



Intellectual output 2

PEDAGOGICAL CONTENT AND SCHEDULING OF THE PILOT EUROPEAN INCLUSIVE CAMPUS OF LISBON

University of Lisbon
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1 | GENERAL FRAMEWORK OF THE PROJECT

The INnetcampus is a European project led by ONCE Foundation in collaboration with the Law School of the University of Lisbon, the University of Granada and the Artesis Plantijn University College Antwerp and intended to foster an inclusive campus network in order to nurture the access to University of young students with disabilities.

Its main goals are to prevent early school dropout, promote the access to college of young people with disabilities and their international mobility and to help European universities identify improvement opportunities on their campuses, so that they are better equipped to provide an inclusive university education and equal opportunities for all students through an interactive exchange of good practices. The project, funded by the Erasmus+ Programme of the European Union, comprises academic and cultural dissemination activities, as well as sports and other leisure inclusive events and a pick of professional opportunities.

This project also aims to implement the inclusion of students with disabilities in the partner universities of the project, with the aim of creating a network of inclusive universities in Europe to improve the conditions of access and accessibility of these students with disabilities.

As a direct consequence, it is hoped to introduce the inclusion of students with disabilities as a priority in the governing bodies of the university, as well as in those responsible for educational policies in the participating countries.

Therefore, it fulfils the capacities building dimension of European inclusive policies, where inclusive education stands for an ongoing values-oriented and children centred process committed to educate each child, to the maximum extent appropriate, in the school environment and community and respects the International and European legal framework of inclusion (e.g. the UN Convention on the Rights of Persons with Disabilities, the Declaration of Salamanca, the Employment Equality Directive (2000/78/EC), or the Council of Europe Disability Action Plan of 2006 and its Recommendation on deinstitutionalisation of children with disabilities).

2 | THE PORTUGUESE CASE FOR INCLUSION

Inclusion has a different meaning in Portugal comparing to other European countries since, for starters, the concept of disability is wider, especially in the field of education, embracing, for instance, hyperactivity, prodigy, dyslexia, dysgraphia, dyspraxia or dyscalculia as well as mental illnesses like depressions or schizophrenia or poor social skills as in Asperger or other realities in the autism spectrum.

Portuguese legal framework for disabled people is therefore one of the most advanced in the world, even though its implementation on the field encounters some difficulties, and in terms of inclusive education the focus is centred at the elementary and secondary compulsory school level, first with the Decree-Law n° 319/91, August 23rd now replaced by the Decree-Law n° 3/2008, January 7th, and, among others, Joint Despatch n° 453/2004, Normative Dispatches n°1/2006, 50/2005 and 7-B/2015.

Unfortunately, there is no specific legal framework for inclusive education at university level or for young adults at the age of 18 or more. A proposal is now being built by a working group at the University of Lisbon, which already has self-regulation on this matter¹ as well as the School of Law² that participates in the INnetcampus Programme, in order to present it to the Government and Parliament. Hence the importance of the INnetcampus in Portugal for it stresses the need for an inclusion policy and legal framework for adults with impairments, especially in Higher Education, and helps in the construction of an integrated solution through a network sharing system of best practices and experiences.

In order to monitor compliance with current regulations and to know the real situation of persons with disabilities in Portugal the Committee on the Rights of Persons with Disabilities concluded on March 30th 2016 the examination of the initial report of Portugal on its implementation of the provisions of the Convention on the Rights of Persons with Disabilities. This report, which was presented by Ms Ana Maria Antunes as Secretary of State of Inclusion of Persons with Disabilities of Portugal, points out that:

- the latest data show that the number of persons with disabilities enrolled in mainstream education is higher than 98.5 percent;

1 <http://www.ulisboa.pt/wp-content/uploads/Despacho-n.%C2%BA-6255-2016.pdf>

2 <http://www.fd.ulisboa.pt/wp-content/uploads/2014/10/12.2015-Regulamen-to-do-Apoio-aos-Estudantes-com-Necessidades-Educativas-Especiais.pdf>

- 7% percent of the education budget is allocated to institutionalization measures. Organizations of persons with disabilities were the first to create schools for children with special education needs. Those organizations had cooperated with the State for transferring those in segregated schools into mainstream establishments, and had redirected their activities towards rehabilitation. There were 488 students learning sign language in 2016. The Ministry of Education had conducted campaigns against bullying at school, including against persons with disabilities. Students with motor sensory impairments had a quota for access to higher education, giving them priority access for two percent of the total places available in each institution.

Vocational training was being provided to persons with disabilities in order to improve their access to employment. Employers often did not realize how persons with disabilities could do their jobs, and negative stereotypes had to be deconstructed. Support was provided in the workplace.

The lack of correct statistics on the number of disabled college students at the national level is an indicator of work to be done in this area. At the Law School of the University of Lisbon, in a universe of circa 4500 undergraduation and graduation students, 200 professors and 50 functionaries, respectively only 2 and 4 are officially registered in 2016 as having some kind of impairment. The existing Office for Students with Special Needs follows six to seven students in average every year who usually are not identified as disabled but who show evidence of real impairments, mainly mental, like major depressions and psychosis. Probably the low numbers might be related to three main reasons:

1. Social stigma;
2. Unfamiliarity with the Office for Students with Special Needs of the Law School as it happens in the rest of faculties of the University of Lisbon as well as well as by widespread ignorance by the Policy and regulation for Students with disabilities;
3. Lack of coordination and of continuous information between the central administration services of education and the universities and faculties.

Furthermore, integrating the INnetCampus project raised the awareness on practical issues at the Law School of the University of Lisbon involving a more inclusive higher education.

For instance, an assessment of the existing equipment led to the identification of

failures in toilets and in the inclination of ramps, as to the need of new software for blind students, leading to a report to the Faculty Board in order to promote changes. Additionally, Professors were invited to take a pedagogical course to prepare them to deal and better include students with special needs. Awkwardly, no one appeared which can be explained by different factors: overloaded schedules, lack of interest or awareness and/or lack of perception of the universe of students with special needs in their classes, over-assessment of their teaching abilities.

3 | THE CALL OF PARTICIPANTS AT THE LAW SCHOOL OF THE UNIVERSITY OF LISBON

The call of participants for the pilot campuses was launched simultaneously by the three academic partners of the Innetcampus programme and the text of the call, prepared by ONCE Foundation with the insights and comments of all the partners, was written in English but was also translated, for the Portuguese public, in Portuguese in order to enhance participation and avoid misunderstandings due to bad and free translations.

The Call was advertised in the Law School site and Facebook as well in the Erasmus Office page and Facebook.

Furthermore, all the members of the University of Lisbon Network for Inclusive Education were informed by email and telephone and requested to diffuse the Call among their contacts.

As the target was to enlarge the geographical scope of the Call to all the Portuguese territory, the Social Responsibility Office of the Law School was also involved in the process and sent the Call by email to more than 300 institutions and contacts of the third sector and of the Educational Sector, using the mailing list of that service that was largely incremented. Both the Secretary of State of Education and for Inclusion were also contacted and the first answered with a firm compromise of diffusing the Call at the secondary schools level across the country. Awkwardly, despite numerous attempts, no feedback was given by the Secretary of State for Inclusion.

One of the major difficulties with the dissemination of the Call resulted from the fact that the institutions that normally work with the targeted participants are small, fragmented and geographically dispersed with no umbrella nor major

coordinating institution, like in other countries (ex. Spain, particularly with ONCE Foundation). If the Secretary for Inclusion could help in this herculean task, its silence hindered the effort of promoting a more effective and efficient Call.

Nevertheless, for the 15 places available for Portuguese students there were exactly 15 applications from all continental territory, although, by the end, only 12 Portuguese Students participated since 3 gave up invoking schedule problems or not wanting to attend the Lisbon Campus because they already were familiar with the city.

With the contacts received for information purposes about the Call, other difficulties became more evident:

1. The delimitation of the concepts of inclusion and of special education needs, since several institutions and people that were contacted only considered physical impairments such as blindness, deafness or mobility issues;
2. The English proficiency of participants, since most of them only have English at school (at least 5 years) but the level of preparation is very different from school to school and generally not very high. The demand of language tests would have been expensive for most families and not always geographically possible since they are done in private certificated schools, only available in big urban centres like Lisbon and Oporto;
3. The means of proof for the incapacity, since its origin may be public (ex. Social Security or Public School certification) or private (ex. Medical Doctor's declaration);
4. The transportation to Lisbon, especially for those not living in Lisbon and Oporto since most public transportation is still not prepared for impaired people (ex. wheelchair);
5. The age of the participants, since some (few) potential participants were over 18 but still in high-school. On the other hand, for those under 18, many doubts were raised about who would be responsible for them both by parents and future participants.

In order to tackle these issues, some solutions and answers were emplaced. Respectively:

1. Enlighten on the Portuguese broad concept of special education needs and disability and introduction of examples of physical, mental and

cognitive impairments in the text of the Call. Therefore, students with major depression, dyslexia and hyperactivity and attention deficit were accepted;

2. Acceptance of all high-school students from Portuguese schools since generally they have at least 3 to 5 years of English;
3. Acceptance of public and private certifications of impairment;
4. Most parents drove their children to Lisbon and in a few cases, instructions were given on how to travel alone with disabilities (ex. information to the train services) and a team from the Law School waited for the participant at the train or bus station;
5. Information disclosure that participants over 18 might be accepted if they were still in high-school and if their maturity was close to the average participant. For students under 18, since it is the reputation of the Law School that ultimately is at stake, the responsibility was endorsed to someone from its permanent personnel, in this case the senior technician of the Social Responsibility Office.

4 | THE IMPLEMENTATION OF THE CAMPUS IN LISBON

The Lisbon Pilot Campus counted with a heterogeneous group of participants of both genders in line of the purpose of the project:

So the final group of participants the INnetCampus of the University of Lisbon 2016 was composed by:

- 2 Portuguese students with brain paralysis (one of these students also has episodes of epilepsy) needing wheelchairs to facilitate their mobility;
- 1 student from the AP College Antwerp with Asperger syndrome; and
- 5 Spanish participants, 4 with visual impairment and 1 with a severe physical disability and mobility limitations (electric wheelchair user) from the University of Granada. Each group of participants was accompanied at all times by monitors of the university responsible for their selection as well as by volunteer students from the School of Law of the University of Lisbon

The implementation of the Pilot INnetCampus in Lisbon faced 6 major challenges, enhanced by 2 main limitations, and other minor problems.

As for the 6 major challenges:

1. Unlike the other partners who are Universities, in Lisbon, the partner of the Programme is only the Law School, fact that hinders a wider perception of the higher education and professional opportunities;
2. Accommodation, not only because traditionally there are few university dormitories in Portugal, mainly in Lisbon, but also because the ones existing are normally full during the time of the Campus, since classes and exams only end at the end of July for most Faculties;
3. Locomotion, since Lisbon is a hilly city with slippery and usually narrow white stone sidewalks. Moreover, not all public transports are accessible and the other faculties and schools of the Lisbon University are scattered all over town. For example, the subway station near the Law School is not accessible for wheelchairs;
4. The lack of specialized and trained staff at the Law School in order to implement the Campus;
5. The lack of availability of non-disabled university students to accompany the participants' activities in order to guarantee a higher level of integration, since the Campus was scheduled to an examination period;
6. The lack of information on the end-participants of the Campus, either from Portugal but also from Belgium and Spain, especially on their disabilities, when the schedule of the Campus was being constructed.

These 6 major challenges were exacerbated by the inapposite timing of the Call (which was launched too late) and the scarcity of funding, since some aspects of the budget were not according to the design and objectives of the whole Programme (ex. the costs with the participation of the 10 non-handicapped, volunteer and university students in the planned activities), or did not consider the differences of costs with accommodation, travel, food and beverage in the different countries (ex. lack of dorms in Lisbon). A lot of work, improvisation and imagination were used to tackle down these two huge conditionings.

As for the 6 major challenges, here are the main solutions found to overcome them respectively:

1. Four paths were more or less simultaneously followed in order to diversify the academic and professional opportunities oversight: i) contact Professors of the Law School who teach subjects in other neighbour scientific fields, like History, Psychology, International Relations, Economics and Political Science; ii) contact the central services of the University in order to beneficiate from the activities developed for high-school students during the annual Summer Camp in July; iii) bring to the Law School facilities other College Professors and Professionals; and iv) contact directly other Faculties;
2. After trying all dorms from the University of Lisbon and around the Campus, which were either full, too far involving complicated transportation or not inclusive (ex. gender separation or not accessible rooms and/or facilities), the Misericord, youth hostels, guesthouses and hotels within the pool available to the University (because of public procurement reasons), only one hotel near the Campus was vacant and willing to accept disabled persons (in fact, some hostels and hotels, although advertising they were accessible, in fact were not or, worse, simply declared not being interested in receiving a dozen of handicapped teens);
3. Since subway and most public buses that run near the Campus are not accessible, most activities were thought to be held at the Law School or around its surroundings. For longer rides, an accessible bus and/or minivan to rent was search, first among partners of the Law School like the Municipality, but as it wasn't available, than by private transport companies. As one of the firms ensured accessible taxis and is usually used by medical facilities like hospitals, the service was booked. In the end, although the chauffeurs were flawless, the cars were not truly accessible since the wheelchairs had to be dismantled in order to fit. More than a case of poor/false information to get the service, it really felt like an honest misperception of the concept of accessible/inclusive transportation as it was (apparently and usually) interpreted as with room capacity for a wheelchair;
4. Although the Law School has an office for helping the integration of students with special needs, its staff (2 persons) is multi-tasking having to cope with many other functions and activities in other services and has no medical background nor training. Nevertheless, one is a Professor (having therefore acquired pedagogical skills) with some

experience with impaired students (ex. blindness, mobility restrictions, brain paralysis, depression and high levels of anxiety), with published studies in Psychology and Law and with a wider inclusion and integration scope by working with students from developing countries and with the risk of exclusion of Higher Education for socio-economic reasons. The other staff member also has experience in the former issue and was designated to learn and work during the past two years with the University of Lisbon Network for the disabled students. Furthermore, considering the specificities of the INnetcampus, the Board of the Law School also designated to the project one technician who usually works at the library but who has solid academic training and studies in inclusive education. Her insights and support were decisive for the success of the Pilot Campus. Additionally contacts were established with the Faculty of Letters for sign language and with the Faculty of Medicine, where a Paediatrician specialized in children's development accepted to offer help in the process of selection of participants and during the Campus if needed. The shortage of time between the Call, the selection and the Campus (reminder that the Lisbon Campus was the first of the three Pilot Camps) did not allow to deepen contacts with more specialized staff, both inside and outside the University of Lisbon (ex. Education College or Nursery School, private professionals). For this reason, one of the Portuguese participants with brain paralysis was accompanied at night by his father (due to his stature) who helped him to shower and dress;

5. The integration of the INnetcampus participants in activities of the general programme of the University of Lisbon Summer Camp for high-school students was a mean to assure more inclusion. Additionally a group of a dozen volunteers from the Law School who had already finished their exams (and that were inscribed for solidarity and legal clinic projects at the Social Responsibility Office) joined the participants all along the activities, also animating and helping them;
6. The schedule was thought in an inclusive way, i.e. the activities should be adequate for any student, with or without disabilities.

Some minor problems occurred with the implementation of the campus, like the delay in the confirmation of some activities not carried out by the staff/professors of the Law School which caused some anxiety to the participant with Asperger, or the quantity and quality of portions of the food at the university

canteen. Also, and as explained in the next point, more time was asked by the participants to know Lisbon. Nevertheless, with improvisation and imagination, the team tried to explain every night the programme for the next day, to enlarge the food options, to “force” bonding moments like watching Euro2016 football matches together or introducing two theme dinners or to promote city visits with the volunteers. For this last purpose, the team even built from scratch an accessible tour guide in English for the participants.

5 | THE LISBON PILOT CAMPUS ACTIVITIES AND OBJECTIVES

The Activities were planned according with 4 main criteria:

1. The guidelines of the INnetcampus programme as submitted to the European Commission;
2. Inclusion;
3. Accessibility;
4. Institutional message.

Hence, respectively:

1. The preoccupation with predicting the 3 types of activities demanded by the programme (academic and professional carrier, cultural, sport/leisure/social activities) as well as a blink to other fields other than Law. Furthermore, increasing foreign language expertise with activities in English but also in Portuguese and Spanish;
2. Assuring that the activities could be carried out by any student (with special needs or not, Portuguese or not, female or male);
3. Assuring the effective unrolling of the activities;
4. Giving an official stamp to the Program not only for the participants (as an incentive for future enrolment and pursuit of higher education) but also as a message for the Law School and the academic community in general and for the public institutions (ex. Government and Parliament) and civil society.

Considering the timetable below, the participants arrived in Lisbon on the 3rd of July and were received by a little committee composed by staff of the Law School and student volunteers. An introduction dinner took place near the hotel.

Monday morning, the participants, along with the Portuguese participants in the Summer Camp, and a group of volunteers attended an official reception at the Law School with the Dean and staff from both the Erasmus and Social Responsibility Office. This allowed not only an integration with non-impaired teenagers (point 2) but also sent an institutional solemn message (point 4).

Afterwards, with the Portuguese participants in the Summer Camp, the Innet-campus participants were introduced to story of the Law School (points 1 and 2) (that is closely related to the last 100 years of Portuguese history (e.g. most head of state or government were students and/or professors at the Law School) and to the history of law by a Law Professor. This discovery of the institution and of its facilities was furthermore promoted by a kind of peddy-paper that counted with the participation of the male traditional musical group of the School (Tuna) that performed typical academic songs. One of the Tuna members is one of the disabled students of the Law School (mobility problems) who is completely integrated. The main goal was to grasp the academic spirit and to understand the omnipresence of Law.

For the afternoon, the participants embraced an artistic activity at the Faculty of Architecture where they learn drawing and structures (point 1). The goal was to increase their sensibility to the power and message of the Arts, to the importance of the architectural form and how an aesthetic dimension is important in daily lives.

Tuesday, the participants, with a group of volunteers, spent the morning at the Modern Art Museum where they participated in several activities involving the relation of their bodies and minds and Art (point 1). Since the Museum is near the Jerónimos Monastery, they also made a tour where they learned about the Portuguese History, especially the Discoveries and the Empire. The participants also had pic-nick in the neighbouring Gardens and a taste of the Portuguese famous custard tart (pastel de Belém), in order to experience the Portuguese culture and gastronomy and learn some Portuguese vocabulary.

For the afternoon, the students participated in debate sessions with the teenagers from the Summer Camp (Points 1 and 2) with two main goals: learn rhetoric techniques and gain confidence in their own capacities (including English language skills) and beliefs. Unfortunately, since the morning activities suffered a delay, the activity was not totally completed and the collaboration with the Summer Camp students was shorten.

Wednesday morning, the participants visited the Cultural Centre of Macau with a group of volunteers, where not only did they learn about the Portuguese and Chinese history, but also developed musical activities (point 1).

For the afternoon, the participants went to the Portuguese Parliament where they were received by a Member of Parliament who explained the functioning of the Portuguese political and constitutional system. Unfortunately, he spoke in Portuguese and although there was translation by the volunteers and Law School staff, the message was not fully understood. Nevertheless, the presence of the participants was important since it tested the new accessibility measures adopted inside the Parliament building, showing that some of the new solutions were insufficient or inadequate and that the security staff still has problems with the use of some of the gear (point 3).

Thursday, the morning was spent at the major Portuguese engineering school, where the activities involved programming and robotics (point 1), showing different educational and career opportunities and the importance of technology to solve problems (including those of impaired people).

The afternoon was reserved for adapted athletics with the company of volunteers and summer Camp participants. The objective was to give body self-awareness and to demystify the inability to practice sports by handicapped people. Unfortunately, due to a miscommunication, the university stadium trainers were not expecting participants with special needs and had no programme prepared. This very regrettable incident was a harsh setback but also enlighten the Law School staff about the downsides of counting and delegating tasks to the central university services, especially to the service responsible for the implementation of the Summer Camp. A lesson for future camps was learned: it is preferable to maintain complete control on the activities and therefore contact the schools and animators and book directly and personally.

The dinner, on the other hand was a success. With the help of two university students of the Hotel School, the participants cooked their own dinner – Portuguese gastronomic specialities. The experience intended not only to deliver a taste of Portugal's culture (point 1) but also to increase the bond between the participants, volunteers and staff (enhancing therefore inclusion – point 2 – namely by choosing gastronomic solutions that accounted for the allergies and food restrictions of some of the teenagers), show different professions and finally increasing the participants' autonomy.

Friday morning timetable was changed at the demand of the participants and instead of having an academic and professional activity about family mediation, they spent their time, with volunteers, visiting the city centre and old town. Regrettably one of the newest touristic attractions (the arch of Augusta Street) was not accessible for wheelchairs (point 3). Since the old town is hilly and with narrow streets and sidewalks, part of the visit was by van. This activity showed that nevertheless it is possible to visit most *ex libris* of Lisbon. On the other hand, it reminded to the Law School staff the importance of more leisure time.

After lunch, the participants met a group of disabled adults (athletes, entrepreneurs, university students...) who gave very powerful testimony on their life experience. The goal was to confront the students with their conformity and fears and also make them understand that they are not alone (points 1 -2). Some of the teenagers, at the end of the event, confessed feeling profoundly touched and impressed by the strong testimonies that make them rethink the way they see themselves.

To end, a Gala dinner was served with the participation of the male Law School band and of the large group of volunteers that accompanied the activities and also counted with the presence of the Executive Director of the School and of the President of the Erasmus Office (point 4). Certificates of participation were endorsed to all (point 2 and 4).

Finally, **Saturday** was for travelling back to the countries/cities of origin. Nevertheless, those having later flights went to the zoo with volunteers.

Annex I – Schedule of the Pilot Campus in Lisbon – July 3rd to 9th 2016

Days	Monday	Tuesday	Wednesday	Thursday	Friday	
Schedule	9.00 - 9.30		Pick-up	Pick-up	Pick-up	
	9.30 - 12.30 Activities	Official reception At the Law School	Modern Art Museum	Cultural Centre of Macau Art, culture and music	Robotic High Institute of Technology IST	Visit of the St. George's castle
	10.45 - 12.30	Discovering the Law School With Music of the male "Tuna"	View of the Jerónimos Monastery and Gardens and pic-nick			Visit of Downtown And the Arch of Augusta Street
	Lunch (Canteen)					
	13.30 - 16.45 Activities	Art and architecture Drawing and structures	Debate Sessions	Visit to the Parliament		15.00 Testimony of Portuguese disabled adults on their life experience
	16.00 - 17.00	Snack		Snack	Athletism	Coffee-break
	17.00 - 17.30					
			Dinner (Canteen)		Cooking Class and dinner	Gala Dinner at the Law School with music of the male "Tuna"