

GENERAL INFORMATION

Title	Grants for students with disabilities or learning disabilities
Key words	Students with disabilities, students with special needs, pedagogical work, grants
Objectives	Supporting students with disabilities or learning disabilities to get economic facilitations
Phase of studies (<i>Choose all phases it applies</i>)	Access X Retain X Graduation X Transition to work-life -
Type of degree (<i>Choose all degrees it applies</i>)	Bachelor's X Graduate X Master's X
Level (<i>Choose all levels it applies</i>)	International National X Institutional X Faculty Group Individual
Name of the institution	University of Bergamo
Location (<i>City and country</i>)	Bergamo (Italy)
Target group/s	Students with disabilities, students with learning disabilities
Stakeholders involved	<ul style="list-style-type: none"> - Office for right to education - Scholarships Office

<p>Description of the organisational process <i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i></p>	<p>According to the legislation n. 68/2012, students with disabilities or diseases leading to disability above 66% are exempt from paying taxes and university fees, and can get facilitations in terms of additional grants. Students with disabilities between 46% and 65% are exempt to an extent of 50%. On the contrary, students with learning disabilities are not covered by the exemption. As for Erasmus exchanges, disabled students with up to or exceeding 66% disability and granted with a scholarship may submit an additional request for integration of the normal grant.</p>
---	--

A. FORMAL EVALUATION CRITERIA

<p>A1. ACCESS TO INFORMATION <i>Provide sources of information (URL, websites, literature, materials)</i></p>	<p>Students Office</p> <p>Students Service Bergamo Via dei Caniana 2 – 24127 Bergamo tel. 035 2052620</p> <p>Dalmine via Einstein, 2 - 24044 Dalmine (Bg) tel. 035 2052620 fax 035 2052077</p>
<p>A2. TIMEFRAME <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</i></p>	<p>This good practice is at an advanced level, as it has been in place from 2003 in the University of Bergamo.</p>
<p>A3. NUMBER OF STUDENTS <i>How many students are involved? Is the number representative considering the target group?</i></p>	<p>All students who apply have the right to get the benefit. In 2015/16 eleven students applied and were granted.</p>
<p>A4. SCALABILITY (“volume”) <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>	<p>The good practice can easily be scaled up in a wider scale or scaled down based on the quantity of enrolments.</p>

<p>A5. TRANSFERABILITY (from one context to another) <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>	<p>According to the available resources, the good practice could potentially be transferred and applied to other vulnerable groups and non-traditional learners. For example, students who experience economic problems due to temporary family issues, could be allowed to pay reduced university fees.</p>
<p>A6. ASSESSMENT <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p>	<p>The good practice has not be evaluated over the years.</p>
<p>A7. CONTACT <i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i></p>	<p>VITTORIO MORES Responsible Right to education vittorio.mores@unibg.it Tel.: 0352052871 Fax: 0352052887 via dei Caniana 2 - 24127 Bergamo (BG) - Italy</p>

B. CONTENT EVALUATION CRITERIA

B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

<p>B1.1 Self-determination <i>Rate and Justify (max. 70 words)</i></p>	<p><i>Very weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>Weakly</i></p> <p style="text-align: center;"><input type="checkbox"/></p>	<p><i>Well</i></p> <p style="text-align: center;">X</p>	<p><i>Very well</i></p> <p style="text-align: center;"><input type="checkbox"/></p>
<p><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i></p>	<p>As the practice is established by law, the students haven't participated to the design and enactment of it. Information about exemptions and grants is publicized by:</p> <ul style="list-style-type: none"> - registered mail - information material distributed during the open day - social media 			

	Very weakly <input type="checkbox"/>	Weakly <input type="checkbox"/>	Well X	Very well <input type="checkbox"/>
<p>B1.2 Rights <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i></p>	<p>The respect of the rights of persons with disabilities, deeply rooted in the Italian culture, is behind such an approach. Access and participation is ensured through the supply of facilitations (grants). The good practice refers to all students with disabilities regardless their cultural and social background.</p>			
<p>B1.3 Access <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i></p>	Very weakly <input type="checkbox"/>	Weakly <input type="checkbox"/>	Well X	Very well <input type="checkbox"/>
		<p>Students with disabilities or diseases leading to disability above 66% are exempt from paying taxes and university fees, as those between 46% and 65% are exempt to an extent of 50%. As for Erasmus exchanges, disabled students with up to or exceeding 66% disability and granted with a scholarship may submit an additional request for integration of the normal grant. Special needs services use some economic resources offered by private associations to give the possibility to students with special needs to access scholarships.</p>		
<p>B1.4 Equity <i>Rate and Justify (max. 70 words)</i></p> <p><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i></p>	Very weakly <input type="checkbox"/>	Weakly <input type="checkbox"/>	Well X	Very well <input type="checkbox"/>
		<p>Even though the law since the Seventies established the right of disabled people to have full access to instruction without being segregated in special education schools, access to HE from disabled students, especially for those who suffer learning disabilities and/or cognitive impairment, is a more recent phenomenon.</p>		

B1.5 Participation <i>Rate and Justify (max. 70 words)</i>	<i>Very weakly</i> <input type="checkbox"/>	<i>Weakly</i> <input type="checkbox"/>	<i>Well</i> <input type="checkbox"/>	<i>Very well</i> <input checked="" type="checkbox"/>
<i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i>	Ensuring the right of disabled students to enrol and get a degree has a deep impact both on the life of these students and on the perception of "normal" students, who achieve an understanding of disability as an integral part of everyone life.			
B2. COLLABORATION <i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i>	The service is essentially based on internal resources. It is managed by the Right to education office			
B3. STUDENT SATISFACTION <i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i>	As all applications from students are approved, students' office thinks customer satisfaction would be redundant .			
B4. STUDENT WELLBEING <i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i>	The influence on students' psychological, social and academic wellbeing is string: on the one hand the program includes the students with disabilities in the academic context, on the other help "normal" students to acquire awareness about the meaning and value of disabled people.			
C. FINAL REFLECTIONS (based on the previous description of you good practice)				
Success factors <i>What are the factors required for the successful implementation? (max. 200 words)</i>	The supply of economic facilitations (taxes and fees are discounted according to the level of disability) is more manageable in financial terms than the delivery of additional grants to the students.			
Sustainability <i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i>	With the legislation 33/2004 the economic resources are regionally based.			
Challenges <i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i>	The future challenge will be to provide not only economic facilitations but also real scholarships.			

Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). (http://www.yths.fi/filebank/692-ENG_OPISKELUKYKYMALLI_pdf.pdf)

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queenslad University of Technology. Brisbane, Australia. (http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf)