

Module 2. Life at University.

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Introduction to module 2. Life at University.

People with intellectual disabilities have always been excluded from **third-level educational systems** because of discrimination. Some people think that people with disabilities cannot do as many things as others and there are also other negative views about them.

Third-level educational systems start after secondary education.

For example: Universities and secondary schools providing higher education modules.

Inclusion of people with disabilities in third-level educational systems improves their lives and access to resources. Citizens with disabilities have the same rights as everyone else, and should also have the same opportunities.

Throughout history, **prejudices** about people with disabilities have worsened their quality of life. As a result, they have been given fewer opportunities.

Prejudices are negative ideas and opinions about something or someone for no specific reason.



Negative **stereotypes** about intellectual disabilities have nothing to do with people's abilities. In fact, negative stereotypes exist because of people's insecurity and lack of knowledge.

Stereotypes are ideas, expressions or images that society has about something or someone. They remain unchanged and are repeated throughout time.

In this module we will analyse the inclusion of people with intellectual disabilities in the third level sector.

Universities and **institutes of higher education** are changing, because there are also social and economic changes elsewhere. Some students have always been excluded from university. But now they can go to the university. This benefits all people and universities. Inclusion enhances **innovation** and creativity.

Higher education is taught in **higher education institutions**. For example, a higher education degree.

In this module we are going to look at how we can plan university life to make it an **experience** where everyone feels integrated.

Innovation is a change that involves new things.

Experience is the knowledge that a person or an animal has about life. Experience is gained after living situations.

Chapter 3 explains what the principles of inclusive third level education are and how they benefit everyone.

Chapter 4 looks at existing supports and measures to improve integration.

Chapter 5 looks at occupational, relational and personal **competences**.

Competence is a person's ability to perform a task.

Chapter 6 looks at how we can link the experience of people with intellectual disabilities to human rights, for example the disability rights movement or social justice and **equity**.

Equity is the quality of giving everyone what they deserve according to their needs.

Integrating the experiences and needs of **oppressed** and excluded people can help to change many injustices, but it is contrary to those who are in favour of exclusion.

A person is **oppressed** when they are treated badly and denied their rights.

An important objective of this course is to explain what lasting benefits we achieve by integrating the experiences and needs of oppressed people.



Objectives of Module 2

The objective of this module is to ensure that participants have the skills, knowledge and experience to apply inclusive techniques. In this way, people with intellectual disabilities can fully participate in university life.

At the end of this module, participants will be able to:

- To know the most important principles of social inclusion in higher education.
- To know the university services that improve the inclusion of people with intellectual disabilities.
- To know how advanced technologies help people to have an independent life.
- Learn how to extend inclusion to culture and sport.
- To be aware of the needs of people requesting independent living and the necessary supports.
- Decide what social, economic, academic and personal supports may be needed to help people with intellectual disabilities to participate in higher education.



- To teach students with intellectual disabilities how to adapt to the university rules.



1. Chapter 3. The creation of values

The values of this module are divided into three areas:
participation, accessibility and diversity.

By working on these areas, we can support
and improve the university life of students
with intellectual disabilities.

In this way, we will achieve
the objectives mentioned above.

Values are the ideas a
person has about how
he or she should behave
in life.

1.1. Participation

Higher education involves public, private and social
factors that are changing.

In the past, the upper social classes
who had access to higher education.

Higher education was therefore a symbol of power
and superiority.

Now, there are different ideas about the importance
of higher education.



Each government has a changing view
on higher education.

But there are also higher education **institutions**
that are starting to act proactively.

Many institutions are looking for
the few existing resources,
but they also have other interests.

Institution. Organisation or
system, usually of a public
nature.

Associations now have a very important role to play
and it is necessary to collaborate with them
to achieve the objectives.

But there are some obstacles
such as interests of **neoliberal capitalism**
or the view that it is creating
greater inequality and social division.

Therefore, education now has to face
economic, political and environmental challenges,
which are currently very important.

Neoliberal capitalism.
Ideology that states that
government should not
control trade, because it is
bad for the economy.

All of these changes affect educators.

In the past, academics, administrators, governments,
business, students and communities
had compatible interests.

Therefore, they had similar ideas about education.
Prejudices and **subjective** views
on socio-economic power influenced these ideas.
Thus, the university was seen
as a servant of the government
and the academic as a servant of the university.

Subjective. Who sees things from his personal viewpoint, his thinking or his feelings, without caring whether it is fair or not.

We call education or schooling
the system focused on understanding and learning.
Almost everyone is in school
and education is necessary to participate in society,
so it is difficult to think that
schools in the 18th century were not like this.
Wealthy and powerful people hired guardians
and many people such as servants, slaves,
people with disabilities, peasants and women
were not allowed to study.

In the past, each person had certain obligations
depending on the social group into which they were born.
Learning was very informal and personal
and consisted of preparing people to
meet their obligations.
Learning was based on a very ancient and **elitist**
religious system.

Something is **elitist** when it favours only a small group of powerful people to enjoy something.



Moreover, learning was a privilege
for the rich and powerful people.

Industrialisation started before democracy,
but it did make it easier
to access resources and techniques
to disseminate learning and knowledge.

Industrialisation also led to the need for
more scientific and technological knowledge,
which could only be achieved through
ways of learning.

Therefore, new schooling systems were created
in which the most important skills
were taught:

- Reading
- Writing
- **Arithmetic**
- Communication

Arithmetic is a part of
mathematics that studies
addition, subtraction,
multiplication and division.

In the scientific literature and research on
disability and inclusion we find people who
defend the inclusion ideas of the biomedical model
and others who defend the social model ones.



This is because the independent living movement emerged in the late 1960s, and a model that analyses the rights of people with disabilities.

In education, there are two different concepts.

The first concept is the inclusion of students, which advocates equality of experience.

The second is the integration of students, which means that the student with a disability is in the same place as the other students, but it is not fully included.

The difference between person-based and community-based models show that policy makers are not properly informed about how to achieve an inclusive education.

Some countries are changing their educational model to make it inclusive, but they need specialised professional support to achieve this.

Inclusion can be achieved with the following resources:

- **Flexible** curricula.
- Exchange and training programmes.

Something is **flexible** when it can be changed.



- Forms of student participation
such as peer mentoring.
- Support for parents, students and professionals.

Students with disabilities

continue to experience inequalities in education.

As a result, they have less training
and fewer opportunities to work.

They are also more isolated from society
and have more economic problems.

Inclusive education helps to achieve
equal opportunities for students with disabilities.

In this way, they can live independently
and participate in society.

The European Union countries advocate
that all people with disabilities should have
the same right to inclusive education as others.

Countries have been advocating this since
the Salamanca Statement of 1994 and the UN Convention
on the Rights of Persons with Disabilities of 2008.



There is no single definition of inclusive education.

There are various definitions, but all are based on the principle of human rights and advocate social inclusion without limiting it to education.

The concept of social justice in education is very important for the creation of more inclusive education systems and learning methodologies.

The concept of social justice is very important, because it explains that universal design is related to the **hierarchy** of power and access to resources.

Universal design for learning aims to remove barriers to participation.

Universal design for learning questions the existing customs in education.

Hierarchy is the order established by categories and grades.



1.2. Accessibility

Accessibility is difficult to define, because a material is accessible depending on the context and the person.

But accessibility means that everyone has equal access to learning and this is difficult to achieve.

Accessibility is the result of the **interaction** between the person and the environment.

Therefore, to understand accessibility we have to take into account the interaction between the person and the environment.

Interaction is the contact between two or more people or the environment.

Accessibility is a complex concept.

A good definition of accessibility is the definition in the **settlement agreement** between the Office for Civil Rights and the South Carolina Technical College System.

This settlement agreement says that accessibility means that a person with a disability is afforded the opportunity and facility to acquire the same information, engage the same interactions and enjoy the same services as a person without a disability.

A **settlement agreement** is a legal document that explains the decision that has been taken.



Using these services is more difficult
for people with disabilities
than for people without disabilities.
But they should all have the same opportunities.

This definition of accessibility focuses
on the opportunities offered to students.

Equal access and opportunities,
for learners are necessary
to make the materials accessible.

It is a rights-centred definition
and it is very useful
to explain the aim of accessibility.

But a more practical definition is also needed
to know how accessibility can be applied.

Accessibility and technology are interrelated.

Accessibility is always linked
to a material or environment.

To put it into practice, it is necessary to know
the technology, the audience and the people's need.

So there are accessibility standards for
web and building design, but not for technology.

To understand accessibility it is important to understand
the technology.



Moreover, technologies serve to improve accessibility, but not all technologies improve accessibility.

For example, animated graphic presentation software such as Prezi helps us use fewer materials to make a presentation.

But assistive technologies sometimes cannot read on-screen presentations.

If this happens, technology makes accessibility more difficult.

Assistive technology is an important concept related to accessibility and technology.

Accessibility is an important aspect of universal design for learning.

The Individuals with Disabilities Education Act of 1997 established the following:

- Students should have access to the content
- Students should have access to the curriculum
- Students should be able to participate in class
- Students should have the opportunity to progress through the curriculum



Universal Design for Learning was therefore proposed as a way to meet these objectives.

Accessibility is necessary to ensure that all students have the opportunity to participate and progress in education.

Accessibility is therefore the basis of Universal Design for Learning.

Accessibility is related to the three principles of Universal Design for Learning.

Accessibility focuses on how to make it easy for students to access learning

Accessibility standards must also be applied despite the limitations of technologies.

It is important to consider accessibility, technology and Universal Design for Learning because this make it easier to create more effective and inclusive learning environments.

Learning environments should take into account the characteristics of the student.

They should also apply an effective way of teaching such as Universal Design for Learning.

In addition, learning environments should use physical and digital spaces and accessible tools.

Learning environments are places that support students' learning.



If we consider the technologies, the requirements of accessibility and the principles of Universal Design for Learning, we can support the creation of inclusive courses and thus teach all students more effectively by prioritising the student and the learning.

These three elements separately can help to create more effective learning environments.

But if we apply all three together, the results are better.

1.3. Diversity

Social exclusion is a structure and a process.

Social exclusion as a structure means that there are inequalities in:

- Property
- Resources
- Opportunities
- Access to good, services and information

Social exclusion as a process means that some people may change over time, but they are always denied participation and equality.



Moreover, there are groups that enforce and maintain this exclusion.

Social exclusion refers to the following:

- Excluded groups
- Type of exclusion
- Attitude of those who exclude
- The knowledge, skills and attitudes of officials in making policy on this issue.
- Body of knowledge and practices on the law and implementation of equality.

Our understanding of people in situations of social exclusion has changed.

We used to consider them as objects and now we believe that they can participate in their needs and aspirations.

Therefore, we should also change our views on educational offer and think it can help to improve the capacity, confidence and self-expression of socially excluded people.

In this way, these people can participate in society and provide their opinion in order to achieve a more inclusive society.



It is also important for individuals and organisations to be aware of and trained to take advantage of diversity and inclusion in creating fairer socio-economic environments.

Exclusion and discrimination

of people with disabilities is a reality.

Disability is often viewed with pity or fear.

The **European Disability Forum** has looked into discrimination against people with disabilities in all European countries.

The **European Disability Forum** is an organisation of people with disabilities that advocates for the rights of people with disabilities.

Both inside and outside the country, people with disabilities are becoming more involved in society, especially in education and employment. In the past, people with disabilities were not considered normal and were excluded from employment and education.



Institutions decided how to deal with the problems of people with disabilities and isolated them.

People with disabilities now have the opportunity to use services and facilities just like everyone else.

This has been achieved through the following:

- Europe's influence on social rights and standards
- The influence of United States laws on disability
- The impact of the civil rights struggles in different countries
- The impact of the women's movement in Ireland and what we have learned about equality

There are two important factors as well:

advocacy and **capacity building**.

Society is more aware of the abilities of people with disabilities thanks to disabled activists, people who have advocated for the interests of people with disabilities and researchers.

Advocacy is about participating in political and social movements.

Capacity building is the set of activities to enable a person to do something.



For today's society, diversity and equality are very important.

Education systems partly reflect demographic, social and cultural changes.

- Forced migration
- Impoverishment of the area
- Increased participation of women
- Change in jobs thanks to improvements in technology
- Consequences of **colonialism** and racism
- Consequences of laws and enforcement of human rights

Colonialism is a political and economic system in which one state controls and exploits a different territory.

These issues influence diversity and its relationship to rights, **ethical practices**, conflict resolution and equal opportunities.

Ethical practices are actions that comply with the rules that guide people in society.

Prejudices and lack of knowledge make equality more difficult.

Barriers can be removed with laws and enforcement.

We can get a greater change if educators employ innovative ways of learning.

For that reason, training of teachers is very important to achieve the integration of equality theories.



1.4. Online materials for Chapter 3

These are the materials that
have been used for this chapter.

This material is not in easy reading.

“Social Stories” Arklow Library

<https://www.wicklow.ie/Living/Services/Libraries/Library-Branches/Arklow>

Grace Story

<https://www.wicklow.ie/Portals/0/adam/Content/-A63XX6GTE6V1F07EB2Zfw/Link/Arklow%20Grace%20Story.pdf>

Liam Story

<https://www.wicklow.ie/Portals/0/adam/Content/BMSaxVwH8kmXy16072C0XQ/Link/Arklow%20Liam%20Story.pdf>

Bar-Ilan University

The project aims to ensure
that people with disabilities
have equal opportunities
to study in higher education.

<https://afbiu.org/news/otzmot-empowerment-program>



You also have to read pages 19, 20 and 21

in the following link : https://joinin.education/wp-content/uploads/2022/10/IPSE_ID_O1-examples-global-2022-final.pdf

Dublin City University:

Making a case for the Inclusion of People
with Intellectual Disabilities in Higher Education.

The most recurring themes are inclusion and diversity, communication problems and how to include the project in the University's Strategic Plan.

The results show that inclusion is important, and people at the university say they support it and know there are challenges.

These challenges focus on communication, but also on ensuring that the university's objectives are met to achieve a diverse and inclusive university.

We make the case that diversity should be valued, and that universities should be a space for all students to learn.

<https://www.mdpi.com/2673-7272/2/3/29>



Inclusion Alberta (Canada)

Inclusion Alberta has a facilitator at each university to support students with intellectual disabilities in their studies and in social and cultural participation.

<https://inclusionalberta.org/what-we-do/inclusive-post-secondary/>

Think College/Western Carolina University

Participant Program

The University Participant Program is a two-year inclusive living and learning experience for people with intellectual disabilities studying at university.

The aim of the programme is to facilitate the transition of these students from secondary school to adult life with education, employment and independent living.

<https://thinkcollege.net/programs/university-participant-up-program%20y%20https://thinkcollege.net/>



Universidad Andrés Bello (Chile)

Socio-labour training programme

Access to higher education in South America
for students with intellectual disabilities
has always been limited.

But since 2006,
the Faculty of Humanities and Education
of the private Andres Bello University
has been offering a Diploma in Labour Competences.
This diploma course consists of a programme oriented
social and vocational training in which
young people with mild intellectual disabilities .

[https://impact-transfer.org/zero/universidad-andres-bello-
socio-employment-training-programme/](https://impact-transfer.org/zero/universidad-andres-bello-socio-employment-training-programme/)

<https://youtu.be/aKviOJnEh3M%20>

The Jaume I of Castellón University
in the Valencian Community
has a study programme
for people with intellectual disabilities
between 18 and 30 years old.

The aim of the programme is to teach
people with intellectual disabilities
the social and vocational skills
to access employment opportunities.



Participants in the programme take different courses from other students, but in the same place.

University of Sydney's Uni 2 Beyond

The Uni 2 Beyond programme advocates that focus on the person is very important to support people with disabilities.

In order to make the person independent, each year meetings are held with each participant to make a person-centred plan using a tool called Planning Alternative Tomorrows with Hope or Path 29.

[https://cds.org.au/education-training/652-2/#:~:text=uni%20%20m%C3%A1s%20all%C3%A1%20es%20un,\(no%20Matriculado\)%20estudiante.](https://cds.org.au/education-training/652-2/#:~:text=uni%20%20m%C3%A1s%20all%C3%A1%20es%20un,(no%20Matriculado)%20estudiante.)



1.5. Chapter 3 activities

Activity about participation

True participation ensures that students with intellectual disabilities can participate.

Read the following:

The first year of the programme focuses on the development of cognitive, linguistic and social skills that are necessary for work. It also helps students to identify their qualities and interests in order to find a job.

In the second year, students develop specific competences by choosing modules in one of the following areas:

- Administration
- Education
- Catering
- Gardening
- Veterinary



Activities about accessibility

Choose a physical area of your university, for example, entrance to classrooms or another area that students use a lot.

Create **social stories** using drawings and texts.

In this way, we can make

this area more accessible for students with intellectual disabilities.

A **social story** is a short story about a person.

Activities about diversity

1. Describe your university's policy on the relationship between the university and the following topics:

- Gender
- Disability
- **Ethnicity**

2. What is the procedure at the university for reporting harassment of students?

3. Describes the university's policy on LGBTQ+ students.

An **ethnicity** is a group of people who share cultural or racial characteristics.



2. Chapter 4. Support

A very important aspect of education is the context in which it takes place. Context refers to the physical spaces, but also to all aspects that make it easier or more difficult for students to develop personal and social competences.

For this reason, the relationship of students with intellectual disabilities with the rest of the people with whom they live in the university context is very important, such as:

- Other students
- Teachers
- Management and service support professionals

Considering this network of formal and informal relationships gives us information about the unity of the group.

It also helps us to detect weaknesses and to propose strategies to improve support among members of the university community in the different places where they meet.



Interaction with other university students is very important for the personal and relational learning of students with intellectual disabilities, because they are all students and share goals, times and places. That's why we need to know all that places where students exchange knowledge and skills.

Moments of support emerge suddenly at the individual level or in mutual support groups. But they should also be the focus of educational programming through partnership and student participation in the organisation of university life.

For example, students can support students with intellectual disabilities in study activities such as final projects or internships.

This is in line with what is stated in point i of Article 46 of the Organic Law 6/2001, of 21 December on Universities, which regulates the rights and duties of university students in Spain.



Article i says that students should be rewarded for participating in activities:

- Cultural
- Sports
- Of student representation
- Solidarity and cooperation

Training and experience in caring for people with intellectual disabilities is essential to create the supports that help them to be included in higher education.

For this reason, training in the care of people with intellectual disabilities must be an objective of continuous training plans and in the selection and induction processes for teachers.

The increasing presence of new technologies in our lives is also important.

This has been a consequence of COVID-19.

New technologies are now very important for communication and teaching.

For example, they can be used to adapt accessible materials.



But not everyone knows how to use new technologies, so some people may be excluded if this is considered.

So we need to get all students included in the places where they socialise using new technologies to make sure they participate in university life.

The development of the support network for students with disabilities is an ongoing process.

Consideration should be given to the detection, treatment and assessment of difficult moments such as:

- Red tape
- Adaptation of the first days of school
- Solving common problems



Solutions may include stable referrals
and to do inclusive welcoming activities.

In addition, it is necessary for each university
to have a department or area dedicated
to students with functional diversity.

Each university is different, but it is important
to be familiar with them
so as to know what support they offer.

Universities should do more to publicise
their support to diversity.

2.1. Online material for Chapter 4

These are the materials that
have been used for this chapter.
This material is not in easy reading.

Una historia de discapacidad o no.

<https://youtu.be/lzxacUZ5XYA>

Video testimony of Jesus,
a person with intellectual disabilities.

This video explains the importance of the support
he has received.



Apoyos 2030: un viaje para avanzar
hacia apoyos personalizados y en comunidad

<https://www.plenainclusion.org/wp-content/uploads/2021/06/Apoyos2030-WEB.pdf>

Here are some recommended readings to understand the ideas of support and inclusive community. This book proposes alternatives for improving the quality of life of people with intellectual or developmental disabilities.

Guía de orientaciones básicas a docentes sobre competencias digitales para la ciudadanía DigComp 2.2.

<https://www.plenainclusion.org/wp-content/uploads/2022/10/Guia-Competencias-Digitales-Docentes-2022.pdf>

This Guide reviews the main difficulties of e-learning and recommendations for overcoming them. It also proposes guidelines for creating digital content in an accessible way.

Guía universitaria para estudiantes con discapacidad

<https://guiauniversitaria.fundaciononce.es/>

Information on the resources available in public and private universities in Spain to promote the inclusion of university students with disabilities.



It provide contact details, website, telephone and and e-mail of the Support Services for People with Disabilities of the universities.

2.2. Documents to download from Chapter 4

First State Meeting of University Students with Learning Disabilities

<https://youtu.be/BR48Eg0VSm0>

Video of the First State Meeting of University Students with Intellectual Disabilities held on 15 and 16 June 2022 with the participation of students from Pablo de Olavide University and Camilo José Cela University.

Cristina Paredero habla en la Universidad Camilo José Cela

<https://www.plenainclusion.org/noticias/articulo-de-cristina-paredero-sobre-la-universidad-camilo-jose-cela/>

Plena Inclusión Spain informs about the participation of Cristina Paredero, a woman with Asperger's and member of its Board of Directors. She participated in the First State Meeting of University Students with Intellectual Disabilities.



This meeting was held on 15 and 16 June 2020
with the participation of students
from Pablo de Olavide University
and Camilo José Cela University.

Working group on Inclusion of Students
with Intellectual Disabilities in the University Environment

[https://ciud.fundaciononce.es/sites/default/files/libro de actas v ciud.p
df](https://ciud.fundaciononce.es/sites/default/files/libro_de_actas_v_ciud.pdf)

This working group was included
in the framework of the 5th International Congress
of University and Disability held virtually
from 20 to 22 October 2021.

DigComp into Action: Get inspired, make it happen.

A user guide to the European Digital Competence Framework

<https://publications.jrc.ec.europa.eu/repository/handle/JRC110624>

The European Framework for Digital Competence explains
what digital competence is.

This guide shares 38 existing practices
of Digital Competence implementations.



Technology and disability

<https://fundacionadecco.org/wp-content/uploads/2022/07/informe-Tecnologia-y-discapacidad-2022.pdf>

Annual report by the Adecco Foundation (Spain) which analyses the impact of new technologies on the lives of people with disabilities.

It analyses how the pandemic has brought with it a process of technologization and opened up new opportunities for the inclusion of people with disabilities in the workplace, thanks to adapted technologies and assistive technology products.



2.3. Chapter 4 activities

Activity 1

Think about what support your university provide
for the inclusion of people with intellectual disabilities.

Do you think they are enough?

Give at least two areas for improvement.

Activity 2

What personal competencies do you think
are the most important to develop
support functions?

Which ones do you identify with the most?

Do you think you can develop this function?



3. Chapter 5. Transversal competences

Progress towards social **integration** of people with intellectual disabilities depends on the development of key life skills and the application of competencies that support these skills.

This chapter analyses transversal competences under three headings: employment, relational and personal.

Integration is the incorporation into a group. For real integration to take place, prejudices must be forgotten.

1. Labor competence

The ultimate goal of all training and education initiatives to achieve integration has always been employment.

Integration into the labour market was the most effective way for people with disabilities to be recognised as skilled and competent.

The creation of services and strategies for the integration of people with disabilities into a society was a central theme.

This central theme was the focus on work, labour competences and employment-related behaviours.



Work is very important in our lives,
because it makes us think we have
a purpose and helps us pay
for the expenses.

Work is one of the main ways we have
to relate to each other,
because it is an individual responsibility
but also a social activity
and we have to work as a team.

Employment makes us feel fulfilled
but it can also makes us
feel **frustrated** and **exploited**.

In any case, a good job gives us
stability and well-being.

A person feels **frustrated** when
they do not get what they want.

A person is **exploited** when they
are forced to do work they are
not supposed to do.

Services for students with disabilities in Europe
separate health care functions and responsibilities from
social and educational services.

Current research focuses on coordination
and the difficulty families have
in assessing services and coordinating all supports.



Success in employment is a process of adaptation in which the person with a disability and the other people in the workplace develop a continuous process of adaptation. The aim is social integration.

We have to take into account employment conditions, because they influence **employability**.

Companies have certain interests, such as spending little, producing a lot and being competitive.

As a result, companies believe that learning, inclusion and innovation are not important.

This has to change and employment must be productive and help society as well.

Thus, employment becomes more important, because it has an economic and social value.

Learning is best understood in employment if it is related to the following issues:

- Creativity
- Problem solving
- Adaptability to change
- Diversity and inclusion
- Improving communications

Employability is the possibility to work in a company because of knowledge and skills or to remain in employment.



Companies are increasingly aware that they need to be more flexible and open to others.

The dynamics of work-based learning allow the basic obligations of workers and also to improve the company so that the whole community benefits from it.

Employability depends on the characteristics of employment in our society.

Working conditions are getting poorer, the law does not always help us and new technologies are changing employment.

In the past, it was thought that a person was suitable for a job if they had the specific competencies.

These competencies were the following:

- Good social skills
- Good communication skills
- Ability to **interact**
- Show initiative
- Be supportive

Interacting is about relating to the people and environment around us.



The idea that it is important
to have job-specific skills is disappearing
due to technology and poor working conditions.

The Organisation for Economic Co-operation and
Development stated in 2000 that
the DeSeCo programme identified
four important elements for analysing key competences:

- They have different functions.
- They are transversal to all social spheres.
- They are related to our way of thinking,
which has to be active,
reflective and responsible.
- They affect different dimensions
and employ the following:
 - Technical skills
 - Analytical skills
 - Critical skills
 - Creative skills
 - Communication skills
 - Common sense



In 2008, the European Commission identified eight key competences that citizens need for personal improvement, for their social inclusion, to be active citizens and to get jobs:

- Communication in the mother tongue
- Communication in foreign languages
- Mathematical competence and basic competences in science and technology
- Digital competence
- **Learning to learn**
- Social and **civic** competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

Learning to learn is a competence in which the learner actively participates in learning.

Civic means citizen-related.

Competency-based learning has a different theoretical approach to the old approaches to teaching.

Transmitting knowledge is less important, because the focus is now on learning environments that enable students to engage in **meaningful learning processes**.

Meaningful learning is a way of learning by understanding what is being studied.

If a student repeats by heart what they study without understanding it, it is not meaningful learning.

The characteristics of the competence-based approach to learning are the following:

- Meaningful context
- Focus on different disciplines
- Constructive learning
- Cooperative and interactive learning
- Discovery learning
- Reflective learning
- Personal learning

A **paradigm** is a working model or theory that is accepted by the entire scientific community.

This is the new **paradigm** of employability.

Employability is a characteristic of a person's personality, because what is valued in order to find a job is having a set of skills, knowledge and personal characteristics.

Relational competencies are:

- Interpersonal skills
- Communication skills
- Personal competences



For people with intellectual disabilities

it is very important to have
the ability to relate to others
through interpersonal skills.
The way we are depends on
the way we relate to others

The practical skills are the following:

- Communication
- Arithmetic
- Academic skills
- Self-direction

The social skills are the following:

- Social responsibility
- Self-esteem
- Interpersonal skills
- Social problem solving



In the past, there were not many students with disabilities in the education system because they were **segregated**. They thought they would not do well in their studies and they were not given the necessary support.

Segregation is the separation or marginalisation of a person on social, political or cultural grounds.

Now, there has been many advances in inclusive education, but there are still many changes to be made, and many EU countries are struggling to do this.

Communication occurs in many forms and in many different contexts, for example writing, speaking and **body language**. Communication skills consist of being able to convey information simply and clearly. Communication skills are the most important employees have and the ones that employers are most looking for.

Body language is a way of communicating with our body gestures and postures without speaking.



According to US professors

Brian Spitzberg and William Cupach,
communication competence has three parts.

The first part is the motivation to communicate.

The second part is knowing how to act.

The third part is skill, that is, the ability to
behave as needed.

We can improve communication skills

by making the following recommendations:

- Listen to the other person and ask
for clarification to avoid misunderstandings.
- Take into account the characteristics of the other
person when you are talking to them.
- Have an open body language.
- Review what we have written.
- Give the necessary information so that
the other person understands what we mean.
- Write down important things so that you don't forget
them.
- If you have a lot to say, call the person.
- Think before you speak.



- Treat everyone equally.
- Have a positive attitude and smile.

It is very important to be able to relate to others,
to understand what they want and need
and to understand their feelings
in order to have good relationships.

The personal competences are the following:

- **Self-determination**
- Training
- Personal autonomy and future planning
- Creativity

Self-determination is the ability of a person to make decisions about his or her life.



Personal capacity is important for people to know what their needs are and to have self-esteem.

Personal capacity depends on different factors.

We need to be able to reflect,
to know how to correct when necessary,
to empathise with others
and to help them when they ask for it.

If we do this, we can have
good and positive relationships with others
and we can improve as people.

Empowerment is a process that makes us
reflect on how things are and how
they can be and allows us
to change our idea of empowerment.

Empowerment is an idea that exists
in many disciplines such as psychology,
education or economics.

The understanding of empowerment changes from
discipline to discipline and it is often not explained.

An individual and group understanding of empowerment is
essential in programmes that aim at empowerment.

Empowerment occurs
when a disadvantaged
person becomes strong.



Autonomy has a positive influence on
a person's creativity.

According to research, this positive influence
is achieved through motivation.

We may think that autonomy also
team creativity, but there is no
research that says this is true.

We distinguish between individual
and group autonomy.

Task **interdependence** and effective autonomous creativity
in groups limit the effects of individual and group
autonomy on group creativity.

Interdependence is the
dependence of people in a
group on each other.



3.1. Online material for Chapter 5

These are the materials that
have been used for this chapter.

This material is not in easy reading.

Timmons, Jaimie, Allison Cohen Hall, Jennifer Bose, Ashley Wolfe y Jean Winsor (2011) Elegir empleo: Factores que influyen en las decisiones de empleo para las personas con discapacidad intelectual. Discapacidad intelectual y del desarrollo 49 (4), 285-299.

Programa DeSeCo (OCDE, 2000)

https://www.cedefop.europa.eu/files/BgR1_Rychen.pdf

Comisión Europea, Dirección General de Educación, Juventud, Deporte y Cultura, Competencias clave para el aprendizaje permanente, Oficina de Publicaciones, 2019, <https://data.europa.eu/doi/10.2766/569540>

Spitzberg y Cupach, (1984) Competencia comunicativa.

<http://www.uky.edu/~drlane/capstone/interpersonal/competence.htm>



The Jaume I of Castellón University in the Valencian Community has a study programme for people with intellectual disabilities between 18 and 30 years old. The aim of the programme is to teach people with intellectual disabilities the social and vocational skills to access employment opportunities.

https://joinin.education/wp-content/uploads/2022/10/IPSE_ID_O1-examples-global-2022-final.pdf

3.2. Chapter 5 activities

Labor competencies

1. What practical support does your university offer for students with intellectual disabilities to access employment?
2. Does your university offer any continuing education modules to former students with intellectual disabilities to help them find employment?



Relational competence

1. What opportunities do students with intellectual disabilities at your university have to relate to others?
2. Does your university provide clear and accessible means of communication for students with intellectual disabilities?
Think of examples of timetables, class notes, tutorials and informal communications.

Personal competence

1. Think of examples of how your university helps students with intellectual disabilities to be independent at university
2. How does the university support the empowerment and autonomy of students with intellectual disabilities in group activities?



Chapter 6. Community relations

The university is increasingly interacting with society and is no longer an elitist and closed institution.

This change is intended to improve its institutional relations.

The university now communicates with more entities than just companies to help its students find employment and public administrations to advise them in their decision-making.

The Organic Law 6/2021 of December on Universities is a law that regulates the functioning of the university.

The most important articles are the following:

- Article 90. Sport at the university

Paragraph 1 states that sport at university is part of the education of students and is also of interest to all members of the university community.

Paragraph 2 states that universities are autonomous, so they can organise sporting activities and competitions as they wish.



- Article 92. International cooperation and solidarity

Universities must encourage the participation of the university community members in international cooperation and solidarity and projects.

They should also encourage activities and initiatives that are positive for the **culture of peace**, **sustainable** development and respect for the environment, which are essential for progress in solidarity.

The **culture of peace** is about promoting values that reject violence.

Something is **sustainable** if it can be maintained for a long time because it respects the resources of, for example, a country, a region or a society.

It does not harm the

- Article 93. University culture

The university has the responsibility to teach the student the most important current theories.

To achieve this, universities must provide the necessary means to encourage reflection, creativity and the dissemination of culture.

Universities must transmit knowledge to society through science and promote access to information in the humanities and sciences.



In order to achieve a more inclusive university,
it is necessary to create places
where the community can play sports,
socialise and enjoy culture within the university.
In these places people live together
and improve personal relationships on equality.
If the programme of activities is organised
to encourage collaboration, it can help people
get to know each other
and also build personal relationships.

Universities also provide housing support for students
in need, such as university residences,
hall of residence and shared
accommodation programmes.
These accommodations are places that help to include
functional diversity.

Perhaps people with intellectual disabilities
do not need accommodation.
But the accommodation is an opportunity
for personal development, because they help
people with intellectual disabilities
to be autonomous for a period of time.



To achieve this, it is important
to create collaborative networks
and provide solutions for families to meet
the support needs of people at home
and in their social relationships.

In addition, the university is a place
where students with disabilities can learn about
and participate in cultural, educational
and leisure activities in the city.

It is important that **mentors** of students
with intellectual disability support them,
such as **civil organisations** that defend their rights.

If the university collaborates with them,
school drop-out rates are reduced,
because it helps people with disabilities
to adapt to this new social **context**.

Mentors also favour the relationship of
the person with a disability
with his or her wider support network
that connects with education, health, employment
or social protection.

A **mentor** is a person who
is a good example for other
people.

A **civil organization** is a
group of citizen volunteers.

A **context** is a set of
situations in which an
event occurs.



4.1. Online materials for Chapter 6

These are the materials that
have been used for this chapter.

This material is not in easy reading.

¿Por qué son importantes los apoyos en
los contextos naturales?

<https://youtu.be/XD57Do-5Yjc>

In this video from the Plena Inclusión España channel,
Ester Ortega from the TUYA Foundation talks about
the double importance of support for people
with intellectual disabilities in community settings.

Asistencia personal

[https://www.plenainclusion.org/discapacidad-
intelectual/recurso/asistencia-personal/](https://www.plenainclusion.org/discapacidad-intelectual/recurso/asistencia-personal/)

Website of the Spanish Confederation of Organisations
of People with Intellectual or Developmental Disabilities
that summarises important information
about the figure of the personal assistant.

From the associative movement we consider
the development of this support figure
in all parts of a person's life.



The support figure is very important to participate as citizens.

Pablo de Olavide University of Seville has the
Flora Tristán Residence Hall.

This residence is an example of inclusive housing.

The following link leads to a press relate from the Europa Press news agency.

This press release talks about the project of temporary accommodation for young students with intellectual disabilities.

<https://www.europapress.es/andalucia/sevilla-00357/noticia-upo-sevilla-destaca-modelo-vivienda-inclusiva-residencia-universitaria-flora-tristan-20220331162548.html>



4.2. Documents to download for chapter 6

These are the documents you can download
for chapter 6.

This material is not in easy reading.

Cuaderno de Buenas Prácticas: Servicio de ocio inclusivo

https://www.plenainclusion.org/wp-content/uploads/2021/03/ocio_inclusivo.pdf

This document sets out the model of
inclusive leisure service of the Plena Inclusión España
associative movement,
to which hundreds of people,
16 federations and numerous organisations
have contributed.

Among other topics, this document discusses:

- What is leisure
 - Importance of leisure
 - Leisure and people with intellectual disabilities
 - Quality leisure
 - Inclusive leisure service
 - Process map
 - Support processes



Strategic processes

Transformation

La Residencia Universitaria Flora Tristán: convivencias
y vivencias para constituir ciudadanía y crear comunidad

<https://www.serviciosocialesypoliticasocial.com/la-residencia-universitaria-flora-tristan-convivencias-y-vivencias-para-constituir-ciudadania-y-crear-comunidad>

This article reflects an experience of social innovation
with the community from the university:

The Flora Tristán Residence Hall.

A renewed way of bringing together three worlds:
the academic, the professional and the neighbourhood.



4.3. Chapter 6 activities

Activity 1

Write down the spaces at your university
that are not related to your studies
and that you normally use.

Think about what activities you can do
with people with intellectual disabilities there
and what barriers may exist.

Activity 2

Do you know social entities that support people
with intellectual disabilities?

Have you participated in their activities?

Would you like to do it?

