

ERASMUS+ **B**LENDED **I**NTENSIVE **P**ROGRAMME

YOU AND I AS ONE (2026)



COORDINATOR:
Polytechnic of Maia

Participants:

Academic and non-academic staff / students

Course coordinator:

Prof. Sónia Ruão

TOTAL WORKLOAD: 75 hours

In-person contact hours: 20 hours

Virtual contact hours: 3 hours

Autonomous work + individual report: 45 hours

ECTS: 3

DATES:

Physical mobility: 6-10 July 2026

COURSE DESCRIPTION

At the end of the last millennium, policies for the integration and inclusion of people with disabilities, as well as of less favoured populations or those at risk of social exclusion, based on the concepts of equal opportunities and human rights, created new challenges for segregated educational institutions and for society as a whole.

Based on the promotion of equality and inclusion, the aim of this programme is to reflect on the institutional and individual actions that can be applied to promote diversity, equity, and inclusion in educational contexts within HEIs. This programme is in line with ongoing work at EU level to foster more inclusive education, promote equity and diversity, social cohesion, and active citizenship. The Commission and the Council's 2015 joint report on implementing the ET 2020 strategy established "inclusive education, equality, equity, non-discrimination and the promotion of civic competences" as priority areas for European cooperation in the field of education and training.

This programme highlights and respects the first principle of the European Pillar of Social Rights, which underlines that "Everyone has the right to quality and inclusive education, training and life-long learning in order to maintain and acquire skills that enable them to participate fully in society and successfully manage transitions in the labour market".

Inclusive education is not only about improving equitable learning environments, but also about providing opportunities for all students to succeed in their learning experiences and to participate fully in society. The full development of many students' skills is often hindered because staff are unaware of the tools available or do not feel confident working with students with disabilities. Thus, special attention must be paid to methodological support and staff training, the development of suitable tools, and organisational changes to meet the individual and specific needs of each and every student, creating a universally accessible environment that respects diversity.

AIMS/ LEARNING OUTCOMES

Assuming our social responsibility, our commitment as a signatory of the Charter for Diversity, and our support and openness to the community, we consider it essential to provide equal opportunities and a proper response to students from all over the world by training staff with the following objectives:

- To raise participants' awareness of the issue of inclusion;
- To define inclusion, diversity, the implications of vulnerability, and the importance of intercultural competencies;
- To share experiences related to inclusive practices;
- To empower participants to promote more inclusive classroom environments;
- To emphasise the importance of learning in intercultural educational environments.

Our mission is to promote the following values:

- Self-determination: empower the individual to make informed choices about students' needs.
- Respect: ensure dignified treatment for all, safeguarding the rights of every student.
- Valuation: appreciate, recognise, and provide opportunities for personal development.
- Cooperation: foster strong team spirit and promote practices that support students' development.
- Rigour: be rigorous and consistent, encouraging the entire team to follow good practices.
- Trust: build a credible and transparent relationship with the surrounding community, maintaining strong internal and external connections.
- Innovation: develop innovative activities and projects that address participants' expectations, interests, and needs.
- Excellence: strive for continuous improvement by investing in the quality of the services provided.

TEACHING METHODOLOGIES:

Through training based on participatory and interactive methodologies, participants are expected to develop both personally and professionally, enhancing their sense of initiative, respect for diversity, and awareness of the need to act in a spirit of solidarity and tolerance.

COURSE PROGRAMME/SCHEDULE

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|---|--|--|--|---|
| 11h15 - 13h15 | You and I as One: sharing experiences (Alice Pereira) | Most common types of disabilities: sharingt experiences (Sónia Ruão) | Visit to AAJUDE - Association for the Support of Disabled Youth (Sónia Ruão) | Gender Equality (Alice Pereira) | Visit to CIAD - Integrated Support Centre for Disability (Sónia Ruão) |
| Lunch | Lunch | Lunch | Lunch | Lunch | Lunch |
| 14h15 - 16h15 | The path to Inclusion, promoting equality and non-discrimination (Sónia Ruão) | Group work focusing on disabilities and impairments (Sónia Ruão) | Building psychological acceptance in HEIs (Alice Pereira) | Audiolingualism and its importance (Sandra Santiago) | Inclusive Practices in HEIs: accepting and understanding diversity in a multicultural environment (Sandra Santiago) |
| 19h15 - 22h15 | | | | | Porto by night (Sónia Ruão) |

EVALUATION

Evaluation will be an essential part of the project and will be carried out on two levels:

- Among the participants: daily evaluations of learning points and project progress. These will provide the organisers with the opportunity to adapt the programme according to participants' needs. The daily evaluations will be conducted orally.

- Final evaluation: to assess whether the original learning objectives have been met, a final evaluation will be conducted at the end of the programme. This will include a questionnaire or evaluation form addressing the technical and methodological aspects of the project, as well as an oral reflection session for participants to share their impressions.

DISSEMINATION ACTIVITIES:

1. Dissemination of the BIP's activities on social media platforms.
2. Following physical mobility, each group will be responsible for organising an activity at their institution to share the programme's results.

CONTRIBUTION:

We aim to contribute to the following sections:

- Establishing new partnerships with project partners;
- Assessment and self-assessment of learning outcomes;
- Testing the project results within the organisation;
- Follow-up activities and projects with project partners and participants;
- Sharing our knowledge, experiences and cultures with others.