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Inclusive Campus Life

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Intellectual Output 5: Framework and Monitoring Instrument

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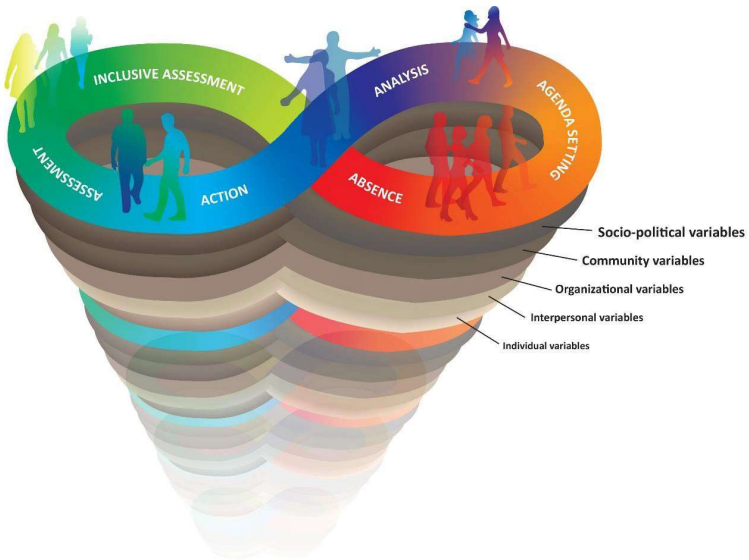

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General Introduction

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

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Introduction output 5: Framework and Monitoring Instrument

In the attempt to become an inclusive campus a framework and monitoring instrument has been developed to support this. The framework encompasses a conceptualization of social inclusion in the context of a campus.

Both the framework and monitoring instrument have been built up on the basis of a selection of topics matching with social inclusion. Social inclusion comprises elements such as (1) full and fair access to community-based resources and activities, (2) having relationships with family, friends and acquaintances, (3) having a sense of belonging to a group which is interrelated with notions of community connectedness, personal interdependency and social capital (Cobigo et al 2012, Cummins & Lau 2003). In addition, it is society with its resources to adapt to the needs of the persons with disabilities instead of the impaired individual needing to adapt to the structures of society. Community as mentioned here can be understood as an environment of higher education, so-called campus. Besides these elements social inclusion is recognized as a general principle, a general obligation, as a right, as a goal and as a dynamic process (Cobigo et al 2012, Simplican et al 2015). The IC Life project established four topics of social inclusion at the campus: (1) accessibility, (2) buddy systems, (3) involvement in teaching activities, (4) workplacement. All four topics are included in the framework and monitoring instrument.

Note that this framework and monitoring instrument contains no mathematical substantiation since it does not intend to be a measuring tool or a yardstick to determine whether you are doing right or wrong, good or bad. It is not a frequency measure, a choice measure or intensity measure. In fact, it is meant to keep track of what progress could be made or is being made in the pursuit of an inclusive campus.

This document will elaborate on the rationale of the framework and monitoring instrument and provides an explanation of its components, stages and an operationalization of some key concepts. Finally, instructions are given on how to use the monitoring instrument.

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1. Rationale

Inclusive campus life is about post-secondary education for students with mild intellectual disabilities and about persons with a mild intellectual disability who wish to work within a university or in the environment of a university campus. Worldwide there are several examples of campuses where inclusion of people with mild intellectual disabilities is achieved (e.g. Kentucky University, Universidad Autonomica de Madrid, University of Iceland, Tilburg University, Thomas More University of Applied Sciences, Lapland University of Applied Sciences, Utrecht University of Applied Sciences).
Enrollment and workplacement has benefits for both the students with an intellectual disability and the university. First, a college or university campus is an ideal venue for gaining the skills needed to achieve goals such as finding a job, to be independent, to have friendships with peers (with and without an intellectual disability) and to go to class and social events (Kleinert et al 2012). Second, higher education opportunities for students with an intellectual disability have shown to correlate with improved employment outcomes and increased participation in communities (Kleinert et al 2012; Judge & Gasset 2015). Third, inclusive post-secondary education appears to increase satisfaction across several life domains, including emotional well-being, interpersonal relationships, personal development and self-development such as growing autonomy and self-confidence (Kleinert et al 2012; Judge & Gasset 2015; Stefánsdottír & Björnsdottir 2016; Haney & Fisher 2017; Sheppard-Jones et al 2018).

For universities and colleges seeking to broaden the diversity of their student populations, the presence of students with intellectual disabilities adds to the campus and academic life for all students, incorporating opportunities for mentoring and friendships (Kleinert et al 2012; Cook et al (2015).
Inclusion requires moral and political commitment. In the case of ratification of the United Nations Convention on the Rights of Persons with a Disability (UNCRPD) it entails obligations to the government and affiliated actors to implement and bring about change towards inclusion of persons with disabilities (UN 2016). As of the 1st of June 2018 177 countries worldwide have ratified this convention. Relevant to the endeavor of becoming an inclusive campus are:

- article 9 of the UNCRPD on accessibility of all facilities be it physical, social or the provision of information, which matches the IC Life domain on *accessibility*;
- article 24 of the UNCRPD on education, which matches the IC Life domains *buddy systems* and *involvement in teaching activities*, and;
- article 27 of the UNCRPD on employment, which matches the IC Life domain
    - *work placement*.

Ratification of the Convention means states are legally bound to respect the standards in the Convention. Institutions of higher education are crucial actors in implementing abovementioned standards (art. 9, 24, 27), also for persons with mild intellectual disabilities. They can influence domestic legislation, offer training and awareness raising among students and staff, revise company policies that promote and safeguard inclusion of persons with a disability.
The IC Life framework and monitoring instrument aims to be a useful and adequate means for institutions of higher education to bring about inclusion of people with mild intellectual disabilities on the campus.

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2. IC Life Framework on Social Inclusion

Key concept of the Inclusive Campus Life endeavor is social inclusion. The IC Life framework is derived from the ecological approach to social inclusion by Simplican et al (2015) - see figure 1 below.

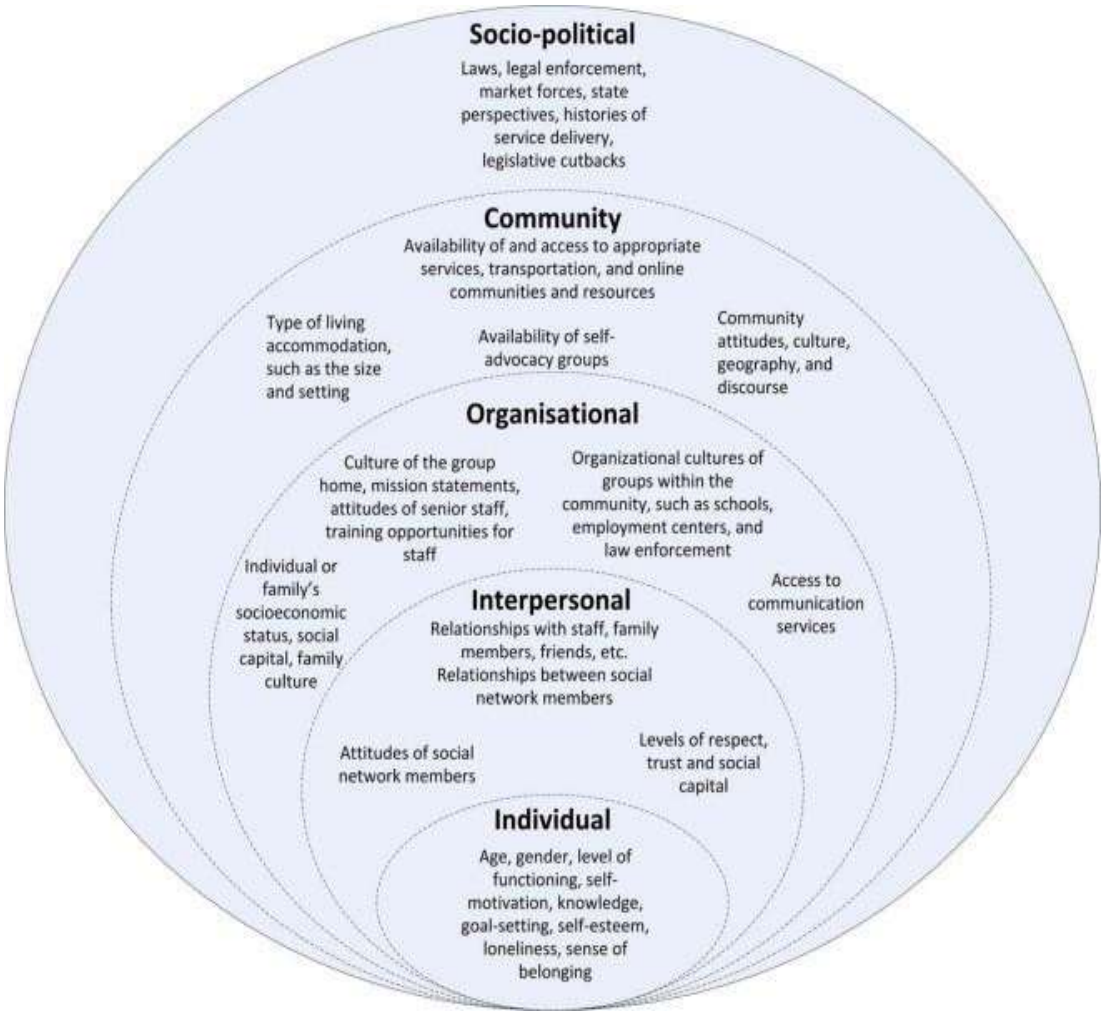

Figure 1: Pathways to and from social inclusion by Simplican, Leader, Kosciulek and Leahy (2015).

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The ecological approach to social inclusion as shown in the figure captures variables that influence interpersonal relationships and community participation. It presents pathways to social inclusion considering five levels: individual, interpersonal, organizational, community and socio-political. For instance, the ecological approach to social inclusion applied to IC Life results in a framework as follows:

Figure 2: IC Life Framework on social inclusion

Socio-political ***National legislation and regulations with regards to inclusive education***	**Laws** **Legal Enforcement** **State Perspectives** **Market forces**
Example -Ratification of United Nations Convention on the Rights of Persons with Disabilities -Participatiewet (The Netherlands) -Wet Passend Onderwijs (The Netherlands) -Higher Education Opportunities Act (HEOA) (United States of America) -Transition Programs for Students with Intellectual Disabilities (TSSID) ((United States of America) -Wgbh/cz (Wet op Gelijke Behandeling).	
Community ***People working and living at the campus, people surrounding persons with intellectual disability outside campus***	**Discourse** **Availability of and access to appropriate services** **Type of living accommodation** **Availability of self-advocacy groups**
Example Among university staff and students at the campus and people surrounding the persons with intellectual disabilities outside the campus (e.g. group home): -Openness, discussions, opinions about post-secondary education at IHEs for students with an intellectual disability. - Openness, discussions, opinions about employment of persons with an intellectual disability at IHEs -Transportation. Accessible and affordable public transport. Can people with an intellectual disability travel to the campus independently by public transport? -Online communities -Resources -Availability of student housing for students with an intellectual disability. -Availability of mixed housing at campus or off campus. -Are self-advocacy groups active? Are self-advocates influencing policy at the IHEs for example with respect to accessibility?	
Organizational ***The institute, faculty, school, department, the university***	**Access to communication services** **Organizational cultures of groups within the community** **Culture of the group home**
Example -Mission statement of the IHEs and service providers. E.g. Utrecht University of Applied Sciences wants to "contribute to the social, cultural and economic development of an open, just and sustainable society" or a service provider wants to move towards inclusion and proclaims the motto "Outside inside" meaning they want to connect more with the community. -Attitudes of staff, training opportunities for staff. Are support workers as well as (teaching) staff and management of the IHE open to the idea of an inclusive campus to persons with intellectual disabilities, are they willing to offer student or job opportunities to persons with an intellectual disability? Are they trained for that? Is it being addressed? -Provisions for eligibility and participation for students with intellectual disabilities. E.g. students with intellectual disability may enroll in a Comprehensive Transition and Post-secondary Program (CTP) without a regular high school diploma; courses are taken either for credit or as audit, and they lead towards a certificate or meaningful credential, which can be individualized to meet the needs of the student (Kleinert et al 2012).	
Interpersonal ***Students and employees with an and with no intellectual disability***	**Relationship with staff** **Attitudes of social network members** **Levels of respect, social capital**
Example -Students or colleagues with an intellectual disability have fellow students, are colleagues (e.g. co-teachers), hook up with peers, can have a buddy to help them around -Social accessibility: are students and staff welcoming to colleagues or students with an intellectual disability? How do they treat each other? Contacts between support worker or coach and university staff. -What values are pursued at the campus, by staff, e.g. reciprocity, trust, altruism, civic responsibility among students and staff.	
Individual ***Student or employee with an intellectual disability***	**Self-motivation** **Goal-setting** **Self-esteem and sense of belonging Level of functioning**
Example -Being a student, desire to learn, desire to seize opportunities by going to college -Being enrolled at university or having a job at campus offers opportunities and experiences of valued social roles, meeting peers at campus. -Mild intellectual disability.	

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To promote social inclusion at the campus we need to consider the variables at each level. The IC Life project established four topics of social inclusion at the campus: (1) accessibility, (2) buddy systems, (3) involvement in teaching activities, (4) workplacement. For each topic tools have been developed or existing ones have been tested by partners of the IC Life project. The monitoring instrument has been created to help institutions of higher education move towards more inclusiveness.

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3. IC Life Monitoring Instrument

The framework is integrated with the monitoring instrument (see figure 3). The IC Life monitoring instrument comprises six stages. The stages represent the degree of ambitions to move towards an inclusive campus. The institution of higher education can pursue social inclusion through selected topics such as implementing Blue Assist to enhance information accessibility, implementing a buddy system or a course which students with an intellectual disability can enroll. Implementation is effectuated by first setting targets and then setting up activities to achieve these targets.

3.1 Stages

Stage 0: Absence
Topic is not being discussed. It is not on the agenda of staff members and management. This explains why this stage is coined 'zero'.

Stage 1: Agenda-setting
Topic is being discussed with staff and management. Intentions to address the topic are expressed. In this stage the institution of higher education is considering to become inclusive with regards to a preselected topic (e.g. implementing Blue Assist or implementing a Gap mending course).

Stage 2: Analysis
Topic is on the agenda of the staff and management. Staff is assigned to conduct an analysis on preselected topics such as accessibility (physical, social, information and communication), involvement in teaching activities (as a student, co-teacher, guest lecturer), workplacement (employment opportunities, experiences of employed staff with a mild intellectual disability). The monitoring instrument provides references to specific documents to determine indicators. The analysis provides a general picture of the situation at the department that is chosen to pursue inclusion of persons with a mild intellectual disability. On the basis of the analysis it is determined on which topics action is taken.

Stage 3: Action
Topic is on the agenda of the staff and management. Intentions are being turned into actions. In this stage the institution of higher education is becoming inclusive with regards to a preselected topic (e.g. implementing Blue Assist or a Gapmending course). An action plan is drawn up containing targets, steps to be taken and criteria that give direction and indicate the desired level.

Stage 4: Assessment
Topic is being assessed. Actions taken to achieve the target are being assessed with staff, management and students. Yet students and/or employees with an intellectual disability are not involved in the assessment. In this stage the institution of higher education is partially inclusive with regards to one or more preselected topics (e.g. implementing Blue Assist or implementing a Gap mending course).

Stage 5: Inclusive assessment
Topic is being assessed. Actions taken to achieve the target are being assessed with staff, management and students. Students and/or employees with an intellectual disability are fully involved in the assessment. In this stage the institution of higher education is inclusive with regards to a preselected topic (e.g. implementing Blue Assist or implementing a Gap mending course).

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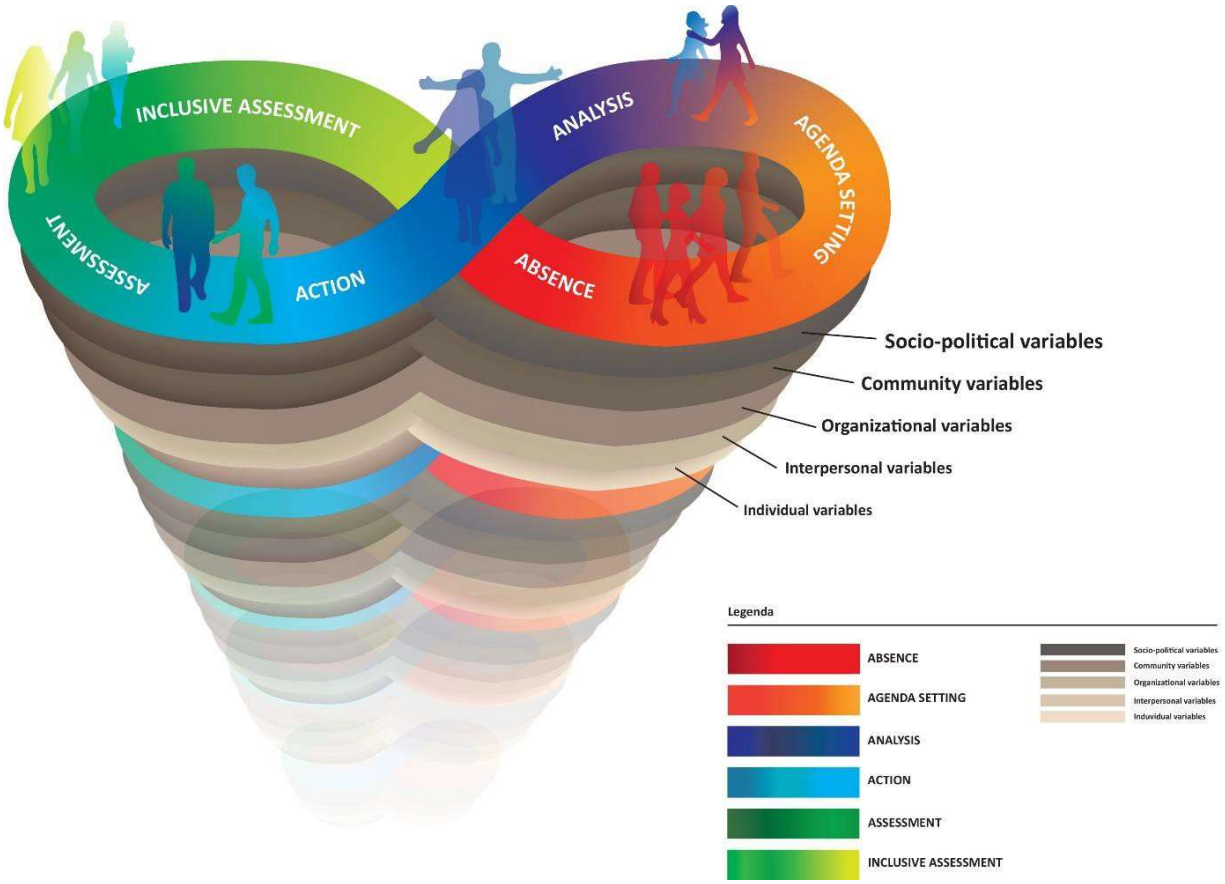

Figure 3: The IC Life Framework & Monitoring Instrument

3.2 Integration of the IC Life Framework and Monitoring Instrument

Figure 3 depicts the integration of the IC Life Framework on social inclusion and the monitoring instrument. In fact, the stages in the monitoring instrument demonstrate a pathway to social inclusion of persons with a mild intellectual disability in a higher education environment, and show large overlap with the variables and levels of the framework. Apart from stage 0 each stage has an immediate and inextricable connection with individual, interpersonal, organizational and community pathways. However, the socio-political pathway is at a more remote distance, laws and regulations are a necessary condition and almost indispensable to advance inclusive higher education. Figure 3 also pictures an innovation process that can be characterized by a organic, parallel, cyclic, spiral, and iterative dynamic. It is important to understand how such innovation processes - pathways to and from social inclusion at a campus - proceed.

Organic: innovation in higher education often proceeds organically which implies that policies and practices in meantime need accommodating but that often does not follow a fixed order. There is often no strict, mere linear order of stages, rather, stages in the process sometimes run side by side, are completed quicker or take longer than scheduled. Scheduling, however, operates as a means, not as a fixed regularity.

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Parallel: an organic dynamic also allows more stages in the innovation process to run in a parallel fashion. For instance, the stages action and assessment or action and inclusive assessment, assessment and agenda-setting or analysis and agenda-setting. These are not strictly divorced stages. While performing the actions to accomplish your target a first prudent assessment may occur. Similarly, while performing the actions points for attention may surface that deserve to be included on the agenda, even before the formal assessment occurred.

Cyclic: innovation in higher education is cyclical, which means that we build on previous experiences and repeat the same phases again with the intention of monitoring, consolidating, enhancing and possibly extending the innovation.

Spiral & Lemniscate: innovation in higher education involves a process assuming that each cycle delivers further experience and knowledge thus accumulating and deepening the body of experience and body of knowledge. Hence, we claim that innovation entails more than a cyclical process, rather, we present it as a spiral process i.e. you dig deeper into the subject-matter. Moreover, innovation seems to be gradually becoming a continuous process. For this reason, the spiral gives the impression of a lemniscate.

Iterative: Innovation can be portrayed as a stringently linear and goal-oriented process that suggests that you only can and should move forward and look ahead. In fact, we have observed that innovation often also requires that you take one or more steps back before proceeding to a next stage. Innovation is essentially an iterative process which means moving back and forth between the stages.

In addition to the abovementioned five attributes of innovation, the model displays five layers of variables that can enable or impede a more inclusive campus life. These variables need be taken into account from the moment you are endeavoring innovative ideas and implementing it in higher education settings. The five layers comprise of socio-political, community, organization, interpersonal and individual variables (Simplican et al 2015).

The attributes of innovation and five layers of enabling and hindering conditions of inclusion at a campus are integrated into this model. This document is supplemented with 5 sets of IC Life Assessment Cards each of them guiding the user through the innovation process pertaining to: accessibility of the campus, implementing buddy systems, involving persons with intellectual disabilities in teaching activities and employment of persons with intellectual disabilities at the campus.

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4. Instructions

This section provides a step-by-step description of how the framework & monitoring instrument (FMI) can be applied at your campus. The instructions below correspond to the IC Life Assessment Cards supplemented to this document.

Step by step explanation:

1. *Get an understanding of inclusion*

   First have a clear understanding of what inclusion encompasses and what it could mean to your campus. It is not necessary to have a well-defined definition. Some references to help you get a better understanding of the idea of inclusion are Cobigo et al (2012) or Simplican et al (2015). See also the preface of this document.

2. *Define campus*

   Campuses can vary significantly in size, location and geographical distribution, diversity of facilities and institutions. For example, some campuses accommodate just a single building or very few buildings and less than 1000 students and employees, other campuses accommodate over 40 buildings and over 90.000 students, employees et cetera. Some campuses accommodate only buildings of one single institution (university), other campuses accommodate a variety of institutions such as several universities, hospitals, R&D departments of multinationals, national institutes, expertise centers, student housing, sports facilities et cetera.

   For the purpose of the application of the monitoring instrument to your campus context it is wise to define what part of the campus you will focus on to promote inclusion of persons with an intellectual disability at the campus. A campus can be defined as an entity in different sizes and varieties. We distinguish five campus entities:

   Entity 1: Business unit e.g. an undergraduate or postgraduate module, a single course or even smaller, a single classroom activity.
   Entity 2: School or institute.
   Entity 3: Building/Faculty. Faculties can encompass several buildings, however, usually it is confined to one building.
   Entity 4: Campus single (small campus, on-campus, limited diversity of facilities and institutions).
   Entity 5: Campus extensive (on-campus and off-campus, wide diversity of facilities and institutions).

   It is recommended keeping the ambitions small at the beginning, for instance one topic confined to a single course (entity 1).

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3. *Find supporters*

   To get inclusion on the agenda of management and staff find supporters to the idea of making a campus inclusive to persons with a mild intellectual disability. Find support among colleagues (lecturers, researchers, management), among social work field partners and life experts i.e. experts through experience. Discuss topics related to social inclusion at the campus. Preferably select one of the IC Life established topics: (1) accessibility, (2) buddy systems, (3) involvement in teaching activities, (4) workplacement.

4. *From agenda setting to analysis*

   Having found supporters to the idea of making your campus inclusive, make an analysis of the current state of affairs concerning one or more of the IC Life established topics. To develop an analytical tool you can consult the IC Life documents that provide background information on accessibility, buddy systems, involvement in teaching activities and workplacement.

5. *From analysis to action*

   The analysis provides insight into impediments and opportunities to promote inclusion of persons with a mild intellectual disability at the campus. Perhaps you discover (too) many impediments and opportunities. In that case, select just one or a few that you will focus on. Set targets and agree within what period you want to achieve it (e.g. a semester, a year).

6. *Action*

   The monitoring instrument is available in Excel file and offers a completed template. For each IC Life topic steps are stipulated. These steps are briefly explained under the heading criteria/standards. These steps are not given facts. Be flexible with it if your own campus context demands it. For further in-depth background information, you can consult the IC Life documents which are referred to.

7. *Assessment*

   After the agreed time to achieve predetermined goals it is wise to have a formative assessment, which implies monitoring the process to provide ongoing feedback that can be used by stakeholders to make advancements towards inclusion at the campus. Conduct the assessment with stakeholders who were involved during the implementation process. For example lecturers, researchers, management and students.

8. *Inclusive assessment*

   The basic idea of an inclusive campus life is to bring about inclusion for people with a mild intellectual disability. Consequently, the assessment should be conducted in cooperation with them, be it as a life expert i.e. expert through experience, a student or employee. If there is serious and valued involvement (no tokenism) of people with a mild intellectual disability, we can consider this to be an inclusive assessment.

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5. Conclusion

The Framework and monitoring Instrument (F&MI) has been devised through a (at least) two year long process of (re)developing and (re)designing, testing and (re)testing, an iterative process applying design thinking principles and involving all partners in the IC Life project as well as several associated partners from the partners countries and countries that did not officially take part in the IC Life project.

We have succeeded in rendering the F&MI useful for any college of university context in any country irrespective of what laws and regulations, irrespective of culture. The F&MI transcends such concerns.

An important design criterion was to devise a monitoring instrument that does not judge good or bad, rather, one that supports and encourages initiatives to continue to take steps towards an inclusive campus. Therefore the F&MI contains no mathematical substantiation since it does not intend to be a measuring tool or a yardstick to determine whether you are doing right or wrong, good or bad. It is not a frequency measure, a choice measure or intensity measure. In fact, it is meant to keep track of what progress could be made or is being made in the pursuit of an inclusive campus.

We have succeeded in rendering the F&MI an overarching outcome of the project IC Life. It is applicable for any topic related to promoting and realizing inclusion of persons with mild intellectual disability at campus.

The framework proved useful, however, a monitoring instrument was desired to translate ambitions into more specific notions so as to serve the implementation process.

We have succeeded in rendering the F&MI a useful instrument due to the framework chosen and the development of easy-to-use assessment cards.

If applied properly, i.e. genuine and valued involvement - no tokenism - of people with a mild intellectual disability, we can consider this IO5 to be an inclusive instrument.

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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

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Annex 2: Pathways towards an inclusive campus

In order to move towards an inclusive campus an ecological approach is recommended. The ecological approach captures variables that influence interpersonal relationships and community participation, for example at an institution of higher education. It presents pathways to social inclusion considering five levels: individual, interpersonal, organizational, community and socio-political. You can assess the state of affairs on these levels with help of the questions below (based on Simplican et al, 2015) and thus identify enabling and disabling factors, opportunities, strengths and shortcomings.

Socio-political ***National legislation and regulations with regards to inclusive education***	
1. Has your government signed or ratified the United Nations Convention on the Rights of Persons with Disabilities? 2. Which domestic laws and regulations apply in your country with regard to work and employment of persons with an intellectual disability? 3. Has it been stipulated that the right to work is safeguarded and promoted? 4. Which domestic laws and regulations apply in your country with regard to (inclusive) postsecondary education of persons with an intellectual disability? 5. Has it been stipulated that an inclusive education system at all levels and lifelong learning is ensured for people with intellectual disabilities? 6. Which domestic laws and regulations apply in your country with regard to equal treatment of persons with an intellectual disability with regard to education, work and mobility?	
Community ***People working and living at the campus, people surrounding persons with intellectual disability outside campus***	
Among university staff and students at the campus and people surrounding the persons with intellectual disabilities outside the campus (e.g. group home): 1. Is/are there openness, discussions, opinions about employment of persons with an intellectual disability at the university? 2. Accessible and affordable public transport. Can people with an intellectual disability travel to the campus independently by public transport? 3. Availability of student housing for students with an intellectual disability? 4. Availability of mixed housing at campus or off campus? 5. Are self-advocacy groups active? Are self-advocates influencing policy at the IHEs for example with respect to accessibility?	

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Organizational ***The institute, faculty, school, department, the university***	
1. Mission statement of the university and service providers, is it inclusion focused? For example, Utrecht University of Applied Sciences wants to *"contribute to the social, cultural and economic development of an open, just, inclusive and sustainable society"* or a Dutch service provider wants to move towards inclusion and proclaims the motto *"Outside inside"* meaning they want to connect more with the community. 2. Are support workers as well as (teaching) staff and management of the university open to the idea of an inclusive campus to persons with intellectual disabilities? Are they willing to offer student or job opportunities to persons with an intellectual disability? Are they trained for that?	
Interpersonal ***Students and employees with an and with no intellectual disability***	
1. Social accessibility: are students and staff welcoming to colleagues or students with an intellectual disability? How do they treat each other? Contacts between support worker or coach and university staff. 2. What values are pursued at the campus, by staff, e.g. reciprocity, trust, altruism, civic responsibility among students and staff.	
Individual ***Students and employees with an intellectual disability***	
1. Being a student, desire to learn, desire to seize opportunities by going to college. 2. Being enrolled at university or having a job at campus offers opportunities and experiences of valued social roles, meeting peers at campus. 3. Mild intellectual disability.	

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Annex 3: IC Life Assessment cards

A brief explanation

You are about to assess activities related to advancing an inclusive campus life for people with intellectual disabilities. The IC Life assessment cards help you structure the assessment. These assessment cards be tailored to any IC Life related topic, for instance physical accessibility of the campus, accessibility of information at the campus, social accessibility, implementing Blue Assist, buddy systems, work placement, involving persons with intellectual disabilities in teaching activities. Before you start consider the following:

1) The cards have a sequence, however, you can use the cards in any order. The sequence comprises: Targets, Pathways, Enabling conditions, Impeding conditions, Opportunities. Decide how you will apply the cards: in the suggested sequence or randomly.
2) Start with general experiences and then elaborate on a few subjects. Don't go into detail too quickly and too much.
3) Avoid long discussion or debate, it is an assessment. Purpose is to draw up a state of affairs in the process and to learn.
4) The questions serve as a guide. Feel free to add other questions.
5) Before proceeding to the next questions of one card formulate a conclusion.
6) There is a *suggestions card* included: that is not part of any order. It mainly offers ideas to make the assessment accessible and interactive.

A) Targets

1) How many goals did you set to advance inclusion of persons with intellectual disabilities at the campus?
2) With regard to what topics did you set goals?
    a. e.g. accessibility, buddy systems, involvement in teaching activities, work placement, communication and dissemination, other.
3) Did you prioritize goals?
4) What goals did you want to achieve?
5) Which goals do you reckon achieved?
6) Which goals do you reckon not achieved?

Conclusion

In summary, what can you say about the targets you set?

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B) Pathways

1) What were major actions undertaken to achieve your goals?
2) In what order were actions undertaken?
3) In what timeline were major actions undertaken?
4) By whom were these actions undertaken?

Conclusion

In summary, what can you say about the pathways you have taken?

C) Enabling conditions

What conditions facilitated the accomplishment of your goals?

1) Financial resources?
2) Legislation?
3) Organizational structure and culture?
4) Logistics and administration?
5) Commitment of staff, students, experts by experience?
6) Availability of staff, students, experts by experience?
7) Other …

Conclusion

In summary, what can you say about the enabling conditions?

D) Impeding conditions

What conditions impede the accomplishment of your goals?

1) Financial resources?
2) Legislation?
3) Organizational structure and culture?
4) Logistics and administration?
5) Commitment of staff, students, experts by experience?
6) Availability of staff, students, experts by experience?
7) Other …

Conclusion

In summary, what can you say about the impeding conditions?

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E) Opportunities

1) What could you do different in achieving your goals or furthering your endeavour? What else could work?
2) In what fashion could you achieve that?
3) What do you need to make that happen?
4) Who do you need to make that happen?
5) What impeding condition can you change into opportunities?
6) How can you change these impeding conditions into opportunities?

Conclusion

In summary, what can you say about opportunities?

Suggestions

A) Targets

Show the targets on screen or on paper

B) Pathways

Draw a project timeline and insert major steps and
milestones. Use large sized paper,
markers and post-its or something similar. Draw the timeline and notes large and visible to everyone taking part in the assessment.

C) Enabling conditions

To list facilitating factors distribute green colored papers among the assessors. Ask them to write down on separate green colored papers facilitating factors they have come across in the pursuit an inclusive campus. Collect the green colored papers, discuss the input and attempt to put them in categories. This This helps you keep an overview on enabling conditions.

D) Impeding conditions

To list impeding conditions distribute red colored papers among the assessors. Ask them to write down on separate red colored papers impeding conditions they have come across in endeavoring an inclusive campus life. Collect the red colored papers, discuss the input and attempt to put them in categories. This helps you keep an overview on impeding conditions.

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E) Opportunities

To list opportunities distribute blue colored papers among the assessors. Ask them to write down on separate blue colored papers new and unused opportunities they see to achieve inclusive campus life goals. Collect the blue colored papers, discuss the input and attempt to put them in categories. This helps you keep an overview on impeding conditions.

Some brainstorming techniques might come in handy when finding new opportunities.

1) The *one second brainstorm chain*: one person starts the 'one second brainstorm chain' by saying aloud one word or by showing a prop (for example banana, flower, horror). The person on the left continues by saying aloud one word that pops up into his or her mind. This can be any word. Keep going until everyone has said a word. Three rules are paramount: (1) you have one second to say a word, (2) any word is good, (3) it is about quantity not quality. If someone says "Oh no, I cannot think of anything" or "Oh f***", then the others say: "that's good" and time has passed and it is the next person's turn. Also seemingly nonsensical or non-existing words are good. Repeat this *one second brainstorm chain* a few times and perform this activity clockwise, counter clockwise and randomly. This brainstorm exercise generates a flow and reduces the feeling of shame or embarrassment which is detrimental to any successful brainstorm session.
2) Negative brainstorming: a two-step brainstorm process, that consists of first generating the worst solutions to the problem. Later transforming them into good solutions.

There are many more techniques available on the Internet.

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Annex 4: IC Life Assessment cards - social accessibility

We are about to assess activities related to advancing an inclusive campus life for people with intellectual disabilities. These assessment cards are tailored to social accessibility.
Examples are given of conclusions you could draw. In this example the cards are used in the suggested sequence.

Before we start assessing social accessibility we first decided determined in advance that we will confine the entity of a campus to the faculty building and more specifically school of Social Work which is situated in the faculty building. Currently over 900 students are enrolled at the school of social work in Utrecht. These students are served by approximately 40 employees. The faculty buildings houses several other schools and research departments.

A) Targets

1) How many goals have we set to promote a welcoming treatment of people with intellectual disabilities within the faculty and more intensely within the school of social work?
2) What were those goals?
3) Which goals do we reckon achieved?
4) Which goals do we reckon not achieved?

Conclusion

In summary, what can we say about the targets we set? *We can, for example, conclude that: We have set too many goals for this topic, we haven't accomplished any of the goals, the goal we set is too ambitious and we should narrow it down, we set one fairly specific goal and achieved it quicker than predicted. Persons with intellectual disabilities shared positive experiences pertaining to a welcoming atmosphere and treatment.*

B) Pathways

1) What actions did we undertake to promote a welcoming treatment of people with intellectual disabilities within the faculty and more intensely within the school of social work?
2) In what order were these actions undertaken?
3) In what timeline were these actions undertaken?
4) By whom were these actions undertaken?

Conclusion

In summary, *only one staff member was actually engaged in achieving this goal, to wit, the initiator. This is too limited to create support. For example, we have not announced to all our colleagues at the department that we will be including a colleague with intellectual disabilities in our team, who will collaborate with us in lectures, seminars and training sessions. For example, we prepared our colleagues at the department by informing them about our diversity of students, which also includes students with intellectual disabilities. This was much appreciated.*

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C) Enabling conditions

1) What conditions facilitated a welcoming treatment of people with intellectual disabilities within the faculty and more intensely within the school of social work?
   a) Financial resources?
   b) Legislation?
   c) Organizational structure and culture?
   d) Logistics and administration?
   e) Commitment of staff, students, experts by experience?
   f) Availability of staff, students, experts by experience?
   g) Other …

Conclusion

In summary, what can we say about the enabling conditions? *We can, for example, conclude that: engagement by the manager is pivotal to foster a welcoming atmosphere to persons with an intellectual disability as staff member, as student, as co-trainer. The manager showed serious and close engagement to welcoming students with an intellectual disability and two co-teachers with an intellectual disability. The manager attended a classroom activity, shook hands and listened to the stories told by students with an intellectual disability. The manager supported a financial deal with a local advocacy organization for further collaboration and deployment of two co-teachers with intellectual disability.*

D) Impeding conditions

1) What conditions impeded a welcoming treatment of people with intellectual disabilities within the faculty and more intensely within the school of social work?
   a) Financial resources?
   b) Legislation?
   c) Organizational structure and culture?
   d) Logistics and administration?
   e) Commitment of staff, students, experts by experience?
   f) Availability of staff, students, experts by experience?
   g) Other …

Conclusion

In summary, what can we say about the impeding conditions? *We can, for example, conclude that: within the university or department there exists an (outdated) picture of what 'good' education comprises, what valid and reliable research requires; where old paradigms have a firm foothold. You can conclude there is a lot of ignorance among employees about people with an intellectual disability, for instance that they don't have capabilities to fulfill tasks without any guidance, that it takes much time and effort to collaborate with them. Or that staff members feel insecure or do not know how to communicate with people with an intellectual disability.*

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E) Opportunities

1) With regards to social accessibility, what could we do different in achieving the goals to promote it? What else could work?
2) In what fashion can we achieve that?
3) What do we need to make that happen?
4) Who do we need to make that happen?
5) What impeding condition can we change into opportunities?
6) How can we change these impeding conditions into opportunities?

Conclusion

In summary, what can we say about opportunities? *We can, for example, conclude that: In the pursuit of a more welcoming society – i.e. the department, the school of social work - we should not keep the ambition too close to ourselves, i.e. the two initiators. We need to take colleagues on board and seek cooperation more quickly. In order to promote social accessibility, we need to work on a more positive and realistic image of persons with an intellectual disability among students and staff. This can be done, for example, by making people with intellectual disabilities much more visible; we won't solely meet in a separate meeting room anymore, we will meet and prepare classes in the open space just like colleagues and students do: they walk, work and meet in the open spaces as well.*

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