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INCLUSIVE HIGHER EDUCATION SYSTEM WITH INTELLECTUAL DISABILITIES

RECOMMENDATIONS FOR THE HIGHER EDUCATION SECTOR ON HOW TO BUILD A MORE INCLUSIVE UNIVERSITY SYSTEM

(2021-1-ES01-KA220-HED-000032084)

About the Handbook

This document is a Handbook on "Recommendations for the higher education sector on how to build a more inclusive university system" created in the framework of the project Inclusive Higher Education Systems for Students with Intellectual Disabilities (IHES) (Erasmus+ 2021-1-ES01-KA220-HED-000032084) which aims to contribute to the "Building an Inclusive Higher Education System" and has been directed by Prof. Rosa M. Díaz Jiménez, PhD (Universidad Pablo de Olavide).

This handbook develops tools for the planning of inclusive educational policies in universities, specifically aimed at structurally strengthening the inclusion of students with intellectual disabilities in European universities.

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Introduction

This Policy Recommendations book is one of the intellectual products obtained and developed in the framework of the project "Inclusive Higher Education Systems for students with intellectual disabilities" (IHES) (2021-1-ES01-KA220-HED-000032084) co-funded by the Erasmus+ programme of the European Union, in the typology of Strategic Partnerships in the Higher Education sector (KA203)1, developed from February 2022 to July 2024..

Despite the substantial increase in the access of people with functional diversity and intellectual disabilities to Higher Education and the fact that attention to diversity is regulated in university legislation for its application, Universities do not offer the same opportunities to all students. People with cognitive functional diversity are excluded from the field of higher education (Díaz-Jiménez, 2019).

The aim is to show how the university system can become an important agent of social inclusion for students with intellectual disabilities. A consortium of six partners from four European countries has been formed: Universidad Pablo de Olavide (coordinator), Asociación Paz y Bien Sevilla (Spain), Universita Degli Studi di Firenze (Italy) (until 28 February 2024), the University of Siena (Italy) (from 28 February 2024); Pixel-Associazione Culturale (Italy), Universal Learning Systems (Ireland) and Iscte- Instituto Universitário de Lisboa (Portugal).

The specific objectives of the IHES project are: 1) To develop and implement an online programme on inclusion and independent living for people with intellectual disabilities in universities. 2) To design and test a methodology to support the inclusion of students with intellectual disabilities in higher education systems. 3) To develop a set of recommendations for university policy and decision makers in higher education on how to promote the inclusion of people with intellectual disabilities.

In order to achieve these objectives, spaces for training, socialisation, learning and growth have been created in these higher education institutions among the different actors that constitute them, especially among students without disabilities and those with intellectual disabilities. Thus, the results include the transfer and implementation of innovative practices in relation to university students, teaching staff, administrative and service staff, and decision-makers in higher education.

The project is primarily aimed at university students with intellectual disabilities, seeking to improve their access to and participation in university life, as well as to improve the completion rates of their studies. It is also aimed at university students of degrees related to social sciences, economics, education, sports, humanities, and law, with the aim of training future support persons for people with intellectual disabilities. It is also aimed at university teaching staff and administration and service personnel, insofar as it has made it possible to raise awareness of the specific needs of students with intellectual disabilities. Finally, for decision-makers, rectors, and policy makers in the field of higher education, this book provides information on how to build inclusive higher education systems and how to increase the access, participation, and completion rates of students with intellectual disabilities

Three main results emerge from the implementation of the project:

IO1. Online training programme on independent living within the university for people with intellectual disabilities

An online training programme on independent living at university for people with intellectual disabilities has been designed. Cognitively accessible (easy to read) materials have been developed to enable people with intellectual disabilities, undergraduate students, university administration and service staff, and university teaching staff to acquire skills for empowerment and equal opportunities in life. Each group has a specific course according to their work and personal perspectives, it is translated into four languages and has self-assessments at the end of each module.

The generic training programme consists of four modules. The first module, on teaching, outlines the most common theoretical approaches that appear both in the literature and in the empirical data of the IHES project which are: a) social paradigm of disability; b) independent living; and c) universal learning design. The second module, on campus life, looks at dimensions of inclusion of people with intellectual disabilities in higher education. The third module deals with research and thus develops the scientific production in the field of intellectual disability, which is very predominantly from medical and rehabilitative perspectives, but in which a more recent proliferation of scientific literature on intellectual disability and universities can be observed. Finally, the fourth module, on management, analyses the inclusive policies generated by the inclusive culture, and that follow up the inclusive practices in which there are spaces for the active participation of university students and the promotion of specific environments and processes of participation for students with intellectual disabilities.

+ info.: https://ihes.pixel-online.org/PR1_OnlineTrainingCourse.php

IO2: Digital handbook for independent living for students with intellectual disabilities

The handbook is intended to serve as a basis for universities to carry out their work in relation to undergraduate students with intellectual disabilities and to serve as a key resource to support universities. It is considered relevant for undergraduate students with and without disabilities, because the handbook is able to offer strategies to make the university more friendly in several areas such as curricula, university coexistence, gender equality and support networks, international mobility, counselling, and inclusion. It is also relevant for teaching staff because it offers tools to broaden the scientific vision of disability and people with disabilities in science, technology, and innovation, as well as providing relevant information to make teaching accessible to this population group. Finally, it is considered relevant for administration and services staff as a tool to improve accessibility in the administrative management of the campus and to offer friendly environments in the context of university services.

The contents of the report are based on the testimonies of key stakeholders: students with and without disabilities, teaching staff, disability specialists and administrators and policy makers. Their expertise has enabled the team of partners to develop an eight-module manual:

Module 1: Gender Equality and Support Networks
Module 2: Disability in Science, Technology, and Innovation
Module 3: Professional orientation and integration
Module 4: International university mobility
Module 5: Coexistence in universities
Module 6: Training and curricular adaptation
Module 7: Disability Observatory
Module 8: Regulation

This material is translated into four languages and their respective easy-to-read versions.
+ info.: https://ihes.pixel-online.org/PR2_DigitalHandbook.php

IO3: Recommendations for the higher education sector on how to build a more inclusive university system

This book is the last work package of the IHES project, which develops a tool for the planning of inclusive educational policies in universities, specifically aimed at structurally consolidating the inclusion of students with intellectual disabilities in European universities. It provides a set of intervention proposals aimed at policy makers involved at all levels of university policies, from rectors' offices, faculties, and research groups to those outside the university who contribute to and develop higher education policies.

Structured in five areas, the recommendations for building a more inclusive university system are articulated.

The first area, "Inclusive university life and governance" with the principle that facilitating the independent lives of students with intellectual disabilities, should be at the centre of policy makers' choices. Understanding that the inclusion of this student body cannot be limited to mere presence in university life, four recommendations aimed at potential participation and progress are set out: 1) Accessibility, 2) Process definition and management with a view to continuous improvement, 3) Information, training, and accompaniment, and 4) Individualization and personalization of training processes.

The second area, entitled "Accessible Quality Teaching", deals with curriculum adaptations and support for students with intellectual disabilities, proposing an inclusive approach that takes into account the needs of all students. Ten recommendations are articulated: 1) Formulating a robust foundation for inclusive policy development, 2) Cultivating inclusive learning through accessible course materials, 3) Embracing diversity through person-centered teaching, 4) Enhance effective communication, 5) Provide specialised training for faculty, 6) Utilize peer mentoring and tutoring, 7) Nurturing an inclusive learning atmosphere, 8) Leveraging technology for augmented learning support, 9) Sustaining support, and 10) Evaluating and enhancing pedagogical practices.

"Promotion of awareness and civic and social responsibility", the third area, aims to raise awareness and motivate those responsible for higher education to include, in their educational offer, curricular content and specific and transversal competences on the inclusion of people with intellectual disabilities. Four recommendations are developed: 1) Accompany university students with intellectual disabilities, 2) Promoting the employability of students with intellectual disabilities, 3) Increasing visibility of intellectual disability, and 4) Commitment to social and cultural activities for students with intellectual disabilities and their families.

The fourth area is entitled "Cooperation between higher education institutions and the third sector", in which the necessary coordination between the third sector and the university is highlighted. This includes recommendations on 1) Fostering cross-sector partnerships, 2) Supporting capacity building programmes, 3) Building bridges for the continuity of a pathway including for students with intellectual disabilities, 4) Encouraging collaborative research, 5) Fostering innovative community engagement initiatives, 6) Establishing clear reporting and accountability mechanisms and recognising collaborative best practice.

Finally, the fifth area, "Inclusive research", provides recommendations on the research approach that aims to involve and empower marginalised and under-represented communities or groups in the research process. This will lead to more equitable research outcomes, greater understanding of social problems and more effective interventions. Four recommendations

are proposed to achieve this: 1) Holistic approach to inclusive research, 2) Inclusive research using an intersectional approach, 3) International approach to inclusive research, and 4) Transnational approach to inclusive research.

This manual has an eminently practical character in that it allows each area to be approached by analysing its proposals and specific actions within these areas. In each area, indicators are included to quantify and corroborate the achievement of the proposed measures. The following universal considerations should be taken into account: the starting point (social paradigm, inclusion and dignity approach), methodologies, and technologies to be considered, policy and legal issues, elements and resources needed, and how to promote effective inclusive education.

It should be clarified that in this document we refer to the category of intellectual and developmental disability, which, as proposed by the organisations and associations of this group, is understood as the limitation of intellectual functioning together with the limitation of adaptive behaviour and occurring before the age of 22. It is based on a social paradigm of disability. However, given the variety of contexts in which it can be applied, it is explicitly stated that in this document the authors will always refer to "persons with disabilities", although in the English translation the adjectives may be used as nouns.

Care must be taken to ensure that the support provided by universities respects social paradigms and promotes the rights and dignity of people with intellectual disabilities. Care should be taken to avoid a possible regression towards more standardised medical models in the creation of inclusive universities. It will be desirable to work together on tasks related to common priorities where there is a sense of purpose, moving away from a purely directive approach towards people with disabilities.

Regarding the methodology to be followed, emphasis is placed on the incorporation of the methodological principle of Universal Design for Learning. In order to create cognitively accessible formats in the European context, it is recommended to follow the standard UNE 153101:2018 EX for "Guidelines and recommendations for the elaboration of documents". The creation of specific protocols and guidelines to guide and support the process of transition to higher education, support during training, and follow-up after graduation of students with intellectual disabilities is recommended.

Regarding new technologies, the integration of artificial intelligence and augmented reality is recommended to improve the accessibility and educational experience of students with intellectual disabilities, with the development of mobile applications that adapt educational content, such as a personal learning plan based on artificial intelligence, to improve communication between students and teachers.

The rationale for the participation of people with intellectual disabilities in university life must be sufficiently established in the policies of each university, as there is a real risk of it being symbolic if it is not done with clarity and specific objectives that are clearly articulated and in line with national legal and policy frameworks. The measures presented here can be

implemented in each university and can serve as a political example for standard setting and implementation. Political will is crucial when deciding on policies for the inclusion of students with intellectual disabilities. The obligation to promote inclusive education for people with intellectual disabilities is recalled in various European and national mandates. Universities need to include all these measures explicitly in university legislation (state and regional), as well as in their statutes, strategic plans, and master plans. The policy recommendations presented here should be complemented by each university on a case-by-case basis. Each university is encouraged to present concrete case studies. In this way, people with disabilities will not be treated as an abstract entity, but as an object of holistic vision, fair consideration, and awareness raising. These recommendations are generic pathways to follow and no single way of achieving them can be given or established, as this will depend on the context and resources of each institution.

The elements and resources for an inclusive university go beyond the university level and other actions outside the university are needed to achieve a real, holistic, inclusive impact. Good communication with groups representing citizens advocating for the rights of people with disabilities is encouraged, and their views should be taken into account when designing new rules, regulations and laws. Joint funding of resources for the inclusion of these students between universities and third sector organisations would be valuable.

For inclusion to be effective, it is necessary to consider the adequacy of the student-teacher ratio so that the personalisation and individualisation measures necessary for the advancement of students with intellectual disabilities can be implemented. With regard to research, it is generally recommended to present the results of all research; it will be useful to disaggregate the results according to the type and/or degree of disability. The need for continuous evaluation of the measures proposed here is also pointed out. In order to evaluate the actions in a transversal way, it is urged to count on the actors and stakeholders and to include feedback and external evaluation mechanisms to ensure that the measures are effectively achieving their objectives, and to identify areas that may require adjustments or improvements.

i H E S

Area 1:
Inclusive university life and governance

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Abstract

Facilitating independent living for students with DI should be at the heart of the decisions that policy makers should take into account when managing both university life and the governance system. The identification and removal of any barriers and the adoption of facilitating processes, tools and measures should be in the direction of reasonable accommodation as mentioned in the UN Convention.

Inclusion of students with disabilities cannot be limited to mere presence in university life, but must be accompanied by full participation and progress with other students in terms of skills and achievements. Active citizenship within university life can only be promoted through the direct involvement of ID students themselves, who will act as a driving force for improvement.

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1.1. Introduction and Justification

The promotion of independent living for students with intellectual disabilities should be a fundamental principle guiding all policy decisions relating to the management of university life and the system of governance, and universities should therefore consider and reflect these policies in their university regulations, statutes, strategic plans, and master plans.

Identifying and removing any barriers and adopting facilitating processes, tools and actions should move in the direction of the reasonable accommodation mentioned in the UN Convention. This approach has found application through the International Classification of Functioning, Disability and Health (ICF), capable of seeing the individual in his or her totality through a comprehensive approach that is habitually referred to as bio-psycho-social (WHO, 54.21, May 2001).

This approach has its epistemological roots in the relational model of disability studies, which sees the construct of disability as arising from the failure of the relationship between the characteristics of an individual's functioning and the responses provided by the context in which they live, operate, and develop (Shakespeare, 2013). Inclusion of students with intellectual disabilities cannot be limited to mere presence in university life; it must be centred on a human rights approach. It must therefore be accompanied by full participation and progress, as with all other students, in credits and achievements. Therefore, there must be monitoring and evaluation mechanisms, i.e. monitoring and evaluation systems must be put in place to monitor the progress, impact, and quality of collaborative research projects and to ensure the effectiveness, relevance and applicability of the results obtained.

Attendance, participation, and progress (based on learning with others) are three indicators of inclusiveness that are likely to be useful in surveying qualitative levels of inclusion during the delivery of instruction or implementation of activities directly with students and learners. The ICF principles of ability and performance show how important the context is within which an individual's ability can be transformed into higher performance, provided the context can remove barriers to learning and adopt the necessary facilitators.

Processes to improve university life can be guided by the principles and values of the Index for Inclusion, where cultural, policy, and practice dimensions define the qualitative levels of inclusion, both at the micro and macro levels (Booth, Ainscow, 2002; 2011, 2016). In line with ethical principles regarding the effective involvement of people with disabilities, especially those with intellectual disabilities, active citizenship within university life can only be fostered through the direct participation of students with intellectual disabilities, who will serve as a driving force for improvement.

That being said, Area 4, Inclusive University Life and Governance, provides a series of measures and recommendations that are divided into four areas, as follows:

- **Accessibility.**
- **Definition and management of processes with a view to continuous improvement.**
- **Information, training, and accompaniment.**
- **Individualization and personalization of training processes.**

Measure 1. Accessibility

The UN Convention defines accessibility as the need to take appropriate measures to ensure that people with disabilities, just as everyone else, have access to the physical environment, transportation, information, and communication. This includes information and communication systems and technologies, and other facilities and services open or provided to the public, in both urban and rural areas. In an inclusive university setting, this principle is realized through specific actions that ensure the accessibility of everything that a student with intellectual disabilities may encounter during his or her journey in university life.

Action 1.1: Accessibility of physical and virtual spaces.

Making spaces accessible, whether physical or virtual, is made feasible through the Universal Design For All approach that responds to the UN Convention's principle of reasonable accommodation. "Reasonable accommodation" refers to necessary and appropriate changes and adaptations that do not impose a disproportionate or excessive burden, such as, for example, the role of signage in spaces where pictograms or other signage systems are incorporated. They are adopted, where necessary in particular cases, to ensure that persons with disabilities can enjoy and exercise all human rights and fundamental freedoms as others do. In addition, the role of the environment also needs to be considered, as intellectual disability is not limited to the person, but in inclusive environments people with intellectual disabilities can develop many skills. These approaches can help to guide the choices made with reference to what can be modified (adapted) so that the context is accessible to all.

Action 1.2: Accessibility of time.

In line with the previous action, accessibility of time is also particularly relevant. The time variable is an element that connotes people's functional diversity. Since the now outdated ICDH, the International Classification of Impairments, Disabilities and Handicaps, 1980, the time variable was taken into account as it was considered that the condition of Disability covered any limitation or loss resulting from an impairment in the ability to perform an activity in the manner or extent considered normal for a human being. Among the various elements taken into consideration was precisely the time variable. People with disabilities are capable of performing the same actions as others, perhaps not respecting the time variable; see, for example, the need for more extended times for people with Specific Learning Disorders or the need for short but intense times for people with ADHD.

Action 1.3: Accessibility in the information, communication and documentation system.

Accessibility in information, communication and documentation systems could be better understood if accompanied by the prefix "multi." The need, in this case, is not to make a replacement of the systems already adopted but to provide different versions of them. An example could be the use of accessibility recommendations such as websites or apps that respond to W3C accessibility recommendations. Another good example can be found in those territories with a high rate of migration in which local authorities put up signs and provide multilingual information. In the case of students with sensory disabilities, multilingualism embraces braille and sign language; in the case of students with intellectual disabilities, "multi" should be extended to other forms of co-communication and information through the adoption of video, CAA, facilitated communication, maps, diagrams, and every form of communication, information, and documentation possible and useful for the student population, passing from a mono-communicative system to a multimodal communication system.

Action 1.4: Accessibility of materials, tools, aids, and aids for teaching activities.

What is true for the accessibility of the university system in its more administrative aspects is also valid for the purely teaching aspects. All materials, tools, means and support useful for the development of teaching activities must be made accessible in line with the above actions and with the principle of reasonable accommodation. The inclusion of specific modules or subjects on disability, human rights and inclusion in the curricula of different degree programmes should be encouraged. In addition, teaching activities should be made accessible in physical or virtual spaces, the timetable and the communication system

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Action 1.5: Accessibility and verification evidence about the principles of capability and performance

Directly related to the previous action, the accessibility of evidence in testing also responds to the ICF's two different concepts of ability and performance. While an individual's ability represents what the individual can do in a standard context, performance, on the other hand, represents what the individual can do in a real-world context, with possible barriers or facilitators to learning. Thus, if the learning assessment is aimed only at "standard individuals" in a standard context, it may not undergo adaptations and detect the very capabilities of the individuals in question; if, on the other hand, it is intended to address the different functioning profiles of the individuals, the assessment will inevitably have to undergo adaptations consistent with those adopted during the course of the teaching activities. The aim will be to assess performance rather than skills. With this in mind, training sessions are proposed for the preparation of exams, assignments or university activities where students can carry out preparation and simulation activities. In addition, qualitative assessment is recommended as a complement to quantitative assessment to evaluate competence acquisition and learning.

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Measure 2. Process definition and management with a view to continuous improvement

Through participatory actions, the governance system should define protocols aimed at managing all processes of inclusion in the university system for the realization of widespread leadership.

Action 2.1: Involvement and participation.

Putting inclusion at the center, with particular reference to the inclusion of students with intellectual disabilities, the governance system should include the setting up of a series of meetings, through steering group, to serve as a guiding team to identify the actions needed to promote inclusion covering physical, vital and attitudinal aspects. It is proposed that the team should be composed of both people with disabilities and their support, and people without disabilities. Inclusion should be as broad as possible and should target staff with decision-making responsibility, staff who implement decisions made (officials), staff with administrative duties, teaching and research staff, students, and students with functional diversity who represent the real experts concerning their needs.

Action 2.2: Identification of processes.

Through the involvement and participation of the various stakeholders, already mentioned for the previous action, it is essential to identify all the processes for which it might be functional to define specific actions for inclusion. Before, proceeding with management of any processes, these must be identified within the multiple actions that a university institution is called upon to manage.

Action 2.3: Process definition.

Through participatory action, processes must be defined by contemplating the variability of student functioning profiles. The definition of processes should be carried out by providing various levels of depth and points of view for their implementation. For example, speaking and being effective for students cannot be the same as speaking and being functional for administrative staff or teaching staff. In addition, the different responsibilities and needs also make multimodality functional in understanding the processes themselves. The definition of processes, up to the definition of procedures, can be realized by considering different levels of detail, which is more functional for different actors and different individual functioning characteristics of students.

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Action 2.4: Process Management.

The management of processes and the adoption of specific procedures will be better ensured if achieved through distributed leadership and the active involvement of all stakeholders who, if made accountable for their actions, will tend to feel part of the system, and will not go in search of a potential, but nonexistent, counterpart. The participatory perspective within distributed leadership fosters the spontaneous acquisition of a certain degree of direct responsibility of the individual actors in the processes themselves. To this end, adoption of a middle management system could foster the real involvement of the various stakeholders and the definition of the roles and responsibilities of all parties involved. This can be achieved through the creation of an advisory body for inclusion whose main function is to advise and guide the university towards the achievement of implementing inclusive policies and to periodically review existing practices based on actual previous experiences and specific needs. The consultative body will involve all stakeholders of the system such as students with intellectual disabilities, support professionals, teachers and management, administration and services technical staff in all the actions outlined above.

Action 2.5: Continuous improvement

Within complex systems, there will always be something that can be improved. The continuous improvement perspective is particularly relevant to inclusive processes, as suggested in the Index for Inclusion. There is no starting point for improvement, as all can be functional, just as there is no process that must be followed, as all processes adopted, if they go in the direction of inclusion, are lawful and depend on the context that wants to achieve them. The mere fact of wanting to place oneself in the inclusion perspective is an action for improvement. Thus a university institution, by placing itself in this perspective, may involve, starting with internal accessibility audits in all university facilities and services, the identification of periodic monitoring processes, followed by ideas for the design and implementation of improvement actions This will enable arrival at a new monitoring that verifies the previous cycle of improvement actions and at the same time provides the basis for new actions, ideally with the active participation of people with disabilities in these audits. This continuous improvement of processes must also be accompanied by an external quality assessment system.

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Measure 3 Information, training, and accompaniment

Adoption of an inclusive vision as a priority of a university institution requires the maximum possible involvement of all stakeholders through specific staff information and training actions.

Action 3.1: Culture of Inclusion.

The culture of inclusion should be the subject of a specific dissemination campaign aimed at civil servants, service staff, administrative staff, teachers, researchers and all students. This campaign should adopt a variety of languages and means of dissemination. The communication should be supported by research data to support the reasons for the university institution's choices toward inclusion. The university institution should, in addition, consider the culture and implementation of inclusion as reward data for its staff.

Action 3.2: Specialized training

Staff receive specific specialized training related to their professional competence intellectual   disability awareness and disability issues. Said training covers each action identified in this document, at the level of operation of the individual professional expertise. In particular, teachers receive specialized training on inclusive teaching practices, accessible communication strategies, disability awareness, preparation ofaccessible materials, and inclusive learning verification processes.

Action 3.3: Accompaniment.

Staff are supported by guidelines for adopting inclusive practices, along with the support of faculty more experienced in inclusive processes, and students with professional competence regarding intellectual disability awareness. Teachers are supported by guidelines for adopting inclusive teaching practices and by groups of teachers most experienced in inclusive teaching, who also serve as peer advisors through the intentional and specially structured adoption of peer-mentoring and tutoring actions. Similarly, experienced students will be used to promote peer-tutoring actions for students with intellectual disabilities.

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Measure 4. Individualization and personalization of training processes

Adopting the strategies in this document presupposes a different design and implementation of educational activities that could be accessible to all beneficiaries in relation to individual characteristics of functioning. While it is possible to assume that a particular action will be more inclusive than another, this must always be related to the concrete situation, as each individual has their own characteristics of functionality.

Action 4.1: Personalized training plan.

By relating the individual student's characteristics of functioning to the course of study undertaken, personalized or individualized training plans and, consequently, flexible learning options should be adopted and co-constructed through the direct involvement of students with intellectual disabilities and with the support of all the figures involved. Within these training plans, the measures necessary for that individual to foster accessibility will be highlighted, as defined in this document and in the course of the study.

Action 4.2: Inclusive study paths.

For the content of the different educational plans, teachers, with the support of the peer-mentoring and tutoring system, will prepare the necessary adaptations of materials and in their teachings to meet the actual needs of the students. In that case, these may be from the start assumed as potential variables, but, in relation to the individual training plans, will later be defined in such a way as to respond concretely and directly to the actual needs of the group of students. This includes flexible learning options.

1.3. Monitoring and evaluation of the proposed measures

MEASURE	INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 1. Accompany university students with intellectual disabilities	Action 1.1 Accessibility of physical and virtual spaces.	Number and quality of adaptations of physical and virtual environments used.	Permanent, as an action of monitoring and self-improvement.	Official documentation and system actions.
	Action 1.2. Accessibility of times.	Number and quality of adaptations in time.	Permanent, as an action of monitoring and self-improvement	Official documentation and system actions.
	Action 1.3. Accessibility in the information, communication and documentation system.	Number and quality of multimodal information, communication, and documentation proposals.	Permanent, as an action of monitoring and self-improvement	Information, communication and official documentation and system actions.
	Action 1.4. Accessibility of materials, tools, and aids for teaching activities.	Number and quality of adaptations of materials, tools, aids, and aids for teaching activities.	At the end of each unit of teaching.	Teacher's logbook.
	Action 1.5 Accessibility and verification tests.	Number and quality of performance verification tests	At the end of each unit of teaching.	Teacher's logbook.
Measure 2. Process definition and management with a view to continuous improvement.	Action 2.1. Involvement and participation.	Number and degree of dissemination of internal audit engagement and participation actions.	Periodic, permanent.	Official documentation and system actions.
	Action 2.2. Process identification.	Number and level of dissemination of identified processes.	Periodic, permanent.	Official documentation and system actions.
	Action 2.3. Process definition.	Number, degree of diffusion, and multimodality in process definition.	Periodic, permanent.	Official documentation and system actions.
	Action 2.4. Process management.	The number of middle management figures.	Periodic, permanent.	Official documentation and system actions.
	Action 2.5. Continuous improvement.	Number and quality of monitoring actions and improvement actions from internal audits	Periodic, permanent.	Official documentation and system actions.
Measure 3. Information, training and accompaniment	Action 3.1 Culture of Inclusion.	Number and target audience of information actions on the culture of inclusion.	At least one campaign each year.	All target subjects.
	Action 3.2. Specialized training	Number and recipients of specialized training actions.	At least one campaign each year.	All target subjects.
	Action 3.3. Accompaniment (of staff, faculty and students)	Number and type of accompanying actions carried out.	Permanent.	All target subjects.
Measure 4. Individualization and personalization of training processes	Action 4.1. Personalized training plan.	Number of flexible and personalized or individualized training plans defined	Permanent.	Teacher's logbook.
	Action 4.2. Inclusive study paths.	Number and quality of training course adaptation actions designed and implemented.	At the end of each unit of teaching.	Teacher's logbook.

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Accessible Quality Teaching
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Abstract

People with intellectual disabilities (ID) face significant barriers to accessing higher education, and even when they do, they often struggle to succeed. Accessible, high quality teaching is crucial to overcoming these barriers and ensuring that people with ID are included in higher education on an equal basis with their peers.

However, it is important to note that when students with learning differences, including ID, are placed in a traditional, rigid curriculum, the result can be the opposite of inclusion. This is because when accommodations are combined with and constrained by such curricula, students with ID may not receive the support they need to succeed. This can result in a negative university experience for them. Therefore, all stakeholders need to adopt an inclusive approach to their teaching, taking into account the needs of all students.

Despite the importance of accessible, high quality teaching, there is a lack of guidance and resources for policy makers involved in higher education policy and the inclusion of people with ID. This summary provides a set of 10 key recommendations for an intervention protocol that can be used by policy makers to promote accessible quality teaching in higher education for people with ID.

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2.1. Introduction and Justification

Individuals grappling with intellectual disabilities (ID) encounter numerous obstacles when attempting to access higher education. Even when they manage to overcome these hurdles, success remains elusive. The linchpin to mitigating these challenges and fostering genuine inclusion lies in the provision of accessible, high-caliber teaching tailored to their unique needs. It is imperative to underscore that mere enrollment in a conventional, inflexible curriculum often backfires, leading to exclusion rather than inclusion.

The juxtaposition of accommodations within the confines of rigid curricula can inadvertently undermine the support, essential for the triumph of students with ID. The consequence is a deleterious impact on their university journey, engendering an unfavorable experience. Thus, stakeholders across the educational sector must embrace an inclusive pedagogical approach that accommodates the diverse needs of every student.

Notwithstanding the pivotal role of accessible quality teaching, policymakers overseeing higher education policies and the inclusion of individuals with ID grapple with a dearth of guidance and resources. In response to this gap, this chapter proffers a comprehensive set of ten pivotal recommendations constituting an intervention protocol. Designed for policymakers, these guidelines aim to galvanize the promotion of accessible, high-quality teaching within the realm of higher education for individuals with ID. These recommendations serve as a compass, steering policymakers toward fostering an environment that transcends barriers and champions inclusivity. The proposed measures and their respective actions are set out below.

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2.2. Measures or Recommendations

Measure 1. Formulating a robust foundation for inclusive policy development.

In the pursuit of cultivating a robust policy framework that champions inclusive higher education for individuals with intellectual disabilities (ID), it is imperative to recognize the pivotal role this initiative plays in ensuring equal educational opportunities. Policies should be flexible and tailored to the supports needed by each individual person with a disability. Action 1.1 underscores the significance of collaborative endeavors with disability advocacy groups, grounding the approach in lived experiences. Continuous dialogues with these groups metamorphose the framework into a dynamic entity, adept at adapting to the nuanced challenges faced by individuals with ID.

Action 1.2 propels the discourse forward by advocating for the active involvement of educators, students, and parents in the policymaking process. This tripartite engagement acts as a catalyst for a more holistic approach, incorporating diverse perspectives through workshops, surveys, and advisory boards. Such initiatives weave a rich tapestry of inputs, fostering an environment where the policy becomes a collective manifestation of stakeholders' needs.

Continual adaptability, a cornerstone highlighted in Action 1.3, emerges as a hallmark of forward-thinking policy. Acknowledging the dynamism within education and technology, regular reviews and updates become the lifeblood of a policy that remains anticipatory of emerging trends, reflecting a steadfast commitment to the ever-evolving educational landscape.

Goal: Establish a dynamic and comprehensive policy framework promoting accessible quality teaching for individuals with intellectual disabilities in higher education.

Action 1.1. Forge collaborations with people with disabilities advocacy groups for diverse perspectives.

To do so, it will be necessary to: engage in sustained dialogues, establish advisory boards, and provide necessary resources; and initiate a real-time feedback loop, ensuring continuous improvement based on evolving needs.

Action 1.2. Foster the active involvement of educators, students (with and without disabilities), and parents in policymaking.

To implement, it will be necessary to: Initiate inclusive workshops, encourage open dialogues, and establish advisory boards; and implement a structured feedback mechanism involving regular surveys, forums, and effective communication channels.

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Action 1.3. Propose regular reviews and updates of the policy framework.

To do so, it will be necessary to firstly establish a dedicated review committee, assess existing policies, collaborate with subject matter expert. Secondly, implement a comprehensive feedback mechanism actively involving educators, students (with and without disabilities), parents, technology experts and experts in the field, ensuring transparent communication on policy changes. The active participation in the form of feedback from students with intellectual disabilities will promote advocacy and evaluate the effectiveness of the implementation of these policies.

Measure 2. Cultivating inclusive learning through accessible course materials.

Recognizing the fundamental importance of cognitively accessible (easy reading or visual support) learning materials in higher education for people with intellectual disabilities (ID), the call to action becomes even more pronounced. Action 2.1 delves into the creation of guidelines for plain language and accessible formats, embodying universal design principles that address linguistic simplicity, formatting nuances, and visual elements, catering to diverse learning needs.

Moreover, Action 2.2, advocating for the proficient use of assistive technologies through faculty training, acknowledges the transformative power of technology in bridging accessibility gaps. This collaborative effort establishes a symbiotic relationship between faculty and technology experts, ensuring seamless implementation of assistive technologies optimized for the educational journey of individuals with ID.

A commitment to ongoing evaluation and improvement, highlighted in Action 2.3, reflects an institutional pledge to maintain the highest standards of accessibility. By integrating accessibility standards into development and review processes, higher education institutions can continuously strive for enhancements based on feedback from educators and students, thereby fostering a culture of adaptability.

Goal: Ensure course materials are not just accessible but tailored for individuals with intellectual disabilities.

Action 2.1. Develop meticulous guidelines for plain language and accessible formats.

It will be necessary to: Assemble a diverse team, promoting active participation of disabled and non-disabled students and culturally diverse teaching staff; conduct faculty training, and seamlessly integrate guidelines into curriculum design; and establish a real-time feedback loop for continuous improvement, aligning guidelines with specific student needs.

Action 2.2. Encourage the proficient use of assistive technologies and provide comprehensive training for faculty.

Promoting inclusive technology would harness the transformative potential of information and technology in everyday life, especially for people with disabilities. To achieve this, it will be necessary to: identify assistive technology needs through comprehensive assessments; design comprehensive training programmes and establish a centralised resource centre; integrate training into continuing professional development, conduct regular accessibility audits and empower learners through specific training on assistive technology, such as developing programmes that facilitate access and training for adaptive use such as screen readers, voice recognition software, and accessibility applications. and accessibility applications.

In addition, it is proposed to build closer links and partnerships with innovative solution companies that address the specific needs of people with intellectual disabilities.

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Action 2.3. Implement a systematic approach to ongoing evaluation and improvement.

For this purpose, it will be required: to Embed accessibility standards into the development and review processes, allocate a balance between verification testing on the principles of capability and performance, conduct regular audits, and establish robust feedback mechanisms; and develop and execute continuous improvement plans, foster collaboration with accessibility services, and transparently communicate improvements to stakeholders. It may be appropriate to set up expert committees based on experience.

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Measure 3. Embracing diversity through person-centered teaching.

In the quest to create an inclusive higher education environment for individuals with intellectual disabilities (ID), the imperative of person-centered teaching approaches cannot be overstated. Participatory and active methodological strategies will be promoted and developed. Action 3.1, the development of individualized support plans, signifies a paradigm shift from a standardized approach to one that recognizes and celebrates the unique strengths, preferences, and challenges of each learner. The effective implementation of these plans will have to be fully customised.

Additionally, Action 3.2 focuses on equipping educators with multi-sensory teaching strategies, transforming the pedagogical landscape. By engaging multiple senses, educators can cater to diverse learning styles, particularly those of students with intellectual disabilities. The integration of these strategies into the curriculum, complemented by accessible learning materials, establishes an environment where inclusivity is not just an aspiration but a tangible reality.

Flexibility becomes a cornerstone in Action 3.3, promoting assessment methods that accommodate diverse learning abilities. This departure from rigid evaluation systems acknowledges the variability within the student body, ensuring that assessments are not just fair but also sensitive to individual strengths. The commitment to accessibility considerations and continuous reviews further solidifies the commitment to fostering an inclusive educational experience.

Goal: Implement teaching methods that celebrate and cater to the unique needs of individuals with intellectual disabilities.

Action 3.1. Develop comprehensive individualized support plans for students.

To achieve this, it will be essential: to conduct thorough assessments, facilitate collaborative planning, and allocate resources based on tailored support plans; and establish transparent communication channels to ensure ongoing effectiveness and relevance.

Action 3.2. Provide educators with in-depth training in multi-sensory teaching strategies.

To make this happen, it will be necessary to: Design strong professional development programmes in specific teaching methodologies such as multi-level curriculum, universal design for learning, seamlessly integrate strategies into the curriculum, and establish robust mechanisms for feedback and reflection; consider inclusive classroom design to enhance the multi-sensory learning experience.

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Action 3.3. Promote flexible assessment methods that accommodate diverse learning abilities.

For the task at hand, it will be indispensable: to develop meticulous guidelines and training for flexible assessment methods, create individualized assessment plans, and expand assessment formats; ensure accessibility considerations and regularly review and adapt based on feedback, creating a fair and inclusive evaluation system.

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Measure 4. Enhance effective communication.

Enhancing effective communication stands as a cornerstone in the multifaceted endeavor to promote inclusivity within higher education for individuals grappling with intellectual disabilities (ID). It underscores the paramount importance of clear, succinct, and easily comprehensible communication in cultivating an environment conducive to active engagement and beneficial educational experiences for individuals with ID. It is necessary to ensure personalised support plans that involve a comprehensive assessment of each student's needs, collaborative planning between the educational community, family and professionals providing support, and appropriate allocation of resources, as well as continuous feedback from the individual.

Individuals with intellectual disabilities often confront hurdles in processing information, necessitating tailored communication approaches to facilitate accessible teaching. The linchpin for dismantling these barriers resides in lucid and uncomplicated communication, enabling individuals with ID to grasp instructional materials, assignments, and pertinent information, thereby fostering active participation, engagement, and favorable learning outcomes.

In the realm of higher education, effective communication transcends the confines of the classroom. It necessitates meticulously crafted policies to ensure that written materials, verbal instructions, and digital content cater to the diverse learning needs of individuals with intellectual disabilities. This may entail the utilization of plain language, visual aids, or alternative formats to enhance comprehension.

Furthermore, faculty and staff must undergo training to communicate inclusively, adapting strategies to accommodate the unique learning styles of students with ID. These training initiatives empower educators to contribute to a more inclusive and equitable learning environment.

The objective is to cultivate clear, concise, and easily understandable communication across all facets of higher education. To achieve this, several actions are proposed:

Action 4.1. Foster Guidelines for Inclusive Communication with Students with Intellectual Disabilities.

In order to do so, it will be important to: Assemble a diverse team of experts and student for guideline development, incorporating various communication styles and needs; Introduce guidelines through practical applications in faculty development initiatives; Integrate guidelines into ongoing professional development endeavors, distributing them widely among educators, support staff, and stakeholders; and collaborate with Accessibility Services to tailor guidelines to the specific needs of students with intellectual disabilities, gathering insights on effectiveness through feedback mechanisms.

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Action 4.2. Provide Communication Training for Faculty and Staff.

To carry out this action, it will be necessary: to identify specific areas of communication improvement through needs assessment, developing modules on effective communication, active listening, and adapting communication styles; Ensure regular updates on evolving best practices, incorporating sessions for participants to share experiences and discuss challenges in higher education communication; and Integrate communication training into induction processes for new faculty and staff, considering creating incentives or awards for individuals fostering an inclusive and communicatively accessible environment. It will be of particular interest to include teachers with different cultural backgrounds because it will allow them to suggest different perspectives in this field.

Action 4.3. Establish Regular Communication Channels for Stakeholder Feedback.

Executing this task will require: implementation of online surveys, suggestion boxes, or regular forums for sharing perspectives, encouraging open communication by allowing anonymous expressions of concerns or suggestions; and establish a systematic process for analyzing feedback and developing action plans based on identified areas for improvement, ensuring feedback insights contribute to the development and refinement of policies and practices impacting students with intellectual disabilities. This action will have to take into account how to safeguard the possible digital divide of families and pupils in the access and use of technologies.

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Measure 5. Provide specialized training for teachers and university staff.

Moving forward, specialized training for faculty and university staff emerges as a pivotal component in shaping the learning experiences of all students, emphasizing inclusive teaching practices, communication strategies, and disability awareness. It must be accepted that faculty involvement will require significant time and resources in terms of awareness, demonstrated relevance, linkage to university policy and national legal requirements, as well as specific training on intellectual disability in its social, medical and psychological dimensions. Additional training will be needed to educate other stakeholders about why students with intellectual disabilities are on campus and what the purpose and expected outcomes are. All of this requires significant resources and needs to be enshrined in university policies. International research shows that teaching and administrative responsibilities are increasing dramatically. Stress and burnout are issues that need to be considered alongside the increasing workload and precarious employment prospects for many academics on campuses in different countries.

The objective here is to equip faculty and university staff with the necessary skills to effectively teach students with intellectual disabilities, which entails the following actions:

Action 5.1. Develop and Implement Inclusive Teaching Practices Training Programs for faculty and university staff.

Cover topics such as universal design for learning, differentiated instruction, and strategies for accommodating diverse learning styles, offering regular workshops and forums for educators to share experiences and collaborate on implementing inclusive teaching practices.

Action 5.2. Include Modules on Communication Strategies and Disability Awareness for faculty and university staff.

Provide insights into effective communication from the student's point of view, introducing effective communication and disability awareness principles early in the tenure of new faculty and staff

Action 5.3. Foster Partnerships with persons with Disabilities Service Organizations for Ongoing Support and Training.

Collaborate with persons with disabilities service organizations to develop training programs focused on creating an inclusive and supportive environment, strengthen and ensure effective coordination and communication between internal training initiatives and external collaboration with associations and experts by experience.

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Measure 6. Utilize peer mentoring and tutoring.

Furthermore, peer mentoring and tutoring programs hold transformative potential in enhancing the academic success and overall experience of students with intellectual disabilities. These programs foster a supportive and inclusive learning community, providing personalized assistance, emotional support, and social connections. The objective is to foster peer support systems aiding the academic success of students with intellectual disabilities, entailing the following actions:

Action 6.1. Establish Peer Mentoring and Tutoring Programs Accessible to All Students.

Executing this task will require the following: developing programs with a focus on inclusivity, providing accessible training materials, guidelines, and support tools for peer mentors and tutors; and monitor program effectiveness through regular feedback, ensuring physical spaces are accessible and conducive to effective communication for students with intellectual disabilities. This plan will be promoted at all stages, starting with guidance on the choice of university studies. Individualised case management managed by a person or group will then be developed, which will ensure the trajectory of people with intellectual disabilities at university, in collaboration with the Care Units for people with disabilities. It will be appropriate for mentors and tutors to be recognised for this work.

Action 6.2. Ensure Training for Peer Mentors and Tutors Includes Strategies for Supporting Students with Intellectual Disabilities.

Include scenarios simulating real-life situations for hands-on learning, encouraging open communication, and sharing of insights and successful strategies among peer mentors and tutors. This action will actively involve the students and the tutors and mentors who have managed the case.

Measure 7. Fostering an inclusive learning environment.

In the pursuit of fostering an environment conducive to the academic triumph of students grappling with intellectual disabilities (ID), our attention converges on measure 7, encapsulating the cultivation of a classroom culture characterized by inclusivity, awareness, and open dialogue. Policymakers emerge as pivotal architects steering educational institutions toward an embrace of diversity, the cultivation of understanding, and the respect for each student's unique contributions.

Initiating this transformative journey necessitates a paramount emphasis on promoting awareness of disability issues. This encompasses the implantation of a profound understanding and sensitivity toward the varied needs of individuals grappling with ID. The learning milieu should echo a resounding commitment to valuing and respecting the distinctive contributions of each student. An intricate approach, spanning workshops, events, and campaigns, is prescribed to disseminate this awareness with efficacy.

Central to this endeavor is the encouragement of open dialogue, a linchpin in constructing an inclusive educational tapestry. Dialogues, involving the triad of students, faculty, and staff, serve as collaborative platforms for the exchange of ideas, experiences, and best practices in inclusive pedagogy. These discussions function not merely to disperse misconceptions and stereotypes but to nurture an academic ambiance that embraces diversity with open arms. Policymakers are called upon to champion initiatives facilitating positive interactions among students, irrespective of cognitive abilities. Such initiatives, manifested in awareness campaigns, workshops, and events, crystallize into celebrations of diversity, forging a communal spirit within educational bastions. By ardently fostering an inclusive and accepting ethos, policymakers substantially contribute to the crafting of an educational landscape where diversity is not merely acknowledged but exuberantly celebrated.

Action 7.1. Propagating Awareness of Disability Issues.

The execution of this action demands a meticulous needs assessment within higher education institutions, delineating specific areas tied to disability awareness. Collaboration with persons with disabilities advocacy organizations becomes imperative for crafting impactful workshop content, event planning, and campaign design. The integration of diverse awareness initiatives into the academic curriculum, coupled with student participation through projects and presentations, ensures a more profound impact. Augmenting these efforts with accessibility measures, such as sign language interpreters and closed captioning, fortifies the success of this initiative.

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Action 7.2. Cultivating Inclusive Dialogues.

Implementing this action necessitates the establishment of inclusive dialogue platforms, such as forums and town hall meetings, facilitated by adept moderators. These dialogues unfold in a space that is both secure and respectful, encompassing inclusive topics, agendas, and representation from students, culturally diverse teaching staff, staff with intellectual disabilities and tutors and mentors. Regularly scheduled sessions, feedback mechanisms, integration with decision-making processes, and community engagement coalesce to catalyze the success of this action.

Action 7.3. Instituting Anti-discrimination Policies.

This action is underpinned by the development of comprehensive policies explicitly addressing disability-related discrimination. Dissemination, training, reporting mechanisms, investigation protocols, consequences for violations, support for victims, policy reviews, and community engagement form the essential steps for effective implementation. The emphasis lies in creating an environment where all individuals, including those with intellectual disabilities, can pursue their education unencumbered by discrimination. In this action, it will be useful to maintain good communication with representative groups of citizens who advocate for the rights of persons with disabilities to ensure that their views are taken into account.

Action 7.4 Promote a Culture of Inclusivity and Cooperation Among Students.

Organize events celebrating diversity and fostering cooperation, emphasizing values of inclusivity and cooperation through various channels, and collecting input from students to assess the impact of inclusivity and cooperation initiatives.

Measure 8. Leveraging technology for augmented learning support.

Measure 8 accentuates the transformative ability of technology in augmenting the accessibility of course materials and catering to diverse learning needs. Policymakers are asked to advocate for the adoption of accessible and inclusive technology, underlining the importance of comprehensive training for its effective inclusion and the necessary coordination between different actions.

Action 8.1. Ensuring Technology Accessibility.

This involves a thorough evaluation and adaptation of existing or in-house developed technologies to meet strict accessibility standards, in order to make the technology truly accessible to teachers and students. To ensure that assistive technologies are accessible to the whole community, a centralised repository can be created to catalogue the different technologies and reserve their use. The integration of emerging technologies such as artificial intelligence and augmented reality are tools that enhance the accessibility and educational experience of students with intellectual disabilities. On the other hand, collaboration with technology providers, formulation of accessibility guidelines, training of IT staff, user feedback mechanisms, provision of alternative formats (with audio and video formatting), routine accessibility testing and meticulous documentation are the detailed steps for effective implementation.

Accessibility in this sense also means making formal communication channels with the university community, both horizontal and vertical, accessible, efficient and friendly for people with intellectual disabilities. For example, the development of mobile applications that adapt educational content as a personal support plan based on AI for learning and improvement is envisaged.

Action 8.2. Facilitating Faculty Training on Technology Integration.

Implementation requires a needs assessment, collaborative efforts with educational technologists, interactive workshops, case studies, inclusive course design, accessible content creation (with audio and video format), real-time support, continuous professional development, collaborative learning communities (tutors-mentors specialized in the subject), assessment, and recognition. The aim is to empower educators to adeptly harness technology, sculpting an inclusive learning milieu.

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Action 8.3. Sustaining Ongoing Evaluation of Technology Effectiveness.

This action ensures the perpetual alignment of technology solutions with inclusivity goals. Implementation encompasses the establishment of evaluation frameworks, collaboration with accessibility experts, periodic audits, user feedback mechanisms, accessibility testing protocols, documentation of findings, integration with professional development, reporting and transparency, accessibility compliance certifications, and continuous improvement plans.

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Measure 9. Sustaining support.

Navigating the distinctive challenges faced by students contending with intellectual disabilities (ID) demands a strategic approach from policymakers. The emphasis lies in the indispensable necessity for unwavering assistance through personalized support schemes, peer mentoring, and tutoring. The crux here is to tailor individualized support plans meticulously, considering each student's specific requirements, thereby ensuring adaptability to their strengths, hurdles, and learning inclinations. These customized approaches, far from generic solutions, not only provide precise aid but also act as a guiding beacon, leading students through the intricate landscape of higher education.

Peer mentoring and tutoring, as integral components of continuous support, play a dual role. They not only serve to fortify academic achievements but also contribute significantly to enhancing overall well-being. By fostering an unceasing feedback loop, these support mechanisms offer real-time assistance, creating an environment where individuals with ID feel not just supported but genuinely integrated into the academic journey. To fortify this approach, policymakers should prioritize resource allocation and personnel deployment, establishing a proactive and responsive support framework that seamlessly integrates ongoing assistance into the higher education milieu.

Goal: To consistently support the academic success of students with intellectual disabilities.

Action 9.1. Cultivate Dynamic Support Plans.

The cornerstone of this initiative rests upon cultivating dynamic support plans that go beyond mere formalities. Collaborative assessments are paramount, encompassing the thorough identification of strengths, challenges, and learning preferences. The articulation of support plans should extend beyond mere rhetoric, outlining tangible academic accommodations, the integration of assistive technologies, counselling services, and other resources pivotal for the student's progression. Active involvement of the student and their family in this process becomes the linchpin, fostering formal and open communication to unravel aspirations and preferences. Given the dynamic nature of students with intellectual disabilities' needs, regular reviews of the support plan are not just encouraged but imperative. Implementation involves assembling a support team comprising academic advisors, persons with disabilities services professionals, and faculty members. Routine check-ins and assessments become the norm, enabling adjustments based on the student's evolving requirements, empowering them to advocate for their educational journey.

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Action 9.2. Building a Holistic Support Ecosystem.

To address the comprehensive needs of every student, a robust support network is non-negotiable. This comprises counselling services, accessibility provisions, and academic advising. To realize this, a thorough needs assessment, collaborative efforts with external agencies, and the establishment of a centralized support hub become pivotal steps. The inclusion of comprehensive counselling services, coordinated accessibility provisions, and academic advising support serves as the backbone of this initiative. Facilitating interdisciplinary collaboration, implementing student engagement programs, and instituting effective feedback mechanisms contribute collectively to a responsive support network that remains not just responsive but adaptable to the evolving needs of students.

Action 9.3. Cultivating a Culture of Collaboration and Understanding.

The primary objective here is not just to meet the basic needs but to foster an environment where all stakeholders actively contribute to the success of students with intellectual disabilities. This involves not just token efforts but a comprehensive strategy that includes awareness campaigns, training programs, and initiatives actively involving students. All these endeavors are aimed not just at dismantling barriers but nurturing a genuine sense of community. Inclusive events, policies, and recognition mechanisms are not just gestures but integral components of promoting inclusivity. Strengthening collaboration between faculty and students, launching community-building initiatives, and establishing regular feedback channels are not just actions but pillars that solidify the sense of belonging among students, faculty, and staff.

Measure 10. Evaluating and enhancing pedagogical practices.

This step underscores policymakers' commitment to creating an adaptable and responsive educational environment for all students, including those with intellectual disabilities. Recognizing the dynamic nature of education, policymakers emphasize the need for ongoing evaluation of teaching practices to ensure accessibility and effectiveness. It is important that the tools are not limited to superficial workshops, but that they comprehensively address the needs of the teaching staff. This means not only offering training sessions on specific topics, but also expert support in the implementation of what has been learned.

Goal: Regularly assess and enhance teaching practices.

Action 10.1. Implementing a Systematic Evaluation Process.

The aim here is not just to tick boxes but to establish a systematic approach to evaluating teaching practices. This involves adopting a structured evaluation process that considers not just the common denominators but the diverse needs of students to find out if the learning process is being adequate in each case.

Action 10.2. Providing Professional Development Opportunities.

This initiative seeks not just to fill gaps but to equip faculty members with the necessary knowledge and skills to create not just accessible but engaging and effective learning environments. This includes not just perfunctory needs assessments for professional development but a genuine collaboration with experts, and diversification of professional development formats. Offering not just inclusive teaching workshops, accessibility training sessions, and updates on educational technologies, a comprehensive strategy contributes to not just the professional development but the holistic development of faculty members. Peer learning communities, personalized professional development plans, and integration with faculty evaluation processes are not just strategies but integral components that promote not just improvement but continuous improvement.

Action 10.3. Nurturing a Culture of Continuous Improvement.

Regular reviews and enhancements to teaching practices, incorporating not just feedback, but feedback from both students and faculty, and leveraging not just advancements, but advancements in educational research, are vital components of this initiative. Establishing not just continuous improvement committees but conducting regular but insightful reviews, and adopting not just data-driven, but data-driven decision-making, ensures not just a systematic but a dynamic approach. Integrating not just emerging technologies, but collaborating with not just educational researchers and fostering faculty learning communities contributes not just to a dynamic teaching environment but a thriving one. Professional development opportunities for faculty, recognition of not just practices but innovative practices, and alignment with not just institutional goals but the broader educational goals ensure not just that teaching practices evolve but evolve in harmony with the diverse needs of the student populace.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 1. Develop an inclusive policy framework	Action 1.1. Collaborate with disability advocacy groups	Number of advocacy groups engaged	The count of disability advocacy groups actively participating in the policy development process.	Substantial representation, ideally covering a range of perspectives and experiences. At least once a year	Regular meeting records, collaboration agreements, and official reports.
		Inclusivity of feedback mechanisms	The extent to which feedback mechanisms facilitate open dialogue, capture diverse insights, and ensure continuous improvement.	High engagement with advocacy groups, evidenced by regular and constructive feedback. At least once a year	Survey results, focus group discussions, and feedback logs.
	Action 1.2. Involve educators, students, and parents	Participation rate in inclusive workshops and focus group discussions	The percentage of educators, students, and parents actively involved in workshops and discussions.	High participation rates, indicating a broad representation of perspectives. At least once a year with 10% participation	Attendance records, participation surveys, and workshop evaluations.
		Advisory board effectiveness	The advisory board's impact on policy drafts, feedback incorporation, and amendments proposed.	Demonstrated effectiveness through tangible contributions and improvements in policies. At least one yearly review	Meeting minutes, feedback summaries, and policy drafts with attributed changes.
	Action 1.3. Regularly review and update the policy framework	Frequency of review committee meetings	The regularity of review committee meetings to assess policy effectiveness.	Regular and scheduled meetings, reflecting a commitment to continuous improvement. At least two meetings a year	Meeting schedules, minutes, and review committee reports.
		Integration of technological advancements	The successful integration of technological advancements in policy updates.	Number of Policies incorporating the latest technologies to enhance teaching for individuals with intellectual disabilities.	Documentation of technology partnerships, reports on technology integration, and feedback from educators and students.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE		INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 2. Provide accessible course materials	Action 2.1. Develop guidelines for creating materials in plain language	Implementation of Plain Language Guidelines	The extent to which plain language guidelines are implemented across course materials.	Full integration of guidelines into course material creation, evidenced by adherence in a significant portion of materials. At least 60% of materials adapted within two years	Records of guideline implementation, course material samples, and faculty feedback.
		Variety of Accessible Formats Utilized	The diversity of accessible formats used, including audio, large print, and electronic versions.	Comprehensive adoption of various formats, catering to different learning needs and preferences. Six-monthly evaluation	Statistics on the usage of different formats, feedback from students, and records of format availability.
	Action 2.2. Encourage the use of assistive technologies	Faculty Proficiency in Assistive Technologies	The level of faculty proficiency in using assistive technologies to create accessible content.	High proficiency demonstrated by faculty members in incorporating assistive technologies into course materials. At least 2 training courses per year	Faculty training records, assessments, and feedback from faculty and accessibility experts.
		Accessibility Audits and Improvements	The frequency and effectiveness of accessibility audits and subsequent improvements in course materials.	Regular audits identifying and addressing accessibility issues promptly. Six-monthly audits	Records of accessibility audits, improvement plans, and feedback from students and educators.
	Action 2.3. Establish a system for ongoing evaluation and improvement	Integration of Accessibility Standards	The incorporation of accessibility standards into the course material development and review processes.	Full integration, ensuring alignment with national and international accessibility guidelines. At least 60% of materials adapted within two years	Documentation of standards integration, review processes, and updates based on changing standards.
		Effectiveness of Continuous Improvement Plans	The success of plans in addressing identified accessibility gaps and ensuring timely updates.	Demonstrated improvements based on feedback and audit findings. Six-monthly audits	Reports on improvement plans, feedback from students and educators, and records of updates made.

MEASURE	INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 3. Use person-centered teaching approaches	Action 3.1. Develop individualized support plans for students — Development of Individualized Support Plans	The successful creation of comprehensive individualized support plans considering cognitive strengths and challenges, sensory preferences, communication styles, and additional support requirements.	Completed and well-documented individualized support plans for students with intellectual disabilities. Number of annual plans out of the total population with intellectual disabilities	Records of individualized support plans, collaboration meeting notes, and feedback from educators and support staff.
	Resource Allocation as per Support Plans	Adequate allocation of resources, including additional support staff, assistive technologies, and specialized learning materials, as outlined in individualized support plans.	Resources aligned with individualized support plans to effectively enhance the student's learning experience. Amount of budget earmarked	Documentation of resource allocation, support plans, and periodic assessments of resource adequacy.
	Action 3.2. Train educators in multi-sensory teaching strategies — Participation in Professional Development Programs	The level of participation in professional development programs focusing on multi-sensory teaching strategies.	High participation rates among educators in training programs. At least two training course per year	Records of participation, attendance logs, and feedback from educators.
	Integration of Multi-sensory Approaches into Curriculum	Successful integration of multi-sensory approaches into the curriculum across various disciplines.	Inclusive curriculum planning that incorporates multi-sensory strategies to enhance learning experiences. Number of annual curricular plans over the total population with intellectual disabilities.	Curriculum documents, feedback from educators, and evidence of multi-sensory elements in instructional materials.
	Action 3.3. Promote flexible assessment methods — Availability of Guidelines and Training	The availability of clear guidelines on implementing flexible assessment methods and the extent of training provided to educators.	Comprehensive guidelines and training programs ensuring educators understand and can apply flexible assessment methods. At least one guide with a review every two years.	Documentation of guidelines, training schedules, and feedback from educators.
	Implementation of Individualized Assessment Plans	Successful creation and implementation of individualized assessment plans for students with intellectual disabilities.	Customized assessment plans reflecting the unique needs and preferences of each student. Number of customized assessment plans over the total population with intellectual disabilities.	Records of assessment plans, collaboration meeting notes, and feedback from educators and students.
	Diverse Assessment Formats Utilized	The expansion of assessment formats to accommodate diverse learning abilities, including projects, presentations, portfolios, and practical demonstrations.	Availability and usage of a variety of assessment formats catering to different strengths and preferences. Six-monthly evaluation of the issue	Assessment records, student feedback, and documentation of diverse assessment options.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE		INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Mesure 4. Ensure effective communication	Action 4.1. Provide guidelines for educators to communicate effectively	Development of Communication Guidelines	Successful creation of comprehensive guidelines covering various aspects of communication, including clarity, empathy, adaptability, and the use of visual aids.	Completed and documented guidelines accessible to all educators.	Guidelines documentation, training attendance logs, and feedback from educators.
		Inclusion into Professional Development	Successful inclusion of communication guidelines into ongoing professional development initiatives for educators.	Guidelines incorporated into existing professional development programs. Number of documents generated in a year	Professional development schedules, documentation of integrated guidelines, and feedback from educators.
		Collaboration with Accessibility Services	Collaboration with accessibility services to tailor communication guidelines to the specific needs of students with intellectual disabilities.	Guidelines aligned with insights from professionals in special education and inclusive teaching practices. Number of documents generated in a year	Documentation of collaboration efforts, guidelines tailored to specific needs, and feedback from accessibility services.
	Action 4.2. Offer communication training for faculty and staff	Participation in Needs Assessment	High participation rates in needs assessment to identify specific areas of communication that require improvement.	Comprehensive needs assessment capturing challenges and areas for growth. At least two per year	Records of needs assessment participation, survey results, and feedback from participants.
		Inclusion into Induction Processes	Successful inclusion of communication training into onboarding processes for new faculty and staff members.	Communication training included as part of the onboarding curriculum for all new personnel. At least two offers per year	Induction documentation, training schedules, and feedback from new faculty and staff.
		Regular Updates and Refreshers	Regular updates and refresher sessions to keep faculty and staff informed about evolving best practices in communication.	Ongoing training initiatives to ensure continuous improvement in communication strategies.	Documentation of training schedules, participation in refresher sessions, and feedback from faculty and staff.
	Action 4.3. Establish regular communication channels for feedback	Establishment of Feedback Platforms	Successful creation of accessible and user-friendly feedback platforms for students, parents, and educators.	Operational and accessible feedback platforms with a diverse range of stakeholders engaged. Creation of the platform in two years	Documentation of feedback platforms, accessibility assessments, and feedback from users.
		Anonymous Feedback Options	Availability of anonymous feedback options to encourage honest and open communication.	Options for stakeholders to express concerns or suggestions anonymously. Options yes/no	Documentation of anonymous feedback mechanisms and feedback received through these channels.
		Regular Reporting on Outcomes	Regular reporting on the outcomes of feedback initiatives and actions taken in response.	Transparent communication of the institution's efforts in response to feedback. An annual	Reports on outcomes, communication campaigns, and feedback from stakeholders on reported actions.
		Inclusion with Strategic Planning	Direct contribution of insights gained from feedback to the development and refinement of policies and practices.	Feedback influencing strategic planning and policy development. Number of contributions in the specific documents	Documentation of strategic planning processes, policies influenced by feedback, and feedback from stakeholders on inclusion effectiveness

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 5. Provide specialized training for faculty	Action 5.1. Develop and implement inclusive teaching practices training programs	Needs Assessment	Identification of specific areas of inclusive teaching practices that require emphasis.	Comprehensive needs assessment capturing challenges and areas for growth in inclusive teaching practices. At least once a year	Records of needs assessment participation, survey results, and feedback from faculty, accessibility experts, and students with intellectual disabilities.
		Curriculum Design	Inclusion of topics such as universal design for learning, differentiated instruction, and strategies for accommodating diverse learning styles in the curriculum.	Curriculum covering essential topics adaptable to various disciplines. Number of actions developed for mainstreaming	Curriculum documentation, feedback from educators, and assessment of curriculum coverage.
		Peer Learning Communities	Establishment of communities where educators can share experiences, exchange ideas, and collaborate on implementing inclusive teaching practices.	Active and collaborative communities fostering continuous learning and improvement. Created: yes or no	Documentation of peer learning community activities, participation rates, and feedback from educators.
	Action 5.2. Include modules on communication strategies and disability awareness	Module Development	Collaboration with experts in special education, communication, and disability to ensure accurate, relevant, and inclusive module content.	Modules developed with input from relevant experts and stakeholders. Numbers of module developed	Documentation of collaboration efforts, module content, and feedback from experts.
		Inclusion into Existing Training Programs	Successful inclusion of communication strategies and disability awareness modules into broader training programs on inclusive teaching practices.	Seamless inclusion and connection between different training modules. At least one annual evaluation	Documentation of inclusion training programs, feedback from participants, and assessment of inclusion effectiveness.
		Facilitator Training	Adequate training for instructors responsible for delivering the modules, ensuring deep understanding, facilitation skills, and the ability to address participant questions effectively.	Well-trained facilitators capable of delivering modules effectively. Number of trained and active facilitators	Records of facilitator training, feedback from participants, and assessment of facilitator competence.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE		INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Medida 5. Proporcionar formación especializada al profesorado	Action 5.3. Foster partnerships with disability service organizations	Identification of Potential Partners	Identification of disability service organizations with expertise in supporting individuals with intellectual disabilities.	Clear identification of potential partners aligning with the institution's values, mission, and specific needs.	Documentation of partner identification, mission alignment, and potential contribution assessment.
		Development of Customized Training Programs	Collaborative development of training programs addressing the unique needs of faculty, staff, and students within the higher education context.	Tailored programs developed collaboratively to meet specific needs. Numbers of programs	Documentation of collaborative program development, program content, and feedback from stakeholders.
		Inclusion with Existing Programs	Seamless coordination and communication between internal training initiatives and external expertise from disability service organizations.	Effective inclusion ensuring consistency and alignment of training efforts. Annual evaluation	Documentation of coordination efforts, communication channels, and feedback from both internal and external stakeholders.
		Resource Sharing	Exchange of resources between the institution and disability service organizations, including access to training materials, guidelines, and best practices.	Effective sharing of resources to enhance inclusivity initiatives. Number of exchanges	Documentation of shared resources, accessibility, and feedback on the usefulness of shared materials.
		Feedback and Evaluation	Gathering and utilization of feedback to assess the effectiveness of the partnership and make necessary adjustments.	Regular assessment of feedback for continuous improvement. Annual evaluation	Documentation of feedback mechanisms, assessment results, and adjustments made based on feedback.
		Long-Term Collaboration Plans	Exploration of opportunities for joint research, collaborative projects, and continuous improvement initiatives to ensure sustained support and training.	Establishment of long-term collaboration plans for ongoing support. Number of plan agreements per year (at least four)	Documentation of collaborative initiatives, joint projects, and plans for continuous improvement.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE		INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 6. Use peer mentoring and tutoring	Action 6.1 Establish peer mentoring and tutoring programs accessible to all students	Program Design	Development of inclusive peer mentoring and tutoring programs considering the unique needs of students with intellectual disabilities at all stages.	Well-designed programs accessible and adaptable to diverse needs. Annual evaluation	Documentation of program design, inclusivity considerations, and accessibility features
		Recruitment of Peer Mentors and Tutors	Implementation of a recruitment process encouraging diversity among peer mentors and tutors, with qualities such as empathy, patience, and a commitment to supporting students with diverse abilities.	Diverse and qualified group of peer mentors and tutors. Number of persons formally involved and positive annual growth	Records of the recruitment process, diversity statistics, and feedback from mentors/tutors.
		Regular Check-ins and Evaluations	Monitoring the effectiveness of peer mentoring and tutoring programs through feedback from mentors/ tutors and mentees.	Regular assessment and feedback collection to identify areas for improvement. Annual evaluation	Documentation of feedback mechanisms, evaluation results, and improvements made based on feedback
	Action 6.2 Ensure training for peer mentors and tutors includes strategies for supporting students with intellectual disabilities	Collaboration with persons with disabilities Services	Collaborative development of training content with disability services professionals, ensuring accuracy and relevance.	Collaborative efforts producing accurate and relevant training content. At least one quarterly meeting	Documentation of collaboration processes, training content, and feedback from experts
		Accessibility Considerations	Ensuring training materials and resources are accessible to all participants, providing alternative formats.	Accessibility features incorporated into training materials. Annual evaluation	Documentation of accessible resources, alternative formats, and adherence to inclusive design principles
		Feedback Mechanisms	Creation of a culture that encourages open communication, allowing participants to share their experiences, ask questions, and seek guidance on supporting students with intellectual disabilities.	Open communication culture fostering participant feedback and collaboration. Annual evaluation	Records of feedback mechanisms, communication channels, and improvements based on feedback.

MEASURE		INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 7. Foster a supportive classroom culture	Action 7.1 Promote awareness of disability issues through workshops, events, and campaigns	Needs Assessment	Identification of knowledge gaps related to disability issues among students, faculty, and staff.	Comprehensive understanding of awareness needs. Annual review	Records of needs assessment results, identification of knowledge gaps, and areas requiring awareness initiatives.
		Student Involvement	Encouragement of student-led projects, presentations, and events highlighting the experiences of individuals with intellectual disabilities.	Active participation and ownership of students in awareness initiatives.	Documentation of student-led projects, event participation, and feedback from participants.
		Regular Awareness Campaigns	Consistent and ongoing awareness campaigns throughout the academic year.	Continuous engagement and involvement in disability awareness. Number of campaigns, at least two	Records of awareness campaign themes, approaches, and feedback from participants.
	Action 7.2 Encourage open dialogue between students, faculty, and staff on creating an inclusive campus	Establishment of Inclusive Dialogue Platforms	Creation of forums, town hall meetings, and discussion groups to facilitate open conversations on inclusivity.	Establishment of inclusive platforms for dialogue. Creation yes or no	Documentation of platforms, participation records, and feedback from participants.
		Inclusion with Decision-Making Processes	Incorporation of insights and suggestions from open dialogues into the development and refinement of policies and practices.	Active inclusion of dialogue outcomes into decision-making. Annual reviews	Records of inclusion feedback, policy changes, and improvements based on dialogue outcomes.
		Documentation and Action Plans	Development of action plans based on identified priorities from open dialogues.	Tangible changes resulting from identified priorities. At least one annual evaluation	Action plans, documentation of initiatives, and outcomes based on dialogue discussions.
	Action 7.3 Implement anti-discrimination policies and procedures	Training on Policies	Education of the campus community about anti-discrimination policies and procedures.	Understanding of non-discrimination principles and individual roles. Number of trainings, at least two	Records of training sessions, participant comprehension assessments, and feedback.
		Reporting Mechanisms	Provision of multiple channels for reporting discrimination.	Accessibility and variety in reporting channels. Annual reviews	Records of reporting mechanisms, utilization statistics, and feedback from users.
		Investigation Protocols	Impartial, prompt, and procedurally sound investigations for handling reports of discrimination.	Adherence to established investigation procedures and principles. Number of cases handled	Records of investigation protocols, outcomes, and feedback from involved parties.
	Action 7.4 Promote a culture of inclusivity and cooperation among students	Inclusive Campus Events	Hosting events that celebrate diversity and foster cooperation.	Inclusive events promoting diversity and cooperation. Numbers of events, at least one per annum	Event documentation, participation records, and feedback from attendees.
		Inclusive Student Organizations	Encouraging the formation of student organizations that focus on inclusivity and cooperation.	Active and diverse student organizations promoting inclusivity. Numbers of training course, at least two per year	Records of organization formation, activities, and inclusivity initiatives.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

Measure 8. Use technology to support learning.

MEASURE	INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Action 8.1 Ensure all educational technologies used are accessible and inclusive	Centralized repository on accessible technology	Creation, development and coordination of centralized repository	Technology and accessibility experts / Creation yes or no	Recording of actions and results on the repository
	Accessibility Audits	Evaluation of existing technologies for accessibility and compatibility with diverse learning needs, including those associated with intellectual disabilities.	Comprehensive assessment of technologies, addressing identified accessibility gaps. At least 60% satisfactory audit and positive annual growth	Records of audit results, modification plans, and collaboration with accessibility experts.
	Training for IT Staff	Proficiency of IT staff in understanding and addressing accessibility requirements, specifically those beneficial to students with intellectual disabilities.	Competency in addressing technology accessibility requirements. Numbers of training courses, at least two per annum	Records of IT staff training programs, proficiency assessments, and feedback.
	Regular Accessibility Testing	Systematic testing and evaluation of accessibility features of platforms and tools, ensuring prompt resolution of identified issues.	Consistent and proactive testing of accessibility features. Annual evaluation	Records of testing schedules, evaluation findings, and action plans for issue resolution.
Action 8.2 Provide training for faculty on integrating technology into their teaching practices	Needs Assessment	Tailoring training programs to address the diverse experiences and proficiency levels of educators.	Customized training programs addressing varied needs. Numbers of training courses, at least two per annum	Records of needs assessment results, training program design, and feedback from participants.
	Continuous Professional Development	Regular updates and advanced training sessions for educators on the latest technologies and best practices in inclusive technology integration.	Continuous improvement in educator proficiency in technology integration. Numbers of training courses, at least two annum	Records of ongoing training sessions, advanced programs, and assessments of educator proficiency.
	Assessment and Recognition	Implementation of a system for assessing faculty proficiency in inclusive technology integration and recognizing excellence.	Acknowledgment and celebration of educators demonstrating excellence in technology integration. At least one per year	Records of assessment results, recognition programs, and feedback from recognized educators

2.3. Monitoring and evaluation of the proposed measures — Area 2: Accessible Quality Teaching

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 8. Use technology to support learning.	Action 8.3 Establish a system for ongoing evaluation of the effectiveness and accessibility of educational technology	Establishment of Evaluation Frameworks	Definition of key criteria for assessing the effectiveness and accessibility of educational technologies.	Clear criteria guiding the evaluation of technologies. Yes/No	Documentation of evaluation frameworks, criteria, and collaboration with accessibility experts
		Periodic Audits and Assessments	Regular evaluations considering factors such as software updates, changes in user needs, and advancements in accessibility standards.	Systematic and periodic assessment of technologies. At least one per year	Records of audit schedules, assessment findings, and adaptation plans based on evolving needs.
		User Feedback Mechanisms	Encouragement of feedback on experiences, with a particular focus on accommodating the needs of individuals with intellectual disabilities.	Active engagement and feedback from diverse users, including those with intellectual disabilities. Numbers of feedback and description of the associated actions	Records of feedback mechanisms, user insights, and adaptations based on feedback.
		Reporting and Transparency	Sharing findings with stakeholders, fostering awareness and understanding of the institution's commitment to accessibility.	Informed stakeholders about the institution's commitment to accessibility. At least in 90% of the cases handled	Documentation of shared findings, communication strategies, and stakeholder responses.
		Continuous Improvement Plans	Development of action plans based on evaluation findings, addressing identified challenges, enhancing accessibility features, and ensuring continuous improvement.	Tangible actions taken to improve technology accessibility. Numbers of actions, increasing every year	Records of improvement plans, actions taken, and ongoing adaptation based on evolving needs.
		Accessibility Compliance Certifications	Encouragement for technology providers to obtain accessibility compliance certifications. Prioritization of technologies with external evaluations and certifications.	Preference for technologies meeting recognized accessibility standards. Annual review	Records of certifications, collaboration with certified technology providers, and prioritization policies.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE		INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 9. Provide ongoing support	Action 9.1 Develop and implement individualized support plans that evolve with the student's needs	Collaborative Assessment	Identification of the student's strengths, challenges, learning preferences, and any specific accommodations required due to intellectual disabilities.	Comprehensive understanding of the individualized needs of students with intellectual disabilities. Number of cases handled out of the total number of students	Records of assessment protocols, collaboration with relevant stakeholders, and feedback from students and families.
		Flexibility and Adaptability	Recognition that the needs of students with intellectual disabilities may change over time, and the support plan should evolve accordingly.	Established processes for regular reviews and adaptations of individualized support plans. Transparency Guide with biannual review	Records of review processes, adaptations made, and feedback from students and support teams.
		Communication Protocol	Sharing the support plan with relevant stakeholders, including faculty, staff, and support service providers. Ensure that everyone involved is aware of the accommodations and strategies outlined in the plan.	Effective communication and awareness among relevant stakeholders. Transparency protocol with biannual review	Records of communication protocols, dissemination of support plans, and feedback from involved parties.
		Implementation Support Team	A team responsible for implementing the individualized support plan, including academic advisors, disability services professionals, counselors, and faculty members.	A well-coordinated team ensuring seamless inclusion of accommodations and support services. Number of meetings, at least once a quarter	Documentation of the composition of the support team, training programs, and collaborative efforts.
		Regular Check-ins and Assessments	Use of regular check-ins to adjust based on the student's evolving needs and experiences.	Consistent and proactive adjustments to support plans. At least one evaluation per quarter	Records of regular check-ins, assessment outcomes, and adaptations made based on evolving needs.
		Student Empowerment	Provision of resources and guidance to help students advocate for their needs and take ownership of their educational journey.	Students actively participating in and advocating for their support plans. At least one evaluation per year	Documentation of empowerment initiatives, resources provided, and feedback from empowered students.
		Technology Integration	Use of technology to facilitate communication and coordination among members of the support team.	Seamless integration of technology into support processes, ensuring real-time updates and collaboration. Number of accessible platforms used. Annual review and improvement every year.	Records of technology platforms used, training provided, and feedback from support teams.
		Confidentiality Measures	Communication of the importance of privacy and establishment of protocols to safeguard sensitive information while ensuring relevant stakeholders have access to necessary details.	Adherence to privacy protocols and secure handling of sensitive information. Permanent review	Documentation of confidentiality measures, protocols in place, and feedback regarding privacy concerns.
		Resource Allocation	Investment in assistive technologies, training support staff, and providing ongoing professional development for faculty.	Adequate resources allocated to enhance support services for students with intellectual disabilities. Earmarked budget, with annual improvements	Records of resource allocation, training programs, and faculty development initiatives.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE	INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 9. Provide ongoing support — Action 9.2 Establish a network of support services, including counseling, accessibility services, and academic advising.	Needs Assessment	Identification of the specific support services required by students, including those with intellectual disabilities.	Understanding the diverse support needs of students through comprehensive assessment. Permanent review	Records of needs assessment protocols, collaboration with external agencies, and feedback from students and service providers.
	Collaboration with External Agencies	Collaboration with external agencies and organizations specializing in disability support, mental health services, and academic advising.	Established partnerships leveraging external expertise and resources for enhanced support services. Number of annual agreements (at least 4)	Documentation of collaborative agreements, partnerships formed, and resources obtained from external agencies.
	Centralized Support Hub	Creation of a centralized hub serving as the focal point for coordinating and delivering support services.	Establishment of a centralized and accessible support system for students. Creation yes or no	Records of the development of a support hub, services provided, and feedback from students and service providers.
	Comprehensive Counseling Services	Provision of counseling services addressing the mental health and well-being of students with intellectual disabilities.	Well-rounded counseling services tailored to the unique challenges of students with intellectual disabilities. Annual evaluation	Documentation of counseling programs, training for professionals, and feedback from students and counselors.
	Accessibility Services Coordination	Coordination with disability services professionals to align academic accommodations with individualized support plans.	Coordinated efforts ensuring seamless inclusion of academic accommodations and support services. At least two meetings per year	Records of coordination efforts, alignment of services, and feedback from students and disability services staff.
	Academic Advising Support	Academic advisors trained to understand the specific academic challenges and goals of students with intellectual disabilities	Advisors equipped to provide guidance on course selection, study strategies, and goal setting. At least two trainings per year.	Documentation of training programs, advisor proficiency assessments, and feedback from students and academic advisors
	Interdisciplinary Team Collaboration	Collaboration among counseling professionals, accessibility services staff, and academic advisors. Facilitation of regular meetings and communication channels to ensure holistic understanding of each student's needs.	Interdisciplinary collaboration leading to a comprehensive understanding of student needs. Number of partnerships agreed. At least five groups involved annually	Records of collaboration initiatives, meeting schedules, and feedback from team members
	Student Engagement Programs	Implementation of workshops, peer mentoring programs, and social activities promoting a sense of community and belonging.	Active participation and engagement of students in inclusive programs. At least two workshops per year	Records of program implementation, student participation, and feedback from participants.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 9. Provide ongoing support	Action 9.3 Promote a culture of understanding and collaboration among students, faculty, and staff.	Feedback Mechanisms	Use of feedback to identify areas for improvement, enhance service delivery, and ensure the support network remains responsive to evolving needs.	Continuous improvement in support services based on feedback from stakeholders. Continuous review	Records of feedback mechanisms, analysis of feedback, and adaptations made in response.
		Awareness Campaigns	Utilization of various communication channels to raise awareness and dispel myths and misconceptions.	Effective dissemination of information promoting understanding and dispelling myths. At least one campaign per year	Records of awareness campaigns, communication channels used, and feedback from the community.
		Training Programs for Faculty and Staff	Provision of insights into the unique challenges faced by these students and provide guidance on creating inclusive and accessible learning environments.	Faculty and staff trained to create an inclusive and supportive learning environment. At least two training per year	Records of training programs, faculty and staff participation, and feedback from participants.
		Student Involvement	Creation of opportunities for students to share their experiences, perspectives, and insights. Fostering a sense of community and breaking down barriers.	Active involvement of students in sharing experiences and building a supportive community. At last one event per year	Records of student involvement initiatives, participation rates, and feedback from student participants.
		Peer Education Programs	Encouragement of open discussions, presentations, and collaborations that promote empathy, understanding, and a shared commitment to inclusivity.	Active participation of students in peer education programs promoting understanding and collaboration.	Records of peer education programs, participation rates, and feedback from participants.
Measure 10. Evaluate and improve teaching practices	Action 10.1 Implement a systematic evaluation process for teaching practices, involving feedback from students and educators	Development of Evaluation Frameworks	Creation of frameworks encompassing various aspects of teaching practices, including accessibility, inclusivity, and responsiveness to diverse learning needs.	Comprehensive frameworks addressing all key aspects of teaching practices. Creation yes or no	Documentation of developed frameworks, collaboration with experts, and feedback from educators and students.
		Regular Evaluation Cycles	Implementation of regular cycles aligning with academic terms or semesters for timely feedback and adjustments.	Consistent evaluation cycles and timely adjustments to teaching methods. Yes / No	Records of implemented cycles, feedback collection, and adjustments made during the academic year.
		Recognition of Effective Practices	Establishment of programs or awards acknowledging faculty excelling in creating inclusive and accessible learning environments.	Establishment of programs or awards acknowledging faculty excelling in creating inclusive and accessible learning environments. Acknowledgment and celebration of effective teaching practices. At least one event per year	Registros de los programas de reconocimiento establecidos, nominaciones del profesorado y premios Records of established recognition programs, faculty nominations, and awards conferred. concedidos.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 10. Evaluate and improve teaching practices	Action 10.2 Provide professional development opportunities for faculty to stay informed about best practices.	Needs Assessment for Professional Development	Conducting assessments on topics such as inclusive teaching practices, accessibility, and strategies for supporting students with intellectual disabilities.	Identification of specific professional development needs of faculty. At least one meeting per year	Records of needs assessments, identified topics, and alignment with faculty development plans.
		Diversity of Professional Development Formats	Offering professional development opportunities in diverse formats to accommodate different learning preferences.	Availability of varied formats catering to different learning styles. Progressive increase of proposals. At least two new additions per year.	Records of offered formats, participation rates, and feedback from faculty.
		Integration with Faculty Evaluation	Aligning professional development efforts with faculty evaluation processes.	Integration of professional development with faculty performance evaluations. Integration yes or no	Records of alignment, recognition of inclusive practices in evaluations, and feedback from faculty.
	Action 10.3 Foster a culture of continuous improvement through regular reviews and updates to teaching methodologies.	Establishment of Continuous Improvement Committees	Formation of committees or task forces dedicated to the continuous improvement of teaching methodologies.	committees representing diverse stakeholders for continuous improvement. Creation yes or no	Records of committee formation, representation, and ongoing activities.
		Regular Teaching Methodology Reviews	Conducting systematic reviews with consideration for semester or annual cycles.	Implementation of a systematic process for evaluating teaching practices. Six-monthly or annual reviews	Records of review processes, cycles, and adjustments made based on evaluations.
		Data-Driven Decision-Making	Collecting and analyzing data from student evaluations, faculty feedback, and other relevant sources.	Use of data to inform decisions about adjustments to teaching practices. Annual reports	Records of data collection, analysis, and decisions made based on data insights.
		Integration of Emerging Technologies	Providing faculty with opportunities to explore and adopt new tools that enhance engagement, accessibility, and interactivity.	Faculty adoption of emerging technologies for improved teaching practices. Incorporation of at least one technology/programme per year	Records of technology integration programs, faculty participation, and feedback.
		Faculty Learning Communities	Establishment of platforms for faculty to share insights, experiences, and updates on effective teaching practices.	Active participation and collaboration within faculty learning communities. Creation yes or no	Records of community formation, participation rates, and shared insights.

2.3. Monitoring and evaluation of the proposed measures Area 2: Accessible Quality Teaching

MEASURE	INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 10. Evaluate and improve teaching practices	Recognition of Innovative Practices	Establishment of awards or recognition programs highlighting innovative practices and their positive impact on student learning outcomes.	Recognition of faculty contributing to innovative teaching practices. At least one event per year	Records of established recognition programs, nominations, and awarded practices.
	Institutional Support for Innovation	Encouraging experimentation with new approaches, technologies, and methodologies.	environment where faculty feel empowered to contribute to continuous improvement. Publication of good practices annually	Records of institutional policies supporting innovation, feedback from faculty, and successful experimentation cases.

INCLUSIVE HIGHER EDUCATION SYSTEM WITH INTELLECTUAL DISABILITIES

Área 3:
Promotion of awareness and civic and social responsibility
M. Dolores Yerga-Míguez, Rosa Díaz-Jiménez & Cristina Granados Martínez

Area 3:
Promotion of awareness and civic and social responsibility

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Abstract

Raise awareness and motivate those responsible for higher education to include specific and transversal curricular content and competences on the inclusion of people with intellectual disabilities in their educational offer. The aim would be to develop strategies to raise awareness about this population and to provide them with information to understand where they come from, where they can go and what impact higher education can have on their lives and on the society around them.
This block would also include strategies for the employability of these students, for making visible the importance of the results of research in this area for society and, finally, strategies for building bridges between the personal lives of this group and their social and cultural lives.

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INCLUSIVE HIGHER
EDUCATION SYSTEM
WITH INTELLECTUAL
DISABILITIES

Área 3:
Promotion of awareness and civic and social responsibility
M. Dolores Yerga-Míguez, Rosa Díaz-Jiménez & Cristina
Granados Martínez

3.1. Introduction and Justification

In order to promote inclusive university environments for students with intellectual disabilities, it is necessary to raise awareness and civic and social responsibility among the different spheres of influence. In this way, the involvement of political actors and educational institutions is opportune, a fact that motivates the achievement of the Sustainable Development Goals (SDGs) and the 2030 Agenda (Cermi, 2020) through the incorporation of specific and transversal curricular contents and competences in relation to the inclusion of people with intellectual disabilities.

The main objective is to formulate strategies that raise awareness and make visible their potential as active citizens and university students.

Four blocks of measures are formulated that address the individual, the student body with intellectual disabilities, shaping profiles, training, professional and life itineraries, exposing vulnerabilities and addressing the impact of university inclusion in families, in the society of reference and in their lives. On a second, meso level, employability is dealt with, presenting questions on digitalisation and the necessarily accessible digital world, as well as collaboration with the business fabric and the tools for connecting with the labour supply, innovation and entrepreneurship and questions on leadership, empathy and interculturality. The third area involves other actors that make up inclusive universities and addresses the value of research results on intellectual disability. To this extent, actions are proposed that deal with co-research in its different phases and inclusive research centres as well as the difficulties faced by this population group as objects of study in themselves. Finally, the construction of inclusive environments are close at the community level, addressing the measure on the value of social and cultural activities. At this macro level, actions are presented that refer to the accompaniment of students in the construction of spaces for social interaction, support services for families, the university as a bridge to life in the cities and the promotion of accessible cultural offerings.

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3.2. Measures or Recommendations

Measure 1: Accompany university students with intellectual disabilities:

Definition of the phenomenon through the people and their life experiences, taking into account their particularities and developing training, professional and life itineraries that respond to their vulnerabilities and take into account the impact of university life on their personal, family and social lives.

Action 1.1: Getting to know people through access

The profiles of university students with intellectual disabilities are mainly marked by their unfavourable experience in educational environments, so universities have to take this issue into consideration and advocate for the inclusion of students with intellectual disabilities in their classrooms. The personal and academic trajectory of the person can shape his/her access, permanence and promotion in the university environment. The creation of a Specialised Service for Students with Intellectual Disabilities (SEEDI) is recommended, which will individualise attention and coordinate with other services. The creation of this service requires political commitment and involvement.

Access to university can be differentiated with respect to other students, as well as the choice (or not) of studies, it is at this point where the institution will have to make an effort to know the profile of the student body, not only at a quantitative level, but also at a particular level with qualitative strategies that allow us to get to know the person and their life experience. We propose the construction of a reception and access protocol that accompanies the students in the pre-registration and enrolment process, which will allow the collection of statistical and personal data to begin to build their personalised itineraries.

In order to ensure permanence, especially in the transition of the first six weeks, it will be appropriate to develop a personalised itinerary through the access process, which will cover everything from training to professional aspects, including life itineraries if the students consider it appropriate. Promotion will be the result of the success of the two previous steps (access and permanence), although it will have to go further, structuring a professional plan in which monitoring and accompaniment will be carried out (see measure 2). In this sense, it is proposed a coordination between the different services of the universities that emerge from one specifically specialised in intellectual disabilities (SEEDI).

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Action 1.2.: Co-Design and manage Training Pathways

The formative itineraries for students with intellectual disabilities are sometimes biased by specific programmes that promote employability and autonomous life, being sometimes the only way of university study, without the capacity to choose on the basis of their likes and preferences. However, within these specific programmes there are many opportunities to adapt to the motivations and needs of the students, which will allow them to keep their interest and attention.
Training programmes for people with intellectual disabilities need to be flexible and adaptive to individual needs and give students the opportunity to choose different options according to their motivations.

A framework programme will allow for the configuration of generic subjects and elements, but the day to day running and delivery will be reconfigured within the framework of Person Based Learning.

It is also considered appropriate to include inclusive exchange programmes involving students with intellectual disabilities to enrich their learning and life experience. This would involve collaboration with university and third sector institutions in other countries to ensure the accessibility of the programmes and to provide adequate support during the intercultural experience.

Training pathways should be evaluated at the beginning, midway and at the end. In this way, it will be possible to reassess expectations, how they are achieved and whether or not they have finally been achieved. This strategy will provide an opportunity for change in the course being implemented, and in future courses.

Action 1.3.: Co-design and manage career pathways

The inclusive university will have to seek to promote employability, as is done for the rest of the university student body. It is recommended that personalised professional itineraries be drawn up by the support and accompaniment services for university students with disabilities and/or specialised employability services.
Work is being done on access and the construction of training itineraries in the particularities and personal interests, so the projection of the future can be directed from this knowledge. Although the responsible services can vary depending on the institution, the synergy between actors specialised in intellectual disability -and who know the person- and specialists in employability will be opportune.
Personalised professional itineraries can be started from the beginning of the stay at the university, in order to complement the creation and use of tools and skills necessary for the world of work, such as the presence in specific applications, being registered in employability portals for people with disabilities, as well as promoting attitudes and skills for the world of work. It is recommended to carry out publicity and dissemination campaigns on this approach in order to attract as many students as possible.

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Action 1.4: Co-Designing Life Pathways: Opportunities and Vulnerabilities

The knowledge and development of life pathways requires knowledge of the opportunities and vulnerabilities faced by students. This is the beginning of the development of independent living, which can be frightening and challenging for those who have spent their lives in special schooling settings and in the model of care offered by some service providers.

The inclusive university goes beyond education and work, it is an institution that is aware of its impact on the lives of people, particularly students with intellectual disabilities. It will be necessary to establish a line that respects the privacy of the students, that considers their particularities and the extent to which they want to share with the institution. The institution itself will be embodied by a person, usually from the service specialised in students with intellectual disabilities (SEEDI), but it could also be from the service specialised in psychology and/or social work, depending on the institution.

Knowing the potential of the person can form an opportunity for permanence and promotion. To this end, the work will be personalised and individualised. In relation to their vulnerabilities, it will also be a necessary tool of knowledge that will make it possible to overcome situations that, for example, cause extreme stress or that are not appropriate or opportune for the good learning and/or life experience of the student.

The life itineraries feed back into the training and professional itineraries and are closely related to the construction of the profile. However, it is understood that the accompaniment in this action is carried out throughout the student's stay at the university, and may be a source of learning for the development of other actions, depending on the particular case. In order to achieve this, at least two interviews per academic year is proposed, with the possibility of extending it according to the needsof the particular students.. This action can be accompanied by the creation of a mentoring service among students with intellectual disabilities, veterans or graduates to perform constant monitoring.

In addition, it is proposed to accompany intergenerational mentoring that connects students with intellectual disabilities with older adults who have experience in relevant areas of the world of work, university life or independent living. This initiative would not only give the proposal a practical sense, but in addition to mutual emotional support, it would also foster greater understanding and empathy between different generations, thus promoting social inclusion and solidarity in the university community.

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Measure 2. Promoting the employability of students with intellectual disabilities

Action 2.1: Promote digitisation

It must be taken into account that university students with intellectual disabilities of this generation are already digital natives, which, added to a totally digitalised world and the expansion of artificial intelligences, make this action a necessary element for the construction of inclusive universities.

Efforts must be made to make the formal communication channels of the university community both horizontally and vertically accessible, effective and friendly to people with intellectual disabilities.

It is proposed, as a basic measure, to promote appropriate technological material for the duration of the course and subsequently, which allows students to promote their technological competences and which can be reflected in the competences acquired with a view to their employability.

In order to adequately monitor this issue, it is proposed to create a reference service for advice on digital issues to encourage the co-creation of inclusive technological solutions focused on universal accessibility and the creation of friendly university campuses. This service could be fostered by collaboration between students with intellectual disabilities or intellectual disabilities, technology experts and product developers to create innovative technology solutions that address specific barriers to education and subsequent employment. This action will have an impact on the whole university community as it will increase accessibility, make the environment more friendly, more inclusive, more welcoming, and also empower students with intellectual disabilities by involving them in the process of designing and developing technological tools that effectively meet their needs, and it will also contribute to creating environments of real opportunities for quality training and employment.

Action 2.2.: Promote studies for the digital world, accessible to students with intellectual disabilities.

It is necessary to create ambitious and customized training plans that respond to the reality of a digitalised world. From the supervision, creation and development of a cognitively accessible website, to the development of programmes or apps that respond to the interests and motivations of students with intellectual disabilities.

 The creation of specific training plans in digitalisation is recommended as a possible gateway to the world of work, in which they are not only trained as technicians but also as advisors based on their knowledge from experience.

 In courses where this is not their purpose, the incorporation of this specific branch of knowledge will be appropriate, since in the world of work it will be very useful both in the search for and the development of employment.

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Action 2.3: Collaborate with the business sector

The University must also be a bridge to the business world, developing awareness and promotion work for students with intellectual disabilities. Through the promotion of internships, the dualisation of training and the generation of networking group, an interaction between the world of work and the educational world can be achieved, allowing an understanding of companies and the potential of the students who end up connected.

Internships can be a gateway to the world of work for a large part of university students. Personalised internships should be sought, with appropriate monitoring and advice for the company and the students, in which there is the possibility of hiring and where inclusive and friendly environments are promoted. For such promotion, it is proposed to create a good practice guide to serve as a roadmap for all parties involved. Among these good practices, a trial period could be implemented within companies to test whether a specific type of disability fits the needs of the company and can be effectively accommodated in a way that ensures mutual benefit.

The second proposal in this action is the promotion of the dualisation of training, with training plans that include training and employment on awith standard plans. As with internships, coordination and collaboration between both entities will be necessary.

These meetings, prior coordination and promotion of the inclusive business fabric can arise from the creation of regular networking group which create an inclusive business fabric,and this work is recognised in the eyes of students and civil society.

Action 2.4: Generate tools to connect with the job offer

The application of methodologies aimed at promoting digitalisation and employability requires specialised services to connect the business and student fabric, as well as a progressive analysis of employment niches and their evolution.

It is recommended, in coordination with the Specialised Service for Students with Intellectual Disabilities (SEEDI), the creation of a figure or service to provide guidance in the world of work. Actions in favour of individualised employment projects have already been recommended, and on this occasion the creation of a figure to support these projects is proposed.

On the other hand, it will be necessary to carry out periodic diagnoses of employability possibilities, assessing emerging opportunities, as well as the evolution of those already established in the world of work. It is also proposed to develop online platforms dedicated to connecting students with intellectual disabilities and potential employers, facilitating access to employment and internship opportunities in a more efficient and inclusive way.

Action 2.5: Promote innovation and entrepreneurship that takes into account students with disabilities

Innovation and entrepreneurship is a possibility for employment which is increasingly promoted by universities for students in generalFor ID students, this possibility has not always been considered. There are some initiatives in Ireland and in the US, which illustrate the possibilities that can be developed with appropriate supports. However, it is not yet a mainstream option. To structure systems of advice and to promote this labour area through seminars that allow existing opportunities and/or good practices of people and institutions have undertaken such initiatives, as well as providing ongoing support and mentoring to students with intellectual disabilities who wish to set up their own businesses, providing additional resources and practical assistance to ensure the success of their endeavours.

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Action 2.6: Develop leadership, empathy and intercultural strategies for students with intellectual disabilities. The world of skills and competences in a changing world

The training plans, as well as the individualised attention to students with intellectual disabilities, focusing mainly on the promotion of their employability, will have to take into account necessary skills such as leadership, empathy and interculturality.
It is proposed to carry out workshops with participatory methodologies specific to the subject in which there is an exchange of knowledge between students with and without disabilities, intergenerational mentoring, as well as with professionals from inclusive companies, which will allow them to know what is expected of professionals, and how these issues should be applied.

Action 2.7: Raise awareness within the business community

The awareness of the business network is a transversal action to all the previous ones, although it is considered specific because of the opportunity to value this issue in a unilateral way. It is proposed to promote annual meetings that make visible good practices and knowledge among the business sector, in which students with intellectual disabilities participate, as experts by experience. This will involve corporate awareness and participation in a system that facilitates collective learning and promotes a more inclusive and diversity-conscious corporate culture.
A certification scheme is proposed for companies to assess and certify their policies, practices and working environments in relation to the inclusion of people with intellectual disabilities. It may include specific training for employees on inclusion, work adaptations and effective communication. Certification will serve not only as recognition of the company's commitment to inclusion, but also as a tool to improve internal policies and practices. In addition, the work of companies can be made visible by awarding 'Inclusive Company' badges to those who demonstrate their cooperation and good work, as a reference for other companies.

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Measure 3. Create better visibility and awareness of intellectual disability.

Action 3.1: Facilitate research and transfer on the population group with intellectual disabilities in scientific systems.

Research on disability is being strengthened in academia, as evidenced by the increasing number of scientific projects funded, as well as the existence of high-impact journals specialising in the field. However, this impact needs to be reaffirmed by public institutions, so that the issue of disability crosses all research and becomes another aspect to be included in it. In order to build inclusive universities, it is proposed to promote a disability perspective in general studies, not only specific to people with disabilities, for which it will be necessary to establish clear and mandatory guidelines. For its incorporation, it will be possible to reward relevant, especially necessary, research that has a high impact on the scientific system. From this approach, it will be possible to promote and progressively increase the number of studies that provide answers to the multiple variables that people with intellectual disabilities face and with which they coexist.

It will be appropriate to strengthen inter-institutional collaboration, promoting greater collaboration between different higher education institutions and civil society organizations working with people with intellectual disabilities, facilitating research and knowledge transfer.

Action 3.2: Support inclusive research centres on intellectual disabilities in which people with disabilities are both subjects and researchers.

People with intellectual disabilities should move from passive to active subjects, their opinion, knowledge and experience should be taken into account. Giving value to this kind of knowledge and giving a voice to those who are the protagonists of the research will be opportune for the construction of inclusive universities. The first step can be to involve people with intellectual disabilities in activities and work on scientific projects, in its different stages.

It is proposed that inclusive research centres on intellectual disabilities with stable financing be built, along the lines of the Living with Disability Research Centre (La Trobe University, Australia) led by Dr Christine Bigby. In this centre, inclusive research is carried out in which people with disabilities are part of both the research subject and the research team.

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Action 3.3: Encourage the creation of research groups (inclusive and interdisciplinary) that can offer specialised scientific and technological services.

To give value to the knowledge of people with intellectual disabilities can be not only a form of research, but also an example and reference for the development of further research. Thus, starting from the need to promote the incorporation of the reality of disability in all research (action 3.1) and from the inclusive research centres (action 3.2), it will be possible to share this knowledge with other research teams that need it. Thus, by positioning the inclusive research team as a specialist, it will be able to offer advisory, support and evaluation services concerning research on the lives or other issues of people with intellectual disabilities.

Action 3.4: Generate inclusive scientific events.

Communicating research results is one of the great challenges facing inclusive universities. Not only those dealing with disability issues, of course, but also all others. In the first place, those concerning people with intellectual disabilities will have to strive to be cognitively accessible, and for this the construction of research with a team that includes people with intellectual disabilities may be the first step. In addition, and in order not to limit knowledge, it will be appropriate for institutions to promote cognitively inclusive scientific events. In this sense, it is proposed, on the one hand, an assessment for the creation and development of these events, which can be coordinated by the Service in charge of access in the university in coordination with the specialised (SEEDI) with clear guidelines for accessibility and for the evaluation of their achievement. On the other hand, the promotion of this type of eventwith annual calls for proposals to fund those who meet the minimum requirements for the creation of an inclusive event.

Action 3.5: University Inclusion Award

The aim is to implement a system of recognition and/or awards aimed at individuals, groups of students and/or departments and university management units that demonstrate an exceptional commitment to the promotion of inclusion and diversity. The selection of these awards will necessarily involve students with intellectual disabilities, who will present their experiences in different spheres. Recognition may take place at an annual event to certify the work.

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Measure 4. Commitment to social and cultural activities for students with intellectual disabilities and their families.

Action 4.1: Accompany students with intellectual disabilities in the construction of spaces for innovation and social interaction.

Spaces for innovation and social interaction managed and led by students with intellectual disabilities in which their interests or needs can be taken into account, is a door to leisure and citizen participation of this student community. Universities should provide spaces for counselling in which the construction of different spaces for innovation and social interaction is accompanied by interests that bring together different modalities (for example, an inclusive football team, book clubs, music groups), and by the incorporation of this student group into already established services. This space could be a place for reflection between actions and consequences, as well as for introspection about the importance of their active citizenship and their contribution to the society in which they live. Collaborative work could be carried out on projects that address new social and technological challenges.
For this work to be effective, it will be necessary to support these spaces financially, allowing them to be maintained over time. For this endowment, self-monitoring and evaluation measures can be established by the universities to measure the interests of students with disabilities, as well as the use of the services once they have been established.

Action 4.2: Promoting family support services and the wider environment

The professional and lifelong learning that emanates from universities undoubtedly has an impact on the different environments in which students interact. This may be reflected in the social and cultural activities in which students with intellectual disabilities participate, which have so far been organised by their families.

It is proposed to set up a support service for families to work on the different phases of the transition through the university, especially in the transition phase at the beginning of the university. At the very least, it will be appropriate to carry out campaigns to promote university life for people with intellectual disabilities before they start at university. Also workshops or individual counselling at the beginning and at moments of change, such as integration in work placements. It is recommended to promote spaces for interaction between students with and without intellectual disabilities, who can share different experiences in an informal way. Also, the creation of a network of families of students with intellectual disabilities, providing a space for sharing experiences, exchanging information, and offering mutual support. Throughout these actions, the rights of students with intellectual disabilities should be guaranteed and dependency on service providers and charity models should be avoided.

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Action 4.3: Build university/city bridges

As in the case of employability issues, inclusive universities are in themselves bridges between realities. It is proposed to expand community partnerships, building relationships with local community organisations to broaden opportunities for students with intellectual disabilities to participate in cultural and social activities outside the university campus. In this way, we will try to extend the university cultural offer to the rest of civil society, and vice versa, forming part of life in the cities. The organisation of joint events between university students and members of the community (e.g. cultural festivals or community service projects) to promote interaction and social integration can be encouraged. To this end, it is proposed to incorporate student leisure groups, made up of students with and without disabilities, who attend the different cultural activities promoted in the cities. In order to extend the cultural proposals, the University's cultural service will be able to publicise them. A specific and accessible communication channel may be created for their dissemination.

Action 4.4: Activate accessible cultural and sporting offerings

Linked to action 4.3. the guidelines for an accessible cultural and sporting offer can be developed either by the evaluation of the people attending an event, or by the choice and creation of a cultural and sporting offer that seeks accessibility for all students. In this sense, it will be the task of the cultural and sports service in coordination with the service specialised in students with intellectual disabilities, to offer accessible cultural spaces from the University, either by incorporating an inclusive look at the already existing ones, or by creating spaces of inclusion and exchange. In an extensive way, for the cultural and sporting offer of the city, it will be necessary to choose which are the most appropriate. These processes should be continuously evaluated by the service.

3.3. Monitoring and evaluation of the proposed measures

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 1. Accompany university students with intellectual disabilities	Action 1.1 Getting to know people through access	Access and initial transition protocol and construction of the university profile	Existence of a protocol	Yes/No	Universities-Service in charge of university access in coordination with the Specialised Service for Students with Intellectual Disabilities (SEEDI).
		Specialised Service for Students with Intellectual Disabilities (SEEDI)	Existence of the service and budget	Yes/No Amount	Universities
	Action 1.2. Co-Design and manage Training Pathways	Development of Person-Based Learning	Coordination between specialised service and other actors	No. of communications for coordination	SEEDI
		Pre, mid-term and final evaluation	3 evaluations per training	Yes/No	Training project
	Action 1.3. Co-design and manage career pathways	Personalised career pathways	Construction of PPIs according to potentialities and motivations	1 IPP x pupil	Coordination between SEEDI and employability service.
		Publicity and outreach campaigns	2 campaigns per year	Yes/No	SEEDI
	Action 1.4 Co-Designing Life Pathways: Opportunities and Vulnerabilities	Accompanying interviews	At least two in the course	Yes/No	SEEDI or other specialised service
		Mentoring with senior or graduate students	Existence of service	Yes/No	Universities
		Mentoring intergenerationally	Existence of service	Yes/No	Universities

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 2. Promoting the employability of students with intellectual disabilities	Action 2.1. Promote digitisation	Providing appropriate technological equipment	Technology loan schemes	Yes/No	Universities
		Co-ParticipatoryTechnological Accompaniment Service	Existence of service	Yes/No	Universities
	Action 2.2. Promote studies for the digital world, accessible to students with intellectual disabilities.	Creation of a specific technological training plan for students, faculty, and other university personnel	Existence of the training plan	Yes/No	Universities
		Incorporation of specific subjects on digitisation	Incorporate specific subject	Yes/No	Training project
	Action 2.3. Collaborate with the business sector	Promotion of specialised practices	Existence of plan Good practice guide	Yes/No	Coordination between SEEDI and employability service.
		Creation of dual training plans	Creation or incorporation of duality in training	At least one pilot experience in two years	Training project and employability service
		Annual meeting of the inclusive business fabric	Annual meeting	1 per academic year	Coordination between SEEDI and employability service.
	Action 2.4. Generate tools to connect with the job offer	Career Guidance Service	Existence of the service	Yes/No	Universities
		Diagnosis of employment niche and evolution	Evaluations and diagnostics (at least 2 per year)	Yes/No	Universities
	Action 2.5. Promote innovation and entrepreneurship that takes into account students with disabilities	Professional guidance service focused on innovation and entrepreneurship.	Implementation of specific innovation and entrepreneurship plans	Adhesión al servi Joining the service	Coordination between SEEDI and employability service.
		Seminars on best practices and opportunities for innovation	At least 1 per year	Yes/No	Coordination between SEEDI and employability service.

3.3. Monitoring and evaluation of the proposed measures

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Medida 2. Promover la empleabilidad de alumnado con discapacidad intelectual	Action 2.6. Develop leadership, empathy and intercultural strategies for students with intellectual disabilities	Workshops with participatory methodology on leadership, empathy and interculturality.	At least 3 per year (one per theme)	Yes/No	Universities
	Action 2.7. Raise awareness and train within the business community	Inclusive Business Award	Meeting - Inclusive Business Gala	Achieve at least 5 in two years	Universities
		Certification of inclusive companies	Training and awareness-raising programmes for companies	Existence of manual	Coordination between SEEDI and employability service.
Medida 3. Visibilización de la discapacidad intelectual.	Action 3.1 Facilitate research and transfer on the population group with intellectual disabilities in scientific systems.	Encouraging studies that incorporate the disability variable	Award for the most relevant study for people with intellectual disabilities	Un An annual award	Universities
	Action 3.2. Support inclusive research centres on intellectual disabilities in which people with disabilities are both subjects and researchers.	Inclusive research centre	Existence of centre	Yes/No	Universities
	Action 3.3 Encourage the creation of research groups (inclusive and interdisciplinary) that can offer specialised scientific and technological services.	Specialised reference research groups	Creation and promotion with funding from universities	At least 1 call in two years	Universities
	Action 3.4. Generate inclusive scientific events.	Inclusive scientific events	Advice for the creation of	Yes/No	SEEDI
		Inclusive scientific event award	Funding calls for inclusive events	At least 1 call per year	Universities
	Action 3.5.: University Inclusion Award	Recognition of inclusive work in the university community	Annual Award	At least two galas in five years	Universities

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 4. Commitment to social and cultural activities for students with intellectual disabilities and their families.	Action 4.1. Accompany students with intellectual disabilities in the construction of spaces for innovation and social interaction	Advisory service for the construction of spaces for innovation and social interaction	Creation of the service	Yes/No	Universities
		Economic promotion of spaces for innovation and social interaction	Evaluation and financial endowment of spaces	Yes/No	Calendarios de desarrollo profesional, documentación de las directrices integradas y c Universities omentarios de los educadores.
		Recruitment of university students with disabilities for families	Campaigns to promote university life with a focus on families	At least once a year	Universities
	Action 4.2 Promoting family support services and the wider environment	Counselling service for families	Group and/or individual counselling at times of change	At least two per academic year	SEEDI
		Creation of a space for common participationamong university students.	Existence of space	Yes/No	Universities
	Action 4.3. Build university/city bridges	Student leisure groups	No. Attendees	Minimum value: at least 20 attendees	SEEDI and Cultural Service
		Creation of a channel for the dissemination of cultural activities	Existence of the channel	Yes/No	SEEDI and Cultural Service
	Action 4.4. Activate accessible cultural and sporting offerings	Accessible cultural and sporting spaces	Creation of and attendance at inclusive events inside and outside the university	Continuous assessment	SEEDI and Cultural and Sports Service

3.3. Monitoring and evaluation of the proposed measures Area 3 - Promotion of awareness and civic and social responsibility

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 4. Commitment to social and cultural activities for students with intellectual disabilities and their families.	Action 4.3. Build university/city bridges	Student leisure groups	No. Attendees	Minimum value: at least 20 attendees	SEEDI and Cultural Service
		Creation of a channel for the dissemination of cultural activities	Existence of the channel	Yes/No	SEEDI and Cultural Service
	Action 4.4. Activate accessible cultural and sporting offerings	Accessible cultural and sporting spaces	Creation of and attendance at inclusive events inside and outside the university	Continuous assessment	SEEDI and Cultural and Sports Service

References

[11]   CERMI (2020). UNIVERSIDAD Y DISCAPACIDAD La inclusión de las personas con discapacidad en las universidades españolas. Propuestas para maximizar la responsabilidad social de las universidades de acuerdo con los Objetivos de Desarrollo Sostenible (ODS) y la Agenda 2030. Informe estatal del CERMI sobre la reforma normativa en materia de inclusión de las personas con discapacidad en el sistema universitario español. Disponible en: https://www.consaludmental.org/publicaciones/Universidad-discapacidad-cermi.pdf

Area 4:
Cooperation between higher education institutions and the third sector

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Abstract

A proposal for collaboration between universities and the third sector is presented, understanding the latter as organised and active entities that are a source of significant and ongoing support to people with intellectual disabilities and their families throughout their lives. With the aim of promoting a university policy that engages with the significant functions and advocates the social responsibility of the university, six actions are proposed to further develop this significant relationship between the two sectors.

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4.1. Introduction and Justification

The university, as the main producer and disseminator of knowledge, currently faces the unavoidable challenge of putting itself at the service of society, contributing to sustainable social and economic development, promoting an inclusive and diverse society, committed to the rights of the most vulnerable groups, and constituting a space for freedom, for debate between cultural perspectives, without hierarchies, based on personal development.

Along these lines, Spanish legislation recognizes as a function of the higher education system the promotion of the participation of the university community and citizens in activities promoted by voluntary and third sector entities that are in line with the principles and values of the university system.

It also identifies people with intellectual disabilities as subjects of special attention, seeking their inclusion in the university context through various channels (e.g.: promotion of their own studies, access quotas and recruitment).

Third sector organisations, organised and active at various territorial and operational levels through related networks, constitute a significant and continuous support for people with intellectual disabilities (PWD) throughout their lives and for their families.

In order to avoid conceptual lack of clarity during the writing of this section we will understand the third sector as a space for autonomous action distinct from government and private companies, made up of non-profit organisations or associations that address social and community needs that are not satisfied by other actors.

In the field of promoting cooperation between agents an unequal nature such as the ones with which we are dealing, we understand that relations between the university and third sector entities must also take into account more demanding aspects. Beyond the linkage on the initiative of specific individuals in the university environment, it must become an active policy in which each university is a catalyst for the community space that it must occupy.

It is also about promoting a university-wide policy that affects the three substantive functions: teaching, research and, above all, knowledge transfer through the exchange of information and data.

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4.2. Measures or Recommendations

Measure 1. Encouraging Cooperation

Universities to actively seek purposeful partnerships with nationals and international third sector organisations, providing opportunities for joint initiatives that promote the inclusion of people with intellectual disabilities.

Action 1.1: Map of entities of the third sector.

With the aims of promoting joint initiatives, a map of social entities of attention to people with intellectual disabilities in the sphere of influence of the university must be developed. This will also identify and plan the resources that are going to be needed (human, financial, material) to carry out the actions in an effective and sustainable timely manner. .

Action 1.2: Functional diagram of relationships.

Identify the existing relationships showing those with which there is a positive relationship and their location in the different organic bodies of the university.

Action 1.3: SWOT of relations.

Analyse these relationships through a SWOT analysis with the participation of their university references and from the perspective of their operational contribution to the social inclusion of people with disabilities.

Action 1.4: Plan to maintain and improve relationships.

Develop a realistic plan to foster, maintain and improve these relationships.

Action 1.5: Establishment of new relationships.

Encourage meetings with new institutions as a source of opportunities. To this end, it is proposed to organise annual networking events that bring together representatives from universities and the third sector to explore opportunities for collaboration, share experiences and discuss common challenges in the field of inclusion. These events could include project fairs, panel discussions and workshops to facilitate the creation of new partnerships and joint projects. These peer support networks will create and promote programmes that bring together students with and without disabilities, promoting friendship, sharing experiences and mutual support. These initiatives aim at social integration and personal development as they would extend beyond the university environment and include social activities, study groups and peer mentoring programmes to facilitate inclusion.

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Measure 2. Support capacity building programmes

Provide resources for capacity building programmes that enhance the skills and knowledge of educators, support staff and community members, both at university and third sector levels nationals and internationals.

Action 2.1: Service learning programmes.

Encourage the incorporation of third sector entities, and with them people with disabilities, into university training using the service learning methodology. The use of strategies involving tools such as art and creativity is also recommended.

Action 2.2: University Practicum.

Reinforce the figure of the academic tutor and his/her link with the professional tutor in the practical training of Bachelor's, Master's and own degree students carried out in third sector entities, as a space for detecting the training needs of both organisations.

Action 2.3: Offer training programmes adapted to the needs of third sector organisations.

Collaborate with third sector organisations to design and implement training programmes adapted to their needs, ensuring that they effectively address the skills and knowledge required in the community in all areas that university knowledge can cover, not only those related to social services, but also in exploring new opportunities, for example in military, religious, fishing, aeronautical environments. All of this must be sustainable over time.

Action 2.4: Incentives for lifelong learning.

Establish a system of incentives, awards and meetings to motivate active participation in capacity development programmes, thus fostering a culture of continuous learning and continuous improvement in higher education and the community.

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Measure 3: Building bridges for the continuity of an inclusive pathway for students with intellectual disabilities

Promote continuity of holistic support at all stages of academic life, from pre-preparatory to transition to the world of work, through partnerships with business and networking with national and international non-profit sectors with expertise in inclusion. These partnerships would act as facilitators, making meaningful connections and providing both practical support and specialist information.

Action 3.1: Access to higher education.

Collaborate with third sector organisations to design programmes for access to higher education for people with intellectual disabilities that ensure person-centred support from the outset.

Action 3.2: Transit support.

Incorporate collaborative work with third sector entities into the university's own academic and professional counselling services, as a source of resources adapted to different situations and needs.

Action 3.3: Community mentoring.

Establish partnerships with NGOs and community organisations to expand mentoring networks during the training period, providing university students with intellectual disabilities access to mentors with experience in integrating social and community factors.

Action 3.4: Graduate follow-up.

Establish post-graduation follow-up programmes in partnership with third sector organisations, enabling a comprehensive evaluation of the impact of university education on the professional and community life of graduates.

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Measure 4. Incentivise collaborative research

Provide incentives, such as research grants or recognition, for collaborative research projects between higher education institutions and national and/or international third sector organisations that address the needs of people with intellectual disabilities.

Action 4.1: Connecting with research projects.

Establish online platforms dedicated to collaboration and information exchange between academic researchers and third sector professionals, facilitating the connection and joint development of research projects.

Action 4.2: Social consultancy.

Promote advisory committees that include representatives from academic institutions, third sector organisations and people with intellectual disabilities to guide and evaluate collaborative research projects from diverse perspectives.

Action 4.3: Research mentoring.

Develop mentoring programmes that connect researchers from academic institutions with experts from third sector organisations, fostering collaboration and exchange of knowledge to address the specific needs of intellectual disability.

Action 4.4: Impact awards for collaboration.

Implement specific recognition and awards for collaborative research projects that demonstrate a significant impact on improving the inclusion and quality of life of people with intellectual disabilities.

Action 4.5: Transfer of results.

Establish mechanisms for the dissemination of results that ensure that the findings of collaborative research reach both the academic community and third sector organisations, promoting the practical application of the knowledge acquired.

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Measure 5. Encourage innovative community engagement initiatives

Support joint efforts to engage the local community in inclusive education initiatives, including national and international awareness   campaigns, events and programmes that promote understanding and support for people with intellectual disabilities

Action 5.1: Community awareness raising.

To implement and organise awareness campaigns through the creation of inclusive meeting and dialogue spaces, in collaboration with educational institutions, third sector organisations, people with intellectual disabilities, their families, volunteers, professionals and the local community in general.

These spaces will allow the exchange of ideas, experiences, concerns, and proposals, thus fostering an inclusive environment that strengthens community participation, inclusion and the development of collaborative and transformative initiatives. All this with the aim of acquiring a deeper knowledge about people with intellectual disabilities.

Action 5.2: Volunteering.

Facilitate volunteer programmes that involve community members in specific activities and projects that support inclusive education, creating opportunities to interact directly with people with intellectual disabilities.

Action 5.3: Community resource space.

Two complementary initiatives are proposed to promote community inclusion and participation through a platform. Firstly, the development of an online platform to act as a resource centre for the community. This platform would be designed to provide accessible information about intellectual disability, events and opportunities for participation for all members of the community. It would also serve as a space for sharing resources, pedagogical tools, research, and good practice related to inclusive education. This repository would facilitate the exchange of information and enhance collaboration between academic practice and the third sector. Secondly, it is proposed to implement innovative and creative communication strategies through this platform, using digital, audiovisual, and artistic media and tools. These strategies will aim at disseminating messages related to inclusion, diversity, and community participation.

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Measure 6. Establish clear reporting and accountability mechanisms and recognise best collaborative practices

Develop reporting systems to track the progress and outcomes of collaborative projects, and establish accountability measures to ensure that inclusion-related objectives are met. Recognise successful collaborative initiatives that promote inclusion, and share these best practices.

Action 6.1: Standards of excellence

Establish clear and measurable criteria for assessing best practice, ensuring that it effectively addresses the objectives of inclusion and improving the quality of life of people with intellectual disabilities.

Action 6.2: Evaluation committee for success and replicability

Create an evaluation committee composed of inclusion experts, representatives of academic institutions, third sector organisations, people with disabilities and community members to analyse and recognise successful collaborative initiatives, and, in turn, promote the scalability and replicability of these inclusion practices to other geographical, cultural and social contexts maximising their impact and reach.

Action 6.3: Support good practice.

Establish a process of regular feedback and review of recognised initiatives, allowing for continuous adjustments and improvements to adapt to changing community and inclusion needs.

Action 6.4: Awards for excellence.

Develop a system of awards or recognition to highlight outstanding collaborative initiatives, encouraging the continuity and expansion of successful practices.

Action 6.5: Dissemination of good practices.

Promote the dissemination of information on best practice through local, national and international media, generating public awareness and recognition of successful inclusion efforts.

4.3. Monitoring and evaluation of the proposed measures Area 4: Cooperation between higher education institutions and the third sector

MEASURE	INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR (if possible)
	Action 1.1 Map of third sector entities and list of necessary resources	Existence of a map	Yes/No	Universities - Service in charge access at the university in coordination withService specialising in Students with Intellectual Disabilities (SEEDI)
	Action 1.2. Functional relationship diagram	Existence of a document listing entities with which there is a relationship, distinguishing those positive alliances and their university counterpart.	At least 1 or 2 per year	Universities
Measure 1. Encourage Cooperation	Action 1.3. SWOT of relations	Existence of the analysis	Yes/No	SEEDI and different university bodies involved
		List of activities with evidence and results	Yes/No	SEEDI and different university bodies involved
	Action 1.4. Maintenance and improvement plan for the relations	List of activities with evidence and results	At least 1 per year	SEEDI and different university bodies involved
		Evaluation of the plan Number of materials, number of support persons (personal resources), adaptations made.	Annual evaluation	SEEDI and different university bodies involved
	Action 1.5 Establishing new relationships.	Number of new contacts	At least 3 per year	Universities

MEASURE	INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR (if possible)
Measure 2. Support capacity building programmes.	Action 2.1 Service learning programmes.	No. of activities developed by new university departments	1 or more	Universities and third sector organisations
	Action 2.2. University Practicum.	Number of meetings of the tutors in the training areas where the placements are carried out.	At least 1 per entity/specia lity	Universities and third sector organisations
	Action 2.3. Training offer adapted to the needs of third- sector organisations.	Existence of this offer	Yes/No	Universities and third sector organisations
		Areas of knowledge other than social sciences are incorporated.	Yes/No	Universities and third sector organisations
		Existence of complementary sources of funding	Yes/No	Universities and third sector organisations
	Action 2.4. Incentives for lifelong learning.	Recognition of merit to teachers university students involved	Yes/No	Universities
		University qualification	Yes/No	Universities
Measure 3. Building bridges for the continuity of an inclusive pathway for students with intellectual disabilities	Action 3.1 Access to higher education	Presence of entities in the design and implementation of the access programme	Heading of entities in on document	Universities and third sector organisations
	Action 3.2. Transit support	List of entities involved and types of support required	Presence of this relationship	Universities and third sector organisations
	Action 3.3. Community mentoring	Percentage of students with disabilities intellectual who has a mentor community	Greater than 80%	Universities and entities of third sector
	Action 3.4. Follow-up of graduates	Assessment of the pupils' situation graduate	Existence at 6 and at 12 months	Universities and entities of the third sector
		Percentage of graduates who have some kind of support in third sector organisations sector	Greater than 80% of the that identify that it require	Universities and entities of the third sector

4.3. Monitoring and evaluation of the proposed measures Area 4: Cooperation between higher education institutions and the third sector

MEASURE	INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR (if possible)
Measure 4. Incentivise collaborative research	Action 4.1. Connection with research projects	Creation of an exchange platform of information	Yes/No	Universities
		Increase in the number of professionals from entities social organisations that make use of it	Equal to 10% annual	Universities and entities of the third sector
	Action 4.2. Social consultancy	Consulting group incorporated into the research of interest to people with intellectual disabilities promoted in the university level	Existence, with al at least one entity of the sector incorporated	Universities, people with disability and entities of the third sector
	Action 4.3. Research mentoring	Number of professionals of the entities of the third sector, which develop the role of the mentor.	Value minimum: at least 5 mentors	Universities and entities of the third sector
	Action 4.4. Collaborative Impact Awards	Creation of the awards	Yes/No	Universities
	Action 4.5. Transfer of results	Percentage of research that is publicly presented in third sector or community venues	Equal to 100%.	Universities and third sector organisations
Measure 5. Encourage innovative community engagement initiatives	Action 5.1. Community awareness-raising	Awareness-raising campaign through local media	One per year	Universities and third sector organisations
	Acción 5.2. Voluntariado	Incorporation of volunteers in the actions of support for university students with intellectual disabilities	At least one person volunteer	Entities of the third sector
	Action 5.3. Community resource space	Accessible online resource repository free	Existence, revised to less biannually	SEEDI

MEASURE	INDICATOR	DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR (if possible)
Measure 6. Establish clear reporting and accountability mechanisms and recognition of best	Action 6.1. Standards of excellence	There are objective and measurable criteria for to evaluate the implementation of the collaborative measures developed by the university.	Yes/No	Universities
	Action 6.2. Evaluation Committee for success and replicability	Intersectoral group with participation of persons with intellectual disabilities	Their assessment is available at least once a year.	Universities and third sector organisations
	Action 6.3. Support for good practice	Follow-up actions to actions of cooperation	At least one contact yearly with the	Universities and entities of the
	Action 6.4. Awards for excellence	Best practices in university-third sector collaboration are publicly recognised.	Yes, on a biennial basis	Universities and third sector organisations
	Action 6.5 Dissemination of good practice	Publication of these collaborations in the media	At least two local media hits per year	Universities and third sector organisations

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Abstract

Inclusive research refers to an approach to research that aims to involve and empower marginalised and underrepresented communities or groups in the research process. It seeks to give a voice to those who may have been excluded or overlooked in traditional research methods.

Inclusive research often involves collaboration between researchers and the community to understand their needs, perspectives, and experiences. The aim is to ensure that research is more relevant, meaningful, and applicable to the community being studied. This approach can lead to more equitable outcomes, better understanding of social issues and more effective interventions.

Inclusive research can be particularly important in areas such as health, education, and social services, where marginalised communities may face significant inequalities and barriers to access. By involving these communities in the research process, inclusive research can lead to more effective and equitable solutions to these problems.

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5.1. Introduction and Justification

Inclusive research will achieve optimum results when it is fully inclusive - not only of individuals who are intellectually disabled, but also taking into consideration holistic, intersectional, transnational, and international aspects. These considerations align with the UN Strategic Development Goals (2015), such as Goal 10: Reduced Inequalities, and Goal 4: Quality Education, which seeks to "achieve universal access to quality higher education".
In recent years the concept of 'nothing about us without us' (Oliver, 1992; Strnadová and Cumming, 2014) regarding research related to the disability sector has come to the fore, and research design in this area can follow agreed principles, such as):

· The research problem or topic should belong to people with intellectual disabilities, even if they are not the initiators of the process.

· It should be of interest to people with intellectual disabilities and researchers without disabilities should be supportive of people with disabilities.

· It must be collaborative: people with intellectual disabilities must be involved in the process with the supportive inputs of people without disabilities.

· People with disabilities should be able to exercise some control over the research process and outcomes.

· The research question, process and reports should be accessible to people with disabilities. (Walmsley y Johnson, 2003)

With particular reference to inclusiveness regarding the disability sector, the design of the research will consider the appropriate approach, such as a rights-based one (Jiménez Lara, 2021), the capability approach (Toboso and Arnau, 2008), the person-centered approach (Pallisera, 2013), and Universal Design for Learning (Figueroa, Ospina and Tuberquia, 2019). Research and best practice centres, to address emerging issues and problems in the inclusion of students with intellectual disabilities in university academic and learning programmes, are growing and developing, such as in the EU: 'Disability Observatories, based in universities, that are linked to policy and good practice as well as ongoing research and in the US where university participation of students with intellectual disabilities is recognised as post-secondary education' (IHES OTP 2023).

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Rationale for inclusive research include:

Conducting inclusive research is critical to the research process for ethical, scientific, and social reasons. These include:

· **Ethical Considerations:** Research should be inclusive because it is the right thing to do ethically. It is unethical to exclude any group from the potential benefits of research or from the right to participate in research studies.

· **Accuracy and Generalisability:** The findings from Inclusive research will be more accurate, and can be generalised to a broader population. Excluding certain groups may lead to biased results that do not accurately represent the whole population.

· **Representation and Equity:** The perspectives, experiences, and needs of diverse groups are represented and addressed in inclusive research. This in turn will help to address inequities and disparities in fields such as health, education, and public services, having an impact on both policies and practice in the outcomes.

· **More Effective Solutions:** Including diverse perspectives in research helps to generate more innovative and effective solutions to problems. It can lead to more comprehensive understanding of complex issues and better outcomes.

· **Community Engagement and Empowerment:** Inclusive research can empower communities by involving them in the research process, giving them a voice, and addressing their concerns and priorities.

In summary, conducting research that is inclusive is critical for the most ethical and effective results, leading to better outcomes for individuals and communities. From this paradigm, and outside to the actions considered here, a focus on sustainability and equity in the research supply chain can be the focus, which can sometimes bring imbalances and unfair practices. Consideration should be given to ethical sourcing of materials through to fair remuneration of participants and collaborators at all stages of the research process. In this way, research would benefit not only from being more inclusive in its methods, but also in its inclusiveness and scientific credibility, which would allow for quality and pedagogical innovation. However, this practice should be recognised in the processes of accreditation and evaluation of researchers' work and rewarded in public calls for research projects.

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5.2. Measures or Recommendations

Measure 1. Holistic Approach to Inclusive Research

A holistic approach addresses a wide range of areas requiring specific attention to each. The research design will consider the social determinants of health, such as socioeconomic status, education, and access to healthcare. It will include diverse stakeholders, such as community members, policymakers, educators, and healthcare providers, in the research process. Critically, participate in community-based collaborative and participatory research to ensure that the research addresses the needs and priorities of the community.

Action 1.1: Ensuring cultural diversity in research teams

Promote that research teams include individuals from diverse backgrounds, including race, ethnicity, gender, age, disability both physical and cognitive. These perspectives will ensure a richer research process, leading to more comprehensive and inclusive findings.
It is proposed to develop training programmes and workshops for researchers, postgraduate students and academic staff in inclusive research methodology focusing on accessible study design, effective communication techniques and ethical approaches that respect the dignity and autonomy of people with intellectual disabilities.

Ensure that all documents and research findings are accessible and disseminated widely to diverse audiences, including policymakers, practitioners, and the general public. Use plain language/easy reading summaries, multiple communication and dissemination channels (such as social media, community presentations, policy briefs), and language translations as needed. It is important to have at least an annual frequency of publication of data/reports for dissemination to the community, businesses and stakeholders. The idea is to have a pre-determined schedule to ensure that there are always frequent updates of content for dissemination.

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Action 1.2: Co-creation of knowledge with social entities or civil society organisations

Bring the communities or populations being studied into the research process. This can include collaborating with local community leaders, organisations, or individuals, to co-create research goals, methods, and outcomes.

Develop and promote the use of digital tools and accessible technologies that facilitate the participation of people with intellectual disabilities in research projects, thereby promoting the co-creation of community knowledge. The use of augmentative communication software, accessible data collection applications and online virtual research collaboration platforms could be considered. Artificial intelligence and augmentative reality could also be a tool to facilitate co-research. For example, virtual reality platforms could be developed to create simulated environments in which participants feel more comfortable sharing their experiences.

Action 1.3: Ensuring fairness, safety and respect for ethical considerations in the research process

In the construction of the research use an equity lens when designing research questions and objectives and consider the potential impact of the research on marginalised communities. Throughout the process foster an environment of psychological safety within research teams and research settings. Encourage open dialogue, active listening, and mutual respect. Prioritize ethical considerations and obtain informed consent from research participants. This involves ensuring that participants understand the research purpose, potential risks, and benefits, and that their participation is voluntary and informed. Seek to address power imbalances and inequities within the research process and outcomes. Finally, two key points. Firstly ensure that research participants, particularly those from marginalised communities, are compensated fairly for their time and contributions. It may be useful to consider forms of compensation beyond monetary rewards, such as recognition in publications or capacity-building opportunities.Secondly, analyse data based on various demographic factors to better understand the nuanced experiences of different groups.

Action 1.4: Sustainability

Develop a reflective spiral, ensuring continuity and longevity for the research; regularly evaluate the inclusivity of the research process and outcomes. Seek feedback from diverse stakeholders, reflect on lessons learned, and make adjustments to improve the inclusivity and impact of future research endeavours.

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Measure 2: Inclusive Research using an Intersectional Approach

Intersectionality acknowledges that individuals have multiple identities and experiences that interact and intersect, shaping their lives and perspectives. Acknowledge the interconnected nature of social identities, such as race, gender, and sexuality, and how they intersect to shape individuals' experiences and health outcomes. Consider the challenges facing those with multiple marginalised identities, such as neurodivergent individuals who are of colour. Incorporate intersectional analysis into data collection, analysis, and interpretation to capture the complexity of individuals' lives.

Action 2.1: Ensuring cultural diversity in research teams with an intersectional perspective

Ensure that research teams include individuals from diverse backgrounds, including race, ethnicity, gender, sexual orientation, socioeconomic status, disability, age, and other identities. Diverse perspectives can enrich the research process and lead to more comprehensive and inclusive findings.
On the other hand, recognize and acknowledge the privilege and marginalisation that exist within research teams and research settings. Encourage open dialogue about privilege, power dynamics, and intersectional experiences. Acknowledge and address any biases or microaggressions that may arise during the research process, understanding the possible causes of these.

Action 2.2: Engage Communities and Stakeholders

Involve the communities or populations being studied in the research process. This can include engaging with local community leaders, organizations, or individuals to co-create research goals, methods, and outcomes. Collaborate with organisations that specialize in intersectional issues, such as LGBTQ+ organisations, persons with disabilities rights organizations, racial justice organizations, and others. Seek guidance and input from these organizations to ensure that research is inclusive and respectful of diverse identities and experiences.
It is proposed to organise outreach and awareness-raising campaigns targeting scientific communities and the general public on the importance of inclusive research. This could take the form of webinars, conferences, media publications and public events highlighting the benefits of including people with intellectual disabilities in research.

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Action 2.3: Including an intersectional approach in different research processes

Use an intersectional lens when designing research questions and objectives. Consider how different aspects of identity intersect and influence outcomes. Strive to address power imbalances and inequities within the research process and outcomes.

Collect data that accounts for the intersectionality of individuals' identities. This may involve asking survey questions or conducting interviews that capture multiple dimensions of identity and experience. Analyse data based on various demographic factors to better understand the nuanced experiences of different groups.

When analysing data, disaggregate results by various demographic factors (such as race, gender, age, disability, income) to examine differences and disparities across intersecting identities. Pay attention to intersectional experiences that may not be captured when analysing data in aggregate.

Action 2.4: Ensuring fairness and respect for ethical considerations in the research process and sustainability

Prioritise ethical considerations and obtain informed consent from research participants. This involves ensuring that participants understand the research purpose, potential risks, and benefits, and that their participation is voluntary and informed.

Provide Equitable Compensation and Acknowledgment: Ensure that research participants, particularly those from marginalized communities, are compensated fairly for their time and contributions. Consider forms of compensation beyond monetary rewards, such as recognition in publications or capacity-building opportunities.

Regularly evaluate the inclusivity of the research process and outcomes. Seek feedback from diverse stakeholders, reflect on lessons learned, and make adjustments in order to improve the inclusivity and impact of future research endeavours.
Additionally, implement a system of incentives and recognition for research projects that apply and promote inclusive practices.

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Measure 3: International Approach to Inclusive Research

Collaborate with researchers from different countries to conduct research that is relevant and applicable across diverse contexts. Consider the cultural and contextual factors that may influence the research findings and implications for each country. Share research findings and best practices internationally to contribute to the global knowledge base and promote cross-cultural learning.

Action 3.1: Ensuring Intercultural Collaboration

Ensure that research teams include individuals from different countries and cultural backgrounds. This can be achieved through collaboration with international institutions, researchers, or professionals. Diverse perspectives can enrich the research process and lead to more comprehensive and inclusive findings.

Foster collaboration between researchers from different countries and cultures. Encourage open dialogue, active listening, and mutual respect. Inform the research design recognises cultural approaches that may differ between cultures. Address any cultural biases or misunderstandings that may arise during the research process.

Consider Diverse Contexts and Systems. Recognise and consider the diverse socio-economic, political, and environmental contexts in different countries. Be aware of power dynamics and inequities that may exist within and across countries.

Community Engagement Across Borders is an important inclusive step. Involve communities or populations from different countries in the research process. This can include engaging with local community leaders, organizations, or individuals to co-create research goals, methods, and outcomes. It is proposed to organise outreach and awareness-raising campaigns targeting scientific communities and the general public on the importance of inclusive research.

Partnerships with International Organisations: Collaborate with international organizations, such as NGOs, UN agencies, or research institutions, to ensure that research is inclusive and relevant to global issues. Seek guidance and input from these organizations to address cross-cultural and global challenges.

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Action 3.2: Include an international approach in the different research processes.

Adapting research methods that reflect Cultural Sensitivity is important. Recognise and adapt research methods to be culturally sensitive. This may involve translating surveys or interview guides into local languages, using culturally appropriate measures and scales, and accounting for cultural norms and practices.

Ensure that research findings are accessible and disseminated widely across different countries and cultures. Use language translations, diverse communication channels, and collaborations with international institutions to reach diverse audiences.

Action 3.3: Ensuring fairness and respect for ethical considerations in the research process

Prioritise ethical considerations and obtain informed consent from research participants, particularly when working across borders. This involves ensuring that participants understand the research purpose, potential risks, and benefits, and that their participation is voluntary and informed.
Equitable Compensation and Acknowledgment Across Borders: Ensure that research participants, particularly those from low- and middle-income countries, are compensated fairly for their time and contributions. Consider forms of compensation beyond monetary rewards, such as recognition in publications or capacity-building opportunities.

Action 3.4: Continuous Learning and Improvement

Regularly evaluate the inclusivity of the research process and outcomes across different countries and cultures. Seek feedback from diverse stakeholders, reflect on lessons learned, and adjust as necessary to improve the inclusivity and impact of future research endeavours.

Measure 4: Transnational Approach to Inclusive Research

Consider the impact of transnational factors on individuals' health and well-being, such as displacement, access to healthcare, and exposure to environmental hazards. Recognize the global interconnectedness of health and social issues, such as migration, climate change, and infectious diseases. Engage in transnational research collaborations to address shared challenges and promote equity and justice on a global scale.

Action 4.1: Engage Diverse Communities

Foster collaboration with individuals and communities who have experienced transnational challenges. Involve them in the research process from the beginning, including co-designing research questions, collecting data, and interpreting findings. This participatory approach ensures that the research is relevant, respectful, and responsive to the needs and experiences of those most affected.

Foster collaboration between researchers, practitioners, policymakers, and community leaders from different countries. This can help identify common challenges and innovative solutions that address the global interconnectedness of health and social issues.

Action 4.2 Include a transnational approach in the different research processes.

Design research that is inclusive of diverse perspectives and experiences, including those of marginalised and vulnerable populations. Consider the unique challenges faced by displaced individuals, migrants, refugees, and those living in areas affected by environmental hazards.

Data Collection and Analysis: Collect and analyze data that spans different geographical regions and cultures. Use mixed-method approaches to capture quantitative and qualitative data, which can provide a more nuanced understanding of transnational factors. Disaggregate data by various demographic factors (such as disability, age, gender, ethnicity) to identify disparities and inequalities.

Disseminate Findings Widely: Share research findings through diverse channels to reach a global audience. Translate findings into multiple languages and collaborate with international organizations, policymakers, and advocacy groups to promote awareness and action on transnational health and social issues.

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Action 4.3: Ensuring equity, justice and respect for ethical considerations in the research process

Prioritise ethical considerations and obtain informed consent from research participants, particularly when conducting research in multiple countries. Respect cultural norms and practices, and ensure that participants understand the purpose, risks, and benefits of the research.

Promote Equity and Justice: Advocate for policies and practices that promote equity and justice on a global scale. This may involve supporting initiatives that improve access to healthcare, address environmental hazards, and protect the rights of displaced individuals and migrants.

Action 4.4: Capacity building and knowledge sharing through reflective process

Invest in capacity building and knowledge exchange initiatives that empower individuals and communities to address transnational challenges. Share best practices, build networks, and provide resources that support sustainable solutions.

Create a reflective loop by regularly evaluating the impact and effectiveness of research interventions, and use feedback to refine approaches and improve outcomes. Stay informed about emerging issues and adapt research strategies to address evolving transnational challenges.

5.3. Monitoring and evaluation of the proposed measures Area 5: Inclusive Research

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	NIVEL QUE DEBE ALC LEVEL TO BE REACHED ANZARSE	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 1. Holistic Approach to Inclusive Research A holistic approach addresses a wide range of areas requiring specific attention to each. The research design will consider the social determinants of health, such as socioeconomic status, education, and access to healthcare. It will include diverse stakeholders, such as community members, policymakers, educators, and healthcare providers, in the research process. Critically, participate in community-based collaborative and participatory research to ensure that the research addresses the needs and priorities of the community.		Ensure that research teams include individuals from diverse backgrounds, including race, ethnicity, gender, age, disability both physical and cognitive.	Assess range of participants	Yes/No	Team participants
	Action 1.1	Training programmes and workshops in inclu-sive research methodology Ensure that research findings are accessible and disseminated widely to diverse audiences, including policymakers, practitioners, and the general public. Use plain language/easy read-ing summaries, multiple communication, and dissemination channels (such as social media, community presentations, policy briefs), and language translations as needed.	Training develop-ment Transparent and regular open com-munications using accessible language and methods	At least two per year At least once a year	Universities Records of communications

5.3. Monitoring and evaluation of the proposed measures Area 5: Inclusive Research

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		Foster an environment of psychological safety within research teams and research settings. Encourage open dialogue, active listening, and mutual respect.	Follow appropriate procedures with team members	Yes/no	Records of meetings
		Use an equity lens when designing research questions and objectives, and consider the potential impact of the research on marginalised communities.	Test research questions for unbiased and equitable objectives and measures	Test and confirm objectively	Revis Review documents ar documentos
	Action 1.3	Prioritise ethical considerations and obtain informed consent from research participants. This involves ensuring that partic-ipants understand the research purpose, po-tential risks, and benefits, and that their partic-ipation is voluntary and informed	Prepare appropri-ate forms	Comprehensive terms established	Templates
		Seek to address power imbalances and inequities within the research process and outcomes.	Monitor any potential imbalances	Changes made	Documentos finales acordados Agreed final documents

5.3. Monitoring and evaluation of the proposed measures Area 5: Inclusive Research

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		Analyse data based on various demographic factors to better understand the nuanced experiences of different groups	Use suitable measurements based on participating groups	Yes/no	Data analysis results
	Action 1.4	Develop a reflective spiral, ensuring continuity and longevity for the research; regularly eval-uate the inclusivity of the research process and outcomes. Seek feedback from diverse stake-holders, reflect on lessons learned, and make adjustments to improve the inclusivity and impact of future research endeavours.	Regular reviews and assessments of progress	Yes/no	Documentary evidence

MEASURE	INDICATOR	INDICATOR	DEFINITION OF THE INDICATOR	NIVEL QUE DEBE ALC LEVEL TO BE REACHED ANZARSE	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 2: Inclusive Research using an Intersectional Approach: Intersectionality acknowledges that individuals have multiple identities and experiences that interact and intersect, shaping their lives and perspectives. Acknowledge the interconnected nature of social identities, such as race, gender, and sexuality, and how they intersect to shape individuals' experiences and health outcomes. Consider the challenges facing those with multiple marginalised identities, such as neurodivergent individuals who are of colour. Incorporate intersectional analysis into data collection, analysis, and interpretation to capture the complexity of individuals' lives.	Action 2.1	Ensure that research teams include individuals from diverse backgrounds, including race, ethnicity, gender, sexual orientation, socioeconomic status, disability, age, and other identities.	Assess range of participants	So Are inclusive	Team participant records
		Recognise and acknowledge the privilege and marginalisation that exist within research teams and research settings. Encourage open dialogue about privilege, power dynamics, and intersectional experiences. Acknowledge and address any biases or microaggressions that may arise during the research process, understanding the possible causes of these.	Informed and aware team leaders and participants following agreed procedures	Honest open communications	Minutes that reflect procedures
	Action 2.2	Engage Communities and Stakeholders: Involve the communities or populations being studied in the research process. This can include engaging with local community leaders, organizations, or individuals to co-create research goals, methods, and outcomes.	Awareness and participation plans	Varied groups	Proposed varied invitation lists
		Collaborate with organisations that specialize in intersectional issues, such as LGBTQ+ organisations, disability rights organizations, racial justice organizations, and others. Seek guidance and input from these organizations to ensure that research is inclusive and respectful of diverse identities and experiences.	Planned open participation with consultation	Adequate preparation	Documented agreements and contracts

5.3. Monitoring and evaluation of the proposed measures Area 5: Inclusive Research

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	NIVEL QUE DEBE ALC LEVEL TO BE REACHED ANZARSE	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
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		Collect data that accounts for the intersectionality of individuals' identities. This may involve asking survey questions or conducting interviews that capture multiple dimensions of identity and experience. Analyse data based on various demographic factors to better understand the nuanced experiences of different groups.	Develop suitable questionnaires and analysis tools	Completed tools	Templates for surveys
		When analysing data, disaggregate results by various demographic factors (such as race, gender, age, disability, income) to examine differences and disparities across intersecting identities. Pay attention to intersectional experiences that may not be captured when analysing data in aggregate.	Clearly differentiated analysis	Completed visibly	Documentary evidence

5.3. Monitoring and evaluation of the proposed measures Area 5: Inclusive Research

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	NIVEL QUE DEBE ALC LEVEL TO BE REACHED ANZARSE	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
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	Action 2.4	Provide Equitable Compensation and Acknowledgment: Ensure that research participants, particularly those from marginalized communities, are compensated fairly for their time and contributions. Consider forms of compensation beyond monetary rewards, such as recognition in publications or capacity-building opportunities.	Agreed procedures reflecting equitable participation	Procedures developed	Documented procedures
		Regularly evaluate the inclusivity of the research process and outcomes. Seek feedback from diverse stakeholders, reflect on lessons learned, and make adjustments to improve the inclusivity and impact of future research endeavours.	Agreed reflective process developed. Encourage and recognise inclusive research projects.	Commitment agreed	Registros del análisis reflexivo y de las Records of reflective analysis and actions agreed acciones acordadas

5.3. Monitoring and evaluation of the proposed measures Area 5: Inclusive Research

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	NIVEL QUE DEBE ALC LEVEL TO BE REACHED ANZARSE	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
Measure 3: International Approach to Inclusive Research: Collaborate with researchers from different countries to conduct research that is relevant and applicable across diverse contexts. Consider the cultural and contextual factors that may influence the research findings and implications for each country. Share research findings and best practices internationally to contribute to the global knowledge base and promote cross-cultural learning.	Action 3.1	Ensure that research teams include individuals from different countries and cultural backgrounds. This can be achieved through collaboration with international institutions, researchers, or professionals.	Develop and adopt a participatory process	Agreement	Documented participation
		Cross-Cultural Collaboration is a crucial element. Foster collaboration between researchers from different countries and cultures. Encourage open dialogue, active listening, and mutual respect. Inform the research design recognises cultural approaches that may differ between cultures. Address any cultural biases or misunderstandings that may arise during the research process.	Plans for participation and procedures for action	Varied groups	Proposed varied invitation lists and documented procedures
		Community Engagement Across Borders is an important inclusive step. Involve communities or populations from different countries in the research process. This can include engaging with local community leaders, organizations, or individuals to co-create research goals, methods, and outcomes	Open consultation that reaches out in as broad a manner as possible Awareness and participation plans	Adequate preparation	Documented invitations and transparent recruitment process
		Partnerships with International Organisations: Collaborate with international organizations, such as NGOs, UN agencies, or research institutions, to ensure that research is inclusive and relevant to global issues. Seek guidance and input from these organisations to address cross-cultural and global challenges.	Comprehensive preparation and open approach to consultation	Visible preparation	Service level agreements and records of collaboration

5.3. Monitoring and evaluation of the proposed measures Area 5: Inclusive Research

MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	NIVEL QUE DEBE ALC LEVEL TO BE REACHED ANZARSE	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
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	Action 3.2	Ensure that research findings are accessible and disseminated widely across different countries and cultures. Use language translations, diverse communication channels, and collaborations with international institutions to reach diverse audiences.	Adequate preparation for dissemination by open and accessible means	Formal plans developed	Records of plans and dissemination

5.3. Monitoring and evaluation of the proposed measures Area 5: Inclusive Research

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	Action 3.3	Equitable Compensation and Acknowledgment Across Borders: Ensure that research participants, particularly those from low- and middle-income countries, are compensated fairly for their time and contributions. Consider forms of compensation beyond monetary rewards, such as recognition in publications or capacity-building opportunities.	Develop suitable procedures and methods for equitable compensation and recognition.	Procedures agreed	Documentary evidence of procedures
	Action 3.4	Continuous Learning and Improvement: Regularly evaluate the inclusivity of the research process and outcomes across different countries and cultures. Seek feedback from diverse stakeholders, reflect on lessons learned, and adjust as necessary to improve the inclusivity and impact of future research endeavours.	Reflective process developed with recorded feedback mechanisms	Agreed methods	Actions recorded

5.3. Monitoring and evaluation of the proposed measures Area 5: Inclusive Research

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Measure 4: Transnational Approach to Inclusive Research: Consider the impact of transnational factors on individuals' health and well-being, such as displacement, access to healthcare, and exposure to environmental hazards. Recognize the global interconnectedness of health and social issues, such as migration, climate change, and infectious diseases. Engage in transnational research collaborations to address shared challenges and promote equity and justice on a global scale.	Action 4.1	Involucrar a comunidades diversas: Fomente la colaboración con personas y comunidades que hayan experimentado retos transnacionales. Impliquelos en el proceso de investigación desde el principio, incluyendo el diseño conjunt Engage Diverse Communities: Foster collaboration with individuals and communities who have experienced transnational challenges. Involve them in the research process from the beginning, including co-designing research questions, collecting data, and interpreting findings. o de las preguntas de investigación, la recopilación de datos y la interpretación de los resultados.	Develop collaborative links and practice accessible, participatory design processes.	Develop policy and procedures	Documentary evidence
		Foster collaboration between researchers, practitioners, policymakers, and community leaders from different countries. This can help identify common challenges and innovative solutions that address the global interconnectedness of health and social issues.	Encourage communication and opportunities to share developments and research	Plans and responses	Invite letters, meeting minutes recorded solutions and ideas

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		Design research that is inclusive of diverse perspectives and experiences, including those of marginalised and vulnerable populations. Consider the unique challenges faced by displaced individuals, migrants, refugees, and those living in areas affected by environmental hazards.	Consider and develop research that is accessible and acknowledges specific groups	Research designed appropriately	Review documentary evidence
		Data Collection and Analysis: Collect and analyse data that spans different geographical regions and cultures. Use mixed-methods approaches to capture quantitative and qualitative data, which can provide a more nuanced understanding of transnational factors. Disaggregate data by various demographic factors (such as disability, age, gender, ethnicity) to identify disparities and inequalities.	Informed and aware development of relevant methods	Suitable Methods developed and followed	View records of data
		Share research findings through diverse channels to reach a global audience. Translate findings into multiple languages and collaborate with international organizations, policymakers, and advocacy groups to promote awareness and action on transnational health and social issues.	Develop broad dissemination plans, utilize exist-ing channels, and create new ones	Dissemination plans	Documentary evidence and published work

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		Advocate for policies and practices that promote equity and justice on a global scale. This may involve supporting initiatives that improve access to healthcare, address environmental hazards, and protect the rights of displaced individuals and migrants.	Develop policies and increase opportunities for new initiatives	Policies planned and developed	Documentary evidence reviewed

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	Action 4.4	Incorporate a Reflective loop process. Regularly evaluate the impact and effectiveness of research interventions, and use feedback to refine approaches and improve outcomes. Stay informed about emerging issues and adapt research strategies to address evolving transnational challenges.	Develop informed analysis that maintains awareness and currency	Plans implemented and reviewed	Documentary evidence of regular reviews

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This article provides a conceptualisation of inclusive research through a literature review. This can serve as a framework for co-research, as well as allowing us to address possible problems associated with it.

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