Universal Design and Sustainability in Tertiary Education

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ahead

creating inclusive environments in education and employment for people with disabilities

In This Session

- **What is Universal Design**
- **How it Relates to Sustainability**
- **About the ALTITUDE Charter**

What is Universal Design?

Universal Design

"means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. – UNCRPD Article 2"

Universal Design (UD) in Action

From UD to UDL

Why?

What?

How?

CAST

- 3 Core Principles
- Broken Into 9 Guidelines
- Supported by 31 Checkpoints
- http://udlguidelines.cast.org

UD – A more sustainable approach to Inclusion

Traditional Differentiation and Add-on Supports:

Reactive – Putting up ladders

UD/UDL:

Proactive – Smashing down walls

Literature Examining the UD/Sustainability Relationship

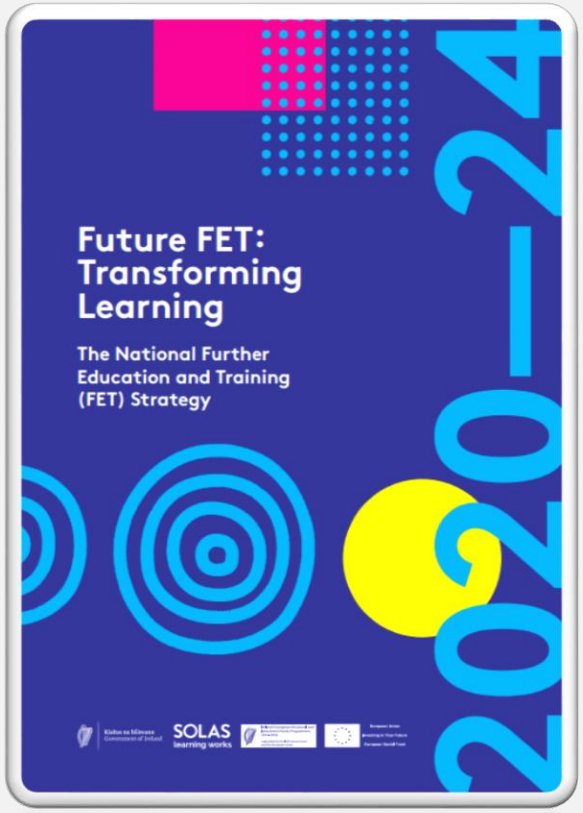
Kadir, S. A., Jamaludin, M. (2013). Universal Design as a Significant Component for Sustainable Life and Social Development. Procedia - Social and Behavioral Sciences. https://www.sciencedirect.com/science/article/pii/S1877042813024762

Sims, L., & Desmarais, M.-É. (2020). Planning to overcome perceived barriers: environmental and sustainability education, inclusion, and accessibility. The International Journal of Higher Education. https://www.inderscienceonline.com/doi/abs/10.1504/IJHES.2020.108611

Sujathamalini, J., Gunasekaran, K., & Vishnu, T. R. (2022). Universal Design for Learning in Inclusive Class Room to Ensure Sustainable Development Goals: Inclusive and Equitable Quality Class Room. International Journal of Science and Healthcare Research. https://doi.org/10.52403/ijshr.20220434

Tom Vavik, T., Keitsch, M. M. (2010). Exploring relationships between universal design and social sustainable development: some methodological aspects to the debate on the sciences of sustainability. Sustainable Development Journal. https://doi.org/10.1002/sd.480

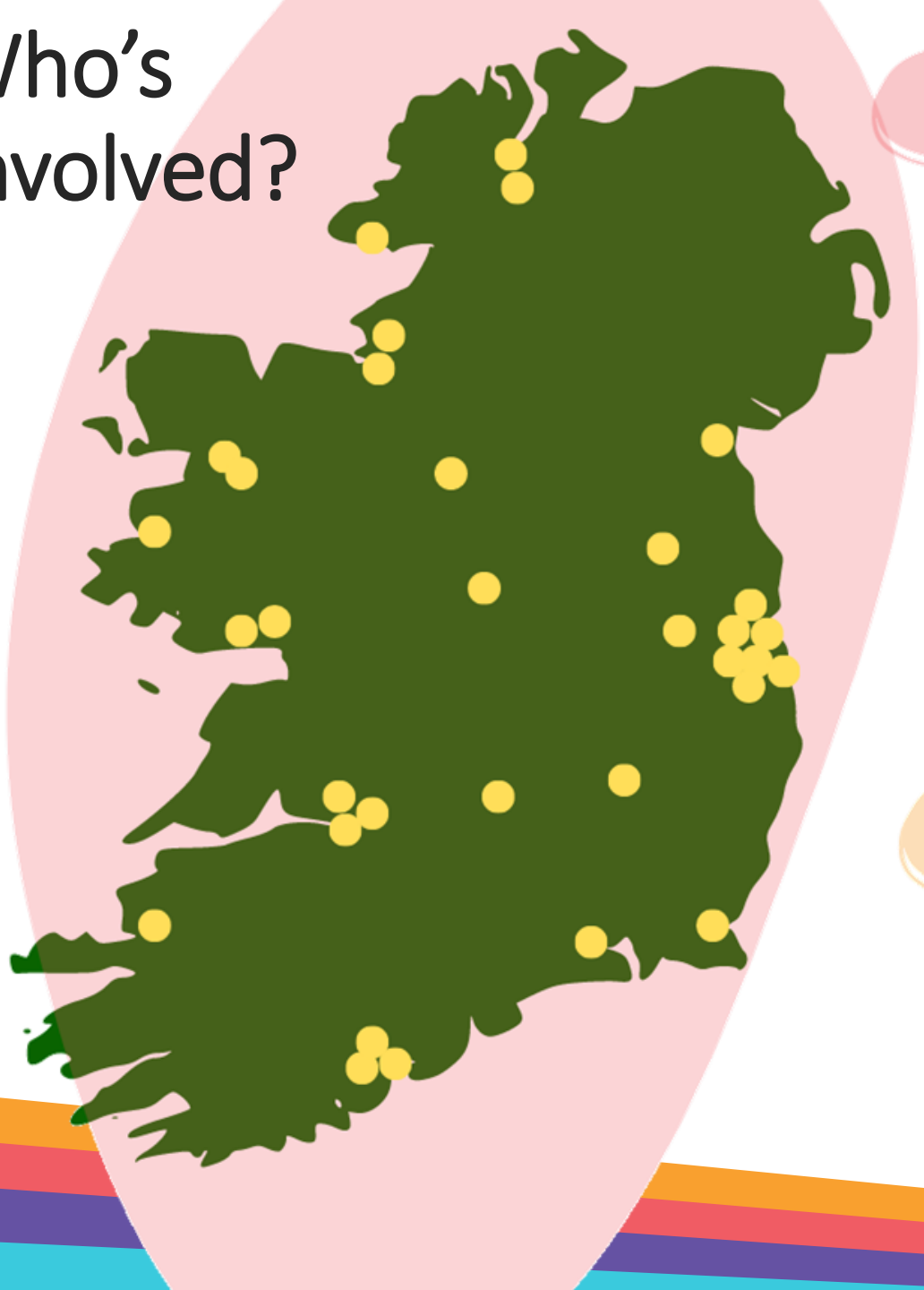
UD – Already a Key Policy Objective



ALTITUDE

THE NATIONAL CHARTER FOR UNIVERSAL DESIGN IN TERTIARY EDUCATION

Who's Involved?



National Collaborators

- AHEAD (Lead Collab)
- Education & Training Boards Ireland (ETBI)
- Irish Universities Association (IUA)
- National Tertiary Office
- SOLAS
- Technological Higher Education Association (THEA)

Official HE Partners

- ATU (Lead)
- MTU (Partner)
- UCD (Partner)
- UoG (Partner)

Regional Collaborators

- CETB
- CDETB
- DCU
- Donegal ETB
- Hibernia College
- IADT
- LMETB
- MU
- MIC
- MSLETB
- SETU
- TCD
- Tipperary ETB
- TUD
- TUS
- UCC
- UL

Draft Vision

“Tertiary education institutions where all learners are transformatively included through universal design in education.”

Draft Mission

“To support HEIs and ETBs to make sustainable progress towards systemically embedding a universal design approach, which places human diversity at the heart of tertiary education design and fosters student success for all.”

Goals of the Charter Project

- Provide a vehicle for HEIs and ETBs (institutions) to declare their intent
- Promote the development of institutional policies, structures, and strategies
- Anchor a culture of shared responsibility for universal design, access & inclusion
- Develop a more unified language of and commitment to a universal design approach
- Support institutions to work towards goals in a range of key national and international strategies

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The 4 Pillars of UD in Education

(Burgstahler, 2009; Kelly & Padden, 2018)

Where it’s at

- Large scale consultation almost completed – staff, learners and national stakeholders
- Advanced draft completed
- Charter and National Discussion Paper to be Launched March 2024
- Hoped that formal adoption will begin in late 24’/early 25’

Resources for Further Exploration

ALTITUDE Project Page

CAST – UDL Guidelines

UDL for FET Resource Hub

University for All Resource Hub

National Access Plan 2022-28

FET Strategy 2020-24