

Development of Inclusive Policies in Higher Education

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Abstract: The diversity of university students and the emerging inclusive policies justify the intention to explore their applicability in the field of higher education. The aim of this study is to investigate the policies and regulations promoted by the university to guarantee access and permanence of students and also to find out how the university community perceives it. For this purpose, the case study has been used and interviews and focus groups with the rectoral team, university services, teachers and students have been carried out. Furthermore, the main documents of the institution has been analyzed. The main results show how the Universitat Jaume I is organized to address diversity and promotes actions aimed at this, however participants consider that some aspects of access and permanence should be improved. The conclusions point out the need to generate an inclusive policy that develops all services and regulations from an intercultural and inclusive approach.

Key words: policies, higher education, services, intercultural and inclusive approach.

Resumen: La diversidad del alumnado universitario y las políticas inclusivas emergentes justifican la intención de explorar su aplicabilidad en el ámbito de la educación superior. Este estudio pretende indagar en las políticas y normativas que promueve la Universidad Jaume I para garantizar el acceso y permanencia de los estudiantes y en cómo percibe esto la comunidad universitaria. Para ello se ha recurrido al estudio de caso y se han realizado entrevistas y grupos focales para el equipo rectoral, para los responsables y técnicos de los servicios que atienden a la diversidad del alumnado, los docentes y los estudiantes. También se ha efectuado un análisis de los principales documentos de la institución. Los resultados muestran cómo la Universitat Jaume I se organiza para atender la diversidad y fomenta acciones dirigidas a ello, pero los participantes consideran que deben mejorarse algunos aspectos relativos al acceso y la permanencia. Como conclusión se apunta a la necesidad de generar una política inclusiva que englobe a todos los servicios y normativas desde un enfoque intercultural e inclusivo.

Palabras clave: políticas, educación superior, servicios, modelo intercultural e inclusivo.

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Introduction

The inclusion of people is a principle that demands the capability to look at diversity respecting the differences and ensuring the active participation of everyone in education. This principle is translated to higher education in an attempt to develop a model that simultaneously comprehends the concepts of equality, equity, accessibility and excellence in education.

The inclusive intercultural model has been developed in the school sphere to make the right to no discrimination and participation effective for all the students, regardless of their social or cultural condition, gender, as well as other personal characteristics. Despite that in Spain, intercultural education and inclusive education have been carried out independently, we consider that both approaches share commitment to transforming education in order to lead toward democratic values and attitudes of equality, respect, autonomy and solidarity (Moliner *et al.*, 2011; Sales *et al.*, 2012).

Therefore, we may talk about an inclusive intercultural model “that fosters the citizens’ cultural enrichment, starting from recognizing and respecting diversity by means of interchange and dialogue in active and critical participation to develop a democratic society on the basis of equality, justice and solidarity” (Sales and García, 1997: 46). This model is the one that has to guide the education policies also in higher education.

Inclusive higher education in the Latin American and European contexts

International and European policies underscore inclusion and access to education as a human right. The question is not whether inclusion is to be in education in general, and in higher education in particular, but what mechanisms are set into motion to accomplish it effectively and successfully.

Legislation plays a vital role in developing an inclusive model, as it articulates the principles and rights necessary to create a framework and detect the barriers that prevent access and permanence in education. In like manner, legislation is fundamental to structure inclusive practices that ensure education for every individual (Unesco, 2017). Education policies may influence inclusive practices, defining the forms of teaching, support and leadership that are the basis for quality education (Unesco, 2015).

In the Latin American context, higher education is organized in a complex and diverse manner. In a study by Sverdlick *et al.* (2005) in five Latin American countries, it is demonstrated that Latin American universities have undergone many reforms, though these have not meant a substantial

modification of the universities' elitist practices. At present, various strategies for inclusion supported on public actions and policies have made room for substantial changes in university enrollments and in the composition of their populations.

In some countries, higher education institutions carry out positive-action efforts to broaden the access of poorly favored or vulnerable populations to higher education, however inequalities in the access and permanence remain, and become a serious challenge to elaborate and implement inclusion policies at national level at national and institutional level.

In this context, we find some examples of inclusive projects such as MISEAL (2012-2014) (Rifa, 2014), developed by 12 Latin American and four European higher education institutions, whose main goal is to promote processes of social inclusion and equity in higher education institutions in Latin America, by means of developing mechanisms of access, permanence and mobility, training experts in social inclusion, articulating a collaboration network between European and Latin American universities.

The activities are not oriented to traditionally excluded groups such as ethnic or racial "minorities", economically disfavored individuals, the handicapped, people discriminated by gender, sexuality and age.

In Europe, the conference Access4All promoted by the European Commission (European Commission, 2017) had as a goal to foster the assessment of institutional policies and best practices developed by higher education institutions in Europe with a view to boosting the educational and social inclusion of minority groups, as well as students with any sort of needs.

Furthermore, Unesco (2017: 13) exposes the requirements that education policies must include to ensure inclusion:

- Value the presence, participation and accomplishments of all the students, regardless of their contexts and personal characteristics.
- Recognize the benefits of the students' diversity and how to live with the differences and learn from them.
- Gather, collate and evaluate evidence regarding the barriers to access participation and accomplishment, paying special attention to students who may be more exposed to failure, marginalization or exclusion.
- Apply changes efficaciously and supervise their impact, recognizing that accomplishing inclusion and equity in education is a continuous process more than a one-time effort.

According to Escudero (2006), politics is the platform upon which an education model that becomes concrete in practice is supported. Therefore,

it is an eminently political decision that allows an improvement in education. Also, Aguado *et al.* (2006) point out that education is intrinsically a political issue and, owing to this, three levels of education policy are put forward:

1. Education projects in the international sphere, European or local, which express as declarations, recommendations or working documents.
2. Laws and explicit regulations that try to organize the education system.
3. The actual practice that refers to particular measures education agents develop to apply laws and regulations.

Design a policy from an inclusive intercultural approach needs a reflection on the barriers that prevent participation in economic, political, social, physical, cultural or linguistic terms. In this way, inclusive policies in higher education must (Ministerio de Educación de Colombia, 2013):

- Identify the institutional barriers that prevent the effective exercise of inclusive education.
- Help students who may be at risk of exclusion.
- Promote the active participation of all the academic community, especially students.
- Propose accompaniment actions that allow ensuring the permanence of students.

By taking the Index for Inclusion (Booth and Ainscow, 2000) and CEIN Guide (Sales *et al.*, 2010) as references, we find a series of indispensable elements to ensure the inclusion of students in university. The review of literature refers two moments: access and permanence (see figure 1).¹

From the idea that the practices and cultures of higher education institutions are mediatized by organizational policies, in this study we intend to approach the development of inclusion policies in a particular context, in the Spanish *Universitat Jaume I* (UJI). We aim to analyzing the institutional organization policies that, in their regulatory and structural side, and articulated by the corresponding services, try to advance in the construction of a more inclusive university.

Goal and research questions

This research is framed in a broader work that tries to identify the current state of cultures, policies and practices of UJI community in the context of an intercultural inclusive university. We intend to enquire on the policies,

¹ Figures and tables are at Annex, at the end of the article (Editor's note).

regulations and organization of the university, which tries to ensure access and permanence for every student. To do so, we put forward three research questions:

- How is university structured to address diversity? And, what is the opinion of the university community about this?
- What policies, regulations and plans allow accessing the university? And, how do the participants perceive it?
- What policies, regulations and plans does the university promote to ensure the permanence of its students? And, what beliefs do the participants have about them?

Methodology

This work is framed in a qualitative research and the methodology used in case studies. As pointed out by Pérez (1994: 85), we may define it as “an intensive, holistic description and an analysis of a singular entity, a phenomenon or social unit”. It is a case study on UJI, with the purpose of finding out its particularity, complexity, singularity and exclusivity (Stake, 1998; Simons, 2011) as regards the development of inclusive policies.

Context

UJI is a public university in Castellon (Spain), created in 1991 and which presently holds 15 000 students. It comprises four colleges (human and social sciences, health care, juridical and economic sciences, and Higher School of Technologies and Experimental Sciences) that offer 32 undergraduate, 47 master and 20 doctorate programs. UJI offers a series of services related to community services such as: *Unidad De Apoyo Educativo*, USE [Education Support Unit], *Servicio Gestión a la Docencia y Estudiantes*, SGDE [Management Service for Teaching and Students], *Unidad De Igualdad*, UI [Equality unit], *Servicio de Lenguas y Terminología*, SLT [Language and Terminology Service], *Oficina de Relaciones Internacionales*, ORI [Office for International Relationships], *Oficina Cooperación al Desarrollo y Solidaridad*, OCDS [Office for Development Cooperation and Solidarity], *Oficina de Prevención y Gestión Medioambiental*, OPGM [Office for Environmental Prevention and Management], and *Grupo de investigación Salusex* (Salusex Research Group) (see Table 1).

Participants

In order to choose the participants for the present study the technicians and responsible of services related to assist the diversity of the students, mentioned above. As regards professor selection, it was carried out aided by such services, whose incumbents proposed a series of professors sensitized regarding diversity. Out of the listing suggested by the different units, all the colleges are represented, as is the representative equality of men and women.

For student selection, the criterion was based on the greatest possible diversity: social, cultural, gender, functional, economic, age, course, years in university, etc. To do so, mediation was by means of the various services. All the students that answered and accepted to collaborate in the study were selected. As regards teaching staff, 80% of them participated in addition to the rector. All in all, there were 40 participants; Table 2 shows the data.

Techniques and instruments to gather information

The instruments to gather information were produced ad hoc, from the revised indicators in the guides for self-assessment of inclusive intercultural school, and these were: the Index for Inclusion (Booth and Ainscow, 2000) and CEIN Guide (Sales *et al.*, 2010). On the basis of the items of “political” dimension, we designed a protocol for the documental analysis, the scripts for focal groups and for semi-structured interviews.

Focal groups, according to Cerón (2006: 279), “are especially useful to study rationalities or action logics in a determinate collective and regarding determinate practical field because it allows understanding the action, as it is interpreted from the standpoint of the actor who performs it”. Five focal groups were organized; two for professors and three for students. The script is a protocol that has two sections: a) contextual and respondents’ data; and, b) the general questions.

Semi-structured interviews helped us find out the beliefs, thoughts, and values of the respondents. The election of this instrument, unlike focal groups, was the interest in thoroughly understanding the organization and structure of the university.

In total, 20 interviews were held: 11 with service staff; 1 with a professor; 8 with vice-rectors and the rector. The script for the interview comprises three sections: a) contextual data; b) respondents’ data; c) questions on policy indicators.

As well an analysis of the main documents of the institution was run to learn its ideas, organization and functioning. These documents are displayed in Table 3.

Data analysis and codification

A thematic analysis of the data obtained was carried out. It is a method that allows examining in detail and providing patterns or topics from a careful reading the gathered data to understand and interpret the phenomenon under study (Braun and Clarke, 2006). Interviews, focal groups, and institutional documents were codified and categorized, identifying parts of a text with a topic and relating it to a code, which was an abbreviated reference of a thematic idea (Gibbs, 2007).

Data analysis has been a thematic mix: deductive from two central topics: access and permanence; and inductive, on the basis of new emerging categories that account for the thematic configuration of results. The data were analyzed with software Atlas.ti (see Table 4).

Results

The first research question intended to enquire on the structure of UJI to address diversity and the perception the university community has about it (see Figure 2).

Data state that the university delegates the technical, economic and administrative management of the entire university community to the services, as regards attention to diversity; the university fosters a series of plans and regulations boosted by the offices and services that take part in the research.

Collaboration is deemed fundamental, and in UJI it is a value that is explicitly mentioned in its statutes and code of ethics. As regards, collaboration between services, the staff state that they coordinate in function of the needs, however there is neither office nor agreement to coordinate this relationship.

Among the actuaciones carried out collaboratively, we find the joint drafting of the harassment protocol between *Salusex* and *Unidad de Igualdad*; the work between *Plan de Atención a la Diversidad* [Plan to Assist Diversity] and *centro de salud en la adaptación del espacio de trabajo-estudio* [health care center to adapt the labor-study space], the tasks between *Servicio de Actividades Socioculturales* [Sociocutural Activities Service] and *Lenguas y Terminología* to set up activities that promote Valencian, etc.

Furthermore, some services create networks to share experiences, for example *Red de Servicios de Atención a Personas con Discapacidad en las Universidades españolas*, SAPDU [Network of Attention Services for the Disabled in Spanish Universities] comprised of support services for the disabled of Spanish universities, presently chaired by the UJI team.

However, the respondents' opinions differ as regards this collaboration. While some people in charge of services claim they advocate for collaborative culture, students notice the services operate independently.

Due to the characteristics of the service, we are in contact with others, we have a very interdisciplinary task (E_S_ORI).

An *Unidad de Atención a la Diversidad* cannot work independently, it has to relate to ORI, *Oficina de Prácticas*, the faculty, with everyone (E_VR7).

Offices work as fixed stalls, among them they don't know, they send you from one place to another as a tennis ball (GF1_E).

The respondents' improvement proposals as regards collaboration is to carry out an integral inclusion plan with all the services:

I believe that it is interesting to make a very sustainable plan for physical and cultural integration, usually the gravest, to work (GF2_D6).

At times actions can't connect with one another and they should be in a general policy (E_R).

On the other side, there is a shared concern as regards the linguistic policy among the respondents. As it is a multilingual university, the university community may find three languages in teaching, research and administration (Valencian, Castilian and English).

People who enroll in our university have to be aware that they will find teaching in Valencian, English and Castilian (E_S_SLT).

This policy is not shared by the entire university community and this produces tension. Professors lament the attitudes of some students regarding Valencian in the classroom and consider that the university has to clearly state this policy.

For its part, affective-sexual diversity is still pending. Presently, attention to students in need of support of advice in these issues are assisted by SALUSEX research group, however it is not part of the offices and university services structure. UJI is trying to solve who to work this issue with and incorporate it into its structure.

We are trying to find the way to link affective-sexual diversity and how to incorporate it in the structure and the workflow (E_VR3).

Another interesting aspect is the way inclusion is dealt with in the curricula. The respondents advocate for the need to promote much more interdisciplinary curricula and propose that:

Disabilities have to be worked from all the spheres and include them in the curricula (E_S_UDD).

Include activities in the curricula that involve this part of inclusion (GF1_D13).

From the vice-rectorates there is political willingness in this regard and consider that:

The topic of inclusion, cultural respect, integration, shall be in our curricula (E_R).

Nevertheless, it seems as if there is still a long way to go, as it is affirmed that:

It is being tried to incorporate subjects on equality, but we are having difficulties from *Agencia Nacional*, it is not simple at all to incorporate it (E_VR6).

The second research question refers to university policies and regulations on student access and the respondents' perception about those mechanisms (see Figure 3).

Access to university can be: a) high school; b) professional training; c) tests for individuals older than 25, 40 or 45 years; d) partial studies; and e) international students.

UJI has a pre-university orientation program that makes it easy the transition from secondary to high school within the university. In this program, we find various actions such as visits to the institution, promoting high-performance students, fostering scientific, technical and humanist vocations, receiving international students and academic coordination with pre-university education centers.

Furthermore, one of the resources regarding the access to the information level is *Sistema de Información Académica*, SIA [Academic Information System], which gathers data on the offer of official studies, subjects and teaching guides, evaluation systems, professors, schedules and rooms, and sociolinguistic information of the subjects to be studied.

As well, there are Welcoming days and a Tutorial Action Program (peer tutoring) to facilitate the adaption and integration of new students, revealing the functioning of the university and the services it offers. As regards international students, a day is devoted to guided visits, security advice and rules of behavior, and the offer of language courses is explained.

As regards admission, the respondents point out there are resources such as scholarships or support from *Unidad de Discapacidad y Diversidad*, UDD [Unit for Disability and Diversity] and *Oficina de Relaciones Internacionales*, ORI [Office for International Relationships] that help assimilation into university.

ORI works well together with the office for the master over the entire process prior to admission (GF2_E8).

All the years in selectivity, we have an individual with a broken arm or has had an accident, and UDD sends a person to help them and that person goes to a special room to perform the selectivity (GF2_D6).

The importance of posts to promote the incorporation of women into masculinized undergraduate courses or posts for people with disability to carry out postgraduate studies.

Doctorates are the only remaining at state level with no places for disabled students. I believe that it is an aspect that will be corrected in years to come (E_VR4).

However, the respondents refer a series of barriers that make access difficult. One of them alludes to access for people older than 25 years:

My 7 in selectivity twenty years ago is not the current 7, back then, such note ensured my admission and now I have started psychology, by chance (GF2_E7).

In this regard, as a proposal for improvement, the respondents point at the need to broaden the collectives where dissemination takes place and not only incorporate those from secondary education centers, but also professional training or adult population.

Information on the university is made in secondary centers, some information is given regarding Compulsory Secondary Education, but where it is carried out the most is in high school, and not everyone reaches this stage (E_VR2).

Also, improving vocational guidance to choose a career for many students have the wrong expectations.

We have problems such as offering the correct orientation to students with certain handicaps so that they not only study the courses because they like them or are motivated, but because... I see something that has to be done, but it is a problem hard to solve (E_S_USE2).

Another problem pinpointed is the lack of linguistic competence of some students. In this regard, the need to ask for linguistic requirements and offer a crash course to refresh Castilian and introduce them to the Valencian culture.

I believe that the Erasmus must be examined and ask them at minimal, and if they do not reach it, make them take alternative lessons. I believe they have to be stimulated a bit. It is better to lose one term to learn Castilian well than not losing the whole year (E_D8).

I think it would have been right that they had explained Valencian culture to us (GF2_E9).

Probably, in two years' time we'll have to ask Spanish because there are some professors who have Erasmus that are complaining (E_VR3).

The final research question intends to find out the policies promoted by the university to ensure the students' permanence, regardless of their situation, and what the opinion of the university community about this is.

In UJI statutes, the obligation to facilitate the continuation of the students' studies is recognized. This is carried out by means of different mechanism such as accessibility, regulations, orientation, participation and supports (see Figure 4).

Accessibility is a factor that relates both in admission and permanence in the university. The perception of the rector staff is that the university is accessible and that there are actions heading in this direction.

I believe that if there is something we're proud of it is having a campus with a very high accessibility degree (E_R).

Our university, as it was built in this century, the buildings and all that makes it much more accessible. Everything defined by the law is observed (E_VR5).

I consider it is accessible, not only from the physical standpoint, I would say it may be considered an inclusive university (E_VR7).

There are three sorts of accessibility: physical, communicative, and economic. As regards the former, UJI is a single integrated campus. Being a recently created university, it was built under accessibility regulations. It is an aspect that not only is being developed in practice, but it is taken in the statutes, educational model, and code of ethics. It is worth distinguishing that university has some prizes due to its accessibility. The governing staff considers that many efforts have been made to facilitate mobility by the university, mainly, for people with disabilities, an aspect well valued by the university community.

The idea is that every construction made of this is prepared for people with problems to access the university (E_VR5).

The first time I used the blue card to park in reserved parking spaces I was deeply moved. But well, sometimes I have parked in the football field, and when I arrived to the room I felt like doing nothing (GF2_E7).

In this sense, another aspect considered important is the signaling of the university. The vice-rectorate expresses that this part has been worked on, though there are issues to improve.

In what we have explicitly worked on is in signals for people who enters university in a vehicle because commonly people got lost. There are certain areas that are complicated. Here, we try, on one side, that they are well signaled, and on the other, address all the demands to improve (E_VR5).

I can't leave if I don't ask the cleaning woman, you can have me here driving around for an hour (GF2_E7).

For their part, *Plan de Atención a la Diversidad*, PAD together with *Oficina de Prevención y Gestión Medioambiental*, OPGM, carry out various actions to ensure the accessibility of the university community such as: adaptations to the place of study, rooms or schedules; promoting resting spaces in the colleges, or support in displacements inside the campus.

On the other side, information access is an essential aspect for permanence in the university. The Royal Decree 1791/2010 on the university student status stresses the need that students have correct official information on the temporary horizon within which permanence in school takes place.

In this sense, language is key, and the linguistic policy has a very important role in communication access. The university incorporates the concept of linguistic security into its plans and regulations to refer to information transparency of teaching linguistic uses; that is to say, it discloses the information on the vehicular language of teaching in SIA, previously commented. This implies a commitment to respect the vehicular language declared as a part of the contract of the student with the university and which has to be known in advance.

In this regard, the university community has conflicting opinions. The rector staff and service staff consider there are many communication channels to make this information accessible.

Recently, we have made a substantial improvement on the web and a specific section was created for students before their arrival to the university, other when they already are, and another for graduated students. I believe efforts have been made make information coherent and unified (E_VR6).

We have worked very hard with communication services so that web is accessible (E_S_USE1).

However, students consider the information in these channels is not always right and varies in function of the language:

When there are calls, grants.... All, all of them are in Valencian, and sometimes not even in two languages (GF2_E9).

The prioritization is international web and teaching guides. There are things that do not need to be translated (E_SLT).

On one side, the students complain that the information is not always in the three languages and when it is it is not always the same; an issue verified by *Servicio de Lenguas y Terminología*.

Sometimes I find that contents in Valencian, Castilian and English do not match. (GF1_E2).

It is very important to know that the web is not our responsibility. We find translations to English or Valencian that... Each service, unit and department are responsible for their web. What many do is to resort to Google Translate and... We're here to help, but the immediateness of the web... It is a problem over that and that somewhat we have to approach (E_SLT).

As a proposal, the need to offer information in the three languages is underscored so that foreign students are able to access it in full:

Put it into Castilian or English would be ideal (GF1_E2).

As regards economic accessibility, students have a number of grants and supports to afford the enrollment, lodging and other expenses. There are three sorts of grants depending on the funder: Ministry of Education, *Conselleria* or the university itself. Moreover, there are other sorts of supports for the canteen, attendance to courses, thematic days or congresses, etc. Among the latter, it is worth underscoring supports for unexpected situations for students that are unemployed, disabled or death of a family member that entails a reduction of incomes. On the other side, there are other types of scholarships aimed at students from impoverished countries.

The rector staff considers there are many mechanisms so that any student is able to carry on studying without economic concerns.

I would tell you that if at present we combined the grants from the Ministry, *Generalitat* and university, no student would stop studying due to purely economic reasons (E_VR6).

The grant I'm receiving focuses on people from Asia, Africa and Latin America. That is, students from outside Spain are being sought and efforts have been made to economically help them (GF1_E3).

In relation with permanence, there is a series of *regulations* that directly affect the students: permanence, curricular compensation, and Evaluation. It is worth underscoring that they specifically consider disable students, and in recent years, students with specific educational needs. An instance of this is that there is the obligation of making adaptations, either curricular or evaluation.

Participation is another of the values promoted by UJI and is supported on volunteering and associationism. UJI has its own volunteerism, and service personnel to start sensitizing, accompanying and supportive actions among students. Associationism is another key aspect, the university has its own regulation and presently there are 29 entities in various themes.

However, of out these 29, only 6 are managed by students. The beliefs of the respondents are dissimilar: while rector staff considers it promotes the students' participation, the latter state there is need for more student representativity and visibility of some collectives.

We have changed associationism. At present, they are much more committed, we have given the associations relevance, we have created a support program (E_VR7).

What I see is that this university suffers a lack of associationism. Where do you get in touch with students? There are many work groups, many professors and departments, but students? I can't find (GF3_E13).

I believe there is need for some sort of LGBTBI association because there is not. It would be ok, if there was a department comprised of students (GF3_E12).

As regards volunteerism, the responsible and technicians in services value very highly the students' commitment.

We are super happy with their disposition, here we do not have any problems, on the contrary. Sometimes we need three people and 20 appear (E_S_USE3).

Orientation and support are the strongest pillars in the students' permanence. On one side, services offer advice on mobility, languages, family conciliation, specific educational needs, academic issues and how to face harassment. On the other, professors are advised by means of training. This activity is carried out by *Unidad de Formación e Innovación Educativa* [Unit for Educational Training and Innovation]. At present, training in attention to diversity is scantily relevant and is carried out at the professors' request. It may be said it translates into the advice, guidance and follow-up meetings carried out from *Plan de Atención a la Diversidad*.

Technicians with services comment that professors, by and large, want answers for their needs from the courses, and owing to this, frequently, some of these courses are not demanded.

Most of the people wants the application, recipes. It is complicated for this sort of courses to address diversity to be successful, it has to be sold as very practical (E_S_USE2).

Training policy aims at educative innovation groups and their interests; therefore, there is no specific formation to address diversity aimed at all the professors.

More than initiatives of the university itself in favor of diversity, I think it is more feasible that groups of professors concern about directly improving, and that according to their needs, the training they miss comes out (E_S_USE2).

In this regard, it is worth underscoring the rector's opinion:

There are professors that as regards a situation in the classroom do not know who to act, or have complained about not having the necessary training, which I don't know whether it's his fault, which has concerned very little about his training, or there is need for something more active from the university to offer this training (E-R).

The respondents consider that in order to advance toward an inclusive university it is necessary to have a training in attention to diversity, even though they do not have it clear yet the best way to approach it. Moreover, professors agree with this need, though they complain about the bureaucratic load in the institution and the poor valorization of teaching.

There is no training in attention to diversity that should go hand in hand with a course on equality (E_S_USE2).

Internationalization is a topic that is necessary to strengthen in the professors' training (E_VR2).

I don't know, I would be cautious in these issues, how do you sell it to people so that they see an actual need. As it is, I would tell you that it is, it is worth, but in practice I have realized that we need to make time and take it from other activities (GF2_D6).

Finally, supports become relevant, among them we find grants and specific programs. Additional to grants for enrollment or lodging, UJI has a public lodging pool that makes it easy to look for housing, it has an in-campus university residence and the "*Pisos Solidarios*" [Solidary housing] program, in which students are lodged free of charge in exchange for some weekly hours to participate in activities to improve a neighborhood in the city.

Among the specific programs we find one of the strongest and most supportive, namely: *Plan de Atención a la Diversidad*, PAD, aimed at students and professors with disabilities or Special Educational Needs, managed by UDD. This offers help from university admission tests, by means of incidence classrooms, and along the entire academic trajectory.

When a student enrolls in university for the first time and notices there is a disability certificate or any other circumstance, the unit directly contacts the student to offer assistance and advice. The main functions of this unit are psycho-pedagogic advice (academic follow-up and mediation with professors, exam management, support for practices...), adaption to the place of study/classroom, information in scholarships and specific aids, support for academic procedures, need for resting spaces, navigation around the campus or help from volunteer partners

UDD positions as one of the main supports in university. All the respondents positively value the service and express that it is helpful not only for students, but for professors.

My relation with the university begins in this unit and they guide in whatever is needed (GF2_E7).

We have a person, a service, we're not lost. If we wouldn't have that, you'd say, what now? Because they're always there, on the phone... (GF2_D7).

Additional to the pedagogical guidance professors receive from staff in charge in order to adequately answer the students, they underscore as a positive aspect that the unit provides them with background information on students that need some sort of adaption or consideration,

One thing I love and I believe that it is a feature that differentiates us from other universities that have copied us and have copied us for good, is the topic of UDD. When a student from an institute arrives and they notice a special need, you have that previous information (GF2_D6).

When I was pregnant, they told me there was a resting room if I wanted to go, even after I had the baby I could go there to breastfeed him (GF2_E8).

They asked me if I wanted to reduce teaching hours and I said no, that I preferred to be relieved from researching hours because I can't be in front of the computer for long time (E_D8).

Time ago, we had a specific case of a student and the service staff came to give us, the four professors, some advice on how to use time and space with this student (GF2_D6).

For its part, staff with *Unidad de Discapacidad y Diversidad* puts forward better coordination with the vice deacon.

It would be ideal to hold coordination meetings from graduation using the figure of the vice deacon, it would be very useful as a reference for the faculty. Because us, as much as we know and are in contact with students, are still administrative and service staff, and sometimes professors look down on you (E_S_USE1).

As regards specific programs, we find those dealing with languages and internationalization. The university makes heavy investments on language learning through volunteering, training, tutoring, resources, or incentives and supports, either for learning languages or fostering teaching in Valencian or English. However, there are opposing options as regards the offer of Spanish and Valencian courses: *Servicio de Lenguas y Terminología* has expressed interest in disseminating and promoting them; though, students and professors are not aware of this offer or complain about the schedule and access.

Spanish courses have a stipulated fee and they are comprised in Erasmus agreement and it is almost compulsory to enroll. Valencian ones are for free for A2 level. What we do is open the doors of our language for people from the outside (E_S_SLT).

I have come across students who have enrolled and it turns out that they're full. In the end, they have left without learning Valencian nor improving Spanish because they have taken all the subjects in English (GF1_D1).

Almost all the Valencian courses are to be paid, I'm in a desperate situation because of money (GF2_E9).

Internationalization goes hand in hand with linguistic policies, and support is offered by means of training or specific programs.

When Asian students come, we took them by the hand. They have a crash course on Spanish, tutoring and a tutor that accompanies them (E_S_SLT).

Students positively value *Oficina de Relaciones Internacionales*, in charge of receiving them.

I came with a Santander grant. There was a crisis in my country and I couldn't use that funding and I got in an economic crisis. OCDS was extremely fast and I was offered a solution right away. It was difficult, but I felt well supported by ORI and people in the master (GF2_E9).

Notwithstanding, professors ask for more support as regards the number of international students, the way they are received, and mainly whether they are linguistically competent and are aware of the university policy.

Discussion of results and conclusions

We addressed the research from the approach of inclusive intercultural university, which goes beyond ensuring an answer for people with disabilities who are admitted to the university. It is a broader vision that not only encompasses the students with educational support needs, but any student regardless of their background, gender, identity, status... however, and in view of the results, this approach is far from being assimilated in the university policies targeted to ensure the access and permanence of students with disability.

Technicians and those in charge of the services ensure they coordinate in function of the needs, but there is no policy that coordinates this relationship, and services are compartmentalized. This restates the need for a more global policy to gather this inclusive intercultural approach and advocate for joint actions so that the access and permanence of students is ensured, regardless of their personal, social or cultural characteristics.

In Latin America, there are countries such as Peru or Ecuador (Pedroza and Villalobos, 2009; Fajardo, 2017) which also focus on disability, while others such as Venezuela and Mexico promote universities for specific disfavored collectives (Chiroleu, 2009). However, we are interested in proposals such as Colombia's, which considers higher education a diverse and heterogeneous institution that requires policies to encompass all the collective (Ministerio de Educación Nacional, 2013).

At present in Spain, there are initiatives that propose strategies to directly influence the development of inclusive policies and practices such as *Proyecto de Formación Curricular en Diseño para Todas las Personas* [Curricular Training on Design for Everyone Project]. Which has as a main goal to introduce basic concepts of Design for Everyone and Universal Accessibility in the curricula of 15 undergraduate courses. However, there is still a long way to go in this regard.

Furthermore, results indicate that the lack of linguistic command is a barrier for access and permanence. Seeing this, it is suggested asking for linguistic requirements from students from other universities. This result is not far from other research works such as on in Universidad de Alicante (Comes *et al.*, 2014), where professors consider that international students have little knowledge about Castilian and Valencian.

UJI has a series of mechanisms to foster accreditation, training and helps and incentives based on *Política Lingüística para la Internacionalización del Sistema Universitario Español* [Linguistic Policy for the Internationalization of the Spanish University System] (Bazo and González, 2017). However, participants consider that they are still insufficient and that it is necessary to create courses to improve Spanish language command and make students take an interest in Valencian.

By and large, we notice that the university is willing to suppress the barriers and ensure the accessibility of all individuals. Nevertheless, the conception of accessibility is still focused on a construction thought for disabled people, not on a university for everyone. Thus, it is indispensable to move toward Universal Design to design and build buildings and spaces which take the diversity of population into consideration from the start, not only the needs of handicapped individuals (Center for Universal Design, 2008).

One of the great challenges in building a more inclusive university is professor training. In this sense, it is essential to foster commitment and positive attitude toward diversity (Fernández, 2012), and begin willing to take up the responsibility to look for adequate solutions for students. The

university has the challenge to design learning environments that ensure regardless of their characteristics; which implies to develop the professors' pedagogic competence.

In the Spanish context, some studies (Castellana and Sala, 2005; Moriña *et al.*, 2015) verify the lack of resources in classrooms to ensure the students' participation, progress and success.

Finally, it is necessary to underscore the work of supportive services, which, with a large volume of students and very few human resources, carry out an extraordinary task for the inclusion of students. Owing to this, it is essential to dignify and recognize these professionals, for presently, according to Alonso and Díez (2008), many universities still lack clear functions, while technicians lack a specific professional profile.

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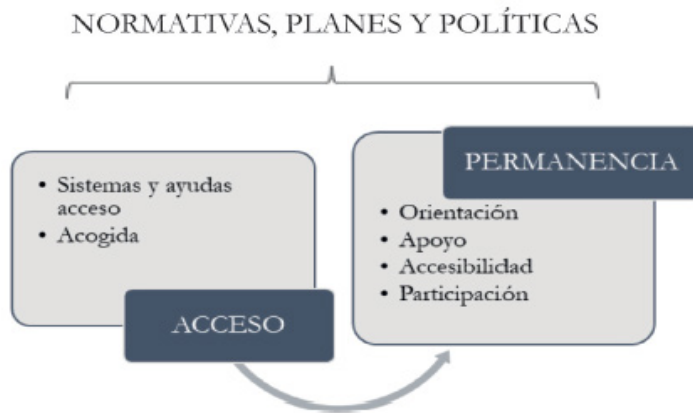
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Annex

Figure 1

Elements of inclusive policies



Source: own elaboration.

Table 1

Services related with attention to diversity

UNIDAD DE APOYO EDUCATIVO (USE)	This service is divided into various labor spheres: – Unidad de Orientación Preuniversitaria (UOP) offers advice to favor transition to university and foster coordination with the councilors with education centers. – Unidad de Orientación Universitaria (UOU) is the area in charge of tutoring university students, also offering them resources to improve and strengthen their potentialities. – Unidad de Diversidad y Discapacidad (UDD) is in charge of managing Programa de Atención a la Diversidad, which intends to support the university community that presents functional diversity and/or special education needs. – Unidad de Formación e Innovación Educativa (UFIE) among its scope of action we find the professor training, educational innovation, and merit certification.
SERVICIO GESTIÓN DOCENCIA Y ESTUDIANTES (SGDE)	Unit that centralizes, coordinates, and manages issues, administrative proceedings and paperwork of the students enrolled in official studies in the university. It is in charge of preregistering, enrolling, validations, grants and degrees.
UNIDAD DE IGUALDAD (UI)	In charge of developing UJI's Equality Plan, watch over compliance with legislation in equality and promoting the implantation of gender mainstreaming in all university policies.
SERVICIO DE LENGUAS Y TERMINOLOGÍA (SLT)	In charge of organizing and solving needs on languages and linguistic models in its entire scope of action.

OFICINA DE RELACIONES INTERNACIONALES (ORI)	In charge of disseminating and managing national and international programs such as Erasmus+, SICUE, and other proper that promote student interchange, PDI and PAS. One of the most important tasks is interchange student support in registration, enrollment, lodging through tutoring.
OFICINA COOPERACIÓN AL DESARROLLO Y SOLIDARIDAD (OCDS)	It has as a goal to disseminate and develop the principles of solidarity and cooperation inside the university community. This office manages the volunteers, a very important part of attention to diversity.
OFICINA DE PREVENCIÓN Y GESTIÓN MEDIOAMBIENTAL (OPGM)	In this office we notice that Centro de Salud that provides the community with health care assistance. This is in charge of adapting the study or work space. According to the needs of the applicant (student, PDI or PAS), the center carries out an individual assessment of the personal characteristics and those of the work environment.
SALUSEX	It is Unidad de Investigación sobre Sexualidad y SIDA [Unit for Research on Sexuality and AIDS] offers services to prevent and treat problems associated to sexuality and AIDS. It is a health care center, though it does not depend on any vice rectorate. The group also carries out actions to train and sensitize.

Source: own elaboration.

Table 2

Respondents

Respondents	
11 technicians/ academic directors	Services: USE, ORI, OCDS, UI, OPGM, SLT, Salusex, CENT and SASC
8 professors	Departments: Engineering and Computing Science, English studies, Public Law, Sociology, Industrial System Engineering and Design, and Communication Sciences.
13 students	Various nationalities, undergraduate and master degree, relation with services, with and without grants.
7 vice rectors	Academic and professor ordering; Internationalization, Cooperation and multilingualism; Strategic planning, quality and equality; Research and doctorate; Campus, infrastructures and new technologies; studies and students, employment and innovation.
Rector	

Source: own elaboration.

Table 3

Institutional documents analyzed

UJI statutes	Information from website of Programa Atención Diversidad
2016 Education model	2017 research promotion plan
2017 Education model	Sociocultural activities service letter
2018 University Ethical Code	Description of associations
Ethical code illustrations	Rules of association registration
2018 strategic plan	Sorts of grants and student supports
2016-2020 equality plan	Regulation for the admission of students over 25+ years of age
2016-2018 Multilingualism multiannual plan	Regulation for the admission of students over 45+ years of age
Linguistic policy	Regulation for the admission to partial studies
Linguistic use handbook	Undergraduate Studies academic regulation
Illustrations of linguistic handbook	Master degree regulation
2017 Multilingualism plan report	Curricular compensation regulation
Guide for Multilingual teaching	Assessment regulation
Internationalization plan	Permanence regulation
Student diversity attention plan	UJI Volunteering guidance
Disabled student attention plan	Regulation of student councils
Guide to address diversity for PDI	Statute of University Students (BOE)
Protocol for detecting, preventing and acting in labor harassment, sexual harassment, harassment motivated by gender, harassment from sexual preferences, and gender identity and expression.	

Source: own elaboration.

Table 4

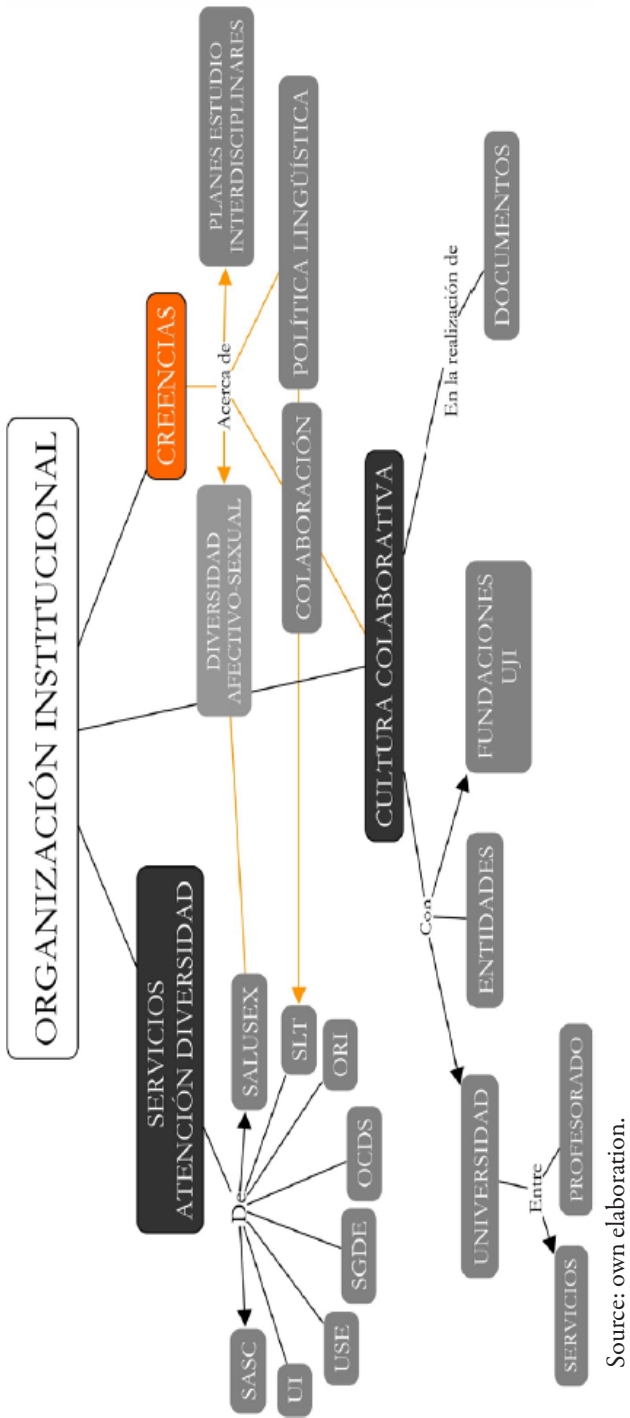
Codification

INTERVIEW	E
FOCAL GROUP	GF
DOCUMENT ANALYSIS	AD
SERVICES	USE (Unidad Apoyo Educativo)
	UDD (Unidad Discapacidad y Diversidad)
	UFIE (Unidad de Formación e Innovación Educativa)
	UI (Unidad de Igualdad)
	UARE (Unidad de Atención y Representación de Estudiantes)
	ORI (Oficina Relaciones Internacionales)
	OCDS (Oficina de Cooperación Al Desarrollo)
	OPGM (Oficina de Prevención I Gestión Medioambiental)
	SLT (Servicio de Lenguas y Terminología)
	Salusex
	CENT (Centro de Educación y Nuevas Tecnologías)
	SASC (Servicio de Actividades Socioculturales)
STUDENTS	S
PROFESSORS	P
VICE RECTORS	VR
RECTOR	R

Source: own elaboration.

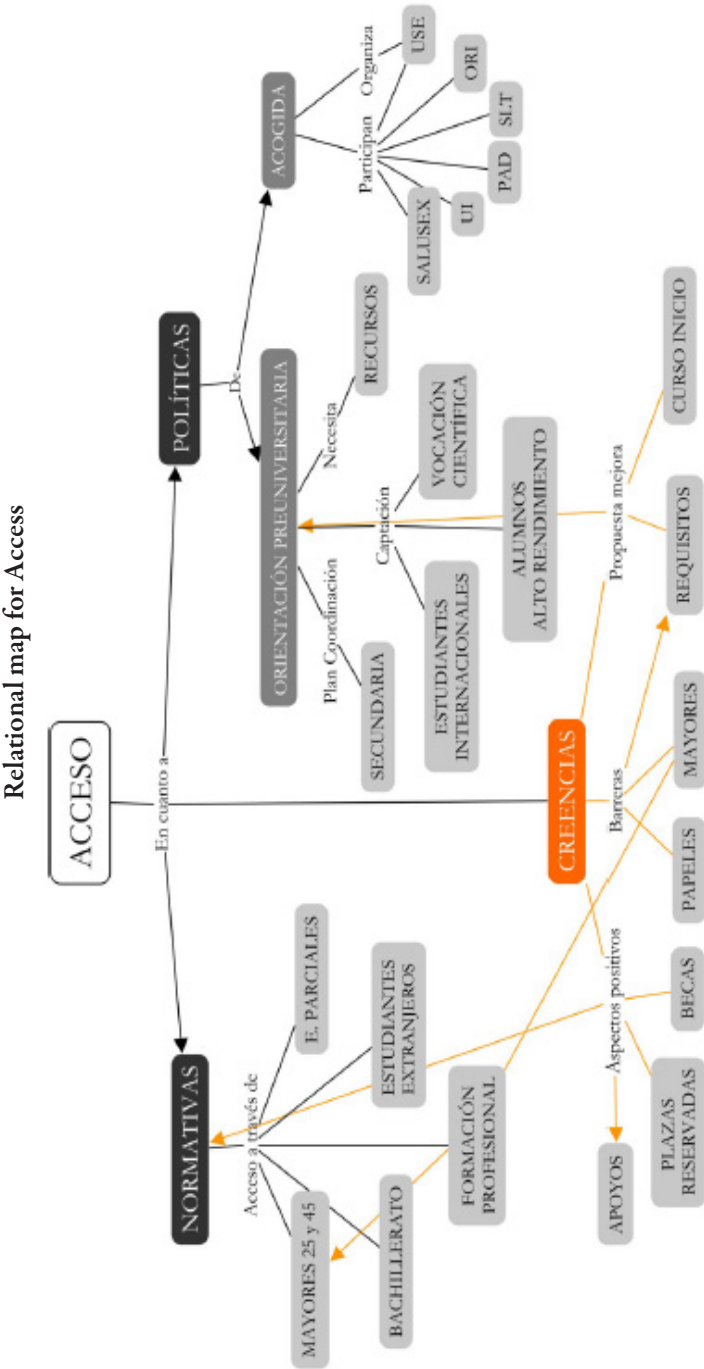
Figure 2

Institutional organization category



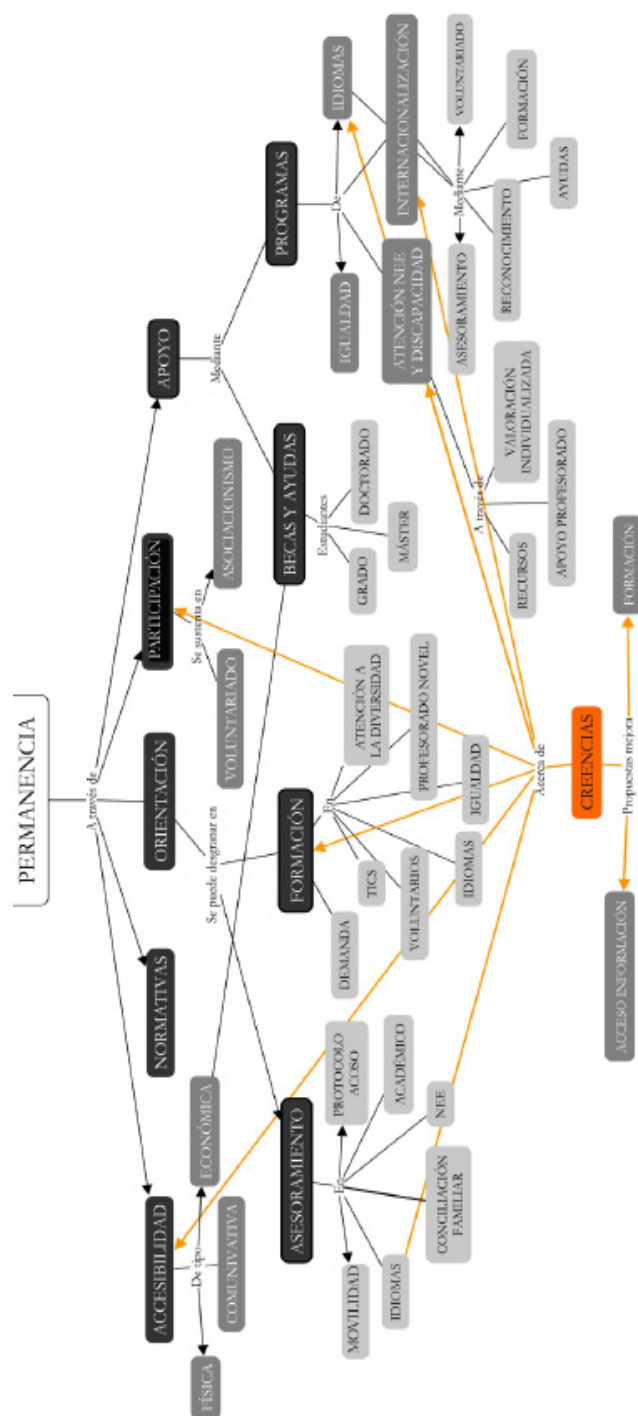
Source: own elaboration.

Figure 3



Source: own elaboration.

Figure 4
Relational map for Permanence



Source: own elaboration.

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