



Project “**ENTENDER - ENabling sTudEnts with NeuroDivERsity**  
- 610302-EPP-1-2019-1-UK-EPPKA2-CBHE-JP (2019 / 001 - 001)”  
WP4. Students capacity building

“This project is being developed with the support of the Erasmus+ programme of the  
European Union”

## Work Plan

# WP4 Students capacity building

Educational Institution responsible of the coordination of WP4:  
Universidad de Colima

January 2020 - March 2021



## PRESENTATION

As a partner institution of the ENTENDER Project, Universidad de Colima was appointed as the coordinator of WP4: Students Capacity Building. With this purpose, we have developed the action plan that will serve as a guide for the participation of staff from Higher Education Institutions (HEIs) from Latin America, in order to enhance knowledge on neurodiversity among students through the development of strategies and the building of coordinated resources. Based on this, support services for neurodiverse students will be produced.

The objectives of WP4 seek to pay close attention to strengthening the concept of inclusion in order to incorporate neurodiverse students in social conscience. Consequently, the concept of inclusion must expand its limits to include people that have a neurodiverse condition, such as dyslexia, dyscalculia, ASD, dyspraxia and Tourette syndrome, among others. However, creating strategies that prompt the comprehensive development of this area is the main purpose.

This document is open for developments, as it can be improved through the contributions of each partner of the ENTENDER Project. Our goal is to develop a work plan under the consensus of all participants, respecting the internal dynamics of each institution in order to guarantee that the actions will achieve the objective of strengthening students capacity.

We are certain that this proposal will mark the beginning of a fruitful work package that will result in achieving the objectives that have been established in the general ENTENDER (Enabling students *with neurodiversity*) Project.



## **ACTION PLAN FOR THE DEVELOPMENT OF STUDENTS CAPACITY**

The Action Plan for the Development of Students Capacity is part of the proposals oriented towards compliance with the objectives of the ENTENDER Project. It considers Objective 4, which points out the need of *Facilitating the transition to school, university, and employment for neurodiverse students through the development of resources, programmes, and learning initiatives in the workplace.*

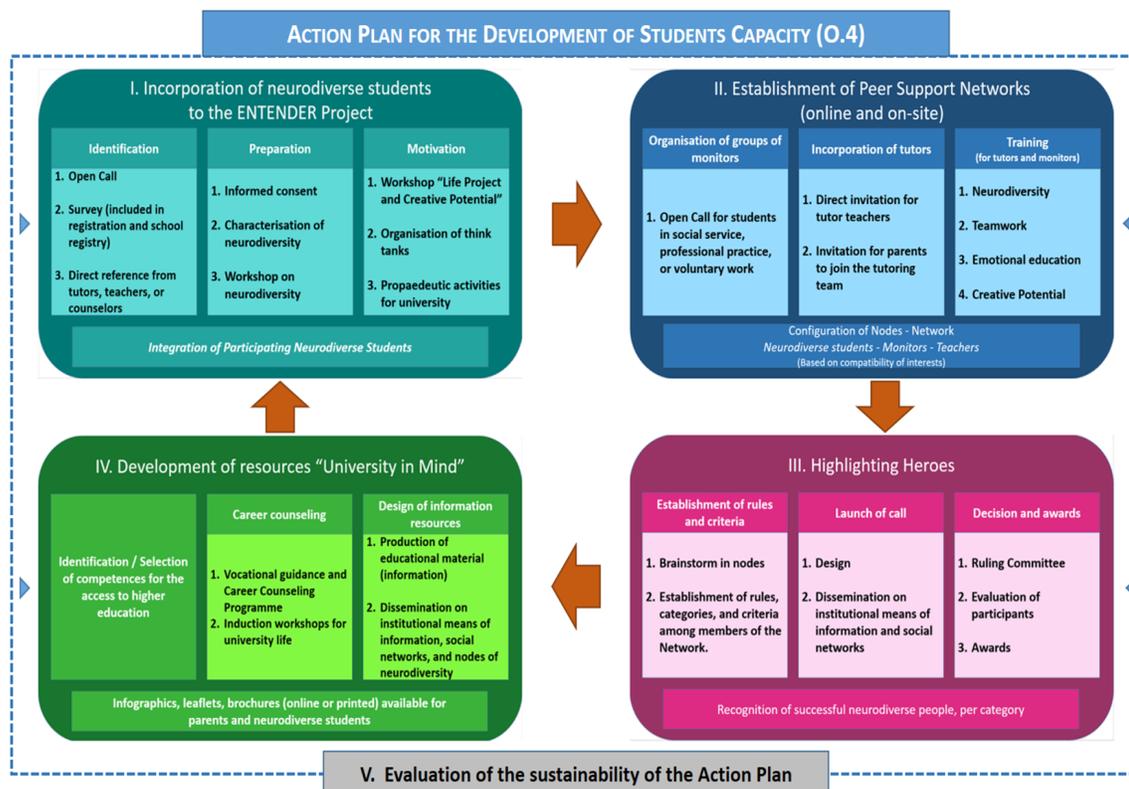
This plan presents the organisation of working groups and the mechanisms that will support the transition of neurodiverse students into higher education and the labour market. It also contains part of the conversations and agreements taken between members from Coventry University and Universidad de Colima, and includes five action lines:

- I. To incorporate neurodiverse students to the ENTENDER Project.
- II. To establish peer support networks (online and on-site).
- III. To conduct the “Highlighting Heroes” Competition.
- IV. To develop the resources “University in Mind”.
- V. To monitor and evaluate the Action Plan for the Development of Student Capacity.

The concept map presents, in a practical way, the sequence of the tasks that will lead us to accomplish the objective of WP4, considering the participants and highlighting the methods, means, and products that will be produced (See Figure 1). As the diagram shows, the Action Plan is cyclical in nature, which means it will have to start over with each iteration.

It is important to note that all tasks are oriented towards building the support network for students with neurodiversity on behalf of peers (ENTENDER Volunteers), who will receive training from qualified teachers.

Below you will find the main activities for each one of the action lines established in the plan, as well as a chart including the deadlines for their execution and submission of requested evidence.



**Figure 1.** Concept map of the Action Plan for the Development of Students Capacity

## Action Lines

### I. Inclusion of students with neurodiversity to the ENTENDER Project

#### A) Identification:

1. Launch of the open call, oriented towards students from high schools and higher education that have a recognised neurodiverse condition and are interested in participating in the project. Students from foundation or advanced courses who will enrol higher education or enter the labour market in the medium term are eligible to become participants.
2. Design and implement a survey, to be administered during the registration period for the following school cycle, allowing the identification of students with neurodiverse conditions (see example on Appendix 1).
3. Design, train, and implement a direct reference diagram oriented towards teachers, tutors, counsellors, and university staff whose activities imply an



interaction with students, which will allow them to identify those with neurodiverse conditions.

B) Preparation:

1. Manage the informed consent, both from students with neurodiversity and parents, tutors, or legal representatives, as well as from staff participating in the project.
2. Characterise the neurodiverse conditions present in participating students, forming a group of experts who will execute a relevant basic evaluation.
3. Implement a workshop on neurodiversity, including core elements of the ENTENDER Project, oriented towards neurodiverse students, parents, tutors, and university staff participating in the project.

C) Motivation:

1. Implement a workshop on “*Life Project and Creative Potential*”, oriented towards neurodiverse students, parents, monitor students, and university staff participating in the ENTENDER project.
2. Organise think tanks, formed by project participants that agree on being involved. These groups can be formed with people sharing, having similar or different characteristics. This will depend on the interests and needs on each HEI involved in the Project.
3. Start the design and implementation of propaedeutic activities for university, primarily oriented towards students in last semesters from high school.

D) Integration:

1. *Form and integrate the group of neurodiverse students* who will be part of the project.

As can be noted, the proposed activities in this action line are preparatory and simultaneous in nature.

This step requires the implementation of an institutional platform that allows the early detection of cases with neurodiverse conditions when registering for the selection process, as well as the registration process for consequent academic sessions. Most HEIs already have such platforms, and this will allow the implementation of a support logistic for candidates when being evaluated for admissions. A section for exploring for possible neurodiverse conditions (for example ASD, dyslexia,



dyscalculia) can be included here and open for students to complete it if they want to do so.

Each HEI involved in the project will implement this activity, adapting it to the characteristics of its environment in order to adopt the model and approach proposed to the best possible conditions for obtaining the expected outcomes.

## **II. Establishment of peer support networks (online and on-site).**

### **A) Organisation of monitoring groups:**

1. Open call for students willing to participate as monitors in the project. Ideally, these students should be from senior education years and doing activities from social service, professional practice, or voluntary work.

### **B) Incorporation of tutors:**

1. Direct invitation for teachers/trainers. Ideal candidates are those whose teaching activities are executed in schools of participating neurodiverse students. Staff from educational and vocational guidance and pedagogical advice from such schools can be included in this step.
2. Direct invitation for parents to join as monitors and support networks for neurodiverse students.

### **C) Training of tutors and monitors:**

1. Implementation of training to monitor students and tutors (teachers, parents, counsellors, advisors, etc.) on areas such as neurodiversity, teamwork, emotional education, creative potential building, educational and/or labour transition, among others.

### **D) Configuration of nodes from support networks:**

1. Configuration of nodes from support networks, according to the interests and needs of neurodiverse students, as well as their life projects.
2. Definition of support strategies, communication channels, and working methodologies, oriented towards *the accompaniment in school career and support for transition in school or work*.

As for Universidad de Colima, this step means the natural transition of the current MUSE Volunteer Programme, which aims to create support networks for students with disabilities. Thus, this new programme, which can be named ENTENDER-MUSE Volunteer (else, ENTENDER Volunteer), will include the intent of such



networks to expand unto students with neurodiversity. In fact, this action has been currently developing naturally due to actual students needs.

The volunteering system called ENTENDER Volunteer will be integrated to specific subjects that can motivate the participation of students. These subjects may refer to social university service or cultural activities. In consequence, institutions can grant specific credits to students (depending on its feasibility) in order to maintain the students' momentum in pursuing the actions. Specific university units or schools can host the ENTENDER Volunteer Program if such units will benefit from the contribution of the Programme to the objectives of the school/unit programme and the enhancement in the training of students (e.g. Faculty of Educational Sciences, Pedagogy, Social Work, Psychology, etc.).

In the same action line, the fundamental principles for the training are to strengthen social awareness regarding the existence of a variety of talents in neurodiverse people, and that the change in education must take place in the actual approach of highlighting strengths and attitudes in people with neurodiversity. Besides, the training of teachers and of the organisers of the ENTENDER Volunteer Program must become another objective, in order for them to be able to assess the work of peers with neurodiverse students.

The training of student monitors must have the objective of providing tools in order to efficiently provide support for neurodiverse students. This marks the best opportunity for the workshop facilitators to create bonds with the ENTENDER volunteers, as well as to offer evaluation and a continuous follow-up of this activity.

Each HEI involved in the Project will implement this activity, adapting it to the characteristics of its environment in order to adopt the model and approach proposed to the best possible conditions for obtaining the expected outcomes (see example of a Call in Appendix 2).

### **III. “Highlighting Heroes” Competition.**

#### **A) Establishment of rules and criteria:**

1. Members of the support networks must agree on the establishment of rules, evaluation criteria for candidates, and the categories (e.g. arts, academic career, sports, citizenship, etc.) of the competition.

#### **B) Launch of the call:**

1. Design of the call for the “Highlighting Heroes” Competition.



2. Dissemination of the call in institutional means of communication and social networks, as well as among the members of the groups, support networks, school campuses from other institutions from nearby regions and the university community in general.

C) Decision and awards:

1. Formation of the awarding committee of the “Highlighting Heroes” competition. Ideally, this committee should be integrated by distinguished personalities across the different categories of the competition.
2. Facilitate the processes for the evaluation of applications and notification of decision.
3. Organise the award ceremony of the “Highlighting Heroes” Competition.

D) *Recognition for all participants and award the most distinguished ones as neurodiverse heroes (from each category), highlighting the potential for becoming successful.*

1. Video editing of “Life Stories from Neurodiverse Heroes” as promotional material for promoting social recognition of students with these conditions.

Each HEI involved in the Project will implement this activity, adapting it to the characteristics of its environment in order to adopt the model and approach proposed to the best possible conditions for obtaining the expected outcomes.

#### **IV. Development of resources “University in Mind”.**

- A) Identification and selection of generic and specific competences for access to higher education, according to the diverse disciplinary and professional fields.

B) Career counselling

1. Design a Vocational Guidance and Career Counseling Programme, specifically oriented towards neurodiverse students interested in enrolling higher education and those in higher education who will move forward towards the labour market.
2. Implementation of induction workshops to university life, oriented towards neurodiverse students moving from middle to higher education.

C) Design of information resources:

1. Production of information and educational material oriented towards neurodiverse students from high school and higher education. This activity



may include: success stories, experiences from parents, characterisations of the creative potential of neurodiverse people, academic profiles required in the diverse disciplinary and professional fields, learning strategies in the context of neurodiversity, among others.

2. Dissemination of resources “University in Mind” in institutional means of communication, social networks, nodes and support networks, parents, and academic staff from HEIs.

D) The information material must be designed in as many formats as possible, in order to facilitate its access to the different groups of neurodiverse students (visual, aural, and tactile), printed or available online.

Information resources previously mentioned will include opinions and suggestions from parents in order to address their concerns regarding their perspective of the education of their neurodiverse dependents.

Each HEI involved in the Project will implement this activity, adapting it to the characteristics of its environment in order to adopt the model and approach proposed to the best possible conditions for obtaining the expected outcomes.

#### V. Monitoring and evaluation of the action plan for the development of students capacity.

A) Design of monitoring and evaluation cards. These instruments will allow the validation of the advance of the action plan in a structural, synthetic, and homogeneous form, with the purpose of contributing to the decision-making and the improvement of programmes and actions.

1. Develop a monitoring card. Its objective is to value the results and coverage of the plan, and analysing the context to which it belongs.
2. Develop a monitoring card so that it allows the assessment of strengths and areas of development of the plan, as well as the formulation of recommendations for its improvement.

B) Implementation of the monitoring and evaluation cards.

C) Report the results of the monitoring and evaluation, including recommendations for improvement.

The monitoring and evaluation of the Plan will be coordinated between the team from Torino and Universidad de Colima. Specific aspects will be developed internally by participant HEIs, who will also send an executive summary of their experiences in the development of student capacity for awareness raising on neurodiversity.



Action Plan Timeline for the Development of Student Capacity (WP.4)		
Action lines	Due date*	Evidence
Comments and suggestions for the Action Plan	June / July 2020	Delivery of suggestions (identified with colour)
<b>I. Incorporate neurodiverse students to the ENTENDER Project</b>		
<b>A) Identification</b>		
1. Launch of Call	September / October 2020 (new school cycle starts)	Digital copy of working file and registry of candidates and/or referred people
2. Students survey		
3. Direct reference		
<b>B) Preparation</b>		
1. Informed consent	October / December 2020	Signed consents Characterisations of neurodiverse conditions
2. Characterisation of Neurodiversity		
3. Workshop on Neurodiversity		
<b>C) Motivation</b>		
1. Workshop on “Life Project and Creative Potential”	November 2020 / January 2021	Training Programme and list of participants
2. Organisation of think tanks		
3. Propaedeutic activities for university		
<b>D) Integration</b>		
1. Form the group(s) of neurodiverse students who have confirmed their participation	February 2021	List of neurodiverse students (with signed consents)
<b>II. Establishment of peer support networks (online and on-site)</b>		
<b>A) Organisation of groups of monitors</b>		
1. Launch of Open Call for students (ENTENDER Volunteers)	January 2021	URL showing the dissemination of the “ENTENDER Volunteers” Call
<b>B) Incorporation of tutors</b>		
1. Direct invitation for tutor teachers and academic support staff	February 2021	List of teachers, university staff, and parents participating as tutors (with signed consent)
2. Invitation for parents (to join the team of tutors)		
<b>C) Training of monitors and tutors</b>		



Action Plan Timeline for the Development of Student Capacity (WP.4)		
Action lines	Due date*	Evidence
1. Implementation of the training program, oriented towards student monitors (ENTENDER Volunteers) and tutors	February / March 2021	Training programme oriented towards monitors and tutors List of participants
D) Configuration of nodes / Network		
1. Configuration of network nodes	April / May 2021	List of members of nodes / networks Working plan (specific for each one)
2. Definition of strategies for the accompaniment in school career and support for transition in school or work		
III. "Highlighting Heroes" Competition		
A) Establishment of rules and criteria		
1. Establishment of rules, evaluation criteria, and categories of the competition	March 2021	Rules, criteria, and established categories of the competition (PDF)
B) Launch of the call		
1. Design of the call	March 2021	Call - "Highlighting Heroes" Competition
2. Dissemination of the call		
C) Decision and awards		
1. Formation of the Ruling Committee	June / July 2021	List of competitors
2. Logistics for evaluation of applications		
3. Award ceremony		
D) Recognition for neurodiverse heroes		
1. Recognition for all competitors	August 2021	List of award-winning participants
2. Video editing of "Life Stories from Neurodiverse Heroes"		
IV. Development of resources "University in Mind".		
A) Identification and selection of competences	June / July 2021	List of selected basic and specific competences
B) Vocational guidance and career counseling		



Action Plan Timeline for the Development of Student Capacity (WP.4)		
Action lines	Due date*	Evidence
1. Design of the orientation programme for neurodiverse students	Before the end of school cycles 2021	Vocational guidance and career counseling programme for neurodiverse students (PDF)
2. Inductive workshops to university life		
C) Design of information resources		
1. Production of information and educational material	September 2021 / January 2022	Dissemination Plan
2. Dissemination of resources "University in Mind"		
D) Material available in multiple formats	March 2022	Sample of products (digital format)
V. Evaluation of the sustainability of the Action Plan for the Development of Students Capacity		
A) Design of monitoring and evaluation cards		
1. Design monitoring cards	March 2022	Monitoring and evaluation cards (per educational institution)
2. Design evaluation cards		
3. Direct reference		
B) Implementation of monitoring and evaluation cards for the Action Plan	March to June 2022	Database of data collected (per HEIs)
C. Report of monitoring and evaluation results	July 2022	Report of the evaluation of the Plan (per HEIs)
NOTE: Due dates of the Action Plan for the Development of Student Capacity have been established according to the updated Work Plan of the ENTENDER Project (06.05.2020)		



## Appendix 1

Universidad de Colima (**Full name of your university**)  
Centre for the Development of the University Family (**Full name of responsible unit**)

Do you struggle when completing your school assignments or when socialising with other people from school?

Maybe it is a sign of a condition known as neurodiversity.

Neurodiversity may include conditions such as dyslexia (changing letters when reading or writing), dyscalculia (changing numbers), or the Asperger syndrome (having a hard time trying to socialise or even when trying to understand some things).

Visit the Centre for the Development of the University Family to apply for an evaluation and, if necessary, for an

### **ENTENDER Volunteer**

ENTENDER volunteers are students just like you, willing to help you on having equal opportunities during your studies.

#### **Apply:**

August 17th – 20th, 2020

You can also apply any other date in case you think you may have a neurodiverse condition. (Dates and place for pre-registration)

Tel: 31-6-10-00 ext. 35813 / 35815

Opening hours: 10:00 - 13:00 h

#### **For more information:**

Assistance Care Office-CEDEFU

Address: Calle del Estudiante s/n esquina con Av. Universidad (Sala anexa del Paraninfo "Prof. José S. Benítez")

email:

[dpa-cedefu@ucol.mx](mailto:dpa-cedefu@ucol.mx)

[discapacidadcedefu@ucol.mx](mailto:discapacidadcedefu@ucol.mx)

Programme officer: Dra. Xxxx (**Name of the Programme Officer**)



## Appendix 2

University (Full name of your university)  
Centre for the Development of the University Family (Full name of responsible unit)

### Call

for undergraduate students to join  
ENTENDER Volunteer Program  
In accordance with the following

### Rules

#### Objective:

To provide personalised support for neurodiverse students to guarantee a successful accomplishment of their studies, by means of a scheduled tutoring for homework, actions for behavioural support, arrangements for obtaining academic material, or help with required administrative processes, as well as contributing to the achievement of the established objectives in the ENTENDER Project.

#### Requirements:

- Be an inclusive, engaged, respectful, and responsible individual
- Proactive, dynamic and willing to propose new ideas
- Availability during mornings or afternoons
- Attend training
- Be individuals who enjoy interaction with other students and teamwork
- Availability

#### Registration:

Access SICEUC (acronym for University System for School Control in the University of Colima). Include the name of the platform where candidates may register.

Register in Assistance Care \_ CEDEFU (University unit involved)

Screenshot your registration and submit it the day of the pre-registration process.

Attend training

**Academic credit options:** (Write the academic credit options for the Program activities in your University)

University Social Service



## Cultural Activities

### **Dates:**

Pre-registration: August 8th - 22nd, 2020. 10:00 - 13:00 hours. CEDEFU headquarters  
(Dates and place for pre-registration)

### **For more information:**

Assistance Care Office, CEDEFU

email: [neurodiversidadcedefu@ucol.mx](mailto:neurodiversidadcedefu@ucol.mx)

Tel: 31-6-11-00 ext. 35813 / 35815

Address: Calle del Estudiante s/n con Av. Universidad (Sala anexa del Paraninfo  
Prof. José S. Benítez)

Programme officer: Dra. Xxxx (Name of the Programme Officer)