



# ANALYSIS OF THE DEVELOPMENT AND IMPACT *INnetCAMPUS* PROGRAMME

Artesis Plantijn University College, BELGIUM  
2017



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## TABLE OF CONTENTS

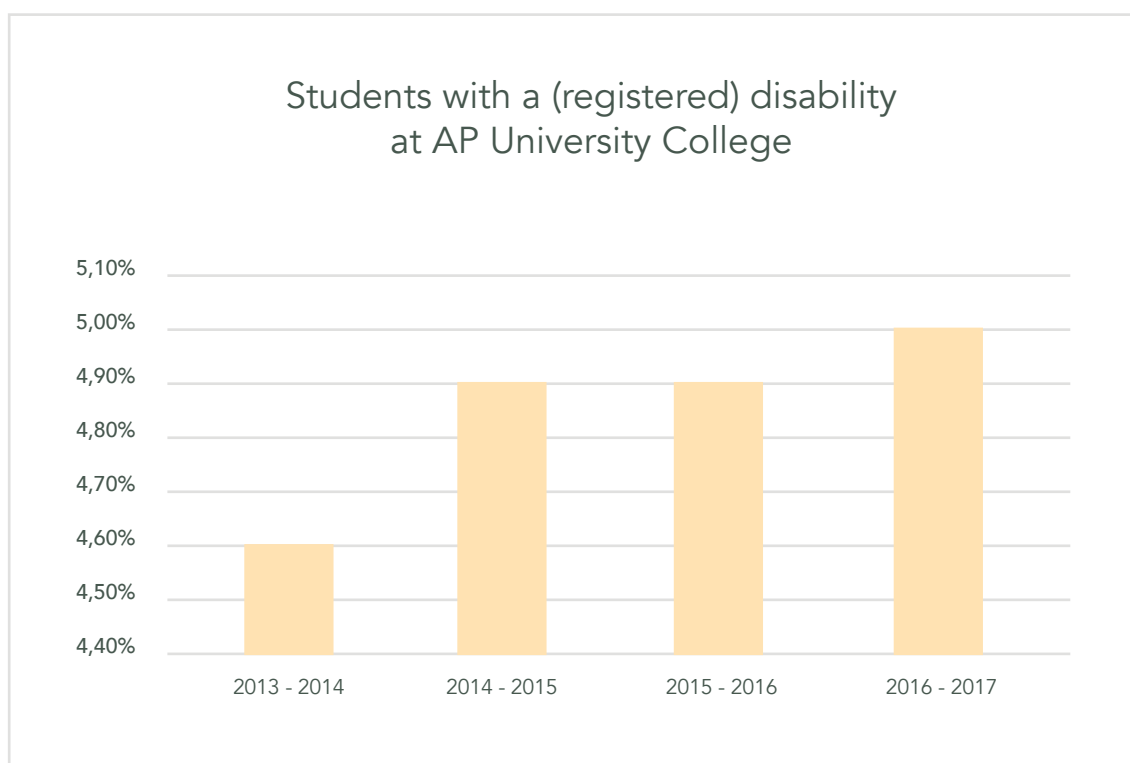
- 1 | Justification. Baseline situation at AP University college regarding inclusion**
  - 1.1 | Number of students with disabilities who study at AP University College
  - 1.2 | Support services for people with and without disabilities at AP University College
  
- 2 | Improvement elements into the programme and organization process of the INnetCAMPUS 2017**
  - 2.1 | Improvement in the organization process (selection of students, dissemination of the project, participation of university professors, etc.)
  - 2.2 | Improvement in the design of programs and activities of the Antwerp Campus 2017
  - 2.3 | Improvement in the involvement of organizing university institutions (transversality)
  - 2.4 | Improvement in the involvement of the university teaching staff in the development of the activities in the Campus 2017
  - 2.5 | Improvement in the involvement of non-university institutions or companies
  - 2.6 | Improvement in the involvement of the associations for the defence of rights and inclusion of people with disabilities
  - 2.7 | Improvement in the selection process of profiles of monitors and volunteers
  - 2.8 | Role and impact on voluntary university students in the development of the program and its possible transfer of knowledge to the university community
  - 2.9 | Impact and informative transcendence in the local and national media

- 3 | Impact so far of the project development in the University, to improve the inclusion of students with disabilities**
  
- 4 | Statistical information and impact of participants with disabilities in 2016 and 2017**
  - 4.1 | Quantitative measurement through surveys of participating students and professors
  - 4.2 | Qualitative measurement through the testimonies from interviews and written information by parents
  
- 5 | Conclusions**

## 1 | Justification. Baseline situation at AP University college regarding inclusion

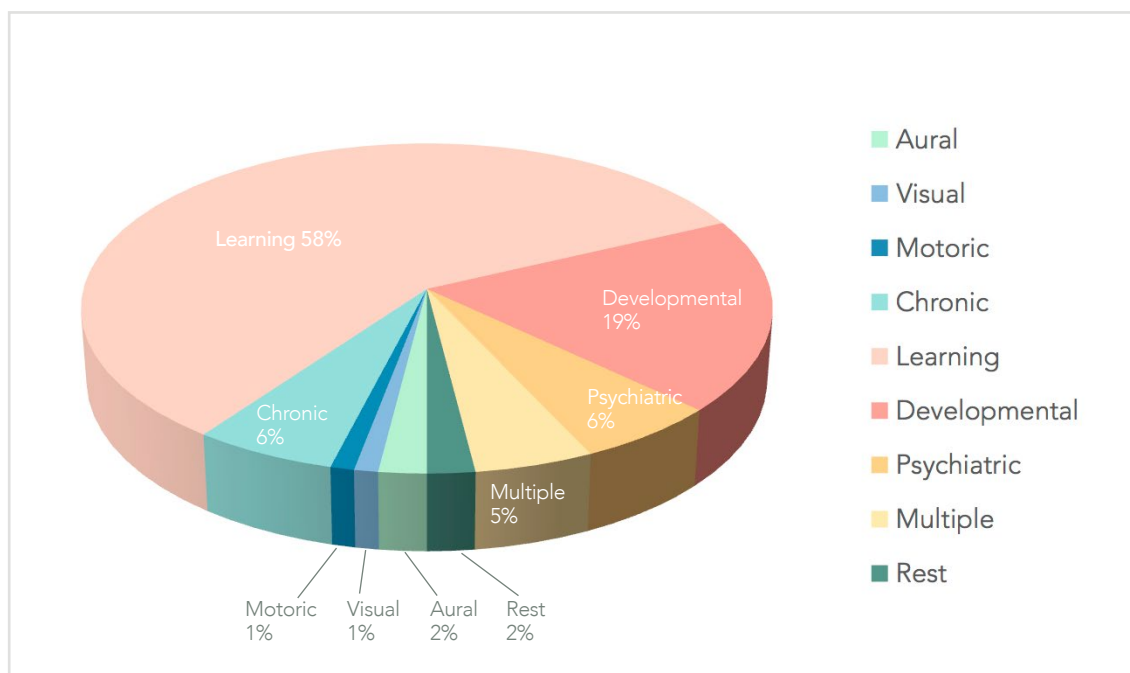
### 1.1 | Number of students with disabilities who study at AP University College

The total number of students enrolled in a study program at AP University College is 11.000. The prevalence of registered students with disabilities is 5% (n = 550). Since disabilities are still taboo, this number is assumed to be underestimated.



*Percentage of students with a registered disability at AP University college.*

The disabilities of registered students at AP University college are mainly learning disorder (58%), developmental disorders (19%), chronic and psychiatric disorders (both 6%), and multiple disabilities (5%).



*The type of disability of students with a registered disability at AP University college in 2016-2017*

## **1.2 | Support services for people with and without disabilities at AP University College**

At AP University College, several support services for students with and without disabilities are available. The student services for all students are the following:

1. Language Support: support in drawing up written assignments: workshops and online help
2. Student Participation: support for student representatives, general student council, charter for inclusion in cooperation with SIHO (Steunpunt Inclusief Hoger Onderwijs, [www.siho.be](http://www.siho.be))
3. Equal Educational Opportunities: student support, accessibility/ Universal Design for Learning (UDL)
4. Libraries and Information Literacy: workshops, digital information
5. Student Advice Point (dispatch): functions as a central contact point for all student questions about: study-related topics; individual

adjustments (supporting, compensating and dispensating measures); guidance counseling; etc.).

Situations in which students can apply for individual adjustments are the following: having a disability, sporting at high competitive level, the family situation, entrepreneurship/work, professional art at a high level, or other special circumstances.

Individual adjustments are related to educational activities (e.g. student can leave classes when necessary, student can change class groups, instructor makes his course material (PowerPoints) available in advance, the student has the ability to change deadlines for tasks, etc. ) or are related to the evaluation process (more time when working on exams, student can use a (technical) tool/device (example: laptop, assisted software, earplugs, formularium, calculator, ...), the instructor (or other designated responsible) does not take into account language errors for the agreed course units, the student will be provided with additional feedback moments during an internship, etc.).

6. Student support counselors at each faculty: first intermediary for social and emotional difficulties, study advice, process individual adjustments (supporting, compensating and dispensating measures); study counseling
7. Program guidance : adjustment of study program, exemptions
8. STUVO AP – student facilities: culture and sport; accommodation; financial, social and psychological support

Especially for students with disabilities, the following service is available:

9. Intensive Support for students with disabilities: This support is adapted to individual needs of the student: e.g. Sign interpreter, Sprinto (assistive software), Support of study skills, etc.

In addition, at AP university College adopted the concept of Universal Design for Learning (UDL). UDL is based on Universal Design reflected in the design of buildings. The participation of a group of students with diverse disabilities was an opportunity to reflect on the accessibility and Universal Design of our campuses and of our learning environments (UDL).

In addition, (starting) lecturers can enroll for a training about how to adopt the principle of Universal Design (for Learning) in their courses. As addressed by UDL, Flexibility in representation, expression and engagement are central. Flexibility in representation/Increase the accessibility: provide material in different ways (use movies, texts, audio, etc.) Flexibility of expression: show in different ways what you can (same criteria but different way/process to get there, chose how to show it); Flexibility in Engagement: Create involvement and participation in your lessons (relate to the students in their class/service).

## **2 | Improvement elements into the programme and organization process of the INnetCAMPUS 2017**

### **2.1 | Improvement in the organization process (selection of students, project dissemination, participation of university professors, etc.)**

#### ***The call/project dissemination:***

In line with the text of the call of the pilot study (2016), the text of the call of INnetCAMPUS 2017 was prepared by ONCE and written in English but was translated in Dutch in order to enhance participation and avoid misunderstandings among Belgian candidates. As last year, the call consisted of information on the objective of the campus and practical information on the specific dates and venues of the participating universities. Also, it was clearly mentioned that all costs, such as travel costs, costs related to the stay (hotel, breakfast, lunch, and dinner), planned activities (both university and leisure time related), and personal assistance, were all included and funded by the project.

In line with the call of the pilot study (2016), the call of INnetCAMPUS 2017 was sent to all staff and students of the University College Artesis Plantijn, Department of Health and Wellbeing. Staff and students were informed by email and requested to diffuse the Call among their contacts. As last year, the call was launched on the website of SIHO (Steunpunt Inclusief Hoger Onderwijs, [www.siho.be](http://www.siho.be)) and also sent by email to the Department of Education of the city of Antwerp, Flemish universities (University of Ghent, Antwerp, Brussels, Leuven) and University Colleges (e.g. in Ghent, Antwerp, and Brussels). The call was further sent by email to several umbrella organizations involved in the

Flemisch educational system (e.g. CKSA, Centraal Katholiek Schoolbestuur Antwerpen; OVSG, Onderwijskoepel van Steden en Gemeenten, Overkoepeling Buitengewoon Secundair Onderwijs etc.), all directors of secondary schools in Flanders including both the regular schools and the schools for special needs education (e.g. as KOCA, Koninklijk Orthopedagogisch Centrum Antwerpen, Sint Jozef, etc.), and all directors of the Pupil Guidance Centers (CLB's, Centra voor leerlingenbegeleiding). Further, the call was sent by email to several parental associations for children with disabilities (e.g. parents for inclusion, down syndrome Vlaanderen, etc. ).

The first improvement was that the call for Belgian participants was launched five weeks earlier than last year. More specifically, the call was launched in Belgium on February 10th 2017. While the call of last year was only published on the website of SIHO, this year, the call was also published on the website of the AP University College (<https://www.ap.be/gezondheid-en-welzijn/innet-campus/5089>), the webpage of AP international projects (<https://www.ap.be/innetcampus/5352>), AP Kenniscentrum Isos (<http://www.kenniscentrumisos.be/portfolio/innetcampus/>), the social media/ facebook page of AP university college (<https://www.facebook.com/search/top/?init=quick&q=innetcampus&tas=0.09895048127564027>) and the website from *parents for inclusion* (<http://www.oudersvoorinclusie.be/homepagina/inclusieveervaringsweek/>).

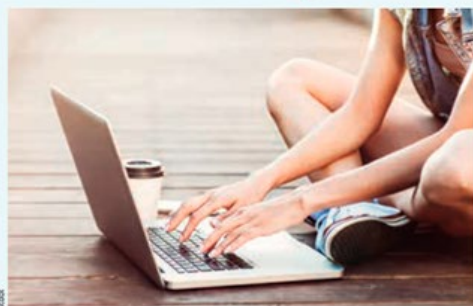
Another improvement was that the above mentioned schools (both regular schools and schools for special education) received a reminder email where explicitly was mentioned that 1) students from all secondary schools (both regular and special needs) were eligible for participation; 2) students with a mental disorder (e.g. anxiety, depression, autism spectrum disorder, attention deficit disorder, etc.) and/or cognitive impairment (e.g. dyslexia, etc.) were also eligible for participation and not only students with physical disabilities; and 3) that schools may contact the contact person from INnetCAMPUS Belgium (Els Pazmany or Beno Schraepen) who were willing to organize information sessions for students and parents at school. Since no regular or special school reacted on the initial or reminder email, school directors from special schools in Flanders who organize education type 4, who prepares for studies in higher education and aims at the pupils' integration in active life, were personally contacted by telephone to inform them personally about the INnetCAMPUS project. In total, we were able to explain the project by telephone to 16 from the 49 school directors. During this call, we proposed the opportunity to organize an information session



for students and partners at school. Unfortunately, none of the school directors agreed to organize an information session at school. The call was also sent to the Belgian Disability Forum (BDF) in Brussels in an attempt to inform not only Dutch-speaking Belgians, but also French-speaking Belgians. In addition, the call was also announced on the “digital scheduler” and/or “activities” of websites of several Belgian professional, and recreational (sports) organizations in who have contacts with persons with disabilities (e.g. VAPH, Vlaams Agentschap voor Personen met een Handicap; Parantee, Vlaamse unisportfederatie voor personen met een beperking; Phare, Personne Handicapée Autonomie Recherchée; KVG, Koninklijke Vereniging Gehandicapten). We also contacted those who were involved in the pilot study of INnetCAMPUS 2016 (such as participants, parents, volunteers, and school teachers) by e-mail and/or telephone and were asked to send the call to their personal and professional contacts as well. The flyer of the call was also spread on a symposium from parents for inclusion on March 18th 2017 at University College Thomas Moore, Geel, Belgium. In June 2017, a teacher from a special school (Sint Lodewijk Wetteren) contacted the contact person of INnetCAMPUS Belgium (Els Pazmany) and expressed her enthusiasm about the project. This teacher was sent flyers of the INnetCAMPUS project and this teacher gave the flyers to all eligible students at her school. (Most Belgian participants of InnetCampus 2017 are students from this school). Finally, because most Belgian candidates preferred to participate at the Granada and Lisbon campus, a late call for the Antwerp campus was published in the journal from the governmental organization of persons with a disability of Flanders (VAPH; Vlaams Agentschap voor Personen met een Handicap; [https://www.vaph.be/sites/default/files/documents/sterk-juni-2017/sterk\\_22.pdf](https://www.vaph.be/sites/default/files/documents/sterk-juni-2017/sterk_22.pdf))



### HOGER ONDERWIJS, IETS VOOR JOU?



deel te nemen aan de internationale Erasmusweek in Antwerpen. Wil jij samen met Portugese, Spaanse en Belgische jongeren ontdekken wat hogere studies je te bieden hebben? Dan kan je je alvast kandidaat stellen om deel te nemen.

Aan dit initiatief werken zowel de AP Hogeschool Antwerpen, de Universidad de Granada (Spanje) als de Universidade de Lisboa (Portugal) mee. De campus van Antwerpen vindt plaats van 27 augustus tot 2 september 2017 op de campus van AP Hogeschool Antwerpen.

Hoe zit het met de financiering van zo'n ervaringsweek? Dit project komt tot stand dankzij het Erasmusprogramma van de Europese Commissie. Concreet betekent dit dat je reiskosten en je huisvesting op basis van vol pensioen betaald worden door het project. Hetzelfde geldt voor alle geplande activiteiten, de ondersteuning en assistentie die je nodig hebt en je reiskosten.

Dat een handicap je niet hoeft te belemmeren om verder te studeren aan een hogeschool of universiteit, daarvan is de Artesis Plantijn Hogeschool Antwerpen overtuigd. Ze neemt dan ook deel aan het INnetCAMPUS-project, dat de toegang tot het hoger onderwijs en de internationale mobiliteit voor leerlingen met een handicap wil promoten door hen een week lang het leven aan de Europese Inclusieve Campus te laten ervaren.

Voor dit project zoekt de Artesis Plantijn Hogeschool leerlingen met een handicap die tussen de 15 en 21 jaar zijn en interesse hebben om deze zomer

#### INSCHRIJVEN OF MEER INFORMATIE ONTVANGEN?

Stuur dan een e-mail naar [beno.schraepen@ap.be](mailto:beno.schraepen@ap.be) of [els.pazmany@ap.be](mailto:els.pazmany@ap.be).

Wil je weten hoe het er vorig jaar aan toeging? Bekijk dan onderstaande links online: [innetcampus.fundaciononce.es/en](http://innetcampus.fundaciononce.es/en), [www.youtube.com](http://www.youtube.com) via de zoekterm PROYECTO INnetCampus (English).

*Announcement of INnetCAMPUS 2017, Antwerp campus in Journal for people with disabilities named 'Sterk' (Strong)*

### Selection of Students

Based on the evaluation of INnetCAMPUS 2016, the inclusion criteria remained the same for INnetCAMPUS 2017, with exception of the age range that was adapted from 15-18 years old to 15-21 years old. The call included the following inclusion-criteria: a) to hold an official document as a person with a disability; b) to be between 15 and 21 years old; c) to be enrolled as a student in the last year of secondary school; d) to have a sufficient level of English (in order to be able to understand and actively communicate with others).

An improvement for INnetCAMPUS 2017 was that in the reminder email for schools explicitly was mentioned that not only students with physical disabilities but also students with mental and cognitive disabilities were eligible for participation. Concerning the sufficient level of English, it was added that the willingness to express themselves in English and to learn English was more important than the level of English.

Probably due to the improvements related to the diffusion of the call (as mentioned earlier), the number of eligible candidates increased from six (2016) to eighteen (2017). Of those 18 candidates, we selected 16 students (eight male and eight female students) with a mean age of 18 years old. Because all students wanted to participate solely at a campus abroad, none of the candidates participated in the Antwerp Campus. Eight students had a diagnosis of motor disability, five students had a diagnosis of Autism Spectrum Disorder, two students had a cognitive disability (Down Syndrome), and one student had a hearing disability. Of those, seven students participated in the Granada campus and nine students participated in the Lisbon campus.

Number	Gender	Age	Disability	Campus
1	Male	17	autism spectrum disorder	Granada
2	Female	18	autism spectrum disorder	Granada
3	Female	19	physical/motor disability	Granada
4	Female	17	physical/motor disability	Granada
5	Female	17	physical/motor disability	Granada
6	Male	17	physical/motor disability	Granada
7	Female	21	physical/motor disability and dyslexia	Granada
8	Male	17	physical/motor disability (dyspraxia)	Lisbon
9	Male	18	physical/motor and visual disability	Lisbon
10	Male	17	cognitive disability/Down Syndrome	Lisbon
11	Female	15	physical/hearing disability	Lisbon
12	Male	17	autism spectrum disorder	Lisbon
13	Female	17	cognitive disability/Down Syndrome	Lisbon
14	Male	19	autism spectrum disorder	Lisbon
15	Male	20	autism spectrum disorder	Lisbon
16	Female	20	physical/motor disability	Lisbon

*Belgian participants of INnetCAMPUS 2017: Gender, age, disability, and campus*



*Belgian participants and monitors who participated at INnetCAMPUS 2017, Lisbon campus (left) and Granada campus (right)*

### **Participation of University Professors**

The call for professors was sent by email to all staff members of the AP University College. In total, all staff members ( $n = 1200$ ) of four Faculties (vocational) consisting of 24 vocational trainings/study programs and two Schools of Arts consisting of eight art programs received the information about the project. This was an improvement since the call for professors in 2016 was only sent to staff members of one Faculty, namely the Faculty of Health and Social Care, which consists of six vocational trainings/study programs.

Probably due to the improvements related to the diffusion of the call for professors to all staff members of the AP University College, the number of staff members that spontaneously offered to actively contribute to INnetCAMPUS 2017 increased from six (2016) to eight (2017). Also, the number of involved Faculties and study programs increased as well from three (2016) to four (2017) faculties and from four (2016) to seven (2017) study programs. More specifically, in 2016 only the Faculties of Health and Social Care and the Faculty of Science and Technology were actively involved, whereas in 2017, the Faculty of Communication and Management and the Royal Academy of Fine Arts participated as well. As a result, more professors from more different study programs were involved during INnetCAMPUS 2017.



Year	Faculty	Study Program	Number of Professors
2016	Faculty of Health and Social Care	Social Care Work	3
		Occupational Therapy	1
	Faculty of Science and Technology	Energy management	1
	Royal Conservatoire of Antwerp	Master in Music	1
2017	Faculty of Health and Social Care	Social Care Work	2
		Social Work	1
		Occupational Therapy	1
	Faculty of Communication and Management	Journalism	1
		Management	1
	Royal Academy of Fine Arts	Figure Drawing	1
	Faculty of Science and Technology	ICT	1

*Faculties, Study Programs and number and Professors involved in INnetCAMPUS 2016 and 2017*

## **2.2 | Improvement in the design of programs and activities of the Antwerp Campus 2017**

### ***Participants of the Antwerp Campus 2017***

Participants of the Antwerp Campus 2017 consisted of five Portuguese and five Spanish participants diagnosed with visual and physical/motor disability, cognitive impairment, and learning disorder. Unfortunately, no Belgian candidates were willing to participate at the Antwerp Campus. Nevertheless, since three Belgian participants of the Lisbon Campus 2017 and three participants of INnetCAMPUS 2016 participated as volunteers at the Antwerp campus 2017, the total group was a mixed balance of Portuguese, Spanish and Belgian young people with disabilities.

## ANALYSIS OF THE DEVELOPMENT AND IMPACT INnetCampus PROGRAMME

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*INnetCAMPUS 2017, Antwerp Campus: Spanish and Portuguese participants, monitors, volunteers, and organizers*

Number	Gender	Disability	Country
1	Male	Learning disorder (dyslexia)	Portugal
2	Male	Physical/motor disability	Portugal
3	Female	Physical/motor disability	Portugal
4	Male	Learning disorder (dyslexia)	Portugal
5	Male	Cognitive impairment	Portugal
6	Female	Visual disability	Spain
7	Male	Visual disability	Spain
8	Female	Visual disability	Spain
9	Male	Visual disability	Spain
10	Male	Physical and visual disability	Spain

*Portuguese and Spanish participants of INnetCAMPUS 2017, Antwerp Campus: Gender, disability, and country.*

### ***Programme and activities of the Antwerp Campus 2017***

In line with the pilot campus in 2016, the Antwerp Campus program of 2017 consisted of a one-week program including academic courses given on three different campuses (campus Lange Nieuwstraat, campus InSitu, campus Noorderplaats of 'Health and Social Care') and social activities with other students in the evenings (e.g. visiting the city of Antwerp, having a drink at a café, etc. ).

Several improvements were added to the Antwerp Campus of 2017. First, the General Director of the University College welcomed the participants personally on the first day. Second, because a sports activity was lacking in the pilot campus of 2016, a sports activity at the sport complex of the University of Antwerp (city campus University of Antwerp) was added to the program. Third, more different study programs, new professors/teaching staff, and an extra non-university organization (i.e. Atlas building) actively contributed to the program and resulted into a variety of courses. Fourth, because an organized social-cultural activity was lacking in the pilot campus of 2016, we added on the second day a boot trip on the Schelde of Antwerp. Finally, a catering who employees people with disabilities (i.e. Bits 'n bites) served the walking dinner during the first day.

### ***Schedule and activities Antwerp Campus 2017*** (see table in supplemental material)

#### *Day 1 @ campus Lange Nieuwstraat*

- Welcome and introduction AP University College
  - Information about the program, practical information, etc.
- Getting to know each other (icebreaker)
- Facilities for students and student support at AP University College
  - Lecture about the campuses, study programs, facilities and student support for students
- WELCOME by Pascale De Groote, General Director AP University College
- Safety and privacy on the Internet
  - Faculty of Science and Technology, Study program ICT
  - Lecture and workshop about data protection and social media

- Gate 15: Guided City Tour of Antwerp
  - Introduction and city tour
  - GATE15 is a branch of the non-profit association Antwerpen Studentenstad. It is not merely a physical location but also a group of enthusiastic people who will serve as your guide to student life in Antwerp.

*Day 2 @ Youth hostel and city of Antwerp*

- Workshop Journalism
  - Faculty of Media and management, Study Program Journalism
  - In collaboration with Stamp Media
  - StampMedia reinforces through media the voice of young people between 16 and 26 years in the public debate.
  - Introducing digital story maps for investigating journalism and youth advocacy; Group exercise: divided in 3 groups, 3 methods, 3 subjects; Presentation of the results
- Socio-cultural Activity: boot trip Flandria on the Schelde of Antwerp

*Day 3 @ campus Noorderplaats and sports complex city campus University of Antwerp*

- Occupational Therapy
  - Faculty of Health and Social care, Study program Occupational therapy Their curriculum is based on a broad understanding of occupation and the unique integration of empirical and phenomenological knowledge from social, technological, human, biological and life sciences.
  - Introduction of the study program
  - Practice: Exploring different aspects and tools
- Sports Activity
  - Faculty of Health and Social care, Study program Social care work
  - Sports activity

*Day 4 @ Atlas Building, campus In Situ, campus Noorderplaats*

- Antwerp on the crossroads of globalisation: social work in a context of superdiversity
  - Faculty of Health and Social care, Study program Social Work
  - In collaboration with Atlas Building
  - The Atlas Building is a service for new, incoming citizens and offers information



and training programmes about how to integrate and participate in the city of Antwerp.

- The workshop included discussing topics of superdiversity and actual challenges of radicalization.
- Participation entrance examination of the Royal Academy of Fine Arts
  - Royal Academy of Fine Arts
  - Figure drawing workshop
- Discover yourself in the group in a creative way
  - Faculty of Health and Social care, Study program Social care work
  - (Body) focus, breath and mindful awareness; making connection in the large group with movement, sounds, names, rhythm; small groups making a rap song about the experiences of the week; group challenge in small groups: needing each other to succeed; reflection on the social roles they have taken in the challenge; individual reflection about used qualities and skills this week, added with feedback from pairs / small group; individual reflection about qualities that need to be more developed when accessing higher education, added with feedback from pairs / small group.

#### *Day 5 @ campus Noorderplaats*

- Introduction to Marketing & Sales
  - Faculty of media and management
  - Interactive workshop about marketing and sales
- Certification
  - Certification by the head of department
  - Celebration with all partners and participants

### **2.3 | Improvement in the involvement of organizing university institutions (transversality)**

For the organization of the Antwerp Campus 2017, the involvement of several levels of the university college was improved.

The project was not only supported by the dean of the Faculty of Health and Social care but also by the General Director of AP University College who

strongly advised the other deans to send the call for professors to all the heads of the study programs and to all teaching staff members. The Department of Social, Cultural and Student Services of the University of Antwerp was contacted concerning a location for the sports activity. This student service from the University of Antwerp allowed us to use the sports complex at the city campus of the University of Antwerp. It was an improvement to have the University of Antwerp involved in the Antwerp campus 2017.

Another improvement was the increased support concerning practical and logistical organization. The Faculty of Health and Social care supported the Antwerp campus 2017 before and during the campus with all kind of logistical problems (e.g. delivering wheelchairs, T-shirts with the logo of AP, catering etc.). The communication service of the faculty was also involved during the first and last day. They took pictures and made movies.

#### **2.4 | Improvement in the involvement of the university teaching staff in the development of the activities in the Campus 2017**

As mentioned above (2.1 | *Participation of University Professors*), more professors from more different study programs were involved in the Antwerp Campus 2017.

#### **2.5 | Improvement in the involvement of non-university institutions or companies**

As in the pilot campus of 2016, the Antwerp campus 2017 also included the guided city tour by Gate 15 ([www.gate15.be/en/home](http://www.gate15.be/en/home)). GATE15 is a branch of the non-profit association 'Antwerp Student City' (*Antwerpen Studentenstad*) assisting students in Antwerp. It is not merely a physical location but also a group of enthusiastic people who will serve as your guide to student life in Antwerp including an information desk for students, housing policy for students, consultation and collaboration with students, the student editorial board, events for students, culture vouchers, student support etc.



*Guided city tour by StampMedia started at the courtyard of the university of Antwerp*

Another non-university organization that was included in Antwerp campus 2017 was, as last year, Stamp Media ([www.stampmedia.be](http://www.stampmedia.be)). StampMedia reinforces through media the voice of young people between 16 and 26 years old in the public debate. They bridge the gap between media and youth by making youth media wise and media youth wise. As inclusive organization, they focus specifically on the voices of young people who are not visible in the media.

Improvements for the program of Antwerp Campus 2017 were that three additional non-university organizations were involved. First, catering of the lunch was ordered by Bits n Bites. ([www.bitsnbites.be](http://www.bitsnbites.be)). This caterer employs people with intellectual disabilities (e.g. persons with Down Syndrome) and was the first inclusive catering in Flanders.





*Catering offered by Bits n Bites*

Second, related to the program and course on Social Work about super-diversity in Antwerp, students could attend the workshop at the Atlas Building ([www.atlas-antwerpen.be/en](http://www.atlas-antwerpen.be/en)). The Atlas Building is a service for new, incoming citizens and offers information and training programmes about how to integrate and participate (by learning Dutch, working, studying, etc.) in the city of Antwerp. Third, a. The boat trip on the Schelde with boat company Flandria (boat company: <https://flandria.nu/>) was added as a socio-cultural activity.



*Socio-cultural activity: boat trip on the Schelde of Antwerp*

## **2.6 | Improvement in the involvement of the associations for the defence of rights and inclusion of people with disabilities**

The difficult journey to find Belgian participants had as side effect that we really had to convince services, schools, teachers and parents not only about the value of INnetCAMPUS and inclusion in higher education but also of doing it in an international context. We believe we had an impact on improvement in the following associations or fields

- In Belgium the majority of children with disabilities are in special schools. It's their task to educate their pupils about the rights of people with disabilities (although we doubt that it is really the case). By mailing the project to all special schools we believe that these schools at least had to think about the right on further education for their pupils. Because we didn't had enough participants three weeks before inscription deadline, we called several schools and discussed the value of the project personally with the principal of the school. There we made a difference.
- Flanders has an advocacy organisation for parents called 'parents for inclusion' that fights and lobbies for the right on inclusion for their children. The majority of these parents has children in primary and secondary education. The question 'What after secondary education?' is not yet an issue for a lot of them. By presenting INnetCAMPUS 2017 at their yearly congress, parents were triggered about the right on participation at university or the tight on international experiences. Some of them hoped that the project still would be 'alive' when their children have reached the appropriate age. Inclusion doesn't stop after secondary education or at the borders of the community or country.
- The involvement in INnetCAMPUS of people on several decision making levels in the AP organisation, has put the right of persons with disabilities to study at our university college high on the agenda. AP University College has taken the challenge to be the promotor of these rights in het higher education field of Flanders.

## **2.7 | Improvement in the selection process of profiles of monitors and volunteers**

### **Monitors**

Improvements in the selection process for monitors consisted of the repeated announcement of the call for monitors and the information sessions for monitors resulting into more candidate-monitors and a more diverse background of education among the selected monitors.

The call for monitors was launched in February and March 2017 and was emailed to all students enrolled in several study programs of the Faculty of Health and Social Care at University College AP, Antwerp. This call was repeated in April and May 2017. The total number of candidate-monitors was fifteen.

All nine selected monitors were selected based on their training and work experience (paid work and/or internship) with people with disabilities.

The monitors who supported the Belgian group of students at the Granada Campus consisted of four female monitors with a mean age of 23 years old. All four monitors were enrolled in the study program social care work at AP University College Antwerp. The monitors who supported the Belgian group of students at the Lisbon Campus consisted of five female monitors with a mean age of 23 years old as well. Two monitors were enrolled in the study program social care work and one in occupational therapy at AP University College Antwerp. Two other monitors were enrolled in social work and social care work at University of Leuven. The monitors who supported the international group of Spanish and Portuguese students at the Antwerp Campus consisted of three female monitors with a mean age of 24 years old. All three monitors were enrolled in the study program social care work at AP University College Antwerp.

In order to inform and prepare the monitors for their participation at Lisbon Campus and Granada Campus, two information sessions for monitors were organized. During the first information session, the aims of the project were presented by showing the video about INnetCAMPUS 2016. Also, the responsibilities and tasks of the monitors were explained and lastly, pictures and student's evaluations were shown. During the second information session, responsibilities and tasks of the monitors were repeated and the information about

the needs of the selected students were given. Further, monitors were asked to prepare the participants and were strongly advised to organize a meeting for the selected students in order to get to know each other before the Lisbon and Granada campus. Both groups of monitors organized the meeting for students at AP University College. When students (and/or parents) were not able to attend this meeting, they were contacted by telephone or skype during or after the meeting. During these 'getting to know each other' meetings, one of the organizers of INnetCAMPUS Belgium (Beno Schraepen and Els Pazmany) attended the meeting as well to answer additional questions from students and parents.

### **Volunteers**

Improvements in the selection process for volunteers for the Antwerp Campus consisted of the repeated announcement of the call for volunteers among previous participants and their families. In addition, students participating at Lisbon Campus and Granada Campus were during and after their INnetCAMPUS experience informed about the possibility to participate at Antwerp Campus as a volunteer.

The eight volunteers who supported the group of students at the Antwerp Campus consisted of three students that participated at INnetCAMPUS 2016 (Lisbon and Granada Campus), three students that participated at Lisbon campus 2017, and two parents of volunteers. Because the attendance of parents hindered the contact between students and volunteers (that were in fact also students), the organizers asked the parents to not participate in every activity and to support mainly logistical aspects of the programme.

Because all volunteers had experienced INnetCAMPUS as a participating student, there was no need to give information about the project. As such, the information that was given before the Antwerp campus (by telephone and e-mail) was about their responsibilities and tasks. During the Antwerp Campus, volunteers were informed daily about the tasks of that particular day.

Next to AP students as volunteers we invited INnetCAMPUS alumni from previous campuses (2016 and 2017) to participate to the Antwerp Campus. This was a deliberate choice. Giving young people with disabilities the opportunity

to be more actively involved in INnetCAMPUS project by giving them more responsibilities, is encourages their self-esteem. It changes their status from guest/participant/follower to host/guide/leader. It rewards their experiences from their INnetCAMPUS, it's a continuation of their learning process in an international context. They know already, they've been there already ... but it also adds new contacts, social network and knowledge ... Participating as a volunteer adds responsibility and meaning to their lives, what brings them further in their development.

## **2.8 | Role and impact on voluntary university students in the development of the program and its possible transfer of knowledge to the university community**

The voluntary university students that guided the students to the campuses abroad (monitors), were responsible of the practical issues during the travel, and had to support the daily care of the students and social interactions. These students were from different academic background and learned to work in an interdisciplinary way.

The voluntary students that participated in the Antwerp campus, had a different role. They were involved in constructing the programme especially concerning the social activities. They were responsible for the evening programme so INnetCAMPUS students could get to know and fully engage in student life in Antwerp with some 'experts'.

All volunteers were very enthusiastic about the INnetCAMPUS experience. For some of them it was their first acquaintance with people with disabilities, for others it was their first acquaintance with inclusion.

Some students felt better prepared for their final internship, for others it was an extra experience before entering the job market.

Remarkable feedback: some monitors were surprised about the difference in inclusion and attitudes between the countries. They mentioned the following paradox: they experienced and saw that Flanders/Belgium is less inclusive than Portugal or Spain and that we're way behind, but also that Flemish/Belgian



monitors were more empowering towards the participants, treated them more equally than some monitors in these 'more inclusive' countries.

Anyway, by participating in the project they became inclusion ambassadors in the university: they gained a different view on accessibility and on the capabilities of people with disabilities and they met people with disabilities with different talents. Most of all they experienced the necessity of inclusion which is now a guideline through their academic and future professional life: inclusion is the most natural way.

## 2.9 | Impact and informative transcendence in the local and national media

The call was published on several websites. A late call for the Antwerp campus was published in the journal from the governmental organization of persons with a disability of Flanders as well (see 2.1 improvement of the call).

During the campus, a 'newsflash' about the Antwerp campus was published on the following AP site: (<https://www.ap.be/gezondheid-en-welzijn/nieuws/ap-doet-aan-inclusie/5405>).



Home / Gezondheid en Welzijn / Nieuws / AP doet aan inclusie

**DEPARTEMENT  
GEZONDHEID EN WELZIJN**

Voorstelling  
Opleidingen  
Infomomenten  
Studieloopbaanbegeleiding  
Contact en inschrijven

Missie  
Kalender  
Nieuws  
Vervolgopleidingen  
Workshops voor leerlingen

## GEZONDHEID EN WELZIJN

### AP DOET AAN INCLUSIE

Deze week ontvangt AP Hogeschool Spaanse, Portugese en Belgische jongeren met een beperking in het kader van het Erasmus+ project INnetCampus.

Het doel van INnetCampus bestaat eruit jongeren met een beperking dichter bij het hoger onderwijs te brengen. Dit doen we door hen inzicht te laten verwerven in de onderwijskundige, persoonlijke en professionele groeimogelijkheden die het leven en studeren aan het hoger onderwijs te bieden heeft.

De jongeren volgen deze week een boeiend en leerrijk programma met talrijke lezingen en activiteiten. Ze werden door de algemeen directeur Pascale De Grootte en de organisatoren Beno Schraepen en Els Pazmany verwelkomd. Nadien werd een receptie door Bits 'n Bites aangeboden, een cateringsbedrijf waar mensen met een beperking werken.

Het belooft alvast nog een verrijkende week te worden voor de jongeren, maar ook voor ons.

*Newsflash about the Antwerp campus*

### **3 | Impact so far of the project development in the University, to improve the inclusion of students with disabilities**

Because INnetCAMPUS was not only positively evaluated by students and professors (see below), but also by the Dean of the Faculty Health and Social Care Work, and the program director of Social Care Work, the Faculty decide to start an inclusive, national project at AP University College during the next academic year. Based on practical and financial restrictions, organizing an inclusive 'open week' for Belgian students with and without disabilities would be feasible to start with. In order to realize this national inclusive project, not only regular schools but also special educational schools would be invited to participate in this 'open week' where students would be invited to attend several courses from several study programs.

Secondly INnetCAMPUS has put the focus on the accessibility of our new campus buildings and how to improve it. So we discovered that some auditoria have T-coil but that the necessary equipment is not available yet. Thanks to the INnetCAMPUS experience the equipment will be ordered.

As stated before INnetCAMPUS, introduced the topic of inclusion on different levels within our university college. Not only is there now support to develop more projects on the topic of inclusion within the university; it created a lot of awareness with people that are not so familiar with people with disabilities: management, administrators, professors from other study programmes (Communication, Journalism, IT, Technique, ...), reception, library, ... what makes it more easy to talk about and to develop inclusion in the future.

On the long term our university college wants to be more involved in other national and international inclusive projects. A project idea that wouldn't be possible without the experience from INnetCAMPUS, is the development of course modules within our department for students with intellectual disabilities. It's a project that we want to develop in an national and international context.

## 4 | Statistical information and impact of participants with disabilities in 2016 and 2017

### 4.1 | Quantitative measurement through surveys of participating students and professors

#### *Students' evaluation*

The evaluation of the program of the Antwerp Campus 2017 was daily evaluated by the students. All participating students (n= 10) had to rate 10 items about the activities such as 1) The methodology used is adequate, 2) It has been useful for my training as a future university student, 3) The material provided was accessible, 4) The staff has been on time, 5) The rapport with the speakers has been good, 6) Spaces and facilities were accessible, 7) The participation of my colleagues has been active, 8) The duration of the activities seems appropriate to me, 9) The activities met my expectations, 10) In general, I am satisfied with the activities (see Table below). Students had to give a score on each item ranging from 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = in-different, 4 = agree, 5 = totally agree). In general, all mean scores ranged from 3.4 to 4.7 indicating that each day, students agreed to totally agreed with all items, reflecting an overall positive evaluation of the program and activities of the Antwerp Campus 2017.

Daily evaluation-students	Day 1	Day 2	Day 3	Day 4	Day 5
The methodology used is adequate	4	3,9	4,1	4	4,1
It has been useful for my training as a future university student	4,4	3,5	3,6	3,6	4,1
The material provided was accessible	4,1	3,7	4	4	4,3
The staff has been on time	4,3	4,5	4,6	4,5	4,5
The rapport with the speakers has been good	4,4	4,6	4,3	4	4
Spaces and facilities were accessible	4,6	4,4	4,3	3,8	4,2
The participation of my colleagues has been active	4	4,7	4,5	4	4,4
The duration of the activities seems appropriate to me	3,8	4	3,8	3,4	4,2
The activities met my expectations	3,8	4,3	3,9	3,6	4,1
In general, I am satisfied with the activities	4,2	4,5	4	3,7	4,1

*Mean scores on daily evaluation of participating students (n= 10) at Antwerp Campus 2017*

On the last day, a global evaluation was filled out by the students. All participating students (n= 10) had to rate 7 items about the academic activities, the cultural visits, the leisure activities, accommodation and meals, overall organization, feeling like a student, and whether they would recommend an inclusive campus to other people (see table below). Students had to give a score on each item ranging from 1 to 5 (1 = strongly disagree, 2 = disagree, 3 = indifferent, 4 = agree, 5 = totally agree). In general, all mean scores ranged from 3.5 to 4.7 indicating that each day, students agreed to totally agreed with all items, reflecting an overall positive evaluation of the Antwerp Campus 2017.

Global evaluation - students	mean score
I have learned in academic activities	4,4
Cultural visits have been interesting	4,2
Leisure activities have been fun	4,3
Accommodation and meals have been satisfactory	3,5
The overall organization and planning has been good	4,2
I felt like a student in college	4,2
I would recommend other people to attend an European Inclusive campus	4,7

*Mean scores on global evaluation of participating students (n= 10) at Antwerp Campus 2017*

### **Professor's evaluation**

All professors that actively participated at Antwerp Campus 2017, filled out a survey about their experience. Most professors (7 out of 8) indicated INnetCAMPUS to be a positive (n= 3) or very positive (n= 4) experience to them. All added to be willing to participate in inclusive (future) projects. One professor indicated INnetCAMPUS was a negative experience. Although the students were very participative and positive during the activity, this professor explained that the needs of the group were too diverse, that the disabilities were very severe and that not all monitors were behaving responsible and supportive during the (vulnerable) activity. This professor stated that the goal of being inclusive was not reached since no 'starting' students without disabilities

enrolled in a study program of AP University college were participating. This professor formulated a proposal to make the project more inclusive: make smaller groups and let all first year students voluntarily participate as participant during a first week starting at college. Open the initiative also to second or third year students who want to practice more in being part of a process-focused experience group or in guiding an inclusive group.

How to integrate the project in an academic year and create more inclusion by mixing students with and without disabilities in some regular academic activities instead of creating a special programme outside the academic calendar, is a concern we share. We see a lot more opportunities and more student involvement if we can organise a campus within the regular academic calendar.

#### **4.2 | Qualitative measurement through the testimonies from interviews and written information by parents:**

##### ***Participants' evaluation about the Antwerp campus***

On the last day, Spanish and Portuguese students were asked to participate in an interview about the Antwerp Campus 2017. Three participants (two from Portugal and one from Spain) agreed to participate. The interviews were recorded on video.

Male participant with a motor disability from Portugal:

*"Now that the weeks has ended, it means a lot, I learned many, many things here. I made a lot of friends, Portuguese friends, Spanish friends, Belgian friends. Everyone here has a disability, everyone has something to share, stories to tell. And it is very nice to meet each other. I have never been in a situation like this, something new. I enjoyed it a lot. The university, the workshops, everything we have done. I learned a lot! Everything was new. It was very good. I also learned about the city, history, it is a very different thing. I liked it a lot and I hope I can do this again. If I could, for longer than."*

Female participant with a motor disability from Portugal:

*"I will never forget this experience because it made me more autonomous and it helped me to know me, to get more knowledge. And my expectations now are higher than they were before. I am really enjoying this experience. In two years, I expect to come back because I really like the city of Antwerp. I really really enjoyed the experience! I think if you get the opportunity to get in a project like this, you should come. It is an experience in a lifetime. It makes you a better person. That's it. I advise other students to come because it's a really nice experience."*

Male participant with a visual disability from Spain:

*"It was for me a new way to discover Antwerp in this case. I really found myself very included. Inclusion was the slogan of this campus and I really felt myself included here. My handicap is a visual handicap. But I didn't know how life is like with another handicap. You don't know how people live, how to interact with them and I think I had a thousand examples of that [inclusion] every day; talking to the one and helping another. That were a thousand examples every day [of inclusion]. INnetCAMPUS means inclusion, it means a new way to discover Antwerp. It means good rehearsal of what university life looks like. I think I can sum it up in those three statements."*

### **Parents' feedback about the Lisbon campus and Granada Campus**

Parents were asked to send their feedback about the Lisbon and Granada campus by email to the organizers of INnetCAMPUS Belgium. In general, their feedback is positive and indicates that their children really enjoyed INnetCAMPUS and stimulated their development in a positive way.

*"My son learned a lot and the experience was amazing! He came home tired, but completely relaxed, more independent and more confident about himself. He really enjoyed the contact with the other participants, the monitors and staying abroad. I am aware of*

*the difficulties about travelling with a wheelchair, so thank you for assisting him when he needed help and for giving him a very pleasant experience!"*

*"Thank you for this amazing experience! My daughter really enjoyed it! It is so important that young people get the opportunity to participate at experiences like this. Congratulations to all who contributed to the realization of this project and to the monitors who contributed to the good and warm atmosphere."*

*"My son was a bit afraid when he left Belgium, but he was very enthusiast when he came back home. He feels rich now with this unique experience and his new friends. He loved the city of Lisbon and it was a pity that INnetCAMPUS was only for one week. Many thanks for letting him participate at this unique opportunity! We never thought that he would be so enthusiast when coming home."*

*"When my son came home, he was tired but happy and he talked about all the positive experiences. Many thanks!"*

*"My impression (as a mother, after she recovered a few days from the long trip back from Granada) is that it was a very pleasant and rich experience for her. The contact with the Belgian monitors was super and the contact with Spanish and Portuguese students was enjoyable. The feeling to belong ... is very important for her. She's still in contact with some of them via Facebook. Being forced to express herself in English was a good academic exercise."*

*"On the short period she's back, I noticed she gained maturity. This experience stimulated her to think about studying in higher education, even to go abroad. It was a unique opportunity, many thanks for that!"*



## **5 | Conclusions**

Based on the evaluation of INnetCAMPUS 2016 (pilot campus), several improvements were added to INnetCampus Belgium 2017.

Concerning the recruitment of Belgian participants, the call was launched earlier and announcements were posted on several Belgian websites. In addition, regular schools and special educational school directors were more actively contacted and reminded by email and/or telephone. This active recruitment, resulted into more (n=16) Belgian participants who could participate at the Lisbon Campus or Granada Campus in comparison to last year. Unfortunately, no Belgian participants could be selected for the Antwerp Campus.

Concerning the Antwerp Campus, the call for professors was supported by the General Director of AP University College and the announcement was emailed to all staff members of all study programs of AP university college. The support of the General Director and Deans of all Faculties, resulted into the involvement of more professors from more different study programs, and the involvement of the university of Antwerp. The logistical organization was supported by the Faculty of Health and Social Care as well.

The call for monitors was send by e-mail to all students enrolled in a study program of the Faculty of Health and Social care and students received a reminder. This lead to more candidate- monitors. The monitors were more prepared by two information sessions and they prepared the participants better by organized a meeting with participating students and parents to get to know each other before going abroad.

The program of the Antwerp Campus improved because the General Director welcomed the participants, more professors from more different study programs contributed to the academic activities, and a sports activity and socio-cultural activity were added.

Belgian participants who participated at Lisbon Campus or Granada Campus were very enthusiast about the INnetCAMPUS project, as well as their parents. Spanish and Portuguese participants of the Antwerp campus rated the overall



Antwerp Campus as positive, as well as all professors, with exception of one, who formulated that an inclusive project should include more university students without disabilities.

In conclusion, INnetCAMPUS 2017 was a great and positive experience for all who participated and/or contributed to this project. The INnetCampus project inspired AP University College as the Dean of the Faculty of Health and Social Care and the Program Director of Social Care Work both agreed to support a new national inclusive project during the next academic year.

# Intellectual output 6

ARTESIS PLANTIJN UNIVERSITY COLLEGE, ANTWERP  
2017



## SUPPLEMENTAL MATERIAL

### Schedule Antwerp Campus

Overview of the program INnetCAMPUS Belgium/Antwerp 2017



	Sunday 27/aug	Monday 28/aug	Tuesday 29/aug	Wednesday 30/aug	Thursday 31/aug	Friday 1/sep	Saturday 2/sep
Morning	Arrival	<b>9.00h-10.00h</b> Welcome and introduction AP University College <i>Lange Nieuwstraat LNI111</i>		<b>9.00h-11.30h</b> Occupational Therapy: what matters to you? Occupational therapy in stroke rehabilitation: the road to independence therapy <i>Noorderplaats NOO - 01.022</i> Kuni Vergauwen Occupational therapy	<b>9.00h-12.00h</b> Antwerp on the crossroads of globalisation: social work in a context of superdiversity <i>Atlas Building</i> Michel Tirion Social work OR Participation entrance examination of the Royal Academy School of Arts. Figure drawing Kris van't Hof School of Arts	<b>10.00h-12.00h</b> Introduction to Marketing & Sales <i>Noorderplaats NOO -01.006</i> Patrick Stroobands Management	Departure
		<b>10.00h-11.00h</b> Getting to know each other <i>Lange Nieuwstraat LNI111</i> Beno Schraepen, Els Pazmany	<b>9.00h-12.30h</b> Workshop Journalism <i>City of Antwerp, Youth hostel</i> Wouter Frateur Media				
		<b>11.00h-12.00h</b> Facilities for students and studentsupport (lecture) <i>Lange Nieuwstraat LNI111</i> Debbie van Loo AP central services					
		<b>12.00h-13.00h</b> WELCOME <i>Lange Nieuwstraat LNI111</i> Pascale De Groote General Director AP					
		<b>13.00h-14.00h</b> Lunch/reception/walking dinner ( <i>LNI hal</i> )	<b>Lunch</b> ( <i>youth hostel</i> )	<b>Lunch</b> ( <i>agora</i> )	<b>Lunch</b> ( <i>NOO student restaurant</i> )	<b>12.00h-13.00h</b> Certification and lunch <i>Noorderplaats (student restaurant)</i> Richard Sleeckx Head of the Department Health and Well-being	
Afternoon		<b>14.00h-16.00h</b> Safety and privacy on the Internet (lecture and workshop) <i>Lange Nieuwstraat LNI111</i> Tim Dams Elektronica-ICT	<b>14.00h-17.00h</b> Workshop Journalism <i>City of Antwerp, Youth hostel</i> Wouter Frateur Media	<b>14.00h-16.00h</b> Sport Activity <i>Agora, University of Antwerp</i> Veerle de Wit Social Educational Work	<b>14.00h-16.00h</b> Discover yourself in the group in a creative way <i>Noorderplaats NOO 02.004</i> Myriam Vanschel Social Educational Work	Free afternoon	
Evening		<b>18.30h</b> Dinner at Agora Caffee	<b>18.30h</b> Dinner at Agora Caffee	<b>18.30h</b> Dinner at Agora Caffee	<b>18.30h</b> Dinner at Agora Caffee	<b>18.30h</b> Dinner at Agora Caffee	
Optional		<b>20.00h ??</b> Student activity	<b>20.00h ??</b> Student activity	<b>20.00h ??</b> Student activity	<b>20.00h ??</b> Student activity	<b>20.00h ??</b> Student activity	



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