Intellectual Output 3:
Involving people with intellectual disabilities in teaching activities on higher education campuses

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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 3: INVOLVING PID IN TEACHING ACTIVITIES ON HIGHER EDUCATION CAMPUSES

Many universities have traditions in teaching and cooperation with social services and disability work. The novelty value in this IC Life project is that we are implementing and developing different teaching activities in cooperation with local partners on higher education campuses, utilizing experts by experience.

Working life partners are very important in the IC Life project cooperation. For the success of the project it was necessary to chart national and local partners already during the project planning phase. Partners of Lapland UAS are Work Training Foundation Meriva sr in Kemi, Work Training Foundation in Tornio and Folk High School Pohjantähti in Keminmaa. Work training foundations are local institutions which work with people who are partly capable of working and people with intellectual disabilities. They offer job placements for their clients and assist employers to support employees at work, including different individual and group guiding and training. Folk High School Pohjantahti´s role as a partner of IC Life-project is to improve the education and work opportunities for people with intellectual disabilities, physical limitation or other disability. It includes personal guidance, courses, practical training and apprenticeship training. Lapland UAS´ local cooperation partners are also the unit of disability services for people with intellectual disability in Kemi and the special vocational college Luovi. Their representatives are also members of working and monitoring groups. IC Life partners of the Utrecht University of Applied Sciences consist of LFB (a national advocacy organisation that is run by people with intellectual disabilities), De Wilg (supports people with disabilities in actively participating in society) and Amerpoort, Reinaerde and Abrona (service providers) which established training programmes for people with intellectual disability to become expert-by-experience.

The aim of output 3 is to make the campus accessible and open for people with intellectual and developmental disabilities. Our target is to promote and achieve inclusion of people with intellectual disabilities. The most important goal is that regular students enrolled at the college or at the university and students with intellectual disabilities study together, for instance in the classroom and outside the classroom, jointly doing inclusive projects. Besides studying together participation in campus life is encouraged, e.g. in different events, work training in the library, restaurant and office services.

To achieve inclusion in campus, it is important to take notice of the social relationships of students with intellectual disabilities, of their communication skills, of their support needs, of their experience of the community, of safety. On top of that students should be coached to encourage and support each other. Students with intellectual disability are engaged in teaching activities at the campus by actively involving them in designing coursework and research programmes for university students.

Some kind of support – a mediator - is needed between people with intellectual disabilities and the campus, i.e. staff, facilities, students. A mediator is capable of assessing the possibilities of both groups and remains "unbiased".

Firstly, students of the social service programme will plan and attend different courses together with students with intellectual disabilities, so they will also take part in courses organized specifically for them. Tools that can be used comprise for example video-briefing, plain language materials, picture communication, discussion and interviews. More important than focusing on the content is to develop a course in conjunction with people with intellectual disabilities. That means involving them in developing different courses and materials.

Secondly, people with intellectual disability will be trained to act as life experts or co-teachers. After having fulfilled the training they will become co-teachers in programmes designed for regular students enrolled at the university, as well as for students with an intellectual disability that enrolled for a specific course, for example a so-called Gapmending course. Next to that, people with intellectual disabilities can be employed as colleagues with the experiential knowledge of the service user. Furthermore, course and coaching material will be developed for the teachers and coaches. The campus should be accessible, also for people with an intellectual disability, which could be achieved by using pictures and easy, accessible language.

The programmes contain a variety of topics: inclusion, human rights of people with intellectual and developmental disabilities, stigma, discrimination, social roles, work, loneliness, violence, quality of social services received, etcetera. Also programmes such as Personal Future Planning, Social Role Valorisation, communication skills, interview training, role play are among the many possibilities for collaboration between the university teacher and the co-teacher. There should be both theoretical knowledge and different art-based and functional courses. It is pivotal that there is a platform for experiential knowledge conveyed by the co-teacher and attending people with an intellectual disability. The figure below shows some topics addressed in the courses and contents of the co-teacher training:

A. Themes of courses (Examples)	B. Context of training to experience experts
- rights and responsibilities of disabled people - society and policy, law, services and social care - accessibility - education, job, housing, hobbies - own economy - IT-skills, english language, maths - passports of hygiene and safety card - cooperation - different student happenings , campus life	- the purpose of trainig - how to act as trainer for students - the role of client, needs of support - what IDD means and effects in my life - lifespan, good life and welfare - service plan and person centered planning - inclusion and empowerment, influencing - support independence

1   Inclusive education and teaching activities

1.1   Principles and aims

The aim is to make the campus accessible for people with intellectual and developmental disabilities (PIDD). Our target is to promote and achieve inclusion at the campus. Pilot projects were run to discover enabling conditions and impeding conditions in the implementation of 'inclusive education' and 'inclusive teaching activities' (involving people with intellectual disabilities in teaching activities). Pilot projects were undertaken at the Lapland UAS Kosmos campus, which is the campus of the Social service programme and Engineering programmes and at the Utrecht University of Applied Sciences located at Utrecht Science Parks.

Our target is to promote and achieve inclusion of people with an intellectual disability. Most importantly it is desired that regular students enrolled at the college or at the university and students with intellectual disabilities study together, for instance in the classroom and outside the classroom, jointly conducting inclusive projects. Besides studying together participation in campus life is encouraged, e.g. in different events, work training in the library, restaurant and office services.

To actually achieve inclusion at the campus, it is crucial to consider the social relationships of the regular students with people with intellectual disabilities, and to study their communication skills, their support needs, their experience of the community, their safety. Furthermore, students have to be coached to encourage and support each other. The first IC Life intellectual output on campus accessibility and the IC Life white paper provide a description of inclusion, its principles and aims, which constitutes the definition for all other intellectual outputs of the IC Life project (Deville 2018, 7-10).

1.2   INCLUSIVE EDUCATION IN FINLAND

The main goal of the Finnish education policy is to strive for equality and justice, and educational equality is often seen as the cornerstone of Finnish well-being. Education has also been shown to strengthen the inclusion and equality of people with disabilities and prevent the risk of exclusion. (Disability policy report 2006; 2010).

For people with disabilities in Finland the Equality Act (1.2.2004) seeks to create an equal status in society. However, according to a recent study, the equality requirements set out in the law are not fully realised as disabled citizens are often not in equal status with other citizens. Although the improvement of the status of people with disabilities has been seen as a major area of social responsibility since the last decade, people with disabilities are not part of economic activity of society. Neither are they visible in public to the extent that their share of the population would require. (Linnakangas et al. 2006, 11; Haarni 2006.)

Since the 1980s integration has been an integral part in debates on the Finnish school system, as well as inclusive education, in which the aim is a more comprehensive change and a common school for all pupils whatever their individual needs. Inclusive education was also expressed as a universal goal of the UN Declaration in the 1990s. When looking at education, employment and the livelihood of people with disabilities, major deficiencies arise when viewing equality in the 2020s. In Finland, basic education reaches children with disabilities well and these children receive various support measures reasonably easily, but there are many obstacles in post-primary education. Basic education for people with disabilities is too often the lowest level of education. There are too few starting places of vocational education. So some of the young people with intellectual and developmental disabilities, who have completed primary school, are directed immediately to daily activity centres, without them having the possibility to attend secondary and vocational education.

It is estimated that less than 1% of students in universities are disabled people in different ways, and in activities such as the IC Life project there are hardly any mentally disabled people. In this way, the risk of people with disabilities being less educated is high and the employment of people with disabilities of working age is low.

The question of access to education is central to the equality of people with disabilities. From the point of view of studying, accessibility means that the learning environment is such that every person is able to function equally with others, regardless of their characteristics. The learning environment can be divided into a physical, social and psychological dimension. The physical environment refers to buildings, learning materials, teaching methods and tools, and the social environment for community members' knowledge, skills and attitudes. The psychological environment, in turn, involves the appreciation of diversity as a resource at the level of the whole school. (Esok.jyu.fi.)

Inclusive school settings are characterised by:
• All students being part and being valued as equal members of the school community
• Intentionally and meaningfully engaging students with disabilities in a wide range of learning opportunities, activities, and environments that are available to all, including participation in the general education curriculum, non- academic, and extracurricular activities ;
• Implementing goals and objectives that are aligned with the state standards, as well as implementing goals that are student specific in the general education classroom with the appropriate supplementary aids and services;
• Developing and implementing instructional strategies and methods that increase the participation and progress in the general education curriculum of students with disabilities.

Accessible studying in Lapland UAS
The aim of Lapland University of Applied Sciences is to guarantee equal opportunities for all students in the university and to develop physical, psychological and social accessibility related to studying. In Lapland University of Applied Sciences accessibility has been taken into account for example in search processes and student selection, in teaching arrangements and guidance, in support services, in facilities and communications. This guide gives you more information on accessibility issues, on opportunities to provide services and support, and on related forms.
(http://julkiset.lapinamk.fi/DropOffLibrary/Lapin%20AMK%20estokuu%20opiskelu.pdf)
More about accessibility is written in the report Intellectual Output Campus Accessibility (Deville, 2018).

1.3   INCLUSIVE EDUCATION IN THE NETHERLANDS

Similar to Finnish education the main goal of the education policy in the Netherlands is to strive for equality and justice, in particular to offer equal opportunities for personal well-being. One of the key features of the Dutch education system, guaranteed under article 23 of the Constitution, is freedom of education. In fact, attending school constitutes an obligation which is laid down in the Compulsory Education Act 1969. Children aged 5 to 16 years are required to go to school. Normally a person obtains a qualification for the labour market during this period. People between the ages of 16 and 18 who have not yet obtained a basic qualification, are still required to obtain a qualification. Parents of children between 5 and 16 years must register their children at a school. Pupils must also visit the school regularly. The attendance officer checks compliance to this regulation. Compulsory education applies up to and including the school year in which a student turns 16. After that, each individual has the freedom to determine whether or not to continue studying. A basic qualification comprises a minimum diploma at a level 2 or higher. In case a student has attended education at primary and secondary special education, the student is no longer required to obtain such a basic qualification.

Segregated education system
The Netherlands has a strong tradition of offering special facilities. The quality of different forms of special education is highly appreciated. Yet, it has never been demonstrated that special education provides better learning results for disabled pupils. The socially negative effect of an upbringing in the system of segregated education (stigma and exclusion) also remains underexposed in the Netherlands. The Dutch government wishes the separation between special and mainstream education to be abolished and disabled pupils to be able to opt for support at the regular school.
In addition, there is a growing group of children who are completely excluded from any form of education: their disability is so complex, or does not fit into an existing category, that no education is given and parents are allowed to do it themselves. This usually means the exclusion of a child from social life, shelter in a care facility and possibly later placement in an institution. In that case, compulsory education apparently no longer counts. There is no right to learn (yet) in the Netherlands (www.inclusiefonderwijs.nl).

Towards inclusive education
On 1 August 2014, a new law was introduced under the name 'Wet Passend Onderwijs' (the Education Act for Students with Special Needs) which constitutes an attempt to make the Dutch educational system more inclusive. The major principle of this act is that students, including students with special needs, should attend mainstream schools when possible. This form of education must ensure that each child gets the best out of him or herself. Schools therefore offer extra help to pupils who need it, such as children with learning or behavioural problems. With appropriate education, the government wants to achieve that:
- all children are given a place that suits their educational support needs;
- a child goes to a regular school if possible;
- a child goes to special education if intensive supervision is needed;
- schools have the possibilities for tailor-made educational support;
- the qualities and the educational needs of the child are decisive, not the limitations;
- children no longer have to sit at home for long periods of time, because there is no suitable place to go to school.

With the enactment of this new law, schools received an additional responsibility: finding and providing a suitable place for pupils, which is called the duty of care of schools. This duty of care helps to achieve the goal of providing appropriate education. Schools must in any case provide basic support. This is the support that all schools in a region offer. For example, help for pupils with dyslexia. In addition to basic support, schools offer extra guidance to pupils. For example, to pupils with a behavioural disorder. A personal development perspective contributes to the quality of this guidance.

Towards inclusive higher education
In higher education, attention is paid to student welfare. Colleges and universities offer (financial) support. From local governments students may be eligible for financial support in the form of the Study Allowance. In some cases, students can qualify for an extra year's performance grant or an extension of the diploma period. The way in which universities of applied sciences and universities give shape to the support differs. For each individual, the necessary support and guidance should be provided in order to be reasonably successful in starting, following and completing a course of study in higher education. This does justice to the broad accessibility of Dutch higher education.

The foundation Handicap & Study (Disability and study foundation), which operates nationally, advocates the interests of students with disabilities. Some concern ambitions:
1) Attention for inclusive higher education - study climate
2) Complete and easily accessible information provision
3) Stepping up financial support
4) Continuous attention to competence which means that a university does not always have sufficient knowledge to provide the desired results and provide the necessary support.

In fact, it is the obligation of universities to make provisions and adjustments to enable students with disabilities to study in higher education with as few hindrances as possible.
This obligation is laid down in various legal frameworks Adviescommissie Maatstaf (2010):
1) On the basis of the Equal Treatment Act on the grounds of a disability or disability chronic illness (WGBH/CZ), it is prohibited for institutions to make a distinction between people when granting access to education, when offering education, when taking tests at the end of the programme. The WGBH/CZ obliges institutions to make effective adjustments for students with a disability, unless this imposes a disproportionate burden on the institution.
2) The Higher Education and Scientific Research Act (WHW) stipulates that an institution must state in its teaching and examination regulations how physically and sensory handicapped people are reasonably given the opportunity to take examinations.
3) In the Student Finance Act, extra financial provisions have been made for students with a disability, such as the possibilities of an additional year of study financing and the extension of the diploma period.
4) The Buildings Decree requires physical accessibility of buildings.

Despite legislation and declarations of intent of the universities involved, there are still concerns about the realisation of inclusive higher education. Furthermore, it is interesting to note that there are people with an intellectual disability who also wish to participate within the context of a university of applied sciences, be it as instructor, co-teacher, member of the research staff, but sometimes also as a student. This raises interesting issues and challenges. The IC Life project has gained experience with this in recent years, in particular with regards to the Gapmending course (see Toolkit Involving people with an intellectual disability in teaching activities).

2 HOW TO INVOLVE PEOPLE WITH AN INTELLECTUAL DISABILITY IN TEACHING ACTIVITIES

2.1 PREPARATION OF INCLUSIVE STUDYING AND ACTIVITIES– WHAT WE DID IN PRACTICE?

All learning requires a positive attitude and atmosphere. Regardless of the content and goals of the studies, it is important to take a view on learning. Students may have some daunting memories from their previous studies. These experiences may have created negative attitudes towards learning; they do not believe in their own abilities to learn and do not dare to tackle the challenges. Negative attitudes can be real barriers to learning. Creating successful learning experiences brings self-confidence and gives confidence in winning new challenges. There should be enough time to motivate students with developmental disabilities.

Many adults with an intellectual disability remember their school time especially in 1970s and 1980s. They often had distressing experiences such as being humiliated, harassed, shamed and violated. They sometimes suffered physical and mental violence. Negative memories of students like these can cause the need of crisis intervention.

Learning always requires work, but the more meaningful learning is, the more students are interested in the subject they are studying. If the student is not interested in the contents they are learning, he or she may not be able to work hard on difficult things and indulges in superficial learning that does not usually result in lasting learning results. **Contents, motivation** and **positive attitudes** towards learning generally result in sustainable learning outcomes and provide the strength to make the learning process more difficult. Learning is perceived as a challenge that must be addressed, and positive learning experiences will lead to new challenges. The courage to seize new and weird things grows and lifelong learning is developing. (read on December 1, 2018, Network Tutor.)

Forming groups is a process in which group leaders develop and consciously support each group member when it comes to how they interact, whether they feel trusted in and familiar with the group and how they enjoy the group. The purpose of the process is to create a status for all members in the group in which they feel comfortable and secure. When human beings feel safe, they feel allowed to participate in the community. Experience can be freely influenced and expressed in such an environment, and they feel safe when experimenting with new things and potentially even when they fail. Successful group forming promotes a safe environment for failing. Successful group forming also contributes to work as a basis for an encouraging learning environment (Koulurauha 2018).

Members of the Work and Steering Groups, selected from the IC Life project partners, jointly planned the timetables and the activities to be carried out for the practical implementation of the project with the project staff. Understanding and highlighting the purpose of the project and the inclusion and consultation of students with intellectual disabilities in teaching design were considered important. The students of Social Work drafted a plain language brochure about the goals of the project to be distributed to people with intellectual disabilities and motivated them to participate in the information session of the project.

This session was held in spring 2017. There were plenty of people: mentally disabled people, their parents and representatives of the professional field. The project aroused interest and discussion and raised ideas, questions and wishes.

After the information session, approximately 25 people with intellectual disabilities enrolled in the project in the academic year 2017-2018 and the group was very heterogeneous in terms of studying skills. This influenced the planning and seriously affected how the group had to be taught, raising great pedagogical challenges. Some of the group members had personal learning goals, but for most of the group more difficult teaching situations involved great challenges. Some students needed a lot of personal help. This was to be taken into consideration in teaching arrangements, but also in practical things such as travel arrangements and the selection of facilities. This also put pressure on the objectives of the project and it became necessary to reconsider the team of people with an intellectual disability. In the spring of 2018, personal study plans (PCP) were created for all students in the group, enabling students to be selected for the autumn semester 2018.

PSP- Personal study plan

The purpose of the personal study plan (PSP) is to identify the student's previous education, skills, interests and hopes for studying (Appendix 3). In the personal study plan, the course of studies is planned according to the study plan and the plan takes into account the knowledge acquired through previous studies and / or work experience, potential learning difficulties and the life situation.

The student's overall guidance is a joint issue for the whole school. The aim is to support students so that they have equal opportunities to complete their studies. The guidance supports the student in personal growth, increases learning abilities and learning skills, and helps the student to understand better the consequences of their own choices and activities. It enables students to make better decisions about their own future and development. The guidance is based on the student's needs and goals, and its contents depending on them. Valuing student's adult life is a basic requirement for successful guiding.

The student's perception of himself or herself as a learner is often unclear and he/ she may have different notions on schooling, studying and learning that may interfere with learning. The guidance should strengthen the student's awareness of himself or herself as a learner. The guidance considers the student's overall situation by handling not only the studies, but also everyday life management and possibly life-related and health-related themes depending on the student's needs. The plan is made in cooperation with the student and the supervisor and must be adjusted to the level of the student's abilities and his / her goals to make it as meaningful and realistic as possible (National Board of Education, read on November 16, 2018)

The purpose of the student guidance is to hear, respect and meet people. Every quidance situation is unique (Vänskä, Laitinen-Väänänen, Kettunen & Mäkelä 2011, 6, 9.). Guidance is a multi-layered process that is influenced by, for example, the view of oneself, the world view, the control philosophy and the concrete guidance process. Each instructor acts unconsciously or deliberately through his or her own personality, his or her current situation and worldview. The director is one of the roles in which the worldview and values are transformed into action-guiding thoughts. (Marttila, Pokki & Talvitie-Kella 2008, 27-29, 50, 77-78). Vocational guidance in the social sphere is also governed by several laws and recommendations (Vänskä ym. 2011, 16-17).

It is important to treat unwanted behaviour that may occur in advance. One example is working with students with autism spectrum disorder. With them it is good to use Positive Behaviour Support as a concept of development to independence and eliminate unwanted behaviour as a secondary phenomenon. The point is that traumas, questions that deserve therapeutic / psychotherapeutic management of people with an intellectual disability and which cannot be treated for some reason, can be released within your concept. PBS seems to be a possible concept that goes beyond the current situation and is applicable to a wide group of people with disabilities.

Under the guidance of IC Life project´s studies and activities, regular students have jointly implemented the so-called " dialogue guidance", in which the guidance is based on the presence and help of two experts. A student with an intellectual disability is the best expert of his/her life and the regular student is an expert on professional skills. Dialogue involves listening and respecting the instructor and his or her guidance. The controller may influence the flow of the control event, for example, hope for changes in the implementation. The guidance also implies the pursuit of humanistic guidance and empowerment. Together, the resources are strengthened, especially on the matters that are relevant to him. Support was provided by videos, picture books and self-contained vocabulary lists. Concrete tools such as empty packs and money patterns were used to support everyday situations such as shopping.

2.2 IMPLEMENTATION OF STUDIES AND ACTIVITIES WITH PEOPLE WITH AN INTELLECTUAL DISABILITY STUDENTS

The main idea behind the studies is the integration of the project into the Disability and Rehabilitation Study modules of the social service degree programme students. These students work in the group as supervisors and plan the activities and teaching for the group. They gain valuable experience and expertise in group planning, teaching guidance and meeting different clients. The group's meetings and teaching situations serve as a mutual learning experience for both social service programme students and students with intellectual disabilities.

The main points are:
• regular higher education students (social service degree programme) and students with an intellectual disability study together. Students with an intellectual disability participate in campus life, e.g. different events and some can work in the library, in restaurant and office services.
• people with an intellectual disability - students will be trained to act as co-teachers or experience experts.

For inclusion to happen on campus, it is important to take notice of the social relationships between students and people with an intellectual disability. Their communication skills, support needs, experience of community and safety have to be looked at. And the students have to be coached to encourage and support each other.

2.3 TEACHING AND LEARNING TOGETHER

2.3.1 About studies and the way of working

Studies:
1. I-III semesters: basic and orientated studies e.g.
   - Getting familiar with studying, with the campus: getting to know each other, the campus building, activities and facilities
   - How to behave on campus, what to expect from lectures, etc.
   - Attending an IT-workshop, a media workshop, a photography workshop, English language courses, a session on interpersonal skills
   - Attending an open event day on campus in Nov 2017
   - Participation in international seminars: event in May 2018 Kemi and training in March 2018 Thomas More

In the autumn semester, 12 people with an intellectual disability students continued to study vocational studies. In the student selections we focused on the students' learning skills and motivation. Reducing the size of the group was considered important in order to respond better to their personal learning goals as well as to the objectives of the programme of the Social sciences students, so that their studies could be implemented smoothly. For example the programme we offered in autumn 2018 was integrated in the Social Work degree programme with the course: The Specific Issues of Disability.

2. IV semester: professionally orientated studies integrated in the degree programme of Social service studies
3. V semester: experience expert/co-teacher training begins. It was integrated as a part of staff education with the course name "people with an intellectual disability, self-determination and participation". Participants of the course are professionals in the housing service units and activity centres. Students with an intellectual disability gave presentations and shared experience and knowledge with professionals. The second integration was to participate in a Lapland UAS project. During the spring semester project workers with professionals, who work with young people, carried out service design of social rehabilitation.
4. V semester: Students with an intellectual disability participate in workshops during the training week of the IC Life-project. During this semester integration in the course of the social service degree programme was tried out under the name Art methods in social services.
5. VI semester: This semester initiated according to the personal study plans and mainly integrated to the course of the social sciences students named "Specific Issues of Disability" and "Development of disability work". The training to become co-teacher and life expert/experience trainer continued

The first year consisted of IT studies, English language studies and art and media education. In Art and Media Education, students prepared a short document called "Similar but still different". This was also the theme of the "Event day" at the Lapland UAS Kosmos campus in autumn 2017. In art studies, an art exhibition and a human figure on diversity were also produced. The activities have developed teamwork skills for students and grouped people with students with intellectual disabilities into the university campus. It was important to eat lunch and have coffee breaks at a campus restaurant together with other students and staff.

The semester 2018 started the personal study plans and mainly ran the course of the social sciences students named "Specific Issues of Disability". Students also studied about substance abuse and mental health, challenging behaviour and sexuality issues. The studies emphasised the co-operation of teaching and mutual learning. Teaching methods included small group teaching, lectures and discussions. It was also important to remember relaxation and implement different techniques e.g. mindfulness and image exercises. A description of the case was written as a part of the Toolkit-package.

During the spring and fall semesters 2019: Combining studies was also tried as a common implementation during a given course. The course "Specific Issues of Disability, part 2" was implemented and due consideration was given to the method, the contents and timing of the course. Co-teaching was carried out in the class teaching of social service programme students, who also partly act as tutors for students with intellectual disability.

The topic of joint teaching focused in particular on the importance of social networks and social relationships, one's own strengths and development needs. The students described their own network maps, which were discussed jointly. The teaching also included theoretical instruction and a lecture on the subject. Positive feedback was received on co-operative teaching. It was considered to be meaningful and feasible when the topic and method of implementation were designed so that the implementation would serve both groups of students. From the teacher's point of view, co-teaching brought a whole new perspective to the learning situation, a more diverse way of studying and peer learning. Providing co-operative teaching is rewarding and possible, as long as the will is there.

The inclusion of the social service programme students with students with an intellectual disability into curriculum studies requires development and a variety of changes and adaptations to higher education. Lessons should be shorter, plain language should be used and more breaks should be included. Support people or personal assistants are needed, and theoretical subjects need to be more concrete. Practical exercises should be added instead of or in addition to the theory. The main objective of the IC Life project is to involve people with an intellectual disability in the everyday life of the university. It was great to see how each group member's mood was immediately lifted at school. It was especially important for everyone to have coffee in the cafeteria with other students and staff and to discuss things with each other. The feeling of belonging in a community and the accessibility were raised amongst the students. We want to bring the students with an intellectual disability to our campus activities so that regular students can learn from them and vice versa.

Diversity causes most uncertainties. It is important to study and work together in a university campus. People with intellectual disabilities do not necessarily feel different before they are treated differently by others. In campus it is an important theme that students with an intellectual disability can work together in our school. It is great that students with an intellectual disability study on campus and they are part of everyday life on camps. It would be important to extend cooperation to the whole campus. For example, students with an intellectual disability could tell engineering students about daily technical problems and engineering students could design user-friendly cellular applications or other aids. This would be a good addition to the campus life and common studies. Engineer students have not necessarily been involved in activities with students with an intellectual disability or worked with mentally disabled people, so these kind of activities and cooperation can possibly reduce prejudices.

2.3.2 Collaborative learning as a pedagogical foundation

During the project, the students with an intellectual disability studying at the campus were integrated into the Disability Work and Rehabilitation studies of the students in the social service programme. The objectives and contents of the courses were different. The study modules covered the issue of inclusion and self-determination, specific issues of disability work and the development of disability work. Students of the social service programme built on theoretical knowledge and practical work with the students with an intellectual disability. Depending on the course, social service programme students studied different themes together with students with an intellectual disability. Their approach to work also varied depending on which course was linked to the course of the students with an intellectual disability.

The basic idea is that it is possible that students of the social service programme and students with intellectual disabilities cooperate. Öystilä (2001) opens co-operative learning when examining the challenges of utilizing the group process in higher education. In co-operative learning, learning takes place in small groups where learning experiences are organised so that learners take on the responsibility of each other's learning and adopt group work skills and different learning strategies in addition to the learning content. The principles of co-operative learning are positive interdependence, interactive communication, individual responsibility, teamwork and joint thinking and assessment. The principles are the same as in working group work.

In co-operative learning, the group sets common goals, decides on content and working methods, and jointly regulates their learning. Although the common learning objective goes hand in hand with a unique learning goal, students are responsible for the progress of their work and learn to appreciate the contribution of everyone in joint decisions. In co-operative learning, the goal is to promote the development of personality and self-knowledge, which is also dependent on the consideration of emotions in teaching and the assessment of emotions.

The teacher is responsible for co-operative teaching. The teacher follows the learners' progress and supports their self-reliance. The co-operative learning method also includes building and recording common rules, which is rare in university teaching, but which is part of effective small group work. (Öystilä 2001, 32-33.)

In the implementation, the concept of collaborative learning is based on two frameworks both for regular students and students with an intellectual disability. Different roles were set up for degree students. When organising a degree programme on campus and in student implementation, the role of organisers has become a guiding role so that implementation can be carried out in a controlled manner. On the other hand, the role of the supervisor has changed to a "peer" student, as social service programme students learned from the people with an intellectual disability on special issues related to the issues of disability in sexuality, intoxicants and other things that appear in the disabled world. In this case, students with an intellectual disability also "taught" and brought their own thoughts to the subject in question, their own experience and worked as experience specialists.

Courses of the students of the social service programme included theoretical studies, guiding sessions for people with an intellectual disability and tutorials from study unit teachers for planning and implementation of the studies of the people with an intellectual disability. The alternation of different subdivisions during the student group's studies supports the implementation. Theoretical lessons structure the issue raised in the study group of people with an intellectual disability. At the student group meetings of people with an intellectual disability, students in the social field will be able to deal with the issues raised in the theoretical instruction of the course with students and learn from them. The tutorials during the studies will help students in social work support in a variety of challenging situations and will support the planning of the student group study contents of people with an intellectual disability.

Such work contributes to the professional growth and development of students in the social service programme. In this case, they will gain practical experience of working with people with an intellectual

disability, and they will be able to get information about what the person in the student group thinks about those issues.

When organising studies for students with an intellectual disability, the implementation involves several challenging factors as well as different roles, which require observations from both teachers and the social service programme students. As regards the teachers of the course, it is important to open the co-operative work for the degree students in order to achieve the objectives of the degree courses. At the same time the objectives of students with intellectual disabilities must be reached and the idea is to learn from each other. It is also important to engage students in work and to consider the study timetable of the social service programme students.

The social service programme students can come across confusion in different roles during the implementation. They take their degree programme, but at the same time they also study with students with intellectual disabilities. In that capacity, they also take on the role of teacher / supervisor. In organising their activities students must also deal with challenging situations with students with an intellectual disability. At the same time, they also work in a collaborative learning framework with the people with an intellectual disability student group and as a result also learn from each other.

2.4 ASSESSMENT ON THE WHOLE

Studying, learning, and evaluating skills are an important part of the whole set of studies. Students with an intellectual disability received a certificate of all the studies. For their vocational studies during one semester there were examinations with multi-choice questions. The implementation took place in pairs and the students could use the materials in the exams. Students with an intellectual disability were instructed to do team work during the exam and social service programme students observed and guided them during that exam, if needed.

The purpose of the exam was to measure understanding and remembering and therefore the exam should be as simple and clear as possible. The aim was also to find out how students with an intellectual disability experienced the studies. Some failed in co-operation despite the guidance, while other students benefited from the team work. It was also interesting to note that there were couples in which a student with an intellectual disability had understood things well and another had difficulties in figuring out things. This feedback was useful to consider who would continue their studies in the following semester and who would not. However, all students found afterwards that the exam was easy. It was considered whether this comment was useful to find out if they would be able to continue their studies.

In addition to the exam, the assessment included a feedback and evaluation discussion. After that, the questions were discussed in small groups with a supervisor. Feedback was gathered on the project. Important methods are study guidance, making things concrete, going into experiences and emotions and talking about them

2.5 EXPERIENCE EXPERTS GIVING EXPERIENCE- BASED KNOWLEDGE

Experience experts / co-teachers are trained people, who have personal experience as a person with an intellectual disability. They share experience-based knowledge with social service and health care students and professionals. Experience- based knowledge deepens professional expertise and offers a channel to recognise the needs of clients.

In training co-teachers benefit from the use of drama, life stories, modern and virtual learning environments, simulation learning, social media, etc.

These are the contents of the training:

- The purpose of training to become an experience expert / co-teacher
- How to act as a trainer for students and staff
- What "people with an intellectual disability" means and how it affects life
- The role of clients and their needs of support
- The lifespan, good life and welfare (e.g. housing, education, work, hobbies, friends, relationships, sexuality, etc.)
- Service plan and person-centred planning
- Participation and empowerment, influencing
- Supporting independence and self-determination

For more information about how to work with co-teachers, you may find the attached two documents helpful. The material was developed in the project TOPSIDE: www.peer-support.eu

3 EXPERIENCES, FEEDBACK AND MAIN RESULTS

At the beginning of the project, there was a strong idea of mutual learning and studying, but there was still a question of what role everyone would take. This is a summary of the feedback from both students with an intellectual disability and the social service degree programme students on a joint learning path. New things have been experienced, progress has been made and everyone has learned how inclusion works.

The role of the university teacher was to provide guidance for social service programme students and to teach the themes of the courses and to explain the purpose and principles of the project. The role of the social service programme students was to study the themes of the courses, e.g. support for inclusion, special issues in disability work and to share this information with students with an intellectual disability. At times, regular students had difficulties to define their role. Is it a teacher, a tutor or a student? Their role was all of the above. The aim of the social service programme students was to cooperate in learning, but also to learn how to guide and how to be professional. The experience of working with people with an intellectual disability people was very important for them.

The people with an intellectual disability student group is very heterogeneous and consequently the themes of the courses were somewhat difficult to understand for some people. Some of them seemed to learn the themes well, some just repeated what they heard. Students with an intellectual disability were very excited about the project and wanted to be involved. The first students with an intellectual disability were more like an "activity centre group" and it was more important for them to belong to the group than to actually study and learn new things. However, this was not appropriate, so we decided to get more focused on the studies. In the following semesters meetings became more school-like, e.g. when it came to the use of time, breaks, topics and themes. Changes came first due to bewilderment, but students with an intellectual disability readjusted relatively well.

It is good to see a pivotal structure, in addition to the theories of intelligence. This in turn leads to the idea of an introductory entry concept (something like functional diagnostics), where you can find out what a student really needs. Finding out some things during
the event seems to be disadvantageous, especially if it is to "diagnose" - diagnoses are not in the strict sense of social service education.

At first the number of students with an intellectual disability was quite large and it was partially hard to manage. In the personal study plans each student´s learning skills, hopes, strengths, etc. were described. Later when the size of the group was smaller, guidance and learning became easier.

Students with an intellectual disability thought that they wanted to study different things. The challenge for the social service programme students was to find the themes and topics that were appropriate and to take into account the ability of students with an intellectual disability concerning focusing on their studies. The role of the social service programme students with their teachers was to make clear presentations about different themes, so they were understandable for students with intellectual disabilities. Co-operative learning was successful: social service programme students provided students with an intellectual disability with theoretical knowledge, and students with an intellectual disability shared their own experiential knowledge with the social service programme students.

At the end of each semester students with an intellectual disability asked how studies continued and were implemented in next semester. Students hoped that studying continued in small groups to maintain peace in the group and that there would also be space for discussion. This hope was taken into account. Some studies were carried out as distant education, so students with an intellectual disability got

acquainted with e-learning. Online studies worked well and some students with an intellectual disability took these studies more seriously, while some of the students needed more personal support.

The purpose of the last semesters´ studies was to implement different meaningful studies for students with an intellectual disability. In the teaching students with an intellectual disability were integrated into a few courses of the social service degree programme. Therefore it was important to find out who was capable and motivated to study on in more professional studies. Some of the students had good learning and studying skills. This became clear from the exam and from personal discussions.

According to the project plan and application form methods to organise training and studies for people with intellectual disabilities on campus were documented so that other higher education institutions can use them. Course and coaching material were developed for the teachers and coaches. Campuses had to look accessible for different students and people and it was important to use pictures and simple language.

Training of people with intellectual disabilities today is mostly organised in specialised and isolated settings where the people with intellectual disabilities do not interact with regular students. Organising training for people with intellectual disabilities on a campus of higher education allows students with intellectual disabilities to participate in campus life, together with the other students.

Outputs were utilised in implementing content and working and studying methods. More important than focusing on the content, was how a course could be developed in conjunction with people with intellectual disabilities. That meant deciding how to involve them in developing different courses and materials. Students with an intellectual disability were trained to become trainers or co-teachers. After having fulfilled the training they became co-teachers in programmes designed for regular students. Also, they were employed as colleagues with experiential knowledge of service users in job places.

The implementation of the IC Life-course-plan includes themes of courses and contents of the training for people with intellectual disabilities and co-teachers. In courses and training we had benefits from the use of different learning environments. We used virtual learning environments and services e.g. to learn IT-technology skills, virtual services, social media, simulations, drama, life stories etc.

All students together participated to develop a guideline for university teachers on how to communicate with students with an intellectual disability, and how to give lectures together. They can prepare a train-the-trainer guideline and develop assessment instruments, e.g. self-assessment, peer assessment and feedback-system. (Application Form, Call 2016, IC Life.)

This report described some main concepts including I03 aims and content. Project staff of Lapland UAS and Utrecht UAS have together described and collected outputs and results as the TOOLKIT
(different file)

In summary the intellectual outputs were:
1. Tools for university teachers on how to communicate with people with intellectual disabilities (practical tool can be quite diverse, e.g. a guideline).
2. Tools for university teachers on how to collaborate with people with intellectual disabilities: a collaboration of teacher and co-teacher – how to give lectures together.
3. Tools for university teachers and staff on how to use experience knowledge of people with intellectual disabilities as part of teaching and coaching.
4. How didactics work when a university teacher and a teacher with intellectual disabilities together offer courses to student without intellectual disabilities. And what does not work?

4 CONCLUSION

It is important to motivate new people with an intellectual disability by telling them about the project clearly and inspiringly. We need to go through the purpose of the project and figure out study abilities by making selective interviews. The impact of the project on social service programme students is good, they got a lot of experience in both guidance and mutual learning. For people with an intellectual disability, the project gave them the opportunity to learn new important things, both about their own lives and life as a member of a society. Participation and learning how to influence was especially important for people with an intellectual disability because they received valuable information about, for example, self-determination.

When designing the curriculum and studies, it is important to take into account a person's abilities to function, a person's disability or other features of people with an intellectual disability student. Other factors to be taken into account are the student's age and the person's previous experience with studying, support tools in the student's learning and their suitability for studying. Pedagogically it is enough to take notice of the different learning abilities and challenges. Two types of learning difficulties are generally assessed: structural and process-related weaknesses. Structural weaknesses mean the disturbance of observation and observation ability and short-lived memory weakness. With process weaknesses is meant for example the ability to build plan, remember and the memory to recall, the ability to recall and the ability to recapture things. Both weaknesses should always be taken into account in learning and teaching situations, as in learning a person's ability to use intelligence is also needed (Ikonen 2001, 298).

After basic education, support and facilitation of vocational, high school and college education will be facilitated by the support of inadequate school and study environments. The study material must be accessible and accessible in accordance with the needs of students. In addition, it is necessary to ensure access to the services needed. Vocational training must continue to be diversified so that it provides the same level of training for young people with disabilities to the demands of modern working life.

Young and adult people with disabilities need additional training and further training opportunities. In the future, international exchange and training programmes should also be within reach for young people with disabilities at different educational levels equally with others.

> *"This style implementation needs new kind thinking and new kind planning (implementation, use of time, methods etc). But is worth it, all this has brought a new look and joy life to the campus, both to staff and students. Learning and studying together brings new content, open attitudes and bring also to campus a breeze from real life to be a disabled in our society. I have earlier worked as dean of the unit of disabled people and that´s why I like it is important".* (Teacher in Lapland UAS)

> *"It feels like a golden path has opened when I got the chance to get to school"* (one student with an intellectual disability)

> *"We have learnt about project work and we have cooperated with the partners of local IC Life partners. Being involved in the project has been a rewarding experience. It has taught us to think things in larger scale, yet taking each individuals needs into concern and in addition we also learned how to develop the activities"* (social service programme students of Lapland UAS)

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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: CERTIFICATE EXAMPLE

ANNEX 3: PERSONAL STUDY PLAN (PSP)

ANNEX 4: FEEDBACK (2)

CERTIFICATE
ONE EXAMPLE

Student name

HAS COMPLETED FOLLOWING STUDIES, PARTLY INTEGRATED INTO DEGREE STUDENTS´ ST

During fall semester 2018:

- Mental health studies
- Sexuality
- Relationship
- Intoxicants and different addictions
- Rights of disabled people

Personal feedback: Student (name) has studied very actively and shares opinions anS thoughts to bodies. StudentS (name) joy and beautiful words are enough for everyone. She brings positivity and light to others in the the group.

Annex 3: Personal Study Plan (PSP)

Lapland UAS

PSP-Personal Study Plan

Teacher or supervisor first interviews each student and writes the document. PSP is an important document during the whole studying period; with it, it is easier to plan and implement studies and to take notice of each student's strengths, needs of support and hopes,

Name:
Age:
Address:
Email:
Mobile number:
Relative, if needed:

Life situation and basic information:

1. Daily activities (work, studying, hobbies, etc.)
2. Residence, housing services:
3. Mobility (from one place to another, mobility aids...)
4. Other important information (health, economy, financial management skills, etc.)

Education:

1. Primary/ Secondary school (where and when):
2. Vocational education or courses (what, where and when):
3. Academic success and experiences:
4. Other remarks concerning studying (communication, tempo, equipment, need of support and guiding etc):

Study skills and knowhow (on scale very good, good, satisfying, weak, needs support):

- Reading skills
- Writing skills
- Language skills (Finnish, English, Swedish)
- IT-skills
- Communication skills
- Cooperation and interpersonal skills
- Others, what?

Experiences studying on campus as part of the IC Life-project

> What skills have you learned or did you get better with?

What themes or topics have you learned?

How are you doing in your studies?

Hopes and expectations for the next semester?

- What motivation do you have to continue your studies?
- Hopes about different studies and activities. Courses are partly integrated into social service programme studies
  - Are you interested in studying: (yes or no)
    - As a student in Lapland University of Applied Sciences
    - Teamwork, communication and cooperation skills
    - Specific issues of disability (rights of disabled, accessibility, disability policy, self- determination, drugs, sexuality, aging, etc.)
    - Information and more knowledge about society, social care and services, health and welfare, etc.
    - English language
    - Different cultures
    - IT-skills and social media
    - Art-based and functional methods (sport, music, drama, photography
    - Life-expert/Co-teaching students (activities, hobbies, events)

Date and signatures of student and teacher

Annex 4: Feedback (2)

(2 examples)

Lapland UAS

Student feedback   (example)

What to do?: Everyone will be given a feedback form. The questions will be explained. It is important to motivate students to talk about experiences and thoughts honestly and to mention ideas to develop studies, methodology, etc.

How to?: Each student first answers the questions independently or, if necessary, with the supervisor. After that, responses will be processed in small groups of 3 people (2 students and 1 supervisor/teacher). With the supervisor, the student may still correct answers if they are unfinished or if it was difficult to answer.

Answers can be written on paper or written by computer, saved on a memory stick

1 General feelings about the semester (use smileys in addition to words!)

2 Study experiences

- What was the best lesson or studying moment? (important, nice useful....)
- What subject or topics were the best?
- Did you learn anything new during the lessons? What?
- How was the semester for you?
- What did you think about the examination of the course? Was it easy, ok or too difficult?
- Did you like to do examinations together in small team? Or would you prefer to do that alone?
- Did you get to study subject or topics you are interested in?
- Are you interested in researching or discussing the themes covered during the lectures with someone else?
- What are your thoughts about the group atmosphere during this semester? (the size of the group, atmosphere in the group, team spirit?)
- Which one do you like more: a functional or theoretical style to study?

3 The meaning of the study group for me (answer YES, NO or I DON`T KNOW)

- It has been nice to be part of a group.
- I have got more courage.
- I have learnt how to get along with other people.

- I have learnt to be more independent (taking the bus, moving around the campus etc.)
- I have got new friends.
- It has been nice to learn new things.
- It has been challenging to be part of the group (If you answered yes, explain how.)

4 How to develop and improve studying and things related to it

- What would you improve or change? Name three things. (your supervisor can help the student to figure out and how you can fix the things mentioned)

5 Co-operation with social service programme students and the guidance they provided?

- What is your opinion, did you receive enough support and guidance? (for example for studying and learning, participating during lessons and activities, during discussions, moving around on the campus and outside, etc)

6 Anything else

Utrecht UAS

And a tool for evaluation. This was used for our tandemproject. The poster presentation was presented in Dublin. See a short article and the poster at the powerus website.
http://powerus.eu/2018/07/12/dutch-experts-by-experience-victorious-in-swsd-2018-poster-competition/

SURVEY PARTICIPATION OF AND CORPORATION WITH CO-LECTURER WITH EXPERTISE BY EXPERIENCE

To evaluate the effort and participation of the co-lecturer with expertise by experience during this programme we made this short questionnaire. The answers you give will be processed anonymously.

1. How do you value the contribution of the co-lecturer during this class/workshop/etc.?

Score the contribution with a number from 1 to 10: _____ *(1 = I think this is really worthless – 10 = I think this is fantastic)*

Please explain your score: _____

_____

_____

_____

_2._ In this section you'll read some statements. Please check the boxes underneath the answer that applies best to your opinion. Really choose a box, do not check between boxes.

The contribution of the lecturer with experienced based knowledge: …	Totally agree	Agree	Disagree	Totally disagree
- Was of added value to the class/workshop/lecture today				
- Gave me another perspective regarding the content of the lesson today				
- Made me feel uncomfortable				
- Made it clear for me what expertise by experience really is or means				
- Was useless				
- Was confronting for me				
- Made me aware of the perspective of the service user				
- Would I like to see more in courses that focus on a specific target group (Elective Undergraduate course, elective course)				
- Would I like to see in every course during the whole bachelor programme				
The contribution of the lecturer with experienced based knowledge: …	Agree totally	Agree	Disagree	Disagree totally
- Made me aware that experienced based knowledge is important knowledge for a social worker				
- Was usefully utilised by the university lecturer				
- And the contribution of the university lecturer strengthened each other				

3. Give a short explanation of your answers: _____

_____

_____

_____

_____

4. Do you have any suggestions for improvement? _____

_____

_____

_____

5. I am a: 0 part-time-, 0 fulltime student *(check the most suitable answer)*

6. I am a: 0 1st, 0 2nd , 0 3th, 0 4th, 0 5th, 0 6th year student *(check the most suitable answer)*

7. The course I follow is: _____

We would like to learn from your experiences to make sure we utilise experience based knowledge and work together with experts by experience in the best and in the most meaningful way possible in our social work education and research. Do you have suggestions or an opinion on this and do you think it is fun and interesting to discuss this with us, please leave your contact details.

Name: _____

Telephone: _____

Email: _____

Thank you so much for your time and effort!!

More information or remarks, contact: ……………………………………….