

MODULE 2: CAMPUS LIFE

Introduction to Module 2 'Campus Life'

Inclusion in third level educational systems for those with intellectual disabilities is part of a real contribution to the enhancement of life and access to resources for those traditionally excluded by the discrimination of low expectations and negative perceptions. Citizens with intellectual disabilities, like anyone else, have equal rights and should have equal opportunities. History shows that prejudice stemming from these low expectations has deeply affected the quality of life of these citizens and has limited the opportunities open to them. The negative stereotypes surrounding intellectual disability tell us more about the insecurities and lack of knowledge of some elements of mainstream society than about the inherent abilities of people themselves.

This module will look at the dimensions of inclusion for those with intellectual disability in the third level sector. Universities and institutes of higher education are being transformed by the social and economic changes of the wider environment. In the same way, the increasing levels of outreach and improved access to traditionally excluded student groups has brought significant benefits to both individuals and universities. The inclusion of difference is a powerful stimulus for innovation and creative thinking. In this module, which focuses on life on the university campus, we shall look at how this can be envisioned, planned, implemented and supported to become a sustainable part of an inclusive academic experience.

Chapter 3 (*Shaping Values and Vision*) outlines the principles of inclusive third level education and how this produces benefits for all stakeholders. Chapter 4 (*Shaping and Implementing Support*) investigates the practical supports and measures that are available or can be resourced to facilitate integrationist approaches Chapter 5 (*Transversal Competences*) examines employment, relational and personal competences. Chapter 6 (*Links with the Community*) looks at how the experience of intellectual disability can be connected to the wider world of human rights whether within the disability rights movement or other sectors connected to social justice and equity. Integrating the experiences and needs of the oppressed and excluded is a powerful driver for change and real challenge to exclusionary mindsets. Translating this into sustainable benefits for all is a key objective of this course.

Module Campus Life: Aims and Objectives

Aim

The Aim of this Module is to produce a comprehensive set of skills, knowledge and experience to enable participants to define, implement and maintain inclusive methods and techniques that enable the fullest engagement in university life of those with experience of intellectual disability.

Objectives

By the end of this Module, participants will be able

1. To appreciate and define the key principles of social inclusion within the higher education sector
2. To articulate the values and methods that underpin enhanced access at third level for those with intellectual

disability

3. To describe the key principles and issues that inform diversity in modern society and to articulate a human rights perspective on diversity
4. To describe and define the key university services that contribute towards the inclusion of those with intellectual disabilities
5. To construct the key elements of a personal assistance service in higher education settings
6. To describe the key contribution made possible by advanced technologies to independent living
7. To articulate linkage with cultural and sporting dimensions
8. To describe the needs of those requiring independent living and requisite supports
9. To map out all other social, economic, academic and personal supports that may be required to support the active engagement of those with intellectual disabilities in higher education systems
10. To develop the ability of ID students to adapt to the norms of university life

Chapter 3 – Shaping Values

The values of this module are articulated through three core areas: **Participation, Accessibility and Diversity**. Through these areas, Campus Life for ID students will be supported and enhanced, enabling the achievement of the aims and objectives as set out above.

Participation

Higher education in today's world represents a powerful and evolving set of relationships, a networked web of public, private and social factors that respond to an ever-increasing set of change factors. From being the most visible element in the assertion of rank, hierarchy and elitism in past centuries, higher education represents a market of competing ideas and visions concerning the role of academia in the communities of which it is part. Changing conceptions of higher education are held by governments worldwide, but we also have higher education institutions increasingly behaving like actors on a crowded stage searching for scarce resources among many other competing interests. In this context, if none other, higher education now faces the importance of the critical role of partnerships, linkage and strategic joint ventures to achieve shared goals in a transformed external environment. This environment is itself shaped not only by the pressures of neo-liberal capitalist competition, but by a set of crises emerging from the contradictions inherent in a system that is demonstrably producing greater levels of inequity and social division. Education now finds itself in a world enmeshed in economic, political and environmental challenges of unprecedented scale and import.

This evolving scene has profound implications for educators. The neat congruence of interests between academics, administrators, governments, enterprises, students and communities in the past meant the emergence of a stable set of assumptions. These were themselves based on an understanding of society and power that reflected rather than challenged bias and subjective assessment of the balance of socio-economic power matrixes. The University as the servant of the State, and the academic as the servant of the University were unchallenged norms.

The systems society creates around the understanding, development, structure and support of learning are systems broadly termed education – or its more systematic form, known as schooling. In a world where education is pervasive and essential for basic participation and where schooling in one form or another is by now nearly universal, it is hard to believe that as late as the 18th Century, schools as we know them did not exist. Those with wealth and power employed tutors. Vast sections of society received little or no formal education: this includes domestic servants, slaves, those with disabilities, peasants and females.

Learning was largely informal, personal and related to expected and allocated social roles in what were largely static social formations. Learning was contained within theological or ecclesiastical systems that were arcane and elitist. Learning was seen as the privilege of those who already had wealth and power. While industrialization was certainly not coterminous with democratization, it did open significant new avenues for access to the resources and techniques that

could spread learning and knowledge. The irony was that industrialization produced an insatiable demand for scientific and technological know-how, continuous improvement, expertise and systems of knowledge transmission that simply could not be provided by traditional learning systems and cultures. In the external social and national environments this meant creation of schooling systems (usually organized on a national basis) where the basic skills required could be taught and internalized – reading, writing, numeracy and communications.

In the academic literature and research underpinning concepts of disability and inclusion, there has been a significant debate that contrasts medical and social model ideas of inclusion. This stems from issues raised since the later 1960s by the emergence of the independent living movement as well as a rights-based analytical model around disability issues. In education this reflects a conceptual difference between pupil inclusion (equity of experience) and pupil integration (being in a mainstream setting but not necessarily fully included). The disparity between individual and community based models demonstrates that continuing gaps exist at policy level regarding fully inclusive education for disabled children (Ainscrow, 1999). Even in those countries where the policy context supports a shift to inclusion, specific professional supports are needed to develop practice. However, inclusion can be fostered in settings that have flexible curriculums, staff exchange and training programs, processes for pupil participation and practices of peer mentoring and support for parents, pupils and professionals (Bruce, 2005).

Pupils with disabilities continue to experience inequality in the education system. This has resulted in lower levels of educational qualifications and workforce participation among people with disabilities (relative to those without disabilities), which results in social isolation and economic adversity. Access to inclusive education assists in promoting equal opportunities for pupils with disabilities, which will allow them to live independently and to actively contribute to and benefit mainstream society. Since the Salamanca Statement of 1994 and the UN *Convention on the Rights of Persons with Disabilities* (2008), there is a political aim within EU countries that all children and adults with disabilities have the same right to inclusive education as everyone else.

There is no unified definition of inclusive education. There are various determinations of the concept which depend on perspective and teaching context. The common factor to all definitions of inclusion is that they stem from the principle of human rights (UNESCO 2001; UNESCO 2003) and are therefore defined broader as such as they relate to social inclusion and do not merely include the educational dimension of inclusion.

Finally, issues and elements around design, inclusion and access connect to concepts of *social justice* in education. This is critical for strategic planning for future education systems and learning methodologies. This conceptualization enables us to understand that universal design, like any measure concerning equity and enhanced inclusion, cannot be divorced from wider prevailing issues around power hierarchy and access to resources. Universal design for learning is one tool among many intended to remove barriers to participation. The comprehensive nature of its vision means that it challenges structures themselves.

Accessibility

Accessibility is not easily defined. Just about any material could be considered accessible in the right context and to the right person. Yet accessibility requires everyone to have equal access to learning, and this is easier said than done. Accessibility itself is ultimately the result of a dynamic interplay between person and environment. Therefore, understanding accessibility requires consideration of the person, the environment, and the relationship (interaction) between the two, as well as the outcome of said interaction. Because of this complicated nature of accessibility, it is important to include two definitions, one of which is focused more on goals and the other on the functional nature of accessibility. In other words, what accessibility is and what accessibility looks like?

When thinking about what accessibility is, an appropriate definition can be found in a resolution agreement between the Office for Civil Rights and the South Carolina Technical College System. Within this resolution agreement, accessibility was defined as: “Accessible” means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally

effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability.

Although this might not result in identical ease of use compared to that of persons without disabilities, it still must ensure equal opportunity to the educational benefits and opportunities afforded by the technology and equal treatment in the use of such technology. (Office of Civil Rights Compliance Review No.11-11-6002) It is important to note that this definition focuses on the opportunities afforded to students. For materials to be accessible in this sense, the student needs to be afforded the same access and opportunities. This is a necessarily rights-based focus, and helpful in establishing the overall purpose and scope of the meaning of accessibility. What is also necessary is a more functional definition of what this might look like in context.

There are connections between accessibility and technology that should be mentioned. First, one can talk about accessibility in a generic sense, but, in practice, accessibility must always be tied to a particular type of material or environment. One can look at generic definitions of accessibility, but to put those definitions into practice one must understand the technology, the audience, and the demands of the task. This is why specific accessibility standards exist for website and building designs, but not for technology in all instances. This has important implications for course planning and delivery because, though there are some transferable ideas and practices, understanding accessibility requires understanding of the technology as well.

Second, technologies have the potential to increase accessibility. Potential is an important word to consider here, as not all technologies increase accessibility. For instance, while animated graphical presentation software, such as Prezi, may reduce the demand for working memory resources, the presentations may not be screen readable by assistive technologies. In this instance, use of the technology only increases the relative inaccessibility of the technology for some users. Another important connection between accessibility and technology is Assistive Technology (AT).

Accessibility is an important, though sometimes only implied, aspect of UDL. The reauthorization of the Individuals with Disabilities Education Act (IDEA) in 1997 stipulated that students with disabilities must have access to the general education curriculum. In particular, students must have access to content, be able to participate in instructional routines, and have the opportunity to make progress with the general education curriculum. As a result of this mandate, UDL was proposed as the framework for meeting those important goals (Hitchcock, Meyer, Rose, & Jackson, 2002). As such, accessibility is imbued throughout the UDL framework as an integral step to ensure all students are included because accessibility is prerequisite for ensuring all students have the opportunity to participate and make progress. Accessibility provides a critical baseline within UDL.

Accessibility relates to all three principles of UDL, but is particularly relevant to the top level of the UDL Guidelines. These are the guidelines that speak most directly to some of the key ways in which students can be provided with access to learning. These Guidelines provide an initial way to consider accessibility, but ultimately accessibility standards must also be implemented in light of the specific design constraints of technologies.

Now that we have discussed connections between accessibility, technology and UDL, we need to consider how all three come together in reciprocal ways. The key relationship among all three of these elements is that considering all three together allows for an increased ability to create more effective, inclusive learning environments. Each element can be considered independently, but often, as we pointed out above, it would be insufficient in fostering inclusion for all learners. Accessibility could be considered, but if does not address the technology within the learning environment, then it is likely that access will still be limited due to contextual idiosyncrasies. UDL can be considered, but if environments are not accessible, then we have to ask if students can participate in the first place.

Learning environments must account for learner variability and effective pedagogy (UDL), accessible physical and digital spaces (accessibility), and a range of tools for both students and instructors to utilize (technology). By taking into account flexible technologies, accessibility requirements, and UDL principles, we are able to support inclusive course delivery and ultimately teach all learners more effectively, and ultimately put the learner and learning first. All three elements can contribute to creating more effective learning environments independently, but there is a particularly powerful

impact when they are considered together.

Diversity

Social exclusion implies both a structure and a process in the ordering of human relations. As a structure, social exclusion relates to unequal levels of ownership of resources, unequal levels of opportunity and unequal levels of privilege and status in accessing goods, services or information. As a process, social exclusion is concerned with categories that historically may vary but are, in whatever form, denied full participation and equality. As a process, it is also further concerned with the forces and groups that, for whatever reason, implement and maintain exclusion.

Social exclusion concerns itself therefore with:

- Groups that can be defined as excluded
- The nature of the exclusion experienced
- The attitudes of those who maintain exclusionary practices
- The knowledge, skills and attitudes of officials in developing policies in these areas
- The body of knowledge and practice regarding equality legislation and practice.

Two issues emerge strongly from this. One is the question of equality of opportunity. Embedded firmly in the thinking and values of the French Revolution, equality as a concept has been a highly contentious issue in Europe ever since. Second is the question of the norm against which exclusion is judged. In charting the poor levels of access for those experiencing social exclusion, the literature of the European Union for example refers constantly to 'average' persons. In a context where the average is never defined or the normal spelled out, it is difficult to see social exclusion as anything other than that which is variably defined at any one time by individuals and structures which envisage themselves as average or normal. Clearly this value-ridden concept is less than useful.

As our understanding of those experiencing social exclusion changes from regarding them as objects to potential active participants in charting their own needs and aspirations, so also should our understanding of the role and potential of educational provision change. Essentially this comes down to building the capacity, confidence and self-expression of those seen as socially excluded so that they can participate, as of right, in mainstream society and to advance their own perspectives on the direction of social change needed to create a more inclusive society. Allied to this is the creation of awareness and skills among individuals and organizations so that they can profit from diversity and inclusion in creating more equal and just socio-economic environments.

The need to develop standardized procedures for the inclusion of people with disabilities requires an analysis of the assessment techniques and needs identification processes best suited to attain this goal. It also demands an emphasis on access and equity for those with disabilities. For many emerging from the experience of decades of documented discrimination and exclusion this is by no means an easy process.

The reality of exclusion and discrimination for those with disabilities exists at every level of personal and social functioning. Attitudes of exclusion have been described as pervasive. Where disability is acknowledged, it is often seen in terms of charitable beneficence or, at the other extreme, of social fear or stigma. The European Disability Forum, among others, has documented discrimination against people with disabilities in every European country.

In the United States disability was first described as the last great civil rights struggle. The *Americans with Disabilities Act* (1990) proclaims that the nation's "proper goals regarding individuals with disabilities are to ensure equality of opportunity, full participation, independent living and economic self-sufficiency for each individual". This represents a significant shift at Federal policy level toward mainstreaming and integration, and away from dependence and

segregation. Nonetheless, it is acknowledged that legislation can only go so far if underlying attitudes are not addressed. Ten years later, an extraordinary 60% of those with disabilities are still unemployed.

It must be acknowledged that internationally and nationally, people with disabilities have made increasing advances into mainstream social participation. Of notable significance are the inroads in the areas of education and employment. In the past, people with disabilities – like other disadvantaged groups – found themselves banished from the labour market or bared from mainstream education as result of attitudes and values that were harshly critical of what did not pass for “normal”. For people with disabilities, institutionalization, isolation and paternalism characterized the way their problems and issues were addressed. Contemporary society however now gives the opportunity for people with disabilities to avail of the services and facilities that exist for all. Various factors are involved in this shift. The influence of Europe in charting the importance of social rights and standards, the influence of US disability legislation, the impact of civil rights struggles internationally and the emergence of understanding from the struggles of the women’s movement in Ireland and the resultant equality lessons have all contributed.

But in the world of disability two other factors need to be mentioned: *advocacy* and *empowerment*. Through the considerable activities of people with disabilities who have taken an activist approach to social change, through the activities of those who have advocated on behalf of those with disabilities and through considerable bodies of research and information, society increasingly recognizes the vast human potential which exists within this community. For contemporary society, issues of diversity and equality are pressing ones for a number of connected reasons. In this, educational systems partly reflect the demographic, social and cultural changes of the wider socio-economic environment.

The current context of equality and diversity is concerned with the composition of the workforce in terms of multiple elements of identity: race, religion, gender, language or nationality for example. The nature of the modern labour market displays increased complexity and diversity emerging from social change and population movements. This links to issues such as:

- Forced migration.
- Regional impoverishment.
- Increased participation rates for women.
- The changing nature of work itself (due to technological advances and improvement).
- Legacies of colonialism and racism.
- Implications of legislation and human rights practice.

These issues touch on diversity in regard to rights, ethical practice, conflict resolution and promotion of equal opportunities.

Managing diversity and equality approaches can be seen, at a minimum, as tools to enable vocational educators and trainers to adapt to challenges posed by differentiated workforces (where expectations and levels of communication may even be sources of potential conflict). In a wider context, they may be seen as powerful resources to benefit from external change processes and to tap into levels of creativity and potential produced by radical departures from past certainties.

Barriers to equality stem from prejudice and ignorance. The removal of barriers can be addressed (at least formally) by legislation and monitoring practice. Deeper transformation can be expedited most rapidly by educators seizing the opportunities offered by social difference and incorporating them into the employment process itself in innovative learning paradigms. This places a critical focus on the training of trainers to achieve mainstreamed equality approaches and attitudes.

Downloadable Documents and Resources for Chapter 3**Arklow Library “Social Stories” Example (for use in Accessibility Activity 1)**

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

Grace’s Story: *(as an ND visitor/member)*

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

Liam’s Story: *(as a staff member welcoming ND visitors)*

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

Bar Illan University Israel

The project aims to “equalize opportunities for people with a complex learning and adjustment disabilities to benefit from higher education in an academic setting.”

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

(and see also pp 19/20/21 in https://joinin.education/wp-content/uploads/2022/10/IPSE_ID_O1-examples-global-2022-final.pdf)

Dublin City University: DCU Paper “ Making a Case for the Inclusion of People with Intellectual Disabilities in Higher Education”

“The common themes identified were inclusion and diversity, communication issues, and positioning the project in the University’s Strategic Plan. The results contribute to the case for inclusion as university staff indicate their support while acknowledging challenges. These challenges are primarily in the area of communication but also in ensuring that university goals are implemented to provide a diverse and inclusive university community. We make the case that diversity should be valued, and that universities should be a space for all students, including those with intellectual disabilities, to learn and thrive.”

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

Flinders University, Adelaide, Australia “Up the Hill” Project

“Participants can/Participation is defined by: • Attending lectures • Engaging in class discussions • Access to the library with own library card • Meeting new people • Experiencing a range of educational opportunities and activities.... The results showed an increase in students self-determination skills. The students were more confident in making study choices, working towards goals, and felt more independent. Furthermore, students reported feeling ‘more independent, enjoyed meeting different people and a range of other social and economic benefits` “

<https://www.flinders.edu.au/engage/community/clinics/up-the-hill-project>

Inclusion Alberta (Canada)

Inclusion Alberta employs a facilitator on each campus to support students with ID with issues of inclusivity, whether academic or social and cultural participation in university life.



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

Think College/ West Carolina University's University Participant (UP) Programm

The WCU UP Program provides an inclusive, two-year, on-campus living and learning experience for college-aged persons with intellectual disability. The goal of the program is to facilitate UP students' transition from secondary school to adult life with education, employment and independent living.

<https://thinkcollege.net/programs/university-participant-up-program> and <https://thinkcollege.net/>

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

Trinity College Dublin (T)Erasmus + Project 'Joinin'

Background: Inclusive post-secondary education (IPSE) programmes are for individuals with Intellectual Disability (ID). These programmes are housed in traditional post-secondary colleges and universities. They are still a relatively rare practice but hold much promise for improved adult outcomes in individuals with ID. Globally, the number of IPSE programme opportunities for young adults with ID is limited. This deficit highlights both a global need and a global opportunity for the expansion of IPSE programmes in the tertiary educational sector.

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

Universidad Andres Bello (Chile) Socio-Labour training programme in a university setting

Access to post-secondary education in South America for students with ID has historically been very limited. However, since 2006, the Faculty of Humanities and Education at the private Andrés Bello University based in Santiago, Chile has offers a "Diploma in Labour Skills", where young people with a mild intellectual disability (MID) partake in a programme targeting social and vocational training

<https://impact-transfer.org/zero/universidad-andres-bello-socio-employment-training-programme/>

<https://youtu.be/aKviOJnEh3M> (in Spanish)

Universitat Jaume I in the city of Castellon in the Comunidad Valencia offers a study programme for persons with ID between the ages of 18 and 30. The aim of the programme is to give persons with ID the social and professional skills needed to access employment opportunities. Programme participants follow a clearly structured distinct course structure separate from other undergraduate students but on the same campus. (*see: Joinin Link as above*)

University of Sydney Uni 2 Beyond Programme

The 'Uni 2 Beyond' programme sees person-centred planning as a key practice in supporting persons with disabilities. In order to put the individual at the centre, encourage their self determination and their independence, participants are offered individualised person-centred planning meetings every year using a tool called Planning Alternative Tomorrows With Hope or PATH.29

[https://cde.org.au/education-training/652-2/#:~:text=uni%20%20beyond%20is%20an,\(non%2Denrolled\)%20students.](https://cde.org.au/education-training/652-2/#:~:text=uni%20%20beyond%20is%20an,(non%2Denrolled)%20students.)

Practical activities for Chapter 3

Activities are categorised into each of the Value Areas of Participation, Accessibility and Diversity. Each activity may be undertaken from the perspective of the participant and their learning pathways: Students, Teachers, Administrators.

Activities: Participation

True participation will ensure that ID students of all abilities will be facilitated to participate at the appropriate level of ability.

Read the following:

“The first year of the programme focuses on developing the cognitive, linguistic, and social skills necessary for future work activity and helps students to identify their strengths and interests for future employment.

In the second year, students acquire specific skills by choosing modules in one of five areas: administration, education, catering, gardening, and veterinary skills. In the third year, students gain work experience at companies in their chosen fields. Learning materials are designed to be accessible to students with intellectual disabilities, and personalized support is offered by teachers as needed.

Students have access to all the extracurricular activities on campus, for example, sports programmes and dance classes, and meet peers from other study programmes through these activities” (from *Universidad Andres Bello*)

1. Discuss and answer the following questions:
Does your university run separate programmes for ID students from mainstream ones, give examples.
Does your university provide opportunities for ID students to participate in mainstream degree classes or courses
2. Develop guidelines for developing a tiered approach for ID students that “*is defined by specific model of inclusion: a Separate Model, Mixed/Hybrid Model leading to a Full Inclusion Model*” (see example from the Otmot Empowerment programme in Resources)
3. Outline a university policy for full participation by ID students in courses and degrees offered in your university.

Activities: Accessibility

1. Choose a physical area of your campus, for example from the entrance to the lecture halls or another area that would be commonly used by students. Develop graphic and narrative content for social stories that facilitate accessibility for ID students with varying levels of ability to successfully navigate this area independently. (see example: *Arklow Library Social Stories in resources and Documents*)
2. Choose an aspect of your campus, for example the computer stations, the library or any other that will be used by students. Develop graphic and narrative content for social stories that will enable ID students to independently use these facilities. (see example: *Arklow Library Social Stories in resources and Documents*)
3. How are application forms rendered accessible for all? Give examples.

Activities: Diversity

1. Outline your university’s policy re diversity with reference to
 - i. gender

ii. disability including ID

iii. ethnicity

2. What is the university complaints procedure for harassment?

i. For staff (academic/administrative)

ii. For students

3. Describe the university's policy regarding LGBTQ+ students.

Chapter 4 – Shaping and Implementing Support

From a holistic approach to education we cannot forget the contribution of the contexts in which education takes place. When we talk about contexts we do not only refer to the physical spaces, we must include all the conditioning factors that facilitate or hinder the development of the personal and/or social competences of their pupils.

In this sense, we consider of great relevance the relationship of the students with intellectual disabilities with the rest of the people with whom they live in the university context (other students, teachers and professionals of support to the management and service). Keeping in mind this network of relationships, formal and informal, gives us information about the cohesion of this human group. It can also help to identify weaknesses (not only focused on people with disabilities) and, above all, to propose strategies to reinforce support among the different members of the university in its different community spaces.

Although it is the task of everyone to favour a social climate favourable to inclusion, the interaction with the rest of the university students is key for the professional and relational learning of students with intellectual disabilities. This is so because of the role in which they coincide. They share not only educational goals, but also more times and places than with the rest of socialising agents.

In this sense, we should not overlook all spaces (not only the classroom) for the sharing of knowledge and skills among students. Support moments can arise spontaneously at an individual level or in mutual support groups (including all types of students). But they should also be the subject of educational programming through the different forms of association and participation of students in the organisation of campus life. Thus, by way of example, students could provide personalised support to students with intellectual disabilities in the development of their curricular activities such as their final degree projects or internships. This aspect is coherent with point i of Article 46. Rights and duties of students of the Organic Law 6/2001, of 21 December, on Universities in force in Spain.

To obtain academic recognition for their participation in university cultural, sporting, student representation, solidarity and cooperation activities.

However, this inclusive work is not only the task of the student body. The training and experience in caring for people with intellectual disabilities is at the basis of the development of support for their inclusion in higher education. Thus, they must be actively taken into account as a competence objective in the organisation's continuous training plans and in the selection and reception processes of its teaching and support staff for new recruits.

When we talk about social learning contexts, we must not forget the increasing presence of technological spaces of interaction in all areas of our lives. These have achieved their current scope as a consequence of COVID-19. ICTs are an indisputable element of social innovation, which can help communication and teaching, for example in the adaptation of materials for access to all people. However, this resource can become exclusionary and dehumanising if it does not take into account the starting point of its potential users and the consequent corrective measures.

In the post-covid stage, it is increasingly necessary to incorporate all students, especially those with disabilities, into online socialisation spaces in order to guarantee their full participation in university life. The development of the support network for students with intellectual disabilities, which we have been talking about, is a process of permanent construction over time. In its dynamism, it is necessary to take into account the identification, approach and evaluation of critical moments as it happens in the accomplishment of certain

bureaucratic procedures (e.g.: enrolment), adaptation in the first days of class (e.g.: for the location of the functional spaces of the campus) and resolution of frequent incidences (e.g.: for the recovery of contents in case of absence or the resolution of doubts). We could consider the identification of stable references (students, teaching staff and administration and services staff) or the development of inclusive welcome activities, as good practices to improve the participation of people with disabilities in the university environment and even to prevent possible subsequent problems.

Finally, it is necessary to identify that each university, as an organisation open to education for all, has some kind of department or area that provides services for students with functional diversity. These are not units with uniform functioning, scope and functions (at least in Spain), but they are a reference that we should bear in mind as a starting point when it comes to knowing the specific support offered by each university. Universities should make a greater effort to make visible the support they provide not only for the inclusion of people with intellectual disabilities, but also in the attention to all kinds of diversity.

Online Resources for Chapter 4

Una historia de discapacidad o no

<https://youtu.be/lzxacUZ5XYA>

Video testimony of Jesus, a person with intellectual disabilities "expert by experience". He reflects, through his story, the importance of the support he has received. He places these supports within a process of personal maturation. For him it has been fundamental to realize the relationship between active participation in making decisions relevant to his life and his personal satisfaction. This story is continued in the first minutes of the following video <https://youtu.be/SVe0WD3QN9I>. It was broadcasted in the news on TVE1 (Spanish public television channel) on April 20, 2021.

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

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

Suggested reading for a first approach to the concepts SUPPORT (pages 42 to 46) and INCLUSIVE COMMUNITY (pages 47 to 50). This book proposes alternatives to improve the quality of life of people with intellectual or developmental disabilities (Down syndrome, ASD and cerebral palsy), through self-directed support practices and methodologies. It is a look committed to the future, the result of a broad participation of multidisciplinary work teams that have reflected together on concepts and tools that allow progress towards deinstitutionalization.

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

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

Teaching teams need to use technology in a simple, practical way that reaches all students.

This Guide reviews the main difficulties of virtual teaching, and recommendations to be taken into account to overcome them. It also proposes guidelines for creating digital content in an accessible way. It contains many resources available through links with which to improve the way of teaching through technology and many examples of how to put these resources into practice.

Guía universitaria para estudiantes con discapacidad

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

Information on the resources available in both public and private universities in Spain to promote the inclusion of university students with disabilities. Provides contact details, website, telephone and email of the Support Services for People with Disabilities of the universities.

Downloadable Documents - Chapter 4



I ENCUENTRO DE UNIVERSITARIOS CON DIVERSIDAD FUNCIONAL COGNITIVA / DISCAPACIDAD INTELECTUAL

<https://youtu.be/BR48Eg0VSmo>

Video of the 1st State Meeting of University Students with Intellectual Disabilities held on 15 and 16/6/2.022 with the participation of students from the Universidad Pablo de Olavide and the Universidad Camilo José Cela.

Cristina Paredero habla en la Universidad Camilo José Cela

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

Plena Inclusión España reports on the participation of Cristina Paredero, a woman with Asperger's who is a member of its Board of Directors, in the 1st State Meeting of University Students with Intellectual Disabilities held on 15 and 16/6/2.022 with the participation of students from the Pablo de Olavide and Camilo José Cela Universities.

Grupo de trabajo sobre Inclusión de estudiantes con discapacidad intelectual en el entorno universitario

https://ciud.fundaciononce.es/sites/default/files/libro_de_actas_v_ciud.pdf

This working group was included in the framework of the V International Congress on University and Disability (CIUD) <https://ciud.fundaciononce.es/es> held virtually from 20 to 22/10/21. Given the scarce research work published for this population of students we value including this publication as complementary material in this course. Within the shared proceedings book, the communications of this group comprise pages 710 to 829.

DigComp into Action - Get inspired, make it happen. A user guide to the European Digital Competence Framework

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

The European Digital Competence Framework (DigComp) provides a common understanding of what digital competence is. This guide shares 38 existing inspiring practices of DigComp implementations. These are illustrated with 50 content consisting of case studies and tools. The list of examples provided in the annex to the guide is not exhaustive and is intended to illustrate the wide range of DigComp implementation practices.

Tecnología y discapacidad

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

Annual report by the Adecco Foundation (Spain) analysing the impact of new technologies on the lives of people with disabilities. It analyses how the pandemic has brought with it a process of sudden technologisation, consolidating the digital economy and opening up new and growing opportunities for the labour inclusion of people with disabilities, thanks to the irruption of adapted technologies and technological support products, robotisation and its potential to break down discrimination barriers based on variables such as physical strength, inertia or roles, or the consolidation of teleworking.

Activity 1: Identify the supports provided by your university of reference for the inclusion of people with intellectual disabilities in its activities. Assess whether they are sufficient and propose at least two areas for improvement.

Activity 2: Make a list of the personal skills that you consider essential to develop the support functions. Mark those with which you feel identified and argue whether you think you can develop that role.

Chapter 5: Transversal Competences

Employment Competence

The final goal of almost all rehabilitation-oriented training and educational initiatives historically has been employment. At its most basic, this is based on the fact that integration into the labor market was seen as the most effective way for those with experience of disability to be recognized as skilled and competent people in their own right who should be treated accordingly. Labor market integration was seen as the most effective and long-lasting solution to the inclusion of those with disabilities on an equal basis to mainstream society. The focus on work, appropriate job skills and employment related behaviors this became central to service provision and strategic planning for integration of those with disabilities into society.

Work is central to our lives: it gives us a sense of purpose and identity as well as providing an income to meet the costs of living and human material needs. Work is one of the main ways we relate to others. It is both an individual responsibility and a social activity, frequently involving collaboration in a team or group setting. Work and recognized employment is a source of dignity and fulfilment. But it can also be a source of exploitation and frustration. For families and communities, the availability of decent work is a foundation for stability and social advancement.

Low employment levels for people with disabilities been a major concern for policy makers, professionals, and people with disabilities themselves for many years. While statistics vary (depending on type of disability, education, age and other factors), the overall employment rate has hovered around 30 percent for over the past two decades. In the United States, despite expectations that the *Americans with Disabilities Act (ADA)* would expand employment opportunities, the percentage employed has actually dropped significantly since the Act was implemented in 1991. While the causes for lower employment levels is debated, at least some of the reason may be continuing prejudice about disability by those in mainstream society. Another factor is the dramatic change in the nature of work due to other factors, including advanced technologies.

Timmons et al (2011)¹ used qualitative interviews with people with intellectual disabilities, their families, job coaches and others to determine factors influencing choosing employment in the community. This study also found that the people and systems working with the person with an intellectual disability powerfully influenced choices and ability to work in the community. Family served as key role model encouraging people with disabilities to work and stressing the importance of work. Teachers often provided the first opportunity for people with IDD to work, but the study noted that connections between teachers and the employment system were weak and needed significant improvement. Comparing the activities of NGOs serving people with disabilities and employers, the study found that the agency philosophy significantly influenced when and where people worked, regardless of their own choices. Agencies focusing on community employment moved people into competitive employment more quickly. Finally, ability to form social relations with co-workers influenced successfully maintaining employment as well as willingness to leave sheltered workshops.

A common feature of services for students with disabilities in Europe is the separation between health, social services and education functions and responsibilities. Much of the more recent literature focuses on the problem of co-ordination and the difficulties families face in assessing services and co-ordinating all the supports. Historically uni-disciplinary pathways of care have been used in most European countries. The need now is to examine how employment oriented dimensions can enable inclusion and produce a cohesive and integrated educational system that centres on the range of needs of the students concerned.

Successful employment is a co-adaption process where the person with disabilities and others in the workplace

develop an ongoing adaptation process. The goal is social integration – mutual adjustment between persons with disabilities and those around them. Focusing on people with developmental disabilities, a group with more severe and visible disabilities than those in the self-efficacy studies, researchers found that co-adaptation mostly involved adjustment from their colleagues. Adjustment involved discovering the strengths and strategies for success that worked for those with disabilities. This research suggests that environmental factors like workplace understanding of disability and willingness to accommodate remain important, regardless of personal attributes. This also highlights the importance of job placement in employment outcomes. They also show that availability of benefits such as health insurance and input from health providers influence employment outcomes.

In such a context, the context of actually existing employment conditions – as opposed to job skills seen in abstract terms – must be borne in mind as a factor impacting employability as understood in real and concrete terms. The ability to cut costs, maintain increased production rates and maintain competitiveness may tend to dominate all commercial thinking and forward planning. When the imperative is to survive from day to day, most companies can find issues around learning, inclusion, staff qualifications and innovation either esoteric or irrelevant. It is suggested that the role of the employer is to marshal economic and productive activity to meaningful social ends. In this sense, employment can become participation in profitable activities; profitable to all social stakeholders and not just shareholders. Work itself, in this sense, goes beyond the mere provision of jobs to the creation of value - in both economic and social senses.

Learning, in the employment context, is most effectively understood when positively linked with:

- Creativity
- Problem resolution
- Change management
- Diversity and inclusion
- Improved communications.

Employers who have seen learning as more than skill-specific training have been able to benefit from the extraordinary potential of new and diverse elements in their workforces. This has meant that the voyage of discovery around learning has become centrally linked to the strategic learning needs of the employers concerned. The learning of the organization is tied directly to the learning needs of each and every employee. Employers and organizations who see only cost implications in the provision of work-based learning are, at the least, missing out on the extraordinary potential of thinking and acting in different ways.

Innovation is literally doing what has not been done before. It calls for considerable creativity for employers to develop innovative practices. It is often a veritable leap into the unknown. Yet all the evidence is that the companies who achieve success do so because they are doing something new - or something old in a new way. Innovation is not about market gimmicks. It is about products and skills that emerge from new ways of organization and human creativity. Innovation is based upon learning from the past as much as about anticipating the needs of the future.

Enterprises are becoming more aware that they need to become both more flexible and more responsive to their external environments. The dynamic of work-based learning offers not just the opportunity to meet minimum obligations to staff. It offers an opportunity to maximize and sustain profitable enterprise that benefits the entire community.

Defining employability rests therefore on the context in which employment currently operates in our society. In a time of increasing casualization, erosion of legal guarantees and the emergence of a high-technology driven gig economy, traditional understanding of employment is severely challenged. The skills that make an individual employable were traditionally centered around job specific skills as articulated through good social skills, good communication skills, ability to interact, show initiative and function socially in mutually supportive ways. Traditional NGOs and service providers instilled such skills in their clients hoping that their evident operation in sheltered employment contexts, for example, would translate into the world of competitive employment. This conceptualization has been seriously challenged by the impact of automation, technology and casualization.

The DeSeCo programme (OECD, 2000) identified four analytical elements of key competences:

- 1) They are multifunctional

- 2) They are transversal across social fields
- 3) They refer to a higher order of mental complexity, which includes an active, reflective and responsible approach to life
- 4) They are multi-dimensional, incorporating know-how, analytical, critical, creative and communication skills, as well as common sense.

The European Commission identified eight key competences in 2008 (Key Competences for Lifelong Learning) that citizens require for their personal fulfillment, social inclusion, active citizenship and employability in our knowledge-based society. These key competences are:

- 1) Communication in the mother tongue
- 2) Communication in foreign languages
- 3) Mathematical competence and basic competences in science and technology
- 4) Digital competence
- 5) Learning to learn
- 6) Social and civic competences
- 7) Sense of initiative and entrepreneurship
- 8) Cultural awareness and expression.

This forms a new basis to approach employability and to gauge its importance in meaningful and sustainable inclusion. This will contribute to the development of creativity, adaptation to rapidly changing circumstances, intercultural and multilingual competences, social development, "learning to learn" competence and an improved perception of one's own capacity to solve problems. For those with Intellectual disabilities it is a powerful tool divorced from traditional linear approaches to "job readiness". Competence based learning requires an approach to education that differs from the traditional approaches to teaching. The emphasis is less on transferring knowledge. In competence based education the emphasis is on rich learning environments that enable students to engage in meaningful learning processes.

The most distinctive features of this approach may be summarized as follows:

- *Meaningful contexts*
- *Multidisciplinary approach*
- *Constructive learning*
- *Cooperative, interactive learning (with peers, teachers and trainers)*
- *Discovery learning*
- *Reflective learning*
- *Personal learning*

This is the new paradigm of employability, reflecting in real and meaningful ways the world or work and the future challenges emerging therein. Employability can be envisaged as a multi-faceted personality trait. After all, it is the individual whose suitability for a job is assessed - defined as a set of skills, knowledge, and personal characteristics that makes graduates more likely to find work and succeed in their chosen fields, which benefits themselves, the workforce, the community, and the economy.

Relational Competence

- Interpersonal skills
- Communication techniques
- Personal competences

A critical issue in the independent social functioning of any person with intellectual disability is the ability to relate in appropriate, equal and mutually satisfying ways to others. The shaping of social identity is at the core of those interpersonal skills which enable and sustain viable social intercourse and the construction of social identity. All personal identity is itself shaped by how individuals relate to each other. This interactive environment shapes us as humans and shapes the culture of which we are all part. Conceptual practical skills include communication, numeracy, academic skills, and self-direction, while social skills include social responsibility, self-esteem, interpersonal skills and social problem solving

Students with disabilities have traditionally been under-represented in educational systems through a combination

of segregated structures, low educational expectations and a lack of needed supports. Although many significant developments have taken place on an international basis to harness and adopt inclusive education, reforms in many areas are needed and this remains very challenging for many EU Member States.

When considering the definition of communication skills, it's important to remember that communication occurs in many different ways and contexts. From writing and speaking to body language, we use various skills to convey and obtain information. However, demonstrating strong communication skills is about being able to convey information to others in a simple and unambiguous way. It involves the distribution of messages clearly and concisely, in a way that connects with the audience. Good communication is about understanding instructions, acquiring new skills, making requests, asking questions and relaying information with ease. Good communication skills are perhaps the most basic skills that you can possess as an employee, yet they remain one of the most sought-after by employers. Good communication involves understanding requests, asking questions and relaying key information.

According to American professors Brian Spitzberg and William Cupach, who together developed the model for communication competence in the 1980s, competence has three parts. First is **motivation**, or the desire and reasons for approaching communication. Highly-competent people tend to actively seek conversations and social situations in which to communicate. They also have clear goals with respect to their communication and are often confident in those goals. The second part of communication competence is **knowledge**, or understanding how to act. Even if you want to communicate, you can't unless you understand cultural guidelines for communication. Some cultures are formal; some are informal. Some shake hands, some bow, and some put a lot of emphasis on using hand gestures to communicate. Understanding how to interact is an essential part of good communication. The third part of competent communication is **skill**, which means the ability to perform appropriate behavior. So you once you know how to act, you can put that into practice, provided you have the skills.

There are specific things to do that can improve communication skills:

- 1. Listen, listen, listen.** People want to know that they are being heard. Relational competence is about intense listening to what the other person is saying, instead of formulating responses. Ask for clarification to avoid misunderstandings.
- 2. Who you are talking to matters.** Effective communicators target their message based on who they are speaking to, so try to keep the other person in mind, when trying to get the message across.
- 3. Body language matters.** This is important for face-to-face meetings and video conferencing. Make sure to appear accessible, so have open body language.
- 4. Check your message before you hit send.** Spell checkers are lifesavers, but they are not foolproof. Double check what you have written, to make sure that words communicate the intended message.
- 5. Be brief, yet specific.** provide enough information for the other person to understand what you are trying to say.
- 6. Write things down.** Take notes while you are talking to others or when you are in a meeting, and do not rely on your memory.
- 7. Sometimes pick up the phone.** If there is a lot to say, instead of email, call the person instead.
- 8. Think before you speak.** Always pause before speaking, not saying the first thing that comes to mind. Pay close attention to what you say and how you say it.
- 9. Treat everyone equally.** Do not talk down to anyone, treating everyone with respect.
- 10. Maintain a positive attitude and smile.**

Being able to relate to others, to understand their needs and expectations, to have some insight into the feelings of others is the foundation of effective relationships. We are all social beings. And just as we want our respect from others and our personal needs understood, it often starts with being able to link that to how we respond to the respect for others and meeting their needs which defines our social competence. This is the bedrock for developing relationships with other individuals, environments and society in general.

Personal Competence

- Self determination
- Empowerment
- Personal autonomy Future planning
- Creativity

Social inclusion and participation in educational provision can provide a dynamic synergy of perspectives and possibilities. But the challenges should not be underestimated. Social inclusion cannot be tacked on as a well-meaning

cosmetic aspect to otherwise fully market-driven course provision. Social inclusion cannot be seen as a token gesture around formal notions of social responsibility. Rather these must become the warp and woof of all course provision where the thinking, methodology and principles of social inclusion inform all aspects of the organization's life and practice.

Part of this inclusionary dynamic will be to find newer and more innovative ways to include those who would normally be excluded from educational provision. Another part would be to ensure that all courses reflect an understanding of the inequalities and disparities present in our society from the outset. Closely connected to this should be an ever-deepening awareness of the nature and extent of diversity in our society. This applies to the diversity that has always existed as well as to the newer forms of diversity that have become apparent in recent years.

Personal competence is needed for individuals to have a sure sense of their needs and a strong sense of their own self-worth. This sense of personal capacity is based on a wide range of factors. It involves the ability to self-reflect, take corrective actions when required, the skill to empathize with others and to respond appropriately to requests for help. It is a form of established self-awareness which is balanced, honest and authentic. And this heightened level of self-awareness promotes good and positive relationships with others. It also gives a solid foundation to personal growth and development in the context of individual (or even group) empowerment.

Empowerment is a process that challenges our assumptions about the way things are and can be. It challenges our basic assumptions about power, helping, achieving, and succeeding. To begin to demystify the concept of empowerment, we need to understand the concept broadly in order to be clear about how and why we narrow our focus of empowerment for specific programs and projects (specific dimension or level, etc.) and to allow discussion of empowerment across disciplinary and practice lines.

At the core of the concept of empowerment is the idea of power. The possibility of empowerment depends on two things. First, empowerment requires that power can change. If power cannot change, if it is inherent in positions or people, then empowerment is not possible, nor is empowerment conceivable in any meaningful way. In other words, if power can change, then empowerment is possible. Second, the concept of empowerment depends upon the idea that power can expand. This second point reflects our common experiences of power rather than how we think about power.

Empowerment is a construct shared by many disciplines and arenas: community development, psychology, education, economics, and studies of social movements and organizations, among others. How empowerment is understood varies among these perspectives. In recent empowerment literature, the meaning of the term empowerment is often assumed rather than explained or defined. We see this inclusive individual and collective understanding of empowerment as crucial in programs with empowerment as a goal. It is in the critical transition, or interconnection, between the individual and the communal, or social, that programs or initiatives can be invaluable for people and communities.

Autonomy, the freedom to choose how to accomplish tasks, is shown to have positive impact on individual creativity. The literature suggests that this positive effect is mediated by intrinsic motivation. It may seem reasonable to assume that autonomy would benefit team creativity as well. However, the literature does not provide consistent support for this latter notion. Individual autonomy and team autonomy are distinguished. Task interdependence and team level creativeself-efficacy are proposed to moderate the effects of individual and team autonomy on team creativity.

Personal competence is about individuals being able to grow, to express themselves, to develop an engagement as equals with the external environment in which they are valued and respected.

References and Resources for chapter 5

Timmons, Jaimie, Allison Cohen Hall, Jennifer Bose, Ashley Wolfe and Jean Winsor (2011) Choosing Employment: Factors that Impact Employment Decisions for Individuals with Intellectual Disability. *Intellectual and Developmental Disabilities* 49 (4), 285-299.

DeSeCo programme (OECD, 2000) https://www.cedefop.europa.eu/files/BgR1_Rychen.pdf

European Commission, Directorate-General for Education, Youth, Sport and Culture, *Key competences for lifelong learning*, Publications Office, 2019, <https://data.europa.eu/doi/10.2766/569540>

Spitzberg and Cupach, (1984) Communication Competence.

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

Universitat Jaume I in the city of Castellon in the Comunidad Valencia offers a study programme for persons with ID between the ages of 18 and 30. The aim of the programme is to give persons with ID the social and professional skills needed to access employment opportunities. Programme participants follow a clearly structured distinct course structure separate from other undergraduate students but on the same campus.

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

Trinity College Dublin (TCD) Erasmus + Project 'Joinin'

Background: Inclusive post-secondary education (IPSE) programmes are for individuals with Intellectual Disability (ID). These programmes are housed in traditional post-secondary colleges and universities. They are still a relatively rare practice but hold much promise for improved adult outcomes in individuals with ID. Globally, the number of IPSE programme opportunities for young adults with ID is limited. This deficit highlights both a global need and a global opportunity for the expansion of IPSE programmes in the tertiary educational sector.

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

Learning Activities and Exercises Chapter 5

Employment Competences

- 1) What practical supports does your university provide to enable ID students to progress into employment?
- 2) Does your university offer any continuing development modules to ID alumni to support the transition to working life after college?

Relational Competence

- 1) List the opportunities open to ID students in your university to interact: *a) socially* and *b) academically*, with other students
- 2) Does your campus afford ID students clear and accessible means of communication. Give examples of these in terms of: timetables; lecture note provision; tutorials and informal communications.

Personal Competence

- 1) Give examples of how your university bridges the gap for new ID students to move from second level to the more independent living style of college life.
- 2) How does the university foster empowerment and enable autonomy for ID students when they participate in group activities.

Chapter 6 - LINKS WITH THE COMMUNITY

Beyond being a purely academic entity, socially elitist and closed to the community, the university is increasingly trying to signify itself as an integral organisation open to society. This openness attempts to overcome reductionist positions in its institutional relations. It not only focuses its efforts on companies (e.g. to improve the employability of its graduates) or public administrations (e.g. to provide scientific support in decision-making for the common good), but also broadens its vision to other dimensions of the individual and his or her circumstances.

If we take into account the guiding principles of the university in the framework of the Spanish state (Organic Law 6/2001, of 21 December, on Universities), there are mainly three articles that reinforce this last consideration.

Article 90. Sport at the university.

1. The practice of sport at the university is part of the training of students and is considered to be of general interest to all members of the university community. By virtue of their autonomy, the universities shall be responsible for the planning and organisation of sporting activities and competitions in their respective areas.

Article 92. International cooperation and solidarity.

Universities shall encourage the participation of members of the university community in international cooperation and solidarity activities and projects. Likewise, they shall encourage the implementation of activities and initiatives that contribute to the promotion of the culture of peace, sustainable development and respect for the environment, as essential elements for progress in solidarity.

Article 93. University culture.

It is the responsibility of the university to connect the university student with the system of living ideas of his or her time. To this end, the universities shall provide the necessary means to strengthen their commitment to intellectual reflection, creation and the dissemination of culture. Specifically, the universities shall promote the rapprochement of humanistic and scientific cultures and shall endeavour to transmit knowledge to society through the dissemination of science.

In order to promote a more inclusive university, which is the reason for this course, it is necessary to mobilise the identification of community spaces of a sporting, cultural and social nature on each campus. These are privileged places of coexistence for the promotion of horizontal personal relationships. An orientation of their programme of activities towards a collaborative approach can favour mutual knowledge between different people and, based on empathy, encourage the formation of natural personal bonds.

Similarly, we cannot forget the accommodation solutions that each university provides for students who need it (e.g. university residences, halls of residence, halls of residence, cohousing programmes). These are, once again, complementary spaces in which we can find options for including functional diversity. It may be that, for the people with intellectual disabilities we are dealing with, finding a housing response is not a priority need. However, we must not overlook the possibility of personal development that they can offer. In this sense, it is worth considering the option that these services have to provide temporary experiences of autonomous life that are beneficial both for the students with disabilities and for their referents. For this to be possible, it is necessary to foster collaborative networks that meet the support needs of individuals in the domestic, relational and community spheres, offering alternatives to families.

So far we have explored the possibilities of the university's non-academic spaces for inclusion. The vision would not be complete if we do not consider the incorporation of the community assets of their immediate environment. The university context is a privileged platform from which students with disabilities can get to know first-hand the cultural, educational and leisure offer of their city and actively participate in it.

Continuing with the community perspective, for this work described in this chapter and the previous one, it is essential to count on the support of the usual referents of the students with intellectual disabilities. Beyond their families, this group usually finds support during their life trajectory in different civil organisations that advocate for their rights.

Identifying these natural supports and incorporating them as far as possible into university life is a practice that minimises the occurrence of situations of failure and abandonment. It allows the person with a disability a continuity with which to adapt to a new social context.

These references are also usually facilitators for the connection of the person with their wider support network, which includes other systems such as previous education, health, employment or social protection.

Online Resources for Chapter 6

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

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

In this video from the Plena Inclusión España channel, Ester Ortega (Fundación TUYA) talks about the double importance of the support provided to people with intellectual disabilities in community contexts.

Asistencia personal

<https://www.plenainclusion.org/discapacidad-intelectual/recurso/asistencia-personal/>

Web resource of the Spanish confederation of organisations of people with intellectual or developmental disabilities that summarises relevant information about the figure of the personal assistant. From the associative movement we consider the development of this figure of support in all areas of the life of the person as a fundamental step for their full incorporation as citizens with full rights.

La UPO de Sevilla destaca el modelo de "vivienda inclusiva" de su residencia universitaria Flora Tristán

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

Press release from the Europa Press news agency presenting the temporary housing project for young students with intellectual disabilities. It highlights the value of this initiative as an innovative response in which the public-private alliance between the university, the city council and organisations representing people with disabilities is the backbone of the project.

Downloadable Documents for Chapter 6

Cuaderno de Buenas Prácticas: Servicio de ocio inclusivo

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

This document gathers the inclusive leisure service model of the Plena Inclusión Spain associative movement, to which hundreds of people, 16 federations and numerous entities have contributed. Among other topics, the document talks about: What is leisure, Importance of leisure, Leisure and people with intellectual disabilities, Quality leisure, Inclusive leisure service, Process map, Support processes, Strategic processes and Transformation.

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

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

This article reflects an experience of social innovation with the community from the university: The Flora Tristán Residence Hall. A renewed way of bringing together three worlds: academic, professional and neighbourhood. The setting up of this social and residential centre of the Pablo de Olavide University has meant the creation of a physical and symbolic space for these different realities to meet, which has stimulated great synergies and learning, provoking changes in the territory and in the perception of it, as well as in the way of understanding community social intervention.

Learning objects/practical activities for Chapter 6

Activity 1: List the non-academic spaces on your campus that you normally use. Think about activities that you could share with people with intellectual disabilities in these contexts. Identify possible barriers to develop them.

Activity 2: In your close environment, do you know social entities that provide support to people with intellectual disabilities? Have you participated in any of their activities? Would you like to do it?

