



ASSOCIATION
DES PROGRAMMES
UNIVERSITAIRES
AMÉRICAINS
EN FRANCE

Toolbox

**Support for Students with Disabilities at French
Partner Institutions**

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Support for students with disabilities in France – fact sheet

1. Understanding support for students with disabilities in higher education

1.1 What do the legal texts say ?

All students with disabilities have the right to an inclusive education system that enables them to “develop their personality, raise their level of initial and continuing education, integrate into social and professional life, and exercise their citizenship” ([article L. 111-1 of the National Education Code](#)). The responsibility of higher education institutions to provide training for students with disabilities is enshrined in [Article L. 123-4-2](#) of the National Education Code. Students with disabilities are entitled to appropriate support in the context of their studies. They can benefit from exam or competitive exam accommodations, as well as study accommodations to access training and student life and promote their professional integration.

For further information :

- Accommodations for students with special needs: [Article 12 of the Decree of January 22, 2014](#) establishing the national framework for programs leading to the award of national bachelor's, professional bachelor's, and master's degrees.
- Definition of disability: [Article L114 of the Social Action and Families Code](#).
- Exam and competitive examination accommodations for students with disabilities: [Articles D613-26 et seq. of the Education Code](#).
- [Circular dated February 6, 2023](#) “Adaptations and adjustments to exams and competitive examinations for candidates with disabilities or disabling health conditions.”
- [Circular dated July 10, 2024](#) “Rights of students with disabilities or disabling health conditions in the context of their higher education studies.”

1.2 Who are the points of contact ?

Within universities and other educational institutions, the **disability support services office** is responsible for monitoring and supporting students with disabilities. The disability support services office (also known as the disability liaison services or disability advisor) is the direct point of contact for students with disabilities. The disability support services office works in conjunction with the student health services and coordinates the implementation of study and exam accommodations in collaboration with teaching staff. At the level of the institution's presidency or management, a disability officer or vice president for equality and diversity may be specifically responsible for these issues according to the institution's policy.

1.3 How does it work?

To benefit from accommodations for studies and/or exams, students with disabilities should contact the disability services department. They will meet with the disability advisor or support officer to discuss their situation and needs. An appointment with the student health services doctor (and/or doctor appointed by the Commission on the Rights and Autonomy of Persons with Disabilities) allows for a more in-depth analysis of the student's needs in relation to their disability or health problem. The doctor issues an accommodation notice, which is mandatory for exam accommodations. The administrative authority decides on the accommodations and notifies the student. This general framework is implemented differently in each institution, which defines its own support system, adapted to the size of the institution and the coordination between university services and schools/departments.

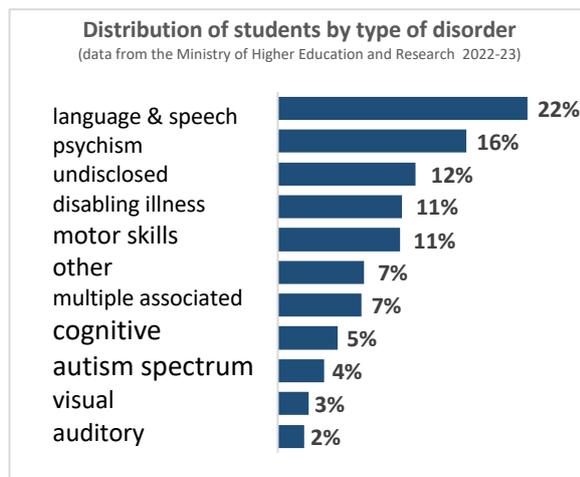
Key points

The university or institutions's disability services department is the direct point of contact for students with disabilities. It provides local expertise to address the needs of students with disabilities and adjust the support and accommodations provided to them.

2. Understanding the needs of students with disabilities

The data presented in this section are from the year 2022-2023. They are taken from the ministerial survey of students with disabilities in higher education (survey completed by public and private institutions).

2.1 What are the most common types of disability ?



In 2022-2023, nearly 60 000 students with disabilities were enrolled in higher education. Most disabilities are invisible. Among students with disabilities, 2 in 10 have a language or learning disorder. 16% of all students with disabilities have a mental health disorder. 1 in 10 has a disabling illness, and 1 in 10 has a motor disability. 5% of all students with disabilities have a cognitive disorder, 4% have an autism spectrum disorder, 3% have a visual impairment, and 2% have a hearing impairment. The type of disorder is unknown or unidentified for 12% of students with

disabilities.

What are the needs of students with disabilities ?

The breakdown by type of disability remains indicative and must be supplemented by an analysis of the accommodations available to students with disabilities. Statistically, the most common study accommodations are note-taking assistance (18% of students with disabilities) and exemption from attendance requirements (15%). When taking exams, 67% of students with disabilities benefit from extra time (one-third more time) and 16% benefit from breaks during exams. In general, fatigue is a difficulty commonly mentioned by students with disabilities. The aforementioned study or exam accommodations help compensate for this fatigue and strike a balance between studies, personal life, and career plans.

There is no exhaustive list of accommodations available to students with disabilities. There are many different types of accommodations, which are requested to meet the needs of students in their study environment. The table below (which is not exhaustive) lists examples of accommodations commonly implemented in institutions of higher learning.

Exams	Education and training	Professional integration
<ul style="list-style-type: none">• Extra time• Break with compensatory time• Exam writing by scribe• Adapted exam scheduling• Digital equipment loan• Technical support• Adaptation of assessment methods	<ul style="list-style-type: none">• Note taking• Transportation assistance• Methodological or subject-specific tutoring• Digital equipment loan• Technical support• Exemption from attendance requirements• Schedule adjustments• Access to a rest room• Adaptation of course materials	<ul style="list-style-type: none">• Adjustment of the internship period (total duration, number of hours per week, etc)• Workplace adjustments in consultation with the employer (flexible working hours, technical assistance, human assistance, etc.)

2.2 How can the needs of the students concerned be identified ?

Students with disabilities or health issues are not always aware of their needs. They may not know their rights and are not always informed about the support and accommodations available to them. Informing all students of the possibility of benefiting from accommodations if they have a disability or health problem raises awareness among all students, helps combat prejudice, and limits self-censorship.

The assessment of the needs of students with disabilities must always precede the proposal of accommodations. This analysis is carried out in conjunction with the disability support team during an interview. The aim is to take a cross-disciplinary approach to the student's academic career in relation to their disability and the impact this has on the organization of courses, assessment methods, the organization of internships, access to student life, etc. The discussion should identify the difficulties encountered and the levers identified for course attendance, personal work, oral and written expression, social interactions, getting around, meals, extra-curricular activities, etc. An appointment with the student health services doctor may be necessary for exam accommodations and may supplement this needs analysis with regard to the medical file ; If necessary, accommodations can be reviewed and adjusted throughout the year.

Key points

Statistical data provide an overview of the accommodation needs of students with disabilities in the context of their studies, but each disability situation is unique. Students cannot be viewed solely through the lens of their disability or type of disorder. Their needs must be discussed with them and taken into consideration in the context of their environment and educational plans.

Decree on the continuity of exams for students with disabilities

14 November 2021 Official Journal of the French Republic

Text 28 or 69

Decree No. 2021-1480 from November 12, 2021, on the organization of preparatory classes for *grandes écoles* and the continuation of adjustments to higher education examinations or competitive examinations for candidates with disabilities.

Target audience: candidates for higher education exams or competitive examinations with disabilities and students in preparatory classes for *grandes écoles*.

Purpose: to update the procedure for issuing the certificate describing the training course followed by students in preparatory classes for *grandes écoles* and to simplify the procedure for requesting adjustments to the conditions of higher education exams or competitive examinations organized by the Minister responsible for higher education, by the Minister responsible for culture, and by the Minister of Defense with regard to engineering schools under the supervision of the Directorate General of Armaments of the Ministry of Defense.

Entry into force: the provisions of Article 1 shall enter into force on the day following the publication of the decree. The provisions of Article 2 shall enter into force on January 1, 2022.

Notice: the decree updates the name of the commission responsible for proposing to the head of the institution descriptive certificates of the training course followed by students in preparatory classes for *grandes écoles*. It also extends the accommodations available to candidates with disabilities in exams and competitive examinations to those organized by the Minister of Defense for engineering schools under the supervision of the Directorate General of Armaments of the Ministry of Defense. It establishes a deadline for candidates to submit requests for accommodations and a simplified procedure for candidates in competitive examinations who benefit from accommodations in the baccalaureate. Finally, it specifies the duration of accommodations granted to candidates with disabilities in higher education examinations.

References: the text and the regulatory part of the Education Code that it amends, in its wording resulting from this amendment, can be consulted on the Légifrance website (<https://www.legifrance.gouv.fr>).

The Prime Minister,

On the report of the Minister of Higher Education, Research, and Innovation,

Having regard to the Social Action and Families Code, in particular Article L. 114;

Having regard to the Education Code, in particular Articles L. 112-4 and L. 612-3;

Having regard to the opinion of the National Advisory Council for Persons with Disabilities dated June 18, 2021;

Having regard to the opinion of the National Council for Higher Education and Research dated July 6, 2021;

Having regard to the opinion of the Higher Council for Education dated September 15, 2021,

Decrees:

Article 1

In Article D. 612-25 of the Education Code, the words “admission and” and “sitting for the purpose of assessment” are deleted.

Article 2

Subsection 3 of Section 1 of Chapter III of Title I of Book VI of the regulatory part of the same code is amended as follows:

1° In the first paragraph of Article D. 613-26, the words: “by the Minister responsible for higher education or by the Minister responsible for culture” are replaced by the words: “by the Minister responsible for higher education and by the Minister responsible for culture, as well as by the Minister of Defense with regard to engineering schools under the supervision of the Directorate General of Armaments of the Ministry of Defense”;

2° After the first paragraph of Article D. 613-27, a paragraph is added, worded as follows: “The request must be made no later than the deadline for registration for the examination or competition concerned, except in cases where the disability has become apparent or has changed after this deadline.”;

3° After Article D. 613-27, Articles D. 613-27-1 and D. 613-27-2 are inserted as follows: “Art. D. 613-27-1. -The adjustments to the examination conditions granted to the candidate shall apply throughout the training leading to the diploma or qualification being prepared for, subject to the provisions set out in the following paragraphs.

“The candidate may request that the adjustments granted to them be reviewed. This review shall be carried out in accordance with the procedures set out in the first and third paragraphs of Article D. 613-27.

“Where all or part of the accommodations granted are no longer authorized by the examination regulations, the administrative authority responsible for organizing the examination shall inform the candidate and may offer them other accommodations consistent with their disability. The candidate shall retain the accommodations granted that remain authorized by the examination regulations. Any accommodations granted that are no longer authorized by these regulations shall be revoked. The candidate may request new accommodations. Their request shall be made in accordance with the procedures set out in the first and third paragraphs of Article D. 613-27.

“Art. D. 613-27-2. Without prejudice to the provisions of Article D. 613-27 and subject to the provisions set out in the following paragraphs, candidates for competitive examinations shall retain the benefit of the accommodations granted to them for the baccalaureate on the basis of Articles D. 351-27 to D. 351-28-1.

“Candidates may waive the benefit of these accommodations by submitting a request to the administrative authority responsible for organizing the competitive examination no later than the date specified in the second paragraph of Article D. 613-27. This waiver is a legal right. Candidates may also, within the same time frame, request a review of all or part of the accommodations granted. These shall be reviewed in accordance with the procedures set out in the first and third paragraphs of Article D. 613-27.

“ The administrative authority responsible for organizing the examination may refuse to grant all or part of the accommodations obtained for the baccalaureate on the grounds that they are inconsistent with the regulatory conditions of the examination. It shall inform the candidate, who may request new accommodations. The candidate's request shall be made in accordance with the procedures set out in the first and third paragraphs of Article D. 613-27.

Article 3

The provisions of Article 2 of this decree shall enter into force on January 1, 2022.

Article 4

The Minister of the Armed Forces, the Minister of Culture, the Minister of Higher Education, Research, and Innovation, and the Secretary of State to the Prime Minister, responsible for persons with disabilities, are responsible, each in their respective areas, for the implementation of this decree, which will be published in the Official Journal of the French Republic.

Signed on November 12, 2021.

Jean Castex
Prime Minister

The Minister of Higher Education, Research, and Innovation,
Frédérique Vidal

The Minister of the Armed Forces,
Florence Parly

The Minister of Culture,
Roselyne Bachelot-Narquin

The Secretary of State to the Prime Minister, responsible for people with disabilities,
Sophie Cluzel



**MINISTÈRE
CHARGÉ
DE L'ENSEIGNEMENT
SUPÉRIEUR
ET DE LA RECHERCHE**

*Liberté
Égalité
Fraternité*

Support for students with disabilities in France: definition, regulatory framework and tools

**Directorate General for Higher Education and Professional Integration,
Department of Success and Equal Opportunities**

Amandine Falloux, Research Officer for students with disabilities

1. Elements and definitions

1.1 Definition of a person with a disability

"Persons with disabilities are defined as persons who have long term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others."



Article 1 of the International Convention on the Rights of Persons with Disabilities, ratified by France in 2009 and published as an annex to decree number 2010-356

1.2 Definition of a disability

"A disability within the meaning of this law is any limitation of activity or restriction of participation in society experienced by a person in their environment due to a substantial, lasting, or permanent impairment of one or more physical, sensory, mental, cognitive, or psychological functions, a multiple disability, or a disabling health condition."



Article L114 of the Social Action and Families Code, Law number 2005-102 from February 11, 2005

1.3 Taking into account the needs of people with disabilities in their environment.

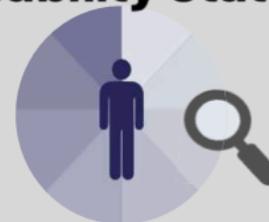
Disability / Impairment



Medical model of disability

- Clinical signs, characteristics of a person's way of functioning
- Individual responsibility
- Healing, care

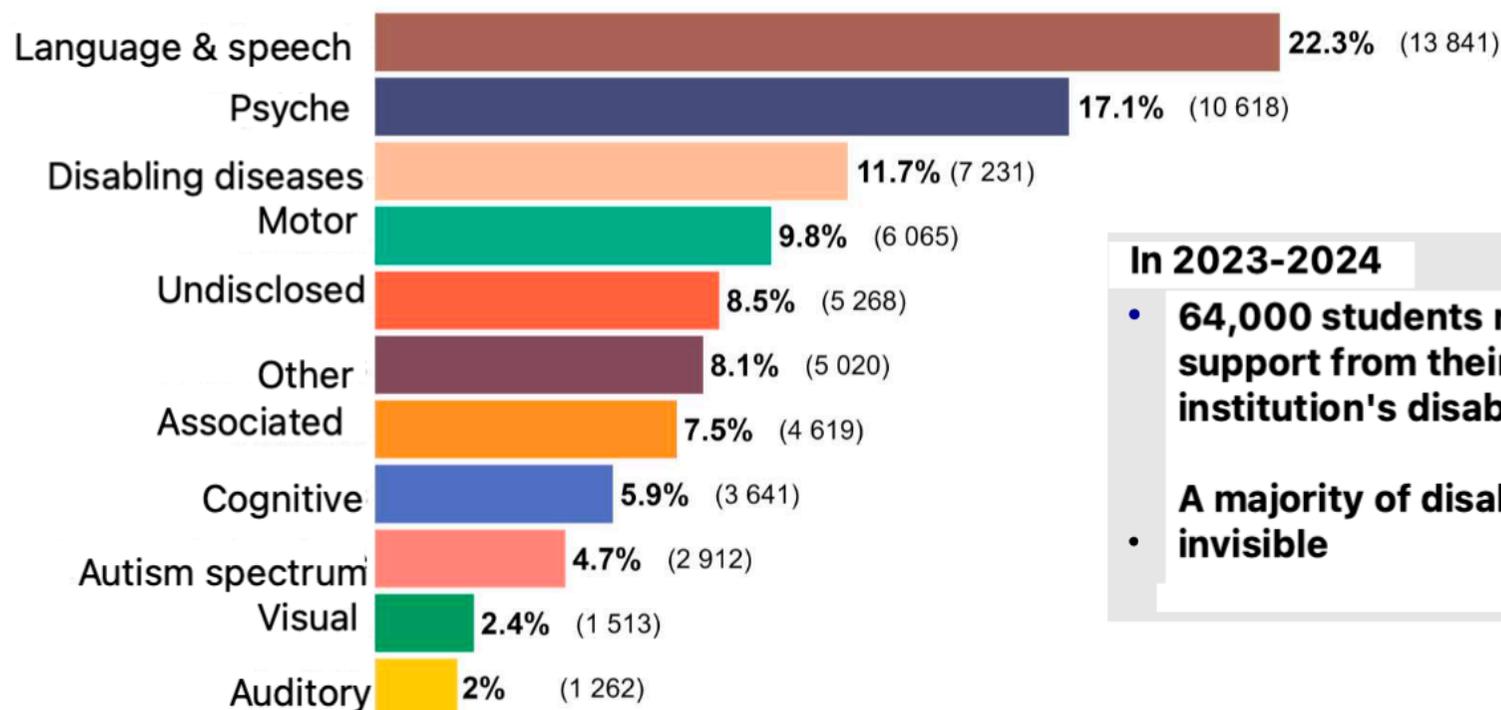
Disability status



Social model of disability

- Needs, personal environment
- Social, collective responsibility
- Environmental adaptation, accessibility, rights, compensation

1.4 2023-2024 statistical data: distribution of students with disabilities by type of disability

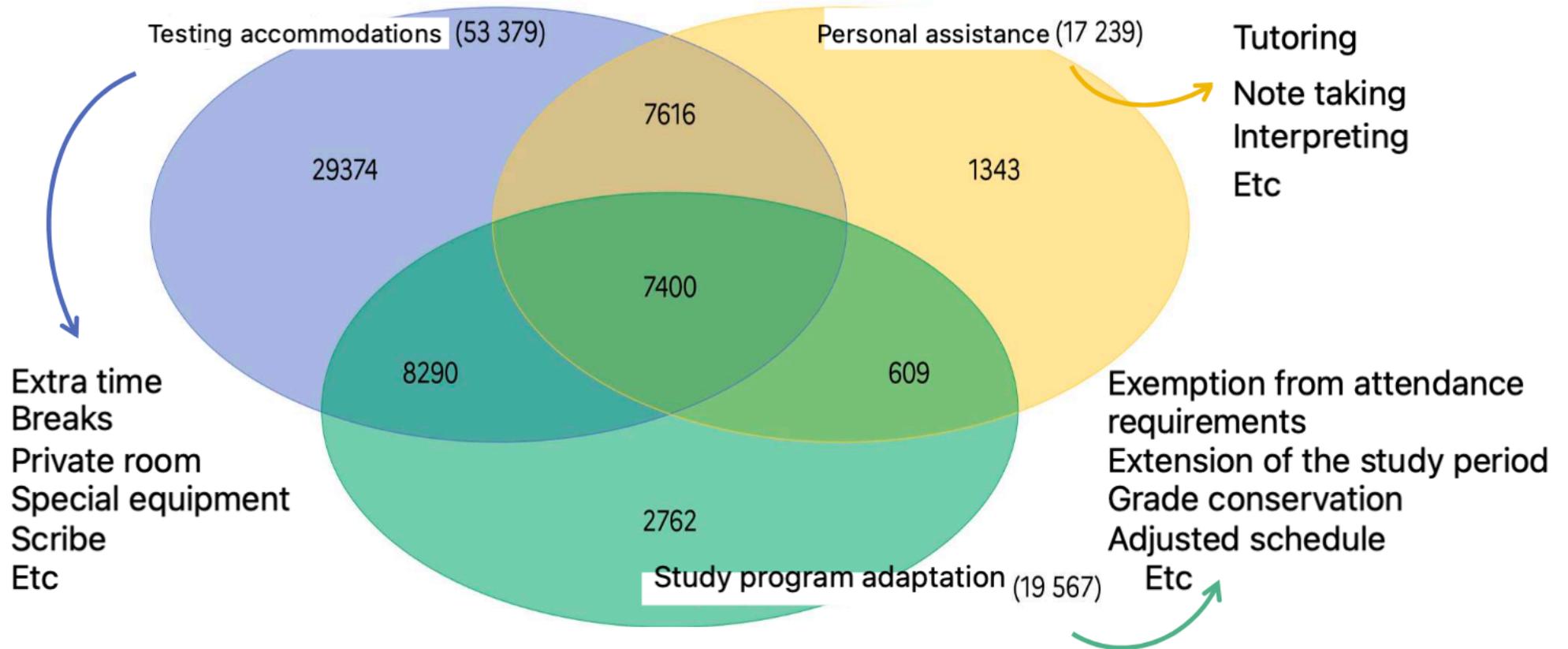


In 2023-2024

- **64,000 students received support from their institution's disability**
- **A majority of disabilities were invisible**

Source : Enquête de recensement des étudiants en situation de handicap 2024 (MESR - DGESIP).
 Champ : Établissements publics à caractère scientifique, culturel et professionnel sous la tutelle du ministère de l'Enseignement supérieur et de la Recherche, sections de techniciens supérieurs, classes préparatoires aux grandes écoles, et établissements d'enseignement supérieur privés d'intérêt général.

1.5 Distribution of students with disabilities according to accommodations



2. Regulatory Framework

2.1 Institutional obligations



Responsibility of institutions of higher education: Law of February 11, 2005, Article L123-4-2 of the Education Code



Higher education institutions enroll students with disabilities or disabling health conditions, in accordance with regulations governing their access on an equal footing with other students, and provide them with training by implementing the necessary adjustments to their situation in the organization, conduct, and support of their studies.



Requirement for a disability master plan in universities, Article L712-6-1 of the Education Code

2.2 Special teaching arrangements for students with special needs



Accommodations for students with special needs: Article 12 of the decree of January 22, 2014

“ These special teaching arrangements cover, depending on requirements, the timetable, methods of assessing knowledge and skills, the duration of the course of study, or may take any other form defined by the institutions, which may, in particular, make use of distance learning and digital technologies. ”

2.3 The rights of students with disabilities



Exam and competitive examination accommodations for students with disabilities: Articles D613-26 et seq. of the Education Code

- Conditions for conducting the tests: material conditions, technical aids, and human assistance
- An extension of the time allowed, which may not exceed one-third of the time (except in exceptional circumstances)
- Retention of grades for 5 years
- Spread over several sessions
- Adaptations of or exemptions from tests



Circular dated February 6, 2023:

Provides details on exam and competition accommodations (doctor's opinion, details of accommodations, recommendations, etc.).

2.4 The Rights of Students with Disabilities



Rights of students with disabilities in the context of their education:
circular dated July 10 2024



A medical opinion from the doctor appointed by the local disabilities office may concern exam accommodations or study accommodations. This opinion is mandatory for exam accommodations but is not mandatory for study accommodations."

- Sections dedicated to study arrangements, international mobility, student life, and professional integration
- Circular translated into Easy to Read and Understand text



Guide to supporting students with disabilities in higher education (available online)

2.5 Examples of accommodations (non-exhaustive list)

- Time management: adjustment of the schedule, exemption from attendance, spreading out duration of studies, extra time, breaks, etc.
- Access to educational content and learning: transmission/recording of courses, adapted materials, educational accommodations in the classroom or for assessments
- Provision of equipment and technical aids: computer, specific software (spell checker, screen reader, etc.), lapel microphone, adapted furniture, etc.
- Access to infrastructure: accessibility of buildings, access to equipped areas (quiet rooms), access badges (elevator, cafeteria, parking lot), housing, etc.
- Personal support: note-taking, educational or disciplinary tutoring, mentoring, assistance with transportation, health and socio-medical professionals (NB: human assistance with everyday activities provided by local disabilities office)

2.6 Summary: legislative and regulatory framework

- Responsibility of higher education institutions: Law of February 11, 2005, Article L123-4-2 of the Education Code:
- Requirement for a disability master plan in universities: Article L712-6-1 of the Education Code
- Accommodations for students with special needs: Article 12 of the decree of January 22, 2014
- Accommodations for exams and competitive examinations for students with disabilities: Articles D613-26 et seq. of the Education Code, and Circular of February 6, 2023.
- Rights of students with disabilities: Circular dated July 10, 2024
- + Guide to supporting students with disabilities in higher education



3. Implementation within institutions

3.1 The Support Framework

A dialogue between the student, the disability services department, the doctor, and the teaching team (if necessary):

- Request from the student concerned (voluntary action by the student)
- Assessment of student's needs (doctor's note required for exam accommodations)
- Decision and formalization within the framework of a support plan for students with disabilities
- Implementation of educational adaptations and accommodations in line with the specific nature of the student's needs. Accommodations may be in relation to the academic program but also to the exams.



3.2 A non-exhaustive list of recommendations

To ensure that students with disabilities receive a warm welcome and to facilitate their study period in France, advance planning is essential:

- Encourage students to declare their accommodation needs
- Find out more via the dedicated pages on university and institution websites.
- Contact the host institutions' disability services as well as the international relations offices to determine the procedure to follow and coordinate support.
- Specify the student's accommodation needs and specify the accommodations he or she currently receives for his or her studies and student life.
- Identify needs beyond the classroom and exams: students may have specific needs relating to housing, access to healthcare or healthcare professionals, etc.

3.3 Tools and resources within institutions

- Agreements between institutions: to specify the terms and conditions of support, application procedures, and financing of accommodations
- Financial support for accommodations via disability grants awarded by the ministry to institutions (public and private) for supporting students with disabilities + internal resources
- Institutional projects: call for inclusive university demonstration projects, Atypie Friendly program, and other initiatives



3.4 Tools and resources for staying informed

- Mobility with disabilities: to learn more and prepare for an study abroad program (European resource)
- Mon parcours handicap (My disability journey): national website providing information on rights and procedures for people with disabilities and their families in France
- Inclusive mobility: the European platform on existing measures (at the level of ministries, agencies, or higher education institutions) for the inclusion of international students with disabilities.
- Exploratory study: "International mobility of students with disabilities," Conférence des grandes écoles and UniLaSalle (2021)

4. Testimonial

Testimonial from Lara, an international student at the University of Versailles Saint Quentin en Yvelines

Lara Mantoan, a third-year sociology student, talks about her experience at UVSQ and how she was able to navigate the program thanks to two university services:

- International student exchange services
- Support services for students and staff with disabilities

Videos:

- Subtitles in French
- Subtitles in English
- Audio description in French





"Bienvenue en France" Certification



2025

Bienvenue en France

- National strategy to enhance the attractiveness of French higher education
- Objectives of the certification:
 - Develop the attractiveness of French higher education and research
 - Inform international students about admissions requirements
 - Highlight institutions' initiatives
- The certification distinguishes French higher education institutions that develop and promote services for international students.
- A voluntary application process
- An application form organized into 6 areas and 28 criteria
- Three levels of certification for a period of five years
- One tool
 - Information
 - Promotion
 - Steering

160 institutions certified

36% Engineering schools

30% Universities

20% Business schools

68% of international students in France are enrolled in a certified higher education institution

98% certification renewal rate



11%



58%



31%

4. Campus housing and quality of life

4.5 Taking disability into account

The institution takes disability into account in its procedures for welcoming international students as part of its inclusive approach. It implements welcome and support measures tailored to students' needs. It carries out awareness-raising activities.

Information / Awareness-raising

- Dedicated unit/disability advisor
- Dissemination of information on measures put in place for students with disabilities
- Awareness-raising activities
- Accessibility of information
- Raising awareness among the entire community (staff and students)

Accommodations

- Spaces
- Schedules
- Educational support services (tutoring, assistance, note-taking)
- Exams
- Provision of distance learning courses

Highlights from the application files

Support

- Disabilities services department
- Disability advisors present in departments and services and on each campus
- Student disability representatives
- Reception officer responsible for assisting with administrative procedures, campus tours, setting up and monitoring course accommodations
- Support with career counseling and planning
- Help with applying for an ERASMUS+ exchange program

Awareness

- Information during orientation week
- Preparation and distribution of a dedicated guide
- Awareness-raising video, conferences, workshops
- Dedicated video channel
- Event organization (European Disability Awareness Week, Sensory Exploration Day, Disability Awareness Fall, Disability coffee hour)
- Information and communication at various levels: portal site, international section, disability tab, digital workspace, social networks

Accommodations

- Adaptation of lab work, exams, and internships
- Assistance finding specific housing and accessible housing through university housing services
- Sports and disability program
- Rest and relaxation room

Presentation of the National Atypie-Friendly Program

Marie-Hélène Plumet, Professor (MC-HDR) in Developmental Psychology at Université Paris Cité and head of the Atypie-Friendly working group on the transition to higher education.



1. Website:

<https://atypie-friendly.fr/>

2. Contact form:

<https://atypie-friendly.fr/contact/>

3. Our resources (including the training platform):

<https://atypie-friendly.fr/les-ressources/>

4. Short film:

<https://atypie-friendly.fr/atypie-friendly-la-serie/>

The Université Sorbonne Nouvelle's 360° Inclusivity Project and Certified Courses

Université Sorbonne Nouvelle - Campus Nation

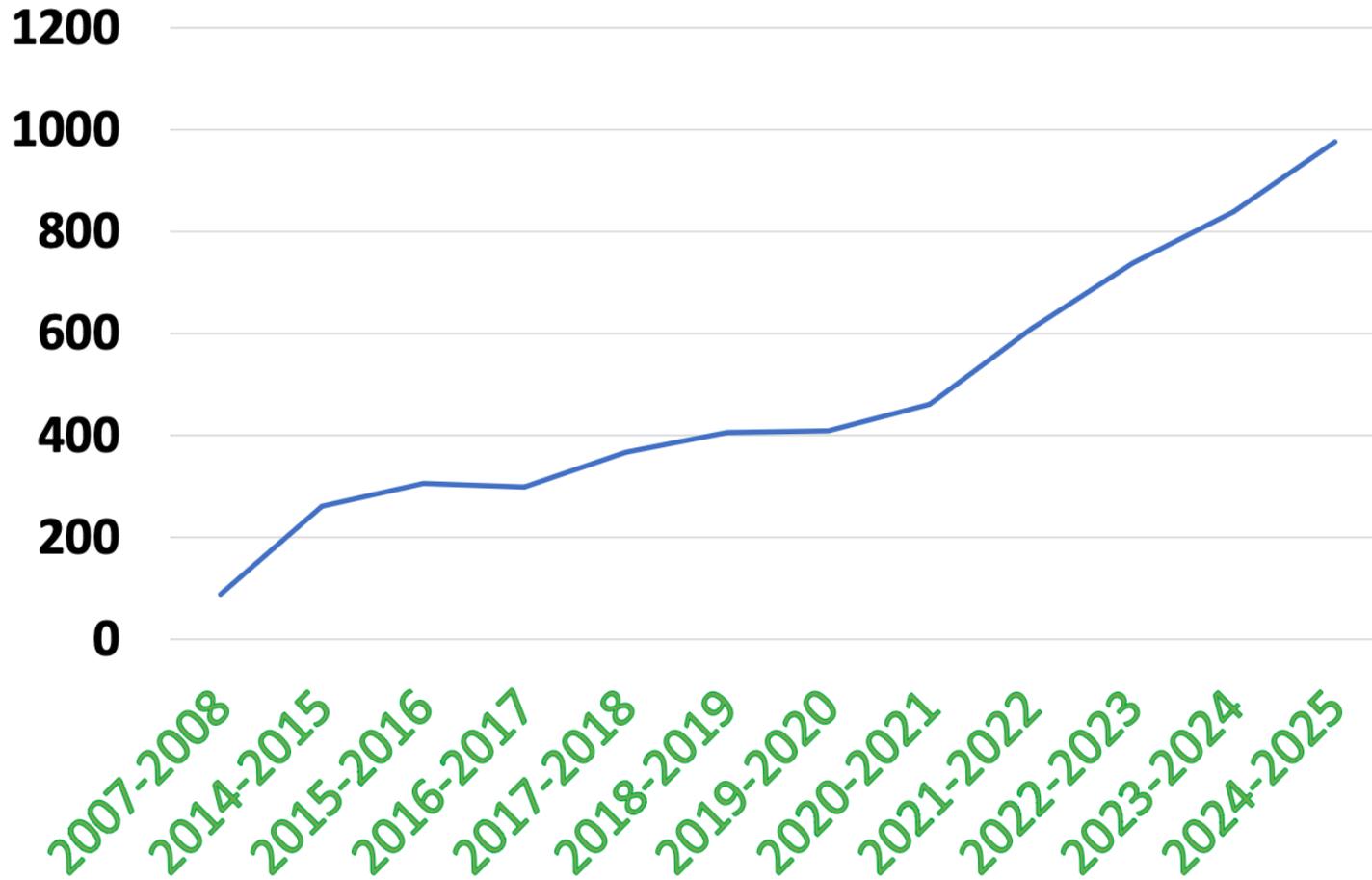
Ivan Botte, Ioana Galleron

April 4, 2025

1. Contextualization: Students with Disabilities



A significant increase in student numbers since 2007



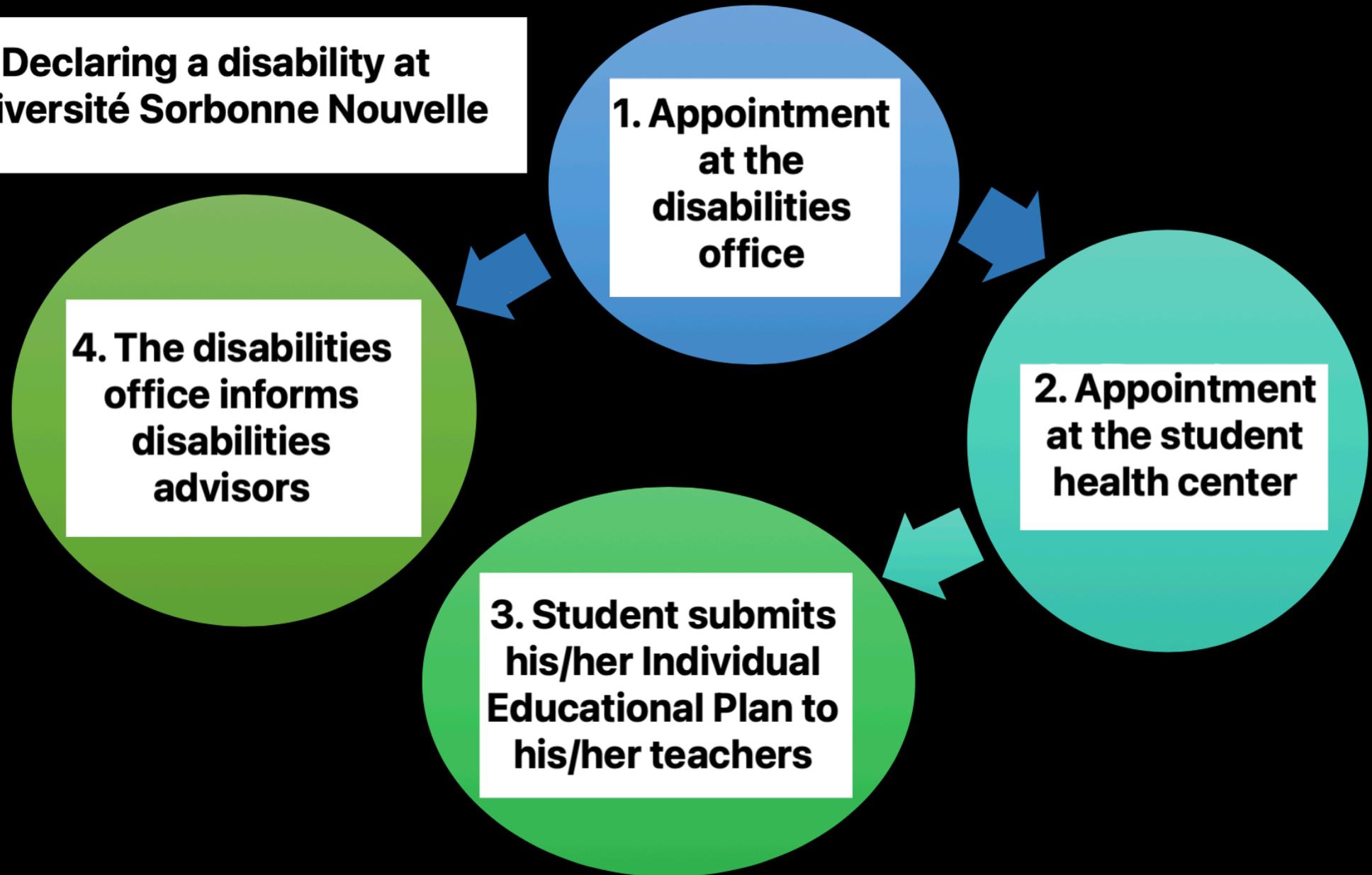
**Declaring a disability at
Université Sorbonne Nouvelle**

**1. Appointment
at the
disabilities
office**

**2. Appointment
at the student
health center**

**3. Student submits
his/her Individual
Educational Plan to
his/her teachers**

**4. The disabilities
office informs
disabilities
advisors**



Individual Educational Plan

Sorbonne Nouvelle université des cultures



Support Plan

Academic Year : 2024-2025

Name Birthdate
Major Minor
Year of studies Student number

has a disability that justifies, pursuant to the law of February 11, 2005, the following provisions:

Academic accommodations

> Course and curriculum accommodations

Schedule adjustments Academic year spread over 2 years Distance learning (ENEAD) spread over 3 years

Validation of prior learning Excused absences Priority classroom seating Authorized breaks/absences during class

> Personal assistance

Assistance with administrative and/or academic registration Note taking Regular Photocopied Tutoring Sign language interpreting

> Technical aides

Recording authorized Dictaphone loan Adapted furniture Upholstered chair Adapted table Tablet loan

Elevator access Computer loan Mobility assistance White cane loan Wheelchair loan

Locker Adaptation of course materials Other: use of napping pods

Exam accommodations

Extra time + 1/3 + 1/2 Double written oral prep for oral Authorized breaks Extra time for breaks Extended deadline for assignments Scribe

Specific materials

Dis. services computer Computer w/spell check Personal computer Computer w/large screen Braille block Magnifier (Noise-cancelling) headphones Adaptation exam materials Exam on USB flash drive Braille encoding Additional listening sessions number of times: Enlarged exam Font: Size: Spacing:

Taking exams remotely Conversion of oral exam to written exam Conversion of written exam to oral exam

Oral exams alone with the teacher Testing in a room: With reduced number of people Alone In a lying position With specific lighting/darkness Mobility assistance Escort to the disabilities services testing room Other: Adapted furniture Upholstered chair Adapted table

Medical protocol:

Transport and mobility accommodations

Specialized transport Guide dog Other:

Accommodations granted for:

Semestre 1 Année en 2 ans Master 1 Doctorat Semestre 2 Année en 3 ans Master 2 DAEU Année Universitaire Licence Master DU

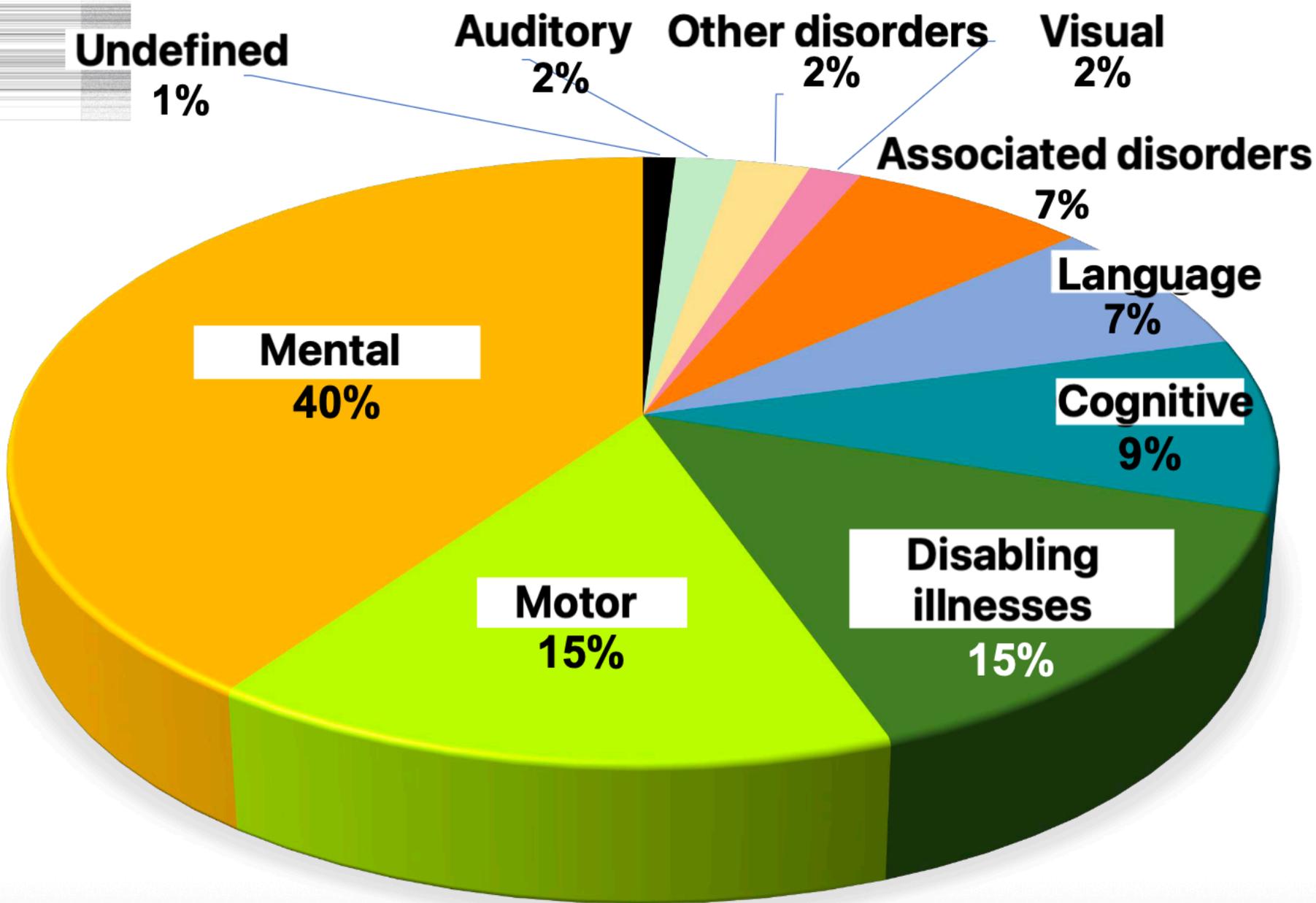
Fait à Paris, le 14/11/2024

Sorbonne Nouvelle université des cultures

Signature du chargé de Mission handicap pour le Prôtonomy: Ivan BOTTE

Accord de l'étudiant.e

Université Sorbonne Nouvelle (USN)
8 avenue de Saint-Mande - CS 93105 - 75591 Paris Cedex 12



USN students' disabilities

Mental disorders	337 students
Motor disorders	128 students
Disabling illnesses	120 students
Cognitive disorders	77 including 43 ASD
Language and speech disorders	61 students

USN students' disabilities

Multiple associated disorders	62 students
Other disorders	18 students
Visual function disorders	13 students
Auditory function disorders	15 students
Undefined disability	8 students

Comparison with the national situation

- Enrolled in higher education (2023/2024) : **63 817**.
- Increase between 21/22 and 22/23 : **+ 18%**.
- Average rate per university of those who declared : **2,2 %**.
- Rate of those who declared at USN : **4,8 %** (2023) and **5,5 %** (2024).
- At the national level:
 - Mental disorders : **17 %**.
 - Language disorders : **22 %**.
 - Cognitive disorders : **10 %**.
 - Motor disorders : **10 %**.
 - Auditory disorders : **2 %** and Visual disorders : **2,5 %**.

2. The types of accommodations implemented



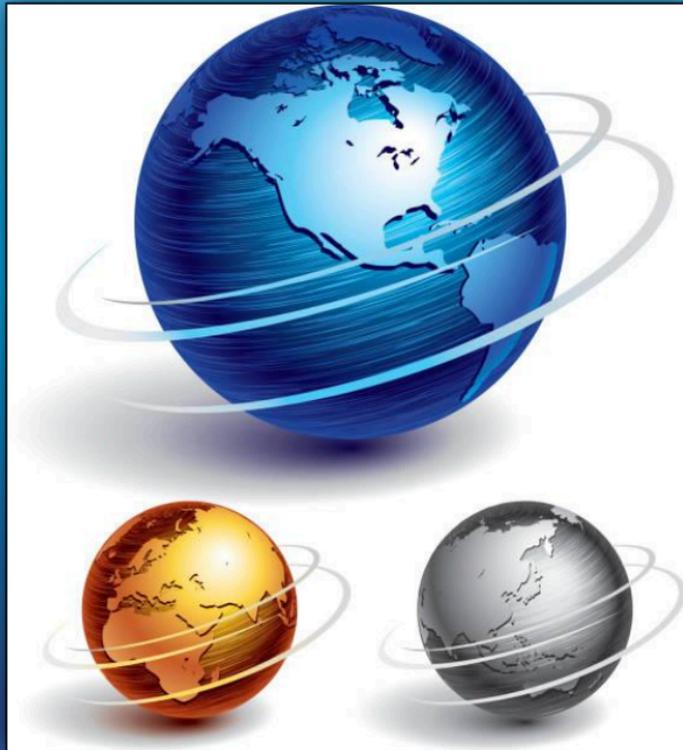
Academic accommodations

- Schedule adjustments : **47** students concerned
- Authorized absences : **299**
- Extended duration of studies : **175**
- Switch from in-person to online learning : **10**
- Elevator access : **121**
- Equipment loans (voice recorders, tablets, computers, lockers, etc.) : **40**
- Note-taking support system : **289**
- Adaptation of course materials : **25**
- Academic tutoring (subject-specific and individualized) : **77**
- Use of robot : **2** + Relaxation rooms / nap pods : **839**

Exam Accommodations

- Adaptation of exam materials (enlargement, digitization, Braille) : **42**
- Modified exam format (including remote exams) : **18**
- One-on-one oral exams with an instructor : **81**
- Extra time : **509**
- Break time : **154**
- Reduced-size exam rooms : **137**
- Adapted furniture : **23**
- Loan of a laptop : **144**
- Scribe service : **17**
- Extended deadlines for assignments/thesis : **386**

3. The 360° Inclusivity Project



Demonstrative Inclusive Universities

- Objectives: Provide comprehensive and cross-functional solutions to achieve inclusion and accessibility
- Beneficiaries: Students with disabilities, students with special needs, and the university community
- Approach: Experiment and serve as demonstrators of inclusive and accessible practices and models
- Scope of action – 8 possible fields:
 - Institutional governance
 - Accessibility of study pathways, transitions, and professional integration
 - Educational accessibility
 - Accessibility of student life and campus
 - Accessibility of institutional information and communication
 - Awareness-raising and training
 - Digital accessibility
 - Accessibility of heritage/buildings
- Funding: Joint funding by the Ministry of Higher Education and Research for 3 years and the selected university

Strengthened and Renewed Governance

Steering Committee

- Vice-President for Staff: addition of the “disability” mission to their responsibilities
- Vice-President for Academic Affairs and Vice-President for Campus Life
- Head of the Disability Support Office
- Disability Officer attached to the Directorate General of Services
- Creation of a new position: Administrative Project Coordination Officer

Strengthened Disability Support Office

- Creation of two student support officer positions
- Development of an optimized database

Student Involvement

- Establishment of a Student Committee: first meeting on January 27, 2025

The Core of the Project: Educational Accessibility

Actions

- Courses certified “enhanced in-person” and “inclusive,” based on precise specifications and designed to be inclusive from the outset. No public display of labels; labeling applies to a course unit, not to an individual. Packages of 8 or 12 additional hours.
- Training for teachers and administrative staff, tested and modeled
- Creation of a staff training module

Objectives

- Train more than 50% of tenured teachers in inclusive pedagogy within three years, across all levels of study, disciplines, and programs
- Increase by more than 50% the number of students with access to a certified course unit

Training Objectives

- ❖ Distinguish between the different groups of students with disabilities at USN
- ❖ Define the concepts of inclusion, integration, and inclusivity
- ❖ Apply regulations regarding disability support in higher education
- ❖ Explain to students the procedures to follow in order to receive support
- ❖ Adapt courses to better meet the needs of students with disabilities

Diverse Disabilities, Mostly Invisible, with Shared Impacts

• Common Impacts

- Fatigue
- Difficulty keeping up with the standard pace
- Stress and difficulty adapting to unexpected situations
- Absences

• Frequent Impacts

- Difficulty concentrating
- Difficulty with organization
- Slower pace in completing academic work
- Difficulty speaking in public

Positive Aspects

- Greater maturity
- Stronger determination



Inclusive Teaching



- The certification reflects the commitment of teachers who implement inclusive teaching from the outset, whether or not they have students with disabilities in their classes.
- The certification includes the “enhanced in-person” certification.
- Taking into account accommodations approved by the Student Health Service is not part of the certification process: this adaptation is an integral part of our work.

Summary of the Requirements

Clearly express your commitment to inclusivity

Ask students what could help them

Schedule breaks and stick to them consistently

Make the full course content available

Offer different formats for materials / use accessible typography

Clearly explain expectations and repeat them

Help orient students in terms of course material during class (clear outline)

Help students navigate the course material at home (structured organization)

Help structure learning (review and introduction of new concepts)

Help students anticipate upcoming work (session schedules and past exam papers)

Offer alternative teaching methods

Requirements Specifications: Enhanced In-Person Teaching



Make the following available to students on iCampus:

- The course syllabus (program, objectives, assessment methods and criteria, grading system, annotated bibliography, etc.)
- Practice materials for assessments and their answers (past exam papers)
- Materials used in class (handouts, brochures, exercises, PowerPoint slides, etc.)

Use the “announcements” and/or “forum” tools rather than email to communicate with students

Create two iCampus activities to prepare students for the course or to help them consolidate their learning (quiz, glossary, wiki, etc.)

Provide all resources with clear prioritization (mandatory/optional) and explicit instructions

Requirements Specifications: Inclusive Teaching



Receive training or have been trained on disability-related issues at the university

Invite students to express their needs and possible difficulties at the beginning and throughout the semester

Provide easily accessible materials:

- Offer paper versions alongside digital versions
- Avoid converting documents into PDFs so they can be read by screen readers and easily edited by students

Choose a sans-serif font (e.g., Arial), avoid italics, use large font sizes (minimum 12 for Word documents, minimum 24 for projected PowerPoint slides), do not justify text to the right, use double spacing, and wide margins

Requirements Specifications: Enhanced In-Person Teaching



Sample Questions:

Please provide any information you consider useful about your situation to help your teacher support you

Are you able to speak in public? To what extent?

Are you able to work in a group? To what extent?

Requirements Specifications: Inclusive Teaching



Provide students on iCampus with a sufficiently detailed framework so that a student who was absent or has difficulty understanding the course and taking notes in real time can retrace the course structure and main content (organized and rotating sharing of student notes, availability of a digital version of the course, etc.)

Requirements Specifications: Inclusive Teaching



- Offer alternatives to problematic activities:
 - example: double-entry table (dyspraxia)
 - example: oral presentation in front of th class (school phobia)
 - example: group activity (social phobia)
 - Organize class time (ADHD with or without hyperactivity and related disorders)
- > Some collective solutions
- Schedule a short break in the middle of class to get some fresh air
 - Take a collective moment at the end of the lesson to calmly summarize the key points covered, refocus on the essentials, and write down the tasks to be completed for the next session...

360° Inclusivity Project: The Student Committee

Implementing the concept of inclusivity at Université Sorbonne Nouvelle:

- Regular surveys (most recent in March 2023 on inclusion at USN)
- An analysis of professional practices (APP) working group in 2024

The formation of the committee and its representativeness:

- Students with disabilities
- The Student Vice President
- Committee members representing different profiles (types of disability, enrollment status, academic pathways, and levels of study)

Roles of the committee members:

- Understand the specific features of the 360° Inclusivity Project
- Monitor the progress of the various actions undertaken
- Give their opinion on the relevance of the decisions made
- Discuss certain issues and propose ideas

360° Inclusivity Project

Accessibility of Information and Communication

- Raising awareness within the community about typographical presentation requirements for documents
- Creation of an “accessibility converter”
- Strengthening the high school student immersion program
- Creation of a virtual tour of the university

Accessibility of Academic Pathways, Transitions, and Career Integration

- Anticipating course registration
- Presentation of specific resources available at the university library
- Training in public speaking
- Facilitating the transition between in-person and remote learning
- Hybridization of academic pathways: 6 new telepresence robots
- Raising awareness among Master's selection committees about extended study paths
- Strengthened cooperation between the Disability Office / Career Center / associations + video modules
- Development of international mobility: YUFE



360° Inclusivity Project: Student Life and Digital Accessibility

Student Life and Campus Life:

- Creation of a student committee for students with disabilities
- Raising awareness among student associations about the need to make activities and events accessible
- Creation of a dedicated inclusion fund (travel, making events accessible, training, etc.)

Digital Accessibility:

- Redesign of the website (in compliance with current standards and high usability quality)
- Creation of a Student Service Desk accessible in digital format (alongside in-person support for students)**



360° Inclusivity Project

Accessibility of Facilities

Objective: Achieve high usability quality

Actions:

- Corrective interventions on buildings: automated doors, elevator call buttons and badge access systems, creation of an entrance vestibule in the main hall
- Improved signage: general directory, raised schematic maps
- Installation of a room geolocation application on the Nation campus

A Transferable Project

- The resources created (training materials, specifications, best practice guides) will be made available online with open access
- Final conference aimed at disseminating the best practices defined throughout the project
- Presentations at conferences, symposiums, and study days (particularly on certification/labeling processes)
- Collaboration with YUFE partners (Inclusiveness focus area)



Thank you for your attention!

Acknowledgements:



Hélène Josse,



Former Vice President of the CFVU (Commission on Education and University Life) at Université Sorbonne Nouvelle

Would you like to continue the conversation?



ivan.botte@sorbonne-nouvelle.fr

awabot

BEYOND ROBOTICS

EDUCATION

Mobile telepresence
promoting inclusion
and equality

INTRODUCTION



Alaïs VARIN

Psychologist - Psychotherapist

Graduate from the Université de Bourgogne who benefited from the device

- Master's in Psychology - Cognitive Science and Ergonomics
- Bachelor's degree in Psychology

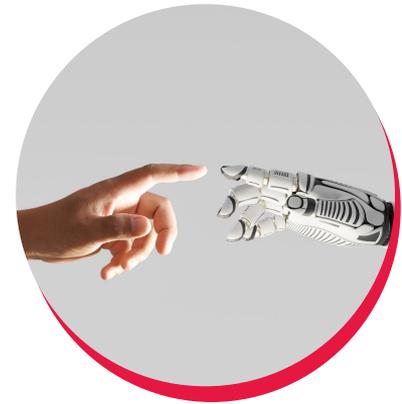
Who are we?



French flagship
in service robotics and human-robot interaction and winners of the France Relance competition



Manufacturers and integrators of the largest fleet of telepresence devices: +5,000 robots deployed in schools, +200,000 users worldwide



Experts in social, educational, and professional inclusion through telepresence

Partnerships



L'ORÉAL



Telepresence robot: how does it work ?

Maximizing immersion for human-to-human interaction



The student, who is connected via telepresence from home or elsewhere...



... is mobile and able to interact in a classroom, lecture hall, or any type of student environment, as if they were there in person.

Teleconferencing VS Videoconferencing

A use tailored to a specific need for seamless integration into the community

ROBOT DE TÉLÉPRÉSENCE	VS	VISIOCONFÉRENCE
<ul style="list-style-type: none">✓ OFFRE UNE PRÉSENCE PHYSIQUE EN CLASSE, PERMETTANT LA MOBILITÉ, L'INTERACTION ET UNE MEILLEURE INTÉGRATION AUPRES DES CAMARADES.	INCARNATION	<ul style="list-style-type: none">✗ LIMITÉ À UN ÉCRAN STATIQUE, RÉDUISANT L'ENGAGEMENT ET DONNANT À L'ÉLÈVE LE SENTIMENT D'ÊTRE UN OBSERVATEUR EXTÉRIEUR.
<ul style="list-style-type: none">✓ FACILE À DÉPLOYER ET A PRENDRE EN MAIN, S'INTÈGRE NATURELLEMENT AU QUOTIDIEN DE LA CLASSE.	MISE EN PLACE	<ul style="list-style-type: none">⚠ NÉCESSITE UNE CONFIGURATION À CHAQUE SESSION, AVEC UN RISQUE DE PROBLÈMES TECHNIQUES (CAMÉRA, MICROPHONE, CONNEXION).
<ul style="list-style-type: none">✓ PERMET UNE COMMUNICATION NATURELLE : QUALITÉ AUDIO-VIDEO, CONTACT VISUEL, PARTICIPATION AUX TRAVAUX DE GROUPE GRÂCE À LA MOBILITÉ.	INTERACTION	<ul style="list-style-type: none">✗ COMMUNICATION UNIDIRECTIONNELLE, CHAMP DE VISION LIMITÉ, DIFFICULTÉ À SUIVRE LA DYNAMIQUE DE GROUPE.
<ul style="list-style-type: none">✓ SYSTÈME SECURISÉ GARANTISSANT LE RESPECT DE LA CONFIDENTIALITÉ, UN CHIFFREMENT DE BOUT EN BOUT ET UNE CONFORMITÉ AUX RÉGLEMENTATIONS EN VIGUEUR.	SECURITE & CONFIDENTIALITE	<ul style="list-style-type: none">⚠ UTILISE DES PLATEFORMES TIERCES, EXPOSANT À DES RISQUES POTENTIELS DE CONFIDENTIALITÉ ET DE SÉCURITÉ.

Translation follows

Telepresence Robot

- ✔ Offers a physical presence in the classroom, enabling mobility, interaction and better integration with classmates.
- ✔ Easy to set up and master, easily integrated into everyday classroom life.
- ✔ Enables natural communication: audio-video quality, eye contact, participation in group work thanks to mobility.
- ✔ Secure system ensuring confidentiality, end-to-end encryption, and compliance with applicable regulations.

VS

Incarnation

Implementation

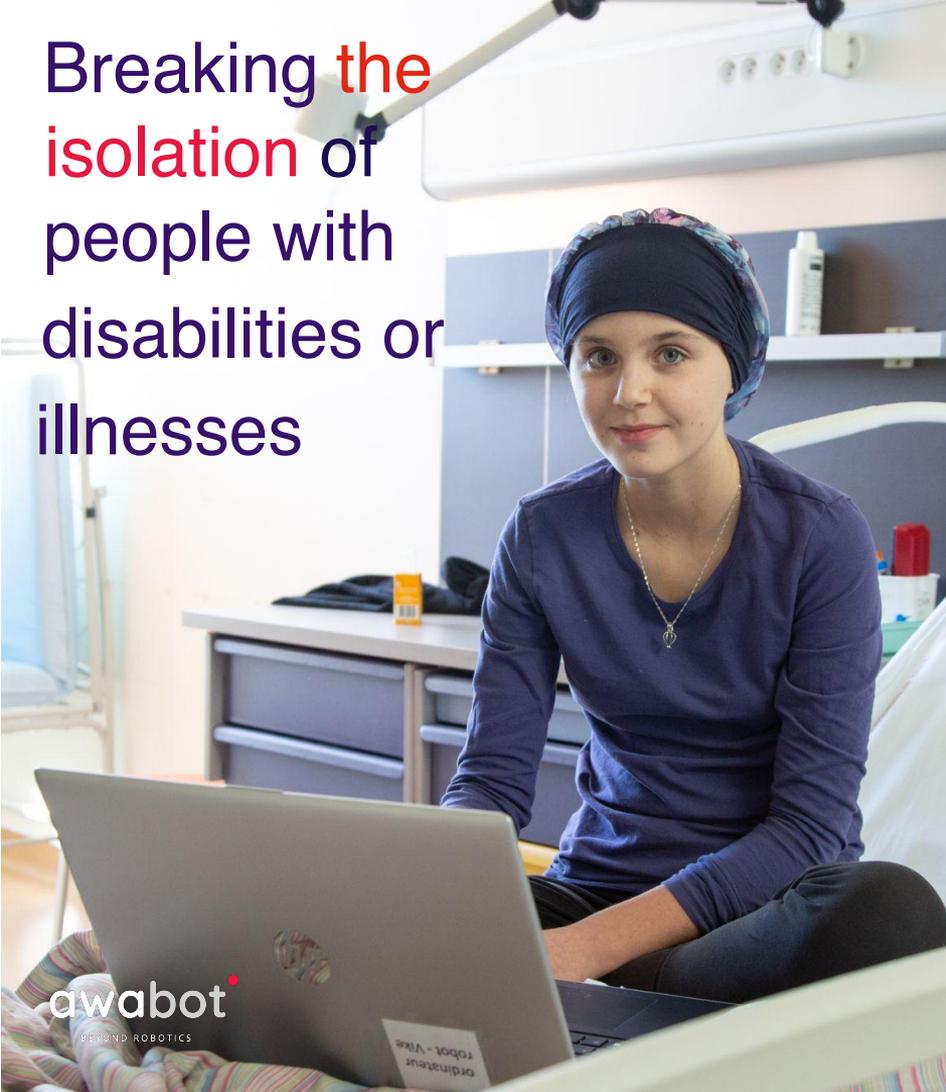
Interaction

Security & privacy

Videoconferencing

- ✘ Limited to a stationary screen, reducing engagement and making the student feel like an outside observer.
- ⚠ Requires configuration at each session, with a risk of technical problems (camera, microphone, connection).
- ✘ One-way communication, limited field of vision, difficulty following group dynamics.
- ⚠ Uses third-party platforms, exposing users to potential privacy and security risks.

Breaking the isolation of people with disabilities or illnesses



A disability or serious illness can lead to a loss of social interaction and a feeling of loneliness, experienced as a "double punishment."



The Beam® telepresence robot helps maintain contact with friends and family.

Our vision

We promote human connections despite distance and contribute to a more inclusive and equitable society through our remote presence technologies.



SCHOOL CONNECTIONS



FAMILY AND SOCIAL CONNECTIONS



PROFESSIONAL CONNECTIONS

TED-i

In France, every year,
11 000 students are unable
attend school
due to illness,
representing 1 in every 900 students.

SOURCES :

1. Ministère de l'Éducation nationale et de la Recherche : www.education.gouv.fr/eleves-malades-l-ecole-l-hopital-ou-domicile-2738
2. 3-8-2020 Circulaire "Accompagnement pédagogique à domicile à l'hôpital ou à l'École" publié par MENJS - DGESCO CT



The Program **TED-i** the first of its kind for inclusion and socialization in schools

Since 2021, the Ministry of Education has been proposing an innovative public service for students who are ill or disabled.

Nearly 2 000 telepresence robots have been deployed throughout France, from preschools to universities.

Currently,
1,400 children, adolescents and young adults have access to a **Beam®** in their school.

TED-i at the service of university students

The Ministry of Higher Education and Research has also deployed telepresence robots as part of the "TED-I" program. Already in use in five institutions of higher education, this system is offered free of charge to students who are unable to attend classes due to disability or illness: hospitalization, home care, extreme fatigue, etc.



UNIVERSITÉ
CÔTE D'AZUR



ENIB
ÉCOLE NATIONALE D'INGÉNIEURS DE BREST

UC
Institut National
Universitaire
Champollion

UB
UNIVERSITÉ DE BOURGOGNE

université
PARIS-SACLAY

Chronology of educational telepresence in France

2014



Launching of the "High School Robot" by the Auvergne-Rhône-Alpes Region

Awabot wins the Region's competition entitled "Robotics experimentation for high school students isolated from their school environment": 4 robots deployed in 4 schools.

2018



Deployment of over 60 "High School Robots" in the Auvergne-Rhône-Alpes region

At the same time, universities and grandes écoles are also being equipped.



2021



The launch of the TED-i program will be followed by the launch of 1750 devices. Production of the Beam® robots is relocated to France

After 10 years in business, Awabot has cemented its position as a leading player in French robotics.



2024



Extracurricular inclusion through the Formula 1, the 2024 European Cup and the 2024 Paris Olympic Games ...

In addition to the classroom experience, Awabot has forged ties with major sports organizations in order to offer connections at major events.

Proven benefits



INCLUSION

Positive impact on solidarity among students, development of altruism, and lowering school dropout rates among students who benefit from the service.



SOCIALIZATION

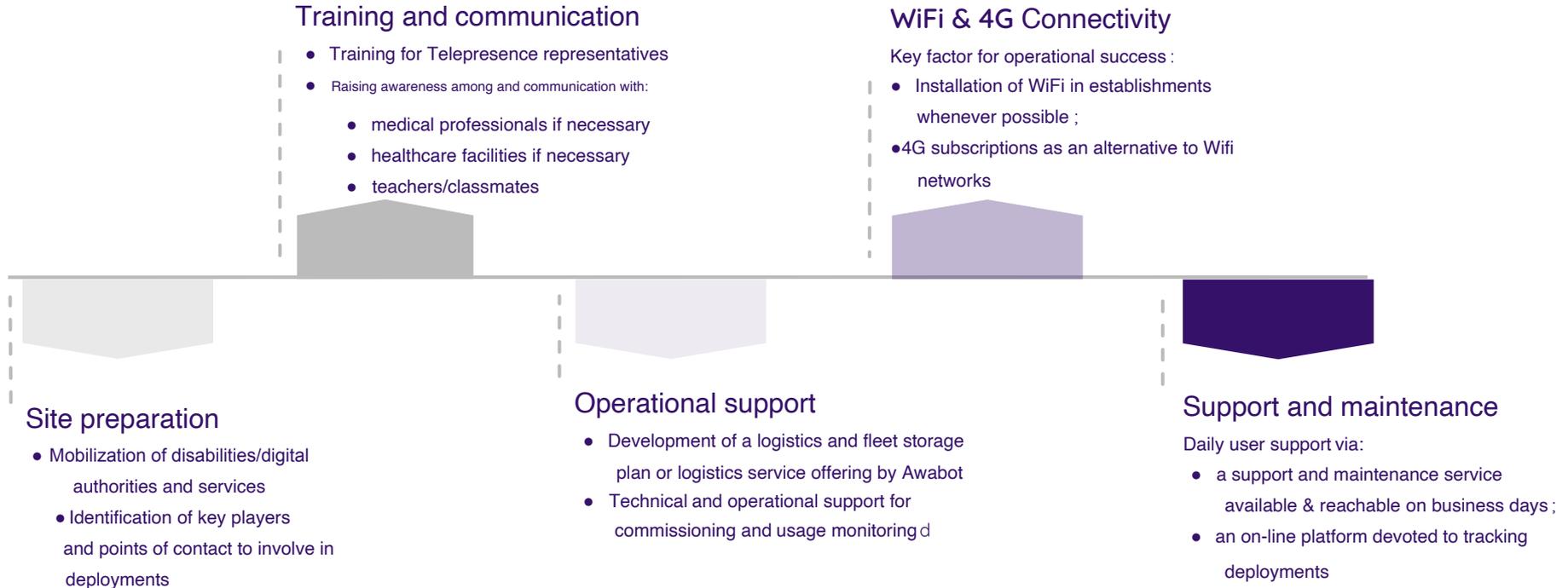
Maintaining social ties with classmates and teaching staff in order to break the isolation of sick students.



EDUCATIONAL CONTINUITY

Maintaining learning and the school and extracurricular rhythm to develop knowledge and facilitate the return to school.

Key success factors for deployments



A service that has proven its' effectiveness



83 %

of young patients¹ say they cope better with their illness since using the telepresence system in a school setting.



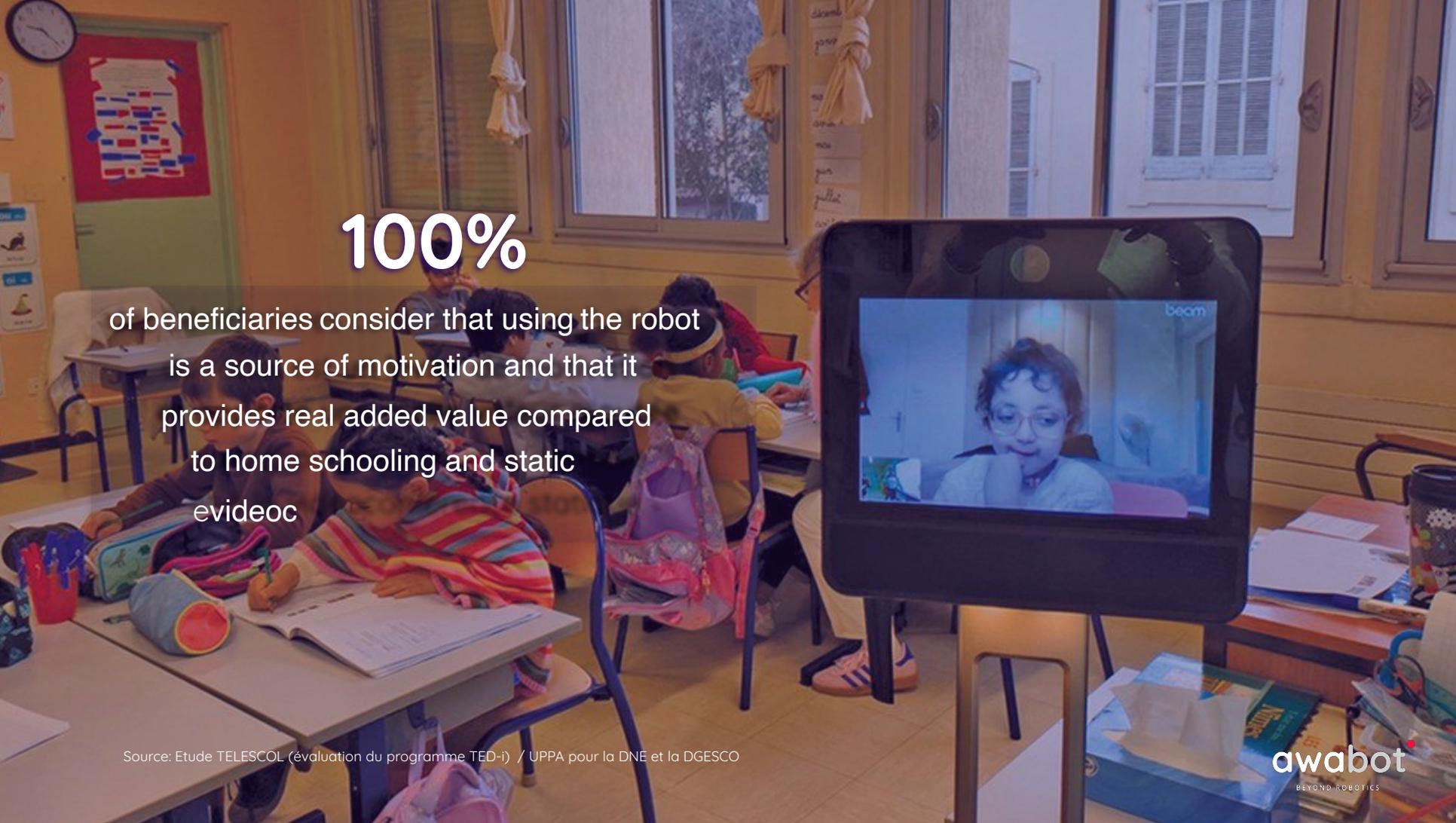
91 %

of students, parents and teachers² validated the usefulness of the telepresence system and expressed a high level of satisfaction after use.

SOURCES :

1. Etude "Qualitative, Exploratory, and Multidimensional Study of Telepresence Robots for Overcoming Social Isolation of Children and Adolescents"

2. Rapport annuel publié par l'Institut Français de l'Education "Robots lycéens"

A classroom scene with several children sitting at desks. In the foreground, a large tablet on a stand displays a video call with a young girl wearing glasses. The background shows other children working at their desks, a window with blinds, and a clock on the wall.

100%

of beneficiaries consider that using the robot is a source of motivation and that it provides real added value compared to home schooling and static videoc

SCHOOL AND EXTRACURRICULAR TELEPRESENCE:

increasingly rich
uses for global and
social experiences





SPORTS & CULTURE



CONCLUSION



CHRISTOPHE CARON

Director of the TED-i project

Digital director for Education

Mobile telepresence,
wherever a connection is
vital.



ÉEDUCATION



ÉMOTIONS



FAMILY



EMPLOYMENT



OLD AGE



THANK YOU
for your attention.

Phone

+33 (0)4 37 23 67 60

E-mail

salim.azouzi@awabot.com

Website

Awabot.com

Social networks

@Awabot