ICLife: Tools for inclusion

How to make life on a campus for higher education more inclusive.
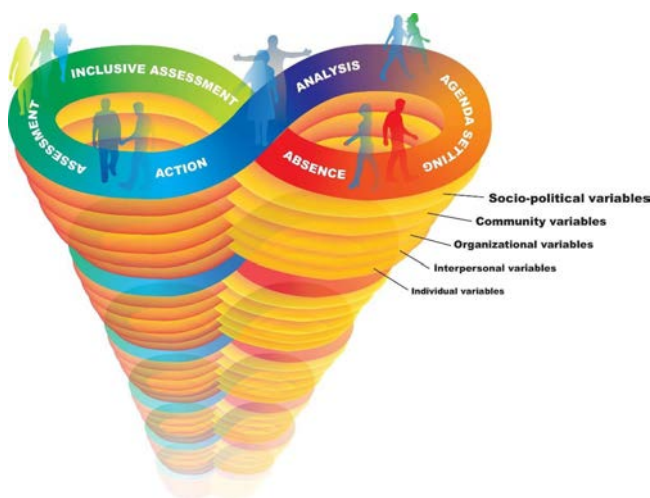
Assessment cards social accessibility

What's in the name?

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 (after this section). Examples are given of conclusions you could draw. In this example the cards are used in the suggested sequence: target, pathways, enabling conditions, impeding conditions, opportunities.

Before we start assessing social accessibility, we first determined in advance that we will confine the entity of a campus to the faculty building and more specifically to our 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.

Who is the target group?

In principle, the IC Life assessment cards can be used by anyone be it students, teachers, co-teachers, persons with an intellectual disability in the role of student, co-researcher or employee, management staff, policy makers, trainers. In short, everyone who is involved in some part of the project that you want to evaluate. If, for example, you want to assess the involvement of people with an intellectual disability in learning activities, it is highly recommended that you do this with the teachers, co-teachers, coaches and students involved.

What is needed?

You need the assessment cards provided in the tool. We offer a unspecified set of IC Life assessment cards and a set of IC Life assessment cards specified to social accessibility.

You can easily view how the unspecified assessment cards have been slightly adjusted to questions about social accessibility. You can adjust the questions of the unspecified assessment cards to any other inclusive campus life goal to your liking. To determine what else is needed (materials), read below the section called suggestions.

What budget is needed?

To use the assessment cards no budget is needed. You can simply use the structure offered here.

Who gets what out of it?

In fact, everyone involved in the project that is being assessed benefits. Moreover, the assessment is meant to make further improvements to projects that have been initiated, that have completed a first timeline, that have achieved a first milestone and that require follow-up.

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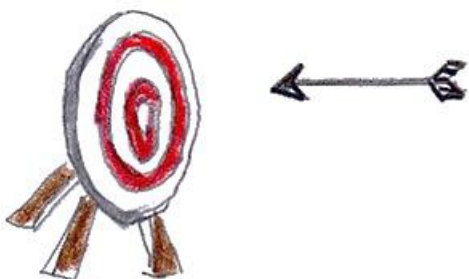
1) How many goals have we set to promote a welcoming treatment of people with intellectual disabilities within the faculty and more intensely within the school of social work?
2) What were those goals?
3) Which goals do we reckon achieved?
4) Which goals do we reckon not achieved?

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.
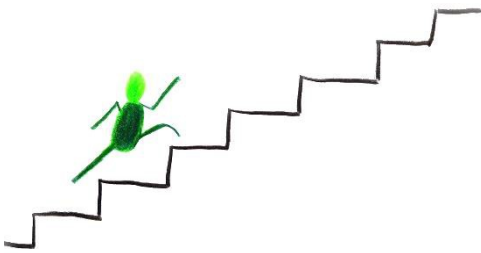
Pathways

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, what can we say about the pathways we have taken? We can, for example, conclude that: 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.

Enabling conditions

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.

Impeding conditions

1What 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 …
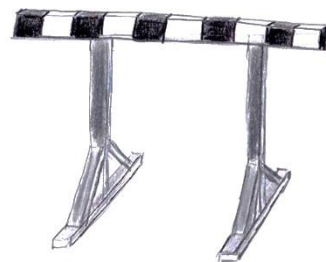
Conclusion

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.

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?

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.

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