



inclusive-HE



# Intellectual Output 2: INCLUSIVE HE

*Training Course for academics and learning  
designers in developing Inclusive Practices in HEIs*



Co-Funded by  
the Erasmus+ Programme of  
the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project Number: 2020-1-FI01-KA203-066572

## Introduction

Promoting inclusive higher education systems is a key priority for Europe. The Renewed EU Agenda for Higher Education, adopted by European Commission in 2017, sets one of the four goals for European cooperation in Higher Education to be: “Building inclusive and connected higher education”. The European Commission highlights the importance of having European Higher Education Institutions which are inclusive and well-connected with their communities, in order to ensure that Europe’s diverse population is reflected in students’ population. Thus, it is recommended that HEI should target improving access and completion rates by disadvantaged and underrepresented groups.

The European University Association has recently published a report of the INVITED project (2019), which examined the way 159 European universities engage with and promote diversity, equity and inclusion. This report showed that training on diversity, equity and inclusion mainly targets academic teaching staff leaving the non-academic staff with very few opportunities for training with inclusive methods and tools. Even when the institutions create measures to increase diversity among staff, they mainly focus on gender equality.

There are only a few institutions that have set quantitative targets that consider less represented groups such as academics with diverse ethnic, cultural and migration background, disability, sexual orientation and religion. In addition, only one-third of responding institutions provide training to staff on topics like intercultural communication and anti-bias. Only a small number of countries have developed action plans to follow up on their commitments. The report states “Staff training is required, both for administrative staff as well as teaching and research staff, to raise the level of awareness and provide concrete tools and approaches for addressing diversity. Ultimately this will foster inclusive learning, teaching and research environments” (p. 44).

Universities promote themselves as inclusive even though their “inclusiveness” often relates to gender and/or disabilities and thus, excluding other forms of discrimination (Morina, 2017). Similarly, studies that examine diversity in higher education mainly focus on the aspect of gender (e.g. Leisute & Hosch-Dayican, 2014, Morley & Crossouard, 2016). Therefore, even though the university community in European Higher Education Institutions is diverse it is still crucial to support and ensure that it is also inclusive, and that their diverse members are equally valued and rewarded (Stein, 2019). Moreover, as the INVITED project indicated very few institutions have considered developing practices that support the inclusion of diverse members with ethnic, cultural and migration background. This is also evident in the partner countries, Cyprus, Belgium, Finland, Romania and Greece, where policies and practices focus on promoting diversity and neglect the importance of inclusion. Often studies exclude sexual orientation, religion, ability and even classism, and this is one of the contributions of this project.

Considering the aforementioned gaps and needs, the training which is part of the IO2 of the INCLUSIVE HE project aims to integrate inclusive practices as a key driver for modernising higher education courses in Europe. Its objectives are (a) to support higher education providers to design, implement, and monitor effective inclusive policies and practices, (b) to

build the competences of learning designers and academics to design inclusive learning programs and (c) to improve the supply of high quality inclusive higher education opportunities for all.

The training builds on the existing knowledge developed by partners and aims at supporting higher education institutions to develop inclusive policies and practices. The target groups for this project include:

- Higher education policymakers and leadership teams (direct target group)
- Learning designers and academics (direct target group)
- Higher education students (indirect target group)

Upon completion of the training, the participants should be able to:

- understand the concept of inclusive and its current state of the art;
- acknowledge the potential that inclusive education has for the learning sector;
- familiarize with the most common inclusive pedagogies and their basic pros and cons in education;
- familiarize with how inclusive environments support intercultural learning methods, gender education, and diversification of the content, materials and ideas, of that are new to individuals;
- introduce inclusive teaching and learning practices to others (fellow-academics, colleagues, education experts, higher education students, stakeholders etc.);
- apply design-thinking methodology in the design process;
- identify the design elements suitable for the development of inclusive programs;
- design and develop inclusive programs suitable for HE;
- design and develop inclusive teaching and learning scenarios suitable for HE and
- evaluate the usefulness of the existing inclusive programs in higher education courses and provide recommendations for improvement.

## *Training Course for learning designers and academics in developing Inclusive Practices in HEIs*

### **WORKSHOP for F2F Instruction**

## *Design, implement, and monitor effective inclusive policies and practices in HEIs*

**Module Title:** Design, implement, and monitor effective inclusive policies and practices in HEIs

**Aim of the module:** The objective of this module is to provide a robust conceptual baseline for developing, implementing and monitoring effective inclusive policies and practices in HEIs. More specifically, this module aims to:

1. Familiarise academic staff, practitioners, learning designers, and support staff with the development of inclusive education programmes in Higher Education (HE) through the use of Design Thinking Methodology (DTM)
2. Enable the development of inclusive courses that allow students with diverse abilities, ethnic, cultural and migration background, sexual orientation and religion to have an equal opportunity to learn
3. Improve the supply of high quality inclusive higher education opportunities for all
4. Raise awareness concerning inclusive practices that foster inclusion

**Learning outcomes of the module:** Upon completion of this module, participants should be able to:

1. Design and develop inclusive programs suitable for HE
2. Evaluate the usefulness of the existing inclusive programs in higher education courses and provide recommendations for improvement
3. Modernise curricula and integrate inclusive practices for the design and delivery of courses

**Module duration:** 4 Hours Face to Face

**Preparation/ Materials/Equipment**

- Training venue with IT equipment including laptop and projector
- A computer for the facilitator
- Internet connection
- Projector
- Flipchart and markers
- Sign-in sheet
- Electronic device (mobile or computer) for each participant (optional)
- A notebook and a pen for each participant

**Resources**

- Ballenger, S., & Sinclair, N. (2020). Inclusive Design Thinking-Model for Inclusive Course Development. *Online Journal of Distance Learning Administration*, 23(4), n4.
- Chambers, D. (2020). Assistive technology supporting inclusive education: existing and emerging trends. In *Assistive Technology to Support Inclusive Education*. Emerald Publishing Limited.
- Claey's-Kulik, A. L., Jørgensen, T. E., & Stöber, H. (2019). Diversity, Equity and Inclusion in European Higher Education Institutions: Results from the INVITED Project. *European University Association*.
- Gordon, S. R., Elmore-Sanders, P., & Gordon, D. R. (2017). Everyday practices of social justice: Examples and suggestions for administrators and practitioners in higher education. *Journal of Critical Thought and Praxis*, 6(1).
- Han, H. S., Vomvoriđi-Ivanović, E., Jacobs, J., Karanxha, Z., Lypka, A., Topdemir, C., & Feldman, A. (2014). Culturally responsive pedagogy in higher education: A collaborative self-study. *Studying Teacher Education*, 10(3), 290-312.
- INCLUSIVE HE (2022). IO1: Toolkit for administrators and policy-makers at higher education institutions to support them in developing inclusive policies. Available at: <https://inclusivehe.eu/en/toolkit>
- Kurbonalievna, I. G., & Adxamovna, B. G. (2021). The main causes of conflicts in higher educational institutions and the concept of their management. *Asian Journal Of Multidimensional Research*, 10(6), 239-244.
- Martin, N., Wray, M., James, A., Draffan, E. A., Krupa, J., & Turner, P. (2019). Implementing Inclusive Teaching and Learning in UK Higher Education—Utilising Universal Design for Learning (UDL) as a Route to Excellence.
- Navarro, S., Zervas, P., Gesa, R., & Sampson, D. (2016). Developing teachers' competences for designing inclusive learning experiences. *Educational Technology and Society*, 19(1), 17-27.



Inclusive-HE

- McNicholl, A., Casey, H., Desmond, D., & Gallagher, P. (2021). The impact of assistive technology use for students with disabilities in higher education: a systematic review. *Disability and Rehabilitation: Assistive Technology*, 16(2), 130-143.
- Moríña, A. (2017). Inclusive education in higher education: challenges and opportunities. *European Journal of Special Needs Education*, 32(1), 3-17.
- Mutanga, O. (2018). Inclusion of students with disabilities in South African higher education. *International Journal of Disability, Development and Education*, 65(2), 229-242.
- Panke, S., & Harth, T. (2019). Design thinking for inclusive community design:(How) does it work?. *Journal of Interactive Learning Research*, 30(2), 195-214.
- Sani-Bozkurt, S. (2019). Universal design principles and technology-supported learning in the digital era: Assistive technologies in inclusive learning. In *Ubiquitous Inclusive Learning in a Digital Era* (pp. 107-127). IGI Global.
- Yusof, Y., Chan, C. C., Hillaluddin, A. H., Ahmad Ramli, F. Z., & Mat Saad, Z. (2020). Improving inclusion of students with disabilities in Malaysian higher education. *Disability & Society*, 35(7), 1145-1170.



**Training Course:** Design, implement, and monitor effective inclusive policies and practices in HEIs

No	Topics and Sub-topics/Learning activities	Duration	Training methods	Materials/ Equipment Required	Handouts and Activity sheets
1	<p><b><u>Introduction to the INCLUSIVE HE project</u></b></p> <p>Describe the project and explain its primary aim.</p> <p><b><u>Training Course Overview</u></b> Explain to the participants which topics will be covered in the training session</p>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Computer</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module</b>)</p> <p>(slides 2 -3)</p>
2	<p><b><u>Icebreaker activity: 'Two Truths and a Lie'</u></b></p> <p>This activity will be used as an icebreaker. Steps:</p> <ul style="list-style-type: none"> <li>• Ask one participant to write three statements about themselves: 2 true and 1 false.</li> <li>• Ask the other participants to vote on which statements are true and which is false.</li> <li>• After the first person has shared their statement and the group has decided which statement is false, the first person will reveal which statements were true and which one was false.</li> <li>• Move on until each person in the group has shared their statements.</li> <li>• The person who manages to correctly guess the most lies wins. Alternatively, you can play this game in a non-competitive way just for participants to get to know each other.</li> </ul>	15 minutes	<ul style="list-style-type: none"> <li>• Icebreaker activity</li> <li>• Self-presentation</li> <li>• Participation of all participants</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Pen and notebook</li> </ul>	





3	<p><b><u>Addressing key challenges in HEIs</u></b></p> <ul style="list-style-type: none"> <li>The trainer shows the video <a href="https://www.youtube.com/watch?v=RM5oF6WwHeU">https://www.youtube.com/watch?v=RM5oF6WwHeU</a> and asks the participants to address the main issues discussed in it regarding Inclusiveness in the Higher Education Institutions (HEIs) across Europe. The aim is to conclude that there is a need for Universities to adopt policies to remove the barriers that disrupt students' academic success, address inequalities and become inclusive at a time when society is evolving fast.</li> </ul>	10 minutes	<ul style="list-style-type: none"> <li>Discussion</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Computer (Laptop)</li> <li>Internet connection</li> <li>Projector</li> </ul>	Slide 4
4	<p><b><u>Conceptualising the terms Diversity, equity, and inclusion, social justice</u></b></p> <p>The trainer asks the participants to brainstorm (in groups if it is possible) and create a mind map to illustrate their perceptions regarding the terms diversity, equity, inclusion, and social justice. Participants are encouraged to address the importance as well as the correlations between these concepts. In the end, the groups are asked to explain your mind map to each other. Then, the trainer presents each concept and the relevant information around it.</p>	20 minutes	<ul style="list-style-type: none"> <li>Discussion</li> <li>Reflection</li> <li>Presentation</li> <li>Exchanging ideas and opinions</li> <li>Flipchart</li> <li>Markers</li> </ul>	<ul style="list-style-type: none"> <li>Computer (Laptop)</li> <li>Internet connection</li> <li>Projector</li> <li>A3 pages</li> </ul>	Presentation (PPT_Module)  (slide 5-12)
5	<p><b><u>Inclusion readiness assessment and reflection tool</u></b></p> <p>The trainer states that the “Higher Education must play its part in tackling Europe’s social and democratic challenges. This means ensuring that Higher Education is inclusive and that its institutions are well connected to their communities”. Then the trainer asks the participants to reflect on their institution policies and practices regarding diversity and inclusion by using the inclusion readiness assessment and reflection tool.</p> <p>This inclusion readiness assessment and reflection tool is built with the purpose to be used as a checklist for institutions in higher education.</p>	30 minutes	<ul style="list-style-type: none"> <li>Discussion</li> <li>Reflection</li> </ul>	<ul style="list-style-type: none"> <li>Computer (Laptop)</li> <li>Internet connection</li> <li>Projector</li> <li>Inclusion readiness assessment and reflection tool ANNEX I</li> </ul>	Presentation (PPT_Module)  (slide 13)



<p>The aim is to encourage higher education institutions reflection on their policies and practices regarding diversity and inclusion and support them in fostering inclusion. The checklist is divided into three core dimensions of the Inclusive Higher Education framework: policies, practices, and accessibility. By “Policies” we consider a course or principle of action adopted or proposed by higher institutions. Each dimension consists of areas and standards which guide discussions and analysis of the inclusive profile of a higher education institution:</p> <p>A. Policies: National level, Regional level, University level</p> <p>B. Practices: Administration, Curriculum, Teaching and Learning</p> <p>C. Accessibility: Physical, Digital, Social, Attitudinal</p> <p><b>How to use:</b></p> <p><b>Either go through the whole checklist or focus on each dimension and area separately.</b></p> <p>The checklist requires the participation of staff members from different departments and services for example, one person from the university leadership, two administrative staff and two academics.</p> <p>By ticking the box, you are indicating that this practice and/or policy exists in your institution, and it is applied to the fullest. If the practices and/or policies at your university are not well-applied, consider not ticking the box as there is still room for improvement.</p> <p>Count the number of ticked boxes. A percentage of 0-50% indicates a high need for development; 50%-80% indicates that there are established policies and practices but there is still a need for further development; &gt; 80% you are doing a great job in the field of inclusion, but the right still be room for improvement.</p>				
--	--	--	--	--



	<p>After filling in the checklist, a brief discussion follows based on the results.</p> <p>This activity can be performed in groups.</p>				
6	<p><b><u>Inclusive Higher Education SWOT-analysis</u></b></p> <p>After using the checklist to identify the state of inclusive policies and practices at participants' institution, the trainer asks the participants to perform a SWOT analysis on inclusive policies and practices of their institution. They are asked to document the current strengths and weaknesses, as well as the key opportunities and challenges that need to be addressed in the Inclusive Higher Education by using the Inclusive Higher Education Strategy template to establish priorities from the SWOT-analysis. This activity can be performed in groups.</p> <p>The SWOT analysis is being presented in the audience.</p>	20 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• Discussion</li> <li>• Exchanging opinion and practices</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> <li>• Flip chart</li> <li>• Inclusive Higher Education SWOT-analysis Annex II</li> </ul>	<p>Presentation (<b>PPT_Module</b>)</p> <p>(slide 14)</p>
7	<p><b><u>Challenges for Inclusion in HEIs</u></b></p> <p>Based on the checklist and the swot analysis discussions, the trainer presents the challenges for inclusion in HEIs in terms of campus, teaching, attitudes.</p> <p>The trainer asks the trainees whether they have witnessed any conflicts in their institutions. What type of conflict was it? Then trainees are expected to present in brief the conflict to the group as well as to think of ways to properly handle a conflict.</p>	20 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module</b>)</p> <p>(slide 15-20)</p>
8	<p><b><u>Inclusive HEIs</u></b></p> <p>The trainer asks the participants to comment on the statements illustrated on slide 21 and poses questions like:</p> <p>What is inclusive teaching? How can we achieve this?</p>	10 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module</b>)</p> <p>(slides 21)</p>



	<p>Then s/he states the following:</p> <p>Inclusive teaching doesn't occur automatically. It requires planning and promoting across a spectrum of practices with the aim of creating a learning environment that allows all students to engage, regardless of discipline and course content. True and inclusive education cannot exist when just a desire is there without a clear understanding of techniques to structure inclusive education and use pedagogical moves to foster inclusion."</p>				
9	<p><b><u>Inclusive HEIs</u></b></p> <p>The trainer can start with the following question: How we might design our Higher Institutions to be more inclusive in terms of learning environment, content, teaching practices, climate, power, attitudes etc.</p> <p><b>Questions to be asked:</b> In what ways is your curriculum accessible and relevant to your students? Are you promoting student engagement in ways that are meaningful and relevant to students? Do you support all students in producing high-level work? How can we promote accessibility through digital technology? Are you creating an atmosphere for learning that is accessible and meaningful for all? How can we diversify the ways that students demonstrate their mastery of competences? Does the learning environment empower all students? Does it disrupt the traditional power dynamics between teacher and student and among students? How can awareness on inclusion can take place to change existing attitudes?</p> <p>The participants present their ideas and then the trainer presents the relevant slides.</p>	30 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation (<b>PPT_Module</b>)</p> <p>(slides 22-36)</p>



	Special focus on slide 36 where the <b>Inclusive Higher Education Best Practices Framework</b> is being presented to the participants along with the url to access it in order to promote INCLUSIVE HE project.				
<b>10</b>	<p><b><u>Benefits associated with having students with diverse ethnic, cultural and migration background, disability, sexual orientation and religion.</u></b></p> <p>The trainer asks the participant the following: What are the benefits associated with having students with diverse ethnic, cultural and migration background, disability, sexual orientation and religion. enrolled in the classrooms? In what ways students can also benefit from their enrolment in HE?</p>	5 minutes	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	Presentation ( <b>PPT_Module</b> )  (slides 37)
<b>11</b>	<p><b><u>Developing an inclusive course in Higher Education</u></b></p> <p>The trainer asks the participants about the general steps with respect to creating an inclusive course in Higher Education along with issues to consider. In groups, the participants are asked to create a diagram with all the essential issues. After the completion of this task each team presents their suggestions. Expected answers:</p> <ul style="list-style-type: none"> <li>• Define the content of the course</li> <li>• Determine the audience</li> <li>• Construct learning outcomes</li> <li>• Build content and materials.</li> <li>• Choose an instructional strategy</li> <li>• Develop learning activities that foster learners' engagement</li> <li>• Use of learning materials (such as videos, audio recordings, pages, and resources),</li> <li>• Decide on the learning management system (LMS) that will host the course</li> </ul>	10 minutes	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Exchanging opinion and practices</li> <li>• A3 pages</li> <li>• Flipchart</li> </ul>	<ul style="list-style-type: none"> <li>•Computer (Laptop)</li> <li>•Internet connection</li> <li>•Projector</li> </ul>	Presentation ( <b>PPT_Module</b> )
<b>12</b>	The trainer informs the participants they will go through the main stages of developing an inclusive course within the framework of design	45 minutes	<ul style="list-style-type: none"> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>•Computer (Laptop)</li> </ul>	Presentation ( <b>PPT_Module</b> )



<p>thinking methodology. Then, the trainer goes through each stage and asks relevant questions.</p> <p><b>Stage 1: Emphathise: Understand learners’ needs</b></p> <p>Useful questions:</p> <ul style="list-style-type: none"> <li>• How can we conceptualise our leaners’ needs? (Stage 1)</li> <li>• What challenges we face in doing so? (Stage 1)</li> <li>• What solutions can we find to address these challenges? (Stage 1)</li> </ul> <p>The trainer presents Stage 1: Emphathize: Understand learners’ needs as well as the ways in which they can be identified.</p> <p><b>Stage 2: Define: Address learners’ needs and course objectives</b></p> <p>Useful question:</p> <ul style="list-style-type: none"> <li>• How can we address and support leaners’ needs in our courses? (Stage 2)</li> </ul> <p><b>Stage 3 Ideate</b></p> <p>(Stage 3) The trainer asks the participants to think of ways to facilitate multiple means of representation and engagement of their learners. At this point the trainer encourages brainstorming amongst participants. After the completion of this task each team presents their suggestions and a final diagram is being created.</p> <p>The trainer should have in mind the following during brainstorming:</p> <ul style="list-style-type: none"> <li>• Accept criticism (on your own ideas and those of other people)</li> <li>• Encourage all kind of ideas</li> <li>• Build on the ideas of others</li> <li>• Be visual (i.e. find a way to visually express your ideas)</li> <li>• Go for quantity</li> </ul>		<ul style="list-style-type: none"> <li>• Exchanging opinion and practices</li> </ul>	<ul style="list-style-type: none"> <li>•Internet connection</li> <li>•Projector</li> </ul>	<p>(slides 38-45)</p>
--	--	--	--	-----------------------



	<p>Then the trainer presents <b>Stage 3 Ideate:</b> Explore and identify possible solutions in terms of developing inclusive learning activities and experiences by offering multiple means of representation and engagement</p> <p><b>Stage 4 Prototype: Inclusive course development</b></p> <p>The trainer asks the participants to expand on the ideas in the ideation/brainstorming phase as well as think of ways to allow learners to make real-world connections, and engage in authentic opportunities within an inclusive environment. The trainer gives the opportunity to the participants to present their ideas with respect to the development of an inclusive course.</p> <p>After the illustration of their ideas, the trainer shares the main stages for the development of an inclusive course</p> <p><b>STAGE 5: Test— use rubrics to evaluate participants’ understanding, motivations, and attitudes.</b></p> <p>The trainer introduces the final stage and ask the participants to state ways in which participants’ understanding, motivations, and attitudes can be checked.</p>				
13	<p><b><u>Further readings</u></b></p> <p>The trainer presents additional resources on promoting inclusion in HEIs and asks the participants if they have further questions.</p>	1 minute	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Computer (Laptop)</li> <li>• Internet connection</li> <li>• Projector</li> </ul>	<p>Presentation <b>(PPT_Module)</b> (slides 46-50)</p>
14	<p><b><u>Module Feedback</u></b></p> <p>The trainer asks the participants to fill in the questionnaire regarding the training they have participated.</p>	5 minutes	Online or hard copy	Annex III	

## ANNEX I

### Inclusion readiness assessment and reflection tool

#### Description

This inclusion readiness assessment and reflection tool is built with the purpose to be used as a checklist for institutions in higher education. The aim is to encourage higher education institutions reflection on their policies and practices regarding diversity and inclusion and support them in fostering inclusion. The checklist is divided into three core dimensions of the Inclusive Higher Education framework: policies, practices, and accessibility. By “Policies” we consider a course or principle of action adopted or proposed by higher institutions. Each dimension consists of areas and standards which guide discussions and analysis of the inclusive profile of a higher education institution:

- A. Policies: National level, Regional level, University level
- B. Practices: Administration, Curriculum, Teaching and Learning
- C. Accessibility: Physical, Digital, Social, Attitudinal

You can go through the whole checklist or focus on each dimension and area separately. The checklist requires the participation of staff members from different departments and services for example, one person from the university leadership, two administrative staff and two teachers. It takes approximately an hour to answer it.

#### Instructions

By ticking the box , you are indicating that this practice and/or policy exists in your institution, and it is applied to the fullest. If the practices and/or policies at your university are not well-applied, consider not ticking the box as there is still room for improvement.

#### Checklist evaluation

After you have gone through the checklist you can count how many boxes you have noted and write the number of ticks in the sections you are focusing on. If your percentage is between 0-50% then these areas are in high need to be improved and developed. If your percentage is between 50%-80% you have already established policies and practices but there is still a need for further development. If you have more than 80% you are doing a great job in the field of inclusion, but it is not perfect. Please go to Canvas, follow the instructions, share ideas for further development and establishment of practices and policies, and work on improving those areas.

<b>Policies</b>	
University level	( ___/35)
The following policies are found in my institution:	
We have periodic policy reviews	<input type="checkbox"/>
We have audits and use checklists to evaluate university facilities	<input type="checkbox"/>
We monitor organizational and structural accessibility	<input type="checkbox"/>
We have compulsory training for administrative and teaching staff on inclusive practices	<input type="checkbox"/>
We implement diversity and sensitivity training including self-reflection on behaviours and differences, recognition and demystification of stereotypes	<input type="checkbox"/>
We have training sessions to find new methods of effectively ensuring equal access to information	<input type="checkbox"/>
We have training workshops on the legal and technical requirements of accessibility	<input type="checkbox"/>
We have external and in-house sessions that address digital content policies and procedures to raise awareness among librarians and develop a culture of accessibility	<input type="checkbox"/>
We have professional development events about accessibility that provide practical information	<input type="checkbox"/>
We exempt paying tuition fees for minority students	<input type="checkbox"/>
<b>Inclusive environment and collaboration</b>	
We provide workshops to inspire an exchange of ideas that highlight positive collaborations and practices of assisting people with disabilities	<input type="checkbox"/>
We have rigorous monitoring of the systems used to serve disabled students	<input type="checkbox"/>
We have widening information channels of university application accessible to minority parents and students	<input type="checkbox"/>
We have flexible language admission requirements for foreign students	<input type="checkbox"/>
We encourage collaboration, administrative support, and participation throughout campus departments	<input type="checkbox"/>
We establish collaborations between library staff, people with disabilities and the office of student disability services	<input type="checkbox"/>
We offer information on services, policies, and procedures for individuals with disabilities	<input type="checkbox"/>
We promote customizable library services during orientation workshop for new and returning students	<input type="checkbox"/>
We provide students with different types of support desks	<input type="checkbox"/>
We provide earlier accessible assessment for dyslexia	<input type="checkbox"/>
We support research and evidence to support the development of campus-based programs	<input type="checkbox"/>
We apply for additional funding resources for note takers and other services	<input type="checkbox"/>
We ensure the creation of networks between accessibility coordinators/officers between faculties and institutions	<input type="checkbox"/>
We are committed to collaborating with schools, families and civil society agencies on how to support students on campus	<input type="checkbox"/>
<b>Technology for inclusion</b>	
We provide assistive technology training	<input type="checkbox"/>

We invest in website development for providing training, guidance, and community engagement	<input type="checkbox"/>
We carry out an ongoing campaign to remove/fix inaccessible PDFs and videos without closed captions for every website associated with the university	<input type="checkbox"/>
We allow students to use computers and record lectures	<input type="checkbox"/>
<b>Liaison office(r)</b>	
We have a Liaison office(r) that keep the staff well-informed on how to comply with accessibility standards through regular communication, resources, and support services	<input type="checkbox"/>
We have a disability officer	<input type="checkbox"/>
We have a dyslexia coordinator	
We have regular institutional meetings and professional development sessions to keep the Librarian Liaison (main point of contact with the Library) well informed on daily activities, important events and/or curricular changes in disability services	<input type="checkbox"/>
We have student support services to transmit information across academic departments and promote dyslexia friendly approaches	<input type="checkbox"/>
We create individual course guides for students, faculty, staff, and other affiliates of university's academic departments, programs, and researchers to use as a point of reference	<input type="checkbox"/>
We publish information regarding the university's role in inclusive higher education	<input type="checkbox"/>

<b>Policies</b>	
Regional level	( <u>    </u> / 2 )
The following practices are found in my institution:	
We team up with community organizations in the neighbourhood serving minority students to develop events and programming	<input type="checkbox"/>
We promote community, organization networks and enforce inclusive guidelines	<input type="checkbox"/>

<b>Policies</b>	
National level	( <u>    </u> / 10 )
The following practices are found at the national level:	
We have a strategy to increase inclusive higher education in the state	<input type="checkbox"/>
We create model inclusive programmes	<input type="checkbox"/>
We provide the possibility to change the gender and name on administrative paperwork	<input type="checkbox"/>
We have a written policy on dyslexia for each institution	<input type="checkbox"/>
We provide funding for available equipment, non-medical allowance, and for covering study support and a general allowance to students with special needs	<input type="checkbox"/>
Increased collaboration is promoted between state agencies	<input type="checkbox"/>
Access to information (both face-to-face and electronic) about inclusive higher education is provided	<input type="checkbox"/>

There is a state-specific website where students, family members, and professionals can locate contact information and short descriptions of universities offering options for students with intellectual disabilities	<input type="checkbox"/>
We disseminate information (both face-to-face and electronic) from model inclusive programs and national inclusive higher education models	<input type="checkbox"/>
There is a state-wide list where stakeholders can publish upcoming events and information about	<input type="checkbox"/>

<b>Practices</b>	
Administration	( <input type="checkbox"/> /16)
The following practices are found in my institution:	
We have gender inclusive forms	<input type="checkbox"/>
We provide one-to-one support to minority students for checking entry requirements	<input type="checkbox"/>
Recommendation of pathways to refugee and asylum seeker students to meet the university requirements	<input type="checkbox"/>
We arrange one to one support with a technician to prepare the student's equipment before the degree starts	<input type="checkbox"/>
We have compulsory training for administration staff to support students with impairments	<input type="checkbox"/>
We participate in campus-wide efforts/events sponsored for or by the Office of Student Disability Services.	<input type="checkbox"/>
We proactively advocate for the freedom to equally access resources, technology, and services to support individuals with disabilities	<input type="checkbox"/>
We use social media as an instructional tool to promote services the college community may not be aware of i.e., assistive technology apps	<input type="checkbox"/>
We collect feedback from key stakeholders and administrators through surveys, focus groups, and incentivized input to monitor programming and services i.e., workplace discussion groups exploring diversity and inclusion	<input type="checkbox"/>
We drive a programme of awareness-raising among staff and students by using research data and other material	<input type="checkbox"/>
We have issued a study skills booklet	<input type="checkbox"/>
A disability office staffed with professionals with special knowledge is established in every university	<input type="checkbox"/>
There is a national support centre and disability coordinator responsible for managing all issues regarding students with disabilities	<input type="checkbox"/>
Assessment is provided within the universities for students who are suspected to be dyslexic but have not been identified before	<input type="checkbox"/>
There are awareness-raising programs of dyslexia among administrative and academic staff	<input type="checkbox"/>
Students with dyslexia are informed about their rights and responsibilities	<input type="checkbox"/>

<b>Practices</b>	
Curriculum	( <input type="checkbox"/> /5)

The following practices are found in my institution:	
We follow a learner-centred approach with a focus on the student and learning instead of teaching	<input type="checkbox"/>
We have group activities during courses	<input type="checkbox"/>
We have flexible ways of assessment	<input type="checkbox"/>
We create individual course guides for students, faculty, staff, and other affiliates of university's academic departments, programs, and researchers to use as a point of reference	<input type="checkbox"/>
We provide extra time for students during examinations and practicum	<input type="checkbox"/>

<b>Practices</b>	
Teaching and learning	( ___/32)
The following practices are found in my institution:	
<b>Inclusive relationships and atmosphere</b>	
We build an atmosphere where students feel comfortable to express their needs	<input type="checkbox"/>
We use small seminar groups and small number of students	<input type="checkbox"/>
We allow students to record and use their handheld devices during the lecture	<input type="checkbox"/>
We provide seat to students with minimum noises and in a U-shape sitting arrangement which is considered effective to reach all the students	<input type="checkbox"/>
We apply flexible grouping strategies to expose the students to various learning experiences with various characteristics of peers	<input type="checkbox"/>
We support collaboration between students	<input type="checkbox"/>
We are flexible with students' absences	<input type="checkbox"/>
<b>Various/accessible teaching materials</b>	
We provide screen readers such as JAWS or NVD	<input type="checkbox"/>
We add Alt text or alternative text attached to the picture so the student can have a clear description on the picture	<input type="checkbox"/>
We provide Slate, Stylus, Picture Descriptor Software such as cloud vision	<input type="checkbox"/>
We provide note-taking software such as Evernote, write pad	<input type="checkbox"/>
We provide recorders and laptops to our students	<input type="checkbox"/>
We provide Braille Translation software, and Braille printer	<input type="checkbox"/>
We provide reader that assist the students to do the exam. Reader will help the students by reading the question and writing the answer on the answer sheet	<input type="checkbox"/>
We design examinations that are accessible for students such as providing the examination in form of audio, braille, or word file Assistive technology	<input type="checkbox"/>
<b>Various/accessible teaching content</b>	
We use online platforms to upload course material and provide lecturer's notes	<input type="checkbox"/>
Lecture materials and notes are posted on digital platforms i.e., Minerva to allow choice of font and colour, coloured paper, recording of lectures	<input type="checkbox"/>
We support teachers about the students with specific impairment and their abilities before the course starts	<input type="checkbox"/>
We provide the reading materials in an accessible format such as word, pdf or ePub	<input type="checkbox"/>

We provide the materials before the class so students can have enough time to learn it	<input type="checkbox"/>
We provide lecture hand-outs and Power Point presentation	<input type="checkbox"/>
We have availability of content and learning resources in alternative formats	<input type="checkbox"/>
<b>Extra tutorials (one-to-one)</b>	
We provide both set times for tutorials and office hours, where the students can see their teachers and tutors whenever problems arise	<input type="checkbox"/>
We provide extra tutorials (one-to-one sessions) for students with disabilities were provided by postgraduate students	<input type="checkbox"/>
We provide mentoring support	<input type="checkbox"/>
We offer access to trained dyslexia specialists, to assistive technology and counselling	<input type="checkbox"/>
Our students are paired with the Librarian Liaison to identify specific challenges and steps to remedy the obstacles to obtain information	<input type="checkbox"/>

<b>Accessibility</b>	
<b>Physical</b>	<b>( ___/16)</b>
The following practices are found in my institution:	
We have indoor and outdoor pathways of each building and libraries with clear, safe, and barrier-free pathways when travelling to and from each facility	<input type="checkbox"/>
We have elevators, water fountains, and public areas (i.e., circulation desk, reference or information desk, stacks, etc.) accessible to individuals with disabilities	<input type="checkbox"/>
We have immediate access to the physical space within the library, as well as transporting to and from each facility on campus to visit the library	<input type="checkbox"/>
The library entrance/exit is clear and wide enough for wheelchair users	<input type="checkbox"/>
We have signposting and wayfinding to help users navigate through library facilities to efficiently fulfil information needs and minimize confusion at various access points	<input type="checkbox"/>
We have student halls which are specially adapted for people with disabilities	<input type="checkbox"/>
We provide a university bus that is accessible for students with mobility disabilities	<input type="checkbox"/>
We have created a detailed online map that demonstrates accessible areas, including easy access entrances, push-button or keypad automatic doors, and barrier-free routes to different access points of each library facility	<input type="checkbox"/>
We have space for self-study on campus	<input type="checkbox"/>
We have a new computer centre with private study areas in the library or individual departments - both quiet work areas and group work areas	<input type="checkbox"/>
We are restructuring the physical environment and the creation of accessible facilities	<input type="checkbox"/>
We have gender inclusive bathrooms	<input type="checkbox"/>
We have facilities fully equipped to accommodate every user	<input type="checkbox"/>
We have at least one larger wheelchair accessible compartment for easier access in restrooms	<input type="checkbox"/>
We have stalls with dual grab bars, and accessible fixtures in restrooms	<input type="checkbox"/>
We have gender inclusive housing opportunities	<input type="checkbox"/>
We have a workstation with an identifying AA (AccessAbility) sticker, and the following three software programs: JAWS (screen reader), ZoomText (screen reader,	<input type="checkbox"/>

enlarges text), and Kurzweil (educational technology designed for learning disabilities)	
--	--

<b>Accessibility</b>	
<b>Digital</b>	<b>( ___/15)</b>
The following practices are found in my institution:	
We provide available screen readers and Dictaphones	<input type="checkbox"/>
We provide appropriate screen sizes	<input type="checkbox"/>
We provide appropriate audio-visual support	<input type="checkbox"/>
We provide assistive technology and supportive software	<input type="checkbox"/>
We support the use of PowerPoint	<input type="checkbox"/>
We provide the AccessText Network that helps university students with print disabilities connect the Office of Student Disability with major publishers to obtain textbooks in alternative formats, free of charge	<input type="checkbox"/>
We provide open-source tools that can be applied to evaluate webpages in conjunction with individual assessment to oversee accuracy. For example: The Web Accessibility Tool <a href="http://wave.webaim.org">http://wave.webaim.org</a> WAVE which is a browser-based tool developed by Web Accessibility in Mind (WebAIM) to ensure website content compliance	<input type="checkbox"/>
We support the use of Colour Contrast Analyser Tool <a href="https://www.visionaustralia.org">https:// www.visionaustralia.org</a> provided by Vision Australia, a leading supplier of services for broad range visual impairments, checks foreground and background colour combinations to determine whether it provides sufficient colour visibility	<input type="checkbox"/>
We use Browse Aloud a support-software, which adds speech, reading, and translation to websites by facilitating access and participation for people with dyslexia, low literacy, English as a second language, and those with mild visual impairments	<input type="checkbox"/>
We support the use of online resources for course work	<input type="checkbox"/>
We have access to Bookshare, one of the largest online platforms for individuals with various print disabilities with eBooks	<input type="checkbox"/>
We have access to Learning Ally, one of the largest resources that produces and maintains educational audiobooks	<input type="checkbox"/>
Our libraries can provide materials in alternate formats to remediate inaccessible print and electronic/digital materials	<input type="checkbox"/>
Our content authors or editors have to confirm that screen-readers and other assistive technology software can properly interpret multimedia, HTML, and PDF documents	<input type="checkbox"/>
We provide to our students one to one support with a technician to prepare their equipment before the degree starts	<input type="checkbox"/>

<b>Accessibility</b>	
<b>Social</b>	<b>( ___/5)</b>
The following practices are found in my institution:	
We initiate activities to uplift the involvement and engagement of the students	<input type="checkbox"/>

We provide tutoring support by peer students	<input type="checkbox"/>
We reduce barriers of communication through access, telephone, in-person interaction, service announcements, and various forms of articulating information to accommodate patrons with disabilities	<input type="checkbox"/>
We provide group work and activities that promote interaction between students	<input type="checkbox"/>
We have introductory tours offered by volunteer students	<input type="checkbox"/>

<b>Accessibility</b>	
Attitudinal	( <u>  </u> /4)
The following practices are found in my institution:	
We support the increased contact between students with special needs and disabilities and students without special needs and disabilities	<input type="checkbox"/>
We provide pre-service intervention programme on movement experiences for students to change attitudes towards accessibility and inclusion	<input type="checkbox"/>
We provide professional development opportunities for teachers to recognise impairment	<input type="checkbox"/>
We have compulsory training for administration staff to support students with impairments	<input type="checkbox"/>

## ANNEX II

### INCLUSIVE HE SWOT ANALYSIS

<p style="text-align: center;"><b><u>Strengths</u></b></p> <p style="text-align: center;"><i>- What do you/your institution do well with regards to inclusive policies and/or practices?</i></p>	<p style="text-align: center;"><b><u>Weaknesses</u></b></p> <p style="text-align: center;"><i>- What could/should be improved? Is there a lack of resources, knowledge, skills, etc.?</i></p>
<p style="text-align: center;"><b><u>Opportunities</u></b></p> <p style="text-align: center;"><i>- What are your/your institution's goals with regards to inclusive policies and/or practices?</i></p>	<p style="text-align: center;"><b><u>Threats</u></b></p> <p style="text-align: center;"><i>- What kinds of obstacles are there for meeting the goals?</i></p>

## ANNEX III

### TRAINING EVALUATION FORM

**DATE:**

**TITLE AND LOCATION OF TRAINING:**

**TRAINER:**

**INSTRUCTIONS:** Please indicate your level of agreement with the statements listed below in #1-11.

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.					
2. Participation and interaction were encouraged					
3. The topics covered were relevant to me					
4. The content was organised and easy to follow					
5. The materials distributed were helpful					
6. This training experience will be useful in my work					
7. The trainer was knowledgeable about the training topics					
8. The trainer was well prepared					
9. The training objectives were met					
10. The time allotted for the training was sufficient					
11. The meeting room and facilities were adequate and comfortable					



inclusive-HE

<https://www.inclusivehe.eu/en/>

12. What did you like most about this training?

13. What aspects of the training could be improved?

14. What additional training would you like to have in the future?

15. How do you hope to change your practice as a result of this training?

16. Please share any other comment regarding the training course you have participated, if any:

**THANK YOU FOR YOUR FEEDBACK!**



Co-Funded by  
the Erasmus+ Programme of  
the European Union

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project Number: 2020-1-FI01-KA203-066572

