

Inclusive Campus Life
(GA N° 2016-1-BE02-KA203-017365)

Intellectual Output 1: Campus Accessibility

30 November 2019



Legal Notice and Disclaimer

The IC Life project has received funding from the European Erasmus+ Key Action 2 program under Grant Agreement 2016-1-BE02-KA203-017365. The views and conclusions contained here are those of the authors and should not be interpreted as necessarily representing the official policies or endorsements, either expressed or implied, of the Able-to-Include project or the European Commission. The European Commission is not liable for any use that may be made of the information contained therein.

The Members of the IC Life Consortium make no warranty of any kind with regard to this document, including, but not limited to, the implied warranties of merchantability and fitness for a particular purpose. The Members of the IC Life Consortium shall not be held liable for errors contained herein or direct, indirect, special, incidental or consequential damages in connection with the furnishing, performance, or use of this material.

© IC Life Consortium 2017

TABLE OF CONTENTS

General Introduction.....	4
Introduction output 1: how to make a campus more accessible.....	5
1. Inclusion on a campus for higher education: our definition.....	6
a. Usability for all.....	8
b. Flexibility in use.....	8
c. Simple and intuitive use.....	8
d. Understandable information.....	8
e. Avoid or remove dangerous elements.....	9
f. Low-end use comfort.....	9
g. Suitable dimensions for various users.....	9
2. Campus Accessibility Audit: Finding out what users need.....	10
3. Training and awareness-raising of campus employees.....	11
a. Contents and messages.....	11
b. Tip Cards.....	12
4. Towards accessible information.....	13
5. Websites, leaflets, audiovisual communication, info days... ..	15
a. Websites and leaflets.....	15
b. Information days.....	17
c. More audiovisual stuff, anything that can basically draw attention.....	17
6. Organising inclusive classes and meetings.....	18
7. How to integrate BlueAssist.....	19
a. Frequently asked questions at a University campus.....	19
b. Implementing BlueAssist on Campus.....	20
i. Social media and Facebook.....	20
ii. QR-code.....	20
iii. Email signature.....	21
iv. Public places.....	21
8. Structural accessibility and services.....	23
a. Public transport.....	23
b. Parking at the building.....	23
c. Entering.....	23
d. Reception.....	24
e. Moving around.....	24
f. Use.....	25
i. Toilets and bathrooms.....	25
ii. Classrooms and aulas.....	26
iii. Services like phones, ticketing machines and banking services.....	26
g. Evacuation.....	26
9. Equal Opportunities Recruitment.....	27
a. The legal basis.....	27
b. Sub-Contracting and positive action.....	27
c. Selection Criteria.....	28
10. Safety and security: Protection Policy for Adults with intellectual disabilities.....	29
a. Informed Consent.....	29
b. Safety and security.....	30
c. Photography and Video.....	31
11. How to involve stakeholders.....	32

a.	Stakeholder analysis	32
i.	Why a stakeholder analysis	32
ii.	How do you set up a stakeholder analysis in six steps	34
iii.	Important points of interest for an open dialogue between the stakeholders.....	34
iv.	Patterns of inclusion.....	35
b.	How to create cooperation willingness.....	36
c.	Management Board	37
d.	Teachers	38
e.	Students	39
i.	Students with intellectual disabilities	39
ii.	Other students.....	39
f.	Local anchoring with organizations working with people with intellectual disabilities.....	39
12.	Conclusion.....	40
13.	Summary	41
	Literature	43
Annex 1:	List of Abbreviations.....	44
Annex 2:	Code of Behaviour: How we behave on an inclusive campus.....	45

GENERAL INTRODUCTION

The overall goal of the IC Life project is to make life on a campus for higher education more inclusive.

More specifically, IC Life promotes and supports the inclusion of people with intellectual disability in campus life. To achieve this, a concept for inclusion of young adults with Intellectual disabilities on higher education campuses will be developed and deployed by four universities in Europe, together with associated partners experienced working with people with intellectual disabilities.

The purpose of this communication plan is to support these goals even after the project period ended.

The outcomes and other results of the project's activities provide a good platform for further communication (www.iclife.eu) and advocacy work to achieve the necessary changes.

Project outcomes:

1. Campus Accessibility
2. Buddy System for people with intellectual disabilities
3. Involving people with intellectual disabilities in teaching activities
4. Work placement for people with intellectual disabilities on a campus of Higher Education
5. IC Life Framework & monitoring
6. Change and Communication plan

INTRODUCTION OUTPUT 1: HOW TO MAKE A CAMPUS MORE ACCESSIBLE

This Intellectual Output contains information that will support the higher education institutions and enable them to make a campus more accessible for people with intellectual disabilities. This Intellectual Output builds on the general principles of Universal Design and puts additional focus on accessibility for people with intellectual disabilities regarding services, information technology, physical spaces, communication, security, and safety.

The Partnership has decided to focus on the specific needs and abilities of people with intellectual disabilities, without intending to disregard the needs of other groups of people with disabilities. While for example **physical accessibility** is a widely accepted concept and has been introduced in various legislation and building codes already, the concept of **intellectual accessibility** is not widely known and used. Within the framework of Universal Design, we concentrate on issues that will promote the inclusion of people with intellectual disabilities.

We will discuss the following items successively: our definition of inclusion (chapter 2); campus accessibility audit (chapter 3); training and awareness-raising of campus employees (chapter 4); towards accessible information (chapter 5); websites, leaflets, audiovisual communication, info day (chapter 6); organising inclusive classes and meetings (chapter 7); how to integrate BlueAssist (chapter 8); structural accessibility and services (chapter 9); equal opportunities recruitment (chapter 10); safety and security (chapter 11); how to involve stakeholders (chapter 12).

In short: This output presents a guideline explaining relevant matters concerning campus accessibility. In addition, a number of tools are developed that put this output into practice. The tools can be downloaded from the IC Life website at www.iclife.eu/results.

1. INCLUSION ON A CAMPUS FOR HIGHER EDUCATION: OUR DEFINITION

Inclusion means a policy that introduces diversity as a standard; creating conditions so that everyone can participate and feel good. Too often the 'normal' body and the 'normal' intelligence are set as a standard. We want a 'design for all', not only in terms of buildings and infrastructure, but also in terms of education, being employed and living together on a campus for Higher Education. We aim for an **Inclusive Campus**. This does implement the ambition to make all higher education courses accessible for people with intellectual disabilities. It does imply a general effort to make the campus more inclusive and to create an environment where people with intellectual disabilities are part of the higher education community.

Inclusion is a principled approach to the development of education and society. It is linked to democratic participation within and beyond education. It is concerned with bringing coherence to activities to support educational development so that they all encourage the learning and participation of everyone: students and their families, staff and governors and other campus members.

To achieve inclusion, we have to increase the capacity of settings and systems to respond to diversity in ways that value everyone equally. We will never get very far with inclusion if we only think in terms of overcoming the exclusionary elements on particular individuals. We also have to think about creating settings that encourage participation and reduce discrimination and exclusion. We can think of diversity as difference within a common humanity, so all groups are diverse. Diversity concerns all of us rather than 'the others'. We stress the idea that inclusion involves equal respect and value of individuals, since responses to diversity can create inequality and exclusion, through processes of selection on the basis of attainment, disability, religion and wealth. Inclusion is therefore linked to the development of education for all in a community and in universities and universities of Applied Sciences.

Inclusion is concerned with increasing participation and reducing the exclusion of all in all areas of life. Only with common activities or common workplaces one can build friendships and a social network. But it is equally concerned with families and with staff in educational settings as it is with the students themselves. Support for the participation of students can only be largely embraced if the teachers and other staff working with them have been recruited on the basis of equal opportunities so that also people with intellectual disabilities can serve as role models for students.

First and foremost, an inclusive campus requires a new way of thinking. This is important for the attitude of stakeholders such as fellow students, teachers, or the management. For persons with intellectual disabilities this is the basis for a better personal support. Accessibility of written information and possibilities for equal participation in classes or meetings are other important components. Finally, the infrastructure of the campus may also require some adjustments, although physical accessibility requirements are already in most building codes for new constructions. Think about practical changes such as wheelchair accessibility, changes in school policy and teaching methods.

Taking inclusive classes requires cooperation, equivalence, reciprocity and diversity. It is expected that everyone can participate. We want to implement the value of "respect for diversity" in society and in campus life. Therefore, we have to look at every life as of equal value and support everyone to feel that they belong. In order to achieve inclusion, we have to increase participation of students in learning and teaching activities and relationships; reduce exclusion, discrimination, barriers to learning and participation; restructure organisational cultures, policies and practices to respond to diversity in ways that value everyone equally. We have to look at the different needs of students regarding learning resources, link education to local and global realities; emphasize the development of school communities and values, as well as achievements; foster mutual sustaining relationships between schools and surrounding communities.

Social role valorisation (Osburn, 2006) is an important concept when we work on inclusion for people with intellectual disabilities. In society roles provide status, experiences, self-esteem, respect, relationships, freedom, opportunities, personal growth and so on. Therefore, when working on inclusion at a university or college, it is important not to take away the student's role. By putting people with intellectual disabilities in the role of student and by giving them this opportunity, they will feel significantly better and equal.

Universal Design: The starting point for campus accessibility

Universal Design is a concept that is essential for creating Inclusive Campuses. It does not only refer to the built environment, but also to processes, procedures and contents. It means that we will aim to arrange the building, the courses and activities on campus in such a manner that is easy to handle for everyone. Adjustments for students with intellectual and/or other disabilities are useful to all students. By matching the building and policy to all users, one addresses all possible shortcomings and/or handicaps of people. Also, new campus users, people from other countries, injured or sick students or teaching staff, etc. will benefit.

The Universal Design approach gives an answer to the changed view on the concept of disability. In this context human rights design is seen as a crucial and strategic tool for preventing or eliminating “disabling situations” and to improve the quality of life of all users. It goes beyond just providing specific solutions for specific target groups. It emphasizes a more inclusive creative approach by asking the following question at the beginning of each design process: *how can a product, a communication action, a procedure, a content or a building or public space, be as functional and aesthetic as possible for the biggest possible group of potential users?* Designs based on this principle are attractive, accessible and useful for a wide variety of people, including those with temporary or permanent physical and/or intellectual disabilities, for parents with small children, and for any elderly person with changing abilities.

Universal design puts the emphasis on the crucial role of ‘human-oriented’ design, as a strategy and as a means of creating a valuable relationship between users and created environments, processes, public spaces, objects, technology, information, communications, and so forth. The focus is on awareness and knowledge of the variety of physical and mental possibilities and limitations of all users.

A second important principle is that man-made environments can disturb or stimulate users in their activities. According to present academic and social insights, human constraints and disabilities are not solely the result of the individual's physical and/or mental characteristics (medical model); they might just as well be the result of inadequacy of the social and physical environment (social model). (Froyen, 2002) Usually, those who wanted to adapt an environment to people with disabilities, aimed to remove physical barriers. Universal Design goes a lot further. It also completely tries to remove the stigma and discrimination for all citizens. Not only accessibility and usability are the goal, there is as much attention to aesthetics and positive social perception. A well-designed campus is useful for everyone and does not leave anyone behind stigmatized.

Universal design is most often achieved if different user groups are participating directly in the design process as equal members of the design and decision-making groups. On a campus, inclusive design is also strongly improved if the Higher Education institute becomes a real equal opportunities employer and employs among its staff people with different kinds of disabilities, including intellectual disabilities.

In 1997 a group of American academics and professionals outlined seven principles for ‘design for all’ or ‘universal design’. The goal of this is to make the life of all users easier and more comfortable. For the design of the public domain, those seven principles can also contribute by realising good usability and quality of use for a large diversity of users. These principles can test a building or project with a more universal approach that makes the use possible for everyone. Separate access doors, special ‘adapted’ rooms or different ‘adapted’ procedures should be avoided as much as possible. After all these give you the message: of course, you are welcome, but it is momentarily accentuated that you are different.

However, it is important to recognise that some people will need specific adaptations to be able to realise their full potential. In the case of a blind person, this may be documents in Braille. For people with intellectual disabilities, the most important thing is human support. Thus, changing attitudes and awareness of other people on the campus is the most important resource for the inclusion of this group of people with intellectual disabilities.

The seven basic principles of Universal Design are:

a. USABILITY FOR ALL

The design is useful for a variety of people, each with their own limitations and capabilities. The design is attractive and inviting to everyone. Avoid stigmatising or offering specific solutions for certain user groups. Purveyances for privacy and safety have to be available to the same extend for all users.

b. FLEXIBILITY IN USE

Always make a design for a versatile use. The design has to be suitable for a wide variety of preferences and possibilities. Ensure that the campus is equipped with a choice so that users can choose the mode of use.

c. SIMPLE AND INTUITIVE USE

The design has to be understandable, irrespective of the experience, knowledge, language knowledge or level of concentration of the user. Avoid unnecessary complexity in space as well as in information provided. Adapt the design to a wide variety of physical and cognitive skills, for example provide clearly organized spaces, clear information, a clear route.

d. UNDERSTANDABLE INFORMATION

The necessary information is communicated efficiently to users, regardless of environmental conditions and sensory or cognitive capabilities of those users. That is why you better use a variety of information carriers: image, word, tactile, ... Make a clear distinction between important information and border information and support that with colour and design. Group and phase in clearly legible entities, for example, make a clear distinction between a fixed reception desk and a temporary information point or reception area.

e. AVOID OR REMOVE DANGEROUS ELEMENTS

Check the campus for vexatious and dangerous situations. If necessary, take care of protective elements of fire, edges, and so on. Also design, colour contrast and material use can help for that. Make your print of icons and formal elements to warn of dangers.

f. LOW-END USE COMFORT

Try to make sure that everything on the campus can be used efficiently and in a comfortable manner with minimal effort. For example: a toilet door that is light and handy in use.

g. SUITABLE DIMENSIONS FOR VARIOUS USERS

Choose appropriate sizes and spaces to reach, access, grab or use places and objects regardless of body length, shape or mobility of users. Make the attainment of information or control elements comfortable for both seated or standing users. For example: the reception desk is low enough for wheelchair users; The books in the library are accessible to wheelchair users.

2. CAMPUS ACCESSIBILITY AUDIT: FINDING OUT WHAT USERS NEED

We believe you cannot decide for anyone else what he or she needs, and you cannot know what the possible stumbling blocks are. You only experience this when you pass through it yourself and that is why there is nothing more important than to go into dialogue with each other. Do not require the person with a disability to adjust unilaterally, but provide structural support to facilitate the participation of the disabled person. People with a limitation need to constantly adapt, structural support is necessary to allow people with a disability to participate in campus life.

The accessibility of campuses of higher education institutes is very much dependent on local variations and may also differ significantly between different buildings. One of the best ways to identify possible issues and shortcomings in accessibility are Campus Accessibility Audits carried out by people with disabilities themselves. Rather than the usual checklist approach carried out by non-disabled people, these usually identify details which are not so obvious, but very relevant for people with disabilities themselves.

This applies especially to people with intellectual disabilities, for whom few standards in terms of architecture or communications exist. For the IC Life project, it is thus important to start the work on making a campus accessible by an audit carried out by people with intellectual disabilities themselves.

This Accessibility Audit could for example be carried out by a group of students with and without intellectual disabilities and could comprise tasks like the following examples:

- Ask Mr. XYZ from the ABC Department where the next accessible bathroom is located (points to be checked: entering the building, asking reception for direction, qualification of receptionist, signalization and guidance, knowledge of staff about accessible bathrooms)
- Borrow a book about the subject YXZ from the library (points to be checked: entering the building, asking reception for direction, qualification of receptionist, signalization and guidance, qualification of library staff, easy-to-read library rules, knowledge of library staff about easy-to-read literature)
- Get a coffee at the cafeteria (points to be checked: entering the building, asking reception for direction, qualification of receptionist, signalization and guidance, support by cafeteria staff)

While the students with intellectual disabilities could perform these and other tasks without support, the non-disabled students would stay in the background and just record what happens and where difficulties occur.

At the end of the tasks, it is important that the whole group of students evaluates the experiences and takes especially the feelings of the students with intellectual disabilities into account: were they treated dismissively, could they remember all the directions, how did they feel when they got lost, etc.

3. TRAINING AND AWARENESS-RAISING OF CAMPUS EMPLOYEES

To welcome people with intellectual and other disabilities on a campus of higher education, it is useful if the staff and employees on the campus learn about their specific needs. This does not have to be a long training seminar, but can best be integrated into regular meetings of different groups of staff that take place anyway. That has the advantage that the management sends an inclusive message to everyone and that the awareness-raising can be repeated e.g. annually to remind existing staff and to introduce new staff to the principles of an Inclusive Campus. If only short time is available, one can also address the needs of only one group of people with disabilities during 20 minutes at a meeting.

Whenever possible, it is important to involve people with intellectual disabilities themselves in these awareness-raising sessions. It is important that staff members become familiar with talking directly with a person with intellectual disability, have the possibility to ask questions and understand the contributions that these people are making to society. For organising such a training, it is always helpful to cooperate with a local, regional or national organisation of people with intellectual disabilities and their families.

It may also be helpful to identify trained staff or contact persons with a specific logo. The logo shown here as an example has been developed by the French organisation UNAPEI¹ and is accompanied by a comprehensive practical guide on accessibility².



a. CONTENTS AND MESSAGES

Higher Education staff at all levels should understand that people with intellectual disabilities are an integral part of society. They have a right to full participation and inclusion, also in education. In Higher Education Institutes it is usually a challenge to explain why people with an intellectual disability should and can participate at this level of education. Therefore, it is important to convey the following two core principles:

- The Higher Education Institute is committed to be an Inclusive Campus, not excluding any group of the population.
- Most of the graduates will later work in positions where they have direct contact with people with disabilities: as lawyers, teachers, architects, designers, medical doctors, etc. Thus it is important that they get to learn about their future clients or colleagues.

¹ Le pictogramme « S3A » : symbole d'accueil, d'accompagnement et d'accessibilité: <http://unapei.org/Le-pictogramme-S3A-symbole-d.html>

² Guide pratique de L'ACCESSIBILITÉ: <http://unapei.org/IMG/pdf/GuidePratiqueAccessibilite.pdf>

The objectives of the training is to enable the staff to

- Welcome people with intellectual disabilities in a respectful way and in a warm, natural and not pitying manner. They should understand that people with intellectual disabilities may feel intimidated in the Higher Education Institute.
- In case disabled people are accompanied, it is necessary to speak to them directly and not to their supporter.
- Adopt the right behaviour, be attentive, be patient and to take the necessary time to inform, guide and advise the person.
- Use a language with words that are easy to understand and explain the complicated words.
- Adopt a clear, but not directive speech: it is not a matter of imposing one's ideas but of advising and giving information.
- Use images, reformulation and gestures in case of misunderstanding, pictures e.g. on a mobile phone can help communication.
- If possible, accompany the person rather than explain a complex itinerary.
- Meet their special needs, but do not take over from them if they can perform some task themselves.

b. TIP CARDS

For staff which does not have daily contact with people with intellectual disabilities, the health services in Scotland have developed helpful 'Tip Cards' which are for ambulance staff, dentists, doctors and all others who have direct patient contact. The cards are meant as a quick reference guide to remind people and not as a replacement for training measures.

The Cards can be downloaded directly from <http://www.healthscotland.com/uploads/documents/5809-Updated%20Tip%20Cards%20-%2031.01.08.pdf>



4. TOWARDS ACCESSIBLE INFORMATION

People with intellectual disabilities, but also visitors and students from other countries benefit from information that is written in easy and accessible language. Therefore, basic information about the campus should be available in easy-to-understand language. There are three principal ways for doing that:

- 1) The information is provided in easy language to all campus users, i.e. users with and without a disability.
- 2) The information is provided as an extra accessible version in addition to a more difficult text.
- 3) The main information contained in a document is summarised in easy language at the top of a document.

Experience shows that most users prefer the easy version, even if they do not have a disability. Anyhow, all accessible text should be clearly marked so that users with an intellectual disability can easily identify it. Much used for this purpose is the European Easy-to-Read Logo³.



There are a number of rules and standards to be observed when writing text in easy language. You can find these rules in 15 European languages at <http://www.easy-to-read.eu>. The standards mainly focus on the following:

- Use the right language for the people your information is for. For example, do not use language for children when your information is for adults.
- Try to involve people with intellectual disabilities when drafting your information. They should take part in checking the information to see how easy it is to understand
- Do not give people more information than they need, to understand your point. Only give them the important information. That will mean in practice that easy-to-understand documents are usually much shorter.
- Use easy to understand words that people will know well. If you need to use difficult words, make sure you always explain them clearly. Please use the same word to describe the same thing throughout your document.
- Avoid using abbreviations, percentages and big numbers. Instead, use words like “few” and “many” to explain what you mean. Do not hyphenate words.
- Speak to people directly and use active language rather than passive language where possible. For example, say “We will send you a letter” not “you will be sent a letter”.
- Repeat important information and explain difficult words more than once if necessary.
- Never use a design or layout that will make your document hard for people to read and understand.
- Always use a font that is clear and easy to read, for example Arial or Tahoma. Avoid using serif fonts like Times New Roman. These fonts are more difficult to read because the shape of the letters is not as clear. Avoid using italics, underlining or special text effects. The letter size should be 14.
- Do not write whole words in capitals. Lower case letters are easier to read.



³ Can be downloaded from www.easy-to-read.eu

- Try to keep your sentences short and start a new sentence on a new line. If your sentence spreads over two or more lines, please cut the sentence where people would pause when reading out loud.
- Use clear images, drawings and symbols to support the meaning of your text.

Further practical information is available in the following publications:



5. WEBSITES, LEAFLETS, AUDIOVISUAL COMMUNICATION, INFO DAYS...

Once you have chosen to offer inclusive activities, be it a full infrastructural change or a one-off event and everything in between (courses, work offers, programs,...), you must make important decisions about how you are going to make this known. Here we suggest that your inclusion plan for people with an intellectual disability should be part of the total diversity program (including things like gender or ethnic background) of your university. If you want to make your university widely accessible, your university should open to students with a different basis or background, with or without a(n) (intellectual) disability.

The tips and tricks in this chapter are not specifically aimed at communicating with people with intellectual disabilities, but are useful in communicating to *all* people who have difficulty understanding complex information (e.g. refugees). What is accessible and understandable for people with intellectual disabilities, is understandable for a much larger group of people. It is all about using language but by producing easy-to-read texts.

There is a variety of channels one can use in order to promote the inclusive university so that it is attractive to a wide variety of interested audiences, including those with an intellectual disability.

a. WEBSITES AND LEAFLETS

At the moment, it is not easy for people with intellectual disabilities and their network to go to university. On websites or leaflets it is not always clear whether a university education is mainly practice-oriented, whether a theoretical basis is expected, how the lessons are given and how complex the accompanying course material or exams are.

In this step, involve *your university's communications* manager and, at a later stage, the *website manager* as well. Your communications manager will have an insight into attractive methods of arousing interest and being appealing to people.

Your website manager knows what is technically feasible and what is not. You don't have to think about new websites or folders right away. Start from what you already have and see if this can be improved. You can do this in a working group, you can ask the opinion of your current students or you can appeal to a panel that is composed of a diversity of people (e.g. people with Dutch as a second language, young and old people, people with a motoric or intellectual disability, ...).

Think of the following aspects which can help you to assess the current situation:

- **General points**

-Has *accessibility* been taken into account in the design of the website and the leaflet? Think about both the structure as well as the language.

- Is it clear that your university has a diverse and mind or that you offer *support to students with specific educational needs*? Determine which term you want to use for your university and then use it consistently in all links or documents. If you work with photos or testimonials, think of examples of multiple target groups (gender, culture, age, disability,...) in order to be representative

- Is there a *clear button on your website* that directly refers to information about studying with specific educational needs (or disabilities, or the term that your university wishes to use)? Is the procedure clearly indicated? (e.g. reporting form, interview, ...).

- Is all relevant information *easy to consult or to read*? For example, with a link on the website to a page or pdf document per programme?
- Is there a *uniform structure* for all programmes? Think not only of the website and folder but also of additional documents that are made available.
- Is it clear whether or not *contact* can be made (e.g. by telephone, by e-mail)? If so, are the contact details clearly visible?
- Is the presentation of the course supported by *visual material*? (e.g. photo or pictogram of dishes, bicycle workshop, etc.).
- If you do not go for a fully inclusive university but for a selection of programmes, is it clear *which programmes are involved*? (e.g. on the menu in a restaurant vegetarian dishes are marked with a symbol, a cultural centre uses a wink to indicate that persons with a disability are welcome, ... You could opt for an (own) inclusion symbol to indicate that support can be offered in certain courses or that teachers pay extra attention to persons with a mental disability).
- Is the *information complete and up-to-date*? Only communicate what you already know with certainty.
- Is *information given about accessibility*, parking facilities and public transport? When planning a visit to the university, it is useful for students with a disability to know whether the campus and the classrooms are wheelchair accessible and what the walking distance from the parking or bus stop is.
- Maybe you have collected good quotes in previous years or you find a former student willing to give a short *testimonial*? This is also good material for your website or folder.

- **Website tips and tricks**

The following tips can be useful when building up your website:

- Provide a *clear structure* with clear blocks for content, navigation, news, ...
- Make sure that the most important information is *visible without scrolling*. If you need to scroll, this should also be clear because the text or an image does not yet look complete at the bottom of the screen.
- *Limit the number of mouse clicks* to get to the most important information. Ensure unambiguous navigation.
- *Do not use distractors* that distract attention from the content such as complicated backgrounds, moving parts, non-message-oriented audio, video or images.
- Use a *sans-serif font* such as Verdana and preferably interline 2.
- Make *icons* or other clickable elements recognizable and sufficiently large.
- Make the *navigation consistent*, use the same methodology on all pages.
- *Don't use drop-down lists*; they are more difficult to navigate by motor.
- Place the *core of the message* in the first paragraph of the text.
- Only add *relevant images* to texts.

b. INFORMATION DAYS

Your university probably organizes information days or open campus days once or several times a year. Here, too, we advocate the use of easy-to-read leaflets, symbols and other indicators which organize and structure the day's event. This means that all university staff members present should be aware of the inclusive effect you are trying to achieve and that it is clear which information they give to potential students and for which information they can refer to a point of contact for students with specific educational needs.

The most inclusive course is the one in which the student, when arriving at the campus, can easily go to the classroom where specific information about the course of his or her choice is given. In that room the teacher gives information about the training and about the facilities for students with specific educational needs. In order to realize this, some preparation is needed. We also have to take into account busy moments, where it is not always possible to talk to a student individually.

c. MORE AUDIOVISUAL STUFF, ANYTHING THAT CAN BASICALLY DRAW ATTENTION

- *Short film clips*

You can also put your inclusive program in the spotlight by making a short film in simple language in which you present the course or the information day. Make the video as concrete as possible. This can be done by filming in the classroom itself or by letting the teacher speak for himself.

- *More audiovisual communication channels, not just text*

In order to make your inclusive program known to people with a (intellectual) disability and their network, you may need to explore additional communication channels. One can think of a flyer that you can distribute digitally to all organizations in the region that are at the service of people with a disability (licensed care providers, schools for special secondary education, private initiatives (housing counselling), etc. The same flyer can be shared on Instagram, Facebook, ...

6. ORGANISING INCLUSIVE CLASSES AND MEETINGS

Organising the teaching practice at a Higher Education Institute in an inclusive way is a challenging process that must be based on internal diversification and individual learning objectives. The project IC Life addresses this topic in a different work stream and will make proposals and practices available in Output O3: How to involve persons with intellectual disabilities in teaching activities on a higher education campus.

7. HOW TO INTEGRATE BLUEASSIST

BlueAssist is a simple system, on card or phone, for anyone with a disability to help them to communicate when out in the community. More information on BlueAssist can be found at www.blueassist.eu and <http://www.blueassistuk.org.uk>

BlueAssist is a special system that is designed to help anyone who has difficulty communicating no matter what the cause, to find a way for asking for help, or making a request when out and about. If you have problems speaking, or suffer anxiety that makes it hard to speak, or you do not remember things well BlueAssist can help. BlueAssist cards and Free phone app can be used to do the talking if you find it hard. A simple message such as: “I need a ticket to” or “Please, can you help me find” shown to someone in the ticket office or the campus can get your message across.

The Blue Assist-icon is an internationally recognized icon that has a recognizable shape and structure. The tool exists in different shapes. Originally this tool was created for people with disabilities, immigrants and elderly people.

We can divide Blue Assist users into 3 large groups:

1. People who are their own coach and decide by themselves on the use. They only have a problem expressing themselves. They usually fill in a Blue Assist screen or card at the time. There are many alternatives available to these users and they do not all need an icon that creates trust.
2. People who need Blue Assist temporarily in a learning path for new activities. With the support of a



coach and Blue Assist, they dare to try things, thus they are learning skills, allowing them to eventually be able to do these things independently. Most people like to have at least one general Blue Assist question like “I do not manage for the moment. Can you call my contact person?”

3. People who need Blue Assist permanently because often something can go wrong. They depend on their fellow citizens to be successful in their independence.

a. FREQUENTLY ASKED QUESTIONS AT A UNIVERSITY CAMPUS

Through questioning people with intellectual disabilities who came to the Thomas More Geel campus for the first time, we give a number of frequently asked questions for inspiration. A campus can choose to print and distribute these tickets.

These are the most frequently asked questions:

1. Where is the lunch room?
2. Where is the toilet for women? Where is the toilet for men?
3. How does this machine work?
4. Where is the reception desk?
5. Where can I buy drinks?
6. Where is the entrance?
7. Where am I exactly now?
8. Where is the F block?
9. Where does the bus go to? What hours does the bus drive?
10. Where is the auditorium?

b. IMPLEMENTING BLUEASSIST ON CAMPUS

Perhaps BlueAssist is not yet known on the campus. Students and teachers, maintenance staff and staff, ... everyone must know BlueAssist and know how to use it. A number of actions can help with that, so that BlueAssist is being talked about. Scientifically, one must be encouraged by a subject (in this case BlueAssist) at least seven times before memorizing and effectively knowing the subject. Here are some examples of actions. Of course, these actions are exemplary, a dose of out-of-the-box thinking will help you to develop your own customized actions tailored to your own campus.

i. Social media and Facebook

A large audience can be reached by social media, but it must be taken into account that the information will be passed in a passive manner. It will take a while before the social media user knows the subject. The use of social media can be a good start to excite the public.

By knowing these figures, one can assume that advertising or disclosure of inclusion and/or BlueAssist is interesting through this medium. This way, a large group of people will be reached who hopefully will talk more about this subject to friends, family, acquaintances, ...

ii. QR-code

A QR code is an advanced barcode. The letters Q and R represent 'Quick Response'. All the user has to do is target the smartphone or tablet's camera to the QR code to scan it. Once scanned, the user has access to the information you want to provide. This tool is widely used for marketing purposes.

On this QR code we can store information about BlueAssist and an inclusive campus. For example, the operation of BlueAssist can be mentioned on there, but also an applicable question about where the QR code is scanned in the form of a Blue Assist ticket. Of course, it is also possible to save a picture or a movie on there.

This code can be hung out in well-known striking places, such as next to the mirrors in toilets, at the vending machines, on placemats at the lunch room, ... Because the information on the QR code cannot be read by the naked eye, people tend to scan this code more easily. This will cause more people to get excited about the subject. Important when making this code is to check if the site you are using is payable or free of charge. This can keep you from unpleasant surprises during the execution.

In order to be able to scan this code, you must first download a program on your smartphone or tablet. These programs are called "QR readers". Many of these programs are free of charge and can be downloaded easily. Some features of the QR code require an active internet connection. This technique has been around for a long time, but has only recently become very popular. Mostly the youth is working with this technique. All you need for this technique is a computer and time to make the code. It is quick, easy and possibly free of charge!

iii. Email signature

If you send a lot of mails, an email signature can be a useful tool. It is a text, image, electronic business card, logo, or even an image of your handwritten signature that you add at the bottom of your mail. In a simple manner you will reach a wide audience. In the bottom of the email, you can make a short mention of Blue Assist.

iv. Public places

It is interesting to reach people in places visit frequently, such as the toilet, stairs, lunch place, etc. It is important to take actions that are unexpected. When students, teachers or management are approached in a way each action does, the information will often not sink through anymore. Therefore, it is important to do this by pioneering and starting a unique action. Below are a number of ways that can spontaneously catch the attention of passers-bys.

The most obvious way to reach a large group of people is to spread **posters, flyers or brochures** in public places. The toilets and stairs are places where everyone on campus sometimes passes, so these are definitely designated places to use. As mentioned earlier, you can find this promotional material on the BlueAssist site. This method is often the least effective. Many organizations use this kind of material. This leads to the fact that many people do not pay attention to posters or flyers. This does not mean that the hanging of these posters is unnecessary. This always helps in exciting people. The more people see, hear or read about a subject, the more they will remember about it and maybe look for more information.

The lunch room is a central place on most campuses. Trays are mostly used to put dishes and drinks before moving to the table. A paper **placemat**, holding information about BlueAssist, reaches a lot of customers on campus.

The logo must be clearly visible and there has to be a redirect from the Blue Assist website so that you can browse for more information.

Before, during or after eating, the customer will notice the placemat. The customer will choose for himself if he wants to read what is on the placemat. This action can be repeated around the same period, for example, one particular month during the academic year. People will recognize the icon. This can lead to people looking up more information about the subject or talking about it to people at their table.

On campuses, often a large **electronic billboard** hangs out and all kinds of things are shown on it. Blue Assist can also be shown on it by using the official poster. In order to achieve this, often an application must be made in advance to the responsible person of the electronic board. The message must be short and powerful so that you immediately know what it is about.

Attention can also be drawn by the distribution of **badges**. Of course, it is important that these badges contain the BlueAssist logo. It must be clear what it is about and why this disclosure is important. To make sure these badges are effectively worn, it is possible to start a win action. When it becomes clear that wearing this badge can provide a certain benefit, it is also more likely that the students on the campus also wear them. When a large group of students wear this badge, there will be curiosity for the logo of other students. To encourage the student to wear this badge, you can make it clear that when they get spotted with this badge on campus they can win a prize here. You can give a reward to your own possibilities. It may, for example, be a cinema ticket. Another option may be that students take a picture with a clearly visible badge. Then place the picture on the relevant Facebook page. The picture that got the highest number of likes, in return, also wins a prize.

When actions are taken, only a limited group of people will be involved. In order to further stimulate the announcement of Blue Assist, it is possible to invite **the press** in certain actions. The press often consists of a different range of people, which will attract an even larger group and will get into contact with BlueAssist. This can be the newspaper, radio, television. This way, the theme will become more known than just on campus/region where the activity takes place.

8. STRUCTURAL ACCESSIBILITY AND SERVICES

The following points provide some guidelines to improve the accessibility of campus structures and services. Some of these measures may already exist in building codes or similar regulations. It is important to understand that an individual with a disability may need and has the right to additional individual accommodation measures, with the limitation that those must be “reasonable”. Furthermore, these recommendations of course do not alter or replace legal obligations, for example fire safety etc.

a. PUBLIC TRANSPORT

As a university campus mobilizes many people, usually also public transport is provided. Negotiate with the public transport sector for a stop near the entrance of the building. This will be useful for all students, but in particular for people with intellectual disabilities, visually impaired, wheelchair users and so on.

ATTENTION POINTS

- Provide a stop near the access door of the campus
- Make sure there are no obstacles near the stop; if that cannot be avoided then give them a contrasting colour
- Rubber tiles on the footpath are desired.

b. PARKING AT THE BUILDING

Disabled persons or their escorts have to be able to reach the building, localise the building and find a parking space there. Reserved parking spaces have to be closer to the entrance.

ATTENTION POINTS

- Provide wide parking space for people with disabilities; make sure there is room for unloading wheelchairs.
- Provide this parking space near the entrance of the building

c. ENTERING

People must be able to enter the campus, regardless of their problems or limitations. Students with a limitation must be able to recognize the access doors of the building and be able to reach them completely without assistance. The access road must be accessible (signalling, road coverage, no level differences, free of obstacles, passageways, ...). Also, wheelchair users must be able to walk or drive through the access doors of the building (sufficient free passage, no thresholds, ...).

ATTENTION POINTS

- Located on the street side or visible from the street, with a signpost on the street side.
- Same access for everyone
- Avoid multiple access points

d. RECEPTION

It is desirable to have reception near the entrance. The reception window or desk must not be too high for wheelchair users or small persons. Furthermore, clear direction indicators (pictograms), a pointer or another tool that can indicate the direction are recommended.

ATTENTION POINTS

- The staff at the reception point must be trained to communicate with people with different kinds of disabilities, including intellectual disabilities, and be able to give directions in an understandable way.
- The reception desk must be located close to the access door
- A large and simple laid out touch screen (with audio for people with a visual disability) can help with orientation. This is not only convenient for students with a mild intellectual disability but also for regular students.
- There must be a complete obstacle free zone for circular rotation of 150 cm in diameter, allowing wheelchair users to move directly towards their conversation partners and easily turn back
- Adjustment to the viewing and operation heights of a seated posture, so that also a wheelchair user can stick his head above the reception desk and thus will be able to communicate with the receptionist.

e. MOVING AROUND

A campus should be accessible, understandable and clear to everyone. By this we mean that once people with a disability managed to get in, they also have to be able to find their way around campus. At all times, we want to avoid people getting lost. On campus everyone has to be able to feel safe and good.

People with a disability must be able to move around within the building, both horizontal (corridors, signalling, lighting, ...) and vertical, to move to different floors (stairs, elevators, ...).

ATTENTION POINTS

- On a large campus there are often several buildings. Make sure not all buildings look identical, for example, give them a different colour, another icon, ... so that it is immediately visually clear which block you are in. This is useful for people with intellectual disabilities, but also for people with visual disabilities, for regular students who do not yet know the campus and for external people who enter the campus for the first time
- Consider providing a map of the campus where routes can easily be marked by reception staff. This helps people finding their way or reminds them where to go.
- Reception staff should write down the room number where people should go. In case they get lost, they then can ask other people for help.
- Try to mark edges, stairs, etc. in the same way, for example, via floor marking or by a bright colour or icon. For example, always put the same carpets on the stairs. This is useful for people with mental disabilities, visually impaired, and also for people without disabilities.
- Put yellow stripes on the stairs and check the campus for that from time to time; these yellow stripes fade over the years. Maintain them is the message.
- People with intellectual disabilities need a simple environment
- Simple and short walking routes
- Continuous signalling with images
- Simplified operating instructions

- Sequential distribution of information
- No loose floor coverings
- Anti slip
- No steps or thresholds, floor as flat as possible
- Ribbons in the floor, for example to indicate the way, are desirable
- No obstacles in the passageway
- Contrasting markers show differences in height
- Visual protection of the stairs
- Elements of decoration that are on the walking route must be able to be detected with a blind stick. Therefore, preferably place objects that stick out in a niche and provide vertical lugs to the ground and in a colour that contrasts.
- Signalization of the main routes and this from the access, attached continuous and homogeneous, with attention to visibility
- Universal icons should be preferred
- Provide rest zones at regular distances and in places without circulation, with high precise and visual comfort
- Absence of sharp edges
- Adapted facilities for a blind guide dogs of visually impaired
- Provide sufficient elevators on a large campus, so that people with mobility problems (people with injuries, wheelchairs, crutches) can move around everywhere. Give the elevators a contrasting colour to the wall next door. The figures in the elevator can also be given a relief note (eg elephant, crocodile): this is useful for people with mental disabilities and for visually impaired.
- Pictures of docents and other staff members can be provided at the secretariat's office, the docent room, and so on
- An application on the smartphone can be useful for students with and without intellectual disabilities. Photographs of teachers, changes in classrooms and a lot of other information can be made accessible on display. Possibly an electronic calendar can be connected as well.
- Doors in glass can best be placed as a sliding door so that visually impaired people cannot walk against them
- Preferably garbage cans are very colourful so that people with disabilities and people with intellectual disabilities easily recognize them
- Certain mats can indicate what is about to come: a stairway; a secretariat; a room
- Check new elements that you implement on campus, such as an electronic payment system, on some common handicaps.

f. USE

Students with restrictions must have access to all rooms and must be able to participate in all activities in the building, whether it be the reception, the sanitary facilities, the offices, the cafeteria or the halls where an exhibition, a conference, a performance, a course etc. takes place.

i. Toilets and bathrooms

ATTENTION POINTS

- Provide men's-woman's toilets always on the same side. Also washbasins and dryers are always on the same side. Braille stickers can be added to the bottom of the logo of male or female for visually impaired and blind people
- The door must open outwards

- They must have clear entrance of 85cm and no thresholds or steps
- Without any obstacle or decorative element, the area to turn must be large enough for wheelchair users to handle the sink, handlebar, switches
- Provide enough restrooms for wheelchair users so that they must not walk hundreds of meters for their toilet visits
- Do not make the doors too heavy, opening a heavy door is difficult for a wheelchair user
- Provide colour contrast of the doors with the wall

ii. Classrooms and aulas

ATTENTION POINTS

- The quality of acoustics is important for hearing impaired
- A quiet classroom is important for the hearing impaired
- Provide a ring line (amplification of sound that is spoken in the microphone via the present hearing aids) in large aulas
- Provide 5% of the chairs for wheelchair users. Remove a few chairs and make these accessible to wheelchair users, this way they will not feel aimed at or treated separately...
- If classrooms are provided with a name or number, then also provide this in Braille.
- Provide strips on the stairs in a large auditorium
- Provide light lighting on the doors
- In auditoria a sloping plane is preferred to a staircase

iii. Services like phones, ticketing machines and banking services

Key products and services, like phones, ticketing machines and banking services, will have to be made more accessible to people with disabilities.

It's important that the comfort of the electronic services at the university campus is beneficial for the people with disabilities. The draft "European Accessibility Act" (EAA) sets out requirements to make a number of products and services more accessible. The list includes: ticketing and check-in machines; ATM's; PC's and TV equipment; consumer banking services; e-books; websites and mobile device-based services offered by audio-visual media.

Consider developing easy-to-read instructions if a machine is difficult to operate or place it near to a place where help would be available if needed.

g. EVACUATION

When at risk people with disabilities should be able to leave the building. One has to know how to be warned and what evacuation route can be taken (signalling of the fire escape route, ...). The evacuation route must be accessible and provide the possibility of safeguarding the person at any risk, regardless of the disability (evacuation procedure, flight zones, emergency exit without thresholds, etc.).

ATTENTION POINTS

- Accurate signalling
- No obstacles on the flight routes

9. EQUAL OPPORTUNITIES RECRUITMENT

Higher Education Institutes should welcome diversity amongst their staff and should ensure that all candidates for employment are treated fairly, and that selection is based solely on the individual merits of candidates and on selection criteria relevant to the post. As employers they should be committed to the principle of equality of opportunity.

a. THE LEGAL BASIS

The legal basis for equal opportunities in the workplace in Europe is the Employment Equality Directive 2000/78/EC that has been transposed into national law in all EU Member States. It prohibits discrimination on grounds of religion and belief, age, disability and sexual orientation. It covers the fields of employment and occupation as well as vocational training.

For people with intellectual disabilities, especially two kinds of discrimination are relevant:

- Direct discrimination, where people with intellectual disabilities would be expressly excluded from a job without justification.
- Indirect discrimination – where an apparently neutral provision, criterion or practice would put persons having a particular disability at a disadvantage compared with other persons. In Higher Education Institutes, this may be the case if, for example, a certain school leaving degree would be required that is not necessary to perform a job, for example as a cleaner, kitchen aid or gardener.

Article 5 of the Directive provides that employers are required to take appropriate measures to enable a person with a disability to have access to, participate in, or advance in employment, or to undergo training, unless such measures would impose a disproportionate burden on the employer. Of course, there is a lot of litigation about the exact definition of “disproportionate”, but the courts generally adopt a wider definition, especially when State subsidies are available to cover extra costs for reasonable accommodations.

Information on the application of the Employment Equality Directive and other anti-discrimination legislation in all 27 Member States is available on the European Commission's website:

<http://ec.europa.eu/social/main.jsp?catId=158&langId=en>

b. SUB-CONTRACTING AND POSITIVE ACTION

Many services within a Higher Education Institute may be sub-contracted to external service providers, such as cleaning, gardening, catering, etc. The management of an Inclusive Campus should thus carefully review their conditions for the sub-contracting of services and include requirements for the sub-contractor to employ a certain number of people with disabilities, including people with intellectual disabilities. This “positive discrimination” is allowed as positive action.

C. SELECTION CRITERIA

Selection criteria for jobs should be clearly defined. Job qualifications or requirements should reflect only skills and knowledge that are objectively required for a job. Otherwise they could be understood as indirect discrimination.

Higher Education Institutes have a statutory obligation to make such adjustments to the workplace and to working arrangements as are reasonable to accommodate suitably qualified disabled applicants. Possible reasonable accommodations for people with intellectual disabilities could be, for example, a reduction of the required working time or job-sharing between a person with and a person without a disability. Some countries also finance specific training on the job, re-training, job coaches and other workplace-related support, or provide financial incentives for employers of people with intellectual disabilities.

10. SAFETY AND SECURITY: PROTECTION POLICY FOR ADULTS WITH INTELLECTUAL DISABILITIES

The partners of IC Life strongly believe that the full participation of people with intellectual disabilities in all mainstream and specific research and projects that concern them is essential. Without their contributions, a large part of the population is excluded and the research or projects may lead to incomplete or misleading results.

The purpose of this chapter is thus to provide a standard for the involvement of adults with intellectual disabilities in Higher Education Institutes. It is based on best international practice as well as on existing international legislation, such as the UN Convention on the Rights of People with Disabilities, the Convention on the Rights of the Child, or legislation of the European Union. National legislation and practices may set higher standards in some countries and have to be observed.

Specifically, these Guidelines deal with the following issues that are most commonly observed:

- Informed Consent
- Safety and Security
- Photography and Video

a. INFORMED CONSENT

People with intellectual disabilities are often excluded from research and projects because they are perceived as lacking capacity to provide informed consent for their participation. However, for the IC Life partners it is essential that people with intellectual disabilities are directly and actively involved in research and projects that are of concern to them. Thus, it is necessary to find ways to obtain the consent of all people with whom we are working. For people with intellectual disabilities this may pose specific issues that have to be observed, focusing especially on their ability to understand the study description and disclosures during the consent process.

Unfortunately, many States have so far disregarded their legal obligations and have not modified the legal situation to be compatible with Article 12 of the UN CRPD which guarantees equal recognition before the law. Thus, we may be in a position to cooperate with persons with disabilities who have a legal guardian and/or may not be in a legal position according to their national law to give legally valid consent themselves. We rely on national partners to ensure that legally valid consent for participation in activities is available where necessary, possibly involving also legal guardians.

However, Higher Education Institutes should be committed to the principles of Article 12 and thus should always assume capacity to take decisions. They should always seek direct informed consent from the participating persons with intellectual disabilities themselves, whether it is necessary or not according to the respective national laws. This consent should be sought in accordance with the following principles:

- 1) Higher Education Institutes should take specific care that consent is always „informed“, meaning that they are sure that the person has both received and understood the information provided about an activity. In case of doubt, it will always be better to assume that consent has not been given.

- 2) Information about an activity should always be provided in easy-to-understand format, and both verbally and in writing. An Information Sheet in easy-to-read language should include, but is not limited to:
 - A description of the action in which the person is asked to participate.
 - An explanation about the purpose and the expected outcomes of the action.
 - An explanation about the possible risks and benefits of participation.
 - A statement that ensures confidentiality of all personal information that may be exchanged during an activity.
 - A statement that the person can withdraw the consent at any time without justification or consequences.
 - The nomination of a contact person who can give additional information and clarify any questions.
- 3) There should always be different degrees of possible consent, for example to allow participation without this being made public.
- 4) Higher Education Institutes should exert no pressure or coercion in whatever form on the person to give consent.

People with intellectual disabilities may have problems with remembering their consent and its implications for a longer period of time. Therefore, it is good practice to remind participants in a study or projects in regular intervals about the meaning of the consent given by them. This will also provide an opportunity for people to reconsider their given consent and its degree after some time.

It is also good practice to share the results of the project or study with the participants. Explain to the participants when and how the results will be disseminated and published and ensure that they receive a copy of the published documents.

In annex 3 can you find an example of an informed consent form developed by Jo Daems (Thomas More) for the ESF-project 'CVO Inclusief'.

b. SAFETY AND SECURITY

Higher Education Institutes should promote and expect behavior that is sensitive, respectful, caring and that contributes to creating a healthy and safe environment for people with intellectual disabilities; an environment where adults feel able to come forward with concerns and receive support from those around them. They should be committed to:

- Respecting the rights, wishes and feelings of all people on a campus;
- Taking all reasonable steps to protect people from neglect and physical, sexual, psychological and emotional abuse;
- Responding to all suspicions and allegations of abuse swiftly and appropriately;
- Recruiting volunteers and staff with regard to their suitability for that responsibility and providing them with training in good practice, victim support and protection procedures.

While IC Life highlights that we have a specific duty to protect adults with intellectual disabilities from abuse, we recognize that people with intellectual disabilities can also be perpetrators of abuse. It is thus important to ensure that every person who is participating in our activities can do so in a safe and secure way.

An accessible possibility to complain about abuse is crucial in order to protect people with intellectual disabilities who are participating in our activities. Accessibility will best be ensured by appointing a

Safety and Security Contact Person who is the person in charge for protection against abuse. It is essential that this person is accessible by phone and e-mail.

In the case of abuse, the first priority must be always the safety and welfare of the abused person and to ensure that no person is ever left in an unsafe situation.

The best efforts for the protection against abuse will be ineffective if the participants do not know about them. Staff members and volunteers should receive a copy of the Safety and Security Policy. Its contents should be discussed at staff or project meetings in order to create awareness of possible abuse and its prevention.

All people who participate in an activity could receive a copy of a printed information in easy-to-read. This should detail the contact information of the Safety and Security Contact Person who was appointed for this activity. Annex XXX provides a template for such a document.

C. PHOTOGRAPHY AND VIDEO

Almost everybody has a mobile phone with an inbuilt camera and frequently an internet connection that makes uploading and sharing of photos and videos very simple. For people with intellectual disabilities it may be an issue of concern, if their pictures are published freely. While the legal regulations in countries may be different, good practice in this area comprises at least the following steps:

- 1) All participants of an activity should have the possibility to object against having their photo taken. For smaller activities this would mean that the issue is raised at the beginning of an activity. For larger events, this should be asked already on the registration form.
- 2) Participants who do not want to appear on photos or videos should be identified with badges or stickers so that their choice is clear for any photographer.
- 3) All participants of an activity should be asked to respect this decision, also if they should be taking photos or videos for their own personal use.

11. HOW TO INVOLVE STAKEHOLDERS

We can say that sufficient support from above is important, as well as a bottom-up interest from higher educational staff. If you do not have an eye for both, it is difficult to change systems or to put things in motion.

a. STAKEHOLDER ANALYSIS

i. Why a stakeholder analysis

It is important to know who your stakeholders are. Knowing this will help you to clarify how you can create willingness to cooperate and how to further involve stakeholders.

A stakeholder analysis is useful to reflect on the relationships and dependencies of your company or organization. Two things emerge from this: conflicting interests between the various stakeholders; opportunities to align the various interests of stakeholders.

In a good strategy, you try to balance the interests - each stakeholder has his own methods of measuring his interest. In a stakeholder analysis, you learn to think strategically about it, and see relationships between these interests and bring them closer together.

In a stakeholder analysis, the interests of stakeholders around a project are established and described. This is necessary to provide the project initiators with insight into the opportunities and threats of the project. As a result, the stakeholder analysis helps to identify and to decide on which partners should be involved in the project, which actors will have a role in decision-making of a project and actors who do not directly have a role but who can influence (both positive and negative) the progress of a project.

The purpose of the stakeholder analysis is to get an overall view of the parties or persons involved in the elaboration of the project plans.

A good stakeholder analysis enables you to sketch action perspectives based on the results for further involvement during the project.

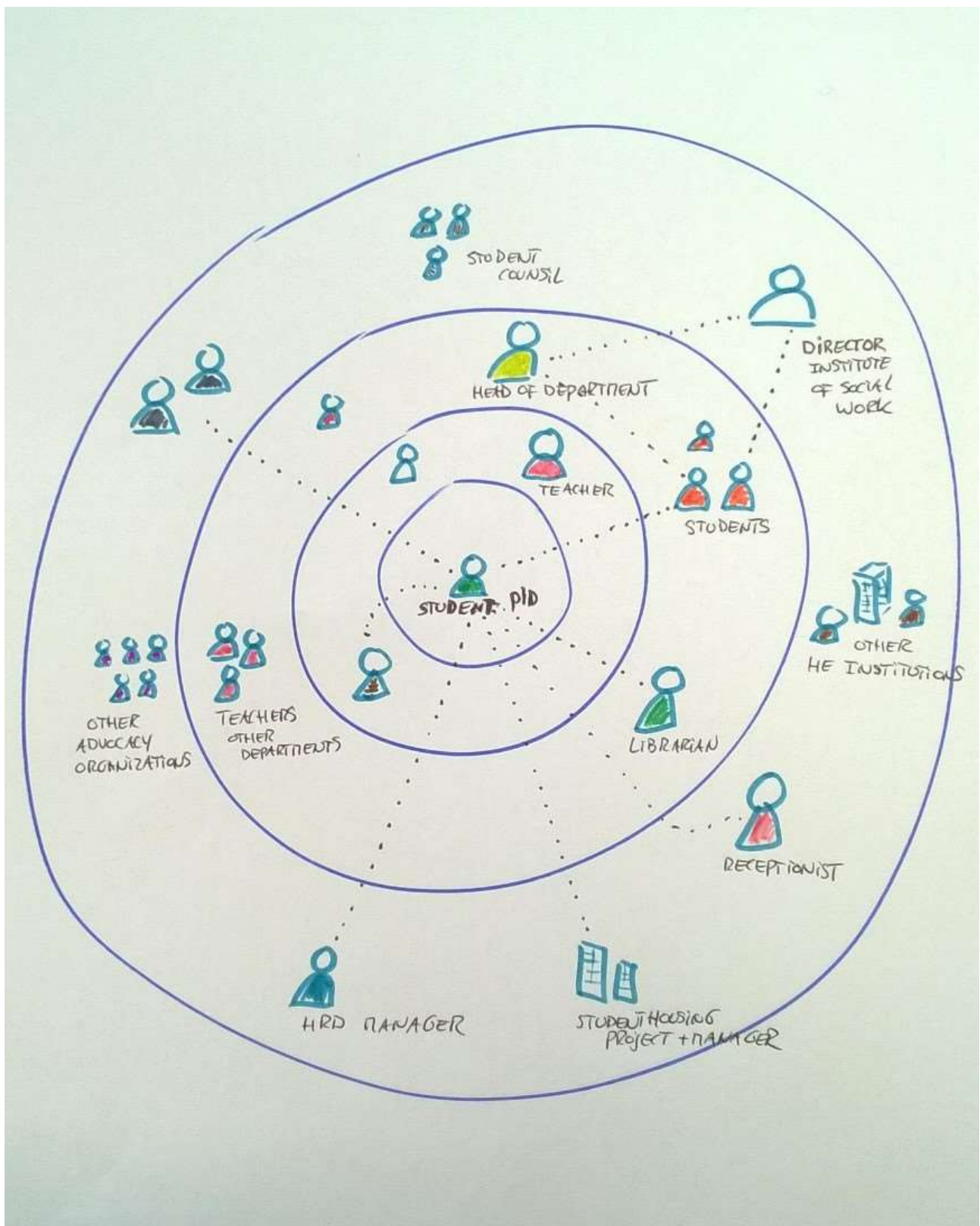


Figure 1: Example of a figure showing stakeholders: in the centre and inner circles the primary stakeholders, in the outer circles the secondary stakeholders are presented.

ii. How do you set up a stakeholder analysis in six steps

Please ensure that representatives of the core stakeholders themselves are involved in the analysis.

1. Mapping of the parties or people involved.
2. Define and describe each stakeholder's interests (interests and goals they pursue). In many projects breakthroughs are realized by not concentrating on realizing views, but by searching for new solutions that serve the same interest.
3. Determine the positions of each stakeholder that will be taken.
4. Determine if there is a basis for cooperation between actors. For example, create an 'interest matrix' so that you understand the various interests, weight of everyone's interests, extended or contradictory interests.
5. Understand what degree of influence and power each stakeholder has in the project and make clear what instruments each stakeholder has for this purpose (eg legal, financial, political, informal network).
6. Select the important and relevant actors that should be and are willing to get involved in the development of the project.

iii. Important points of interest for an open dialogue between the stakeholders

1. Pursue hospitality between all stakeholders. Create friendly, hospital environments.
2. Make clear in what respect stakeholders are mutually dependent. When stakeholder understand they are also (in part) dependent on one another this might intensify the involvement to a project.
3. Very helpful is to have a same view, vision on what goals we want to pursue. When you search for stakeholders with the same vision, you will create a willingness to join.
4. Always take into account a mutual benefit: in projects, initiatives it should be make clear what the benefits are for all stakeholders, including the initiators. This is not only confined to financial benefits, yet can also considered in terms of social benefits, emotional benefits (fun, relaxation) and/or environmental benefits. Very often social workers and (social) health care practitioners forget the importance of mutual benefits.
5. Always try to create a mutual meaning when cooperating with several partners/stakeholders.
6. Adjust the meaning to the level of your stakeholders. For example, on people with a intellectual disabilities. They are one of the crucial stakeholders.
7. Utilize existing social infrastructure. In many countries there already is a social infrastructure. Investigate (mapping it) the social infrastructure in case there lacks an overview.
8. Inside the existing social infrastructure, you may find many opportunities to cooperate, to involve partners, which makes it unnecessary to build a complete new network. Try to connect to, fit in with the interests of your stakeholders.

iv. Patterns of inclusion

Factors to be aware of in case stakeholders are involved or in case you want to involve stakeholders in projects targeting promotion of social inclusion of persons with intellectual disabilities and/or mental illness. Based on research of Annica Brummel (2017):

Take into account what kind of patterns of social inclusion there are in the neighborhood. This helps deciding what kind of involvement is desirable and feasible as well as what next needs be done to change the pattern:

- 1) First pattern: Potential stakeholders, stakeholders who are aware of their stakeholder’s position and stakeholders who are not aware of their stakeholder’s position have no (social) role, no interest in the neighborhood, in the project with others.
- 2) Second pattern: people/stakeholders deliberately fulfill several tasks or social roles in the neighborhood and or project(s).
- 3) Third pattern: people/stakeholders wish to/are willing to fulfill more tasks and/or social roles, yet the circumstances do not allow that (e.g. impediments such as health problems lack of money, time, facilities, insecurity)

What to do with the patterns of inclusion? Firstly, depending on what pattern of social inclusion, one can assess what kind of involvement of stakeholders is feasible and desirable. Secondly, before starting taking actions - in a project Inclusive Campus Life with several stakeholders - decide which social inclusion pattern you want to achieve.

Furthermore imaging (what kind of - stereotype or stigmatizing - images and self-imaging (service users, self-stigma) strongly influences the opportunities of cooperation with several stakeholders and the involvement of stakeholders.

Overview of factors that help assess opportunities for social inclusion in the neighborhood (Brummel, 2017). In this overview factors are presented from the perspective of service users (also stakeholders).

	Stimuli	Barriers
Individual factors (service users i.c. persons with intellectual disabilities)	<ul style="list-style-type: none"> • Identification with the social role ‘citizen’ • Social role of neighbor • Social role of regular participant in local activities, projects • Social role of volunteer • Agency • Individual Support plans including goals in acquiring a (valued) social role. This also matches methods and visions related to the Social Role Valorization. 	<ul style="list-style-type: none"> • Intensity of disability (intellectual, mentally, physical) • Not being aware of the identification with the role of ‘being service user’ • Limited mobility • Social isolation • Financial constraints • Missing (meaningful) daily activities • Being stuck to home • Internalized stigma in patients • Frequent hospitalization with tendency towards dependency of professional services and loss of independent thinking and acting

<p>Contextual factors (people, stakeholders involved)</p>	<ul style="list-style-type: none"> • Diversity in activities and facilities • Informal buddies • An existent supportive social network • Feeling at home, at ease • Identification with the social role ‘citizen’ (stakeholders view people with intellectual disabilities not as service users but as citizens). • Social and informational accessibility of groups (residents groups, lobby groups, committees, project groups, student groups, teams of professionals etc.) • Support by the social network. When a person with mild intellectual disabilities is supported by the people they regularly call upon, like parents or supervisors, they might sooner dare to move around in society, because they have someone to rely on, to support them. 	<ul style="list-style-type: none"> • Not being aware of identifying someone with the role of ‘being service user’ (this is a pitfall of teachers, students, management, social professionals representing service users etc.) • High intensity of care for closest ones • Social standards of behavior in the neighborhood (i.c. also projects taking place in campuses or campuses that are integrated in neighborhoods e.g.) • Negative personal experiences in the local area (offensive comments, language, discrimination, bullying, exclusion, etc.) • Image (representation) of the neighborhood • Housing policy (and maintenance of the neighborhood, buildings, parks, street furniture etc.) • Location of the neighborhood
--	---	---

b. HOW TO CREATE COOPERATION WILLINGNESS

1) Always take into account a mutual benefit: in projects, initiatives it should be make clear what the benefits are for all stakeholders, including the initiators. This is not only confined to financial benefits, yet can also considered in terms of social benefits, emotional benefits (fun, relaxation) and/or environmental benefits. Very often social workers and (social) health care practitioners forget the importance of mutual benefits.

2) Always try to create a mutual understanding when cooperating with several partners/stakeholders.

3) Utilize existing social infrastructure. In many countries there already is a social infrastructure. Investigate (mapping it) the social infrastructure in case there lacks an overview.

4) Inside the existing infrastructure you may find many opportunities to cooperate, to involve partners, which makes it unnecessary to build a complete new network. Try to connect to, fit in with the interests of your stakeholders.

5) Pursue hospitality between all stakeholders. Create friendly, hospital environments

6) Make clear in what respect stakeholders are mutually dependent. When stakeholder understand they are also (in part) dependent on others this might intensify the involvement to a project.

C. MANAGEMENT BOARD

It is important that the people in leading positions of the higher education institution are behind the principles of inclusive education at all levels as stipulated by the CRPD Article 24 and the General Comment No 4. It is also important that they are committed to inclusive and non-discriminatory principles in the employment of all staff on the campus.

An effective strategy for introducing secondary education to teachers is by starting with the dean or someone else at the management level. If you can convince him or her of the importance of inclusive education, he or she can call the lecturers for a consultation. If the dean calls them, then most will be present. You must create as broad a support network as possible. On such a consultation you will give an explanation of inclusive secondary education and you will look for teachers that want to try it out.

If the people in leading positions at university or department level are supportive of inclusive secondary education, look for courses that have a connection to inclusive education. These may be master's or bachelor's theses, projects that students should realise during their training, internships, etc. The more variation in courses, the richer the discussion will be because the experiences will be more diverse.

Inclusive secondary education can be encouraged by the policy of the university or college in the following ways:

The following are obligations arising from the CRPD.

- Inclusive secondary education should be included in the mission statement of the university college or university
- Inclusive secondary education is a quality criterion for higher education
- Inclusive higher education is a positive challenge to higher education staff.
- Inclusive secondary education must be part of the professionalization of teachers
- Provide adequate financial and structural support by providing financial resources to develop teaching materials
- Include the principles of inclusive education in teacher programs
- Reward teachers who are working with inclusive education, for example by giving an 'inclusive teacher award'
- Start with a pilot project. If lecturers are starting with inclusive secondary education, then it will be spreading further from these concrete experiences.

d. TEACHERS

There are different strategies to motivate teachers:

- Teachers should be made aware of the benefits of inclusive secondary education, not only for the students but also for themselves.
- Inclusive education does not necessarily mean more and harder work. In the long term, it can make teaching easier.
- Supervision and coaching by colleagues. Set up a group in which lecturers can think together, exchange experiences with inclusive education and give feedback on each other's work.
- Providing good examples, role models and experiences with UDL in higher education.
- Focus on what is happening already in the higher education institution. Maybe inclusive education is already being used by teachers and many programs already may answer to the inclusive principles
- Teachers do not have to adjust all of their courses immediately. They can do a try-out by including a small part of their curriculum and make it more inclusive. Start with something small and grow further from there. Try something, and if it works you can expand.
- Develop formats for inclusive teaching materials, this way you write out inclusive secondary education
- Teachers must be aware of what available materials already exists
- It is important to appreciate and motivate what teachers already do in their classes with regard to inclusive education
- Look for allies. Communicate what you do with colleagues doing the same. For example, use internet or Facebook to share information with colleagues.
- Find partners in the work field, like support organisations for people with ID or peer experts.
- Engage students in technology. For example, you can ask them to test new technologies.
- Ask teachers, make use of each other's strengths. Each teacher can benefit from working in a group. For example, a colleague who is good at proposing things visually can do this for several colleagues. Someone who is good at writing can do that for several colleagues. We can benefit from each other's strengths, so we do not have to lose time with things we are not good at.
- Generalize reasonable adjustments. The reasonable adjustments that lecturers now provide for some students may be useful to multiple students: for example, a working mother who studies, a student who is often abroad because of top sports, a student who has a long-term illness, ...

e. STUDENTS

i. Students with intellectual disabilities

The students with intellectual disabilities need to be involved as much as possible. We can cooperate with them to evaluate the campus and question their ideas. Naturally, we take into account their individuality: we visualize where possible, use custom tools and methods. For this we would like to refer to IO 3 which is about how to involve people with intellectual disabilities in teaching activities on Higher Education Campus.

ii. Other students

Regular students should be involved as much as possible in receiving and supporting students with intellectual disabilities.

Some possibilities:

- Provide a buddy system of regular students and students with intellectual disabilities (see output 2)
- If the students with intellectual disabilities are visible on campus (in the dining area, in the hallways, recreation points, etc.) integration will be much easier
- You can provide one activity per month (eg café visit, sports afternoon etc) where you deliberately aim for a mix of students with and without limitations.
- In humanities (social assistant, occupational therapy, psychology, psychological assistant, etc.) in practice-oriented subjects, tune in students with an intellectual limitation as experienced field expert.
- Provide BlueAssist on campus (see above)

f. LOCAL ANCHORING WITH ORGANIZATIONS WORKING WITH PEOPLE WITH INTELLECTUAL DISABILITIES

If a campus is to flourish as an “inclusive campus”, a local anchorage is important. Organizations working with people with a (intellectual) disability in the same city or region should be “child at home” on campus. Intensive cooperation between the campus with its infrastructure, humanities education and organizations working with people with intellectual disabilities is appropriate. Only this way the campus can resonate to the outside world and position itself towards the students.

We list some ideas that a campus could realize to implement this local anchoring:

- Design a kind of “interim office” on campus, where people with intellectual disabilities can apply for a number of jobs on campus. Nearby organizations working with people with intellectual disabilities are kept informed about the job offers.
- On information days, welcome days, study days, etc., stewards with an intellectual limitation may be deployed on campus. People with disabilities can welcome visitors by preparing and pouring drinks, etc.
- A popup stand on campus can be used by various groups: regular students selling wafers to pay for a student trip; people with intellectual disabilities can sell their paintings or other things; etc.

12. CONCLUSION

This Intellectual Output contains information to support the Higher Education Institutions and enable them to make a campus more accessible for people with intellectual disabilities. This Intellectual Output builds on the general principles of Universal Design and puts additional focus on accessibility for people with intellectual disabilities regarding services, information technology, physical spaces, communication, security and safety.

Inclusion means a policy that introduces diversity as a standard: creating conditions so that everyone can participate and feel good. We want a ‘design for all’, not only in terms of buildings and infrastructure, but also in terms of education, employment and living together on a campus for Higher Education. The main goal is to make the campus more inclusive and to create an environment where people with intellectual disabilities are part of the higher education community.

To welcome people with different disabilities on a campus of higher education, it is useful if the staff and employees on the campus learn about the specific needs of people with intellectual disabilities. This does not necessitate a long training seminar, but can best be integrated into regular meetings of different groups of staff that take place anyway. The advantage is that management sends the message of inclusion to everyone and that the awareness-raising can be repeated.

We highlight two simple but very effective tools that can be used on a Higher Education campus: 'Tip Cards' and 'BlueAssist'. 'Tip Cards' are developed by the health services in Scotland aimed at care takers with direct patient contact. The cards are meant as a quick reference guide to remind people and not as a replacement for training measures. 'BlueAssist' is a simple system, on paper cards or phone, for anyone with a disability to ask for help on the campus. We give tips on how to implement BlueAssist on a Higher Education Campus, with 'frequently asked questions' and with “how to’s” regarding Social Media, QR codes, email signatures, etc.

The outcome also includes advice on how to organize building accessibility with regard to public transport and parking facilities, over classrooms and auditoria up to and including evacuation in case of emergencies and much more.

We explored Safety and Security for students with intellectual disabilities. Availability of a confidential counsellor is advisable in the context of sexual or other abuse. It is essential that this person is accessible by phone and e-mail.

To involve stakeholders, always try to create a mutual understanding with all actors on the campus. It is important that the people in leading positions of the higher education institution support the principles of inclusive education at all levels. It is also important that they are committed to inclusive and non-discriminatory principles holding for all staff on the campus.

In addition to raising awareness among students and teachers, it is also important to pay attention to the local embedding of the campus in urban life. Organizations working with people with a (intellectual) disability in the same city or region should easily frequent the campus. The campus may act as a meeting place, allowing intensive cooperation thanks to its infrastructure and human sciences. Only this way the campus can resonate to the outside world and position itself towards the students.

13. SUMMARY

Executive Summary

Inclusion of people with intellectual disabilities on a campus of higher education is a new concept that promises positive results for all people concerned:

- It supports the professional training and education of students of all faculties by bringing them into direct contact with their future clients.
- It improves the quality of higher education by ensuring that the future clients are part of the teaching process in higher education.
- It provides workplaces for people with intellectual disabilities in all areas of the campus, for example in the teaching faculties, but also in all kinds of support jobs.
- It empowers people with intellectual disabilities by allowing them to learn as students alongside non-disabled students.

The project “Inclusive Campus Life” (IC Life) developed practical tools and strategies to achieve the objective of inclusive campuses with the participation of higher education institutes in four European countries.

We have approached the issue in five areas:

1. How to make a campus more accessible
2. How to organize a buddy system for people with intellectual disabilities
3. How to involve people with intellectual disabilities in teaching activities on a higher education campus?
4. How to organize work placements on campuses for people with intellectual disabilities
5. An implementation framework and monitoring tool for inclusive campuses

In this paper, we address the questions of what can be done to make campuses more accessible. This concept relates strongly to the other four areas and we would propose reading them at www.ICLife.eu.

Inclusion is a policy that **recognizes diversity as standard** and creates conditions so that everyone can participate. It is linked to democratic participation within and beyond education. To achieve inclusion we have to increase the capacity of settings and systems to respond to diversity in ways that value everyone equally. First and foremost, an inclusive campus requires a new way of thinking. This is important for the attitude of stakeholders such as fellow students, teachers, or the management.

Social role valorisation is an important concept in sociology, not only when working with people with intellectual disabilities. Social roles provide status, experiences, self-esteem, respect, relationships, freedom, opportunities, and personal growth. Inclusive campuses must be part of this process for all their students.

An inclusive campus is build on the principles of Universal Design and puts an additional focus on accessibility for people with intellectual disabilities regarding services, information technology, physical spaces, communication, security, and safety. While **physical accessibility** is a widely accepted concept and has been introduced in various legislation and building codes already, the concept of **intellectual accessibility** is not widely known and used.

In making a campus more accessible, we propose to start with a **Campus Accessibility Audit** carried out by people with intellectual disabilities themselves who are supported by other students. Rather than a checklist approach carried out by non-disabled people, these usually identify details which are not so obvious, but very relevant for people with disabilities themselves.

This paper then proposes a number of practical tools on how to make a campus more accessible:

- **Training and awareness-raising of campus employees** about inclusion is one of the most important steps. It is important to involve people with intellectual disabilities themselves in this. It is important that staff members become familiar with talking directly with a person with intellectual disability, have the possibility to ask questions and understand the contributions that these people are making to society. We also propose to use “Tip Cards” for staff who does not have daily contact with people with intellectual disabilities.
- People with intellectual disabilities, but also visitors and students from other countries benefit from information that is written in **easy and accessible language**. Therefore basic information about the campus should be available in easy-to-understand language. We also propose a welcome flyer for students with intellectual disabilities.
- **BlueAssist** is a simple system, on card or phone, for anyone with a disability to help them to communicate when out in the community. It is a special system that is designed to help anyone who has difficulty communicating no matter what the cause, to find a way for asking for help, or making a request when out and about.
- The guidelines to improve the **accessibility of campus structures and services** may already exist in building codes or similar regulations. It is important to understand that an individual with a disability may need and has the right to additional individual accommodation measures, with the limitation that those must be “reasonable”.
- Higher education institutes should **welcome diversity amongst their staff** and should ensure that selection is based solely on the individual merits of candidates and on selection criteria relevant to the post. As employers they should be committed to the principle of equality of opportunity.
- In the chapter on safety and security, we propose a **protection policy for adults with intellectual disabilities**. It is based on best international practice as well as on existing international legislation, such as the UN Convention on the Rights of People with Disabilities, the Convention on the Rights of the Child, or legislation of the European Union. These Guidelines deal especially with informed consent, safety and security, and photography and video.

In the last chapter of this paper, we turn to the question how inclusive campuses can be implemented through stakeholder analysis and involvement. A stakeholder analysis is useful to reflect on the relationships and dependencies within a campus and identifies interests between the various stakeholders and opportunities to align their various interests. It helps understanding what degrees of influence and power each stakeholder has and make clear what instruments each stakeholder has for this purpose. On this basis it is then possible to work on cooperation willingness between the stakeholders. A Change Management Plan will strongly support the work towards an inclusive campus for all.

LITERATURE

Brummel, A. (2017). *Sociale verbinding in de wijk; Mogelijkheden voor sociale inclusie van wijkbewoners met een lichte verstandelijke beperking of psychische aandoening*. Delft: Eburon Uitgeverij BV.

Froyen, H. (2002). *Principes van 'Universal Design'*; vertaling. België: nb.

Osburn, J. (2006). An Overview of Social Role Valorization Theory. *The SRV Journal*, 1(1), 4-13.

ANNEX 1: LIST OF ABBREVIATIONS

IC Life	Inclusive Campus Life project.
AAC	Augmentative and Alternative Communication
API	Application Programme Interface
ARIA	Accessible Rich Internet Applications
AT	Assistive Technology
CA	Consortium Agreement
CC	Creative Commons
CMS	Content Management System
CSS	Cascading Style Sheets
DSM	Digital Single Market
E2R	Easy to Read
GA	Grant Agreement
HCI	Human Computer Interaction
HTML	Hypertext Markup Language
HU	Hogeschool Utrecht, project partner
IC	Informed Consent
ICT	Information and Communications Technology
IE	Inclusion Europe AISBL, project Partner
IOT	Internet of Things
KPI	Key Performance Indicator
LAMK	Lapland University of applied sciences, project partner
ODC	Open Data Commons
OSS	Open Source Software
PID	Person(s) with an intellectual disability
PM	Person Month
PUO	Palacký University Olomouc, project partner
QOL	Quality of Life
RAND	Reasonable And Non-Discriminatory
ROI	Return on Investment
SDK	Software Development Kit
SNS	Social Networking Sites
SWOT	Strengths, Weaknesses, Opportunities, Threats.
TMK	Thomas More Kempen, project coordinator
UCD	User Centred Design
UD	Universal Design
UI	User Interface
URL	Uniform Resource Locator
W3C	World Wide Web Consortium
WAI	Web Accessibility Initiative
WCAG	Web Content Accessibility Guidelines
WWW	World Wide Web

ANNEX 2: CODE OF BEHAVIOUR: HOW WE BEHAVE ON AN INCLUSIVE CAMPUS

All people have the right to safety and security.

Nobody should be treated badly or experience abuse.

Everyone in our activity agrees to the following rules for good behaviour.

- We will treat everyone with dignity and respect.
- Everyone will behave towards others as you would expect them to behave towards you.
- We will treat all participants equally and fairly.
- Do respect a person's right to personal privacy.
- Please avoid unnecessary physical contact.
Some people do not like to be touched or hugged or may understand it different as you meant it.
- We will make sure that sleeping accommodation is separate for children and adults and for men and women.
- Avoid spending time alone with others in private or out of sight/hearing of others.
- We will encourage all participants to talk about any concerns they may have.
- Everyone will take any reports about abuse seriously and talk about them immediately to the person in charge.
- We will never belittle abuse or concerns.
- We expect that nobody engages in any form of sexual relationship with another participant.
- We will not allow any bullying.
- Do not make sexually suggestive remarks or threats, not even in fun.
- We will not use bad language, whether speaking or writing in person or by phone, email or through use of social media.
- Do not let allegations, suspicions, or concerns about abuse go unreported.

If you have any concerns or complaints, please talk immediately to our Safety and Security Contact Person:

[Name, phone and e-mail of the Contact Person]