



ANALYSIS OF THE DEVELOPMENT AND IMPACT INnetCAMPUS PROGRAMME

School of Law, University of Lisbon, PORTUGAL
2017



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1 | Justification - Baseline situation regarding inclusion at the Lisbon University Faculty of Law

1.1 | The University of Lisbon inclusion reality

The Portuguese legal framework for disabled people is one of the most advanced in the world, even though sometimes its implementation in practice struggles. Still, in terms of inclusive education, the focus is mostly centred at the elementary and secondary compulsory school levels, first with the Decree-Law n. 319/91, August 23rd now replaced by the Decree-Law n. 3/2008, January 7th, and, among others, the Joint Despach n. 453/2004, and 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. Nevertheless, the last academic year has been positive in this area with positive signs popping out. Firstly, a proposal built by a working group at the University of Lisbon (ULisboa), which already has self-regulation on this matter¹ such as the School of Law (FDUL)², was written and presented 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.

Building on the recommendations by the European Commission and the Council of Europe and on the Rights for Disabled People Convention, the National Parliament, by its recent Resolution n. 195/2017, August 9th³, echoes many of the concerns and proposals raised and submitted by the University of Lisbon and asks the Government to legislate and to create the necessary conditions for a more fair and adequate access to Higher Education by people with disabilities

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-Regulamento-do-Apoio-aos-Estudantes-com-Necessidades-Educativas-Especiais.pdf>

3 http://www.fd.ulisboa.pt/wp-content/uploads/2017/08/Resolucao-da-Assembleia-da-Republica-n-195_2017-Apoio-a-ENES.pdf

as a means to enforce their fundamental rights. For instance, there is a concern with a real assessment of the actual needs of these (potential) students and to understand the universe at stake with an exhaustive field diagnose (how many students, types of needs, infrastructures, accessibility, pedagogical barriers, etc). Additionally, a tonic note is put on the circulation of information and cooperation between institutions and, in particular, between high schools and universities for a better monitoring and support for the students. Also more financial support is asked for not only to cope with the organization, staff, material and infrastructural adaptation of the higher education institutions but also to incentive the special students to access university and conduct sustainably their studies with a suggestion of creating a special contingent/quota for them (in Portuguese public universities there is a system of *numerus clausus*).

The initial report on the situation of people with impairments in Portugal and the national compliance with the terms of the Convention on the Rights of Persons with Disabilities states that:

1. the latest data show that the number of persons with disabilities enrolled in mainstream education is higher than 98.5 percent;
2. 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.

Despite these numbers, is still quite visible the lack of (correct) statistics on the number of disabled university students at the national level but also at the level of the different Portuguese universities and in each of their schools and courses. Moreover, some schools and courses are closed to special needs individuals, as the Human Motricity Faculty with no admission for these students at the sports

undergraduation and graduation level even if they have courses on adapted sport or as the Medical School (for some special needs).

At the ULisboa, in 2016/2017, 285 students were registered in total as having special needs, presenting different kinds of impairments, as seen in the next table.

	Hearing	Motor	Visual	Learning	Hiperactivity and ADD	Cronic	Mental	Neurologic	Autism spectrum	Multi	Others		Total
											Nº Total	Which	
FA	2	0	14	0	0	14	2	0	0	0	1	Cancer	33
FBA	5	2	0	8	0	6	2	0	1	0	0		24
FC	4	1	3	5	3	4	14	4	6	1	2	Cancer	47
FD	0	0	2	1	0	0	0	0	1	1	1	Not specified	6
FF	1	2	1	1	0	2	4	1	0	1	1	Severe dysmenorrhea	14
FL	2	7	3	4	na	4	4	na	3	4	0		31
FM	0	5	1	0	0	0	1	0	0	0	1	Cancer	8
FMD	0	0	0	0	0	0	0	0	0	0	0		0
FMH	0	0	0	0	0	0	6	0	0	0	0		6
FMV	1	0	0	0	0	5	10	0	0	0	0		16
FP	0	4	2	0	1	0	0	1	0	0	0		8
IE	0	1	0	0	0	0	0	0	0	0	0		1
ICS	0	0	0	0	0	0	0	0	0	0	0		0
IGOT	0	0	0	2	0	0	0	0	0	2	0		4
ISA	0	0	0	0	0	0	0	0	0	0	0		0
ISCSP	2	0	6	2	0	2	1	1	1	2	0		17
ISEG	0	0	0	7	0	1	0	1	0	1	0		10
IST Campus Alameda	4	6	4	6	2	10	6	1	3	2	0		44
IST Campus Taguspark	3	1	0	3	0	0	3	0	2	2	2	Anemia	16
TOTAL	24	29	36	39	6	48	53	9	17	16	8	0	285

Table – Number of Students-SEN by Faculty and type of need at the ULisboa

At the FDUL, there are no access limitations for impaired students. In a universe of circa 4500 under-graduation and graduation students, 200 professors and a staff of 50 people, respectively only 6, 2 and 4 are officially registered in 2017 as having some kind of impairment. In the case of students, the needs include vision impairment, learning difficulties (dyslexia), autism spectrum, multiple needs and one non-specified situation (in reality, motor limitations).

Furthermore, 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, with one identified case of transgender with suicidal tendencies. 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 - situation that repeats itself in the other faculties of the University of Lisbon - and widespread ignorance on the internal policy, regulation and institutional support for students with disabilities;
3. Lack of coordination and of continuous information between the central administration services of education and the universities and their faculties.

1.2 | Academic office and services for special need students

In order to pursue a fully inclusive education, ULisboa counts on the Network of Special Educational Needs of ULisboa (NEE-ULisboa Network), which includes representatives of the 18 Schools (including FDUL), the Social Action Service (SASULisboa), the University Stadium of Lisbon (EULisboa) and students, and has as main objectives:

1. identification, dissemination and implementation of good practices;
2. cooperation and sharing of resources and knowledge (but with respect for confidentiality) to improve the conditions of integrity, attendance and academic success of the Students-SEN, always looking for innovative and more efficient and inclusive solutions.

It was the NEE-ULisboa Network who prepared a national regulation proposal submitted to the Portuguese sovereign institutions on the access to higher education for people with impairments.

As a basic action instrument the network relies on the Regulation for Students-SEN of the ULisboa, which provides the general principles for the adoption of specific measures that ensure the access of all students to education and inclusive education, through the allocation of resources and instruments for learning and communication. Furthermore, there are specific support tools in order to promote these students' integration in the university environment, encourage their academic success and enhance their participation in academic life. For example, the E-learning Lab that offers specific training for teachers on the development of accessible contents.

At the Law School, there is an Office for Social Responsibility that in the last two years regained its former functions of supporting students with special needs. It counts with 2 professors (1 more than in the past due to the visibility and hard work involved with the INnetCAMPUS programme), 1 administrative technician and 1 part-time trainee (under the FDUL program of social merit scholarships for students with financial difficulties). Unfortunately the Office, which in the past counted with a psychologist, has for the past four years no health technician, fact that has to do with financial restrictions and mobility processes inside the Portuguese administration in general and in the ULisboa, in particular. In order to overcome this hole, the FDUL counts with a partnership with the Psychology School, where the students with mental health problems or future professional doubts may be helped by the latter community services. Also, there is an informal collaboration with the Medical School, with the easy-going assistance of some medical doctors as volunteers. Last but not least, with the INnetCAMPUS, the Direction of FDUL assigned permanently the only member of its staff with expertise in Special Needs, a librarian technician that now makes part of the representatives of the FDUL at the NEE-Network and who assesses the institutional, material and infrastructural needs for higher educational inclusion.

The Social Responsibility Office, in the matter of students-SEN, has as main activities:

1. identification of students' needs;
2. support to Students-SEN, including monitoring, finding a student-godfather, who helps the SEN daily in his/her academic activities, or arranging adaptive materials (ex. tables, chairs);
3. personal attendance and priority in the various services of the FDUL;
4. provision of computer resources (laptop, computer with braille keyboard, among others), upon request;
5. digitization of essential manuals and loan of books of the Library of FDUL;
6. determine flexibility of evaluation methods according to the characteristics and special needs of the student.

The FDUL building has physical accessibility with lift access and ramps for students with reduced mobility. Still, some accessibility problems were identified thanks to the INnetCAMPUS, like the inclination of some ramps and failures in toilets. The building also counts with a specific room for students-SEN, now close to the Social Responsibility Office and to assistance staff, where they can digitize books, use computers with special software, leave their things and even rest.

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

2.1 | Improvement in the organization process

Following a best practice from the 2016 campuses, the call of participants was launched simultaneously by the three academic partners and the text of the call, prepared by ONCE with the insights and comments of all the partners, was written in English but was also translated and publicized, for the Portuguese public, in Portuguese in order to enhance participation and avoid misunderstandings due to bad and free translations. Also a short version of the call, in the form of

a flyer, was disseminated by email to all secondary schools in the country and posted on the FDUL website and Facebook page. The aim was to turn the call text more readable and appealing.

This year, three new main initiatives in the diffusion of the call may help explain the success of the Portuguese Call with 25 submissions from all over the country with different types of impairments (Attachment 1). Besides repeating all of the former moves (emails to schools, third sector organizations dealing with disabilities, FDUL partners, government, and media), we added:

1. the use of the contacts of former Portuguese participants of the INnetCAMPUS campuses 2016;
2. the direct contact with teachers responsible for students-SEN in high-school;
3. the physical meeting with deans, teachers and students and their parents in high-school premises.

The two last initiatives were targeted to specific schools chosen mostly for practical reasons (location in the neighbourhood of the staff of the Social Responsibility Office house or work location, privileged connections, including knowing the right person).

Furthermore, the fact that the Call was opened earlier this year also helps to explain a bigger success. Yet, it is interesting to underline the fact that, although the Call was opened with time, most submissions were presented on the deadline, which explains its extension, even though it ultimately revealed to be unnecessary. The most common explanation by families for this fact was not typical procrastination but the bureaucracy to get the documents required by the Programme.

In terms of the participants selection, not only all applications were reviewed by a (volunteer) medical doctor from the Medical School, but also interviews with the parents, teachers and students were made (mostly by phone since several candidates live outside Lisbon) to assess their needs and motivation. The final choice finally attended also to gender equality, geographic origin and diversification of impairments in order to achieve a more inclusive experience.

All the logistic for the Lisbon campus was started early but, at the end, it was very difficult to assure accessible accommodation (at low cost for budget pur-

poses) and transportation because of the current success of Portuguese tourism and the continued lack of enough dorms and university vehicles. The problems were solved with the help of religious orders (for accommodation and some meals) and a continuous pressing on the special transport company.

2.2 | Improvement in the design of programs and activities

Learning with the past experience in Lisbon, but also drinking from the former campuses in Granada and Antwerp and from the surveys made with the participants in the 2016 sessions, the programme presented, in our opinion, several improvements. The main improvements were:

1. more institutional moments;
2. less activities per day;
3. more outdoor activities, promoting Lisbon's experience;
4. more interactive activities.



Photo – Outdoor activity at the Parque das Nações – Oceanarium and Science Museum

The Programme maintained some of the more popular sessions such as the meeting with university students and professionals with impairments, who gave their life testimony.



Photo – Session with life testimonies from students and professionals with disabilities

Nevertheless, the final Programme and the option for more outdoor activities were also due to the barriers put by other schools for the INnetCAMPUS students to participate in their summer schools with arguments of not having the conditions to receive them properly, including lack of staff and adequate installations and material.

Days	Monday	Tuesday	Wednesday	Thursday	Friday
10.00	Pick-up	Pick-up	Pick-up	Pick-up	Pick-up
10.30 - 12.00	10.30 Official reception At the Law School	Modern Art Museum			Museum of Science
12.00 - 13.00	Discovering the Law School With Music of the male "Tuna"	View of the Jerónimos Monastery and Gardens and picnic 13.00 -13.30 Presidency	Law and Economics Simulation	Testimony of Portuguese disabled adults on their life experience	View of "Expo" Picnic
Lunch (Canteen or picnic)					
14.30 - 17.00	Law School Law and Portuguese History	Marine Museum And/or Planetarium	Visit to the Parliament	Free afternoon	Oceanarium
16.00 - 17.00	Snack		Snack		
17.00 - 17.30					
Dinner (Canteen)				Canteen	Gala Dinner at the Law School

Schedule of the Campus in Lisbon – July 2nd to 8th 2017

2.3 | Improvement in the involvement of organizing university institutions

Like the Lisbon Pilot Campus 2016, in the 2017 Campus, we decided to seize once again the opportunity to make it coincident with the Summer School Programme of the ULisboa. This time, after last year experience, in order to by-pass the bureaucracies of the University central services, the Faculties were early and directly contacted. Most of them showed immediate opening in coordinate with us some kind of activity. Strangely, short before the campus, barriers emerged with at least a couple of schools who, as explained *supra*, alleged they were not meeting the right conditions in order to receive the INnetCAMPUS participants.

Nonetheless, we have to recognize an improvement with the majority of the schools, who were very interested, even at their board level, in this programme, which even allowed to build contacts for next initiatives and needs and for the monitoring of students in other campuses by health students, for example.

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

The activities this year involved the same group of professors who were very happy to repeat the experience, since they consider these students highly curious and motivated after they lose their initial shyness.

One of the new (and more interactive) sessions was given by a Law Professor who presides the Social Responsibility Office and, although monitoring all activities and accompanying the participants, interacted with them for the first time in a classroom environment. Also, the new Professor assigned to the Social Responsibility Office because of the INnetCAMPUS also interacted for the first time with a large group of students-SEN and is now monitoring the work done inside ULisboa in matters of inclusion and following the changes in the legal framework.



Photo - Law and Economics Experimental Session

Furthermore, the repetition of the campus created curiosity among other teachers: the programme and the 2017 Lisbon campus were even discussed at the highest level in one session of the FDUL Scientific Council which gathers most professors with tenure. The initiative was praised and the intervenients support the continuation of the Programme for its innovative approach and especially its inclusive spirit.

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

One of the most important signs that the Programme is a success was the participation, endorsement and visibility given to this initiative by the main Portuguese sovereign bodies.

The participants were, in 2017, received by the President of the Republic at the Presidential Palace, at the National Parliament with a guided tour given by the head of one of the major Parties represented at the Assembly. The Secretary of State of Education participated at the opening of the Lisbon Campus 2017.

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Photo – Reception at the Presidential Palace with the President of Portugal (in the center)



Photo – Reception and tour at the National Parliament

The meaning of the Programme was so impressive that the Secretary of State of Education promised to learn with this experience and its best practices and replicate it in Portugal.



Photo – Opening with the Secretary of State of Education (in the center)

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

Once again the associations for the defence of rights and inclusion of people with disabilities were called to publicize the Programme and the applications for the Lisbon campus. Furthermore, some helped with the volunteers that testified at the life experience session and with contacts for arranging accessible transportation.

2.7 | Improvement in the selection process of profiles of support staff, monitors, volunteers

The best practices of the precedent campus, that is, the support of the FDUL volunteers that already participate in inner projects and who collaborate with

the Social Responsibility Office were maintained but with a better matching of profiles according to last year experience.

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

The voluntary university students improved the awareness on inclusion and at the end of the campus most of them asked to repeat the experience or, if not possible, if they could patronize a student-SEN.

Furthermore, one of the volunteers was now contracted as a lecturer at the FDUL, which may have some spillover effects for the possible transfer of knowledge to the university community.

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

The campus was referred in social networks like twitter or facebook and in some websites.

<http://www.acapo.pt/noticias/chamada-de-participantes-programa-in-netcampus-2017>

<http://escola.esjs-mafra.net/index.php/menu-alunos/92-diversos/530-divulgacao-innetcampus2017>

<http://www.inr.pt/content/1/4444/abertura-das-candidaturas-para-in-netcampus>

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

The programme has been very important both for the ULisboa and the FDUL because not only has it raised and turned visible the question around inclusion in education, in general, and in higher education, in particular, but it also showed the good practices and the flaws that exist in both institutions on this matter, for example, and respectively, the existence of inner structures and regulations to deal with it, on the one hand, and, on the other, coordination and accessibility problems.

The FDUL Directive Board is now, following the assessment report of the Social Responsibility Office that was fastened because of the realization of the campuses, in a process of public procurement to contract ameliorations in the accessibilities, in the Students-SEN's room and in specific and more modern computer programmes and software, in particular for visual-impaired students.

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

4.1 | Global survey of participants

Total of Surveys	19
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Question 1	I have learned in Academic Activities	Total	%
Scale	1		
	2		
	3	2	10,53
	4	9	47,37
	5	9	47,37

Question 2	Cultural visits have been interesting	Total	%
Scale	1		0
	2		0
	3	1	5,26
	4	9	47,37
	5	8	42,11

Question 3	Leisure activities have been fun	Total	%
Scale	1		0
	2	2	10,53
	3	5	25
	4	6	30
	5	7	36,84

Question 4	Accommodation and meals have been satisfactory	Total	%
Scale	1		0
	2	3	15,79
	3	9	47,37
	4	5	26,32
	5	1	5,26

Question 5	The overall organization and planning has been good	Total	%
Scale	1	1	5,26
	2	3	15
	3	4	20
	4	6	31,58
	5	5	26,32



Question 6	I have felt like a student in college	Total	%
Scale	1		0
	2	4	21,05
	3	5	26,32
	4	4	21,05
	5	6	31,58

Question 7	I Would recommend other people to attend an European inclusive Campus	Total	%
Scale	1		0
	2		0
	3	1	5,26
	4	8	42,11
	5	10	52,63

Questions	More frequent answers	
	Have you missed something?	Activities
	What did you like the most?	People, outdoor activities
	And what less?	Meals, delays

4.2 | Monitoring survey for professionals

Total of Surveys	12
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Question 1	Evaluates the participation of students in the activity	Total	%
Scale	Very little participatory	1	8,33
	Little participative	2	14,29
	Very participative	10	71,43
	Non participate		0

Question 2	Has there been any kind of incident?	Total	%
Scale	Yes	5	41,67
	No	7	58,33

Question 3	Rate the overall experience you've had:	Total	%
Scale	Very negative		0
	Negative	1	8,33
	If so, what has happened?		0
	Normal	3	25
	Positive	6	50
	Very positive	3	25

Question 4	Has your perception of the reality of young people with disabilities changed in any way?	Total	%
More frequent answers	Yes	10	83,33
	No	1	8,33

Question 5	Deviations and causes compared to what is expected	Total	%
More frequent answers	More help	5	41,67

Question 6	Improvement proposals	Total	%
More frequent answers	Better organization	3	25
	Better infrastructures	2	16,67
	More activities and leisure time	7	58,33

4.3 | Assessment survey for activity participants

Total of Surveys	19
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Question 1	The methodology used is adequate:	Total	%
Scale	1		0
	2	1	5,26
	3	6	31,58
	4	5	26,32
	5	7	36,84

Question 2	It has been useful for my training as a future university student:	Total	%
Scale	1		0
	2	3	14,29
	3	4	19,05
	4	5	26,32
	5	9	47,37

Question 3	The material provided was accessible:	Total	%
Scale	1		0
	2		0
	3	5	26,32
	4	6	31,58
	5	8	42,11

Question 4	The staff has been on time:	Total	%
Scale	1		0
	2	1	5,26
	3	2	10,53
	4	3	15,79
	5	12	63,16

Question 5	The rapport with the speakers has been good:	Total	%
Scale	1		0
	2		0
	3		0
	4	12	63,16
	5	7	36,84

Question 6	Spaces and facilities were accessible:	Total	%
Scale	1		0
	2		0
	3	4	21,05
	4	8	42,11
	5	7	36,84

Question 7	The participation of my colleagues has been active:	Total	%
Scale	1		0
	2	1	5,26
	3		0
	4	7	36,84
	5	11	57,89

Question 8	The duration of the activity seems appropriate to me:	Total	%
Scale	1		0
	2	4	21,05
	3	4	21,05
	4	8	42,11
	5	3	15,79

Question 9	The activity met my expectations:	Total	%
Scale	1		0
	2		0
	3	2	10,53
	4	5	26,32
	5	12	63,16

Question 10	In general, I am satisfied with the activity:	Total	%
Scale	1		0
	2		0
	3	1	5,26
	4	7	35
	5	12	60

5 | Conclusions

Two main conclusions may be drawn from the second INnetCAMPUS in Lisbon:

1. Lessons were learned between the first and second campuses but there are still questions that need to be ameliorated, especially a bigger involvement of more schools of the ULisboa and of their staff and students;
2. The significance of this type of Programmes not only because we witness truthful positive life changes for the participants, the monitors and volunteers involved but also because it raises academic and social awareness on the importance of inclusion in education and of access to university studies as a means to sustain and develop the fundamental rights of disabled people.

In sum, the Programme should continue and be replicated or enlarged to other countries and schools.

