

### ***Extended instructions***

*1. If there is no standard or that there is no general rule for a country.*

If this is so, it is necessary to know it, and point it out. Because that would be the biggest obstacle, and we must not dodge it. That is, we do not think that it is interesting to this level of analysis what the Rector of each University or a Regional Government tries to do well, because if it depends on a university norm or on a regional/province statute, it is a voluntary thing after all. And if it is voluntary, there is no standard in this respect (State Law) and it will depend on the goodwill of each University and/or region (which will surely be a very important problem for the legal certainty and, more importantly, for the certainty of the person who has to move to such state).

If, on the other hand, there is any model or standard for the whole country, however generic, that would be the general rule that you have (whether formal law or ministerial provision, as long as it has general applicability and is mandatory) and it is what you have to inform.

In short, if there is no standard, "NOTHING" is the answer we need. If there are hundreds of pages, surely they could be filtered, because we are not interested in all that, but only the provision that either exists (general and mandatory) or not. Thus, it is not likely to find pages and pages of norms specifically dedicated for people with disabilities for each of the proposed categories in the guide.

*2. If there may be many norms and statutes that address some of the aspects that we propose in the guide.*

In that case, we are interested only in the norm that affects the university environment that we treat, not all. When it comes to adapting exams, or accessing the university, for example, it is difficult to have several different norms. However, it is likely to find several norms regarding social or health benefits, or other benefits, but we are not interested in all this general information, but only the specific paradigms that we have pointed out in the field of the higher education (university).

Certainly, the general definition of a person with disabilities may be the most problematic (that is, a country has specifically a definition for work, another sanitary and another of benefits and aids in other areas). However, in these cases the key answer comes from the other sections: we are interested in the definition of disability that condition, the application of the rules of adaptation of exams, access to the University ... And, if for these cases, which would be six different categories as maximum, and then six definitions, it would be acceptable and useful to know them.

*3. Reviewing the guide.*

After carrying out the review of one of the countries that it has assigned, under free election of the country to review, and in the light of the results obtained, we can make some adjustments in the guide. So, please, send some feedback after the first country analysed (any problem? Was the guide useful?, etc.)

