ANNEXES

INCLUSION

REPORTING TEMPLATE – WORK PACKAGES

NUMBER AND NAME OF WORK PACKAGE: WP3

REPORT PROVIDED BY: UCLL

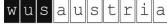| **SHORT SUMMARY OF WORK PACKAGE AS IN PROJECT PROPOSAL** |
|---|
| *State the main outputs and activities as per Logframe*
3.1. Reports on needs at PCUs

3.2. Institutional level mechanisms

3.3. Guidelines for inclusive teaching/learning

3.4. New resources for inclusive teaching/learning

3.5. Purchased equipment

3.6. Trained PCU staff

3.7. "Webinars" or as we redefined it "inclusive teaching material (including educational videos)" |

COMMENTS ON TIMELINE IN REFERENCE TO PROPOSAL *(are activities/outputs delayed and if so – why?)*

The timeline for this WP looked appropriate at the beginning of the project, but at an early stage of the project we made the decision to reorder the timeline, so that the institutional guidelines and mechanisms could be developed first (3.2. and 3.3), followed by the national guidelines. This meant that PCUs and other partners were able to firstly become more familiar with good practice for their own settings, rather than immediately working at a national level (2.2.1). The finalised master version of the guidelines for inclusive teaching and learning are presented in March 2019 with a delay due to referencing issues and the fact that we wanted to make the document more practical by adding questions for reflection on inclusive practice. The draft version of the guidelines was presented in time though. It was the result of collaborative working with all partners. Some of the partners were inexperienced in terms of e-learning / IT skills, which meant that progress was a little slow at times. More guidance will be delivered in March 2019 during the project meeting, which will enable PCUs to start the pilot on inclusive teaching and learning (including short educational videos). A report with

challenges and recommendations on this pilot was delivered in July 2019, during the Graz meeting.

GENERAL COMMENTS ON WORK PACKAGE IMPLEMENTATION *(describe challenges and opportunities/success stories encountered in WP implementation, success in meeting major milestones…etc)*

In general we have been pleased with the collaborative work on the guidelines for inclusive teaching and learning by all PCUs and their NGO / Ministry colleagues.
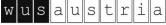
Although some of the project partners were inexperienced in the development and use of education videos, the training event (Leuven, June 2018) resulted in ready-to-use material on inclusion and inclusive practice.

The hesitance to begin with the pilot on inclusive teaching (including short educational videos) at the PCUs was not expected by the WP leaders and was addressed during the project meeting in March 2019. During the Graz meeting in July 2019 the report on the pilot was presented.

GENERAL COMMENTS ON INDIVIDUAL ACTIVITIY

Activity No and title	3.1. Reports on needs at PCUs
Description of implementation process	The PCUs explored the needs for the resources. This exploration was further fuelled by a presentation (UoR) on useful (and possibly cheap or free) resources for inclusive teaching and learning. (November 2017)
Challenges and opportunities/success stories	The exploration on resources for inclusive teaching and learning could benefit from additional knowledge of the project partners. The presentation given by UoR, adding more information on free / cheap possibilities for tools on inclusive teaching and learning, lead to a better and more inclusive list of equipment.
Deviation from the original plan (why?)	Presentation by UoR in November 2017

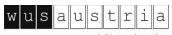| Activity No and title	3.2. Institutional level mechanisms
Description of implementation process	We based these plans around data from the literature review (WP1) and the staff / student online surveys (WP1), and then supported PCU colleagues to make their own revisions and amendments according to their local priorities. The institutional benchmarking activity also provided us with an excellent starting point for what to include and what not to include.
Challenges and opportunities/success stories	This was a challenge for all the PCUs, as nobody had any existing institutional plans in place. Examples were shared from other universities in the UK, Europe. USA and Australia, so that each PCU could decide which would be the most effective plan for their own institutions.

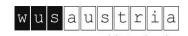| Deviation from the original plan (why?)	As mentioned previously, this activity took place earlier than planned as it fitted the project requirements more effectively and combined elements of WP2 and 3 (2.3. and 3.2.).

Activity No and title	3.3. Guidelines for inclusive teaching/learning
Description of implementation process	Following the development of mechanisms the guidelines for inclusive teaching and learning were developed.
Challenges and opportunities/success stories	The guidelines for inclusive teaching and learning are the result of collaborative writing. It created involvement of all partners and added to the professionalization in the topic of inclusive education of all project partners. In order to make the guidelines more practical, extra questions for reflection on inclusive teaching and learning have been added.
Deviation from the original plan (why?)	The finalised master version of the guidelines for inclusive teaching and learning were presented in March 2019 with a delay due to referencing issues and the fact that we wanted to make the document more practical by adding questions for reflection on inclusive practice. The draft version of the guidelines was presented in time though. It was the result of collaborative working with all partners.

Activity No and title	3.4. New resources for inclusive teaching/learning
Description of implementation process	During the staff training (June 2018) short educational videos on topics regarding inclusive teaching and learning were developed.
Challenges and opportunities/success stories	PCUs worked hard during the staff training and delivered short educational videos on inclusive teaching and learning that can be used for faculty and high school training. The collaborative development of the guidelines on inclusive teaching and learning and the gained knowledge through the collaborative development have proven to be an added value while producing the videos.
Deviation from the original plan (why?)	No

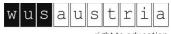| Activity No and title	3.5. Purchased equipment
Description of implementation process	A list of necessary equipment per PCU was prepared and purchased with specifications necessary to achieve the PCUs master plan objectives.

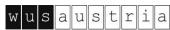| Challenges and opportunities/success stories	Administrative issues concerning the public versus private status of the PCUs has caused a delay in the purchase of the equipment.
Deviation from the original plan (why?)	Administrative issues concerning the public versus private status of the PCUs has caused a delay in the purchase of the equipment.

Activity No and title	3.6. Trained PCU staff
Description of implementation process	Based on the guidelines and developments a training for 40 PCU staff members was delivered by UCLL (at KULeuven, Leuven Institute for Media and Learning). It enabled project partners to make short educational videos and start developing blended courses (instead of webinars).
Challenges and opportunities/success stories	Combining the staff training (3.6.) and the knowledge gained by developing the guidelines (3.3.) was successful. It lead to ready-to-use material on inclusive learning and teaching and by doing so, it was very engaging for the PCUs.
Deviation from the original plan (why?)	No

Activity No and title	3.7. Webinars
Description of implementation process	After the staff training (June 2018) PCUs were hesitant to start developing inclusive teaching material (including short educational videos). During the project meeting in March 2019 more guidance and information was provided, which resulted in gained experience on inclusive teaching and learning in each PCU and which resulted in a report with challenges and recommendations on this pilot (July 2019, during the Graz meeting).
Challenges and opportunities/success stories	Some of the partners were inexperienced in terms of e-learning / IT skills, which meant that progress was a little slow at times. More guidance was delivered in March 2019 during the project meeting, which enabled PCUs to start the pilot on inclusive teaching and learning and gain practical experience in inclusive teaching and learning.
Deviation from the original plan (why?)	More guidance was delivered in March 2019 during the project meeting, which enabled PCUs to start the pilot on inclusive teaching and learning with more confidence.

ANY OTHER COMMENT:

No :)

The following section is to be filled in by person providing feedback to WP reporting template

FEEDBACK BY: Liesbeth Spanjers

COMMENTS ON THE REPORT/IMPLEMENTATION OF WP: