



Guide for Trainers

European Universities Working for Enclusion
EU4all-Network

By European Disability Forum|

Here you can specify a longer more descriptive title of the position paper.



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Table of Contents

Table of Contents	2
Introduction	4
Executive Summary	4
Easy to Read	6
Chapter 1 About the Project	8
The European Network of Universities Working For Inclusion (EUni4all-Network) Project	8
Chapter 2 The Training	12
Objectives of the training and presentation of the modules	12
Who Can facilitate this training?	15
Chapter 3 Module 1	17
Lecture on Disability and the Convention on the Rights of Persons with Disabilities	17
Exercises	20
Resources:	21
Chapter 4 Module 2 M	22
Standards for Inclusive Education	22
Exercises Module 2	24
Resources for Module 2	27
Chapter 5 Module 3	28
Disability Voices – Participants Discussion	28
Exercises for Module 3	30
Resources	31
Chapter 6 Module 4	33
Participants Discussions on European Inclusive University Network	33
Exercises for Module 4	34
Resources	34

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Annexes:	35
Power Point Presentations Module 1	35
PowerPoint Presentations Module 2	45
PowerPoint presentations and video scripts Module 3	61
The European Disability Forum	67
Acknowledgements	67
Document credits	68

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Introduction

This guide is dedicated to trainers or facilitators of the training workshops designed in the framework of the Erasmus+ project European Network of Universities that Work for Inclusion (EUni4All-Network).

In this guide, first we outline an overview of the Euni4All-Network Project, which this guide is a part of, among other outputs. Following this we describe the profile of the trainers or facilitators that would be most suitable to facilitate the modules of the training workshop, then we provide a short overview of the four modules of the training to end with a description of each module.

At the end of the document as annexes the powerpoint presentations and video scripts will be added.

Executive Summary

The European Network of Universities Working for Inclusion is a consortium of 2 organisations and 5 universities that want to facilitate students with disabilities to make an informed and adequate decision when choosing a university for their mobility programme or for studying abroad.

The partners developed together, standards for universities to become more inclusive, a guide of European Universities that are working for inclusion, this training that aims to give academic and non academic staff working in universities to work on inclusion and finally a platform where student can search for the university that best suits their need.

The Training composed of four modules allow the participants to get to know the concept of disability and the Convention on the Rights for Persons with disabilities, with an emphasis on Inclusive Education which is a right for each student, to dive into the standards for being more inclusive with particular attention to physical cognitive and digital accessibility, how students with disabilities can participate in European

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and International mobility programmes when adequate supporting measures are put in place to end with introducing the tools developed within this project and our network.

The developed materials to facilitate this training are part of the guide and many resources to use are included.

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implementation of educational strategies and universal access that facilitates and promotes access and the participation of persons with disabilities in higher education². Some countries have been the pioneers in achieving progress in this area, removing barriers for learning, and promoting the participation of all persons with disabilities in educational and vocational activities. Others, however, have failed to provide the support and the reasonable accommodations required to ensure equal educational opportunities and remove the gaps of inequality associated with disabilities.

Consequently, the inclusion indicators for University students with disabilities in the European Union continue to show inequality and discrimination, as the percentage of young persons with disabilities that access to higher education is still low according to the results obtained by Díez et al. (2011) and Rodríguez y Álvarez (2016).^{3,4}

In the Europe 2020 Strategy⁵, the European Union's agenda for growth and employment demanded efforts to reduce the drop-out rate in the educational system to 10%. In the same line, the 2030 Agenda for Sustainable Development of the United Nations in their Sustainable Development Goals⁶ 10, 8, 4, and 11, protect the rights of persons with disabilities (over one billion people worldwide) to promote sustainable development. Goal 4, for example, establishes the need to ensure inclusive and equitable quality education to enhance learning

²Hernández, M., Macanás, G., Illán, N., Molina, J., Casanova, E., Manzano, A., Martínez- Cegarra, A., Guerrero, C. y Pérez, M. Á. (2018, Octubre 4-5). Políticas europeas para el fomento de la movilidad de las personas con discapacidad en la educación superior. [Conference Session] VII Congreso de la Red Española de Política Social (REPS) Políticas sociales ante horizontes de incertidumbre y desigualdad. Universidad de Zaragoza, España.

³ Díez Villoria, E., Alonso, A., Verdugo Alonso, M. Á., Campo Blanco, M., Sancho, I., Sánchez, S., Calvo, I. y Moral, E. (2011). Espacio Europeo de Educación Superior: estándares e indicadores de buenas prácticas para la atención a estudiantes universitarios con discapacidad. Instituto Universitario de Integración en la Comunidad. INICO.

⁴ Rodríguez, A., & Álvarez, E. (2016). Estudiantes con discapacidad en la Universidad. Un estudio sobre su inclusión. *Revista Complutense de Educación*.25 (2) 457-479

⁵ European Commission (2010) Europe 2020: A strategy for smart, sustainable and inclusive growth. <https://eur-lex.europa.eu/legal-content/ES/TXT/?uri=LEGISSUM%3Aem0028>

⁶ UN General Assembly, Transforming our World: the 2030 Agenda for Sustainable Development, 21 October 2015, A/RES/70/1. <https://www.refworld.org/docid/57b6e3e44.html>

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opportunities for all, and Goal 8 urges countries to promote inclusive and sustainable growth; and full, productive employment for all.

Furthermore, in their General Comment Nº 4 “On the right to an inclusive education” the Committee on the Rights of Persons with Disabilities⁷ has described the European scenario as worrying, emphasizing in various Member States, many young persons with disabilities do not have access to an inclusive high-quality education. Consequently, students with disabilities are still marginally represented in mobility programmes, which are critical for quality education and for competing and meeting the professional requirements of today’s employment scenario.

A study conducted within the project which is co-funded by Erasmus+KA3, EPFIME, responded to by 1134 students from 30 European countries, highlights the mobility challenges faced by University students with disabilities, and conversely, the advantages of such experiences, through the comments of the students. As one student says: “As a result of the lack of information on disability, I decided not to study abroad. I was afraid I would not have the appropriate services.” Another student: “In the city where I lived during the exchange programme, I found a new perspective concerning blindness ...I acquired better social and mobility skills.”⁸

Another study promoted by ONCE Foundation on the international mobility of University students with disabilities in Spain showed the positive impact of participating in a mobility programme for University students with disabilities. These experiences help them improve their autonomy, their skills and professional expectations, and their employment opportunities.⁹

For all these reasons, with the aim of promoting inclusion in universities and facilitating the international mobility of University students with

⁷ UN Committee on the Rights of Persons with Disabilities (CRPD), General comment No. 4 (2016), Article 24: Right to inclusive education, 2 September 2016, CRPD/C/GC/4.

<https://www.refworld.org/docid/57c977e34.html>

⁸ European Disability Forum (2019, May 14) Erasmus+ studying abroad and what is new for persons with disabilities? [Webinar].

⁹ Fundación ONCE (2014). La Movilidad Transnacional de los Estudiantes Universitarios con Discapacidad: Estudio de situación y retos de futuro. Biblioteca Fundación Once. 291-293

https://www.fundaciononce.es/sites/default/files/estudio_de_movilidadeditoweb.pdf

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disabilities in Europe, Erasmus+ European Network of Inclusive Universities (EUni4All-Network), this project began in November 2019.

Who is leading the Euni4All-Network Project?

This project is coordinated by ONCE Foundation in partnership with the University of Eastern Finland, the University of Trieste (Italy) the Lublin University of Technology (Poland), the University of Porto (Portugal), the European Disability Forum (EDF) and the Spanish University of Murcia, Autonomous University of Madrid, and University of Seville.

Objectives of the Project

- Develop a new tool to encourage the inclusion of persons with disabilities in higher education;
- Promote their inclusion in the University community supporting both faculty and administrative staff in order to respond to diversity;
- Promote international mobility among students with disabilities and raise awareness within the University community regarding accessibility and social inclusion of young persons with disabilities.
- Build a European network of universities working for inclusion to serve as a reference for students with disabilities.

Intellectual Outputs of the Project

The Consortium within the framework of this project prepared four intellectual output that are here after named:

1. Creation of the **Guide of Standards of Inclusion for Students with Disabilities**.
2. Creation of a **Guide of European Universities Working for the Inclusion of students with disabilities** (European Network of inclusive universities).
3. Creation of **workshops and teaching materials** to promote teacher education for faculty in terms of inclusion.
4. Creation of a **web platform** identifying the European universities contained in the network, to facilitate useful information for University students with disabilities interested in participating in a mobility programme. These universities will be able to share their

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good practices and access the good practices of other countries and institutions.

Target groups

The end, beneficiaries of this project are the students with disabilities who, through a web platform, will be able to access quality information that will contribute to improve their decision making in terms of their mobility options and University studies.

To be able to provide the students with a more inclusive environment at the universities, we also aim to reach the following groups:

- **Higher Education Institutions in Europe** (European universities), who will utilise the standards of inclusion for universities to evaluate their practices.
- **Faculty members and administrative staff** (professors, lecturers, counselors, mobility officers), who will be provided with tools to allow them to stimulate inclusion at the University and to provide students with the necessary support, such as: curricular adaptations, educational materials, training programmes, etc.

Chapter 2 The Training

In this chapter you will get an overview of the objective of the project, the structure of the training, with a short description of each module and some tips for each item, then we describe the ideal facilitator in general to end with a description of the facilitator for each module.

Objectives of the training and presentation of the modules

Objective

This training is aimed at faculty staff, academic and non-academic, to raise awareness on inclusion and bring further synergies to build an inclusive environment for both staff and students with disabilities.

The training lasts for 6,5 hours and is divided into four modules which are given at different moments to each of them. The first module is of one

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hour, the second one and third one are two hours each while the last one is of 90 minutes, 1,5 hours. For module 2 and 4 optional exercises are included. For the second one on accessibility a longer presentation with exercises to go with, and the four module on the influence of EU policies on local ones, and on the ones of universities with presentation and group discussion.

The modules

Module 1. Lecture on Disability and the Convention on the Rights for Persons with Disabilities

(1 HOUR)

The objective of this lecture is to provide general information on the Convention on Rights for Persons with Disabilities (CRPD). The lecture will focus on the Article 24 of the CRPD, that is related to Education, and the General Comment No.4 of the Committee on the Rights of Persons with Disabilities, that defines and provides details of an inclusive education. This session will comprise a mix of computer, audio-visual presentations and group activities intended to encourage dialogue and exchange of ideas between facilitators and participants and among the participants themselves.

Module 2. Presentation of standards for inclusive education

(2 HOURS)

The objective of this module is to create awareness, define and explain the standards for an inclusive education (Output 1), and inspire the faculty members to use them as references to promote inclusive practices in their own University. This presentation will comprise the educational material on standards, accessibility and policy created for its purpose (output 3). This session includes group activities intended to encourage dialogue among participants.

Module 3. Participant's discussion – Inspirational Practices

(2 hours)

The objective of this session is to create dialogue around the benefits and challenges of mobility of young students with disabilities. Video and life

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testimonials will feed into the discussion and the presentation of existing supporting measures from Programmes such as Erasmus+ will help the participants in sharing inspirational practices and looking for solutions to improve the experience of students participating in mobility programmes.

Module 4. Participant's discussion: - European Network of Universities Working for Inclusion

(1,5 hour)

This module will offer the participants the possibility to get to know the project, the partners of the consortium and the output developed and how to use them.

Structure of the modules

We urge you to invite students and staff with disabilities at each of your modules. The European Disability Forum's motto is "Nothing about us, without us". So, it is logic that those whom you are speaking about should be at your table of discussion, here concretely at your training.

In these following pages the facilitators of this training will find for each module the following subchapters:

- Profile of participants
- Objectives of the module
- Materials used for the Module
- Description of the module
- Running of the module
- Exercises
- Resources

The profiles of participants indicate who can participate in the module.

The objectives of the modules are the set of goals that you aim to achieve during the module in question.

The materials used for the module are a proposal, you are welcome to search or create your own material adapted for your context. If you have new materials, you are welcome to share them on the platform with other colleagues.

The description provides a summary of what the module is about.

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Running of the module is a programme with a timing indicated for each of the items foreseen. You may change the exercises, but make sure the main lines are kept, for example the presentation of the Convention on the Rights of Persons with Disabilities in Module 1 or the presentation of accessibility in Module 2.

The exercises are the activities foreseen to facilitate the learning process. You can always change them or adapt for your context as the knowledge may differ from one group to other. If one of the exercises is not relevant for your group, you can replace it with another or affect that time to the exercise before or after. However, it is important to always have an opening exercise as an icebreaker, no matter how the participants know each other. It helps to bring all of them in the spirit of the group. It is also important to use a closing exercise that helps them to finalize their reflection process and realize that they passed through a learning process and that they can practice some of the knowledge acquired.

For module 2 and 4 some optional exercises are included, these cover a broader knowledge on accessibility and give an insight of the importance of lobbying to shape policies. The one on accessibility is essential as it gives concrete point to take away and we advise to take it, while the one for module 4 it is optional.

The resources section provides a list with useful Documents, guides, webpages, and videos. The resources included here are English language, but you may have resources in your own language so make sure you provide them in your presentation so that the participants can access them easier and understand them.

When providing the training, make sure you are choosing inclusive methodologies so that each participant can fully participate. When you make the call for participants, indicate your openness to all staff, and provide a contact person who can take on accessibility requirements. Do not hesitate to personally contact those persons to discuss the methodology intended to use and if that one is not suitable choose one together.

We wish you a lot of success!

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Who Can facilitate this training?

This training has four modules, each of them with its own objectives, structure, and materials to go with. The topics of the four modules are also different, therefore it is possible that you will not be able to find one person who can provide the entire of it.

This is a tool of raising awareness. It is a place to start reflection and discussion. It is a first step towards inclusion and we expect that it will bring further research, training and actions. So, it is not necessary to have trainers that are very specialized, but we advise to select trainers with general knowledge of the topics.

These facilitators should be familiar with interactive methods, ice-breakers, conduct a simple debate on the topic, collect ideas and lead activities in smaller groups.

The profile of a trainer in each module

Module 1

This module could be done by a person familiar with the Convention on the Rights of Persons with Disabilities and inclusive education. It might be a person who is teaching this theme in your University, or you could invite an organization of persons with disabilities as experts in the field.

Module 2

We advise for this module, to invite a facilitator familiarized with accessibility. Often organisations of persons with disabilities provide such sessions, or you might have someone in your University teaching the topic. That person should be able to help people doing the proposed exercise, and to provide answers on physical, cognitive and digital accessibility.

Module 3

The ideal profile for this module would be someone familiar with international mobility of persons with disabilities. It can be either a mobility officer, or one of the workers of the disability unit within your University, but this professional should know the principle of mobility, not

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necessarily the details of the programmes. A possibility can be also a staff or student with disability who has had experience with (international) mobility and is familiar in conducting interactive sessions.

We suggest for this session you invite a guest from the Erasmus or National Agency dealing with the mobility programmes, who could give an overview of what they do for persons with disabilities.

Module 4

This module could be facilitated by one of the partners of the project. This person should also be familiar with the platform and the way it works.

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Chapter 3 Module 1

This chapter contains the first module of the training with its objectives, profile of participants potential speakers to be invited, the script of the training with the timing for each item the exercises proposed to end with the resources.

As the title indicates this module will give the participants the opportunity to get to know the Convention for the Rights of Persons with Disabilities with a special focus on inclusive education and understanding the different approaches towards disability.

The Exercises and materials can be changed, but the objectives should be respected. We advise again to propose resources also in your own language should you have.

Should you have available materials on the subject in your language, make sure you use and share them.s

Lecture on Disability and the Convention on the Rights of Persons with Disabilities

Profile of the Participants in the Training

University academic and administrative staff.

Objectives of Module 1

After this session participants will be able to:

- Say what the Convention on Rights for Persons with Disabilities (CRPD) is and they will understand the :
 - Approaches to disability and its evolution
 - What is the purpose of the CRPD and who does it protect?
 - General Principles of the CRPD
- Explain what the CRPD and CRPD Committee say about inclusive education:
 - Article 24 CRPD

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- Guidance from the CRPD Committee to the states' parties to the CRPD on how to implement Article 24 CRPD
- General comment of the CRPD Committee on Article 24 CRPD
- Showcase good practice examples from some member states and highlight some challenges in putting Article 24 CRPD into practice, during these times of pandemic
- Answer basic questions about the CRPD particularly on inclusive education.

Speakers

In this module, we will invite the following speakers:

- This module could be imparted by a person familiar with the Convention on the Rights of Persons with Disabilities and inclusive education, perhaps a person teaching this theme in your University, or you can invite an organization of persons with disabilities as experts in the field.
- Students and staff with disabilities to present their understanding of inclusive education and the challenges they have faced

Description of Module 1

During this module, the participants will get an overview of the UN Convention on the Rights of Persons with Disabilities and the human rights-based approach to disabilities. They will better understand what inclusive education is, and what the human rights principles are to put inclusive education in practice. We will invite the participants to bring some examples of good practice on inclusive education and we will present some of the challenges that countries face or have faced. The training will end with a short overview of useful materials to delve deeper into the topic.

Materials to use for Module 1

- PowerPoint Presentation explaining CRPD, Article 24 and Committee's guidance
- Interactive exercises on the concept of disability
- Breakout groups for discussion on inclusive education
- Audiovisual materials showcasing good practices/challenges

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- List of useful resources: webpages, guides, etc

Running of Module 1

Opening (10 min)

- Housekeeping rules
- Introducing the inclusive language that will be used in the module, and its objectives
- Introducing each other, participants and speakers, indicating their name, function (depending on how many participants we have)

Presentation part 1 on introducing CRPD (20 min)

- Ice breaker exercise (see below)
- PowerPoint presentation introducing the CRPD
- approaches to disability and its evolution
- purpose of the CRPD and whom does it protect
- General Principles

Tips for the facilitator on explaining the concept of disability:

The “concept” of disability will be explained as it was developed with the Convention on the Rights of Persons with Disabilities (CRPD). This concept was developed in words, but we will display it in a graphic’.

Ask participants to volunteer and describe what they understand from the graphic represented: E.g. the graphic represents the concept of disability as reflected in the CRPD, where the characteristics of a person interact with the environment, resulting in inclusion and participation or disability.

Barriers can include buildings with stairs and no ramps, information in only one format or in a difficult language, attitudes from staff, lack of attention and policies in institutions... They can be enablers if they are transformed.

When persons with a diversity of characteristics interact with these barriers or enablers there can be multiple results. If the person finds barriers, then the result may be lack of participation, and her/his disability will be **realized**. If the person finds enablers, then she/he will participate on an equal basis with others.

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For example, in this representation, Jamir is a student with a physical impairment who finds barriers to access the university and negative attitudes from professors, students and his own family as regard to his possibilities to continue with higher education as any other young person, while on the right he is attending at university that has been made accessible, and where peers and professors are supportive of his learning.

Key message: disability is not something inherent to an individual; rather, disability is a **result**, it results from the negative interaction between the environment and persons with impairments.

Disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.

What is important is that disability does not 'lay' on the person, it is not a fixed situation and it can be changed.

The same person, this young boy, can study and participate in society, or face discrimination and be isolated at home.

Debate, questions and answers

Presentation part 2 (25 min)

Breakout groups discussion on components of inclusive education (see below)

PowerPoint presentation focusing on the human rights principles for inclusive education, accessibility and reasonable accommodation, good practices and challenges during COVID-19 pandemic.

Debate, questions and answers

Closing (5 min)

The training would end with a round Indicating each of the participants one thing they will take away from the training.

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Exercises

Exercise 1: Icebreaker on the concept of disability

A short interactive activity will introduce the participants to the concept of disability and help building a common understanding of who are persons with disability.

This activity is similar to a “guessing” game, where we need to understand a situation depicted in a picture. We ask the respect of all participants for the situations that will be depicted in the image; these images are used only for a pedagogic purpose, and not with the intention of further stigmatizing persons with disabilities.

The slides will show illustrations that represent situations faced very often by women, girls, men and boys with disabilities. We will ask the support from a volunteer to describe what is represented in the screen, so everybody can have access to what is displayed.

We ask the participants to answer a question: “Where is the disability?”

Exercise 2: Breakout groups to discuss

The question to discuss is: ‘What are the most important components of inclusive education?’

The participants will be split up in groups of max. 5 and discuss during 10 min what it is for them that makes education inclusive for all children. One or two persons will then report back to the group, depending on time.

Resources:

UN Convention on the Rights of Persons with Disabilities:

<http://ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx>

OHCHR, FAQ on the Convention on the Rights of Persons with Disabilities
www.ohchr.org/EN/Issues/Disability/Pages/FAQ.aspx

CRPD Committee webpage:

<http://ohchr.org/EN/HRBodies/CRPD/Pages/CRPDIndex.aspx>

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CRPD Committee, General Comment no. 4 on Inclusive education:
http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRPD/C/GC/4&Lang=en

UNICEF, Inclusive education, Understanding Article 24 CRPD:
https://www.unicef.org/eca/sites/unicef.org.eca/files/IE_summary_accessible_220917_0.pdf

The Index for Inclusion:
<http://www.csie.org.uk/resources/inclusion-index-explained.shtml>

Resources on inclusion: <http://worldofinclusion.com/resources/>

Documents on the Convention on the Rights of Persons with Disabilities in Easy to read and Plain Language:
<https://www.ohchr.org/EN/HRBodies/CRPD/Pages/PlainAndERV.aspx>

Chapter 4 Module 2

This chapter contains the second module of the training with its objectives, profile of participants potential speakers to be invited, the script of the training with the timing for each item the exercises proposed to end with the resources.

This module will give the participants the opportunity to take a look into the standards developed by this project, to get ware how can policy be a vector towards inclusion, that simple things can make a change to be more inclusive and finally reflect on its university environment and inclusion.

The exercise on Accessibility included is relevant in its own, as here participants can learn simple actions that have immediate effect. However should you find it too long in this context you may shorten and make a short presentation and make the exercises at another moment or even better propose a whole training that would allow your staff to learn making more accessible content. It is your decision, but know that Accessibility is the pathway towards inclusion, whether it is digital, physical, or other.

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The Exercises and materials can be changed, but the objectives should be respected. We advise again to propose resources also in your own language should you have.

For the Exercises use your own material to make concrete proposals for your university.

Standards for Inclusive Education

Profile of participants

University academic and administrative staff.

Objectives of Module 2

After this session participants will be able to:

- Understand that there are standards developed by the network for the Inclusive Universities
- Become aware on how policy can facilitate inclusion in university environments
- Identify short and long term changes to adopt in your university to become more inclusive
- Understand the concept of accessibility and get to know methodologies that can improve physical and digital accessibility in general and how activities can be made more accessible.
- Bring modifications to digital content to make them more accessible: such as modifying the language, using styles meaningful links

Description of Module 2

The objective of this module is to create awareness, define and explain the standards for inclusive education (output 1), and inspire the faculty members to use them as references to promote inclusive practices in their own University.

They will also see how policy can facilitate the process of becoming inclusive and will get information on what accessibility is, how this can be improved, including in the digital content.

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Speakers

- If you do not have any specialist in accessibility **you may wish to** invite a consultant in digital accessibility. You can also find someone who is **involved** in an organisation of people with disabilities.
- A student with disabilities using an assistive technology

Material used for Module 2

- Power Point Presentation: Guide of the Standards for Inclusive Universities
- Questionnaire for students to evaluate how inclusive is their university
- Video on with Interview with EDF Head of Policy
- PowerPoint Presentation on Accessibility
- List of questions to guide debates

Running of Module 2

Opening and presentation of the module (5 Minutes)

Icebreaker: What do you expect and want to learn? (10 to 15 Minutes)

Presentation of the Standards of Inclusive Education: First a short presentation of the standards with the questionnaire 5 minutes, then presenting results of the questionnaire 5 minutes followed by a discussion that would result in at least 1 or 2 long term changes to make, 3 short time changes to bring; 20 minutes. Total time 30 Minutes.

If your university has done it, here you can use the results of the answers from students to the questionnaire on how inclusive their University is: the strength and the points of improvements. (10 Minutes). In annexe we provide the questionnaire developed by Easter Finland University. You can use it as it is, or take out a few questions that can bring already some reflection points during your discussion. This questionnaire should not be the reason for this training only, but a real process of reflection and change making within your university. It should be also the start point of involving students with disability in transforming your university into an inclusive and welcoming place.

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What is Accessibility and how can we improve? First an exercise (5 Minutes), then a presentation (25 Minutes), exercise to practice what you have learned on actual content: web, platform, document (30 Minutes). Total time: 1 hour.

You can shorten this module or do it in another session.

How policies contribute to inclusion? Video with EDF Head Policy (10 Minutes)

Which changes can I make to be more inclusive? Discussion in 2 Groups (15 Minutes)

Evaluation and closing Exercise What do you take with you? (5 Minutes)

Exercises Module 2

Exercise 1: Icebreaker

What is an inclusive University?

Share in a short sentence what is for you an inclusive University. E.g. An inclusive university is where all students can find the support they need.

Exercise 2 Standards of Inclusive education; How can we become more inclusive?

The reflection process should be organised in group, depending on the number of participants it can be divided into two groups.

The facilitator should have ready a list with the things students found not satisfactory within the university and a list with suggestions they made to improve. The groups should try to answer these questions:

- Can our university do something?
- Who can do this? Which department or departments?
- What?
- When?
- Which is the advantage?
- Any disadvantages?

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Exercise 3: Ice Breaker Accessibility

What are your expectations for this module? Write it down on a piece of paper or in a digital tool, or say it aloud when you introduce yourself to each other.

Exercise 4: Introducing Accessibility

What does accessibility mean for you? Use posts or similar online tools. Each participant will write down what accessibility means to them.

Exercise 5: Practicing Accessibility

- Take a webpage, part of your platform, a document, a publication and analyze if it is accessible. Check the list below? If they are not correct, make necessary changes. You may refer to the slides or resources provided by the facilitator.
- Putting the good language
- Using links with correct names
- Checking contrast
- Using styles
- Tables
- Graphs pictures use alt text

Exercise 4: Improving Inclusiveness in your area

Debate in 2 groups

The group will be divided in 2; the first one is the academic staff and the second one is nonacademic staff.

Each of the groups with some guiding questions will identify things they can improve. Some examples:

Bringing forward the visibility of measures for students with disability on the website of the University.

In the policies making more reference to students with disabilities, and for academic staff make available more formats of the information they provide.

This process is a start - as facilitator you may take the list and share it with the whole group and after the training ask the participants to

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indicate next to each task which department could work on that. Then that department could take it on its agenda to work on the point to improve it. You can also use the results of the research conducted with students with disabilities on how inclusive they find your University and take the things they have indicated that need improvement.

Here are the following questions that can help you go identify things to improve. You do not need to answer all of them, Just take the ones useful for your work.

Group 1 Non-Academic Staff

Questions on services

- Which services do you provide within your universities for persons with disabilities? (indicate next to it the department in charge)
- Which facilities do you have? (indicate next to it the department in charge)
- Can any of your services to all students be beneficial particularly for persons with disabilities?
- Are the services dedicated for persons with disabilities accessible for EU and International students or only for national students?
- When one or more of the services are accessible only for students from your country what do you do?
- Is there any coordinating mechanism between the different departments providing those services and facilities?

Note: The lists mentioned in this part could be prepared by the Universities ahead of the training to simplify the discussion and leave more time for analysis and sharing practices.

Questions on Policy:

- Which Policies do you have in your University? Bring the list
- Have you mentioned the students with disabilities? Which terminology do you use? Is this in accordance with the Convention on The Rights of Persons with Disabilities? (during the session they

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could have the Art.24 of the convention and General Comment explaining this Article)

- Brainstorm the strengths of your policies: list the positive points such as: there is a department foreseen that deals with students with disabilities, Which are measures to provide reasonable accommodation, e.g. X% of these ones should be accessible for students with reduced mobility etc ?
- What can you improve? Identify concrete points that you could adjust: For example, terminology like “Students with Special Needs” can be changed in nominating concretely the categories of students with disabilities, refugees etc. How would you do it? (Indicate the concrete step eg : propose the modification in the text to the University Senate or authority in charge), and give a timeline if possible.
- Are there persons with disabilities or students with disabilities in your governing bodies? Identify them. Are there provisions in the policies to include persons with disabilities in your governance? The governance refers to the University and Students representation such as councils, associations of students etc.

Group 2 Academic Staff

Questions to reflect for academic staff:

- Is your material accessible?
- When you prepare your lecture class do you have in mind the diversity of your students?
- For your activities do you propose alternative methods?
- When a student does not follow your instruction or is struggling, what is your approach? What do you do?
- Do you have any counselling/coaching approach for students with disabilities? If yes, please explain who is it done by?
- Do you have a place for tutoring students with disabilities? What does it include? Support for understanding pedagogical materials. Support in the administration area? Support in the student live? Who’s in charge of it?
- Are these services available also for the non-disabled students?

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Resources for Module 2

Web pages:

[10 Rules to improve web accessibility:](#)

<https://www.edf-feph.org/web-accessibility/>

[Making online Meetings Accessible:](#)

<https://www.edf-feph.org/accesible-online-meetings/>

[European standards on making information easy to read and understandable](#) in several EU languages

<https://www.inclusion-europe.eu/easy-to-read-standards-guidelines/>

Courses

[Free online course Introduction to Web Accessibility.](#)

Guides & toolkits

[Guide to make accessible meetings for all:](#)

http://www.edf-feph.org/content/uploads/2020/12/edf_guide_for_accessible_meetings_1.pdf

[Toolkit to create accessible online meetings:](#)

<https://www.edf-feph.org/content/uploads/2021/09/Toolkit-Accessible-Online-Meetings.docx>

[Toolkit to create accessible social media content:](#)

<https://www.edf-feph.org/content/uploads/2021/07/Toolkit-Accessible-Social-Media-1.docx>

[Toolkit to create accessible power Point](#)

<https://www.edf-feph.org/content/uploads/2021/07/Toolkit-Accessible-PowerPoint.docx>

[European Standards on making information easy to read and understandable](#)

EU Legislation:and standards

Standard on web accessibility: [W3C-Web Accessibility Initiative website:](#)

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<https://www.w3.org/WAI/>

[The Web Accessibility Directive:](#)

<http://www.edf-feph.org/web-accessibility-directive/>

[The European Accessibility Act:](#)

http://www.edf-feph.org/content/uploads/2020/12/final_edf_transposition_toolkit_accessibility_act.pdf

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Chapter 5 Module 3

This chapter contains the third module of the training with its objectives, profile of participants potential speakers to be invited, the script of the training with the timing for each item the exercises proposed to end with the resources.

This module is dedicated to the mobility of students with disabilities. This module gives the floor to students with disabilities who participated in a mobility programme, to mobility officers and a presentation of good practices is done, such as, for example of the Inclusion and Diversity measures done by the EU Programmes Erasmus+, and the European Solidarity Corps Programmes the latter one will be more discussed here.

We advise you to invite your National Agency dealing with Erasmus+ and students with disabilities from your university who participated in mobility programmes, or students you are hosting at the moment you provide the training.

Should you have materials in your own language, make sure you use and share them. Check also if your country have an Inclusion Strategy when it comes to implementing mobility Programmes, because they should have one.

Disability Voices – Participants Discussion

Profile of Participants

University academic and administrative staff.

Objectives of Module 3

After this session participants will be able to:

- Identify the challenges faced by students and staff with disabilities participating or willing to participate in mobility programmes
- Find the existing measures to support participants with disabilities in mobility programmes such as Erasmus+

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Speakers

In this module you can invite the following speakers:

- Students and staff with disabilities to present issues that they have encountered in mobility programs
- Students with disabilities in general
- Staff that work in mobility programs or disability offices or units
- Organizers of the workshop could invite a representative of Erasmus+ Agency (optional)

Description of Module 3

During this module the participants get an overview of difficulties and challenges faced by students and staff with disabilities participating or willing to participate in mobility programmes. They will also hear that participating in mobility programmes for students with disabilities is possible and the benefits of these ones for students with disabilities. The discussion between these groups and the attendees of the workshop will lead to a better understanding of the needs and challenges each group faces, but also the measures students and universities took to allow this students to leave their mobility experiences. There will also be a short presentation of existing measures to support participants with disabilities in existing EU mobility programmes such as Erasmus+.

Materials used for Module 3

- PowerPoint Presentation with existing measures in EU Mobility Programmes to supporting participants with disabilities
- Video recordings of students with disabilities: one student who participated in a mobility programme and one who didn't because of the existing barriers. Video with testimony of a mobility officer explaining the challenges she/he is experiencing to supporting the participant with disabilities
- List of useful resources: webpages, guides etc.

Running of Module 3

Note:

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When the training is done in a country the facilitator could look if National measures to support persons with disabilities in mobility are in place and include them in the presentation part. These measures are complementing the ones available via the EU Programmes.

During the training try to invite persons with different disabilities to reflect the diversity of this group.

Opening and introducing the objectives of the module. (5 to 10 Minutes)

Exercise 1: Icebreaker: Introducing each other, participants and speakers. (15 to 20 Minutes)

Exercise 2: Challenges of students and mobility officers: Group activity into two groups. The two groups are joined by either students with disabilities or mobility officers and will identify and discuss some challenges for either students with disabilities or the mobility officers. (15 to 20 Minutes)

Reporting of the 2 groups; From each group, a rapporteur would present their list to the plenary. Together with the facilitator the group will identify common things for both groups and would combine the list to make one. (5 to 10 Minutes)

Presentation of the measures for people with fewer opportunities in Erasmus+ Programme of the European Union: Presentation by the facilitator or someone else, they could also invite someone from the Erasmus+ Agency to present the measures the programme offers for persons with disabilities. The participants or the speakers could add similar measures from other mobility programmes if they know. (20 minutes)

Exercise 3: Solutions for challenges: Academic and non academic staff are joined by students and mobility officers will look for solutions to the challenges outlined in Exercise 1. (20 to 25 Minutes)

Reporting from the groups and bring solutions for the non-solved issues as a plenary. (5 to 10 Minutes)

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Evaluation and end of the training: The training would end with a round Indicating each of the participants one thing they would do concretely as a follow up. (20 minutes)

Exercises for Module 3

Exercise 1: Icebreaker

You can organize your icebreaker as you prefer. Use a « ball » and pass it from to other. It is not necessarily a physical ball. You can also pass the floor naming the next person to speak. Or you can be creative and find other ways to find the person who starts as first.

Indicate the following aspects, but be respectful if someone does not want to share complete information or does not want to share at all:

- Your name
- Did you participate in a mobility programme?
- If yes, which kind? (study, traineeship etc)
- Where did you go and for how long?
- If you did not participate, then give the reason why?
- Do you intend to participate in one?

Exercise 2: Challenges of staff, students and mobility officers

Group activity. This activity takes 15 to 20 minutes and is a discussion.

The group will choose someone who takes notes and makes the list that is requested of each group.

- Make sure there is diversity in groups in terms of students and staff
- You can use techniques to divide people into different groups.
- **Group 1: Challenges met by students in mobility.** One group would be joined by students with disabilities and they would discuss the challenges met by these students. They can start by listing those who were met by the students in the testimonies and the students present who brought up other challenges not mentioned in the testimonials.

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- **Group 2: Challenges met by mobility officers** The second group would be joined by the mobility officers and make a list with the challenges of them. Starting to list the ones from testimonies and new ones brought by the officer's present in the group.

Exercise 3: Bringing solution to challenges

This group activity will take 20-25 minutes. The two groups will reform and talk about solutions to the challenges brought up in Exercise 2.

In Exercise 3, to list the solutions you can use a flipchart, or simply take notes on a piece of paper. You can use a mentimeter or Jemboard or similar application. In that case check the accessibility and also give alternatives for sending feedback.

Resources

EU Legislation:

[Regulation \(EU\) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+ : the Union Programme for education and training, youth and sport and repealing Regulation \(EU\) No 1288/2013 \(Text with EEA relevance\)](#) Available in all EU languages to download:

<https://eur-lex.europa.eu/eli/reg/2021/817/>

[Implementation Guidelines Erasmus+ and European Solidarity Corps Inclusion & Diversity Strategy:](#)

https://ec.europa.eu/programmes/erasmus-plus/resources/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity_en

[Erasmus Charter for Higher Education:](#)

<https://erasmus-plus.ec.europa.eu/resources-and-tools/erasmus-charter-for-higher-education>

Documents

[Programme Guide of Erasmus+](#) Each year there is a new one.

Work Programme of the Erasmus+ Programme (each year a new one available)

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Web pages and sites

The platform to find all about mobility and persons with disabilities:

www.inclusivemobility.eu

[List of National Erasmus+ Offices:](#)

https://ec.europa.eu/programmes/erasmus-plus/contact/national-offices_en

[Erasmus+ Programme of the European Commission home page:](#)

<https://erasmus-plus.ec.europa.eu/>

Webinars

[Webinar Erasmus+ Studying abroad and what is new for Persons with Disabilities:](#)

<https://www.edf-feph.org/publications/webinar-erasmus-studying-abroad-and-what-is-new-for-persons-with-disabilities-may-2020/>

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- A PowerPoint with slides introducing the project and demonstrations of the questionnaire will be shown in the video between each other and with consortium representatives.
- Some good practices of inclusion from other universities from the platform or invited universities to the discussion

Description of Module 4

This module will give the participants a deeper knowledge of the project and its tools developed. They will also have the possibility to react and interact with them. It will also be the moment to exchange with other invited universities to exchange good practices that will allow the host to identify solutions for the unsolved issues.

Running of Module 4

Opening and description of the module. (5 Minutes)

Icebreaker (10 Minutes)

Presentation of the project and its results (30 Minutes)

Demonstration of the platform & exercise (15 Minutes)

Exchange of good practices to progress towards inclusion (25 Minutes)

Conclusion & closing (5 Minutes)

Exercises for Module 4

Exercise 1: Icebreaker

Participants, using a post it or another similar online tool, will define what for them is an inclusive University. Each of them will say it aloud and if they wish, say what their university does to be inclusive. Each participant should bring one example.

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Exercise 2: The Web Platform how does it work?

After the demonstration of the platform by the facilitator each participant tries to find the University he or she would like to go to study there, bearing in mind that they have a certain disability. Look for:

- Accessible transport
- Accessible accommodation
- Support services offered
- The contact of the disability service
- Any way to reach out to local students with disabilities?

Exercise 3: Exchange of good practices

Take the list made by the facilitator during the Ice Breaker and give the floor to the guests to present the results of the National Universities present, given special relevance to interesting ideas on policies and practices, and pointing out good practices;

In group work on how to implement those interesting things in your own University, what difficulties would come up, what needs to change, what benefits would come from

Exercise 4: How can the EU Policy shape our own one?

You can organize this exercise in 30 to 1 H. We provide the PowerPoint where the European Disability Forum Presents how they lobbied for Erasmus+ Programme to be more inclusive of persons with disabilities. This part is not included in the 6,5 hours of training.

Shaping policies on EU Level to make the mobility programmes more inclusive affects our national and even on university level the policies. The importance of lobbying is important this on local regional national level but also on EU level within the European University Association. the work of the European Disability Forum to make Erasmus+ more inclusive may be interesting to start a discussion around.

Invite a speaker from the European Disability Forum or the European University Association. They may give a short presentation and then discuss answering the following questions:

- How the EU policies affect our own ones?

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- How can we influence these policies on EU level to bring our own points into it?

Resources

[The Inclusive University for all Network Website:](https://sites.google.com/euni4all-network.com/information/home)

<https://sites.google.com/euni4all-network.com/information/home>

- Intellectual Output 1
- Intellectual output 2
- The guide for Trainers to Deliver the Workshops
- The leaflet on Membership types
- The webpage of the Platform

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Annexes:

Here will be added each PowerPoint Presentations designed specially for this training and the Video Scripts made for the project and this training specifically.

Please note that the slides in this document are not accessible, the titles only are included in the alt text of the images. To access them download the slides from the available resource.

Power Point Presentations Module 1

CRPD and Inclusive Education Training



EUROPEAN
DISABILITY
FORUM

CRPD and inclusive education

Training EUni4all module 1, An -Sofie Leenknecht
EDF Human Rights Coordinator

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Introduction

- Objectives of the training
 - Learning about the UN Convention on the Rights of Persons with Disabilities and concept of disabilities
 - Introducing article 24 CRPD 'Inclusive Education'
 - Sharing experiences and challenges
- Introducing each other
- Get your feedback

Part 1

UN Convention on the Rights of Persons with Disabilities

Concept of disability

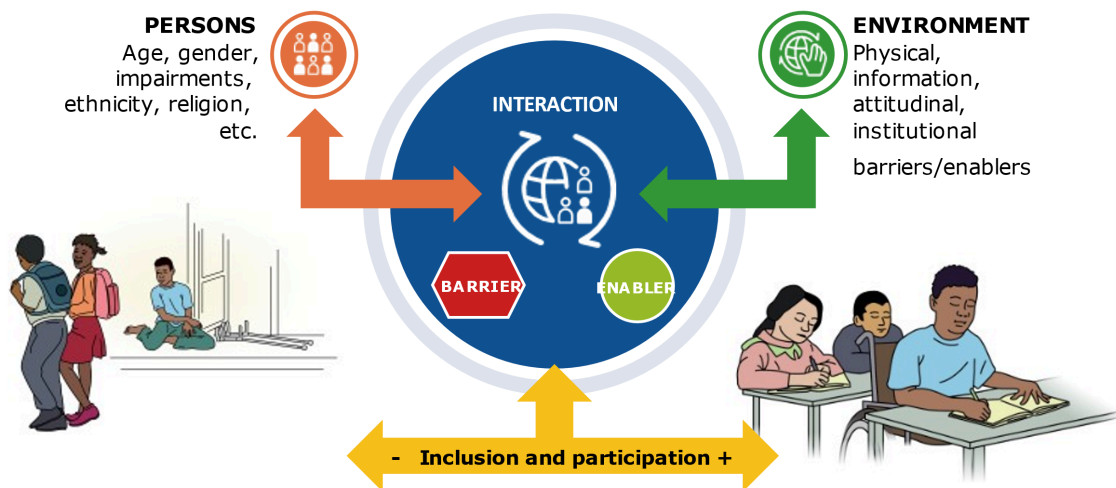
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Where is the disability?

What is disability?



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Where is the barrier?

- Physical barrier
- Informational barrier
- Communication barrier
- Attitudinal barrier
- Institutional barrier

Concept of disability - Art. 2 CRPD

“... disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others”

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Human rights based approach

- The Convention marks a '**paradigm shift**' in attitudes and approaches to persons with disabilities.
- Persons with disabilities are **not** viewed as "**objects**" of charity, medical treatment and social protection
- Rather as "**subjects**" with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society

General principles- Art. 3 CRPD

- Respect for dignity and individual autonomy
- Non-discrimination
- Participation and inclusion
- Respect for difference and diversity
- Accessibility
- Equality of opportunity
- Equality between men and women
- **Respect for the evolving capacities of children with disabilities**

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Participation of persons with disabilities- Article 4.3 CRPD

- **Nothing about us, without us** ' - a forceful call from persons with disabilities around the world to have their human rights respected, protected and fulfilled on an equal basis with others
- in all decision-making processes concerning issues relating to them, persons with disabilities and their representative organisations should be **closely consulted with and actively involved**.

Questions
and answers



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Part 2

Inclusive education

Article 24 CRPD

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Discussion in break-out groups

- What are the key components of inclusive education?
- Good practices and challenges?

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Right to inclusive education

- Right to education included in most human rights treaties: UDHR, ICESCR, CRC, CEDAW, CRPD...
- Right to **inclusive** education in Article 24 of the UN Convention on Rights of Persons with Disabilities and General Comment No. 4
- Access to all learners with disabilities to the mainstream education system

Accessibility

- **Physical accessibility**
 - Adaptation of existing schools
 - Requirement of universal design for all new schools
- **Accessibility of communication, curriculum and learning material**
 - Sign language interpretation;
 - Material in Braille, Easy to Read and alternative formats;
 - Alternative curriculum and diplomas...

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Reasonable accommodation

- **No one size fits all!**
 - Must be based on personal assessment
 - Can be material (e.g. providing students with a note taker or a language interpreter) or immaterial (e.g. allowing a student more time)
- Immediate duty subjected to a proportionality test
- Different from accessibility which is an unconditional progressive duty

Good practices and challenges

- Erasmus+ programme that promote inclusive education
- Challenges to provide reasonable accommodation in Europe schools system
- Lack of protection against disability-based discrimination in the field of education
- Awareness raising and training
- Learners with disabilities of all ages

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Take-away!

- Right to education is a right to **inclusive education** = need to ensure access of all learners with disabilities to mainstream education system
- **CRPD** as guidance document: Article 24 and General Comment No 4
- **Consultation and involvement** of persons with disabilities and their representative organisations in the design, implementation and monitoring of education programmes and policies

Thank you for your attention

The European Disability Forum
www.edf-feph.org

Avenue des Arts 7-8, Bruxelles
1210, Belgium

Twitter: @MyEDF

Facebook: @MyEDF



PowerPoint Presentations Module 2

Presentation EUni4 all Standards for Inclusion

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Presentation EUni4all Accessibility

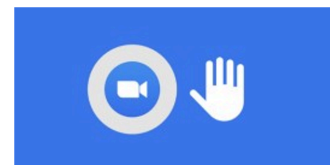


EUni4all

Module 2 Standards of Inclusive Education 1 Accessibility

Loredana Dicsi, Membership, Internal Communication & Youth
Roberta Lull, EDF Digital Accessibility Trainer - VIVID-T Project
June 2021

Practical information



- Zoom provides automatic captions
- You can active closed caption on the CC button
- **Training will be recorded**
- For technical questions please contact **xx**
- Please mute yourself when you are not speaking
- For content questions please use the chat box or raise your hand (Alt+Y)
- **Right to make mistake**, all questions are valid!

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Objective of Module 2

After this session participants will be able to:

- Understand that there are standards developed by the network for the Inclusive Universities
- Become aware on how policy can facilitate inclusion in university environments
- Understand the concept of accessibility and get to know methodologies that can improve physical and digital accessibility in general and how activities can be made more accessible.
- Bring modifications to digital content to make them more accessible: such as modifying the language, using styles meaningful links

Ice Breaker

What's your name ?

What's your pronoun?

What's your job?

What do you expect?



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Disability

Part 1

Guide for Standards of Inclusion for Students with Disabilities in Universities

Purpose

To design a useful tool
for students with
disabilities when
selecting a European
university for
international mobility



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Objectives of the Guide

1. To facilitate mobility and improve the expectations of students with disabilities in this respect.

2. To encourage European universities to move forward in the process of reviewing their cultures, policies and practices within the framework of the right to inclusive education.

What does it contain?

Questionnaire

Guide

Glossary

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Dimensions, subdimensions and Indicators of the Guide

Dimension 1: Key institutional policies

- 1.1. **Accessibility** Indicators: 1-5
- 1.2. **Normative and Operational Framework** Indicators: 6-11
- 1.3. **Training and awareness** Indicators: 12-14

Dimension 2: Access Indicators: 15-18

Dimensions, subdimensions and Indicators of the Guide (I)

Dimension 3: University life

- 3.1. **Learning and Education** Indicators: 19-24
- 3.2. **Participation** Indicators: 25-28
- 3.3. **Internships** Indicators: 29
- 3.4. **Research** Indicators: 20-31
- 3.5. **International Mobility** Indicators: 32-35

Dimension 4: Graduation Indicators: 36-38

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How Inclusive is our University?

- Show here one or two slides with the results of your survey. They are helpful for the two following exercises.

Exercise: What is an Inclusive University?

Share in a short sentence what an Inclusive University represents for you.

- E.g. a university that has a free of stairs campus

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Exercise: How can we become more inclusive?

Take a look at the 2 lists the facilitator displays or shares with things students found not satisfactory within the university and the one with suggestions to improve. Now answer the following questions for some of the items:

- Can our university do something?
- Who can do this? Which department or departments?
- What?
- When?
- Which is the advantage?
- Any disadvantages?

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Accessibility



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Objectives of this part

What is
Accessibility?

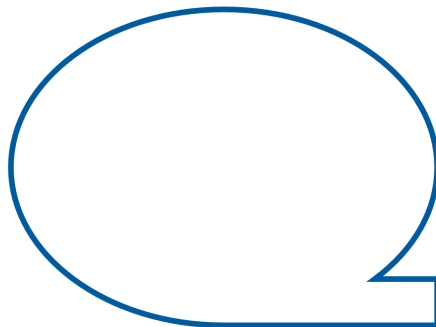
The fields of
Accessibility

Make a
content
Accessible

Questions &
Answers

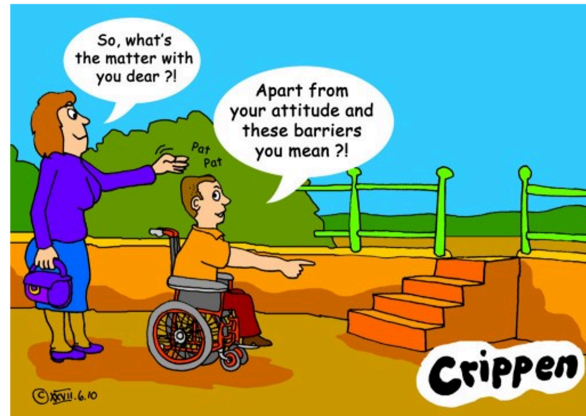
What is accessibility?

Put in the chatbox the word or groups of words it comes first into your mind.



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Welcome and warming up!



Introduction to Accessibility

Accessibility is all about making something easily available for as many people as possible. It benefits everyone. **It's about ability, not disability.**

Fields of Accessibility

- Physical Accessibility
- Accessibility of the Activity
- Digital Accessibility



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Physical Accessibility

Physical Accessibility (built Environment, transport from to the University)

Digital accessibility

Means that websites, tools, and technologies are designed and developed so that people with disabilities can use them. More specifically, people can: perceive, understand, navigate, interact with the Web and contribute to the Web.



Accessibility of the activity

Before your activity, class, meeting etc make sure the following things are put in place:

- Your venue is barriere free
- Book services to ensure accessibility such as Sign interpretation, speech to text
- Your material is available in several formats: word, pdf etc and they are accessible
- When using interactive methodologies, brain storming roll plays these are accessible for all participants (discuss with the person with disability in advance)
- For remote activities use accessible platforms

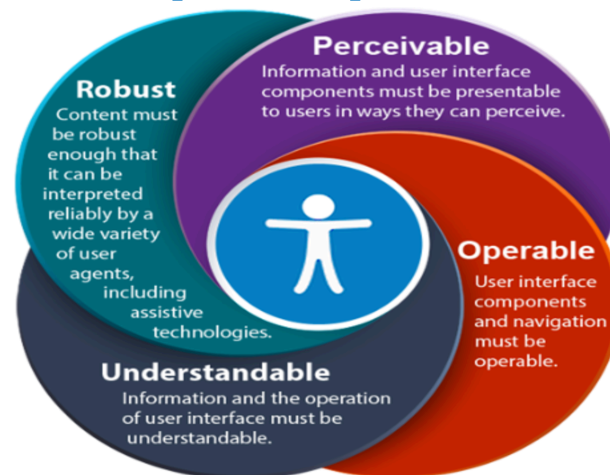
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Web Content Accessibility Guidelines (WCAG)

- The World Wide Web Consortium (W3C) develops international Web standards called W3C Recommendations
 - The Web Content Accessibility Guidelines (WCAG) provide a framework for making web content more accessible, for people with disabilities.
 - Strategies, standards, resources to make the Web accessible
- W3C standard guidelines: <https://www.w3.org/WAI/standards-guidelines/>

Guiding WCAG 2.0 principles

- These are the 4 guiding principles for creating accessible web content as suggested by WCAG



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POUR stands for

- **Perceivable:** Users must be able to perceive it in some way, using one or more of their senses.
- **Operable:** User interface components and navigation must be operable (e.g. buttons must be clickable in some way – mouse, keyboard, voice command, etc.).
- **Understandable:** The content must be understandable to its users.
- **Robust:** The content must be developed using well-adopted web standards that will work across different browsers, now and in the future.

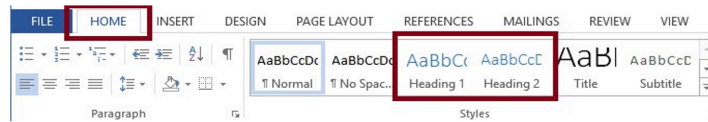
Accessible Word document

- Making documents accessible benefits individuals and businesses – but also society as a whole.
- Equal access to information, regardless of ability, is a human right and is essential for all individuals to participate fully in society.
- accessible document can be read using any of a variety of assistive technologies, such as screen readers, magnification software, or speech recognition programs.
- Reaching a wider audience



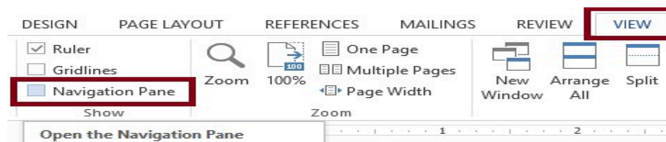
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Headings and style



- Word Styles contain preconfigured headings understood by assistive technology (e.g., Heading 1- Heading 6). These headings are available under the Styles section in the Home tab of the Ribbon
- Apply the "Heading 1" style for the main heading and "Heading 2" for sub-headings.

Verify headings



- Every heading in a document can be verified using the Navigation Pane, located in the Show group on the View tab of the Ribbon.
- This pane also allows users to navigate to any section of the document by clicking on the corresponding heading.

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Fonts and size check list

- Recommended 12 point or larger
- Use a sans serif font – such as Arial, Helvetica or Verdana
- Be consistent with the fonts used in the document
- Using italics or upper-case letters for emphasis is not recommended.
- Use **bold** to add emphasis rather than *italics* or UPPERCASE but use it sparingly!

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Serif Fonts / Sans Serif Fonts

- Times New Romans
- Garamond
- Perpetua
- Cambria
- Verdana
- Arial
- Calibri
- Helvetica

- The small features on the ends of strokes are known as “Serifs.”

- “Sans serif” means “without the decorative line” and it’s considered accessible

Line Spacing and Text Alignment

- Double or 1.5 spacing between lines can make a document more accessible.
- Left aligned text

VIVID:T (Technical Assistance in Humanitarian Response, Ensuring Valuable International Volunteering and Inclusion of persons with Disabilities) project's main aim is to create a global community of practice working towards disability inclusion in humanitarian action and volunteering

Aims: Increase the capacity of EU organisations to manage and oversee inclusive humanitarian aid projects, Support EU organisations to become certified sending organisations of EU

VIVID:T (Technical Assistance in Humanitarian Response, Ensuring Valuable International Volunteering and Inclusion of persons with Disabilities) project's main aim is to create a global community of practice working towards disability inclusion in humanitarian action and volunteering

Aims: Increase the capacity of EU organisations to manage and oversee inclusive humanitarian aid projects, Support EU organisations to become certified sending organisations of EU Aid volunteers, Run inclusive volunteering programmes and develop a community of practice building capacity in inclusion, humanitarian action and volunteering.

Colors Contrast

- Text has adequate contrast to background (e.g. black and white)
- Text and background colors have a contrast ratio of at least 4.5:1 (large text that is ≥ 14 point and bold or ≥ 18 point can have a ratio of 3:1).

This is 4.5:1 the minimum required by WCAG.

- Gray (#767676) on white
- Purple (#CC21CC) white
- Blue (#000063) on gray (#808080)
- Red (#E60000) on yellow (#FFFF47)



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Good High Contrasting Colors



Poor Low Contrasting Colors

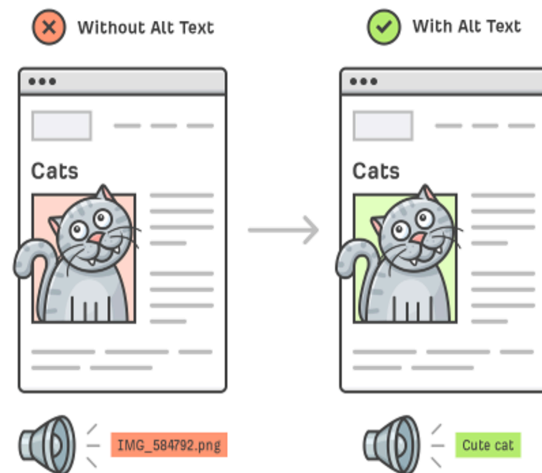


[Contrast Checker Web accessibility in Mind](#)
[Colour Contrast Checker](#)

ALT Text / Alternative Text

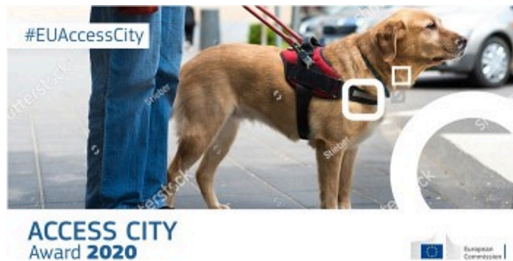
Alt text (alternative text) describes an image, provides a textual alternative to non-text content.

When a screen reader encounters an image, the alternative text will be read out to the user, helping them understand what's going on in the image.



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Example



Alt text: Access City Award 2020 poster. Poster of the Access City Award 2020 with an image of a guide dog, the hashtag #EUAccessCity and the European Commission logo

Hyperlinks

You can make hyperlinks more accessible by changing their display text to something more natural and meaningful.

- Make sure the link makes sense when read out of context.
- Front-load with the most important words, e.g. instead of “Learn more about barriers to inclusion in the workplace,” use “Barriers to inclusion in the workplace.”
- If the link’s purpose is a download, include details about the type and size of what will be downloaded, e.g. “Disability strategy 2021”(PDF, 7MB).”

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Table

Tables are a great way to organize data

- Include a Header Row
- Use a Simple Table Structure
- Add Alt Text to the Table / summary
- Avoid Blank Cells if Possible
- Don't Use Screenshots of Tables

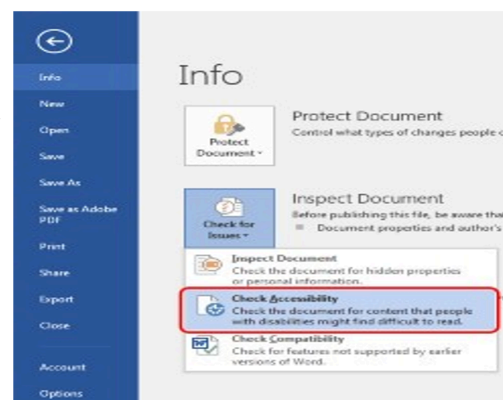
Accessibility Checker

- Check accessibility button is on the Review tab



Don't see Accessibility Checker?

- If you don't see the Check Accessibility button on the Review tab, follow these steps
- Select File > Info.
- Select the Check for Issues button.



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Accessibility Checker

- The Accessibility Checker is a great tool in Office products that we can use to check our document for accessibility issues. However, it will not catch everything.

It will:

- Alert you to issues (Error) that would be a barrier to accessibility
- Explain why you should fix issues and how to fix them

It won't:

- Check for poor color contrast
- Check when headings are not real headings
- Inaccurate content of Alt Text
- Call out lists that are not formatted as lists

The checker's Inspection Results

Three categories:

Errors: content that makes a document very difficult or impossible to access. Example: an image with no alt text.

Warnings: content that in most cases makes the document difficult to access. Example: a link with text that is not descriptive of its function.

Tips: accessible content, but that might be better organized or presented. Example: skipping from a first-level heading to a third-level heading.

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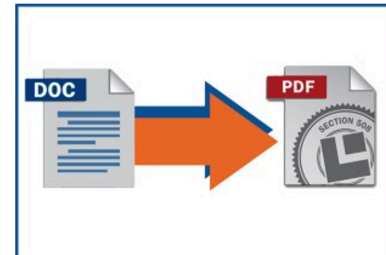
Convert Word Doc to PDF

- Make sure the original Word document is accessible

The exported PDF will preserve the accessible features of the Word document, including:

- heading structure
- alternate text for images
- lists
- Tables

The process of creating an accessible PDF requires the installation of Adobe Acrobat Pro.



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Questions and answers



Exercise

- Choose a content of your choice: A webpage, platform document, leaflet other communication
- Take the check list and go through the content.
- For your type of content solve as many possible of the points of the check list.

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Disability

Part 3

The Path towards Inclusion

The Role of Policy in Inclusion

Interview with
Alejandro Moledo,

**Head of Policy in the European
Disability Forum**



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Can we improve to be more inclusive?

Activity
in two groups



3 Things to improve

- Identify three things in your groups that you can improve in your university to be more inclusive.
- To help answer the questions of your group.
- Should you have time think also of a solution.



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Closing

Did you find useful the training?

Put in the chat a number from 1 to 5

- 1 representing awful
- 5 excellent
- You are welcome to use the emoticons



Thank you for your attention

The European Disability Forum
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1210, Belgium

Twitter: @MyEDF

Facebook: @MyEDF



Video Script How to Make policies More Inclusive

NS: My name is Natalia Suarez, (NS) and I am Communications officer within the European Disability Forum.

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Within the Inclusive Universities for All Network projects University staff, academic and non-Academic staff are following a training of four workshops to get more insight of how they can make their environment and activities more accessible for students and staff with disabilities. In this module they are getting acquainted with the Standards of Inclusive Education and Universities, with accessibility and with this Interview we would like to explore what policy can bring in Universities to become more inclusive.

We have with us Alejandro Moledo (AM), Head of Policy at the European Disability Forum. Alejandro is a person with very low vision and he is working in the policy field and mainly on accessibility and standards for almost ten year.

Welcome Alejandro and thank you for being with us today.

Questions on policy:

- NS: How can policy shape the inclusiveness of the environment and activities of a university?

AM: Thank you very much Natalia for inviting me in this interview. Policy brings coherence in an organisation or in an institution such as a university. It can also bring certainty to the university staff and to the students. By having a clear policy, people know what to expect, what are the roles how to implement them and by when. If these policies developed together by consultation, it can insure progress over time, first of all concerning inclusion diversity, it can also help to comply with legislation to insure that a more diverse group of students have the same possibilities as anyone else, and it can again bring certainty and resources to the staff in the universities.

- NS: Which are the elements Universities should include in their own policies?

AM: I believe the policies should include the principles; the principles that should be respected, such as inclusion, non-discrimination universal design approach, to insure that the university itself is more accessible and more friendly towards students, the staff, everybody that visits the university and consultation could be another principle. The policy should also include the leadership role as well as the responsibilities of each party involved in implementing these policies. It is very important to have a

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clear leadership in the organisation the university to take the responsibility on implementing this policy. The policy should also include objectives to be achieved. For these objectives should be set up targets and a timeline to achieve these targets. And finally, a policy should also include a monitoring mechanism to evaluate and assess progress and update potential targets or change actions included in this policy. An ongoing monitoring of the policy is beneficial to the implementation of it.

- NS: Which concrete measures would you advise that universities should take in view of becoming more inclusive?

AM : It is important to insure a continuous and meaningful involvement of students with disabilities for example of the staff, including staff with disabilities, the teachers, the administration and by having this collective exercise of bringing together all the inputs and all the views from everybody into the discussion and into the policy that can really make a change. And I would also highlight the importance of respecting and applying the state of art of accessibility standards for built environment, of information and communication technology, educational materials, measures to put in place in the classrooms to make them accessible. So we do not reinvent the wheel every time we want to make our universities more inclusive for persons with disabilities. I also think, that is obviously fundamental that universities provide reasonable accommodation to students. And here it is very important to distinguish accessibility from reasonable accommodation. As we call it accessibility is an unexempted condition, it is a precondition that must be insured no matter how many students with disabilities you have and is a responsibility that comes before. When accessibility is not enough for specific students with disabilities then is when reasonable accommodation comes into play. And by this we mean, for example the provision of for example assistive technologies, or specific arrangements for students such as: more time for exams in the case of that particular student. It is very important to provide these reasonable accommodation measures in consultation with the student concerned or the staff concerned. I also think it is very important to invest in training for the staff in the university and to hire also accessibility professionals who can lead on implementing the objectives of the policy in this regard the one on accessibility. Because accessibility gets very technical when you want to implement it in practice. So is always good to have experts in house that can assist in for example creating web content that is accessible in creating mobile apps that are accessible, digital content, so it is always advisable to invest in accessibility professionals. And finally, I would also suggest the appointment of a responsible and knowledgeable unit for students with disabilities, so that they have a clear contact point that can guide them or support them by providing specific things, by providing reasonable accommodation or by discussing with the student's specific

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arrangements for them, or tailored information for students with disabilities and maybe of relevance to them. Having a clear contact point for students and staff with disabilities is also a potential very good suggestion.

- NS: So we are talking how universities Is there any consequence when a university is not inclusive? For example if a university has an inaccessible venue and a student who is wheelchair user cannot access it? Can this student take any measures?

AM: It really depends on the country and the legislation in that country. And maybe national redress mechanisms that are put in place at national level. On the laws and how the system is set up. I believe that before reaching that point when the student needs to seek justice to go to the Court or through another way, I believe that the university itself should put in place remedial action or remedial mechanism internally to make sure before reaching that confrontation through other means for claiming the student's as rights, the university should be able to discuss with the student to look for remedies and solutions. .

- \$

AM: In addition to adopt an inclusion policy that we discussed that is fundamental, I would recommend to investing in becoming more accessible. Accessibility is not an aspect that you can reach overnight. It is not a one-day activity and then you can forget about, It does not work like that. So it is very important to have an ongoing investment in becoming more and more accessible. My second recommendation would be to talk with students with disabilities, to hear them and listen to their opinions and their experiences Because talking with them solutions may come up. And then to embrace and celebrate diversity it is something that universities all over Europe and in the World should definitely do. To Understand the human diversity and take it as an opportunity that must be celebrated and must be taking into consideration because diversity, it is proven in other sectors, industry, results in better outcomes. Having a diverse staff, having a diverse group of students having a diverse group of teachers, is an element of success.

Closing:

NS: Okay Alejandro, Thank you so much for your advice

AM: Thank you.

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PowerPoint presentations and video scripts Module 3

Presentation Supporting Mechanisms to include people with fewer opportunities in EU mobility programmes



EUni4all

Module Disability Voices & Mobility

Loredana Dicsi, Membership, Internal Communication & Youth
17th February 2022

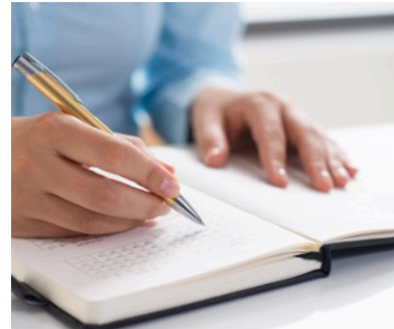
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Practical information



- Zoom provides automatic captions
- You can active closed caption on the CC button
- **Training will be recorded**
- For technical questions please contact **xx**
- Please mute yourself when you are not speaking
- For content questions please use the chat box or raise your hand (Alt+Y)
- **Right to make mistake**, all questions are valid!

Agenda



- Introduction & objectives (5 min)
- Ice Breaker (15 min)
- Activity Group “Identify challenges of students and mobility officers” (30 min)
- Reporting (10 min)
- Presentation “Supporting Mechanisms in Mobility Programmes for Students with Disabilities” (30 min)

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Agenda (I)

- Break time (5 min)
- Which are the possible solutions? (20 Min)
- Suggestions and remarks (10 min)
- Closing (5 Min)



Objective of Module 3

After this session participants will be able to:

- Identify the challenges faced by students and staff with disabilities participating or willing to participate in mobility programmes .
- Find the existing measures to support participants with disabilities in mobility programmes such as Erasmus+



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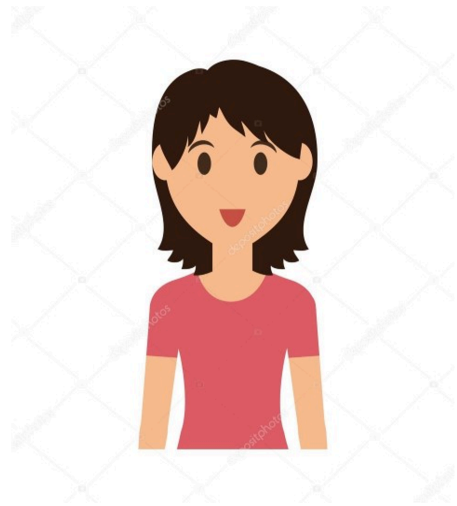
Ice Breaker

What's your name ?

What's your pronoun?

What's your job?

Did you participate in a mobility programme?



Part 1

Challenges of staff, students mobility officers

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Challenges in mobility Programmes

Activity in 2 groups

Group 1

Identify the challenges of students with disabilities participating in a mobility Programme

Group 2

Identify the challenges of mobility officers when helping students with disabilities going abroad or those the university host.

Reporting

- 5 minutes for each group
- Tell us the challenges you identified
- From Students
- From Mobility officers



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Part 2

Supporting Mechanisms for persons with disabilities in mobility programmes

Objective of this presentation

- Introduce the legal framework of Erasmus+ regarding disability
- Present the Inclusion & Diversity Strategy
- Present the existing measures to support persons with disabilities



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Priorities of the programme

As most of the EU Programme Erasmus+ has as high priorities:

Inclusion & Diversity
Becoming Green
Digitalisation
Participation & active
citizenship



Good to know

- Persons with disabilities **can go** on a mobility project in another country like their non-disabled peers
- There is **funds** available to support costs linked to disability
- Prefinancing of disability related costs is possible **Consult the Users Guide of the Programme**
- Disability grant must be asked before the project.
- Contact your **National or Higher Education Agency for guidance**

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The Inclusion & Diversity Strategy

The Erasmus+ Programme must be inclusive for all participants.

Art. 15 of the Regulation sets down that all countries must have an Inclusion & Diversity Strategy. The Guidelines of Implementation of the Inclusion and Diversity Strategy include:

- Objectives
- Definitions, the one of disability is included
- Mechanisms to support inclusion of persons with fewer opportunities
- The role of organisations
- The role of National Agencies
- Good practices

Supporting mechanisms for persons with fewer opportunities (I)

- Inclusion as priority in assessment of applications
- Accessibility and user -friendliness of the programme
- Preparatory visits
- Reinforced mentorship
- Dedicated financial support



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Supporting mechanisms for persons with fewer opportunities (II)

- Smaller easier to access actions
- Step-by-step capacity building pathway
- Project format and mobility duration
- European activities at local level
- Online exchanges
- Language Learning Support



Preparatory Visit

- A two days visit to the hosting country in both Erasmus+ and European Solidarity Corps
- 2 people from sending organisation can go, the participant and a person from the sending organisation institution
- The programme pays the travel costs and accommodation and food
- Very recommended for projects with participants with disabilities
- The visit gives the possibility to check what is still needed, visit the hosting settings (campus, accommodation etc)
- Ideal to do it at least one month before the activity starts.
- Preparatory visits are available for longer mobilities check with your National Agency or Erasmus Office.

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Dedicated Financial Support (I)

- Additional funding aimed at covering costs of any specific needs of participants experiencing fewer opportunities to allow participation on equal footing as their peers, including for instance reinforced mentorship, or costs linked to adapted travel and accommodation, personal assistance or specific intercultural or linguistic preparation;
- Additional financial support for organisations who run projects actively fostering inclusion and diversity – specifically to reach out to hard -to-reach groups, for the additional workload that may result and for staff dedicated to support the full participation of people with fewer opportunities in the project;

Dedicated Financial Support (II)

- Flexible and easy-to-understand financial mechanisms, in order to better adapt to the needs of the different targets groups at national level and to accommodate possible synergies with other national/European funds; including the possibility to finance in advance or on an ongoing basis the costs linked to individual needs to take the financial burden away from the participant(s) with fewer opportunities, as well as from the applicant organisation, or to encourage the portability of national support when participating on mobilities abroad.
- dedicated funding specifically intended to support smaller organisations with little or no prior experience in submitting applications under the programmes, including a simplified and more flexible funding procedure.

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Reinforced Mentorship

- **'What is it?'** It is a concept that describes an intensified mentoring process that can be used to support participants with fewer opportunities in certain actions of the programmes, if they are not able to implement an activity independently or with normal mentoring or tutoring support.
 - closer contact **Reinforced Mentorship involves**
 - more frequent meetings
 - more time allocated to task implementation
- It guarantees a step-by-step support of the participants during project activities, as well as outside working hours. Reinforced Mentorship enables the participants to gain as much autonomy as possible, thus contributing to the successful implementation of the project.
- Check if this is available in the type of action you want to apply for.

The Role of Student movements

- Students Associations as facilitators for inclusion on the campus life
- They can help putting in contact the student with disabilities with other alumni of Erasmus
- Can bridge to personal needs not necessarily covered by the budget via providing volunteers
- Help get in contact with other peers with disabilities



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The role of Disability People Organisations

- The organisations of persons with disabilities give access to the students to adapted activities
- Answer potential questions linked to rights of persons with disabilities in the country
- Help getting in contact with other disabled peers in the country
- Paliates to certain services that may miss the university
- The hosting university can use the expertise of the organisation if they do not have it in house

Important

Contact your National Agency or Erasmus+ Office

The Erasmus+ Programme offers the above mentioned supporting mechanisms. But each country may have extra ones so check with your National Agency.

Check what your or the hosting University offers

Within some Universities other supporting mechanisms may be available for departing or arriving students it is always good to have a check.

Contact disability related organisations or service providers

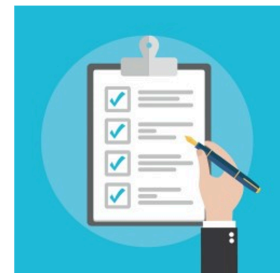
Some organisations of Persons with disabilities or service providers for persons with disabilities can be helpful in providing certain services, so it is good also to check with those ones.

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Make your check list

"Am I ready to support my studentsit?"

- Make with a student an evaluation of his/her accessibility requirements (studies, accommodation etc)
- Prepare a realistic budget consulting the available services and prices in the host country
- Request the grant for disability related costs
- Establish contact with the disability service of the host University
- Use the Students associations in both country
- Organise a preparatory visit in the host University with the student



Useful Links

- [Programme Guide of Erasmus+](#)
- [Implementation Guidelines Erasmus+ and European Solidarity Corps Inclusion & Diversity Strategy](#)
- [List of National Agencies](#)
- [List of National Erasmus+ Offices](#)
- [Regulation \(EU\) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+](#)
- [Inclusivemobility.eu](https://www.inclusivemobility.eu) the platform for mobilities of persons with fewer opportunities

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Questions and answers



Break time 10 minutes

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Disability

Part 3

Which are the solutions?

Bringing solutions to challenges

Could you identify to each identified challenge a solution?

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Reporting

- 5 minutes for each group
- Tell us the solutions you identified?
- From Students
- From Mobility officers



Comments and Suggestions



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Closing

Did you find useful the training?



Put in the chat anumber
from 1 to 5

- 1 representing awful
- 5 excellent
- You are welcome to use
the emoticons



Thank you for your attention

The European Disability Forum
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Twitter: @MyEDF
Facebook: @MyEDF



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PowerPoint Presentation and video script module 4

Presentation Inclusive Universities for all Network



EUni4all

Module 4 European Inclusive University Network

Loredana Dicsi, Membership, Internal Communication & Youth
17th February 2022

Practical information



- Zoom provides automatic captions
- You can active closed caption on the CC button
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- For technical questions please contact **xx**
- Please mute yourself when you are not speaking
- For content questions please use the chat box or raise your hand (Alt+Y)
- **Right to make mistake**, all questions are valid!

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Agenda

- Introduction & objectives (5 min)
- Ice Breaker (15 min)
- Introducing the project and its results (30 min)
- Simulation of finding a university using the developed tools (20 min)
- Sharing good practices on inclusion (25 min)
- Closing ” (5 min)



Objective of Module 4

After this session participants will be able to:

- Understand what the Inclusive University for All Network is and its importance.
- Use the intellectual outputs developed by this project.
- Exchange good practices to improve inclusion



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Ice Breaker

What's your name ?

What's your pronoun?

What's your job?

What do you expect?



Part 1

The European Universities Network Working for Inclusion

Include Slides or video project presentation

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EUni4All-Network

2019-2021



EUni4All-Network

BACKGROUND

- ❖ One of the main obstacles in Europe to implement an inclusive education is the **irregularity in the transition between educational stages**, in particular to higher education
- ❖ There is a disparity between the different Member States (MS) of the European Union regarding the implementation of universal strategies that facilitate the access of persons with disabilities to higher education. The Committee on the Rights of Persons with Disabilities (CRPD Committee) describes the European scenarios worrying emphasizing that "in various MS, **many children and adults with disabilities do not have access to an inclusive and quality education**".
- ❖ Considering the events described, **Fundación ONCE, along with a Consortium composed of 8 institutions from 6 different European countries, proposed to address EUni4All-Network, a 26-month project** to encourage the inclusion of persons with disabilities in higher education through diagnosis and analysis of inclusive universities to be a reference for other universities



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EUni4All-Network

PROJECT OBJECTIVES

- ❖ Encourage European universities to move forward in the process of reviewing their cultures, policies and practices within the framework of the right to inclusive education
- ❖ Promote the international mobility among the students with disabilities
- ❖ Create a network of inclusive universities which will be reflected both in a European Guide, accessible and available to all, and a web-accessible platform
- ❖ Promote the inclusion in the university community supporting both faculty and administrative staff



MAIN BENEFICIARY OF THE PROJECT

- ❖ The end beneficiaries of this guide and this project are the students with disabilities who, through a web platform, will be able to access quality information that will contribute to improving their decision making in terms of their mobility options and university studies.

EUni4All-Network

TARGET GROUPS

The target groups that will directly benefit from the outcomes of EUni4All-Network project are:

- ❖ **HIGHER EDUCATION INSTITUTIONS IN EUROPE** (European universities), who will count on with a 'Guide of Standards for Inclusion for University Students with Disabilities' to self-evaluate their practices.
- ❖ **FACULTY MEMBERS AND ADMINISTRATIVE STAFF**, who will be provided with tools to allow them to stimulate inclusion of students with disabilities at the university
- ❖ **STUDENTS WITH DISABILITIES** who aim to pursue higher education studies in an EU country will benefit from a tool (Web-accessible platform) to identify the European universities that are accessible and the services they provide.



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EUni4All-Network



What is Inclusion for EUni4All-Network?

Committee on the Rights of Persons with Disabilities
General comment No. 4 (2016)
Article 24: Right to inclusive education

- ❖ A fundamental human right of all learners.
- ❖ A principle that values the well-being of all students, respects their inherent dignity and autonomy, acknowledges individual requirements and ability to effectively be included in and contribute to society.
- ❖ A means of realizing other human rights.
- ❖ The result of a process of continuing and pro-active commitment to eliminate barriers impeding the right to education, together with changes to culture, policy and practice of regular schools to accommodate and effectively include all students. (p.3 -4)

EUni4All-Network



Inclusion:

A process that helps to overcome barriers limiting the presence, participation and achievement of learners.

Equity :

Ensuring that there is a concern with fairness, such that the education of all learners is seen as being of equal importance.
UNESCO (2017, p.7)

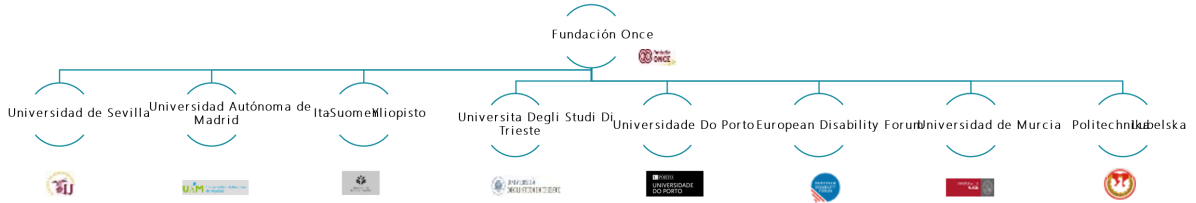
"The central message is simple: every learner matters and matters equally."

(UNESCO, 2017, P.13)

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EUni4All-Network

PARTNERS



TIME FRAME

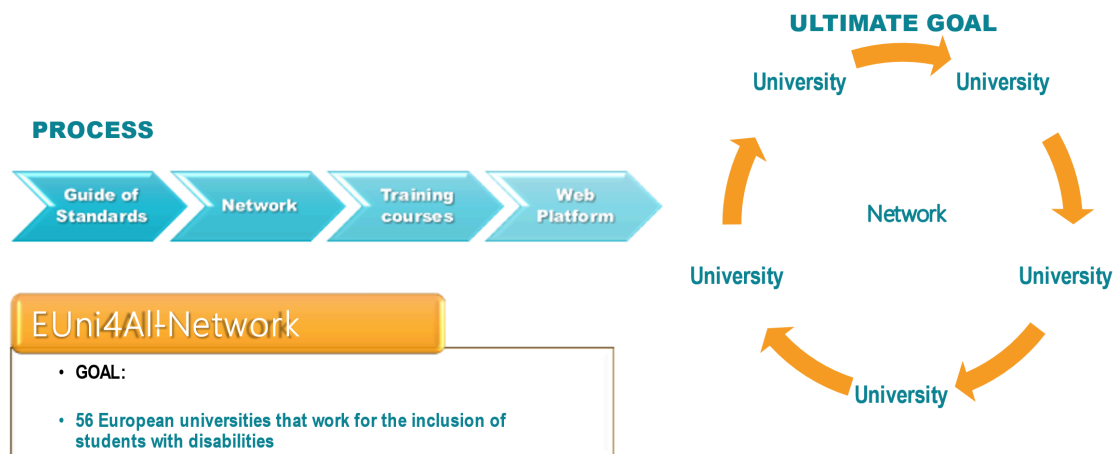
STARTS
NOVEMBER 1
2019

ENDS
DECEMBER 31
2022

DURATION:
32 MONTHS

EUni4All-Network

THE PROJECT IN GRAPHICS



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Part 2

The Web Platform

The Web Platform

Make a Demonstration of how the platform works showing its filters, what you can do etc.

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Questions and answers



Exercise: Using the Web Platform

You are a student with disability and want to study in a University abroad. Look on the platform for it and have in mind the following:

- Accessible transport
- Accessible accommodation
- Support services offered
- The contact of the disability service
- Any way to reach out to local students with disabilities?

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Part 3

Exchange of Good Practices

Show case of good practices

- Give the floor to your guest or guests to introduce the good practices they have to ensure inclusion.
- You can also show case some that you found should you not have guests.

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Questions and answers



Exercise Exchange of Good practices

Take the list of good practices and some of your points during ice breaker. Discuss answering the following questions:

- how to implement those interesting things in your own University?
- what difficulties would come up?
- what needs to change?
- what benefits would come from?

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Part 4

EDF shaping the Mobility Programmes in the EU

With whom?

- A common position with our members
- We joined the **Inclusive Mobility Alliance**, a coalition of more than 20 organisation from the field of:
 - ❖ Youth
 - ❖ Education
 - ❖ Disability
- Joined the **Erasmus+ Coalition** (more than 40 organisation from youth and education field)

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Who did we Lobby?

The European Commission

The European Parliament

The Council of Europe

The European Economic and
Social Committee

The Committee of Regions



How did we Lobby?

- Participated in **Consultations**
- Participated in hearings at the European Parliament, European Economic and Social Committee and the Committee of Regions
- Had meetings with policy people from the Commission
- Meetings with Members of the European Parliament and policy experts drafting amendments
- **We shared our position**
- Participated in a meeting cocreating the Implementation Guidelines of the Inclusion and Diversity Strategy
- Send our position to the attachées of the Education ministries of all EU member States

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What did we ask for?

Mention of disability

Provisions for persons with disabilities and reference to the CRPD and EU legislation such as the Web Accessibility Directive

Accessibility

Accessibility of services platforms websites applications reasonable accomodation

What did we ask for? (2)

- **Finances**

Sufficient finances to cover disability costs and the disability cannot be seen as an unreasonable burdon to refuse projects

- **Training**

Training on disability accessibility for the Commission and National Agencies

- **Indicators on Inclusion**

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What did we get?

- Mention Persons with disabilities
- Provisions for persons with disabilities:
- Disability related costs to be covered
- The possibility to request prefinancing
- Mention of CRPD and sign languages but only in recitals
- The publishing of the Implementation Guidelines of Inclusion and Diversity Strategy



And now?

- We are following **closely implementation**
- Will use the mid-term evaluation to get in some of the missing points
- We indicated the missing points in the EU Review process by the **UNCRPD** Committee and will suggest a question on the topic when the EU is reviewed.
- Are part of a group working on the technical side of the **EU mobility platforms**
- Continue meeting the Commission to advance on accessibility, they promised to make info in easy to read about Erasmus+

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Useful Links

- [Programme Guide of Erasmus+](#)
- [Implementation Guidelines Erasmus+ and European Solidarity Corps Inclusion & Diversity Strategy](#)
- [Regulation \(EU\) 2021/817 of the European Parliament and of the Council of 20 May 2021 establishing Erasmus+](#)

Questions and answers



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Exercise

Discuss in group trying to answer the following questions:

Questions

- How the EU policies affect our own ones?
- How can we influence these policies on EU level to bring our own points into it?

Comments and Suggestions



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Closing

Did you find useful the training?



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Video script Presentation of intellectual outputs

GUIDE FOR STANDARDS OF INCLUSION FOR UNIVERSITY STUDENTS
WITH DISABILITIES

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The general objective of the Guide for standards of inclusion for university students with disabilities is:

To design a useful tool for students with disabilities when selecting a European university for international mobility.

The specific objectives are:

To facilitate mobility and improve the expectations of students with disabilities in this respect.

This tool will facilitate the creation of the network between European universities. A network that we hope will be a useful resource for students with disabilities when it comes to having information from European universities.

This is the most important aim of the guide.

To encourage European universities to move forward in the process of reviewing their cultures, policies and practices within the framework of the right to inclusive education.

In this way this aim is to contribute to the improvement of quality and, ultimately, of excellence at University.

It does not claim to be a mechanism to control universities, nor does it entail any form of ranking or evaluation system.

This guide aims to be a self-assessment tool for centres, a tool for improvement in that it identifies key dimensions and indicators for inclusion at University.

As a result, each university can identify its strengths but also its areas for improvement. It is a tool that invites action, the implementation of innovation and improvement projects and this through the involvement of different groups and levels of the university.

The guide is structured in 3 parts:

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The European Disability Forum

The European Disability Forum is an independent NGO that represents the interests of 100 million Europeans with disabilities. EDF is a unique platform which brings together representative organisation of persons with disabilities from across Europe. EDF is run by persons with disabilities and their families. We are a strong, united voice of persons with disabilities in Europe.

Acknowledgements

Writing this guide was a long, difficult but very enriching process. Sometimes was working alone, including experiences and exercises that were used to rise awareness, some parts like the ones on the UN Convention on the Rights of Persons with Disabilities was created by my colleague An-Sofie to whom I'd like to thank very much. Then my colleague Roberta kindly allowed me to include her very good presentation on accessibility and the guides included in the resources are important useful tools to start diving into accessibility. Roberta kindly supported my work also proof reading giving her opinion and assisting me in getting around the many comments and feedback. You are a fantastic helper. I am also very thankful to my other colleagues who helped me in the beginning to give the shape to this guide some of the materials. To the video materials a big thanks to Vanessa who spent hours on putting together them and making a good results. Alejandro and Natalia gave their voices, knowledge for the video on policy making in the EU, the students and consortium members for the other videos, and my colleague Haydn gave his beautiful British radio voice to make them sound "English". Without your work these videos would not have seen the light. They will be very helpful resources for the universities. Claudia, who worked in 2019 with me, kindly proofread the guide and as a native speaker brought her touch and corrected my mistakes. Million, million

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Document credits

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