iHES

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

Digital Handbook for Independent Living of Students with Intellectual Disabilities

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

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

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

Table of Contents

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

Preface

The project, Inclusive Higher Education Systems for Students with Intellectual Disabilities (IHES) (Erasmus+ 2021-1-ES01-KA220-HED-000032084), aims to contribute to the "Building an Inclusive Higher Education System" by addressing the major social challenges posed by the inclusion of people with intellectual disabilities in university environments in current European contexts. The project partners are Universidad Pablo de Olavide (Spain), Università Degli Studi di Firenze (Italy) until February 28th and then University of Siena (Italy); Pixel-Associazione Culturale (Italy), Paz y Bien (Spain), ISCTE-Instituto Universitario de Lisboa (Portugal) and Universal Learning Systems (Ireland).

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

The development of a handbook will provide a basis for universities to take forward their work in this area. The handbook will be a key resource to support universities. Other elements of the project include research, the development of an online training programme, seminars and dissemination.

The handbook has been developed jointly by the project partners with the support of PIXEL. However, the most important aspect of this contribution is that the contents have been selected by the key actors, i.e. the opinions of students, teachers, disability specialists and administrators on what is important to them have been collected and the handbook has been organised with this information.

- Module 1: Gender Equality and Support Networks (Universidad Pablo de Olavide)
- Module 2 Disability in Science, Technology, and Innovation (University of Siena)
- Module 3: Vocational Guidance and Integration (Universal Learning Systems ULS)
- Module 4: International University Mobility (University of Siena)
- Module 5: Coexistence in Universities (Universal Learning Systems ULS, Iscte - Instituto Universitário de Lisboa)
- Module 6: Training and curricular adaptation (Iscte - Instituto Universitário de Lisboa)
- Module 7: Disability Observatory (Pablo de Olavide University)
- Module 8: Regulation ** MODULE 8 Regulation includes four national reports on regulation in each partner country. UPO (ES) has summarised the contents and produced a transnational analysis.

The manual will be adapted for easy reading by the Spanish project partner Paz y Bien.

The manual is edited by: Rosa Mª Díaz Jiménez (Universidad Pablo de Olavide) and PIXEL.

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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

About the Handbook

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

This handbook is intended as a source of ideas for making the university a friendly space for students with intellectual disabilities in various areas of higher education.

Authors

Díaz Jiménez, Rosa Mª (UPO)

Corona Aguilar, Antonia (UPO)

Granados Martínez, Cristina (UPO)

Iáñez Domínguez, Antonio (UPO)

Macías Gómez-Estern, Beatriz(UPO)

Relinque Medina, Fernando (UPO)

Yerga Míguez, Mª Dolores(UPO)

Bruce, Alan (ULS)

Graham, Imelda (ULS)

Álvarez-Pérez,Pablo (Iscte-University Institute of Lisbon)

Pena, Maria João (Iscte-University Institute of Lisbon)

Ferreira, Jorge (Iscte-University Institute of Lisbon)

Mancaniello, Maria Rita (University of Siena,

Carletti, Chiara (University of Florence / University of Siena)

Piccioli, Marianna (University of Florence)

How to cite the handbook: Díaz-Jiménez, R. & Pixel(ed.)(2023): Handbook on "Independent living of students with Intellectual Disabilities. Inclusive Higher Education Systems for Students with Intellectual Disabilities (IHES) (Erasmus+ 2021-1-ES01-KA220-HED-000032084 (https://ihes.pixel-online.org/PR2_DigitalHandbook.php)

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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

Cognitively accessible glossary

This Glossary has been extracted from the section Dictionary of important words in the easy-to-read version of this same manual.

Adapted and validated by Asociación Paz y Bien, following the indications of the standard on easy reading UNE 153101:2018 EX.

Validated by people with intellectual disabilities with training and experience for it.

Cognitive accessibility

Cognitive accessibility is a characteristic

of things, spaces

or texts that

makes them understandable to all people.

Curricular adaptation

A **curricular adaptation** is a change

in the content to be learned, in

order to make it accessible.

Reasonable adjustments

Reasonable accommodations are the adaptations

needed by persons with disabilities

to facilitate access to education

and their personal development.

Lifelong learning

Lifelong learning is the pursuit

of knowledge and skills throughout

life on a voluntary basis.

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

Training

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

European Commission

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

International Convention on the Rights
of Persons with Disabilities

The **International Convention on**
the Rights of Persons with Disabilities
is a document that protects the rights
and dignity of persons with disabilities.
This document guarantees full equality
of persons with disabilities
before the law.

Civil rights

Civil rights are the rights
of all people.

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

Universal design

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

Teaching

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

Inclusive pedagogical approach

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

Erasmus

Erasmus is an exchange of students
between different European universities.

Erasmus+

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

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

European Education Area

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

Curricular materials

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

Egalitarian practices

Egalitarian practices are actions
that promote gender equality.

Teaching resources

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

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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

Module 1: Gender equality and social support networks

Díaz Jiménez, Rosa Mª (UPO), Corona Aguilar, Antonia (UPO), Macías Gómez-Estern, Beatriz(UPO)

Summary

Increasingly, universities have Equality Plans that aim to address the gender inequalities that exist in our society. These plans usually address the different dimensions of university life, such as management, teaching, and research, as well as all the components of the university community, such as students, teaching staff and administration and services staff. It would be advisable to include in these plans the specific situation of people with functional diversity in the different dimensions of university life, where gender may affect them differently from the rest of the university actors. It would also be necessary to make cognitively accessible to people with intellectual disabilities the resources and regulations to fight against gender violence that most universities have in the form of Equality Offices or similar bodies. These programmes have been designed in a generic way, so they should be–understandable for people with intellectual disabilities.

For its part the development of support networks is fundamental for social integration and educational success in the different educational cycles. Research has shown that identity aspects related to self-perception as a student and integration in the peer group (learner identity) are significantly correlated with the success of students' academic trajectories at different educational levels. Therefore, it is relevant to ensure that students and university staff with intellectual functional diversity have participation scenarios together with the rest of their peers, so that meaningful and affective relationships are generated and mutual knowledge and contributions are bi-directional. This implies facilitating their access to different opportunities for leisure (formal and informal), cultural, sporting, and social engagement in face-to-face interaction with the student body in general. It is necessary to make their presence visible in regular campus activities, while avoiding deficit logics that emphasise their social isolation and the perception of strangeness towards them by their peers. Universities can achieve this through various means, such as the specific and cognitively accessible promotion of ordinary activities for people with intellectual disabilities, initiatives that bring students closer on a personal level - such as university personal assistant programmes - or sports, leisure or cultural activities that explicitly contemplate the exchange of knowledge, skills and experiences of different human groups, among others.

Categories

Equality policies, equality plans, gender violence; friendly campuses, social inclusion

Introduction

The inclusion of people with intellectual disabilities in third level education systems is part of a broader perspective linked to social difference and the impact of marginalisation and exclusion. For people traditionally excluded by the discrimination of low expectations and negative perceptions, inclusive educational approaches make a real contribution to quality of life and access to resources. One of the key dimensions in this process is the experience of other groups who have experienced exclusion, as well as the

one recurring aspect that colours all forms of maintained difference: gender. Citizens with intellectual disabilities, like everyone else, have the same rights and should have the same opportunities. History shows that prejudices stemming from these low expectations have profoundly affected the quality of life of these citizens and have limited the opportunities available to them. The negative stereotypes surrounding intellectual disabilities tell us more about the insecurities and ignorance of some elements of mainstream society than about the inherent capacities of the people themselves. On the other hand, support networks are shown as elements that enable friendly environments and these networks are identified in the higher education environment.

Equality between men and women

Gender mainstreaming involves all areas and levels of planned action, including legislation, policies, or programmes, in all areas and at all levels. It is a strategy for making the concerns and experiences of women, men, and people with different gender identities an integral dimension of policy and programme design, implementation, monitoring, and evaluation. This is done so that all people can benefit equally and inequalities are not perpetuated (OHCHR, 2023).

From an intersectional point of view, in addition to the identified themes and specific issues around disability, gender gaps can be observed throughout our society and educational institutions. The impact of explicit and implicit barriers based on gender discrimination has particularly affected women in teaching and/or research roles in our universities. In the research led by Márquez (2022), no woman with Functional Diversity has led a research team or held a position of institutional representation. Despite their training and preparation, as well as their professional experience, these professionals were never seen as possible candidates to lead university decision-making, research, or innovation spaces. Furthermore, they themselves described difficulties in reconciling the excessive workload, common in the academic world, with the difficulties generated by non-adapted systems and environments, in-built biases and prejudices, and family responsibilities.

All this points to the conclusion that the superimposition of the effects derived from the persistence of a patriarchal order within universities maintains a real double glass ceiling. This means that significant possibilities for the professional development of teachers and researchers are blocked if they are women, due to gender discrimination. and, furthermore, if they are disabled.

This section addresses the importance of gender policies to build an inclusive and welcoming university with functional intellectual diversity. We highlight four fundamental aspects: 1) awareness-raising and training; 2) coordination between the different actors involved; 3) overcoming stigmas and prejudices about intellectual disability and gender equality; and 3) the importance of incorporating the intersectional paradigm to address the different oppressions in which our university community with intellectual functional diversity may find itself.

1) Although equality policies are formally present in the university environment, there is still a long way to go in real, everyday life. There is a general lack of knowledge about gender policies. The predominance of a patriarchal culture makes it very difficult to implement egalitarian logics and practices in all contexts of life, and the university is no exception. For this reason, it is considered essential to accompany formal policies with awareness-raising and training for all those involved in the university environment. We understand

that the two aforementioned actions, awareness-raising and training, will facilitate the necessary awareness to generate a more inclusive university where caring practices, mutual support, solidarity and sisterhood, and respect for differences facilitate a friendlier university where everyone has a place. It is essential to incorporate training actions with qualified staff in the continuous training programmes, for teaching staff and administration and services staff, which covers all aspects of the university, including a feminist approach.

2) Related to the lack of real equality is the lack of dissemination and coordination when it comes to implementing equality and inclusion plans. Dissemination must go hand in hand with training and awareness-raising, otherwise it would be incomplete. Coordination is also essential. It is not possible to move towards an inclusive university in which respect for diversity and equal opportunities can intersect without coordination between the different actors. This coordination must be horizontal and vertical, which requires placing them at the centre of university policy with resources and political commitment.

3) Although the University is the temple of knowledge, it is not very different from the rest of society in terms of stereotypes and prejudices regarding people with functional diversity, which is why it is necessary to prioritise if we want to go deeper into another model of university that overcomes the discriminatory behaviours that basically generate institutional and symbolic violence (Bordieu, 2000). Designing specific training spaces for teaching staff, administration and services staff and students, as well as inclusive spaces in the classroom and outside it, are urgent measures to achieve a university model in which we all fit.

Finally, one aspect to review is the design of equality plans that takes into account functional diversity and gender equality. Separate plans are being made as if people were oppressively compartmentalised, so the impacts and outcomes are often neither positive nor comprehensive. Incorporating intersectionality into a university's approach includes considering all axes of oppression and implementing comprehensive and complex proposals.

In conclusion, there is an urgent need to support more responsible and egalitarian universities that, in policy and practice, defend diversity and the gender perspective in the access and promotion of people with disabilities in teaching and research. In addition to being an inclusive space, also for the student body, where all people have the same opportunities and their value is recognised, regardless of intersectional issues such as gender or disability (Navarro and Ruiloba, 2022).

Social support networks

The educational literature has amply demonstrated the importance of constructing a student identity for a successful academic career (Engel & Coll, 2021; Wortham, 2006). Identities are not only constructed in a cognitive sphere, but above all and primarily in relation to others (social) and linked to motivation and expected futures (emotional). For this reason, the analysis of educational trajectories has been linked to the study of students' social and emotional well-being and confidence in different academic settings, i.e. how educational communities can become "communities of practice" (Wenger, 2009) where academic identities are forged and nurtured. The fact that academic environments have traditionally been restricted to a certain type of human subject (born and raised in WEIRD nations – Western, Educated, Industrialised, Rich and Democratic) has been a burden for others to have a voice in universities, for their knowledge and experiences to be recognised. Thus, women, racialised working class, disabled people and any other

'deviations' from 'WEIRD' normativity have not felt welcome, valued, or comfortable in academic contexts. Higher education campuses must become supportive environments, friendly and welcoming spaces where all voices and experiences are taken into account, acknowledged and empowered (Mlynarczyk, 2014).

This is what is meant by the idea of inclusion (Smith & Barr), not as a specific action of categorising and labelling all kinds of differences that human existence can display, but as an open and welcoming attitude that must also be educated and promoted institutionally. Intellectual disability is not a condition that can be excluded from this general reflection, and should therefore be considered in strategic planning of campuses and in the organisation of academic life.

We introduce the idea of "friendly campuses" to develop the concept of a welcoming academic environment for all students, without labelling and stereotyping their differences, but facilitating access and participation in all activities that are part of the higher education experience. This includes promoting a culture of care in higher education. Universities need to strike a balance where providing individualised support for participation (physical and intellectual accessibility to spaces, information and academic content, scaffolding for participation, targeted tutoring, group organisation that fosters inclusion, etc.) does not mean classifying students into rigid labels that would, sometimes unintentionally, lead to their isolation and segregation. For example, pedagogies that include the voices of learners would help learners with intellectual disabilities to be heard and their experiences to be known, not as a specific activity for these learners, but in the context of opening the field for all differences to be expressed and taken into account. The same idea can be applied to sports, culture, student representation, leisure, or social activities on campus.

University departments specialised in supporting students with ID can assist in the general organisation and strategic planning of academic life by providing specific knowledge on how to make academic life and activities more physically and cognitively accessible for these students. Families and associations can also provide information on the practical and everyday needs of students with ID. In addition, they could promote awareness-raising and training programmes for the whole community (not limited to specific individuals or conditions), helping the university community to overcome prejudices and fears about ID and to raise awareness. The idea is to open up conversations that allow for better inclusion of these students and the normalisation and support of other students, in an organic and natural way.

It is also very important to create face-to-face interactions between students with and without ID so that they can get to know each other from a first-person point of view and learn about each other's challenges, talents, and experiences. This can also create group cohesion, as well as an emphatic approach to the "other" (Macías-Gómez-Estern, 2021), which is the only way to escape rigid and stereotypical ideas about people with ID. This can be planned organisationally in different ways, for example through institutional partnerships (Waitoller and Kozleski, 2013).

Centralised university campuses can also benefit from disciplinary interactions to plan the exchange and complementarity of competences between degrees, research groups and university service units. For example, translation students could help design "reader-friendly" versions of the university's leisure and cultural activities as part of their internships, better understanding the real challenges and providing a service to the institution.

All these initiatives involve a practical approach in which students from different higher education

institutions interact closely with each other's reality, avoiding segregation and stigmatisation. The IHES focus groups with students have highlighted the open and positive attitude of students towards these personal, cooperative, and interactive working groupings (unit or cross-faculty partnerships, study groups, flexible organisation of classes, partnerships, etc.) as a source of experiential knowledge and empathy with the "other".

In conclusion, the presence and participation in all university activities and functions (academic, administrative and research) are essential for the inclusion of students with ID in university life (Saad, 2011). Their participation must be facilitated with the necessary means to enable them to contribute their views, experiences and talents to the whole knowledge and social system of the university environment. Social support networks are necessary to build academic identity and contortion in university systems. It is important to provide this support without unnecessary labelling that leads to segregation and stigmatisation. Students with ID, like all students, would need role models in whom they can see themselves reflected in the academic future as their natural environment.

Conclusions

There are a multitude of regulations and recommendations that speak of inclusive and non-discriminatory environments. The 2030 Agenda is one of them and, despite its good intentions, it does not include the idea of "universal design" in a comprehensive way in terms of physical, social or virtual space, which shows how invisible and underdeveloped inclusion policies for functional diversity still are. The UNU points out that universal design implies inclusive reconstruction (Solsona-Cisterna, 2023). The same is not true of equality policies, although, as noted above, they are more formal than real.

In higher education, despite the significant increase in access for people with functional diversity and the fact that attention to diversity is regulated in university legislation for its application, many universities continue to be inaccessible to this population, have low graduation rates, do not offer equal opportunities to all students with functional diversity and have heterogeneous educational inclusion policies. There are some experiences of inclusive practices with inclusion that focus on social accompaniment, the creation of friendly environments, individual accompaniment, and the creation of links (Corona, Sánchez, Díaz, 2023).

If we focus on women with functional diversity, they find themselves in a situation of multiple discrimination that affects them in a unique and disproportionate way compared to women without functional diversity and men with functional diversity. Their gender and their functional diversity simultaneously and inextricably define their position, sometimes intersecting with other oppressions that further hinder their social inclusion. Therefore, in order to provide effective responses, it is essential to take these considerations into account, and in order to make visible that women experience more inequalities and violence in the context of people with functional diversity, it is essential to develop strategies to overcome them with the participation of the other actors involved.

From a rights-based approach, international organisations and research support the benefits of inclusive education from early childhood to higher education. Creating universities that put people and their diversity at the centre contributes to an institutional model that is modern, open, adaptable to change, more dynamic and even more sustainable. This proposed model represents a transition from the current model and would facilitate the much-vaunted social inclusion, personal autonomy, and self-determination.

To this end, we believe that it is essential to consider the different axes of oppression that are intertwined in the normative model with which we have traditionally operated.

This new model of inclusive university will create friendly spaces for people with functional diversity, both as university students and as full citizens who will benefit from the knowledge generated by universities interested in implementing human rights, autonomy, and independent living logistics. The active participation of the entire university community is essential. Therefore, the involvement of academic staff, students with and without functional diversity, administration and services staff, and other actors involved in social policies, including families, must generate collaboration networks and contributions around inclusive practices.

Finally, it is essential to work with experts in gender and equal opportunities and functional diversity, as they are the people who really know the complex patriarchal framework that generates inequalities and have the tools to subvert it and, above all, to promote a critical awareness of it.

Online resources

Video of Campus inclusivos campus sin límites: Programa Campus Inclusivos, Campus sin límites.
https://www.youtube.com/watch?v=IZ3rlT_bozw
Inclusive Campus Programme, Campus without limits. An experience that began in Spain financed by social and private entities and that aims to promote inclusive education, reduce school dropout rates among people with disabilities and help universities to respond to the diversity of their students. This programme offers the possibility of living the university experience for a maximum of 10 days. Students in the 4th year of ESO, Baccalaureate or Vocational Training enjoy life in the classroom, participate in cultural activities and make new friends on different university campuses.

UNIVERSITY AND DISABILITY The inclusion of 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 regulatory reform regarding the inclusion of people with disabilities in the Spanish university system.
https://www.consaludmental.org/publicaciones/Universidad-discapacidad-cermi.pdf
This report sets out CERMI's proposals in different dimensions for the adaptation of the Spanish higher education system to the inclusion of people with disabilities. It has been prepared by the Spanish Committee of Representatives of People with Disabilities (CERMI), and includes reflections and proposals for university coexistence.

Downloadable documents

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

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

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

This article describes a qualitative analytical model to understand the factors of academic success of women with disabilities in university contexts through the comparative study of two cases (a man and a

woman with disabilities) at the University of Costa Rica. Through eight biographical narratives, we analyse the personal, family, peer, and teacher dimensions, as well as the educational and social trajectories that shape their academic success.

Article: Eisenman, L. T., Farley-Ripple, E., Culnane, M., & Freedman, B. (2013). Rethinking social network assessment for students with intellectual disabilities (ID) in postsecondary education. *Journal of Postsecondary Education and Disability*, *26*(4), 367-384.
https://files.eric.ed.gov/fulltext/EJ1026910.pdf
This academic paper describes the development and use of a social networking tool that aims to capture an expanded view of social networks as structures that influence career opportunities for university students with ID.

Bibliographical references

Engel, A., & Coll, C. (2021). The learner identity: Coll and Falsafi's model. Working Papers on Culture, Education and Human Development, 17(1).

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

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

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

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

Solsona-Cisternas, D. A. (2023). Processes of individuation in people with disabilities. Una aproximación a través de las movilidades en zonas rurales del sur de Chile. Discapacidad y Sociedad, 1-23.

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

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

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

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

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

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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

Module 2. Disability in Science, Technology and Innovation

Maria Rita Mancaniello (University of Siena), Chiara Carletti (University of Florence / University of Siena), Marianna Piccioli (University of Florence)

Summary

ICT-based projects for people with intellectual disabilities are increasingly prioritised, and digital literacy programmes are essential to bridge the digital divide. Society is undergoing a major transformation, which has led to the integration of Information and Communication Technologies (ICT) in all areas and sectors, with new forms of collective intelligence and the use of the web. Therefore, this module includes elements of digital training with accessibility as a fundamental value of technologies (easy webs and other digital tools such as WhatsApp, computers, digital platforms and email should be addressed).

In addition, this module includes technological products for higher education, as technologies are transforming education. Digital credentials, blockchain, virtual assistants (chatbots). Intelligent workspace; affective computing with artificial intelligence; immersive workspace; collaborative virtual reality.

Finally, trends in inclusive technologies and assistive technology products that facilitate the tasks and routines of people with disabilities should be included. For example, hardware and software to improve mobility, hearing, vision, or communication skills. Robotics and digitalisation have great potential to reduce barriers, and the consolidation of teleworking can be harnessed to improve employability. For technology to be inclusive, it must consider 1) its accessibility, usability, readability and comprehensibility; 2) the avoidance of bias (stereotypes) in technological design; 3) cognitive accessibility; and 4) the design of accessible hardware, technological adaptations or devices.

Categories

Digital training; Information and Communication Technologies; technology products for learning; inclusive technologies.

Introduction

Intellectual disability (ID) compromises multiple areas of development, increasing learning difficulties and making the participation of these people in the social and cultural life of their community more complex. The most effective psychoeducational interventions for people with ID are, as we know, those that promote the achievement of autonomy, the acquisition of literacy skills, as well as the acquisition of skills that foster full participation in social, cultural and occupational life (e.g. Scott & Havercamp, 2016; Beadle-Brown et al., 2016).

The living environment that a person with intellectual disabilities encounters, influences, or hinders has a profound impact on the individual's ability to cope independently with the various circumstances of everyday life (WHO, 2001). Therefore, promoting access to cultural and social life for people with ID, and in general for people with special educational needs, means trying to reduce all existing obstacles and barriers: institutional, educational, cultural, social, subjective, physical, etc. (Aquario et al., 2017). At the

same time, promoting inclusion means favoring access to knowledge by promoting facilitating elements. For this reason, so-called "learning environments" play a crucial role in stimulating participation in social and cultural life and must therefore be increasingly accessible. However, physical accessibility is no longer enough; action is needed on several fronts: physical, cognitive, sensory, cultural, economic, emotional, and educational. Digital technologies have an important role to play in this regard. Digital empowerment and the use of information and communication technologies can contribute significantly to promoting inclusion, in particular by revaluing the principles of self-determination, empowerment and, more generally, by promoting a better quality of life for these people. The university itself must also be technologically inclusive, i.e., it must be able to guarantee access to educational resources for all students, regardless of their abilities and competences. This means that the entire system must be designed so that it can be used by all, regardless of their abilities.

There are many ways to make a university technologically inclusive, the most immediate and effective of which include

- Designing accessible websites and web applications;
- Provide equipment and assistive technology for students with disabilities;
- Provide accessibility training for staff.

Hence the importance of Universal Design for Learning, a model that allows for the design of environments, services, methods, materials and, in the field of education, flexible learning assessment systems, according to the needs of an increasingly diverse population, including people with intellectual disabilities.

One of the central questions informing the emerging dimensions of innovative learning in international contexts is how to work with the needs of specific communities to create a new matrix of opportunities for inclusion, mutual benefit, and intercultural encounter. The process of globalisation is at the heart of labour market change in all countries. This has specific implications for learning professionals and educators in terms of professional training, good practice, and standards, in dealing with the diversity that emerges within and between many of these communities.

The new knowledge architecture is the problem of knowledge sharing between stakeholders. To foster knowledge sharing, mutual benefits and attractiveness between stakeholders must be explicitly defined. Education and training professionals must clearly see the added value of sharing professional and tacit knowledge. This sustainable form of knowledge sharing requires changes in attitudes and trust among learning facilitators. Such activities underline the benefits of human-centred and multidisciplinary approaches, focusing on the link between academic research, practical application, and community benefit.

At a time of profound global change, these activities also draw attention to the powerful contribution that widening participation and equal opportunities can make to a culture of quality and excellence. This occurs through a process of innovation and inclusive design, in which the contribution of previously excluded groups (such as people with disabilities) to socio-economic and educational development strategies is seen as an investment rather than a cost. This shift raises questions about the structures of learning, work, and production and how they can support innovation and creativity.

When we talk about social learning contexts, we must not forget the growing presence of technological interaction spaces in all areas of our lives. These have reached their current dimension in the wake of

COVID-19. ICTs are an undeniable element of social innovation that can help communication and teaching, for example by adapting materials to make them accessible to all. However, this resource can become exclusionary and dehumanising if it does not consider the starting point of its potential users and the consequent corrective measures. In the post-Covid era, it is increasingly necessary to include all students, especially those with disabilities, in online social spaces to ensure their full participation in university life.

In conclusion, inclusion and equity are key issues in today's society, with a particular focus on equal opportunities in education and employment for people with disabilities and other marginalised groups. Globalisation and technology are transforming labour and learning markets, requiring innovative approaches and a mindset of equity to fully harness human potential in a diverse and evolving society.

Digital training

Digital empowerment is the process of developing the skills and knowledge needed to use digital technologies effectively and safely. It is an important process for everyone, but especially for people with intellectual disabilities, who often face barriers to accessing and using technology. Digital empowerment can have a positive impact on several aspects of the lives of people with intellectual disabilities, including

- Social and occupational inclusion: digital technologies can help people with intellectual disabilities to participate fully in social life by accessing information, services, and opportunities;
- Autonomy and self-efficacy: digital technologies can help people with intellectual disabilities to develop a greater sense of autonomy and self-efficacy, enabling them to carry out everyday activities more independently;
- Learning and personal development: digital technologies can be used to support these two aspects, providing people with intellectual disabilities with access to educational resources and development opportunities.

In educational contexts, in order to make the most of the multiple possibilities offered by the use of new technologies in education, it is necessary to carry out a methodological change. This implies a process of changing teaching and learning methodologies to adapt them to the needs of people with intellectual disabilities. It is an important process to ensure that people with intellectual disabilities have access to quality education. Methodological change can be achieved in a number of ways, including

- The use of digital technologies: Digital technologies can be used to personalise learning, provide real-time feedback, and create more engaging learning environments.
- The use of experiential methodologies: project-based learning and community-based learning, to cite two examples, can help people with intellectual disabilities to acquire knowledge and skills in a meaningful way.
- Use collaborative methodologies: cooperative learning and peer learning can help people with intellectual disabilities to develop their social and communication skills.

In a process of methodological change, it is necessary to know, know how to use and know how to select, among the myriad of technological tools available, the most appropriate ones in relation to the functional characteristics of the person with intellectual disabilities. Assistive technology can be used to support the

learning and development of people with intellectual disabilities. Some of the most common are:

- Computers, tablets, and mobile phones can be used to access information, educational resources and learning opportunities;
- Educational software: Educational software can be used to personalise learning and provide real-time feedback;
- Assistive devices: Assistive devices such as voice readers and communicators can help people with intellectual disabilities to communicate and access information.

All factors facilitating the digital empowerment of people with intellectual disabilities should also be taken into account:

- Access to technology: People with intellectual disabilities must have access to digital technologies, both physical and economic.
- Training and support: People with intellectual disabilities and their carers need training and support to use digital technologies effectively.
- Inclusive policies and practices: Education policies and practices must be inclusive to ensure that persons with intellectual disabilities have access to quality education.
- Without the adoption of appropriate enablers, the digital empowerment of people with intellectual disabilities may be hindered because:
- Digital technologies can be expensive, which can be a barrier for people with intellectual disabilities and their families;
- Digital technologies must be accessible to all people, regardless of their functional characteristics;
- Prejudices and stereotypes can hinder the digital empowerment of people with intellectual disabilities, who may lack specific technological skills.

In conclusion, digital empowerment is an important process for people with intellectual disabilities. Methodological changes, technological tools and enablers can help to facilitate the digital empowerment of people with intellectual disabilities, but it is also important to address the constraints that may hinder this process.

Information and communication technologies

The benefits of using information and communication technologies to support inclusion include the possibility of:

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

One of the most important benefits is the wider dissemination of information, both in general and on the

use of the new technologies themselves. Disseminating information about ICT and its benefits is important to ensure that teachers, schools, and other stakeholders can take advantage of these technologies. This can be done through a variety of channels, including:

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

From the point of view of disseminating and applying knowledge through ICTs, it is essential that websites are accessible and user-friendly. This is essential to ensure that everyone can access the information and resources available online. This means that websites should be designed to be user-friendly for people with visual, hearing, motor, or intellectual disabilities.

All of these elements require specific training, both for the technicians who design and implement the technological tools, and to ensure that teachers are able to use ICT effectively. Such training should focus on a number of topics, including:

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

Technologies

A technologically inclusive university uses technology to make education accessible to all, regardless of their abilities and skills. This means that the university must ensure that its technological resources are accessible to all students, including those with physical, sensory, or cognitive disabilities.

There are many ways to make a university technologically inclusive, among them:

- Design of accessible websites and web applications
- Provide assistive devices and technology to students with disabilities;
- Accessibility training for staff

Accessibility is the ability of everyone to access and use a system, product, or service. This means that it should be designed so that everyone can use it, regardless of their ability. Accessibility is important to ensure that everyone has the opportunity to participate in social life and enjoy the benefits of education, work, and other services. There are many possible limitations that may prevent a person from accessing a system, product, or service. If they are considered as limitations of the person, they are directly related to his or her functional characteristics. If they are considered limitations of the context, they are the result of the inability to design and implement tools capable of capturing the full capabilities of the user. It is therefore essential to take into account the elements of possible limitations in order to implement tools accessible to all. From this perspective, virtual classrooms and official university websites are essential tools for education and communication. The most effective ways of making virtual classrooms and official websites accessible are the following:

- Design virtual classrooms to be accessible to all students;
- Use simple and clear language on official websites;
- Provide subtitled videos or text transcripts on official websites.

Technology can be a powerful tool to make higher education more inclusive. Universities that use technology responsibly can help ensure that all students have the opportunity to reach their full potential.

Online resources

Boot FH, Owuor J, Dinsmore J, MacLachlan M. Access to assistive technology for people with intellectual disabilities: a systematic review to identify barriers and facilitators. J Intellect Disabil Res. 2018 Oct;62(10):900-921. doi: 10.1111/jir.12532. Epub 2018 Jul 10. PMID: 29992653.
https://onlinelibrary.wiley.com/doi/epdf/10.1111/jir.12532
This review proposes actions related to barriers and facilitators that are particularly important for people with ID to access AP. However, only limited research is available describing factors influencing access to PB for people with ID in low- and middle-income countries and in rural areas.

Fitzpatrick, I., and Trninic, M. (2023). Dismantling barriers to digital inclusion: A model of online learning for young people with intellectual disabilities. *British Journal of Learning Disabilities*, 51, 205-217. https://doi.org/10.1111/bld.12494
The online learning model described in this article is an example of an accessible online learning model for people with intellectual disabilities. Several factors have been shown to be important for the success of this model, such as role-play activities, modelling, scenarios, discussion, immediate feedback and peer-to-peer interaction, which emphasises praise and encouragement.

Downloadable documents

European Agency for Special Needs and Inclusive Education, "Inclusive digital education": https://*www.european-agency.org/sites/default/files/_Inclusive_Digital_Education_Project_Examples.pdf*
This report of project examples is part of the results of an activity entitled Inclusive Digital Education (IDE). IDE aims to take an in-depth look at emerging priorities and demands in relation to inclusive digital education and blended learning during the period 2016-2021. This report compiles a number of Erasmus+ collaborative projects addressing selected aspects of inclusive digital education.

UNESCO IIEP, (2021). COVID 19, technology-based education and disability: the case of Mauritius; emerging practices in inclusive digital learning for students with disabilities: https:**//unesdoc.unesco.org/ark:/48223/pf0000377755**
NYCBE is based on a holistic philosophy that emphasises both greater equity and equal learning opportunities for all learners, enabling them to realise their true potential, regardless of geographic location or socio-economic background. Crucially, Goal 4 of NYCBE clearly states that learning opportunities should be provided for all learners, including those with special educational needs (SEN), to achieve high levels of achievement in accordance with their abilities and strengths.

European Commission, Joint Research Centre, Vuorikari, R., Kluzer, S., Punie, Y. (2022). *DigComp 2.2, The Digital Competence framework for citizens : with new examples of knowledge, skills and attitudes*, Publications Office of the European Union: https://data.europa.eu/doi/10.2760/115376
Digital skills for work and life are high on the European policy agenda. The EU e-skills strategy and related policy initiatives aim to improve digital skills and competences for the digital transformation. The European Skills Agenda of 1 July 2020 supports digital skills for all, including by supporting the objectives of the Digital Education Action Plan, which has the objectives of i) improving digital skills and competences for the digital transformation, while ii) fostering the development of a high-performing digital education system.

Benigno, V., Tavella, M. (2011). Inclusive learning plans using ict: the *Aessedi* project: https://doi.org/10.17471/2499-4324/239
https://ijet.itd.cnr.it/index.php/td/article/view/239/173
Education is a primary context for preventing social exclusion and offering people with special needs opportunities for active participation in all spheres of life. One of the main objectives of the school system is to ensure the participation of all pupils in the learning and competence acquisition processes. This article presents a pilot study on the design and testing in the classroom of learning plans based on the use of multimedia technologies developed for the full inclusion of people with special needs. The learning plans are the result of collaborative efforts involving curriculum and special education teachers, supported by a web-based environment called AESSEDI, which scaffolded by providing a set of indicators to support reflection on inclusion issues.

Unesco, (2020). Technology for inclusion: https://unesdoc.unesco.org/ark:/48223/pf0000373655
Technology-supported differentiated learning has considerable potential but is rarely used, largely due to a lack of adequate teacher training and other resources. Lack of schools and other educational infrastructure and poverty pose particular challenges to the introduction of technology-mediated UCL in low (and middle) income countries. However, the obstacles around the world are similar and include lack of funding and other resources, lack of available technologies and expertise, and lack of teacher training.

European Agency for Special Needs and Inclusive Education, 2016. Taking action for inclusive education: Reflections and proposals from delegates. Odense, Denmark: European Agency for Special Needs and Inclusive Education:
https://www.european-agency.org/sites/default/files/Take%20Action%20for%20Inclusive%20Education_IT.pdf
The aim of this report is to analyse the commitment of their schools and communities to inclusive education.

Bibliographical References

Aquario, D., Pais, I., 6 Ghedin, E. (2017). Accessibilità. alla conoscenza e Universal Design. Uno studio esplorativo con docenti e studenti universitari. Italian Journal of Special Education for Inclusion, 5 (2), 93-105: https://core.ac.uk/download/322531669.pdf

Beadle-Brown, J., Leigh, J., Whelton, B., Richardson, L., Beecham, J., Baumker, T., & Bradshaw, J. (2016).

Quality of Life and Quality of Support for People with Severe Intellectual Disability and Complex Needs. *Journal of applied research in intellectual disabilities: JARID*, *29*(5), 409–421. https://doi.org/10.1111/jar.12200

Chadwick, Darren D., Melanie Chapman and Sue Caton, "Digital Inclusion for People with an Intellectual Disability", in Alison Attrill-Smith et al. (eds.), The Oxford Handbook of Cyberpsychology, Oxford Library of Psychology (2019; online edn, Oxford Academic, 7 June 2018), https://doi.org/10.1093/oxfordhb/9780198812746.013.17 accessed 6 September 2023

Fernández-Batanero, J.M., Montenegro-Rueda, M., Fernández-Cerero, J. et al. Assistive technology for the inclusion of students with disabilities: a systematic review. Education Tech Research Dev 70, 1911-1930 (2022). https://doi.org/10.1007/s11423-022-10127-7

Ferrari, M. (2016). Inclusive education with ICT. OPPInformazioni, 121(2016), 51-59: https://oppi.it/wp-content/uploads/2017/05/oppinfo121_051-059_michela_ferrari.pdf

Fiorucci, A., Pinnelli, S. Evaluation of the technological component for the promotion of inclusion. An index-based action research experience for trainee remedial teachers. Metis, Vol. 10, N. 1(2020): http://www.metisjournal.it/index.php/metis/article/view/361/284

Lancioni, Giulio E., Singh Nirbhay N., O'Reilly, Mark F., Sigafoos, Jeff, Alberti, Gloria, Chiariello, Valeria & Desideri, Lorenzo (2022) People with intellectual and visual disabilities access basic leisure and communication using a smartphone's Google Assistant and voice recording devices, Disability and Rehabilitation: Assistive Technology, 17:8, 957-964, https://doi.org/10.1080/17483107.2020.1836047

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

Scott, H. M., & Havercamp, S. M. (2016). Systematic Review of Health Promotion Programs Focused on Behavioral Changes for People With Intellectual Disability. *Intellectual and developmental disabilities*, *54*(1), 63–76. https://doi.org/10.1352/1934-9556-54.1.63

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

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

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

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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

Module 3: Job orientation and inclusion

Bruce, Alan (ULS), Graham, Imelda (ULS)

Summary

In order to support the inclusion of students with intellectual disabilities in the university context, everything related to the world of work has to be taken into account, from internships to employability after graduation, including career guidance. To this end, university departments would specialise in employability and entrepreneurship, such as in the case of the UPO for issues related to supported employment. This work would have to consider at least the number of people who support employment and internships in a progressive way and adapted to the needs of students, and the number of employment counsellors who know and establish bridges of communication with companies. In addition, supported entrepreneurship is included, so that the employability of people with intellectual disabilities is no longer limited to paid work and new possibilities are opened up.

Categories

Employment support (university as a bridge to employment); employability and supported entrepreneurship; career counselling

Introduction

Historically, services for people with disabilities have prioritised employment outcomes as the optimal measure of social integration of people with disabilities. The pursuit of sustained acquisition of skills, along with subsequent placement in a job that matches needs and abilities, has been the driving force behind rehabilitation services for many decades (Strauser, Wong and Sullivan, 2012). Getting a job was the ultimate achievement: balancing personal fulfilment, employer satisfaction and the creation of a secure socio-economic framework in which people with disabilities could live their lives with autonomy and dignity.

Progress in the fields of education and employment is remarkable. In the past, people with disabilities - like other disadvantaged groups - were excluded from the labour market or mainstream education as a result of attitudes and values that were highly critical of what was not considered "normal". For people with disabilities, institutionalisation, isolation, and paternalism characterised the way their problems and issues were addressed. However, today's society gives people with disabilities the opportunity to access services and facilities available to all. Several factors have contributed to this change. The influence of Europe in demonstrating the importance of rights and social norms, 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 resulting lessons on equality have all contributed to this.

But in the disability world there are two other factors to be mentioned: activism and empowerment. Through the considerable activities of people with disabilities who have adopted an activist approach to social change, through the activities of those who have advocated on behalf of people with disabilities, and

through a considerable body of research and information, society increasingly recognises the enormous human potential that exists within this community. Issues of diversity and equality are pressing for contemporary society for a number of interrelated reasons. Education systems reflect in part the demographic, social and cultural changes in the wider socio-economic environment.

The current context of equality and diversity refers to the composition of the workforce according to multiple elements of identity: for example, race, religion, gender, language, or nationality. The nature of the modern labour market is becoming increasingly complex and diverse as a result of social change and population movements. This gives rise to issues such as:

- Forced migration.
- Regional impoverishment.
- Increased participation of women.
- The changing nature of the work itself (due to technological advances and improvements).
- The legacy of colonialism and racism.
- The impact of human rights law and practice.

These issues affect diversity in terms of rights, ethical practice, conflict resolution and the promotion of equal opportunities.

Approaches to diversity and equality management can be seen, at the very least, as tools that enable professional educators and trainers to adapt to the challenges posed by a diverse workforce (where expectations and levels of communication can even be sources of potential conflict). In a broader context, they can be seen as powerful resources for capitalising on external processes of change and harnessing the levels of creativity and potential generated by radical departures from past certainties.

Barriers to equality arise from prejudice and ignorance. The removal of barriers can be addressed (at least formally) through legislation and monitoring practices. Deeper change can be accelerated more quickly if educators take advantage of the opportunities offered by social differences and integrate them into innovative learning paradigms within the employment process itself. Central to this is the training of trainers to achieve inclusive approaches and attitudes to equality.

The vocational tradition is particularly strong in North America. The buoyant post-war labour market virtually guaranteed full employment and some form of vocational integration. Subsequent policy and legislative achievements, such as the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) in the United States, and the Canadian Human Rights Act of 1985, made it possible for people with disabilities to seek and find solid employment. Similar legislation now exists around the world. These beliefs are supported by the 159 signatory countries that have pledged to support the Convention on the Rights of Persons with Disabilities. However, employment remains more of an ideal than a reality. The landscape has changed dramatically. Not only has the economy shifted to a new model of production and consumption, but all economic processes have been transformed to a global supply chain model.

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

Globalisation: new possibilities and possibilities and challenges for labour inclusion

Globalisation may affect high-skilled and low-skilled workers differently. Among other things, it can affect the distribution of income. Globalisation often fragments the production process, concentrating more knowledge-intensive tasks in the parent firm and outsourcing less knowledge-intensive tasks to suppliers in other countries. Globalisation thus changes the demand for skills in both lead and supplier firms. These changes in demand affect the wages of high-skilled and low-skilled workers (and the ratio between the two). In this sense, globalisation affects workers differently according to their skill endowment (Feenstra & Hanson, 1995).

Retraining in technology- and skill-intensive jobs may be the preferred long-term option to address skills shortages and the impact of occupational change and transformation. However, whether this is feasible depends on the productive capacity of an economy or sector. In this regard, policies to enhance technological capacity, technology transfer and skills development, including on-the-job training, are essential. (ILO, 2013). However, this in itself poses a challenge to traditional models of learning and educational provision.

This has immediate and profound implications for those working in vocational rehabilitation, both locally and globally. Traditional jobs have been transformed into variable, multidimensional and mutating domains of work performance. Flexibility and adaptability are more important than specific functional skills. In addition, the nature and structure of work organisation has changed significantly. Concepts such as "job for life", security, role delimitation, unionisation, social security, or tenure have been discarded. They have been replaced by new environments in which change, flexibility (in how, when and where work is done), interaction with colleagues, offshoring, disruptive innovation, pervasive technologies, and uncertainty are now the new norms. On top of this, global companies are moving headquarters and production lines from one continent to another at a dizzying pace and operating in an environment where job autonomy no longer matters.

For disabled jobseekers and the professionals who work with them, there is now an urgent need to reconceptualise the environments in which individuals work. This means not only a profound re-examination of the nature and scope of employment and work in the globalised 21st century, but also the ability to understand the dynamics of globalisation, and the competence to assess, evaluate and provide placements in a profoundly changed environment. The objective reality is that the methodology of rehabilitation job analysis, the workers' compensation system and the determination of benefits, as found in the United States, still bears the hallmarks of the New Deal and an approach created in the 1930s. The evolution of the foreign economy since then forces new issues and contexts to be taken into account. It also underscores the urgent need to understand the contours of international rehabilitation and disability practice in settings and contexts other than the United States. International rehabilitation issues no longer seem exotic or peripheral. They are an everyday reality for the global disability community. Professional education has largely failed to respond to these new realities.

The impact of the globalisation process on education and learning is also contradictory. On the one hand, it has been criticised that learning resources (such as teaching materials, accepted terminology, subjects, and Internet-based learning) are overwhelmingly based on American or European models and standards, and in

particular that they are dominated by an exclusively Anglo-Saxon orientation. On the other hand, globalisation opens up real possibilities for transformative learning, where knowledge grows exponentially without the constraints of national curricula and vested interests. New models of training, as well as the recognition, if not transformation, of educational platforms and certification, are a call as industry and education develop more meaningful collaborations on a global scale.

The role of advanced technological tools and e-learning has also become a major focus of international literature and research. The use of advanced technologies is a powerful way of enhancing adult learning and provides a rich resource of techniques and methodologies for teachers and facilitators. New professions have emerged, such as digital content designers, digital writers, graphic artists, rich media experts and digital content project managers. Parallel to this macroeconomic context is the growing impact of the emerging digital world and the contours of employment it is shaping. This new emerging digital world has created a number of new professions and skill sets that are literally and figuratively unprecedented. In other words, these new occupations cannot be studied in advance. But they do represent a set of professional competencies, behaviours, and attitudes that professionals will have to learn on the job, in dynamic and evolving work settings.

Whatever the concerns, it is clear that globalised processes are now an integral part of the fabric of life in the 21st century. This raises many questions about the principles and practices that underpin the science and practice of learning. It has been found that, although new policy contexts in several European countries support a shift towards inclusion (inspired by the objectives of the European Union policy framework), practitioners need more support to develop their practice. It is also possible to conclude that there are some signs of hope and that inclusion can be promoted in settings with flexible curricula, staff exchange/training programmes, spaces for dialogue, addressing human rights issues and promoting labour market participation processes and peer support/mentoring practices for stakeholders and practitioners. Profound changes in the global labour market present both challenges and opportunities.

Over the last 20 years, Ireland has experienced a dramatic increase in the number of students with disabilities in higher education. While it is difficult to establish absolute numbers, both AHEAD and the HEA report significant and sometimes dramatic increases in participation. The increase in participation rates has highlighted the often significant support needs that exist and the resource implications of providing the necessary support. The rates also highlight the need to raise awareness among academic and administrative staff.

The rapid growth in the number of students with disabilities has also highlighted the needs that precede admission to higher education, such as assessment, coordination, needs identification, support allocation, funding, assistive technology, and coordination. Increased participation also highlights the needs following participation in higher education: progression to employment, ongoing support, independent living, transport, and qualitative research for future planning.

The lack of coherent and focused research on disability and rehabilitation professionalism is a continuing problem. The lack of focused research has impacted on the ability to articulate quality, develop innovation, support the empowerment of people with disabilities, enhance professional competencies and contribute to international debate and dialogue on best practice in disability.

International experience has demonstrated the significant benefits to academics, practitioners, and

consumers alike of initiatives based on research into needs and the development of best practice. In a number of areas, the increased participation of students with disabilities at third level has led to new insights and original research. These areas include:

- Adaptive and assistive technologies
- Professional evaluation
- Evaluation
- Advice
- Material design
- Environmental design
- Software design
- Medical assistance
- Legislation
- Innovative pedagogy.

These activities highlight the advantages of human-centred, multidisciplinary approaches that focus on the link between academic research, practical applications, and community benefit.

At a time of profound global change, these activities also draw attention to the powerful contribution that greater participation and equity can make to a culture of quality and excellence. This is done through a process of innovation and inclusive design, where the contribution of previously excluded groups (such as people with disabilities) to socio-economic and educational development strategies is seen as an investment rather than a cost. Students with disabilities have traditionally been under-represented in education systems due to a combination of segregated structures, low educational expectations, and lack of necessary support.

It is clear that for many organisations their conception of "learning" is still based on an industrial age model of learning. This includes a primary focus on formal, content-rich course design. However, some are already beginning to recognise that this model is becoming obsolete and that there are dominant pressures and imperatives within organisations that are driving change. At the same time, there is recognition that new trends, technologies, and tools offer enormous opportunities to make a real difference to organisational development.

Downloadable documents

Backes, B., Holzer, H., Vélez, E. (2015), 'Is it worth it? Postsecondary education and labor market outcomes for the disadvantaged', *Journal of Labor Policy* (4, 1).
https://izajolp.springeropen.com/articles/10.1186/s40173-014-0027-0

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

Bialik, K., & Mhiri, M. (2022). Barriers to employment for people with intellectual disabilities in low- and

middle-income countries: Self-advocate and family perspectives'. *Journal of International Development34*(5), 988-1001.
https://onlinelibrary.wiley.com/doi/full/10.1002/jid.3659

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

Bibliographical References

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

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

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

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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

Module 4: International University Mobility

Maria Rita Mancaniello (University of Siena), Chiara Carletti (University of Florence / University of Siena), Marianna Piccioli (University of Florence)

Summary

The aim of this module is to check whether national and international mobility offers for undergraduate (SICUE -in Spain-, ERASMUS, Atlanticus, PIMA, Grado Santander) and postgraduate degrees (in addition to those mentioned, those of the Fundación Carolina and AUIP-Asociación Iberoamericana de Posgrado, Fullbright, etc.) are accessible for people with intellectual functional diversity. This should be taken into account for both outgoing and incoming mobility students, as both are mobility students attached to the reference university.

The application, planning and implementation procedures for student mobility placements are complex. Moreover, given the diversity of rules, timetables, and procedures of the partner institutions, it is difficult to plan all actions to be carried out by students applying for these grants for all destinations/origin. This implies a more active role for mobility students in the planning and monitoring of their stays, which is far from the usual procedure in our universities, where it is the institution that sets the timetables, subjects, and deadlines. This reality of mobility is a challenge for students in general and for students with intellectual functional diversity in particular.

Therefore, the following should be considered:

a) On the one hand, the accessibility and clarity of the information published on general procedures (those common to all mobility students).

b) On the other hand, and given the variability of situations that occur during mobility, access to personalised and specialised guidance and follow-up for mobility students with intellectual disabilities should be guaranteed. This personalised follow-up is already provided for students in general by the competent bodies of each university (vice-deans for mobility, vice-rectors, international relations units, mobility tutors, etc.), but it would be necessary for students with intellectual disabilities to receive specialised advice on their condition, either through the training of the competent bodies, the inclusion of a support person, or any other measure that each university considers appropriate to its own student support structure.

Categories

Cognitive accessibility, University support, University mobility

Introduction

One of the main challenges of modern society is to achieve full autonomy and social inclusion of people with disabilities; the creation of support services in universities to enable people with disabilities to access higher education is essential to achieve these goals. In this context, the importance of promoting the

mobility of Erasmus students with disabilities in the European Higher Education Area (EHEA) is recognised. People with intellectual disabilities also have the right to participate in the same international exchange opportunities as people without disabilities. Universities and exchange programmes sometimes develop specific programmes or opportunities for volunteering, internships, study or teaching abroad in a disability context.

This implies the capacity to offer professional interventions capable of accompanying the personal mobility projects of students with disabilities who request it, taking into account their needs and including the appropriate human and financial resources, the promotion of personal skills, the mediation of relationships with volunteers, the criteria of physical and sensory accessibility of the environment and the coordination of all the structures and professionals involved. These are fundamental experiences that have an impact on the personal growth process of young people with complex educational needs, fostering their autonomy and a sense of self-confidence that is of great help to all people and, in particular, to disabled pupils. Other benefits of this type of learning experience include

- Acquisition of greater cultural and intercultural awareness.
- Improvement of language and communication skills.
- Development of autonomy and adaptability.
- Establish new relationships and friendships.

Students with disabilities are first and foremost students. As important as their disability may seem, it often has relatively little relevance to the experience of studying abroad. Other factors, such as programme choice, academic planning, family support, finding resources and accommodation, transport arrangements and cultural differences are often much more important. In other words, the same issues that affect all students also affect students with disabilities. Disability-specific issues often translate into minimising barriers to increase accessibility and providing individual, collaborative, and inclusive accommodation and support. While there is often a search for standards that can help university staff to accompany students with intellectual disabilities during their study abroad experience, the reality is that such standards do not exist. There are good practices that are mainly based on common sense, good will, creativity, and knowledge of the intentions of non-discrimination legislation in relation to the needs and interests of the individual student. Our aim should therefore be to help international education staff to work with disability service providers and others to support disabled students to enhance their experience as far as possible.

The aim of these student mobility and placement activities, as understood and practiced in Europe, is to contribute to the creation of a European Education Area. They aim to be global in scope and to strengthen the link between education and research. Mobility and exchanges are based on decades of practices and procedures designed to enhance opportunities for students, academics, and administrators, highlight elements of good practice and develop the overall quality of the academic experience. These mobility and placement actions are designed to foster employability, social inclusion, civic engagement, innovation, and environmental sustainability in Europe (and beyond), offering students from all disciplines and at all stages of their studies the opportunity to study or train abroad as part of their studies.

The objectives of these actions are

- Expose students to different points of view, knowledge, teaching, and research methods and

working practices in their field of study in a European and international context;

- Develop their transversal competences, such as communication, language, critical thinking, problem solving, intercultural and research competences.
- Develop their future skills, such as digital and green skills, which will enable them to meet the challenges of today and tomorrow;
- Facilitating personal development, such as the ability to adapt to new situations and self-confidence. The great benefits of mobility and student exchanges can and should be extended to all who are willing and ready to learn. But putting this into practice requires imagination, reflection and policies that make a definable difference. We need to explore measures and initiatives that can open up the potential of these exchanges and mobilities to students with intellectual disabilities participating in university programmes.

Cognitive accessibility for international university mobility

University exchanges can be a valuable experience for all students, regardless of their disability. However, it is important to ensure that these programmes are accessible and inclusive for all students, including those with cognitive disabilities. Ensuring cognitive accessibility in university exchanges means first and foremost

- Provide accessible and welcoming spaces: this could include access to translation and interpretation services, assistive devices, and accessible technology.
- Provide tailored support: this could include personalised help in understanding learning materials, orientation within the university and socialisation with other students.

The main difficulties faced by students with intellectual disabilities who wish to follow this type of pathway include difficulties in understanding the teaching material and lectures, difficulties in orientation and mobility within the university and difficulties in socialising with other students.

It is impossible to list all the accommodations that must be made for students with disabilities who travel to different destinations and study different subjects. The best approach for international educators is to have a solid background in concepts relevant to the inclusion of students with disabilities in study abroad and to work with the student, the disability service provider, and the study abroad institution in the planning process. Five interrelated concepts have emerged as particularly important when it comes to including students with disabilities in study abroad.

Individualisation: Each individual has a unique background and a unique combination of interests, skills, and abilities (Van der Klift & Kunc, 1994). Students acquire disabilities at different ages, learn to use different types of compensatory strategies and adaptive equipment, and develop different levels of independence and self-advocacy. These individual characteristics will influence the study abroad experience. Each student is the best source of information about his or her adaptive needs. Since the real experts on accessibility are people with disabilities, it is important to involve potential participants with disabilities in problem solving and programme planning.

Barriers and accommodations: These concepts are fundamental to serving students with disabilities. In this context, barriers refer to any obstacle that may impede the experience of studying abroad. Barriers can be

both psychological and physical. Examples of possible barriers to studying abroad include transport barriers, financial barriers, architectural barriers, low expectations of others or dependence on family to live independently. Adaptations refer to support, services or policy changes that enable students with disabilities to participate fully in activities. Examples of adaptations to study abroad include accessible transport, sign language interpreters, financial assistance or support and encouragement from family and friends. Among the possible barriers to studying abroad, some students mentioned as important factors the length of the programme, access to support devices and services, financial aid options, time needed for planning, and the availability of academic accommodations such as note takers, readers, modified examination arrangements and interpreters. Most students preferred to study abroad for a semester and wanted at least six months' notice. Barriers and accommodations vary depending on factors such as type of disability, compensatory strategies used, use of adaptive equipment and previous travel experience (Matthews, et al., 1998). Therefore, the identification of possible barriers and adaptations to study abroad is individualised.

When designing promotional materials and events to publicise study-abroad programmes, consideration should be given to people with disabilities. For example, written materials should be provided in modified formats (large print, computer disk, tape) for visually impaired students. Events should be held in physically accessible facilities, with amplification systems or sign language interpreters where necessary. The welcome from staff, the quality of interaction and the accessibility of introductory information will influence students' persistence in finding out about studying abroad.

Spread of disability: Another concept relevant to the inclusion of learners with disabilities is based on the phenomenon of the spread of disability identified by Dembo, Leviton and Wright (Wright, 1983). Disability creep refers to the tendency of non-disabled people to exaggerate the impact of a disability based on stereotypes and myths about the nature of disability. Each individual is a unique combination of interests, abilities, experiences and idiosyncrasies. When someone's disability is seen as the most important part of their personality, we only see their limitations, not their unique and human qualities.

If we allow the disability to spread, the disability becomes prominent. The other typical experiences of studying abroad become less important as the impact of the disability distracts us. The attitudes of university staff (in international education, disability services or academic counselling) and, indeed, the attitudes of the student, will influence whether the presence of a disability is seen as just one more unique characteristic of a student or as the primary and overwhelming characteristic. We must focus on the specific abilities and interests of each student, not on the myths and stereotypes of disability.

Inclusion: An important principle is the need to include people with disabilities in activities with non-disabled people, rather than offering separate activities. (US Equal Employment Opportunity Commission & US Department of Justice, 1992; National Council on Disability, 1996). In addition, students with ID are strongly encouraged to participate in an inclusive study abroad programme (Matthews, et al., 1998). Since students with disabilities will be participating in inclusive programmes, preparation takes on added importance. This can be facilitated by insights from returning students, which can help prepare students with disabilities for the attitudes and levels of access they will encounter while studying abroad. Feeling prepared to deal with attitudes and customs will facilitate adaptation.

Collaboration: International educators are familiar with the collaboration necessary to develop and implement study abroad programmes. Academic advisers, on-site coordinators, students, parents, and

financial aid staff are all important partners in the process. Involving students with significant disabilities in study abroad creates an opportunity for similar collaboration with disability service providers on campus. Disability services staff can provide information on the types of accommodations (e.g. adapted computers, audiobooks) that students with disabilities can use to meet the new challenges of a study-abroad programme. Disability services colleagues may also be helpful in identifying resources for purchasing adaptive equipment or services. Providing timely, accurate and comprehensive information about study-abroad opportunities and available accommodations will encourage more students with disabilities to seriously consider this opportunity for personal and professional enrichment.

How students assimilate the experience of studying abroad is as important as the details of the experience itself. What students learn from the experience and how that knowledge becomes part of their lives upon return is crucial. This is a sufficient element for policies and practices to be put in place to promote such experiences for students with intellectual disabilities.

University mobility

Research, particularly international research, shows that the percentage of students with disabilities in higher education and study abroad programmes remains very low worldwide (Fazekas, 2017; Organisation for Economic Co-operation and Development, 2011). Therefore, study abroad opportunities for these students must be significantly increased to provide equal access and experiences in a truly inclusive higher education environment. In order to promote the international mobility of students with intellectual disabilities, it is first and foremost important to provide adequate responses to the challenges they face. Some of these challenges are:

- Lack of inclusive policies and practices in universities: It is important that universities have inclusive policies and practices that support students with cognitive disabilities.
- Lack of financial support for students with cognitive disabilities: Financial support should be provided to students with cognitive disabilities to enable them to participate in university exchanges.
- Lack of awareness and understanding of the needs of students with cognitive disabilities by host universities: It is important to raise awareness among host universities of the needs of students with cognitive disabilities.

Some ways to address these challenges are

- Develop inclusive policies and practices: Universities should develop inclusive policies and practices that promote the inclusion of students with cognitive disabilities.
- Provide financial support to students with cognitive disabilities to enable them to participate in university exchanges.
- Raise awareness of host universities about the needs of students with cognitive disabilities.

More needs to be done to promote the inclusion of students with intellectual disabilities in international exchange programmes. While there can be no one-size-fits-all approach, there is a need to promote sound inclusive policies and practices, to improve financial support for students with intellectual disabilities and to

raise awareness of the needs of these students in host universities.

Online resources

International Exchange with a Disability: Enhancing Experiences Abroad Through Advising and Mentoring in "Journal of Postsecondary Education and Disability", 28(4), 405-412405: https://files.eric.ed.gov/fulltext/EJ1093584.pdf

Through interaction with an advisor or mentor and exposure to role model experiences, students with disabilities appreciate the potential challenges and benefits of international exchange and make informed decisions about whether, where and how to go abroad. By adopting inclusive counselling strategies and role models, less experienced professionals can gain knowledge and understanding to advise future exchange participants with disabilities.

Sofie Heirweg, Lieve Carette, Andrea Ascari & Geert Van Hove (2020) Study abroad programs for all? Barriers to Participation in International Mobility Programmes Perceived by Students with Disabilities, International Journal of Disability, Development and Education, 67:1, 73-91, https://doi.org/10.1080/1034912X.2019.1640865

Since little research has been done on the barriers to participation experienced by these students, the present study included the participation of 74 students with disabilities attending the University of Bologna (Italy). The results of the online questionnaire indicate that students with disabilities encounter significant economic, technical, organisational, linguistic, psychological, and practical barriers to participation. They also indicate that the lack of information about IMPs hinders their participation. Based on these results, concrete actions are formulated to improve the accessibility of existing IMPs.

Van Hees, Valerie; Montagnese, Dominique; Bowles, Nora Trench, Making mobility programmes more inclusive for students with disabilities: https://www.voced.edu.au/content/ngv:93936#

Ministries of Higher Education have set a target for 2020 that at least 20% of graduates in the European Higher Education Area (EHEA) should study or train abroad. The trend towards internationalisation continues to grow and the EHEA has helped to pave the way for large-scale student mobility, increasing quality and attractiveness. However, statistics show that students with disabilities continue to be under-represented in international mobility programmes, further aggravating their already disadvantaged position among their peers. The Establishing a thought-out Policy Framework for Inclusive Mobility across Europe (EPFIME) project has examined in depth the needs and expectations regarding inclusive mobility of students with disabilities, higher education institutions and national authorities across the EHEA, while focusing on how higher education institutions and national authorities can work more closely together to increase the quality and portability of support services for both incoming and outgoing students with disabilities in mobility programmes.

Downloadable documents

European Union (2021). Guidelines for the implementation of the Erasmus+ and European Solidarity Corps Inclusion and Diversity Strategy:
https://www.erasmusplus.it/wp-content/uploads/2021/09/INCLUSIONE_CE_implementation-inclusion-diversity_apr21_en.pdf

The principles of equality and inclusion are part of the fundamental values of the European Union. At the same time, societies are becoming increasingly diverse in many respects. This results in a greater need to learn to navigate diversity and to create inclusive and cohesive societies in Europe. The EU programmes Erasmus+ and the European Solidarity Corps (hereafter "the Programmes") are key programmes that can contribute to this.

European Disability Forum, Erasmus Student Network and Youth Agora (2009), Exchange Capacity: https://exchangeability.esn.org/sites/default/files/pages/ea_handout.pdf
The brochure is dedicated to raising awareness about what disability means and what are the specificities of young people with disabilities. It was created as an aid for ESN sections to better integrate young people with disabilities in their activities. However, the publication can be of benefit to anyone who wishes to broaden their knowledge on the subject.

Yelena Siyorovna Ablaeva, (2012). Inclusion of Students with Disabilities in Study Abroad: Current Practices and Students' Perspectives:
https://scholarsbank.uoregon.edu/xmlui/bitstream/handle/1794/12426/Ablaeva_oregon_0171N_10417.pdf?sequence=1&isAllowed=y
Although the number of students studying abroad is increasing every year, the participation of students with disabilities remains low. As the internationalisation of higher education takes new steps, bringing with it the myriad benefits of intercultural exchange, study abroad becomes an important and often mandatory component of the educational experience. This study explores current practices and experiences of including students with disabilities in study abroad programmes. In light of the findings of this research, the study abroad experience promotes higher levels of identity development for students with disabilities.

Brenda G. Hameister, et al., College Students with Disabilities and Study Abroad: Implications for International Education Staff, in *The Interdisciplinary Journal of Study Abroad*, v5 n2 p81-100 Fall 1999:
https://files.eric.ed.gov/fulltext/EJ608221.pdf
Although published statistics on participation rates are lacking, students with disabilities have traditionally been under-represented in study abroad programmes. Participation in study abroad programmes, however, is increasing as part of a broader trend in which US colleges and universities are moving to internationalise their curriculum, to enroll more international students, and to encourage more of their US students to participate in study abroad experiences. The growing number of students studying abroad is expected to include more older students, more students from diverse racial and ethnic backgrounds, and more students with disabilities. This article outlines five concepts that are important when it comes to including students with disabilities in study abroad: individualisation, barriers and accommodations, disability outreach, inclusion and collaboration. The article addresses frequently asked questions about disability issues and presents two vignettes of students with disabilities interested in studying abroad. It emphasises that students with disabilities are first and foremost students. As important as a student's disability may seem, it often has relatively little relevance to study abroad. If international educators want to be successful in serving students with disabilities, they must work closely with others, especially disability services staff.

Bibliographical References

Fazekas, A. S., & Ho, K. (2014). Fostering mobility of students with disabilities in Erasmus Programme.

Dublin: AHEAD Educational Press. Retrieved from www.ahead.ie/userfiles/files/Conference/2014/Into%20the%20Real%20World.pdf Hameister, Brenda G., et al., College Students with Disabilities and Study Abroad: Implications for International Education Staff, in The Interdisciplinary Journal of Study Abroad, v5 n2 p81-100 Fall 1999: https://files.eric.ed.gov/fulltext/EJ608221.pdf

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

Heirweg, S., Carette, L., Ascari, A. & Van Hove, G.(2020)Study Abroad Programmes for All? Barriers to Participation in International Mobility Programmes Perceived by Students with Disabilities,International Journal of Disability, Development and Education,67:1,73-91,https://doi.org/10.1080/1034912X.2019.1640865

Louw, JS,Kirkpatrick, B,Leader, G.Enhancing social inclusion of young adults with intellectual disabilities: A systematic review of original empirical studies.J Appl Res Intellect Disability2020;33:793–807.https://doi.org/10.1111/jar.12678

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

National Council on Disability, 1996: https://ncd.gov/progress_reports/July1996

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

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

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

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

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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

Module 5: University coexistence

Pablo Álvarez-Pérez (Iscte-University Institute of Lisbon), Maria João Pena (Iscte-University Institute of Lisbon), Jorge Ferreira (Iscte-University Institute of Lisbon), Alan Bruce (ULS), Imelda Graham (ULS)

Summary

People with Intellectual Functional Diversity (IFD) are a minority in university contexts. If we want to deepen an inclusive university, we cannot limit ourselves to formal learning spaces in the classroom. The university is much more. It is a relational space, a space for socialisation, for personal development, where free time, social relations, leisure, cultural development, sport and even coexistence are shared if there is a student residence on campus. For this reason, this module must develop content that describes what kind of coexistence is necessary for a university to be friendly (inclusive, democratic, peaceful, accessible, and egalitarian) and in what spaces this coexistence must take place for the university to be friendly (cultural, sporting, educational, nutritional, residential). It is essential that synergies are created between all the actors in the university community (administration and services staff, teaching staff and students), that it is an opportunity for growth in terms of empowerment, self-esteem, and self-confidence, and that it serves to develop academic skills, personal autonomy, increase capacities, exchange knowledge, and serve as a springboard for an autonomous and independent life.

Categories

Cultural, sports, leisure, and recreational spaces; student representation

Introduction

In a holistic approach to education, it is always important to remember and recognise the importance of the contexts in which education takes place. Awareness and discussion of contexts involves many dimensions. The importance of the physical environment and spaces is obviously essential. Physical spaces provide concrete evidence of inclusive design, accessibility, and adaptability to identified needs. The centrality of universal design is evident here. We must also recognise and include all those factors that shape and condition the development of learners' personal, social, and communicative competences. This social environment can facilitate or hinder participation and integration in study and learning activities. Other dimensions, such as the economic dimension, are also important. Learners with intellectual disabilities may not have had a long experience of autonomous financial management or access to adequate personal finance. This can lead to glaring discrepancies with mainstream students. Similarly, an emphasis on work experience or employment history can serve to isolate or marginalise participatory engagement.

These questions underline the importance of the relationships that students with intellectual disabilities have with the other people with whom they study, interact, and live in the university environment (including other students, teachers, support professionals, administrators, managers). The identification of this network of relationships, both formal and informal, provides valuable information about the cohesion of the real social environment in which individuals develop. Contextual analysis also helps to identify

weaknesses that are not specific to people with disabilities. Above all, these perspectives allow us to propose strategies to strengthen valued supports among different members of the university community in different identified environments.

Indeed, it is the responsibility of all actors in the education system to understand and advocate for conditions and resources that facilitate a social environment that promotes meaningful inclusion. Such awareness is derived from university policies and relevant legislation, as demonstrated in the United States by the profound impact of the ADA – Americans with Disabilities Act (1990). In this framework, interaction with all university students and the wider academic community becomes a central element in the professional and relational learning and personal development of students with intellectual disabilities. Such interaction and role-sharing engagement promotes a new sense of social functioning derived from inclusion and greater role clarity. Students with intellectual disabilities share not only educational goals, but also encounters with others based on shared identity and participatory social action.

All spaces and situations can and should contribute to the development of shared activities, knowledge, and skills among students, and within a wider inclusive student community. Opportunities are not limited to shared classrooms or lecture halls. Opportunities for social integration may arise spontaneously at the individual level or in mutual support groups open to the whole student community. They can be fostered through educational programmes, various forms of student association and participation in the organisation of campus life. Students may wish to develop mentoring or support initiatives. An important outcome of post-secondary education in the United States has been the development of the "buddy system", a method of individual friendship and personal support. In Spain, for example, support up to and including internships and direct links are (point i of Article 46, Rights and duties of students, of the Organic Law 6/2001 of 21 December).

Social and academic credits and awards can be developed and extended to include participation in university cultural, sporting, student representation, solidarity, and cooperation activities. However, these initiatives for inclusive work and integration are not only the responsibility of the student body. Training and experience in working with and supporting people with intellectual disabilities is the basis for developing support for their inclusion in higher education. Recognition of the needs, abilities, aspirations, and rights of people with intellectual disabilities requires a fundamental reorientation of policy and administrative procedures and practices to ensure that university policies explicitly highlight staff competencies in equality, inclusive design, access, and diversity as the norm. These standards should be integrated into the university's strategic planning, training and development policies. The recruitment, selection and induction of all future teaching and support staff should reflect this.

The development of the support network for students with intellectual disabilities that we have discussed is a continuous process of construction over time. In its dynamics, it is necessary to take into account the identification, approach and evaluation of critical moments such as those occurring in the completion of certain bureaucratic procedures (e.g. enrolment), the adaptation in the first days of class (e.g. the location of functional spaces on campus) and the resolution of specific problems (e.g. the recovery of content in case of absence or incomprehension). We could also 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 later problems.

Finally, it should be noted that every university or higher education institution, as an organisation open to education for all, has some kind of department or area that provides services to students with functional diversity. These are not necessarily units with a uniform functioning, scope, and functions, but they are a reference and starting point for understanding the specific supports that each university can offer. Universities should always strive to promote the supports they provide for the inclusion of people with intellectual disabilities and also other types of disabilities and diversity. The analysis of supports in different spaces within the university is considered in this module as follows: cultural spaces, sports spaces, educational spaces, residential spaces, leisure spaces, food spaces (such as canteens) and spaces for student participation and representation. Each of these areas should consider different indicators such as gender, accessibility, universal design, equity and justice (in terms of human rights perspectives).

Cultural spaces

Diversifying relationships

Cultural spaces in higher education institutions play a multifaceted role as centres of intellectual exploration, artistic expression, and interpersonal connection. For students with intellectual and developmental disabilities, these spaces must not remain isolated, but thrive as dynamic hubs designed to foster interaction and collaboration with the broader university community. In the pursuit of inclusive higher education, it is essential to proactively break down barriers that may inhibit such interactions. One effective approach to diversifying relationships within cultural spaces is the implementation of peer mentoring programmes. These programmes pair students with IDD with their neurotypical peers, promoting mutual learning and understanding. A systematic review by Woodgate et al. (2020) highlights the important benefits of peer support in promoting inclusive relationships within children's cultural spaces. By connecting students of different backgrounds and abilities, universities not only enrich their cultural spaces, but also promote a more inclusive environment.

These peer mentoring programmes bring students together in a supportive environment that encourages them to share experiences, learn from each other and develop empathy. This fosters an inclusive environment in which students with IDD are seen as valuable contributors to the academic and social fabric of the university. Through peer mentoring, students with IDD not only receive academic support, but their neurotypical peers become more aware of the challenges they face and develop a deeper appreciation of diversity.

In addition, organising workshops and cultural events open to all students can create valuable opportunities for participation. These events should not only recognise diversity, but also celebrate it by providing a platform for students to showcase their unique perspectives and talents. By actively promoting intercultural and cross-ability exchange, universities can create a cultural environment that is truly inclusive and reflective of the wider community. These events can include a wide range of activities, from cultural festivals and art exhibitions to lectures and performances. They should be designed to encourage interaction, cooperation and dialogue between students of all abilities and backgrounds. By participating in such events, students can break down stereotypes, dispel misconceptions and establish lasting bonds that transcend the boundaries of cultural space.

By expanding on these ideas, we can enhance diversity within cultural spaces:

1. Interdisciplinary collaboration: Encourage students from different faculties and majors, including those studying arts, humanities, sciences, and social sciences, to collaborate on projects within cultural spaces. This interdisciplinary approach not only fosters diversity, but also interdisciplinary learning and engagement (Smith et al., 2022).

By breaking down disciplinary boundaries, students are exposed to different ways of thinking and problem solving, leading to more innovative and inclusive solutions. These collaborative projects not only enrich cultural spaces, but also prepare students for a diverse and interconnected world beyond the university.

2. Cultural sensitivity training: Implement cultural sensitivity and empathy training for all students to help them better understand and appreciate the perspectives of their peers with IDD. These workshops can take place in cultural spaces and enhance social interactions (Galkienė & Monkevičienė, 2021).

Cultural sensitivity training equips students with the necessary tools to function effectively in diverse interactions. It fosters self-awareness, empathy, and active listening, promoting an inclusive environment in which all learners feel valued and respected. This training not only benefits students with IDD, but also contributes to the personal growth of all participants by enhancing their ability to interact inclusively in diverse contexts.

3. Student-led inclusion initiatives: Empower student groups to take the lead in organising events that celebrate diverse cultures and abilities. These initiatives may include cultural fairs, art exhibitions and performances that showcase the talents of students with IDD and create opportunities for meaningful interactions (Ford et al., 2021).

When students themselves take the initiative to promote inclusivity, the impact is often more profound. Student-led initiatives demonstrate the commitment of the entire university community to promoting diversity and inclusion in cultural spaces. They empower students to become advocates for change, helping to create an environment in which everyone can thrive and bring their unique strengths to the table.

By adopting these strategies, higher education institutions can foster a culture of inclusion in their cultural spaces, enabling students with IDD to thrive and contribute meaningfully to the university community. It is through these diverse relationships that universities can truly exemplify the values of inclusion, diversity, and collaboration in their pursuit of excellence in higher education. Through a holistic approach that includes peer mentoring, interdisciplinary collaboration, cultural sensitivity training and student-led inclusion initiatives, universities can ensure that their cultural spaces are not only physically accessible, but also emotionally and intellectually inclusive for all students. In this way, they create a richer and more dynamic learning environment that prepares students for an increasingly diverse and interconnected world.

In conclusion, cultural spaces in universities should be celebrated as places of intellectual growth, artistic expression, and meaningful connection. For students with IDD, these spaces should be more than accessible; they should be actively inclusive. Through intentional strategies such as peer mentoring, interdisciplinary collaboration, cultural sensitivity training, and student-led initiatives, universities can transform their cultural spaces into dynamic centres of diversity and inclusion. This transformation benefits not only students with IDD, but the entire university community, fostering a culture of understanding, respect and collaboration that extends far beyond the classroom.

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

Sports venues

In the quest for inclusive higher education environments, universities should pay particular attention to sporting activities. These areas play a key role in promoting diversity and fostering relationships within cultural spaces. To ensure the inclusion of students with impairments and functional differences (IFD), it is essential to go beyond mere physical accessibility. This section explores the multifaceted approach that universities can take to make sport spaces truly inclusive.

Accessibility in sports facilities

While architectural accessibility is a fundamental requirement, it is only the first step in creating an inclusive sporting environment. Universities must provide not only access ramps and lifts, but also adaptive equipment to accommodate students with mobility impairments. Beyond these physical adaptations, institutions must facilitate transportation to off-campus sporting events to ensure that all students have the opportunity to participate in sporting activities.

In addition, an important aspect of inclusivity in sport is the provision of a wide range of adapted physical education courses for students with different abilities. These courses can be adapted to individual needs and promote inclusion in sport. By implementing these measures, universities not only meet the legal requirements of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), but also promote a culture of inclusion in their physical education environments (United Nations, 2006).

Innovative approaches to inclusion

To further diversify relationships within cultural spaces, universities can explore innovative approaches to inclusion in sport spaces:

1. Virtual sports and fitness programmes: Develop virtual sports and fitness programmes designed specifically for students with IDD. These programmes may include guided exercises, yoga sessions or e-sports competitions. By offering virtual alternatives, universities ensure that students with different physical abilities have access to recreational activities (Labbé et al. 2023).
2. Accessible sports facilities: In addition to meeting basic architectural accessibility standards, universities should invest in specialised adapted sports equipment and facilities. This includes the provision of adaptive seating, accessible swimming pools with lifts and inclusive gym equipment designed to facilitate a wider range of activities (UNESCO, 2021).
3. Buddy system: Implementing a buddy system within sports facilities can be very effective. In this system, students with IDD can be paired with peers who can support them and participate in activities together. This not only increases inclusivity, but also builds strong peer relationships and enriches the overall experience of living together at university (Lesk & Montaldo, 2019).

Conclusion

Inclusion of students with ID in sport is not just a matter of legal compliance, but a crucial step in creating a truly diverse and inclusive higher education environment. By going beyond physical accessibility and adopting innovative approaches, universities can foster relationships within cultural spaces that enrich the lives of all students. It is through such inclusive practices that universities can truly embody the principles of diversity and conviviality.

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

Educational spaces

Welcoming environments

In the quest for an inclusive higher education system, it is important to recognise that educational spaces go far beyond the confines of traditional classrooms. These spaces include all environments in which learning and intellectual growth take place. For students with ID, it is not enough to ensure physical accessibility, but the aim must be to create educational environments that are truly welcoming and accommodating to their needs.

To achieve this goal, universities should prioritise teacher training in inclusive teaching strategies and the principles of Universal Design for Learning (UDL). Faculty should be encouraged to adapt their teaching methods to accommodate different learning styles and abilities, thus making the educational experience accessible and enjoyable for all. By incorporating UDL principles into their pedagogical practices, teachers can create classrooms that not only accommodate the unique characteristics of students with IDD, but also celebrate them.

However, inclusivity in educational settings goes beyond the physical. It involves cultivating a culture of inclusion and acceptance within the university community. To achieve this, faculty, staff, and students must be aware of the specific needs and challenges faced by students with IDD. This awareness fosters empathy and support, ultimately contributing to a more inclusive atmosphere in which students with IID feel valued and an integral part of the university community.

The UNESCO Guidelines on the Inclusion of Students with Disabilities in Open and Distance Learning (2016) provide valuable information for creating friendly learning environments, not only in traditional classrooms, but also in the wider educational landscape.

Concrete strategies to promote inclusion:

1. Peer mentoring programmes: Establishing peer mentoring programmes that connect students with IFD with their peers who excel in specific subjects can be a transformative step This initiative not only provides academic support, but also creates opportunities for friendship and mentoring (Arqus Alliance, NA). These relationships extend beyond the classroom and enhance the overall university experience for students with IFD.
2. Accessible learning materials: Ensuring that all educational materials, including textbooks, digital resources and course materials, are accessible to learners with IDD is paramount The use of technologies such as screen readers, captioning and alternative formats can make learning materials inclusive and accessible (UNESCO, 2016). This not only empowers learners with IDD, but also sets a precedent for inclusion in the creation of educational content.
3. Sensory-friendly: The creation of sensory-friendly classrooms is essential to accommodate learners with sensory sensitivities These spaces can include, among other things, dimmable lighting, noise reduction options and comfortable seating (Nolan et al., 2023). By adapting the physical environment to meet the needs of students with IDD, universities create a more comfortable and welcoming environment, facilitating greater participation and engagement in the learning process.

Creating inclusive spaces in higher education is not just about physical accessibility. It involves fostering a culture of acceptance, empathy, and support within the university community. By implementing concrete

strategies, such as peer mentoring programmes, accessible study materials and sensory-friendly classrooms, universities can diversify relationships within cultural spaces, thereby improving the overall university experience for students with ID.

Residential spaces

Promoting inclusive university coexistence

In higher education, the importance of residential spaces on university campuses cannot be overemphasised. These spaces are the crucible in which the university experience takes shape, and it is vitally important that they are carefully designed to be inclusive, ensuring that each student feels a deep sense of welcome and value. Inclusion in residential spaces goes beyond mere physical accessibility; it involves a holistic approach to creating a real sense of belonging for people with disabilities. One practical step that universities can take to promote inclusivity in residential areas is the implementation of "disability-friendly spaces". This initiative is designed to provide a comfortable and adapted living environment for students with various disabilities, such as mobility problems, sensory sensitivities, or chronic illnesses.

Creating inclusive residential contexts requires raising awareness among residents about the importance of respecting diversity. This can be achieved through various means, such as orientation programmes, workshops and campaigns dedicated to promoting inclusiveness and discouraging discrimination. These educational efforts not only sensitise students to the diverse needs of their peers, but also create an environment in which mutual respect and understanding flourish. The deliberate design of residential spaces, coupled with educational efforts, allows universities to send a powerful message to their student body: they are strongly committed to inclusiveness, and their residential areas are sanctuaries of safety and warmth for all students.

Here are some practical suggestions for further improving inclusion in university residential spaces:

1. *Community-building activities:* Organising regular community-building activities within residential spaces is an effective way to foster interaction among all residents, including those with impairments or developmental disabilities (IDD). Events such as cooking classes, movie nights or shared gardening projects can serve as catalysts for forging a sense of community (Blake et al., 2022).
2. *Inclusive roommate matching:* Implementing a roommate matching system that takes into account the preferences and needs of students with IDD is vital. This approach ensures that they are matched with compatible roommates who can provide support and companionship, further contributing to their overall university experience (Payne, 2017; Duma, 2019).
3. *Accessibility audits:* Regular accessibility audits of residential spaces are essential to identify and address any barriers or challenges faced by students with IDD. These audits should result in necessary modifications, such as installing handrails, lowering shelves, or adding visual aids to improve accessibility, thus making residential spaces more welcoming and functional for all (Cavanagh, 2008, Centre for Accessibility Australia, 2022).

Inclusion in residential spaces on university campuses is not just a matter of physical accessibility, but a

holistic approach that embraces the richness of diversity. Universities that prioritise inclusion in their residential areas are not only beacons of equality, but also institutions that foster the growth and development of all their students, regardless of their abilities or differences.

Leisure spaces

Promoting egalitarian relations

Recreational spaces in universities serve as centres where students form friendships, engage in playful activities, and escape the rigours of academic life. In the context of inclusive higher education, it is imperative to examine these spaces to identify and rectify any gender inequalities that may inadvertently persist, as well as to confront and correct behaviours that perpetuate such inequalities. A gender perspective, woven into the fabric of an inclusive university, is a fundamental component of promoting equitable and inclusive coexistence. This perspective requires a thorough examination of how gender stereotypes and biases can influence students' experiences within recreational spaces. Within recreational spaces, universities should proactively address instances of gender-based discrimination or harassment. This proactive attitude can be achieved by establishing clear reporting mechanisms and providing strong support services for victims. In this way, universities not only ensure the physical safety of their students, but also contribute to a more equal and inclusive society.

Here are some concrete examples of the application of egalitarian relations principles in recreational spaces:

1. Accessible games and entertainment: Inclusive campuses should strive to provide accessible games and entertainment within their recreational spaces This includes ensuring that video games, board games and entertainment facilities are designed to accommodate a wide range of abilities. This allows all students, including those with impairments or disabilities, to participate on an equal basis. This approach not only fosters inclusivity, but also provides valuable opportunities for social interaction and bonding between students (Haleem, 2022).
2. Anti-bullying initiatives: Universities should take the lead in launching anti-bullying campaigns in recreational spaces These campaigns should be designed to address any form of discrimination or bullying that may occur. They should also promote bystander intervention training to empower students to act against discrimination when they witness it (Polanin et al., 2019). Creating a culture where discrimination is not tolerated is paramount to fostering a sense of belonging for all students.
3. Inclusivity of superdiversity: In leisure spaces, it is essential to recognise and address the intersectionality of identities, including those related to race, ethnicity, disability, and gender Inclusion efforts must be inclusive and consider the unique experiences and challenges faced by people with multiple marginalised identities. By acknowledging and actively addressing these complexities, universities can create spaces where all students feel seen, heard, and valued (Altıok et al., 2021).

Recreational spaces in universities play a crucial role in shaping students' experiences and influence the overall coexistence within the academic community. In addition, universities should implement policies and initiatives aimed at promoting gender equality and combating discrimination or harassment. By taking

these steps and adopting the examples provided, universities can foster egalitarian relationships within cultural spaces, creating environments where diversity thrives and all students have the opportunity to excel.

Food spaces

Food spaces, particularly canteens, play a key role in fostering a sense of community and belonging within a university. To create a truly inclusive environment, universities must prioritise equity and justice from a human rights perspective. This chapter explores the democratisation of dining spaces in higher education, focusing on policies, practices and initiatives that promote the inclusion and participation of all students, including those with disabilities. Universities can make significant steps towards inclusion by implementing policies and practices that ensure fair access to canteens for students with disabilities. For example, they should consider dietary restrictions and food allergies, and provide accessible dining facilities for people with all types of disabilities. By providing these basic facilities, universities clearly demonstrate their commitment to inclusion and equal opportunities for all.

An essential aspect of the democratisation of dining spaces is the development of inclusive menus that cater to diverse dietary preferences and cultural backgrounds. These menus go beyond the standard options to accommodate different dietary choices, such as vegetarian, vegan, halal, kosher or gluten-free. In this way, universities embrace the richness of their student body and ensure that everyone can enjoy a satisfying meal while feeling respected and valued. Finally, to truly democratise food spaces, universities must involve students in debates about food access and sustainability. Incorporating a human rights perspective into food-related decisions demonstrates a commitment to democratic values and fosters a sense of ownership among all students. By creating spaces for dialogue, universities can empower students to voice their concerns and preferences and ensure that their needs are met.

Examples of democratisation of food spaces:

1. Student-led menu planning: An effective approach to democratising food spaces is to involve students in the menu planning process under the supervision of a professional. Universities can set up student committees to provide feedback on food choices. This collaborative approach promotes democratic decision-making and ensures that diverse dietary preferences are taken into account (Bazyk, 2018).
2. Food waste reduction initiatives: Another important aspect of inclusive dining environments is the implementation of food waste reduction programmes in dining halls. Initiatives such as food sharing platforms or composting efforts not only reduce environmental impact, but also involve students in sustainability efforts. These programmes educate students about the environmental impact of their food choices and encourage responsible consumption (Derqui et al., 2020, Yoon et al., 2023).
3. Accessible canteen apps: In the digital age, universities can further democratise food spaces by developing mobile apps or online platforms that provide comprehensive information on canteen menus, ingredient lists, allergen information and nutritional data. It is important that these apps are accessible to students with disabilities, including those who use screen readers or have mobility problems. These apps enable students to make informed food choices and increase their

participation in food-related decision-making.

Democratising food spaces in higher education is key to creating inclusive and welcoming environments for all students, including those with disabilities. Universities can achieve this by prioritising equity, providing accommodation, creating inclusive menus, engaging students in meaningful discussions and implementing innovative initiatives. In this way, higher education institutions uphold human rights principles and foster a sense of belonging and community among their diverse student groups.

Spaces for student representation and participation

In promoting an inclusive higher education environment for students with intellectual and developmental disabilities (IDD), it is imperative to focus on creating spaces for their representation and participation within the university community. This section explores the essential elements and strategies needed to ensure that students with IDD have real opportunities to express their perspectives and actively participate in decision-making processes.

Channels of participation

To facilitate meaningful participation, spaces for representation and channels of participation must go beyond token gestures. The aim is to actively involve students with IDD in discussions and decisions that directly affect their university experience. Several key strategies can be used to achieve this:

1. Inclusive student government: Universities should take proactive steps to ensure that student government bodies are truly inclusive This may include providing accommodations such as sign language interpreters during meetings or creating accessible online voting platforms (Moriña, 2018).
2. Virtual participation opportunities: Recognising the diverse needs of students, universities should offer virtual participation options This could include live-streamed meetings or asynchronous feedback opportunities to enable students with IDD to participate more fully in campus activities (Bricout et al., 2021).
3. Collaborative decision-making: Universities should actively promote collaborative decision-making processes that involve students with IDD in discussions about campus policies, events, and initiatives It is important to ensure that their input is not only solicited, but also actively considered and valued in decision-making (Hsiao et al., 2018, Werner, 2012).

Universities should provide support and resources for students with IDD to participate in extracurricular activities, clubs, and student organisations. These opportunities not only enrich their university experience, but also contribute to their sense of belonging and empowerment.

Creating inclusive spaces

In addition to active participation channels, the creation of inclusive physical and virtual spaces within the university is paramount. These spaces should be designed to accommodate different abilities and needs, ensuring that students with intellectual disabilities can fully participate in the university community. Key considerations include

1. Accessible facilities: Universities should invest in accessible facilities such as ramps, lifts, and toilets

These modifications ensure that students with mobility problems can move around the campus with ease.

2. Accessible learning resources: Course materials, online platforms and academic resources should be accessible through formats such as Braille, audio description or screen reader compatibility This ensures that learners with disabilities have equal access to educational content.
3. Sensory-friendly spaces: Designing sensory-friendly spaces can create a more inclusive environment These spaces should take into account factors such as lighting, noise levels and seating arrangements to accommodate people with sensory sensitivities.

Promoting an inclusive university experience for students with IDD is a multifaceted endeavour. It involves creating spaces for representation and participation, breaking down barriers to cultural interactions, ensuring accessibility in physical and virtual spaces, and addressing inequalities in various aspects of university life. By applying these dimensions and indicators, universities can become inclusive institutions that empower all students, regardless of their ability or background. In doing so, universities not only fulfil their legal and ethical obligations, but also contribute to a more diverse, just and inclusive society.

Online resources

https://wonkhe.com/blogs/the-four-foundations-of-belonging-at-university/
The four foundations of university belonging. New research by Wonkhe and Pearson shows four foundations of students' belongingness

https://www.washington.edu/doit/programs/center-universal-design-education/postsecondary/universal-design-physical-spaces
This website focuses on how we can apply universal design (UDD) to create accessible, usable and inclusive spaces.

https://www.nchpad.org/1329/6137/Accessible~Nutrition~Applications
A list of accessible and healthy nutrition apps to explore

Downloadable documents

https://www.sciencedirect.com/science/article/pii/S0169534721002457
An article exploring the promotion of equity and inclusion through student-led initiatives.

https://www.sciencedirect.com/science/article/pii/S2666412722000137
A review of the role of digital technologies in education

https://brill.com/view/journals/jdse/aop/article-10.1163-25888803-bja10021/article-10.1163-25888803-bja10021.xml?ebody=full%20html-copy1
Disabilities in Higher Education: Beyond "Accommodation" is a document that offers a diagnosis of attitudinal barriers and proposes a correction in the form of what disability scholars call the "social model" of disability.

Bibliographic References

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

Bricout, J., Baker, P. M., Moon, N. W., & Sharma, B. (2021). Exploring the intelligent future of participation: Community, Inclusivity, and People With Disabilities. International Journal of E-Planning Research (IJEPR), 10(2), 94-108. http://doi.org/10.4018/IJEPR.20210401.oa8

Hsiao, F., Zeiser, S., Nuss, D., & Hatschek, K. (2018). Developing effective academic accommodations in higher education: A collaborative decision-making process. International Journal of Music Education, 36(2), 244-258. https://doi.org/10.1177/0255761417729545.

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

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

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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

Module 6: Training and adaptation of curricula

Pablo Álvarez-Pérez (Iscte-University Institute of Lisbon), Maria João Pena (Iscte-University Institute of Lisbon), Jorge Ferreira (Iscte-University Institute of Lisbon)

Summary

The curricula are the programmes that guide and guarantee the teaching and learning of the degrees taught at the universities. The design of these programmes has been carried out in a generic way, without considering the flexibility that curricula require to adapt to the needs and different learning paces of individuals. In recent years, new learning processes have emerged, such as Universal Design for Learning (UDL), in which the curriculum is designed from the outset to cater for the diversity of students. It is therefore of interest to review curricula, both undergraduate and postgraduate, to check whether they include reasonable accommodation measures to enable access to university degrees.

The aim would be to check that the undergraduate and postgraduate degrees offered are accessible to people with intellectual functional diversity. A degree is made up of a set of subjects that allow students to acquire competences in the subject in which they are trained. Therefore, it is necessary to consider, on the one hand, the accessibility of the contents taught in each subject and, on the other hand, the adaptation of the assessment tests, which are the ones that allow passing the subject. If the subjects are not accessible, it will be difficult for a person with intellectual functional diversity to graduate. Therefore, it is important to evaluate

(1) For access to content: check whether the virtual platforms which learners use are accessible, whether the content (materials, power points, etc.) found on them is cognitively accessible (e.g. easy to read), whether support is provided (e.g. personal assistance in taking notes).or any other considerations.

(2) For assessment tests: whether curricula are adapted to the person's needs and/or support is provided.

Categories

Universal learning design, cognitive accessibility; university aids and reasonable accommodations, curricular adaptations

Introduction

There is no doubt that the pace of change in recent years in relation to disability and mainstream participation has been significant. Public discourse on disability has also been increasingly marked by a greater focus on equality and rights. This has involved a re-examination of the importance of civil rights as a basis for participatory citizenship, including meaningful participation in education and employment. This approach has had a profound and direct impact on the lives of disabled people in terms of policy responses to the issues and concerns raised by the experience of disability, associated levels of discrimination and access to socio-economic participation. In terms of service delivery, it has involved a declared commitment to mainstreaming rights in practice across the full range of health, education, training, employment, and information services. In terms of the official response, it has involved the transformation and restructuring

of agencies and a redefinition of their remits, as well as the reallocation of responsibilities to government departments. In terms of the policy response, it has involved formal recognition that the objects of activity can and should become the subjects.

The reality of exclusion and discrimination of people with disabilities exists at all levels of personal and social functioning. Exclusionary attitudes have been described as pervasive. When disability is recognised, it is often seen in terms of charitable benevolence or, at the other extreme, in terms of social fear or stigma. The frequent conflation of disability and illness in the public mind only adds to the difficulties faced by those trying to have their needs objectively addressed. This is by no means a phenomenon limited to a single country. The European Disability Forum, among others, has documented discrimination against people with disabilities in all European countries. It must be recognised that people with disabilities have made increasing progress towards mainstream participation in society, both internationally and nationally. Progress in the fields of education and employment is particularly significant. Several factors have contributed to this change. The influence of Europe in articulating the importance of rights and social norms, the influence of US disability legislation, the impact of civil rights struggles internationally, and the emergence of an understanding from the struggles of the women's movement in Ireland and the resulting lessons on equality have all contributed to this.

Attention needs to be paid to the centrality of the concept of lifelong learning in new EU initiatives. This reflects the Commission's concern that Europe should constantly focus on best practice if it is to keep pace with the needs of all its citizens. The essence of lifelong learning is to respond to the needs of the learner. This is particularly important for people with disabilities. The issues raised by the experience of disability (and the resulting marginalisation and discrimination in most European societies) have a strong organic link to the issues and themes addressed by lifelong learning.

Inclusion is not necessarily a neutral concept, although it is widely valued in academic literature and policy statements. Social inclusion and education can offer a dynamic synergy of perspectives and opportunities. However, the challenges should not be underestimated. Inclusion cannot be added as a well-meaning cosmetic to an otherwise stratified offer. Inclusion must go beyond token gestures of social responsibility to become the basis of all course provision, with inclusive thinking, methodologies and principles informing all aspects of learning design, access and delivery.

Part of this inclusive dynamic is about finding newer and more innovative ways of including those who are normally excluded from educational provision. Another is to ensure that all courses reflect from the outset an understanding of the inequalities and disparities that exist in our society. This must be closely linked to a growing awareness of the nature and extent of diversity in society.

Universal Design for Learning (UDL) provides a model for creating learning objectives, methods, materials, and assessments that work for everyone: it is not a one-size-fits-all solution, but flexible approaches that can be customised and adapted to meet individual needs. UDL takes the concept of greater access for all and applies it to curriculum materials and teaching methods. Rather than relying on assistive technology (AT) to bridge the gap between materials and students' learning needs, materials designed according to UDL concepts have built-in adaptations. Less often, additional technology is needed to translate the material into a mode that enables learning. A central idea of UDL is that as new materials and technologies are developed, they should be designed from the outset to be flexible enough to accommodate the unique learning styles of a wide range of individuals, including those with disabilities. Examples of UDL include:

accessible web pages; captioned and/or narrated videos; word processors with word prediction; talking spell checkers; talking dialogue boxes; speech recognition; picture menus.

UDL does not eliminate the need for assistive technology. Students with disabilities will continue to need assistive technology equipment (e.g. communication aids, visual aids, wheelchairs, orthotics and adapted toys) to interact more fully with their environment. However, incorporating accessibility into new technologies and curriculum materials as they are developed will help to ensure maximum inclusion of learners with disabilities in the full range of learning opportunities available to all.

Traditional economic systems and market-driven learning policies have been fundamentally challenged in their ability to meet the needs of individuals and communities. The crisis since September 2008 has placed a new emphasis on the innovation imperative, raising the question of how innovation and creativity can effectively meet human and societal needs. UDL uses advanced ICT to create an educational environment that enables all students, including those with learning difficulties, to succeed in mainstream education with minimal use of assistive technology.

Universal Design for Learning, Cognitive Accessibility

This section of the module explores the application of Universal Design for Learning (UDL) principles in the context of programme adaptation, with a particular focus on learners with intellectual disabilities. Recognising the complex and multifaceted nature of this issue, and acknowledging that programme design has been done in a generic way, this section advocates for the adoption of UDL principles to create inclusive and equitable educational opportunities for all learners. The chapter discusses how UDL can be integrated into the accessibility of mainstream procedures, the provision of specialised support and guidance, and the implementation of tailored interventions.

University programmes have emerged as transformative opportunities for students to gain intercultural experience, broaden their horizons and broaden their educational perspectives. However, the complexity and diversity of these programmes pose significant challenges, especially for students with intellectual and functional diversity.

In line with the principles of the social model of disability, which emphasises the role of social barriers in shaping the experiences of people with disabilities, this chapter explores how Universal Design for Learning (UDL) can be used to improve the accessibility and inclusiveness of programmes. We will examine the key aspects of implementing ULD using real-life examples.

Accessibility of general procedures

Tailored information: To make programmes more inclusive, universities should offer students the possibility to personalise their information delivery preferences (Galkienė & Monkevičienė, 2021). For example, students can choose to receive notifications by email, SMS or via an accessible mobile application. This personalisation ensures that students can interact with programme information in a way that meets their individual needs and learning styles.

Accessible websites and portals: To improve accessibility, application processes should adhere to UDL guidelines (Meyer et al., 2014). This includes ensuring compatibility with screen readers, providing alternative text for images, and offering adjustable font sizes and contrast settings to accommodate a wide

range of users.

Multilingual support: Given the complex nature of these programmes and the diversity of our societies, providing information in multiple languages is paramount (Rose & Meyer, 2006). The UDL principles encourage universities to provide content in different languages to cater to diverse student populations, including people with intellectual disabilities who may need information in their native language.

Specialised support and guidance

Individualised Learning Plans: A cornerstone of UDL implementation is the creation of Individualised Learning Plans (ILPs) tailored to the needs of each student (CAST, 2018). For students with intellectual disabilities, ILPs can outline specific accommodations, support structures and goals for their university experience. These plans should be developed in collaboration with disability services, academic advisors, and the students themselves.

Accessible communication channels: The UDL encourages universities to provide accessible communication channels (Rose & Meyer, 2006). In addition to traditional email and telephone communication, institutions can offer video conferencing with sign language interpreters or communication through accessible applications that support symbols or simplified language to ensure that students with intellectual disabilities can effectively seek help and guidance.

Peer mentoring: Building on the principles of UDL, schools can implement peer mentoring programmes (CAST, 2018). Peer mentors are well placed to understand and address the specific needs of students with intellectual disabilities, fostering a sense of belonging and support.

Tailor-made measures

Flexible schedules: The UDL principles support flexible schedules (Galkienė & Monkevičienė, 2021). Programmes can be adapted to students with intellectual disabilities by offering them the possibility to extend deadlines for homework, make arrival and departure dates more flexible, and establish individualised academic calendars that adapt to the student's learning pace.

Alternative assessment methods: The UDL encourages universities to consider alternative methods of assessment (Meyer et al., 2014). Since traditional written exams can be challenging for some students with intellectual disabilities, institutions can explore alternatives such as oral exams, project-based assessments, or presentations to effectively assess a student's understanding and skills.

Accessible accommodation and transport: Ensuring accessible accommodation and transport is a key element of the UDL principles (Rose & Meyer, 2006). Universities should work with transport services and local accommodation providers to ensure wheelchair accessible transport and accommodation options. Clear communication channels should be established to promptly address any mobility-related issues.

Conclusion

This section has highlighted the importance of incorporating Universal Design for Learning (UDL) principles into higher education programmes. By applying UDL principles in a holistic manner, universities can create an inclusive and supportive environment that provides equal opportunities for all students, including those with intellectual disabilities. This commitment to SAD enriches the educational experience for all students, promotes diversity and inclusion, and contributes to a more equitable higher education system.

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

University support and reasonable accommodation

In the context of curriculum adaptation, the inclusion of students with intellectual disabilities is a key aspect of creating a truly inclusive higher education system. To ensure that programmes are accessible and equitable for all, it is essential to address the concept of "reasonable accommodation". Reasonable accommodation refers to the necessary adaptations and support systems put in place to ensure that people with disabilities have equal opportunities to participate in educational and social activities (UNESCO, 2016). In this section, we will discuss the importance of reasonable accommodation in the context of higher education programmes and suggest strategies for its implementation.

Accessibility of information

One of the basic principles of reasonable accommodation is to ensure that information about programmes is accessible to all students, including those with intellectual disabilities. This includes publishing clear and understandable information about general procedures common to all students. In practice, this means that universities should provide information in different formats, such as plain language, easy-to-read documents and accessible websites (European Agency for Special Needs and Inclusive Education, 2023). It is essential that this information is readily available and easy to understand so that students with intellectual disabilities can make informed decisions about their participation in programmes.

Personalised and specialised guidance

While providing accessible information is an essential step, it may not be sufficient for students with intellectual disabilities. Due to the complexity and variability of the different procedures, these students may need personalised and specialised advice and support. This support should go beyond the general support provided to all students and address the specific needs and challenges faced by students with intellectual disabilities.

In order to ensure effective support, higher education institutions should take into account the following

a) Training of relevant staff: Universities should invest in training programmes for their staff to improve their understanding of intellectual disabilities and their ability to provide adapted support (European Commission, 2017).

b) Inclusion of support staff: Another option is to include dedicated support figures within the university structure to support students with intellectual disabilities. These figures could act as a liaison between the student, academic departments, and other services, helping to navigate the complexities of programmes (UNESCO, 2016).

c) Individualised accommodation plans: Just as individualised education plans (IEPs) are common in primary and secondary education, universities should consider developing individualised accommodation plans for students with intellectual disabilities, where appropriate. These plans can outline specific accommodations, support services and goals for each student (European Disability Forum, 2018).

Collaborative efforts

Successful implementation of reasonable accommodation in higher education requires collaboration between universities, government agencies, disability organisations and other stakeholders. This

collaboration can help standardise practices, share best practices and create a support network for students with intellectual disabilities.

In addition to ensuring accessibility within the university campus, it is important to consider the accessibility of off-campus resources, such as residences, and to establish partnerships with civil society organisations and businesses to create a more inclusive environment.

a) Accessible residences: To support students with intellectual disabilities, universities should prioritise accessible accommodation in residences where justified. Collaboration with accommodation providers can lead to the development of accommodation options that are universally designed and equipped with assistive technology. This includes elements such as wheelchair ramps, accessible bathrooms and visual or tactile cues for people with sensory disabilities. Collaborative arrangements with accommodation providers should also include staff training in disability awareness and effective communication techniques to ensure a welcoming and inclusive environment.

b) Community links and support: Students with intellectual disabilities benefit greatly from links with the local community. Universities can foster these links by partnering with local disability organisations and community support networks. These partnerships can provide students with access to services such as peer mentoring, social activities, and employment opportunities, which can facilitate their integration into the wider community (Inclusive Campus Live, 2016).

c) Partnerships with civil society organisations: Collaboration with civil society organisations, including non-governmental organisations (NGOs) and disability advocacy groups, can facilitate the provision of essential support services. Universities can enter into agreements with these organisations to ensure that students with intellectual disabilities have access to specialised support, such as academic guidance, counselling, and accessibility assessments of off-campus facilities. By drawing on the expertise of these organisations, universities can create a comprehensive support system that goes beyond academic accommodations and meets the life-enhancing expectations of persons with disabilities (United Nations, 2006).

d) Business partnerships for accessibility: To improve the overall accessibility of the experience, universities should also explore partnerships with businesses. Collaboration can involve businesses committing to making their facilities, transport services and leisure activities accessible to students with intellectual disabilities. This can be achieved through agreements and contracts outlining specific accessibility requirements and ongoing commitments, thus ensuring a seamless experience for all students as citizens entitled to participate in the labour market where legally possible (ILO Global Business and Disability Network, 2023).

Conclusion

Reasonable accommodation is an essential component of ensuring accessibility and success for students with intellectual disabilities enrolled in higher education programmes. By providing accessible information and personalised support, universities can empower these students to participate fully in their university experience. Collaborative efforts at national and international levels will further enhance the inclusiveness of these programmes. Ultimately, the aim is to create an educational landscape in which all students, regardless of their intellectual functional diversity, can benefit from reasonable accommodations and

contribute to a more diverse and inclusive higher education system.

Curricular adaptations

In the context of international higher education, the way of teaching, the content of programmes and the way content is presented are of vital importance to ensure inclusivity and equal access to academic opportunities. This section explores the crucial aspect of "curricular adaptations" needed to support the successful integration of students with intellectual disabilities in higher education institutions. It highlights the importance of proactive measures and inclusive practices in curriculum design, delivery, and assessment.

Understanding diversity

In order to create an inclusive learning environment for students with intellectual disabilities, it is essential that universities recognise the diversity within this group of students. Intellectual disabilities can vary in severity and affect cognitive functioning to varying degrees. Therefore, curricular adjustments must be flexible and tailored to individual needs (Morgan, 2013).

1. Flexible course formats: Universities should offer different course formats, such as online courses, blended learning, and asynchronous classes These options allow students with intellectual disabilities to choose the format that suits their specific needs and preferences (Fisher and Frey, 2017).
2. Accessible course materials: Ensure that all course materials, including textbooks, lecture notes and online resources, are available in accessible formats This may include providing materials in alternative text, audio, or Braille formats as appropriate (Burgstahler, 2015).
3. Curriculum review: Periodically review and revise curricula to incorporate universal design principles This proactive approach ensures that curricula are inherently accessible to all students and reduces the need for individual adaptations (Burgstahler, 2015).
4. Collaborate with disability support services: Establish close collaboration between academic departments and disability support services This collaboration can help to identify possible barriers in the curriculum and develop appropriate adaptations (Morgan, 2013).
5. Individual Accommodation Plans (if needed): For students with intellectual disabilities, develop Individual Accommodation Plans (IAPs) that outline the specific accommodations needed to facilitate their academic progress. These plans should be developed in consultation with the student, disability support professionals and faculty members (Burgstahler, 2015).

Supporting inclusive teaching and assessment

Inclusiveness goes beyond curriculum design to include teaching methods and assessment practices.

1. Inclusive pedagogical approaches: Encourage teachers to use inclusive pedagogical methods, such as active learning strategies, flexible tasks, and varied assessment methods These approaches accommodate different learning styles and abilities (Fisher and Frey, 2017; Morgan, 2013).
2. Accessible Learning Management Systems (LMS): ensure that the university's LMS is compatible with assistive technologies, making it easier for students with intellectual disabilities to access

course materials, participate in discussions and submit assignments (Burgstahler, 2015)

3. Extended time for assessment: Consider offering extended time or alternative assessment options to international students with intellectual disabilities to accommodate their individual needs while maintaining academic rigour (Fisher & Frey, 2017)
4. Accessible facilities: Ensure that classrooms, laboratories, and libraries are physically accessible for students with mobility problems This includes ramps, lifts and appropriately designed workspaces (Morgan, 2013).

Conclusion

Curricular accommodations for students with intellectual disabilities are essential to promote an inclusive and equitable higher education environment. Universities should proactively address diversity, collaborate with disability support services, and promote inclusive teaching and assessment practices. In this way, institutions can ensure that all students, regardless of their intellectual disabilities, have equal opportunities to excel academically and participate fully in the educational experience.

Online resources

https://www.unesco.org/en/communication-information/odl-guidelines
UNESCO Guidelines for the Inclusion of Students with Disabilities in Open and Distance Learning

https://www.iclife.eu/
Interesting EU+ project on inclusive university life.

https://www.adaptivesportsfoundation.org/virtualfitness/
Website dedicated to adaptive virtual fitness programmes.

Downloadable documents

https://www.ascd.org/books/better-learning-through-structured-teaching-a-framework-for-the-gradual-release-of-responsibility-3rd-edition?variant=121031
Accessible book on learning through structured teaching: A framework for gradual release of responsibility.

https://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=CELEX:32018H0607(01)&rid=4
European legal framework for the promotion of common values, inclusive education and the European dimension in education.

https://pubmed.ncbi.nlm.nih.gov/33305584/
Peer Perspectives within the Inclusive Post-Secondary Education Movement: A Systematic Review

https://buddysystem.eu/docs/The_buddy_programs_practices_in_Europe.pdf
Friends in Europe Programme Practices Handbook.

https://unesdoc.unesco.org/ark:/48223/pf0000140224
UNESCO Guidelines for Inclusion: Ensuring Access to Education for All

Bibliographical References

Burgstahler, S. (2015). Universal design in higher education: From principles to practice. Harvard Education Press.

CAST. (2018). Universal design guidelines for learning version 2.2. Retrieved from https://udlguidelines.cast.org/

European Agency for Special Needs and Inclusive Education (2023). Retrieved from https://www.european-agency.org/resources/publications

European Commission (2017). European disability policy. Retrieved from https://www.europarl.europa.eu/RegData/etudes/IDAN/2017/603981/EPRS_IDA(2017)603981_EN.pdf

European Disability Forum (2018). Position on inclusive education. Retrieved from https://tools.youthforum.org/policy-library/wp-content/uploads/2021/04/Pos-on-Inc-Education-paper-ENG.pdf

Fisher, D., & Frey, N. (2017). Better learning through structured teaching: A framework for gradual release of responsibility (2nd ed.). ASCD.

Galkienė, A. Monkevičienė, O. (2021). Enhancing Inclusive Education through Universal Design for Learning. Springer

Inclusive Campus Live (2016). ICLife: Tools for inclusion How to make life on a higher education campus more inclusive. White paper. Retrieved from https://www.iclife.eu/white-paper.html

Meyer, A., Rose, D. H., & Gordon, D. T. (2014). Universal Design for Learning: Theory and Practice. CAST Professional Publishing.

Morgan, M. (2013). Supporting Students with Intellectual Disabilities in Higher Education: A Practical Guide. Routledge.

ILO Global Business and Disability Network (2023). Disability inclusion in small and medium-sized enterprises. Retrieved from https://www.ilo.org/global/topics/disability-and-work/WCMS_891872/lang--en/index.htm

Rose, D. H., and Meyer, A. (2006). A practical reader in Universal Design for Learning. Harvard Education Press.

UNESCO (2016). Learning for all: Guidelines on inclusion of learners with disabilities in open and distance learning. Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000244355

United Nations (2006). Convention on the Rights of Persons with Disabilities. Retrieved from https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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

Module 7: Disability Observatory

Díaz Jiménez, Rosa Mª (UPO), Iáñez Domínguez, Antonio (UPO), Relinque Medina, Fernando (UPO)

Summary

How disability is represented, how it is addressed in teaching, what is studied and how it is transferred can be decisive in the construction of the model of a friendly university. The creation of an accessible university and an inclusive environment must be a cross-cutting task in all areas of the academic world. The creation of a Disability Observatory will make it possible to question these elements. In this way, the Observatory will be able to position itself as a bank of information, experiences, guidelines, and good practices on how to work and deal with disability in the academy, not only in relation to people with intellectual disabilities studying in the classroom, but also with a view to training professionals who are sensitive and respectful of human rights. The aim of the Observatory is to focus on issues related to intellectual disabilities in universities from the perspective of science, technology, and innovation.

In terms of science, the focus would be on teaching (including subjects that are or could be inclusive and courses or degrees that allow access to this type of students) and research. Within research, research projects related to inclusion and the university would be selected, as well as related scientific articles.

The technological strand deals with the tools, technical resources, and procedures available for the inclusion of these learners. This chapter could be organised by including experiences related to learning methodologies, support resources and inclusive intra- and extra-university procedures.

These would be teaching innovation projects generated in the university environment and related to people with disabilities and students with intellectual disabilities.

Categories

Science and disability, technology and disability, and disability and innovation.

Introduction

An observatory is an open space with the objective of understanding a specific topic and following its evolution over time, aimed at people and communities who share an interest in that particular topic. One of its main functions is research, disseminating knowledge and making it available to those interested in the topic, so that the generation of evidence can support decision-making and provide tools. In the context of universities, a Disability Observatory would be a space for monitoring the educational inclusion of people with disabilities in university life, promoting academic quality in terms of teaching, research, and innovation.

In order to evaluate and monitor the process of integration of people with intellectual disabilities from these three perspectives (science, technology, and innovation) in the university context, a list of indicators is proposed as a starting point for the definition of standards and indicators to be used in the analysis of each university institution through a University Disability Observatory, based on the studies of Muntaner et

al. (2009):

- Principles and values of the university institution: Explicit commitments and policies on disability, special educational needs (SEN) and diversity in the general documentation of the institution.
- Teacher attitudes and training: Teachers' approach, perspectives, and level of training in relation to pupils with disabilities and/or SEN.
- Role of professionals: Involvement, approach, and perspective of different professional groups (management and administrative staff, teaching staff, support staff, specialists) in relation to the inclusion and support of pupils with disabilities and/or SEN.
- Availability and use of resources: Resources available in the institution to support the learning and inclusion of learners with disabilities and/or SEN and how they are used.
- Organisation and management of the higher education institution: planning, grouping, allocation of support, functions of the management team, organisational structure.
- Coordination among teaching staff: Methods of coordination among teaching staff, levels of involvement, achievement of objectives, roles of cycles and faculties.
- Models of support: Specialised support approach, roles and functions of support staff, collaboration with tutors and external support.
- Didactic methodology: didactic approach, adaptations for students with disabilities and/or SEN, types of activities, evaluation, didactic strategies.
- Student participation: forms of participation in class, tasks and levels of difficulty, learning strategies and differentiation.
- Globalisation of learning: Topics, globalisation strategies, learning outcomes using these techniques.
- Learning success: Degree of success in achieving objectives, teacher satisfaction, results of teaching activities.
- Peer relationships: Interaction, teamwork, support between students with and without disabilities and/or SEN.
- Pedagogical innovation: Changes introduced in the classroom with students with disabilities and/or SEN, satisfaction with these changes, participation in the innovation and support received.
- Participation and satisfaction in school activities: Participation, responsibilities, satisfaction, and relationships between students with and without disabilities and/or SEN in academic, interpersonal, extracurricular and leisure activities.
- Adaptation of the curriculum: Materials, involvement of teachers, specialists and support staff in curricular adaptations, satisfaction with their use.
- Role of families: Attitudes and approaches of families to the education and learning of their children with disabilities and/or SEN.
- Peer relationships: Interaction of students with disabilities and/or SEN with their peers, factors

influencing these relationships.

- Personal satisfaction of students: Degree of satisfaction with the institution, faculty, learning, friendships, and opportunities.
- Out-of-school support: Support received by parents and pupils outside the educational environment in various social and community aspects.

Many universities have begun the process of establishing research and best practice centres to address emerging issues and problems in the inclusion of students with intellectual disabilities in university academic and learning programmes. These centres vary in scope, size and support. All recognise that disability is a subset of a broader equality framework in which both diversity and barriers can and should be explored. National contexts and situations vary considerably. Each has its own policy and strategic developmental competencies. In Europe, there is a growing tendency to see them as observatories, based in universities, linked to policy and good practice as well as ongoing research on issues related to the inclusion of students with intellectual disabilities. In the United States, the process is much more advanced, with a high degree of networking and coordination between universities and other stakeholders in the field of intellectual disabilities. In the USA, university participation of students with intellectual disabilities is recognised as post-secondary education (PSE).

In Barcelona, the University and Disability Observatory of the UPC studies the accessibility of the university environment and the inclusion of people with disabilities in the university community. Its aim is to promote the improvement of the academic quality of the university, based on the analysis of the real situation of the university, in accordance with the values of equity, inclusion and equal opportunities for all people with and without disabilities. In the United States, Think College provides resources, technical assistance and training related to college opportunities for students with intellectual disabilities and maintains the only national directory of college programmes for students with intellectual disabilities in the United States. With a commitment to equity and excellence, Think College supports evidence-based, student-centred research and practice, generating and sharing knowledge, guiding institutional change, informing public policy, and engaging with students, professionals, and families.

These initiatives (and there are many more) operate as a national network of technical assistance, research and evaluation centres dedicated to developing, expanding and improving higher education opportunities for students with intellectual disabilities.

A significant recent development in the United States is the Think College National Coordinating Center, which provides coordination, technical assistance, training and evaluation for Transition and Postsecondary Education for Students with Intellectual Disabilities (TPSID) programmes. The NCC also provides on-demand technical assistance, training resources and support to all college programmes for students with ID, families, and students. It develops and disseminates resources aimed at increasing knowledge of evidence-based practices needed to develop, implement and evaluate quality higher education opportunities for students with intellectual disabilities. Think College NCC is funded by the Office of Postsecondary Education of the US Department of Education. No similar initiative exists in Europe.

Another interesting initiative is the American Association of University Centers on Disabilities (AUCD) - a membership organisation that supports a national network of university-based interdisciplinary programmes. AUCD supports the National Coordinating Center by monitoring state and federal legislation

related to post-secondary education for students with disabilities, and coordinates activities related to the development of leadership and advocacy skills among students with disabilities.

The last two decades have provided abundant evidence of the extent to which ICTs are permeating social structures, the economy and the generation and transmission of knowledge itself. While much research has focused on the ways in which ICTs have initiated, facilitated or accelerated key processes of social change, it is also true that social change shapes our understanding of the social role and potential of ICTs. In short, ICT-based knowledge generation and transmission systems can play a powerful role in an emerging emancipatory dialectic. Or, conversely, they can increasingly be used to restrict human choice and freedom, to police "unacceptable" behaviour or beliefs, and to progressively infringe on privacy and freedom of human thought and opinion. All this poses a fundamental challenge to our understanding of ethics, critical dissent, objective enquiry, and the ability to assert the primacy of human rights and choice in shaping a viable social system within an economic framework that many commentators now see as increasingly restrictive and inequitable.

UDL provides a model for creating instructional objectives, methods, materials, and assessments that work for everyone: it is not a one-size-fits-all solution, but flexible approaches that can be customised and adapted to individual needs. UDL takes the concept of greater access for all and applies it to curriculum materials and teaching methods. Rather than relying on assistive technology (AT) to bridge the gap between materials and students' learning needs, materials designed with UDL concepts have built-in adaptations. Less often, additional technology is needed to translate the material into a mode that enables learning. A central idea of UDL is that as new materials and technologies are developed, they should be designed from the outset to be flexible enough to accommodate the unique learning styles of a wide range of people, including those with disabilities. Examples of UDL include: accessible web pages; captioned and/or narrated videos; word processors with word prediction; talking spell checkers; talking dialogue boxes; speech recognition; picture menus.

UDL does not eliminate the need for assistive technology. Students with disabilities will continue to need assistive technology equipment (e.g. communication aids, visual aids, wheelchairs, orthotics and adapted toys) to interact more fully with their environment. However, incorporating accessibility into new technologies and curriculum materials as they are developed will help to ensure maximum inclusion of learners with disabilities in the full range of learning opportunities available to all.

In short, the ultimate goal is to improve the higher education system in order to provide adequate and inclusive education for all students. This requires an innovative and adaptive approach in which the concept of quality of life and its implications play a key role. To this end, this module offers some suggestions, resources and tools to support the creation of an inclusive and adapted university for people with intellectual disabilities. The aim is to enable people with intellectual disabilities to live independently in the context of higher education, to make their own decisions and to participate actively in university life.

Science and disability

The right to science is enshrined in numerous human rights treaties, but there is no clear framework for how governments or research organisations can promote this right, particularly by ensuring the equal participation of people with intellectual disabilities (ID) in the scientific research process. Although the

feasibility and impact of including people with ID in the scientific process has been repeatedly demonstrated, systemic barriers such as ableism, racism and other systems of oppression continue to perpetuate inequalities. Researchers in the field of ID must take steps to dismantle systemic barriers and promote participatory approaches that foster equity in the process and outcomes of science (Shogren, 2023).

This section discusses the importance of inclusive higher education with a focus on knowledge, as students should have access to knowledge according to their abilities. It also examines research in the context of the relationship between inclusion and higher education.

The number of students with disabilities in higher education has increased in recent decades, but these students still face many challenges. It is not enough for universities to ensure access for students with disabilities; they must also ensure their continued presence and progress in the university environment, and this means creating inclusive higher education.

In order to move towards a model of university friendly to people with intellectual disabilities, an important change and reflection would be to analyse what happens in the classroom, which is the space of interaction between teachers and students with disabilities. For this reason, some guidelines are proposed.

Universal Design should be a cross-cutting principle in all activities, so that any product, environment, tool, etc. can be used by all people.

Teachers need to be trained to deal with different scenarios and to prevent school drop-out or failure. Therefore, it is important to provide pedagogical and methodological tools to meet the needs of students with intellectual disabilities.

Personalised support and follow-up is needed, especially in the first years of schooling. In addition to the disability support services available in many universities, personalised support programmes could be implemented through tutoring by teachers, peer counselling, reference groups, etc. Individualised and mentored approaches are essential in teaching processes with students with intellectual disabilities.

In terms of research, it would be interesting if people with intellectual disabilities were to move from being objects to being subjects of research, thus recognising the motto of the Independent Living Movement "Nothing about us without us". Research groups do not usually include people with disabilities; however, research is done on people with disabilities.

Inclusive best practices, both in teaching and research, should be recognised as an added value in teachers' teaching practices (Schalock et al, 2007)

Technology and disability

Technology is now widely integrated into the educational environment; however, students with intellectual disabilities (ID) often still have limited access to such technologies (Wehmeyer et al., 2004). According to Lindquist and Long (2011), technology is an important part of students' academic lives and, when used effectively, can enhance their learning experiences. Bond and Bedenlier (2019) recognise the "inherent role" technology plays in education and its potential to engage students (So et al., 2022).

The integration of new technologies in higher education must be seen as an integral part of the norm in a

rapidly changing and globally technological society. Universities cannot remain oblivious to the new dynamics emerging in the daily life of their community. New ways of working and studying, as well as the needs arising from the use of available technologies, must be seized as opportunities to enhance the learning process of university students (Guash and Hernández, 2013).

This section aims to provide guidance on tools and resources for the inclusion of students with intellectual disabilities in the university environment. Technology in the disability field has had a significant impact as a means of inclusion. For younger students, access to information through technology can be even faster, although it is true that some may face difficulties in using such tools. It is therefore important to be aware of and adapt tools and resources that promote new approaches to teaching and learning adapted to different intellectual abilities.

As far as teaching is concerned, it is not always face-to-face, as new technologies have given rise to new teaching modalities: virtual and hybrid (combining face-to-face and online). Hence the importance of technology for learners with intellectual disabilities.

New technologies are increasingly focusing on the inclusive properties of the medium as a tool for inclusive online education for people with intellectual disabilities. Examples of this phenomenon are learning technologies and efforts to develop accessible online learning environments, which consist of design, implementation, and validation phases.

Integrating accessibility into online education not only ensures opportunities for all, including people with intellectual disabilities, but also unlocks the full potential of learning technologies beyond social media participation.

Inclusive online education can not only support the removal of barriers experienced by people with intellectual disabilities in accessing online digital resources, but also enable technological resources to be used by learners of all ages, despite physical and technical barriers, by adapting devices to users' individual styles and preferences (Betlej & Danilevica, 2022).

Among the various online resources and technologies that facilitate learning for people with intellectual disabilities, we can find:

- Speak: Cue Cards.
- Reading: Kurzweil 3000; highlighter strips.
- Writing: Word processing, ChatGPT; computerised pens; pencil grips.
- Reasoning: Inspiration; Spark-Space; Graphic Organisers.
- Mathematics: Graphing calculator; IXL Math; 4-function calculator.

Mobile applications are another important technological resource that has focused on reducing the barriers that people with intellectual disabilities face in the learning process. Some notable examples are:

- Speak: ShowMe; Interactive Whiteboard.
- Reading: Speak Selection; GoodReader.
- Writing: Pages; iWordQ; Dragon Dictation.

- Reasoning: SimpleMind+.
- Mathematics: ShowMe; ScreenChomp.

Disability and innovation

This section focuses on innovative teaching projects in the university context related to students with intellectual disabilities.

The use of new teaching and learning methodologies also implies innovation, which means that significant changes are being experienced in both the teaching and learning process. Teachers play a crucial role in educational innovation.

Some universities have introduced training programmes within the university environment for young people with intellectual disabilities, promoting both learning and participation in university life. These programmes often include a hybrid training system with specific university-oriented training for employment and autonomy, together with inclusive education in different university subjects. In addition, this training is supported by cognitive accessibility and new technologies as learning aids.

Online resources

Inclusive education in higher education: challenges and opportunities
https://idus.us.es/bitstream/handle/11441/111443/1/Inclusive%20education%20in%20higher%20education%20challenges%20and%20opportunities.pdf?sequence=1
The article provides insights into inclusive practices in higher education, emphasising that inclusive education requires policies, strategies, processes and actions that help to ensure the success of all students.

Research subjects give their views on research: Disabled people and disability research
https://www.tandfonline.com/doi/abs/10.1080/09687590025757?casa_token=LAZFAi_g99IAAAAA:JTK8YhLsWtafV1vbakEFKy9-SmTpmz8-310byKT-WC0MVoqtTx6fVDnNXLbEq6rtcek1Ai5xe9YwxQ
The article presents the views of people with disabilities on their research experiences.

Get trained
https://ucc.uva.es/capacienciate/
The University of Valladolid's programme aims to bring science closer to people with intellectual disabilities. It serves as an example of how to make science accessible to people with intellectual disabilities.

PDICiencia
https://www.pdiciencia.com/
PDICIENCIA is a scientific dissemination project that brings culture and scientific knowledge to the public from an inclusive perspective, using art, humour, social networks and ICTs as communication tools. The team is made up of people with different intellectual and physical abilities, who work in an inclusive environment that encourages and supports their diverse abilities. It includes "Ciencia Fácil", the first

scientific magazine in easy-to-read format.

Educational Inclusion through Universal Design for Learning: Alternatives to Teacher Training
https://www.mdpi.com/2227-7102/10/11/303
The article analyses the level of knowledge and application of the principles and strategies of universal design for learning by university teachers.

Technological challenges and students with disabilities in higher education
https://www.tandfonline.com/doi/full/10.1080/09362835.2017.1409117?casa_token=kXfcDOYHpucAAAAA%3Aj8x8kpd6nTcvl9tg21EZGCgnSQpAjNtreefRJsdFG9u76h15PXqfDoa6ShQ1wBhVRfTJcV9OePIrng
The article presents the results of a study that examined the barriers and supports posed by new technologies for university students with disabilities.

Learning technologies for people with mild intellectual disabilities. From digital exclusion to inclusive cybereducation in the networked society.
http://dx.doi.org/10.31261/IJREL.2022.8.2.07
This article compiles a number of important technologies and applications that facilitate learning for people with mild intellectual disabilities.

SECTION 3

University Education for People with Intellectual Disabilities. Evaluation of a training experience in Spain
https://www.mdpi.com/2673-7272/1/4/27
The article presents a training programme for the employment and university inclusion of young people with intellectual disabilities at the Pablo de Olavide University in Seville, Spain.

Inclusion of people with intellectual disabilities at university. Results of the promentor programme
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwidrf_vv4n2AhULH-wKHdqtDTAQFnoECAMQAQ&url=https%3A%2F%2Frevistas.usal.es%2Findex.php%2F0210-1696%2Farticle%2Fdownload%2Fscero20164742743%2F17656%2F59073&usg=AOvVaw0KQEjMGwY_W2nEs4uMi8BF
This article presents the impact of a pioneering inclusion programme for students with intellectual disabilities in Spain.

Digi-ID PLUS
https://www.tcd.ie/mecheng/research/robotics/projects/digi-id.php
Digi-ID PLUS is a multidisciplinary EU innovation project focused on user-led design and delivered by the University of Dublin. The project is developing an accessible video-based digital skills learning platform, co-created with and for people with accessibility needs, to address the challenge of digital literacy and access to improve health, wellbeing and inclusion outcomes: Digi-Academy.

Downloadable documents

Handbook for Inclusion in the University Classroom: Architectural, Technological and Pedagogical Accessibility Guidelines for Ensuring Equal Opportunities in University Education
https://www.fundacionONCE.es/sites/default/files/docs/manual_alcanzar_inclusion%5b1%5d_2.pdf
This document describes what a teaching classroom should look like to ensure equal opportunities for all

students in university education.

Good practices in inclusive education and disability in Europe
https://includ-ed.eu/sites/default/files/documents/inclusive_education__disability._good_practices_from_around_europe.pdf
This handbook is a tool based on the experiences carried out in different European cities in the field of inclusive education.

25 Innovative practices for the inclusion of persons with disabilities
https://www.easpd.eu/fileadmin/user_upload/Publications/easpd-awards_FINAL.pdf
The guide presents innovative practices and programmes to promote the integration of people with intellectual disabilities in arts and culture, intervention, education, employment, independent living, technology, policy and human resources.

Bibliographical References

Guash, D Hernández, J. (2013) University 2.0: innovative study resources for people with disabilities. University and Disability Observatory (an entity formed by the ONCE Foundation and the Accessibility Chair of the Polytechnic University of Catalonia-BarcelonaTech). Vilanova i la Geltrú (Barcelona)

Muntaner, J.J.; Forteza, D.; Rosselló, M.R.; Verger, S.; De la Iglesia, B. (2009) Estándares e indicadores para analizar la calidad de vida del alumnado con discapacidad en su proceso educativo. Edicions UIB. Barcelona

Schalock, R.L. and Verdugo, M.A. (2007): "El concepto de calidad de vida en los servicios y apoyos para personas con discapacidad intelectual", in Siglo Cero, nº 224, pp. 21-36.

Shogren K. A. (2023). The Right to Science: Centering People With Intellectual Disability in the Process and Outcomes of Science. *Intellectual and developmental disabilities*, *61*(2), 172-177. https://doi.org/10.1352/1934-9556-61.2.172

So, W. W. M., He, Q., Chen, Y., Li, W. C., Cheng, I. N. Y., & Lee, T. T. H. (2022). Engaging Students with Intellectual Disability in Science, Technology, Engineering, and Mathematics Learning. *Science Education International*, *33*(1), Article 1.

INCLUSIVE HIGHER EDUCATION SYSTEM FOR STUDENTS WITH INTELLECTUAL DISABILITIES

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

Module 8: Regulation

Díaz Jiménez, Rosa Mª (UPO), Granados Martínez, Cristina (UPO), Yerga Míguez, Mª Dolores(UPO)

Introduction

Today, higher education is viewed as a key aspect in the personal and professional development of all people. However, people with disabilities have historically faced barriers and circumstances in accessing this opportunity. For this reason, policies adopted by States must be oriented towards the well-being of all citizens. For its part, university education can be a crucial factor for empowerment and equal opportunities, offering students the possibility to acquire specialised knowledge, develop skills and actively participate in society. For people with disabilities, this access to higher education is not only a personal and academic advancement, but also a step towards a fairer and more diverse society. Therefore, university engagement for people with disabilities should aim to remove barriers, promote diversity, and ensure that all people have access to quality education.

In this context, the 1993 Standard Rules on the Equalisation of Opportunities for Persons with Disabilities are named. This is a document in the field of human rights and equality, which establishes an international framework to ensure that all persons, regardless of their disability, can fully enjoy their rights and actively participate in society, representing a significant step forward in promoting inclusion and equality. At the international level, the United Nations Convention on Persons with Disabilities, adopted in 2006, has as its main objective to promote, protect and ensure the full enjoyment of all human rights and fundamental freedoms on an equal basis for all persons with disabilities, as well as to promote respect for their inherent dignity. To achieve this, the Convention is based on a number of principles:

a) Respect for inherent dignity, individual autonomy, including the freedom to make one's own choices, and the independence of the person.

b) Non-discrimination

c) full and effective participation and inclusion in society

d) Respect for difference and acceptance of people with disabilities as part of human diversity and humanity.

e) Equal opportunities

f) Accessibility

g) Equality between women and men

h) Respect for the evolving capacities of children with disabilities and their right to preserve their identity.

This milestone towards guaranteeing the fundamental rights of persons with disabilities worldwide has been ratified by Spain in 2007, Italy and Portugal in 2009 and Ireland in 2018.

Over time, disability policy has progressed from the provision of basic institutional care to the education of persons with disabilities. According to the Convention on the Rights of Persons with Disabilities, States

Parties must ensure an inclusive education system applicable at all levels, as well as ensure lifelong learning with the aim of ensuring that persons with disabilities are not excluded from the education system on the basis of disability.

In the context of this handbook, although some countries were pioneers in recognising the right to university education for students with disabilities, it is important to note that specific university-related legislation has been enacted and developed in each country, addressing a number of key issues that ensure full access to university education for people with disabilities. This legislation not only focuses on the right to higher education, but also addresses in detail aspects such as university admission procedures, the implementation of various supports, resources, methods, as well as the creation of inclusive spaces necessary to adapt the educational experience to the specific needs of each person with a disability, thus ensuring an equal and enriching environment.

Spanish report

Recent Spanish legislation is one of the most relevant milestones in this area; the university is opening up to people with intellectual disabilities. Thus, the Organic Law 2/2023 on the University System specifically establishes: ''Universities shall promote access to university studies for people with intellectual disabilities and for other reasons of disability by promoting their own studies adapted to their abilities'' (Art. 37.2). This same article establishes the obligation of universities to promote inclusive and accessible curricular structures, thus extending the fundamental principle of ''inclusive education'' included in Organic Law 2/2006 (Art. 80).

Article 33 of Organic Law 2/2023 establishes rights related to academic training, promoting inclusive and quality education at the university. In relation to these aspects, contextual actors highlight the importance of compliance with current legislation in this area in university policies and access to it. With regard to the permanence of students, the obligation to know the teaching plans of the subjects in which students are previously enrolled is regulated, as well as the language in which they are taught and to receive guidance on the relevant activities. Furthermore, in this same article, the law calls for universal accessibility of guidance services to facilitate the educational pathway. These aspects are highlighted as relevant by the contextual actors, as they show an inclination towards carrying out dissemination events at the start of the academic year, with the aim of informing students about the support and spaces that the university makes available to them, especially in relation to what the law explicitly states about the universal accessibility of the university's buildings and physical and virtual environments. Likewise, Article 95 of Organic Law 3/2020 stresses the humanisation and personalisation of educational treatment, aspects pointed out by the contextual actors that refer to the development of adapted tutorials capable of attending to the multiplicity of diversities with the aim of personalised attention and treatment. With the same objective, the article relates issues of coordination, guidance, and tutoring, reinforced by the contextual actors, who in turn promote institutional collaboration and coordination through strategies conceived as good practices and long-term tutoring. This institutional coordination, also regulated in Royal Decree 412/2014, establishes the basic regulations for admission procedures to official university degree courses. In line with this, the contextual actors propose access modalities that are not limited solely to the degree as an access requirement, as well as the implementation of pedagogical guidelines to promote student retention. With regard to the teaching staff, teacher education and training, monitoring during the teaching period and the

implementation of specific methodologies through different resources and strategies are considered to be opportune. Furthermore, the need for teachers to have information about future students in order to provide them with guidance and support, enabling the design of curricular planning in accordance with competences and the multiplicity of diversity. All these aspects could be useful to enforce legislation and continue building the path towards an inclusive university.

Italian report

In the last fifteen years, the number of students with disabilities enrolled in Italian universities has tripled. In Italy, the framework law on disability, i.e. Law no. 104/92, taken over at the end of the 1990s by Law no. 17/99, represented a fundamental turning point towards the promotion of equal educational opportunities for students with disabilities in the university environment. In particular, the Law of 5 February 1992, no. 104, in its Article 3, paragraph 3, letter g) states that "The right to education and training is guaranteed to all citizens, without distinction of race, language, sex, religion, political opinion, personal and social conditions. To this end, the right to education and training of disabled persons is guaranteed, including at secondary and university level, as well as their integration into the world of work." The same concept was reiterated in the Presidential Decree of 24 February 1994, No. 352, Article 11, Paragraph 2 (d), which states: "The university, within its resources, shall adopt measures to guarantee the right to study for disabled students."

However, this right is conditional on obtaining a secondary education diploma. The diploma can only be obtained by students who, although they have a disability, follow a pathway recognised as equivalent to the ordinary pathway. In case the pathway is not equivalent, the student, at the end of the studies, does not obtain a diploma, but only a certificate of attendance that prevents the enrolment at the university (D.I. 182/2020; Legislative Decree 66/2017; Legislative Decree 96/2019).

Law No. 170/2010 then reaffirmed the same principles for students with ASD, also providing for the appointment of a professor, delegated by the Rector, with "functions of coordination, monitoring and support of all initiatives relating to integration within the university". To this is added the establishment of an administrative structure with the function of providing support devices. Specifically, Law 170 of 2010 obliges universities to identify educational forms and assessment methods that enable students with ASD to achieve an appropriate education. Therefore, students with a diagnosis of ASD are entitled to benefit from appropriate dispensatory and compensatory measures of educational flexibility during their university studies. Entitlement to the use of any dispensatory and/or compensatory measures is subject to the presence of a valid medical diagnosis. Provide in written tests for possible quantitative, but not qualitative, reduction if additional time cannot be granted.

In 2001, a body was also created with the function of coordinating all universities with regard to the issue of academic inclusion. The aim of the CNUDD, the National University Conference of Rectors' Delegates for Disability, is to orient university policies and practices towards increasingly guaranteeing the right to study for people with disabilities/DSA, starting with the exchange and dissemination of good practices between universities. A further step in this direction was taken with the development of the revised Guidelines in 2014 with the aim of supporting the deployment of adequate and homogeneous services to ensure the achievement of an independent life based on social justice and active citizenship.

Ministerial Decree number 5669 of 2011 identifies the educational and didactic support measures useful to support the correct teaching/learning process and the forms of verification and evaluation necessary to guarantee the right to study of university students. The Guidelines annexed to Ministerial Decree number 5669 of 2011 specify the ways through which the right to study is to be guaranteed.

In addition to the above-mentioned regulations, it is important to recall that the United Nations Convention on the Rights of Persons with Disabilities (CRPD), ratified by Italy in 2009, recognises the right to education of persons with disabilities and requires States to take appropriate measures to ensure their access to education and to the highest possible level of education.

Universities have set up specific offices that support students from the moment of enrolment, and faculty members are designated as contact persons for the inclusion of enrolled students at all organisational levels of the universities. In addition, students with intellectual disabilities are entitled to benefit from specific educational support and assessment measures based on their individual needs. In particular, the relevant regulations suggest that universities may provide measures such as:

- The use of compensatory aids and tools, such as an ergonomic keyboard, a voice recorder, a word processing programme with a spelling and grammar checker, etc;
- Access to learning materials in accessible formats, such as digital or Braille;
- Possibility of using a tutor or an assistant;
- Possibility to conduct examinations in separate rooms if necessary;
- The adoption of alternative or adapted modes of assessment, depending on the individual needs of the learner.

The assessment of students with intellectual disabilities must be personalised and flexible in order to ensure a fair and transparent evaluation of their knowledge and abilities. Each Athenaeum defines its own procedures and guidelines governing general guidelines declining them for the specific context. In an inclusive perspective, however, Universities should not only accommodate students with disabilities, trying to solve their problems as much as possible, but should change the paradigm of intervention, starting from the so-called Universal Design. This implies a transformation of the physical and organisational, educational and evaluative environments to make them universally inclusive (Bellacicco, 2018). This makes it possible to guarantee quality educational experiences for all students, capable of ensuring emancipation, but also the strengthening of metacognitive skills and all those competences that allow a boy or girl with disabilities to build their own life project, based on their aspirations and personal strengths, defining their role within social and occupational contexts (Pavone, 2018).

Finally, it should be noted that a report on disability in the university context was published in 2022: https://www.anvur.it/wp-content/uploads/2022/06/ANVUR-Rapporto-disabilita_WEB.pdf.

In this study it is not easy to trace the category of intellectual disability, even though it tries to give back the scope of the inclusive actions of the Italian university. The problem, once again, lies in the fact that the study does not deal with all types of intellectual disability, but only with students who can enroll because they have a secondary school diploma.

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

Portuguese report

In Portugal, the commitment to providing equal educational opportunities for all is deeply rooted in the fabric of the nation, and is firmly enshrined in both the Portuguese Constitution and the "*Lei de Bases do Sistema Educativo*". These foundational documents serve as the bedrock of the country's dedication to ensuring that all its citizens, regardless of their abilities or disabilities, have equal opportunities to access higher education.

The Portuguese Constitution, adopted in 1976, is testimony to the country's democratic principles and its commitment to upholding fundamental rights and freedoms. Within this constitutional framework, Article 71 explicitly guarantees equal rights for people with disabilities, including the right to education. This fundamental principle is the cornerstone of Portugal's policies and lays the foundation for a comprehensive system that leaves no one behind.

In addition, the "*Lei de Bases do Sistema Educativo*" *(Law of Bases of the Education System)*, first enacted in 1986 and subsequently revised, outlines the principles and objectives of the Portuguese education system. This law emphasises the promotion of equal educational opportunities for all citizens as a central objective. It underlines the importance of fostering an inclusive educational environment that accommodates the diverse needs of learners, including those with disabilities. By explicitly recognising the need for inclusivity and accessibility, this law aligns perfectly with the constitutional mandate, ensuring that the right to education extends to all, regardless of their physical or cognitive abilities.

Special admission quota

The cornerstone of this framework is the establishment of a special admission quota for persons with disabilities. This quota, which is updated annually by a decree of the Ministry of Science, Technology and Higher Education, reserves a pre-determined percentage of available places in higher education institutions for candidates with disabilities. This forward-looking approach reflects Portugal's commitment to inclusion and diversity in its higher education system.

Allocation of slots

In practice, this special admission quota means that in the first application round, persons with disabilities are allocated 4% of the total number of places available in all higher education institutions. In the second application round, which usually follows the first, this allocation is reduced to 2%. This distribution ensures a fair and proportionate representation of people with disabilities in higher education, while taking into account the needs of other applicants.

Eligibility criteria

All candidates, including those with disabilities, must follow the following admission process:

The application process for admission to public higher education in Portugal takes place annually through a national competition organised by the Directorate General for Higher Education. This national competition takes place at the end of the academic year and is divided into three phases according to the annually approved timetable.

The entire process, including the assessment of eligibility, the establishment of selection criteria and the ranking of candidates for enrolment in higher education, is supervised by the National Commission for

Access to Higher Education.

To be eligible to apply, candidates must meet the following requirements:

- Hold a secondary education diploma or a legally equivalent qualification.
- Have taken, or have taken within the last two years, the national examinations required for the specific courses and institutions for which they wish to apply.
- Fulfil the prerequisites specified by the institution for the chosen course.
- Do not benefit from international student status regulated by specific decrees.

Candidates must achieve a minimum score in each admission test and in their overall application, these minimum scores being set annually by each higher education institution and published in the Application Guide. Candidates may apply at several stages of the competition, but if they are ranked at a later stage, their previous ranking is automatically cancelled.

As for the national final examinations, they play a dual role in the application process: as part of the entrance examinations for specific programmes and in the calculation of the final secondary education mark. To apply for admission to higher education through the national examination, candidates must use the portal of the Directorate General for Higher Education, which requires a unique access code. This access code can be obtained by filling in an application form, confirming the application by e-mail and certifying it at a designated place. Optionally, candidates can use the Mobile Digital Key for online application, a state-certified digital authentication method that links a mobile phone number to a citizen's ID.

Admission to public higher education in Portugal is subject to quantitative limitations determined by the number of vacancies established annually by higher education institutions for each of their courses. The number of vacancies for each course in each institution is announced annually in the Application Guide and is open to competition in the 1st phase. In subsequent phases, the remaining vacancies from the previous phases that have not been filled by placed and enrolled candidates are offered.

In the 1st phase of the national competition, vacancies are distributed between a general quota and priority quotas, including candidates from the Azores, Madeira, Portuguese emigrants, and their families, contracted military personnel, candidates with disabilities and beneficiaries of the Social School Action. In the 2nd phase, vacancies are distributed between a general quota and two priority quotas: candidates with disabilities and emigrants, their families, and Portuguese descendants. In the 3rd phase, vacancies are allocated to a single quota.

To be admitted to this special quota, candidates must meet specific criteria set out in the National Admission Competition Regulations, which are published annually. These criteria cover various aspects, such as the type and severity of disabilities, documentation requirements and deadlines for submission. The criteria may evolve over time to adapt to changing needs and circumstances, which underlines the importance of keeping abreast of the latest regulations.

Support for enrolled students

Once people with disabilities are successfully enrolled in higher education institutions, a wide range of support services are available to them. The IncluIES service of the Directorate General for Higher Education plays a key role in this respect. Accessible through the institution's website, IncluIES aims to:

- Provide comprehensive information on the various forms of support available for people with disabilities in higher education, ensuring that students, faculty and researchers are aware of their rights and available resources.
- Act as a conduit for sharing best practice among higher education institutions, fostering a collaborative environment that benefits the entire academic community.
- Promote inclusion through awareness-raising campaigns and initiatives to raise awareness of disability issues in higher education.
- Facilitate information exchange and cooperation of higher education institutions, promoting a unified approach to disability support.
- To promote international mobility opportunities for students and teachers with disabilities within the European area through the Erasmus+ programme, thus enhancing their educational experiences.

Grants for people with disabilities

In an important step towards financial inclusion, Portugal offers scholarships to people with disabilities pursuing higher education. These scholarships are available to those enrolled in a range of programmes, including higher technical education, bachelor's, master's, and doctoral degrees. To be eligible, candidates must demonstrate a level of disability equal to or greater than 60%, which ensures that financial barriers do not prevent them from pursuing higher education. The scholarship covers the full cost of tuition fees, alleviating the financial burden associated with attending HEIs.

Other public and private funding sources exist to support the education of persons with disabilities, such as the National Rehabilitation Institute.

Post-entry support and follow-up

According to the regulation, after admission, students with disabilities may have access to follow-up mechanisms. The competent body responsible for deciding on the application for the supplement referred to in Article 24, numeral 3 of the Regulation for the Allocation of Scholarships to Higher Education Students must obtain a specialised technical opinion from the support services for students with physical, sensory or other disabilities provided by the higher education institution. These support services are available at both public and private higher education institutions.

These monitoring mechanisms aim to provide continuous support and assistance to students with disabilities throughout their academic pathway. The specific nature of these mechanisms may vary depending on the institution and the individual needs of students. They may include accessibility accommodations, specialised tutoring, assistive technologies, and other forms of assistance to ensure equal opportunities and inclusion in education.

Furthermore, the "Gabinetes de Apoio aos Estudantes com Necessidades Educativas Especiais" (Support Offices for Students with Special Educational Needs) are services that provide support for students with disabilities or special educational needs in higher education institutions. These offices are responsible for providing specialised assistance and adaptations to ensure equal opportunities and access to education for

these students.

It is important to note that these offices are available to assist students both during the admissions process and after their placement at universities. They work closely with students, faculty and staff to identify and implement appropriate accommodations and support services to meet the individual needs of students with disabilities or special educational needs.

The specific services provided by these offices may vary from institution to institution, but typically include academic support, assistive technology, accessible materials, counselling, and guidance on disability-related issues. These offices play a crucial role in promoting inclusion and ensuring that students with disabilities have the support they need to succeed in their academic activities.

Subsequently, each university that has a "Support Office for Students with Special Educational Needs" can become part of the "IncluIES Network", included in the Directorate General for Higher Education. This network shares the following objectives:

- Information on support for people with disabilities in higher education.
- Promote and disseminate the various services offered by higher education institutions (HEIs) in support of disabilities.
- Sharing and promoting best practices in the field of disability.
- Facilitate collaboration and information exchange between HEIs to support students, teachers and researchers.
- Disability awareness in higher education.
- Promotion of the international mobility of students and teachers with disabilities within the European area through the Erasmus+ Programme.

Each university may have its own regulations, so while the approach may be similar between universities, the services offered may vary between them.

Irish report

In Ireland there are a number of laws and regulations that protect and promote the rights of people with disabilities. These laws aim to ensure equality of opportunity, accessibility, and non-discrimination for people with disabilities.

The Education Act 1998 establishes the right to education for all persons resident in the State. Section 7 of the Act states that the Minister of Education "shall ensure that support services and a level and quality of education appropriate to meet the needs and abilities of every person resident in the State, including a person with a disability or other special educational needs, are made available". The law emphasises inclusiveness and equal access, including provision for persons with disabilities or other special educational needs, and establishes the right of parents to send their children to the school of their choice.

There is an Equality Provision for Tertiary Education **(ESA)**, which applies to the provision of goods and services, including universities. In addition, the Equality Provision for Tertiary Education (ESA) regulates non-discrimination to any course or facility for participants, including universities. On the other hand, there

is the **Disability Access to Education Route (DARE)**, which aims to improve access to university for school leavers with a specific disability or learning difficulty by allocating a number of places with a reduced score. The requirements for eligibility are: to be under 23 years of age before the start of the course, to provide information about the disability and how it has affected the person's academic career.

Equal Status Acts 2000-2018: These laws prohibit discrimination in the provision of goods, services, accommodation and education on the basis of disability, among other characteristics.

Disability Act 2005: This law obliges public bodies to promote equality, accessibility, and inclusion of persons with disabilities. It also requires sectoral plans to improve access to public services.

National Disability Authority Act 1999: This Act created the National Disability Authority (NDA), which advises the government on disability policy and promotes best practice in relation to accessibility and disability services.

Employment Equality Acts 1998-2015: These laws prohibit discrimination in employment, including hiring, working conditions and access to vocational training, on the basis of disability.

Disability (Miscellaneous Provisions) Act 2018: This Act aims to improve access for persons with disabilities to public buildings, services and information. It also introduces measures related to accessible transport and employment supports.

Education for Persons with Special Educational Needs Act 2004: This legislation outlines the rights and supports available to children with special educational needs, including access to appropriate education and resources. However, not all legislation has entered into force. Articles of the law establishing the individual right to assessment, individual education plans, the designation of schools, appeals processes and cooperation between education and health services have not yet been implemented.

Building Regulations 1997-2018: These regulations include provisions on accessibility in the design and construction of new buildings and major alterations, ensuring that they are accessible to people with disabilities.

Health Act 2004: This Act established the Health Information and Quality Authority (HIQA), which oversees and regulates health and social care services, including those for people with disabilities.

Assisted Decision-Making (Capacity) Act 2015: This legislation establishes a framework for assisted decision-making for people who may have impaired decision-making capacity, including people with intellectual disabilities. The most recent version of this law will come into force in September 2023; information is available at the following link: Safeguarding Ireland.

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD): Ireland ratified this international treaty in 2018, which commits the country to promote and protect the rights of persons with disabilities in all areas of life.

Disability support agencies play an important role through campaigning and legislative links. These include: AHEAD, the Disability Federation of Ireland, Down Syndrome Ireland, Inclusion Ireland and the Centre of Excellence in Universal Design. The links are as follows:

- https://ahead.ie/
- https://www.disability-federation.ie/

- https://downsyndrome.ie/
- https://inclusionireland.ie/
- https://universaldesign.ie/
- https://www.safeguardingireland.org/

These are the main disability-related laws and regulations in Ireland. It is important to note that these laws may be updated or amended over time, so it is advisable to consult the most recent legal sources and government resources for the most up-to-date information.

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

Transnational Analysis

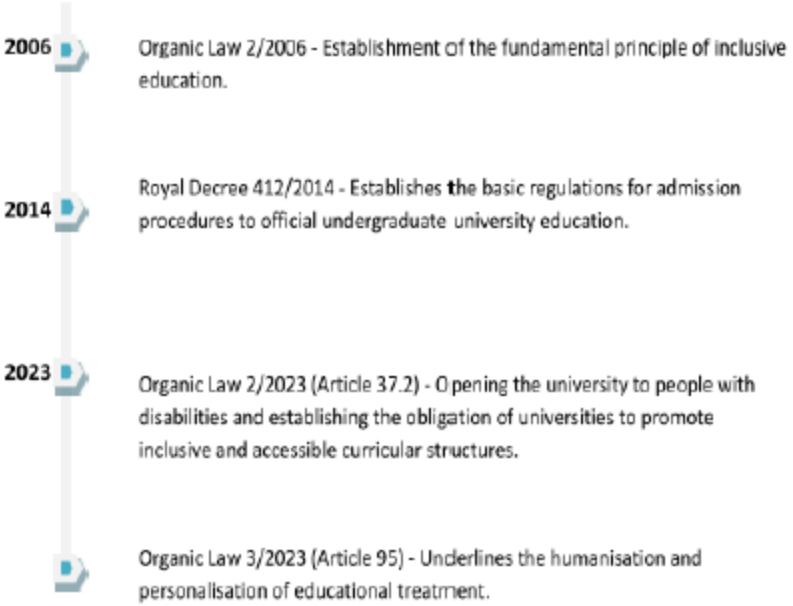
Countries	University regulations	Admission procedure	Student support
Spain	Organic Law 2/2006, Article 80, establishes the fundamental principle of "inclusive education". Aspects extended through Organic Law 2/2023, article 37.2, which opens the university to people with intellectual disabilities, on the one hand, and establishes rights related to academic training, promoting inclusive quality education at the university, on the other. It also guarantees the obligation of universities to promote inclusive and accessible curricular structures.	Royal Decree 412/2014, of 6 June, establishes the basic regulations for admission procedures to official university degree courses and recognises the possibility of making curricular adaptations already applied in the educational stage prior to university. In addition, the Royal Decree regulates that at least 5 percent of the places offered are reserved for students with a recognised degree of disability equal to or greater than 33 percent.	Organic Law 2/2023 regulates the obligation to know in advance the teaching plans of the subjects in which pupils are enrolled, as well as the language in which they are taught and to receive guidance on relevant activities. On the other hand, Organic Law 3/2020 emphasises, in Article 95, the humanisation and personalisation of educational treatment. In turn, this same article addresses issues of coordination, guidance and tutoring. In particular, institutional coordination is regulated in Royal Decree 412/2014.
Italy	The Law of 5 February 1992, no. 104, paragraph 3-G, represents a fundamental turning point in the promotion of equal educational opportunities for students with disabilities at university level. Furthermore, it guarantees the right to education and training for people with disabilities in secondary and university education centres, as well as their integration into the world of work. The same precept is reiterated in the Presidential Decree of 24 February 1994, No. 352, Article 11, paragraph 2-D. Law no. 17 of 28 January 1999 establishes the	The right to study for students with disabilities, regulated by the Presidential Decree of 24 February 1994, No. 352, Article 11, paragraph 2-D, is conditional upon obtaining a secondary school diploma. This is stipulated in Legislative Act 66/2017; Legislative Decree 96/2019; DNI 182/2020. The diploma can only be obtained by students who, although they have a disability, follow a pathway recognised as equivalent to the ordinary one. In the event that the itinerary is not equivalent, the student, at the end of the course of studies, will not obtain a diploma, but	In 2001, the Conference of Rectors' Delegates of the National University for Disability (CNUDD) was created with the function of coordinating all universities in the field of academic inclusion. The aim is to guide the policies and practices of universities to guarantee the right to study for people with disabilities/DSA, based on the exchange and dissemination of "Good Practices" among the different universities. Law no. 170 of 2010 emphasises the need for a diploma to access university and establishes a system/administrative structure to support the

	right of students with disabilities to study at university.	a certificate of attendance that excludes enrolment at the university.	integration of students. It also exempts universities from the task of defining specific teaching and assessment methods. Ministerial Decree No 5669 of 2011 identifies educational and didactic support measures to support the correct learning, verification and assessment process.
Portugal	Article 71 of the 1976 Constitution explicitly guarantees the right of access to education for persons with disabilities. On the other hand, the Ley de Bases do Sistema Educativo, first enacted in 1986 and subsequently revised, has as its main objective to promote equal educational opportunities for all, including persons with disabilities. This law emphasises the importance of an inclusive educational environment that is adapted to the needs of all learners, aligning with the Constitution to guarantee the right to education for all persons, regardless of their physical or cognitive abilities.	During this access process, a special admission quota for people with disabilities is established, which is updated annually by a decree issued by the Ministry of Science, Technology and Higher Education. This quota reserves a predetermined percentage of available places in HEIs for candidates with disabilities. It is established on the basis of two rounds of admission, which ensures a fair and proportionate representation of persons with disabilities in higher education, while at the same time taking into account the needs of other applicants. The application process for access to public higher education in Portugal is carried out annually through a national competition organised by the Directorate General for Higher Education. The National Commission for Access to Higher Education oversees the whole process.	The Regulation for the Granting of Scholarships to Higher Education Students No. 3, Article 24, regulates follow-up mechanisms and continuous support services throughout the student's academic career. They are available in both public and private higher education institutions. In addition, there are the Gabinetes de Apoio aos Estudiantes com Necessidades Educativas Especiais that provide support, specialised assistance, and adaptations to ensure equal opportunities and access to education for students both during the admission process and after their placement in universities. Ultimately, each university with such offices can be part of the IncluIES Network, which is part of the Directorate General for Higher Education. The aim of this network is to promote the inclusion of people with disabilities in higher education by disseminating various services, promoting good practices and facilitating collaboration between

			institutions, including international mobility through the Erasmus+ programme.
ireland	The 1998 Education Act establishes the right to education for all persons in the State. The Equality Acts 2000-2018 prohibit discrimination in education (among other things) on the basis of disability. The Education for Persons with Special Educational Needs Act 2004 outlines the educational rights of students with intellectual disabilities. .	The Education Act 1998 emphasises inclusion and equal access for persons with disabilities or other educational needs. There is also a provision on equality in tertiary education (ESA), which applies to the provision of goods and services, including universities. The Education for Persons with Special Educational Needs Act 2004 outlines access to education for persons with disabilities. On the other hand, there is the Disability Access to Education Route (DARE), which aims to improve access to university for young school leavers with a specific disability or learning difficulties by allocating them a number of places with a reduced score. The access requirements are: to be under 23 years old before the start of the course, to provide information about the disability and how it has affected the person's academic career.	Section 7 of the Education Act 1998 states that all persons residing in the State, including persons with disabilities or special educational needs, must be guaranteed support services and education of standard and quality. Furthermore, the The Education for Persons with Special Educational Needs Act of 2004 establishes rights and adequate resources. However, not all legislation has entered into force. Articles of the law establishing individual rights to assessment, individual education plans, school designation, appeals processes and cooperation between education and health services have not yet been implemented. Moreover, the Equality Provision for Tertiary Education (ESA) regulates non-discrimination in any course or facility for participants, including universities.

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

Timeline Spain



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

Timeline Italy

1992 Law No. 104, Article 3-G of 5 February - Marking a turning point towards equal educational opportunities for students with disabilities in university settings.

1994 Presidential Decree No. 352, article 11, paragraph 2-D. Reiterates the right to education and training for persons with disabilities in secondary schools and universities, as well as their integration into the world of work.

1999 Law No. 17 of 28 January - Strengthens the right to study for students with disabilities, making it conditional on obtaining a high school diploma.

2001 The Conference of Rectors' Delegates of the National University for Disability (CNUDD) is created with the purpose of coordinating universities in relation to the academic inclusion of persons with disabilities.

2009 Italy ratifies in 2009 the right to education of persons with disabilities, requiring States to take appropriate measures, as set out by the UN Convention on the Rights of Persons with Disabilities (CRPD).

2010 Law No. 170 emphasises the need for a diploma to access university and establishes an administrative structure to support students with disabilities in their integration. It also exempts universities from defining specific teaching and evaluation methods.

2011 Ministerial Decree No. 56999- Identifies educational and didactic support measures for the learning process, verification and evaluation.

2014 From the CRPD, Guidelines are developed, revised in 2014, with the aim of supporting the deployment of adequate and homogeneous services to ensure the achievement of an independent life based on social justice and active citizenship.

2017 Legislative Decree 66/2017-

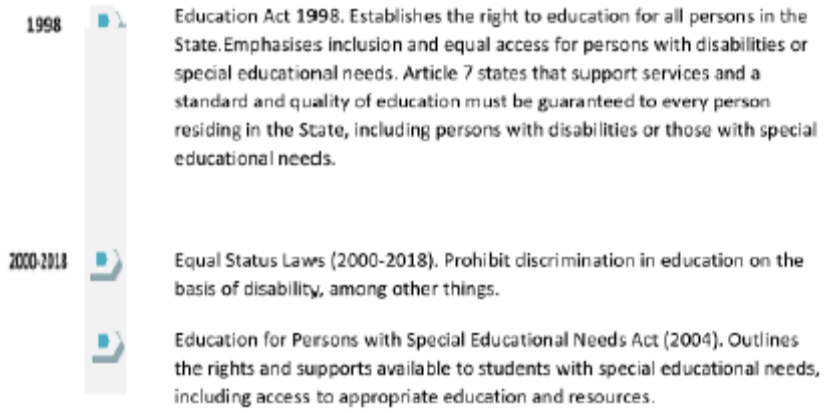
2019 Legislative Decree 96/2019-

2020 DNI. 182/2020-

The acquisition of the secondary education diploma that allows access to university is regulated by these Legislative Decrees.

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

Timeline Ireland



Bibliographical References

1. Alqazlan, S., Alallawi, B., & Totsika, V. (2019). Post-secondary education for youth with intellectual disabilities: A systematic review of stakeholders' experiences. *Educational Research Review*, *28*, 100295. https://doi.org/10.1016/j.edurev.2019.100295. https://doi.org/10.1016/j.edurev.2019.100295
2. ANVUR (2022).Gli studenti con disabilità e Dsa nelle Università italiane – Una risorsa da valorizzare. Available in:https://www.anvur.it/wp-content/uploads/2022/06/ANVUR-Rapporto-disabilita_WEB.pdf
3. Bellacicco, R. (2018).Verso una università inclusiva: La voce degli studenti con disabilità. Milano: Franco Angeli.
4. Bergin, M., and Zafft, C. (2000). Creating full access for all: Quinsigamond Community College. Impact, 13(1), 14-15.
5. Björnsdóttir, K., Stefánsdóttir, Á. & Stefánsdóttir, G.V. People with intellectual disabilities negotiate autonomy, gender and sexuality. *Sex Disability* **35**, 295-311 (2017). https://doi.org/10.1007/s11195-017-9492-x
6. Bonati, M., 'Social justice and students with intellectual disabilities: Inclusive higher education practices', *Higher Education, Pedagogy and Social Justice*, (207-224), (2019).
7. Bowen, Sarah & Graham, Ian D. (2013). Integrated knowledge translation. Knowledge Translation in Health Care, 14-23. https://doi.org/10.1002/9781118413555.CH02
8. DeSeCo Programme (OECD, 2000) https://www.cedefop.europa.eu/files/BgR1_Rychen.pdf
9. *Disability Act 2005* (Government of Ireland). Retrieved from: http://www.oireachtas.ie/documents/bills28/acts/2005/a1405.pdf
10. Dolyniuk, C. A., Kamens, M. W., Corman, H., DiNardo, P. O., Totaro, R. M., & Rockoff, J. C. (2002). Students with developmental disabilities go to college: Description of a collaborative transition project. Focus on Autism and Other Developmental Disabilities, 17(4), 236-241.
11. Engel, A., & Coll, C. (2021). The learner identity: Coll and Falsafi's model. *Working Papers on Culture, Education and Human Development*, *17*(1).
12. European Commission (2019), Directorate-General for Education, Youth, Sport and Culture, *Key Competences for Lifelong Learning*, Publications Office: https://data.europa.eu/doi/10.2766/569540
13. Ferguson, Iain (2012), Personalisation, social justice and social work: a response to Simon Duffy, *Journal of Social Work Practice,* 26, (1), 55-73.
14. Fontes, F. (2016) People with disabilities in Portugal. *Francisco Manuel dos Santos Foundation.*
15. Getzel, E. E. & Wehman, P. (Eds) (2005). Going to college: Expanding opportunities for people with disabilities. Baltimore: Paul H. Brookes Publishing Co.

16. Gilmore, S., Bose, J., and Hart, D. (2001). Postsecondary education as a critical step towards meaningful employment: Vocational Rehabilitation's role. From research to practice, 7(4).
17. Gobec, C., Rillotta, F., & Raghavendra, P. (2022). Where to go next? Experiences of adults with intellectual disability after they complete a university program. *Journal of Applied Research in Intellectual Disabilities, 35*(5), 1140-1152. https://doi.org/10.1111/jar.13000
18. Gobec, C., Rillotta, F., & Raghavendra, P. (2022). Where to go next? Experiences of adults with intellectual disability after they complete a university program. *Journal of Applied Research in Intellectual Disabilities, 35*(5), 1140-1152. https://doi.org/10.1111/jar.13000
19. Grigal, M., and Hart, D. (2010). Think college: Postsecondary education options for students with intellectual disabilities. Baltimore, MD: Paul H. Brookes.
20. Grigal, M., Neubert, D. A., & Moon, M. S. (2001). Public school programs for students with significant disabilities in postsecondary settings. Education and Training in Mental Retardation and Developmental Disabilities, 36, 244-254.
21. Grigal, M., Neubert, D. A., & Moon, M. S. (2002). Postsecondary options for students with significant disabilities. Teaching Exceptional Children, 35(2), 68-73.
22. Grigal, M., Neubert, D. A., & Moon, M. S. (2005). Transition services for students with significant disabilities in college and community services: Strategies for planning, implementation, and evaluation. Austin, TX: Pro-Ed.
23. Hall, M., Kleinert, H. L., and J. F. Kearns (2000). Going to College! Postsecondary programs for students with moderate and severe disabilities. Teaching Exceptional Children, 32, 58-65.
24. Hart, D., Zafft, C., & Zimbrich, K. (2001). Creating college access for all students. The Journal for Vocational Special Needs Education, 23(2), 19-31.
25. Hart, D., Zimbrich, K., & Ghiloni, C. (2001). Interagency partnerships and funding: Individual supports for youth with significant disabilities as they move into postsecondary education and employment options. Journal of Vocational Rehabilitation, 16, 145-154.
26. Hart, D.; Grigal, M.; Sax, C.; Martinez, D.; and Will, M., *"Research to Practice: Postsecondary Education Options for Students with Intellectual Disabilities" (*2006). Research to Practice Series, Institute for Community Inclusion. 6.
27. Macías-Gómez-Estern, B. (2021). Critical psychology for community emancipation: Insights from socio-educative praxis in hybrid settings. New Waves in Social Psychology, 25-54.
28. Mlynarczyk, R. W. (2014). Narrative and academic discourse: Including more voices in the conversation. Journal of Basic Writing, 4-22.
29. Kim, S., Lory, C., Kim, S, Gregori, E., Rispoli, M. (2021). Teaching Academic Skills to People with Intellectual and Developmental Disability', *In* Russell Lang & Peter Sturmey, *Adaptive Behavior Strategies for Individuals with Intellectual and Developmental Disabilities* (pp.103-135) 10.1007/978-3-030-66441-1_5.
30. Maggiolini, S., and Molteni, P. (2013). University and disability: An Italian experience of inclusion.

Journal of Postsecondary Education and Disability, 26(3), 249-262.

31. Márquez Vázquez, C. (2022). Situation of teaching and research staff with disabilities in the Spanish university system. Ed. CINCA. Inclusión y Diversidad Collection. Madrid
32. Navarro González, R., & María Ruiloba Núñez, J. (2022). Inclusive public administrations: the implementation of regulations on the access of women with disabilities to public employment. Gestión y Análisis de Políticas Públicas, Nueva Época (GAPP), (28).
33. Nind, M. (2011). "Participatory data analysis: a step too far?", *Qualitative Research, 11*, 4: 349-363.
34. O'Brien, P., O'Keeffe, M., Kenny, M., Fitzgerald, S., & Curtis, S. (2008). Inclusive education: A tertiary experience and a transferable model? Lessons learned from the Certificate in Contemporary Living Programme: Dublin: National Institute for Intellectual Disability, TCD, No. 3, Monograph series, pp. 1-97.
35. Oliver, M. 1990. The Politics of Disability: A Sociological Approach. New York: St. Martin's Press.
36. Pavone, M. (2018). Postfazione. Le università di fronte alla sfida dell'inclusione degli studenti con disabilità. In S. Pace, M. Pavone, & D. Petrini (Eds), UNIversal Inclusion. Right and Opportunities for Student with Disabilities in the Accademic Context (pp. 283-298). Milano: Franco Angeli.
37. Pinto, Paula Campos (2011), "Family, disability and social policy in Portugal: Where are we and where do we want to go?", *Sociologia On-Line*, (2), pp. 39-60.
38. Rillotta, F., Lindsay, L., Gibson-Pope, C., 'The work integrated learning experience of a university student with intellectual disability: a descriptive case study', *International Journal of Inclusive Education*, (1-18), (2021).
39. Saad, D. E. (2011). Educational Inclusion of young people with intellectual disabilities: a case study in a university setting. In *XI National COMIE Congress*.
40. Sanders, E. & Stappers, P. (2008). Co-creation and the New Landscapes of Design. *Design: Critical and Primary Sources.* https://doi.org/10.5040/9781474282932.0011
41. *Disability Information Service* where most of the research projects developed on cognitive functional diversity can be found. https://sid-inico.usal.es/
42. Solsona-Cisternas, D. A. (2023). Processes of individuation in people with disabilities. Una aproximación a través de las movilidades en zonas rurales del sur de Chile. *Discapacidad y Sociedad*, 1-23.
43. Smith, R., and Barr, S. (2008). Towards educational inclusion in a contested society: From critical analysis to creative action. *International Journal of Inclusive Education*, *12*(4), 401-422.
44. Steel, E. J., and Janeslätt, G. (2016). Writing standards for cognitive accessibility: a global collaboration. *Disability and Rehabilitation: Assistive Technology*, 12(4), 385-389.
45. Strauser, D., Wong, A., O'Sullivan, D. (2012) Confirmatory Factor Analytical Study of the Revised Developmental Work Personality Scale. Assessment, Development, and Validation, 45, 270-291. https://doi.org/10.1177/0748175612449628

46. Strnadová, I.; & Cumming, T. M. (2014). "Editorial. People with intellectual disabilities conducting research: new directions for inclusive research". *Journal of Applied Research in Intellectual Disability, 27*, 1-2.

47. Timmons, J., Hall, A., Bose, J., Wolfe, A. and Winsor, J. (2011) Choosing Employment: Factors influencing employment decisions for people with intellectual disabilities. *Intellectual and Developmental Disability* 49 (4), 285-299.

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

49. Waitoller, F. R., and Kozleski, E. B. (2013). Working in border practices: Identity development and learning in inclusive education partnerships. Teaching and Teacher Education, 31, 35-45.

50. Van Hees, V., Moyson, T., & Roeyers, H. (2015). Higher education experiences of students with autism spectrum disorder: Challenges, benefits and support needs. *Journal of Autism and Developmental Disorders, 45*(6), 1673-1688. https://doi.org/10.1007/s10803-014-2324-2

51. Walmsley, J. & Johnson, K. (2003). Inclusive Research with People with Learning Disabilities: Past, Present and Future. London, Jessica Kingsley Publishers.

52. Watts, G., Lopez, E., Davis, ..., "Change was as big as night and day" : Experiences of teachers teaching students with intellectual disabilities, *Journal of Intellectual Disabilities,* 10.1177, (2023).

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

54. White Paper on Scientific Culture and Innovation Units (2021). *Spanish Foundation for Science and Technology (FECYT).* Ministry of Science and Innovation.

55. Williams, P. and Shoultz, B. (1982). *We can speak for ourselves.* Human Horizon Series. London: Souvenir Press.

56. WORTHAM, S. (2006). Learning identity: The joint emergence of social identification and academic learning. New York: Cambridge University Press.