



Intellectual output 3

PEDAGOGICAL CONTENT AND SCHEDULING
OF THE PILOT INCLUSIVE CAMPUS ANTWERP

UNIVERSITY OF ANTWERP
2016



Introduction

The European Union considers that education has a central role in fostering both societal and economic progress across the EU. It demonstrates that education is crucial for young people's transitions from basic education to the labor market and for their successful integration in society. Moreover, in relation with the EU roadmap, the Strategy Europe 2020 sets a target of not more than 10% early school leavers amongst the population aged 18-24 and refers to those with at most lower secondary education and not in further education or training. Indeed, the current dropout in EU is 14,4% and 31,2% in Spain. When it comes to people with disabilities, the early school leaving is much higher, being 53,8% in Spain.

The Strategy Europe 2020 sets also the target of at least 40% of 30-34 years old people completing third level education. Nowadays, in EU 32,2% of this age complete third level education. In Spain, the ratio is good in general (39,4%) whereas the ratio is sharply reduced to 19,3% in the group of persons with disabilities. In Flanders the ratio for the age 30-34 years is above the European average (42,7%)¹ but only 3% of the people with disabilities have a degree in higher education. In 2014 0,7% of the student population in higher education were students with a disability². Registration of the disability during enrollment shows that for all modules in all study programs, students with a disability are a minority (<1%)³. Above all 38% of students that completed special education in Flanders are still unemployed after one year which is the highest of all school leavers⁴.

This demonstrates that there is enormous room for improvement in the target of persons with disabilities completing third level education. Additionally, the eight priority areas for action in the EU Disability Strategy 2010-2020 include 'Education and training' whose aim is to promote inclusive education and lifelong learning for students and pupils with disabilities, and to increase the number of students with disabilities who access and successfully finish their higher education.

1 Eurostat Tertiary education statistics

2 SIHO on <http://www.siho.be/faq/cijfermateriaal/>

3 De Instroom In Het Hoger Onderwijs Van Vlaanderen, a description of the population and its transition to higher education in Flanders

4 Secondary education in Flanders: current situation and challenges on [KBS_IBNFOBROCHURE_OUDERPANEL_TINNE-PRESS](#)

Accordingly, in the current context it is a priority for the European Union (EU) that persons with disabilities, especially the young ones, get an inclusive and quality Education, since it contributes to improve their opportunities to achieve a stable and well-paid employment. Appropriate education will undoubtedly contribute to have a more independent adult life. For all these reasons, the INnetCAMPUS project focuses its efforts on students with disabilities who are still studying in the educational stages before their access to the University, in accordance with both targets: fighting the school dropout and enhancement of higher education for people with disabilities. INnetCAMPUS project is addressed to students with disabilities so that they live and know the college experience through one week stay in a University Campus. The participating students will develop academic outreach activities in order to know both the academic programs of the universities and services available for students with disabilities. The project will also include activities to identify the talent of the participants and their future professional skills, as well as to improve their language skills.

Education for children with disabilities in Belgium/Flanders

In Belgium, education for children with disabilities is organized in segregated schools called special education. This segregated school system is based on several schools that are specialized and adapted for certain groups of disabilities. There used to be eight types of special nursery and special primary education, tailored to the educational and developmental needs of a particular group of children:

- type 1: children with a mild mental disability
- type 2: children with a moderate or severe mental disability
- type 3: children with serious emotional and/or behavioural problems
- type 4: children with a physical disability
- type 5: children admitted to hospital or in quarantine for medical reasons
- type 6: visually impaired children
- type 7: children with a hearing impairment
- type 8: children with serious learning difficulties

When children are considered to be ready, or have reached the age, for secondary education, they enrol in special secondary education that is organized in four types. The types of education that exist in special nursery and primary education

are the same as those in secondary education. The exception is type 8, which is not organised at the level of secondary education. In special secondary education, types of education are organised in accordance to the type of disability and the possibilities of the pupil:

- **Education type 1** provides social education aimed at the integration of the pupil in a sheltered environment.
- **Education type 2** provides general and social education, and training for work aimed at the pupils' integration in a sheltered living and working environment.
- **Education type 3** provides general social and vocational training aimed at the pupils' integration in an ordinary living and working environment.
- **Education type 4** prepares for studies in higher education and aims at the pupils' integration in active life.

The educational system in Flanders has one of the most segregated systems in Europe, and the region of Flanders is at the bottom of ranking considering inclusive education in Europe.

The ratification in 2009 of the UN convention on the right of people with disabilities by the governments of Belgium in 2009, has led to a change in legislation thru the M-decree, a law in action from 1/09/2014. When elaborating this new legislative framework specific attention is paid to a simplified enrolment policy that strives to reach the following goals:

- a maximal freedom of choice for the parents;
- realizing optimal learning and development opportunities for all pupils;
- avoiding exclusion, segregation and discrimination;

The new framework optimizes the right to enrolment and the free school choice in special needs education.

In concrete, since the school year 2014-2015, parents have the right to enrol their child in a regular school and schools have to provide reasonable adjustments. When adjustments are considered disproportional, the school still can refuse the enrolment. Again the child will have to go to a special segregated school. Regular and special schools are struggling now with the new framework, because the government hasn't worked out a framework for support yet.

Since the segregated educational system for children and young people with

disabilities is only organized until the secondary school, inclusive education is not an absolute right and considering the lacking of a support framework, it's not surprising that young people with disabilities drop out after obtaining their degree of secondary school. As a consequence the enrolment of young people with disabilities as students in third level education in Belgium is rare and there is a lack of correct and clear statistics on the number of disabled college students at the national level.

Objective

The objective of the INnetCAMPUS project is to encourage and help students with disabilities in second cycle of secondary school and high school to continue their education towards the third level of education, since this group is in high risk of early school dropout, which involves a greater likelihood of experiencing social exclusion in adulthood. This project aims, in the long term, to improve their future access to quality jobs.

The project has the following specific objectives:

1. Promote transnational mobility of young persons with disabilities.
2. Promote access to college for students with disabilities, reducing early school dropout in this group.
3. Give universities the opportunity to reach future potential university students and identify opportunities for improvement in their campus, so that they are prepared to offer an inclusive university education under conditions of equal opportunities for all the students.
4. Improve and promote the inclusion of persons with disabilities in the university community.
5. Learn from other countries in terms of support to persons with disabilities.
6. Disseminate the good practices among other European stakeholders.

The transnational dimension of the project is the key to, on the one hand help universities to improve their support services to persons with disabilities through the contact with other European professionals and their good practices; and on the other hand to give students the opportunity to experience an exchange stay, since students with disabilities rarely are involved in educational mobility activities and programs. It can be seen on the low percentage of students with disabilities who access to the Erasmus + Key Action 1.

INnetCAMPUS will...

1. design and implement Inclusive Campus programs in 3 European universities contributing to change the educational system of these universities;
2. raise awareness by disseminating the project results that will reach further universities and local, national and European institutions, either educational or not. By means of the dissemination activities, the project will establish the first steps to create a European network of inclusive universities that make it possible to have inclusive universities and therefore higher education for all.

The three universities involved in this project and implement the inclusive campus programs are:

- Universidad de Granada (UGR) in Spain
- University of Lisbon (ULISBOA) in Portugal
- Artesis Plantijn University College (AP) in Belgium

INnetCAMPUS Belgium

Call in Belgium

The call of participants for the pilot campuses was launched simultaneously in March 2016 by the three academic partners of the Innetcampus program.

All members and students of the University College Artesis Plantijn, Department of Health and Wellbeing were informed by email and requested to diffuse the Call among their contacts. Furthermore, the call was launched on the website of SIHO (Steunpunt Inclusief Hoger Onderwijs, www.siho.be). The organization of SIHO supports all Flemish higher education institutions in implementing the UN convention on the rights of persons with disabilities. The call was 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 Flemish 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). In addition, since one teacher of a school for special education located in Antwerp contacted the Belgian contactperson (Beno Schraepen) of INnetCAMPUS, the call was presented during an information session at school where fifteen students were attending. Further, the call was sent by email to several parental associations for children with disabilities (e.g. parents for inclusion, down syndrome Vlaanderen, etc.). Lastly, the call was also presented on a symposium on the topic of inclusion for secondary schools and teachers on March 2nd 2015 (See Figure 1 in Supplemental material).

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 in Dutch in order to enhance participation, avoid misunderstandings and to reach parents with no understanding of English.

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.

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 19 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). For b) age, exceptions could be made since there are pupils with disabilities until the age of 21 in special education.

Recruitment: Challenges, solutions & recommendations

The recruitment of students for the INnetCAMPUS project faced a couple of challenges related to the inclusion-criteria that could be partially resolved in several ways:

Challenge 1: To hold an official document as a person with a disability.

Institutions and people that were contacted mostly considered physical

impairments such as blindness, deafness or mobility issues as a disability. The proof of the disability needed to be an official certification from the governmental organization of persons with a disability of Flanders (Vlaams Agentschap voor Personen met een Handicap, VAPH). As a result, persons holding not an official certificate from VAPH were not eligible for participation.

Solution: In order to handle this narrow view on disability, it was explicitly mentioned during the information session organized at the special education and during the symposium, that persons with a disability also includes persons with a mental disorder (e.g. anxiety, depression, autism spectrum disorder, attention deficit disorder, etc.) and/or cognitive impairments (e.g. dyslexia, etc.). It was explicitly told that these persons were also eligible for participation. As a consequence, several persons with mental and cognitive impairments were also accepted for participation.

Recommendation for INnetCAMPUS call 2017: It is recommended to explicitly mention that students with a mental disorder (e.g. anxiety, depression, autism spectrum disorder, attention deficit disorder, etc.) and/or cognitive impairment (e.g. dyslexia, etc.). are also eligible for participation.

Challenge 2: To be between 15 and 19 years old

Initially, the age of the participants was limited to 18 years? Since some potential participants were over 18 but still in high-school and for those under 18, questions were raised about who would be responsible for them both by parents and participants. Related to minors, parents are responsible for their children. It was remarkable that a lot of parents were not willing to give permission for participation to their child that wanted to participate. This might be explained by the fact that parents of children with a disability tend to be characterized as more concerned about their child and showing greater overprotection.

Solution: In order to handle the strict criteria concerning age of participants, the initial inclusion-criteria was extended to 19 years old. During the information sessions, it was mentioned that participants over 18 might be accepted if they were still in high school and if their maturity was close to the average participant. One of the Belgian participants selected for INnetCAMPUS was older than 18 years old.

Recommendation for INnetCAMPUS call 2017: It is recommended to extend the inclusion criteria concerning the age from 18 years to 21 years.

Challenge 3: To be enrolled as a student in the last year of secondary school

Although all secondary schools and all umbrella organizations in Flanders were informed about the call, only one teacher of one special education school contacted the contact person of Belgium and asked for giving an information session at school. It seems that schools, both 'regular' secondary schools and special needs schools thought that the call was not applicable to their students and/or were not interested in participating. Special school staff seems not to be an adequate 'pass through' so information about INnetCAMPUS can reach the students and their parents. In addition, some students who were interested in participating in the home INnetCAMPUS, were not able to participate since their school directors refused to tolerate their absence at school for two days.

Finally one student that participated, was enrolled as a student in the first year of the university college, but with certain restrictions such as being not allowed to participate exams.

Solution: One information session was held at one special need education school. Most students attending this information session also participated at INnetCAMPUS. Five of the six Belgian participants participated at INnetCAMPUS Portugal and INnetCAMPUS Granada since these campuses were organized during the summer holiday. As such, they did not need to be absent from school. Since the student who was enrolled in the university college was restricted in terms of participation.

Recommendation for INnetCAMPUS call 2017: It is recommended to explicitly mention that students from all secondary schools (both regular and special needs) are eligible for participation and that schools may contact the contact person from INnetCAMPUS Belgium to organize information sessions at school.

Challenge 4: To have a sufficient level of English

Initially, the call mentioned that participants should hold a certificate of English. Since most candidates have had several years of English at school and the demand of language tests would have been expensive for most families and not always possible, the text in the call was adapted into 'to have a sufficient level of English (in order to understand and communicate with other participants).

Solution: All candidates from Belgium were accepted.

Recommendation for INnetCAMPUS call 2017: It is recommended to adapt the inclusion criteria concerning the certificate of English into 'to

have a sufficient level of English' in order to be able to communicate with other participants.

Challenge 5: Finding participants

Parallel with the segregated special school system, parents, teachers and professionals are not used to think about third level education for students with disabilities. Because the information first reaches the school, a teacher or parent they function as a selective filter: this is not for our children and the information does not reach the student. On top of that there is the combination with the travelling to a foreign country and stay there for a week without parents. For a lot of caretakers this could be a bridge too far since for a lot of young people with disabilities this would be the first time abroad. Since the call came really late, there was little time for subscription and adjusting to the idea of the project.

Solution: We were lucky to find a partner who was so enthusiastic about the project that she introduced it to some classes of young people and then invited us to present the project in the school.

Recommendation for INnetCAMPUS call 2017 : since we can launch the call earlier we will have more time to contact schools to present the project directly to the students and to inform or persuade parents in a proper way.

Belgian students participating in INnetCAMPUS 2016

For each campus (i.e. Lisbon, Granada and Antwerp), it was initially planned to select five young persons with disabilities from each country to participate to the INnetCAMPUS project. As such, 15 young persons with disabilities living in Belgium could participate.

In total, due to the late timing of the call and the above mentioned challenges, only six Belgian students, four male and two female participants, with a mean age of 18 years old participated at the INnetCAMPUS 2016. Four students had a diagnosis of Autism Spectrum Disorder, and two had physical impairments. Of those, four participated at the campus of Granada, one at the campus of Lisbon, and one at the campus of Antwerp.

Number	Gender	Age	Disability	Campus
1	Female	19	Physical Impairment	Granada
2	Male	19	Autism Spectrum Disorder	Granada
3	Male	18	Autism Spectrum Disorder	Granada
4	Male	18	Autism Spectrum Disorder	Granada
5	Female	17	Autism Spectrum Disorder - Asperger	Lisbon
6	Male	19	Physical Impairment	Antwerp

Table 1 Belgian participants of INnetCAMPUS 2016, Gender, age, disability, and campus

Implementation of the Pilot Campus in Belgium, Antwerp

Concerning the INnetCAMPUS in Belgium (Antwerp), the initial plan was to organize the campus a) during the academic year; b) at different locations of the Artesis Plantijn University College at Antwerp (every day another location or campus in the city of Antwerp); thereby including c) different courses from different study programs; and d) different social activities in order to give a representative and wide range of 'university college-life' and 'student-life' experiences to the participants.

Challenges and solutions

The implementation of the INnetCAMPUS project faced a couple of challenges related to several cultural, societal and practical issues that could be partially resolved in several ways:

Challenge 1: Organization of the campus during an academic holiday and during exams

In order to organize a representative inclusive campus, the most ideal period to organize the INnetCAMPUS would have been during the academic year when students and lecturers would be present and all services would be available at the campuses of Antwerp. Also, the participation of Belgian students would be more guaranteed during the academic year because Belgium has no tradition of 'summer schools' at university campuses during summer holidays. Nevertheless, since the timing of the call was launched late during the academic year,

and Spanish and Portuguese participants would be guaranteed during summer holidays because of their tradition in organizing 'summer schools', the campus of Antwerp was planned from August 28th until September 3rd. This week is one of the last weeks of the academic holiday and during this week, exams are also taken from those students who failed in January and June. The major challenge consisted of finding some available rooms during the exams and available professors/colleagues who would be willing to give courses during last weeks of the academic holiday.

Solution: Since the campus was coordinated by Beno Schraepen from the department Health and Wellbeing, most courses were organized in rooms at campus *Spoor Noord* (from Health and Wellbeing). Because the availability and the willingness of colleagues to participate in this project was limited, an attractive program with a variety of activities was ensured by engaging some external organizations to provide workshops. These workshops, however, raised the cost of the campus.

Recommendation for INnetCAMPUS Antwerp 2017: It is recommended to contact several departments and study programs from university college Antwerp more earlier during the academic year in order to encourage them to participate in this project. As such, the program can be finalized and communicated much sooner and will result into lower costs.

Challenge 2: Organization of the campus at different locations of the Artesis Plantijn University College at Antwerp

The initial idea was to spend each day of the week at another university campus in order to explore the study programs linked to that campus. Since the timing of the call was launched late during the academic year, it was difficult to organize the campus each day on a different location.

Solution: Although most courses were given on campus *Spoor Noord*, the campus was organized on four different campuses (see Table 2, Supplemental Material). The first day was held on campus *Lange Nieuwstraat*. This campus only consists of the central services and was chosen for the welcome because it's located in the city center and was the ideal starting point for the first social activity, namely the city tour. The campuses having a study program that were involved in the project were campus *Ellermansstraat* of the department 'Science and Technics', campus *deSingel* of the department 'School of Arts', and campus *Spoor Noord* of the department

'Health and Wellbeing'. On the first and the last day, the campus was organized at different locations. Since university college Antwerp doesn't provide (adapted) transport for students (with disabilities), students and monitors had to take the public transport and taxis in order to get from one campus to another. The taxis were expensive and raised the cost of the campus.

Recommendation for INnetCAMPUS Antwerp 2017: It is recommended to contact several departments and study programs from university college Antwerp more earlier during the academic year in order to encourage them to participate in this project. Hopefully, professors from different study programs and rooms located at different campuses will be more available. The organization of one campus day on one campus (one location) is recommended because moving from one campus to another on the same day is time consuming and expensive.

Challenge 3: Including different courses from different study programs

It took a lot of effort to engage and find staff willing to participate in the project. Departments that were asked to provide some activities and initially confirmed their participation, cancelled their engagement at the last minute. This resulted into a program that had to be changed a lot and was finalized the week before the arrival of the students.

Solution: The campus was mainly organized at campus *Spoor Noord* of the department 'Health and Wellbeing' and campus *Ellermanstraat* of the department 'Science and Technics' because those campuses are located close to each other. As a result, the content of program was also focused on courses from the study programs related to the departments of 'Health and Wellbeing' and 'Science and Technics'.

Recommendation for INnetCAMPUS Antwerp 2017: It is recommended to contact departments and study programs more earlier to encourage their participation in this project in order to vary the courses. The department 'Management and Communication' located at campus *Meistraat* will be strongly encouraged to participate because their study programs provide courses on media and communication which would be of great interest to participants. In addition, the location of the campus *Meistraat* is interesting because the campus is located in the city center of Antwerp.

Challenge 4: Including different social activities

In Belgium, people with disabilities are not included in society to the same extent as people without disabilities. Specifically, there is (hardly) no access for people with disabilities in the city of Antwerp: accessibility for people with disabilities is mostly lacking on the public transport, cafés, sports accommodation etc.

Solution: The social activities during campus Antwerp were inclusive since no 'disability specific' activities for people with disabilities were offered. The activities included e.g. a guided city tour and having a drink at a café.

Recommendation for INnetCAMPUS Antwerp 2017: The student's evaluations concerning the social activities were scored positive. Therefore, the guided city tour will be maintained for campus 2017. Depending on the participants and their specific disabilities, 'disability specific' social activities can be organized as well.

Challenge 5: Accessibility and mobility

In the city of Antwerp or at the university college of Antwerp, there is (hardly) no access for people with disabilities. For example, the public transport in the city of Antwerp is hardly inaccessible for people with disabilities. Although the campus of *Spoor Noord* is a brand new, high-tech campus, focusing on front office accessibility in the building with controlled access through cards, there is no accessibility for people with visual disability. Also, this campus has no accessibility for people with disabilities that stimulates their participation.

Solution: Participants and monitors used the public transport when possible. Because mobility is not adapted for people with disabilities in the city of Antwerp and also extremely time consuming, (expensive) taxis were used for moving from one campus to another as well. The monitors assisted the students with a visual impairment.

Recommendation: The head of the department, the central services and the director of university college Antwerp need to be informed about the problems concerning accessibility and participation of people with disabilities that were faced by the participants of the campus.

Pilot Campus held at Artesis Plantijn University College, Antwerp

The pilot campus held at Antwerp was organized from August 28th until September 3rd.

In total, eleven students including five Spanish, four Portuguese, one Moldavian and one Belgian student with a mean age of 17 years old participated at the pilot campus in Antwerp, Belgium.

Number	Nationality	Gender	Age	Disability
1	Spanish	Male	18	Visual impaired 75%
2	Spanish	Male	17	Attention Deficit Disorder 46%
3	Spanish	Female	17	Visual impaired 83%
4	Spanish	Female	16	Hearing impaired 34%
5	Spanish	Female	15	Autism Spectrum Disorder - Asperger 33%
6	Portuguese	Female	17	Dyslexia (mild to moderate)
7	Portuguese	Female	18	Visual impaired 95%
8	Portuguese	Male	17	Motor Disability 70%
9	Portuguese	Male	18	Hearing impaired (severe)
10	Moldavian	Female	16	Congenital Muscular Dystrophy - Ullrich Disease 78%
11	Belgian	Male	19	Physical impaired 66%

Table 2 Participants of INnetCAMPUS 2016, Antwerp: Nationality, gender, age, and disability

The program consisted of a one-week program including academic courses given on four different campuses (campus Lange Nieuwstraat, campus Ellermansstraat of 'Science and Technics', campus deSingel of 'School of Arts', and campus Spoor Noord of 'Health and Wellbeing') and free social activities with other students in the evenings (e.g. visiting the city of Antwerp, having a drink at a café, etc.). (see Table 1 in Supplemental Material for a detailed description of the program).

Schedule and activities

Introduction & welcoming activities @ Campus Lange Nieuwstraat

- Welcome by Head of department & project coordinator, practical information, running thru the schedule and practical information...
- Getting to know each other (icebreaker)
- Introduction AP-University college, study programs, campuses
- Presentation facilities for students and student support
- Introduction and city tour by Gate15 (Student House):
- 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 in every possible way: Information desk for students, Housing policy for students, Consultation and collaboration with students, The Student Editorial Board, Events for students, Culture vouchers, Student support
- City tour by GATE15

Research for practice @ Campus Spoor Noord

- Study program Socio-Educational Care Work
- The importance of research for practice for higher education
- Exploring research competences
- Introducing the research cycle
- Workshop: Construct your own research project

Exploring the Technical Campus @ Campus Ellermanstraat

- The department of Science and Technology the division of Energy Management: they train young people to make decisions in both industrial and domestic installations based on technical knowledge, financial considerations and energy/CO2 balances.
- Exploring the practice labs: climate, electronics, electro-mechanics, automation, ICT...
- Workshop: Control and measurement

Occupational Therapy @ Campus Spoor Noord

- 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

Storymap & youth advocacy @ Campus Spoor Noord

- Workshop by Stampmedia.
- StampMedia reinforces through media the voice of young people between 16 and 26 years 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.
- Introducing digital story maps for investigating journalism and youth advocacy
- Group exercise: divided in 3 groups, 3 methods, 3 subjects
- Presentation of the results

Movement & creativity @ Campus Spoor Noord

- Study program Socio-Educational Care Work
- Workshop about exploring your talents using different modalities
- Reflective individual exercise: who are you and what do you want in higher education

The importance of the legal position of youngsters @ Campus Spoor Noord

- Study program Socio-Educational Care Work
- Lecture about the legal position of young people in society and the need for therapeutic support

Tasting the School of Arts @ Campus deSingel

- Visit to the Royal Conservatoire of Antwerp that aims to educate enthusiastic and talented people to become creative, professional mu-

sicians and performing artists with great autonomy and personality, able to slot into the contemporary socio-cultural and artistic frame of reference.

- Tour around the campus
- Concert by students of the Conservatoire
- Instrumental workshop

Certification @ Campus Spoor Noord

- Certification by the head of department of and internationalization
- Celebration with all partners and participants
- Moment with the press

Student's evaluation of the pilot campus held at Artesis Plantijn University College, Antwerp

Although eleven students participated at the campus in Antwerp, this evaluation is based on the evaluation of ten students (from Spain and Portugal) because the Belgian student was not able to fill out the student's evaluation on paper because of his physical impairment.

The evaluation included Likert-type questions about the activities, the program in general, the accommodation and the meals, and the coordination & inclusive campus workers, and the value or meaning of INnetCAMPUS. In addition to the ratings, two open-ended questions including 'What did you like the most?' and 'Do you have suggestions for improvement?' were asked as well.

Likert-Type questions

On the Likert-type questions, students gave scores between 1 and 5, with 1 indicating 'very negative or totally disagree'; 2 'negative or disagree'; 3 'neutral'; 4 'positive or agree', and 5 'very positive or totally agree'. The specific questions and mean ratings of all students are presented in Tables 1-6.

The overall evaluation of INnetCAMPUS was rated positive by all students because almost all questions had a mean score of 4 out of 5.

All activities were rated positive, while neutral scores were given to the activities 'visit of the technical campus' and 'legal position of young people'. The activities 'visit school of arts' and 'certification' were rated very positive (Table 3). The

program in general and the accommodation and meals were rated positive on all aspects, with exception of the lunch, which was rated neutral (Table 4, Table 5). The coordination and inclusive campus workers were scored very positive on all aspects including the monitors, the coordinator and the transport (Table 6).

ACTIVITIES	Mean score
Welcome & intro	4,1
Introduction facilities for students	3,9
GATE15 & city tour	4,4
Research & practice	4
Visit technical campus	2,9
Occupational therapy	3,9
Media workshop	4,4
Movement & creativity	3,6
Legal position of young people	3,2
Visit school of arts	4,6
Certification	4,5

Table 3 Student's evaluation about the activities

PROGRAM IN GENERAL	Mean score
Activities were adapted to the level of the group	3,8
Possibilities for student participation	4
Activities were balanced (active, passive)	3,9
There were enough activities	4
The rhythm and pace of the activities	3,5
The time schedule	3,8

Table 4 Students' evaluation about the program in general

ACCOMODATION AND MEALS	Mean score
Rooms at the hostels	4,3
Breakfast at the hostel	3,9
Lunch	2,9
Dinner at Agora café	3,9

Table 5 Student's evaluation about accommodation and meals

COORDINATION & INCLUSIVE CAMPUS WORKERS	Mean score
Monitors from your own country	4,8
Monitors from AP University College	4,6
Coordinator AP university College	4,6
Transport during the week	4,8

Table 6 Student's evaluation about accommodation and meals

Students agreed that INnetCAMPUS encouraged them to study a college career, helped them to clarify what they do want to study in the future, and helped them to understand the functioning and the structure of the university in general. INnetCAMPUS also allowed them to develop new skills and capabilities, to develop new personal and academic skills, and gave them a greater inclusion with others. Students reported to be totally agree about the fact that INnetCAMPUS allowed them to establish new friendships (Table 7). Students further reported a positive general valorization of the campus and that the campus had fulfilled their expectations. Students totally agreed with the statement that they would like to repeat this experience and that they would recommend this experience to friends (Table 8).

INnetCAMPUS...	Mean score
Has encouraged me to study a college career	3,9
Has helped me to clarify what I do want to study in the future	3,6
Has helped me to understand the functioning and the structure of the university in general	4,1
Has allowed me to develop new skills and capabilities	3,8
Allowed me to establish new friendships	4,6
Has helped me to develop new personal and academic skills	4
Has given me a greater inclusion with others	4

Table 7 Student's evaluation about INnetCampus

INnetCAMPUS	Mean score
Global valorization of the INnetCAMPUS	4,1
Would you repeat this experience?	4,7
Would you recommend this experience to friends?	4,7
Has INnetCAMPUS fulfilled your expectations?	4,3

Table 8 Student's evaluation about INnetCAMPUS in general

Open-ended questions

In addition to the ratings, two open-ended questions were asked. On the first question 'What did you like the most?', students reported both aspects related to the social experience such as visiting the city (n=5), making new friends (n=5), practicing English (n=1), as aspects related to the content of the program such as the occupational therapy (n=2), the media workshop (n=2) and the experience of new activities (n=1). On the second question 'Do you have suggestions for improvement?', students suggested to provide more adaptations for people with visual impairments (n=3); to lessen the duration of the courses/activities (n=2); to provide more interaction during the courses (n=2); to give more practice and less theory (n=1); to provide comfortable chairs (n=1); and to organize more variety of subjects (n=1).

Ouders voor Inclusie en Docenten voor Inclusie nodigen u uit voor het derde symposium over inclusief onderwijs.

Sinds september 2015 is het M-decreet op kruissnelheid. Samenwerken is cruciaal om iedereen aan boord te houden. Met innoverende en inspirerende praktijken willen we jullie wind in de zeilen geven. Alle 'hands' aan dek!

PROGRAMMA

13u
Onthaal

13u30
Welkom door Leen Van Heurck, raadgever onderwijs

13u50
Plenair paneelgesprek

14u30
1ste reeks workshops

15u30
Koffiepauze

16u
2de reeks workshops

VOOR WIE?

Leraren, directies, zorgcoördinatoren, leerlingbegeleiders, pedagogisch begeleiders, CLB-medewerkers, GON- en ION leerkrachten, persoonlijke assistenten en andere ondersteuners, ouders en studenten.

WANNEER?

Woensdag 2 maart 2016

WAAR?

Vlaams Ministerie van Onderwijs en Vorming
Hendrik Consciencegebouw
Koning Albert II-laan 15
1210 Brussel (nabij NMBSstation Brussel Noord)

PARTNERS



DEELNAMEPRIJS

De deelnameprijs bedraagt 30 € en voor studenten 15 €

INSCHRIJVEN

Inschrijven gebeurt voor 29 februari via een inschrijvingsformulier op www.oudersvoorinclusie.be. Het aantal plaatsen is beperkt.

Er kan een aanwezigheidsattest worden voorzien voor leerkrachten en studenten.

VRAGEN

Als u vragen hebt rond het programma, inschrijving, ondersteuning, assistentie, toegankelijkheid of openbaar vervoer, neem dan gerust contact op met: Matthias Van Raemdonck: 0471-302546 matthias@oudersvoorinclusie.be

www.oudersvoorinclusie.be



Breedbeeld van inclusief onderwijs

IEDEREEN MEE

Symposium:
2 maart 2015



Figure 1 The call was presented on a symposium on a topic of exclusion on March 2nd 2015

Intellectual output 3

ARTESIS PLANTIJN UNIVERSITY COLLEGE, ANTWERP
2016



SUPPLEMENTAL MATERIAL



Schedule Antwerp Campus

	Sunday 28/aug	Monday 29/aug	Tuesday 30/aug	Wednesday 31/aug	Thursday 1/sep	Friday 2/sep	Saturday 3/sep	
Arrival		<p><i>@ Campus Lange Nieuwstraat (Room 1.11)</i></p> <p>9.00h-11.00h Welcome</p> <p>11.00h-12.30h Getting to know each other</p> <p>Introduction AP University College</p>	<p><i>@ Campus Spoor Noord (Room 1.100)</i></p> <p>10.00h-12.30h Research for practice</p>	<p><i>@ Campus Spoor Noord (Room 01.103 or 03.101)</i></p> <p>9.00h-11.30h Introduction to Occupational Therapy</p>	<p><i>@ Campus Spoor Noord (Room 02.004 or 04.007)</i></p> <p>9.00h-12.00h Movement & creativity</p>	<p>Tasting the School of Arts</p> <p>9.30h-11.30h <i>@ Campus deSingel</i></p> <p>12.00h Certification <i>@ Campus Spoor Noord (Room 0.038)</i></p>		
		lunch	lunch	lunch	lunch	lunch	lunch	
		<p><i>@ Campus Lange Nieuwstraat (Room 1.11)</i></p> <p>14.00h-15.00h Facilities for students and student support</p> <p><i>Gate15 (Student House)</i></p> <p>15.30h-18.00h Introduction and city tour</p>	<p><i>@ Campus Hellermanstraat</i></p> <p>14.00h-16.00h Exploring the Technical Campus</p>	<p><i>@ Campus Spoor Noord (Room 1.007)</i></p> <p>13.00h-16.00h Storymap & youth advocacy (Workshop by Stampmedia)</p>	<p><i>@ Campus Spoor Noord (Room 1.011)</i></p> <p>13.00h-15.00h The importance of the legal position of youngsters</p>	<p>14.00h Open space</p>	Departure	
	19.00h Dinner @ Pulcinella Youth Hostel	18.30h Dinner @ Agora Caffee	18.30h Dinner @ Agora Caffee	18.30h Dinner @ Agora Caffee	18.30h Dinner @ Agora Caffee	18.30h Dinner @ Agora Caffee		
	20.00h ??	Student activity	20.00h ?? Student activity	20.00h ?? Student activity	20.00h ?? Student activity	20.00h ?? Student activity		

Figure 2 Overview of the program INnetCAMPUS Belgium/Antwerp 2016