

Impact Globally, Strategize Inclusively: Enhancing Access for Students with Disabilities

Monica Malhotra, MIUSA; Quinton Redcliffe, CIEE; Johilenny Meran, Exchange Alumni



STUDY ABROAD 2019 | OPENING DOORS TO INCREASE DIVERSITY IN STUDY ABROAD



Agenda

- MIUSA: 6 “Active” Inclusion Tips
- Quinton Redcliffe, CIEE: Inclusion Practices
- Johilenny Meran: Experience and Recommendations
- Q&A



Thoughts on Language

- Language big debate in the disability community.
- Person-First Language (“Person with a disability”): Feel disability is a part of them, but does not define them
- Identity First Language (“Disabled Person”, “Blind Person”): Take pride in having a disability and consider it part of their identity

Let inclusion guide you, not language.

People with disabilities who...

- engage with U.S. Presidents...
- are lawyers...
- are entrepreneurs...
- are teachers...
- are activists...
- are CEO's
- are scientists...
- are leaders in their field...

are also...

...participants and alumni of international exchange programs!!!!!!!

- CIEE participants and scholarship recipients
- Gilman
- Critical Language Scholarships
- Open Society Inclusive Education Scholarship
- Fulbright Programs
- Study Abroad
- Research Abroad
- Volunteer Abroad
- ALL exchange programs!



Continue the impact globally, strategize inclusively

- Time to be PROACTIVE and not passive towards your PRACTICE OF INCLUSION
- Saying you don't "exclude" \neq "INCLUSION"



Time to establish your commitment of inclusion

- 6 “Active” Tips for INCLUDING people with disabilities in your programs:



Tips on Inclusion:

#1 Apply “social model” of disability



- **Social Model** of Disability vs Medical Model



Tips on Inclusion:

#2 Recruit

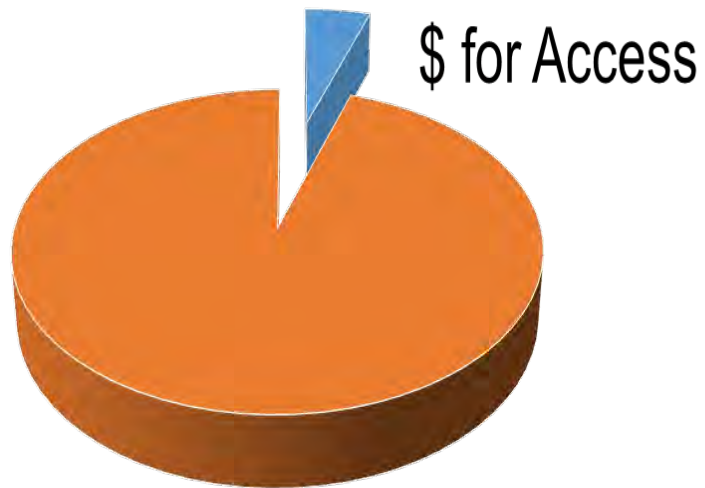


RECRUIT:

- Use welcoming language in recruitment and application materials
- Promote disability inclusion as a program value
- Provide equal access to the application and screening process
- Link to disability info and services
- Include disability in promotional materials: images, alumni stories
- Outreach to disability services and disability student organizations

Tips on Inclusion:

#3 Budget

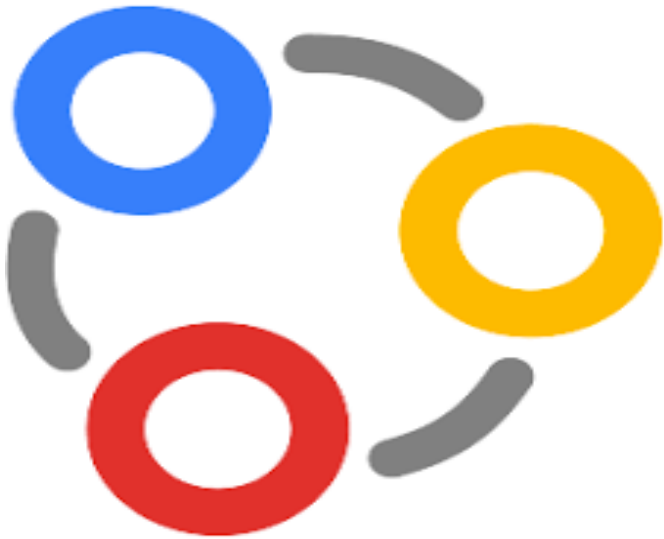


BUDGET:

- Budget 3-5% of program budget to providing reasonable accommodations
- Build in funding supports, recognize that with diversity comes unexpected or less common requests that may cost

Tips on Inclusion:

#5 Connect

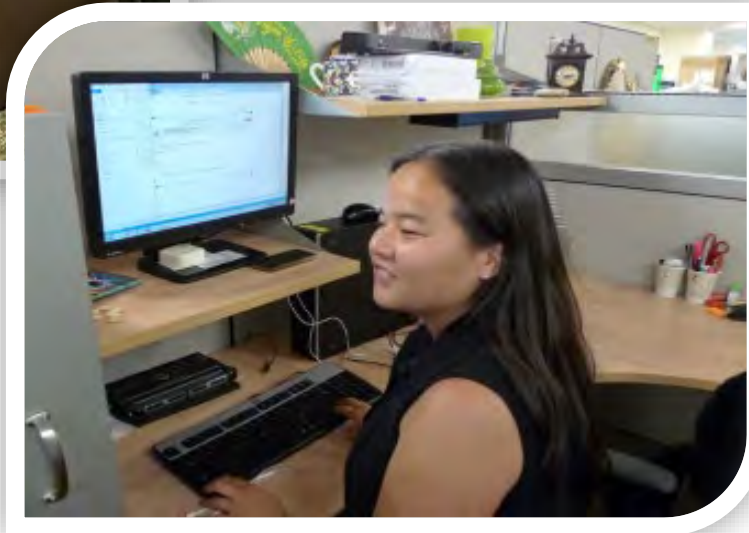


CONNECT with:

- Your Organization/Institution/Host Institution: Establish disability working group (applications, types of accommodations, budget, technology, program, event planning)
- Housing Coordinators: Set-up more housing options
- Disability Organizations: Contact local and host location disability resources/organizations for additional support, knowledge, and resources
- Participant: Check-in regularly during a program with participants.

Tips on Inclusion:

#6 Engage



ENGAGE with alumni:

- Share alumni stories
- Hire alumni as interns/staff
- Ask for feedback on supporting future leaders with disabilities
- Create opportunities for alumni to engage local disability community on access

Remember: 6 Active Tips to Inclusion

#1 Apply Social Model of Disability

#2 Recruit

#3 Budget

#4 Accommodate

#5 Connect

#6 Engage





CIEE: Strategies and Experience

My Personal Story- Confronting my own BIAS and IGNORANCE





Reasons Why Rob Should NOT be on our Spring 2007 program

- It is going to be very inconvenient to have him in Cape Town.
- How will he feel?
- He will not fit in.
- How will he make the other students feel?
- We are going have to make special arrangements for him.
- Cape Town is not ready to have a “disabled” student.
- What will our local service providers say about having a student in a wheelchair?
- He is too different from the rest of the students.
- Where will he live?
- How will he get to his classes?
- How will his professors feel about having him in their class?
- And the list goes on.....

My Concerns were based on Ignorance and Fear



I had never been exposed to the community that Rob was a part of.



I was making excuses in order to justify my prejudice.



I was ignorant



I was never exposed to positive images of this marginalized community.

CIEE Mission

- *For over 65 years, CIEE's mission has been to develop and deliver international programs and support services to help people gain understanding, acquire knowledge, and develop skills for living in a globally interdependent and culturally diverse world*





CIEE Core values

- We believe in excellence and integrity. We provide the highest-quality programs and services, lead by example, and go the extra mile to serve our students and partners.

We believe in respect. We embrace and celebrate diversity. We practice open and honest communication.

We believe in access. We strive to open doors for people from all backgrounds to CIEE programs and to CIEE.

Finally, at CIEE we believe in problem solving. We develop innovative and practical solutions to help expand access to international exchange opportunities.

Things we at CIEE
are doing to
ensure Inclusive
Excellence





California State University Northridge Faculty Led Program



Angie Bedoya-
Intern from
Gallaudet University



Social Model of Disability – Making those Connections



Johilenny Meran: Student Perspective and Recommendations

“NYU London Access Culture Guide”

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BOOK RECOMMENDATION: **ACCESS IN LONDON** BY GORDON COUCH, ALAN KERR & WILLIAM FORRESTER

Access Culture

Through the creation of this guide and my experience in London I learned that:

- London is an accessible City, but how access is provided may differ to procedures in the US.
- It can be useful to understand the ways in which access for people with disabilities is provided.
- This kind of information can be an asset to someone wanting to study abroad, because it can help them determine whether it's right for them.



Access

Wheelchair accessible vehicles



Assist

Special assistance from trained drivers



Step-free access from street to train



Step-free access from street to platform



Piccadilly Line

- King's Cross St. Pancras
- Green Park
- Caledonian
- Earl's Court
- Hammersmith
- Acton Town
- Hounslow East
- Hounslow West
- Hillington

Victoria Line

- King's Cross St. Pancras
- Green Park
- Tottenham Hale
- Victoria
- Vauxhall
- Brixton

Northern Line

- King's Cross St. Pancras
- Golders Green
- Edgware
- Finchley
- Tottenham Court Road
- London Bridge
- Borough

Recommendations/ Takeaways

1. It is important for centers for students with disabilities be a part of the process, but should not be the ONLY place to get information.
2. You don't have to reinvent your resources but adding an accessibility component can make a huge difference.
3. Study abroad programs don't have to be 100% accessible in order to be an option for students with disabilities.
4. Including students with disabilities perspectives of the aboard experience is important

Reflections and Questions

Take 5-7 mins to discuss 1 or more of the following:

- Experiences including participants with disabilities
- Reflections from information shared and discussed
- Questions/doubts for inclusion
- Ideas for implementing one of the 6 Tips to Inclusion:
 - #1 Apply Social Model of Disability
 - #2 Recruit
 - #3 Budget
 - #4 Accommodate
 - #5 Connect
 - #6 Engage

Commit inclusively, Connect to Clearinghouse

National Clearinghouse on Disability & Exchange (NCDE):

- Free advising
- Website
- E-news
- Publications
- Trainings
- Webinars and events
- clearinghouse@miusa.org

Come to TABLE; Sign up for E-NEWS!



Contact:

MIUSA:

Monica Malhotra, mmalhotra@miusa.org

541-343-1284

www.miusa.org

CIEE:

Quinton Redcliffe

QRedcliffe@ciee.org





THANK YOU

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