

Category 4: Learning Difficulties

(Participants from Greece, Ukraine, Ethiopia, Kenya)

Learning difficulties, such as dyslexia, dyscalculia, and dysgraphia, can present significant challenges for students in tertiary education. These difficulties, often impacting areas like reading, writing, and math, can affect a student's ability to succeed academically and socially. Effective support and inclusive practices are crucial to help students with learning difficulties thrive in higher education. Amongst others discussions focused on best practices to solve or minimize related issues discretely and to be supportive with socially vulnerable groups.

Writing difficulties, dyslexia, identification mechanisms, differences between the discussing countries.

Greece requires during the first registration of the student certification of any disability. In terms of discretion, for the discussing countries this requirement is not even a case.

Alternative ways of examination, or student progress monitoring, is a mechanism to control the students in Greece, but for the participating countries, there is not well-educated staff to perform a correct exam and to take the responsibility of the final marks (they don't know the best ways to examine each category's students. Common behavior from members who are not educated, is to treat the students like they are not diligent and as a time- wasting procedure.

Proposed ideas on the table:

- ✓ Special training of the evolving members (from the University), so as to identify the difficulty and discuss it in discretion with the responsible committee, insufficient staff is always a big issue;
- ✓ Assistive Technologies and mind mapping tools, could be a significant help, but the staff that will use these tools and the costs are of all concerns;
- ✓ Particular ways of examining the students who meet any of the categories (extra examination time, oral exams, projects, weekly or monthly follow-ups);