

# iHES

INCLUSIVE HIGHER EDUCATION  
SYSTEM FOR STUDENTS WITH  
INTELLECTUAL DISABILITIES

## Digital handbook for independent living of students with intellectual disabilities



Project number: 2021-1-ES01-KA220-HED-000032084



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



## Digital handbook for independent living of students with intellectual disabilities

Easy reading version.

Adapted by:



The original content in Spanish has been validated  
by people with intellectual disabilities  
trained to do so.

The original Spanish version follows the standard  
on easy reading UNE 153101:2018 EX.



## INDEX

Introduction.....	6
About the Handbook.....	11
Dictionary of important words.....	14
Module 1: Gender equality and social support networks.....	18
Summary.....	18
Categories.....	20
Introduction.....	21
Social support networks.....	27
Conclusions.....	34
Downloadable documents.....	39
Bibliographical references.....	40
Module 2. Disability in science, technology and innovation.....	43
Authors.....	43
Module 2 is written by:.....	43
Summary.....	43
Categories.....	45
Introduction.....	46
Digital training.....	52
Information and communication technologies.....	56
Technologies.....	58
Online resources.....	61
Downloadable documents.....	63
Bibliographical references.....	67
Module 3: Career guidance and inclusion.....	70
Authors.....	70
Summary.....	70
Categories.....	71
Introduction.....	71
Globalisation: new possibilities and challenges for labour inclusion.....	76
Downloadable documents.....	83
Bibliographical references.....	84
Module 4: International University Mobility.....	86
Summary.....	86



Categories.....	87
Introduction.....	88
Cognitive accessibility for universal university mobility.....	94
University mobility .....	103
Online resources.....	105
Downloadable documents.....	109
Bibliographical references.....	112
Module 5: University coexistence .....	115
Summary.....	115
Categories.....	118
Introduction.....	118
1. Cultural spaces.....	127
2. Sports facilities.....	136
3. Educational spaces .....	140
4. Residential spaces.....	145
5. Leisure spaces.....	148
6. Food spaces .....	153
7. Spaces for student representation and participation. ....	157
Online resources.....	162
Downloadable documents.....	163
Bibliographical references.....	164
Module 6: Curriculum development and adaptation.....	166
Summary.....	166
Categories.....	168
Introduction.....	169
Universal Design for Learning and Cognitive Accessibility .....	174
Accessibility of general procedures.....	175
Specialised support and guidance .....	178
Specific adaptations for students.....	179
University support and reasonable accommodation .....	182
Accessibility of information.....	182
Curricular adaptations.....	189
Online resources.....	196
Downloadable documents.....	196
Bibliographical references.....	198



Module 7: Disability observations .....	200
Summary.....	200
Categories.....	203
Introduction.....	203
Science and disability .....	212
Technology and disability .....	216
Disability and innovation.....	219
Online resources.....	220
Downloadable documents.....	225
Bibliographical references .....	227
Module 8: Regulation. ....	230
Introduction.....	230
1. Spanish local report.....	235
2. Italian local report. ....	238
3. Portuguese local report. ....	245
4. Irish local report. ....	257
Comparative study of each partner country. ....	265
1. Spain. ....	267
2. Italy. ....	269
3. Portugal. ....	272
4. Ireland.....	275
Bibliographical references .....	284



## Introduction

The project "Inclusive Higher Education Systems for Students with Intellectual Disabilities".

wants to help build a system of inclusive university education in Europe.

The project is paid for by the European Union and is a project **Erasmus+**, which you can read Erasmus plus.

**Erasmus+** is a European Union programme to support education, training, youth and sport in Europe.

This is an **international** project and that is why they sometimes appear words in other languages.

**International** means belonging to several countries.

The name of the project in English is "Inclusive higher education system for students with intellectual disabilities": **IHES**.

**IHES** is the acronym for the name of the project.



The **partners** are the project participants.

The project **partners** are:

- Pablo de Olavide University  
o UPO, Spain,
- Università Degli Studi di Firenze,  
in Italy,
- University of Siena, Italy,
- Pixel-Associazione Culturale, Italy,
- Paz y Bien, from Spain,
- ISCTE
- Instituto Universitario de Lisboa, Portugal
- and Universal Learning Systems  
or ULS, Ireland.

The objectives of the IHES project are:

1. Develop and implement an online **programme** on inclusion and independent living for people with intellectual disabilities in universities.
2. Designing and testing a methodology to support the inclusion of students with intellectual disabilities at university.
3. To draw up recommendations for those responsible at the university of promoting inclusion of people with intellectual disabilities.

A **programme** is the planning of different parts or activities that make up something to be carried out.



The development of a handbook will serve  
to support universities  
in its work to promote inclusion.

Other elements of the project are:

- research,
- the development of an online  
online training programme,
- courses
- and **dissemination**.

**Dissemination** is making  
many people aware of an  
idea or news.

The handbook has been produced  
by the project partners  
with the support of PIXEL.

The contents of the manual  
have been chosen  
after having asked for their opinion:

- pupils,
- teachers,
- responsables at the university
- and disability specialists.





Project number: 2021-1-ES01-KA220-HED-

The information is organised in eight modules.

Each module is developed by

the entity indicated below.

These modules are:

- Module 1:
  - Gender equality and support networks.
  - Pablo de Olavide University.
- Module 2:
  - Disability in science, technology and innovation.  
University of Siena.
- Module 3:
  - Professional orientation and integration.  
Universal Learning Systems ULS.
- Module 4:
  - International university mobility.  
University of Siena.
- Module 5:
  - Coexistence in Universities.  
Universal Learning Systems ULS  
ISCTE - Lisbon University Institute.



Project number: 2021-1-ES01-KA220-HED-

- Module 6:

- Training and **curricular adaptation**.  
ISCTE Instituto Universitário de Lisboa.

A **curricular adaptation** is a change in the contents to be learned, in order to make it accessible.

- Module 7:

- **Disability Observatory**.  
Pablo de Olavide University.

The **Disability Observatory** is an institution that researches and reports on disability.

- Module 8:

- Regulation. Includes four reports on the laws in each partner country.  
The Pablo de Olavide University has carried out a summary and analysis of the laws.

This is the translation of the Spanish Easy to read version.

The adaptation has been carried out  
by Spanish partner Paz y Bien.

The handbook is edited by  
Professor Rosa María Díaz Jiménez,  
of the Pablo de Olavide University,  
and the Italian partner of the PIXEL project.



## About the Handbook

This document is a handbook on independent student life with intellectual disabilities.

The handbook has been produced as part of of the IHES project and has been directed by Prof. Dr.

Rosa María Díaz Jiménez.

This handbook aims to build an inclusive space in higher education for people with intellectual disabilities.

The authors of the handbook are:

Díaz Jiménez, Rosa María, UPO

Corona Aguilar, Antonia, UPO

Granados Martínez, Cristina, UPO

Iáñez Domínguez, Antonio, UPO

Macías Gómez-Stern, Beatriz, UPO

Relinque Medina, Fernando, UPO

Yerga Míguez, María Dolores, UPO

Bruce, Alan, ULS



Project number: 2021-1-ES01-KA220-HED-

Graham, Imelda, ULS

Álvarez-Pérez, Pablo, ISCTE-Instituto Universitario de Lisboa,

Pena, Maria João, ISCTE-Instituto Universitario de Lisboa,

Ferreira, Jorge, ISCTE-Instituto Universitario de Lisboa,

Mancaniello, Maria Rita, University of Siena,

Carletti, Chiara, University of Siena and Università Degli Studi di Firenze,

Piccioli, Marianna, Università Degli Studi di Firenze.

You can share or copy

the information contained in this manual,

but you cannot transform

that information or sell it.

The use of the information in the handbook

must be accompanied by an appointment.

A quotation is a way of indicating

where the information comes from.



Project number: 2021-1-ES01-KA220-HED-

To cite the manual,

you must write the following:

Díaz-Jiménez, R. and Pixel (ed.) (2023): Handbook on "Independent Living for Students with Intellectual Disabilities. Inclusive Higher Education Systems for Students with Intellectual Disabilities" (Erasmus+ 2021-1-ES01-KA220-HED-000032084 ([https://ihes.pixel-online.org/PR2\\_DigitalHandbook.php](https://ihes.pixel-online.org/PR2_DigitalHandbook.php)))

This quotation is not

in Easy-to-Read format



## Dictionary of important words

### **Civil rights**

**Civil rights** are the rights of all people.

### **Cognitive accessibility**

**Cognitive accessibility** is a characteristic of things, spaces or texts that makes them understandable to everyone.

### **Curricular adaptation**

A **curricular adaptation** is a change in the contents to be learned, in order to make it accessible.

### **Curricular materials**

**Curricular materials** are resources such as textbooks, pictures or videos that facilitate the learning process.

### **Egalitarian practices**

**Egalitarian practices** are actions that promote gender equality.



Project number: 2021-1-ES01-KA220-HED-

## **Erasmus**

**Erasmus** consists of  
an exchange of students  
between different European universities.

## **Erasmus+**

**Erasmus+** is a European Union programme  
to support education, training,  
youth and sport in Europe.

## **European Commission**

The **European Commission** is an organisation  
that monitors compliance with  
the laws of the European Union.

## **European Education Area**

The **European Education Area**  
is an initiative that helps  
the states of the European Union  
work together to develop more inclusive  
education and training systems.

## **International Convention on the Rights of Persons with Disabilities**

### **The International Convention on the Rights of Persons with Disabilities**

is a document that protects the rights  
and dignity of persons with disabilities.



Project number: 2021-1-ES01-KA220-HED-

This document guarantees full equality  
of persons with disabilities before the law.

### **Inclusive pedagogical approach**

The **inclusive pedagogical approach** is an  
educational point of  
view that seeks to  
make education accessible to all  
students on equal terms.

### **Lifelong learning**

**Lifelong learning** is the pursuit  
of knowledge and skills throughout  
life on a voluntary basis.

### **Reasonable adjustments**

**Reasonable accommodations** are the adaptations  
needed by persons with disabilities  
to facilitate access to education  
and their personal development.

### **Teaching**

**Teaching** is a training activity,  
where teachers teach contents to students.





## **Teaching resources**

**Teaching resources** are materials that are intended to educate or teach and facilitate the learning of concepts and skills.

## **Training**

**Training** is becoming able to do something through a process of training.

## **Universal design**

**Universal design** is a form of design that creates products or spaces that are easily accessible to the vast majority of people.



## Module 1:

### Gender equality and social **support networks**

#### Authors

Module 1 is written by:

Rosa María Díaz Jiménez, UPO,

Antonia Corona Aguilar, UPO

and Beatriz Macías Gómez-Estern, UPO.

**Support networks** are a structure that helps people in a given area.

#### Summary

Universities launch

more and more Equality Plans

to fight gender inequalities.

Equality plans must be implemented

in management, **teaching**

and university research.

**Teaching** is a training activity, where teachers teach contents to students.

These plans are aimed at the student body,



teachers, and administration and services workers of university staff.

Also persons with disabilities

should be included

in equality plans.

Information and **resources**

on equality and gender-based violence

at university

must be accessible to

people with intellectual disabilities.

**Resources** are the means that someone uses in case of need to achieve a goal.

Support networks are key to

social integration and educational success

of students with intellectual disabilities.

Research has shown that

students' academic success

is related to their **self-perception**

and their integration into the group.

**Self-perception** is a person's opinion of him/herself.

Personal relationships of pupils with intellectual disabilities

among them and with other students without intellectual disabilities



are very important.

Visibility of persons with disabilities  
on campus is essential to ensure that  
inclusion takes place.

The university must facilitate access  
of persons with disabilities  
to leisure and cultural activities,  
sports and social commitment.

For this purpose, the university can use  
various resources for people to  
come closer and interact with each other.

For example, organising inclusive activities, or  
create the figure of the university personal assistant.

## Categories

In this module we are going to talk about:

- Equality policies,
- equality plans,



Project number: 2021-1-ES01-KA220-HED-

- gender-based violence,
- friendly campuses
- and social inclusion.

## Introduction

Inclusion of people

with intellectual disabilities in

higher education systems

improves their quality of life

and more access to resources.

Citizens with intellectual disabilities

have equal rights and opportunities

than other people.

But it is clear that exclusion

affects quality of life and

limits their opportunities.

Negative **stereotypes** about

intellectual disability are due to

to the ignorance of society,

**Stereotypes** are the set of beliefs about characteristics assigned to a social group.

Page 21 from 292



and not to people's capacities.

Support networks exist at the University,  
facilitating enabling environments  
for people with intellectual disabilities.

## Gender Equality

**Gender mainstreaming** is a form of  
of seeing and understanding society  
which does not accept discrimination, inequalities  
and gender-based exclusion.

**UN** says that the gender perspective  
should be included in society  
at all levels to ensure that  
all people benefit  
and inequalities are not permanent.

Gender differences can be observed  
throughout our society  
and educational **institutions**.

These differences affect women

**The gender perspective**  
is a way of seeing and  
understanding society by  
identifying and making  
visible the relationships  
between the male and  
female genders.

**UN** is the United Nations.

An **institution** is an  
organisation or system,  
usually of a public nature.



who are involved in teaching or research in our universities.

In the year 2022, researcher Márquez  
made a study: no woman with a disability  
led a research team  
nor held an institutional position.

These women were very prepared,  
but they were never taken into account  
to be leaders in the University.

They themselves expressed  
who had difficulties  
to **reconcile** work and family life,  
due to excessive workload,  
to prejudice and unsuitable environments.

**To reconcile** is to  
make 2 or more  
things compatible.

Gender discrimination decreases  
the possibilities for professional development  
of teachers and researchers  
because they are women.



Gender policies are very important  
to build an inclusive university.

We highlight 4 fundamental aspects:

1. awareness-raising and training,
2. **coordination** between those involved,
3. overcoming stereotypes about  
intellectual disability  
and gender equality,
4. gender as an added problem  
to intellectual disability.

**Coordination** is the joining  
of efforts to carry out an  
action and achieve a  
common goal.

1. Awareness raising and training.

**Egalitarian practices** are difficult  
to be implemented in society.

At the university, equality policies are being  
carried out, but still  
much work remains to be done.

**Egalitarian practices** are  
actions that promote  
gender equality.

These equality policies must be accompanied by  
awareness-raising and training actions,  
that are essential for learning  
to care for and support each other





and to respect differences.

Training planning at  
universities should include courses  
on equality for students, teachers  
and other university workers.

Awareness-raising and training make it possible  
a more inclusive university and make it  
a friendlier space  
for gender equality.

## 2. Coordination between those involved.

Coordination and dissemination are essential  
for the implementation  
of equality and inclusion plans  
at university.

An inclusive university must coordinate  
all those involved and to engage  
with respect for diversity  
and equal opportunities.



### 3. Overcoming stereotypes about intellectual disability and gender equality.

Researcher Bordieu, in 2000,  
wrote on stereotypes and prejudices  
of persons with disabilities  
at university.

At University there are  
the same stereotypes and prejudices  
on people with disabilities  
than in society.

University must seek solutions in order to be able to  
overcoming discrimination in the institution.

Some of these solutions may include  
creating inclusive spaces  
and the design of courses for  
students and employees of the university.

### 4. Gender as an added problem to intellectual disability.

Equality plans in universities



Project number: 2021-1-ES01-KA220-HED-

must take gender equality  
and disability together into account to ensure that  
the outcome is positive and complete.

The conclusions of these

4 aspects described above are:

- The university must defend  
diversity and gender equality  
of people with disabilities.
- The university must be  
an inclusive space,  
where all people  
have equal value  
and equal opportunities,  
as the researchers  
Navarro and Ruiloba wrote in 2022.

## Social support networks

Some education researchers

(as Engel and Coll in the year 2021

and Wortham in 2006)

say that it is very important

**Identity** is the set of characteristics of a person that make him or her different from another person. If the identity is a student identity, we refer to the characteristics of that person as a student



have a student **identity**

for students to succeed.

This identity must be individual,

but also in relation to others.

Identity must also take into account

the motivation and future expectations of the learner.

Educational communities are very important

to analyse identity, well-being

and the confidence of the student body,

as Wenger wrote

in their work in 2009.

People with disabilities and other groups

who have been excluded throughout history,

have not felt valued in an academic environment.

Universities should be welcoming environments,

where all the people with their experience

be taken into account, acknowledged, recognised and empower themselves,

as researcher Mlynarczyk wrote in 2014.



Inclusion must be an open and welcoming attitude  
to be promoted  
in educational institutions,  
according to researchers Smith and Barr.

Intellectual disability must be taken into account  
in campus planning  
and in the organisation of academic life.

Higher education must facilitate access  
and the participation of all students.

Thus, we can speak of a friendly campus.

Universities must provide carefully  
individual support for each pupil,  
so that it does not occur  
isolation or segregation.

Individual support for participation  
can occur, for example, in:

- Physical and intellectual accessibility  
to spaces, information  
and academic contents,



Project number: 2021-1-ES01-KA220-HED-

- Guidelines for participation,
- Specific **tutorials**,
- Organisation of groups that promotes inclusion.
- Activities to listen to experiences of students with intellectual disabilities.

A **tutorial** is a one-to-one meeting between the teacher and the students where he/she can advise them on subject-related questions.

All this is intended to  
that all pupils may be able to express  
their differences and be taken into account.

The same idea can be applied to:

- sports,
- culture,
- student representation,
- leisure
- social activities on campus.

Specialised university **departments**

in disability support

can help to make the university

more accessible to students.

A **department** is a part of the university in charge of coordinating the studies of a subject in one or more centres.



Families and associations can also provide information on needs of students with intellectual disabilities. And they can promote awareness-raising programmes and training for the whole community and thus help society.

Also the personal relations between students with and without intellectual disabilities are very important.

In this way they can get to know each other and learn about challenges, talents and experiences of others, in order to eliminate stereotypes.

This can also create group unity, and a rapprochement between people, as researcher Macías-Gómez-Estern wrote in 2021

Authors Waitoller and Kozlesky wrote in 2013 that in order to achieve this approach, it is possible to organise



institutional partnerships at the university.

When all studios and offices  
of university's campuses are in the same place,  
exchanges between degrees, research groups  
and university offices are possible,  
in order to bring students  
to the reality of others,  
and promote inclusion.

The IHES focus groups with students  
have reflected their open and positive attitude  
with these personal, cooperative  
and **interactive** working groups.  
These groups have served to  
students for increasing their experience  
and empathy towards others.

A situation is **interactive**  
when there is an  
exchange of information.

In conclusion, the presence and participation  
in all university activities  
and functions of the university  
are essential for inclusion





Project number: 2021-1-ES01-KA220-HED-

of students with intellectual disabilities  
in university life,  
As the author Saad tells us  
in a 2011 work,  
university functions can be  
academic, administrative or research activities.

Social support networks are necessary  
to build academic identity  
in university systems.

Participation of students  
with intellectual disabilities should be facilitated  
so that they can contribute  
their views, experiences and talents.

This avoids  
exclusion and **stigmatisation**.

**Stigmatisation** is the  
negative treatment,  
contempt or prejudice  
towards a person or  
group of people.

Students with intellectual disabilities,  
like all students,  
need other people at the university  
to see themselves reflected in them.



## Conclusions

Inclusive and non-discriminatory environments are present in many regulations.

But many other regulations, such as the **2030 Agenda**, does not talk about **universal design**.

This demonstrates that inclusion policies for disability are not so much developed.

More and more people with disabilities study at university, but there are many universities which are not yet accessible.

These universities have regulations for the **attention to diversity**, but their inclusion policies are not adequate, they do not offer equality

The **2030 Agenda** is a UN action plan to tackle many problems, such as poverty and climate change.

**Universal design** is a form of design that creates products or spaces that are easily accessible to the vast majority of people.

**Attention to diversity** is the educational actions aimed at each individual person, always taking into account different abilities, rhythms and learning styles.



Project number: 2021-1-ES01-KA220-HED-

of opportunities for all students,  
and few students with disabilities graduate.

Researchers Corona, Sánchez and Díaz  
speak in their 2023 work of  
some inclusive experiences at university  
that focus on social accompaniment,  
the creation of linkages and friendly environments.

Women with disabilities are  
in a situation of multiple discrimination,  
because they are women and because they have a disability,  
in addition to other discriminations that make  
their social inclusion even more difficult.

It is therefore essential the development  
of strategies in order to make visible and overcome  
these inequalities of women with disabilities.

International organisations  
and research  
ensure the benefits



of inclusive education at all levels.

Universities that focus on  
in people and their diversity  
are institutions:

- modern,
- open,
- that adapt to change,
- dynamics
- and sustainable.

This model facilitates social inclusion,  
personal autonomy  
and **self-determination**.

**Self-determination** is the ability of an individual or a population to act and decide for itself.

This new model of inclusive university  
will create friendly spaces for  
people with disabilities.

The entire population will benefit from the knowledge  
generated in these universities on  
human rights, autonomy  
and independent living.



The active participation of the whole university community is fundamental:

- of academic staff,
- of disabled and non-disabled pupils,
- of administrative and service staff,
- and others involved in social policies, as well as families.

The university must create collaborative networks and inclusive practices.

Gender and equality experts know **patriarchal society** that gives rise to inequalities and they have the tools to combat them, so it is very necessary to work together with them.

**Patriarchal society** is a form of society, in which men have power, just because they are men. Women take second place.

## Online resources

This section includes additional information to the content of this module 1 on the internet.



This material is not in easy to read version.

Video of Inclusive Campuses, Campus without limits:  
Inclusive Campus Programme, Campus without limits.

Click on the link:

[https://www.youtube.com/watch?v=IZ3rIT\\_bozw](https://www.youtube.com/watch?v=IZ3rIT_bozw)

Inclusive Campus Programme, Campus without limits.

An experience that began in Spain

to promote inclusive education,

to reduce early school leaving

of persons with disabilities

and to assist universities with

the diversity of its students.

This programme offers to live

the university experience for 10 days.

Students participate in the classes,

in cultural activities and make new friends.

University and Disability

In this document we find information on:

- inclusion of persons with disabilities



Project number: 2021-1-ES01-KA220-HED-

in Spanish universities,  
-the 2030 Agenda  
-and the Spanish Committee's State Report  
of Representatives of People with Disabilities  
on the inclusion regulation  
of people with disabilities  
in the Spanish university system.

Click on the link:

<https://www.consaludmental.org/publicaciones/Universidad-discapacidad-cermi.pdf>

## Downloadable documents

This section includes  
additional information to the content  
of this module 1 to download.

This material is not in easy-to-read version.

Ramírez, M. & Díaz, R.M<sup>a</sup>. (2022) *The academic success of people with disabilities in the university context. A qualitative analytical model*. Latin America Today, 91, 25-49.

<https://doi.org/10.14201/alh.27280>



<https://revistas.usal.es/cuatro/index.php/1130-2887/article/view/27280/29021>

This article carries out a comparative study of a man and a woman with disabilities at the University of Costa Rica for understanding the factors of academic success of women with disabilities at university.

Article: Eisenman, L. T., Farley-Ripple, E., Culnane, M., & Freedman, B. (2013). *Rethinking social network assessment for students with intellectual disabilities (ID) in postsecondary education*. *Journal of Postsecondary Education and Disability*, 26(4), 367-384.

<https://files.eric.ed.gov/fulltext/EJ1026910.pdf>

This academic article describes the development and the use of a social networking tool and its influence on career opportunities of university students with intellectual disabilities.

**Articles** are the parts into which a law is divided.

An example is:  
The Spanish Constitution has 169 articles.

## Bibliographical references

The bibliographical references are the works that the authors have used





to write this module.

The authors are sometimes listed within the module as well as some of the contents of these works.

The naming of works

is not in easy to read version.

The material is not in easy to read version.

Engel, A., and Coll, C. (2021). *Learner identity: Coll and Falsafi's model. Working papers on culture, education and human development*, 17(1).

Macías-Gómez-Estern, B. (2021). *Critical psychology for community emancipation: Insights from socio-educative praxis in hybrid settings*. *New Waves in Social Psychology*, 25-54.

Mlynarczyk, R. W. (2014). *Narrative and academic discourse: Including more voices in the conversation*. *Journal of Basic Writing*, 4-22.

Navarro González, R., & María Ruiloba Núñez, J. (2022). *Inclusive public administrations: the implementation of regulations on the access of women with disabilities to public employment*. *Gestión y Análisis de Políticas Públicas*, Nueva Época (GAPP), (28).

Saad, D. E. (2011). *Educational inclusion of young people with intellectual disabilities: a case study in the university environment*. In XI National COMIE Congress.

Solsona-Cisternas, D. A. (2023). *Processes of individuation in people with disabilities. Una aproximación a través de las movilidades en zonas rurales del sur de Chile / An approach through mobility in rural areas in southern*



*Chile. Discapacidad y Sociedad, 1-23.*

Smith, R., and Barr, S. (2008). *Towards educational inclusion in a contested society: From critical analysis to creative action*. International Journal of Inclusive Education, 12(4), 401-422.

UNHCR, O. D. A. C. C. C. D. (2023). *United Nations Human Rights Council, (2023), Human Rights Instruments. International Convention on the Elimination of All Forms of Racial Discrimination.*

Waitoller, F. R., and Kozleski, E. B. (2013). *Working in boundary practices: The development of identity and learning in inclusive education partnerships*. Teaching and Teacher Education, 31, 35-45.

Wenger, E. (2009). *Communities of practice: The key to knowledge strategy. In Knowledge and communities (pp. 3-20)*. Routledge.

Wortham, S. (2006). *Identity learning: The joint emergence of social identification and academic learning*.



## Module 2.

### Disability in science, technology and **innovation**

**Innovation** is change  
that includes novelty in  
something.

## Authors

Module 2 is written by:

- Maria Rita Mancaniello,  
University of Siena,
- Chiara Carletti, University of Florence  
and University of Siena
- and Marianna Piccioli,  
University of Florence.

## Summary

Technology-based projects  
are becoming increasingly important  
for people with intellectual disabilities.

Training courses to learn to handle technology and  
the need for technology literacy is great.



Project number: 2021-1-ES01-KA220-HED-

Technology is present  
in all sectors of society.

This module includes information on  
training in technologies and accessibility,  
in digital tools:

- easy websites,
- WhatsApp,
- computers,
- digital platforms
- and e-mail.

Technologies are transforming education.

This module therefore also includes  
technological products for higher education,  
such as artificial intelligence or virtual reality.

Technologies can be used  
to improve inclusion and reduce barriers.

Inclusive technologies and  
**assistive technology** products  
facilitate tasks and routines  
of people with disabilities.

**Assistive technology** is  
any product that supports  
accessibility and  
autonomy for people with  
disabilities.



For example, in applications improving  
mobility, hearing, vision  
or communication skills.

To be inclusive, technology must:

1. be accessible and easy to use and understand,
2. avoid stereotypes in their design,
3. **take cognitive accessibility** into account,
4. take into account the design  
of applications and devices.

**Cognitive accessibility** is the characteristic of things, spaces or texts that makes them understandable to all people.

## Categories

In this module we are going to talk about:

- Digital training,
- **Information and Communication Technologies**,
- technological products for learning,
- inclusive technologies.

**Information and Communication Technologies**, also called ICTs, are technological products or resources used to exchange information.



## Introduction

Intellectual disability affects various areas of personal development: it increases learning difficulties and makes participation more difficult in social and cultural life of the community.

For this reason, aid and support for people with disabilities promote autonomy, literacy, and literacy skills, in order to be able to participate in social, cultural and working life, as noted by the researchers Scott and Haverkamp and Beadle-Brown in 2016.

The **WHO** said in 2001 that environment of people with intellectual disabilities influences their ability to cope independently in their daily lives.

**WHO** is the World Health Organisation.



The author Aquarius and other researchers  
in 2017 said that  
people with disabilities  
and special educational needs  
must have access to cultural and social life.  
And for this to happen, it is necessary to reduce  
existing **obstacles** and barriers:

- institutional,
- educational,
- cultural,
- social,
- personal,
- and physical.

Inclusive **learning environments** are also  
promoting access to knowledge  
and participation  
in social and cultural life  
of persons with disabilities.  
But physical accessibility is not enough.

An **obstacle** is a difficulty  
or inconvenience.

**Learning environments**  
are the different places  
where learning can take  
place.



Project number: 2021-1-ES01-KA220-HED-

Accessibility must also be:

- cognitive,
- sensory,
- cultural,
- economic,
- emotional
- and educational.

Digital technologies can help  
to full accessibility.

Good use of ICTs contributes  
to promote inclusion  
and quality of life  
of people with disabilities.

Technology at university  
must be designed so  
that all people can use it,  
and disabled and non-disabled  
students may  
have access to educational resources.





There are many ways for making  
that technology at university  
be inclusive, for example:

- Accessible design of applications and web pages,
- Providing equipment and assistive technology to students with disabilities,
- Accessibility courses for university workers.

Universal Design for Learning  
allows for the inclusive design of  
the whole teaching-learning **process**  
and takes into account the needs  
and diversity of people,  
also for people with disabilities.

A **process** is a sequence of operations performed in a specific order and with a specific objective.

Innovative learning in different places  
of the world should help inclusion.

This means creating more opportunities  
so that everyone can participate,  
benefit from each other  
and respect different cultures.



The global **labour market** is changing  
and that is why vocational training must be adapted  
to deal with diversity.

The **labour market** is  
the meeting place where  
companies offer jobs  
and people looking for a  
job.

Education professionals  
must trust and know  
that sharing their knowledge  
is very positive for everyone.  
This highlights that it is good to focus  
in people and use  
different disciplines to unite  
academic research  
with practical implementation  
for the benefit of the community.

At this time of great global change,  
the participation of all people  
and equal opportunities  
help to create  
an excellent culture.



People with disabilities and other groups  
who were previously excluded now participate  
in the process to improve social, economic and educational  
development.

The way we learn, work,  
and produce can help to ensure that  
new and creative ideas appear.

Technology is increasingly present  
in our life after COVID-19.

ICTs are essential for innovation  
social, communication and teaching.  
ICTs can be used to adapt materials  
and make them accessible to everyone.

But you have to be careful because  
ICTs also can become an element  
that undermines inclusion.

All students should be included  
in online spaces, in order to achieve  
their full participation in university life.



In conclusion, inclusion and **equity** are very important in today's society. All people should have the same rights and opportunities in education and work.

**Equity** is a quality that consists of giving everyone what he or she deserves according to his or her needs.

**Globalisation** and technology influence in the functioning of the labour market and education. Therefore, we need new ideas and equity in this diverse and changing society.

**Globalisation** is a process of relationship and exchange between people, companies and governments of different countries.

## Digital **training**

Digital empowerment is the process to develop the skills and knowledge in order to use digital technologies correctly and safely.

It is an important process for everyone, but especially for people with intellectual disabilities.

**Training** is getting to be able to do something. Training for a person to be able to do something well, in a correct way.



Digital empowerment can be positive

for various aspects of life

of people with intellectual disabilities:

- Social and labour inclusion: access to information, services and opportunities.
- Autonomy and **self-efficacy**: achievement of day-to-day activities more independently;
- Learning and personal development: access to educational resources and development opportunities.

**Self-efficacy** is our ability to achieve the outcome we desire for ourselves after performing an action.

The use of new technologies

in education offers many possibilities.

The teaching and learning method should

adapting to people with intellectual disabilities

in order to have access to

quality education.

Methodological change can be achieved

in various ways.



Project number: 2021-1-ES01-KA220-HED-

An example of this is:

- The use of digital technologies for more personal and engaging learning.
- The use of methods based on the experience to acquire knowledge and skills.
- Use collaborative methods for developing social and communication skills.

Assistive technology can be used to promote learning and development of people with intellectual disabilities.

Each person must be given what he or she needs, according to their individual characteristics.

The most common assistive technologies are:

- Computers, tablets and mobile phones can be used for accessing information, educational resources and learning opportunities;

Continued on next page.



- Educational software for personalising learning and provide real-time information.
- Assistive devices, as voice readers and communicators, can help people with intellectual disabilities to communicate and access information.

The following factors should also be taken into account for making digital empowerment easier to people with intellectual disabilities:

- Access to technology: People with intellectual disabilities should have physical and economic access to digital technologies.
- Training and support for correct use of technologies for people with intellectual disabilities and their carers.
- Inclusive policies and practices in education, so that people with disabilities may have access to quality education.



Some barriers to digital empowerment  
of people with intellectual disabilities are:

- Digital technologies can be expensive.
- Digital technologies must be  
accessible to all.
- Prejudices and stereotypes.

In conclusion, digital empowerment  
is important for people  
with intellectual disabilities.

Factors to be taken into account  
can make use of the technologies  
easier or more difficult.

## Information and communication technologies

Information

and communication technologies have different  
advantages for promoting inclusion.





Some of these advantages are:

- Increasing access to information and resources;
- Facilitating communication and collaboration;
- Personalising learning
- Reducing barriers to  
persons with disabilities.

One of the most important benefits

is the dissemination of information.

Information on ICTs and their benefits

is important for teachers,

schools and other stakeholders

taking advantage of these technologies.

This can be done through:

- Training and professional development
- Dissemination and exchange of materials  
and **teaching resources**;
- Dissemination of events and conferences.

**Teaching resources** are materials that are intended to educate or teach and facilitate the learning of concepts and skills.

Websites should be accessible and easy to use,

so that everyone can use

information and online resources.



This means that the design  
of the web pages should be simple  
for the visually,  
auditory, motor or intellectual impaired.

The use of technologies in education  
must be accompanied by training.

The following are the main focus of the training:

- The basics of ICTs
- How to use ICTs in teaching  
and learning.
- How to create accessible digital content.

## Technologies

The university must guarantee  
that its technological resources  
are accessible to all,



including students with physical, sensory or cognitive disabilities.

So that technologies in the university

may be inclusive, it must be kept in mind:

- Design of accessible websites and web applications.
- Providing assistive devices and technology to students with disabilities.
- Accessibility training for workers.

Accessibility is the ability to access and use a system, product or service.

This means that all people can use that design, whether or not they have a disability.

Accessibility is important for ensuring that everyone can participate in social life, education, labour and other services.

There are many constraints that may prevent that a person may access to a system, product or service.



These limitations can be  
either of the person or of the **context**.

The person's limitations are  
conditioned by their capacities.

The limitations of the context  
refer to their poor design.

It is therefore essential to  
take into account these limitations  
in order to use accessible tools to all.

Virtual classrooms and official websites  
of universities are essential tools  
for education and communication.

The most effective ways in order to make accessible  
virtual classrooms and official websites  
are as follows:

- Designing virtual classrooms  
accessible to all students.
- Use simple and clear language.
- Subtitles.

The **context** is the set of  
situations in which an event  
occurs.



Project number: 2021-1-ES01-KA220-HED-

Technology can be a powerful tool  
for higher education in order to  
be more inclusive.

Universities using technology  
in the right way benefit their students.

## Online resources

This section includes additional information  
to the content of this module 2 on the internet.

This material is not in easy-to-read version.

Boot FH, Owuor J, Dinsmore J, MacLachlan M. *Access to assistive technology for people with intellectual disabilities: a systematic review to identify barriers and facilitators*. J Intellect Disabil Res. 2018 Oct;62(10):900-921. doi: 10.1111/jir.12532. Epub 2018 Jul 10. PMID: 29992653.

Continued on next page.



Project number: 2021-1-ES01-KA220-HED-

Click on the link:

<https://onlinelibrary.wiley.com/doi/epdf/10.1111/jir.12532>

In this link you can find

research papers on

barriers and facilitators of accessibility.

Fitzpatrick, I., and Trninic, M. (2023). *Dismantling barriers to digital inclusion: A model of online learning for young people with intellectual disabilities. British Journal of Learning Disabilities, 51, 205-217.*

Click on the link:

<https://doi.org/10.1111/bld.12494>

An example is described in this article

of e-learning model

accessible for people with intellectual disabilities.

Several factors are important

for the success of this model, for example:

- role-playing activities,
- modelling,
- the stages,
- the debate.



Project number: 2021-1-ES01-KA220-HED-

## Downloadable documents

This section includes additional information to the content of this module 2 to be download.

This material is not in easy-to-read version.

European Agency for Special Needs and Inclusive Education, "Inclusive digital education": [https://www.european-agency.org/sites/default/files/Inclusive\\_Digital\\_Education\\_Project\\_Examples.pdf](https://www.european-agency.org/sites/default/files/Inclusive_Digital_Education_Project_Examples.pdf)

This report of project examples shows the results of the activity Inclusive Digital Education, or IDE.

This report brings together a series of projects of Erasmus+ partnership which deal with inclusive digital education.

UNESCO IIEP, (2021). *COVID 19, technology-based education and disability: the case of Mauritius; emerging practices in inclusive digital learning for students with disabilities:*

<https://unesdoc.unesco.org/ark:/48223/pf0000377755>



All pupils should have opportunities  
for inclusive learning,  
also students with disabilities  
or special educational needs,  
so that they can achieve educational success.

European Commission, Joint Research Centre, Vuorikari, R., Kluzer, S.,  
Punie, Y. (2022). *DigComp 2.2, The Digital Competence framework for  
citizens : with new examples of knowledge, skills and attitudes*, Publications  
Office of the European Union: <https://data.europa.eu/doi/10.2760/115376>

The European Union is concerned as for improving  
digital competences for life  
and work for all. The European Skills Agenda  
from 1 July 2020 supports  
digital skills for all.

The objectives of the Action Plan  
*Digital Education Programme* are:

1. improving digital skills,
2. and create a  
valid digital education system.





Benigno, V., Tavella, M. (2011). *Inclusive learning plans using ict: the Aessedi project*. <https://doi.org/10.17471/2499-4324/239>  
<https://ijet.itd.cnr.it/index.php/td/article/view/239/173>

Education prevents social exclusion  
and offers people  
with special needs opportunities  
an active participation in society.

One of the main objectives  
of the school system is  
ensuring participation  
of all pupils  
in learning processes.

This article is a study  
on learning plans  
based on the use  
of multimedia technologies.

These technologies are developed  
for full inclusion  
of people with special needs.



Unesco, (2020). *Technology for inclusion:*

<https://unesdoc.unesco.org/ark:/48223/pf0000373655>

Technology is a good educational resource,

but it has many obstacles,

such as, for example,

lack of schools, lack of funding

or training for teachers.

European Agency for Special Needs and Inclusive Education, 2016. *Taking action for inclusive education: Reflections and proposals from delegates.*

Odense, Denmark: European Agency for Special Needs and Inclusive Education:

[https://www.european-agency.org/sites/default/files/Take%20Action%20for%20Inclusive%20Education\\_IT.pdf](https://www.european-agency.org/sites/default/files/Take%20Action%20for%20Inclusive%20Education_IT.pdf)

The aim of this report

is to analyse inclusive education

in school and other communities.



## Bibliographical references

The bibliographical references are the works that the authors have used for writing this module.

The authors are sometimes listed in the module and some of the contents of these works.

The naming of works is not in easy-to-read version.

The material is not in easy-to-read version.

Aquario, D., Pais, I., Ghedin, E. (2017). *Accessibilità. alla conoscenza e Universal Design. Uno studio esplorativo con docenti e studenti universitari. Italian Journal of Special Education for Inclusion*, 5 (2), 93-105:

<https://core.ac.uk/download/322531669.pdf>

Beadle-Brown, J., Leigh, J., Whelton, B., Richardson, L., Beecham, J., Baumker, T., & Bradshaw, J. (2016). *Quality of Life and Quality of Support for People with Severe Intellectual Disability and Complex Needs. Journal of applied research in intellectual disabilities: JARID*, 29(5), 409-421.

<https://doi.org/10.1111/jar.12200>

Chadwick, Darren D., Melanie Chapman and Sue Caton, "Digital Inclusion for People with an Intellectual Disability", in Alison Attrill-Smith et al. (eds.), *The Oxford Handbook of Cyberpsychology*, Oxford Library of Psychology (2019; online edn, Oxford Academic, 7 June 2018),

<https://doi.org/10.1093/oxfordhb/9780198812746.013.17> accessed 6



September 2023

Fernández-Batanero, J.M., Montenegro-Rueda, M., Fernández-Cerero, J. et al. *Assistive technology for the inclusion of students with disabilities: a systematic review*. *Education Tech Research Dev* 70, 1911-1930 (2022).

<https://doi.org/10.1007/s11423-022-10127-7>

Ferrari, M. (2016). *Inclusive education with ICT*. *OPPIinformazioni*, 121(2016), 51-59: [https://oppi.it/wp-content/uploads/2017/05/oppinfo121\\_051-059\\_michela\\_ferrari.pdf](https://oppi.it/wp-content/uploads/2017/05/oppinfo121_051-059_michela_ferrari.pdf)

Fiorucci, A., Pinnelli, S. *Evaluation of the technological component for the promotion of inclusion. An index-based action research experience for trainee remedial teachers*. *Metis*, Vol. 10, N. 1(2020):

<http://www.metisjournal.it/index.php/metis/article/view/361/284>

Lancioni, Giulio E., Singh Nirbhay N., O'Reilly, Mark F., Sigafos, Jeff, Alberti, Gloria, Chiariello, Valeria & Desideri, Lorenzo (2022) *People with intellectual and visual disabilities access basic leisure and communication using a smartphone's Google Assistant and voice recording devices*, *Disability and Rehabilitation: Assistive Technology*, 17:8, 957-964,

<https://doi.org/10.1080/17483107.2020.1836047>

McNicholl, A., Casey, H., Desmond, D., & Gallagher, P. (2021). *The impact of assistive technology use for students with disabilities in higher education: a systematic review*. *Disability and rehabilitation. Assistive technology*, 16(2), 130-143. <https://doi.org/10.1080/17483107.2019.1642395>

Scott, H. M., & Haverkamp, S. M. (2016). *Systematic Review of Health Promotion Programs Focused on Behavioral Changes for People With Intellectual Disability*. *Intellectual and developmental disabilities*, 54(1), 63-76.

<https://doi.org/10.1352/1934-9556-54.1.63>



Turner-Cmuchal, M. and Aitken, S. (2016), "ICT as a Tool for Supporting Inclusive Learning Opportunities", in *Implementing Inclusive Education: Issues in Bridging the Policy-Practice Gap (International Perspectives on Inclusive Education, Vol. 8)*, Emerald Group Publishing Limited, Bingley, pp. 159-180. <https://doi.org/10.1108/S1479-363620160000008010>

World Health Organization (2001). *International classification of functioning, disability, and health: ICF*. Geneva: Switzerland.

Zander, Viktoria, Gustafsson, Christine, Landerdahl, Stridsberg, Sara & Borg, Johan (2023) *Implementing assistive technology: a systematic review of barriers and enablers*, *Disability and Rehabilitation: Assistive Technology*, 18:6, 913-928, <https://doi.org/10.1080/17483107.2021.1938707>



## Module 3:

### Career guidance and inclusion

#### Authors

Module 3 is written by:

- Alan Bruce, ULS
- and Imelda Graham, ULS.

#### Summary

Inclusion of university students  
with intellectual disabilities is also  
related to the world of work.

The university must take care of internships,  
vocational guidance and knowledge about  
how many students get jobs when they  
have already finished studying at university.

The university must have  
university departments for  
employment aid,  
as it is the case at the UPO.



These departments are also responsible for assisting to students with disabilities in order to find a job or to found their own company, as well as to support them until they may need it.

## Categories

In this module we are going to talk about:

- Employment support.
- Career guidance.

## Introduction

The objective of **support services** for people with disabilities is to achieve a job that fits to their needs and capacities.

**Support services** for students with disabilities are adaptations and resources in the university environment.



The researchers, Strauser, Wong and Sullivan spoke on this in its 2012 study.

People with disabilities with a job can live an independent life.

Education and employment have overcome a long way.

In the past, people with disabilities were excluded from education or employment.

People with disabilities suffered the consequences of society's prejudices and could not make their own decisions.

Today's society allows people with disabilities access to services and facilities.

Several factors have contributed to this change:

- The influence of Europe, which gives importance to rights of people with disabilities.

Continued on next page.





Project number: 2021-1-ES01-KA220-HED-

- The influence of laws for disability in the United States.
- International struggles for **civil rights**.
- The struggles of the movement feminist in Ireland.
- Equality trainings.

**Civil rights** are the rights of all people.

In addition to these factors, there are 2 more when we talk about disability: **activism** and capacity building.

**Activism** is the attitude of people who participate in a social movement.

Society is becoming increasingly aware of the value of people with disabilities, thanks to:

- Disability activism.
- Other activities of people who have worked for disability.
- Information and research.

Today's society takes very much into account diversity and equality.

Education systems are heavily influenced by everything that happens around them.



Society allows  
more equality  
and diversity among workers  
in today's labour market.

Social changes  
and population movements  
influence the current employment situation.

This gives rise to  
issues such as:

- Forced **migration**.
- The regions are getting poorer.
- Increased participation of women.
- Changes in jobs  
by technological advances.
- The consequences of oppression and racism.
- The influence of laws
- The practice of human rights.

**Migration** is a movement of people leaving their country to live elsewhere. It is usually due to social or economic problems. They seek to improve their quality of life.

These issues affect diversity.



Project number: 2021-1-ES01-KA220-HED-

Educators and trainers should handle diversity and promote equality in order to achieve positive results, but when workers at a site are diverse, they can occur communication conflicts.

Barriers to equality appear because of prejudice and ignorance.

Control and laws can removing barriers.

Faster change can occur when social differences are included in innovative teaching methods.

Educators must be trained to be able to achieve equality and inclusion.

In North America the laws for people with disabilities could be the reasons for this long-standing.



Project number: 2021-1-ES01-KA220-HED-

Similar laws exist today  
around the world.

Work is a right  
for all people,  
but it is not yet a reality.

The new models of the economy  
and globalisation are changing  
the global labour market.

Globalisation: new possibilities  
and challenges for labour inclusion

Globalisation can affect  
differently from workers

**skilled** and unskilled,  
as the researchers

Feenstra and Hanson say  
in its 1995 work.

**Skilled** workers are those who have specialised training for performing a particular task or developing a particular job.



In addition to other things, it can affect  
so that workers' salaries in the global situation  
may be very different.

Policies devoted to improve technology  
and on-the-job training  
in the workplaces are very important.  
Training provision offer and models of  
traditional learning methods must  
adapting to new jobs.

Traditional jobs and organisation  
have been transformed, they are now  
much more variable and changeable.

Workers need to be flexible  
and adapt to new jobs.

At present, for people  
with disabilities looking for work  
and the professionals who work with them,  
it is necessary to know the conditions  
of new jobs.



Until now, vocational education  
has not adapted to these changes.

It is also necessary to understand globalisation  
and take into account all changes  
in order to set new standards  
and working models.

In addition, all these changes  
have to be adapted for  
people with disabilities.

Globalisation also affects  
to education and learning.

On the one hand, learning resources  
are based on European models and standards  
and not everyone likes that.

On the other hand, globalisation makes it possible  
major collaborations worldwide  
and learning has many more possibilities.



Project number: 2021-1-ES01-KA220-HED-

International researchers put  
a lot of attention on technologies  
and e-learning today.

The use of technology enhances learning.

New technologies have transformed  
the labour market  
and new professions have emerged.

Workers must learn as they stay  
in their workplace, because there are no  
courses or studies to learn before working.

In the global labour market  
changes are taking place  
that bring new opportunities.

The European Union and many European countries  
support a shift towards inclusion,  
but professionals need  
more support in order to achieve it.



Inclusion can be supported by:

- flexible curricula,
- exchange and training programmes,
- spaces for dialogue,
- and participation in the work and internship models.

Ireland has experienced a large increase of the number of students with disabilities in higher education over the last 20 years.

With the increase in the number of students with disabilities are also growing support needs at different stages of study and work.

Disability research

allows us to learn more about:

- quality and innovation,
- the training of people with disabilities,
- professional **competences**,
- international best practice.

**Competence** is a person's ability to perform a job.





International experience has shown  
the important benefits of research.

Increased student participation  
with disabilities at university  
has led to further research

in the following fields:

- Adaptive technologies  
and assistance
- Professional evaluation
- Evaluation
- Advice
- Material design
- Environmental design
- Programme and application design
- Medical assistance
- Law
- New ways of teaching

These activities highlight the advantages of  
to focus on the person.



There is also a need for a link between academic research, practical applications and the benefit to the community.

In a world that is changing a lot, it is important that everyone may have the opportunity to participate.

This helps to create an environment of quality and excellence. To achieve this, everyone needs to be included, such as people with disabilities.

Greater involvement of people with disabilities is a benefit in many ways.

People with disabilities have not been so present in educational establishments because they have not had enough support and expectations about them were low.

It is time to change this so that may be equal opportunities for all.



Some organisations continue to use  
old ways of teaching  
that no longer work well.

But others are taking advantage of  
new opportunities with technologies  
and modern tools.

These new opportunities can  
have a positive influence  
in the development of these organisations.

## Downloadable documents

This section includes  
additional information to the content  
of this module 3 to be downloaded.

This material is not in easy-to-read version.

Backes, B., Holzer, H., Vélez, E. (2015), 'Is it worth it? Postsecondary education and labor market outcomes for the disadvantaged', *Journal of Labor Policy* (4, 1).



<https://izajolp.springeropen.com/articles/10.1186/s40173-014-0027-0>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC10087293/>

Bialik, K., & Mhiri, M. (2022). 'Barriers to employment for people with intellectual disabilities in low and middle-income countries: Self-advocate and family perspectives'. *Journal of International Development*34(5), 988-1001.

<https://onlinelibrary.wiley.com/doi/full/10.1002/jid.3659>

Taubner, H., Tideman, M., Stalend-Nyman, C. (2023), 'People with intellectual disability and employment sustainability: A qualitative interview study', *Journal of Applied Research in Intellectual Disabilities*,36 (1): pp.78-86.

## Bibliographical references

The bibliographical references are the works that the authors have used for writing this module.

The authors are sometimes listed in the module and some of the contents of these works.

The naming of works is not in easy-to-read version.



The material is not in easy-to-read version.

Feenstra, R.C. and Hanson, G.H. (1995) *Foreign Investment, Outsourcing and Relative Wages*. NBER Working Paper No. 5121.

ILO, Geneva (2013), *Global Employment Trends 2013: Recovering from a second jobs dip*, Global Employment Trends for Youth 2013.

Strauser D.R., O'Sullivan D., Wong A.W.K., (2012) 'Work personality, work engagement, and academic effort in a group of college students', *Journal of Employment Counseling*, 49 (2), pp. 50-61.



## Module 4: International University Mobility

Module 4 has been written by:

- Maria Rita Mancaniello, University of Siena,
- Chiara Carletti, University of Florence,  
University of Siena
- and Marianna Piccioli, University of Florence.

### Summary

The aim of this module is to test

if people with intellectual disabilities

who have completed an undergraduate or  
postgraduate degree

have accessibility as for **international and national  
mobility**.

Procedures for requesting and planning

student housing

in that period are complex.

**Institutions** have different rules

and procedures, which is why it is difficult to

**International and national mobility** is a period of study undertaken by students in another country or city.

An **institution** is a body that performs a function of public interest, especially a charitable or educational one.



planning the stay of some pupils.

Each institution has different timetables,  
subjects and deadlines.

This makes that the pupils may be involved  
in the planning and monitoring of their stays.

Students with intellectual disabilities have  
a big challenge and it requires a lot of effort.

For students with intellectual disabilities  
is very important:

1. That procedures have an information  
accessible and clear.
2. Personal guidance and follow-up.
3. Specialised aid by means of the measure  
that each university deems appropriate.

## Categories

In this module we are going to talk about:

- Cognitive accessibility,
- university support,
- university mobility.



## Introduction

To ensure that people with disabilities have full autonomy and social inclusion is a main objective.

An essential item in order to achieving this objective is the creation of support services in universities.

Mobility of Erasmus students with disabilities in the

**European Higher Education Area** should be promoted and it is very important.

People with intellectual disabilities have the same right to participate in the international exchange as people without disabilities.

**Erasmus** is an exchange of students between different European universities.

The **European Education Area** is an initiative that helps the states of the European Union to work together for developing more inclusive education and training systems.





Universities and exchange programmes  
develop programmes abroad for people  
with disabilities:

- Volunteering,
- practices,
- studies,
- teaching abroad  
in a disability **setting**.

A **setting** is a space and set of people or things in which a person or thing develops.

Universities have to offer  
professional interventions in order to accompany  
to students with disabilities on request.

And always bearing in mind:

- Their needs and financially sound human resources.
- The promotion of personal skills.
- The mediation of relations  
with the volunteers.
- Physical accessibility criteria  
and sensory environment.
- Coordination of all structures  
and professionals involved.



For people with intellectual disabilities

is very beneficial:

- Promoting autonomy and self-confidence.
- Acquiring greater **cultural and intercultural awareness**.
- Improvement of linguistic and communicative skills.
- Development of autonomy and adaptation.
- Establish new relationships and friendships.

**Cultural and intercultural awareness** is a way of interacting with people from other cultures in an effective and respectful way.

Students with disabilities have the same problems as the rest.

Example of problems they may find:

- To choose a programme,
- academic planning,
- family support,
- search for resources and housing,
- organisation of transport and cultural differences.



Students with disabilities have

different needs with different approaches:

- Need to overcome daily barriers,
- more accessibility,
- accommodation,
- individual support that brings them benefits  
and that it is inclusive.

University staff

has no duty to accompany  
to students with disabilities  
during their experience.

Students with disabilities

really need the following:

- Common sense,
- goodwill,
- creativity,
- non-discrimination of needs  
and the interests of each student.



Project number: 2021-1-ES01-KA220-HED-

## Student mobility activities

have the following objectives:

- Contribute to the creation of a European Education Area.
- That it may reach all parts of the world.
- Strengthening of the link between education and research.

These mobility and placement actions are designed to encourage:

- Employment,
- social inclusion,
- citizen engagement,
- innovation,
- environmental protection in Europe.

The objectives of these mobility actions are

- To ensure that students have different points of view, knowledge, teaching and research methods and working practices.

Continued on next page.



Project number: 2021-1-ES01-KA220-HED-

- To develop abilities such as:
  - communication,
  - language,
  - critical thinking,
  - the resolution of the capacity  
for maintaining relations,
  - Intercultural links,
  - research,
  - solving of problems,
- Developing digital and ecological competences  
that will allow them  
to meet the challenges.
- Facilitating personal development such as:
  - The ability to adapt  
to new situations.
  - Self-confidence.
  - Mobility and exchanges  
of students requiring  
imagination and reflection.



## Cognitive accessibility for universal university mobility

For all students with or without disabilities

it is important to ensure

that exchange and mobility programmes

be inclusive and accessible.

Ensuring cognitive accessibility in the

university exchanges means:

- Providing accessible and welcoming spaces.
- Access to services of translation and interpreting.
- Assistive devices and accessible technology.
- To offer personalised help to each person.
- Personalised help to understand learning materials.
- Orientation within the university.
- Socialisation with other students.

Students with intellectual disabilities

have difficulties such as:

Continued on next page.



- To understand the material of study and the classes,
- orientation and mobility difficulties within the university,
- difficulties in socialising with other students.

Students with disabilities

to be included in the studies

abroad have

five related concepts:

1. Individualisation
2. Barriers and adaptations
3. Disability outreach
4. Inclusion
5. Collaboration

1. Individualisation

Authors Van der Klift and Kunc

said that each individual

has a unique combination of

interests, skills and abilities.



There are different individual characteristics that influence the experience of studying abroad:

- Students acquire disabilities at different ages.
- They learn to use different types of reward strategies and adaptive equipment.
- They develop different levels of independence and self-defence.

Through each student's point of view we can get the best information for the adaptation of needs.

It is therefore important to involve students with disabilities in problem solving and programme planning.

## 2.Barriers and adaptations.

These concepts are fundamental to addressing students with disabilities.





Barriers refer to obstacles  
that may impede the experience  
of studying abroad.

Barriers are psychological or physical.

Examples of possible barriers include:

- Transport barriers.
- Economic barriers.
- Architectural barriers.
- Low expectations of others.
- Dependence on the family.

Students with disabilities can  
participate in activities due to adaptations,  
such as support, services or policy changes.

Some examples of adaptations  
for studying abroad are:

- Accessible transport,
- sign language interpreters,
- financial support,
- the support and encouragement of family and friends.



Among the possible barriers

for studying abroad,

some students mentioned:

- The duration of the programme,
- access to devices  
and support services,
- financial assistance options,
- the time needed for planning,
- the availability of adaptations  
as academic note-takers,
- readers,
- modification for examinations,
- interpreters.

Matthews says that barriers and

adaptations change depend on:

- The type of disability.
- The reward strategies used.
- The use of adaptive equipment.
- Travel experience.



Therefore, the identification of possible barriers and adaptations for studying abroad is individualised.

The materials that are designed to meet the needs of the study abroad programmes have to be adapted for people with disabilities.

For example:

- For students with disabilities, written materials must have large print, computer disk and tape.
- The events must be held in physically accessible facilities, with amplification systems or interpreters of sign language when necessary.

Students' interest in finding out more on studying abroad will depend on:

- The welcome from the staff.
- Interaction between staff.
- Accessibility of information.



### 3. Disability outreach

Disability outreach refers to the non-disabled people who exaggerate a disability, based on stereotypes and **myths** about disability.

**Myths** are an imaginary story that alters the true qualities of a person or thing.

If someone considers that the disability of a person is the most important part of him or her, he or she only is seeing limitations but not qualities.

The other typical experiences of studying abroad become less and less important as that the impact of disability is distracting.

University staff and students have an attitude that will influence disability as a unique feature or as a main feature.

We need to focus on the capacities and interests of each student, not in the myths and stereotypes of disability.



#### 4. Inclusion

An important principle is the need to include people with disabilities in activities with non-disabled people.

It is recommended that students with intellectual disabilities participate in an inclusive study abroad programme.

Students returning from their studies abroad can give their opinion about the experience to colleagues with intellectual disability.

In this way, students with disabilities will feel more prepared to cope with different attitudes and habits.

#### 5. Collaboration

International educators are there to develop and implement curricula abroad.



Project number: 2021-1-ES01-KA220-HED-

There are important partners  
in the study abroad process:

- Academic advisors,
- coordinators,
- students,
- parents,
- financial aid staff.

Staff of services for people with disabilities.

Disability can provide information  
on the types of adaptations that students  
with disabilities can use to cope with  
new challenges.

For example:

- Adapted computers
- Audiobooks.

Disability services  
can also be useful  
in order to identify resources and acquire  
adaptive equipment or services.



Project number: 2021-1-ES01-KA220-HED-

Information on opportunities  
about studying abroad  
and the adaptations available  
will further encourage students  
with disabilities to seize the opportunity.

## University mobility

In 2017 Researcher Fazekas together with  
The Organisation for Economic Cooperation and Development 2011  
says that the percentage of students  
with disabilities in higher education  
and study abroad  
is still very low  
around the world.

This is why study opportunities  
abroad for these students  
should be increased, with equal access  
and an inclusive environment.



In order to promote international mobility

it is important to respond

to different challenges:

- Lack of inclusive policies and practices in universities:  
It is important for universities to have inclusive policies and practices that support to students with cognitive disabilities.
- Lack of financial support for students with cognitive disabilities:  
Financial support should be provided to students with cognitive disabilities so that they can participate in university exchanges.
- Lack of awareness and understanding of the needs of students with disabilities.  
Cognitive skills on the part of of the host universities:  
It is important to raise awareness to the universities of reception on the needs of of students with cognitive disabilities.





Some ways to address these challenges are:

- Developing inclusive policies and practices that promote the inclusion of students with cognitive disabilities.
- Providing financial support to students with cognitive disabilities to enable them to participate in university exchanges.
- Raising awareness among host universities about the needs of students with cognitive disabilities.

## Online resources

This section includes

supplementary information to module 4.

This material is not in easy to read version.

International exchange with a disability:

*Enhancing Experiences Abroad Through Advising and Mentoring* in "Journal of Postsecondary Education and Disability", 28(4) 405412405:

Click on the link:



<https://files.eric.ed.gov/fulltext/EJ1093584.pdf>

Students with disabilities appreciate the potential challenges and benefits of exchange international, with the help of a counsellor and the experiences that serve as a model for them.

Practitioners can acquire knowledge and understanding to advise future participants in exchanges with disabilities.

Sofie Heirweg, Lieve Carette, Andrea Ascari & Geert Van Hove (2020)  
*Study abroad programmes for all?*

Barriers to Participation in International Mobility Programmes Perceived by Students with Disabilities, *International Journal on Disability, Development and Education*, 67:1, 73-91,

Click on the link:

<https://doi.org/10.1080/1034912X.2019.1640865>

This study included the participation of 74 students with disabilities at the University of Bologna, in order to investigate the barriers to



participation that they experience.

The results of the questionnaire indicate that the students with disabilities find significant barriers to participation:

- Economic,
- **techniques**,
- organisational,
- linguistic,
- psychological
- and practices.

**Techniques** are the set of procedures or resources used in a given activity.

In analysing these results, the following are sought actions to improve the accessibility of **PDIs**.

The acronym **PDI** stands for Teaching and Research Staff in Spanish. They are workers hired by a university to do research, to teach, or both.

Van Hees, Valerie; Montagnese, Dominique; Bowles, Nora Trench, *Making mobility programmes more inclusive for students with disabilities*:

Click on the link:

<https://www.voced.edu.au/content/ngv:93936#>



Project number: 2021-1-ES01-KA220-HED-

Ministries of Higher Education's  
goal is that 20 out of every 100 graduates  
study or train abroad.

Globalisation continues to grow and the **EHEA**  
paves the way for increased mobility  
of students.

The acronym **EHEA**  
stands for European  
Higher Education Area.

Statistics show that students with  
disability continue to have little opportunity  
of expression and opinion in the programmes of  
mobility.

*Establishing a thought-out Policy Framework for Inclusive Mobility across  
Europe (EPFIME)*

This project has examined in depth the  
mobility needs and inclusive expectations  
of students with disabilities.

Higher education institutions and higher education  
national authorities have focused on how to



Project number: 2021-1-ES01-KA220-HED-

work together in order to increase the quality and support services for students with disabilities.

## Downloadable documents

This section includes complementary information to the contents of this module 1 to be downloaded.

This material is not in easy-to-read version.

The European Union in 2021 is leading the implementation of the Erasmus+ inclusion and diversity strategy and the European Solidarity Corps:

[https://www.erasmusplus.it/wpcontent/uploads/2021/09/INCLUSIONE\\_CE\\_implementationinclusion-diversity\\_apr21\\_en.pdf](https://www.erasmusplus.it/wpcontent/uploads/2021/09/INCLUSIONE_CE_implementationinclusion-diversity_apr21_en.pdf)

The European Union is made up of values as principle of equality and inclusion.

In Europe there is a need to create inclusive societies and to be aware of the fact that societies are becoming increasingly more different.



Project number: 2021-1-ES01-KA220-HED-

European Union programmes  
can help to ensure that these objectives  
are fulfilled.

*European Disability Forum, Erasmus Student Network and Youth Agora*  
(2009), Exchange Capacity:

[https://exchangeability.esn.org/sites/default/files/pages/ea\\_handout.pdf](https://exchangeability.esn.org/sites/default/files/pages/ea_handout.pdf)

This brochure aims to raise awareness  
on disability  
and their characteristics in young people.

It aims to ensure the sections  
of **ESN** for a better integration  
of students with disabilities  
in their activities.

This brochure also aims to  
broadening knowledge about disability.

**ESN** stands for Erasmus  
Student Network.

It is a large European  
association that assists in  
the development of student  
exchange.

Author Yelena Siyrovna Ablaeva in 2012

wrote about the inclusion of students with disabilities in studies abroad:



Project number: 2021-1-ES01-KA220-HED-

Current practices and student perspectives:

[https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/12426/Ablaeva\\_oregon\\_0171N\\_10417.pdf?sequence=1&isAllowed=y](https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/12426/Ablaeva_oregon_0171N_10417.pdf?sequence=1&isAllowed=y)

There are more and more students with disabilities,  
but the percentage is still low.

This study explores the practices and experiences  
in current policies for the inclusion of students with  
disability in curricula  
abroad.

Brenda G. Hameister, et al., *College Students with Disabilities and Study  
Abroad: Implications for International Education Staff*, in *The Interdisciplinary  
Journal of Study Abroad*, v5 n2 p81-100 Fall 1999:

<https://files.eric.ed.gov/fulltext/EJ608221.pdf>

This article contains five important concepts  
in order to include  
students with disabilities  
in studying abroad:

Continued on next page.



Project number: 2021-1-ES01-KA220-HED-

- Individualisation,
- barriers and adaptations,
- disability outreach,
- inclusion
- and collaboration.

The article contains frequently asked questions on disability and presents two vignettes of students with disabilities interested about studying abroad.

Educators must work in cooperation with staff of disability services for successful student care.

## Bibliographical references

The bibliographical references are the works that the authors have used for writing this module.





The authors are sometimes listed in the module and some of the contents of these works.

The naming of works is not in easy-to-read version.

The material is not in easy-to-read version.

Fazekas, A. S., & Ho, K. (2014). *Fostering mobility of students with disabilities in Erasmus Programme*. Dublin: AHEAD Educational Press.

Retrieved from

[www.ahead.ie/userfiles/files/Conference/2014/Into%20the%20Real%20World.pdf](http://www.ahead.ie/userfiles/files/Conference/2014/Into%20the%20Real%20World.pdf)

Hameister, Brenda G., et al., *College Students with Disabilities and Study Abroad: Implications for International Education Staff*, in *The Interdisciplinary Journal of Study Abroad*, v5n2 p81-100 Fall 1999:

<https://files.eric.ed.gov/fulltext/EJ608221.pdf>

Fazekas, A. S. (2017). *Towards a more inclusive international mobility across Europe*. London: Think Pieces GAPS-Education.

Heirweg, S., Carette, L., Ascari, A. & Van Hove, G. (2020) *Study Abroad Programmes for All? Barriers to Participation in International Mobility Programmes Perceived by Students with Disabilities*, *International*

*Journal of Disability, Development and Education*, 67:1, 73-91,

<https://doi.org/10.1080/1034912X.2019.1640865>

Louw, JS, Kirkpatrick, B, Leader, G. *Enhancing social inclusion of young adults with intellectual disabilities: A systematic review of original empirical studies*. J



Appl Res Intellect Disability2020;33:793-807.

<https://doi.org/10.1111/jar.12678>

Matthews, P. R., Hameister, B. G., & Hosley, N. S. (1998). *Attitudes of college students toward study abroad: Implications for disability service providers*. *Journal of Postsecondary Education and Disability*, 13(2), 67-77.

National Council on Disability, 1996:

[https://ncd.gov/progress\\_reports/July1996](https://ncd.gov/progress_reports/July1996)

OECD (2011), *Development Co-operation Report 2011:50th Anniversary Edition*, OECD Publishing, Paris, <https://doi.org/10.1787/dcr-2011-en>

US Equal Employment Opportunity Commission & US Department of Justice, 1992: <https://www.eeoc.gov/history/eeoc-history-law>

Van der Klift, E., & Kunc, N. (1994). Hell-bent on helping: *Benevolence, friendship, and the politics of help*. In J. Thousand, R. Villa, & A. Nevin, *Creativity and collaborative learning: A practical guide to empowering students and teachers*. Baltimore: Paul H. Brookes.

Wright, B.A. (1983). *Physical disability: A psychosocial approach* (2nd ed.). New York: HarperCollins.



## Module 5:

### University coexistence

Module 5 is written by:

- Pablo Álvarez Pérez, ISCTE-University  
Institute of Lisbon,
- Maria João Pena , ISCTE-University Institute  
of Lisbon,
- Jorge Ferreira, ISCTE-University  
Institute of Lisbon,
- Alan Bruce, ULS
- and Imelda Graham, ULS.

## Summary

At university there is a minority  
of people with  
intellectual functional diversity.

An inclusive university is much more  
than a formal learning space.



Project number: 2021-1-ES01-KA220-HED-

A university is also:

- a space for socialisation,
- space for personal development,
- sharing leisure and free time,
- cultural development,
- sport,
- even cohabitation if it exists residence  
of students on campus.

This module should develop content  
describing what kind of cohabitation it is  
necessary for a university to be:

- Friendly,
- inclusive,
- democratic,
- peacefully,
- accessible and equal.

For a university to have all of these  
characteristics it must have spaces:

Continued on next page.



Project number: 2021-1-ES01-KA220-HED-

- Cultural,
- for sports,
- educational,
- nutritional,
- residential.

Administrative and service staff,

teachers and students must cooperate

between them in order to have the opportunity to:

- **Empowerment**
- Self-esteem
- Self-confidence

**Empowerment** is giving power to a person or a group of people.

Continued on next page.



Project number: 2021-1-ES01-KA220-HED-

- Developing academic skills
- Personal autonomy
- Capacity building
- Knowledge sharing
- Living an autonomous and independent life.

## Categories

In this module we will look at:

1. Cultural spaces.
2. Sporting venues.
3. Leisure and recreational areas.
4. Student representation.

## Introduction

It is very important to know in which environment education is developing.

Awareness-raising and discussion on the environment as for the scope of education is very broad.

The importance of the physical environment and spaces



is obviously essential.

Physical spaces must have a design:

- Inclusive
- Accessible
- Tailored to identified needs .

The centrality of universal design

is evident here.

We must recognise and include

all the factors that condition

personal, social and communicative

skills development

of pupils.

The social environment can facilitate or hinder

participation and integration in activities

and learning of the pupils.

Economic space is also important.

It is possible that pupils



Project number: 2021-1-ES01-KA220-HED-

with intellectual disabilities

have not had much economic experience.

This may give rise to disagreements with the pupils who do not have a disability.

Within the educational environment we see the importance of the relationship between the students with intellectual disabilities with the other people with whom they study and live together in the university environment:

- students,
- teachers,
- support professionals,
- administrators.

To identify these formal relationships as informal meetings give us information about the social environment of individuals.





**Contextual analysis** also helps  
in order to identify weaknesses  
which are not characteristic for  
people with disabilities.

These different points of view offer us  
strategies for strengthening support  
to students with intellectual disabilities  
in the different environments identified.

To facilitate an inclusive social environment for the system

The educational system has to understand, to set conditions  
and to offer resources.

It has been proved in the United States

the impact of the ADA,

law that gives protection to the rights

of persons with disabilities and guarantees them the  
equal opportunities.

The relationship with all university students

and with the academic world becomes a

**Contextual analysis** is a  
method that explains the  
behaviour and attitude of  
people in a situation in which  
they are in their environment  
or context.



Project number: 2021-1-ES01-KA220-HED-

central element of:

- Professional learning,
- relational,
- and personal development of students  
with intellectual disabilities.

Students with intellectual disabilities  
as well as sharing educational objectives  
share participatory social encounters.

These social gatherings aim to  
to develop activities, knowledge  
and inclusive skills.

In order to make these social encounters possible, it  
should have different  
spaces and situations.

These encounters do not only take place  
in shared classrooms or conference rooms,  
but may arise at the individual level  
or in support groups.



Social encounters can take place

through:

- educational programmes,
- different student associations,
- organisation of life  
of the university environment.

In the United States, the system is developed  
by means of friends, which is a method of friendship  
individual and personal support.

In Spain, support goes as far as  
practices and direct links.

Social and academic awards can  
be developed and broadened for including participation  
in university activities:

- cultural,
- sports,
- of student representation,
- solidarity
- and cooperation.



These **initiatives** of inclusion activities and integration is not the sole responsibility of the students. To develop inclusion of the needs, capacities and students' rights a policy reorientation is needed, with administrative procedures and practices.

**Initiative** is the ability to devise, invent or undertake things.

The reorientation of policy ensures that the competencies of staff stand out in equality, inclusive design, accessibility and diversity.

These competences must be integrated in strategic planning policies, university training and development.

The development of support services to students with intellectual disabilities is a continuous process in construction over time.



In the process of developing  
support services  
there are turning points  
in which it must be taken into account:

- Identification,
- the approach,
- and evaluation.

These decisive moments  
are produced in the realisation of:

- **Bureaucratic formalities** such as registration.
- Adaptation of the environment as knowing the location of the spaces.
- Solving specific problems  
how to retrieve contents in the absence of a day or when someone does not understand the contents.
- To identify referents such as the student body, faculty and staff.
- Development of inclusive activities, as practices to improve participation of people with disabilities in the community

**Bureaucratic formalities**  
are a system for  
administering and managing  
certain matters.



university or to prevent  
possible subsequent problems.

Any top university or educational institution  
has some kind of department  
or area providing support services  
for students with functional diversity.

These departments are a reference  
and a starting point in order to get to know  
specific support  
that each university can offer.

Universities should promote  
the support they offer  
for the inclusion of people  
with functional diversity.

The analysis of support in different  
university spaces are divided into  
different areas:

1. cultural spaces,



Project number: 2021-1-ES01-KA220-HED-

2. sports facilities,
3. educational spaces,
4. residential spaces,
5. leisure spaces,
6. food spaces
7. and spaces for participation  
and student representation.

Each of these areas should have  
different indicators such as:

- Gender,
- accessibility,
- universal design,
- equity
- and justice.

## 1. Cultural spaces

Cultural spaces in universities

have centres of intellectual exploration,  
artistic expression and **interpersonal connection**.

For students with intellectual disabilities

### **Interpersonal connection**

is a bond that exists  
between two or more  
people based on feelings,  
emotions, interests and  
social activities.



Project number: 2021-1-ES01-KA220-HED-

these spaces must progress

in a dynamic and active way.

This progress of students along with the university  
has to improve their relationship and collaboration.

To achieve inclusive higher education  
it is important to break down barriers that affect  
to students' relationships.

An effective approach to increase  
relationships within cultural spaces are  
mentoring programmes between them.

These programmes match students  
with intellectual disabilities  
with their **neurotypical** peers.

A **neurotypical** person is  
one who conforms to the  
typical or standard  
patterns of society.

An evaluation conducted by Woodgate in 2020  
highlights the benefits of the support  
peer-to-peer to increase inclusive relationships  
within the children's cultural spaces.

Universities enrich their spaces  
and promote a more inclusive environment





Project number: 2021-1-ES01-KA220-HED-

whether students with different backgrounds  
and capabilities relate to each other.

These tutorials bring together students  
in an environment that encourages them to:

Continued on next page.



Project number: 2021-1-ES01-KA220-HED-

- sharing experiences,
- learning from each other
- and develop empathy.

With peer tutoring, students with intellectual disabilities receive support academic.

In addition, their neurotypical peers are more aware of the challenges they face and understand more deeply disability.

The organisation of workshops and cultural events for all students can create opportunities for participation.

These acts should recognise disability and create a platform where students showcase their views and talents.

These events can include many activities such as cultural festivals, art exhibitions, lectures and performances.



By participating in these events students can:

- Breaking stereotypes,
- removing misconceptions
- and establish relationships that go beyond the barriers of cultural space.

We can enhance diversity in spaces

cultural with:

- **Interdisciplinary collaboration:**

With interdisciplinary collaboration the students from different universities and careers are encouraged to collaborate in projects within of cultural spaces.

**Interdisciplinary collaboration** is a group of people with expertise in different fields coming together to work on an objective or project.

Smith says in 2022 that this interdisciplinary approach encourages diversity, interdisciplinary learning and engagement.

Students have different ways of thinking and problem-solving by breaking disciplinary barriers.

This means that they have more effective, innovative and inclusive solutions.

These collaborative projects enrich the cultural spaces, in addition to preparing students for a world different from the world of the university.

- Cultural sensitivity training:

It consists of giving training workshops of cultural sensitivity and empathy to all students.

Students with this sensitivity and empathy training will be able to understand better the prospects of their peers with intellectual disabilities.

These workshops can take place in and improve social interactions.

Cultural sensitivity training gives the students the necessary tools to cope in different situations.



This training promotes:

- self-awareness,
- empathy
- and active listening.

It promotes an inclusive environment in which everyone pupils feel valued and respected.

This training benefits all students with intellectual disabilities or without disabilities.

It helps the personal growth of the participants, improving their ability to interact in different inclusive situations.

- Inclusion initiatives student-led:

Preparing student groups to take initiatives.

Students should organise events for promoting different cultures and skills.



Project number: 2021-1-ES01-KA220-HED-

These initiatives may include:

- cultural fairs,
- art exhibitions,
- actions that show  
the talent of students  
with intellectual disabilities.

When students take the initiative  
of promoting inclusion the result  
is more positive  
and show commitment  
of the entire university.

Through these strategies  
higher education institutions  
can foster a culture of inclusion  
in their cultural spaces.

By these different strategies  
universities can illustrate  
values of inclusion, diversity and collaboration.



These values seek perfection in the  
higher education including:

- peer mentoring,
- interdisciplinary collaboration,
- targeted inclusion initiatives  
by students,
- and cultural sensitivity training.

Universities can guarantee  
to make their cultural spaces accessible  
intellectually, emotionally and physically.

This creates a more dynamic learning environment  
that prepares students for a world  
different.

Cultural spaces in universities  
should be considered as growth sites  
of intellectual, artistic expression and significant  
connection.

For students with intellectual disabilities  
these spaces should be very accessible  
and very inclusive.



Through the above strategies  
universities can previously  
transform their cultural spaces into cultural, diversity  
and inclusion dynamics centres.

## 2. Sports facilities

Universities should pay special attention to  
sporting activities.

For students with disabilities

To have inclusion is essential to go  
beyond physical accessibility.

This section aims to ensure that university sports venues  
may be truly inclusive.

Accessibility in the environment is a requirement  
very important in order to create  
an inclusive sporting environment.

Universities must provide ramps  
and lifts,





in addition to providing adaptive equipment  
to accommodate students  
with mobility problems.

Universities should also facilitate the  
transport to sporting events  
outside the university  
and offer many physical education courses  
adapted for students  
with disabilities.

These courses can be adapted to the  
individual needs  
and promote inclusion in sport.

Universities comply with legal requirements  
of the United Nations Convention on  
the Rights of Persons with Disabilities  
and promote a culture of inclusiveness in their  
physical education environments.

Innovation approaches to inclusion.

Universities create inclusive spaces:



- Virtual sport and **fitness** programmes:

Developing virtual sports programmes  
and fitness products designed specifically for  
students with intellectual disabilities.

The word **fitness** means sporting actions such as running, lifting weights or doing sit-ups.

These programmes may include:

- Guided exercises,
- yoga sessions
- or e-sports competitions.

By offering virtual activities  
universities guarantee  
that students with different  
physical abilities may have access  
to **recreational activities**.

**Recreational activities**  
are actions that allow a  
person to entertain or  
have fun.

- Accessible sports facilities:

**UNESCO** in 2021 says that in order to have  
more activities universities  
should make them accessible.

**UNESCO** is an  
Educational, Cultural and  
Scientific Organisation of  
United Nations.



This is achieved by:

- Accessibility of the environment,
- investing in facilities  
and in adapted, specialised sports teams
- adapted seats,
- accessible swimming pools with lifts
- and inclusive gym equipment.

- Buddy system:

Implementing a buddy system in the sports facilities can be very effective.

In this system, students with intellectual disabilities have partners who can support them and participate in activities together.

Lesk and Montaldo in 2019 said that this buddy system increases inclusiveness and creates strong peer relationships.

It also enriches the experience of living together at university.



## Conclusion.

Inclusion of students with intellectual disabilities in sport is a step very important in order to have an inclusive environment at university.

Universities can represent principles of diversity and coexistence by establishing these integrative practices.

### 3. Educational spaces

In order to seek a inclusive higher education system, spaces go beyond than traditional classrooms.

These spaces include all environments in which learning and intellectual growth takes place.

For students with intellectual disabilities it is insufficient to ensure physical accessibility.

That's why they need a welcoming environment.



In order to achieve this goal, it is very important to train teachers.

Teachers need to be trained in the inclusive teaching strategies and principles of Universal Design for learning.

Teachers should be encouraged to adapt their teaching methods to the needs of their students, teaching methods for all children and young people Students, with and without disabilities.

Teachers should incorporate the principles from Universal Design to their education practices.

They can create classrooms that are adapted to the needs of the student characteristics with intellectual disabilities.

Since education at university is inclusive it has to have a culture of inclusion and acceptance.



Project number: 2021-1-ES01-KA220-HED-

Everyone at the university must know the specific needs and challenges that students with intellectual disabilities have in order to achieve an inclusive environment.

This fosters empathy and support.

It also helps to create a more inclusive university atmosphere in which students with intellectual disabilities feel valued and integrated.

The UNESCO Directorate in 2016 provides information in traditional classrooms and in the educational environment for creating friendly learning environments.

Strategies to promote inclusion:

- Peer mentoring programmes.

This strategy consists of establishing peer-to-peer mentoring programmes.

.



Project number: 2021-1-ES01-KA220-HED-

In these tutorials, students with disabilities  
and non-disabled students are put in contact with each other.

This programme provides  
academic support and creates opportunities  
for friendship and mentoring.

Students are related  
out of the classroom, so improving  
general university experience.

- Accessible learning materials:

It is very important that all materials  
can be accessible.

According to UNESCO in 2006  
learning materials can be  
more inclusive and accessible if used:

- Screen readers
- Subtitles
- Alternative formats



- Sensory-friendly:

It consists of the creation of sensory classrooms.

for students with **sensory sensitivities**.

These spaces may include:

- adjustable lighting,
- noise reduction
- and comfortable seats.

**Sensory Sensitivity**  
refers to people who have a high sensitivity to stimulation, information processing, perception of stimuli and strong emotions.

In this strategy, the aim is to create

a comfortable environment facilitating motivation of students in the learning process.

Creating inclusive spaces involves fostering acceptance, empathy and support within the university community.

Employing these strategies improves the general university experience of the students with intellectual disabilities.

- Peer mentoring programmes,
- accessible study materials
- and classrooms adapted to sensory needs.





## 4. Residential spaces

The aim of the residential spaces is to promote university coexistence integration.

These spaces are fundamental to the university experience.

In inclusive spaces students can feel a deep sense of welcome and courage.

Adaptation of spaces to people with disabilities is a practice which universities can do in order to promote the development of inclusion in residential areas.

This initiative is designed in order to provide a comfortable living environment, adapted to students with various disabilities such as:

- mobility problems,
- sensory sensitivities,
- **chronic diseases.**

A **chronic disease** is a disease of long duration and usually slow progression.

The inclusive environment can be achieved  
through different media  
as orientation programmes,  
dedicated workshops and campaigns  
to promote inclusion  
and weaken discrimination.

The objectives of these educational efforts are:

- Create an environment in which  
there is a lot of respect.
- Creating understanding among all  
students.
- Raise students' awareness of the  
different needs that  
have their peers.

The design of residential spaces together  
with educational efforts make that  
student body may be committed to integration.  
It also provides them with security  
and cordiality between them.



Some suggestions for improving inclusion  
in university residential spaces are:

- Community building activities:

The organisation of activities for the creation of  
community within residential spaces  
is an effective way to foster relationships  
among students.

These are activities such as cooking classes, evening  
films or gardening projects among others.

- Inclusive peer assignment  
of room:

To assign roommates  
it is important to take preferences into account  
and needs of students  
with intellectual disabilities.

This approach ensures that the  
roommates are compatible  
and provide each other with support and companionship.



- Accessibility audits:

Accessibility audits of residential spaces are responsible for identifying and addressing any barriers or challenges faced by students with intellectual disabilities.

These audits should make it possible necessary modifications such as installation of handrails, lowering of shelves or visual aids to improve accessibility.

Universities that give priority to inclusion in their residential areas promote equality, promote growth and development of all students, regardless of their capabilities.

## 5. Leisure spaces

It is responsible for promoting relations of students.



Leisure spaces in universities serve  
as centres where students do  
friendships with each other,  
participate in **play activities**  
and escape the pressure  
of academic life.

**Play activities** allow  
students to get to know,  
express themselves, feel  
and relate to their  
environment.

It is a free activity that  
brings satisfaction and joy.

In the context of higher inclusive education  
it is important to examine these spaces  
in order to identify and improve  
any gender inequality.

In addition, they must correct behaviours  
that generate these inequalities.

The gender perspective in the inclusive university  
is fundamental for fostering an equal and inclusive  
coexistence.

This perspective requires an examination of how  
gender stereotypes and prejudices can  
influence students' experiences  
within leisure spaces.



Within the leisure areas  
universities must address  
cases of discrimination, harassment  
and gender-based discrimination.

This resolute attitude can be achieved by  
establishing a complaint and providing  
support services for victim.

In this way the universities guarantee  
the physical safety of their students.

In addition, they contribute to society  
equality and integration.

Some examples of the principles of the  
egalitarian relations in the  
**recreational spaces** are:

- Accessible games and entertainment:

Inclusive universities  
should strive to offer games  
and accessible entertainment  
within their recreational spaces.

A **recreational space** is a public space that is specially designed and equipped for outdoor activities.



They must ensure adaptation for different capabilities in activities such as:

- Video games,
- board games
- and entertainment facilities.

This allows all students to participate on equal terms.

Haleem in 2022 said that this approach would promote inclusion as well as offering valuable opportunities for social relations among students.

- Anti-bullying initiatives:

Universities must take the lead of campaigning against harassment in recreational spaces.

These campaigns should be designed to confront any form of discrimination or harassment that may occur.



Project number: 2021-1-ES01-KA220-HED-

Polanin said in 2019 that universities should also promote training of an intervention programme for students. This will enable students to act in the event of witnessing discrimination.

- Inclusion of diversity:

Altiok together with other authors in 2021 said that in leisure spaces it is essential to recognise the social interaction of each person and identities related to:

- race,
- ethnicity,
- disability
- and gender.

Inclusion must take into account the experiences and challenges faced by people with marginalised identities.

Universities must implement policies and initiatives to promote equality and combating discrimination.





Universities can foster relationships  
within cultural spaces  
by taking these measures and using the examples.  
In addition, they can create environments in which the  
diversity is improved and all students have  
the opportunity to stand out.

## 6. Food spaces

Feeding spaces, such as canteens,  
play a sense of togetherness and  
society within a university.

This chapter looks at dining spaces  
in higher education by focusing on  
in policies, practices and initiatives  
that promote the inclusion of students.

Universities can take steps such as:  
taking into account diets, food allergies, etc.  
and accessibility for people with disabilities.



Universities, thanks to these basic tools of facilities, show their commitment to inclusion and equal opportunities for all.

A very important aspect is the development of inclusive menus that cater for different dietary and cultural preferences.

These menus offer different options such as:

- **vegetarian** diet,
- **vegan** diet,
- **halal**,
- **kosher**
- or gluten-free.

In this way, universities accept the richness of its student body and ensure that everyone can enjoy of a satisfying meal feeling respected and valued.

The **vegetarian diet** is one that allows eating fruit, vegetables and legumes. **It avoids** the consumption of meat and fish.

The **vegan diet**, in addition to not eating meat, does not eat any foods that come from animals, such as eggs or honey.

**Halal** is a set of foods permitted or approved by the Muslim religion.

**Kosher** is a diet that Jews are allowed to eat according to their religious rules.

Universities must involve students in discussions on food. Students must make decisions about the human rights and food.

Examples of accessibility of food spaces:

- Menu planning student-led.

An effective approach to space is to involve students in the menu planning process under the supervision of a professional.

Universities can set up **student committees** in order to give their opinion on food choices.

- Food waste reduction initiatives

Another important aspect of environments in inclusive canteens are the reduction programmes of food waste in canteens.

The **student committee** is a link between the student body and the university authorities, where students can respectfully express their ideas to the University authorities.



These programmes educate students on environmental impact and promote responsible consumption.

- Accessible applications for canteens.

Universities can be more inclusive in food spaces if they develop mobile applications that provide complete information on the menus.

So, applications indicating, for example:

- List of ingredients,
- allergy information
- o nutritional data.

It is important that these applications may be accessible to students with disabilities.

These applications allow students to choose food by encouraging their decision-making.



## 7. Spaces for student representation and participation.

To promote an inclusive environment  
in higher education  
it is very important to create spaces  
of representation and participation within  
the university environment.

This section is responsible for searching for essential items  
and necessary strategies  
in order to ensure  
that students with intellectual disabilities  
may have opportunities to express  
their opinion and make decisions.

Channels of participation:

The aim of this section is to involve  
to students with intellectual disabilities  
in discussions and decision-making.



Several strategies can be used to achieve this

key:

1. Inclusive student government:

Author Moriña in 2018 said that as for the student government may be truly inclusive in the universities, it must be taken swift action.

This may include adaptations such as:

- Sign language interpreters during meetings.
- Create accessible platforms for voting.

2. Opportunities for virtual participation:

According to the author Bricout together with other authors in 2021, virtual participation is an option that should be offered in universities for the different needs of students.

These authors say they could offer live online meetings or give them the opportunity to be able to comment what they want to express when students can or see **it** fit.

### 3. Collaborative decision-making:

Author Hsiao together with other authors in 2018.

and Werner in 2012 said that universities

should promote processes of collaboration and decision-making

about decisions involving students

with intellectual disabilities.

Students with intellectual disabilities

must have the power to make decisions

in policy discussions, events

and university initiatives.

It is important to ensure that the views of

these students are requested and assessed

actively in decision-making.

Universities should offer

support and resources for students

with intellectual disabilities to participate

in activities outside the educational sphere,

in some clubs and student organisations.



These opportunities enrich their experience and contribute to the university's sense of belonging and empowerment.

Creating inclusive spaces.

Inclusive spaces should be designed to adapt to the different capacities and needs.

These spaces must ensure that students with intellectual disabilities can fully participate in the university community.

It is important that these spaces of inclusion offer:

- Accessible facilities.

Universities must invest in accessible facilities such as ramps, lifts and toilets.

These facilities ensure that the students with mobility problems can move around the university with ease.





- Accessible learning resources.

In order for students with disabilities to have equal access to educational contents, course materials must be accessible.

The accessibility of these materials can be achieved through formats such as **Braille**, **audio description** or **screen readers**.

- Spaces that respect the senses:

For people with sensory sensitivities these spaces must take into account the adaptation of factors such as lighting, noise levels and the layout of the seats.

Promoting an inclusive university experience for students with intellectual disability implies:

Continued on next page.

**Braille** is a writing system for the blind that consists of signs drawn in relief so that they can be read with the fingers.

**Audio description** is a communication support service for blind people that consists of a clear description of what is happening in audiovisual productions.

A **screen reader** is an assistive product that uses a voice to read, explain, interpret or identify what is displayed on a screen.



Project number: 2021-1-ES01-KA220-HED-

- Creating spaces for representation and participation,
- breaking down barriers,
- ensuring accessibility in physical and virtual spaces,
- and tackle inequalities.

With these indicators, universities can become inclusive institutions that empower all students.

## Online resources

This section includes complementary information to the contents of this module 5 on the internet.

This material is not in easy-to-read version.

<https://wonkhe.com/blogs/the-four-foundations-of-belonging-at-university/>

This material reflects a new research by Wonkhe and Pearson showing four reasons why students collaborate at the university.



<https://www.washington.edu/doiit/programs/center-universal-design-education/postsecondary/universal-design-physical-spaces>

This website explains how we can apply universal design to create accessible, usable and inclusive spaces.

<https://www.nchpad.org/1329/6137/Accessible~Nutrition~Applications>

A list of applications about healthy nutrition products appears on this page

.

## Downloadable documents

This section includes complementary information to the contents of this module 5 to be downloaded.

This material is not in easy-to-read version.

<https://www.sciencedirect.com/science/article/pii/S0169534721002457>

An article showing the promotion of the equality and inclusion through student-led initiatives.



<https://www.sciencedirect.com/science/article/pii/S2666412722000137>

Study of digital technologies in the  
education.

<https://brill.com/view/journals/jdse/aop/article-10.1163-25888803-bja10021/article-10.1163-25888803-bja10021.xml?ebody=full%20html-copy1>

This document provides a study  
of the barriers and proposes a correction  
in the form of the social model of disability.

## Bibliographical references

The bibliographical references are the works  
that authors have used for writing  
this module.

The authors are sometimes listed in the module  
and some of the contents of these works.

The naming of the works does not  
is in easy reading.

The material is not in easy-to-read version.



*American with Disabilities Act*, (1990) <https://www.ada.gov/> accessed 30<sup>th</sup> October 2023.

Bricout, J., Baker, P. M., Moon, N. W., & Sharma, B. (2021).

*Exploring the intelligent future of participation: Community, inclusion and people with disabilities*. International Journal of E-Planning Research (IJEPR), 10(2), 94-108.

<http://doi.org/10.4018/IJEPR.20210401.oa8>

Hsiao, F., Zeiser, S., Nuss, D., & Hatschek, K. (2018). *Developing effective academic accommodations in higher education: A collaborative decision-making process*. International Journal of Music Education, 36(2), 244-258.

<https://doi.org/10.1177/0255761417729545>.

Moriña A. (2018) *Inclusive education in higher education: challenges and opportunities*. In Mary Ruth Coleman, Michael Shevlin (ed.) Post-secondary educational opportunities for students with special educational needs. London: Routledge.

Werner S. (2012). *Individuals with intellectual disabilities: a review of the literature on decision-making since the Convention on the Rights of Persons with Disabilities (CRPD)*. Public Health Reviews. 34



## Module 6: Curriculum development and adaptation.

Module 6 is written by:

- Pablo Álvarez-Pérez, ISCTE,  
University Institute of Lisbon
- Maria João Pena, ISCTE,  
University Institute of Lisbon
- and Jorge Ferreira, ISCTE,  
University Institute of Lisbon

## Summary

The curricula are the programmes used at the university to study the qualifications that the university teaches.

A degree is a set of subjects that enable students to acquire the necessary knowledge for passing their studies.



A programme is the document that states how students should organise themselves in order to pass the subjects.

Programmes must be adapted to the needs of the students, because there are students who learn differently.

In recent years, new ways of learning have emerged, such as Universal Design for Learning. Universal Design for Learning designs the curriculum to address the diversity of students with disabilities.

Universal Design for Learning is a type of teaching that seeks to remove obstacles that hinder learning in students with disabilities.

The acronym for Universal Design for Learning is DUA.

The text goes on to say in depth about the SAD.



The curricula of the degree  
in university programmes  
have to be accessible  
for people  
with intellectual disabilities.

The contents of the subjects  
and evaluation tests  
of university degrees must also  
be accessible and adapted for all  
people with intellectual disabilities.  
For example, **virtual platforms** that use  
students with intellectual disabilities  
must be easy to read and understand.

**Virtual platforms** are applications that facilitate learning and communication between students and teachers via Internet from a single location.

## Categories

In this module we will talk about:  
universal design for learning,  
cognitive accessibility,  
university grants,  
**reasonable accommodation**  
and curricular adaptations.

**Reasonable accommodations** are the adaptations needed by persons with disabilities to facilitate access to education and their personal development.





## Introduction

In recent years there has been a positive trend for people with disabilities, now they have more rights to participate in society, education and employment.

People with disabilities receive better services at present as for:

- health
- education
- training
- information
- and employment.

Politicians and public **agencies** are currently working to recognise that people with disabilities are the protagonists of their lives.

An **agency** is an organisation dedicated to works of interest to all citizens.

People with disabilities suffer from discrimination today because society sees disability as a **stigma**.

**Stigma** is the negative treatment, contempt or prejudice towards a person or group of people.

Disability and mental illness are different terms, but there are people in society who think that disability and mental illness are the same thing.



In order to fight stigma,  
it exists the European Disability Forum,  
which is a **non-governmental organisation**  
that defends the rights  
of people with disabilities across Europe.

The European Disability Forum  
defends the rights of more  
100 million people with disabilities.

In Europe, there are more organisations such as  
the European Disability Forum, which advocates for  
the rights of persons with disabilities.

People with disabilities in Spain  
and Europe are increasingly involved  
in society because there is important progress  
in education and employment.

This participation brings about a positive change  
for people with disabilities.

There are also other important factors  
that help change, such as:

Continued on next page.

A **non-governmental organisation** is a social entity with humanitarian aims. Its acronym is NGO.



Project number: 2021-1-ES01-KA220-HED-

- Europe's influence on human rights and standards for persons with disabilities,
- the fight for people's rights,
- the feminist struggle in Ireland,
- and advances in equality.

The European Union is concerned to address the needs of all its citizens and, in order to meet its needs, it uses new methods such as **lifelong learning**.

Disability is closely linked to lifelong learning.

Inclusion and education can offer a combination of opportunities to make easier access to people's education with disabilities and their learning.

Inclusion must be the basis of the entire range of courses on offer for eliminating inequalities in our society and to understand better diversity.

The SAD offers a model that works

**Lifelong learning** is the pursuit of knowledge and skills throughout life on a voluntary basis.



for all persons with disabilities  
in an easy-to-understand way,  
and tailored to their individual needs.

The SAD wants for all people  
greater access to education.

The SAD adapts **curricular materials**  
and teaching methods  
without relying on assistive technology.

Assistive technology is used  
to facilitate and enable learning.

The SAD uses the technology  
support when needed.

An important idea of the SAD  
is that technology and new  
adapted materials facilitate the form  
to learn from people with disabilities.

Some examples of SADs are:

- accessible websites,
- videos with subtitles,
- videos with narration,
- word **processors**  
that suggest the words you want to write,

Continued on next page.

**Curricular materials** are resources such as textbooks, pictures or videos that facilitate the learning process.

A **word processor** is an application that allows you to write, print, save, among other options, a document.



Project number: 2021-1-ES01-KA220-HED-

- spoken spellcheckers,
- spoken dialogue boxes,
- voice recognition,
- and menus with images.

Students with disabilities need support of technology to better interact with their environment.

Examples include:

- communication aids,
- visual aids,
- orthopaedic appliances,
- and adapted toys.

The SAD uses the technologies of information for students to use, succeeding in education through the use of a minimum of assistive technology.

It is important to bring pupils with disabilities to new technologies and curricular materials, in order to guarantee learning for people with disabilities and to improve their inclusion in society.



## Universal Design for Learning and Cognitive Accessibility

This part of the module explores the application of the principles of the SAD and the adaptation of programmes, with particular care for students with intellectual disabilities.

The principles of the SAD are 7:

1. The SAD is useful and easy to use for all persons with disabilities.
2. The SAD takes into account that persons with disabilities learn differently.
3. The SAD is easy to understand for all persons with disabilities.
4. The SAD provides the information to people with disabilities regardless of their environment or sensory disabilities.
5. The SAD should reduce risks and the consequences of unforeseen actions by the person with a disability.
6. The SAD must be used with the minimum possible effort for the person with a disability.
7. The SAD should provide the person with disabilities the right space, so that he or she can approach, reach and manipulate the object without problems.



It is important to create inclusive opportunities and equality for all students.

This module looks at how to integrate the SAD in the way support is provided, and offer specialised help, in order to put tailored interventions that are in place to improve the accessibility of students with disabilities.

University programmes are opportunities for students to broaden their knowledge. The difficulty and diversity of these programmes pose significant challenges for students with intellectual and functional disabilities.

## Accessibility of general procedures

Tailor-made information.

The authors Galkienė and Monkevičienė speak, in their work in 2021, that universities should facilitate students the university's programmes and the way in which students want to receive the programmes.



For example, to make the programmes  
in a more inclusive way,  
the university can send the programmes  
to students by text message,  
by e-mail  
or by a mobile phone application.

This way of sending  
university programmes  
is called electronic notification.

Students, when they receive  
electronic notification, can  
see programme information  
and use it to satisfy  
their learning needs.

Accessible websites.

Author Meyer and other authors talk,  
in their work in 2014,  
that in order to improve accessibility  
of the web pages, the processes  
application form must follow  
the indications of the SAD.





Indications include:

- that the pages are compatible with screen readers, that there is a text alternative for images,
- that the **font sizes** can be adjusted,
- that the contrast of the website can be adapted to the majority of students.

The **font size** is the size of the letters that appear in the document.

Support for students in different languages.

Authors Rose and Meyer talk, in their work in 2006, that it is important to provide foreigners students with all the information about the programmes in several languages.

The principles of the SAD make that universities provide information in different languages to serve all students who may need the information in their language of origin.



## Specialised support and guidance

Individual learning plans.

**CAST** speaks out in 2018

that the basis for launching

the SAD is the creation

of Individual Learning Plans.

An Individual Learning Plan

is a fundamental part

to plan measures,

actions, and give tools to all

students with and without disabilities

to learn and participate in the university.

Individual Learning Plans

are adapted to the needs

of each student. Its acronym is ILP.

ILPs are developed

by disability services,

**academic advisors** and students.

Accessible communication channels.

Researchers Rose and Meyer

speak in their work in 2006

that the SAD makes that universities

provide accessible channels of communication.

**CAST** stands for Centre for Applied Special Technology, the institution where the SAD was born.

The **academic advisor** is the person who helps students and facilitates their learning.



## Accessible communication channels

that universities can use are:

- the telephone,
- e-mail,
- videoconferences with interpreters  
of sign language
- and accessible applications  
that use a simple language  
or symbols.

Student-to-student mentoring.

CAST speaks in 2018

that the university can make programmes  
for mentoring among students,  
based on the principles of the SAD.

These programmes are developed by a **mentor**.

Mentors are ready  
to understand the needs  
of students with disabilities.

A **mentor** is an experienced and knowledgeable student who guides a less experienced student to help them in their studies.

## Specific adaptations

for students

Continued on next page.



## **Flexible schedules.**

Researchers Galkienė and Monkevičienė say in their work in 2021 that ILPs support flexitime.

**Flexible schedule** is the distribution of class hours that allows the student to choose the time of arrival and departure within certain limits.

Programmes offer alternatives to students with intellectual disabilities in order to facilitate their learning. The alternatives offered by the programmes are: the possibility of increasing homework deadlines, extending arrival dates and student departure and establish academic calendars adapted to the student's learning pace.

## Alternative methods of evaluation.

Researcher Meyer together with other researchers talk in their work in 2014 that the ILP makes that universities use alternative methods of assessment.

The university can use alternatives to evaluate learning for students with disabilities when they have difficulties with written exams. For example, you can assess with oral examinations, evaluations of work and presentations in class.



Accessible accommodation and transport.  
Researchers Rose & Meyer talk  
in his research in 2006  
that the SAD attaches great importance  
to have accessible accommodation and transport  
to students.

Universities should collaborate with services  
of transport and accommodation companies  
to ensure that they are accessible  
for wheelchair users.

Universities should facilitate communication  
with students with reduced mobility  
in order to solve their mobility problems.

## Conclusion

It is important to introduce the principles of the SAD  
to university programmes,  
in order to create equal opportunities  
for all students.

The SAD promotes diversity  
and inclusion to make  
a more egalitarian university.



## University support and reasonable accommodation

At the beginning of module 6  
we have defined reasonable adjustments.

UNESCO defines reasonable accommodation  
as well as the necessary adaptations and support systems  
to ensure that people  
with disabilities have the same opportunities  
to participate in educational and social activities.

Adaptation of curricula  
and inclusion of students  
with intellectual disabilities to university  
are essential for real integration.

## Accessibility of information

The European Agency for Educational Needs  
Special Needs and Inclusive Education speaks  
in 2023 than reasonable adjustments,  
must ensure accessibility to information  
of the programmes to all students.

Universities must provide information  
in an accessible and understandable way  
for students  
with intellectual disabilities, so that they  
can choose the programme of their choice.



The university must provide the information to students in different types of forms.

For example, with simple language, with easy-to-read documents, and with accessible websites.

Guidance tailored to needs of the disabled person.

Students with intellectual disabilities may need support to access to the information provided by the university. This support should cover all their needs.

To ensure effective support, universities should take into account:

- a) Training of workers of the university:

The **European Commission** speaks out in 2017 that universities must invest in training on intellectual disabilities, for the university's employees to can better serve students

The **European Commission** is an organisation that monitors compliance with the laws of the European Union.



with intellectual disabilities.

b) The inclusion of support staff:

UNESCO speaks out in 2016  
that the university can include support people  
to help students  
with intellectual disabilities. These support persons  
are a link between the student  
with intellectual disabilities and the university,  
because they solve students' doubts.

c) Individualised adaptation plans:

The European Disability Forum speaks out  
in 2018 that the university  
adaptation plans must be put in place,  
individualised for students  
with intellectual disabilities who need them.  
An adaptation plan sets out the objectives,  
services and adaptations that  
the student with a disability need.

Collaboration of the institutions.

For reasonable adjustments to be made  
there must be collaboration between:

- the various universities,
- state administrations,
- associations of people with disabilities





- and companies.

This collaboration can create support networks for students with intellectual disabilities.

It is important that may be possible accessibility outside of the university in order to create an environment more inclusive, let's talk about:

1) Accessible housing:

Universities should prioritise accommodation in accessible housing to students with intellectual disabilities, supporting them when they need it.

University collaboration with homeowners can ensure that housing is equipped with technology support for people with disabilities.

For example, by placing ramps at access points, wheelchair housing, accessible toilets, or placing visual or tactile cues for people with sensory disabilities.

Collaboration with the owners housing and the university



should include training.

Homeowners trained  
can better understand disability  
and learn communication skills,  
to ensure an inclusive environment  
and welcoming to people with disabilities.

## 2) Community linkages and support for people with disabilities:

Students with intellectual disabilities can  
benefit from links with the local community.  
Universities can foster these links  
building partnerships with organisations  
and local disabled people's associations.

**Inclusive Campus Live** speaks  
in 2016 that the links  
with local disability organisations  
can make it easier for students to access  
to services such as tutoring,  
community activities  
and employment opportunities.

This facilitates integration  
of people with intellectual disabilities  
in the community.

The **Inclusive Campus Live** is a European project that seeks the inclusion of people with intellectual disabilities at university.



### 3) Collaboration with NGOs:

The collaboration of NGOs and rights groups of persons with disabilities can make it easier for NGOs to provide services supporting people with disabilities.

Universities and NGOs can sign up arrangements to ensure that students with intellectual disabilities can resolve doubts of the university courses and can assess accessibility of off-campus facilities.

The United Nations speaks out in 2006 that universities and NGOs can create a support system to provide an improvement in the quality of life of persons with disabilities.

### d) Linkages with business for access of people with disabilities to employment:

Universities and business must create links to improve accessibility to the labour market of persons with disabilities.



## University links

and companies must achieve that their facilities, means of transport, and their leisure activities can be more accessible to students with disabilities.

## The Global Business and Disability Network.

### The **ILO** speaks in the year 2023

that these links can be achieved with agreements and contracts that reflect accessibility conditions and commitments between companies and universities, in order to guarantee all students with disabilities their rights as citizens and to participate in the labour market.

The **ILO** stands for International Labour Organisation and it is part of the United Nations.

## Conclusion.

Reasonable accommodation is essential to ensure accessibility and success of students with intellectual disabilities at university.

The university offers accessible information and personalised support for students with disabilities, to facilitate their participation.

Collaborative efforts can improve inclusion of persons with disabilities



in university programmes.

Ultimately, the aim is that students with intellectual disabilities can benefit from reasonable accommodation and create a more inclusive university.

## Curricular adaptations

This part of the module discusses the importance of curricular adaptations to support integration of students with intellectual disabilities at university.

The importance of understanding diversity. Researcher Morgan speaks on his work in 2013 that disability is different for each person.

The university must be a place of inclusive learning for students with intellectual disabilities.

Curricular adaptation has to help to the needs of people with disabilities.



The following are the curricular adjustments that need to be fulfilled:

### 1. Flexibility in courses

Researchers Fisher and Frey talk, in their work in 2017, that university courses should offer different options to facilitate learning for people with disabilities.

For example, offering courses online, use an apprenticeship to unify classes, face-to-face classes with online classes, and also to offer videos of recorded lessons for students with disabilities can see them at any time.

These options allow students with intellectual disabilities to choose the best option for learning in an easier way.

### 2. Course materials must be accesible.

Researcher Burgstahler speaks in his paper in 2015 that the materials of the course, such as textbooks, class notes and applications in Internet, must be accesible for people with intellectual disabilities.



Adapted materials can be books  
in easy reading, audios for blind people  
or with low vision, and Braille books.

### 3. The importance of reviewing curricula.

Researcher Burgstahler speaks  
in their work in 2015  
that curricula need to be revised.  
The plans follow the principles of the SAD.

Frequent review of plans  
of study ensures that accessibility is  
equal for all students and reduces  
the need to use individual adaptations.

### 4. Collaborate with the support services for disability.

Researcher Morgan speaks on his work  
in 2013 that the departments  
of the university and support services  
for people with disabilities  
must work together to identify  
study difficulties and to develop  
the necessary adaptations.



Making individual plans and taking adaptation measures where necessary. Students with intellectual disabilities sometimes need help to progress in their studies.

Researcher Burgstahler speaks in his paper of the year 2015 that the Plans of Individual Adjustment serve to adjust study time and methodology of learning to the characteristics of the of students with disabilities. The acronym of Individual Adaptation Plans is IAP.

In developing the IAPs, there must be involved the students, teachers and professionals related to disability support.

Support for education and inclusive evaluation. Teaching methods and forms evaluation methods need to be inclusive.

### 1. **Inclusive pedagogical approaches:**

Researcher Morgan in 2013 and researchers Fisher and Frey in 2017 talk about the inclusive pedagogical approach.

The **inclusive pedagogical approach** is an educational point of view that seeks to make education accessible to all students on equal terms.





These researchers say  
that it is important for teachers to  
be encouraged for using  
an inclusive pedagogical approach,  
that involves  
students with disabilities  
with flexible tasks and methods  
of evaluation.

Pedagogical approaches count  
with different learning styles.

## 2. Accessible learning management systems:

An accessible learning management system  
is a computer program that serves  
to carry out training activities,  
without having to attend classes,  
and its acronym is LMS.

The accessible learning management system  
ensures that the university uses the technologies  
support, because it makes it easier for students  
with disabilities their participation in class,  
access to materials  
of courses and the handing in of assignments.



### 3. Student assessment

for foreigners with intellectual disabilities:

Researchers Fisher and Frey talk,  
in their work in 2017,  
how the university must adapt  
the needs of foreign students  
with intellectual disabilities.

The university can offer more time  
in student examinations  
for foreigners with intellectual disabilities,  
complying with university regulations  
to avoid favouring these students.

The university can also offer  
other evaluation options  
to foreign students with disabilities  
to facilitate their learning.

### 4. Accessible facilities:

Researcher Morgan speaks  
in its 2013 work  
that the university must guarantee  
that classrooms, laboratories  
and libraries are accessible  
for students with reduced mobility.



Project number: 2021-1-ES01-KA220-HED-

The university must eliminate  
all architectural barriers,  
with the installation of ramps and lifts, and  
adapt all university spaces,  
and so students with reduced mobility  
can access university without any problems.

Conclusion.

Curricular adaptations for  
students with intellectual disabilities  
are the basis for achieving an inclusive and fair university.

Universities must observe  
the diversity of students with disabilities  
and collaborate with support to disability organisations  
in order to develop ways  
for inclusive teaching and assessment  
for people with intellectual disabilities.

The institutions must ensure  
that all students have  
equal opportunities to participate  
at university.



## Online resources

This section includes complementary information to the contents of this module 6 in the internet.

This material is not in easy-to-read version.

UNESCO Guidelines for Inclusion  
of students with disabilities  
in open and distance learning

Click on the link:

<https://www.unesco.org/en/communicationinformation/odl-guidelines>

Interesting EU+ project  
on inclusive university life.

Click on the link:

<https://www.iclife.eu/>

Website dedicated to the programmes  
of adaptive virtual fitness.

Click on the link:

<https://www.adaptivesportsfoundation.org/virtualfitness/>

## Downloadable documents

This section includes additional information  
to the contents of module 6 to download.

This material is not in easy-to-read version.

*Accessible book on learning through*



Project number: 2021-1-ES01-KA220-HED-

*of Structured Learning: A Framework for  
the gradual release of responsibilities.*

Click on the link:

<https://www.ascd.org/books/better-learning-through-structured-teaching-a-framework-for-the-gradual-release-of-responsibility-3rd-edition?variant=121031>

*European legal framework for the promotion  
of common values, inclusive education  
and the European dimension in education.*

Click on the link:

[https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0607\(01\)&rid=4](https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0607(01)&rid=4)

*Peer perspectives within the movement  
for inclusive post-secondary education:*

*A systematic review*

Click on the link:

<https://pubmed.ncbi.nlm.nih.gov/33305584/>

*Programme for practice manual  
Friends of Europe.*

Click on the link:

[https://buddysystem.eu/docs/The\\_buddy\\_programs\\_practices\\_in\\_Europe.pdf](https://buddysystem.eu/docs/The_buddy_programs_practices_in_Europe.pdf)

*UNESCO Guidelines for Inclusion:*

*Ensuring access to education for all*

Click on the link:



<https://unesdoc.unesco.org/ark:/48223/pf0000140224>

## Bibliographical references

The bibliographical references are the works that the authors have used for writing this module.

The authors are sometimes listed in the module and some of the contents of these works.

The naming of works is not in easy to read version.

The material is not in easy to read version.

Burgstahler, S. (2015). *Universal design in higher education: From principles to practice*. Harvard Education Press.

CAST. (2018). *Universal design guidelines for learning version 2.2*. Retrieved from <https://udlguidelines.cast.org/>

European Commission (2017). *European disability policy*. Retrieved from [https://www.europarl.europa.eu/RegData/etudes/IDAN/2017/603981/EPRS\\_IDA\(2017\)603981\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/IDAN/2017/603981/EPRS_IDA(2017)603981_EN.pdf)

Fisher, D., & Frey, N. (2017). *Better learning through structured teaching: A framework for gradual release of responsibility* (2nd ed.). ASCD.

European Disability Forum (2018). *Position on inclusive education*. Retrieved from <https://tools.youthforum.org/policy-library/wp-content/uploads/2021/04/Pos-on-Inc-Education-paper-ENG.pdf>

Galkienė, A. Monkevičienė, O. (2021). *Enhancing Inclusive Education through Universal Design for Learning*. Springer

Inclusive Campus Live (2016). *ICLife: Tools for inclusion How to make life on*



*a higher education campus more inclusive. White paper.* Retrieved from  
<https://www.iclife.eu/white-paper.html>

Meyer, A., Rose, D. H., & Gordon, D. T. (2014). *Universal Design for Learning: Theory and Practice*. CAST Professional Publishing.

Morgan, M. (2013). *Supporting Students with Intellectual Disabilities in Higher Education: A Practical Guide*. Routledge.

ILO Global Business and Disability Network (2023). *Disability Inclusion in Small and Medium Enterprises*. Retrieved from  
[https://www.ilo.org/global/topics/disability-and-work/WCMS\\_891872/lang--en/index.htm](https://www.ilo.org/global/topics/disability-and-work/WCMS_891872/lang--en/index.htm)

Rose, D. H., and Meyer, A. (2006). *A practical reader in Universal Design for Learning*. Harvard Education Press.

UNESCO (2016). *Learning for All: Guidelines on the inclusion of learners with disabilities in open and distance learning*. Retrieved from  
<https://unesdoc.unesco.org/ark:/48223/pf0000244355>

United Nations (2006). *Convention on the Rights of Persons with Disabilities*. Retrieved from

<https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>



## Module 7:

### Disability observations

Module 7 is written by:

- Rosa María Díaz Jiménez, UPO,
- Antonio Iáñez Domínguez, UPO
- and Fernando Relinque Medina, UPO.

## Summary

For the creation of a model of  
accessible university

it is important to know:

- how disability is represented,
- how teaching is tackled,
- what it is being studied
- and how it is transmitted to students.

The creation of an accessible university  
and an inclusive environment must be  
a common task in academia.





## The Disability Observatory

will allow the questioning of elements that will be:

- source of information,
- experiences,
- indications
- and good practices for working  
disability in the academic world.

These elements will be useful  
for people with intellectual disabilities  
studying at university  
and to train professionals,  
so that they become sensitive and respectful  
with human rights.

The aim of the Observatory is to focus on  
in situations that are related  
with intellectual disabilities  
in universities  
from the point of view of science,  
technology and innovation.



These 3 points of view come from the following that are listed below and are developed in the text below.

Science focuses on teaching and research.

Teaching includes subjects such as inclusive courses for all students.

In research, projects are chosen or related to scientific articles about inclusion and the university.

Technology is about tools, useful resources and means for inclusion of students at university.

This part may include experiences related to:

- learning methods,
- support resources
- and inclusive procedures within and outside the university.



Project number: 2021-1-ES01-KA220-HED-

Innovation is about educational projects  
created at university level  
that are related to people  
and students with intellectual disabilities.

## Categories.

In this module we are going to talk about:

- science and disability,
- technology and disability,
- disability and innovation.

## Introduction.

An observatory is an open space  
which aims to understand  
a specific topic and follows its evolution.

The observatory is aimed at people  
and interest groups  
for a specific issue.



One of its main functions is to do research by which it transmits knowledge and makes it available to those interested in this issue.

In the university environment, the disability observatory serves to monitor educational inclusion in university life of people with disabilities.

In order to evaluate the inclusion process of people with intellectual disabilities at the university, it must be developed a series of **guidelines** taking into account science, technology and innovation.

A **guideline** is a standard or model that serves as a guide for doing something.

Several models are defined in these guidelines, and examples used for evaluation of universities by the university observatory on disability.



Researcher Muntaner and other researchers

offer this set of guidelines for evaluation:

- principles and values of the university environment,
- teacher qualities and training,
- functions of the professionals,
- use of resources available at the university,
- organisation and management of the educational environment,
- teacher techniques for coordination,
- types of support,
- functions of support staff,
- teaching method,
- form of student participation,
- **dissemination of learning**,
- learning success,
- relationship between people in the same group,
- educational creation,
- participation and satisfaction in activities  
which can be school-based or **extracurricular**,
- adaptation of the university curriculum,

**Dissemination** is making a fact or a piece of news known to many people.

**Extracurricular** means to develop something outside the school.

Continued on next page.



Project number: 2021-1-ES01-KA220-HED-

- the role of families in education and learning of their children with disabilities,
- peer relations and interaction of students with disabilities,
- personal satisfaction of students with teachers and with the university,
- extracurricular support received by parents and pupils outside the educational environment, among others.

Some universities have created good practices and research centres for issues arising on inclusion of students with intellectual disabilities.

These centres change according to their size, importance and types of support, but all recognise that disability is a reality based on equality.

In these centres, we encounter both diversity and barriers on a day-to-day basis.



Contents and national situations vary according to their skills and methods. In Europe, they consider universities as observatories for research of students with intellectual disabilities.

In the United States this process is more advanced, as there is good coordination between universities and other interested institutions in intellectual disability.

In Barcelona there is an observatory called University Observatory for Disability which belongs to the Polytechnic University of Catalonia.

It is dedicated to studying accessibility of the environment and inclusion of persons with disabilities in the university community.



Project number: 2021-1-ES01-KA220-HED-

It aims to improve academic quality within the university, taking into account their actual situation and values such as inclusion and equality.

In the United States there is Think College, which translated into English means thinking about university.

It is a national initiative dedicated to develop and improve research and inclusive education for students with intellectual disabilities.

These initiatives provide resources and training to improve university opportunities in students with intellectual disabilities.

In addition, Think College supports research and student-centred good practice.

Such initiatives function as centres for research and evaluation organisations that are dedicated to improve and expand opportunities of students with intellectual disabilities.





In the last twenty years, many tests have been contributed where it can be seen how new technologies are filling social organizations and the economy and creating knowledge.

New technologies have made it easier to many processes for social change.

Knowledge transfer based on these new technologies can have a positive influence in people's autonomy, but it can also severely limit their freedom.

Universal design for learning offers a model for creating targets for:

- education,
- methods,
- materials,
- and assessments that work for all.



Project number: 2021-1-ES01-KA220-HED-

The idea is to create adapted guides that can suit individual needs.

Universal design for learning creates its own teaching material adapted to the needs of the pupils for learning to be good.

The main idea is to try new technologies or materials that can be designed from the outset and that are adapted and can be adapted to different learning styles, depending on the people at whom it is aimed.

Some examples of universal design.

The learning objectives are:

- accessible websites,
- subtitled or narrated videos,
- spellcheckers,
- letter with pictures,
- voice recognition.



Universal design for learning  
does not eliminate the need to use  
assistive technology, because  
students with intellectual disabilities  
will need teams of  
assistive technology such as,  
for example, the following:

- communication aids,
- visual aids,
- wheelchairs,
- orthopaedic appliances,
- and toys adapted to interact more  
with its environment.

Universal design for learning  
proposes to incorporate accessibility  
to new technologies  
and materials to promote  
inclusion in learning  
of students with intellectual disabilities.



There are a number of outstanding objectives:

1. Improving the education system  
from an innovative and inclusive point of view  
in order to enhance  
the quality of life of students.
2. Offer advice, resources and tools  
for the creation of a university  
inclusive and adapted for people with disabilities  
and with intellectual disabilities.
3. Promoting people with intellectual disabilities' autonomy  
in the environment  
of university education,  
so that they can live autonomously,  
make their own decisions  
and participate in university life.

## Science and disability

The right to science has been developed  
in many human rights agreements  
to ensure equal participation  
of people with intellectual disabilities  
in scientific research processes.



This right is not always fulfilled  
because neither the government nor many organisations  
are responsible for carrying it out.

The results of the participation  
of people with intellectual disabilities  
in the world of science are positive,  
but barriers remain  
such as **ableism** and other systems  
that oppose each other and reflect inequalities.

**Ableism** is a form of social  
discrimination against  
people with intellectual  
disabilities.

Researcher Shogren said in 2023  
that researchers around the world  
of disability should take measures  
to remove these barriers and promote  
other more participatory approaches.

This category analyses the importance of  
of inclusive university education.  
Students should have access to  
to knowledge according to their capacities.



The number of students with disabilities  
at university has increased  
over the last 20 years,  
but they are still at loggerheads  
to many challenges.

Universities guarantee access  
of students with disabilities,  
but this is not enough.

Universities must be inclusive  
and ensure students' progress.

In order to move towards a model  
of an inclusive university for students  
with intellectual disabilities, it is important to  
analysing what happens in the classroom.

The classroom is the space shared by  
teachers and students with disabilities.



In order to assess this space,  
the following guidelines should be taken into account:

- universal design must be the basis  
of all activities, so that  
resources can be used  
for all people,
- teacher training  
is important, since it  
can be confronted with different  
situations and prevent neglect  
or school failure,
- individual support and follow-up  
of students is necessary during  
the learning process, and it is important to  
conduct tutorials with their teachers  
in order to meet emerging needs.

In the research process, it is important that  
persons with disabilities may go  
from being persons under investigation  
to participate in the investigations.



Schalock and other researchers

said in 2007 that the best

inclusive practices both in teaching and learning

as well as in research are a complement to the

teachers' teaching practices.

## Technology and disability

Some researchers have contributed ideas

of what technology means

in the educational environment, such as:

- Wehmeyer and other colleagues  
said in 2004 that technology is  
very much integrated into education, although  
access to students with intellectual disabilities is still limited.
- Lindquist and Long said in 2011 that  
technology is a very important part  
of the academic world and that, when  
it is put to good use, it  
improves the learning process.





- Bond and Bedenlier said in 2019  
the important role that plays  
technology in education,  
because it serves to motivate pupils.

This category is intended to guide  
on the use of resources and tools  
for the inclusion of students  
with intellectual disabilities at university.

For younger students  
access to information  
is very fast as for the use  
of new technologies,  
although some students may  
encounter difficulty in using them.

For this it is important to know and adjust  
tools and resources that promote  
new ways of teaching and learning  
adapted to different intellectual abilities.



Teaching is not always face-to-face because new technologies have created new ways of conducting education such as e-learning or hybrid teaching, which means that combines virtual and face-to-face learning.

In e-learning it is important to introduce accessibility, as this can ensure opportunities for all people.

The researchers Betlej and Danilevica stated in 2022 that inclusive online education can help to remove the barriers encountered by people with intellectual disabilities to access technological resources.

In addition, it can allow those technological resources may be used by pupils of all ages tailored to individual needs.



## Disability and innovation

This category focuses on educational projects that seek to improve university education for people with intellectual disabilities.

Teachers have a very important role to play in educational improvements, because the use of new teaching methodologies and learning also involves having changes important in the educational process.

Some universities have introduced training programmes for young people with intellectual disabilities by promoting learning and university participation.

These training programmes usually include a hybrid teaching system that combines e-learning with face-to-face learning.



Project number: 2021-1-ES01-KA220-HED-

These are university-oriented training courses to promote employment, self-reliance and inclusive education in subjects.

## Online resources

This section contains extra information to the contents of this module 7 in the internet.

This material is not in easy-to-read version.

*Inclusive education in higher education: challenges and opportunities.*

Click on the link:

<https://idus.us.es/bitstream/handle/11441/111443/1/Inclusive%20education%20in%20higher%20education%20challenges%20and%20opportunities.pdf?sequence=1>

This article offers ideas on practical inclusion at the university.

Inclusive education needs strategies, actions and procedures to help and to ensure success for all students.



Project number: 2021-1-ES01-KA220-HED-

*The research subjects are of the opinion  
on research: The disabled  
and disability research.*

Click on the link:

[https://www.tandfonline.com/doi/abs/10.1080/09687590025757?casa\\_token=LAZFAi\\_g99IAAAAAA:JTK8YhLsWtafV1vbakEFKy9-SmTpmz8-310byKT-WC0MVoqtTx6fVDnNXLbEq6rtcek1Ai5xe9YwxQ](https://www.tandfonline.com/doi/abs/10.1080/09687590025757?casa_token=LAZFAi_g99IAAAAAA:JTK8YhLsWtafV1vbakEFKy9-SmTpmz8-310byKT-WC0MVoqtTx6fVDnNXLbEq6rtcek1Ai5xe9YwxQ)

This article presents the views  
of people with disabilities on  
their research experiences.

*Receiving training*

Click on the link:

<https://ucc.uva.es/capacienate/>

The University of Valladolid programme  
tries to bring science closer to  
people with intellectual disabilities.

*PDICiencia*

Click on the link:

<https://www.pdiciencia.com/>

Pdiciencia is a dissemination project



Project number: 2021-1-ES01-KA220-HED-

on scientific approach to culture  
and scientific knowledge to citizens  
from an inclusive perspective  
and using art, humour  
and new technologies as tools  
for communication.

The team is made up of people  
with different intellectual abilities  
and physical workers working in an inclusive environment  
where they foster their various capacities.

*Inclusive education through design*

*universal for learning:*

*Alternatives to teacher training.*

Click on the link:

<https://www.mdpi.com/2227-7102/10/11/303>

This article analyses the level of knowledge  
and strategies for learning  
by university teaching staff.



Project number: 2021-1-ES01-KA220-HED-

*Technological challenges and students*

*with disabilities in higher education:*

Click on the link:

[https://www.tandfonline.com/doi/full/10.1080/09362835.2017.1409117?casa\\_token=kXfcDOYHpucAAAAA%3Aj8x8kpd6nTcvl9tg21EZGCgnSQpAjNtreefRJsdFG9u76h15PXqfDoa6ShQ1wBhVRfTJcV9OePIrng](https://www.tandfonline.com/doi/full/10.1080/09362835.2017.1409117?casa_token=kXfcDOYHpucAAAAA%3Aj8x8kpd6nTcvl9tg21EZGCgnSQpAjNtreefRJsdFG9u76h15PXqfDoa6ShQ1wBhVRfTJcV9OePIrng)

The article presents the results of a study that investigates the barriers and supports that new technologies bring for university students with disabilities.

*Learning technologies for people*

*with mild intellectual disabilities.*

*From digital exclusion to e-education*

*inclusive in the networked society.*

Click on the link:

<http://dx.doi.org/10.31261/IJREL.2022.8.2.07>

This article brings together a number of technologies and important applications to facilitate learning for people with disabilities and intellectual disabilities.



Project number: 2021-1-ES01-KA220-HED-

*University education for people*

*with intellectual disabilities.*

*Evaluation of a training experience*

*in Spain.*

Click on the link:

<https://www.mdpi.com/2673-7272/1/4/27>

This article offers a training programme for employment and university integration of young people with intellectual disabilities at the Pablo de Olavide University in Seville.

*Inclusion of persons with intellectual disabilities*

*at university.*

*Results of the promentor programme.*

Click on the link:

[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwidrf\\_vv4n2AhULHwKHdqtDTAQFnoECAMQAQ&url=https%3A%2F%2Frevistas.usal.es%2Findex.php%2F0210-1696%2Farticle%2Fdownload%2Fscero20164742743%2F17656%2F59073&usg=AOvVaw0KQEjMGwY\\_W2nEs4uMi8BF](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwidrf_vv4n2AhULHwKHdqtDTAQFnoECAMQAQ&url=https%3A%2F%2Frevistas.usal.es%2Findex.php%2F0210-1696%2Farticle%2Fdownload%2Fscero20164742743%2F17656%2F59073&usg=AOvVaw0KQEjMGwY_W2nEs4uMi8BF)

This article expresses the impact of a programme that promotes the inclusion of pupils with intellectual disabilities.





Project number: 2021-1-ES01-KA220-HED-

## *Digi-ID Plus*

Click on the link:

<https://www.tcd.ie/mecheng/research/robotics/projects/digi-id.php>

Digi-ID Plus is an innovation project of the European Union focused on design, user-driven and carried out by University of Dublin.

This project develops a platform for accessible digital learning based in video and created for people with accessibility needs.

## Downloadable documents

This section includes extra information to the contents of this module 7 to download.

This material is not in easy-to-read version.

*Materials for inclusion in the university classroom:  
architectural accessibility guidelines,  
technological and pedagogical guides to ensure*



Project number: 2021-1-ES01-KA220-HED-

*equal opportunities*

*in university education.*

Click on the link:

[https://www.fundaciononce.es/sites/default/files/docs/manual\\_alcanzar\\_inclusion%5b1%5d\\_2.pdf](https://www.fundaciononce.es/sites/default/files/docs/manual_alcanzar_inclusion%5b1%5d_2.pdf)

This document describes how it should be a teaching classroom to ensure equal opportunities for all students in university education.

*Good practices in inclusive education and disability in Europe.*

Click on the link:

[https://includ-ed.eu/sites/default/files/documents/inclusive\\_education\\_disability\\_good\\_practices\\_from\\_around\\_europe.pdf](https://includ-ed.eu/sites/default/files/documents/inclusive_education_disability_good_practices_from_around_europe.pdf)

This handbook is a tool based on in the experiences carried out in different European cities in the field of inclusive education.



Project number: 2021-1-ES01-KA220-HED-

*25 innovative practices for inclusion  
of people with disabilities.*

Click on the link:

[https://www.easpd.eu/fileadmin/user\\_upload/Publications/easpd-awards\\_FINAL.pdf](https://www.easpd.eu/fileadmin/user_upload/Publications/easpd-awards_FINAL.pdf)

This guide presents practices and programmes with innovative ways to promote integration of people with intellectual disability in:

- art and culture,
- intervention,
- education and employment,
- independent living,
- technology,
- the policy  
and human resources.

## Bibliographical references

The bibliographical references are the works that the authors have used for writing this module.



The authors are sometimes listed in the module and some of the contents of these works.

The naming of works is not in easy-to-read version.

The material is not in easy to read version.

Guash, D Hernández, J. (2013) *Universidad 2.0: innovative study resources for people with disabilities*. University and Disability Observatory (an entity formed by the ONCE Foundation and the Accessibility Chair of the Polytechnic University of Catalonia-BarcelonaTech). Vilanova i la Geltrú (Barcelona)

Muntaner, J.J.; Forteza, D.; Rosselló, M.R.; Verger, S.; De la Iglesia, B. (2009) *Estándares e indicadores para analizar la calidad de vida del alumnado con discapacidad en su proceso educativo*. Edicions UIB. Barcelona

Schalock, R.L. and Verdugo, M.A. (2007): "El concepto de calidad de vida en los servicios y apoyos para personas con discapacidad intelectual", in *Siglo Cero*, nº 224, pp. 21-36.

Shogren K. A. (2023). *The Right to Science: Centering People With Intellectual Disability in the Process and Outcomes of Science*. *Intellectual and developmental disabilities*, 61(2), 172-177. <https://doi.org/10.1352/1934-9556-61.2.172>

So, W. W. M., He, Q., Chen, Y., Li, W. C., Cheng, I. N. Y., & Lee, T. T. H. (2022). *Engaging Students with Intellectual Disability in Science, Technology,*



Project number: 2021-1-ES01-KA220-HED-

*Engineering, and Mathematics Learning.* Science Education International,  
33(1), Article 1.



## Module 8: Regulation.

**Regulation** is when laws are created to organise different aspects of society.

Module 8 is written by:

- Rosa María Díaz Jiménez, UPO,
- Cristina Granados Martínez, UPO
- and María Dolores Yerga Míguez, UPO.

### Introduction.

Module 8 includes reports and a **chronology** of laws of each partner country on access of people with disabilities to university.

**Chronology** is the order of events in time, organised from the past to the present.

It also compares the situation in each partner country, in order to know how people with disabilities access to university.

Higher education is important so that we can improve as persons and as professionals.



People with disabilities have difficulties  
for accessing to higher education.

The governments of the countries  
should help to ensure that all people  
can access higher education.

University education  
is part of higher education.

University education is important  
for empowerment  
and equality of students.

The university offers students  
learning, developing skills  
and participating in society.

University education  
has to provide the same opportunities  
to all persons  
for university entrance.



Access to university is easier  
when international laws were created in 1993  
on equal opportunities  
for people with disabilities.

These laws ensure  
that persons with disabilities  
can enjoy their rights  
and participate in society.

These laws have advanced over time  
to move from basic care  
to education.

The UN also creates international laws  
that facilitate access to university  
of people with disabilities.

These laws are within  
of the **International Convention  
on the Rights of People with Disabilities**,  
created in 2006.

The **International  
Convention on the  
Rights of Persons with  
Disabilities** is a  
document that protects  
the rights and dignity of  
persons with disabilities.





The international convention helps  
that all persons with disabilities  
enjoy their human rights  
with equal opportunities.

The international convention was accepted  
by the 4 partner countries of the project.

For Spain it was in 2007,  
for Italy and Portugal in 2009,  
and for Ireland in 2018.

The international convention attaches importance to:

- Respecting dignity, autonomy,  
and independence of each person.
- To treat all people equally.
- To ensure participation and inclusion.
- Values and acceptance of diversity  
of persons with disabilities.
- To ensure accessibility  
and equal opportunities.
- It promotes equality between women and men.
- Respect children with disabilities' growth  
and their rights.



In this handbook we talk about how countries make that the university can be accessible for people with disabilities.

Each country has laws that ensure that persons with disabilities can access to university and obtain support.

Reports on the laws of each partner country.

This section will discuss

4 reports on laws

of each project partner country.

These reports are related to access to university for people with disabilities.

The 4 reports are as follows:

1. Spanish report.
2. Italian report.
3. Portuguese report.
4. Irish report.



## 1. Spanish local report.

In Spain, it has been recently created  
a new law called  
Organic Law 2/2023 of the University System.

The new law helps people  
with intellectual disabilities  
can go to university.

Article 37.2 of this law states  
that universities should help  
people with intellectual disabilities  
to study in them.

It also says that universities  
should make that the curricula  
can be inclusive and accessible to all.

Article 33 of this new law  
guarantees rights to have  
inclusive and quality education  
at university.



Universities have to follow these rules  
so that all people  
have access to quality education.

Article 33 further states that students should be aware of  
subject plans  
and receive help with activities.

It also says that counselling services  
must be accessible  
for all students  
in order to improve their university experience.

People who are at university  
stress the importance of informing  
to students at the beginning of the course  
on available support and space.

The law stresses that buildings  
and virtual environments must be accessible.



Law 3/2020 also highlights  
the importance of inclusive education.

Article 95 of this law states  
that each student must be treated  
in a personalised and humane way  
through tailored tutoring.

He also talks about teamwork  
and **institutional coordination**  
to improve student care.

### **Royal Decree 412/2014**

It also speaks of institutional coordination.  
It says that institutional coordination  
is important in deciding how students access  
to universities.

In addition, it indicates different ways  
for university entrance exams.

It is important that teachers  
get to know the students in order to plan  
classes adapted to the students.

Teachers should receive training and support.

**Institutional coordination** is when different organisations or enterprises work together to achieve objectives.

An example is coordination between a school and a library to promote reading among students.

A **royal decree** is a regulation created by the government. It serves to enforce the law in a country.



Everything that has been said helps  
to comply with the law and to make  
the university more inclusive.

## 2. Italian local report.

The number of students with disabilities  
in Italian universities  
has grown over the last 15 years.

Italian Law 104/92 on Disability  
has been important for educational equality  
of students with disabilities in universities.

Law 104/92 was replaced by

Law 17/99 below.

Article 3 of Law 104/92

says that all people

have the right to education

regardless of their personal characteristics.



Furthermore, Article 3 states  
that persons with disabilities  
have the right to study  
secondary education or at university.  
It also says they have the right to work.

The **presidential decree**  
of 24 February 1994 also states  
that universities must ensure  
that students with disabilities  
have the right to study  
using available resources.

People with disabilities  
have the right to study at university.  
In order to be able to study at university, it is  
needed a secondary education diploma.  
The secondary education diploma is obtained  
when the course is passed  
and a diploma is awarded.

A **presidential decree** is  
an important decision  
taken by the president of  
a country to enforce the  
rules.



Project number: 2021-1-ES01-KA220-HED-

If during secondary education  
the course is not passed in its entirety,  
you will receive a certificate of attendance that  
does not allow university enrolment.

Law 170/2010 states that students  
with **autism spectrum disorder**  
must be supported at the university.  
The support will consist of the participation of  
a teacher to accompany the students.

**Autism spectrum disorder** is a disability that affects communication and relationships with people.

The support offered to students  
with autism spectrum disorder  
will be organised by a department  
within the university.

Law 170/2010 further states  
that universities should have ways  
and evaluation methods that allow for  
the students with autism spectrum disorder  
to receive adequate education.





Project number: 2021-1-ES01-KA220-HED-

Students with a disorder  
of the autistic spectrum have the right  
to receive aid adjusted  
to their needs in university education.

In order to receive this aid, they  
need to have a **medical diagnosis**.

Aid can be given  
in the written tests.

This aid will be  
by means of fewer questions to answer  
or with more time to respond.

The quality of the questions will not change,  
only the form will change.

In 2001, it arises a body called  
national university conference  
of rectors' delegates for disability.

This body coordinates  
to all universities  
for educational inclusion.

**Medical diagnosis** is the  
recognition of a disease  
by a medical professional,  
by studying the symptoms  
a patient has.



Project number: 2021-1-ES01-KA220-HED-

In addition, this body aims to  
supporting university policies  
to ensure the right to study  
of people with disabilities.

The national university conference  
of rectors' delegates for disability  
shares good experiences  
between different universities.

This body, in 2014, created a plan  
to ensure adequate services  
facilitating independent living  
of people with disabilities.

These services focus on  
on the rights of persons with disabilities.

Ministerial Decree 5669/2011 is another law  
which talks about support measures  
to assist learning  
of university students.



In addition, the United Nations Convention on the Rights of Persons with Disabilities

recognises their right to education.

It calls on countries  
who are part of it  
to take measures for ensuring  
access to education  
of all students  
on equal terms.

Universities have  
offices and contact teachers  
to support students  
from the start of the course.

Students with intellectual disabilities  
are entitled to measures  
of support services.



These support measures are:

- Use of adapted tools,
- access to different materials  
in accessible formats,
- help from tutors or assistants  
and adapted assessment options.

Student assessment

with intellectual disabilities must be adapted  
to their knowledge and skills,  
as universal design says.

Universal design assumes that every university  
has to create a plan to transform  
education system and make it more inclusive.

Universal design must also ensure  
quality educational experiences  
for all students.

Students need to improve their skills  
to build their own personal and professional  
project.



Project number: 2021-1-ES01-KA220-HED-

In the year 2022 in Italy  
it arises a study on people with disabilities  
in universities.

The study is written in Italian.

The web link is as follows,

[https://www.anvur.it/wp-  
content/uploads/2022/06/ANVUR-Rapporto-  
disabilita\\_WEB.pdf](https://www.anvur.it/wp-content/uploads/2022/06/ANVUR-Rapporto-disabilita_WEB.pdf) .

This study evaluates inclusive actions  
in Italian universities,  
but without taking into account  
students with intellectual disabilities.

The study only talks about students  
who have a secondary school diploma.

### 3. Portuguese local report.

In Portugal they are committed to offering  
equal education for all students.



Portugal's commitment can be seen  
in the **Portuguese constitution** and in  
its law on the basis of the education system.  
These laws facilitate  
that all people  
have equal opportunities  
to access higher education.

The **Portuguese constitution** is the rules  
of how Portugal works  
and protects the rights of  
the people who live there.

The Portuguese constitution ensures  
equal rights  
for people with disabilities.

Article 71 of the constitution  
talks about the right to education  
of persons with disabilities.

These rights are important  
for the country's politics.

It also facilitates the existence of a system  
that pays attention to all people.



The Law on the Basis of the Education System also stresses the importance of providing equal educational opportunities for all people.

The law on the basis of the education system creates an inclusive educational environment that adapts to the needs of students.

The law includes among students to people with disabilities.

This law and the Portuguese constitution facilitate the right to education for all regardless of their physical or cognitive abilities.

Portugal has reserved a number of places in higher education institutions for people with disabilities.



These places are updated every year  
by the **ministry of** science, technology  
and higher education in Portugal.

Places are awarded to students  
through 2 shifts.

In each shift students can submit  
a request for access  
to the educational establishment.

In Shift 1, they are granted  
4 per cent of the places.

In round 2, they are granted  
2 per cent of the places.

All students must follow  
an access process  
to higher education,  
including those with disabilities.

A **ministry** is a part of the  
government that looks  
after and improves  
different things in a  
country.

Examples of such things  
are education or health.





The process consists of participating  
in a **national competition**  
which occurs at the end of the school year.

The process has 3 phases.

Student candidates  
can occur in several phases.

If they are accepted at one stage  
their previous classification is cancelled.

The national commission for access  
to higher education is the body  
which oversees the access process.

The process includes assessing applications  
and rank the student candidates.

Student candidates.

In order to participate, they must comply with  
the following requirements:

- To hold a secondary school diploma,
- having taken the exams,
- to meet the course requirements
- and not be considered  
as an international student.

A **national competition**  
refers to a competition  
where people  
demonstrate their  
knowledge in a specific  
area.



Student candidates  
must obtain a minimum score  
in the entrance exams.

Minimum scores  
are created by each educational establishment  
and published in a guide.

National final exams  
are important in the accession process  
to higher education.

Final exams are used  
for the entrance exam  
and to calculate the final mark.

Students who are candidates  
for access to higher education  
should use the website  
of the directorate-general for higher education  
and obtain a code.



Project number: 2021-1-ES01-KA220-HED-

The code can be obtained through  
of a form, or by using  
the mobile digital key.

The mobile digital key is a document obtained by a  
government-authorised authentication system.

Access to public higher education  
is limited by the number of places  
announced each year.

The number of places is published  
in the application guide  
and it is open to competition in phase 1.

Places not taken up in phase 1  
are proposed at later stages.

In phase 1 of the national competition  
places are granted in a general group  
and in priority groups.

In the priority groups there are candidates  
from different territories in Portugal  
who have special circumstances.



In phase 2 of the national competition places are granted in a general group and in two priority groups.

In phase 3 of the national competition the places are allocated in a single group.

To enter the Phase 3 group student candidates must meet criteria established each year.

Criteria may change to adapt to new needs of students.

When students with disabilities get enrolled, they have support services.

One of these support services is called *Incluies*.



Project number: 2021-1-ES01-KA220-HED-

*Incluies* is a support service  
belonging to the Directorate-General  
of Higher Education.

*Incluies* can be accessed through  
of its web address.

The objectives of *Incluies* are:

- Report on the support offered,
- sharing educational experiences  
between higher education institutions,
- to raise awareness of the difficulties  
of students with disabilities  
in higher education,
- facilitating the exchange of information  
between higher education institutions
- and to encourage cross-border relocation  
for students and teachers  
with disabilities through  
of Erasmus+.

Portugal offers financial support  
to people with disabilities who are studying  
at university.



Project number: 2021-1-ES01-KA220-HED-

Financial support will be provided  
through scholarships.

Scholarships are available  
for courses at different levels such as:

- Professional education,
- degree,
- master's degree
- and doctorate.

Technical education, bachelor's degree,  
masters and doctorate  
are levels of study.

All these levels represent  
different stages of education  
and academic background.

Students with a degree of disability  
of 60 per cent or more  
are eligible for **study grants**.

The scholarships cover  
the cost of tuition.

**Study grants** are  
financial aid to study  
university degrees,  
vocational training,  
languages and other  
studies.



Project number: 2021-1-ES01-KA220-HED-

In addition, there are other sources of funding,  
both public and private,  
such as the national rehabilitation institute.

When students with disabilities  
are accepted can  
receive additional assistance.

The additional aid is intended to  
provide support services  
for students with disabilities.

The entity responsible for assessing applications  
should receive expert advice  
in providing support services  
to students with disabilities.

Support services can be provided by  
public or private educational establishments.

The support offered is different.  
Support will depend on the school.  
and the needs of the students.



Support will be as follows:

- Accessibility adaptations,
  - personalised tutoring,
  - assistive technologies,
  - and other forms of support
- facilitating equal opportunities  
and inclusion in education.

Student support offices

for special educational needs

are responsible for providing

student support.

The offices provide support

to students with disabilities

and with special educational needs

in higher education institutions.

It is important to remember that these offices

offer support to students for access

and participation in the centres

of higher education.





Project number: 2021-1-ES01-KA220-HED-

Universities that have  
students with special educational needs  
support offices  
can join *Incluies*.

Recall that *Incluies* is a network  
which offers support services and belongs  
to the directorate-general for higher education.

It is important to know that each university  
can have its own rules.

Universities have support services.

#### 4. Irish local report.

In Ireland, there are laws that protect  
the rights of persons with disabilities.

These laws seek to ensure  
that all people  
have equal opportunities,  
access to resources or spaces  
and promote inclusion.



Next, let's take a look at  
the different rights laws  
of people with disabilities in Ireland.

In Ireland, the Education Act 1998  
guarantees the right to education  
for all people in the country.

Article 7 of the law states  
that the ministry of education should ensure  
that support services are available  
as well as adapted quality education  
to people's needs.

Among these people, they are  
included those with disabilities  
or other special educational needs.

The law highlights the inclusion  
and equal access  
of persons with disabilities.



It also highlights the right of parents  
to choose the type of education  
they want for their children.

There are laws that guarantee equality  
in higher education.

One of these laws is known  
as the provision of equality  
for tertiary education.

This law also applies to universities.

The law makes it easier for universities to  
be an inclusive place  
and that the facilities can be accessible.

There is also a service called  
pathway to education  
for people with disabilities.

This service facilitates access  
to university for young people with disabilities  
or learning difficulties.

This service is responsible as for  
granting the places.



The requirements to be able to  
getting a place  
are to be under 23 years of age,  
to provide information on disability  
and academic records.

The laws known as  
equal status laws,  
developed between 2000 and 2018,  
are also important for human rights  
of persons with disabilities.

These laws prohibit discrimination  
in education among other aspects.

The Disability Act 2005  
obliges public services  
to promote equality,  
accessibility and inclusion  
of people with disabilities.



Project number: 2021-1-ES01-KA220-HED-

The law also obliges them to have  
a plan to improve access  
to public services.

We must know the law of national authority  
disability programme, set up in 1999.

This law helps the government  
on disability policy.

It also promotes service improvements  
and accessibility for people with disabilities.

Let's talk about laws  
of employment equality,  
from 1998 to 2015.

These laws prohibit discrimination  
of persons with disabilities:

- In employment,
- in recruitment,
- in working conditions
- and in access to vocational training.



The Disability Act of 2018  
aims to improve access  
of persons with disabilities  
to public buildings,  
services and information.

This law also introduces measures  
in favour of people with disabilities  
related to accessible transport  
and employment aid.

We must know the education law  
for people with educational needs  
which was created in 2004.

This law defends the rights of children  
with special educational needs.

It also advocates access to education  
and adequate resources.

Some proposals of this law  
have not yet been developed.



There are also laws on construction of different spaces that were developed from 1997 to 2018.

These laws talk about accessibility of renovated or new buildings.

In addition, these laws guarantee that buildings are accessible for people with disabilities.

The 2004 health law created a service called authority on information and health quality.

This service observes and monitors health and social care, including those for people with disabilities.

In 2015, a standard appeared called assisted decision-making law.

This law defends decision-making of people with intellectual disabilities.



This law was updated in September  
2023.

Ireland joined the Convention of United Nations on the Rights of Persons with  
Disabilities  
in 2018.

Ireland undertook to promote  
the rights of persons with disabilities  
in all areas of life.

Agencies supporting  
to people with disabilities  
have a very important role to play.

Some of these agencies are as follows:

- AHEAD,
- the Irish Disability Federation,
- Down Syndrome Ireland,
- Inclusion Ireland
- and the Centre of Excellence  
in Universal Design.





The web links for these agencies are:

- <https://ahead.ie/>
- <https://www.disability-federation.ie/>
- <https://downsyndrome.ie/>
- <https://inclusionireland.ie/>
- <https://universaldesign.ie/>
- <https://www.safeguardingireland.org/>

The laws we have mentioned  
are the most important in Ireland  
in relation to disability.

It is important to know that these laws  
may change over time.

Comparative study of each partner country.

A comparative study is an investigation  
where there are  
**similarities** and differences  
between two or more things.

**Similarities** are  
relationships between  
people or things that have  
common characteristics.

This comparative study aims to



Project number: 2021-1-ES01-KA220-HED-

to see the similarities and differences  
of the 4 partner countries  
of the IHES project.

Let us recall that these 4 countries are:

1. Spain,
2. Italy,
3. Portugal
4. and Ireland.

This study shows information  
of each project partner country  
in order to be able to compare them.

Information from each country  
will appear in a straightforward manner,  
structured and summarised through the  
following points:

- its university regulations,
- the access process  
to higher education
- and the support they offer to students.



## 1. Spain.

University regulations.

Article 80 of Organic Law 2/2006

talks about inclusive education.

Article 37(2)

of Organic Law 2/2023

adds the access of persons

with intellectual disabilities to university.

It also guarantees other educational rights

as it can be an education

inclusive and accessible.

Access to higher education.

Royal decree 412/2014 is the law

responsible for the access process

to university education.

This law supports curricular adaptations

at earlier stages

of access to university.



The law also states  
that a small number of the places  
should be reserved for students  
with a disability of more than 33 per cent.

Support offered to students.

Organic Law 2/2023 states  
that students should be aware of the curricula  
before the start,  
the language to be used for the lessons,  
and the right to receive help on activities  
in which it is needed.

Article 95 of Organic Law 3/2020  
speaks of the importance of attending to  
the needs of each student  
in the educational process.

The article also discusses  
coordination, guidance and mentoring.



Royal Decree 412/2014 regulates  
institutional coordination.

Institutional coordination means  
that the different parties as schools,  
universities and other institutions  
work together in an organised way.

## 2. Italy.

University regulations.

The law of 5 February 1992  
was important for equality  
of educational opportunities  
of students with disabilities  
at university.

The law of 5 February 1992  
facilitates the right to education, employment  
and training of people with disabilities  
in secondary schools



and at university.

Similarly, in Article 11  
of the presidential decree  
of 24 February 1994  
the right to education of people with disabilities  
is promoted.

Law number 17 of 28 January  
of the year 1999 ensures the right  
of students with disabilities  
to study at university.

Access to higher education.

Article 11 of the presidential decree  
of 24 February 1994  
talks about the right to study.

All students, including  
students with disabilities,  
must complete their studies  
to obtain a diploma.

If students do not complete the course



Project number: 2021-1-ES01-KA220-HED-

will receive a certificate of attendance  
prohibiting them from enrolling in university.

Support offered to students.

The conference of rectors' delegates  
of the national university for disability  
is a body set up in 2001.

This body has the objective of coordinating  
to all universities  
in academic inclusion.

Another objective is to support  
to university policies  
for ensuring the right to study  
of persons with disabilities.

Law number 170 of 2010 speaks of  
on the need for a diploma  
for people with disabilities  
can access university.

This law also creates a service



to support students with disabilities.

The ministerial decree number 5669 of 2011  
talks about educational support measures  
to facilitate learning  
of people with disabilities.

### 3. Portugal.

University regulations.

Article 71 of the 1976 constitution  
guarantees access to education  
for people with disabilities.

The law on the basis of the education system  
was established in 1986.

This law seeks educational equality  
for people with and without disabilities.

The law on the basis of the education system





Project number: 2021-1-ES01-KA220-HED-

also stresses the importance  
of an inclusive educational environment  
adapted to the needs of each student.

Access to higher education.

In the accession process  
to higher education  
a number of places are reserved  
in educational establishments  
for people with disabilities.

These places are updated every year  
by the ministry of science, technology  
and higher education in Portugal.

Places are awarded to students  
through 2 shifts.

The shifts ensure  
that the process is fair.

Access consists of participating  
in a national competition.



Project number: 2021-1-ES01-KA220-HED-

Access is supervised  
by a set of responsible persons  
for access to higher education.

Support offered to students.

Article 24 of the scholarship regulation  
for higher education students  
regulates support and its follow-up.

Support services  
can be provided  
in public or private educational establishments.

Student with special educational needs  
support offices  
are responsible for providing support.

In addition, the support offices carry out  
adaptations to ensure equality  
in access and permanence in universities.

Universities that have  
student with special educational needs



Project number: 2021-1-ES01-KA220-HED-

support offices

can join *Incluies*.

Recall that *Incluies* is a network  
which offers support services to students.

The *Incluies* network belongs to  
to the directorate general for higher education.

The *Incluies* network facilitates inclusion  
through good practice and collaboration.

They also include international mobility  
through Erasmus+.

#### 4. Ireland.

University regulations.

The 1998 education law  
guarantees the right to education  
for all people.

Equal status laws



Project number: 2021-1-ES01-KA220-HED-

developed between 2000 and 2018

prohibit discrimination

to people with disabilities

in the field of education.

The law on education for persons

with special educational needs

was established in Ireland in 2004.

This law talks about educational rights

of students with intellectual disabilities.

Access to higher education.

The Education Act 1998

highlights equal access to education

of people with disabilities.

The equality provision

for tertiary education is a law

which promotes equality in education.

This law applies to universities.

The 2004 education law



Project number: 2021-1-ES01-KA220-HED-

for people with educational needs  
talks about access to education  
of people with disabilities.

The pathway to education  
for people with disabilities  
is a service that facilitates  
participation in higher education.

This service is responsible for  
allocating the places.

The requirements to be eligible for a place are:

To be under 23 years of age,  
to provide information on disability  
and academic records.

Support offered to students.

The Education Act 1998 guarantees  
support services and quality education  
for all people.

The 2004 law on education for persons



Project number: 2021-1-ES01-KA220-HED-

with special educational needs  
defends rights and resources  
for students with disabilities.

But this law still has

the following pending actions:

- Individual rights to evaluation,
- individual education plans,
- allocation of schools,
- complaint phase
- and inter-service collaboration  
between education and health.

The equality provision

for tertiary education facilitates

inclusion at university

Chronology of the laws of each partner country.

Let's take a look at the chronology of the laws

from 3 of the 4 partner countries

of the IHES project:

These 3 countries are:



1. Spain,
2. Italy,
3. and Ireland.

## 1. Chronology of the laws of Spain.

- In 2006 the Organic Law 2/2006,  
talks about the fundamental principle  
of inclusive education.
- In 2014 Royal Decree 412/2014,  
creates the basic regulation  
of access processes  
to university education.
- In 2023 Article 37(2)  
of Organic Law 2/2023  
talks about access to university  
of people with disabilities  
and obliges universities to promote  
inclusive and accessible education.
- In 2023 Article 95  
of Organic Law 2/2023  
highlights the task of facilitating  
and meet individual needs  
of each student in education.



## 2. Chronology of the laws of Italy.

- In 1992, Law 104 of 5 February manages to move towards equal educational opportunities of students with disabilities at university level.
- In 1994, Article 11 of Presidential Decree 352 talks about the right to education and training of persons with disabilities. These rights occur in the centres of secondary and university education. It also occurs in the world of work.
- In 1999, law number 17 of 28 January facilitates the right to study of persons with disabilities. The law speaks of the importance of obtaining the baccalaureate diploma.
- In 2001, it arises the so-called conference of rectors' delegates of the national university for disability.





Continued on next page.

The conference aims to coordinate universities for talking about educational inclusion of persons with disabilities.

- In 2009, Italy approves the right to education of persons with disabilities.

Italy calls for appropriate measures to be put in place as stated in the convention of the united nations on rights of persons with disabilities.

- In 2010, law number 170 stresses the need for a diploma for university entrance.

This law creates a service to facilitate inclusion of students with disabilities.

The law also states that universities have to have personalised plans as for teaching and evaluation.

- In 2011, the ministerial decree



number 56999 talks about measures  
for support in the educational process.

Continued on next page.

- In 2014, rules are created  
to support services  
facilitating autonomy  
of people with disabilities.

Obtaining a secondary education diploma  
which allows access to university  
is regulated by these legislative decrees:

- In 2017, Legislative Decree 66/2017.
- In 2019, the legislative decree 96/2019.
- In 2020, DNI 182/2020.



### 3. Chronology of the laws of Ireland.

- In 1998, the education law creates the right to education for all people.  
The law highlights the inclusion and equal access for people with disabilities or special educational needs.  
Article 7 speaks of support services and quality education for all people.  
Also included are people with disabilities or with special educational needs.
- In the period 2000-2018 equality laws prohibit discrimination in education on grounds of disability.
- In the period 2000-2018 the education law is created



for people with  
special educational needs.

Continued on next page.

This law describes  
rights and benefits  
available to pupils  
with special educational needs.

The law includes access to education  
and adequate resources.

## Bibliographical references.

The bibliographical references are the works  
that the authors have used  
for writing this module.

The naming of works  
is not in easy-to-read version.

The material is not in easy-to-read version.

1. Alqazlan, S., Alallawi, B., & Totsika, V. (2019). *Post-secondary education for youth with intellectual disabilities: A systematic review of*



- stakeholders' experiences. Educational Research Review, 28, 100295.*  
[https://doi.org/10.1016/j.edurev.2019.100295.](https://doi.org/10.1016/j.edurev.2019.100295)  
[https://doi.org/10.1016/j.edurev.2019.100295.](https://doi.org/10.1016/j.edurev.2019.100295)  
<https://doi.org/10.1016/j.edurev.2019.100295>
2. ANVUR (2022). *students with disabilities and DSA in Italian Universities - A resource to be valued*. Available in: [https://www.anvur.it/wp-content/uploads/2022/06/ANVUR-Rapporto-disabilita\\_WEB.pdf](https://www.anvur.it/wp-content/uploads/2022/06/ANVUR-Rapporto-disabilita_WEB.pdf)
  3. Bellacicco, R. (2018). *Verso una università inclusiva: La voce degli studenti con disabilità*. Milano: Franco Angeli.
  4. Bergin, M., and Zafft, C. (2000). *Creating full access for all: Quinsigamond Community College*. *Impact*, 13(1), 14-15.
  5. Björnsdóttir, K., Stefánsdóttir, Á. & Stefánsdóttir, G.V. *People with intellectual disabilities negotiate autonomy, gender and sexuality. Sex Disability 35*, 295-311 (2017). <https://doi.org/10.1007/s11195-017-9492-x>
  6. Bonati, M., 'Social justice and students with intellectual disabilities: Inclusive higher education practices', *Higher Education, Pedagogy and Social Justice*, (207-224), (2019).
  7. Bowen, Sarah & Graham, Ian D. (2013). *Integrated knowledge translation. Knowledge Translation in Health Care*, 14-23.  
<https://doi.org/10.1002/9781118413555.CH02>
  8. *DeSeCo Programme* (OECD, 2000)  
[https://www.cedefop.europa.eu/files/BgR1\\_Rychen.pdf](https://www.cedefop.europa.eu/files/BgR1_Rychen.pdf)
  9. *Disability Act 2005* (Government of Ireland). Retrieved from:  
<http://www.oireachtas.ie/documents/bills28/acts/2005/a1405.pdf>



10. Dolyniuk, C. A., Kamens, M. W., Corman, H., DiNardo, P. O., Totaro, R. M., & Rockoff, J. C. (2002). *Students with developmental disabilities go to college: Description of a collaborative transition project. Focus on Autism and Other Developmental Disabilities*, 17(4), 236-241.
11. Engel, A., & Coll, C. (2021). *The learner identity: Coll and Falsafi's model. Working Papers on Culture, Education and Human Development*, 17(1).
12. European Commission (2019), Directorate-General for Education, Youth, Sport and Culture, *Key Competences for Lifelong Learning*, Publications Office: <https://data.europa.eu/doi/10.2766/569540>
13. Ferguson, Iain (2012), *Personalisation, social justice and social work: a response to Simon Duffy*, *Journal of Social Work Practice*, 26, (1), 55-73.
14. Fontes, F. (2016) *People with disabilities in Portugal*. Francisco Manuel dos Santos Foundation.
15. Getzel, E. E. & Wehman, P. (Eds) (2005). *Going to college: Expanding opportunities for people with disabilities*. Baltimore: Paul H. Brookes Publishing Co.
16. Gilmore, S., Bose, J., and Hart, D. (2001). *Postsecondary education as a critical step towards meaningful employment: Vocational Rehabilitation's role*. *From research to practice*, 7(4).
17. Gobec, C., Rillotta, F., & Raghavendra, P. (2022). *Where to go next? Experiences of adults with intellectual disability after they complete a university program*. *Journal of Applied Research in Intellectual Disabilities*, 35(5), 1140-1152. <https://doi.org/10.1111/jar.13000>



18. Gobec, C., Rillotta, F., & Raghavendra, P. (2022). *Where to go next? Experiences of adults with intellectual disability after they complete a university program. Journal of Applied Research in Intellectual Disabilities, 35(5), 1140-1152.* <https://doi.org/10.1111/jar.13000>
19. Grigal, M., and Hart, D. (2010). *Think college: Postsecondary education options for students with intellectual disabilities.* Baltimore, MD: Paul H. Brookes.
20. Grigal, M., Neubert, D. A., & Moon, M. S. (2001). *Public school programs for students with significant disabilities in postsecondary settings. Education and Training in Mental Retardation and Developmental Disabilities, 36, 244-254.*
21. Grigal, M., Neubert, D. A., & Moon, M. S. (2002). *Postsecondary options for students with significant disabilities.* Teaching Exceptional Children, 35(2), 68-73.
22. Grigal, M., Neubert, D. A., & Moon, M. S. (2005). *Transition services for students with significant disabilities in college and community services: Strategies for planning, implementation, and evaluation.* Austin, TX: Pro-Ed.
23. Hall, M., Kleinert, H. L., and J. F. Kearns (2000). *Going to College! Postsecondary programs for students with moderate and severe disabilities.* Teaching Exceptional Children, 32, 58-65.
24. Hart, D., Zafft, C., & Zimbrich, K. (2001). *Creating college access for all students.* The Journal for Vocational Special Needs Education, 23(2), 19-31.



25. Hart, D., Zimbrich, K., & Ghiloni, C. (2001). *Interagency partnerships and funding: Individual supports for youth with significant disabilities as they move into postsecondary education and employment options*. *Journal of Vocational Rehabilitation*, 16, 145-154.
26. Hart, D.; Grigal, M.; Sax, C.; Martinez, D.; and Will, M., "Research to Practice: Postsecondary Education Options for Students with Intellectual Disabilities" (2006). Research to Practice Series, Institute for Community Inclusion. 6.
27. Macías-Gómez-Estern, B. (2021). *Critical psychology for community emancipation: Insights from socio-educative praxis in hybrid settings*. *New Waves in Social Psychology*, 25-54.
28. Mlynarczyk, R. W. (2014). *Narrative and academic discourse: Including more voices in the conversation*. *Journal of Basic Writing*, 4-22.
29. Kim, S., Lory, C., Kim, S, Gregori, E., Rispoli, M. (2021). *Teaching Academic Skills to People with Intellectual and Developmental Disability'*, In Russell Lang & Peter Sturmey, *Adaptive Behavior Strategies for Individuals with Intellectual and Developmental Disabilities* (pp.103-135) 10.1007/978-3-030-66441-1\_5.
30. Maggiolini, S., and Molteni, P. (2013). *University and disability: An Italian experience of inclusion*. *Journal of Postsecondary Education and Disability*, 26(3), 249-262.
31. Márquez Vázquez, C. (2022). *Situation of teaching and research staff with disabilities in the Spanish university system*. Ed. CINCA. Inclusión y Diversidad Collection. Madrid





32. Navarro González, R., & María Ruiloba Núñez, J. (2022). *Inclusive public administrations: the implementation of regulations on the access of women with disabilities to public employment*. *Gestión y Análisis de Políticas Públicas*, Nueva Época (GAPP), (28).
33. Nind, M. (2011). "Participatory data analysis: a step too far?", *Qualitative Research*, 11, 4: 349-363.
34. O'Brien, P., O'Keeffe, M., Kenny, M., Fitzgerald, S., & Curtis, S. (2008). *Inclusive education: A tertiary experience and a transferable model? Lessons learned from the Certificate in Contemporary Living Programme*: Dublin: National Institute for Intellectual Disability, TCD, No. 3, Monograph series, pp. 1-97.
35. Oliver, M. 1990. *The Politics of Disability: A Sociological Approach*. New York: St. Martin's Press.
36. Pavone, M. (2018). *Postfazione. Le università di fronte alla sfida dell'inclusione degli studenti con disabilità*. In S. Pace, M. Pavone, & D. Petrini (Eds), *UNiversal Inclusion. Right and Opportunities for Student with Disabilities in the Accademic Context* (pp. 283-298). Milano: Franco Angeli.
37. Pinto, Paula Campos (2011), "Family, disability and social policy in Portugal: Where are we and where do we want to go?", *Sociologia On-Line*, (2), pp. 39-60.
38. Rillotta, F., Lindsay, L., Gibson-Pope, C., 'The work integrated learning experience of a university student with intellectual disability: a descriptive case study', *International Journal of Inclusive Education*, (1-18), (2021).



39. Saad, D. E. (2011). *Educational Inclusion of young people with intellectual disabilities: a case study in a university setting*. In XI National COMIE Congress.
40. Sanders, E. & Stappers, P. (2008). *Co-creation and the New Landscapes of Design. Design: Critical and Primary Sources*.  
<https://doi.org/10.5040/9781474282932.0011>
41. *Disability Information Service where most of the research projects developed on cognitive functional diversity can be found*. <https://sid-inico.usal.es/>
42. Solsona-Cisternas, D. A. (2023). *Processes of individuation in people with disabilities. Una aproximación a través de las movilidades en zonas rurales del sur de Chile. Discapacidad y Sociedad*, 1-23.
43. Smith, R., and Barr, S. (2008). *Towards educational inclusion in a contested society: From critical analysis to creative action*. *International Journal of Inclusive Education*, 12(4), 401-422.
44. Steel, E. J., and Janeslätt, G. (2016). *Writing standards for cognitive accessibility: a global collaboration*. *Disability and Rehabilitation: Assistive Technology*, 12(4), 385-389.
45. Strauser, D., Wong, A., O'Sullivan, D. (2012) *Confirmatory Factor Analytical Study of the Revised Developmental Work Personality Scale. Assessment, Development, and Validation*, 45, 270-291.  
<https://doi.org/10.1177/0748175612449628>
46. Strnadová, I.; & Cumming, T. M. (2014). "Editorial. People with intellectual disabilities conducting research: new directions for inclusive research". *Journal of Applied Research in Intellectual Disability*, 27, 1-2.



47. Timmons, J., Hall, A., Bose, J., Wolfe, A. and Winsor, J. (2011) *Choosing Employment: Factors influencing employment decisions for people with intellectual disabilities. Intellectual and Developmental Disability* 49 (4), 285-299.
48. UNHCR, O. D. A. C. C. C. D. (2023). United Nations Human Rights Council, (2023), Human Rights Instruments. International Convention on the Elimination of All Forms of Racial Discrimination.
49. Waitoller, F. R., and Kozleski, E. B. (2013). *Working in border practices: Identity development and learning in inclusive education partnerships. Teaching and Teacher Education*, 31, 35-45.
50. Van Hees, V., Moyson, T., & Roeyers, H. (2015). *Higher education experiences of students with autism spectrum disorder: Challenges, benefits and support needs. Journal of Autism and Developmental Disorders*, 45(6), 1673-1688. <https://doi.org/10.1007/s10803-014-2324-2>
51. Walmsley, J. & Johnson, K. (2003). *Inclusive Research with People with Learning Disabilities: Past, Present and Future*. London, Jessica Kingsley Publishers.
52. Watts, G., Lopez, E., Davis, ..., "Change was as big as night and day" : *Experiences of teachers teaching students with intellectual disabilities, Journal of Intellectual Disabilities*, 10.1177, (2023).
53. Wenger, E. (2009). *Communities of practice: The key to knowledge strategy*. In Knowledge and communities (pp. 3-20). Routledge.



54. White Paper on Scientific Culture and Innovation Units (2021). *Spanish Foundation for Science and Technology (FECYT)*. Ministry of Science and Innovation.
55. Williams, P. and Shoultz, B. (1982). *We can speak for ourselves*. Human Horizon Series. London: Souvenir Press.
56. WORTHAM, S. (2006). *Learning identity: The joint emergence of social identification and academic learning*. New York: Cambridge University Press.

