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“Self-Assessment
D4ALL Guide”

EDUCA4ALL

DESIGN FOR ALL

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1. Introduction

1.1. U.A. and D4ALL in University Education

People with disabilities represent 80 million persons in the European Union (more than 15% of the population), the equivalent to the population of Belgium, the Czech Republic, Greece, Hungary and the Netherlands combined. This means that there are over 80 million people who are often unable to fully participate in society and the economy due to physical or social barriers. It is essential that people with disabilities fully participate in economic and social life to generate a smart, sustainable and inclusive growth.

Social inclusion is based on equality. Therefore, society must focus on the inclusion of Universal Accessibility and D4ALL criteria making day to day activities and opportunities attainable to every single person in every single condition, independently from their situation of disability.

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 labour market and for their successful integration in society. To do this, these challenges will be addressed from the root, focusing attention on the agents that will intervene in the design of the future, the university students, the professionals of the future.

Educa4all project

In this way, one of the innovative aspects of EDUCA4ALL project, is to address the challenges faced by people with disabilities by ensuring the learning of the social competences that the university student must acquire for the exercise of each profession in its relationship with the “design for all - D4ALL” principles and with people with disabilities, their rights, needs, how to solve them and how to investigate in this matter.

The objective of D4ALL is to ensure that settings, products, services and systems may be used by the greatest possible number of people. It is a design model based on human diversity, social inclusion and equality.

Hence, an innovative project aimed at raising equality and improving the future conditions of people in a situation of disability, needs to be focused on the training of future professionals, empowering university students for the future changing ecosystem.

According to this, the chosen priority fits perfectly with the main objective of the project, considering that in this case, supporting the social engagement of Higher Education (HE) institutions will encourage them to include the required tools and knowledge within several university degrees for compliance with the fundamental D4ALL principles enshrined in the European Regulations.

Providing training to future professionals in matters of accessibility is a way to establish the bases of society that undoubtedly would imply a great advance in inclusion and equality.

Despite being this the main priority, this project also addresses some of the main concepts included in other horizontal and field specific priorities, such as: the achievement of relevant and high-quality skills and competences, not only for the students, but also for the educators. Promoting social inclusion, equality and fostering the development of social, civic and intercultural competences within the future professionals. Promoting internationalisation, by developing a common replicable method which any European university could use to include D4ALL contents in the existing programmes.

Bringing these challenges closer to European universities is the best way to ensure considerable improvements in the well-being of people with disabilities in the near future. In order to bring the societal challenges faced by people with disabilities closer to universities and in line with European Regulations, it is necessary to complement the programmes of the different university degrees with training courses on the specific needs of people in any situation of disability may face in every societal aspect.

This consists in taking into consideration the D4ALL and Universal Accessibility concepts in a way of ensuring that environments, products, services and interfaces work for people of all ages and abilities. In so doing, it is hoped that graduates and future professionals will become sensitive to

these issues and act as advocates of the needs of the people with disabilities within their chosen sphere of activity.

In order to achieve a more immediate benefit for society, EDUCA4ALL project will focus on the technical degree programmes most directly related with built environment, and therefore those indicated below are the fields selected: Architecture and Civil Engineering.

1.2. Stages of the implementation process

Assessment of the real situation in the Study Plans

The assessment of the real situation of the UA & D4ALL implementation is nowadays a complex reality where the existing diversity is mixed with the difficulty of assessing as there is no clear assessment criterion. On the other hand, the lack of awareness of the universities and the teaching staff makes their assessment difficult since it is not considered by many to be a topic of relevance for the current Study Plans. In addition, it is also important to differentiate between the theoretical inclusion in the study plans and the real implementation, since often the theoretical indications do not have a development that reaches the student.

But without an initial assessment it is impossible to expect an implementation of the UA & D4ALL, because the starting point of each of the schools or faculties that teach these degrees, can be very different in one or other cases. Therefore, an initial assessment is proposed as an essential tool in this process and therefore in this project.

Teaching staff qualification possibilities

The second step of the process will be to meet the need for teacher training, as a key point to enable such implementation. This topic will be developed in the corresponding document, as well as the concretion in a model that is effective.

It is important to determine, depending on the uniqueness of each university, what type of training is the most convenient to be developed in

each case. Thus, it will be necessary to study the different possibilities of introducing UA & D4ALL teacher training in universities.

Ways of implementation in the curricula

Finally, it will be necessary to specify how the contents of UA & D4ALL should be implemented in the Architecture and Civil Engineering curricula. What skills must students achieve to be trained in this subject? How to integrate them into the curricula?

1.3. Implementation Tools and Mechanisms

Self-Assessment Guide

From the debate among the different partners of the project (teachers from the different universities), as well as the UA & D4ALL experts who collaborate in the project, a self-assessment test is proposed as an useful format, with a clear and simple content, which allows easy validation and thus offers greater participation guarantees.

So, this will be the first tool of the project in the process of implantation of the UA & D4ALL in the Study Programmes of Architecture and Civil Engineering: Self-evaluation test for the analysis and diagnosis of the starting point of each University.

Teacher Training Course

The second mechanism or implementation tool will be the concretion of the training of teachers in a training course on UA & D4ALL. The most effective course for each case will emerge from the study of different scenarios and possible formats at each University.

Competencies to be implemented in the curricula

Final product of the project will be a set of competences to be implemented in the curricula. For this, it will be necessary to first analyse the structure of the Study Programmes of these degrees and how to make possible a structure that enables comparison and integration in the different variety of study organization among the universities.

2. Self-assessment: Goals & Methodology

2.1. Goals

The main objective of this first stage of the Project is to develop a self-assessment to find the principles of D4ALL that are considered in the university degrees programs and in this way identify which are the aspects that need to be improved.

For this, the following objectives are developed:

1. Identify the topics on which to test the educational programs.
2. Specify questions that allow a comparison among universities.
3. “To test the test” as to its form and contents, in order to make the necessary adjustments before presenting it as an useful self-assessment tool.

The expected result of this first part of the project is to obtain a database to evaluate the real status of UA & D4ALL implementation in the curricula, as a starting point for each university.

2.2. Methodology

Key questions

The work methodology is posed as obtaining answers, through brainstorming among project partners, to the following questions:

- On what subjects should universities be asked?
- Who is the survey for?
- How to specify the questions so that they can be compared?

The debates and exchange of points of view will be carried out in a first phase via email and in a second phase in a face-to-face meeting, in order to be able to reach effective concretions and results.

Guide Format

There has been an easy consensus on the idea of presenting the questions in test format, both for the speed and therefore the ease way of participation, and for the simplicity of comparison and obtaining results. However, it is also considered convenient to leave a final open question in order to allow contributions not included in the test. The final size of 10 questions on a single page is considered adequate.

The final result is attached to the end of this document as an Annex, in order to facilitate its use.

2.3. Contents to be developed

The three fields that are defined for self-assessment test are:

- **Awareness.**
- **Teacher training.**
- **Implementation in the Curricula.**

Awareness

The first question to address is raising awareness about AU & D4ALL among the university population in general and teachers, as key players in the implementation of this objective. Awareness will undoubtedly be the starting engine for this implementation, as well as to avoid confusion and possible errors in the approach to the implementation of this topic.

Thus a possible way to demonstrate the existing level of awareness is if the University organizes events (seminars, talks, workshops ...) on UA & D4ALL aimed at both teachers and students.

Therefore, the self-evaluation on this topic is specified in two questions:

1. *In the University, events (seminars, talks, workshops, ...) related to D4ALL or Universal Accessibility for the teaching staff are organized.*
2. *In the University, events (seminars, talks, workshops, ...) related to D4ALL or Universal Accessibility for students are organized.*

To assess them, a scale with three options is proposed:

- ☐ *No. Never*
- ☐ *Exceptionally. Occasionally*
- ☐ *Periodically. Usually*

Teacher training

Self-assessment training will enable teachers to evaluate what the teacher's level on D4ALL is, in order to better focus the subsequent training program. For this, both the level of training and its origin will be considered (if the training has been obtained at the university or not). Likewise, training initiatives on this subject will be valued.

Therefore, the three questions on this topic and their respective assessment options are as follows:

3. Teachers have specific training on D4ALL or Universal Accessibility, acquired outside the University

- ☐ *None*
- ☐ *Some. A minority*
- ☐ *The majority. Almost every*

4. Teachers have specific training on D4ALL or Universal Accessibility, acquired at the University

- ☐ *None*
- ☐ *Some. A minority*
- ☐ *The majority. Almost every*

5. The University organizes or promotes training in D4ALL or Universal Accessibility for teachers.

- ☐ *No. Never*
- ☐ *Exceptionally. Occasionally*
- ☐ *Periodically. Usually*

Implementation in the Curricula

For this last topic, the main one of the test, five questions are posed, focused firstly on the existence of some specific subject (both undergraduate and postgraduate studies), and secondly if the contents of

UA & D4ALL are included in a transversal way in the curricula. Everything is completed with an open question to allow the inclusion of comments.

The questions and their possibilities of evaluation, in this part of the test, are as follows:

6. *There is at least one specific subject on D4ALL or Universal Accessibility in the university degree*

- ☐ *It does not exist*
- ☐ *Yes, It exists. Optional subject*
- ☐ *Yes, It exists. Mandatory subject*

7. *There is at least one specific subject on D4ALL or Universal Accessibility in postgraduate or master stage.*

- ☐ *It does not exist*
- ☐ *Yes, It exists. Optional subject*
- ☐ *Yes, It exists. Mandatory subject*

8. *Contents on D4ALL or Universal Accessibility are included transversally in the different subjects of university degree. (verifiable, included in part of the contents of the subject)*

- ☐ *In no subject*
- ☐ *In some subjects*
- ☐ *In most subjects*

9. *Contents on D4ALL or Universal Accessibility are included transversally in the different subjects of postgraduate or master stage. (verifiable, included in part of the contents of the subject)*

- ☐ *In no subject*
- ☐ *In some subjects*
- ☐ *In most subjects*

10. *Add a comment that you think is interesting*

3. Self-assessment test: Results

From carrying out the test, as a pilot test, among the partner universities in the project the following results have been obtained:

Self-assessment test. Results table

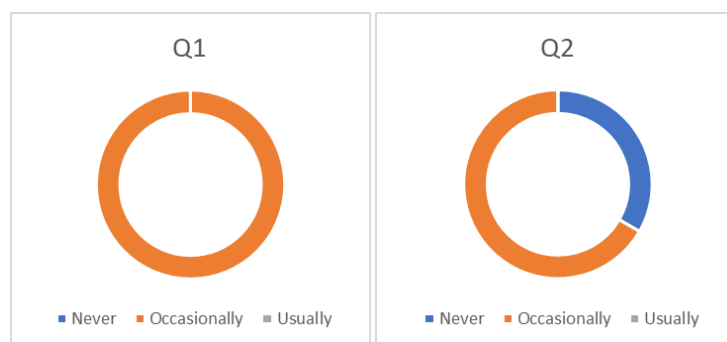
	question	options	results	UFV (arq)	UCL (arq)	UNIBO (arq)	UNIBO (c.e.)	UCL (c.e.)	BRUNE L (c.e.)
1	In the University, events (seminars, talks, workshops, ...) related to D4ALL or Universal Accessibility for the teaching staff are organized.	Never	0						
		Occasionally	6						
		Usually	0						
2	In the University, events (seminars, talks, workshops, ...) related to D4ALL or Universal Accessibility for students are organized.	Never	2						
		Occasionally	4						
		Usually	0						
3	Teachers have specific training on D4ALL or Universal Accessibility, acquired outside the University.	None of them	3						
		Some of them	3						
		Most of them	0						
4	Teachers have specific training on D4ALL or Universal Accessibility, acquired at the University.	None of them	3						
		Some of them	3						
		Most of them	0						
5	The University organizes or promotes training in D4ALL or Universal Accessibility for teachers.	None of them	4						
		Some of them	2						
		Most of them	0						
6	There is at least one specific subject on D4ALL or Universal Accessibility in Architecture and Civil Engineering degrees.	None of them	6						
		Yes, as an optional subject	0						
		Yes, as a mandatory subject	0						
7	There is at least one specific subject on D4ALL or Universal Accessibility in postgraduate or master plans.	None of them	4						
		Yes, as an optional subject	2						
		Yes, as a mandatory subject	0						
8	Contents on D4ALL or Universal Accessibility are included across the different subjects of Architecture and Civil Engineering degrees. (These contents must be verifiable)	No subject	0						
		Some subjects	6						
		Most of the subjects	0						
9	Contents on D4ALL or Universal Accessibility are included across the different subjects of postgraduate or master plans. (These contents must be verifiable)	No subject	4						
		Some subjects	2						
		Most of the subjects	0						

These results are analyzed for each question according to the following themes:

3.1. Awareness results

The first question (Q1) does not seem very significant at the moment because there was unanimity in the answer: **all the Universities organize sporadically or occasionally an event (seminar, talk, workshop ...) on UA & D4ALL for teachers.**

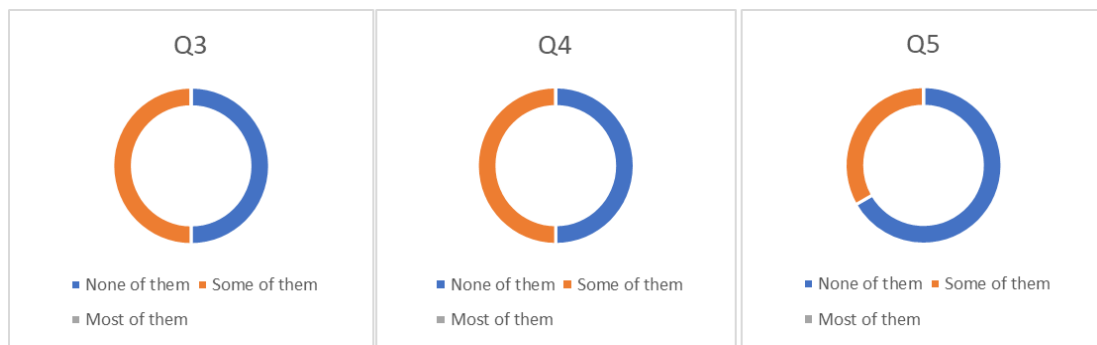
However, in the second question (Q2) it is noticed that this unanimity no longer exists when the recipients are the students. Thus two of the universities indicate that nothing has ever been organized on the subject aimed at students.



3.2. Teacher training results

Regarding the training in UA & D4ALL received outside the university (Q3), only half of the teachers have received some of training. Exactly the same occurs with the following question (Q4) about the training received at the university at UA & D4ALL, being especially significant that the same universities answered the same (never or occasionally) so it can be deduced that half of the Universities do not receive any training at UA & D4ALL, either external or internal.

To the question on the initiative of each university to organize or promote teacher training in UA & D4ALL (Q5) most, (four of six) have never done anything, detecting some inconsistencies regarding the previous question (Q4).



3.3. Implementation in the Curricula results

Within the final block of questions, the unanimity of results in the question on whether there is any specific subject on UA & D4ALL in undergraduate studies (Q6) in both Architecture and Civil Engineering stands out. In the case of postgraduate studies (Q7), there is a subject in two of the cases (minority of the sample), although it is optional in both cases.

On the implementation of cross-UA & D4ALL content on different subjects in the curriculum (Q8), all universities agree that does occur in some subjects, but not most. Finally, in graduate courses (Q9) does exist in one third of the sample implantation in some of the subjects.



4. Conclusions

4.1. Summary

Brunel Univ.

Current Situation: The university level support is to provide accessible facilities to disabled students, and additional time during their exam and if necessary separate sitting arrangement etc. For example, university accommodation, academic and teaching areas and social spaces are accessible to students with mobility difficulties. These facilities are audited annually to ensure that university supports met the standard and if necessary, improvement on the accessibility facilities is taken place. Furthermore, most of the lecture rooms are equipped with lecture recording system and other supports such as portable recording devices, portable note taking devices, sign language interpreter and transcription of audio material is used in sessions. All computers on campus have specialist software to support those with dyslexia or a visual impairment. Disabled students are also eligible for financial support to cover some education and personal means.

Teachers Training: General awareness is present but apart from disability access and learning support provided by the university disability and dyslexia service, no specific measures are taken in order to promote and enhance learning for everyone. Staffs are not trained and there are no requirements to get the training. Disability and Dyslexia Unit organises training and awareness sessions occasionally, but participation is not mandatory and therefore, teachers are not motivated and not required to take the training.

Implementation of D4ALL in the curricular content: The implementation of D4ALL project outcomes will be used as a basis to generate awareness to teacher and necessary training material to implement the D4ALL teaching in the curricular. Teaching contents will be implemented in civil engineering undergraduate programmes.

UFV

Since the beginning of the EDUCA4ALL project there have been several teaching staff reunions. The whole team has understood the importance of the goals of the project.

- 25 out of 60 Subjects ($\pm 42\%$) have added some content related to this topic within their teaching.
- From a total of 330 ECTS that build up the whole curriculum 30 ECTS have been related to this effort (9%).
- 18 teachers from a total of 40 (45%) have engaged in the program to some extent in their subjects.
- Two international Summer courses have been held with central design topics dealing with EDUCATION 4 ALL and six teachers coming from four different universities in three different countries have joined the training.

UNIBO

UNIBO lacks of a consistent and systematic offer of events (seminars, talks, workshops) and subjects for the teaching staff and the students based on D4ALL/Universal Accessibility. In the stream of Teaching Innovation activities, UNIBO yearly offers a seminar to the teaching staff based on the issues related to disabled students at the University. There are no specific events on D4ALL or UA. A very limited number of teachers have spontaneously taken courses on disabilities and possibly on D4ALL or UA. Curricula do not include specific subjects on D4ALL or UA at all levels. Only limited parts of a small number of subjects in the Architecture and Civil Engineering degrees include topics related to the D4ALL or UA: these parts can be verified on a one-by-one basis with lecturers and are susceptible to yearly changes due to the actual timetable of lectures. There might be other sections in other Postgraduate and Master programmes, but they might not be specifically addressing the D4ALL or UA topics.

UCL

D4ALL material is generally said to be taught throughout relevant modules, with no particular module dedicated to the subject. In part, this is to normalise the issues so that students perceive the topic as part of the mainstream rather than something specialised that only people who wish to be specialised in this should be concerned with.

4.2. About Awareness

Brunel Univ.

There is some general awareness on disability act, design requirements in civil engineering infrastructure etc. No comprehensive understanding is present at the moment.

UFV

The simple fact that a topic is presented to teachers, students or the society for observation draws awareness upon it and rises many questions. It opens up interesting debates, detects failures on the system, points out opportunities in many directions, indicates unattended responsibilities, and challenges everyone in his own task to see how the topic can be addressed and improved.

UNIBO

D4ALL or Universal Accessibility events (seminars, talks, workshops) are organized for the teaching staff once a year. These events are not specific for D4ALL and have a broader range of topics related to disabilities and disabled students at the university. Other events are related to the description of the actions of the UNIBO Active Group for Disabilities towards the improvement of accessibility of the UNIBO facilities.

UCL

Generally, the topic is known about by all staff, but not necessarily as their number one priority.

4.3. About teacher training

Brunel Univ.

None of the teachers received any training on EDU4ALL and design4 all. Disability and Dyslexia unit organises training and awareness sessions occasionally, but participation is not mandatory and therefore, teachers are not motivated and not required to take the training.

UFV

The main challenge of the teacher training, is to awake awareness on topic, open the eyes towards the real need, and making them be interested in integrating it amongst the many things their science has to teach the students. Frequently, creating space for the topic is not easy and integrating it along the different issues to be taught is not easy. Providing interesting material for teaching is another important challenge. Laws and design requirements are not the most attractive way to present this topic to the students. Suggesting image banks, eye opening comparative studies, well-structured publications, revealing facts and data supported by well-founded and knows sources are some of the challenges to be faced to reach success for the project.

UNIBO

Only some teaching staff have received, for their personal and private interest, courses on D4ALL or UA. No training is planned for the teaching staff to be imparted on a regular basis. Occasional training may occur in the form of seminars: in these cases, some teaching staff acquires specific knowledge on disabilities, which might include accessibility.

UCL

This could be improved in all respects.

4.4. About D4ALL in Curriculum

Brunel Univ.

No specific module on universal accessibility, and contents are not covered comprehensively.

UFV

Once the above challenges have been satisfied, creating some courses for the teachers is the next easy step to be implemented. This is not a difficult task for these courses are frequent in the university, they are very well accepted by the teachers when they are well planned and delivered, plus these courses can be added to their personal CV.

Including some of these contents in the student's curriculum is fairly easy and depends only on an institutional impulse which is easy to create.

UNIBO

No specific subject on D4ALL or UA are foreseen in the Architecture and Civil Engineering degrees. The same situation occurs within other Postgraduate and Masters. The number of subjects that encompass specific parts/modules on D4ALL or UA is limited. Specific contents may not be mentioned in the subject programme due to the current (short) time devoted to them during the lectures. Other Postgraduate and Masters plans are very unlikely proposing these topics.

UCL

The concept is that D4ALL is considered to be part of the normal considerations in design of the built environment and is not treated as a specialist subject.

4.5. Global conclusions

Awareness

- Awareness in disability access to university and learning support, but nothing else.
- Although less than 50%, a significant number of teachers are sensitized to include D4ALL in the content of their subjects.

Teacher training

- Universal Accessibility and D4ALL are already considered transversally in some subjects.

Implementation in the Curriculum

- Some specific events are planned with Universal Accessibility and D4ALL as the protagonist.
- Only limited parts of a small number of subjects include topics related to the D4ALL or UA

Annex A: self-assessment test model

SELF-ASSESSMENT D4ALL TEST

I. AWARENESS:

1. In the University, events (seminars, talks, workshops, ...) related to D4ALL or Universal Accessibility for the teaching staff are organized.
 - ☐ No. Never
 - ☐ Exceptionally. Occasionally
 - ☐ Periodically. Usually
2. In the University, events (seminars, talks, workshops, ...) related to D4ALL or Universal Accessibility for students are organized.
 - ☐ No. Never
 - ☐ Exceptionally. Occasionally
 - ☐ Periodically. Usually

II. TEACHER TRAINING

3. The teachers have specific training on D4ALL or Universal Accessibility, acquired outside the University
 - ☐ None
 - ☐ Some. A minority
 - ☐ The majority. Almost every
4. Teachers have specific training on D4ALL or Universal Accessibility, acquired at the University
 - ☐ None
 - ☐ Some. A minority
 - ☐ The majority. Almost every
5. The University organizes or promotes training in D4ALL or Universal Accessibility for teachers.
 - ☐ No. Never
 - ☐ Exceptionally. Occasionally
 - ☐ Periodically. Usually

III. INCLUDING D4ALL OR UNIVERSAL ACCESSIBILITY IN CURRICULUM

6. There is at least one specific subject on D4ALL or Universal Accessibility in the university degree
 - ☐ It does not exist
 - ☐ Yes, It exists. Optional subject
 - ☐ Yes, It exists. Mandatory subject
7. There is at least one specific subject on D4ALL or Universal Accessibility in postgraduate or master stage.
 - ☐ It does not exist
 - ☐ Yes, It exists. Optional subject
 - ☐ Yes, It exists. Mandatory subject
8. Contents on D4ALL or Universal Accessibility are included transversally in the different subjects of university degree. (verifiable, included in part of the contents of the subject)
 - ☐ In no subject
 - ☐ In some subjects
 - ☐ In most subjects
9. Contents on D4ALL or Universal Accessibility are included transversally in the different subjects of postgraduate or master stage. (verifiable, included in part of the contents of the subject)
 - ☐ In no subject
 - ☐ In some subjects
 - ☐ In most subjects
10. Add a comment that you think is interesting

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