



# Good Practice Guide for Disability Management Services in HEIs

<http://www.museproject.eu/>



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## Introduction

The overall objective of the MUSE project is to improve access, ensure learning conditions and develop employment opportunities for HEIs' disabled students in Latin American countries via modern inclusion practices and networking. The three Latin American countries involved are Chile, Mexico and Argentina, with the support of institutions in the EU (UK, Spain, Italy and Greece).

The aim of this guide is to present examples and case studies across all the Higher Education Institutions in the project so that the team may learn from each other and implement the good practices in their own institutions where a need has been identified.

During the preparation phase of the project, team members of each University were asked to put forward exemplars of good practice in their institutions that could be shared and used as a base for the Best Practice Guide. The exemplars highlighted in this report were analysed and mapped against the "Needs Analysis Report" Deliverable 1.1. Many of the good practices address several needs (see Appendix 1) and it should be noted that the good practices are also present to some extent in each Higher Education Institution.

During the project the Good Practice Guide will be added to and updated. It forms the baseline for the finished guide and is instrumental in highlighting gaps we need to focus on during the project, for example in "Disclosure".

This guide will be used throughout the project to inform strategy, training and implementation, to improve access and learning conditions, and to develop employment opportunities for HEIs' disabled students and graduates.

This Good Practice Guide has been compiled by research staff at Coventry University (UK), in collaboration with staff at the following institutions:



- Universidad Viña del Mar (Chile)
- Universidad de Magallanes (Chile)
- Instituto Tecnológico de Estudios Superiores de Monterrey (Mexico)
- Universidad de Colima (Mexico)
- Universidad Nacional de Rosario (Argentina)
- Universidad Nacional del Litoral (Argentina)
- University of Alicante (Spain)
- Bologna University (Italy)
- Four Elements (Greece).

The practices included in this report have been contributed by all of the partners and therefore there may be some inconsistency in the terminology used.

## About the Project

The overall objective of the MUSE project is to improve access and learning conditions, and to develop employment opportunities for HEIs' disabled students in Chile, Mexico and Argentina via modern inclusion practices and networking.

The specific objectives are: first, to create a modern inclusive framework through the creation of support centres for students with disabilities and long-term strategies for the access and retention of these students in the HE system; and second, to establish a Regional Network to increase inter-institutional relations and sharing of best practice while responding to society's demand for equity.

MUSE will help to improve the inequality situation faced by students with disabilities by accomplishing the objectives through concrete tangible outputs and outcomes:

1. Increased inter-institutional cooperation and sharing of good practice via the needs analysis and transfer of know-how: creation of one good practice manual, implementation of two site visits, and accessibility and needs analysis reports for each of the six partner organisations.
2. Enhancement of managerial and administrative staff capacities in dealing with and implementing inclusive education practices: delivery of six comprehensive training sessions, and four 'training for trainers' workshops with 18 administrative staff working or directly involved in the Support Centres. We envisage subsequent training by these for 1,080 trainees (at least two workshops in each partner institution with minimum 30 participants per workshop).
3. Creation of institutional support structures and assistive technology to enable access to HE and foster the consolidation of a social integration culture within universities: development of support centres, strategic plans and assistive technology support for all six partner institutions.
4. Development of a Latin American Network for the Inclusion of Disabled Students in Higher Education: set up a MUSE LA Network; hold one international conference and one final MUSE conference with 220 attendants each; create a regional Charter on minimum standards and guidelines; hold three roundtables in six countries with 20 stakeholders participating in each (360 stakeholders); and hold 18 national roundtables with 20 participants (total 360 participants).
5. Increase external relations cooperation to improve access and employment for disabled students: organise 30 high school information days with 70 high school participants each (2,100 high school students informed in total); arrange 60 meetings with enterprises, develop the inclusion of disability within the Social Responsibility Strategy, and successfully place 18 disabled students in internships.
6. Increase public awareness and understanding on inclusive education within higher education institutions: create a project website; internal dissemination; external dissemination involving media; host three open days in each country, with a total of 900 participants.

## About the Work Package

Coventry University led on Work Package 1 (WP1).

The project activities are all interlinked and have been arranged in a logical sequence, so that each activity produces an output that forms the basis for the next steps and activities. The project strongly supports and believes in the motto “Nothing about us without us” used by disabled peoples' organisations throughout the years as part of the global movement to achieve equal opportunities, with the full inclusion of affected persons in the processes. The action will invite disabled students to have full participation in the project at all its stages.

### WP1: Good Practice Guide for Disability Management Services in HEIs

This work package lays the foundation of all actions in the project, the aim being to overcome the lack of information and generation of specific knowledge related to disabled students in LA HEIs. The first action (Activity 1.1) was to carry out in-depth research and provide a report of the Needs Analysis and transfer that knowledge to partners. Subsequently, Latin American partners visited EU Universities (Activity 1.2) to discuss good practices. The Good Practice Guide (Activity 1.3) has been developed to capture good practice within the team and to map those good practices against the Need Analysis. This guide will be added to during the project lifetime and will be improved by adding good practices developed during the MUSE project.

### **Deliverables**

- Analysis methodology developed and implemented - Needs Analysis Report.
- Site visit to two EU partners by LA partners.
- Good Practice Guide.

## Recommendation 1: Employability Support

Institutions should work with students and other bodies to enhance employability prospects for students with disabilities.

### Good Practice 1: UVM – Social Innovation and Inclusion Centre



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#### Fast Facts

- The Center for Regional Innovation and Social Inclusion (CRIIS) is a centre funded by the Ministry of Education that seeks to improve outreach in the community through various projects.
- The CRIIS project targets students and staff at UVM, as well as the Viña del Mar community.

## Objectives

1. Propose social inclusion projects that include concrete actions for problems that affect the regional community.
2. Address interdisciplinary changes for the community of people with disabilities.
3. Propose universal international programmes.

## Focus

The focus of this project is to make students with disabilities aware of the university projects that are currently being executed at the institutional and regional levels throughout all disciplines. Also, to guarantee an inclusive institution at all levels.

## Challenges for Students with Disabilities

The opportunities and challenges associated with becoming a part of projects that will generate positive changes within the university as well as the region in which they reside, such as ensuring that they are included in these projects.

## Challenges for the University

Being familiar with the proposals for accessible projects for institutional and regional changes through a university centre that works in conjunction with local communities and continues to add international experiences.

## Particular Relevance for Students with Disabilities

- Being part of international work teams.
- Working with the theme of disabilities and inclusion from an interdisciplinary standpoint.
- Contributing to regional and national development and social change.

*“[The strengths of CRIIS were] a varied group of students and professionals from different disciplines; the possibility to interact with students from Medellín and learn about inclusion and social innovation through their perspective. This is was a very appropriate place for an innovation and inclusion internship.”*

– Valentina Vergara Silva

## Good Practice 2: ITESM – Diploma +Talento

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### Fast Facts

- This good practice is a diploma in the design of projects for social and employment inclusion of people with disabilities.
- The Diploma +Talento arises from the need for companies to know how to integrate a plan for social and employment inclusion for people with disabilities.
- The course was co-created by EGADE Business School and Movimiento Congruencia. EGADE's role is as a strategic partner to promote a culture of labour inclusion of people with disabilities.

- This good practice is targeted at enterprises interested in developing a project for social and employment inclusion (labour inclusion) of persons with disabilities, who have professionals in the areas of human resources, such as talent management and recruitment, internal communication, human resource planning, among others; or professionals in the areas of social responsibility.

## Objectives

1. To help the participant develop the professional skills required for the design of a project for social and employment inclusion of persons with disabilities to suit the needs of the company in which he or she works.
2. To help the company implement sustainability strategies, thus being responsible to society and its stakeholders, through the project for social and employment inclusion of persons with disabilities generated during the programme.

## Focus

+Talento has the following specific aims:

### **Attitudes**

- Show empathy to the talent and potential of people with disabilities.
- Show empathy to good labour practices inclusion of people with disabilities.
- Recognising the importance of inclusion from the perspective of social responsibility.

### **Abilities**

- Detect vacancies and job opportunities that are compatible for people with disabilities.
- Develop a diagnosis of accessibility, organisational culture and the recruitment process within the company for labour inclusion of people with disabilities.

## Knowledge

- Identify regulations, correct terminology and accessibility parameters concerning the employability of people with disabilities.
- Distinguish the elements of a plan for social and employment inclusion for people with disabilities, the process of inclusive recruitment and an inclusive culture within a company.
- Differentiate interview techniques related to each type of disability.
- Identify parameters and design internal communication strategies of the labour inclusion project.
- Identify technical training for teams that include peers with disabilities.

+Talento arises from the need for companies to know how to integrate a plan for social and employment inclusion for people with disabilities. Its benefits so far include:

- 2 editions of the Diploma + Talento (2014 and 2015)
- 14 different companies, one association, one consultant
- National Scope: DF, Guadalajara and Monterrey
- 35 people fully qualified to work for labour inclusion for people with disabilities in their companies.
- Participation of more than 30 people with disabilities
- 17 developed projects
- 10 teachers / specialists committed to the initiative
- During 2016 we are working on the third edition of the Diploma +Talento in Monterrey and the first edition of the Diploma +Talento in Mexico City. Both are beginning in August.

## Challenges for Students with Disabilities

- Lack of awareness of rights and the support provided by the university and organisations.
- Low confidence and fear of discrimination if declaring a disability at the beginning of their studies.



### Challenges for the University

- Extending Diploma +Talento to more campuses in Mexico and even other countries.
- Getting more companies to take the Diploma +Talento in order to promote a culture of employment inclusion of people with disabilities.
- Making the connection between students with disabilities and job vacancies and opportunities.
- Having qualified students for the challenges of business life (with or without disabilities).
- Being a university that is characterised by having more students with disabilities that are prepared for employment and professional life.

### Challenges for the Enterprise

- Being a company where students with disabilities wish to belong.
- Having life and career plans for all employees, including people with disabilities.
- Promoting inclusive vacancies and job opportunities.
- Ensuring all necessary to provide tools to promote an equality of opportunities and that all students with and without disabilities can have the best professional experience.

### Particular Relevance for Students with Disabilities

- Companies are creating the necessary spaces for the full professional development of students with disabilities.
- Training companies to consider the talents of people with disabilities.

*"I work in an organization that is dedicated to labour inclusion and take this course. [It] was extremely valuable because it allowed us to gain more knowledge on the subject to help us provide better service to the companies we serve. "*

## Good Practice 3: ITESM – Hiring of People with Disabilities



### Contact E-mails

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### Fast Facts

- ITESM has 136 people with disability working in different areas.
- As a project ITESM has refurbished all the first floor in accessibility terms, the project's second phase is to refurbish the second floors.
- ITESM is adapting and codifying their systems so that people can use a screen reader.
- ITESM is educating about inclusion and disability to all the team where the person with disability is going to work.

- ITESM is restructuring the people processes so all the persons no matter what can be included.
- This good practice is targeted at staff at ITESM.

### Objectives

Open all ITESM processes to people with disabilities so they can participate in vacancies.

### Focus

Create a culture of inclusion where all the students can work in the future.

### Challenges for Students with Disabilities

- Mainly accessibility because ITESM campuses are large and being adapted in phases.
- Lack of awareness of the services the university brings in accessibility and inclusion terms.

### Challenges for the University

Make a culture around the people with disability so they can feel included.

### Particular Relevance for Students with Disabilities

That ITESM is open to adapt anything that students with disabilities need so they can be in the university.

*“We are opening our self to another market of talent to because we believe diversity and inclusion leads to innovation.”*

## Good Practice 4: UNL – Work Experience with Local Employers

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### Fast Facts

- In 2014 agreements between National University of Litoral and different institutions of the city of Santa Fe were made (NGOs, Schools Job Training and Occupational Centres, among others), with the intention that students with disabilities at UNL can gain work experience. We work together to carry out new work experiences with the National and Municipal State, adding new perspectives to the training provided during the training course.
- We participated in the "Fair of Employment and Post-Graduate Studies" organised by the Ministry of Linking Technology and Productive Development of our University, where the proposed activity consisted of counselling and promotion to private companies in relation to the tax benefits, corresponding to compliance with law. The aim being to allow fair and equal access to employment for our students and graduates.
- External internships are proposed to advanced students or incoming graduates as an approach to the early work experiences, with an opportunity to enrich the academic training received with educational practices articulate the "knowing" with "know-how", thus increasing their chances of employment; adding trained human resources to play different roles.
- In 2015, Professional Development Practices have been resumed as spaces for students of Occupational Therapy, addressed to teachers, administrators and students, which allows an approach to the institutional reality in this area, through a process of theoretical and practical exchange, and educational labour. These students work with people with disabilities working in local employment.
- These good practices are targeted at students from UNL with disabilities who are close to graduation, staff at UNL, and institutions of Santa Fe City.

## Objectives

### **General objective:**

Recognising the institutional challenge of embracing diversity in the academic and professional life of the university community as a whole.

### **Specific objectives:**

- To provide education, training, and outreach to a first work experience in a skilled job.
- To promote and ensure equal opportunities and conditions for access to the entire community. Combining knowledge, skills and attitudes related to real work situations.
- Theoretical and practical interaction, for the performance of the professional role, revealing the contributions of Occupational Therapy in the workplace, applicable to educational and labour field of UNL.
- To generate a link between our University and the private and public sectors (business, government and non-governmental).

## Focus

National University of Litoral is organised and regulated and responds to its maximum legal standard, the Statute of the UNL (A.U. Resolution No. 04/12) Article 2 Inc.

Therefore it is stated:

- To prohibit discrimination in any form of employment
- Fair and favourable working conditions
- To exercise their labour rights and syndicate rights
- On-board programmes of technical and vocational guidance, placement services and vocational training
- Employment opportunities and career development
- To promote business opportunities, self-employment, development of cooperatives and starting one's own business
- To employ people with disabilities in the public and private sector
- To ensure that reasonable adjustments are made in the workplace

- Acquisition of work experience in the labour market
- Programmes of vocational and professional rehabilitation, job retention and return to work
- The National Law No. 25,689; Amendment of Law No. 22,431

Article 8: The national states – understood as the three powers that constitute it, its decentralized or autonomous bodies, non-state public entities, state enterprises and private companies concessionaires of public utility services – are required to occupy people with disabilities that meet the requirements of suitability for the position in a proportion not less than four percent (4%) of all its staff and establish reserves of jobs to be exclusively occupied by them.

Framed in these inclusive policies such as the Convention on the Rights of Persons with Disabilities and its Optional Protocol, National Law No. 26,378 / 08 and Law on National Higher Education N° 24,521, the programme UNL Accesible addresses accessibility seeking to effectuate the inclusion and to promote access to higher education as a fundamental tool that promotes equal opportunities, social participation and collective construction of citizenship of Persons with Disabilities.

### Challenges for Students with Disabilities

- To develop activities to encourage autonomy, self-esteem, participation, and decision making.
- To acquire or increase awareness of existing technologies by optimising the use of those which are available.
- To get strategies, tools for future choice or career guidance.
- To develop complementary training to their academic training to enrich the proposed curriculum practices.
- To reflect on education and training in the workplace.
- To learn about labour rights and obligations and take advantage of them.

## Challenges for the University

- To generate and implement good practices in everyday relationships.
- To create opportunities for training and internal training on new paradigms for employment.
- To appropriate of the implementation and updating of technologies; improve the use of the available ones.
- To optimise the physical space for the performance of work activities.
- To learn about labour rights and obligations.
- To provide new opportunities for interdisciplinary exchanges, involving the University community in the subject.

## Particular Relevance for Students with Disabilities

- Work experience: In the first instance the offer of disabled student workers to each of the institutions was presented. The information was received through a personal interview process that allowed to evaluate the profile of the person and the position; it is important to mention that the people came with their curriculum vitae and discussed their experiences, previous training and expectations of the position.
- Professional Practices of O.T.: These consist of a four-month period, from which practitioners work in Insertion Organizational Assessment worker profile, work study, planning and intervention. These students may or may not have disabilities but work with individuals with disabilities in local employment.

*"I joined the permanent staff of the University through a job competition a few years ago. I was a small shop owner and I learned from the media of the call. I am a blind person and it did not stop me to enroll or make the training course, I only needed at the time of caring teacher's willingness to complete a form, describing the filmstrips, give me the digitized material or placed it on the computer screen*

*reader for each of the tests. I think it was a surprise and a challenge not only for me but for everyone as it was the first experience of a Person with Disabilities (PWD), in the visual area, on an open contest to the entire community of the UNL competition. I joined General Services at the rectory of the Universidad Nacional del Litoral, as telephone operator where it was not necessary adaptations in the workplace. The journey as a telephone operator, the training of the syndicate, the daily dealings with co-workers or students allowed me to meet several spaces in college and interact with other areas where I began to collaborate. I militate in the Santa Fe movement of visually impaired and my concern for social participation, independent living and training of professionals working with disability gives me the opportunity to provide not only theoretical but also from my own experience with a particularly look. A few weeks ago I left the central switch and I am work with the UNL Accessible Program team. I currently participate in the training that the program provides, both inside and outside, the university. Also as a tutor in work experience, I have the opportunity to participate in the development and creation team of some academic spaces that allow us, apart from the use of tools and technologies, to focus attention on the habits, customs, social beliefs and ways of relating societies as producers of disabling situations in people with some peculiarities.”*



## Good Practice 5: UA – Employment Guidance



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### Fast Facts

In Spain, only 1.3% of people with disabilities are enrolled in some degree studies and the percentage is even lower when we talk of master's students, postgraduate or doctoral degrees. Only between 5% and 6% of people with disabilities are graduates in Spain. One of the most important goals for the UA is to enlist all student services and academic staff to deal with the objective of increasing the accessibility and academic success of students with any disability. Career centres are committed to maximise the number of job opportunities and approach these opportunities to the students' professional profiles where disability is an independent variable.

## Objectives

The principal objective is to empower students and graduates with disabilities by developing employability skills and job opportunities.

Other objectives are:

1. As career centres in Spain distinguish students' programmes from graduates' ones, there are two different focus points for employability guidance.
2. On progress programmes consisting of consultancy for helping students with disabilities to know their abilities and also to acquire proper knowledge about labour market. That includes (1) personal preferences, (2) self-knowledge of professional potentialities and (3) the existing opportunities in the industry context.
3. Graduate programmes consisting of matching graduates with labour opportunities, including (1) employment and (2) self-employment programmes.
4. All employment programmes are designed in coordination between Career Centre and Alumni Office and, in the case of attention to diversity programmes, also in coordination with CAE (Centre for Students Aid).

## Focus

The role of the University of Alicante is, on one hand, to support a satisfactory professional life to students and graduates with disabilities to continue with their personal lives after university studies, and, on the other, to keep a door opened to invite graduates in general and with disabilities in particular to participate in the university life, continuing education and participating in all programmes. University contributes in this way to a grade of normalisation and independence for people with disabilities because it is possible for them to bring own sustainability in their lives. Here are some of the most common actions involved in programmes for students with disabilities:

- To inform about students' post-graduate opportunities;
- To present the post-graduate opportunities abroad;
- To inform about the findings sources;
- To boost self-confidence from students to start an application procedure.

## Challenges for Students with Disabilities

- Maximise the use of public resources for disabled people at University and its context.
- Better understand of strengths and weaknesses to improve and improvement in the use of skills towards employment that best suits the students' needs, both brainpower and their physical abilities.

## Challenges for the University

- Better understanding of labour market conditions that concern disability.
- Better cooperation with public and private actors (networking) to boost the efficacy of all partner programmes concerning social and labour integration for our disabled students and graduates.
- Enhance a value proposition which contributes to increase self-confidence of disabled people, especially when they face situations where informing about their disability makes a difference for making a good use of any opportunity, for example job, training, aid.

## Particular Relevance for Students with Disabilities

It is very important to have the support of professionals when applying for jobs and beginning new jobs. For there is a real difficulty for people with disabilities and university education to find employment commensurate with their training. But this support can help to provide more chances of finding employment.

*“This workshop is interesting because it has helped me see my strengths and weaknesses to guide my search in the labour market.”*

– Laura Soler Azorín. Student at the University of Alicante.

## Good Practice 6: CU – Employability Guidance



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### Fast Facts

- 140 Universities produce 270,000 graduates a year
- About 7% of UK graduates were unemployed 6 months after leaving university in 2015
- Over 70% of graduate level jobs in the UK are open to graduates of any discipline (AGR, 2015)
- Many large recruiters offer internships, year placements and graduate schemes
- In 2015 an impressive 94% of Coventry graduates gained employment or continued onto further study.
- CU was awarded the Guardian's Employability award and Central Careers was nominated for an AGCAS Employability Initiative award in 2015. Central Careers forms part of Student Services which has just been nominated for a Times Higher Education Award for Good Student Services Team.
- This good practice is targeted at all CU students and staff, as well as employers.

## Objectives

1. To provide advice and guidance to assist students with their future employability options
2. To assist in finding placements, graduate roles and opportunities to study further
3. To work with employers to provide opportunities for Coventry University Students and Graduates

## Focus

Coventry University has a comprehensive Careers and Employability Service for all students:

*“The focus is on results, not just academically, but in students' career and entrepreneurial ambitions: In every faculty and school, the primary focus is on preparing you for your future career and giving you a competitive edge in the graduate job market. Driving this is an ambitious programme of employability, careers and enterprise initiatives.”*

### Careers focus on campus:

The Careers and Employability team work collaboratively within a network of specialist and employability focussed departments within the university to ensure that students and graduates have good access to placement and job opportunities and all the support they need to secure these opportunities.

- There is an ongoing programme of careers events and employer presentations.
- Coventry is very well located for the major 'National Graduate Recruitment' events held nearby at the NEC in Birmingham.
- Employers come into the University to introduce their graduate training programmes, providing you with first-hand information on what they will require from applicants and the skills they will need to get a graduate job.

## Challenges for Students with Disabilities

- Lack of awareness of rights and support
- Low confidence
- Worries about applying for work and in disclosing a disability
- Employers not being aware of responsibilities

## Challenges for the University

- Lack of disclosure of disabilities to university and employers
- Lack of awareness of rights and support
- Need to work with specialist employers
- Fear over offending students

## Particular relevance for Students with Disabilities

The Careers and Employability Service work with Student Support staff and are situated in the Student Union building. They assist students with disabilities in many ways:

- Understanding their rights under the Equality Act 2010
- How to tell employers
- Issues facing students with disabilities
- Employability tips, interview practices, CVs
- Work experience, internship & leadership programmes
- Accessibility technology
- Presentation skills
- Summer School induction
- Friendly Faces – work with Asperger's students
- Careers Fair - early access
- Direct referrals from Wellbeing
- Long term support through a variety of mediums e.g. phone, face-to-face, Skype

## Support for employers

- Disability rights advice
- Reasonable adjustments

*“We believe it is important to work with disabled students in a way that makes them feel supported, empowered and aware of their rights. It is vital to be client centred to provide a tailored service for students whatever their needs and requirements. In order to do this attention needs to be paid to appropriate staff training, facilities and student input on the service they want to shape for the future.”*

– Lucy Wilson-Whitford, Head of Careers and Employment

## Good Practice 7: UVM – Labor Inclusion Program



### Contact Email

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### Fast Facts

- In Chile, as of 2016, there are 2,836,818 people living with a disability.
- 229,904 are between the ages of 2 and 17.
- According to the Chilean National Statistics Institute, in 2015, 29% of individuals in Chile with a disability who were aged over 15 were employed.
- Since 2014, UVM has employed five young men with Down's syndrome in part-time administrative roles.
- This good practice is targeted at helping students and staff of UVM.

### Objectives

1. Add diversity to the UVM staff.
2. Promote inclusion of people with disabilities in employment.
3. Offer support and provide consultation on the inclusion of employees with disabilities.



## Focus

The main objective of the Labor Inclusion Program at the UVM is to offer support and provide consultation to the institution for the insertion of personnel with disabilities as employees. To this end, the program has the following stages:



Culture Preparation seeks to sensitise and generate an inclusive culture, diminishing prejudices and fears, and to enable strategic decision-making.

1. **Evaluation** of the needs and requirements of each part (the worker and the employer).
2. **Intermediation and anchoring:** Evaluation of the job profile of the applicant and the job position, including the placement in the position in the adaptation of their work tools.

3. **Training of the work team:** Delivery of tools to the nearest work team, and the evaluation for the adaptations that are required for optimum performance.
4. **Follow-up:** The intermediation requires evidence from time to time, in order to make the adjustments that need to be improved or incorporate new functions to the position.

At the end of these four stages, there is an evaluation of the performance of the worker (as with any other) and the teams in which they collaborate.

The Labor Inclusion Program (LIP) is monitored by the Inclusion and Human Resources Departments, based on a periodic evaluation of the work teams where the workers are inserted, of the evaluation of the workers' performance, and the awareness of their work within the culture of the institution.

Currently, the LIP focuses on the incorporation of employees with cognitive disabilities. However, in the future, the UVM expects to be able to incorporate people with other disabilities who, due to their skills and the needs of the institution, are eligible for employment.

### Challenges for Employees with Disabilities

- Working on the computer.
- Reading and writing.
- Being employees of a company, with all the roles and responsibilities that entails.

### Challenges for the University

- Learning the exact and individual capabilities of employees with disabilities.
- Providing appropriate support for the personal and professional development of employees with disabilities.

### Particular Relevance for Students with Disabilities

- Provides employment opportunities for people with disabilities.
- Supports the ability of people with disabilities to learn new skills and responsibilities.
- Helps people with disabilities to develop professional relationships.

*“It has been nothing but a positive experience, [our employee with Down’s syndrome] teaches us every day. In fact I think we learn more from [him] than [he] from us. Every day [he] surprises us by showing us just how much [he] is capable of. [He] takes a lot of initiative, and loves to learn. Currently, [he] is learning to read and write and is making huge strides. [He] has been working in our office for 2 years and he’s just another colleague, like anyone else.”*

– Pabla, Head Secretary at the Rectorry

## Recommendation 2: Communication about Support

Students should be made aware of the support available to them at institutions, preferably before they arrive.

### Good Practice 8: UCOL – University Network of Attention to Disability



#### Contact Email

Dr. José del Río Valdiva: [delriojose@ucol.mx](mailto:delriojose@ucol.mx)

## Fast Facts

- This good practice is the formation of the University Network for Attention to Disability.
- This good practice is targeted at students (with and without disabilities), staff (with and without disabilities), and the wider society.

## Objectives

1. To form a network that meets the needs of disabled university community, promoting the inclusion culture.
2. To understand the needs of people with disabilities through holding monthly meetings in which they can express their needs.
3. To provide psycho-emotional support for disabled students and workers and their families through working sessions.

## Focus

The Network is formed by the University of Colima authorities:

- Disabled workers of the University of Colima and students with, and without, disabilities of the University of Colima

## Work meetings

- A monthly meeting is held with the members of the University Network for Attention to Disability to present existing problems and projects, and to look for pertinent strategies to fulfilled proposed goals.
- Psycho-emotional support is provided to each of them through different activities of human development and therapies.

### Challenges for Students with Disabilities

- Ability to access the most suitable accessibility assistance and for students to make their demands known
- The students express their experiences in the University of Colima at the University Network for Attention to Disability, likewise, opportunity areas for strengthening the path towards good practices is identified.

### Challenges for the University

The University Network for Attention to Disability is a space that favours dialogue for identifying the strengths and opportunity areas regarding the educational inclusion of disabled students of the institution, similarly, it can be linked to different sectors of society to benefit through resources and/or support of the university students. The Challenge for the University is to support the Network and ensure that it makes an impact in society.

### Particular Relevance for Students with Disabilities

The actions undertaken through the Disability Network strengthens the educational and social context of disabled students of the University of Colima; as well, necessities and barriers to learning are identified.

*“I believe it is of great importance for all the University community to be linked to strengthen disabled students (...) this is, everyone in general, head directors, students and society in general (...) It would be very interesting to form a University Association to support these students who have the willingness to continue studying”.*

## Good Practice 9: UMAG – Programme of Support for Students with Disabilities

### Fast Facts

- This programme is managed by the Unit of Social Responsibility of the Vice President.
- It seeks to support not only the processes of admission, but also the academic performance, assuring academic excellence with equality of opportunities and the development of a more rounded and inclusive university student.
- This good practice is targeted at students with disabilities at UMAG.

### Objective

To provide a cross faculty programme which aims to promote the incorporation of students with disabilities in all areas of the university and of student life, seeking to grant conditions of equality and comparison of opportunities.

### Focus

This programme is specifically for students with disabilities. It has four principal lines of action:

1. Infrastructure, reference to, and direct attention for students with disabilities
2. Reviews the development of support strategies for teaching
3. Reviews resource management and technical assistance
4. Reviews the role of support teachers in the academic process

This programme of improvement of the infrastructure is currently underway with the installation of accessible bathrooms, improvement of signage, and installation of elevators. Also in progress is the construction of paths that connect all the buildings of the campus, construction of ramps and railings for access to buildings and the construction of parking spaces for persons with disabilities outside all of the buildings on campus.

## Challenges for Students with Disabilities

This project was created due to the following challenges for students with disabilities:

- A lack of support strategies for teaching
- A lack of resources and technical assistance
- A lack of clarity surrounding the role of support teachers

## Challenges for the University

A lack of infrastructure to support students with disabilities, older adults, and pregnant students.

## Particular Relevance for Students with Disabilities

- The improvement of the infrastructure will benefit older adults, pregnant women, and students with disabilities.
- The training of academic and administrative personnel will assist students with disabilities.



## Good Practice 10: ITESM – Campus Accesible

### Contact Email

Jorge Jacobo Ayala Guerrero: [jjayala@itesm.mx](mailto:jjayala@itesm.mx)

### Fast Facts

- There are 55,000 students studying at ITESM, and ITESM offers 54 different degrees.
- The Campus Accesible team provide support for students with disabilities and promote a culture of inclusion.
- In 2015, Tecnológico de Monterrey received an Accessibility award from Premios Incluye, which is an initiative of Movimiento Congruencia AC. The award recognises excellence demonstrated by companies involved in the inclusion of talent and potential that represent people with disabilities. Tecnológico de Monterrey was also nominated in the category of Labor Inclusion of people with disability.
- This good practice is targeted at students with disabilities at ITESM.

### Objectives

1. To provide care and support to all students with disabilities.
2. To promote a culture of inclusion.
3. To analyse and monitor projects related to accessibility.

### Focus

The focus of the department is to promote a culture of inclusion, and equal opportunities for all people. Campus Accesible assists the students with disabilities by providing infrastructural, technical and pedagogical support. To promote a culture of inclusion, Campus Accesible undertakes activities such as:

- Discover and Learn Camp: Camp oriented to people with intellectual disabilities, where the students perform a role of tutor of the person with disability, and the focus is helping to develop skills like communication, self-esteem and autonomy.
- Inclusion Annual Forum: The objective is to promote the inclusion of people with disabilities, and share knowledge of experts in the field.
- Mexican Sign Language Course: The goal is to generate awareness and knowledge about disability and deaf culture.
- Advising the students' group (Abriendo Caminos) in promoting the inclusion of people with disabilities.
- Linking with academic subjects and different professional careers with the intention of promoting inclusion in various professional fields, and their impact in the inclusion.
- Awareness workshops for students.

### Challenges for Students with Disabilities

- Lack of awareness of rights and the support provided by Campus Accesible.
- Low confidence.
- Fear of discrimination if declaring a disability at the beginning of their studies.

### Challenges for the University

- Ensuring provision of all necessary tools to promote equal opportunities and that all students with and without disabilities can have the best student experience.
- Lack of disclosure of disabilities to university and employers.
- Need to work with specialist organisations.
- Having the technological support necessary.

## Particular Relevance for Students with Disabilities

Campus Accesible assists the students with disabilities by providing infrastructural, technical and pedagogical support.

- Orientation for students with disabilities for their adaptation in the campus.
- Wheelchair loans
- Change of classrooms
- Elevator key loans
- Braille printing
- Mexican Sign Language interpreter
- Adapted curricula

*“Learning to interact and communicate with each of the people in the camp was so beautiful. I knew nothing compared to what I have learned, I am very grateful to have been part of this. My experience was more to give, because I received incredible amount of love and learned things I thought I knew, when all it took was my time and I'm willing to give more of my time for this camp.”*

– Blanca Nelly Fabela. Descubre y Aprende Camp.

*“Excellent course, I really liked that instructor was deaf and in this way, I can understood the language, its origins and because of each sign. In addition to becoming aware of how society can make disability as a problem and how we are responsible for it is not so and return to the more inclusive society.”*

– Sayreth Giovannetti, Mexican Sign Language Course

## Good Practice 11: UNR – Inclusive Higher Education Guide for the University Community

### Contact Email

Disability and Integration: [dispacidadintegration@unr.edu.ar](mailto:dispacidadintegration@unr.edu.ar)

### Fast Facts

- This good practice is a guide to academic support strategies, everyday communication and access to documents and materials for college students with disabilities. This is a collective effort by members of the University Commission on Disability (CUD-UNR). Presentation of the guide is expected for the second half of 2016.
- This good practice is targeted at students and staff at UNR.

### Objectives

To provide tools to facilitate access for persons with disabilities at the University.

### Focus

The guide is made with the aim of providing some tools to facilitate access, permanence and exit of persons with disabilities at the University. This is a collective effort by members of the University Commission on Disability (CUD-UNR), in accordance with the Higher Education Law number 25,573, which establishes that the State must ensure "accessibility to the physical environment, interpretation services and technical necessary and sufficient for people with disabilities" support.

The document is also presented with the intention of generating ideas and concrete actions regarding the role that we occupy as actors of the university community, considering that everyone should be able to guarantee the rights of persons with disabilities (PWDs) in the field of higher education. It aims to bring these guidelines as a guide, recognising the

diversity and characteristics of the condition of the subject heterogeneity, assuming that each disabled person can have their needs and demands. For the purpose of organising this document, the information is presented with a specific approach for the various types of disabilities, including academic support strategies, daily communication and access to documents and materials.

## Challenges for Students with Disabilities

Continuing their studies at UNR.

## Challenges for the University

- Understand the characteristics and needs associated with disability.
- Recognise potential obstacles they may face in different contexts.
- Providing appropriate information to change the context and thus promote the inclusion tools.
- Generate reflections and concrete actions regarding the role that deals with both players in the university community; as it is considered that everyone should be able to guarantee the rights of persons with disabilities (PWDs) in the field of higher education.
- Promote equitable conditions for entry and performance of students, faculty and staff with disabilities at the university.

## Particular Relevance for Students with Disabilities

- Academic support; everyday communication and access to documents and materials.
- Promotes awareness and defence of human rights of persons with disabilities

*"Certainly the need to promote equitable conditions for entry and performance of students, faculty and staff with disabilities at the university, calling for equal opportunities and the full exercise of their rights as active members of our community. Regarding students, access, retention and graduation they must be*

*guaranteed by strategies that contribute and do not hinder their right to train as professionals."*

– Natalia Pieroni, Coordinator of the Integration and Inclusion for Persons with Disabilities.

## Good Practice 12: UniBo – Departments' Contact Person for Students with Disabilities

### Contact Details

Disability Contact: [disabili@unibo.it](mailto:disabili@unibo.it)

### Fast Facts

- 80,000 total students enrolled at University of Bologna.
- 755 students have some degree of disability.
- 443 students directly in contact with the disabled students Support Service and using its facilities (in any way and measure).
- There are 11 Schools/Departments, each with 1 designated contact person for those with disabilities. These are either academics or administrative staff.
- This good practice is targeted at all students with disabilities at UniBo.

## Objectives

1. To guarantee the access and the retention of disabled students.
2. To guarantee a contact person for each Department.

## Focus

For several years, each Department appointed a contact person for any matter related to disability and disabled students' needs. This person may belong to the teaching staff as well as to the administrative or technical staff. She or he is closer to students and especially aware about the conditions (access, architectural barriers, organisation, didactics, etc.) of the Department they actually attend. Reference persons act as a bridge between the students, the Service for disabled and dyslexic students and the Department's structures and staff, improving the overall efficacy of the supporting actions.

## Challenges for Students with Disabilities

- To have a “mediated” approach to the university thanks to this contact person.
- To enforce their rights (compensatory measures adopted etc.).

## Challenges for the University

- Inclusion as a strategy for all (not only for disabled students).
- A contact person for all academic and administrative staff (“bridge”, “key informer”).

## Particular Relevance for Students with Disabilities

The contact person for disability can help disabled students in two main ways:

- Cultural approach/work philosophy: take not students' place (not replace), not an assistive approach, consider the student in relationship with his/her environment, empowerment and capacity building.

- Methodologies: meetings, orientation, networking with local services, understanding of the needs, individualisation of proposal, etc.

*“This practice is the best vehicle between academic staff (not already on disability issues) and the real students' needs.”*

– Staff Member, University of Bologna



## Recommendation 3: Disclosure

Staff should be advised in advance if they are going to have a student with a disability in their classroom so that they can prepare. The student's name does not necessarily have to be disclosed and should not be without the student's permission.

### Good Practice 13: CU – Top Level Policies Related to Students with Disabilities

#### Fast Facts

- Coventry University has 1,700 students who have identified as having a disability, out of a total of 24,700 students.
- The UK Disability Discrimination Act was passed in 1995, but did not include education.
- The Special Educational Needs and Disabilities Act (SENDA) was passed in 2002.
- The Equality Act was passed in 2010.
- The Coventry University disability policies are designed in accordance with each of these policies.
- This good practice is targeted at all staff and students, regardless of disabilities.

#### Objectives

1. To provide a set of policies and frameworks to ensure that students with disabilities are treated fairly, consistently, and transparently.
2. To facilitate the full participation of all students with disabilities in the educational and social activities of the University.

3. To encourage students with disabilities to apply to University and to ensure that they are judged only on educational criteria.
4. To provide guidance on the support available to students with disabilities.
5. To regularly review policies and procedures in order to provide appropriate and effective guidance and support for staff and students with disabilities.

### Focus

Coventry University has a variety of policies related to students with disabilities:

- Policy Statement on Disabled Students
- Equality and Diversity Statement
- Alternative Variations in Methods of Assessment
- Guidelines on the Use of Readers in Examinations
- Guidelines on the Use of Scribes in Examinations

In addition, the University's Student Services department produces a Staff Guide to Student Support, which outlines the person, central and university support which is available to all students, including those with disabilities.

*“Coventry University recognises that education is a right for all who can benefit from it and that disabled students have an equal right of participation in higher education. The University will make reasonable adjustments, where necessary, to facilitate this.”*

Applicants to the university who identify themselves as having a disability will be invited to discuss any particular additional needs they may have, and if appropriate a study aids and strategies assessment will be undertaken.

The disclosure of any disabilities will be managed using the Disclosure System, which guarantees confidentiality as requested.

A group has been established to consider policies and practices relating to disabled students. Each Faculty/School has nominated a member of staff (Learning Support Co-ordinator) to be a representative on this group which includes; Student Services staff, specialist library provision, IT Services, Equality and Diversity, ELearning.

### Challenges for Students with Disabilities

- There are a number of policies designed to support students with disabilities. It can be difficult to decide which policy is most relevant, or to find all relevant policies.
- The policies can sometimes be difficult to understand, particularly for students who do not have English as a native language. Some students may need help understanding the policies.
- The policy language is often vague; for example, the university's need to make "reasonable adjustments" for students with disabilities. This means that the policies cannot describe exactly what level of support students are entitled to. Support can therefore vary across Faculties, Schools, courses, and students. However, students may request a review of the decisions made with regard to their support from the university.

### Challenges for the University

- Under the Equality Act 2010, the university is required to make reasonable adjustments to ensure that students (and staff) with disabilities are not placed at a disadvantage. However, it can be difficult to determine what is considered a "reasonable adjustment" and to work with students and staff to agree on the reasonable adjustment.
- The university must also work with Professional Bodies, particularly in the health profession. There may be occasions in which the stances of the university and the Professional Body conflict.

### Relevance to Students with Disabilities

Each of these policies is relevant to students with disabilities as they outline the support to which they are entitled.

## Recommendation 4: Disability Awareness

Staff and students should be prepared for how to work with a student with a disability in terms of collaboration, assessments, examinations, and other aspects of life at the university.

### Good Practice 14: UVM – Universal Design for Learning for Faculty at UVM

#### Fast Facts

- UVM is committed to using Universal Design for Learning practices, which guides the development of flexible learning environments which can accommodate individual learning differences, including for students with disabilities.
- This good practice is targeted at helping staff at UVM to learn about Universal Design for Learning, and to apply it to help students at UVM.

#### Objectives

1. Teach the faculty and tutors about Universal Design for Learning so they can apply it to their lessons and take different learning styles into consideration.
2. Incorporate concepts learned in the course to create more inclusive lessons and teaching material.

#### Focus

To incorporate Universal Design for Learning in course planning and the creation of inclusive teaching materials (policy invalidation process) so as to ensure the same access to learning for all students including those with a disability.

## Challenges for Students with Disabilities

The greatest challenge for students with disabilities would be to adapt to the curriculum accommodations in order to achieve the expected learning objectives for each assignment.

*“I have had a bit of difficulty with regard to the Power Points, which isn’t uncommon for presentations or websites, because they include images or graphics that my voice synthesizer cannot describe. When this occurs I ask [my sister] to describe what appears on the screen. That being said, there are many websites that are very accessible to someone who is blind or with low vision. These include only text or when there is a graphic, there is a precise description that my voice synthesizer recognizes.”*

– Loreto, a blind student in the course

## Challenges for the University

The biggest challenge is the shift in paradigm by professors to understand this form of teaching and learning, and thus incorporate course information and evaluations in multiple forms. Another challenge is to change the patronizing view of people with a disability. Our culture must advance toward the vision of someone with a disability as an autonomous member of society with the same rights as everyone else. It is therefore necessary to provide social, architectural, and pedagogical contexts to eliminate barriers in the learning process.

## Particular Relevance for Students with Disabilities

The relevance of incorporating this practice for students with a disability is to ensure advancement toward achieving desired learning results and objectives through the use of Universal Design for Learning.

*“I think it is a great idea that these courses are being offered whether it be online or in person, as they are very useful for curriculum development and professional development for teachers. The fact that videos are used along with the presentations is well done, as it shows how Universal Design for Learning can be applied in just one class session while simultaneously learning about the theoretical aspects of UD. The teachers clearly put into practice what is being taught, and open doors for different learning styles and the interests of the students. It is clearly Universal Design for Learning in action. Furthermore, the case study analysis really illustrates the 3 principles of UD; both the flexibility and creative didactic material facilitate the students’ understanding of material. The teachers’ enthusiasm makes for a meaningful learning experience, taking into account the students’ personal interests and the realities they face every day.”*

--Verónica and Loreto, students

## Good Practice 15: UMAG – Inclusive Higher Education Network

### Fast Facts

- Magallanes’ Inclusive Higher Education Network, or Red de Educación Superior Inclusiva de Magallanes (RESIM) was initiated in 2012 by Representatives of National Service of Disability and includes the following higher education institutions: University of Magallanes, Technological University INACAP, and Professional Institute Saint Thomas.

- Inclusive education is a set of processes for the individual and for groups, so that they can promote the development of all people in a culture of respect, of recognition of the human dignity and the inalienable rights of all the members of an organisation. The Network aims to support these processes across all institutions involved in the Network.
- This good practice is targeted at staff and students with disabilities at UMAG.

### Objectives

1. To support the incorporation, inclusion and involvement of students with disabilities in higher education at a regional level.
2. To support the exchange of experiences of development and initiatives linked with involvement in higher education.
3. To develop strategies to promote work placements for people with disabilities.

### Focus

The focus of RESIM is:

- To propose effective mechanisms to coordinate higher education, primary and intermediate education in order to ensure that students' progress to higher education.
- To develop an assessment procedure that identifies the student's educational special needs in pre-educational levels - basic and average.
- To inform teachers, executives and assistants of educational needs and the level of disability.
- To facilitate financial support to the students with disabilities, eliminating the bureaucracy and obligatory examinations otherwise part of university selection.

### Challenges for Students with Disabilities

The lack of inclusive curricula in institutions.



## Challenges for the University

The lack of professionals responsible for and informed in the vocational preferences of the student.

### Particular Relevance for Students with Disabilities

- This network is very important and relevant for students since it allows the institutions to share good practices related to the students' disability.
- It promotes the sharing of local and relevant information.

*“I think that the major achievements like integral institution of the RESIM enable sharing of work that recognizes the importance of the University of Magallanes in this topic. For example, meetings have been undertaken by other houses of study and executives of the lyceums and schools of the city, where there have spread the scholarships and programs of the University of Magallanes for students in situation of disability. Another important achievement is the possibility of sharing experiences with other local, national and Latin-American institutions. This allows us to know other successful experiences of incorporation and to learn of them. Finally our participation in the network has given enabled some teachers to take part in trainings in the subject matter and of beginning to position the incorporation as a relevant topic to treat in the university community.”*

– Carolina Martinez. Physiotherapist. Representative of University of Magallanes for the RESIM.

## Good Practice 16: UCOL – Awareness and Teacher Training



### Fast Facts

- UCOL runs a permanent awareness and training strategy for its teaching staff, which allows good pedagogic inclusion practices.
- This good practice is targeted at teachers at UCOL.

### Objectives

1. To create a space for reflection and dialogue about inclusive education and its contribution to improving the quality of the educational process of college students with disabilities and disorder.
2. To create a space for discussion of strategies and models of school and social inclusion.
3. To promote education for all and education on differences.
4. To disseminate methodologies, didactics of school and social inclusion.
5. To encourage team work participation, as a means to inclusive education.

## Challenges for the University

UCOL fosters a dialogue with teachers regarding inclusive good practices in the attention to disability. This action is a huge challenge, because it involves changes of schemes and knowledge of teachers regarding their teaching practices.

## Particular Relevance for Students with Disabilities

It is relevant for students with disabilities because teachers are aware and trained for satisfying their educational needs, it also fosters a classroom and school environment which provides meaningful learning through the curricular adjustments implemented.

*“The significance of being trained and updated will allow us to involve students with disabilities in all classroom activities[...] It is very important to know what to do with the learner, and not only helping him/her to come into the classroom”*

– Teacher of a disabled student who participated in a Focus Group.

## Good Practice 17: UNR – “Disability and Human Rights” Module



### Contact Email

Disability and Integration: [discapacidadintegracion@unr.ed.ar](mailto:discapacidadintegracion@unr.ed.ar)

### Fast Facts

- The University Commission on Disability by the Integration Area and Inclusion of Persons with Disabilities manages the implementation of the Optional Course "Disability and Human Rights" at the Faculty of Architecture; Planning and Design.
- This course was implemented for the first time in the first quarter of 2015 with more than 50 students from various departments. All students of different academic units of the UNR who have completed the first year can join this course. The elective module contains 30 teaching hours, with 15 theoretical and practical classes, based on 4 modules' work. The module revolves around the social construction of disability, with an approach focused on Social Inclusion, as well as noting the Legal Framework and conveniently facilitating accessibility within an appropriate space.
- It is formed by an interdisciplinary team of 6 teachers of the university, which come from the areas of Social Sciences, Health and Sciences. Each with a broad academic journey in the topic of teaching functions and research.
- In 2016 the Disability and Human Rights module was established during the first quarter at the Faculty of Architecture, Planning and Design. In the second quarter it will be implemented at the Faculty of Biochemical and Pharmaceutical Sciences with the aim of creating an educational space based on the integration and inclusion.

- This good practice is aimed at all students at the university, and the wider community.

### Objectives

1. To create a space for building knowledge and reflection on disability/ability, diversity/homogeneity and plurality/uniqueness, focusing on the notions defined within the University Commission on Disability of the UNR.
2. To consolidate this project work within the framework of a methodological intervention. This is articulated through the formulation of a proposal that is structured as a module within existing curricular design, in National University of Rosario.
3. To contribute to the shaping of knowledge on these topics to be fed back to the interdisciplinary contribution, favouring the acquisition of concepts and methodological tools in the context of all races, responsibly deepening the construction of a professional knowledge in every one of the spaces UNR undertakes training.
4. To responsibly address emerging construction and reflections made under the module, causing the retention of people with disabilities at the University, through viability of aspects related to the physical, cultural, social, educational psychology accessibility.
5. To disseminate and promote compliance at the university level of laws and university, provincial, national and international regulations that address the rights of persons with disabilities in higher education.
6. To understand the mechanisms involved, make a commitment to inclusion, promoting interagency coordination with Middle Schools, professional associations, and other organisations.
7. To implement strategies that essentially realise the commitment to inclusion, enabling a space to share the productions made in the context of the module through conducting research and development of outreach projects.

## Focus

The development of research spaces where students have the opportunity to learn, ideas about the existence of rules and corresponding responsibility as citizens and graduates of national and public university. Currently in the process of incorporating the subject in the respective curriculum, and offers optional tours and/or elective grade all academic units of the UNR. The curriculum includes: Key Concepts, Legal Framework and Regulations in Force, Accessibility, and Transversality.

## Challenges for Students with Disabilities

- Equal opportunities; the right to autonomy.
- Elimination of barriers of all kinds preventing their full participation.

## Challenges for the University

- Contribute to achievement to have accessible and inclusive universities.
- Enabling quality education to students with disabilities.
- Take effective measures directed towards real inclusion, promoting change.

## Particular Relevance for Students with Disabilities

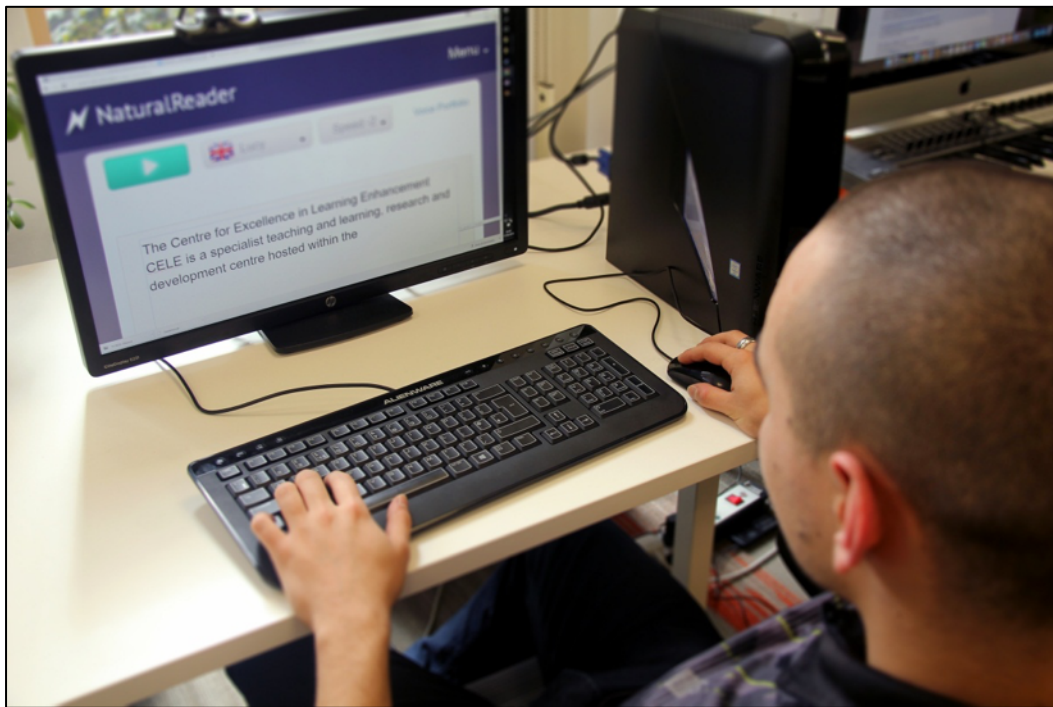
Recognition as full subjects with rights and obligations.

*"From my perspective as students of architecture we turned out important participation in this space because we could discuss issues of the subject in a more humane way, architects tend to have a very cool personality and opportunities we forget these issues. This elective pulled me out of the (subject area I had been working in) structure which had been traveling in the race and gave me a vision of how to work with users."*

*At the same time we were able to work with students from other (subject areas) races, knowing their thoughts, ways of speaking and experiences that add up when we think our projects when we work with other professionals from other disciplines and thus interact better. Very interesting topics were discussed."*

– Architecture student

## Good Practice 18: CU – CELE - Accessible Technology Support



Contact Email

Lynn Clouder: [d.l.clouder@coventry.ac.uk](mailto:d.l.clouder@coventry.ac.uk)

## Fast Facts

- The Centre for Excellence in Learning Enhancement (CELE) is a specialist teaching and learning, research and development centre hosted within the Faculty of Health and Life Sciences at CU comprised of a dedicated team of Learning Technologists and Researchers led by Lynn Clouder, Professor of Professional Education.
- CELE has three primary goals:
  - Develop bespoke training and eLearning packages
  - Engage in pedagogical research
  - Enrich curriculum design and delivery
- Good practice is targeted at students and staff at CU.

## Objectives

1. To provide advice, training and guidance to staff regarding curriculum development.
2. To evaluate and recommend software/hardware to support an inclusive approach to learning and teaching.
3. To champion a device agnostic approach to material development in line with current technology standards.
4. To offer an advice and referral service for specialist learner requirements.

## Focus

- To assist students and staff to use accessible IT that can be low cost and readily accessible plus bespoke accessible IT.
- To be forward thinking with the development of elearning material so that it is accessible on a wide array of devices and assistive software.
- To supply and support training on established and emerging learning and teaching technologies and methods.
- To disseminate good practice approaches to learning and teaching during training sessions, research fairs and conferences.
- To guide curriculum development to continually enhance delivery in an inclusive manner.



- To refer staff and students to the correct support services within the University whenever necessary.

### Challenges for Students with Disabilities

- Lack of awareness of support
- Worries about completing certain activities
- Help with exams
- Cost implications of additional supportive technology and/or staff

### Challenges for the University

- BYOD (Bring Your Own Device support)
- Reduction of student Disability Support Allowance
- Students may not disclose disabilities

*“Every person has a unique range of abilities, therefore making learning accessible benefits everyone.”*

– Steven Ball, Senior Learning Technologist

## Recommendation 5: Peer-to-Peer Support

Institutions should support peer support for students with disabilities.

### Good Practice 19: UA – Volunteers Supporting Students with Disabilities



Contact Email

Carolina Madeleine: [madeleinecaro@gmail.com](mailto:madeleinecaro@gmail.com)

## Fast Facts

- Through the Student Support Centre, students can collaborate with the Student Support Centre (CAE) supporting teammates with disabilities in daily activities, such as: taking notes, campus accompaniment, scanning documents, support in subjects, support for the library and everyday tasks, language support, transcription in exams, guiding visits, and supporting and welcoming students from mobility programmes.
- The CAE offers information, general and specific training, adaptation and customised monitoring on the assigned tasks.
- This good practice is targeted at all students at UA.

## Objectives

The principal objective is helping the students with disabilities in their student life at the University.

The specific objectives for disabled students are:

1. To reach the same opportunities in their academic life.
2. To cover personal necessities during their daily life like going to the bathroom, accompanying somebody to the transport, etc.
3. To create meetings between volunteers, students with disabilities to promote the friendship or in trips organised by the academic institution reaching an increased awareness at the academic community with disabled people.
4. To participate in an international volunteering initiative.

## Focus

Benefits for students within the UA:

- Students will learn about real-life situations, make friends, grow as a person, find the answer to many of their questions, live other experiences that they can incorporate into the rest of their facets as a person, expand their CV and training and feel useful.

- Receive free elective credits and a certificate attesting their contribution as a volunteer at the UA.

The commitment will last as long as the students want, there is no time obligation. Volunteers receive a general training course through CECLEC and later they will support their work with specific training according to the activity developed.

What is necessary to become a volunteer:

- Social sensitivity
- Motivation
- Believe that every person has skills
- Want to contribute in achieving a society better
- Responsibility and compromise
- Pluralism: respect for others and their ideas
- Perseverance
- Time
- Basic training
- Attitudes and skills
- Get involved with a group or entity.

Aspects to take into consideration about the volunteer commitment:

- Discretion: listen, not causing confidences
- Kindness, be loving, helpful, all without being patronising
- Be constant and timely
- Positive: Realistic optimism
- Seriousness: Warn in advance if you cannot comply
- Excuse the lack of appreciation and forget the excessive praise
- Respect the ideas and beliefs of 'others'
- Do not accept or give gifts
- Never comment confidences or incidents in our task (except with those in charge)
- Ask doubts or difficulties to those in charge.

## Challenges for Students with Disabilities

The challenges for students with disabilities are related to the new skills they will have to develop:

- Increasing social skills
- Improving communication
- Improving the capacity of conflict resolution to deal with all situations and in physical and mechanical aspects of daily life
- Loss of fears of new situations
- Development of assertiveness
- Learning the ability to set limits
- Respect for others and their differences
- Growth of personal autonomy
- Acceptance of themselves and others and their differences
- Increased capacity to enjoy a full life
- Promotion of the capacity for reflection and self-criticism
- Improved flexibility of adaptation to the environment
- Stewardship
- Development of belief to feel part of society.

## Challenges for the University

The majority of the volunteers work with their own university resources and the sustainability at the time depends on the success of the specific project but all the time there are specific programmes for the volunteers to dedicate to people with disabilities at the CAE. The University of Alicante postulates in its statute some values for the university community, which highlights the social commitment, the principle of solidarity, respect for diversity and equality between men and women. Thus, the academic framework ensures a set of values and principles that will develop the academic and personal growth of the students. Also, training is not only limited to the academic aspect but also to the cross-social aspects.

## Particular Relevance for Students with Disabilities

This service is critical to the university because it allows students with disabilities to solve their daily problems with an equal person, facilitating their social integration.

*“They are small things. They don’t bring an end to poverty or lift us out of underdevelopment, they don’t enforce social responsibility in means of production and exchange, and they don’t expropriate Ali Baba’s caves. But perhaps they set in motion the joy of doing, and translate it into specific acts. And, when all is said and done, acting on reality and changing it, although just a little bit, is the only way to prove that reality is transformable”*

– Eduardo Galeano

## Good Practice 20: UniBo – Peer Mentorship

### Contact Details

Disability Contact: [disabili@unibo.it](mailto:disabili@unibo.it)

### Fast Facts

- This good practice involves students (with or without disabilities) providing support to students with disabilities in a peer mentorship programme.
- 1 tutor undertakes 150 hours of work.
- 1 tutor supports 3/4 students with disabilities.

- This good practice is targeted at all students with disabilities at the University of Bologna.

### Objectives

1. To ensure not only the access but also the retention of disabled students
2. To support gradually the autonomy of disabled students
3. To develop and promote an inclusive culture

### Focus

Every academic year, the Disabled Students Support Service publishes a call for a limited number of peer mentors open to all schools (departments). It is about university students actually enrolled at university willing to support students with disability in their learning activities and tasks, like studying together, taking notes at lessons, reaching university's venues, etc. Peer mentors act at the same time as important facilitators for the socialization of their disabled peers and for construction around them of a supporting network. The mentors are paid with a maximum grant of €1,500, according to the number of hours actually worked. It is advisable to provide strong support through mentors at the beginning of the academic career of a student with disability (in order to facilitate and control the "impact" of accessing the world of university) and a progressive reduction of their presence, as the student becomes more autonomous.

### Challenges for Students with Disabilities

- The acquisition of skills.
- To become the “protagonist” of the learning path.
- The socialization.
- The learning process.

## Challenges for the University

- Networking with the different levels and actors at university (e.g. students enrolled).
- The collaboration with the students (with or without disabilities).
- The decentralisation of the expertise.

## Particular Relevance for Students with Disabilities

The disabled students' support service helps disabled students in two main ways:

1. Cultural approach/work philosophy: take not students' place (not replace), not an assistive approach, consider the student in relationship with his/her environment, empowerment and capacity building.
2. Methodologies: meetings, orientation, networking with local services, understanding of the needs, individualization of proposal etc.

*“Had it not been for this experience as tutor, I did not understand the difficulties encountered in daily life from a disabled person, such as barriers, accessibility etc.*

*I will be a better professional in the future.”*

– Tutor in department of engineering



## Good Practice 21: UNR – University Life Tutorship



### Contact Details

Disability and Integration: [dispacidadintegration@unr.edu.ar](mailto:dispacidadintegration@unr.edu.ar)

### Fast Facts

- Student support services are in themselves a relevant fact.
- Peer tutoring is understood as an explicit way of generating links and networks that recognise the subjects in a common plot belonging to everyone.
- The tutoring generates a process of collective construction, which seeks to promote socio-educational inclusion.

## Objectives

The objectives of the University Life Tutorship programme are as mentioned in article 3 of the UNR Ordinance No. 679:

1. Promote entry to undergraduate degree programs for students who have completed high school
2. Guarantee accessibility to higher education
3. Facilitate the adaptation to the university life of the students, through the elimination of non-academic barriers
4. Ensure the academic quality of degree courses with greater educational performance
5. Promote the development of values, attitudes and integration skills to the university environment
6. Bring the student to the different university spaces individually but always in the direction of the collective
7. Encourage sustained performance in a democratic ethic and respectful of socio-cultural diversity
8. Ensure the completion of studies in degree courses.

## Focus

Student welfare policies, which aim to contribute to the admission, progress and graduation of a growing student enrolment, constitute a priority for the management of the National University of Rosario. In keeping with the purposes of these policies and in compliance with Ordinance No. 679 that regulates a Coordinated System of University Tutorship, the implementation of university life tutorship would contribute to the specific advice demanded by the students of each academic unit. In this sense, the relationship between the students of the same Faculty or the same degree, within the framework of the institution, can be enriching for both parties. The tutorships are put forward, simultaneously, as a formative

instance of adaptation to university life, and as a pedagogical accompaniment of an institutional character, considering the situation of the students with disability.

### Challenges for Students with Disabilities

- The main challenge is to sustain and strengthen the link between the tutor and the tutee for their journey through their university career, so that their academic life is accessible and inclusive.



### Challenges for the University

- To promote training in the approach to disability issues within the University Life Tutorship program.
- To provide the students with disabilities with assistance and companionship during their university career.

### Particular Relevance for Students with Disabilities

The joint work of the different institutional elements and offices in order to carry out the operation of the University Life Tutorship program.

*“They disable the barriers of prejudice and ignorance. Disables the no, silence  
... Disability is not found in the bodies of those who have biophysical  
differences, disability is built in the social body.”*

Mauricio Mareño Sempertegui – National University of Córdoba

## Good Practice 22: UniBo – Volunteers at Students’ Dormitories

### Contact Details

Disability Contact: [disabili@unibo.it](mailto:disabili@unibo.it)

### Fast Facts

- This good practice provides support for disabled students living in dormitories, through an organised volunteering programme.
- 40 disabled students stay in student dormitories.
- This good practice is targeted at students with disabilities at UniBo.

### Objectives

1. To ensure the mobility of students with disabilities.
2. To ensure an accommodation in a “real situation” (e.g. with other students).
3. To promote the detachment from the birth family.

4. To develop and promote an inclusive culture.

## Focus

At the public students' dormitories (i.e. managed by the Regional Agency for the Right to Higher Education, ER.GO) are organised groups of volunteers willing to support disabled students staying in the same dormitory. They are usually groups of two to five persons (according to the tasks required) assigned to one or more students with disabilities. They support her/him in every day practical tasks like cooking, grocery shopping, going around within and outside the dormitory; moreover, they play a fundamental role in favouring the student's socialization within and outside the dormitory too. They are not employed in tasks requiring a specific professional expertise, such as student's personal care (having a shower, therapies, etc.). Volunteers benefit from a symbolic reduction (40 euros less) on their boarding costs and, additionally, they are having a life experience which somehow and in some measure makes them "messengers" of social inclusion in the dormitory and potentially, for the whole society.

## Challenges for Students with Disabilities

- Have the opportunity to live in a new environment.
- Have the opportunity to experience in everyday life (even on tiring aspects).
- Have the opportunity to increase awareness.
- Have the opportunity to build a personal growth.
- Have the opportunity to "get by on my own" with "light" assistance.

## Challenges for the University

- To fight the stereotypical representations of disability.
- Networking with the different levels and actors at university and on the institutions (social services, housing, etc.).

## Particular Relevance for Students with Disabilities

The disabled students' Support Service helps disabled students in two main ways:

1. Cultural approach/work philosophy: take not students' place (not replace), not an assistive approach, consider the student in relationship with his/her environment, empowerment and capacity building.
2. Methodologies: meetings, orientation, networking with local services, understanding of the needs, individualisation of proposal etc.

*“Some students feel scared by this experience. It is one of the most difficult passage, but it also one of the most important one. We strongly believe that this practice is very helpful for a Project of Life.”*

– Staff Member, University of Bologna

## Good Practice 23: UCOL – MUSE-Volunteers

### Contact Email

Francisco Javier López Pineda: [ojosdelima@hotmail.com](mailto:ojosdelima@hotmail.com)

### Fast Facts

- This good practice provides support for students with disabilities from volunteer tutors at UCOL.
- This good practice is targeted at all UCOL students (both with and without disabilities).
- There is collaboration and support from tutors on homework.
- There is management of the support material to the courses that they will be studying (e.g. scanning books, photocopies, etc.).
- To support students with visual impairments on the Ceneval Exam (national).

- To provide support on the registration to the new scholar cycle.
- To support students with motor disabilities on the “walk around the campus”.

### Objectives

1. The general objective is to directly support the students with disabilities, through volunteer tutors (from the volunteers at CEDEFU), with the objective that inclusion is achieved in the space where they are developing.
2. That the student with disabilities can count with the support of a non-disabled volunteer student to accomplish his/her academic activities.
3. That the student with disabilities can count with the support of the non-disabled student at an emotional level.
4. That the non-disabled student can be trained from a specific profile in order to provide support to students with disabilities, raising awareness about the culture of inclusion.

### Focus

This is taken to practice by assigning a tutor for each student with disabilities at the Universidad de Colima, and preferably it would be useful if the tutor was a student from the Bachelor's in Special Education, this would be a benefit for them, so that they can see how the education and the interaction with a disabled person is, and the benefit is mutual because the student with disabilities can get more help, because the students from this course are focused on how to teach a disabled person.

The foundation to support this initiative is the results from the surveys that we have previously applied to some teachers, and they all have agreed that it would be more accurate if the students with disabilities have tutors, because this will prevent them from delaying on the course content due to the lack of adapted material or accessible teaching strategies. They also mentioned that sometimes they stop doing some activities or tasks because they can become way too complicated for a person with disabilities, so that they just stop doing them; this is why the support of our tutors is so important.



## Challenges for Students with Disabilities

- To be open and able to receive the support, without interpreting this as a condescending act on part of the volunteer students.
- To learn to coexist with a student who will be having his/her first contact experience with a person with disability.
- Emotional cognitive development to overcome many labels and prejudgements of self-sympathy and victimisation.

## Challenges for the University

So far very few educational institutions have been able to achieve this kind of balanced strategy to the support of students with disabilities; this higher education institution at our state could achieve even greater recognition and highlight the great commitment and work done as to inclusive education refers.

## Particular Relevance for Students with Disabilities

- Promoting the culture of inclusion.
- Development of psycho-social abilities to perform daily tasks.
- Accompaniment that promotes a safe performance of their daily activities working the inadequate stigmas resulted from their disability.

*"This good practice has helped me to understand both barriers, the emotional and the physical, barriers that people with disabilities can have and I can comment that it is necessary to create an inclusion so that the people with disabilities can feel the support of the Universidad de Colima through us."*

– Student at the Faculty of Special Education (Volunteer at CEDEFU), Alondra González Monroy

## Recommendation 6: Digitisation

Digitisation of appropriate learning resources is necessary, with consultation to ensure that resources are allocated appropriately and resources are available in a timely manner.

### Good Practice 24: UNR – University Volunteering Project “Read Something”



#### Contact Email

Area of Accessibility: [areadeaccesibilidad@gmail.com](mailto:areadeaccesibilidad@gmail.com)

#### Fast Facts

- The “Read Something” repository contains audio-texts digitised by volunteer readers from UNR.

- There are more than 700 audio-texts in the Read Something repository.
- More than 200 volunteers participate in the Read Something project. They belong to all the faculties of the University: teachers, students, teachers and graduates.
- This good practice is targeted at the university community and blind and low vision students.

## Objectives

1. To create a sound repository for permanent consultation for inclusion and accessibility for blind and low vision students.
2. Consolidate and expand the production of study material and accessible reading through the implementation of new information and communications technology, and Technology Design and Management (understood as a set of rules, knowledge and methods involving operationalized tasks to achieve goals).
3. Contribute to access to education and knowledge of the people with visual limitations in our society.
4. Guarantee accessibility support, retention and graduation of students with visual impairments, helping public education to reach the horizon of social inclusion.

## Focus

The practice involves different reading aloud library materials at the Laboratory of Sound (Labso) of the Faculty of Political Science and International Relations. Recordings are performed readings to create audio-books that are incorporated into the school library. Everything is recorded on audio, mp3, into a recording booth with an operator, which then processes the material to make it available in the repository operating in the Library of the Faculty. Accessible digital audio equipment, braille, and large print resources are offered for free to students with disabilities (visual, blindness and low vision). The spacious sound organised and catalogued repository ensures that students can access the materials, thereby democratising knowledge.

"Reading Material Accessible for People with Disabilities" was created in 2007, with a further project in 2008: "Audiobooks for Persons with Disabilities". This was financed by the first University Volunteering Project based under the Ministry of University Policies of the Ministry of National Education. Responding to the basics of University Extension, this Volunteerism, which provided free digital accessible audio materials, Braille or large print to students with disabilities (visual, blindness and low vision), enabled the right to inclusive public education. This production benefited students from different races of the National University of Rosario. Also the field of private education favoured the position that there was material for students Tecnicatura in Nutrition Institute Belgrano, including manuals for children in primary school, and recording of children's stories and literature for adolescents and adults. This work was carried out with funding from the Ministry of University Policies (SPU) which enabled the purchase and installation of computer equipment and recording booths in the Production Centre of the School of Social Communication at the School, and intense work of volunteers from different fields, who were previously trained in the use of these special technologies.

At present there are 15 students with visual disabilities who study in the Faculty, enrolled in different disciplines (Political Science, International Relations, Social Work and Social Communication), which makes the Faculty largest number of students with this problem.

### Challenges for Students with Disabilities

- Information on the existence and accessibility of study material.
- Gain confidence in the application of the bibliographic material.

### Challenges for the University

- Ensure an inclusive education.
- Provide tools for full development in university life.
- Achieve higher levels of quality.
- Modernisation of technological resources and working methods.

### Particular Relevance for Students with Disabilities

It generates a space for inclusion and accessibility of many blind and low-vision students to study material (sound bibliography). It is noteworthy that the material produced not only benefited those who requested it, but also the entire community, as the project expected to go by storing a copy and make it available to other people with disabilities who require in the future, in order to generate a library of this nature.

*"The broad organized and catalogued sound repository ensures that students can regularize, materials and render partial and final, thus achieving greater democratization this knowledge."*

– Miriam Bidyeran, Director of the Department of Accessibility and Disability  
Faculty of Political Science and International Relations

## Recommendation 7: Learning Management Systems

All institutions should review their Learning Management System (LMS) to ensure its appropriateness for their student groups and that it meets accepted international accessibility standards.

### Good Practice 25: ITESM – Making ITESM Web Accessible

The screenshot displays the ITESM web portal for job requisitions. The interface includes a top navigation bar with the ITESM logo and a search bar. Below the navigation bar, there are tabs for 'Solicitudes', 'Biblioteca de Preguntas', 'Candidatos', and 'Entrevistas'. A main section titled 'Atracción de Talento' contains a table of job requisitions. The table has columns for 'Nombre', 'Clave', 'Líder Solicitante', 'vencimiento', 'Candidatos', 'Avance', 'actualizado', and 'Antigüedad (DÍAS)'. The table lists various job positions such as 'Profesor de Estadística', 'Especialista de proyectos', and 'Profesor de Ciencias Exactas'. A screen reader overlay is visible on the table, and a language dropdown menu is open at the bottom right, showing 'Español - MX'.

Nombre	Clave	Líder Solicitante	vencimiento	Candidatos	Avance	actualizado	Antigüedad (DÍAS)
Profesor de Estadística	63524		09/07/2016	4		20/06/2016	15
Especialista de proyectos	63290		07/07/2016	1		10/06/2016	16
Profesor de Ciencias Exactas (Físico-Matemático y Estadística)	61465		23/06/2016	5		07/06/2016	31
Profesor de Electrónica / Eléctrica Ingeniería párrafo	61464		23/06/2016	-		23/06/2016	31
Profesor Cátedra	61185		19/06/2016	1		23/05/2016	34
Profesor Cátedra	61184		19/06/2016	1		20/06/2016	34
Profesor de Matemáticas	60825						
Profesor Matemáticas	60824						
Profesor - Tutor Preparatoria en Chihuahua	58565			2			
Directora de la Carrera de Ingeniero en Mecatrónica Cd. Juárez	57584			2			

### Contact E-mails

Renée Alessandra Ruiz-Esparza Lliteras: [renee.ruiz@itesm.mx](mailto:renee.ruiz@itesm.mx)

Maryangel García Ramos Guadiana: [maryangel.garcia@itesm.mx](mailto:maryangel.garcia@itesm.mx)

## Fast Facts

- ITESM has more than 500 webpages and apps that are being adapted to make them accessible to those with disabilities.
- ITESM is training all IT developers so they can make all the changes in the different webpages.
- This good practice is targeted at all students, professors, and administrative staff at ITESM.

## Objectives

Codify all ITESM web pages that students and employees utilise the most so they can function correctly with a screen reader and other accessibility widgets.

## Focus

- Students: train them all the virtual learning centres so they can undertake their studies.
- Employees: train them all the processes and tools that they need to develop inside our institution.
- Professors: train them in the processes and tools so they can teach and learn how to teach to others with disabilities.

## Challenges for Students with Disabilities

- Learn how to use all the tools.
- Awareness about these service ITESM has for them.

## Challenges for the University

- Start the implementation of all the web pages ITESM has because there are a lot.
- The cost of the tools to use the accessibility (screen readers).
- Sustainability of the project for the university.

### Particular Relevance for Students with Disabilities

- Students: will have access to the virtual learning centres and library services, so they can use it by themselves.
- Employees: they will focus only on their daily activities and will not worry about how to undertake the activities if they can't.
- Professors: will be more confident in their classes for students with disability.

*“Accessibility not only applies on infrastructure but also on information access.  
The internet is the channel that keeps us connected and informed on a daily  
basis.”*



## Recommendation 8: Hardware and Software Provision

Institutions should continually review their assistive technology provision to ensure that it meets the needs of the students.

### Good Practice 26: UVM – Technology Borrowing System for Students and Staff with Visual Disabilities

#### Contact Email

Marcela Godoy: [mgodoy@uvm.cl](mailto:mgodoy@uvm.cl)

#### Fast Facts

- UVM provides a number of different assistive technologies which can be loaned to students and staff with visual disabilities.
- This good practice is targeted at helping students and staff with visual disability at UVM.

#### Objectives

1. Facilitate the teaching and learning of students with a visual disability.
2. Increase accessibility of lessons and lectures for students with a visual disability.
3. Promote inclusion of students with disabilities.
4. Facilitates staff in carrying out their teaching commitments.

## Focus

Several years ago, the Occupational Therapy major within the School of Health Sciences applied for funding through the Fondo de Desarrollo Institucional (Institutional Development Fund), part of the Chilean Ministry of Education (MINEDUC). Through this funding, the Occupational Therapy department purchased assistive technology for students with visual disabilities. The equipment is located in the university library for loans at the Rodelillo campus. The assistive technology includes talking calculators, headphones, hard drives, laser pointers, flash drives, digital recording devices, webcams, mouse wrist rests, speaker/sound systems, digital magnifiers, lecterns, magnifying glasses, and Braille keyboards. This technology, though purchased by Occupational Therapy, is available for all students.

## Challenges for Students with Disabilities

- Lack of awareness amongst students and staff of the technology available.
- Not enough of a certain technology, meaning that it is not always available when students need it.
- Classes at another campus where the technologies are not in that library.

## Challenges for the University

- Lack of disclosure of disabilities to university or professors, meaning that they cannot advise students on the technology available.
- Lack of knowledge that such technologies exist.
- Lack of technologies available at other campuses.

## Particular Relevance for Students with Disabilities

The purchase of this equipment directly affects the experience of students with a visual disability. The library loan system allows students to bring certain items home, thus facilitating the completion of assignments and studying while not at the university.

## Recommendation 9: Technical Support

Institutions should ensure that there is appropriate technology support in case of breakdown or other technical problems.

### Good Practice 27: UNR – Repository of Accessible Digital Education Objects

**Repositorio de Objetos Digitales Educativos Accesibles UNR**

Ver lista Ver individual Buscar **Añadir entrada** Exportar Plantillas Campos Ajustes previos

**Nueva entrada**

Título:\*

Apellido y Nombre del/los autor/es:\*

En:

Páginas del capítulo o artículo:

Tipo de Material:\*

Descriptores:\*

Lugar de Edición:

Editor:

Año de publicación editorial:

Enlace:

### Contact Details

Disability and Integration: [dispacidadintegration@unr.edu.ar](mailto:dispacidadintegration@unr.edu.ar)

### Fast Facts

- The team which works on the repository is interdisciplinary and cross-faculty, and also includes people from external institutions including MUCAR (Movement of Unity of the Blind and Ambliopes of Rosario).
- The repository enhances the individual capacities of actors and participants, and includes teamwork, training, and productive development.

### Objectives

The primary objective of this project was to design and implement an experimental prototype of a repository of accessible digital educational objects.

- Discover uses and practices to do with web accessibility within the community of reference.
- Discover the use of repositories of accessible digital educational objects (DEO) within the UNR.
- Analyse possibilities and technical limitations of the communities, with respect to national/international accessibility guidelines.
- Design and implement a first experimental prototype (FEP) of institutionally contextualised repository.
- Prepare recommendations for the appropriate loading of accessible DEOs to the repository.
- Propose a search architecture that allows adequate recovery by users.
- Overcome web accessibility barriers in the FEP, bearing in mind the different levels of users.
- Develop and implement an experimental prototype (EP) which is relevant to the needs and practices of the target community.
- Evaluate the EP and make recommendations for optimisation.
- Carry out the required amendments for the optimisation and ultimate transfer of the results.

## Focus

The current design addresses the complexity that arises around the interactivity in physical-virtual spaces of higher education, and proposes to develop a Repository of Accessible Digital Educational Objects in communities of the Virtual Campus of National University of Rosario. In this environment, specially adapted materials produced by the UNR academic community or other organisations will be made available to people with disabilities.

The Repository is integrated into the Communities platform of the UNR Virtual Campus. Communities has more than 80,000 registered users and 600 online professors, and has regulatory recognition by Article 11, Clause a) of Annex I of Ordinance No. 651 of UNR, a resolution which enables the fulfilment of teaching work through the virtual medium.

The expansion of the social and participatory function of the technology allows a new concept of public space where citizens' rights can be guaranteed and exercised.

## Challenges for Students with Disabilities

- Accessibility to study material.
- Active participation in Repository testing processes with real users.

## Challenges for the University

- Breaking barriers to participation in the teaching and learning process.
- Generate innovative and inclusive interactivity design in physical-virtual spaces within higher education.

## Particular Relevance for Students with Disabilities

This project seeks to break down barriers to participation in the teaching and learning process for all participants, according to democratic values, inclusive education guidelines, and Argentinian Law 26.653 “Law of accessibility of information in web pages”.

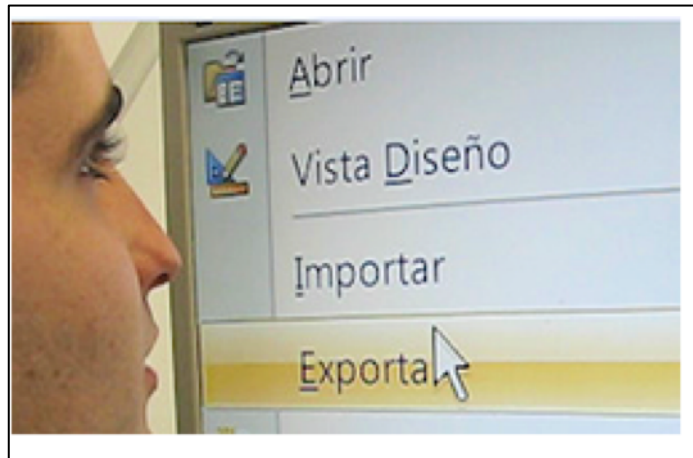
The proposal focuses on innovating aspects related to the design of interactivity, utilising a technological space adapted to higher education.

The Repository is particularly relevant because it aims to eliminate barriers to participation and access to knowledge in physical-virtual educational contexts, through joint actions that provide solutions to the existing social needs of people with disabilities.

*“[To] search and demand solutions to social and environmental barriers that reduce the possibilities of participation in physical-virtual educational environments is not merely to think about more and better technology, but a conception of democratic citizenship”*

Dr. Griselda Guarnieri – Deputy Investigator of the Research Council of the National University of Rosario; Teacher-Research Faculty of Psychology at UNR.

## Good Practice 28: UA – New Technologies



### Contact Email

Carolina Madeleine: [madeleinecaro@gmail.com](mailto:madeleinecaro@gmail.com)

### Fast Facts

- Facilitate accessible studies for people with disabilities.
- Equality for students with disabilities, becoming successful at the same time as the other students.
- The new technologies promote independence for disabled people in their studies.
- With the new technologies it is possible to provide possibilities for study for everyone.
- This good practice is targeted at students with disabilities at UA.

### Objectives

The principal objective is to facilitate accessibility for people with disabilities thanks to important instruments such as new technologies.

The other objectives are:

1. To promote the necessity of new technologies in the university community for ease of use and focus on the possibilities in general but more specifically look at the accessible

technology for students with disabilities and also the creation of specific accessibility tools, such as educational materials.

2. To search for specific technological support focusing on the personal needs and experiences of the user.
3. The formation of the students, teachers and administrative personnel working together to provide necessary support.

### Challenges for Students with Disabilities

- To understand and manage advanced forms of assistive technology.
- To understand and manage the use of new and advanced technologies, text editor, Internet browsing and search information.
- To feel comfortable with using and integrating assistive technology into everyday life at the University.
- To collaborate in improving the accessibility of educational materials, services and procedures of the University.

### Challenges for the University

The main challenges for the university are related to funding.

Some strategies for managing these challenges are:

- Acquire specific programmes that are free or integrated into the computers.
- Make agreements with external parties (Ministries, other stakeholders). For example there is an agreement between the university and Universia Foundation for a technologies bank of products for the students during this period of study. Or the agreement between the University and the ONCE (National organization of blind people in Spain).
- Promoting inclusive education and promoting research and development in material related to AT.



### Particular Relevance for Students with Disabilities

- Students need to follow classes and take exams normally, at a similar level or not much higher than the rest of their teammates.
- They need to access and work with a lot of information and all kinds of electronic materials.
- The use of certain assistive technology (such as a screen reader) is very complex. The main key is to improve in all other respects.

*"The accessibility of materials and physical environment is not a matter of social responsibility; they are students as the others and they must be given all necessary support."*

## Recommendation 10: Scholarships

Institutions should ensure that when scholarships (which are extremely beneficial) are provided, students are aware of how these scholarships are allocated and how to access support.

### Good Practice 29: UNR – UNR Scholarships



## Contact Details

Disability and Integration: [dispacidadintegration@unr.edu.ar](mailto:dispacidadintegration@unr.edu.ar)

## Fast Facts

- National University of Rosario was the first university to generate a specific policy on scholarships for people with disabilities.
- Since 2004 a variety of scholarships, including the provision of assistive technology (audio recorders, laptops, software), study materials, and food, have been provided to students with disabilities.

## Objectives

1. Grant financial support through a scholarship system, taking into account the individual student's needs.
2. Advise students with disabilities about the existing institutional arrangements at the National University of Rosario.

## Focus

It is important to work towards an inclusive, integrative and accessible university policy, guaranteeing the admission, retention and graduation of students with disabilities. This relates to the Good Practices regarding the academic dimension, and to the ongoing training of UNR staff.

In this practice, the support of the student through the granting of a scholarship aims to neutralise the possible academic barriers to each educational journey. Considered in this way, the scholarships must include as many people as possible, and must be adapted to each type of disability.

Students interested in acquiring a scholarship must register at <http://www.becas.unr.edu.ar/> and present the required documentation to the corresponding offices, and then an interview is conducted. This seeks to ensure that all students with disabilities within the UNR can be

beneficiaries of this type of scholarship, promoting the entry and retention of students with disabilities within the university.

### Challenges for Students with Disabilities

- Active participation in the University spaces.

### Challenges for the University

- Ensuring access to the university for students with disabilities and ensuring that they are on equal terms with other students.

### Particular Relevance for Students with Disabilities

This scholarship programme is relevant in order to sustain policies aimed at the inclusion, retention, and graduation of students with disabilities in the National University of Rosario.

*“My priority is to support my family , so the possibility that this scholarship gave me is to have a resource to move to Marcos Juarez every day and complete my regular degree course there”*

Eduardo Pérez, Psychology student

## Good Practice 30: UMAG – Scholarships for Students with Disabilities

### Fast Facts

- In the Chilean education system there are public and private universities. However, even in public institutions, students and their families must pay fees. A number of students in the country are in debt, in order to pay their student fees.
- The Chilean state has a system of grants for individuals with significantly lower living economic conditions, however, there is no specific scholarship aimed at people with disabilities.
- UMAG provide scholarships to some students with disabilities, to help them finance their studies and provide additional technical support where needed.
- This good practice is targeted at students with disabilities at UMAG.

### Objectives

1. Provide financial support to students with disabilities to finance their higher education studies.
2. Increase the number of students with disabilities revenue to higher education.

### Focus

This scholarship is geared specifically to students with disabilities.

### Challenges for the University

- University of Magallanes is the only institution in Chile that provides this kind of help.
- This scholarship started delivering in 2003. Since then, the support required by students has been delivered by academics of the Department of Occupational Therapy.

### Particular Relevance for Students with Disabilities

- This scholarship is particularly relevant for students with disabilities since it allows them to settle the costs of the programme of studies
- The scholarship is administered by the Department of Student Matters.

- The award of the scholarship is decided by reports from the Director of the Department of Student Matters, Social Workers and Occupational Therapists.

## Summary

This report has shared good practices from the higher education institutions involved in the MUSE Project, organised according to the recommendations made in the Needs Analysis Report produced by Coventry University. The most common types of good practices related to employability support (6), disability awareness (6), peer-to-peer support (6), and communication about support (5). Three institutions provided some hardware and software support, whilst there was only one example each of the remaining good practices in disclosure, digitisation, learning management systems, and technical support. However, it should be noted that some of the good practices could fit into more than one category. In order to ensure the Good Practice Guide is easy to read and use, we have chosen to include each of them in their most relevant category.

There are a number of key themes which can be observed across the good practices. These are:

1. Collaboration with local communities and employers: Many of the good practices involved institutions working with local communities and employers to improve prospects for individuals with disabilities. This was particularly evident in the good practices from the Latin American institutions. Such approaches can help to improve employability of students with disabilities, as well as contributing to overall societal inclusion of people with disabilities.
2. Peer-to-peer support: Many of the good practices reported in this guide represent the importance of peer-to-peer support from all students, both with and without disabilities. This peer support, which was often voluntary, was represented across a wide variety of good practices. This included digitization, academic support such as note taking, and social support. Such good practices provided cost effective support for students with disabilities, and also highlighted the importance of social inclusion for students with disabilities.
3. Importance of sustainability: A small number of good practices identified 'sustainability' as a key objective, and we suggest that this should be an objective of each good practice. This would seem to be particularly important in the volunteering good

practices, since volunteering-based good practices run the risk of losing their volunteers. Other good practices requiring investment, however, also require attention to sustainability to ensure that investment continues.

4. Digitization: Good practices focused upon technical and technology provision to varying degrees. Whilst there were some good practices which focused upon digitization and the lending of equipment, technical support for students with disabilities was rarely mentioned.
5. Lack of focus on disclosure: Few good practices in this report focused upon disclosure of information about disability to institutions and staff, and the ways in which students can be supported in providing information about their disabilities and how confidentiality should be managed. Many good practices did mention this to some degree but disclosure was not a key focus. Despite this, managing disclosure was often identified as a challenge for universities and students with disabilities.

This guide will be added to during the project, and will be reviewed and improved with the learning gained after two years' implementation of the MUSE project.



## Appendix 1: Table of Good Practices Cross Referenced with Needs

Recommendation from Needs Analysis		Relevant good practices	Page
Employability support	Institutions should work with students, and other bodies to enhance employability prospects for students with disabilities.	<b>UVM</b> –Social Innovation and Inclusion Centre	<b>8</b>
		<b>ITESM</b> – Diploma +Talento	<b>10</b>
		<b>ITESM</b> –Hiring of People with Disabilities	<b>14</b>
		<b>UNL</b> – Work Experience with Local Employers	<b>16</b>
		<b>UA</b> – Employment Guidance	<b>21</b>
		<b>CU</b> – Employability Guidance	<b>24</b>
		<b>UVM</b> – Labor Inclusion Program	<b>28</b>
Communication about support	Students should be made aware of the support available to them at institutions, preferably before they arrive.	<b>UCOL</b> – University Network of Attention to Disability	<b>32</b>
		<b>UMAG</b> – Programme of Support for Students with Disabilities	<b>35</b>
		<b>ITESM</b> – Campus Accessible	<b>37</b>
		<b>UNR</b> – Inclusive Higher Education Guide for the University Community	<b>40</b>
		<b>UniBo</b> – Departments’ Contact Person for Students with Disabilities	<b>42</b>
Disclosure	Staff should be advised in advance if are going to teach a student with a disability so that they can prepare. The student’s name does not necessarily have to be disclosed and should not be without the student’s permission.	<b>CU</b> –Top Level Policies Related to Students with Disabilities	<b>45</b>

Disability awareness	Staff and students should be prepared for how to work with a student with a disability in terms of collaboration, assessments, examinations, and other aspects of life at the university.	<b>UVM – Universal Course Design</b>	<b>49</b>
		<b>UMAG– Inclusive Higher Education Network</b>	<b>51</b>
		<b>UCOL – Awareness and Teacher Training</b>	<b>54</b>
		<b>UNR – “Disability and Human Rights” Module</b>	<b>56</b>
		<b>CU – CELE – Accessible Technology Support</b>	<b>59</b>
Peer-to-peer support	Institutions should support peer support for students with disabilities.	<b>UA – Volunteers supporting students with disabilities</b>	<b>62</b>
		<b>UniBo – Peer Mentorship</b>	<b>66</b>
		<b>UNR – University Life Tutorship</b>	<b>69</b>
		<b>UniBo – Volunteers at Students’ Dormitories</b>	<b>72</b>
		<b>UCOL – MUSE-Volunteers</b>	<b>75</b>
Digitisation	Digitisation of appropriate learning resources is necessary, with consultation to ensure that resources are allocated appropriately and resources are available in a timely manner.	<b>UNR– University Volunteering Project “Read Something”</b>	<b>78</b>
Learning Management Systems	All institutions should review their LMS to ensure its appropriateness for their student groups and that it meets accepted international accessibility standards.	<b>ITESM– Making ITESM Web Accessible</b>	<b>82</b>
Hardware and software provision	Institutions should continually review their assistive technology provision to ensure that it meets the needs of the students.	<b>UVM – Technology for Loan</b>	<b>85</b>

Technical support	Institutions should ensure that there is appropriate technology support in case of breakdown or other technical problems.	<b>UNR</b> – Repository of Accessible Digital Educational Objects	<b>87</b>
		<b>UA</b> – New Technologies	<b>91</b>
Scholarships	Institutions should ensure that when scholarships (which are extremely beneficial) are provided, students are aware of how these scholarships are allocated and how to access support.	<b>UNR</b> – UNR Scholarships	<b>94</b>
		<b>UMAG</b> – Scholarships for Students with Disabilities	<b>96</b>

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