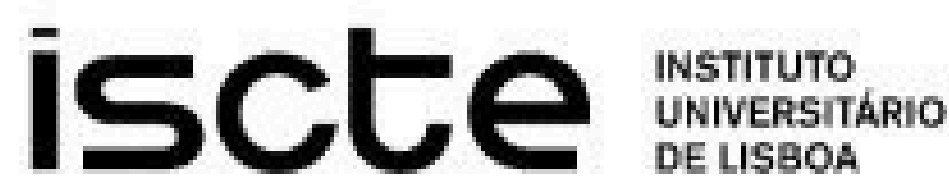


RECOMMENDATIONS FOR THE HIGHER EDUCATION SECTOR ON HOW TO BUILD A MORE INCLUSIVE UNIVERSITY SYSTEM

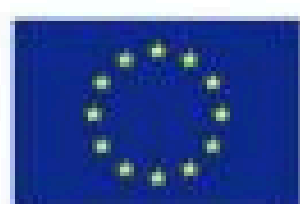
i H E S

INCLUSIVE HIGHER EDUCATION
SYSTEM FOR STUDENTS WITH
INTELLECTUAL DISABILITIES

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



Número de proyecto: 2021-1-ES01-KA220-HED-



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

Trasnlation of Spanish Easy to read version.

Adapted for easy reading and validated by:



This manual follows the standard
on easy reading UNE 153101:2018 EX.

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

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Introduction

This **policy** brief is part of the Inclusive Higher Education Systems **project** for students with intellectual disabilities.

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

The IHES project is paid for by the European Union and is a project **Erasmus+**, which reads Erasmus plus. The project starts in December 2021 and ends in May 2024.

The objective of the IHES project is to show how universities can help students with intellectual disabilities to participate in society.

The author Díaz Jiménez in 2019 says that more and more people with disabilities are able to access university.

Policy is the way a person, company or organisation thinks or acts.

Project is a plan or set of ideas of a person who intends to do something.

IHES is the acronym for the name of the project.

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

The IHES project is set up by
partners from 4 countries.

These 4 countries are:

1. Spain,
2. Italy,
3. Ireland
4. and Portugal.

The **partners** are
the project
participants.

The project partners are:

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

The objectives of the IHES project are:

1. Developing and implementing an online **programme** on inclusion and independent living for people with intellectual disabilities in universities.
2. Designing and testing a methodology to support student inclusion with intellectual disabilities at university.
3. Drawing up **recommendations** for the university's decision-makers to promote the inclusion of people with intellectual disabilities.

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

A **recommendation** is a suggestion or advice on what someone should do or choose to do.

To achieve these objectives universities created new classrooms. These classrooms involve students with disabilities and non-disabled students learning together.

The IHES project aims to improve participation in university life of students with intellectual disabilities. It also helps them to complete their studies.

The project also aims to train students without disabilities in areas so that they can better support people with intellectual disabilities. These areas are:

- social sciences,
- economic,
- education,
- sports,
- humanities
- and right.

The IHES project also aims to raise awareness of special needs among teachers and university staff.
of students with intellectual disabilities.

For **policy leaders** in higher education, this book provides information on how to make universities more inclusive.

Also how to improve opportunities for access, participation and academic success.

for students with intellectual disabilities.

Political leaders are people who make important decisions and direct actions in government or organisations.

With the creation of the IHES project
3 main results have been achieved. The main
results are:

1. A training programme is set up
on independent living at university for people
with intellectual disabilities.
2. A digital handbook is produced
independent living for students with
intellectual disabilities.
3. Recommendations for university
decision-makers to promote inclusion
are provided.
of people with intellectual disabilities.

The 3 main results will be developed
below.

1. Training programme on independent living at university for people with intellectual disabilities.

An **online** training programme has been set up to help students with intellectual disabilities to live independently at the university.

Online means online. It indicates that something is available via the internet.

The content of the training programme is easy to understand and are designed to for all people at the university to learn important skills for autonomy and equality.

The training programme includes 4 modules:

- Module 1 talks about teaching .
This module explains ideas about disability, independent living and **universal design** for learning.

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

Continued on next page.

- Module 2 is life on campus.
It discusses how to include people with intellectual disabilities in university life.
- Module 3 deals with research.
It looks at how intellectual disability is studied and researched at university level.
- Module 4 mentions the management process.
This module reviews the policies and inclusive practices that promote active participation of all students, including those with intellectual disabilities.

Each module of the programme is available in four languages and has quizzes at the end of each section to assess what has been learned.

More information can be obtained through the following link:

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

This material is not in easy read.

2. Digital Handbook on Independent Living for students with intellectual disabilities.

This handbook is designed to help
universities to work with students with
intellectual disabilities.

The handbook is also important in
supporting universities.

The handbook is useful for all learners with
and without disabilities.

This handbook offers **strategies** for making
the university more inclusive
in different areas.

These areas are:

- curricula,
- campus life,
- gender equality,
- **support networks**,
- **international mobility**,
- counselling and
inclusion.

To advise is to give advice
or inform someone about something.

A **strategy** is a plan
to address an issue
and achieve a goal in
the future.

Support networks
are the people close
to you who are
available to help in
everyday life.

**International
mobility** is when
people travel to
other countries for
various reasons,
such as study, work
or tourism.

The handbook is also useful for teachers.
Handbook provides tools for teachers to better understand disability and helps them to adapt their teaching. It also helps administrative staff to improve accessibility in campus organisation and offer more pleasant university services.

The handbook is created through the real-life experiences of students with and without disabilities, teachers, disability specialists, administrators and political leaders.

The manual contains 8 modules:

1. Gender equality and support networks
2. Disability in science, technology and innovation
3. Vocational guidance and integration
4. International university mobility
5. Coexistence in universities
6. Training and **curricular adaptation**
7. Disability Observatory
8. Regulation

Curricular adaptations are modifications of educational objectives or content to make them accessible.

This material is available in 4 languages
and in easy-to-read version.

More information can be obtained
through the following link:

https://ihes.pixel-online.org/PR2_DigitalHandbook.php

This material is not in easy read.



3. Targeted recommendations

those responsible at the university for promoting inclusion of people with intellectual disabilities.

This book is the latest part of the IHES project. This book offers tools to help universities to incorporate to students with intellectual disabilities.

The book offers targeted ideas political leaders of the university in education policy.

Education policies include a:

- **rectors,**
- **powers,**
- research groups
- and others working in higher education.

The **rector** is the leading decision-maker in an educational institution.

A **faculty** is a group of departments offering study programmes in a specific academic field.

This book provides recommendations
across 5 areas for building
a more inclusive university system:

1. Area related to university life and
inclusive **governance**.

In this area, the importance of facilitating
independence is emphasised.

of students with intellectual disabilities in
university life.

It also discusses 4 recommendations for
improving accessibility
and support for these students, including
continuous processes of improvement
and tailored care.

2. Accessible quality education area.

Within this area we talk about
on curriculum adaptation and support for
all students.

It also talks about 10 recommendations
related to inclusive policies
and train teachers.

Governance means
how decisions are
made and how
public affairs are
managed in a
society.

Continued on next page.



3. Area on the promotion of **civic** and social awareness and responsibility.

In this second area, the aim is to that universities integrate content on intellectual disabilities.

It proposes 4 recommendations for improvement inclusion and employability of students.

Civic refers to behaviours and attitudes that promote the common good.

4. Area of cooperation between educational institutions and **the third sector**.

The need for collaboration between the third sector and universities to support students is discussed.

with intellectual disabilities. It proposes 6 recommendations to strengthen this collaboration.

Some of these recommendations include are the development of joint programmes or the recognition of best practices.

The **third sector** are organisations that work for the social good.

One example is: foundations and associations.

5. Inclusive research area.

It is a research model that involves **vulnerable groups** in order to obtain more effective results.

It puts forward 4 recommendations to improve inclusive research for people with intellectual disabilities.

Vulnerable groups are groups of people who are disadvantaged or at risk because of their social, economic or health situation.

All of the above recommendations are based on real experiences of students, teachers and disability experts. The book is available in several languages and in easy-to-read versions.

This manual is very practical because it shows you how to act with clear proposals and actions. The handbook also discusses how to measure whether the proposed actions will be being done in the right way.

Before we begin, it is important to understand what intellectual disability is. Intellectual disability means that some people have difficulties in learning and doing things. This difficulty appears before the age of 22.

When universities help to students with intellectual disabilities their rights must be respected and treated with dignity. Universities must take into account their dreams and abilities. To achieve this, it is important to work together.



To help people with disabilities at university they must be taught in a way that everyone can understand.

Documents should also be made easy to read.

It is important to have clear rules to help them start, study and graduate.

Technology can also help.

For example, mobile applications can be made to help them study better.

It is also important that laws universities to support these people.

Listening to people is important for universities to be inclusive who know more about intellectual disabilities. It is also necessary to have enough teachers so that all students are catered for.

In addition, it is important to do research to find out what is working and what is not. Universities should review if they are helping these people well.

About manual.

This handbook is a guide to help us to make universities and colleges more pleasant for people with intellectual disabilities.

Recall that this handbook has been created as part of a project called IHES.

The person in charge of this project is Rosa María Díaz Jiménez who works at the Pablo de Olavide University.

In this handbook you will find advice and tools for universities to become more inclusive.

This means that they want everyone to have the opportunity to study, regardless of whether they have a disability.

You can share this manual with others but remember to say where it comes from, and you can't use it to make money. Nor can you change what the manual says. It is important to follow these rules for all to benefit from this work.

Dictionary of important words .

Curricular adaptation

Curricular adaptations are modifications to the objectives of the **curriculum**.
or educational content to make it accessible.

Service learning

Service-learning is an educational approach that combines learning processes and community services, where students learn while helping to improve community needs.

Certification

A **certification** is an official document or acknowledgement that confirms that a person or thing complies with with certain requirements.

International

Classification of

Functioning

The International Classification

The aim of the **Functioning of the European Union** is to provide a common language for all.



Vulnerable groups

Vulnerable groups are groups of people who are disadvantaged or at risk because of to their social, economic or health situation.

Advisory Council

An **advisory council** is a group of people who offer guidance and recommendations on certain issues or decisions.

Digitisation

Digitisation is the conversion of information into a digital format for electronic storage, processing or sharing.

Discrimination

Discrimination is the treatment of one person as inferior to another.

This person treats her this way because she is different or thinks differently.

Universal design

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

Erasmus+

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

Faculty

A **faculty** is a collection of departments offering study programmes in a specific academic field.

Governance

Governance means the way decision making and how public affairs are managed in a society.

IHES

IHES is the acronym for the name of the project.

Political leaders

Political leaders are people who make important decisions and direct actions in government or organisations.

International mobility

International mobility is when people travel to other countries for a variety of reasons. as studies, work or tourism.

Advisory body

An **advisory council** is a group of people who offer guidance and recommendations on certain issues or decisions.

Policy

Politics is the way of thinking or acting. of a person, a company or an organisation.

Rector

The **rector** is the person who who leads the important decision making of an educational institution.

Governance system

The **governance system** is a political, technical, legal and organisational system that works in the following ways in a dynamic and coordinated way.

Third sector

The **third sector** are organisations that work for the social good.

The recommendations of this book are explained below through 5 areas

Recall that these 5 areas are:

1. Area related to university life and inclusive governance.
2. Accessible quality education area.
3. Area on the promotion of civic and social awareness and responsibility.
4. Area of cooperation between educational institutions and the third sector.
5. Inclusive research area.

1. Area on Inclusive University Life and Governance

Area 1 is written by professionals

Università degli Studi di Siena and Università degli Studi di Firenze.

These professionals are:

- Maria Rita Mancaniello
- Chiara Carletti
- Marianna Piccioli

The explanation of area 1 is divided into the following sections:

- Summary,
- Introduction and justification,
- Recommendations,
- monitoring and evaluation of recommendations
- and References.

Summary.

Area 1 explains how important it is to facilitate independent living. students with intellectual disabilities.

Policy makers need to make decisions around students with intellectual disabilities to manage university life and the system of government.

Policy-makers must also have reasonable adjustments such as:

- The identification and removal of any barriers,
- Identification of processes,
- Identification of tools and facilitating measures.

Inclusion of students with disabilities should be full participation and progress.

Introduction and justification.

Independent living for students with intellectual disabilities must be a fundamental principle in all policy decisions.

The reasonable accommodation mentioned in the **UN Convention** should identify and remove barriers. They should also facilitate the procurement of processes, tools and facilitating actions.

This principle of independent living of students with intellectual disabilities has been found through:

- the **International Classification of Functioning, Disability and Health.**

The **UN Convention** is responsible for asserting and upholding the rights of persons with disabilities.

The **International Classification of Functioning of the European Union** is to provide a common language for all. It allows describing human functioning and disability.

The proposal has its beginnings in disability studies where Shakespeare in 2013 said that this concept of disability arises from:

- Failure of the relationship between an individual's functioning and responses to the context in which it lives, operates and develops.

Inclusion of students with intellectual disabilities should focus on their human rights. They should have full participation and progress, as well as the rest of the students.

To ensure the effectiveness of the results need to be monitored and evaluated. With this we control the progress, impact and quality of the projects.

Three inclusive indicators for pupils and students are:

- Attendance,
- participation
- and progress.

Booth and Ainscow said that the processes to improve university life must be guided by principles and values for inclusion.

Effective participation within of university life can only be improved with the direct participation of the university's of students with disabilities.

Recommendations.

Below is an outline
to better understand the 4 recommendations that
will now be explained.

1. Accessibility.
2. Defining and
managing for
improvement.
3. Information, training and support.
4. Individual and
personal training
processes.

Recommendation 1: Accessibility.

The UN Convention defines accessibility as the need to obtain appropriate measures to enable persons with disabilities to have access to an environment:

- physical,
- to transport,
- nformation and communication,
- information and communication technologies and systems,
- and to other services and facilities open to the public or for public use.

In order to have an inclusive university environment we need actions to ensure accessibility for all students with intellectual disabilities.

Recommendation 1 proposes

5 actions:

1. Accessibility of physical and virtual spaces.
2. Accessibility of time.
3. Accessibility in information, communication and documentation.
4. Accessibility of materials, tools, aids and auxiliaries for the activities.
5. Accessibility and evidence to test the validity of capacity and performance principles

Accessibility of physical and virtual spaces.

Thanks to the Universal Design approach, it is possible to make accessible the physical or virtual spaces for all.

There are some reasonable changes and adaptations, e.g. signposting of spaces with pictograms or other signalling systems.

These adaptations are used to ensure that persons with disabilities are able to exercise all human rights and freedoms like the others.

The environment around us is also very important as intellectual disabilities can develop many skills in inclusive settings.

Action 2. Accessibility of time.

The accessibility of time is one of the most important.

This accessibility consists of showing that people with disabilities can carry out the same actions as others, although the time taken to do so must be adapted.

The time variable is an element accessibility involving people with functional **diversity**.

The disability is considered to have limitations when performing any activity in the form or to the extent that is considered normal for a human being.

Diversity is the difference between things of the same kind.

One example is:
Everyone is different. That is why diversity must be respected.

Accessibility of information, communication and documentation.

Accessibility in information, communication and documentation systems could be easier to understand if it was accompanied by of the multi **prefix**.

Prefix is one or more letters, which are added to the beginning of a word to form a new word.

Example:
multicoloured

The aim is to offer different versions of these systems.

An example can be found in those territories with a high **migration** rate where local authorities post signs and provide **multilingual** information.

Migration is a geographical movement of people generally for economic or social reasons.

In the case of students with disabilities, other multilingual alternatives may include:

- Braille,
- Sign language,
- Alternative and augmentative communication.

Multilingual is the ability to communicate in several languages.

Action 4. Accessibility of materials, tools, aids and appliances for teaching activities.

The accessibility of administration in the university system also applies to teaching.

All teaching materials, tools, media and teaching aids should be made accessible with reasonable adaptations and the actions mentioned above.

We must give more importance to the inclusion of:

- disability-specific modules or subjects,
- human rights,
- the curricula of the different degree programmes.

We must also make accessible teaching activities in the physical or virtual spaces, the timetable and the communication system.

Action 5. Accessibility and evidence to test the validity of principles capacity and performance.

Accessibility in testing is closely

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related to Action 4.

This accessibility responds to the two concepts of capacity and performance.

Capacity represents what a person can do in a general context.

Performance represents what a person can do in a real context, with barriers or facilitators to learning.

If the learning assessment is carried out to ordinary people in a general context, it may not be necessary to use no major adaptations.

If learning assessment is directed at the functioning of some people, it would certainly be necessary to make some adaptations.

The aim will be to assess performance by performing:

- Examination preparation by training sessions.
- Carry out activities for the preparation and simulation of university work or activities.

In order to assess competences and learning,
an evaluation of the whole learning process is
recommended.

Recommendation 2: Definition and management of improvement processes.

Governance system defines regulations that manage inclusive processes in the university system.

The **governance system** is a political, technical, legal and organisational system that works in a dynamic and coordinated way.

Recommendation 2 proposes
5 actions:

1. Involvement and participation.
2. Identification of processes.
3. Definition of the process.
4. Process management.
5. Continuous improvement.

Action 1. Involvement and participation.

The governance system should include team meetings in the centres to identify the actions needed to achieve inclusion:

- Physics,
- Activa
- and **behavioural**.

Behavioural is the action or conduct of a person in different life situations.

The team must be composed of people with disabilities supported by people without disabilities. Inclusion should be as broad as possible and should be targeted at:

- Staff with decision-making responsibility,
- the staff who implement the decisions taken,
- staff with administrative functions,
- teaching and research staff,
- students and students with functional diversity.

Action 2. Identification of processes.

Following the involvement and participation of people with functional diversity, it is very important to identify the processes and define specific actions for inclusion.

Processes must first be identified within the actions.

After identifying the processes, they are defined and managed.

Action 3. Definition of the process.

Processes are defined through
of pupil participation and functioning.
The definition of the processes is applied
depending on levels
and different points of view.
Depending on whether they are students
o they are teachers there is a difference
between the terms of speaking and
being effective
or speak and be functional.

The definition of processes
even the definition of the procedures is
carried out at different levels.
With these levels they are more functional
the different actors and the individual characteristics
of pupils' functioning.

Action 4. Process management.

To achieve the management
of processes and procedures we need
distributed leadership and the
involvement of all stakeholders.

Distributed leadership is the model of inclusive education, where the university recognises its educational, social and personal role.

Participation is very important of the people concerned so that they feel part of the **system** and not against it.

A **system** is a set of elements interrelated with each other to achieve the same objective.

Participation within distributed leadership fosters the responsibility of the people involved in the processes themselves.

Having a middle management system could help those involved in the definition of roles and their responsibilities.

Creating an **advisory body** for inclusion is intended to advise and guide the university.

The consultative body is a meeting place and a place for continuous dialogue between representatives of workers, social and economic agents.

The creation of the consultative body will ensure the implementation of inclusive policies and review of experiences and specific needs.

The advisory body will involve all stakeholders of the system such as:

- Students with intellectual disabilities,
- support professionals,
- teachers
- and **PTGAS**.

PTGAS stands for technical, managerial, administrative and service staff. They are responsible for academic support, assistance and counselling, administration and administration.

Action 5. Continuous improvement.

Continuous improvement is very important for inclusive processes.

Within the complexity of some systems there is always room for improvement.

All processes are valid if they seek inclusion, as there is no exact process for achieving improvement.

Simply seeking inclusion is already an action for improvement.

A university institution through internal accessibility assessments in all facilities and university services identify:

Continued on next page.

- Monitoring processes,
- design ideas,
- implementation of improvement actions
- and further follow-up to verify the improvement actions.

These steps would be carried out with the participation of persons with disabilities.

In addition to an external evaluation, carried out by people who do not belong to the to this system.

Recommendation 3: Information, training and support.

For a university institution to have an inclusive vision requires a strong involvement of all stakeholders.

Stakeholder involvement is achieved through information actions and personal training.

Recommendation number 3,
with these 3 actions:

1. Culture of inclusion.
2. Specialised training.
3. Accompaniment.

Action 1. Culture of inclusion.

The culture of inclusion should be part of an outreach campaign aimed at:

- Officials,
- service personnel,
- administrative staff,
- teachers,
- researchers
- and all students.

This dissemination campaign should obtain several languages and means of dissemination.

The university institution must have a specific communication that must be supported by research data.

This research data should support options for inclusion.

The culture and implementation of inclusion should be seen as rewarding data for the staff of the university institution.

Action 2. Specialised training.

Staff receive specific specialised training.

This training focuses on professional, intellectual and disability competences.

Teachers receive specialised training on:

- inclusive teaching practices,
- accessible communication strategies,
- disability awareness,
- preparation of accessible materials
- and inclusive learning verification processes.

Action 3. Accompaniment.

For inclusive practices
staff have different guidelines and
support from teachers and students
with intellectual disabilities.

The teachers are equipped with:

- Guidelines for the adoption of inclusive teaching practices.
- Support from teachers with more experience in inclusive education.

The more experienced students are in charge of peer tutoring for students with intellectual disabilities.

Recommendation 4. Individualised and personalised training processes.

This document shows us educational activities with a different design and practices.

Each person has different operating characteristics.

Educational activities are accessible for all according to the individual characteristics of each person's functioning.

Therefore, depending on the situation we are faced with, the determined action will be more or less inclusive.

Recommendation 4 proposes 2 actions:

1. Personalised training plan.
2. Inclusive study pathways.

Action 1. Personalised training plan.

Continued on next page.

Personalised or individualised training plans should be built through the students.
with intellectual disabilities
and with the support of all those involved.

The training highlights the measures necessary to promote the accessibility of the person.

Action 2. Inclusive study pathways.

Teachers with support
of the peer tutoring and mentoring system
prepare necessary adaptations
for their teaching.

Adaptations would be defined as a
concrete and direct response to
real needs.
of the group of trainees according to individual
training plans.

The **mentoring system** is a process that aims to improve performance and solve problems in the education system.

Mentoring is when an experienced or more knowledgeable person helps a less experienced or less knowledgeable person.

Follow-up and evaluation of recommendations.

The following section shows
how the above 4 recommendations are
monitored and evaluated.

Monitoring and evaluation of
each recommendation
will be explained by naming the **indicators**
and how to measure these indicators.

The indicators will be displayed
in text tables, which we will see below.

It is important to know that **text tables**
are not easy to read. As
the area is not easy to
read, it is called a domain.
and the recommendations are called measures.

An **indicator** is a signal that helps us to understand a situation, process or phenomenon in a way that is simple and clear.

A **text table** is a format that organises information in rows and columns. It is composed of cells, which are the individual squares in which text is written.

1.3. Monitoring and evaluation of the proposed measures

Area 1: Inclusive university life and governance				
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, aids and aids for teaching activities.	Number and quality of adaptations of materials, tools, aids, and aids for teaching activities.	At the end of each teaching.	Teacher's logbook.
	Action 1.5 Accessibility of and in verification tests.	Number and quality of performance verification tests	At the end of each 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 accompanime nt.	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. Individualizati on and personalizatio n 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 teaching.	Teacher's logbook.

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The material is not easy to read.

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2. Accessible quality education area

Area 2 is written by Iscte-University
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Explanation of area 2

is divided into the following sections:

- Summary,
- Introduction and justification,
- Recommendations,
- monitoring and
evaluation of
recommendations.

Summary.

People with intellectual disabilities have difficulties in accessing to higher education.

In order to overcome these barriers, it is important to provide accessible and quality education.

It is important to be aware that if students with intellectual disabilities **traditional** curricula can be a negative experience. For this experience to be a positive one, adaptations must be made to provide the necessary support.

Traditional means doing things the way we have always done them or have done them for a long time.

All persons involved in the educational establishments must be attentive to the needs of all learners.

Today's political leaders need support and resources to include students with intellectual disabilities in higher education policies.

The following are presented
10 recommendations to help
political leaders make the right
decisions

Accessible and quality higher education
for people with intellectual disabilities.

Introduction or justification.

People with intellectual disabilities have many difficulties in accessing the services they need.

to higher education.

When people with intellectual disabilities gain access to higher education it is still difficult for them to perform well.

It is also important to know that traditional curricula hinder the inclusion of students with intellectual disabilities.

Traditional curricula do not provide the necessary support to ensure that students with intellectual disabilities can do well.

This situation is a negative experience for people with intellectual disabilities at university.

The key to overcoming these difficulties and achieving genuine inclusion is to provide accessible education for people with disabilities.

and tailored to your needs.

All persons involved in the
educational establishments
must be attentive to the needs of all
learners.

We have said that it is important that education
should be accessible and of good quality.
Making education accessible and of good
quality
political leaders need to be supported
and resourced to include
to students with intellectual disabilities.

In order to meet these needs
this area outlines 10 recommendations to help
political leaders
to make higher education accessible to
people with intellectual disabilities.

Recommendations.

Below is an outline

to better understand the 10 recommendations that will now be explained.

1. Establish an inclusive education policy.
2. Promote inclusive learning through accessible educational materials.
3. Improving diversity through of person-centred education.
4. Improving communication.
5. Providing specialised training to university faculty and staff.
6. Using **counselling** and peer mentoring.
7. Fostering an environment of integrative learning.
8. Harnessing technology to increase support for learning.
9. Maintain support.
10. Evaluate and improve educational practices.

To advise is to give advice or information to someone about something.

Recommendation 1: Establish an inclusive education policy.

The aim is to improve university education for people with intellectual disabilities.

It is important to work together with other disability advocacy groups by listening to their experiences.

Talk to these groups helps to improve education policies and address the difficulties they face people with intellectual disabilities.

It is also important that persons with disabilities are involved in the creation of these educational policies.

With so many people able to participate education policies take into account the needs of all.

Education policies need to be adapted to new educational and technological needs. They also have to keep up with all the changes.

Recommendation 1 proposes

3 actions:

1. Create partnerships with advocacy groups for people with disabilities.
2. Facilitate the participation of teachers, students and family members in education policy-making.
3. Continuous reviews and updates of education policies.

Action 1. Develop partnerships with advocacy groups of persons with disabilities.

Collaborate and talk to these advocacy groups to cope with the difficulties they are facing people with intellectual disabilities.

This collaboration takes the form of continuous communication, meetings to discuss ideas and share available resources.

Action 2. Facilitate the involvement of teachers, students and family members in the development education policies.

To make this participation inclusive workshops should be organised where everyone can participate.

It is also important to have conversations to listen to their ideas.

It is advisable to set up **advisory councils** to obtain important opinions.

An **advisory council** is a group of people who offer guidance and recommendations on certain issues or decisions.

Action 3. Conduct continuous reviews and updates of education policies.

It is recommended to create a specialised team to review existing education policies.

This team will work with subject matter experts to assess what is working and what is not working.

It is also important to listen teachers, students and family members to communicate their needs.

Recommendation 2:

Encourage inclusive learning
through accessible educational materials.

The aim is to ensure that the
course materials
are easy to understand and adapted
for people with intellectual disabilities.

It is important to create
guidelines for using plain
language.

and formats that are easy to use. This
includes designing in a simple way,
presenting information in a simple,
user-friendly way.

and use clear images.

It also matters that teachers know how
to use assistive technologies to help
students.

Collaboration between teachers
and technology experts is essential
to ensure that assistive technologies are
useful to students
with intellectual disabilities.

Educational institutions should look for ways to improve accessibility in their materials. They must also integrate the standards accessibility in review processes to make courses more accessible.

Recommendation 2 proposes 3 actions:

1. Create clear guidelines for using simple language and easy-to-understand formats.
2. Encouraging good use of assistive technologies and provide training for teachers.
3. Use an organised method of evaluation and continuous improvement.

Action 1. Create clear guidelines for using plain language and easy-to-understand formats.

An expert team will work together to make the language guidelines user-friendly. Teachers will be trained to incorporate these guidelines in the curriculum.

It is important to collect information in order to improve according to the needs expressed by the students.

Action 2. Encourage the good use of assistive technologies and provide training for teachers.

First you will see what they are the necessary assistive technologies and discusses their functioning Training programmes and a resource centre are then set up.

The training will be part of of teachers' lifelong learning.

Action 3. Use an organised method of evaluation and continuous improvement.

Accessibility standards are created in the development and review processes. We will conduct regular reviews and we will use actions to collect information.

We will develop **continuous improvement** plans and we will collaborate with accessibility services.

The process of **continuous improvement** is actions to make constant changes to improve an activity.

Recommendation 3: Improving diversity through education person-centred.

The aim is to use teaching methods that are adapted to the needs of the students of each of the persons with intellectual disabilities.

Inclusive education requires adapting the teaching and learning process to the strengths and challenges of each learner. Teachers must learn to use different teaching methods that are inclusive in all senses. In addition, if accessible learning materials are provided a space is created where everyone can learn together.

We must also use **flexible** evaluation methods that take into account the individual characteristics of each student. In this way we will be fair and respectful of each individual.

Being **flexible** means being able to adapt easily to changes or different situations.

It is important to engage
with accessibility and continuous improvement
to have an educational experience for all.

Recommendation 3 proposes

3 actions:

1. Create individualised support plans
for pupils.
2. Provide training for teachers in
multisensory teaching.
3. Use different ways of
assessing learning.

Multisensory means
using several
senses, such as
sight, hearing, touch,
smell and taste, at
the same time to
learn.

Action 1. Create plans
individualised support for pupils.

Each student will be assessed
for their needs.

Then you work together with the teachers to
make personalised plans.

For these plans to be useful
communication has to be constant.

Action 2. Provide training for teachers on multisensory teaching.

Teachers are offered training in different forms of teaching.

It is important that they know how to use more than one sense to learn.

This will be integrated into classes to improve how students learn.

Classrooms must also be made more inclusive.

Action 3. Use different ways of assessing learning.

It is important to assess students in a way that is adapted to how they learn.

In order to achieve this, clear steps are created and training is provided on how to conduct tailored assessments.

Assessment plans have to be tailored to the needs of the individual student.

Recommendation 4:

Improve communication.

The aim is to ensure that communication in
higher education is clear.

and easy for everyone to understand.

It is important that people
with intellectual disabilities can
participate in and benefit from higher education.

People with intellectual disabilities may
have difficulties in understanding some
information.

People with intellectual disabilities need
adapted communication.

Adapted communication uses
clear and simple language so that they can
understand all the information.

Adapted communication needs to be
supported by education policies.

Education policies need to ensure that written
materials, information, and information and
communication
and digital content
are accessible to all.

Adapted communication includes
the use of simple language, images or
alternative formats.

Higher education professionals need to be
trained to be able to communicate
inclusively and to adapt to the needs of their
students.

its teaching methods
to the needs of students with
intellectual disabilities.

This training creates fairer and more
inclusive learning.

Recommendation 4 proposes

3 actions:

1. Develop clear rules to
communicate better.
2. Providing training for teachers
on adapted communication techniques.
3. Establish open channels of communication.

Alternative refers to something that offers another option or different way of doing something instead of the usual way.

Action 1. Develop clear rules to communicate better.

A team of professional experts will be assembled to create these rules.

The rules are introduced in teacher training and in daily work.

These rules should be useful and adjusted as necessary.

Action 2. Train teachers in adapted communication techniques.

Areas need to be found where teachers can improve and create training modules.

Teachers need to know the latest techniques and information.

During the training, ideas and experiences will be shared in order to learn together.

Communication training will be part of the recruitment process and we will reward those who facilitate an inclusive environment.

Establish open channels of communication.

Open communication will be achieved through online surveys, suggestion boxes and forums. to hear everyone's views.

The opinions collected will be analysed in order to make changes that will benefit students with intellectual disabilities.

Recommendation 5: Provide specialised training for faculty and university staff.

The aim is to help teachers
and university staff to know how to teach
students better.

Specialised training for university faculty and
staff is very important to enhance the learning
experience.
of all students.

The training focuses on inclusive
teaching methods, communication
skills
and disability awareness.

Recommendation 5 proposes
3 actions:

Continued on next page.

1. Create inclusive training programmes for teachers and university staff.
2. Include training modules on communication strategies and knowledge about disability.
3. Working together with organisations that support people with disabilities.

Create inclusive training programmes for teachers and university staff.

Teachers need to know what is universal design for learning, the different types of learning and strategies to adapt to different learning styles.

Higher education institutions have to offer workshops where teachers can share experiences and work together in the realisation of inclusive education.

Action 2. Include training modules on communication strategies and knowledge about disability.

Teachers should be aware of
how to communicate taking into account
the characteristics of the learner.

The new professionals
of higher education institutions
should be aware of the
characteristics and the form of
communication
of students with intellectual disabilities.

Action 3. Work together with organisations
that support people with disabilities.

It is important to
collaborate with these
organisations
to develop training programmes that focus
on creating
an inclusive and supportive environment.

An inclusive and supportive
environment will facilitate
communication between
the training proposals made by higher
education establishments
and the expertise of organisations

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supporting people with disabilities.

Recommendation 6: Use peer counselling and mentoring.

The aim is to help students with
intellectual disabilities.

to succeed in their studies
through peer support.

Mentoring programmes
and peer tutoring can improve
educational performance
and student experience.

These programmes create
a learning community
where personalised help, emotional support
and social relationships are offered.

A **mentor** is an
experienced person
who guides and
advises another to
help them improve.

Recommendation 6 proposes
2 actions:

1. Establish mentoring and tutoring
programmes for all students.
2. Train mentors and tutors to support
students with intellectual disabilities.

Establish mentoring and tutoring
programmes for all students.

It is important to develop
programmes that include all people,
to provide materials
and easy-to-use support tools.

It is also necessary to monitor how the
programme is working to make sure
that everyone can participate.

This support will start at the very beginning
when students choose to
what to study at university.

Afterwards, mentors and tutors will work
with the students to help them
on their university pathway.

Working in partnership
with disability support services to
make sure that everyone has what
they need.

Mentors and tutors to help
in these programmes will be recognised
for their dedication and help to the students.

Action 2. Train mentors and tutors to
support learners
with intellectual disabilities.

Mentors and tutors will learn by
helping in real-life situations.
and practising how to communicate.
Mentors and tutors will share ideas
and their experiences.

Recommendation 7: Foster an inclusive learning environment.

To ensure an inclusive and respectful educational environment, it is essential that people

The university's decision-makers should promote respect for each student.

To respect each student, more knowledge is needed.

on the needs of people with intellectual disabilities.

This knowledge can be provided through workshops and educational **campaigns**.

A **campaign** is a planned action to deliver a message.

It is also important to promote open communication between students, teachers and staff.

During this open communication, ideas are exchanged and ideas are created
an environment that fosters respect for all people.

University officials have
to facilitate communication between students,
through campaigns and actions to improve the
quality of education.
the relationship of the educational community.
In the educational community, an environment is
created where people's differences are respected.

Recommendation 7 proposes
4 actions:

1. Learning about disability.
2. Generate inclusive dialogues.
3. Create inclusive policies.
4. Facilitate collaboration between students.

Action 1. Learn about disability.

The needs of university students must first
be assessed.

You can also collaborate
with disability advocacy organisations to create
awareness-raising workshops.

Disability awareness
has to appear in the academic content.

Action 2. Generate inclusive dialogues.

Dialogues can be created through forums and assemblies.

These forums and assemblies will be led by students, teachers and people with disabilities.

Forums and assemblies will be successful when scheduled sessions are established, and decisions are made together.

Action 3. Create inclusive policies.

Political leaders should act against **discrimination** through the following actions:

- awareness-raising,
- training,
- complaint mechanisms,
- research
- and victim support.

Discrimination is the treatment of one person as inferior to another. This person treats her this way because she is different or thinks differently.

Political leaders must also seek an education where they are included. students with intellectual disabilities.

Action 4. Facilitate
collaboration between
students.

Events can be organised to celebrate the fact
that we are all different.

and help each other. All students
should feel part of the immediate
group.

During these events, the following will be discussed
about the importance of being kind and cooperative.

In addition, there are fun activities where everyone
can participate.

and share their ideas.

This will help us to know if we are doing
things right and how we can improve them.

Recommendation 8: Harness technology to enhance learning support.

It is important to be aware that technology can improve access to study materials and adapt to different ways of learning.

Political leaders need to facilitate the use of accessible technology that benefits all students.

It is important to provide good training to use this technology correctly.

Recommendation 8 proposes 3 actions:

1. Technology has to be accessible.
2. Training teachers on technological accessibility.
3. Check if the technology is working well.

Action 1. Technology must be accessible.

First the technology needs to be assessed used in higher education institutions and make the necessary changes.
so that everyone can use it.

There is a need to collaborate with the people who provide the technology.
to higher education institutions.
Manuals can also be created on how to make the technology more user-friendly.

It is important that staff of higher education institutions are trained in the accessibility of technology.

Higher education institutions
They need to listen to the views of users and facilitate different ways of using technology.
The technology is frequently tested for user-friendliness.
Everything we do should be recorded.

Action 2. Train teachers in technology accessibility.

The needs of teachers are
assessed first.

This evaluation should be done
together with a team of
educational technology experts.

It can be offered to teachers:

- Participation workshops,
- talk about different cases,
- courses on inclusion,
- help in creating easy-to-understand content,
- support at the time,
- continuous training,
- participate in groups
where they can learn
together,
- accompany them in their progress
- and recognise their efforts.

The aim of working with teachers is to
make them feel confident.
using technology in their classrooms.

Action 3. Check if the technology is working well.

It should be reviewed whether the technology used meets the objectives of inclusion.

To this end, the following actions will be taken:

- we will work with accessibility experts,
- we will conduct ongoing reviews,
- we will listen to feedback from users,
- the accessibility of the technology shall be tested,
- we will store all the information,
- results will be shared
- and will work continuously to improve.

Recommendation 9: Maintain support.

Students with intellectual disabilities must be helped to overcome their difficulties.

To help them with these difficulties political leaders must to have a strategy.

This strategy should provide continuous support through of personalised plans, peer tutoring and one-to-one tuition.

The aim is to create personalised support plans for each student, considering their individual needs.

Personalised support plans ensure that support is tailored to each individual's strengths, challenges and ways of learning.

Peer mentoring and guidance have an important role to play in this ongoing support.

Mentoring is conducive to support between students and creates an environment where students with disabilities feel supported.

Recommendation 9 proposes

3 actions:

1. Develop personalised support plans.
2. Create a comprehensive support system.
3. Facilitating teamwork.

Action 1. Develop personalised support plans.

Personalised support plans will take into account the needs of each student.

Personalised support plans have curricular adaptations, assistive technology and advisory services.

Action 2. Create a comprehensive support system.

A support scheme is set up
which offers counselling, accessibility
and academic guidance.

Within the support plan
assessing the needs of each individual,
collaborating with other organisations
and support is provided on an ongoing basis.
Collaboration is important in order to adapt to
the needs of the students.

Action 3. Facilitate teamwork.

Collaborative actions are promoted where
people work towards success
of students with intellectual disabilities.

Collaborative actions include
awareness-raising activities, training
activities and other activities.
to help students.

Collaboration between
teachers and students is
facilitated.

To this end, community actions are carried
out and communication channels are
established.

Recommendation 10: Evaluate and improve educational practices.

The aim is to continuously review how
teachers teach.

This recommendation underlines the
importance of the university's decision-
makers
to create a learning environment that is
suitable for all students.

Account should also be taken of
that education is always changing, so
university managers should check that the
classes are
are easy to understand.

Recommendation 10 proposes 3
actions:

1. Review how it is taught.
2. Provide opportunities for teachers to
continue training on inclusive education.
3. Working together to constantly improve.

Action 1. Review how it is taught.

Teaching should be planned and reviewed for improvement.

This means using an assessment method that takes into account the needs of each student.

Action 2. Provide opportunities for teachers to continue training on inclusive education.

Teachers are given more opportunities to learn about how to teach in an inclusive manner.

This includes workshops and training so that they can make classes accessible and effective for all.

Action 3. Work together for continuous improvement.

We must work together to achieve better teaching all the time.

Ways of teaching are reviewed and opinions are listened to of students and teachers.

To make the revisions, the following are used
advances in educational research
to make the classes more dynamic.

Follow-up and evaluation of recommendations.

The following section shows
how the above 10 recommendations are
monitored and evaluated.

Monitoring and evaluation of
each recommendation
will be explained by naming the
indicators and how these indicators are
measured.

Recall that an indicator is a signal that helps
us to understand a situation.

The indicators will be displayed
in text tables, which we will see below.

Recall that a text table
is a format that organises information.

It is important to know that the text tables
are not easy to read.

As the area is not easy to
read, it is called a field.

and the recommendations are called measures.

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,	Participation rate in inclusive workshops and focus group discussions	The percentage of educators, students, and parents actively involved	High participation rates, indicating a broad	Attendance records, participation surveys, and workshop evaluations.

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	students, and parents		in workshops and discussions.	representation of perspectives. At least once a year with 10% participation	
		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	Documentation of technology partnerships, reports on technology integration, and feedback from educators and students.

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				with intellectual disabilities.	
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	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	Faculty training records, assessments, and feedback from faculty and accessibility experts.

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	technologies			technologies into course materials. At least 2 trainings per year	
		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 3. Use person-centered	Action 3.1. Develop individualized	Development of Individualized Support Plans	The successful creation of comprehensive individualized support	Completed and well-documented individualized	Records of individualized support plans, collaboration meeting notes, and feedback

teaching approaches	ed support plans for students		plans considering cognitive strengths and challenges, sensory preferences, communication styles, and additional support requirements.	support plans for students with intellectual disabilities. Number of annual plans out of the total population with intellectual disabilities	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 trainings 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	Inclusive curriculum planning that	Curriculum documents, feedback from educators, and evidence of multi-

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			curriculum across various disciplines.	incorporates multi-sensory strategies to enhance learning experiences. Number of annual curricular plans over the total population with intellectual disabilities.	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.	Records of assessment plans, collaboration meeting notes, and feedback from educators and students.

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				Number of customized assessment plans over the total population with intellectual disabilities.	
		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.
Measure 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. Number of documents generated in a year	Guidelines documentation, training attendance logs, and feedback from educators.
		Inclusion into Professional Development	Successful inclusion of communication guidelines into ongoing	Guidelines incorporated into existing	Professional development schedules, documentation of

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			professional development initiatives for educators.	professional development programs. Number of documents generated in a year	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 Onboarding Processes	Successful inclusion of communication training into onboarding processes for new faculty and staff members.	Communication training included as part of the onboarding	Onboarding documentation, training schedules, and feedback from new faculty and staff.

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				curriculum for all new personnel. At least two offers per year	
		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. At least two offers per year	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.

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		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 report	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.
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	Curriculum covering essential topics adaptable to various disciplines.	Curriculum documentation, feedback from educators, and assessment of curriculum coverage.

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			accommodating diverse learning styles in the curriculum.	Number of actions developed for mainstreaming	
		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. Creation 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	Well-trained facilitators	Records of facilitator training, feedback from	

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			for delivering the modules, ensuring deep understanding, facilitation skills, and the ability to address participant questions effectively.	capable of delivering modules effectively. Number of trained and active facilitators	participants, and assessment of facilitator competence.
	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. Identification yes or no	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.	Documentation of coordination efforts, communication channels, and feedback from both internal and external stakeholders.

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				Annual evaluation	
		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 exchange	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.
Measure 6. Use peer mentoring and tutoring	Action 6.1 Establish peer mentoring and tutoring	Program Design	Development of inclusive peer mentoring and tutoring programs considering the unique needs of students with	Well-designed programs accessible and adaptable to diverse needs.	Documentation of program design, inclusivity considerations, and accessibility features.

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	programs accessible to all students		intellectual disabilities at all stages.	Annual evaluation	
		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	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	Accessibility features	Documentation of accessible resources, alternative

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	with intellectual disabilities		participants, providing alternative formats.	incorporated into training materials. Annual evaluation	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 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. Number of attendees	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	Records of awareness campaign themes, approaches, and feedback from participants.

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				disability awareness. Number of campaigns, at least two	
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	Training on Policies	Education of the campus community about anti-discrimination policies and procedures.	Understanding of non-discrimination principles and individual roles.	Records of training sessions, participant comprehension assessments, and feedback.	

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	procedures			Number of trainings, at least two	
		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 annual	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.	Records of organization formation, activities, and inclusivity initiatives.

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				Numbers of trainings, at least two per annual	
Measure 8. Use technology to support learning.	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 trainings, at least two per annual	Records of IT staff training programs, proficiency assessments, and feedback.
		Regular Accessibility Testing	Systematic testing and evaluation of accessibility features of	Consistent and proactive testing	Records of testing schedules, evaluation findings, and

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			platforms and tools, ensuring prompt resolution of identified issues.	of accessibility features. Annual evaluation	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 trainings, at least two per annual	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 trainings, at least two per annual	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.

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	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 last 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.	Documentation of shared findings, communication strategies, and stakeholder responses.

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				At least in 90% of the cases handled	
		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.
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.

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		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.



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	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	Adherence to privacy protocols	Documentation of confidentiality measures,

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			and establishment of protocols to safeguard sensitive information while ensuring relevant stakeholders have access to necessary details.	and secure handling of sensitive information. Permanent review	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.
	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,	Established partnerships leveraging external expertise and resources for	Documentation of collaborative agreements, partnerships formed, and resources obtained from external agencies.

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			mental health services, and academic advising.	enhanced support services. Number of annual agreements (at least 4)	
		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.	Records of coordination efforts, alignment of services, and feedback from students and disability services staff.

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				At least two meetings per year	
		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.	Records of program implementation, student participation, and feedback from participants.

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				At least two workshops per year	
		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.
	Action 9.3 Promote a culture of understanding and collaboration among students, faculty, and staff.	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.

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		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. At least two trainings per year and annual evaluation	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	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	Consistent evaluation cycles	Records of implemented cycles, feedback collection,

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	feedback from students and educators		with academic terms or semesters for timely feedback and adjustments.	and timely adjustments to teaching methods. Yes / No	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.	Acknowledgment and celebration of effective teaching practices. At least one event per year	Records of established recognition programs, faculty nominations, and awards conferred.
	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	Records of offered formats, participation rates, and feedback from faculty.

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				two new additions per year.	
		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.	Existence of 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	Use of data to inform decisions about	Records of data collection, analysis, and decisions made based on data insights.

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			feedback, and other relevant sources.	adjustments to teaching practices. Annual reports	
		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.
		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.

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		Institutional Support for Innovation	Encouraging experimentation with new approaches, technologies, and methodologies.	Fostering an 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.
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3. Area on the promotion of civic and social awareness and responsibility.

Let's remember that when we talk about civic and social responsibility we talk about behaviours and attitudes that promote the common good.

Area 3 is written by professionals from the Pablo de Olavide University of Seville in Spain. These professionals are:

- Rosa Díaz Jiménez
- and María Dolores Yerga Míguez.

Explanation of area 3 is divided into the following sections:

- Summary,
- Introduction and justification,
- Recommendations
- monitoring and evaluation of recommendations
- and References.

Summary.

Area 3 explains how to
university decision-makers must act
for inclusion
of people with intellectual disabilities.

It is also explained as
the heads of the university
should be taught about inclusion in the classroom.
University officials will also provide you with
information and assistance.
students with disabilities. Students
with disabilities need to understand
where they come from,
what they can achieve through university
education and how this can help society.

The aim is also to help these students to get a
job, to show the importance of the
of researching this issue
and create connections between their
personal and social lives.

Introduction and justification.

Making universities places where everyone feels included
we need everyone to understand
the importance of inclusion of people with
intellectual disabilities.

This means that political leaders
and educational institutions must work together to
teach about this issue and to help
students with intellectual disabilities to
succeed at university.

Students with intellectual disabilities must show
that they have academic skills.

There are 4 recommendations to achieve this.

Recommendation 1 focuses on
in students with intellectual disabilities by helping
them to find their way
at university and in life.

Recommendation 2 talks about how
students with intellectual disabilities can get
jobs.

Continued on next page.

Recommendation 3 deals with how to universities can do research on intellectual disabilities.

Finally, in recommendation 4 we see how the wider community can support students by with intellectual disabilities.

The community can provide services that are accessible to all.

All of this helps us to build a world where everyone feels good. and can succeed.

Recommendations.

Below is an outline

to better understand the 4 recommendations that
will now be explained.

1. Supporting university students with intellectual disabilities.
2. Helping students with intellectual disabilities to find work.
3. Making intellectual disabilities more visible and understood.
4. Support the participation of students with intellectual disabilities and their families in social and cultural activities.

Recommendation 1:

Support university students with intellectual disabilities.

It is about understanding the experiences
of people with intellectual disabilities and
how this affects their lives.

It also involves creating personalised projects for
students with intellectual disabilities to learn,
work and live.

These customised projects have to be
adjusted to the needs
of students with intellectual disabilities.

Personalised projects have to take into
account how university affects their life
with their family.
and in their life in society.

Recommendation 1 proposes

4 actions:

1. Getting to know these people and ensure that they have the same opportunity to participate.
2. Work together to plan how they can learn at university.
3. Working together to plan what kind of jobs they can do in the future.
4. Help them plan how they want to live their lives, considering the good and bad things they can find.

Action 1. Get to know these people and make sure that they have the same opportunity to participate.

University students with intellectual disabilities have often had difficult experiences in educational institutions.

This is why universities need to pay attention to this.

It is suggested to create a **specialised service** for students with intellectual disabilities.

A **specialised service** is one that offers specific and expert help or care in a particular area.

This specialised service needs to focus on helping them and work collaboratively with other services.

When a student with an intellectual disability is going to start university, one must get to know each person and his or her life experience.

It is proposed to establish a welcoming **protocol** to assist students during their enrolment.

A **protocol** is a set of rules to be followed at certain events that indicate how certain people are to be treated.

The protocol should collect personal information to help create curricula.

It is important that there is coordination between all university services.

Action 2. Work together to plan how they can learn at university.

As a matter of course to students with intellectual disabilities are only offered one type of programme at the university.

This programme usually focuses on securing employment or live independently.

It is important that programmes are tailored to the needs of the individual student.

Programmes can address general issues

but the way classes are taught must be adapted to the individual.

It is also important to assess training programmes at the beginning, in the middle and at the end.

Evaluating programmes to see if they are working well

or if we need to make changes.

This way of working gives us the opportunity to enhance the students' experience.

Action 3. Work together to plan what kind of jobs they can do in the future.

Students with disabilities should be helped at university

to find good jobs when they graduate. To help them, special plans are made for each student.

From the beginning the university has to think about the future of the students.

You must work together to teach them what they need to know to get a job.

Show them how to use applications and websites to search for jobs.

Action 4. Help them plan how they want to live their lives, considering both good and bad things they can find.

The university also wants to help students to think about in their life outside the educational institution. This means thinking about how they want to live and what things might be easy or difficult.

To help them, you talk to the students about what they want and what concerns them.

Your privacy is also respected and we only talk about what they want to share.

Knowing each student with a disability helps to better assist them.

To help them, special plans are created taking into account their likes and dislikes.

and what they don't like.

This way we make sure that they have a good experience at university.

Discussions with students are held at least once a year.

to make sure everything is OK. You can also talk to other students who have been through the same thing.

This helps them to learn from other people and to feel more comfortable at university.

It would be interesting for students to

The project was designed to give people with intellectual disabilities a space to share with older people about work, studies or living on their own.

All students can learn new things and support each other.

Recommendation 2: Supporting students with intellectual disabilities to find work.

This recommendation helps students with intellectual disabilities to find employment.

To make it easier for students to
The learning of technology and leadership
must be facilitated for people with intellectual
disabilities to have access to job
opportunities.

It is also important for universities to be in
contact with companies.

To this end, companies need to be made
aware of the importance of inclusion.

Moreover, companies have to know the
capabilities of people with intellectual
disabilities.

Recommendation 2 proposes

7 actions:

1. Facilitate **digitisation**.
2. Teaching about technology in an easy way including students with intellectual disabilities.
3. Collaborate with companies.
4. Helping to find work.
5. Facilitating the creation of new things and starting **businesses** by thinking in students with disabilities.
6. Teaching good leadership and understand other people and cultures.
7. Inform companies about disability and how to help.

Digitisation is the conversion of information into a digital format for electronic storage, processing or sharing.

An example is:
Converting a paper book to a digital format for reading on a tablet.

A **business** is an activity where products or services are offered in exchange for money in order to make a profit.

Action 1. Facilitate digitisation.

Everything is becoming more and more digitalised, so it is important that people with intellectual disabilities also know how to use technologies well.

We must therefore ensure that the media at the university are accessible to all.

It is important to facilitate the use of technology to enable students to follow the lessons and improve the quality of their education. their technological skills. All this learning about technology will help them to get jobs.

It is suggested to create a service to give advice on technology and create solutions that are accessible to all.

Working together on this will make the university more inclusive and enjoyable for all.

Action 2. Teach about technology in a user-friendly way including to students with intellectual disabilities.

It is important that everyone learns about new technologies. also students with disabilities.

To make it easier, curricula can be created that are adapted to the needs of each country.
to their needs.

These plans may include learning to use easy-to-understand websites and applications that interest them.

It is also useful to learn technological skills that can help them to achieve work in the future.

To facilitate this it is interesting to that courses include these skills as they will be useful in their working life.

Action 3. Collaborate with companies.

The university can also help students to find jobs by collaborating with companies.

This means that the university works with the companies to make them aware of students with intellectual disabilities.

They can do this by offering internships where students can learn on the job.

These internships can lead to
real work.

The university can also create a
guide to help companies become
more inclusive.

Another idea is to combine training
with work so that students learn while
they work.

It is important that academia and
business work together so that
everyone benefits.

They can also organise events where
inclusive companies come together and
their work is recognised.

Action 4. Helping to find work.

To help find work
it is important to connect with companies
and understand what jobs are available.

It is suggested to have a specialised service
to help students with disabilities to find a job.

It is necessary to analyse what jobs are
available and how they have changed over
time.

Web pages can also be created where students can find job opportunities more easily.

Action 5. Facilitate creation and start businesses with students with disabilities in mind.

In order to help students with disabilities to find work it is important to think about on how they can start their own businesses.

This is called entrepreneurship. Sometimes people with disabilities do not consider this option. but it can be a great opportunity.

To enable them to undertake advice should be offered to show them how they can start their own businesses.

It is also important to provide ongoing support and guidance to to make their business successful.

Action 6. Teach how to be good leaders and understand other people and cultures.

To be good leaders and to understand other people and cultures it is important to receive adequate training. This means learning about leadership, empathy and how to relate to people from different cultures.

Workshops can be held where students with and without disabilities share knowledge and experiences. It is also useful to receive advice of inclusive professionals and companies to know how to apply these skills at work.

Inform companies about disability and how to help.

It is important that companies understand how to help people with disabilities. It is suggested to organise meetings once a year where companies learn good practices and listen to experiences of students with disabilities.

Meetings help to create more inclusive corporate learning. A **certification** system is also proposed for companies to evaluate their policies and work environments in relation to inclusion.

A **certification** is an official document or recognition that confirms that a person or thing meets certain requirements.

The certification recognises the company's commitment to inclusion and helps to improve its internal practices. In addition, companies that demonstrate their cooperation and good work could be recognised with an award.

Recommendation 3: Make
to make intellectual disabilities
more visible and understood.

This recommendation aims to increase
visibility and understanding
of intellectual disability.

To achieve this, they intend to
promote scientific research.
It is also intended to support
research centres, to create
specialised groups
or organise inclusive events.

In addition, it would be highly advisable to
to award prizes that recognise inclusion in the
university context
and aimed at different groups.

Recommendation 3 proposes

5 actions:

1. To support scientific research on people with intellectual disabilities.
2. Support research centres where everyone is involved.
3. Creating research groups offering specialised services.
4. Organise inclusive scientific events.
5. Give university awards that recognise inclusion.

Support scientific research on people with intellectual disabilities.

Disability research is very important at the university. We need more studies and journals that focus on this topic.

We want research to study disability addressed to the general population, not only those that are disability specific for people with disabilities.

We also want to establish rules and reward important research. In addition, it is key that universities and other organisations work together on this issue.

Action 2. Support centres research project in which everyone participates.

All persons should be involved in the research including people with intellectual disabilities. Your ideas and experiences are valuable.

This is why it would be useful to create research centres where everyone can work together.

A good example is the **Living with Disability Research Centre** which stands for centre for research on living with disabilities and is located in Australia

Here people with disabilities are part of the research team and also assist in the studies.

The **Living with Disability Research Centre** studies the lives and experiences of people living with cognitive disabilities in Australia.

Action 3. Create research groups offering specialised services.

It is important that persons with intellectual disabilities also participate in the investigations.

The ideas and experiences they bring to the table people with intellectual disabilities are of great value.

This is why it makes sense to set up special research groups to help other teams.

to better understand the needs of people with disabilities.

These ad hoc research groups will provide advice and support so that everyone can do research in an inclusive way.

Action 4. Organise inclusive scientific events.

Universities want to share their knowledge with all people including people with intellectual disabilities.

Organising scientific events that everyone can understand is very important.

To achieve this, we need to make sure that these events are easy for everyone to understand.

In order to achieve this, we can be assisted by a specialised team and we can also **fund** these events so that everyone can participate.

To finance is to provide money or resources to carry out an activity, project or business.

Action 5. Provide university awards that recognise inclusion.

It is appropriate to reward those who strive to include everyone in the university.

These awards are for individuals, student groups or departments that work hard for inclusion and diversity.

Students with intellectual disabilities will also help choose the winners. Awards will be presented at a ceremony each year to recognise their excellent work.

Recommendation 4: Support the participation of students with intellectual disabilities and their families in activities. social and cultural.

Recommendation number 4 deals with to encourage the participation of students with intellectual disabilities and their families in social and cultural activities.

This helps them to feel included and to enjoy experiences in the community.

It also facilitates understanding and respect for diversity.

Recommendation 4 proposes 4 actions:

1. Helping students with intellectual disabilities to create places where they can be creative and sociable.
2. Offering help to families and taking care of the environment.
3. Connecting the university with the city so that everyone benefits.
4. Make cultural and sporting activities accessible to all.

**Action 1. Assist students
with intellectual disabilities to create
places where they can be creative and sociable.**

This action aims to help students with intellectual disabilities to have places where they can be creative and sociable.

These places are self-directed spaces for innovation and coexistence.

Universities can provide them with advice on how to create these spaces as inclusive sports teams.
or reading clubs.

It is important that these places receive financial support to sustain themselves.

It is also important that universities evaluate their use to ensure that they meet the needs of students.

**Action 2. Provide support to families
and care for the environment.**

The aim is to offer help to families and care for the environment of students with intellectual disabilities.

Support during the transition is proposed to the university with campaigns and workshops. It is also suggested to create spaces for students with and without disabilities to talk and share experiences.

A network of families is envisaged to provide mutual support to each other. It is key to protect the rights of students and avoid reliance on **charitable** services.

Charity is the human attitude or behaviour of helping others.

Connect the university with the city so that everyone benefits.

It is suggested to collaborate with local organisations so that students with disabilities can participate in activities. off-campus social and cultural events.

It is also proposed to organise joint events
between students and the community.
to facilitate social relations.

The creation of inclusive leisure groups
and the dissemination of cultural activities
are envisaged.
through an accessible communication channel.

Action 4. Make cultural and sporting activities accessible to
all.

The cultural and sports service with the help of
The service provider for students with
disabilities must ensure that these activities
are accessible to all.

They can adapt existing events or
create new inclusive spaces.
They should also check on a regular basis
to see if they are accessible to all.

Follow-up and evaluation of recommendations.

The following section shows
how the above 4 recommendations are
monitored and evaluated.

Monitoring and evaluation of
each recommendation
will be explained by naming the
indicators and how these indicators are
measured.

Recall that an indicator is a signal that helps
us to understand a situation.

The indicators will be displayed
in text tables, which we will see below.
Recall that a text table
is a format that organises information.

It is important to know that the text tables
are not easy to read.

As the area is not easy to
read, it is called a field.

and the recommendations are called measures.

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 1. Accompany university students with intellectual disabilities	Action 1.1 Getting to know people through access	Access and inicial transicion 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

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	Action 1.4 Co- Designing Life Pathways: Opportunit ies and Vulnerabili ties	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 intergeneration	Existence of space	Yes/No	Universities
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-Participatory Technological 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 fabric	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

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		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	Joining the service	the	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.
Action 2.6. Develop leadership, empathy and intercultural strategies for students with	Workshops with participatory methodology on leadership, empathy and interculturality.	At least 3 per year (one per theme)	Yes/No		Universities	

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	intellectual disabilities				
	Action 2.7. Raise awareness and train of 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.
Measure 3. Visibilisation of intellectual disability.	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	An annual award	Universities

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	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



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	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 4. Commitment to	Action 4.1. Accompan	Advisory service for the construction of spaces for innovation and social interaction	Creation of the service	Yes/No	Universities

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social and cultural activities for students with intellectual disabilities and their families.	y students with intellectual disabilities in the construction of spaces for innovation and social interaction	Economic promotion of spaces for innovation and social interaction	Evaluation and financial endowment of spaces	Yes/No	Universities
	Action 4.2 Promoting family support services and the environment	Recruitment of university students with disabilities for families	Campaigns to promote university life with a focus on families	At least once a year	Universities
		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 accompaniment among 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	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

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	cultural and sporting offerings				
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References.

The references are the works that the authors have used to write this area.

The naming of works is not easy to read.

The material is not easy to read.

-CERMI (2020). UNIVERSITY AND DISABILITY Inclusion of disabled people

people with disabilities in Spanish universities. Proposals to maximise the social responsibility of universities in accordance with the Sustainable Development Goals (SDGs) and the 2030 Agenda. CERMI state report on the regulatory reform on the inclusion of people with disabilities in the Spanish university system. Available at:

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

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4. Area on cooperation between educational institutions and the third sector.

When we talk about higher education **institutions**, we are referring to university studies.

And when we talk about the third sector, we are referring to associations that address social needs.

and support people as a group.

An **agency** is a collection of offices, units or jobs that form a body or institution.

Area 4 is written by a practitioner from Asociación Paz y Bien:

- José Luis Gordillo García

Explanation of area 4 is divided into the following sections:

- Summary,
- Introduction and justification,
- Recommendations,
- monitoring and evaluation of recommendations.

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Summary.

Area 4 shows
the relationship between
the university and the third sector.

The third sector is in charge
of providing support and
care
people with disabilities and their
families throughout their lives.

In addition, 6 points are proposed
which seek to defend
the social commitment of the university
and the relationship that exists
between the two sectors.

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Introduction and justification.

At present, the university
faces a challenge with society
because it seeks to promote
a more inclusive and diverse society that
engages with the most vulnerable and
disadvantaged groups.

Spanish law recognises
as one of the main functions of the
university environment,
encourage students and citizens to
participate in activities related to
volunteering and the third sector.

It also identifies persons with
intellectual disabilities
as persons of special concern
facilitating their inclusion
in the university environment in many ways.

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As we have already mentioned, the third sector is made up of associations that attend to social and common needs that cannot be met by other sectors.

It is important for each university to know what role it has in society in order to initiate university techniques that are related to:

- Teaching,
- The research
- And **exchanges** of knowledge.

Finally, it should be noted that the social responsibility of the university should avoid being **synonymous** with **solidarity**, as it should aim to solve real social problems.

An **exchange** is an equal exchange of one thing or person for another.

A **synonym** is a word or expression that has the same meaning as another word or expression.

Solidarity is defined as mutual collaboration between people, especially in cases of need or difficult situations.

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Recommendations.

Below is an outline to better understand the 6 recommendations explained below.

1. Encourage participation.
2. Support capacity building programmes.
3. Build bridges for the continuity of inclusive guidance for students with intellectual disabilities.
4. Motivate research.
5. Encourage innovative community participation initiatives.
6. Create simple information elements and respect good practices of collaboration

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Recommendation 1:

Encourage participation.

Universities should seek partnerships with national and international third sector organisations.

The idea is to create joint initiatives promoting the inclusion of persons with intellectual disabilities in society.

Recommendation 1 proposes

5 actions:

1. Third Sector Partnership Scheme.
2. Useful scheme of relationships.
3. **Dafo** of relationships.
4. Plan to improve and maintain relationships.
5. Establish new relationships.

A **SWOT** is a scheme where weaknesses, threats, strengths and opportunities are analysed in order to improve company strategies.

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Action 1. Third Sector Partnership Scheme.

In order to organise initiatives
jointly, a scheme should be
developed
of social associations that attend to
people with intellectual disabilities in the
university environment.

It is also important to identify the
resources that will be needed.
whether human, material or financial, to carry
out the actions
effectively and safely over time.

Action 2. Useful scheme of relationships.

It is important to identify
the relationships that exist,
in addition to knowing those
with whom you have a positive
relationship and know where they are
located.
in different parts of the university.

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Action 3. Relationship Scorecard.

These relationships should be analysed through a SWOT analysis, taking into account:

- People's participation reference within the university.
- The intention to support the social inclusion of people with disabilities.

Action 4. Plan to improve and maintain relations.

It consists of creating a plan that is as realistic as possible. to foster, maintain and enhance these existing relationships.

Action 5. Establish new relationships.

It is important in this section to encourage encounters with new institutions so that more opportunities can be created.

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To this end, it is proposed to organise annual events where representatives of universities and the third sector meet to assess opportunities for collaboration, share experiences and debate common goals in the field of inclusion.

These acts could include project fairs, **round tables** and workshops to facilitate the creation of new partnerships and joint projects.

A **round table** is a meeting of experts where specific topics are discussed.

These support networks will promote the creation of programmes where students with and without disabilities are brought together, encouraging friendship, mutual support and the exchange of experiences.

These initiatives aim to social integration and personal development because they are going to extend beyond of the university environment.

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Recommendation 2: Support capacity building programmes.

It consists of providing resources
for learning programmes that
enhance the capacities
and the knowledge of educators, support
staff
and community members.

These resources will be offered at
national and international level and
will be for both the university
environment and the third sector.

Recommendation 2 proposes
4 actions:

1. Service learning programmes.
2. University internships.
3. To offer training programmes
tailored to the needs of
third sector.
4. Encouragement for continuous learning.

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Action 1. Programmes service learning.

It consists of promoting the incorporation of third sector organisations and people with intellectual disabilities in university education using **service learning** methodology.

Service learning is an educational approach that combines learning and community service processes, where students learn while helping to improve community needs.

In addition, they also recommend the use of strategies involving tools such as art and creativity.

Action 2. University internships.

In the university it is necessary to strengthen the relationship between the academic tutor and the professional tutor during the training placements to detect any needs that may arise.

Offer training programmes adapted to the needs of the third sector.

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It consists of designing
with third-sector organisations,
training programmes adapted to
their needs
thereby ensuring that they learn the skills
and knowledge necessary to live in
community.

Action 4. Incentives
for constant learning.

In the university it is necessary to create
a technique of incentives and rewards
where there are meetings to assess
and motivate participation in the
programmes that are carried out, thereby
encouraging
lifelong learning.

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Recommendation 3. Building bridges for the continuity of inclusive guidelines for students with intellectual disabilities.

Within the university, the continuity of full support must be promoted.

at all stages of their academic life, from the start of their training until they enter the world of work.

Recommendation 3 proposes

4 actions:

1. Access to higher education.
2. Communication support.
3. Community mentoring.
4. Follow-up of graduates.

Action 1. Access to higher education.

In the university it is important to collaborate with third sector organisations to design higher education access programmes for people with intellectual disabilities.

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These programmes must guarantee support from the outset.
person-centred.

Action 2. Communication support.

This section consists of incorporating the work that is carried out with third sector organisations to the university's academic and vocational guidance services, to serve as a resource tailored to needs.

Action 3. Community mentoring.

It is important to establish partnerships with NGOs and other community-based organisations to expand the groups of professionals during the training phase.

This makes it easier for them to to university students with intellectual disabilities access to professionals with experience in social and community integration.

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Action 4. Follow-up of graduates.

This action offers the possibility to set up follow-up programmes after graduation of students in cooperation with the organisations sector, in order to assess in depth the change in university education. to the professional life of graduates.

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Recommendation 4.

Motivate research.

This section focuses on explaining that it is important to offer awards such as research grants to carry out research projects.

These projects are aimed at collaboration between higher education institutions, and between third sector entities, whether national or international with the intention of meeting the needs of people with intellectual disabilities.

Recommendation 4 proposes

5 actions:

1. Liaison with research projects.
2. Social **consultancy**.
3. Research mentoring.
4. Collaboration Impact Awards.
5. Transfer of results.

A **consultancy** is a specialised service that aims to guide a company that has specific problems and cannot solve them on its own.

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Action 1. Liaison
with research projects.

It consists of building online platforms that are dedicated to collaboration and the exchange of information between academic researchers and among third sector professionals.

This facilitates networking and co-development of research projects.

Action 2. Social consultancy.

The idea is to organise steering **committees** that include:

- Representatives of the academic environment.
- Third sector organisations.
- People with intellectual disabilities.

A **committee** is a group of people who represent the workers of a company to defend their interests.

These committees seek to guide and evaluate research projects collaborating from different perspectives.

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Action 3. Research mentoring.

The aim is to develop mentoring programmes that will bring together researchers from academia with experts from organisations third sector.

The aim of these tutorials is to encourage collaboration and exchange of information of knowledge, in order to meet specific needs of people with intellectual disabilities.

Action 4. Collaboration Impact Awards.

The aim is to specific awards and prizes for research projects demonstrating a significant change in improving inclusion and quality of life of people with intellectual disabilities.

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Action 5. Transfer of results.

This action seeks to establish mechanisms for the dissemination of results that ensure that the research meetings reach out to both the academic community as well as third sector organisations.

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Recommendation 5. Encourage innovative community participation initiatives.

The idea behind this recommendation is to support group efforts to involve the community in inclusive education initiatives to include campaigns, events and programmes that promote understanding and support for people with intellectual disabilities.

Recommendation 5 proposes

3 actions:

1. Community awareness-raising.
2. Volunteering.
3. Community resource space.

Action 1. Community awareness-raising.

It consists of launching awareness-raising campaigns through the creation of inclusive encounters and dialogues.

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These meetings will allow for the exchange of ideas, experiences, concerns and proposals, thus fostering a more inclusive environment.

Action 2. Volunteering.

This part talks about facilitating volunteer programmes that include members of the community in activities and projects that support inclusive education, creating opportunities for direct interaction with the with people with intellectual disabilities.

Action 3. Community resource space.

In this section, 2 initiatives are proposed to promote community inclusion and participation through a platform.

Firstly, it is proposed to develop an online platform that will act as a as a resource centre for the community.

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This platform is designed to provide accessible information on intellectual disabilities, events and participation opportunities for the whole community.

It also serves as a space for sharing resources, academic tools, research and best practices related to inclusive education.

Secondly, it is proposed to develop innovative and creative communication strategies. through this platform, with the aim of disseminating messages related to inclusion, diversity and community participation.

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Recommendation 6. Create simple information elements and respect good collaboration practices.

This recommendation talks about to develop information systems to monitor the process and outcomes of collaborative projects.

In addition, to put in place measures to ensure that the following are met inclusion-related objectives.

Recommendation 6 proposes 5 actions:

1. Standards of superiority.
2. Success and Transparency Evaluation Committee.
3. Supporting good practice.
4. Superiority awards.
5. Dissemination of good practices.

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Action 1. Standards of superiority.

The aim is to establish clear reflections and concrete ways of assessing good practice, ensuring that they meet the objectives inclusion and improvement of the quality of life of people with intellectual disabilities.

Action 2. Success and Transparency Evaluation Committee.

This section talks about creating an evaluation committee composed of:

- Inclusion experts.
- Representatives of the academic environment.
- Third sector organisations.
- People with disabilities.
- Community members.

The idea is to analyse successful initiatives and take these practices to other cultures and improve their results.

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Action 3. Supporting good practice This part talks about creating a process where the initiatives that have been implemented can be constantly reviewed.

This will allow us to make continuous changes and improvements to adapt to emerging needs.

Action 4. Superiority awards.

This section consists of developing an award scheme to highlight the most important initiatives.

Action 5. Dissemination of good practices.

It is important to promote dissemination of good practice through the media, raising public awareness and acknowledging the efforts to make inclusion a success throughout this process.

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Follow-up and evaluation of recommendations.

The following section shows how the above 6 recommendations are monitored and evaluated.

Monitoring and evaluation of each recommendation will be explained by naming the indicators and how these indicators are measured.

Recall that an indicator is a signal that helps us to understand a situation.

The indicators will be displayed in text tables, which we will see below.

Recall that a text table is a format that organises information.

It is important to know that the text tables are not easy to read.

As the area is not easy to read, it is called a field.

and the recommendations are called measures.

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 1. Encourage Cooperation	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 with Service 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
	Action 1.3. SWOT of relations	Existence of the analysis	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	Yes/No	SEEDI and different university bodies involved

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		Evaluation of the plan	At least 1 per year	SEEDI y different university bodies involved
		Number of materials, number of support persons (personal resources), adaptations made.	Annual evaluation	SEEDI y different university bodies involved
	Action 1.5 Establishing new relationships.	Number of new contacts	At least 3 per year	Universities
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/speciality	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 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
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

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	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
	Action 5.2. Volunteering	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 nte	SEEDI
Measure 6. Establish clear reporting and accountability mechanisms and re- gard 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

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collaborative practices	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

Area 5: Inclusive research.

Area 5 is written by professionals from the Universal Learning System in Arklow, Ireland. These professionals are:

- Alan Bruce
- Imelda Graham

The Universal Learning System is an international **consultancy** working in research, education, training and project management. Training is training which allows the person who receives it to acquire knowledge to develop skills that allow them to carry out their work in a better way.

A **consultancy** is a company or person who advises others on specific issues.

Explanation of area 5 is divided into the following sections:

- Summary,
- Introduction and justification,
- Recommendations
- Monitoring and evaluation of recommendations
- and References.

Summary

Inclusive research is a form of research that wants to involve and **empower marginalised groups** in research. Inclusive research aims to make visible marginalised groups that have not participated in mainstream research.
previously made.

Inclusive research aims to understand the needs of marginalised groups.

The purpose of inclusive research is to ensure that the research benefits the target group.

This can lead to a better understanding of social problems and better outcomes.

Inclusive research can be important for health, education, education and health care and social services because of the difficulties that marginalised groups have to cope with.
access in society.

When marginalised groups participate in inclusive research they can offer better solutions to their problems.

Empowerment is giving power to a disadvantaged person or social group.

A **marginalised group** is a group of people who are not integrated into society.

In this area there are 4 recommendations.

Recommendation 1 talks about how to inclusive research needs to work together with the whole of society and social determinants.

The social determinants are health and social situations in which people are born, grow up, work, live and grow old.

Recommendation 2 speaks of of people's different experiences and the importance of including these experiences in the research results.

Recommendation 3 talks about the collaboration of researchers from different countries, taking into account the characteristics of each culture so that the results benefit learning in all countries.



Finally, recommendation 4 talks about recognising common problems of people in different countries and the importance of collaborating between countries to achieve common objectives and equality for all.

Introduction or justification.

Inclusive research will achieve better results in the future when you take into account people with intellectual disabilities and all the characteristics that surround them such as social characteristics. and at national and international level.

Inclusive research takes into account the 2015 UN Strategic Development Goals. Goal 10 talks about reducing inequalities and Goal 4 talks about achieving universal access. to quality higher education.

The researchers Oliver in 1992 and Strnadová and Cumming in 2014 talk about counting on people with disabilities when researching them.

Researchers Walmsley and Johnson speak in 2003 that research with people with disabilities can follow these principles:

- Research must belong to persons with intellectual disabilities even if they do not initiate the process themselves of the research.
- Research must be of interest to people with intellectual disabilities and researchers without disabilities should support persons with disabilities in research.
- Inclusive research must be collaborative so that people with intellectual disabilities are involved in research with support of people without disabilities.
- Persons with disabilities should have responsibilities during research and in research results.
- The research topic, process and reports must be accessible to people with disabilities.



To include persons with disabilities
in the investigation it should be borne in mind that:

1. The researcher Jiménez Lara in 2021 speaks that the rights of persons with disabilities have to be present in research.
2. Researchers Toboso and Arnau in 2008 say that the research should count on with the capabilities of people with disabilities.
3. Researcher Pallisera in 2013 talks about how research should be person-centred.
4. Researchers Figueroa, Ospina and Tuberquia in 2019 say that research must work with universal design for learning.

Research and good practice centres address
existing problems
in the inclusion of students
with intellectual disabilities at university.



IHES project in 2023 develops
disability observatories
in the European Union, based in universities, linked to
policy, good practice
and research.

In the United States, the university participation of
students with intellectual disabilities
is recognised as post-secondary education.
Post-secondary education is education for
young people who have completed
secondary education and develop skills and
competencies to generate knowledge, solutions to
challenges and to identify
new problems for the benefit of society and to
support the demands of the labour market.

What are the reasons for using
inclusive research?

There are several **ethical**, scientific and social
reasons that justify inclusive research
we will highlight the following:

Ethics are beliefs
about what is right
or wrong in people's
behaviour.

Continued on next page.

- Research must be inclusive
because it is the right thing to do.
When we exclude groups that can benefit
from the research
we are not doing the right thing.
- The results of inclusive research will be
more accurate and will help to
better for the population.
When there is exclusion of groups
The results of the research may not
represent the entire population.
- Inclusive research works with the
views, experiences and needs of
the groups.
involved in the research and acts
inequalities in areas such as health, education
and public services.
and will benefit people's lives.
- Including different opinions in research helps
to create more modern solutions.
and effective solutions to problems.
These solutions can lead to
to better understand society's problems and
achieve better outcomes for the population.

Continued on next page.



- Inclusive research can strengthen communities by participating in the research process, taking into account their opinion and addressing their interests and concerns.

In conclusion, inclusive research is essential for better outcomes for people and communities. seeking equality in a sustainable manner at all stages of research.

In this way, research can be more inclusive and be more credible for science, because it improves the quality of education.

It is important to recognise this form of research to ensure the quality of the work.

There is a need to ensure that research projects are recognised.

Recommendations.

Below is an outline

to better understand the 4 recommendations that will now be explained.

1. The holistic approach to inclusive research.

A holistic approach is a way of working collaborative and participatory community-based manner to ensure that the research addresses the needs and priorities of the community.

2. Inclusive research with an intersectional approach.

Intersectionality serves to recognise that people have different social characteristics such as gender, ethnicity and social identity. and how these characteristics shape people's experiences.

3. The international approach of inclusive research

4. The transnational approach of inclusive research.

Transnationalisation is a way of strengthening relations between countries.

Recommendation 1. The holistic approach to inclusive research.

The research design must take into account the social determinants of health such as:

- the socio-economic situation, such as household income, employment and housing,
- education
- and access to health care.

Inclusive research needs to include community members, policy makers, educators, and other stakeholders in the research process.
and health professionals.

Recommendation 1 proposes

4 actions:

1. Ensure cultural diversity in research teams.
2. To create knowledge among social entities and civil society organisations.

Continued on next page.

3. Ensure equality, safety and respect for ethical principles in the research process.
4. Sustaining research over time.

Action 1. Ensure cultural diversity in research teams.

The research has to include people in its working teams of various races, **ethnicities**, gender, age, and intellectual and physical disabilities.

Ethnicity is the group of people who share common cultural traits, language, religion and other characteristics.

This diversity in research will ensure a better research process.

because it will yield more comprehensive and inclusive conclusions for society.

It is important to train researchers, university students and teachers to do inclusive research. and that the research design, communication techniques and ethical principles are accessible and effective for individuals with intellectual disabilities, respecting their dignity and autonomy.

It is important to ensure that all research documents and results are accessible to the whole of society, including politicians.

It is important to use easy-to-read summaries and disseminate them on social networks to the population and politicians and translate into other languages where necessary.

It is important to ensure that there are specific dates for publishing reports and to provide the public and businesses with up-to-date data.

These reports shall be made once a year but may be made more than once a year.

Action 2. Create knowledge among social entities and civil society organisations.

It is important that organisations, people and community leaders to participate in the research in order to create the objectives, the way of working and the results of the research among all of us.

Technology can facilitate the participation of people with intellectual disabilities in research because it helps to create knowledge in the population.

Using accessible applications to collect data and augmentative communication applications can help research.

Artificial intelligence and augmentative reality can also facilitate research.

For example, using virtual reality to create simulated environments where participants are more comfortable sharing their experiences.

Action 3. Ensuring equality, security and respect for ethical principles in the research process

When we develop the research there are to ensure that participants understand the purpose of the research, their risks and benefits, and that their participation is voluntary and that they have received information of how the research will be so that there is no doubt among participants.

Dialogue, active listening and respect should be encouraged in research.

to all those involved.

It is also important that there is equality among participants during the research and its outcomes.

Equality requires equality-based research for all participants, with questions and objectives that count with marginalised communities.

Finally, it must be ensured that all research participants, including those from marginalised communities, receive just compensation for their time and input.

An example might be naming them in the research publication, offering opportunities training or financial rewards.

It is also important to analyse the results taking into account demographic factors. to better understand the experiences of different groups.

Demographic factors give information on groups of people according to age, sex, place of residence, among other characteristics, and may include include socio-economic factors such as employment, housing and income.

Action 4. Sustain research over time.

Research must maintain interest and not be forgotten, in order to achieve this, it is necessary to:

1. Develop ideas that will ensure the continuity of research over a long period of time.
2. Evaluate from time to time that the research process and results are inclusive.
3. Gathering everyone's opinion research participants
4. Reflecting on the results
5. Making changes to improve inclusion of the groups involved in the research and the results of future research.

Recommendation 2: Inclusive research with an intersectional approach.

It is important to incorporate intersectionality in research in order to collect, analyse and interpret their data and understand the complexity of people's lives.

Recommendation 2 proposes

4 actions:

1. Ensuring cultural diversity in research teams
2. Involving all participants in research
3. Include an intersectional approach in the various research processes
4. Ensuring equality and respect for ethical principles in the research process over time

We will now develop the 4 actions of recommendation 2.

Action 1. Ensure cultural diversity in research teams.

Research teams have to ensure that people with disabilities are included in their teams.

different characteristics such as, for example:

- Race,
- ethnicity,
- gender,
- sexual orientation,
- socio-economic status,
- disability,
- the age
- and other identities.

Diversity can enrich the research process and lead to better results.

On the other hand, recognising and acknowledging the privileges and marginalisation of the people who form the research teams and encourage dialogue on the experiences that may arise in research can help to understand their possible causes.



Action 2. Involve the research population and research stakeholders in research

It is important to involve the population in the investigation of leaders.

and organisations to create the research objectives together, the way of working and the results of the research.

Collaborate with specialised organisations such as LGBTQ+ organisations, human rights organisations of persons with disabilities and other social organisations can ensure that research is inclusive and respectful of different people and their experiences. The acronym LGBTQ+ stands for:

- lesbian
- gay
- bisexual
- transgender,
- **queer**
- the + symbol includes other minorities where their sexual orientation does not fit into any

Queer is a word that describes a gender and sexual identity that rejects the classifications of male and female.

of the above groups.



In order to reach the whole population, individuals or professionals, it is important to organise awareness-raising campaigns on the importance of inclusive research. These campaigns can take the form of webinars, conferences, publications in the media and public events that talk about the benefits of including people with disabilities in research.

Action 3. Include an intersectional approach in the different research processes When designing research questions and the objectives of the research differences must be taken into account of the people participating in the research and how these differences influence the results. For this reason, differences in research need to be addressed so that they do not influence the results.

When collecting data there are The intersectionality of people must be taken into account.

The data can be obtained from
e.g. with surveys or interviews
and it is important that they capture as many of
the characteristics of people as possible
and their experiences.

The following should also be taken
into account when analysing the data
demographic factors, for example:

- race,
- sex,
- age,
- disability,
- income,
- among other helpful information
to better understand the experiences
of the groups.

Action 4. Ensuring equality
and respect for ethical principles in
the research process
over time

It is important to obtain informed consent from the
participants by explaining that
your participation is voluntary and informed.

They also understand the research, its risks and benefits.

The following should also be taken into account recognition of all participants.

The research participants in particular those belonging to marginalised populations must be compensated for their time and their contributions.

Other ways of compensating participants in addition to financial compensation, such as recognition, should be considered.

in publications or provide opportunities to develop their training.

In addition, a system of incentives should be put in place for future research projects and recognitions for that there are integrative practices.

Research must also be evaluated from time to time and be inclusive, and collect feedback from all participants in order to make adjustments and improvements. the results of future research.

Recommendation 3: The international approach to inclusive research.

Sharing research results at the international level helps to bring new knowledge and promote cross-cultural learning.

For this to happen, investigators from different countries must collaborate on research.

so that this research can be developed in other countries.

Cultural factors must be taken into account and the unique characteristics of each country may influence the results.
of the research.

Recommendation 3 proposes

4 actions:

1. Ensuring intercultural collaboration
2. Include an intersectional approach in the various research processes
3. Ensuring equality and respect of ethical principles in the research process
4. Learning and continuous improvement

Action 1.

intercultural collaboration.

Research teams have

to include people from different countries
and different cultures.

Diversity of opinion can enrich research and
create conclusions.

more comprehensive and inclusive.

In order to achieve intercultural
collaboration, it is necessary to work with
institutions,
international researchers or professionals.

It is important to encourage collaboration
between researchers from different
countries.

and cultures and that there is dialogue, active
listening and mutual respect in order to
address

any misunderstandings that may arise during
the investigation.

The social, economic and political situation must
also be taken into account.

and environmental inequalities in different
countries. The inequalities that may exist
within countries may be different from the
inequalities in our country.

Finally, public participation is an important inclusive step, populations need to be involved in different countries in the research. This may include engagement with local leaders, organisations or individuals. to create the research objectives, methods and results.

In order to achieve this participation, outreach and awareness-raising campaigns for research professionals should be organised. and the general public to learn about the importance of inclusive research.

To ensure that research is inclusive and relevant to the world's problems partnerships with international organisations should seek guidance and collaboration international organisations such as NGOs, UN agencies or research institutions.

Action 2. Include an international approach in the different research processes. It is important to adapt research methods to reflect cultural sensitivity.

This can be achieved by
translating surveys or interviews
appropriate materials must be used in
the local languages
and cultural norms and practices in
each country must also be taken
into account.

To ensure that the results of the
research are accessible
and disseminated in the different countries
and cultures need to translate the results
and use different communication channels
and collaborate with international institutions
to reach the widest possible audience.
Communication channels are tools for
exchanging information between the person
who transmits the message
and the person receiving the message.

**Action 3. Ensuring equality
and respect for ethical principles in
the research process.**

It is important to obtain informed consent from
the participants by explaining
that participation is voluntary and informed.

They also need to ensure that they understand what is involved in research, its risks and benefits.

The following should also be taken into account the recognition of all participants from the different countries involved in research.

Research participants should be compensated for their time and contributions in particular by low and middle income.

Income is the income a person receives.

It is important to think in other ways to compensate participants in addition to financial compensation such as recognition in publications or opportunities to develop their training.

Action 4. Learning and continuous improvement.



It is necessary to evaluate from time to time in the different countries that the research is inclusive and that the research process and its results reflect the opinion of all participants to make adjustments and improve the inclusiveness and impact of future research efforts.



Recommendation 4: Transnational approach to inclusive research.

In recommendation number 4 we are going to talk about the impact of transnational factors in people's health and wellbeing such as displacement, access to health care and exposure to environmental risks.

The connection that exists must be recognised in the world of health and social problems, such as migration, climate change and infectious diseases.

For these reasons, it is important to participate in transnational partnerships. research to address common challenges and to promote equality and justice around the world.

Recommendation 4 proposes 4 actions:

Continued on next page.

1. Involving the different populations
2. Social consultancy
3. Ensuring equality and respect
of ethical principles in the research process
4. Capacity building of people and knowledge
sharing
through a reflective process.

Action 1. Involve the different populations

Collaboration must be encouraged.

with the people and the population

who have experience of transnational challenges

to involve them in the research process from the

outset, including the design and implementation of
the research.

of the research questions, data

collection, and the development

of the research questions, data

and the interpretation of the results.

This process achieves research that is
respectful and sensitive to the needs
and experiences of those most affected.

It is important to foster collaboration
between researchers, practitioners,
political decision-makers and population leaders
in different countries.



Collaboration enables them to identify common challenges and new solutions that address the world's health and social problems.

Action 2. Social consultancy

The research needs to be developed with different professionals to address transnational health and social issues in order to integrate the related knowledge with public health, environment, anthropology, sociology, sociology and international relations.

Anthropology is the science that studies the culture of human communities and sociology is the science that studies the culture of human communities. that studies society.

International relations are the set of exchanges between states in the political, economic, cultural and social spheres.

When designing research the different experiences of marginalised and vulnerable populations must be taken into account.

The problems of **migrants** are also important for research, refugees and people living in areas affected by environmental risks.

A **migrant** is a person who moves from his or her country of origin to another country.

When collecting data, it is necessary to take into account different geographical areas and cultural differences. One way to collect data is to look at the different characteristics of the population and that the data collected cover a large population. It should be noted that breaking down the data by demographic factors such as disability, gender or ethnicity helps to identify inequalities in the population.

The results of the research must reach everyone. It is important to translate the results into several languages and to ask for the collaboration of international organisations, politicians and other groups to spread awareness. and actions to be taken on health and social issues at the transnational level.

Action 3. Ensuring equality
and respect for ethical principles in
the research process.

It is important to have the informed consent of the
participants especially when
different countries are involved in the research.
The culture of the participants must be
respected and they must understand what is
involved.
research, its risks and benefits.

Equality and justice must also be
promoted throughout the world by using
policy as a tool to achieve this.

We need to think about how to improve
access to health care, to address
environmental hazards
and protect the rights of migrants.

Action 4. Capacity building
people and knowledge sharing through a
reflective process.
It is important to invest in initiatives to develop
learning and knowledge sharing to help individuals
and communities
to address transnational challenges.

Some initiatives may include sharing good practices, create links between communities and provide resources that support sustainable solutions.

Always be informed of new problems emerging in society and to adapt research to the needs of the to address future transnational challenges.

It is also necessary to think about and evaluate The research interventions impact on the population on a regular basis, and feedback should be used to refine approaches and improve results. Feedback is giving back information that you receive in order to improve results.



Follow-up and evaluation of recommendations.

In the following section you will find how the monitoring and evaluation of the 4 recommendations is carried out.

Monitoring and evaluation of each recommendation will be explained by naming the indicators and how these indicators are measured.

Recall that an indicator is a signal that helps us to understand a situation.

The indicators will be displayed in text tables, which we will see below.

Recall that a text table is a format that organises information.

It is important to know that the text tables are not easy to read.

As the area is not easy to read, it is called a field.

and the recommendations are called measures.

5.3. Monitoring and evaluation of the proposed measures

Area 5: Inclusive Research					
MEASURE	INDICATOR		DEFINITION OF THE INDICATOR	LEVEL TO BE REACHED	PROPOSED SOURCE OF INFORMATION TO MEASURE THE INDICATOR
<p>Measure 1. Holistic Approach to Inclusive Research</p> <p>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</p>	<p><i>Action 1.1</i></p>	<p>Ensure that research teams include individuals from diverse backgrounds, including race, ethnicity, gender, age, disability both physical and cognitive.</p>	<p>Assess range of participants</p>	<p>Yes/No</p>	<p>Team participants</p>
		<p>Training programmes and workshops in inclusive research methodology</p>	<p>Training development</p>	<p>At least two per year</p>	<p>Universities</p>

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<p>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.</p>		<p>Ensure that 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.</p>	<p>Transparent and regular open communications using accessible language and methods</p>	<p>At least once a year</p>	<p>Records of communications</p>
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	<i>Action 1.2</i>	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.	Plans for participation	Varied groups	Proposed varied invitation lists
		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
	<i>Action 1.3</i>	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	Review documents

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		Prioritise ethical considerations	Prepare appropriate	Comprehensive	Templates
		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	forms	terms established	
		Seek to address power imbalances and inequities within the research process and outcomes.	Monitor any potential imbalances	Changes made	Agreed final documents

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		<p>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.</p>	<p>Agreed terms and conditions for equitable participation</p>	<p>Yes/no</p>	<p>Documentary evidence</p>
		<p>Analyse data based on various demographic factors to better understand the nuanced experiences of different groups</p>	<p>Use suitable measurements based on participating groups</p>	<p>Yes/no</p>	<p>Data analysis results</p>



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	<i>Action 1.4</i>	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.	Regular reviews and assessments of progress	Yes/no	Documentary evidence
<p>Measure 2: Inclusive Research using an Intersectional Approach:</p> <p>Intersectionality acknowledges that individuals have multiple identities and experiences that interact and intersect,</p>	<i>Action 2.1</i>	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	Are inclusive	Team participant records

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<p>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.</p>		<p>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.</p>	<p>Informed and aware team leaders and participants following agreed procedures</p>	<p>Honest open communications</p>	<p>Minutes that reflect procedures</p>
	<p><i>Action 2.2</i></p>	<p>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.</p>	<p>Awareness and participation plans</p>	<p>Varied groups</p>	<p>Proposed varied invitation lists</p>

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		<p>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.</p>	<p>Planned open participation with consultation</p>	<p>Adequate preparation</p>	<p>Documented agreements and contracts</p>
	<p><i>Action 2.3</i></p>	<p>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.</p>	<p>Appropriately designed tools</p>	<p>Visible tools</p>	<p>Documentary evidence</p>

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		<p>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.</p>	<p>Develop suitable questionnaires and analysis tools</p>	<p>Completed tools</p>	<p>Templates for surveys</p>
		<p>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.</p>	<p>Clearly differentiated analysis</p>	<p>Completed visibly</p>	<p>Documentary evidence</p>



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	<p><i>Action 2.4</i></p>	<p>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.</p>	<p>Procedures developed collaboratively with clear explanations that are demonstrably understood</p>	<p>Procedures developed</p>	<p>Documentary evidence</p>
		<p>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.</p>	<p>Agreed procedures reflecting equitable participation</p>	<p>Procedures developed</p>	<p>Documented procedures</p>



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		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	Records of reflective analysis and actions agreed
<p>Measure 3: International Approach to Inclusive Research:</p> <p>Collaborate with researchers from different countries to conduct research that is relevant and applicable across</p>	<i>Action 3.1</i>	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	Ageement	Docuemnted participation

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<p>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.</p>	<p>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.</p>	<p>Plans for participation and procedures for action</p>	<p>Varied groups</p>	<p>Proposed varied invitation lists and documented procedures</p>
	<p>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</p>	<p>Open consultation that reaches out in as broad a manner as possible</p> <p>Awareness and participation plans</p>	<p>Adequate preparation</p>	<p>Documented invitations and transparent recruitment process</p>

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		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
	<i>Action 3.2</i>	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	Culturally Informed and aware designs	Tools developed	Documented methodology

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		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
	<i>Action 3.3</i>	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.	Appropriate forms developed with adequate information provided in an accessible manner	Forms prepared	Templates and completed forms



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		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
	<i>Action 3.4</i>	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

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<p>Measure 4: Transnational Approach to Inclusive Research:</p> <p>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.</p>	<p><i>Action 4.1</i></p>	<p>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.</p>	<p>Develop collaborative links and practice accesible, participatory design processes.</p>	<p>Develop policy and procedures</p>	<p>Documentary evidence</p>
		<p>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.</p>	<p>Encourage communication and oportunites to share developments and research</p>	<p>Plans and responses</p>	<p>Invite letters, meeting minutes recorded solutions and ideas</p>
	<p><i>Action 4.2</i></p>	<p>Utilise interdisciplinary research methods and frameworks to address the multifaceted nature of</p>	<p>Develop broad approach that includes and integrates relevant groups.</p>	<p>Plan and put into practice</p>	<p>Records of procedures and approaches</p>

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		<p>transnational health and social issues. This may involve integrating insights from fields such as public health, environmental science, sociology, anthropology, and international relations</p>			
		<p>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.</p>	<p>Consider and develop research that is accesible and acknowledges specific groups</p>	<p>Research designed appropriately</p>	<p>Review documentary evidence</p>



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		<p>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.</p>	<p>Informed and aware development of relevant methods</p>	<p>Suitable Methods developed and followed</p>	<p>View records of data</p>
		<p>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.</p>	<p>Develop broad dissemination plans, utilize existing channels and create new ones</p>	<p>Dissemination plans</p>	<p>Documentary evidence and published work</p>



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	<p><i>Action 4.3</i></p>	<p>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.</p>	<p>Develop tools and templates that are aware and meet quality ethical standards transnationally</p>	<p>Research tools developed</p>	<p>View forms and templates</p>
		<p>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.</p>	<p>Develop policies and increase opportunities for new initiatives</p>	<p>Policies planned and developed</p>	<p>Documentary evidence reviewed</p>

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	<p><i>Action 4.4</i></p>	<p>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.</p>	<p>Ensure both financial and other supports to ensure longevity of initiatives</p>	<p>Secure funding and collaboration</p>	<p>Revised prepared policies and strategic plans</p>
		<p>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.</p>	<p>Develop informed analysis that maintains awareness and currency</p>	<p>Plans implemented and reviewed</p>	<p>Documentary evidence of regular reviews</p>





References.

The references are the works that the authors have used to write this area.

The naming of works is not easy to read.

The material is not easy to read.

- Bibliography on scientific production in inclusive university research (this link provides further access to the referenced bibliography in this field)
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