



ANALYSIS OF THE DEVELOPMENT AND IMPACT INnetCAMPUS PROGRAMME

University of Granada, SPAIN
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1 | Situation regarding the level of inclusion in the University of Granada

In order to monitor how the implementation of the INnetCAMPUS programme has influenced our University after two years of completion, we will begin by performing a diagnostic analysis through a series of indicators that will help us to establish a contextual framework on which to assess the degree of implementation and success of the INnetCAMPUS programme in our university community.

Attending to one of the main objectives of the programme –which is increasing the presence of students with disabilities in higher university levels and in mobility programmes- we will analyse the fluctuation in the number of students with disabilities in undergraduate studies, postgraduate studies and mobility programmes in our University during the courses of application of the programme, 2016 and 2017.

So, prior to the application of the INnetCAMPUS programme, in the 2014/2015 academic year, the situation from which we started in terms of the number of students with disabilities in our University was 494. After the development of the programme for the first time in the academic year of 2015/2016, this figure increased to 517, reaching 526 students in the academic year of 2016/2017, coinciding with the consolidation of the programme in its second year.

In view of this data, we perceive a slight increase in the presence of students with disabilities in our University.

Regarding the students with disabilities who have participated in the Erasmus+ mobility programme, we can affirm that the figures are unreliable in our University. The main motive manifested both by the Vice-rectorate of Students and the Vice-Rectorate of Internationalization (management bodies in this matter), is that in the first place, these oscillate considerably between the number proposed to participate at the beginning, and the actual figures of students who definitely request support once they arrive at our University. Proof of this is the data for the 2016/2017 academic year, in which 34 applications from Erasmus students requesting supports and adaptations due to disability were presented; but once they arrived at our University, they did not request support or assistance from the Student Assistance Service (responsible for the management of these supports).

On the other hand, in the case of Spanish students sent abroad from our University for the 2016/2017 academic year, only two of the students with disabilities obtained the specific financial support of the Erasmus + Programme. This situation highlights the urgent need to continue working on programmes and proposals to modify the situation regarding students with disabilities in mobility programmes.

Another of the indicators that can offer us a clear picture of the situation in terms of inclusion, are the support services for persons with disabilities, as their presence within the university structure is a reflection of the University's real commitment to guarantee the right to inclusive education regarding higher education.

The University of Granada, since 2016, has modified and increased these support services thanks to the inclusion policy that has been implemented. We can distinguish several lines of action:

A | GRANADA'S UNIVERSITY SUPPORT STRUCTURE

In the first place we will outline the services that are part of the support structure of the University of Granada:

1. **Secretariat for Inclusion and Diversity.** Responsible for coordinating the actions and measures regarding disability and inclusion.
2. **Student Assistance Services.** Receives applications from students with disabilities; it is also responsible for the management of support, resources and adaptations.
3. **Psych-pedagogical Cabinet.** Carries out academic guidance functions.
4. **Office of Internationalisation.** It disseminates all the documentation and the information related to the measures and support designed for students with disabilities within the partner universities' exchange platforms.
5. **Psychology Clinic.** Performs diagnostic and advisory functions.
6. **Health Guidance Service.** Gives advice on issues regarding health issues (healthy lifestyle habits, affective-sexual education, etc.).

- 7. Coordinator of "Specific Needs for Educational Support "of the academic centres.** It coordinates all actions regarding inclusion in each educational centre.
- 8. Supervising teacher.** Gives support to students regarding their curricular development.
- 9. Collaborating student.** He/she develops academic support functions for a classmate with disabilities (sharing notes, sharing contents, etc.).
- 10. Support person.** Gives personal assistance.

B | GRANADA'S UNIVERSITY SUPPORT MEASURES

Within the structure mentioned above, there are a series of specific measures that are implemented:

1. Exemption of fees and public rates
2. 5% of the places are reserved for persons with disabilities in each degree
3. Personalised service
4. Guidance for the university community
5. Universal Accessibility and Design for All in university dependencies
6. Universal Design for Learning, adaptations in teaching and evaluation procedures

C | OTHER ISSUES OF INTEREST IN THE MATTER OF INCLUSION

We must highlight a series of relevant issues that have been launched in this regard:

- 1. Regulations for attention to students with disabilities and other specific needs for educational support, published in the Official Gazette of the University of Granada, number 111, of October 10, 2016**

The purpose of this regulation is to establish actions and protocols for students with disabilities and other specific needs for educational

support (including students participating in mobility programmes) to achieve their full and effective inclusion in the university community.

2. *Transit Programme to the University of Granada:*

This programme is aimed at students with disabilities in secondary education (2nd year of high school), the objective of which is to inform about the resources and measures of attention for students with disabilities; to motivate them to access higher education and accompany them during this period, in order to guarantee an adequate transition to this new educational stage.

Taking into account the above, we can establish a clear vision of inclusion in our University, which serves as a framework for the justification of the INnetCAMPUS programme.

2 | Improvement elements in the programming and organisation process of the INnetCAMPUS 2017

In view of this panorama, we can observe the reality of our university context. During the development of this section we will focus on issues related to the implementation and consolidation of the INnetCAMPUS 2017 programme. We will break down a series of variables that will allow us to obtain information on the issue of improvement regarding the INnetCAMPUS 2016 programme. We will study previous errors to ensure future quality.

2.1 | Improvement in the organisation process

Regarding the organisation process of the programme, the modifications that we will detail below will be implemented, taking into account the aspects detected as deficient or improvable in the 2016 edition.

In the first place, the dissemination of the programme was properly carried out in advance by the coordinating entity, ONCE Foundation. We have also incorporated the information of the INnetCAMPUS programme in all actions carried out by the Secretariat for Inclusion and Diversity of the University of Granada. An example

of this is the information offered on “Students’ Welcome Days”, as well as in the meetings with the associative movement and with the groups of students, initiated within the catalogue of actions foreseen in the Transit Programme to the University of Granada.

These improvements are reflected in the increase of applications in 2017, which were 45, compared with those received in 2016, which were 24. Another significant organizational aspect carried out in 2017 is with regards to the selection of students. We were more rigorous in the choice of academic profiles, with emphasis on language skills, specifically English. The objective of this was to achieve greater use of the programme and achieve a more competent academic profile of the participants.

Lastly, with regards to general organisation, we must emphasize the improvements made, such as the knowledge in advance of the partners’ travel plans so as to be able to foresee a programme of intergroup presentation, to give information in advance about the activities for the first day, etc.

Regarding the rest of generic issues, such as the selection of profiles of support staff, instructors and volunteers, we can say that this has been improving in successive editions, as has the profile of selected students and their specific needs for support.

2.2 | Improvement in the design of the activities’ programme

Taking into account the results of the evaluation of the 2016 programme, this year we have made some improvements. First of all: the adaptation of the activities to the climatic questions, given the high temperatures of the area at the time. Also, we have eliminated some activities carried out in the street, or have modified their schedule. We have also increased the breaks between activities, as demanded by the participants. On the other hand, the methodology used in these activities has been supervised by the speakers and those responsible for the activities in order to guarantee universal design for all, as well as the practical and dynamic nature of the sessions and workshops, taking into account the participants’ demands.

In view of these modifications, we can affirm that we have achieved a complete and coherent programme; not only regarding the objectives, but also the participants expectations.

This way, we can ensure a coherent and fair distribution of the activities, such as the informative sessions about university degrees and informative questions specific to the University, vocational and professional orientation workshops, personal work of self-concept, self-esteem and self-motivation. We've also ensured an equitable distribution regarding leisure, culture and sport.

2.3 | Improvement in the involvement of university institutions' organizers and teachers

In order to advance one more step in the intervention and complicity of the university community in the programme, we have held several informative meetings with various services: the Vice-Rector for Social Responsibility, Equality and Inclusion, the Sports Service, the Nautical Campus of the University from Granada. In the same way, the increase in dissemination has promoted the participation of the teaching staff. The result of these actions has been successful, since the collaboration of the university services and teaching staff has been significantly expanded, including the incorporation of the evaluation of this project in a subject of the Degree in Political Science and Administration.

2.4 | Improvement of the participation of non-university institutions and companies, as well as associations for the defence of rights and the inclusion of persons with disabilities

For the execution of this project we have counted on the participation different organisations involved in the management of our city.

There are many public and private entities that have become involved and have participated in our project; not only because of the objectives of the programme itself, but also to learn how to comply with the needs of universal accessibility and, therefore, to improve their facilities, activities, training of staff, etc.

Therefore, we must highlight the collaboration of the following entities:

- Science Park of Andalusia
- H.E. City Council of Granada
- Provincial Council of Granada
- Territorial Delegation of Education of Granada
- CETURSA Sierra Nevada
- High Performance Centre (CAR) belonging to the Superior Council of Sports
- Ministry of Education, Culture and Sport
- Royal Board of the Alhambra
- Autonomous Organization attached to the Ministry of Education, Culture and Sports of the Junta de Andalucía
- "Caja Granada" Foundation

Aside from these collaborations, we must emphasize the involvement of the associative movement of persons with disabilities, because they have disseminated the programme amongst their associates encouraging their participation. In this sense we must highlight –with the knowledge of the social reality in the rest of the participating countries in the project- the relevance and added value that the project achieves thanks to having an associative movement of persons with disabilities as powerful and developed as the one we have in our country.

2.5 | Role of, and impact on, university students who volunteered in the development of the programme, and the transfer of knowledge to the university community

The aspect related to human resources is perhaps one of the most interesting to evaluate, since it contributes, on the one hand, to the promotion of inclusion and group cohesion during the days of Campus, encouraging students to participate in activities and acting as a guide. On the other hand, volunteering students are responsible for transferring the experience and objectives of the programme to the university community, their families and personal environment, in this way

contributing to the change of the social model through the development of a communication network.

After the development of the programme for two years, we can see how it impacts volunteers, and therefore in the university community, in the following aspects that we highlight:

1. It generates a network of information, action and participation that not only adds to and circumscribes the associative movement of university students with disabilities, but also transcends its academic centres of origin, giving rise to new initiatives promoting work in terms of inclusion.
2. It promotes training and knowledge regarding disability, accessibility and, therefore, social inclusion among classmates.
3. It increases the number of university students who request to be “support classmates” for students with disabilities in their academic centre.
4. The number of academic papers (subjects, final projects and master’s degree) that are conducted in the disability line is increasing.
5. The number of claims has increased in favour of accessibility and design for all, both in the university environment and in the local environment.
6. Training regarding accessibility demands has increased (Sign Language Interpretation courses, curricular specialization in attention to diversity, etc.)

2.6 | Impact on the local and national media

The repercussion of the project on the media has been carried out mainly through the social network; both from the Secretariat for Inclusion and Diversity (from which the programme is organized), as well as from the own means of the University of Granada (Twitter, Facebook, website, etc.) and the coordinating entity ONCE Foundation. Likewise, all the entities that collaborate in the development of the project have publicized the initiative through their own means.

3 | Impact of the project regarding the improvement of the inclusion of students with disabilities so far

The development of the project during two academic years has led to notable improvements in terms of inclusion in our University.

- ***Increase of the number of students with disabilities in the University.*** Considering the figures presented in the justification of this report, the increase in the enrolment of students with disabilities in our University is more than evident.
- ***Increase in the participation of university students with disabilities in European mobility programmes.*** We know that at least three of the university volunteers with disabilities that participated in the INnetCAMPUS 2016 programme (where they received information about the grants, met people with disabilities, and got to know how the educational systems from other countries work), were encouraged to apply for Erasmus +, and are currently participating in a mobility programme.
- ***Inclusion of the evaluation of the INnetCAMPUS programme in the subject "Evaluation of Public Policies" (Political Science and Administration's Degree).*** The objective of this innovative proposal is to carry out, within the framework of the subject, an exhaustive analysis of our programme via an intervention proposal, which will evaluate the implementation of the programme. The evaluability assessment of the proposal will be studied as a whole, which is necessary in order to examine the results and viability of the programme.
- ***Conducting events and conferences.*** Since the programme began, several events and conferences have been held in order to promote it, inform about it and to encourage university students with disabilities to participate in mobility programmes. Therefore, in collaboration with the Erasmus Student Network Granada (ESN Granada) and the ONCE Foundation, several seminars were held in order to publicize the grants and support for mobility programmes for university students with disabilities. Also, from ESN Granada, in collaboration with the Secretariat for Inclusion and Diversity, the

Association of University Students with Specific Needs (AUNE) and the different public agencies of the city (H. E. City Hall and Diputación de Granada) have carried out several events with the same objectives as those previously mentioned. The existence of this programme is also beneficial for all the managing bodies of Granada, since the mobility programmes represent are important for the city in economic terms.

- ***Innovation and teaching quality.*** There is a greater involvement in the participation of university teaching staff in terms of innovation and teaching quality, by assuming methodological adaptations in their teaching, in order to suit students with disabilities. Likewise, an adequate transfer of knowledge is produced; i.e.: they have transferred their experience to students with disabilities who attend secondary studies.
- ***Improvement in accessibility and inclusion in the university community.*** After the implementation of the programme, there have been a series of global improvements in terms of accessibility and inclusion in our University, concretely with regards to services and management, as well as teaching and students.

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

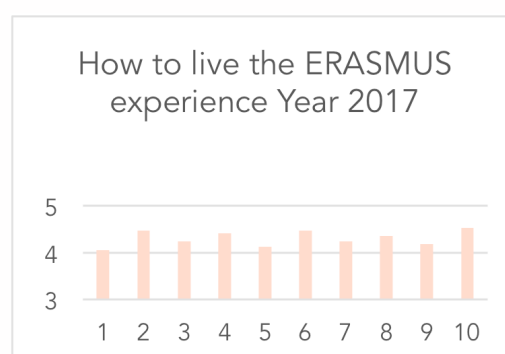
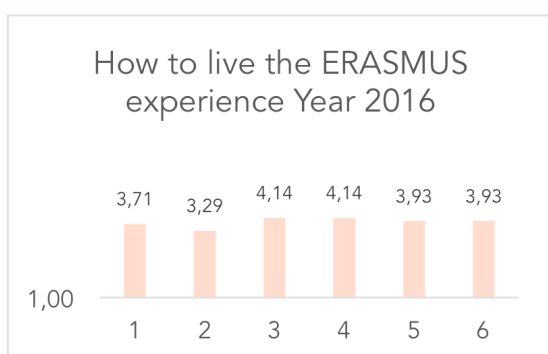
Having reached this point, it is essential to understand, taking into account objective data (both quantitative and qualitative), what kind of impact the programme has had on the participants and their families. For this reason, in this section we will present the results of the surveys made with regard to the participants of the 2017 programme, comparing it to the data obtained in 2016. These surveys value the development of the campus, its organization, accommodation, meals, utility and effectiveness of the project, as well as the perceived value and their level of satisfaction towards the programme.

Following this, we will dedicate a section to show the qualitative results obtained from the interviews made to the families of the participants of 2016 and 2017.

This will complement the information obtained by the students and proves quite revealing. It is very important to learn the perception of the families and their opinion about the programme, since they are direct agents of the same.

4.1 | Quantitative measurement achieved via surveys involving participating students

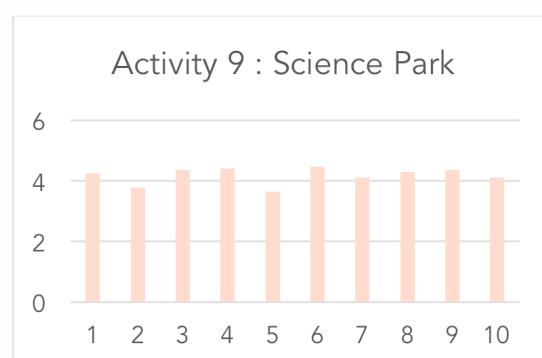
The following surveys were answered by 17 participants. In view of the results, we will then make an assessment of the results taking into account the different groups of activities. We will also evaluate questions of a generic nature about the "INnetCAMPUS Granada 2017" programme. Focusing on each block of activities, we must first highlight that the activity most valued in general terms is related to the Erasmus experience, obtaining a score of 4.53 out of 5. We highlight this issue for several reasons. On the one hand, international mobility is one of the main issues we work with in the programme. And on the other hand, it's important to show the progress and improvement achieved in comparison to the INnetCAMPUS 2016 programme, where the interest or motivation for the issue was poorly valued; something striking considering that it is one of the main objectives of the project. Below, are the charts which are related to this activity in the two years of INnetCAMPUS:





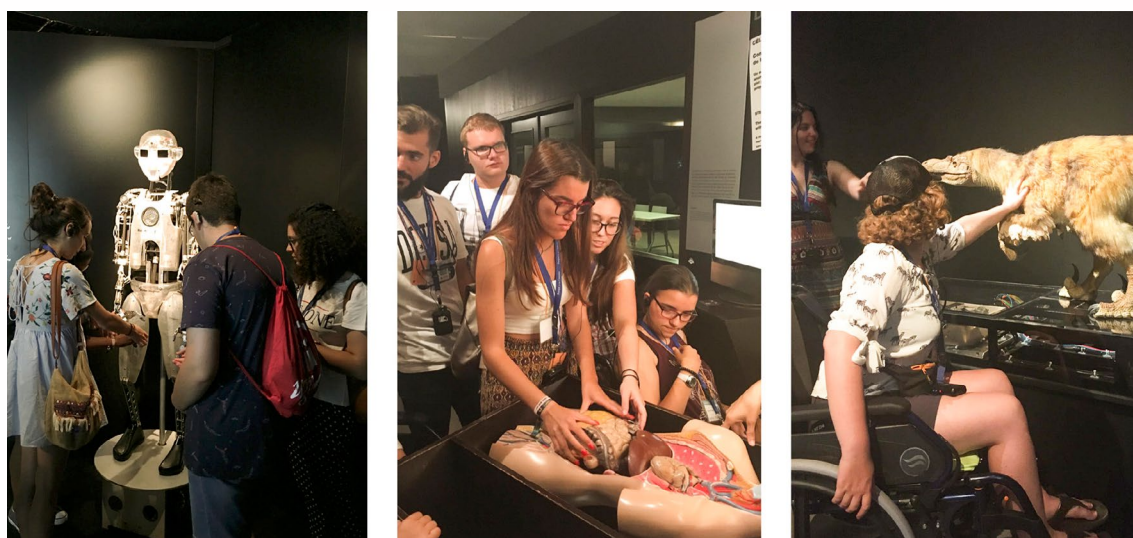
"How to live the Erasmus Experience" workshop, INnetCAMPUS 2017

Regarding academic activities, in general terms, their assessment has been very satisfactory, reaching values close to 5 (very satisfied or satisfied), slightly improving the scores obtained in 2016 for the same activities. This is demonstrated by the charts that we present below, related to the activities in Humanities and Sciences carried out in INnetCAMPUS 2017.





Workshop in the Museum of Andalusian History, INnetCAMPUS 2017

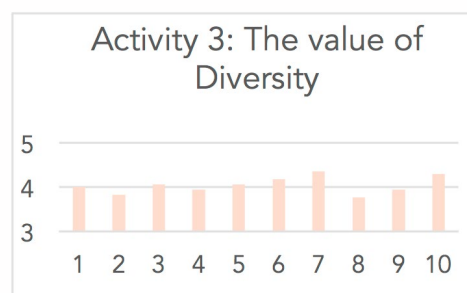
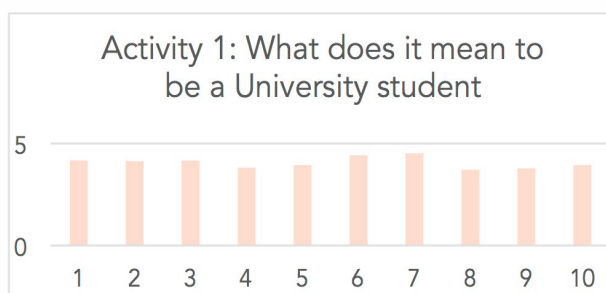


Visit to the Science Park of Granada, INnetCAMPUS 2017

In view of these results, we deduce that these are well-designed activities, since every aspect is well valued: accessibility, content and methodology, utility and degree of general satisfaction etc. Following the logical sequence in the development of the programme, we will analyse the actions' impact on each student's personal development. In this sense, we must highlight, on the one hand, those sessions that have been highly valued by the participants, and those that have

not achieved the desired results, but which, in our opinion, are necessary to incorporate and maintain, since they meet the objectives of the programme, despite the fact that they seem to be less attractive to the participants. Nevertheless, we must consider a change in the methodology, in the approach, etc., for future editions.

Therefore, as we can see in the charts, the activities that were oriented to personal development and included practices were better valued by the INnetCAMPUS 2017 participants:

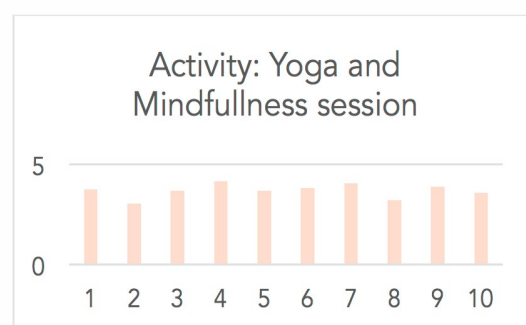
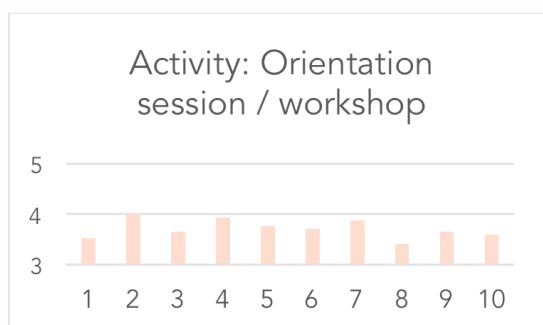


Despite the positive assessment of both, we must emphasize the aspects that must be improved: duration, usefulness and expectations. These results are probably due to the participants not understanding the objectives of these activities, or how they were planned and justified within the programme.



"What does it mean to be a university student?" session, INnetCAMPUS 2017

Below, we will indicate the less satisfactory “personal development” activities according to our participants:

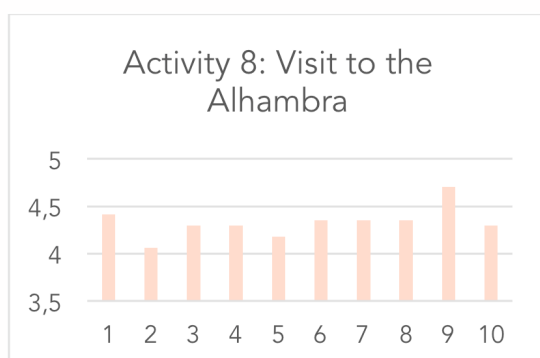


Both sessions have bad valuations with regards to aspects such as duration or usefulness, but we must insist on the idea that these are activities that must be covered by the programme. In any case, we will take this data into account in order to improve these activities in the future.



From left to right: orientation workshop, and yoga session; INnetCAMPUS 2017

Finally, in terms of blocks of activities, in this case involved with leisure, sports and culture, we find that the workshops that have reached the highest levels of satisfaction and fulfilment of expectations are the Visit to the Alhambra and the Inclusive Sport session. In spite of these results, they still are not considered to be useful, as the data reflected in the charts shows. We consider that this is because the participants are not well informed in advance about the programme of activities and its fundamental purpose.

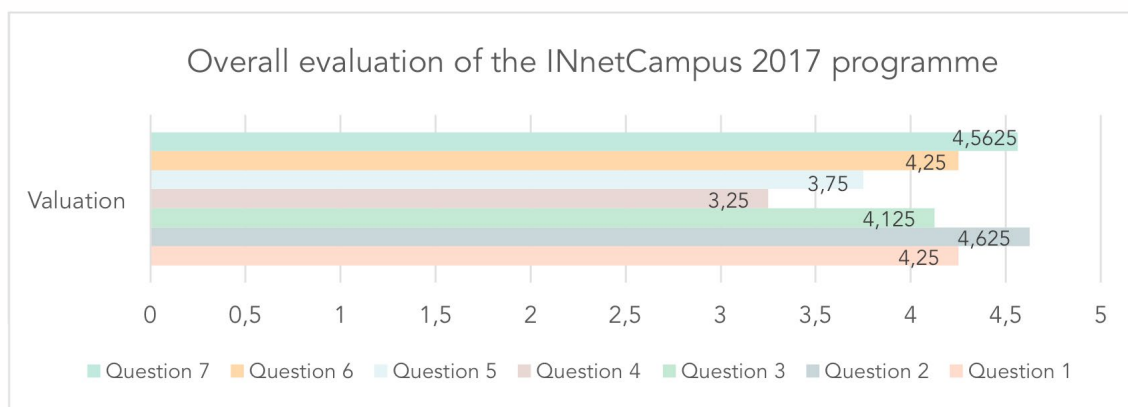


Visit to the Alhambra, INnetCAMPUS 2017



"Inclusive sports" session, INnetCAMPUS 2017

Once the assessment of the activities has been carried out, we will focus on the objective values obtained in the overall assessment of the project, in which the following issues stand out. On the one hand, the majority of the students affirm to have learned a lot in the academic activities; they also describe the cultural activities as interesting. Overall, the students assure that they have felt like university students. On the other hand, they estimate less positively their stay, the meals, and in general the organization and planning (3,5 out of 5). Despite this, if we focus on the highest indicator of the degree of general satisfaction, referring to whether or not they would recommend participation, the response is significantly positive, reaching the highest values on the scale. We show this data in the following chart:



Questions:

1. I have learned in the academic activities
2. The cultural visits were interesting
3. The leisure activities were entertaining
4. The stay and the meals were satisfactory
5. In general, both the organization and planning have been satisfactory
6. I have felt like a university student
7. I would recommend the Inclusive European Campus to other people

With regard to the overall evaluation of the programme, we believe it is appropriate to highlight the aspects of the 2017 programme which coincide with the results of the programme in 2016. These are the following; demand of more free time and the positive value of making new friendships. These statistics show us that when planning a programme of these characteristics we cannot forget the recipients to whom it is addressed, because, at the end, they are young adolescents who desire social interaction. The feeling of belonging to a group and the dynamism of the activities must be designed in accordance with the contents, objectives and actions in the most adequate manner.

4.2 | Qualitative measurement gathered via the testimonies obtained from the interviews

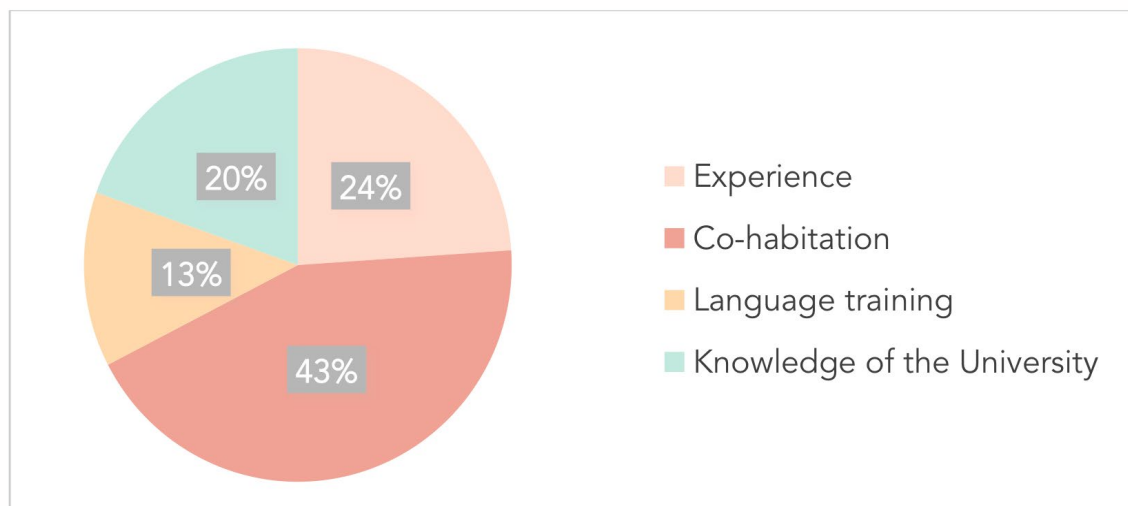
Within the evaluation of the INnetCAMPUS programme, it is considered important to carry out an evaluation of impact on the families of the participants, since we consider them direct agents of the programme. We sought to discover to what extent the objectives of the programme had been achieved, regarding the students who participated in the initiative during the years 2016 and 2017; to do so, we carried out a follow-up interview with the families. Of the total sample of 30 participants (12 boys and 18 girls) we contacted a total of 25 parents by telephone, although the interview was intended to be realised by all of the families. We believe that the information received is trustworthy.

Considering the characteristics of the participants, the sampling carried out was intended to be a reflection of all the participants with relation to gender, type of disability, geographical location and year and place of participation in the programme. In this way, we contacted the families of 15 girls and 11 boys, maintaining the proportion in terms of gender, of which fifteen had visual disability; three of them hearing disability, two psychosocial disabilities and three of the participants, more than one disability. In the sample for the study, seven students participated in the INnetCAMPUS initiative in Granada, eight in Antwerp and ten in Lisbon; twelve in 2016 and 13 in the year 2017.

In relation to the sociodemographic profile of the respondents, we found that, of the 25 families, seven interviews were answered by fathers, and the eighteen remaining by mothers. We consider important to mention the place of residence of the families surveyed, since this is a fact that allows us to appreciate the scope of the initiative throughout the national territory, and not only in places close to the University of Granada. 10 families live in the autonomous community of Andalusia, whilst the remaining 15 do so in other autonomous communities such as Madrid, Cataluña and Castilla y León.

The information obtained is mostly qualitative. To obtain it, we used an open-ended interview, where the answers have been analysed in depth. To do so, the interviews were recorded for a later review, in addition to taking notes simultaneously during the same. Hereafter we will highlight the answers obtained in the different variables reflected in the interviews.

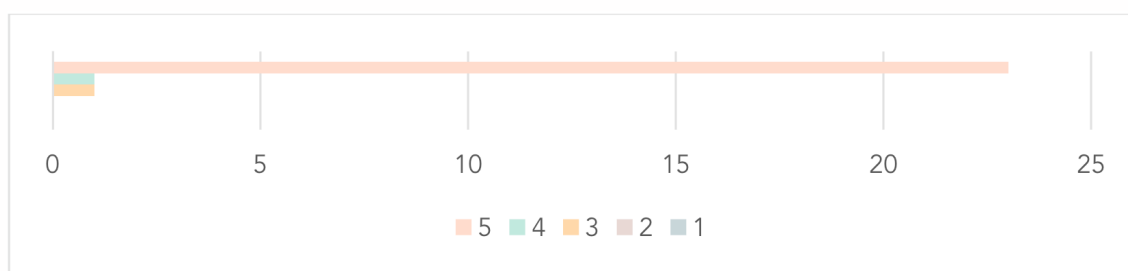
In relation to the parents' wish that their children participate in the programme, all of them state that their main objective was to enrich their children's life at all levels. We found two important nuances; knowledge and coexistence with other people with disabilities and, on the other hand, the fact that English was the vehicular language, because they consider that knowledge of this language is important to their children's education. We emphasize here the importance of the associative movement representing persons with disabilities, and also of some institutes, which served as disseminators of the information as we have indicated above.



Main reasons to participate in the programme, according to families (n = 25)

The expectations of the families in relation to the *Inclusive Campus* in both editions were not homogeneous, showing very diverse answers. But we do emphasize the interest of some parents in their children living a mobility experience prior to the University in controlled conditions and a protected environment.

In addition, we pointed out the importance of psychological factors; everyone expected it to be a pleasant experience for their children. Except for a few exceptions (n = 1), all show that their expectations were met successfully, and they valued positively the experience of their children.



Assessment of the families' experience (n = 25)

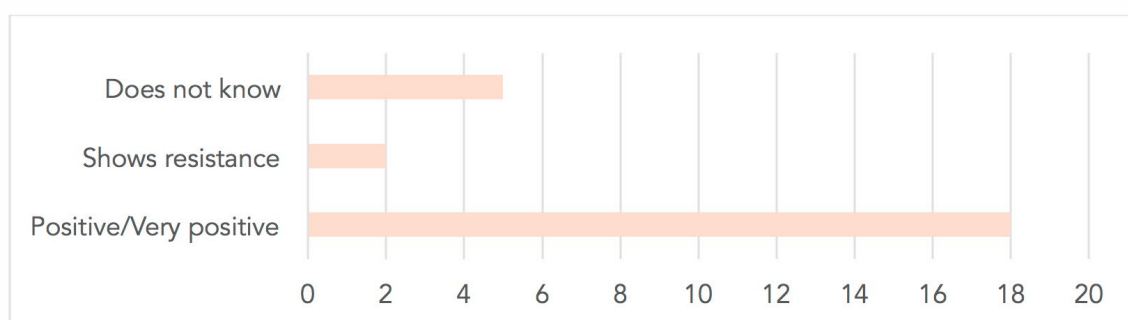
The majority of families affirm that their children still maintain contact with their friends (n = 23), despite the passing of time. They assure that their children meet up very frequently, especially with those participants who live or study nearby.

In relation to the promotion and repercussion in the educational field, all the participants continue to study, either in Formative Cycles ($n = 1$), first year of Baccalaureate ($n = 4$), second year of Baccalaureate ($n = 6$) or University Degrees ($n = 14$) in different branches of knowledge such as Medicine, Nursing, Pharmacy, Mathematics or Business Administration and Management, among others.

When asked whether the experience has motivated their children to continue with their studies, although the majority of the families stated that their children were already interested in continuing with their studies, they consider that the experience was positive and reaffirming in this sense.

Likewise, regarding the learning of English language, for most of them, being involved in the programme has been an incentive to continue studying it. Some of them are studying to accredit their level, whereas others simply enjoy putting into practice what they have learned. The families of the Lisbon participants in 2016 consider that the students should have practised more English.

Regarding the possibility and desire of their children to join an international mobility programme, most of them declare that through participating in the INnetCAMPUS programme, they have lost the fear of participating international mobility programmes ($n = 18$), although some families manifest not knowing what their children think with regard to this issue ($n = 5$), and some of them are still unsure ($n = 2$), either the families or their children.

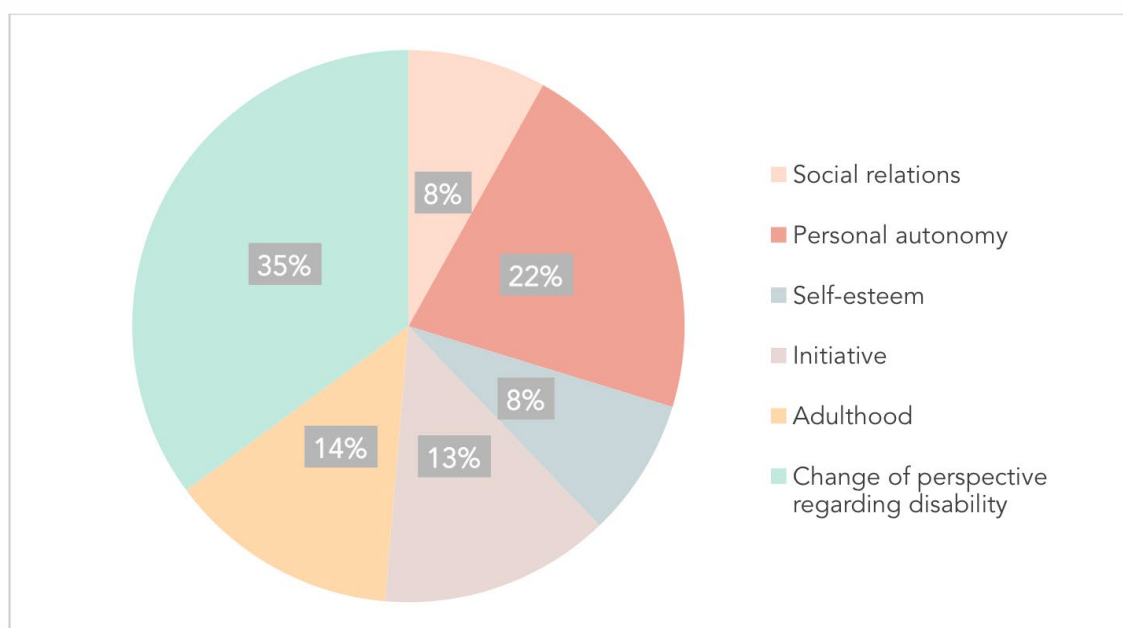


Attitude of the participants towards international mobility ($n = 25$) according to their families

When facing the question of whether families have perceived any changes or progress regarding the level of independence of their children and the manner

in which they relate to others or carry out activities of daily life, we observe two main responses. On the one hand, participants of a more extroverted, independent and autonomous nature, who have always maintained normalized social relationships throughout their lives, in which case their families do not observe many changes ($n = 9$) and a fairly significant group of participants whose parents state that the experience of the programme has meant a substantial change in their life ($n = 16$), in aspects fundamentally related to self-esteem, motivation, safety and social participation.

With relation to disability, both their own and that of their classmates, the families were asked if they had perceived changes in relation to this issue, the vast majority said that this experience has made it possible to approach the disability from a positive perspective, generating feelings of empathy, solidarity between equals and personal acceptance.



Changes in programme participants according to their families ($n = 16$)

As a final issue, the participation of other students with disabilities in programmes of these characteristics was addressed. All the respondents, without exception, stated that they would recommend it, not only for children with disabilities but also for those who don't have them; a large number of them openly expressed

that they had already recommended it. Although it is true that there are aspects in which it is necessary to improve, there haven't been any relevant negative aspects mentioned by families.

From all the information collected, we can conclude that the impact of the programme on families can be valued as very positive. We consider it essential to highlight, in conclusion, the trust that the families have placed in the team of professionals and those responsible for the programme, emphasizing their professionalism and the treatment of their children and themselves, both in the organization and in the accompaniment. They have also recognised the importance of continuing to carry out socio-educational actions of this type, in the interest of full social inclusion of boys and girls with disabilities.



5 | FINAL CONCLUSIONS

Once all this information has been analysed, we can now reach the following conclusions:

1. It is important that the participating students have all the necessary information about the programme, its objectives, and the activities involved beforehand.
2. At an organizational level, it is a priority to plan and implement the programme according to the characteristics of the participants and other

participating actors, in order to achieve the objectives and obtain an adequate level of satisfaction.

3. Regarding the degree of satisfaction perceived by the participants, in general terms, they are quite satisfied with the programme, as shown by the high overall valuation. This leads us to believe that they intend to repeat the experience and recommend it to family and/or friends. However, the most valued experience was regarding the participants' satisfaction in terms of relationships, friendships, etc.
4. The assessment of the programme by the families regarding aspects such as expectations, impact on educational and personal environment, and the perceived quality and degree of satisfaction, show very positive results.
5. The programme has had an impact on our University and has led to a substantial improvement in terms of inclusion. Despite this, it is essential to continue working on the motivation of university students with disabilities and their participation in mobility programmes, as the figures in our University continue to reflect deficiencies in this regard.
6. In general terms, and in view of the results of this quantitative and qualitative evaluation, we can affirm that the objectives foreseen in the programme have been met.





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