solutions. In addition, fire protection regulations often conflict with the aspects of accessibility. It is also problematic that some buildings are listed under monument protection and that TUD has no influence on the areas of responsibility, the property of the city of Dresden (footpaths, public transportation) and no independent builder role. Before each construction project, the Saxon Real Estate and Construction Management Company (SIB), a state enterprise, is responsible for conducting an economic viability testing of the final structural implementation.

40 The issue of accessibility is anchored within the UN CRPD in numerous articles – see United Nations (2006), Articles 1, 4, 8, 12, 20, 21, 24, 27-30.

41 An overview of the available hearing and induction loops can be found at: https://tu-dresden.de/tu-dresden/organisation/gremien-und-beauftragte/beauftragte/bfsb/barrierefreie_einrichtungen/hoerschleifen

42 Overview of lending and support materials in the Appendix (6.3).

Measures in the Field of Activity for Constructional Accessibility: Promoting Constructional Accessibility

Description	Cost Estimate
<p>1 Continuous recording of existing barriers</p> <p>To be able to develop the barrier-free design of TUD continuously, a system will be developed or implemented within the existing systems in which existing constructional barriers on the campus can be recorded. Also, an online tool will be developed in which all students and employees can register existing barriers.</p> <p>A further module could be a resulting list of priorities for the reduction of existing barriers (based on the traffic light system – special financial means inclusion 2016). The priority list creates a commitment and confirmability that supports the implementation. It is important that the list is kept up-to-date and that the criteria for prioritisation are made transparent. The aspects mentioned above can be taken into account and reworked step by step when the campus design is modified and renewed. With the help of this measure, all students and employees can be involved.</p> <p>Following the design and start-up phase in 2017/2018, a ticket system is to be established, which supports and simplifies the continuous updating of existing barriers.</p>	<p>approx. € 70,000.00 (support for special funds Inclusion 2017/2018 incl. € 8,000.00 self-funding of TUD, within the framework of the existing personnel resources)</p> <p>Until the end of 2018</p>
<p>2 Uniform Management System</p> <p>In the years 2017/2018, TUD will develop a uniform, barrier-free management system and will subsequently implement it at TUD. The management system will be linked to the pilot project at the Faculty of Mechanical Science and Engineering because there, the elements of barrier-free and lasting designs have already been explicitly analysed and taken into consideration.</p> <p>A uniform guidance system in all buildings of TUD helps not only the people with disabilities and chronic diseases but also all other students, employees and guests, to find their way in the buildings of TUD. Being linked to the pilot project will exacerbate the implementation process.</p> <p>Following the design and start-up phase in 2017/2018, the gradual implementation beyond the main campus can be accelerated.</p>	<p>€ 800,000.00 (support for special funds Inclusion 2017/2018 incl. € 200,000.00 self-funding of TUD)</p> <p>Until the end of 2018</p>

Description	Cost Estimate
<p>3 Relaxation rooms</p> <p>Constructional accessibility includes furnishing and equipping of rest- and teaching rooms with items customised to suit the needs. The relaxation rooms at TUD (according to the newsletter GAS/2/2011) are to be checked for the possibility of use by people with disabilities and chronic diseases (in particular, accessibility). To date, only issues of employees and students with temporary health impairments have been mentioned in the newsletter. The newsletter will be revised for the use by people with long-term disabilities and chronic diseases, and the offer will accordingly be advertised to the target group.</p> <p>In principle, the measure does not involve additional costs. Additional costs would arise for the ensuring of barrier-free access.</p>	<p>cost neutral (verification within the framework of the existing personnel resources)</p> <p>Until the end of 2018</p>
<p>4 Barrier-free function rooms</p> <p>TUD examines the barrier-free accessibility and usability of the existing function rooms (such as for example, laboratories, workshops, etc.).</p> <p>In the future, all function rooms such as laboratories, in which students and employees (practically) work, are to be designed in a barrier-free manner. Wheelchair users must also be able to work in the laboratory.</p> <p>The implementation of constructional accessibility in these areas contributes, besides the facilitation of study- or work-day, to the sensitising and openness of the entire TUD for people with disabilities and chronic diseases and supports self-determined participation. Additional costs would arise for the ensuring of barrier-free access.</p>	<p>cost neutral (verification within the framework of the existing personnel resources)</p> <p>Until the end of 2025</p>
<p>5 Tactile Site Maps</p> <p>TUD conceptualises and procures tactile site maps, which are placed at central locations of the campus. The provision of tactile site maps of the TUD campus supports people with visual impairments when they are on campus.</p> <p>The measure is cost-intensive and the plans inflexible so that constructional changes on the campus are not illustratable. Nevertheless, the measure would be a good advertising and would contribute to raising awareness.</p>	<p>approx. € 150,000.00</p> <p>Until the end of 2025</p>

$24z_f$

—

$16j$

j



$10 \sum_{i=1}^n \dots$

$\dots + \dots + \dots$

Field of Action – Teaching and Research

The Goals of TUD in the Field of Activity for Teaching and Research⁴³

The promotion of inclusive, diversity-based teaching and research and the promotion of research topics in the area of the inclusion of people with disabilities and chronic diseases.

Universities are responsible for the future of our society, through teaching and research. They are rooms of discourse, development of ideas and innovation.

Measures concerning diversity as well as inclusion and exclusion are researched in the scientific context and influence political decisions and their social implementation.

This activity field is closely connected to the action fields constructional accessibility and studies. As employees of the university, the teachers and researchers are also involved in the activity field of employment. It is precisely in this area that awareness raising and sensitisation within the university are increasingly becoming central aspects.

Good Practices at TUD

- Raising awareness for inclusion in teaching events organised by the Office of Teaching (Chair of Education with Focus on Inclusive Education)
- Lecture on 'Barrier-free documents'⁴⁴ (Chair of Human-Computer Interaction)
- Offer of a 'Massive Open Online Course' (MOOC) on 'Digital Accessibility'⁴⁵ (Chair of Human-Computer Interaction)
- Project 'Mosaics – Accessible Graphics for Blind Users'⁴⁶ (Chair of Human-Computer Interaction)
- Project 'Mobility on campus – wheelchair self-assessment and assessment of the accessibility of the auditorium'⁴⁷ (Chair of Social and Health Care Buildings and Design)
- Project 'Universal Design'⁴⁸ (Chair of Social and Health Care Buildings and Design)
- Teaching module 'Instant Aging – ageing in time-lapse'⁴⁹ (Chair of Social and Health Care Buildings and Design)
- Accessibility as an integral part of lectures and exercises (Chair of Landscape Engineering)
- Research project guidelines to barrier-free construction⁵⁰ (Chair of Landscape Engineering)
- Research project guidelines to barrier-free construction⁵¹ (Chair of Landscape Engineering)

43 In the field of teaching and research, reference is made in particular to Articles 4, 8, 15, 24, 31 and 32 UN CRPD.

44 For more information visit <https://tu-dresden.de/ing/informatik/institut-fuer-angewandte-informatik/mci/studium/lehrveranstaltungen-1/barrierefreie-dokumente>

45 Further information available at <https://www.futurelearn.com/courses/digital-accessibility>

46 Further information available at: <https://tu-dresden.de/ing/informatik/institut-fuer-angewandte-informatik/mci/forschung/forschungsgebiete/mosaik-zugaengliche-grafiken-fuer-und-von-blinden-nutzern>

47 For more information visit https://tu-dresden.de/bu/architektur/s-gb/studium/lehrveranstaltungen/GBL_SGB-I

48 For more information visit https://tu-dresden.de/bu/architektur/s-gb/studium/lehrveranstaltungen/Im342_la

49 For more information visit https://tu-dresden.de/bu/architektur/s-gb/studium/lehrveranstaltungen/gbl_ak-ii

50 https://tu-dresden.de/bu/architektur/ila/labau/forschung/abgeschlossene-forschungsprojekte/FP_Leitfaden_Barrierefreies_Bauen

51 https://tu-dresden.de/bu/architektur/ila/labau/forschung/laufende-forschungsprojekte/digitaler_leitfaden_barrierefreies_bauen

- Research project visual freedom of barriers through contracts in⁵² construction (Chair of Landscape Engineering)
- Overall concept 'Inclusion in the teaching degree programmes at TUD' (Coordination by the Centre for Teacher Education and Educational Research – ZLSB)
- Guidelines for teachers with suggestions and recommendations for the barrier-free organisation of teaching⁵³
- Offering ZfW training courses for inclusion in teaching, mentoring and counselling – Design and implementation of further training- and consulting programmes⁵⁴

In the field of teaching and research on the topic of inclusion of people with disabilities and chronic diseases the following aspects are of central importance:

- The extension and deepening of the teaching and research opportunities on the topic.
- The further development of university instructional design about accessibility and inclusion,
- The participation of researchers with disabilities and chronic diseases, as this target group is often overlooked, especially in this area because of the often precarious employment conditions.

The special challenges in the activity field for teaching and research exist in:

- The obtaining new knowledge regarding inclusion,
- The provision of qualified and up-to-date educational content in the field,
- The development and establishment of a barrier-free university didactics (educational design),
- The anchoring of inclusion and accessibility in relevant courses of study, and
- Interdisciplinary research in the field of inclusion.

So far it is clear that there is hardly any awareness of an inclusive and supporting teaching method. Students often complain about the lack of sensitivity on the part of the teachers⁵⁵, who, in turn, lack information and training measures for inclusion topics within the academic educational design. Barrier-free teaching does not only lead to facilitated participation for people with disabilities and chronic diseases but also reduces comprehensive discriminatory vision and behaviour. In the context of the overall concept of inclusion in teacher training, competency-oriented teaching⁵⁶ is also generally included in didactic training by the persons responsible, since such a qualification benefits all students and especially supports the students with disabilities and chronic diseases.

52 https://tu-dresden.de/bu/architektur/ila/labau/forschung/laufende-forschungsprojekte/visuelle_kontraste

53 The Mission Statement is, among other places, available at: <https://tu-dresden.de/tu-dresden/chancengleichheit/inklusion/lehre-und-forschung>

54 For more information visit <https://tu-dresden.de/karriere/weiterbildung/weiterbildungsprogramme/hochschuldidaktik-und-schluesselformen/inklusion>

55 Lenz, Rosenkranz & Scherber (2015) p. 31.

56 For more information about the project competence-focused teaching at TU Dresden, please visit: <https://tu-dresden.de/gsw/ew/iew/ewib/forschung/projekt-kompetenzorientierte-lehre>

Measures in the Field of Activity for Teaching and Research: Promoting the participation of the target group in science

Description	Cost Estimate
6 Adaptation of existing funding programmes	
<p>TUD adapts existing funding programmes about inclusion issues. This is accompanied by the full adaptation of the respective procedure: the focus on ‚diversity‘ is to be specified explicitly in the invitations to tender; the application procedure and also the subsequent selection committee have to be designed explicitly so as to take into account the diversity of the applicants.</p>	<p>cost-neutral (within the framework of existing personnel resources)</p> <p>Until the end of 2020</p>
7 Fostering the promotion of young scientists with disabilities and chronic diseases	
<p>To maintain the diversity of TUD in the field of science in the longer term, TUD is examining the provision of scholarships for young scientists with disabilities and chronic diseases.</p> <p>If the audit leads to a positive result in 2020, implementation costs will be incurred. Through a programme like this, TUD may offer continued promotion, after the end of the nationwide ‚PROMI project‘. This would stamp TUD with a clear mark of inclusion at the university. The measure can only be effective if the constructional accessibility is promoted at all levels.</p>	<p>cost-neutral (verifying within the framework of existing personnel resources)</p> <p>Until the end of 2020</p>
8 Provision of funds for the completion of theses and dissertations	
<p>TUD promotes the completion of promising theses and dissertations by people with disabilities and chronic diseases, based on adequate criteria yet to be identified. Due to the often longer periods of study, certain financial support such as, for example, student loan, often runs out at the end of the study period. The measure begins at this point and supports the students in the successful completion of their studies.</p> <p>The costs amount to € 25,000 per year of the implementation. A grant would be provided for a maximum of 6 months for each supported thesis or dissertation.</p>	<p>approx. € 25,000 (incl. self-funding by TUD, within the framework of the existing personnel resources)</p> <p>Until the end of 2020</p>

Promotion of teaching and research in the area of inclusion of people with disabilities and chronic diseases

Description	Cost Estimate
9 Research topics/projects/colloquia/conferences/group lectures/panel discussions	
<p>TUD specifically addresses the issue of including people with disabilities and chronic diseases and engages them in a variety of ways, such as research projects, colloquia, conferences, group lectures or panel discussions.</p>	approx. € 50,000.00
<p>The topic of the inclusion of people with disabilities and chronic diseases can be applied in a many way to the everyday life of TUD. The university is striving to design and implement more ways of application regarding this topic in the future. An intersectional approach will be used. This promotes the training of diversified as well as inclusive young people and contributes to a more sensitive society.</p>	Until the end of 2020
10 Promotion of research projects in the field of inclusion	
<p>TUD explores and acquires subsidies from the state, federal and European levels for the targeted promotion of research projects on the inclusion of people with disabilities and chronic diseases. Special attention is given to the focus on interrelations and interdisciplinary research. By doing so, the effectiveness of the public can be intensified, and both sensitisation and acceptance can be strengthened within the university. The programme can be established on a long-term basis and, if necessary, adapted or extended to other diversity-related topics.</p>	cost-neutral (within the framework of existing personnel resources)
	Until the end of 2025

Promoting structural accessibility

Description	Cost Estimate
11 Extension of the doctorate and Habilitation regulations	
<p>Analogous to the anchoring of the disadvantage compensation rules in the examination regulations, existing doctorate and habilitation regulations will be extended by the disadvantage compensation regulations for people with disabilities and chronic diseases.</p>	cost-neutral (within the framework of existing personnel resources)
	Until the end of 2020

Promotion of didactic accessibility

Description	Cost Estimate
<p>12 Further training on the design and implementation of inclusive, barrier-free, competence-oriented teaching events</p> <p>TUD takes into account the concerns of students with disabilities and chronic diseases when organising teaching events. Training courses are developed and offered for the design and implementation of barrier-free teaching events. Teachers are encouraged to use new, heterogeneous teaching-learning-methods to open up the conveying of knowledge to all students.⁵⁷ The concept of competence-oriented teaching is a decisive approach here. The sensitisation of teachers is a challenge. They should be convinced of the relevance and value of the instructional design by an inclusive university and thus convey the subject matter to the students.</p>	<p>approx. € 80,000.00 (support for special funds Inclusion 2017/2018 incl. € 15,000.00 self-funding of TUD)</p> <p>Until the end of 2018</p>
<p>13 Best practice award for diversity-oriented, inclusive teaching</p> <p>TUD offers an award for diversity-oriented teaching. A particular focal point is barrier-free teaching, which creates added value for all students. The award can contribute to the motivation of the teachers, to make their teaching events, in a self-explanatory way, barrier-free and to include issues of the inclusion of people with disabilities and chronic diseases, as well as other aspects of diversity. The intersectional approach pursued in this way then provides support on an individual level.</p> <p>The award is conceptualised within the framework of existing personnel resources.</p>	<p>approx. € 8,000 (support for special funds Inclusion 2017/2018 incl. € 5,000.00 self-funding by TUD, within the framework of the existing personnel resources)</p> <p>Until the end of 2018</p>

Promoting intellectual accessibility

Description	Cost Estimate
<p>14 Sensitisation of Teachers</p> <p>TUD takes into account the concerns of students with disabilities and chronic diseases when organising teaching events.</p> <p>The teachers at TUD establish a welcome culture, in which conversation opportunities are extended, and the students are invited to report problems and complaints actively and to look for solutions together. This measure does not only contribute to raising the awareness of the students' concerns with disabilities and chronic diseases, but also to the further opening up of the entire university.</p>	<p>cost neutral (verification within the framework of the existing personnel resources)</p> <p>Until the end of 2018</p>

57 Vgl. Klein/Struve (2009), pp. 2.; Rothenberg (2012).



The Goals of TUD in the Field of Activity for Studies⁵⁸

are the facilitation of the graduate and post-graduate entry, the graduation/post-graduation process and the increase in the number of students with disabilities and chronic diseases who successfully complete their degree programme.

With the restructuring of the university system in recent years and the ensuing ‘discussion about excellence, profile formation, autonomy and competitiveness of universities’⁵⁹, numerous new opportunities have emerged for the special target group of students with disabilities and chronic diseases, but also risks, such as the rigorous curriculum and high mobility requirements.⁶⁰

Students with disabilities and chronic diseases at TUD must be considered at the university throughout the course of their student life and supported by appropriate measures if necessary. These include critical transition phases, such as entering and leaving the university, as well as the course of studies.

Good Practices at TUD

- Targeted and barrier-free consulting formats and workshops (ZSB)
- “PASST?! Partnership · Successful Studies · TUD”- an early warning system supervised by the ZSB of TUD⁶¹
- Regular gathering of students with disabilities and chronic diseases (Students’ Union of Dresden)
- Support for visually impaired and blind students with the preparation of teaching materials for the target group (AG SBS)
- Existence of inclusive, barrier-free sports opportunities to engage in sports at TUD (University Sports Centre – USZ)
- Connection of the Liaison Officer for Students with Disabilities to a Chair with a corresponding budget for the financing of student assistants
- Hardship quota of 2 % for students with disabilities and chronic diseases
- Possibility to study part-time
- Offer of distant learning courses

In the activity field ‘Studies’, it is important to consider various aspects such as admissions, study- and examination conditions, financing and other general impairment-related offers. The right to freely decide where one wants to study is anchored in the Basic Law for the Federal Republic of Germany (GG) within the framework of the equal opportunity admission standards to education⁶². The Framework Act for Higher Education (HRG) also explicitly mentions the ‘equal opportunity conditions regarding university admission’.⁶³ Universities are therefore encouraged to make appropriate arrangements to enable self-determined participation.

58 The study of the activity field relates to the legal anchoring of the ‘appropriate arrangements’ (Article 2) and the general accessibility (Article 9) of the UN CRPD. In particular, Article 24 relating to education is fundamental in this field of activity.

59 Alliance for Barrier-Free Studies (2010), p. 2.

60 cf. Galler (2008), p. 27 and Hendriks (2008), pp. 32.

61 The early warning system is a way to identify students displaying signs of potential problems in their studies using examination data and to provide them with accurate advice and support at an early stage. For more information visit <https://tu-dresden.de/studium/im-studium/beratung-und-service/zentrale-studienberatung/passt>

62 Federal Republic of Germany (1478), Article 12(1).

63 Federal Republic of Germany (2007), Article 34.

Equal opportunity in education begins right with the self-determined selection of the educational institution and the course of studies. This means that aptitude assessment and selection procedures must also be made barrier-free by the university.⁶⁴ Approximately every tenth interviewee stated that he/she would not study in the desired study program for reasons of impairment. However, 93.9 % of all surveyed students stated that they had not submitted a special application during the admission procedure.⁶⁵

Surveys also show that students with disabilities and chronic diseases are most likely to be in the beginning semesters of their studies. Only one in twenty impaired students⁶⁶ stated that they had not experienced difficulties at the beginning of the studies. Particular difficulties arise, for example, from finding their style of work and learning, as well as for the incorporation of scientific work techniques.⁶⁷ Students with disabilities and chronic diseases need special support in the area of equal opportunities for study and examination. Due to the Bologna Process, the pursued flexible curriculum faces limitations.⁶⁸ More than 80 % of the students with disabilities at TUD stated that they had difficulties with the implementation of their studies and/or teaching situations.⁶⁹ The most frequently cited problems according to the students have to do with the time requirements (63 %), the teaching and examination situations (66.4 %) and the organisational requirements of the course of study (56.1 %).⁷⁰

There are numerous other problem areas throughout the course of the study. Thus, only slightly less than half of the disabled students at TUD rate 'the disabled-friendly environment and the ability to study in their study program as good or very good.'⁷¹ The students with disabilities and chronic diseases are more frequently burdened by examinations compared to students without impairment, are generally more likely to be overwhelmed and are more likely to discontinue their studies.⁷²

Possible support methods here could be disadvantage compensation schemes.⁷³ More than 60 % of the students affected at TUD stated that they had never submitted an application for a disadvantage compensation. More than half of the students mentioned the reason for this was not knowing that this opportunity exists.⁷⁴ A further problem associated with the compensation for the disadvantage comes from the fact that many students do not want any special treatment⁷⁵ and they are often fearful of stigmatisation due to the disclosure of their disabilities and chronic diseases.

The area of general and impairment-related information, counselling and support services, which are specific to the individual, can be comprised under the aspect of of the 'appropriate arrangements'⁷⁶ within the UN CRPD.

64 Meyer auf der Heyde (2013), p. 3.

65 Zaussinger et al. (2012), p. 14.

66 The term 'impaired students' has been taken from the language of the surveys and covers students with disabilities and chronic diseases in the context of this section who felt that they were affected by their condition in their studies.

67 Lenz, Rosenkranz & Scherber (2015) p. 23.

68 Hendriks (2008), pp. 32.

69 Zaussinger et al. (2012), p. 21.

70 Ibid., p. 21.

71 Ibid., p. 21.

72 Ibid., pp 24.

73 These are regulated on the basis of the prohibition of discriminating against persons with disabilities in Article 7(2) BGG and the claim to compensate for disability-related disadvantages in Article 126 SGB IX. A collection of ideas on possible disadvantage-compensation regulation can be found in the Handbook of Study and Disability, published by the Deutsches Studentenwerk (Deutsches Studentenwerk (2013), pp. 100-108), as well as in the Handbook on disadvantage-compensation Regulations for Students with Disabilities and Chronic Diseases.

74 51.3 % (Zaussinger et al. (2012), p. 31); 61.4 % (Lenz, Rosenkranz & Scherber (2015), p. 16)

75 Zaussinger et al. (2012), pp. 24.

76 United Nations (2006), Article 24(5).

- More than half of the respondents (56.6 %) stated that they were not aware of disability advisory services at TUD, or that these offers were unavailable. This also applies to the impairment-specific consultation of the Students' Unions (60.1 %) and the Students' Council (73.4 %).⁷⁷
- Only 17 % of students with disabilities and chronic diseases have used at least one of the consultation offers listed in the survey, thus far. As reasons for the lack of participation in counselling, the students indicated that they did not find the offer appealing and that they did not want to disclose their impairment.⁷⁸ Within the scope of the student survey conducted by the ZQA, there was a clear "potential for improvement regarding the service- and consulting options by the responsible Examination Office".⁷⁹ Respondents are 'more dissatisfied when it comes to the special knowledge of the academic advisers in their line of studies'.⁸⁰ The course-specific counselling and support is an important aspect in addition to the central offerings. Overall, it becomes clear that the 'general information, counselling and support services offered by universities and student organisations [...] have to take better account of the special interests of students and those with interest in studying, who have – visible and invisible – health impairment(s) affecting their studies'⁸¹.

Financing their studies⁸² is an aspect fraught with problems, for almost all students. Students with disabilities and chronic diseases are faced with special challenges and must be supported in the context of the 'appropriate provisions'. Students often cannot keep the regular academic schedule, which may lead to financing gaps, for example, for people who receive student benefits under the Federal Education Funding Act (BAföG). The students and their dependents must first use their savings for the financing of their livelihood.⁸³ It is only then that the possibility to apply for various services exists, which, however, are often accompanied by long application- and decision-making procedures, as well as the resulting additional burdens and waiting times. As a rule, only the additional requirements are financed for the first basic course of studies (Bachelor's), which means that financing problems are already taking place, for example, when enrolling in a Master's or other Graduate programmes.⁸⁴ In accordance with SGB IX, disability-related additional needs are to be financed by the institution paying for the integration assistance. The responsibility for the further development of the financing options lies primarily with the federal government and the state of Saxony, since, for example, existing legal regulations (e.g. BAföG, SGB XII) may have to be revised. If TUD creates special, independent support offers beyond that, it can also make a significant contribution to the society.

A further central aspect of the activity field 'Studies' is the fair opportunities in the area of international mobility, which are anchored in Article 20 of the UN CRPD. This aspect and the associated need for support were also made clear during the TUD survey. Under certain conditions, integration assistance may be applied for studies abroad.⁸⁵ At TUD, the International Office is responsible for these questions.

Also in regard to multiple discrimination, which is addressed in Article 6 of the UN CRPD, there is a need for action by TUD. Women with disabilities and chronic diseases still experience multiple disadvantages and are more likely to consider changing the course of their studies, take a break, or even give up on their studies altogether, than impaired men.⁸⁶

A special target group among students with disabilities and chronic diseases are those whose impairments are not visible. The significance of non-visible impairments has been shown in various research studies.⁸⁷ In 63 % of all students with disabilities and chronic diseases, the impairment is not easily recognisable to

77 Zaussinger et al. (2012), p. 15.

78 Ibid., pp. 15.

79 Lenz, Rosenkranz & Scherber (2015), p. 29.

80 Ibid., p. 30.

81 Meyer auf der Heyde (2013), p. 3.

82 Specific information on funding options can be found, for example, in the Handbook for Students with Disabilities and Chronic Diseases, issued by the Deutsches Studentenwerk. Deutsches Studentenwerk (2013), pp. 111-172)

83 Deutsches Studentenwerk (2013), p. 113.

84 Deutsches Studentenwerk (2004), p. 15.

85 BAGüS – Federal Working Community of the Inter-regional Social Welfare Institutions (2012), p. 8.

86 Ibid., p. 25.

87 E.g. Deutsches Studentenwerk (2012), Middendorff et al. (2013), Lenz, Rosenkranz & Scherber (2015), Zaussinger et. al. (2012).

third parties.⁸⁸ This group includes, for example, people with rheumatic or tumour diseases, with metabolic disorders, gastrointestinal disorders, dyslexia, dyscalculia and mental illnesses, as well as pain and dialysis patients.⁸⁹ For this long-disregarded target group, there is a particular need for action, as the students' fears accumulate with a lack of knowledge about their entitlements, the missing information and specific counselling options and thereby prevent them from self-determined, effective participation. In the words of Achim Meyer auf der Heyde, 'We need to raise awareness and educate all those working at universities and student unions on the subject of "studying with impairment", as also required by Article 8 of the UN CRPD. This applies to lecturers and to experts who are involved in the design of degree programmes, such as administrative staff and students. Counsellors, in particular, need continuous training and professional exchange'.⁹⁰

88 Deutsches Studentenwerk (2012), p. 26.

89 cf. Schindler (2011), p. 2.

90 Meyer auf der Heyde (2013), p. 5.

Measures in the Field of Activity for Studies: Facilitating study entry

Description	Cost Estimate
15 Information options available for people with disabilities and chronic diseases at TUD	
<p>TUD will create its own short information flyers with the offers of the 'inclusive TUD' for students with disabilities and chronic diseases, which will then be distributed together with the matriculation documents. The flyers contain bundled information on advisory and support services, as well as information on relevant contact persons.</p>	approx. € 10,000.00 (self-funding by TUD, within the framework of the existing personnel resources)
<p>From the beginning, each student has a short overview of the wide variety of support opportunities. This way, students who do not wish to disclose their disabilities or chronic diseases could also be informed about the offers.</p>	Until the end of 2018
<p>Also, the offer to sign up for a specific newsletter about diversity at TUD will be mentioned in the flyers. Within the framework of this newsletter, all interested parties can be informed about current offers, events, etc., in a targeted manner.</p>	
<p>In discussions with students of the target group, this measure was welcomed and praised as extremely helpful.</p>	
16 Welcoming culture	
<p>TUD will share offers and opportunities for students with disabilities and chronic diseases already when they are welcomed to their first semesters (at information events, first events of the semesters, etc.).</p>	cost-neutral (within the framework of existing personnel resources)
<p>The measure contributes to raising awareness about the special needs of people with disabilities and chronic diseases. While doing so, it must be ensured that stigmatisation is prevented and that no additional fears are raised.</p>	Until the end of 2018
17 Mentoring for students with disabilities and chronic diseases	
<p>TUD is developing a mentoring program for those with disabilities and chronic diseases. In mentoring, students at TUD provide targeted support for the target group, in their decision-making regarding their academic path. Those who are interested in studying receive detailed insights into the course of studies, the academic content and organisational necessities in personal interviews with their mentor(s).</p>	approx. € 20,000.00 (costs of a student assistant and own resources of TUD within the framework of existing personnel resources)
<p>The programme serves as a method for reducing anxiety (caused by the fear of the unknown), and to offer an access path. The individual mentoring relationship promotes the self-confidence of the students and strengthens their functional preparedness for studies in higher education.</p>	
<p>The measure will cost € 20,000.00 per year. The total costs will arise at the time of the implementation.</p>	

18 **Special disadvantage compensation regulations for admission**

TUD **checks** whether students with disabilities and chronic diseases qualify for disadvantage compensation schemes regarding admission to courses that are restricted to certain location.

Due to local restrictions (rehabilitation facilities used, familiar surroundings, housing possibilities, etc.), a study-related relocation may pose a particular disadvantage for students with disabilities and chronic diseases. If the special hardships and incompatibilities of a relocation can be proved, admission to local admission-restricted study courses at the current place of residence should be compensated using a disadvantage compensation system, and thus access to the studies should be realised in the student's familiar environment.

cost-neutral
(verifying within the framework of existing personnel resources)

Until the end of **2025**

19 **University-wide admission criteria and disadvantage-compensation rules**

TUD **checks** the possibilities offered by uniform, inter-university criteria and compensation schemes across Saxony. Exemplary criteria could be the recognition of previous internships and qualifications, the implementation of barrier-free selection tests and interviews, and the transparency of the admission procedures.

This can reduce the hurdle of studying at TUD and possibly increase the number of new students. An example of the uniform method, which is valid throughout Saxony, takes the networking idea into account.

cost-neutral
(verifying within the framework of existing personnel resources)

Until the end of **2025**

20 **School contact point**

TUD is currently **checking** the idea of setting up a School Contact Point. In the recommendations of the HRK, it was made clear that 'especially pupils with disabilities [...] have to be thoroughly informed about the existing academic choices and the consequences of their choice early on, when they embark on their journey in higher education'⁹¹.

The specific offers of the inclusive TUD can be disseminated within the framework of a school contact point. With the help of such a place, more students with disabilities and chronic diseases could be inspired to study and their fears could be reduced.

cost neutral
(verification within the framework of the existing personnel resources)

Until the end of **2025**

⁹¹ Conference of German University Rectors (2009), p. 4.

Facilitating the everyday life of students

Description	Cost Estimate
21 Study assistance – information and financing	
<p>TUD evaluates and examines the need to increase its financial pool for study assistance. In addition, the available help will be made public as part of a more powerful effort by public relations.</p>	<p>cost-neutral (within the framework of existing personnel resources)</p>
<p>By increasing the financial pool, more assistants could be available to help the target group. Students would be less dependent on funding from national social assistance agencies. Announcing the special services of the assisting staff through targeted public relations campaigns may lead to increased utilisation of this offer.</p>	<p>Until the end of 2020</p>
<p>Within the framework of a pilot phase, the specific need for such assistance should be determined first. Possibly, students with disabilities and chronic diseases tend to be more interested in other forms of support.</p>	
22 Uniform process in the case of disadvantage compensation and hardship applications	
<p>Within the scope of the Advisory Council, the responsible structural units are to develop uniform regulations for disadvantage compensation for students with disabilities and chronic diseases, which should facilitate the application and the procedure.</p>	<p>approx. € 2,000.00 (material resources for creation and appropriation of the barrier-free information material)</p>
<p>Uniform criteria should also be developed in the future for so-called hardship-case regulations within the course of studies. This is accompanied by the provision of barrier-free information materials (flyers/brochures/internet presence) addressing the options under the regulations of hardship cases and the disadvantage compensation.</p>	<p>Until the end of 2018</p>
<p>The students, as well as the respective audit offices, gain clarity about rights and claims. Through the use of the extended disability concept (according to the UN CRPD), it is possible to grant disadvantage compensation to chronically ill persons. Also, the new regulations, including the time limits within the audit regulations (in accordance with Article 5(4) of the Sample Examination Regulations⁹²) will be gradually embedded and publicly announced. The application of the documents is intended to increase the level of utilisation and the level of confidence in the handling of it, for all.</p>	

92 TU Dresden (2013b), p. 7.

23 Tandem programme

At TUD, a tandem programme will be initiated for students with disabilities and chronic diseases. The ZQA concluded that “especially in collaboration with fellow students, [...] students with impairments reported far more frequently that they had difficulties with the existing knowledge base and required familiarity with foreign languages, than students without impairment.”⁹³

Voluntary tandem programmes support the cooperation of students with and without disabilities and chronic diseases. Mental and communicative barriers will be reduced through these. Also, the number of drop-outs with disabilities and chronic diseases could be minimised.

This measure costs € 30,000.00 per year. The total costs will arise at the time of the implementation.

approx. € 30,000.00

(personnel resources + material resources for information materials and event management)

Until the end of **2025**

24 Funding stays abroad

TUD is examining the provision of a financial pool to support students with disabilities and chronic diseases in their study abroad and is exploring existing funding opportunities by external sources. This is aimed at increasing the mobility of the target group. The consultation on opportunities of funding and promotion for a study or practicum/internship abroad will be expanded. The core points are, especially, the transparency and accessibility of the counselling offers for the study abroad, with the goal to remove barriers.

The measure supports students with disabilities and chronic diseases by empowering them to shape their life in a self-determined manner, based on equal opportunities. It is important to ensure that all offers for studies abroad are equally accessible, too.

cost-neutral

(verification takes place within the framework of existing personnel resources)

Until the end of **2025**

⁹³ Lenz, Rosenkranz & Scherber (2015),p. 30.

25 Information material on offers of external support

TUD is in the process of preparing and providing information materials on possible external support resources (public support institutions in the area, the office which accepts rehabilitation aid applications, etc.). This measure is a means of support for incoming students, but also for students, for example, who become impaired during their studies.

approx. € 10,000.00
(personnel resources for student assistants (SHK) + material resources for printing)

Until the end of **2020**

The great burden of beginning and managing a degree programme is reduced for the target group by providing this kind of informational material. This information is also particularly helpful for those with disabilities and chronic diseases from other (federal) German states. Their mobility is thus supported, and the number of new students can be increased.

26 Inclusive residential accommodation for students

TUD, in close cooperation with the Student Union of Dresden, is currently considering establishing inclusive residential accommodation for students. In some cities, student residences with an inclusive character are already available.⁹⁴ It is important that no dormitories are created exclusively for people with disabilities and chronic diseases, but that people with and without disabilities and chronic diseases can live together.

cost-neutral
(verifying within the framework of existing personnel resources)

Until the end of **2025**

Through special arrangements – for example, cleaning and shopping aids – the students with disabilities and chronic diseases can be supported in coping with everyday life, which in turn also facilitates studying; and the study duration can be shortened, as much as possible.

94 Examples of 'inclusive' student residences: Sumperkamp Hall in Bochum (<http://www.akafoe.de/wohnen/wohnheime/sumperkamp-9-15/>); Konrad-Biesalski-House in Marburg (<http://www.studentenwerk-marburg.de/wohnen/wohnen-fuer-behinderte-studierende/konrad-biesalski-haus.html>)

Offering Counselling and Supportive Services

Description	Cost Estimate
27 Guidance for students	
TUD is developing a guideline for students with disabilities and chronic diseases that provides tips for studying barrier-free at TUD.	approx. € 2,000.00 (material resources for printing)
	Until the end of 2018
28 Expansion of counselling services for students with disabilities and chronic diseases	
The responsible structural advising units are upgrading their counselling services (customised for the needs of people with disabilities and chronic diseases). The information, the internet presence, as well as the consulting offers must be free of barriers.	approx. € 20,000.00 (personnel resources)
Also, TUD is evaluating whether the existing structure of offers for students with mental illnesses still meets current needs.	
The purpose of the targeted support is to prevent mental crises from escalating and becoming chronic. ⁹⁵ This makes the offers special contributions to health promotion at TUD. In addition, this is likely to result in lower absenteeism rates, shortening the length of studies, and reducing the follow-up costs for the students, TUD and the state.	Until the end of 2020
For an offer like this, the counsellors themselves may have to be trained accordingly.	
29 Workshops on sensitisation	
TUD offers continuing education courses with the goal to raise the awareness of the employees in its educational offices, as well as other advisers in the areas so that they can address the special interests of students with disabilities and chronic diseases.	approx. € 20,000.00 (personnel resources)
As the current service has been classified as inadequate ⁹⁶ , the offer should be improved.	until the end of 2020

95 Deutsches Studentenwerk (2006), p. 12.

96 Lenz, Rosenkranz & Scherber (2015), p. 29

Description	Cost Estimate
30 Group counselling	
<p>Within the scope of joint consultations / group counselling, all advisers in the field of inclusion of people with disabilities and chronic diseases (possibly) get together with the interested students.⁹⁷</p>	<p>cost-neutral (within the framework of existing personnel resources)</p>
<p>The advantages of such a measure are networking and exchange. In addition, the corresponding measures or offers of supportive options can be directly discussed, evaluated and adapted. This measure will be specifically developed within the framework of a pilot phase.</p>	<p>until the end of 2018</p>

31 Initiating job application training	
<p>TUD offers targeted job application training courses for students with disabilities and chronic diseases. In addition to the usual content, this will provide specific information on the legal situation, application possibilities, etc., which must be considered when submitting job applications. Such an offer makes it easier for the students of the target group to enter the employment market and thereby it supports self-determined participation in life.</p>	<p>approx. € 20,000.00 (personnel resources)</p> <p>Until the end of 2020</p>

Promoting structural accessibility

Description	Cost Estimate
32 Instructions for creating accessible documents for academic purposes	
<p>TUD is working towards the goal that in the future, all academic documents will be made accessible to all users. Existing documents will also be revised so that they are barrier-free. Please note the guidelines for the design of accessible PDF documents (Faculty of Computer Science, AG SBS).⁹⁸</p>	<p>approx. € 15,000.00 (personnel resources)</p> <p>Until the end of 2025</p>

⁹⁷ Such group counselling sessions are already practiced at Chemnitz University of Technology. These take place when a new student begins his/her studies. The counselling session is joined by the contact person for students with impairments, the head of the student services, the corresponding specialist adviser for the course of studies, a colleague of the student union social counselling service, and if relevant, the Officer for the Disabled at

⁹⁸ Instructions for the barrier-free design of PDF documents (<https://elvis.inf.tu-dresden.de/index.php?menuid=33>)



Field of Action – Employment

The goals of TUD in the field of activity for employment⁹⁹

are to increase the number of employees with disabilities and chronic diseases, to improve working conditions and to optimize and develop support measures. Also, to support entry into the chosen profession (at TUD and externally), to facilitate the career path at TUD for people with disabilities and chronic diseases, and to support the re-entry after health-related interruption of work, for all employees.

Within this field of activity, it is of particular importance

- to reach or increase the number of people with severe disabilities and chronic diseases (in accordance with SGB IX);
- to expand the counselling services for employees with disabilities and chronic diseases;
- to optimise and expand the support measures, as well as the information and counselling offers, for employees and
- to train and unburden the representation.

Good practices at TUD

- The Officer for the Disabled assists the employees with applications for determining eligibility, applications for disadvantage compensation, etc.
- Service agreement for the BEM (Occupational Integration Management)
- Integration agreement of TUD
- SBV is involved in recruitment procedures

The SBV and the Officer for the Disabled support and advise the employees of TUD who have disabilities and chronic diseases, for example, about disadvantage compensation arrangements and application for support services.

Since 2001, the existence of a mandatory integration agreement has been anchored in SGB IX. TUD has had such an agreement since 2003, and its current, revised version was published in 2013. It was developed together with the persons responsible for the field of inclusion and is intended to help people with disabilities and chronic diseases integrate into working life at the TUD and to improve the working conditions.

Another tool at TUD is the Occupational Integration Management (BEM). As part of the company's health policy, it aims to maintain and promote all employees' ability to work and their health¹⁰⁰, and as best as possible, assist employees in re-entering the workforce after health-related leaves.

Within the framework of the TUD survey, it became clear that the often precarious employment conditions at the university prevent long-term job security for the disabled and chronically ill. Therefore, TUD must develop long-term qualification measures for its employees with and without disabilities and chronic diseases and raise awareness about how to deal with this situation. In its exemplary role, TUD can thus contribute to an inclusive society.

⁹⁹ The topics mentioned in this field of activity refer to Articles 4-6, 16, 20, 21 and 26 UN CRPD. The role of TU Dresden as an employer, in particular, is legally ascribed in Article 27 UN CRPD.

¹⁰⁰ cf. TU Dresden (2010).

In this context, the operative instrument 'annual staff meetings', designed within the framework of the PEK and introduced in the pilot phase since June 2016, should be used where appropriate. The aim is to create trustworthy cooperation and the motivation of employees through appreciation, recognition and support. Not only the work tasks are to be considered, but also the capabilities of the employees with regard to possible further qualification, the aspects of the work area, the college, and also possible challenges. Therefore, in the future, the staff meetings should be much more closely linked with future employee development plans (for example, team development and conflict management). In addition, the providers of internal continuing education programmes have set themselves the goal of offering measures that serve the reintegration of employees after a longer period of leave. Close interaction with the BEM and the University Health Management (UGM) is planned. The UGM emphasises health prevention on three levels: on the individual level, on the work organisation level, and on the level of working- and environmental conditions. Ensuring a healthy environment includes the goals to create a barrier-free and healthy campus. Establishing work-organisational health means to promote and support a work organisation and organisational culture that values health. For this purpose, workshops will be offered on health management, for example, within the framework of the management development.¹⁰¹

The awareness of the need for personal support can only be ensured through opening up TUD to the interests of people with disabilities and chronic diseases. A key aspect of this activity field for employment is the recognition of the strengths and the ability of all employees with disabilities and chronic diseases to contribute. Only in this way can we take advantage of all capabilities and use these profitably, thus maintaining and an open and respectful working environment.

101 Further information about staff development at TU Dresden is available at:
<https://tu-dresden.de/karriere/arbeiten-an-der-tud/personalentwicklung>

Ideas for measures in the field of activity for employment: promoting structural accessibility

Description	Cost Estimate
33 Operating agreements	
The existing operating agreements will be examined for their ability to recognise the interests of employees with disabilities and chronic diseases, and amended if needed.	cost-neutral (within the framework of existing personnel resources)
	Until the end of 2020

34 Effectiveness analysis of the BEM	
TUD is analysing the current processes and effectiveness of the BEM. A well-functioning BEM is of core importance, especially for employees with disabilities and chronic diseases, because their ability to work can only be ensured or reinstated through this. In doing so, TUD provides a good societal contribution to health-management at the same time.	approx. € 20,000.00 (personnel resources)
	Until the end of 2025

Advising, continuing education and training offers

Description	Cost Estimate
35 Expansion of the consulting services	
As part of developing TUD into an inclusive university, providing consulting and active support services for employees is among the most important tasks. Regarding University Health Management, measures concerning employees with mental challenges and disabilities are increasingly being considered. Keeping sustainability and future developments in mind, it is necessary to document the utilisation of services to be able to create future offers accordingly. At the end of the start-up and conceptual phase in 2018, it is necessary to examine whether the measure can continue to be financed from the special funds or financed from other funds.	approx. € 150,000.00 (financed by special funds for inclusion 2017/2018 incl. € 3,000.00 self-funding by TUD)
	Until the end of 2018

36 Workshops and coaching for career development	
TUD offers targeted career development workshops and coaching for students with disabilities and chronic diseases.	approx. € 15,000.00 (personnel resources)
The employees are thus supported in self-determined participation in their working life, learn to recognise their personal strengths and weaknesses and how to deal with them. Evaluation of the measure contributes significantly to the successful long-term implementation.	Until the end of 2025

Facilitating everyday life

Description	Cost Estimate
<p>37 Initiating the announcement of existing offers</p> <p>All offers for employees with disabilities and chronic diseases will be actively and more efficiently advertised in the future.</p> <p>Many employees do not know that there are counselling programmes on topics such as disability and chronic diseases at TUD. With the aid of a similar public relations strategy, the publicity and thus the use of the offers can be increased.</p>	<p>approx. € 2,000.00 (material resources for printing; Outline, etc., within the framework of existing personnel resources)</p> <p>Until the end of 2020</p>
<p>38 Job-focused inclusion</p> <p>TUD examines the continuation of job-focused inclusion, which was financed in 2015 and 2016 from the special funds included in the SMWK.</p> <p>The job-focused measure contributes to acquiring the necessary knowledge and professional experience so that the severely disabled employees are enabled to acquire the necessary qualifications and possibly, move to other employment settings.</p> <p>Under various circumstances, there could be temporary downtimes within the units, and if that happens, the Directorate Personnel will be asked to send substitute staff. TUD has a staff pool for cases like that, which can meet the short-term staffing needs to replace permanently employed employees with severe disabilities, temporarily. In the event of a positive result of the audit, the implementation of the job-focused measure would result in costs.</p>	<p>cost-neutral (verifying within the framework of existing personnel resources)</p> <p>Until the end of 2018</p>

Facilitating the entry into the workforce

Description	Cost Estimate
<p>39 Guidelines for inclusive application procedures/diversity-oriented assessment centres</p>	
<p>TUD is in the process of creating uniform guidelines for application procedures, which are observed in all recruitment procedures. This also includes diversity-friendly assessment centres with family responsibilities, care responsibilities, etc.</p>	<p>approx. € 15,000.00 (personnel resources)</p>
<p>In addition, a suitable survey instrument is being developed with the aim of evaluating all recruitment procedures.</p>	<p>Until the end of 2025</p>
<p>Confronting the culture of suppression is one of the core tasks in this context. The concept of personnel recruitment should not only be seen in the context of ‚high capabilities‘. The transparent design of the procedures is intended to prevent the refusal or non-recruitment of people with disabilities and chronic diseases.</p>	
<p>Frequently, objective assessment criteria are unknown, but these criteria can be identified and confirmed with the help of this measure, thus creating operational standards. The measure provides transparent, comprehensible procedures for everyone involved and facilitates the entry into the workforce.</p>	
<p>40 Information during the hiring process</p>	
<p>In the same way as information is distributed to matriculating students, TUD will issue short information flyers on the offers of the ‚inclusive TUD‘, created for the employees with disabilities and chronic diseases.</p>	<p>approx. € 10,000.00 (personnel resources for SHK + material resources for printing)</p>
<p>These, along with the usual administrative regulations and documentation, will be handed to employees upon hiring. From the beginning, each employee receives a short overview of the wide variety of support opportunities. This way, employees who are not ready to disclose their impairments could also be informed about the offers.</p>	<p>Until the end of 2020</p>



Field of Activity – Communications and Leadership Culture

The goals of TUD in the activity field for communications and leadership culture¹⁰²

are to ensure a diversity-sensitive, barrier-free communication and leadership culture that is understandable, promotes the best opportunities for all and supports the focus on diversity in the development and implementation of the Personnel Development Concept.

The activity field for communication and leadership culture is part of a central aspect within the holistic view of accessibility. An inclusive communication and leadership culture is not only accompanied by sensitisation, but also by a changed self perception and image. Within a diversity-based and barrier-free management culture, care must be taken to ensure that all university members are sensitised, that there is appreciative cooperation, and that increased awareness is raised to disability and chronic diseases, in accordance with Article 24 (4) of the UN CRPD.

Good Practices at TUD

- Equal opportunities for all university members within the mission statement of TUD
- Guidelines for the barrier-free design of PDF documents (Faculty of Computer Science)
- Establishing the annual Health Appreciation Day at TUD
- Barrier-free planning and implementation of the annual Diversity Days at TUD
- Comprehensive development of the Campus Navigator at TUD, with regard to barrier-free orientation and information at the university
- Provision of information in Braille
- The accessible web presence of TUD since 2016

Communication and leadership culture also includes the information culture. Internal and external communication processes must be made accessible at all levels, like access to all information is an important basis for creating fair opportunities within the university. These include the barrier-free web presence of TUD, as well as the accessibility to all information materials for students, employees and guests and the accessibility of events. The Equal Opportunities for People with Disabilities Act (BGG) mandates institutions of public authority – and thus universities – to make their web presence and services available in such a way that they are fully usable by people with disabilities.¹⁰³ When designing layouts and forms, care must be taken to take into account the needs of people with disabilities (especially with visual impairment).¹⁰⁴ The Barrier-free Information Technology Ordinance (BITV 2.0¹⁰⁵) forms the basis for the barrier-free standards on the internet. Within the Web Content Accessibility Guidelines (WCAG) 2.0 of 2008, principles have also been defined for the accessibility of internet pages.¹⁰⁶

With the relaunch of its website in the year of 2016, the internet presence of TUD has been designed largely barrier-free. The Campus Navigator of TUD, as a central communication and information service on the campus, provides information on accessibility and about the amenities in facilities designed for those with disabilities.

In the context of diversity-based public relations work, people with disabilities and chronic diseases must, of course, be represented without generating, for example, pity and creating a “special” status. The natural co-existence among people with disabilities and chronic diseases and ‘non-impaired’ students and employees is a cross-sectional task for designing an inclusive university.

102 The subjects of this field of activity are related in particular to Articles 8, 9 and 27, as well as Article 24 UN CRPD.

103 Federal Republic of Germany (2002), Article 11(1).

104 Ibid., Article 10(1).

105 Hellbusch (2014a).

106 cf. Hellbusch (2014b).

Field of activity – communications- and leadership culture: promoting communicative accessibility

Description	Cost Estimate
41 Public work strategy for the inclusive TUD	
<p>TUD is developing a targeted, multi-media public relations strategy for advertising events in the field of activity for diversity and the inclusion of people with disabilities and chronic diseases.</p>	approx. € 50,000.00 (Personnel and material resources)
<p>Events on the topic of including people with disabilities and chronic diseases should be actively promoted. TUD thus sends a clear sign that this topic is relevant. Public relations projects serve to raise awareness by pointing to examples of good practice and by continually announcing implementation measures.</p>	Until the end of 2020
<p>Exemplary elements of public relations strategies are:</p>	
<p>Flyer in Braille; implementation of BITV 2.0 and WCAG; targeted use of extensive alternative texts; corresponding pictorial designs; sign language videos; availability of the materials in German and English.</p>	
<p>Important documents and flyers at TUD are already provided in Braille. In the future, the offer of barrier-free (advertising) materials will be expanded. In doing so, existing barriers are removed, and access to the university is made easier for people with disabilities and chronic diseases. Also, this measure provides positive advertising for TUD.</p>	
<p>A further element of this measure is the creation of a guide for diversity-based text and image design. There is already a guideline on gender-appropriate language and image design at TUD.¹⁰⁷ This guide is to be expanded to include the area of diversity with appropriate text and image design. Associated with this is the active reduction of stereotypes and invisibility of certain target groups – for example, people with disabilities and chronic diseases should be depicted in active life situations, in which the persons in question do not generate the impression of compassion. In addition to the gender component, the guidelines should also include aspects of non-discrimination of people with disabilities and chronic diseases, as well as other target groups in the core areas of diversity, inherent to an intersectional understanding.</p>	

107 https://tu-dresden.de/tu-dresden/organisation/ressourcen/dateien/referat-gleichstellung/projekte/geschlechtergerechte-sprache/leifaden_geschlechtergerechte_sprache.pdf?lang=de

Description	Cost Estimate
42 Training courses for barrier-free Internet presence	
<p>For relevant disseminators, TUD modules are offered as part of the training courses on the Web Content Management System (WebCMS), which explicitly refer to the barrier-free design of the web presence.</p>	<p>cost neutral (verification within the framework of the existing personnel resources)</p>
	<p>Until the end of 2020</p>

43 Budget for sign-language and other interpretation services	
<p>TUD is increasingly shaping centrally organised university events to be barrier-free. A budget for financing sign-language interpretation and other interpretation services is provided for this purpose.</p>	<p>approx. € 5,000.00 (financed by special funds for inclusion 2017/2018)</p>
	<p>Until the end of 2018</p>

Promoting intellectual accessibility

Description	Cost Estimate
44 Implementing the mission statement of TUD	
<p>TUD embraces diversity, and thus variety and inclusion are important aspects of its mission statement.</p>	<p>cost neutral (verification within the framework of the existing personnel resources)</p>
<p>In doing so, it makes a clear statement as a university and contributes to the sensitisation for the need of people with disabilities and chronic diseases within and outside TUD.</p>	
	<p>Until the end of 2020</p>

45 Leadership workshops on sensitisation	
<p>TUD provides extensive training for its leaders, who, in addition to other diversity aspects, also focus on dealing with people with disabilities and chronic diseases. We place a particular focus on intertwining relationships across the various core areas of diversity.</p>	<p>approx. € 20,000.00 (personnel resources)</p>
<p>Most people are unaware of the magnitude of influence their culture has on their experiences and patterns of behaviour. To some degree, these patterns lead to conflicts, friction and they complicate working with others. Diversity workshops and coaching offer opportunities to support leaders and their teams in diverse scenarios of collaboration. Sensitisation is also a key aspect in the field of science since the contributions of people with disabilities and chronic diseases is often prejudiced. These must be rectified, and intellectual barriers in the minds of the people without impairments should be reduced. The successful sensitisation of the leaders forms a basis for the implementation of self-determined participation.</p>	<p>Until the end of 2020</p>

Promoting structural accessibility

Description	Cost Estimate
<p>46 Counselling map of inclusion</p> <p>TUD is creating a counselling map for the inclusion of people with disabilities and chronic diseases (similar to the counselling map for the areas of equality and family friendliness¹⁰⁸) listing the existing counselling and service offers. This should include, for example, counselling bodies, the positioning of mobile hard-of-hearing technology, the existing hearing and audio induction loops, the locations of the service tricycles, vehicles and mobile belted stair climbers, as well as all equipment that can be leased and used. To ensure barrier-free access to the information, these can, for example, be entered into the Campus Navigator. After the initial funding, the data will be updated by the StDM using existing personnel resources, in collaboration with the Campus Navigator team.</p>	<p>approx. € 32,000.00 (financed by the special funds for inclusion 2017/2018 incl. € 4,000.00 self-funding by TUD)</p> <p>Until the end of 2018</p>
<p>47 Checking the accessible internet presence</p> <p>The internet presence of the TUD will be tested for accessibility. In doing so, attention must be paid, for example, to the use of formatting templates, and the adequate labelling of images and illustrations using the so-called alternative attribute. The measure will be carried out by an external service provider.</p>	<p>approx. 40,000.00 EUR</p> <p>Until the end of 2025</p>
<p>48 Barrier-free IT solutions</p> <p>For contracts affecting new software and IT solutions, TUD performs ongoing checks whether accessibility can be taken into account as a quality criterion.</p> <p>Through the continuous procurement of barrier-free software and programmes, access can be ascertained for all students and employees, and the work with the respective programmes can be facilitated. It should be noted that the purchase of barrier-free programmes is associated with additional costs. However, retrofitting IT solutions that are not barrier-free would be still more expensive, and, if possible, is to be avoided.</p>	<p>cost neutral (verification within the framework of the existing personnel resources)</p> <p>Until the end of 2025</p>
<p>49 Barrier-free templates and forms</p> <p>All formatting templates (text, presentation, letter templates, business equipment, etc.) and forms (hiring forms, etc.) will be made available in a barrier-free form by TUD. This is accompanied by the checking and revision of the existing documents.</p> <p>An important aspect is, for example, the provision of information in a barrier-free presentation design for guest speakers. A bilingual information sheet (German/English) for the diversity-based and inclusive design of presentations (barrier-free, non-discriminating language, etc.) is created and then sent to invited speakers, as well as made accessible via suitable sites on TUD internet pages.</p>	<p>approx. € 50,000.00 (personnel resources and material resources)</p> <p>Until the end of 2020</p>

108 The counselling map for the areas of equality and family friendliness can be found on the following website: <https://tu-dresden.de/tu-dresden/chancengleichheit/beratungslandkarte>

Description	Cost Estimate
50 Guidelines for inclusive leadership behaviour	
<p>Guidelines for inclusive leadership behaviour will be developed. The measure is an addition to the family-friendly conduct, which was introduced in the audit family-friendly university and could thus be established. Everyone needs recognition and appreciation to strengthen their self-esteem. The measure is the basis for the above-mentioned workshops for managers.</p>	<p>approx. € 10,000.00 (personnel resources for SHK + material resources for printing)</p>
	<p>Until the end of 2018</p>
51 Sign-language courses	
<p>TUD is currently checking into the idea of setting up courses to teach German sign-language. The courses could, for example, be offered as an AQUA module or through the ZfW. For example, similar courses are already offered by Leipzig University and the Osnabrück University.¹⁰⁹</p>	<p>cost neutral (verification within the framework of the existing personnel resources)</p>
	<p>Until the end of 2020</p>

Promoting organisational accessibility

Description	Cost Estimate
52 Guidelines for barrier-free events	
<p>TUD is developing guidelines for the planning and implementation of barrier-free events. One aspect of the guidelines should be an inquiry into the level of need for support. When invitations are sent to (scientific) large events, an inquiry into the need for support will also take place (in spite of the fact that it is planned to be accessible). This helps to raise awareness among the employees and students of TUD on the issues and concerns of people with disabilities and chronic diseases. The guidelines ensure that all events at TUD will be planned and designed in a barrier-free manner and that access for all people is guaranteed.</p>	<p>cost-neutral (within the framework of existing personnel resources)</p>
	<p>Until the end of 2018</p>

109 More information available at: <https://www.asta.uni-osnabrueck.de/news/2013-07/gebaerden-sprachkurse>; <https://home.uni-leipzig.de/sprachen/unsere-sprachen/gebaerde/#>



Field of Activity – Quality Assurance

The goals of TUD in the field of activity for quality insurance¹¹⁰

are the verification and assurance of high quality of all offers and the achievement of the target goals, the acquisition of funding, as well as the necessary optimisation of the measures by evaluation and rating.

Within the framework of quality assurance, the aim is to check the offered support and assess the effectiveness and the achievement of their objectives. The evaluation does not only serve the purpose of internal quality assurance but also of attracting funding and being transparent to the outside world. In this field of activity, it is essential to create and anchor guidelines and regulations that help all participants to develop and maintain a uniform standard. Collecting good ideas and action options in a central location makes it possible to learn from one another.

Good Practices at TUD

- Implementation of participation procedures valid for the entire university by surveys to determine needs and the identification of measures in the topic area
- Advisory Council on Inclusion as a consultative panel (with experts in the field) for the University Management
- Collection of information about including people with disabilities and chronic diseases at TUD in the form of an 'Inclusive Wiki' (ZSB)
- Survey on the use of the disadvantage compensation arrangements within the framework of the course-of-study evaluations (ZQA)
- Support of topic-specific surveys in the context of research projects (ZQA)

Regarding sustainability, as well as quality assurance and development, evaluation concepts play a major role in the implementation of measures. Instruments of quality assurance are applied currently at TUD at the forefront – but often also in the background and without explicit designation. The ZQA, as a central point of the active quality analysis at TUD, is already examining various aspects of diversity and inclusion, for example, in the framework of degree programme evaluations. In addition, ZQA will also conduct thematic surveys on diversity issues. The central quality management at TUD is supervised by the Rectorate and is anchored in the Vice-Rectorate for University Development. In the future, instruments of quality assurance must be actively considered and implemented from the outset, to ensure the long-term success of measures.

110 The topics in the field of quality assurance concern in particular the Articles 31, 33 and 35 UN CRPD.

Measures in the Field of Activity for Quality Assurance: Data collection and analysis

Description	Cost Estimate
<p>53 Evaluation concepts for all measures and offers</p> <p>TUD ensures that all new measures also include quality aspects, meaning that, already in the design of the measures, consideration is given to how the success or benefit of the respective support offer can be measured and a corresponding evaluation concept developed.</p> <p>In this way, TUD can be developed further towards becoming an inclusive university that can provide the necessary support. An adequate evaluation tool must be defined as early as during the planning phase of the measures. With the help of this necessary step, the quality and the accuracy of the individual measures, as well as TUD, can be safeguarded.</p>	<p>cost neutral (verification within funding of the measure)</p> <p>Until the end of 2025</p>
<p>54 Continuous data collection and statistics</p> <p>The TUD, in close cooperation with the Data Protection Supervisor, will examine whether an expansion of the data collection on people with disabilities and chronic diseases is possible.</p> <p>From the UN CRPD, it is apparent that the data situation is to be improved regarding people with disabilities and chronic diseases.</p>	<p>cost-neutral (within the framework of existing personnel resources)</p> <p>Until the end of 2025</p>
<p>55 Evaluation of the Action Plan</p> <p>The implementation of the Action Plan is evaluated by TUD according to the indicators of the HRK recommendation 'A College for All'¹¹¹, and the test criteria of the Accreditation Council for¹¹² System Accreditation.</p> <p>This measure provides the basis for the Action Plan to promote the factual development of TUD towards an inclusive university.</p>	<p>cost-neutral (within the framework of existing personnel resources)</p> <p>Until the end of 2025</p>
<p>56 Evaluation inclusion / freedom of barriers</p> <p>Within the framework of the survey given to students and employees, the accessibility features of TUD will also be increasingly pictured.</p> <p>These include a survey of the academic conditions offered to students with disabilities and chronic diseases, as well as satisfaction with certain counselling facilities and the infrastructure. It will be ensured that not only is the inclusion of people with disabilities and chronic diseases mentioned, but also that other aspects of diversity explored in a modular manner to depict interwoven concepts.</p>	<p>approx. € 60,000.00 (financed by the special funds for inclusion 2017/2018 incl. € 11,000.00 self-funding by TUD, within the framework of the existing personnel resources)</p> <p>Until the end of 2018</p>

111 German Rectors' Conference (2009).

112 Accreditation Council (2013).

Promoting intellectual accessibility

Description	Cost Estimate
<p data-bbox="150 333 767 394">57 Best practices databank and idea collection for the topic of inclusion</p> <p data-bbox="197 432 1054 555">TUD creates a platform for the exchange of methods and best practices serving an inclusive TUD. At the same time, this Databank also serves as a collection of ideas or as a tool-box for measures, projects, etc., relevant to the theme.</p> <p data-bbox="197 593 1054 842">On the one hand, the collection of good examples provides a continuous description of the actual situation, and additionally, it supports the all-encompassing implementation of inclusion at TUD. Within the framework of a university-wide, and later possibly also state-wide and/or nationwide database, in addition to the internal exchange, we are also striving for the exchange of ideas with other cooperation partners and universities. This stimulates an exchange, which can contribute to the high quality of barrier-free teaching, and ensure networking.</p>	<p data-bbox="1102 432 1391 562">approx. € 60,000.00 programmer-costs and self-funding of TUD, within the framework of the existing personnel resources)</p> <p data-bbox="1102 622 1305 645">Until the end of 2018</p>

Further Procedure – Project Management

By developing a university-specific Action Plan for the implementation of the UN CRPD and the decision about this plan by the University Management, the foundation was laid for the (further) development of TUD into an inclusive university.

The strategic development process followed a broad participation process in which, in addition to the StDM, the Advisory Council on Inclusion as a relevant multiplier group and various other structural units were also involved. In addition, the results of the surveys mentioned above¹¹³ regarding the situation of the students were included in the preparation of the Action Plan. Overall university participation will play a central role in the implementation, updating and evaluation of the Action Plan. The aim is to promote diversity and justice at TUD and raise awareness to the special needs of people with disabilities and chronic diseases through various measures and projects. The

great features and, at the same time, the greatest challenges to overcome when designing needs-oriented offers are ensuring fair opportunities, guaranteeing goal achievement for all, as well as maintenance of equal access to equal rights for all.

A cyclical project approach (see Figure 33) was selected for the implementation of the Action Plan of TUD. The current plan comprises four cycles of two years each (2017-2018, 2019-2020, 2021-2022, 2023-2024), in which the same procedure is continually announced, in the sense of strategic project management. The Action Plan is currently lasting until 2025, with the intent to complete the evaluation and further development in 2025 or update it at that time.

Cyclical project procedure

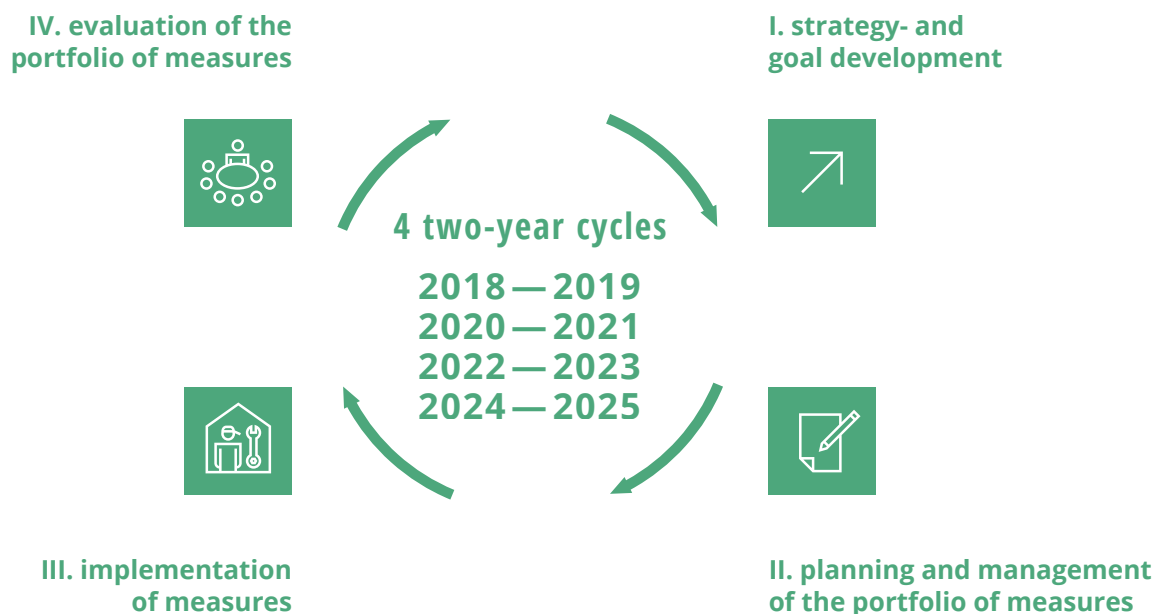


Figure 3:: Implementation steps in the further course

113 Masuhr (2016a); Masuhr (2016b); Lenz, Rosenkranz & Scherber (2015); Zaussinger et al. (2012).

The individual project phases within each cycle are depicted below:

The first phase contains the strategy- and goal development. It defines strategic and medium-term objectives, analyses the current situation, defines and prioritises fields of activity and collects measures. With the decision of the Action Plan in its present form, the first phase of the first cycle has already been completed. The second project phase involves the planning and management of the

portfolio for measures. At this moment, measures are selected, prioritised, and the possible risks are assessed. The sequence of prioritisation and selection of the measures is schematically shown in Figure 44. In a first step, ideas for measures are solicited as part of a broad participation process; and further ideas are generated using extensive research.

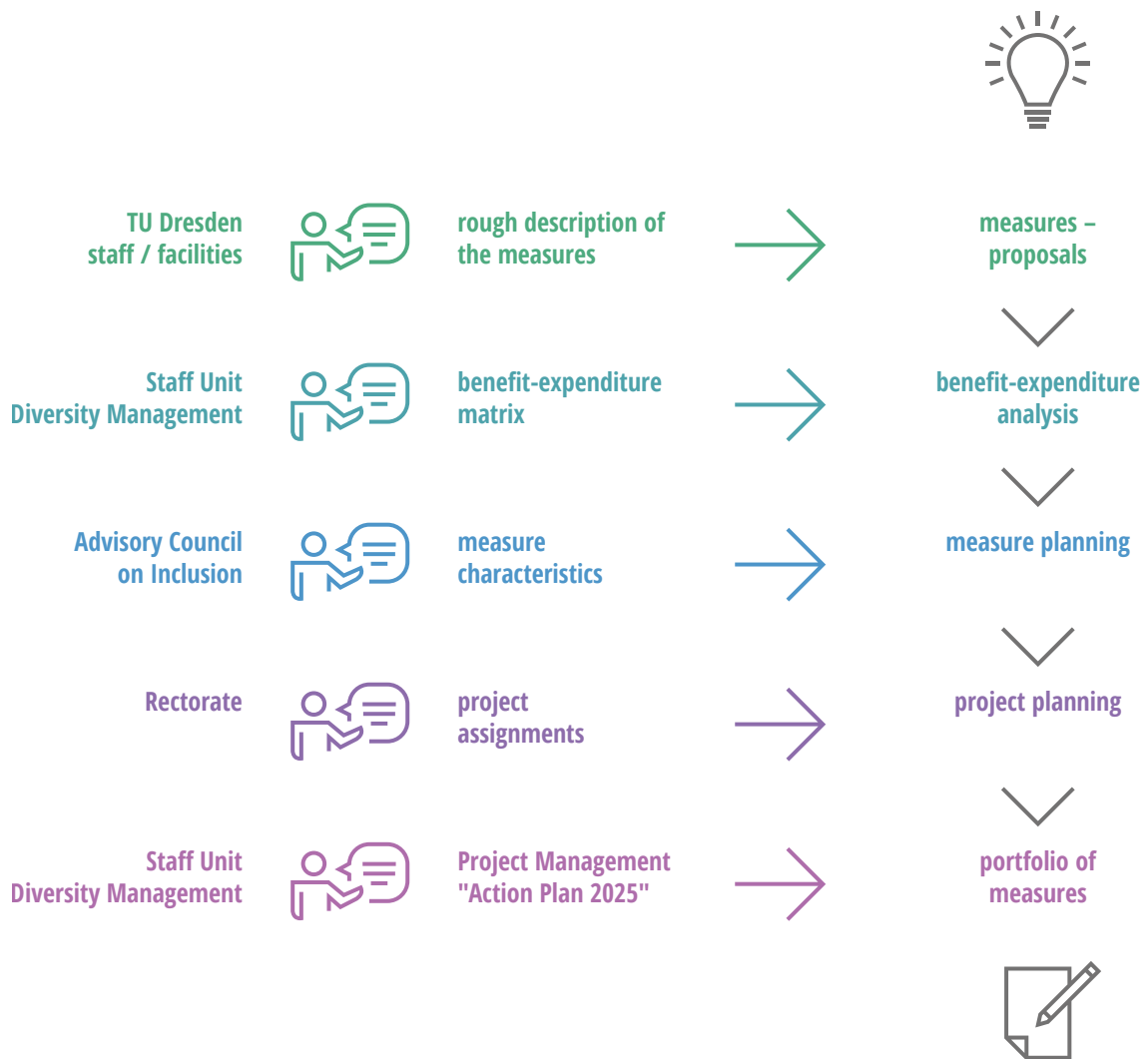


Figure 4: Procedures for prioritising and selecting the measures

In the second step, a benefit-expenditure evaluation is carried out for the measures, using a corresponding matrix (Figure 5). The scope of the 'expenditure' includes the expected implementation costs, the expected amount of the financial or personnel resources, as well as various risks emerging from them. For evaluating the benefit of each measure, for example, one may take into account the expected outcome of the measure, political considerations, or even marketing objectives.

Regarding the evaluation or weighing of expenditure and benefits, one has to take into consideration the existence of possible dependencies between individual measures, which may influence the classification in the direction of a higher or lower benefit vs. cost. All measures which are classified as 'to be implemented' will be considered in more detail at the end of this phase.

estimated benefits	high	✓ to implement	✓ to implement	! challenge
	average	✓ to implement	? possibly	✗ to reject
	small	? possibly	✗ to reject	✗ to reject
		small	average	high
		estimated expenditure		

Figure5: Benefit-expenditure matrix for assessing the measures

The planning of measures already takes place in the third step. In the appendix of the Action Plan, there are sample form (see Appendix 4.5) for the detailed design of the measures. These can later structure the selected measures for the design and implementation with the help of the specified criteria, and reduce the subsequent management expenses for the implementation. By the prepared measure characteristics, the Advisory Council on Inclusion sends selected measures to the University Management for implementation, after that the Rectorate issues approvals or rejections, and lastly, approves project assignments.

The measures that get the green light then receive their actual financing budgets. The concrete implementation periods must then be coordinated with the relevant project committee bodies and subjected to a feasibility test. Ultimately, the University Management then decides about the implementation of the measure.

Some of the ideas for measures will only be implemented if additional funding, financial contributions, or federal or state subsidies. However, not all measures are tied in with additional financial expenditure.

The project management and the overall controlling of the resulting measure portfolio represent

the conclusion of the second phase of the project cycle and the start of the third phase, at the same time the implementation of the measures. In addition to the project planning and control of the individual measures, this also includes resource management, a corresponding progress check, as well as monitoring the progress and evaluation. At the end of this phase, the evaluation and documentation of the project experience are of central importance. As part of the 'Lessons Learned' process, important experiences are gathered for the future project period. At the end of each project cycle, the fourth phase follows – the evaluation of the measure portfolio. In this step, the status and success of the measures portfolio are examined, and evaluation takes place regarding the achievement of goals and sustainability, at the end. Both the retrospective, but also the prospective view is of central importance, for the next cycle. A regular report and exchange on the implementation of the Action Plan will take place within the framework of the Advisory Council on Inclusion.

The entire process can only be successful if the measures and objectives are subject to continuous implementation and success probes. This is the only way to cover the need for action and the achievement of the objectives, and the only way that TUD can grow as an inclusive university.

Appendix

Glossary

Below, key concepts are briefly explained in the context of the Action Plan.

Accessibility

Holistic accessibility is one of the central prerequisites for the inclusion of people with disabilities and chronic diseases. Not only constructional but also communicative, organisational, didactic, structural and intellectual obstacles play a special role.¹¹⁴ In order to enable self-determined, effective participation for all people, social barriers must be dismantled and prevented at all levels.

In particular, Article 9 UN CRPD forms the core foundation by formulating the objective of promoting ,equal access to the physical environment, transport, information and communication, including information and communication technologies and systems, as well as other facilities and services to be open to the public [...] or to be provided for them,'¹¹⁵ .

At the federal level, accessibility is defined in Article 4 BGG as follows: 'Construction and other facilities, means of transport, technical utilities, information processing systems, acoustic and visual information sources and communication facilities, as well as other designed living areas are considered accessible when these can be found accessed and used by people with disabilities, in general, in the usual way, without particular difficulties and without any external help. The use of any necessary aid by disabled persons is, however, permissible.'¹¹⁶

Barrier-free facilities, premises, media and offers must therefore be designed in such a way that they can be found, accessed and used by anyone irrespective of possible limitations.

People with disabilities and chronic diseases face quite a variety of different barriers, which prevent them from full and effective participation. Apart from stairways, steps and doors that are difficult to open, this also includes optical barriers, such as low visual contrasts or insufficient lighting. Further barriers can be insufficient acoustic information transmissions, missing withdrawal possibilities, as well as pieces of information that are too long and complicated.¹¹⁷

These are just a few examples of the various barriers that any person may experience every day, and must be overcome. These barriers have to be gradually reduced, in order to support all people.

Key areas of accessibility in the university context are:

- The constructional accessibility and usability of the university buildings and the buildings of the cooperation partners (Students' Union, etc.),
- the barrier-free perceptibility and usability of all information and communication services offered by the university,
- the barrier-free university educational design and
- adequate support and resource infrastructure.¹¹⁸

114 cf. Klein (2016), p. 9.

115 United Nations (2006), Article 9.

116 Federal Republic of Germany (2002), p. 2f.

117 Further barriers and health characteristics can be found in Rebstock (2014), p. 22f.

118 cf. Deutsches Studentenwerk (2004), p. 12.

Disability and chronic diseases

Regarding the concept of disability, the SGB IX from 2001 still has a central importance in Germany. Today, it still serves as the basis for decisions on the granting of benefits for participation. Compared to the current conceptual understanding, however, that of the SGB IX is markedly lacking. According to SGB IX, it is assumed that there is a 'normal state' that is socially defined using role attributions, expectations and norms, as well as a condition typical for certain age. People with disabilities and chronic diseases deviate from these 'standard conditions' presented by SGB IX and count, regarding Article 2(1) SGB IX, as disabled.¹¹⁹

In an attempt to clearly move away from this understanding of deficit, the concept is further elaborated by the UN CRPD. This results in a 'disability from the interaction between people with impairments and attitudes and environment-related barriers', which prevent them from participating in the society fully, effectively and in a self-determined way.¹²⁰ It should be noted that the original English version of the UN CRPD is about 'Persons with disabilities', which can be translated to German as 'impairment' (*Beeinträchtigung*).¹²¹ There is a wide variety of impairments, going far beyond hearing-, visual- and physical impairments. People with cognitive developmental impairments, partial performance problems, and mental as well as chronic somatic diseases are also included in the study of people with disabilities and chronic diseases. This led to the extended concept of disability, in the sense of 'people with disabilities and chronic diseases' as used in this publication, also. As a result, development can be observed away from the deficit-oriented 'being disabled' towards 'becoming disabled'. Existing, disabling barriers of various kinds, which prevent people from full and effective participation in society, must be dismantled in the course of inclusion.

Equal opportunities/variety of opportunities/fairness of opportunities

The concept of equal opportunity is understood to mean the social policy maxim which demands the right to equal life and social opportunities for every human being.¹²² Equal opportunities at the university have many facets. In detail, the following areas are included without claiming this list to be complete:

- Equal opportunities for access to study and access to the labour market
- Legal anchoring and ensuring an adequate implementation of individual disadvantage compensation rules
- Securing and further developing educational funding
- Securing and developing support in the workplace for employees
- Maintaining, realising and developing professional information, counselling and service offerings
- Creating a framework for effective, self-determined participation in national and international higher education¹²³

However, the term of 'equality', when it comes to opportunities, has also been increasingly viewed critically and replaced by the use of fairness of opportunities, manifold opportunities or variety of opportunities. It should be clear that the goal of the efforts is not to create some 'egalitarianism', but fair opportunities, which make it possible for each and every individual to achieve his/her desired goals. The diversity of opportunities is thereby promoted, for example, by the granting of individual disadvantage compensation.

119 cf. Stein, Anne-Dore (2005), p. 310/Cloerkes, Günther (2001), p. 74.

120 United Nations (2006), Preamble, Sentence e.

121 Kistner, Pascal (2010).

122 cf. Schubert/Klein (2011).

123 cf. Deutsches Studentenwerk (2004), p. 1.

Participation in society

The paradigm shift away from caring, towards full and effective participation, is the issue which is being pushed forward with the UN CRPD. The goal is to enable equal opportunities or fairness of opportunities for people with disabilities and chronic diseases, as well as to facilitate an equal and self-determined participation in all areas of the society. By the principle of the equal right to participation, the same quality and the same standard is expected for people with disabilities and chronic diseases in the respective living areas than those that apply to people without disabilities. All people should be free to choose between different alternatives. The equality laws of the Federal Republic and the states that apply to the disabled, SGB IX, as well as the UN CRPD, provide the legal framework to ensure this.

Inclusion

The term 'inclusion' has been used for several years in science, as well as in everyday language. However, it is difficult to find a uniform definition for this concept or term. An adequate conceptual understanding of 'inclusion' is best achieved through a purposeful demarcation from other concepts such as exclusion or integration (Figure 6). Inclusion is inconceivable without the phenomenon of exclusion – the barring of one or more groups from society – and goes further as an integration in which, for example, people with disabilities and chronic diseases adapt themselves to an existing order with the help of targeted help and become accepted a 'special' group into that order. 'Inclusion means the self-determined and equitable participation of all human beings in society and that from the beginning'.¹²⁴

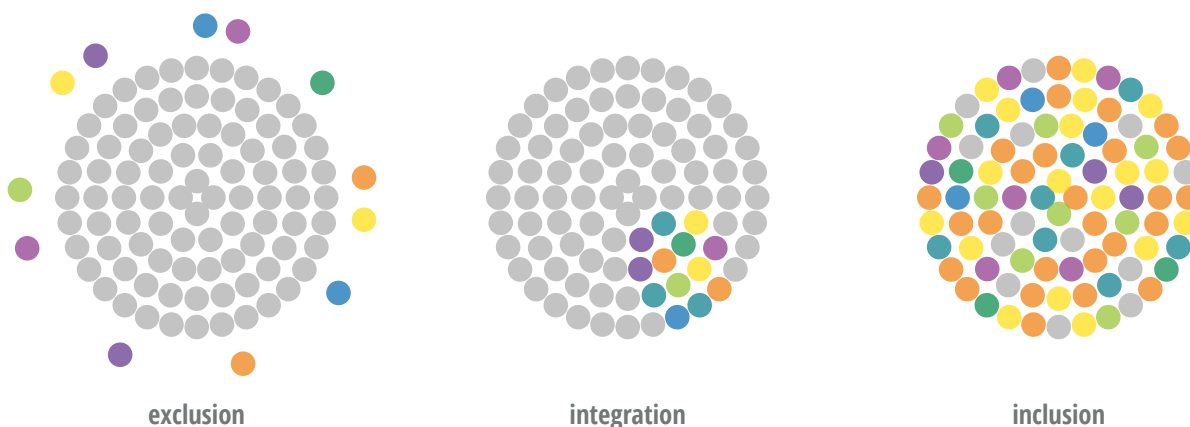


Figure6: Schematic representation of the concepts of exclusion, integration and inclusion (representation by Aktion Mensch, 2013)

While the aim of legislation under the Book IX of the German Social Welfare Code (SGB IX) was to integrate certain persons or groups into society, the UN CRPD goes beyond integration. In the sense of a holistic understanding of inclusion, it is necessary to change structures, modes of action and organisations in such a way as to meet the needs of all members. It is self-explanatory that everyone, independent of personal, social and economic conditions, learning needs and gender, should be able to participate.¹²⁵

In the context of the inclusion of people with disabilities and chronic diseases, the term inclusion is often used in a general meaning, although this is only a specific part of the whole inclusion concept. In a holistic understanding of inclusion, every human being is different and can shape his/her life as well as society, according to his/her personal abilities and capabilities.

124 Neeser (2013), p. 7.

125 cf. Krög (2005), p. 4.

Sustainability

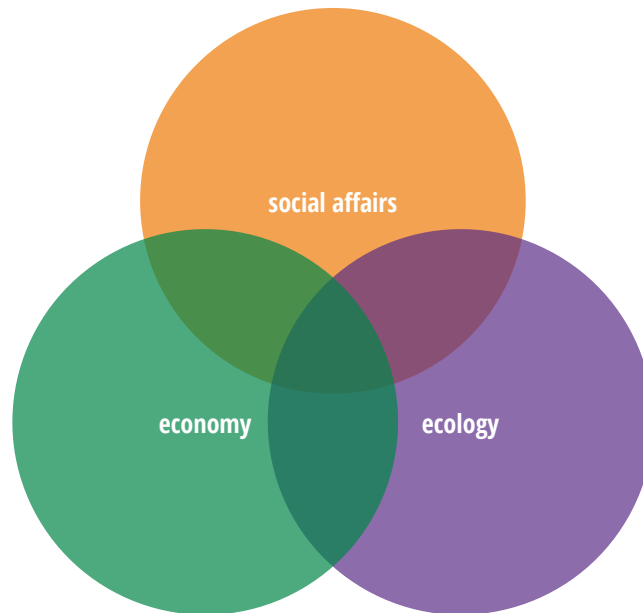


Figure 7: Sustainability triangle, own figure

The idea of sustainability has become a model for political, economic and ecological action. As part of society, universities also contribute to the future-oriented development of society under this guiding orientation. Sustainable development is of paramount importance to universities because it calls for social acceptance, which must be supported and promoted to initiate and embed the necessary transformation processes in individual orientations and ways of action in society.¹²⁶

The 'Sustainable Development Council' of the German Federal Government characterises the basic ideas of the sustainability concept in the sense of the three-pillar model as follows:

'Sustainable development means taking environmental considerations into account equally with social and economic aspects. Future-oriented business management means: We must preserve an intact, ecological, social and economic structure for our children and grandchildren. You cannot have one without the other.'¹²⁷

As part of the inclusion concept, we need to focus on social sustainability. The guiding principles by which social sustainability is founded can be identified as follows:

- An existence fit for human beings (basic tangible and non-tangible needs)
- Ensuring livelihood through fair work (holistically determined)
- Social resources as opportunities and potential for action
- Equal opportunities
- Participation¹²⁸

All measures and offers of the university are to be designed in a need-oriented, goal-oriented and long-term manner to ensure their sustainability.

126 German UNESCO Commission Reg. Assoc. (2011) p. 38.

127 Council for Sustainable Development (2010), p. 0.

128 cf. Empacher & Wehling (2002), pp. 38.

Additional budget for the financing of inclusion measures

In the past two years (2015 and 2016), the Saxon State Ministry for Higher Education, Research and the Arts (SMWK) has allocated around four million euros as a supplementary budget for the financing of inclusive measures to the universities in Saxony. This provided a further incentive to improve the situation of students and employees with disabilities and chronic diseases at TUD.

In a broad participation process, the StDM informed the Faculties, Central Academic Units (ZWE) and the Central Administration (ZUV) about the receiving of special funds and described their concrete proposals for measures and projects in detail. The StDM has defined and communicated the objectives of the UN CRPD, as well as the recommendations of the 2009 University Rectors' Conference, 'A College for All'¹²⁹. The approved measures and projects were aimed at the employees, students and students interested in the programme; and they are important building blocks for the promotion of the inclusion of people with disabilities and chronic diseases at TUD.¹³⁰

Important legal framework

Numerous laws and standards deal with the topic of inclusion. Some of the most important ones among them are briefly introduced below.

United Nations Convention on the Rights of Persons with Disabilities (UN CRPD)¹³¹

The UN CRPD came into force in May 2008 and was ratified in 2009 by the Federal Republic of Germany. The UN CRPD 'concretises and deepens the general human- and fundamental rights at various levels for the special situation of people with disabilities'.¹³² All other legal regulations continue to apply in Germany, even after the ratification. The concept of disability is redefined here for the first time – away from 'being disabled' – to 'being disabled by others'. With the UN CRPD, the paradigm shift has been initiated away from caring towards self-determined participation. 'Nothing about us without us' is formulated as the central principle of the Convention, and describes inclusion as the opening of society in which it is self-explanatory that the target group is included.

Universal Declaration of Human Rights (UDHR)¹³³

The basic right to education has already been laid down in the UDHR of the United Nations (1948): 'Everyone has the right to education. [...] university lectures must be open to all equally, according to their abilities'.¹³⁴

Basic Law for the Federal Republic of Germany (GG)¹³⁵

It is pointed out in the GG that 'no one [...] can be disadvantaged because of his/her disability'¹³⁶. Furthermore, the 'right to free choice of the educational facility'¹³⁷ and the 'principle of equal opportunity in occupational tests' are¹³⁸ embedded.

129 German Rectors' Conference (2009).

130 Further information available at: <https://tu-dresden.de/tu-dresden/chancengleichheit/inklusion/sondermittel-inklusion>

131 United Nations (2006).

132 Neeser (2013), p. 6.

133 United Nations (1948).

134 Ibid., Article 26.

135 Federal Republic of Germany (1478).

136 Ibid., Article 3(3).

137 Ibid., Article 12(1).

138 Ibid., Article 3(1).

General Equal Treatment Act (AGG)¹³⁹

The AGG (2006) takes a look at, for example, the protection against discrimination in occupation and employment. In doing so, exceptions are explicitly stated in the case of different treatment. The 'aim of the Act is to prevent or eliminate discrimination on the grounds of racial or ethnic origin, gender, religion or belief, disability, age or sexual identity'.¹⁴⁰

Law on the Strengthening of Participation and Self-Determination of Persons with Disabilities (Bundesteilhabegesetz – BTHG)¹⁴¹

The BTHG (2016) will implement a major social policy reform of the current legislative period. This is to create more possibilities and self-determination for people with disabilities and chronic diseases. The BTHG is a comprehensive package of legislation, which provides for various changes and transformations of the current support landscape and legislation from prevention to social inclusion.¹⁴² A central innovation is the chosen concept of understanding, which is a composition of the current definition of the concept of disability under SGB IX and the more recent definition of meaning in the sense of the UN CRPD:

TUD is guided by the understanding of UN CRPD that people with disabilities and chronic diseases include 'those who have long-term physical, emotional, mental or sensory impairments which, in interaction with different barriers, may deprive them of equal participation with others in the society. An impairment [...] occurs when the state of the body or mind differs from the state typical for that age'.¹⁴³

The concrete effects of the BTHG are currently difficult to foresee. However, the gradual implementation can lead to concrete difficulties regarding the access to higher education and the course of studies. The process requires further monitoring.

Book IX of the German Social Welfare Code (SGB IX)¹⁴⁴

The SGB IX (2001) contains a wide range of rules and regulations for the rehabilitation and participation of people with disabilities and chronic diseases in Germany and is undergoing an amendment under the BTHG. In addition to regulating the claim to the 'compensation of disability-related disadvantages'¹⁴⁵, the definition of disability, under SGB IX, is of central importance for many decisions regarding the granting of benefits, etc. For the Social Security Code, people are 'disabled' if their physical function, mental ability or mental health are highly likely to deviate from the age-typical state for more than six months, and therefore their participation in social life is impaired. They are threatened by a disability if the impairment is to be expected'.¹⁴⁶

In the regulation of services for participation in society, SGB IX distinguishes between benefits for medical rehabilitation, benefits for participation in working life, support for survivors and other supplementary benefits, as well as benefits for participation in the life of one's community.

Equal Opportunities for People with Disabilities Act (BGG)¹⁴⁷

The BGG (also the Equal Opportunities for People with Disabilities Act), from the year 2002, regulates

139 Federal Republic of Germany (2006).

140 Ibid., Article 1.

141 http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Meldungen/2016/bundesteilhabegesetz-entwurf.pdf?__blob=publicationFile&v=4

142 cf. <http://www.bmas.de/DE/Schwerpunkte/Inklusion/bundesteilhabegesetz.html>

143 Federal Republic of Germany (2016), Article 2(1).

144 Federal Republic of Germany (2001).

145 Ibid., Article 126.

146 Federal Republic of Germany (2001), Article 2(1).

147 Federal Republic of Germany (2002).

general provisions for the participation of persons with disabilities. In addition to agreements on goals and definitions¹⁴⁸, attention is drawn to the special needs of women with disabilities. The prohibition of discrimination, as well as the reduction of barriers, remain the focal points.

DIN 18040 – Accessible Construction¹⁴⁹

The standard, consisting of three parts (1 – Publicly accessible buildings, 2 – Dwellings, 3 – Public circulation areas and open spaces) is concerned with further standards regarding the creation of the planning and constructional conditions for the safeguarding of the GG and the UN CRPD – in particular, accessibility, personal mobility and independent living. In the context of the present Action Plan, particular attention must be paid to Part 1, which is fundamental for the barrier-free planning, construction and equipping of publicly accessible buildings, as well as their outdoor installations, and under which technical conditions public buildings and construction facilities are barrier-free.¹⁵⁰

Framework Act for Higher Education (HRG)¹⁵¹

The HRG establishes the principles of higher education at the federal level. According to this, universities should ensure that ‘disabled students are not disadvantaged in their studies’.¹⁵² Furthermore, ‘Examinations [...] must take into account the special needs of disabled students to safeguard their equal access to opportunity.’¹⁵³ A central aspect is also the embedding of the hardship quota at the student admission.¹⁵⁴

Saxon Higher Education Freedom Act (SächsHSFG)¹⁵⁵

In the SächsHSFG (2013), the tasks of a university are described under Article 5. Particular attention is paid to the needs of students with disabilities and chronic diseases. It is stated that, as a task of the universities, these should ascertain ‘that students with a disability or chronic illness are not disadvantaged in their studies and the offers of the university as far as possible without external help.’¹⁵⁶

148 Ibid.: Definition of disability in Article 3 and definition of accessibility in Article 4.

149 <http://din18040.de/>

150 cf. <http://din18040.de/din18040-inhalt.htm>

151 Federal Republic of Germany (2007).

152 Ibid., Article 2(4).

153 Ibid., Article 16(4).

154 Ibid., Article 34.

155 Free State of Saxony (2013).

156 Free State of Saxony (2013), Article 5(2)(12).

Equipment for rent and support material

Name of the offer	Description of the offer	Rental arrangements
Update Server Licence for Jaws	Screen Reader for the blind and visually handi-capped users.	Licenses are still available ¹⁵⁶
Mobile Braille Lines (40s)	The content of the computer screen can be published in Braille. For this, one needs a screen reader programme such as Jaws.	Rental for examinations and temporary replacement ¹⁵⁶
2 Mobile Braille lines (80s)	The content of the computer screen can be published in Braille. For this, one needs a screen reader programme like, for example, Jaws.	Rental for examinations and temporary replacement ¹⁵⁶
Mobile tablet devices	A mobile portable camera with arm allows reading the blackboard and books without having to scan them. Support/improving the in-vivo lecture	Rental for examinations, teaching events and temporary substitutes ¹⁵⁶
Upgrade of 2 tactile pen plates HyperBraille	Enables the tactile presentation of graphical teaching materials for blind students. The upgrade improves navigation through touch. Support/improvement of teaching, perception of complex visual content	Use in the Faculty of Computer Science ¹⁵⁶
Tactile, colour Braille-printer	A tactile printer that also prints in colour. Collaboration between non-visually impaired and blind students and employees	Use or print orders possible ^{156 157 158}
Tactile city maps for the visually impaired	Learn about the city of Dresden, public transport, improving the navigation and use of public transport	Rental possible, transfer to new students ¹⁵⁶
Tactile city maps for the visually impaired	Learn about the city of Dresden, public transport Improving the navigation and use of public transport	Rental possible, transfer to new students ¹⁵⁶

157 Mr Voegler/Faculty of Computer Science, Andreas Pfitzmann Building

158 Dr Hähne/Staff Unit Diversity Management

159 Ms Blum/Central Academic Advising

160 Ms Aimee Krause/Directorate 4, Unit 4.6 Occupational Safety; Building TLZ

161 Mr Böhme, Mr Norkus/Faculty of Mechanical Science and Engineering

162 Directorate 4, Group for Transport and Traffic/Mr Adamiec, Mr Urbanek

163 Staff Unit Diversity Management/Tillich Hall

164 see Appendix 6.4

Name of the offer	Description of the offer	Rental arrangements
APEX Sender	Reading/Hearing the tram/bus line language Improving the navigation and use of public transport	Long-term lending possible ¹⁵⁶
Dragon Natural Speaking 13 Premium	Speech recognition Support for students with hearing impairment, transcription of teaching events, etc.	Installation on a notebook, hourly rental ¹⁵⁶
Braille Label Devices	Labelling of door signs etc.	Creation of stickers possible upon request ^{156 159}
Notebooks for the blind/visually impaired students	Workplace during the lecture and examination, use of existing Braille lines, screen readers, reading devices (see 2.)	Rental for examinations and temporary use ¹⁵⁶
Laser Engraving System	Labelling of components or signs with a haptically sensible font e.g. Uni-signpost makes it more tangible.	Rental not possible; for requests inquiries possible ¹⁶⁰
3D printers SLA	Printing 3D prototypes made of synthetic resin Make mechanical engineering haptically tangible	Rental not possible; for requests inquiries possible ¹⁶⁰
3D printer clay	Printing 3D parts made of clay or plastic Make mechanical engineering haptically tangible	Rental not possible; for requests inquiries possible ¹⁶⁰
Mobile caterpillar lifts (staircase climbers)	Enable people with disabilities to manage stairs.	Rental is possible ¹⁶¹
Minibuses with wheelchair access	Employees and students who are dependent on a wheelchair can go together with their study or work assistants, for example, on excursions or business trips.	Use possible after registration ¹⁶⁰
Service Tricycles	Accessibility of the campus locations that are spread all over the campus, for people with mobility restrictions	Request for rental possible ¹⁶²
Mobile hard-of-hearing technology	Mobile telecommunications device for the support of hearing-impaired persons	Rental available for events of any type ¹⁶³

Sites of mobile hard-of-hearing technology¹⁶⁵

In order to enable students, employees and guests who are hard of hearing, every chair has received a suitcase with mobile hard-of-hearing-technology. This makes access to mobile technology handy and fast. As before, other suitcases can also be borrowed from the media centre and also from the unit Diversity Management.

Faculty	Location of the kit	Contact person	Channel
Architecture	17 – Zellescher Weg, BZW, Room B105	Ms Ina Pohlers	1
Civil Engineering	30 – August Bebel Str., 3 rd floor, Room 03-034	Ms Kathleen Rehfeld	3
BIOTEC	DFG Centre for Regenerative Therapies Dresden; Room 0.122	Mr Marcus Rüffert	4
Electrical and Computer Engineering	Barkhausen Building, Room 154	Mr Jörg Tanzmann	2
Faculty of Education	WEB, Room 150 b	Professor Ertl-Schmuck	4
Computer Science	Andreas Pfitzmann Building, Room 1102	Ms Mandy Weickert	2
Faculty of Law	Gerber Hall, Room 001	Mr Christian Hoffmann/Ms Kerstin Weber	1
Faculty of Mechanical Science and Engineering	Zeus, Room 254	Ms Ina Winkler	3
Faculty of Mathematics and Natural Sciences	Willers Hall, Room C 134	Mr Peer Kittel	1
Faculty of Medicine	University Clinic Building 91, Ground Floor, Room D.00.042	Mr Ulrich Zimmermann	4
Faculty of Arts, Humanities and Social Science	BZW, Room A 304	Mr Frank Pawella	1

¹⁶⁵ Overview available mobile at: <https://tu-dresden.de/tu-dresden/chancengleichheit/ressourcen/dateien/inklusion/StandorteMobileSchwerhoerigentechnik.pdf?lang=de>

Faculty	Location of the kit	Contact person	Channel
Faculty of Linguistics, Literature and Cultural Studies	SLK, Room 009	Mr Robert Fischer	4
Staff Unit Diversity Management	TIL, Room 18	Ms Stefanie Pietsch	4
Faculty of Environmental Sciences	HÜL, South Wing, Room 583	Ms Dana Lindner	2
“Friedrich List” Faculty of Transport and Traffic Sciences	Potthoff Hall, Room 153	Mr Bennet Wilhelm	3
Faculty of Business and Economics	Schumann Hall, Room C 163	Ms Yvonne Neßler	2
Centre for Continuing Education/Career Services	Office Building Strehlener Str., Room 560	Ms Antje Döschner	3

Sample form for measures

Name of the measure

Requirements

Current situation

Objectives

(When specifying the objectives, it is important that these are ,SMART' (specific, measurable, accepted, realistic, timed – possibly Short-, medium-, long-term goals.)

Target group

Timeframe of implementation

(The timeframe within which your package of measures should be implemented)

Brief description

(Briefly, describe your measure)

Responsible for the integration and implementation

Assigned to field of activity

Implementation strategy

Risks

Uses

Costs

(As accurate as possible provide cost estimates including partial expenditures according to personnel and material costs, as well as third party financing)

Quality assurance

(How can the achievement of the objectives and benefits/value of the measure be evaluated and secured?)

Sustainability

(Why is your measure sustainable and how do you secure it?)

Related links of TUD

The links below are just a selection. It should be noted that the references will change over time and some links may become unusable. The list is, therefore, to be checked and updated continuously.

General

Staff unit Diversity Management	https://tu-dresden.de/tu-dresden/organisation/rektorat/stabsstelle-diversity-management Contact: Diversity.Management@tu-dresden.de
The TUD website ‚Inclusion‘	https://tu-dresden.de/tu-dresden/chancengleichheit/inklusion
Handbook for the design and creation of print materials in Braille	https://tu-dresden.de/tu-dresden/chancengleichheit/ressourcen/dateien/inklusion/Handreichung_Infomaterial_Braille_StDM.pdf?lang=de
Instructions for creating accessible PDF documents from Word 2007	https://elvis.inf.tu-dresden.de/dokumente/upload/c56da_barrierefreie_pdf_word.pdf
Instructions for creating accessible PDF documents from Word 2013	https://elvis.inf.tu-dresden.de/dokumente/upload/737e1_anleitung-word_2013.pdf
Instructions for creating accessible PDF documents from PowerPoint 2007	https://elvis.inf.tu-dresden.de/dokumente/upload/92199_barrierefreie_pdf_powerpoint.pdf
Instructions for creating accessible PDF documents from PowerPoint 2013	https://elvis.inf.tu-dresden.de/dokumente/upload/01473_anleitung-powerpoint_2013.pdf
Guidelines for apprentices and students	https://tu-dresden.de/tu-dresden/chancengleichheit/inklusion/Barrierefreiheit
Inductive hearing devices and micro-port devices	https://tu-dresden.de/tu-dresden/organisation/gremien-und-beauftragte/beauftragte/bfsb/barrierefreie_einrichtungen/hoerschleifen

Constructional accessibility

Campus Navigator TUD	https://navigator.tu-dresden.de/
Orientation on the TUD campus	https://tu-dresden.de/tu-dresden/campus/orientierung

Accessibility of TUD buildings	https://tu-dresden.de/tu-dresden/organisation/gremien-und-beauftragte/beauftragte/bfsb/barrierefreie_einrichtungen/gebäude
--------------------------------	---

General user requests accessibility to TUD	https://tu-dresden.de/tu-dresden/chancengleichheit/ressourcen/dateien/inklusion/ATV-Barrierefreiheit-Version-6_150922-mit-Anlage1-2.pdf
--	---

Work

Liaison Officer for Students with Disabilities	https://tu-dresden.de/tu-dresden/organisation/zentrale-universitaetsverwaltung/dezernat-2-personal/2-3-beauftragte-des-arbeitgebers-fuer-belange-von-menschen-mit-behinderung Contact: personal.schwerbehinderte@tu-dresden.de
--	--

Representative of the Disabled	https://tu-dresden.de/tu-dresden/organisation/gremien-und-beauftragte/schwerbehindertenvertretung Contact: schwerbehindertenvertretung@tu-dresden.de
--------------------------------	--

Unit 4.7 University Medical Service	https://tu-dresden.de/tu-dresden/arbeitsschutz-umwelt/gesundheitsdienst Contact: Betriebsarzt@tu-dresden.de
-------------------------------------	--

Unit 4.6 Office for Safety at Work	https://tu-dresden.de/tu-dresden/organisation/zentrale-universitaetsverwaltung/dezernat-4-liegenschaften-technik-und-sicherheit/sg-4-6-arbeitssicherheit Contact: Arbeitssicherheit@tu-dresden.de
------------------------------------	--

Studies

Liaison Officer for Students with Disabilities	https://tu-dresden.de/tu-dresden/organisation/gremien-und-beauftragte/beauftragte/bfsb Contact: schwerbehindertenvertretung.studenten@tu-dresden.de
--	--

Working group "Studies for the blind and visually impaired"	https://elvis.inf.tu-dresden.de/ Contact: elvis@inf.tu-dresden.de
---	--

Interest Group „Study and Disability“	https://tu-dresden.de/tu-dresden/organisation/gremien-und-beauftragte/beauftragte/bfsb/igb
---------------------------------------	---

Central Student Information and
Counselling Service [https://tu-dresden.de/studium/im-studium/beratung-und-service/
zentrale-studienberatung](https://tu-dresden.de/studium/im-studium/beratung-und-service/zentrale-studienberatung)

Contact: studienberatung@tu-dresden.de

Career Service <https://tu-dresden.de/karriere/berufseinstieg>

Contact: katharina.maier@tu-dresden.de

Students' Council <https://stura.tu-dresden.de/service>

Contact: ibs@stura.tu-dresden.de

Disadvantage compensation for
students with disabilities and
chronic diseases [https://tu-dresden.de/tu-dresden/organisation/
gremien-und-beauftragte/beauftragte/bfsb/infos/nachteilsausgleich](https://tu-dresden.de/tu-dresden/organisation/gremien-und-beauftragte/beauftragte/bfsb/infos/nachteilsausgleich)

E-learning at TUD <http://elearning.tu-dresden.de/>

Teaching and research

Chair of Education with Focus on
Inclusive Education https://tu-dresden.de/die_tu_dresden/fakultaeten/erzw/erzwiae/ewib

Contact: (Secretary): pia.milker@tu-dresden.de

Chair of Human-Computer
Interaction <http://inf.tu-dresden.de/content/institutes/iai/mmc/index.de.html>

Contact (Contact form Secretary): [http://www.inf.tu-dresden.de/mail-
form.php?node_id=937&ln=de&staffid=684718](http://www.inf.tu-dresden.de/mail-form.php?node_id=937&ln=de&staffid=684718)

Chair of Social and Health Care
Buildings and Design <https://tu-dresden.de/bu/architektur/s-gb>

Contact: sozialbau@mailbox.tu-dresden.de

Chair of Landscape Engineering <https://tu-dresden.de/bu/architektur/ila/labau>

Contact: landschaftsbau@tu-dresden.de

Online Teaching in Higher
Education [https://tu-dresden.de/mz/
weiterbildung/e-teaching-zertifikat/e-teaching-in-der-hochschullehre](https://tu-dresden.de/mz/weiterbildung/e-teaching-zertifikat/e-teaching-in-der-hochschullehre)

Centre for Continuing Education [https://tu-dresden.de/karriere/weiterbildung/weiterbildung-
sprogramme/hochschuldidaktik-und-schluesselformen/
inklusion](https://tu-dresden.de/karriere/weiterbildung/weiterbildung-sprogramme/hochschuldidaktik-und-schluesselformen/inklusion)

Contact: zfw@tu-dresden.de

Further offers, authorities and information sources

Studies

Deutsches Studentenwerk Dresden – Education and Disability	www.studentenwerk-dresden.de/soziales/handicap.html
--	--

Deutsches Studentenwerk, Information and Counselling Centre Study and Disability	www.studentenwerke.de/behinderung
--	--

Federal Working Community (BAG) Disability and Education.	www.behinderung-und-studium.de
---	--

Network for studies and careers (including a large scholarship database)	www.e-fellows.net
--	--

Studies and career without barriers – information and communication platform for the hearing- and vision-impaired	www.gateway-online.de
---	--

Scholarship Data Bank	www.stiftungen.org
-----------------------	--

Work

Federal Employment Agency – Integration into Training and Work – Disability and Work	www.arbeitsagentur.de
--	--

Central work and professional placement (ZAV) with employer service for severely disabled academics	www.zav.de
---	--

Rehadat – information system for professional rehabilitation, best practice database	www.rehadat.info/de/
--	--

Portal to work life and disability	www.talentplus.de
------------------------------------	--

Training portal in sign language	www.deaftrain.de
----------------------------------	--

Authorities/organisations/ministries

Commissioner of the Federal Government for the Interests of Disabled Persons	www.behindertenbeauftragte.de
--	--

Federal Ministry of Labour and Social Affairs (BMAS)	www.bmas.de
German Federal Ministry of Education and Research (BMBF)	www.bmbf.de
German Federal Ministry of Health (BMG)	www.bmg.bund.de
Federal Ministry of Family Affairs, Senior Citizens, Women and Youth (BMFSFJ)	www.bmfsfj.de
Saxon State Ministry for Higher Education, Research and the Arts (SMWK)	www.smwk.sachsen.de/
Saxon State Ministry for Social Affairs and Consumer Protection	www.sms.sachsen.de/
Standing Committee of the German Ministers of Culture (KMK)	www.kmk.org
German Rectors' Conference	www.hrk.de
Federal Anti-Discrimination Agency	www.antidiskriminierungsstelle.de
Severely disabled representatives at federal authorities	www.agsvb.de
Chief Representative of the severely disabled in Saxony	www.hsbvl.sachsen.de
Representative of the Saxon State Government for the needs of people with disabilities	www.soziales.sachsen.de/4674.html
Trade Unions	http://www.dguv.de/de/bg-uk-lv/bgen/index.jsp
Federal Labour Office of the Integration Offices and Principal Offices (BIH) – Disability and Profession	www.integrationsaemter.de

Social Care Authorities in Germany	www.versorgungsaeemter.de
------------------------------------	--

Joint services for rehabilitation	www.reha-servicestellen.de
-----------------------------------	--

Information Networks

Internet portal about learning disorders	www.ag-lernen.de
--	--

Adviser for disabilities	www.behinderung.org
--------------------------	--

German education server, Special needs education	www.bildungsserver.de/Behindertenpaedagogik-908.html
--	--

Evidence of medical expertise in the field of social compensation and the right of severely disabled persons	www.bmas.de/SharedDocs/Downloads/DE/anhaltspunkte-gutachter.pdf?__blob=publicationFile
--	--

Information for the disabled – Handicap-info	www.handicap-info.de
--	--

Institute for German Sign Language and Deaf Communication	www.idgs.uni-hamburg.de/de.html
---	--

INKA – Information network for cancer patients and relatives	www.inkanet.de
--	--

Inclusion Map – Overview of the Multiplicity of Inclusion	www.inklusionslandkarte.de
---	--

Internet platform for people with disabilities and severe illnesses	www.myhandicap.de
---	--

Portal for people with disabilities	www.4hc.de
-------------------------------------	--

Forums, information, related links	www.schwerbehinderung-aktuell.de
------------------------------------	--

Internet offers of associations and initiatives of self-help for the disabled	www.selbsthilfe-online.de
---	--

SoVD – Social Association of Germany e.V. (former Reichsbund)	www.sovd.de
---	--

Social Association VdK Germany

www.vdk.de

German Disability Council / Action Alliance of German Associations of the Disabled and Social Associations

www.deutscher-behindertenrat.de

Forum of students with chronic inflammatory diseases

www.studiced.de

National Contact- and Information Centre for the Stimulation and Support of Self-help Groups with databases for the search of self-help organisations, associations and networks

www.nakos.de/site

Self (help) organisation

Volkssolidarität

www.volkssolidaritaet.de

ABiD – General Disability Association in Germany

www.abid-ev.de

Aktion Mensch

www.aktion-mensch.de

BAG SELBSTHILFE – Federal Working Community of People with Disabilities and Chronic diseases and Their Families (umbrella organization)

www.bag-selbsthilfe.de

Federal Employment Association Supported employment (including assistance, personal budget)

www.bag-ub.de

Federal Working Community of the Inter-regional Providers of Social Aid (BAGÜS)

www.bagues.de

Federal Working Community Workshops for disabled people

www.bagwfbm.de

Federal Working Community for Rehabilitation (BAR)

www.bar-frankfurt.de

Federal Association of Rehabilitation – Representation of the Disabled

www.bdh-reha.de

Co-operation of Disabled People on the Internet	www.kobinet-nachrichten.org
VbA – Self-determined life Association of Disabled Employers	www.vba-muenchen.de
Network Article 3 – Association for Human Rights and Equality for Disabled Persons	www.nw3.de
Representation of interests Self-determined life in Germany	www.isl-ev.de
Weibernetz e.V. – Political Representation of the Interests of Disabled Women	www.weibernetz.de
Federal Labour Union Housing Adaptation	www.wohnungsanpassung-bag.de
Club of the disabled and their friends	www.cebeef.com
BSV – Sports Association of the Disabled and Rehabilitated Rhineland-Palatinate	www.bsv-rlp.de
DBSJ – German Disabled Youth in Sports	www.dbsj.de
German Association of Deaf Sportsmen- and Women	www.dg-sv.de
BSK – Federal Association of self-help for the physically disabled	www.bsk-ev.org
German Blind -and Visually Impaired Association Berlin	www.dbsv.org
Association for the Promotion of the Visually Impaired	www.bfs-ev.de
German Association of the Blind and Visually Impaired in Study and Profession	www.dvbs-online.de
Pro Retina Deutschland – Self-help association of people with retinal degeneration	www.pro-retina.de

German Society of the Hearing Impaired – Self-Help and Associations	www.deutsche-gesellschaft.de
Federal Working Community of hearing-impaired students and alumni	www.bhsa.de
Portal for the deaf and the hearing-impaired	www.taubenschlag.de
German Deaf Association – reading sign language	www.gehoerlosen-bund.de
German National Deaf Association	www.schwerhoerigen-netz.de
German Tinnitus League	www.tinnitus-liga.de
German Rheumatism League Federal Association	www.rheuma-liga.de
Living without thyroid gland – Nationwide Self-help-Forum Thyroid Cancer	www.sd-krebs.de
Action alliance mental health – nationwide network for the concerns of people with mental illnesses and their families	www.seelischegesundheit.net
DGSGB – German Society for Psychological Health in People with Mental Disabilities	www.dgsgb.de
German Federal Association for Stuttering and Self-help	www.bvss.de
National Inter-associations Forum of Self-Determined Assistance for Disabled People	www.forsea.de
National German Rehabilitation Services on the pages of the ‚Rentenversicherung‘.	www.reha-servicestellen.de
Information on the subject of assistance	www.assistenz.org
Job placement for disabled assistance positions	www.assistenzboerse.de
Association of disabled female employers	www.vba-muenchen.de

Associations of the Free Welfare Administration

National Society of Labour Welfare www.awo.org

Caritas Association Germany www.caritas.de

German Red Cross www.drk.de

Deacon Work of the Evangelical Church of Germany www.diakonie.de

The Equal Representation Welfare Organization www.der-paritaetische.de

Federal Association of Voluntary Welfare Work www.bagfw.de

Checklists for barrier-free events

Federal Centre for Accessibility – Guidance and Checklist
for barrier-free events http://www.barrierefreiheit.de/handreichung_und_checklis-te_f%C3r_barrierefreie_Veranstaltungen.html

German Statutory Accident Insurance Association (DGUV) – Checklist
Organisation of barrier-free events www.publikationen.dguv.de/dguv/pdf/10002/dguv_broschuere_bfreiheit_veranstalt_130930_web.pdf

Information and counselling centre study and disability – checklist for the organisation of accessible events www.studentenwerke.de/de/content/checkliste-f%C3%BCr-die-organisation-von-barrierefreien-veranstaltungen

Implementation/preparation of literature for blind and visually impaired people

German School of Blind Studies www.blista.de

Tips and tricks for information processing for the visually impaired, information on tools www.satis.de

Interest group for vision-impaired computer users (ISCB) www.iscb.de

Media community for the blind and visually impaired	www.medibus.info
---	--

Central Catalogue SehKOn for referenceable translated scientific literature for blind and visually impaired users	www.ub.uni-dortmund.de/sehkon
---	--

German Central Library for blind people in Leipzig (DZB)	www.dzb.de
--	--

Sign language interpretation services

German Deaf Association	www.gehoerlosen-bund.de
-------------------------	--

Federal Association of Sign Language Interpreters of Germany	www.bgsd.de
--	--

Speech-to-text sign language interpretation services

German National Association for the Hard-of-hearing	www.schwerhoerigen-netz.de
---	--

Federal Association of Sign Language Interpreters	www.bsd-ev.org
---	--

Resource information

Action alliance for barrier-free information technology	www.abi-projekt.de
---	--

Miscellaneous

Easy for all – Initiative of the human action for a barrier-free Internet	www.einfach-fuer-alle.de
---	--

FernUniversität in Hagen: Tips for the creation of barrier-free webpages	www.fernuni-hagen.de/arbeiten/arbeitsplatz/datenverarbeitung/web/barrierefrei/index.shtml
--	--

Foundation Digital Opportunities – Support of public internship venues and digital integration	www.digitale-chancen.de
--	--

Telephone interpreting service in sign language and language for private and professional use	www.tess-relay-dienste.de
German Medical Association	www.bundesaerztekammer.de
Marburger Bund – German Association of Employed & Tenured Physicians	www.marburger-bund.de
Institute for Human Rights with the Monitoring Centre for the UN CRPD	www.institut-fuer-menschenrechte.de
Information on the implementation of SGB II and SGB XII	www.tacheles-sozialhilfe.de
Federal Labour Office of the Integration Offices and Principal Offices – Disability and Profession: Manual for Occupational Practices; Operational integration management	www.integrationsaemter.de/files/11/ABC_2014.pdf www.integrationsaemter.de/files/11/ZB_Ratgeber_BEM.pdf
Radio for Handicaps, Web-radio for people with disabilities	www.r4h.de
The Web for All – Barrier-free communication	www.webforall.info

Source: cf. Deutsches Studentenwerk (2013), pp. 233, pp. 248;
Federal Employment Agency (2015), pp. 37; Presidium of Kiel University (2015).



References

- Accreditation Council (2013): Rules for accreditation of courses and system accreditation. Decision of the Accreditation Council of 8 December 2009, last modified on 20 February 2013.** — Available online at: http://www.akkreditierungsrat.de/fileadmin/Seiteninhalte/AR/Beschluesse/AR_Regeln_Studiengaenge_aktuell.pdf; last checked on 26 April 2016.
- Aktion Mensch (2012): Infographic ‚Exklusion – Integration – Inklusion‘.** Bonn. — Available online at: <https://www.aktion-mensch.de/themen-informieren-und-diskutieren/kampagnen-und-aktionen/service/downloads.html>; last checked on 14 April 2016.
- BAGüS – Federal Working Community of the Inter-regional Social Welfare Institutions (2012): Recommendations on the benefits of integration assistance for disabled people to attend a university (university recommendations).** Münster. — Available online at: <http://www.lwl.org/spur-download/bag/hochschulempfehlungen2012.pdf>; last checked on 14 April 2016.
- Federal Government Commissioner for Matters relating to Persons with Disabilities (2014): UN Disability Rights Convention. Convention on the Rights of Persons with Disabilities.** — Available online at https://www.behindertenbeauftragter.de/SharedDocs/Publikationen/DE/Broschuere_UNKonvention_KK.pdf?__blob=publicationFile
- Federal Employment Agency (2015): Education? Unemployed? Disability? Chronically ill? Apply successfully! Information brochure.** Bonn. — Available online at: <https://www.arbeitsagentur.de/web/wcm/idc/groups/public/documents/webdatei/mdaw/mdk5/~edisp/16019022dstbai393639.pdf> last checked on 26 April 2016.
- Federal Ministry of Labour and Social Affairs (2011): Our way to an inclusive society. The National Action Plan of the Federal Government on the Implementation of the UN Disability Equality Convention (UN CRPD). [Make it easy – implement the UN Convention on the Rights of Persons with Disabilities together].** Berlin: Federal Ministry of Labour and Social Affairs.
- Federal Ministry of Labour and Social Affairs (2016): Our way to an inclusive society. The National Action Plan 2.0 of the Federal Government on the Implementation of the UN Convention on the Rights of Persons with Disabilities (UN CRPD).** — Available online at: http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Schwerpunkte/inklusion-nationaler-aktionsplan-2.pdf?sessionid=60CA9289CA40F657B9BBA462B6FAEF9B?__blob=publicationFile&v=4, last checked on 21 November 2016.
- Federal Republic of Germany (2016): Act to strengthen the Participation and Self-Determination of Persons with Disabilities (Federal Participation Act – BTHG) of 23 December 2016.** — Available online at: http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Meldungen/2016/bundesteilhabegesetz.pdf?sessionid=3B94031C714867A1BCF3B12142DB2BDD?__blob=publicationFile&v=7; last checked on 17 April 2017.
- Federal Republic of Germany (1478): Basic Law for the Federal Republic of Germany in the amended version published in the Federal Gazette, part III, item 100-1, which was last amended by Article 1 of the Act of 11 July 2012 (Federal Law Gazette I, p. 1478).** GG. — Available online at: <http://www.gesetze-im-internet.de/bundesrecht/gg/gesamt.pdf>, last checked on 14 April 2016.
- Federal Republic of Germany (2001): The Ninth Book of the Social Code – Rehabilitation and Participation of Disabled Persons – (Article 1 of the Act of 19 June 2001, Federal Law Gazette I, pp. 1046, 1047), last amended by Article 3 of the Act of 14 December 2012 (Federal Law Gazette I p. 2598).** SGB IX. — Available online at: http://www.gesetze-im-internet.de/bundesrecht/sgb_9/gesamt.pdf, last checked on 14 April 2016.
- Federal Republic of Germany (2002): German Equal Opportunities for People with Disabilities Act of 27 April 2002 (Federal Law Gazette I, pp. 1467, 1468), last amended by Article 12 G of 19 December 2007, I 3024.** BGG. — Available online at: <http://www.gesetze-im-internet.de/bundesrecht/bgg/gesamt.pdf>, last checked on 14 April 2016.
- Federal Republic of Germany (2006): General Equal Treatment Act of 14 August 2006 (Federal Law Gazette I, p.1897), last amended by Article 8 of the Act of 3 April 2013 (Federal Law Gazette I, p. 610).** General Equal Treatment Act. — Available online at <http://www.gesetze-im-internet.de/bundesrecht/agg/gesamt.pdf>, last edited on 14 January 2016.
- Federal Republic of Germany (2007): Framework Act for Higher Education in the version of the notice of January 19, 1999 (Federal Law Gazette I S.18), which was last amended by Article 2 of the Act of 12 April 2007 (Federal Law Gazette I p. 506).** HRG. — Available online at: <http://www.gesetze-im-internet.de/bundesrecht/hrg/gesamt.pdf>, last edited on 14 April 2016.
- Alliance for Barrier-Free Education (2010): We are on our way to becoming a ‘university for all’. Building blocks for the creation of equal opportunities for people with disabilities in higher education.** — Available online at: https://www.studentenwerke.de/sites/default/files/buendnis_barrierefreies_studium_hochschule_fuer_alle.pdf, last edited on 14 April 2016.
- Cloerkes, Günther (2001): Sociology of the Disabled. – An introduction.** 2nd ed. Heidelberg: University Publishing House Winter. — Dannenbeck, Clemens & Dorrance, Carmen (2015): How the UN CRPD arrives at Higher Education. In: *Participation: The Trade Journal of Life-coaching*, 54 (1), pp. 32-35.
- Dannenbeck, Clemens; Dorrance, Carmen; Moldenhauer, Anna; Oehme, Andreas & Platte, Andrea. [Eds.] (2016): Inclusion-sensitive Higher Education. Fundamentals, Approaches and Concepts for Higher Education and Organisational Development.** Bad Heilbrunn: Publishing House Julius Klinkhardt.

Deutsches Studentenwerk (2004): Decision 'for a barrier-free university'. Key points and a list of measures for the creation of equal opportunities for study applicants and students with disabilities and chronic illness – 65th Ordinary General Meeting of the Members of Deutsches Studentenwerk. Berlin. — Available online at http://www.studentenwerke.de/sites/default/files/Eckpunkte_Barrierefreie_Hochschule_Dez.2004.pdf, last checked on 14 April 2016.

Deutsches Studentenwerk (2006). Counselling in Higher Education. Objectives, Standards and Qualifications. Psychological counselling, social counselling, counselling for students with disability/chronic illness. Berlin. — Available online at: http://www.studentenwerke.de/sites/default/files/30_Beratung_Hochschulbereich.pdf, last edited on 14 April 2016.

Deutsches Studentenwerk [Eds.] (2012): Studying while Impaired. Data collection on the situation of students with disabilities and chronic illness 2011. Berlin. — Available online at: http://www.hrk.de/uploads/media/beeintraechtigt_studieren_2011_01.pdf, last edited on 14 April 2016.

Deutsches Studentenwerk (2013): Education and Disability. Information for students with disabilities and chronic diseases. Berlin. — Available online at: http://www.studentenwerke.de/sites/default/files/37_Handbuch_Studium_und_Behinderung_7_Auflage.pdf, last edited on 14 April 2016.

German UNESCO Commission [Eds.] (2011): Higher Education for Lasting Development. Sustainability in research, teaching and practice. Bonn. — Available online at: http://www.hrk.de/uploads/media/Hochschulen_fuer_eine_nachhaltige_Entwicklung_Feb2012.pdf, last edited on 25 April 2016.

Empacher, Claudia & Wehling, Peter (2002): Social Dimensions of Sustainability. Theoretical Foundations and Indicators, Study Texts of the Institute for Socio-ecological Research, No. 11. Frankfurt am Main.

Free State of Saxony (2013): Saxon Law on Higher Education in the version of the notice of 15 January 2013 (SächsGVBl. p.3), which was last amended by Article 11 of the Act of 29 April 2015 (SächsGVBl. p. 349). SächsHSFG. — Available online at: <http://www.revosax.sachsen.de/vorschrift/10562-Saechsisches-Hochschulfreiheitsgesetz>, last edited on 14 April 2016.

Galler, Birgit (2008): Provisional appraisal and Perspective of the Bologna Process. In: Deutsches Studentenwerk (Eds.): Ensuring equal opportunities for students with disabilities. Using new control instruments in the higher education reform process. Symposium of the Study and Disability Syndicate 02./03/09/2008. Berlin, pp. 27–29. — Available online at: http://www.studentenwerke.de/sites/default/files/fachtagung_ibs_2008.pdf, last edited on 14 April 2016.

Heitzmann, Daniela & Klein, Uta (2012): Access barriers and exclusion mechanisms at German universities. In: Klein, Uta/Heitzmann, Daniela (Eds.): Higher Education and Diversity. Theoretical approaches and empirical inventory. Weinheim: Beltz Juventa (Diversity and Higher Education), pp. 11-45.

Hellbusch, Jan Eric (2014a): Barrier-free information technology regulation 2.0 – barrier-free web design. Dortmund. — Available online at: <http://www.barrierefreies-webdesign.de/bitv/bitv-2.0.html>, last edited on 14 April 2016.

Hellbusch, Jan Eric (2014b): The Four Principles of Web Content Accessibility Guidelines (WCAG) 2.0 – Barrier-free web design. Dortmund. — Available online at: <http://www.barrierefreies-webdesign.de/wcag2/>, last edited on 14 April 2016.

Hendriks, Birger (2008): Provisional Appraisal and Perspective of the Bologna Process. In: Deutsches Studentenwerk (Eds.): Ensuring equal opportunities for students with disabilities. Using new control instruments in the higher education reform process. Symposium of the Study and Disability Syndicate 2-3 March 2008. Berlin, pp. 30–36. — Available online at: http://www.studentenwerke.de/sites/default/files/fachtagung_ibs_2008.pdf, last edited on 14 April 2016.

University Rectors' Conference (2009): A College for All – Recommendation of the 6th Annual General Meeting of Members, on 21 April 2009, on studying with disability and chronic diseases, Bonn. — Available online at: https://www.hrk.de/uploads/tx_szconvention/Entschliessung_HS_Alle.pdf last edited on 14 April 2016.

Homann, Jürgen & Bruhn, Lars (2010): A university for all!? Accessibility and disadvantages, consideration of the diversity approach of the CRPD. ZeDiS Conference 'Uni-Vision 2020 – Equal Opportunity is Barrier-Free!', 3-4 December 2010. University of Hamburg. Hamburg, 2010. — Available online at: http://www.zedis-ev-hochschule-hh.de/files/homann_bruhn_hrk.pdf, last edited on 14 April 2016.

Klein, Uta (2013): Diversity Orientation and Universities in the Competition: A Plea for Diversity Policy. In: Bender, Saskia-Fee, Schmidbauer, Marianne & Wolde, Anja (Eds.): Discovering Diversity. Scope and limits of diversity policies at universities. Weinheim: Beltz Juventa (Diversity and Higher Education), pp. 79-96.

In: Klein, Uta [Ed.] (2016): Inclusive Higher Education. New Perspectives for Practice and Research. Weinheim, Basel: Beltz Juventa (Diversity and university).

Klein, Uta & Schindler, Christiane (2016): Inclusion and university: An introduction. In: Klein, Uta [Ed.] Inclusive Higher Education. New Perspectives for Practice and Research. Weinheim, Basel: Beltz Juventa (Diversity and university). pp. 7-18.

Klein, Uta & Struve, Melany (2009): Quality of teaching and inclusion. A handbook for teachers at Kiel university of Applied Sciences. — Available online at <https://www.fh-kiel.de/fileadmin/Data/fachhochschule/Barrierefreiheit/Handreichung.pdf> last; edited on 20 April 2016.

Krög, Walter (2005): Introduction. Im: Verein TAFIE Außerfern (Hrsg.): The challenge of support. Perspectives on the way to inclusion. Lechaschau, pp. 3-4.

Lenz, Karl, Rosenkranz, Dina & Scherber, Sandra (2015): The inclusive university. Data analysis within the framework of the student survey conducted by the ZQA regarding the measures, needs and satisfaction of students with limitations at TUD. Centre for Qualitative Analysis (Ed.). Dresden.

Masuhr, Kati (2016a): Reconciling work and family/care. The results of the employee survey. Centre for Qualitative Analysis (Ed.). Dresden.

Masuhr, Kati (2016b): Reconciling work and family/care. Results of the student survey. Centre for Qualitative Analysis (Ed.). Dresden.

Meyer on the Heyde, Achim (2013): Requirements for an inclusive university – Results of the DSW data survey 'Studying while impaired 2011'. In: Discussion Forum Rehabilitation and the Right to Participate. — Available online at http://www.reha-recht.de/fileadmin/download/foren/d/2013/D28-2013_inklusive_Hochschule_beeintr%C3%A4chtigt_studieren.pdf, last retrieved on 14 April 2016.

Middendorff, Elke et al. (2013): Economic and social situation of German students 2012. 20. Social Prominence of Deutsches Studentenwerk generated by the HIS Institute for Higher Education Research. (Ed.). Federal Ministry of Education and Research. Berlin. — Available online at: https://www.bmbf.de/pub/20_Sozialerhebung_2012_Langfassung.pdf, last edited on 14 April 2016.

Neeser, Matthias (2013): My rights under the UN Convention on the Rights of Persons with Disabilities. Introduction and explanations to the UN CRPD and its implementation in Germany. (Ed.). Umbrella Organisation Community Psychiatry Reg. sponsored by Aktion Mensch. Bonn. — Available online at: http://www.selbsthilfe-lippe.de/progs/sh/shks/lippe/content/e657/e2069/e2333/Meine_Rechte_aus_der_UN-BRK.pdf last edited on 14 April 2016.

Kistner, Pascal (2010) (Diploma thesis): Excerpt from the institutions. De-institutionalisation as demand for a value-based therapeutic education for people with severe multiple disabilities. — Available online at: <http://bidok.uibk.ac.at/library/kistner-institutionen-dipl.html> last edited on 14 April 2016.

Presidency of the Christian-Albrechts-university Kiel (2015): Action Plan of the Christian-Albrechts-university Kiel on the implementation of the UN Convention on the Rights of Persons with Disabilities (2015-2020). Kiel. — Available online at: <http://www.uni-kiel.de/download/pm/2015/2015-cau-aktionsplan.pdf>; last edited on 27 April 2016.

Council for Sustainable Development (2010): Consumption and Sustainability. How sustainability can be bought and (experienced) in the consumer society. A task for politics, business, and the citizens. — Available online at: https://www.nachhaltigkeitsrat.de/fileadmin/migrated/media/Broschuere_Konsum_und_Nachhaltigkeit_texte_Nr_31_Maerz_2010_01.pdf last edited on 26 April 2016.

Rebstock, Markus et.al. (2014): FH Erfurt – University of Inclusion. Action Plan. Erfurt. — Available online at: http://www.fh-erfurt.de/fhe/index.php?elD=tx_nawsecuredl&u=0&file=fileadmin/Material/Institut/Verkehr_Raum/Download/IVR_Berichte/Aktionsplan_FHE_IVR_bericht_gesamt_tags.pdf&t=1460715272&hash=a2e3abc2b420ddcc6e10b-03d762e0468, last edited on 14 April 2016.

Speech by Richard von Weizsäcker as President of the Federal Republic of Germany, from 1 July 1993 — Available online at: http://www.bundespraesident.de/SharedDocs/Reden/DE/Richard-von-Weizsaecker/Reden/1993/07/19930701_Rede.html, last edited on 14 April 2016.

Rothenberg, Birgit (2012): Barrier-free academic instruction. In: Journal of Academic Instruction (1-2), pp. 30-33. — Available online at: http://www.zhb.tu-dortmund.de/hd/fileadmin/JournalHD/2012_1-2/journal_hd_1-2_2012_rothenberg.pdf; last edited on 20 April 2016.

Saxon State Ministry of Social Affairs and Consumer Protection (2016): Action Plan of the Saxon State Government for the Implementation of the UN Convention on the Rights of Persons with Disabilities (UN CRPD). Dresden. Available online at <http://www.behindern.verhindern.sachsen.de/download/Kampagnenmaterial/Aktionsplan.pdf>, last edited on 21 November 2016.

Saxon State Ministry for Higher Education, Research and the Arts (2016): On the way to the inclusive university. Study on the situation of students and employees with disabilities in the public scientific field of Saxony. Dresden.

Saxon State Ministry for Higher Education, Research and the Arts (2016): Development planning in higher education 2025. Dresden. — Available online at http://www.studieren.sachsen.de/download/HEP_2025_1.pdf, last edited on 21 February 2017.

Schindler, Christiane (2011): The situation of students with non-visible disabilities. Symposium 'Studying with invisible disabilities'. (Ed.). Studying with Disability Information and Advice Centre (IBS) of Deutsches Studentenwerk. Berlin. — Available online at: https://www.studentenwerke.de/sites/default/files/ibs_ft_nichtsichtbare_behinderungen_schindler.pdf, last edited on 14 April 2016.

Schubert, Klaus & Klein, Martina (2011): The Encyclopedia of Politics. 5th updated edition. Bonn. — Available online at: <http://www.bpb.de/nachschlagen/lexika/17284/chancengleichheit> last edited on 14 April 2016.

Federal Statistical Office (2015): Over 10 million disabled people in 2013. Wiesbaden. Ulrike Marten. — Available online at https://www.destatis.de/DE/PresseService/Presse/Pressemitteilungen/2015/05/PD15_168_122.pdf?__blob=publicationFile, last edited on 21 November 2016.

Stein, Anne-Dore (2005): Disability and Social Exclusion – An inseparable connection? In: Roland Anhorn & Frank Bettinger (Eds.): Social exclusion and social work. Position determinations of critical theory and practice in Social Work. Wiesbaden, pp. 307–318.

TU Dresden (2010): Service Agreement D2/2/2010 between TU Dresden and the Personnel Representation Council of TU Dresden from 10 December 2009, on the introduction and implementation of the company's management according to Article 84(2) SGB IX.

TU Dresden (2015): Basic Principles of TU Dresden from 24 September 2015. Dresden. — Available online at: <https://www.verw.tu-dresden.de/AmtBek/PDF-Dateien/2016-11/GO24.09.2015.pdf>, last edited on 18 April 2016.

TU Dresden (2013a): Basic Principles of TU Dresden from 18 July 2013. Dresden. — Available online at: https://tu-dresden.de/tu-dresden/chancengleichheit/ressourcen/dateien/inklusion/Integrationsvereinbarung_TUD.pdf?lang=de, last edited on 14 April 2016.

TU Dresden (2013b): Basic Principles of Sample Inspection at TU Dresden from 11 September 2013. Dresden. — Available online at: https://tu-dresden.de/die_tu_dresden/fakultaeten/fakultaet_forst_geo_und_hydrowissenschaften/fachrichtung_wasserwesen/iaa/systemanalyse/studium/folder.2009-01-20.ausland/dokumente/Muster-Master-Pruefungsord.pdf, last edited on 25 April 2016.

TU Dresden (2016): Basic Principles of Sample Inspection at TU Dresden from 2 May 2016.

TU Dresden: Mission Statement of TUD. — Available online at: https://tu-dresden.de/tu-dresden/profil/leitbild-mission-statement?set_language=en last modified on 17 May 2017.

UN (1948): Universal Declaration of Human Rights. UDHR General explanation of human rights, UN Resolution 217 A (III). — Available online at: <http://www.un.org/depts/german/menschenrechte/aemr.pdf> last edited on 14 April 2016.

The United Nations (2006): Convention on the Rights of Persons with Disabilities. BRK. — Available online at: http://www.bmas.de/SharedDocs/Downloads/DE/PDF-Publikationen/a729-un-konvention.pdf?__blob=publicationFile, last edited on 14 April 2016.

Zaussinger, Sarah et.al. (2012): Studying with impairments. Special evaluation for TU Dresden. Data collection on the situation of students with disabilities and chronic illness 2011. (Ed.): Institute for Advanced Studies (IHS). Vienna.