

**Second Action Plan on disability and inclusion of
the Universitat Autònoma de Barcelona
2018-2023 period
(2nd DAP)**

Approved by the Governing Council at the session on March 14, 2018



**Universitat Autònoma
de Barcelona**

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1. Preamble

The Second Action Plan on disability and inclusion of the UAB for 2018-2023 (2nd DAP) is an answer to the political commitment of the University to guarantee the right and the inclusion of people with disabilities. As a continuation of the Action Plan for Equal Opportunities for people with disabilities at the UAB for 2011-2015 (1st DAP), approved by the Governing Council at the session on November 17, 2010, it is a tool that allows the definition of the policies to help people with disabilities and ensure inclusion in the university. On top of legal requirements, the Universitat Autònoma de Barcelona understands that in order to guarantee people's rights, political will, action in all areas and the implication of the whole community are necessary. For this reason, this second plan wants to go further than the obligations established in the LOMLOU (Organic Law 4/2007, 12 April 2007) to define plans that guarantee the inclusion of people with disabilities.

The experience gathered from the 1st DAP, as well as the knowledge generated over the last years, have brought up two discussions over the writing process of this second plan that are interesting and necessary to mention in this preamble. Firstly, the adequacy of the terms *disability* and *functional diversity* has been considered. It is a debate that goes past terminological preferences because it suggests the relation between the social use of language and normative regulations. There are arguments for both options, keeping the discussion open with no agreed action guidelines.

Considering that applicable regulations mostly mention *disability* and that the theoretical basis of the concept of *functional diversity* is still being defined, we have decided to keep the term *disability* and include the idea of *inclusion*. In this sense, and secondly, we have considered essential to understand the concept of *inclusion* as what is proposed in terms of universal accessibility, that is, as an essential condition to guarantee people's autonomy from equality and non-discrimination. It is not only about guaranteeing physical access to all the areas, activities and services that form the University, it is also about guaranteeing that everybody participates with the same conditions as the rest of the community.

From this perspective, the Universitat Autònoma de Barcelona expresses its commitment to the equal opportunities and the inclusion of people with disabilities in order to guarantee the rights related to the access and continuation of study and occupation. This second plan is consequently seen as a fundamental tool to the political action that this commitment represents.

2. Introduction

The Universitat Autònoma de Barcelona, in the article 3.1 of its statute, established that “To run its activities, the Universitat Autònoma de Barcelona is inspired by the principles of freedom, democracy, justice, equality and solidarity”. One of the areas where action is needed in order to achieve the inspiring principles of the University is that of people with disabilities, an aspect which is covered too specifically in the UAB’s statutes, in the article 3.3, which specifies that “The University and the members of the community must stop any kind of discrimination and particularly promote the integration of people with disabilities”. These commitments, as a whole, imply the defence of an inclusive university model, according to UNESCO’s guidelines, which promotes the idea of education for everyone as a concretion of human rights.

The worry for the rights of people with disabilities began during the last decades of the 20th century. The year 1992 marks a symbolic achievement: the General Assembly of the United Nations declared the 3rd of December as the International Day of Persons with Disabilities. Since then, there have been many legal changes, as well as social and political. For example, the technological advances in recent years have favoured inclusive education, as they put into teachers and people with disabilities’ reach tools and resources that were unthinkable until not long ago.¹ The commitment at a global scale persists; it is supported by the Education 2030 Framework for Action approved by the Education World Forum in 2015 (celebrated in Incheon, Republic of South Korea), that defines as one of the goals to dedicate “more efforts to reach those communities marginalised by factors such as gender, poverty, conflicts, disasters, disability, age or geographic isolation” (Education World Forum 2015, page 1).

To make these ethical principles effective, the Universitat Autònoma de Barcelona has promoted several action plans directed to the communities in the most vulnerable status. We understand that, in order to put these principles into practice, there is a need to write action plans which are systematic, long-lasting, funded by the budget, measurable and testable.

In this context we present the Action Plan on disability and inclusion of the UAB (2nd DAP), understood as the tool that has to allow the execution of inclusive practices at the University. It is a document created by the UAB’s Observatory for Equality, a unit responsible for the diagnosis process, the support during the discussion of the measures and the final writing. The creation process has involved the community of people with disabilities, as well as experts in the subject from different perspectives. The first stage has been a diagnosis in order to obtain an empirical basis upon which to define the action measures. This diagnosis includes the

¹ See, for example, the website *Inclusive Education in Action: Empowering Teachers; Empowering Learners* developed by the European Agency for Special Needs and Inclusive Education and the UNESCO (<http://www.inclusive-education-in-action.org/>).

evaluation of the Action Plan for Equal Opportunities for people with disabilities at UAB for 2011-2015 (1st DAP), as well as the analysis of the current problems of the community made during the 2016-2017 period.² The second stage has included a technical commission of experts (academic staff, administrative and service staff and students) that has discussed and agreed on the action axes and the definition of the measures. Finally, the third stage considers the discussion and approval of the document by the corresponding university executives.

The group of presented measures is organised in four axes and expects an application time frame of six years. Given that the implementation of the proposed measures is complex and affects several organisation and responsibility levels, we have conveniently expanded this time frame, compared to the 1st DAP, from four to six years, basically so the measures can be implemented and consolidated effectively. Another change introduced since the 1st DAP is the reorganisation of the axes with the purpose of strengthening the four political courses of action. The presented measures are: 1) those of the first action plan that still have not been applied or are permanent, in many cases modified and adapted according to reality and the current situation; and 2) new actions that respond to issues detected with the diagnosis and to the changes of the applicable regulations.

Before presenting the measures that comprise the 2nd Plan, and given that they are based on the diagnosis, we have considered necessary to briefly present the results of this evaluation. In this sense, we present an overall description related to the status of the issue regarding advancements and challenges. Specifically, the 2nd Action Plan on disability and inclusion presented in this document is organised in five parts:

- a) Regulation and legal framework regarding disability and university.
- b) Short characterisation of people with disabilities at the UAB.
- c) Main results of the evaluation of the level of implementation of the 1st DAP.
- d) Main conclusions of the diagnosis.
- e) Axes, goals and measures.

² The evaluation has been based on the level of implementation of the measures both from the built indicators and the perception of the people who benefit from the Plan's measure, as well as the review of the regulations framework. The results of the diagnosis can be accessed using the following link: <http://www.uab.cat/doc/diagnosi-PAD>.

3. Regulation and legal framework regarding disability and university

The creation of an action plan directed to promote and guarantee equal opportunities and non-discrimination for people with disabilities in the university must necessarily start from the reference legal framework. For this reason, as part of the diagnosis there has been a review of the regulation framework at an international, European, state and autonomy level taking into consideration three thematic focuses: general, education and work. Legislation on disability is abundant, but for the creation of the Plan we have considered only that with binding legal effects and regulating general public administration and specifically the university. In addition, on a European scale, we have also taken a look at the regulations which were used as an inspiration or are inspiring to the member states. Consequently, we proceed to briefly mention the laws and regulations taken into consideration and that justify, partly, the measures of the Plan.³

3.1. General principles

On an international scale, the Universal Declaration of Human Rights (1948), which inspires the whole legal system, establishes through articles 23 and 26 the right of everyone to education, to work in equal conditions, to freely choose their occupation and to equal access to higher education according to their own merits. Later, the UNESCO's World Declaration on Higher Education for the 21st Century (1998) adopts the content of the UDHR's article 26 but in a more detailed way, and proposes measures to ease access to higher education. In 2006, the Convention on the Rights of Persons with Disabilities (and the optional protocol developed by it), considered the regulation of reference regarding disability, is created and approved by the General Assembly of the United Nations (GAUN). It is an agreement coming into effect on May 3, 2008 that assumes that disability is a matter of human rights. It plans both non-discrimination and positive action measures that the states have to implement in order to guarantee the rights of this group of people in equal conditions. In relation to the education field, the Convention reaffirms in the article 24 the right of people with disabilities to education, and forces the member states to *guarantee an inclusive education system in all levels* and adopt the necessary measures to guarantee this. It also mentions higher education, establishing that it is necessary to *guarantee* the access of people with disabilities. Regarding the work field, it recognises the *right of people with disabilities to work* in equal conditions and on whatever they choose. It establishes that the work environment must be inclusive and

³ For more details, check the diagnosis' regulation framework section (<http://www.uab.cat/doc/diagnosi-PAD>).

accessible for this community and that member states must promote and guarantee this right, as well as adopt appropriate measures, such as hiring people with disabilities in the public sector.

Regarding the European context, in the Treaty on the Functioning of the European Union (2007) there is a commitment of the member states to *fight against* the different forms of inequality, including disability. The 2007 Charter of Fundamental Rights of the European Union established, among other things, the prohibition of discrimination based on disability. It also dedicates an article to the integration of people with disabilities, in which the right to benefit from measures addressed to guarantee their autonomy and integration in the different areas of social life is recognised. Later, on 2009, the International Convention is approved.

In the case of the Spanish state, the approval of the international regulations takes place in the year 2007 with the Law 26/2011 of August 1, of Normative Adaptation to the International Convention. In fact, the Spanish Constitution already recognises equality for everyone and regulates, through article 49, the assistance to people with disabilities; however, this assistance is inspired by the medical or rehabilitation mode, most common at the time of the approval of the Constitution, which considers disability as a problem of the person caused directly by a disease, an accident or a health condition that requires medical or rehabilitation assistance. Contrarily, in the 2007 International Convention, mentioned previously, the medical model is superseded and a social and rights perspective configuring disability as a complex combination of conditions is assumed; many of these conditions stem or worsen from the social environment. This change is evident in later Spanish and autonomic regulations. This way, Catalonia's 2010 Statute of Autonomy includes people with disability in article 40, on the protection of people and families, and establishes the promotion of their integration in the different areas of society. In addition, we shall mention the Catalan Law 17/2015 on effective equality between men and women too, which recognises the double discrimination and the special difficulties women with disabilities face, for being women and for their disabilities. For this reason, article 4 asks public powers to adopt measures of positive action for these groups.

3.2. Education field

In relation to the regulations affecting the education field, on a European scale no rule, directive or decision has been approved, only regulations by the Council of the European Union, which do not have binding legal effects but rather are commitments, political views and recommendations addressed to member states.

The "Council Resolution of 5 May 2003 on equal opportunities for pupils and students with disabilities in education and training" considers that education is an essential tool towards social integration for people with special needs. In this sense, it invites the member states to promote and give support to this integration and asks them to create an adapted and accessible education for the community through specific actions such as: introducing electronic and digital media or ICTs for learning; applying accessibility guidelines to websites

on professional orientation, education and training; offering services and technical assistance to students, or training teachers on the area of special needs.

Later, in 2010, the “Resolution of the Council of the European Union and the Representatives of the Governments of the Member States, meeting within the Council, of 20 November 2010, on a new European disability framework” is approved. This resolution, in the same way as the previous one, asks the member states to promote an inclusive education system in order to guarantee the universal right to education based on the equality of opportunities and non-discrimination, and proposes certain policies and measures to make it effective. It adds, however, actions addressed to get rid of stereotypes and to raise awareness and tolerance towards people with disabilities in the education field.

At the state level, additional provision 24 of the Universities Organic Law 2001 specifically regulates the rights of people with disabilities in public universities. These rights include: 1) equal opportunities for students and other members of the university community; 2) non-discrimination, direct or indirect, in access, entrance, permanence and course of the ranks; 3) a variety of available means, assistance and resources assuring real and effective equal opportunities; 4) accessibility to environments, buildings, premises and spaces, as well as virtual spaces, services, procedures and information supplies; 5) study plans taking into consideration that the training on any profession must take place from respect and the promotion of human rights and universal accessibility and design principles; and 6) total exemption from taxes and public prices for students with a certified disability of 33%.

The Catalonia Universities Law from 2003 (LUC) does not go further and establishes the right of the students to equal opportunities and non-discrimination based on disability, among other things. The Organic Law 4/2007, which amends Organic Law 6/2001, from December 21, on Universities (LOMLOU), in its additional provision 7, establishes that universities must create a plan to guarantee the enforcement of the LOU in this aspect.

The Royal Decree by which the rewritten General Law on the rights of people with disabilities and their social inclusion from 2013 is approved unifies all the state legislation on the subject.⁴ At the same time, it modifies and adapts this regulation to the International Convention on the Rights of Persons with Disabilities, and hence leaves behind the assistance idea. Furthermore, it creates a sanction system (described at the end of the law) which defines several offences and their penalties. The Legislative Royal Decree 1/2013 recognises the right of people with disabilities to an inclusive education, and establishes too the obligation of the universities to adapt the exams and increase the number of calls whenever they request so. On the other hand, the university also has the obligation to continuously train its personnel on dealing with students with disabilities.

Royal Decree 412/2014, by which the basic regulation of the admission procedures in official university degree studies in 2014 is established, is the regulation defining that a 5% of the vacancies must be reserved for students with disabilities. In relation to the Student Statute from 2010 (Royal Decree 1791/2010), in addition to recognising the right to equal

⁴ Law for social integration of disabled people (LISMI), from 1982; Law for equal opportunities, non-discrimination and universal accessibility of people with disabilities (LIONDAU), from 2003, and Law establishing the offenses and sanctions regarding equal opportunities, non-discrimination and universal accessibility of people with disabilities from 2007.

opportunities and non-discrimination through the different stages of study, it specifies in a much more detailed way the obligations, conditions and actions that must take place in order to guarantee these rights for students with disabilities regarding the different spaces, moments, fields or levels: in access and admission, in national and international mobility, in tutorials, in internships, in the communication of grades and exam reviews, etc.

In nearly all the aforementioned regulations, the obligatory nature of adapting the different spaces and environments, physical and digital, as well as the access to information or other resources offered by the institution to the needs of the student in order to guarantee equal opportunities and non-discrimination is mentioned. It should be noted that for this purpose, in 2014 the Accessibility Law is approved, defining the guidelines, actions and measures that public use service providers must adopt in order to guarantee accessibility to their users.

3.3. Work field

In the work field, the European Union, through Directive 200/78/CE, establishes the general framework to fight against discrimination at work and occupation based on religion, convictions, disability, age and sexual orientation with the goal that member states apply the principle of equal treatment. In relation to disability, the preamble mentions the need to establish appropriate measures to adapt the workplace to disability: adapt the premises, equipment, work guidelines, task assignment or training provisions. This way, the Directive forces to make the necessary adjustments so people with disabilities can access a job, keep it or advance. It defines three years so member states transpose it, and the Spanish state does this on December 2003 through the LIONDAU. The Directive also expects that member states develop a sanction system in case the transposed national provisions are not observed. Furthermore, the development of the Bureau of the European Parliament's decision on June 22, 2005 approves the Code of good practice for the employment of people with disabilities, a decision affecting all the employees in the European institutions.

As it has been said, the Spanish state enforces the orders of the Directive through the LIONDAU, which in 2013 becomes part of the Legislative Royal Decree 1/2013 by which the General Law on the rights of people with disabilities and their social inclusion is approved. In this Royal Decree, the right of people with disabilities to work under conditions guaranteeing equality and non-discrimination is recognised, and article 42 establishes that a reserve quota of jobs must be defined for this community in public occupation offers, including university offers.

Regarding the rights and obligations of university's working staff, these are regulated by the Law on the basic statute of the public worker (2007), currently the Legislative Royal Decree 5/2015 by which the rewritten text of the aforementioned law is approved. This regulation, as its name points out, is a rewritten form of all the regulations affecting public occupation. It does not create anything new, but rather cleans everything up. It establishes the general principles which apply to all public occupation relations and regulates what is common to public workers of all public administrations, as well as the specific legal regulations which apply to work personnel serving them. Regarding disability, it defines a public offer reserve for

people with disabilities by referencing the order of article 2 of aforementioned the LRD 1/2013, and sets this reserve to a 2 %. In addition, it also establishes the adoption of necessary adoption measures, in time and resources, in selection processes, as well as the necessary adjustments to workplaces for the needs of people with disability.

4. Brief characterisation of the people with certified disabilities at the UAB

Next, some descriptive data of the people with certified disabilities at the UAB is provided. The data has been treated by the UAB's Observatory for Equality from the information given by the UAB's Information Management Office. For this reason, only the information on people with a certificate who have informed the University about it can be accessed. This implies that people who are not recognised by the institution despite having some kind of disability that makes study or work difficult because they do not reach the minimum percentage of disability or it is still not recognised as such are not included. For this reason, the data presented in this section exclusively references people with certified disabilities who have informed the University about them. Although it is a partial characterisation, we have considered that it provides empirical evidence to know the status of the issue.

The section has been structured according to the three groups of people forming the university community: students, teachers and administration and service staff. For each of these groups a summary table of their defining traits and the relation with the main aspects of their activity is presented. The differences between the group with disabilities and the general population are shown. In addition to this comparative summary, there is also an approach to the main profiles.

4.1. Students

In the case of students, people registered with a certified disability are 319, and represent a 0.85% of the total. Regarding their sociologic profile, it can be seen that women are a majority, although the proportion is slightly lower than that in the whole the student community. Like in the rest of groups, teachers and staff, the average age of people with disabilities is higher than the average at the UAB. The distribution of students with disabilities by area of knowledge is characterised, compared to the total, by their low presence in the areas of experimental sciences and engineering. In contrast, their presence is slightly higher in health sciences and social sciences and law. In any case, it can be seen that gender segregation is maintained in the distribution of students with disabilities by area of knowledge.

Figure 1. Description of the students. Year 2015-2016

Description	Students with disabilities	UAB
Number	319	37,201
Proportion of women	52.35 %	59.03 %
Average age	31 years	24 years
Area of knowledge	42.01 % social sciences and law	38.85 % social sciences and law

Table 1. Distribution of the students by gender and area of knowledge. Year 2015-2016

Area of knowledge	People with disabilities			UAB		Total (n)
	Women (%)	Men (%)	Total (n)	Women (%)	Men (%)	
Arts and Humanities	48.00	52.00	75	63.97	36.03	6,084
Biosciences	40.00	60.00	5	65.81	34.19	2,214
Sciences	26.67	73.33	15	42.19	57.81	3,837
Health Sciences	71.05	28.95	76	71.59	28.41	7,663
Social Sciences and Law	52.24	47.76	134	61.06	38.94	14,452
Engineering	7.14	92.86	14	17.72	82.28	2,591
Total	52.35	47.65	319	59.03	40.97	37,201

Table 2. Distribution by sex and type of study. Year 2015-2016

Type of study	People with disabilities			UAB		Total (n)
	Women (%)	Men (%)	Total (n)	Women (%)	Men (%)	
PhD	44.44	55.56	27	56.1	43.9	5,192
Degree	54.75	45.25	263	59.1	40.9	27,316
Licenciatura degree	33.33	66.67	3	47.0	53.0	117
Master	38.46	61.54	26	59.1	40.9	3,169
International / interuniversity programme	–	–	–	68.9	31.1	1,407
Total	52.4	47.6	319	59.0	41.0	37,201

4.2. Academic staff

In the case of academic staff, it is worth to note the low amount of people with disabilities who have presented the certificate to the Management and Human Resources Administration Area: 33 people, 18 women and 15 men (of a total of 3,517 people), which represents a 0.93 % of academic staff. In addition, it can be seen that most of them have a moderate disability (from 33 % to 64 %). Compared to the global academic staff community, data points out that academic staff with disabilities have a bigger presence in the full university professor category and a slightly higher average of recognised research premiums. Both facts can be explained by the higher age than the whole community. Also, it should be noted that unlike the general

situation of academic staff, it is a group of higher female prevalence and more present in the area of health sciences.

Table 3. Description of academic staff with disabilities. Year 2015-2016

Description	People with disabilities	UAB
Number	33	3,517
Proportion of women	54.54 %	41.48 %
Average age	53	46
Area of knowledge	45.45 % health sciences	32.58 % social sciences
Most representative work ranks	36.36 % lecturers 48.48 % adjunct lecturers	23.17 % lecturers 48.31 % adjunct and medical adjunct lecturers
Average of recognised research premiums	3.06	2.88

Note: regarding UAB academic staff, research staff under training has not been considered.

Description	UAB	Catalonia
Disability level	84.85 % with a disability level between 33 and 64 %	58.98 % with a disability level between 33 and 64 %

Chart 1. Distribution by sex, area of knowledge and work rank of academic and research staff. Year 2015-2016

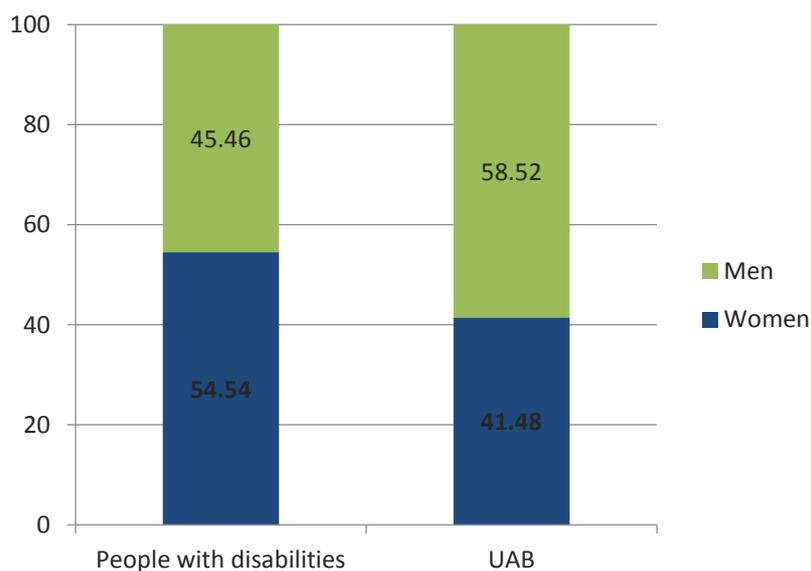


Chart 2. Distribution by area of knowledge of academic and research staff. Year 2015-2016

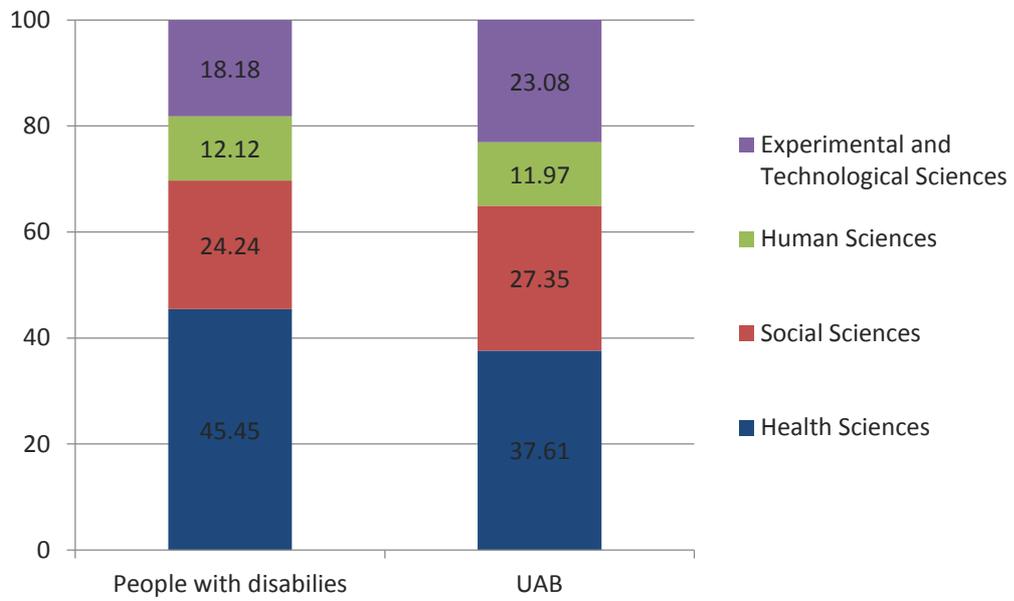
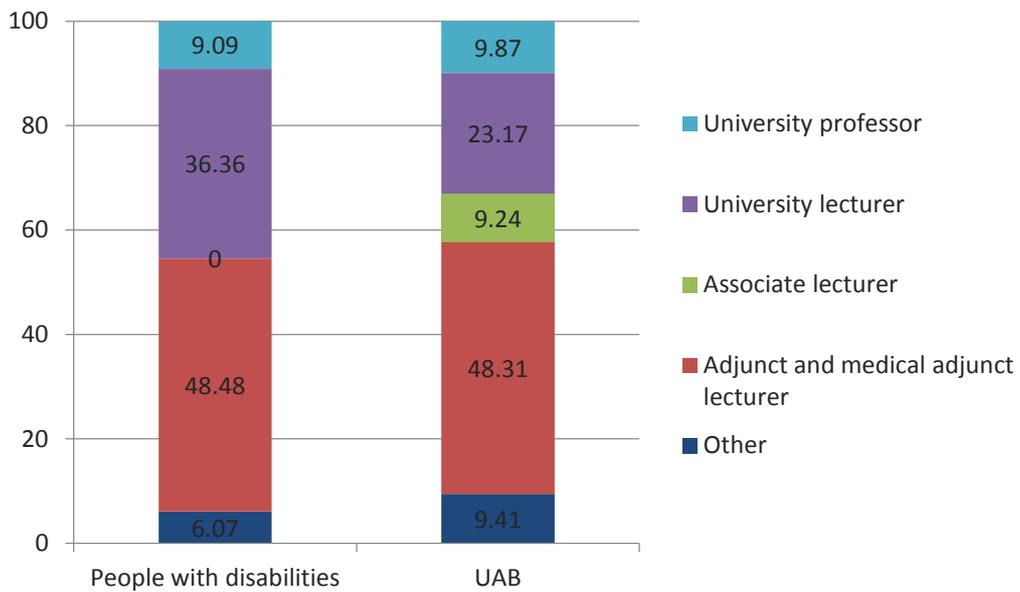


Chart 3. Distribution by Rank of academic and research staff. Year 2015-2016



Note: regarding UAB academic staff, the work rank of research staff under training has not been considered.

4.3. Administration and service staff

In the case of administration and service staff with disabilities, as in the whole group of administration and service staff, the majority are women. Regarding the distribution by work ranks, the population with disabilities is generally part of the administration and service assistant groups, which means that, unlike teachers, it has an overrepresentation in the lowest work ranks. Regarding disability level, an 83.6 % has a certified moderate disability level (between 33 and 64 %). In this case, the staff with disabilities represents a 2.6 % of all the UAB's staff.

Table 4. Description of administration and service staff. Year 2015-2016

Description	People with disabilities	UAB
Number	61	2,343
Proportion of women	59.01 %	62.48 %
Average age	47	44
Most representative work ranks	26.23 % administration 22.95 % service assistants	18.44 % administration 17.67 % specialist technicians 17.29 % higher technicians

Description	UAB	Catalonia
Disability level	83.61 % with a disability level between 33 and 64 %	58.98 % with a disability level between 33 and 64 %

Chart 4. Distribution by sex of administration and service staff. Year 2015-2016

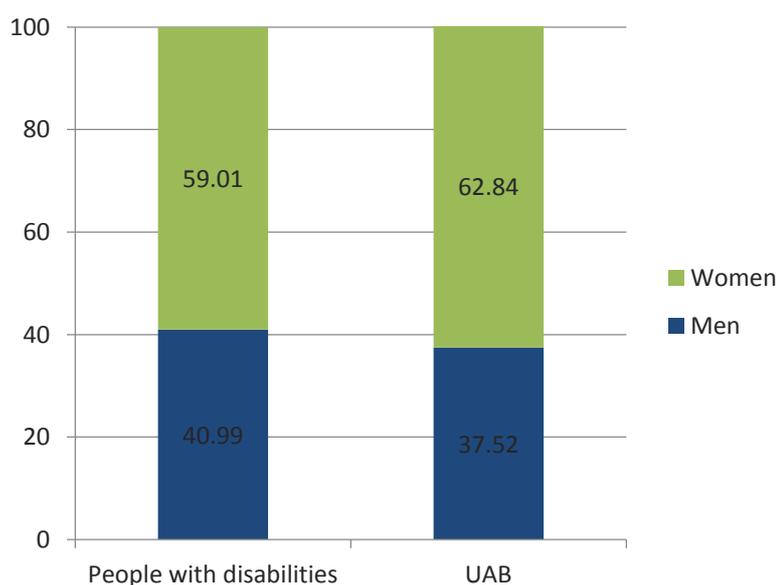
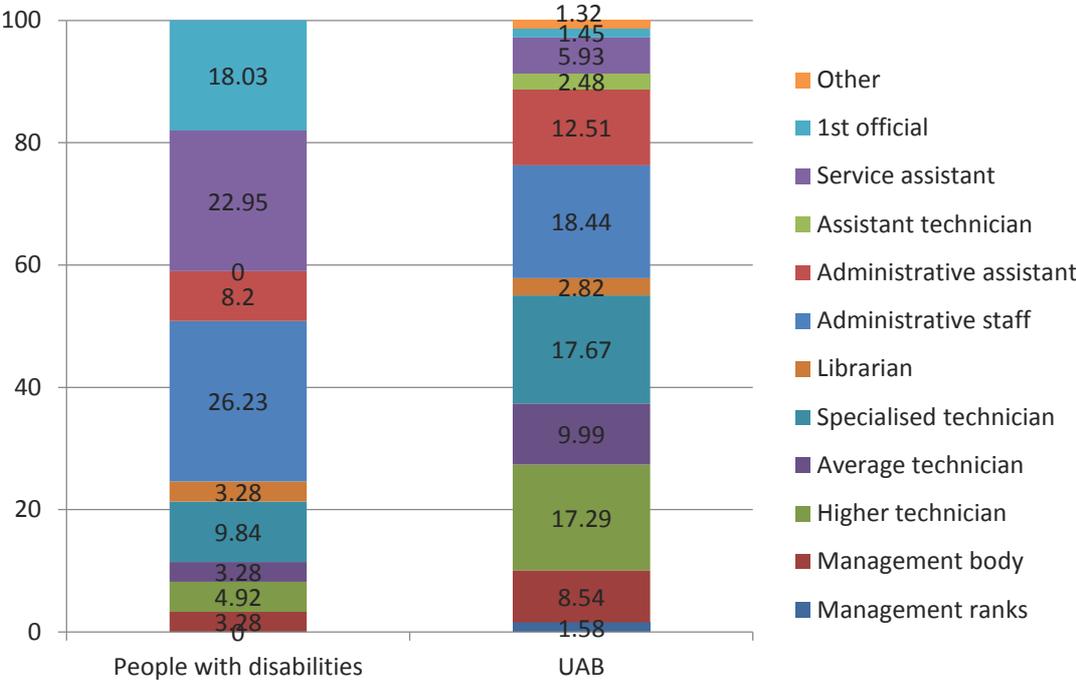


Chart 5. Distribution by work rank of administration and service staff. Year 2015-2016



5. Main results of the evaluation of the application level of the 1st DAP, 2011-2015

This section shows the results of the evaluation of the application level of the measure included in the 1st DAP in order to present the empirical evidence that has been considered to design and discuss the measures which are part of the 2nd DAP.

This evaluation begins in 2016 and lasts until the end of 2017; for this reason, the presented data refer to both years. It is made according to two methodological strategies: on the one hand, a quantitative approach from a group of signs, and on the other hand, a qualitative approach based on the opinion of the UAB community with certified disabilities. In relation to quantitative signs, the application level of each of the measures has been obtained from several information sources according to the type of action: content analysis of documents, publications and websites; observation of buildings and spaces in the campus, and from files written by the same agents involved in the application of the Plan. Regarding the qualitative approach, a survey has been carried out with the goal of measuring the application level of an important part of the measures from the point of view of perception and experience of people with disabilities. In this sense, the considered measures have been those which promote, look after and guarantee the development without difficulties of daily activities for this group of people inside the UAB campus. Similarly, we have looked into measuring the level of knowledge by this group of people of their rights and UAB policies on disability. In addition, the information gathered from the survey has allowed us to detect needs and lacks, whose correction has been proposed for addition into the Second Action Plan.

This way, the evaluation presented in the following pages analyses the actions included in the 1st DAP which, as shown in the table below, planned seven axes with 32 measures. These measures as a whole include actions to get the university community to know the needs stemming from a disability situation; actions to improve and develop personal autonomy for people with disabilities with the goal of expanding their rights; actions addressed to guaranteeing the access to work and the compliance of the legal minimums imposed by the regulation framework prevailing at the time of writing of the Plan, and specific measures to improve mobility and accessibility at the university environment. Although all these measures are distributed in seven axes in the 1st DAP, we have decided to reorganise them and reduce the areas to four axes, following the political action guidelines proposed by the 2nd DAP.

Number of measures according to action axes

Axes		Number of actions
Second Action Plan	First Action Plan	
Axis 1. Visibility and awareness	Axis 1. Awareness and creation of an opinion status	5
	Axis 3. Teaching and research content	9
Axis 2. Accessibility and mobility	Axis 2. Universal accessibility at the University	2
	Axis 4. Services	3
Axis 3. Development of the activity: study, work and promotion	Axis 5. Activity development conditions	4
	Axis 6. Access to work and professional promotion	4
	Axis 7. University politics and organisation framework	5
Axis 4. University politics and organisation		
Total		32

5.1. Evaluation of the implementation level of the 1st DAP from 2011-2015

The evaluation of the implementation level of the 1st DAP (2011-2015) shows, generally, that 21.9 % of the measures have been implemented, 37.6 % of them have been implemented partially and 12.5 % have remained totally pending. Remarkably, for 28.1 % of the measures there is not enough information to estimate the implementation level.

Considering data by area of action, it can be observed that for most of the axes the measures have been implemented and are being carried out. Overall, the axis “Development of the activity” is that with the most implemented measures, a 33 %. On the contrary, the axis “Visibility and awareness” is the one with the highest rate of actions pending to develop, 28.6 %. And the axis “Accessibility and mobility” is the one with the highest number of measures that have been applied with a level higher than 50 %, 43 % of the measures.

Chart 6. Implementation level of the measures from the Action Plan for equal opportunities for people with disabilities at the UAB (%)

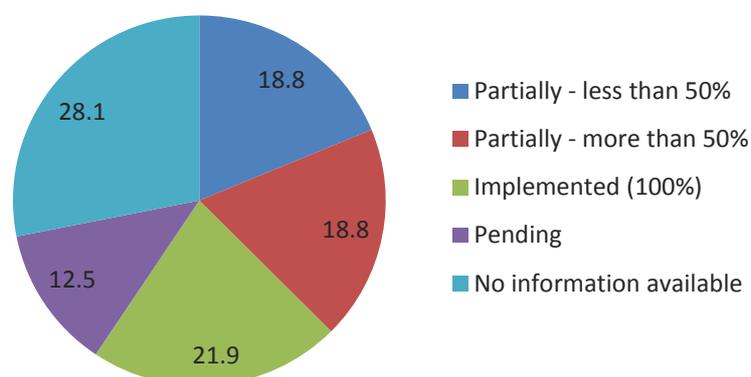
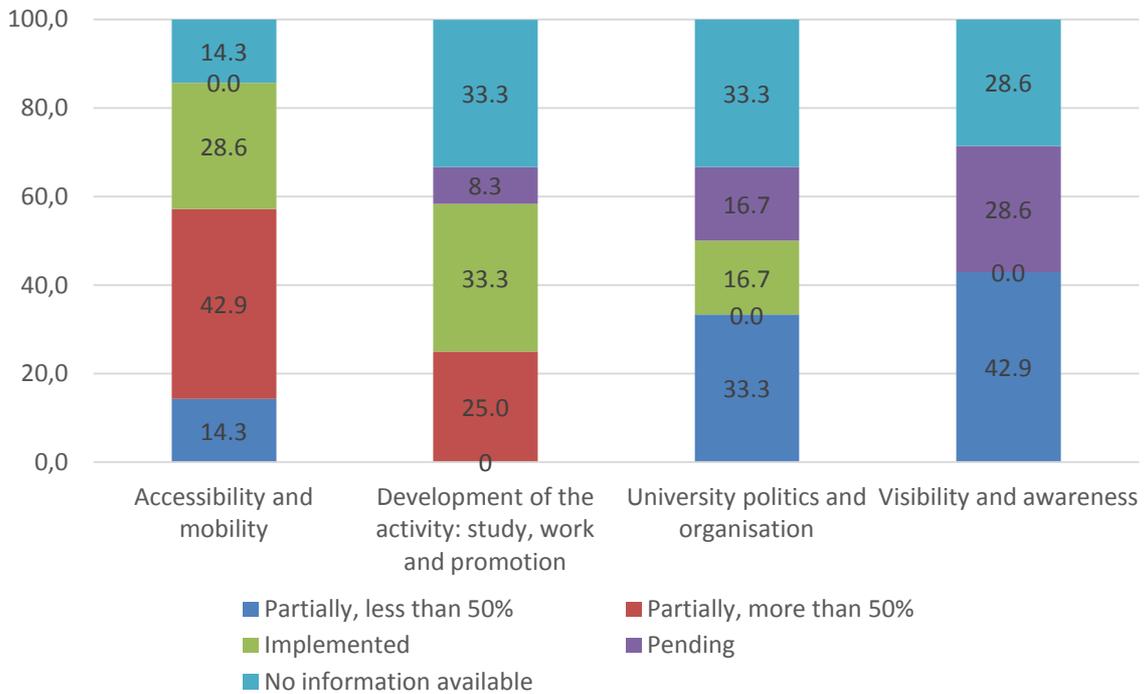


Chart 7. Implementation level of the measures from the Action Plan for equal opportunities for people with disabilities at the UAB by area or action axis (%)

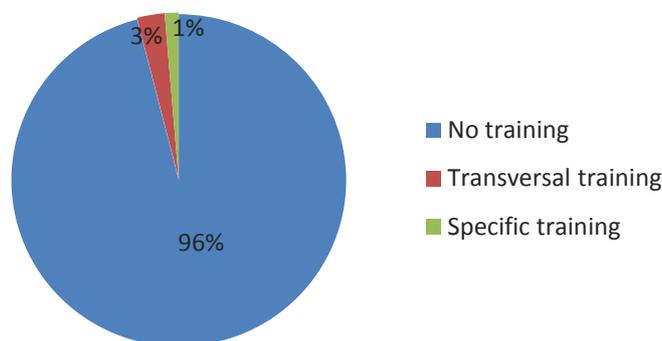


In relation to the details of the evaluation, the main results are presented next, briefly, classified by action area.

5.1.1. Visibility and awareness

First, we must emphasise the need to keep the measure addressed to promoting the internal association at the UAB between people with disabilities given that the only group that existed has disappeared. Secondly, the need to keep working towards the addition of disability in teaching and research, as well as in working staff training, stands out. In this sense it can be observed, for example, that from 2010 to 2015, of a sample of 75 training actions (out of a total of 141), only 4 % dealt with disability.

Chart 8. Training with content on disability from 2010 to 2015



Source: the information has been extracted from the reports of the training plans from the corresponding UAB units, from 2010 to 2015; it should be mentioned that for the year 2012 no information on academic and research staff training has been found.

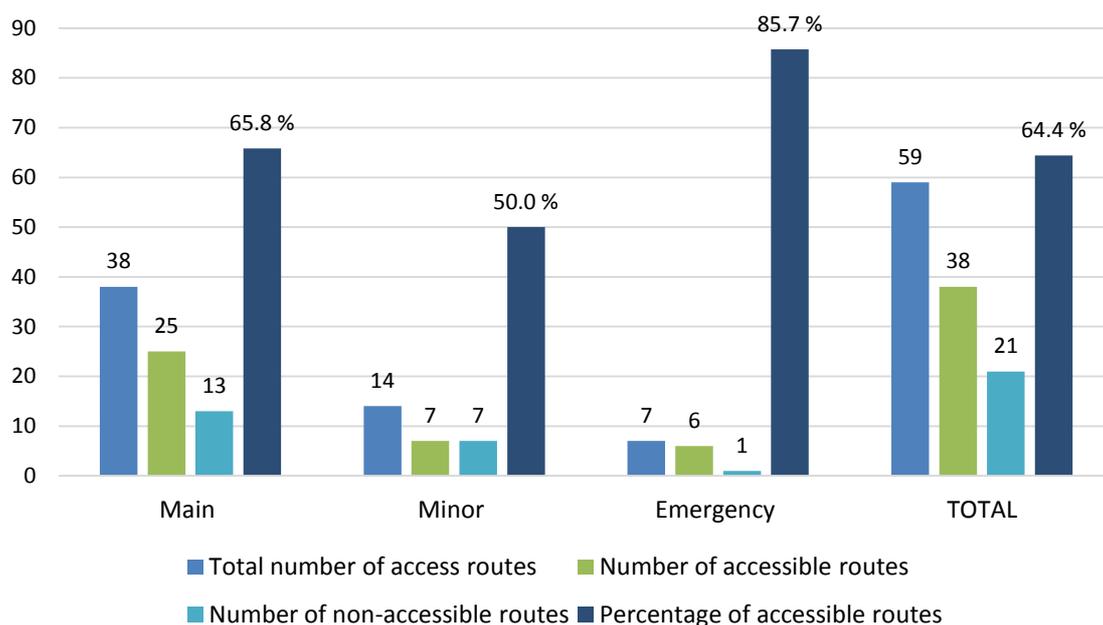
In relation to teaching and for the year 2015-2016, it has been detected that eight specific subjects (the title contained a descriptor related to disability) were offered, which represents only a 0.28 % of all the degree and official master subjects. The degrees in Primary Education and Early Childhood Education are those with the highest amount of subjects, three and four respectively, and three of them are shared; Social Education and Psychology offer one. Regarding masters, only two of them offer this kind of subjects, the Official Master's Degree in General Health Psychology and the Official Master's Degree in Educational Psychology, one each.

Regarding research and during the same year, two active agreements and two research projects on disability have been identified, a 0.52 % and a 0.26 % respectively. In the case of agreements, the topic is on work insertion and integration for people with disabilities. In relation to the projects, they are centred on the improvement of communication as a means of educational integration and social inclusion for people with special needs, and the analysis of audiodescription.⁵

5.1.2. Accessibility and mobility

From the observation of the spaces and buildings in the UAB, a general lack of signs is perceived. Specifically, we point out the lack of signs in accessible access paths and the fastest routes, both in the campus and inside the buildings: 0 % of signed fastest routes to the most important buildings in the campus; 1 % of signed fastest routes to reach the different places inside the study centres, the Rector's Office, the Graduate School and the Doctoral School; 10.6 % of signed accessible access paths (ramps and lifts) and bathrooms (accessible toilet) inside the study centres, the Rector's Office, the Graduate School and the Doctoral School.⁶

Chart 9. Description of the accesses to buildings, study centres and others (study centres, Rector's Office, Graduate School and Doctoral School) in 2016



⁵ Source: own data from OGID-UAB data. Year 2015-2016.

⁶ Source: own data obtained from observing the considered exterior areas and buildings in the UAB. 2016.

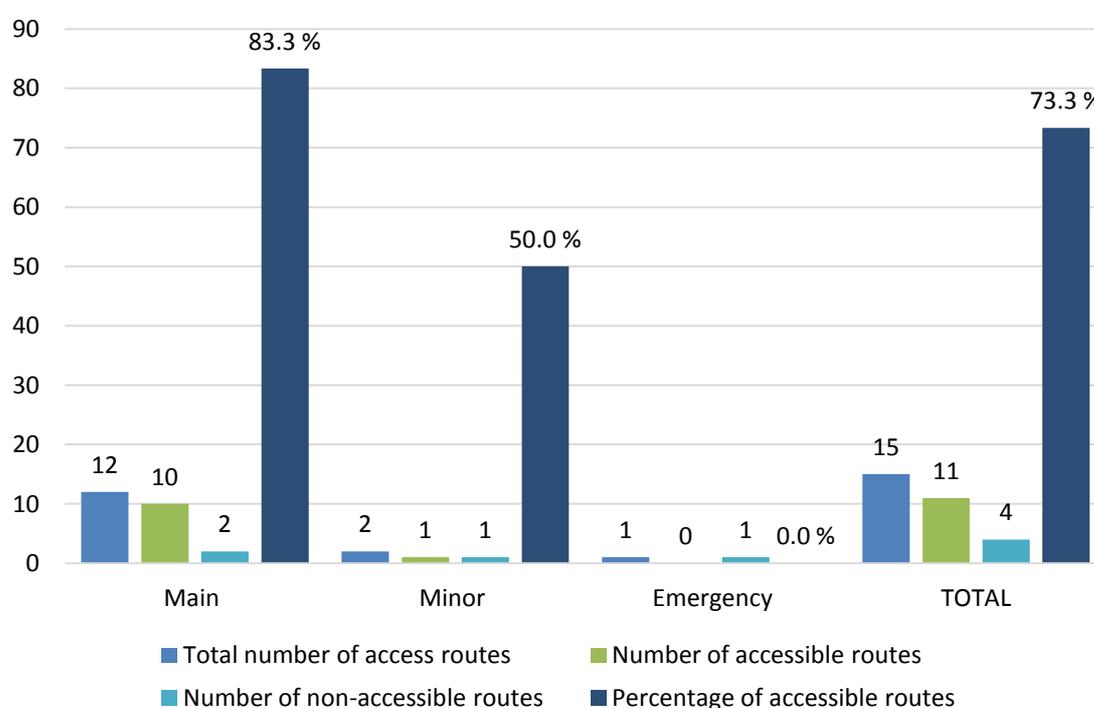
Source: own data obtained by observing the considered buildings.

Note: it has been considered that an access is properly accessible if the doors and ramps fulfil the requirements established to guarantee the access of a person with reduced mobility (Javier García Milá, 2005, *Manual para un entorno accesible*. Ministerio de Trabajo y Asuntos Sociales). It should be mentioned that none of the observed external signs in the UAB include Braille language.

Another aspect to consider is the access to the buildings. In nearly all the study centres people with reduced mobility can access and reach all the spaces. It has only been observed that none of the two accesses to the Faculty of Economics and Business Studies is accessible, and that there are unreachable areas in the faculties of Education, Communication Studies and Science and Biosciences.

In the same way, nearly all the libraries and services belonging to the UAB have access paths accessible to people with reduced mobility, except for the access to the Library of Medicine. Regarding internal mobility in the considered buildings, unreachable areas have been detected in the Library of Humanities's Magazine Room, the Library of Science and Technology and the Library of Social Science.

Chart 10. Description of the accesses to the libraries and services belonging to the UAB, 2016



Source: own data obtained by observing the considered buildings.

Note: it has been considered that an access is properly accessible if the doors and ramps fulfil the requirements established to guarantee the access of a person with reduced mobility (Javier García Milá, 2005, *Manual para un entorno accesible*. Ministerio de Trabajo y Asuntos Sociales). It should be mentioned that none of the observed external signs in the UAB include Braille language.

As the presented data shows, nearly all the buildings, external and internal spaces and services at the UAB are accessible. This accessibility guarantee exposes the commitment the University adopted with the approval of the Strategic Accessibility Plan in 2006 and the constitution of the UAB Mobility Board. This plan is considered as the tool defining the University's sectoral policies on mobility and accessibility, and the Board as the reference participation body to

develop it. One of the key strategic goals of the Plan, specifically approach 4, is to increase the accessibility of all the users, considering possible mobility difficulties. From 2008, the UAB also has another tool, the UAB Mobility Plan, which collects in a more exhaustive way the subjects related to physical accessibility for people with reduced mobility.

This action axis also includes accessibility in the different UAB webpages, an aspect studied in this evaluation following the WCAG 2.0 criteria.⁷ According to these analytic parameters, the faculties' and study centres' websites obtain an average score of 6.17 out of 10. More specifically, the lowest scores on accessibility correspond to those faculties which still use the old website format. On the contrary, the faculties which have upgraded their website to the new UAB webpage format get a higher-than-average accessibility score; for example, the Faculty of Biosciences or the Faculty of Communication Studies, the latter which the highest score, 7.1. Hence, an improvement on this aspect is observed. Regarding the UAB home page, it obtains an average score of 6.45.

5.1.3. Development of the activity

Regarding the measures linked to the "Development of the activity" axis, although information has not been received from all the bodies involved in the execution, the answers and information received from the PIUNE program (Disability Assistance Service by the Fundació Autònoma Solidària) allow us to confirm that for most cases, the specific education needs of the students are covered. To achieve this, the active collaboration of teachers has been crucial. In this sense, it should be said that all the study centres at the UAB have a tutor for students with disabilities or a person of reference for these cases. Next, the actions this collaboration allows are described.

Over the year 2016-2017, the PIUNE helped 40 % of all the students with disabilities and learning disorders at the UAB (251 people) on several aspects. This help set the following:

- ✓ Writing 242 reports on educational recommendations addressed to teachers in order to guarantee the students' development without difficulties (limitations, methodological and evaluation recommendations).
- ✓ Carrying out 764 individual tutorials.
- ✓ Applying 644 adaptations to exams.
- ✓ Managing the sign language interpreting service (APSO cooperative). 3 students (1,343 support hours with the sign language interpreter).
- ✓ Doing 1,506 journeys, 38 of sporadic use and 8 of regular use, with the mobile unit, which offers accompanying with accessible transport, accompanying by foot inside the campus' routes, accessibility support and/or architectural barrier detection.
- ✓ Through the technology unit, carrying out 181 actions for 11 users to ease their access to information and communication: scanning, cabins, document digitalisation, resource loan and technological assessment, among others.

⁷ For more details on the results you can check the *Diagnosi per a l'elaboració del segon pla d'acció sobre discapacitat i inclusió de la UAB* report. In appendix 5 of this same document, the WCAG 2.0 guidelines and criteria used for the analysis of the accessibility of the different UAB websites are explained.

In addition to these actions, the PIUNE lent 44 licences for the ClaroRead⁸ software by widening the profile of the students who could benefit from it, carried out training and awareness actions and ran the 8th edition of the Impuls scholarships, in which eight out of nine of the presented requests were awarded.

We should also mention the UAB Impuls program, offered by the PIUNE together with the Servei d'Ocupabilitat and which has the goal of facilitating access to work for UAB students and graduates with disabilities or in a risk of social exclusion situation. In this sense, specific group professional orientation activities were carried out for this community with professional experts, in addition to making them participate in the rest of activities developed by the Servei d'Ocupabilitat. Furthermore, through this program, they collaborated in the management of the 1st Scholarship Program by the ONCE Foundation – CRUE. Finally, the UAB's Servei d'Ocupabilitat, in collaboration with the PIUNE – Fundació Autònoma Solidària (FAS), defined and planned the professional orientation activities for the community of people with specific needs.

In relation to working staff with disabilities, only the information given by four study centres is available. The data states that the recommendations specified in the reports by the Prevention and Assistance Area are always followed according to the individual situation of each case, and that applicable regulations and the Plan measures related to this aspect are always applied.

5.1.4. University politics and organisation framework

Finally, in the “University politics and organisation framework” axis, relating to students, the approval in 2011 of a merged text of several regulations on students in which part of the provisions of the Rules for equal opportunities for people with specific needs stands out. Regarding working staff, it should be mentioned that in the modification of the priority criteria for university professor and assistance vacancies, approved by the Governing Council at the session on May 4, 2017, for the first time a vacancy for people with a disability level equal or over 33 % is reserved for one of every 35 vacancies.

5.2. Evaluation by the community of people with disabilities

This section presents the main results of the evaluation by the community of people with disabilities on the application level of a great deal of the measures planned in the 1st DAP from 2011-2015. The data has been collected through a survey with five sections: 1) knowledge of UAB policies on disability; 2) access and mobility in the campus; 3) mobility in the buildings; 4) virtual environment and access to information; and 5) development of the activity.

Regarding the characterisation of the people configuring the sample, the answer level includes 81 cases out of a total of 413 people with certified disabilities registered at the UAB (19.6 %). As it can be seen in the following charts and table, most people who have answered the survey are women (61.7 %), the most prevalent group are students (61.7 %) and the average age is of

⁸ ClaroRead is a text reader which plays any document in the computer. This software is addressed to help those people who have some difficulty reading or writing.

37 years old. If population data is considered, it can be observed that there is an overrepresentation of the women community, about 6 points, as well as teachers and administration and service staff, 7 points above (in the population they represent a 7.9 % and 14.7 %, respectively), while students represent a 77.2 %.

Chart 11. Distribution of people with certified disabilities at the UAB by sex. Sample. 2017

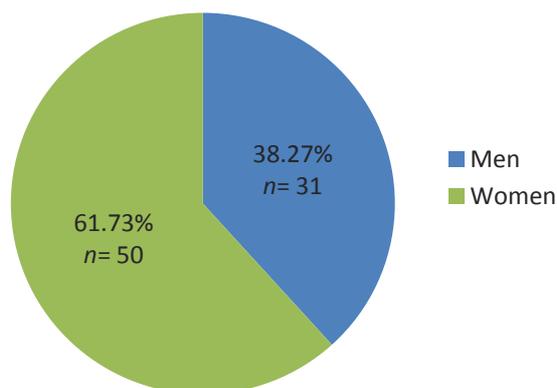


Chart 12. Distribution of people with certified disabilities at the UAB by group. Sample. 2017

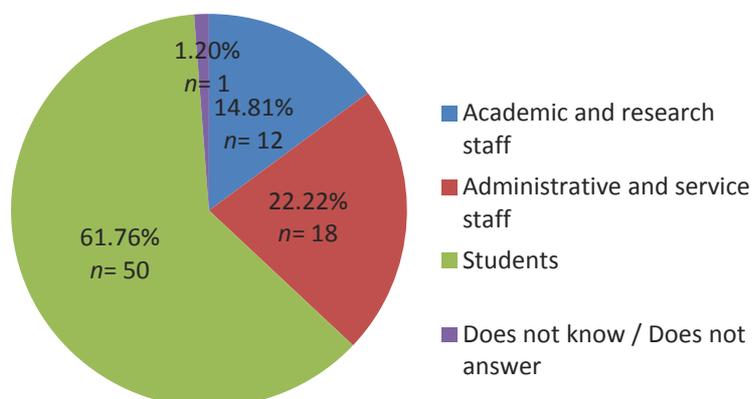


Table 5. Average age of people with disabilities at the UAB by group. Sample. 2017

Group	Average	n	Standard deviation
Academic and research staff	45.09	11	13.524
Administrative and service staff	49.24	17	7.058
Students	30.57	49	12.179
Total	36.77	77	14.064

Note: in four cases the information is not available.

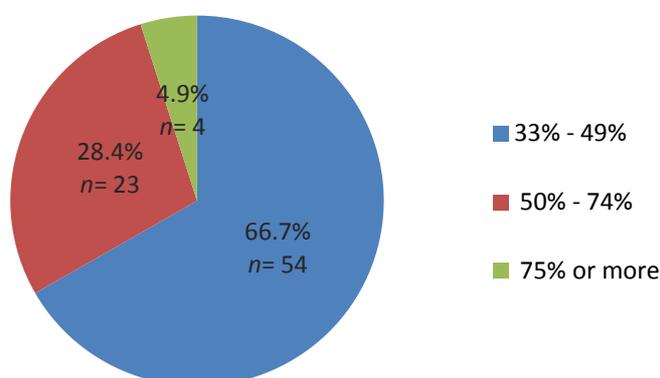
In relation to the level and type of disability, most declare that they have a medium recognised disability level (between 33 % and 49 %), 66.7 % of them. Half of the survey participants

express that they have a physical disability, specifically a 50.6 %, people with hearing disabilities represent a 12.3 % and people with a disability grouped under the concept of *mental disorder*, an 8.6 %. It should be mentioned that in this aspect there are certain differences by sex, age and group. Although the most frequent disability is physical, in the case of women it represents a 44 % and scores 6 points under average, while women are above the total proportion (by 4 points) in hearing disabilities and mental disorders, even if these differences are not important. Regarding age, it is worth noting that for the 26 to 35 and 36 to 45 age ranges, mental disorders are a type of disability for common that for the rest and their importance is over the general tendency, by 21 and 8 points respectively. It is also a type of disability found only in students. Finally, it is worth mentioning that 75 % of the teachers who have participated in the survey have a physical disability, while in the case of administration and service staff multiple disability is more frequent than the rest and ranks 15 punts above the total.⁹

Table 6. Distribution of people with disability at the UAB by type of disability. Sample. 2017

Type of disability	n	%	Valid %	Accumulated %
Hearing	10	12.3	12.3	12.3
Physical	41	50.6	50.6	63
Physical and organic	2	2.5	2.5	65.4
Physical and eating disorder	2	2.5	2.5	67.9
Physical and visual	3	3.7	3.7	71.6
Intellectual	1	1.2	1.2	72.8
Multiple	3	3.7	3.7	76.5
Organic	5	6.2	6.2	82.7
Eating disorder	1	1.2	1.2	84
Learning disorder	1	1.2	1.2	85.2
Mental disorder	7	8.6	8.6	93.8
Visual	5	6.2	6.2	100
Total	81	100	100	

Chart 13. Distribution of people with certified disabilities at the UAB by recognised level of disability. Sample. 2017

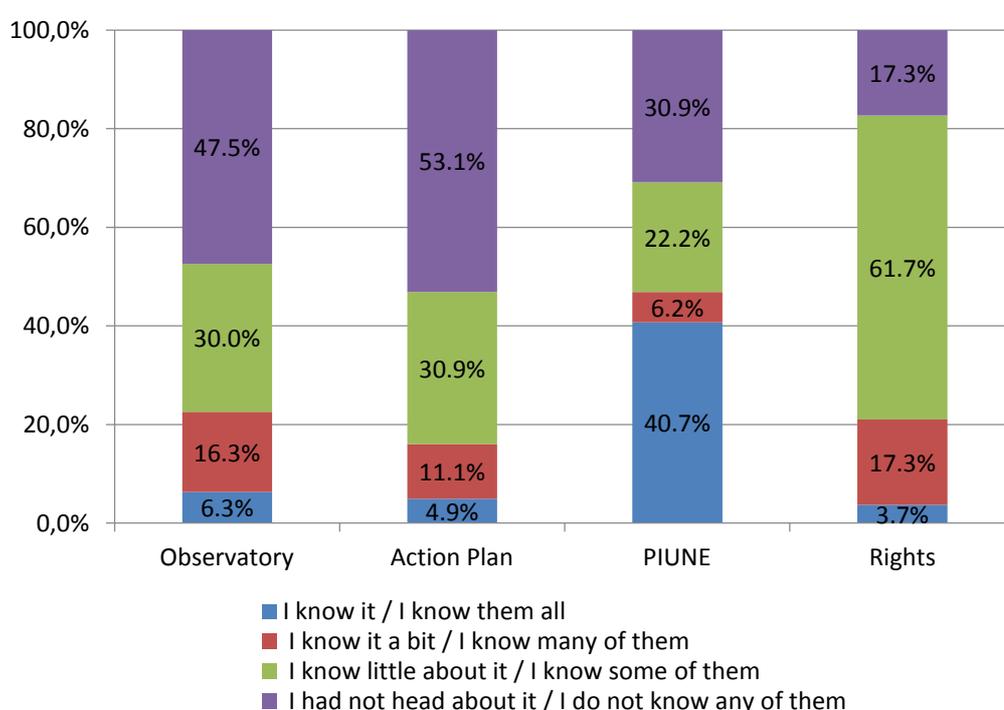


⁹ For more details, see tables 1, 2 and 3 of appendix 8 of the *Diagnosi per a l'elaboració del segon pla d'acció sobre discapacitat i inclusió de la UAB* report.

5.2.1. Knowledge of UAB policies on disability

In relation to equality policies applied at the UAB and considering only the most general ones, as it can be seen in the following chart, most of the survey participants express that they know the UAB's Observatory for Equality, although this knowledge is not very wide (a total 52 % know it, know it a bit or know a little about it). The 1st DAP is unknown for the majority while the PIUNE, the program to assist people with special needs by the FAS, is widely known. Regarding rights, they are the most known aspect, given that a total of 82.7 % claim to have some level of knowledge of their rights. It should be mentioned, however, that this level of knowledge is not very high.

Chart 6. Level of knowledge of rights and policies by the UAB on disability. Sample. 2017



Note: cases without information have been excluded.

Frequency table of the previous chart

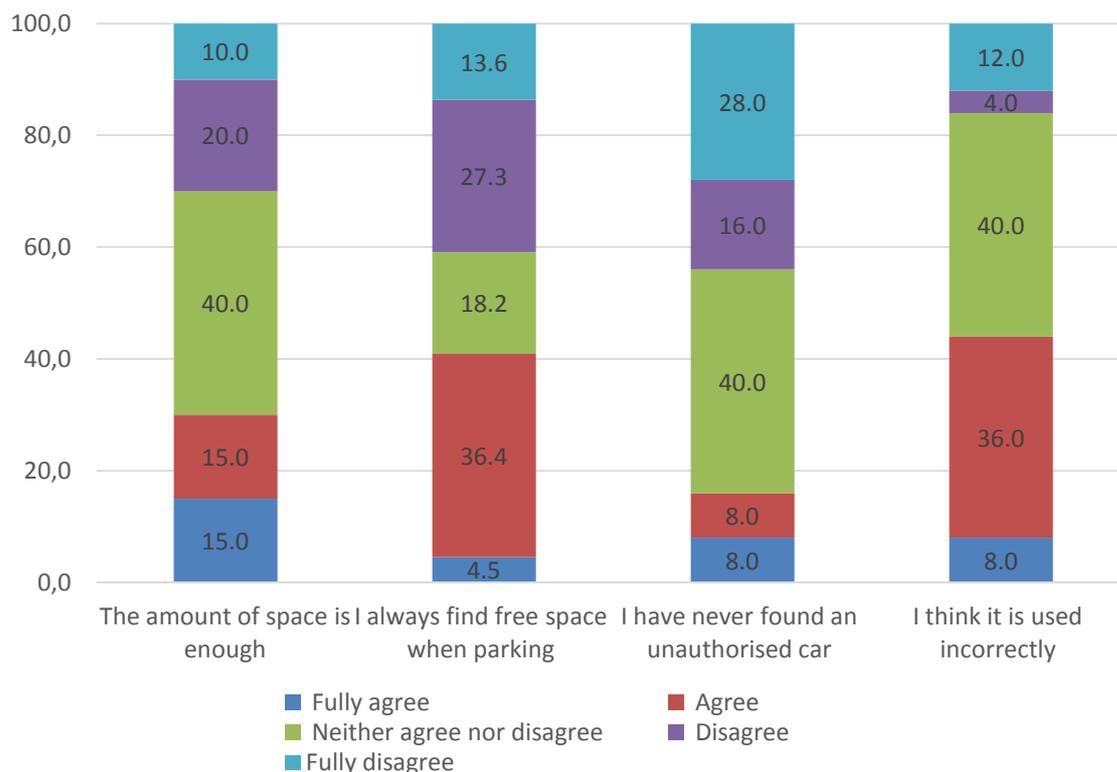
Evaluated aspect	I know it / I know them all	I know it a bit / I know many of them	I know little about it / I know some of them	I had not heard about it I do not know any of them	Does not know / Does not answer
Observatory for Equality	5	13	24	38	1
Action plan on disability	4	9	25	43	–
PIUNE	33	5	18	25	–
Rights on disability	3	14	50	14	–

5.2.2. Access to the campus and its buildings

The perception of several aspects linked to the access to the campus and the many buildings at the UAB includes the evaluation of the level of adaptation of the accesses, the type of transport used to reach the UAB and the use of parking space reserved for people with

reduced mobility. In this sense, the evaluation of the use and need for parking space reserved for people with reduced mobility stands out. Most of its users, 44 %, consider there is an incorrect use of the parking space, either usually or sporadically. In fact, more than 40 % state they have found unauthorised cars parked in these areas. In addition, many of the participants believe that reserved space at the UAB is insufficient (30 %) and that they do not always find parking space (43.9 %).

**Chart 157. Evaluation of parking space reserved for people with disabilities at the UAB (%).
Sample. 2017.**



Note: cases without information or irrelevant cases have been excluded from the analysis.

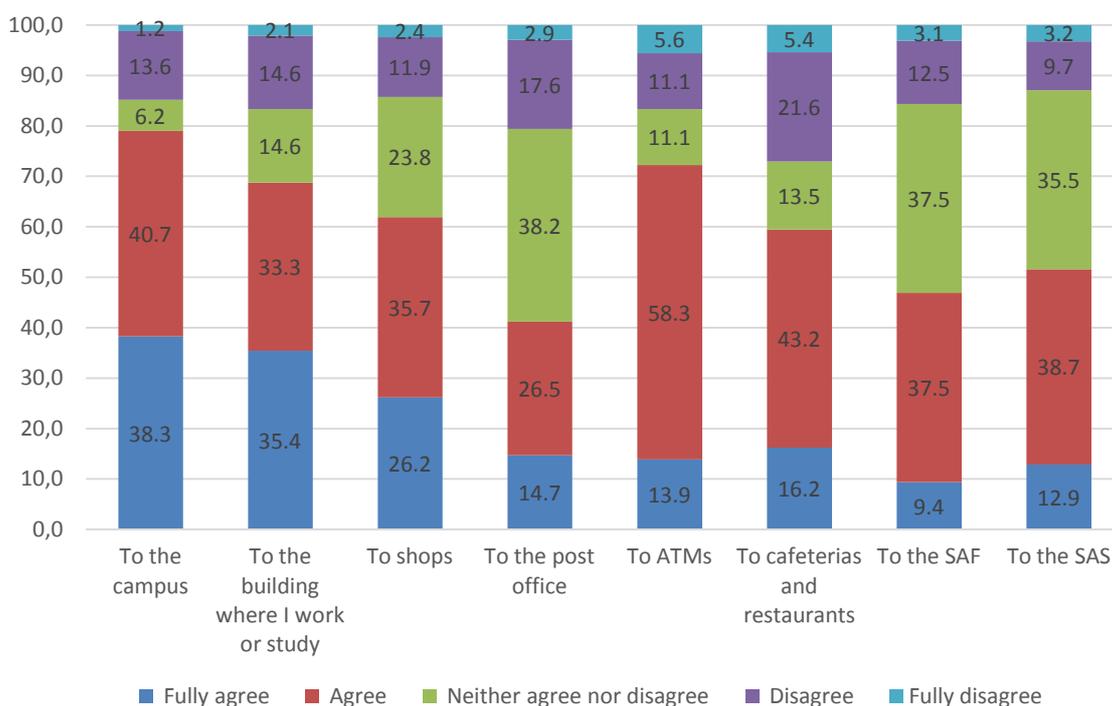
Frequency table of the previous chart

Evaluated aspect	Fully agree	Agree	Neither agree nor disagree	Disagree	Fully disagree	Irrelevant
The amount of space is enough	3	3	8	4	2	61
I always find free space when parking	1	8	4	6	3	59
I have never found an unauthorised car	2	2	10	4	7	56
I think it is used incorrectly	2	9	10	1	3	56

The "Irrelevant" answer refers to those cases that do not need parking space reserved for people with special needs.

Considering the comments¹⁰ related to parking, there is a need to further control the use of reserved space, to punish incorrect use and especially to extend internal access use of this space to those people who have a disability but do not fulfil the requirements to benefit from their use, despite having difficulties when not finding parking space near their study or work place. Another element that should be emphasised is the evaluation of the accesses to the campus and the buildings at the UAB. As it can be seen in the following chart, most of the survey participants state that they can reach the campus without any difficulty; 79 % agree or fully agree. The cases who disagree specially mention the lack of public transport or the failures and lack of accessibility of it to their specific needs.

Chart 16. Access without difficulties to the campus and its buildings (%). Sample. 2017



Note: cases without information or irrelevant cases have been excluded from the analysis.

Frequency table of the previous chart

Areas or buildings	Fully agree	Agree	Neither agree nor disagree	Disagree	Fully disagree	Irrelevant
To the campus	31	33	5	11	1	
To the building where I work or study (*)	17	16	7	7	1	32
To shops	11	15	10	5	1	39
To the post office (**)	5	9	13	6	1	45
To ATMs (*)	5	21	4	4	2	44
To cafeterias and restaurants	6	16	5	8	2	44
To the SAF	3	12	12	4	1	49
To the SAS	4	12	11	3	1	50

(*) One case without information (Does not know / Does not answer).

(**) Two cases without information (Does not know/Does not answer).

The "Irrelevant" answer refers to those cases that do not need any adaptation to access it or do not use the service.

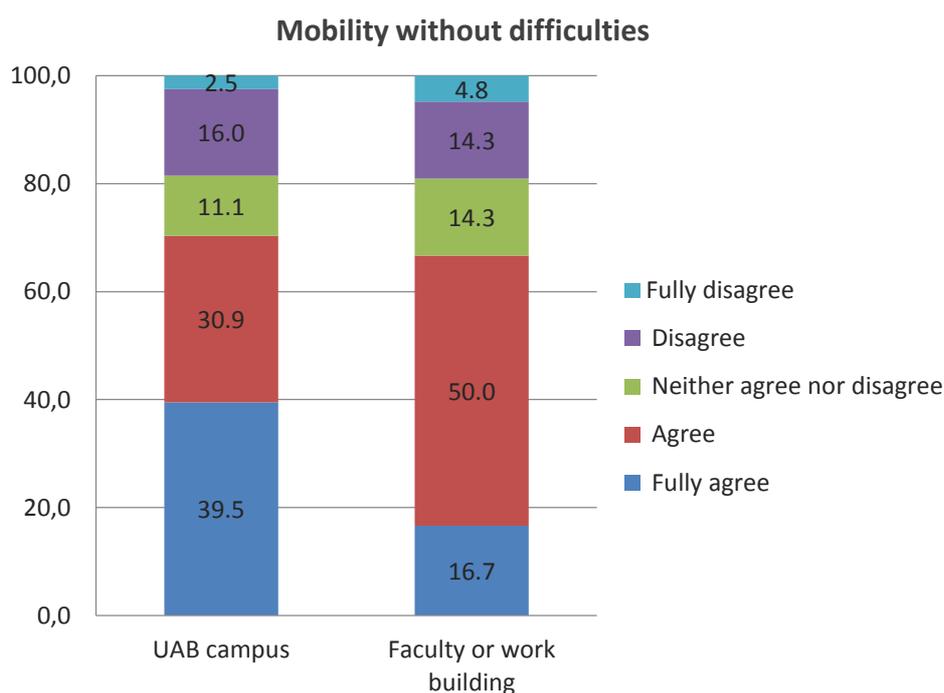
¹⁰ For more details on the comments you can check the *Diagnosi per a l'elaboració del segon pla d'acció sobre discapacitat i inclusió de la UAB* report (<http://www.uab.cat/doc/diagnosi-PAD>).

In the same way, when accessible accesses to buildings are needed, it is considered that the buildings can be accessed without difficulties. This tendency happens both with study or work buildings and the rest of premises in the campus, such as shops and restaurants, the SAF or the SAS, even though for the latter the rate is lower. People who have stated that they find certain difficulties refer to the lack of ramps at the access to their study or work building, and especially to the obstacles found in the route to the study or work buildings: too many stairs, too few ramps and handrails, bad or missing signs, etc.

5.2.3. Mobility in the campus and its buildings

The perception on mobility, both inside the UAB campus and inside the different buildings, cover the general evaluation of the obstacles to move, the accessibility of the UAB's internal transport and the signs regarding areas or services to be used by the reduced mobility community. In this area it is remarkable to say that a lot of the people in the sample state that they can move without any problem in the campus and the study centre or work building: 70.4 % and 66.7 % respectively. As it can be seen in the following chart, people who disagree are around 15 %. However, the comments¹¹ by survey participants on mobility point out the need to progressively correct the different slopes in the paths to different areas, or stairs and excessively steep ramps. The need to improve lighting, to ensure all the routes are paved or to use some kind of anti-slip material on the floor to prevent sticks or wheelchairs from slipping when the floor is wet are mentioned.

Chart 17. Evaluation of mobility in exterior areas in the campus and inside the buildings (%). Sample. 2017



Note: cases without information or irrelevant cases have been excluded from the analysis.

¹¹ For more details on the comments you can check the *Diagnosi per a l'elaboració del segon pla d'acció sobre discapacitat i inclusió de la UAB* report (<http://www.uab.cat/doc/diagnosi-PAD>).

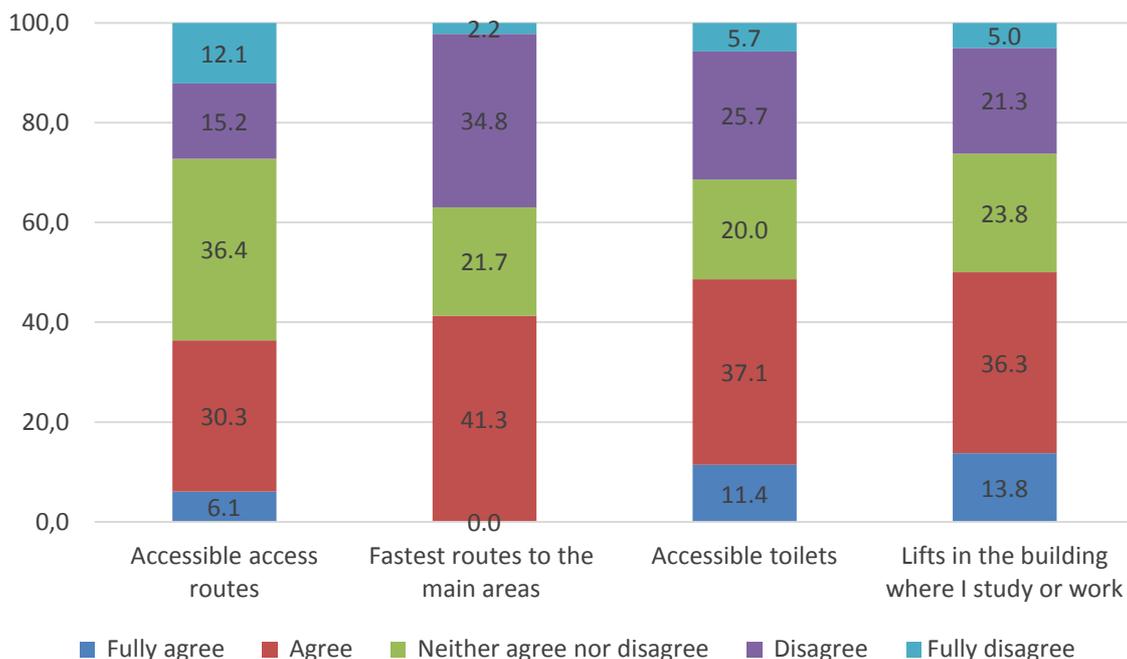
Frequency table of the previous chart

Areas or buildings	Fully agree	Agree	Neither agree nor disagree	Disagree	Fully disagree	Irrelevant
UAB campus	32	25	9	13	2	–
Study centre or workplace	7	21	6	6	2	39

The “Irrelevant” answer refers to those cases that do not need any adaptation to move inside the buildings.

Signs also appear in the comments as an aspect to be improved, and evaluations are diverse. Generally, it can be observed that nearly half of the cases agree or fully agree, which means that they have considered that the different areas and services used by the survey participants are properly signed. Focusing on details, even though the tendency in the four considered aspects is maintained, in the case of signs about accessible access routes and the fastest routes to the main areas, the proportion of people who agree is lower. It should be also mentioned that the cases adopting a neutral position, neither agreeing nor disagreeing, are relevant and vary between 20 % and 36.4 %. In the same way, as it can be seen in the corresponding chart, disagreement positions are high enough, despite not being a majority in any case: they range from 17.3 % to 37 %.

Chart 18. Evaluation of the signs in the campus and in the buildings regarding areas or services to be used by the community of people with disabilities (%). Sample. 2017



Note: cases without information or irrelevant cases have been excluded from the analysis.

Frequency table of the previous chart

Areas or buildings	Fully agree	Agree	Neither agree nor disagree	Disagree	Fully disagree	Irrelevant / I do not know
Accessible access routes	2	10	12	5	4	48
Fastest routes to the main areas	–	19	10	16	1	35
Accessible toilets (*)	4	13	7	9	2	45
Lifts in the building where I study or work (*)	11	29	19	17	4	–

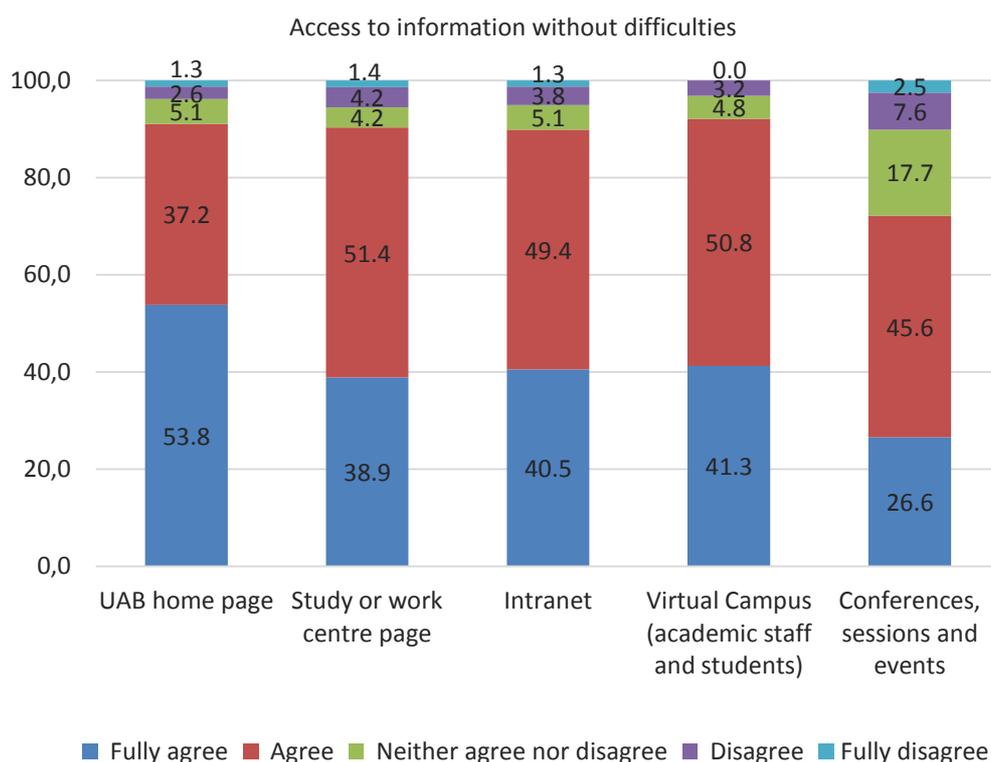
(*) One case without information (Does not know / Does not answer).

The “Irrelevant” answer refers to those cases that do not need any adaptation of the services or to access a building.

5.2.4. Access to information and virtual environment

Data related to the evaluation of the accessibility of the UAB’s website, information published in digital format and especially the Virtual Campus and the intranet show a clear advance. Most of the survey participants consider that they can access and use without difficulties the different virtual environments offered by the UAB; the proportions range from 84.3 % to 92.1 %. When difficulties to browse the webpages and other virtual environments are mentioned, it is argued that the problems stem from the lack of organization of the information, the connection or technological changes. Therefore, problems derived from the need to make these environments accessible are excluded.

Chart 19. Evaluation of the browsing through the different UAB webpages and the access to conferences, sessions and events (%). Sample. 2017



Note: cases without information or irrelevant cases have been excluded from the analysis.

Frequency table of the previous chart

Environment	Fully agree	Agree	Neither agree nor disagree	Disagree	Fully disagree	Irrelevant
UAB home page (*)	42	29	4	2	1	–
Study or work centre page (*)	28	37	3	3	1	6
Intranet (**)	32	39	4	3	1	–
Virtual Campus (academic staff and students)	26	32	3	2	–	18
Conferences, sessions and events (**)	21	36	14	6	2	–

(*) Three cases without information (Does not know / Does not answer).

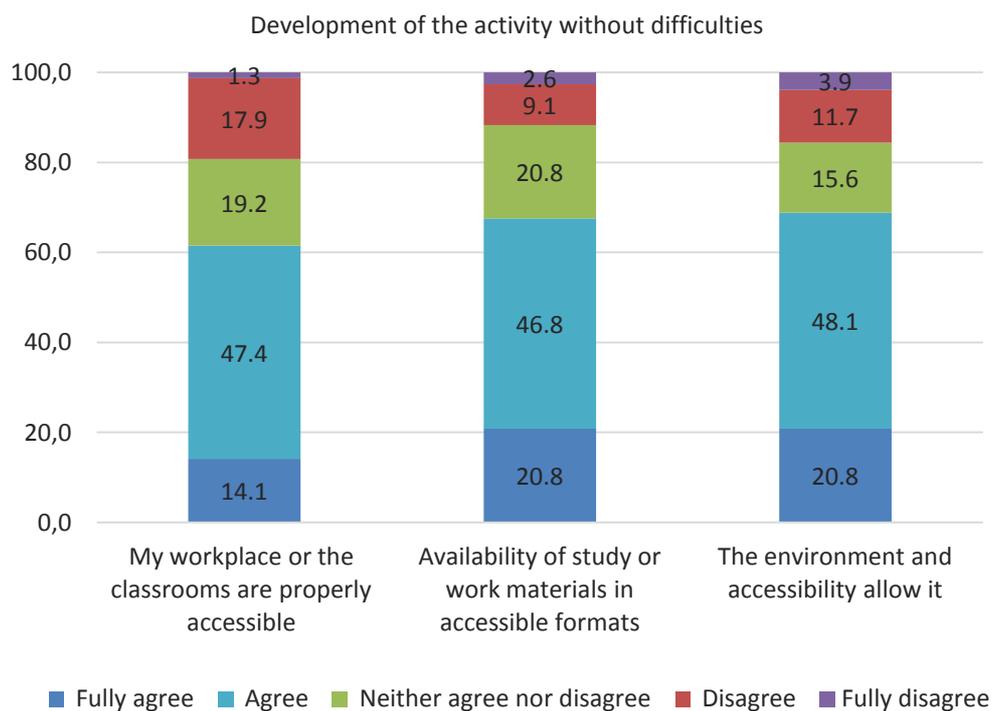
(**) two cases without information (Does not know / Does not answer).

The “Irrelevant” answer refers to those cases in which the study or work centre does not have or use an own webpage or does not use the Virtual Campus, in the case of academic staff and students.

5.2.5. Development of the activity

The perception about many aspects making possible the development of the activity, work or study, at the UAB includes: the adaptation of the workplace or study environment to special needs; the availability in accessible format of study or work materials; the existence of accessible toilets and the knowing a special evacuation plan for people with disability. In this sense, 61.5 % of survey participants state that their workplace or study rooms are properly accessible to their specific needs, and 67.6 % consider that study or work materials are available in an accessible format. However, the percentage of around 20 % of people neither agreeing nor disagreeing stands out.

Chart 20. Evaluation of certain aspects allowing the development of the activity without difficulties (%). Sample. 2017



Note: cases without information have been excluded from the analysis.

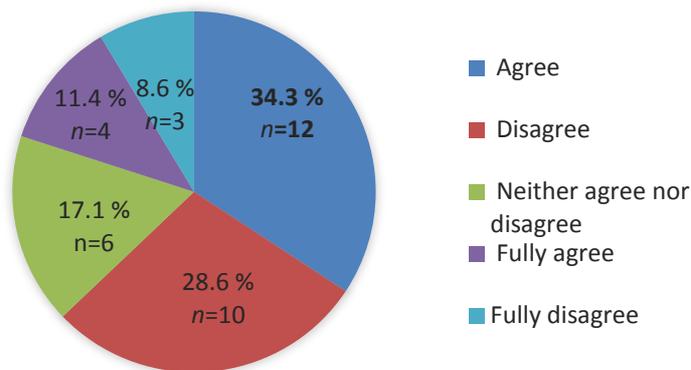
Frequency table of the previous chart

Environment	Fully agree	Agree	Neither agree nor disagree	Disagree	Fully disagree	Irrelevant
My workplace or the classrooms are properly accessible	11	37	15	14	1	3
Availability of study or work materials in accessible formats	16	36	16	7	2	4
The environment and accessibility allow it	16	37	12	9	3	4

Considering the comments, it has been observed that difficulties are very diverse. In the case of students, they reference the lack of support and understanding from teachers, the need to carry out curricular or teaching material adaptations, as well as the improvement and adaptation of study areas. In the case of working staff, they express the possibility to work remotely for more days or to adapt the environments and working tools to special needs.

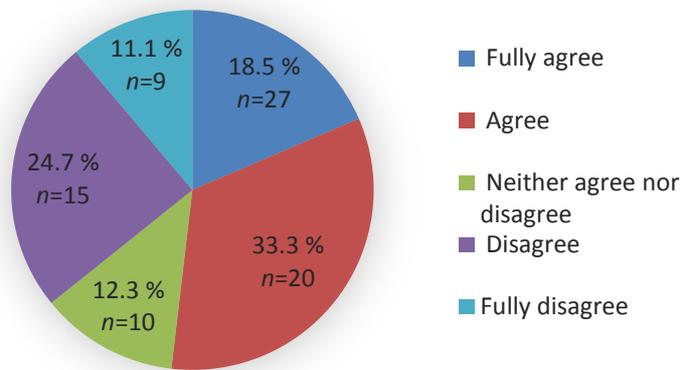
Regarding the other considered aspects, it is worth to mention that a big part of the users of accessible toilets believe that they are not enough, specifically a 37.1 %. The amount of people who declare that they do not know what to do if there is an evacuation is also relevant, a 35.8 %. The lack of knowledge about the meeting point for people with disabilities stands out: 91.7 % point out that they do not know where it is.

Chart 21. Evaluation of whether there are enough accessible toilets in the building where I study or work. Sample. 2017



Note: irrelevant cases (accessible toilets are not used) have been excluded, 46 cases.

**Chart 8. I know what to do in case the building where I study or work has to be evacuated.
Sample. 2017**



Note: only 3 out of 36 people state that they know the evacuation meeting point, an 8.3 %.

6. Main conclusions from the diagnosis

This section points out the main conclusions extracted from the presented diagnosis and which serve as an empirical basis to define the action measures together with those actions already under implementation and those which are an answer to legal requirements. To start, it should be stated that the results obtained with the diagnosis of the current situation and the evaluation of the 1st DAP from 2011-2015 expose the commitment by the University to guarantee equal opportunities for people with disabilities, and at the same time show future challenges.

On the one hand, several actions and projects which suppose a clear advance of the University on guaranteeing the rights and the answer to the needs of the community have been promoted, started and carried out. In this sense, for example, we can highlight: the advances on improving accessibility in the campus and the UAB's websites; the creation and execution of the Mobility Plan with the goal of creating a universally accessible campus; the consolidation of the PIUNE (Disability Assistance Service by the FAS), or the planning of tutorial action plans for students with specific needs.

On the other hand, the diagnosis has allowed the detection of aspects which could be improved, current lacks and future challenges. In this sense, regarding accessibility and mobility, the general lack of signs and especially in accessible access paths and the fastest routes, both in campus mobility and inside the buildings, stands out. The evaluation by survey participants points out the need to improve the signs and especially to promote measures addressed to progressively correct the different slopes and stairs and ramps which are too steep in the routes to the different areas. The need to improve lighting, to try to pave all the routes or to use some kind of anti-slipping material on the floor to prevent sticks and wheelchairs from slipping when the floor is wet are also mentioned. In addition, although it has been observed that there is parking space reserved for the community of people with disabilities in all the parking areas, survey participants highlight the need to enforce further use control of this space, and to punish incorrect use. From this consideration, we also observe the need to internally expand the right to access this space to those people who legally cannot benefit from them but who face important difficulties if they do not find parking space near their study or work place.

Regarding the development of the activity, the community of respondents expresses that it perceives a certain lack of knowledge, support and understanding from academic staff (in the case of students) or from head staff (in the case of administration staff). In this sense, it is considered convenient to carry out awareness and educational actions related to disability for the teachers and administration staff that manage and direct teams, in order to guarantee the development of the activity without any kind of difficulty. In this area of action, the need to

enforce measures address to get people to know equality policies on disability, as well as to promote the introduction of this subject in both research and teaching also stands out.

Apart from the measures stemming from the compiled empirical evidence, the Action Plan on disability and inclusion at the UAB also includes all those actions which are already being carried out in the university community and which must be further developed or improved.

Finally, the design of the measures also responds to the legal framework on disability both at a state and autonomy level and at an European and international level. Specifically, the constitution of the 2nd DAP is regulated by:

- 1) the recognition of the right of the people with disabilities to education and work, to the access to higher education studies and to the free choice of employment and profession;
- 2) the prohibition of discrimination based on disability in the educational and labour area;
- 3) the obligatory nature of the measures the organizations need to apply in order to guarantee the equality of opportunities and conditions of the people with disabilities in the course of their activities.

This way, the 2nd DAP complies with regulation from a double perspective. On the one hand, through those measures including or reinforcing the actions already being carried out: to offer an attention and assistance service, to name a tutor for students with disabilities, to promote the improvement of all the physical and virtual environments so they become accessible, to make the necessary adaptations to curricular and teaching materials to guarantee equal opportunities for people with disabilities during the access and permanence in their studies, and to adapt both the selection processes and workplaces to the needs of people with disabilities. On the other hand, through those measures adding to universities the mandate of carrying out awareness, information and training actions for teachers and professional staff in relation to assisting students with specific needs.

Ultimately, the second Action Plan on disability and inclusion at the UAB presents a group of measures including:

- 1) those from the first Action Plan which still have not been applied or are permanent, in many cases modified and adapted according to the current reality and situation;
- 2) new actions which are an answer to problems detected with the diagnosis and to changes in applicable regulations.

In particular, the 2nd DAP comprises 32 measures. The responsible governing bodies and executors, the tools and the goals to be reached and the calendar of application are specified

for each of the measures, as well as their application schedule according to the four action axes defined in the plan:

- *Axis 1. Visibility and awareness:* it includes all those actions that have as a purpose to spread the rights and the situation or reality of the people with disabilities, to announce the policies and actions of the UAB relating to disability, and to promote the full participation of this community in the different spaces.
- *Axis 2. Accessibility and mobility:* it specifies the measures directed to guarantee accessibility and physical and virtual mobility.
- *Axis 3. Development of the activity: study, work and promotion:* it comprises those actions to adapt the surroundings that are needed to guarantee the development without difficulty of daily life, whether study or work, and that are an answer to the specific and particular needs of each person.
- *Axis 4. University politics and organisation:* it defines the actions making reference to the University's regulations or its model of management and organisation.

7. Axes, goals and measures

Axis 1. Visibility and awareness	
1.1. Write a plan to inform about the UAB's policies on inclusion and spread them	
Promotion body	Vice-Rectorship for Communication and Promotion ¹² / Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Communication and Promotion / Vice-Rectorship for Students and Employability
Executive body	UAB's Observatory for Equality / Area of Communication and Marketing
Tools	Communication plan
Goals	1.1.1. Write a communication plan 1.1.2. Implement the communication plan
Schedule	One-time
1.2. Write a guide on the rights of people with disabilities and the services offered to them by the University	
Promotion body	Office of the secretary general
Responsible body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Administrative and Service Staff / Vice-Rector for Academic Staff
Executive body	UAB's Observatory for Equality / PIUNE / Office of the executive administrator
Tools	Guide
Goals	1.2.1. Write a guide on rights and services 1.2.2. Spread the guide on rights and services inside the involved communities
Schedule	One-time
1.3. Promote tools allowing to expand the knowledge of the situation of the community of people with disabilities at the university	
Promotion body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Administrative and Service Staff / Vice-Rector for Academic Staff
Responsible body	Office of the executive administrator
Executive body	Information and Documentation Management Office
Tools	Census
Goals	1.3.1. Create a census of people with disabilities at the University (students, academic staff and administration and service staff)
Schedule	Permanent (create it and keep it)
1.4. Promote the association between people with disabilities and their implication in the different participation spaces at the University	
Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Dinamització Comunitària / Observatory for Equality / PIUNE
Tools	Direrctory of Associations / Call for help for associations
Goals	1.4.1. Promote the creation of an association of people with disabilities at the University 1.4.2. Promote the participation of people with disabilities in the sociocultural activities carried out at the UAB 1.4.3. Promote or increase the participation of people with disabilities in the UAB associations
Schedule	Permanent

¹² We refer to the different rectorships using the current names at the time of writing this action plan, despite they could change during the application period. In these cases, it will be necessary to refer to their equivalents.

1.5. Promote the inclusion of cross curricular contents on disability and inclusion in teaching	
Promotion body	Vice-Rectorship for Academic Regulations and Quality / Vice-Rectorship for Students and Employability
Responsible body	Office of the Deputy Executive Administrator for Academic Regulations / Observatory for Equality
Executive body	Office for Teaching Quality
Tools	Teaching innovation groups
Goals	1.5.1. Create a transversal teaching innovation group on “Disability, inclusion and university teaching” dedicated to teaching research and innovation related to people with specific education needs, in particular to people with specific education needs at the UAB.
Schedule	One-time
1.6. Make disability part of the professional orientation and employability sessions addressed to students	
Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Study centres / Servei d’Ocupabilitat de la UAB
Executive body	Study centres / Servei d’Ocupabilitat de la UAB
Tools	Activities and sessions
Goals	1.6.1. Introduce disability in the orientation activities scheduled for each academic year in a transversal way
Schedule	Permanent
1.7. Organise an institutional event on the International Day of Persons with Disabilities	
Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	UAB’s Observatory for Equality / PIUNE
Tools	Institutional event
Goals	1.7.1. Celebrate an institutional event on the International Day of Persons with Disabilities
Schedule	Permanent

Axis 2. Accessibility and mobility

2.1. Guarantee the application of necessary measures to ease mobility, following the guidelines defined by the accessibility plans for new buildings and building refurbishments

Promotion body	Vice-Rectorship for Economy and Campus
Responsible body	Architecture and Logistics Management / Vila Universitària
Executive body	Unit for Mobility Planning and Management - Area of Logistics and Administration (ASLIA-UPGM) / Unit for Architecture and Urbanism / Infrastructures and Maintenance / Vila Universitària
Tools	Mobility plan, accessibility plans / With the collaboration and support of the PIUNE
Goals	<p>2.1.1. Progressively correct the different slopes in the accesses to buildings and routes to the main areas</p> <p>2.1.2. Improve the stair (lack of handrails) and ramp (too steep) systems</p> <p>2.1.3. Improve general signs and especially those related to accessible access paths and the fastest routes to reach the main areas in the campus (signs for exterior areas and inside the buildings)</p> <p>2.1.4. Improve the lighting of the different areas in the campus</p> <p>2.1.5. Improve the routes to reach the different areas in the campus (consider the need to pave the paths, to use some kind of anti-slipping material on the floor to prevent sticks and wheelchairs from slipping when the floor is wet, etc.)</p> <p>2.1.6. Regularly check the offered living vacancies in accessible apartments to ensure the needs of the university community are covered</p>
Schedule	Permanent

2.2. Progressively guarantee that all the service in the UAB campus are accessible for people with disabilities

Promotion body	Vice-Rectorship for Economy and Campus
Responsible body	Architecture and Logistics Management / Vila Universitària
Executive body	Unit for Mobility Planning and Management - Area of Logistics and Administration (ASLIA-UPGM) / Unit for Architecture and Urbanism / Vila Universitària
Tools	Mobility plan
Goals	<p>2.2.1. Guarantee the access to restaurants and cafeterias</p> <p>2.2.2. Guarantee the access to the post office</p> <p>2.2.3. Guarantee the access to commercial establishments</p>
Schedule	Permanent

2.3. Keep the internal public transport service accessible for people with disabilities

Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Fundació Autònoma Solidària
Tools	PIUNE
Goals	2.3.1. Guarantee the accessible transport service for people with reduced mobility inside the UAB campus
Schedule	Permanent

2.4. Promote that public transport means, both by road and railroad, are accessible

Promotion body	Vice-Rectorship for Economy and Campus
Responsible body	Architecture and Logistics Management
Executive body	Unit for Mobility Planning and Management - Area of Logistics and Administration (ASLIA-UPGM)
Tools	Mobility plan
Goals	<p>2.4.1. Guarantee that internal transport by bus is 100 % accessible, both the vehicles and the stops and information.</p> <p>2.4.2. Ask the appropriate administrations to make intercity transport, by railroad or road, 100 % accessible, both the vehicles and the stops and information.</p>
Schedule	Permanent

2.5. Guarantee the participation of users with disabilities in the diagnosis and improvement of aspects related to mobility and accessibility

Promotion body	Vice-Rectorship for Economy and Campus
Responsible body	Architecture and Logistics Management
Executive body	Unit for Mobility Planning and Management - Area of Logistics and Administration (ASLIA-UPGM)

Tools	Mobility plan. Mobility Board
Goals	2.5.1. Guarantee the attendance to the Mobility Board meetings of representants of the different groups of people with disabilities 2.5.2. Send the information received from the groups of people with disabilities to the appropriate administrations
Schedule	Permanent
2.6. Design procedures to guarantee and control the use of parking space reserved for the community of people with disabilities	
Promotion body	Vice-Rectorship for Economy and Campus
Responsible body	Architecture and Logistics Management / Administracions de centre
Executive body	Unit for Mobility Planning and Management - Area of Logistics and Administration (ASLIA - UPGM)/ Centre administrations / Security Service
Tools	Mobility plan / UAB Regulations / With the collaboration and support of the PIUNE
Goals	2.6.1. Design mechanisms to reserve parking space for people with uncertified disabilities that justify the need to have parking space near the study or work place 2.6.2. Establish measures to control incorrect use of parking space reserved for people with disabilities 2.6.3. Write and approve the necessary regulations
Schedule	Permanent
2.7. Expand the information on the evacuation of people with disabilities in case of emergency in the General Autoprotection Plan of the Bellaterra Campus and the autoprotection plans of the study centres	
Promotion body	Vice-Rectorship for Economy and Campus
Responsible body	Architecture and Logistics Management / Centre administrations / Office of the executive administrator
Executive body	APA / Unit for Architecture and Urbanism / Centre administrations / Area of Communication and Marketing / Area of Risk Prevention and Healthcare / Unit for Teaching
Tools	UAB Regulations / Courses / Campaign materials
Goals	2.7.1. Review the autoprotection plans of the specific evacuation procedure in case of emergency for people with disabilities 2.7.2. Carry out training addressed to the community of people with disabilities in relation to the evacuation of the buildings in case of emergency 2.7.3. Write information materials regarding the evacuation of buildings in case of emergency for the community of people with disabilities
Schedule	One-time
2.8. Keep improving the accessibility of the University webpages, the Virtual Campus and the intranet	
Promotion body	Vice-Rectorship for Communication and Promotion / Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Communication and Promotion
Executive body	Area of Communication and Marketing
Tools	WCAG 2.0 Guidelines / Guia per el disseny accessible de les webs de la UAB
Goals	2.8.1. Progressively improve the accessibility of the existing University websites 2.8.2. Guarantee an accessible design in the new University websites
Schedule	One-time
2.9. Guarantee the information accessibility of the University's institutional events	
Promotion body	Rector's commission for ICT
Responsible body	Office of the executive administrator
Executive body	Plaça Cívica space administration
Tools	Information-wise accessible events
Goals	2.9.1. Raise awareness on the importance of guaranteeing information accessibility at the university events 2.9.2. Get specialised equipment and technical staff 2.9.3. Establish the necessary actions
Schedule	Permanent

Axis 3. Development of the activity: study, work and promotion

Study and insertion

3.1. Guarantee that study materials and teaching spaces are accessible for students with disabilities

Promotion body	Vice-Rectorship for Economy and Campus / Vice-Rectorship for Academic Programming and Quality / Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability / Study centres
Executive body	Vice-Rectorship for Students and Employability / Study centres / Centre administrations
Tools	With the collaboration and support of the PIUNE
Goals	3.1.1. Give an answer to the specific needs required by the student 3.1.2. Agree on an action protocol with the student to cover their needs and offer them the resources to guarantee accessibility in faculty areas, as well as accessibility to information and communication
Schedule	Permanent

3.2. Ensure the enforcement, the monitoring and the evaluation of the Tutorial Action Plan for students with specific education needs (PAT-NEE) and the UAB's Tutorial Action Plan (PAT)¹³

Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability / ICE-UAP / PIUNE
Executive body	Study centres / PIUNE / ICE-UAP / Teaching Quality Office
Tools	Tutorial activities / Evaluation tools / Training activities
Goals	3.2.1. Name tutors in each study centre 3.2.2. Coordinate the study centre's tutorial activities with the corresponding services and units 3.2.3. Offer yearly training for teachers according to the goals of the PAT-NEE and the PAT 3.2.4. Make the PAT-NEE and the PAT known among teachers 3.2.5. Evaluate the PAT-NEE and the PAT on a yearly basis 3.2.6. Recognise the work by centre tutors
Schedule	Permanent

3.3. Boost the use of resources available at the libraries for people with disabilities

Promotion body	Vice-Rectorship for International Relations / Vice-Rectorship for Students and Employability / Rector's commission for ICT
Responsible body	Servei de Biblioteques / Information and Communication Technologies Management
Executive body	Servei de Biblioteques in coordination with the PIUNE / Unit for Teaching / Observatory for Equality / PIUNE / Servei d'Informàtica
Tools	Courses / Campaigning materials
Goals	3.3.1. Train library staff on disability and create the position of a contact and advise person in relation to the services and operation of resources offered by the libraries and available to students for disabilities 3.3.2. Spread the services and resources by the libraries which are offered to students with disabilities 3.3.3. Keep and improve the coordination between the Servei d'Informàtica and the Servei de Biblioteques to improve the assistance of students with disabilities
Schedule	One-time

3.4. Boost the professional development of students with disabilities according to their studies

Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Servei d'Ocupabilitat / PIUNE / Study centres
Tools	Programs / Monitoring tools
Goals	3.4.1. Keep promoting the CRUE-ONCE professional intership program 3.4.2. Keep the UAB Impuls program 3.4.3. Monitor the professional insertion careers of graduated students with disabilities (design a surveying tool)
Schedule	Permanent

3.5. Guarantee the reserve of vacancies for students with disabilities in master and graduate studies

¹³ We refer to the UAB's Tutorial Action Plan regarding the measure adding tutorial activities for those cases needing specific education needs, whether people with a certified disability of 33 % or lower.

Promotion body	Vice-Rectorship for Academic Programming and Quality / Vice-Rectorship for Students and Employability
Responsible body	Office of the Deputy Executive Administrator for Academic Regulations
Executive body	Study centres / Graduate School
Tools	UAB regulations
Goals	3.5.1. Do the yearly monitoring of the 5 % reservation of vacancies for master and graduate studies with a supply higher than 20 vacancies and the reservation of one vacancy in the case of master and graduate studies with a supply lower than 20 vacancies
Schedule	One-time
Work and promotion	
3.6. Improve the coverage of work vacancies reserved in selection processes for people with disabilities at the University	
Promotion body	Vice-Rector for Academic Staff / Vice-Rectorship for Administrative and Service Staff
Responsible body	Office of the executive administrator
Executive body	Area of Academic, Trainee Research and Research Support Staff / Area of Administrative and Service Staff
Tools	UAB regulations / Studies / Campaign materials
Goals	3.6.1. Carry out a study on the access to work offers and occupation at the University for people with disabilities (information channels, processes, selection criteria, vacancy reservation coverage) 3.6.2. Propose actions to improve the vacancy reservation coverage for academic staff and administrative and service staff 3.6.3. Guarantee data protection in selection processes
Schedule	Permanent
3.7. Review selection, CV evaluation, hiring and promotion regulations so they do not contain indirect discrimination elements	
Promotion body	Vice-Rector for Academic Staff / Vice-Rectorship for Administrative and Service Staff
Responsible body	Office of the executive administrator
Executive body	Area of Academic, Trainee Research and Research Support Staff / Area of Administrative and Service Staff
Tools	Collection and analysis of information and data
Goals	3.7.1. Carry out a study on current selection processes among academic staff and administrative and service staff 3.7.2. Propose improvement actions
Schedule	Permanent
3.8. Guarantee that workplaces adapt to the particular needs of each worker with disabilities in order to carry out the appropriate tasks	
Promotion body	Vice-Rector for Academic Staff / Vice-Rectorship for Administrative and Service Staff
Responsible body	Office of the executive administrator
Executive body	Administration, study centres and departments
Tools	Procediment normalitzat del treball. Protecció dels treballadors especialment sensibles als riscos derivats dels treballs. PGP.PTS.01/08 and Appendix 2016
Goals	3.8.1. Identify necessary adaptations to guarantee the incorporation and permanence of the person in the workplace 3.8.2. Adapt the workplace according to the needs identified for every case
Schedule	Permanent
3.9. Create actions addressed to academic staff and administrative and service staff who interact with people with disabilities	
Promotion body	Vice-Rector for Academic Staff / Vice-Rectorship for Administrative and Service Staff
Responsible body	Office of the executive administrator
Executive body	Office of the executive administrator / Area of Risk Prevention and Healthcare / Area of Academic, Trainee Research and Research Support Staff / Area of Administrative and Service Staff
Tools	Training actions
Goals	3.9.1. Carry out specific training to get people involved to know the protocol
Schedule	One-time

Axis 4. University politics and organisation

4.1. Organise existing regulations on the rights of people with disabilities at the University (Estatutes; Reglament per a la igualtat d'oportunitats de les persones amb necessitats específiques de 1999; 3rd section of the Text refós de les normatives complementàries de les normes de caràcter general aplicables a l'alumnat de la UAB de 2011-2013)

Promotion body	Office of the secretary general
Responsible body	Office of the executive administrator
Executive body	Legal Service
Tools	Regulations
Goals	4.1.1. Have a sole reference document regarding UAB regulations
Schedule	One-time

4.2. Monitor the level of implementation and following of the applicable legal framework on people with disabilities

Promotion body	Vice-Rectorship for Students and Employability / Vice-Rectorship for Administrative and Service Staff / Vice-Rector for Academic Staff
Responsible body	Office of the secretary general / Office of the executive administrator
Executive body	Observatory for Equality / Area of Administrative and Service Staff / Area of Academic, Trainee Research and Research Support Staff
Tools	Evaluation and report system
Goals	4.2.1. Design yearly evaluation mechanisms on whether regulations are followed or not 4.2.2. Write yearly reports
Schedule	Permanent

4.3. Promote the figure of inclusion policies representatives within the different territorial bodies at the UAB

Promotion body	Vice-Rectorship for Students and Employability or an equivalent
Responsible body	Rector's Office
Executive body	Observatory for Equality
Tools	Inclusion policies representatives
Objectius	4.3.1. Appoint an inclusion policy representative for each study centre 4.3.2. Appoint an inclusion policy representative for each administration, area or office 4.3.3. Promote the professional and academic recognition of their function
Schedule	One-time

4.4. Consider, during contract awarding, those offers from tendering companies which are committed with the equality of people with disabilities

Promotion body	Vice-Rectorship for Economy and Campus
Responsible body	Office of the executive administrator
Executive body	Office of the executive administrator
Tools	Tender's requirements document
Goals	4.4.1. Include in tenders' requirements document the conditions of the Equality plan for people with disabilities, as well as the number of personnel with disabilities hired above the legal reservation obligations
Schedule	Permanent

4.5. Include basic research, applied research and technology transfer lines addressed to improving and easing autonomy, equal opportunities and quality of life for people with disabilities

Promotion body	Vice-Rectorship for Research and Transference
Responsible body	Vice-Rectorship for Students and Employability / Departments and research teams or institutes
Executive body	Departments and research teams or institutes / Observatory for Equality
Tools	CER
Goals	4.5.1. Promote the creation of a Special Research Centre on Inclusion and Disability 4.5.2. Make people know the research carried out at the UAB on the subject
Schedule	Permanent

4.6. Include specific actions by the University on the inclusion of people with disabilities in the UAB's promotion plans

Promotion body	Vice-Rectorship for Communication and Promotion
Responsible body	Vice-Rectorship for Communication and Promotion
Executive body	All the central and territorial organisations with competences on the subject
Tools	Institutional advertisement
Goals	4.6.1. Increase the presence of specific actions in the main website of the University 4.6.2. Increase the presence of specific actions in campaign materials
Schedule	Permanent

4.7. Guarantee the assistance service for students with disabilities as the main tool to ensure equal opportunities in access, higher education and ending

Promotion body	Vice-Rectorship for Students and Employability
Responsible body	Vice-Rectorship for Students and Employability
Executive body	Fundació Autònoma Solidària
Tools	PIUNE
Goals	4.7.1. Consider the opportunity of updating the name of the service
	4.7.2. Give necessary resources for pedagogical assistance for students and accompanying for teachers
	4.7.3. Improve management mechanisms with a new database
Schedule	Permanent

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