1. **ANNEXES**

REPORTING TEMPLATE – WORK PACKAGES

NUMBER AND NAME OF WORK PACKAGE: WP4

REPORT PROVIDED BY: Gayane Makaryan, AUA Grants Manager

SHORT SUMMARY OF WORK PACKAGE AS IN PROJECT PROPOSAL

WP4 aims at development Methodological tools and a Tool kit as well as conducting an Inter-project coaching and workshops with target groups.

Activities	**Outputs**
4.1.1 Inter-project coaching	4.1 Report on inter-project coaching
4.2.1 Setting up a team	4.2 Teaching resources and training materials for high school pupils/ teachers
4.2.2 Teaching resources and training materials for high school pupils/ teachers	
4.3.1 Organizing a workshop	4.3 Trained high school teachers, principals and HE staff
4.3.2 Organizing a workshop in BiH	
4.4.1 Development of a tool kit	4.4 Tool kit on training resources for school teachers

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

There was no delay in the activity. Below are presented the time line with explanatory note each section of the WP4.

INCLUSION WP4 WORKPLAN. Capacity building related to the human and physical resources

	WORKPLAN	Responsible Part	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May 19	Jun 19	Jul 19	Aug 19	Sep 19
4.1.1	**Inter-project coaching at AUA**													
4.2.1	**Setting up a team in each HEI to develop methodologies for inclusive teaching and learning**	**Each PCU HEI**		▓										
4.2.2	**Developing teaching resources and training materials for high school pupils/teachers**	**All consortium partners**		▓	▓	▓	▓	▓	▓					
a.	Meeting with BiH and RA Ministries	UNT, UNTZ, AUA,ASAFA, Ministries		▓										
b.	Conducting round table[1] with high school teachers and administrators prior to teachers' training	BIH & RA HEIs Ministries		▓										
c.	Conducting needs assessment[2] to elaborate appropriate high school methodology: -Distributing the assessment tool during the round table discussion	UNISON MOES, AUA, ASAFA,		▓										
d.	Collecting data	AUA, ASAFA		▓	▓	▓	▓							

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[1] The aim of the meeting is to follow up with the SWOT analysis of June 2019 round table discussion conducted at AUA for target groups
[2] Conducting needs assessment **meetings or interviews** with e.g. teachers school administrators, key state and non-governmental stakeholders, international organizations and other focus groups/actors

	WORKPLAN	Responsible Part	Oct 18	Nov 18	Dec 18	Jan 19	Feb 19	Mar 19	Apr 19	May 19	Jun 19	Jul 19	Aug 19	Sep 19
e.	Identifying the number and type of high schools[i]	Ministries in BiH & RA												
f.	Providing best practices in regard to school pupils ensuring proper socio-psychological environment at schools	UoR, UCLL, WUS, SMOC												
g.	Developing comprehensive recommendations	All consortium partners												
h.	Uploading resources in DropBox or Moodle (as an editable version) for all partners' feedback	WUS												
i.	Providing feedback on final teaching resources and training materials for high school pupils/teachers	All consortium partners												
4.3.1	**Organizing a workshop for teachers and university staff in Armenia**													
4.3.2	**Organizing a one-day workshop for university faculty and administrative staff in Armenia**	UoR, AUA, ASAFA												
a.	Finalizing Learning and teaching Guidelines for university faculty and staff training	UOR												
b.	Amending and/or making additions to the Faculty training package													
c.	Sharing AUA training materials with BiH HEIs	AUA												

4.3.3	**Organizing one-day workshop for university faculty and administrative staff in BiH**	UCLL UNT, UNTZ, Ministry															
a	Finalizing Learning and teaching Guidelines for university faculty and staff training																
b	Providing feedback over the skype	UCLL															
4.4.1	**Organizing a one-day workshop for high school teachers and administrative staff**																
a	To be discussed in WUS Coordination meeting	UOR, UCLL, WUS															
4.4.2.	**Development of a toolkit with detailed information materials and training resources for school teachers**																
a.	Discussed in WUS coordination meeting	**Consortium partners**															
4.4.3	**Translation of the toolkit, National Guidelines, Learning and Teaching guideline,**	BiH and RA															
4.4.4	**Publishing Toolkit, National Guidelines, Learning and Teaching guideline, posting online**	ASAFA, AUA, UNT, UNTZ															

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

Explanatory notes on the WP4 workplan:

4.4.1   **I**n order the carry out an inter-project coaching, there needs to be a similar Erasmus+ project in the similar field. In view of the fact, that there was no other Erasmus+ inclusive education related project carried out in BiH and Armenia to conduct inter-project coaching, the consortium members, based on EC consent agreed to amend the activity 4.1.1. Instead, it has been decided to contract UoR experts to conduct the faculty and staff trainings for Armenia HEIs and share the training resources with BiH HEIs. The trainings were recorded and together with other training materials, handouts provided to BiH HEIs for their further online trainings for faculty and staff.

4.2.2.a. According to the national legislation (both in RA and BiH) it was not allowed to conduct any training in high schools without the State authorization, it was recommended that each PCU HEI meet with their respective ministries to understand the priority areas, gaps and challenges in the high school methodological training packages. It was also important that the Ministries identify and recommend the number and the type of the high schools they consider necessary to conduct trainings.

4.2.2.b. Although SWOT round table discussion was not a requirement of the WP4, AUA, together with ASAFA agreed to conduct a SWOT round table discussion with high school teachers, administrators, field experts from international and local NGOs (two round table discussion in June and November 2018). The aim of the discussion was to identify gaps and challenges in the current state-led training methodology on inclusive education in Armenia. **The UNT and UNTZ were welcome to follow AUA model,** as **appropriate in their local context.** The number and type of schools were provided by the MOES. More information about the round table discussions will be provided in the Newsletter.

4.3.2.b. Prior to the Faculty and Staff training, a needs assessment was carried out among AUA staff and faculty. The preliminary topics identified were as follows: Understanding physical and mental conditions that limit students' academic success; Providing pedagogical accommodations to students with physical and mental disabilities; Providing classroom assessment accommodations to students with physical and mental disabilities; Knowing how to identify students with mental and physical disabilities; Knowing how to make referrals to specialists for students with physical and mental disabilities; Learning about real-life scenarios to demonstrate how disability impacts student's academic success and how best to meet students' needs.

4.4.1.   As per the WP4 requirements, the AUA and ASAFA trained 50 teachers/administrator of a 10 high schools to be provided by the Ministries in BiH and RA.

See detailed explanation below on each activity.

GENERAL COMMENTS ON INDIVIDUAL ACTIVITY

Activity No and title	4.1.1 Inter-project coaching (i.e. faculty and staff training conducted by UoR)
Description of implementation process	One of the necessary conditions for effectively realizing inclusive education is training the teaching staff. On November 29-30, 2018, AUA organized a two-day training for AUA and SAFAA faculty and administrative staff conducted by Bridget Middlemas, Senior Lecturer in Learning and Teaching in Higher Education, UoR, London; UK. The training included a workshop by Middlemas touching upon inclusive approaches to learning and teaching in HE. AUA and SAFAA faculty discussed issues related to understanding physical and mental conditions that limit students' academic success; providing the right pedagogical approach to accommodate students with physical and mental disabilities; providing appropriate classroom assessments of students with physical and mental disabilities; distinguishing among learning differences; knowing how to identify students with mental and physical disabilities; and learning about real-life scenarios of how disability impacts student's academic success and how best to meet such special needs. One of the important and necessary components of realizing inclusive accommodation is the training of staff for work in an inclusive environment. In this respect, administrative staff of both universities were trained in how to best support students with physical and mental disabilities; appropriate pedagogical approaches in dealing with students with physical and mental disabilities; the types of training that would best serve staff to better accommodate students with special needs; how to solve conflicts and problems during exams involving students from underrepresented groups; and other best practices in working with and helping students from underrepresented groups. Below are presented the evaluation survey of the trainings.
Challenges and opportunities/success stories	"ERASMUS+ INCLUSION PROJECT: STAFF TRAINING" EVALUATION RESULTS 1. EXECUTIVE SUMMARY On November 30, 2018 "Erasmus+ INCLUSION Project: Staff Training" was conducted organized by Human Resources (HR) and Grants Offices of American University of Armenia (AUA). The link to the survey questionnaire was e-mailed to 26 staff and 9 faculty members on November 4, 2018 and the survey responses were collected through November 10, 2018. 12 staff and 4 faculty members completed the survey, thus denoting a response rate of 46%. Main topics of survey questionnaire were: The satisfaction level of employees from the training sessions,

Overall impressions from the training and suggestions.

2. OUTCOMES

The numerical data collected from the Staff Training Evaluation Survey is presented in this section.

➢ Overall impressions from the training

	Very Poor	Poor	Satisfactory	Good	Excellent	Total	Weighted Average
The organization of the training	0% (0)	6.25% (1)	12.50% (2)	25.00% (4)	56.25% (9)	16	4.31
The training structure	0% (0)	6.25% (1)	12.50% (2)	50.00% (8)	31.25% (5)	16	4.06
The training content	0% (0)	6.25% (1)	18.75% (3)	50.00% (8)	25.00% (4)	16	3.94
The training delivery	0% (0)	6.25% (1)	12.50% (2)	31.25% (5)	50.00% (8)	16	4.25
The quality of presented information	0% (0)	6.25% (1)	18.75% (3)	25.00% (4)	50.00% (8)	16	4.19
The time allocated for the training	0% (0)	18.75% (3)	12.50% (2)	43.75% (7)	25.00% (4)	16	3.75
The overall effectiveness of the trainer	6.25% (1)	0% (0)	12.50% (2)	18.75% (3)	56.25% (9)	16	4.19
The overall effectiveness of the training	6.25% (1)	0% (0)	25.00% (4)	25.00% (4)	43.75% (7)	16	4

Comments

- I wish the practical component was more in proportion. I was expecting specific advice and tips, "how to"-s.
- The training, I believe, is the first step for creating a culture of inclusion. The training we had was very useful in terms of making me involved and I felt enlightened. It helped me to see things in a new way.

	• This sessions could have attracted more AUA faculty it had been scheduled starting 3:30, on Friday. But it's great that we have this discussion started on campus.
	• The training did not necessarily apply to the Armenian context although I'm certain it is difficult to second-guess and streamline to the needs of another cultural setting.
	
	➢ What attracted you the most during the training course?
	  • The atmosphere.
	  • It was inspirational engaging everyone.
	  • The quality of presented training and also the information delivery.
	  • The topic.
	  • The way it was presented, and the ideas we discussed, as well as the information folder, for which I am grateful, as it contains helpful tips and ideas.
	  • Nothing.
	  • Creative slides and handouts.
	  • The training was very interesting and interactive. I was not bored at all. What I liked very much, is that the trainer had printed the slides and everyone had copies. Everyone could follow the slides, no matter where they were seated.
	  • I think the delivery of the trainer and how simple her explanations were.
	  • The practical methods that the University of Roehampton has implemented to make it easier for students with disabilities.
	  • Practice daily examples.
	
	➢ Please add any other comments/suggestions you might have.
	  • I would like to have more practical tips.
	  • We need more training like this. Many thanks.
	  • The content needs to be realigned with Armenia's needs and context. Also, more substantial information (meatier) content should be included in a first presentation. Font size, color, presentation skills are important but secondary to an overall presentation on inclusive education.
	  • Thank you for the training.
	  • I would like to have a similar type of training in dealing with students. The training was very dynamic and interesting, very empathetic.
	  • Perhaps conduct a training for admissions staff on how best to assist and be inclusive of applicants with disabilities.
	  • I think we need more practice exercises and I would like to speak about inclusive employ too, not only about students.

| Deviation from the original plan (why?) | In order the carry out an inter-project coaching, there needs to be an E+ project in the similar field. In view of the fact, that there was no other Erasmus+ inclusive education related activities carried out in BiH and Armenia to conduct inter-project coaching, the consortium members, based on EC consent agreed to amend the activity 4.1.1. Instead, it has been decided to contract UoR experts to conduct the faculty and staff trainings for Armenia HEIs and share the training resources with BiH HEIs. The trainings were recorded and together with other training materials, handouts were uploaded in the Moodle for BiH HEIs for their further online trainings for faculty and staff.

In view of the fact, that there was no INCLUSION related activities carried out in either BiH or Armenia to conduct inter-project coaching, the consortium members, based on EC consent agreed to amend the activity 4.1.1. Instead, it has been decided to contract UoR experts to conduct the faculty and staff trainings for Armenia HEIs and share the training resources with BiH HEIs. The trainings will be recorded and together with other training materials, handouts provided to BiH HEIs for their further online trainings for faculty and staff.

Given this change the aforementioned 2-day training was conducted at AUA. |
|---|---|

Activity No and title	4.2.1 Setting up a team
Description of implementation process	A team composed of 7 people: 2 faculty and 5 administrative staff (including provost, 1 counseling service staff and 3 grants management staff), was directly involved in the project implementation cycle.
Challenges and opportunities/success stories	
Deviation from the original plan (why?)	

Activity No and title	4.2.2 Teaching resources and training materials for high school pupils/ teachers
Description of implementation process	Since mid 2017, AUA was working on developing high school teacher training methodology. AUA is the leader of WP4 on "Capacity Building Related to the Human Resources and Physical Resources", which aims at developing methodology and a tool kit, as well as conducting inter-project coaching and workshops with target groups. Furthermore, AUA Serves as a nexus to fill the implementation gaps by conducting a rigorous needs assessment of the target group through interviews with high school administrators and teachers, INGOs, Human Right Defender's Office (HRDO) representatives, and experts. It included conducting needs assessment to elaborate appropriate high school methodology by

	(i) designing questionnaires, tests and other assessment instruments for data collection; and (ii) sharing them with the participants of the round table discussion. Studies successful transition models for children with special needs from high school to HE. All the aforementioned activities aimed at understanding the Strengths, Opportunities, weaknesses and threats (SWOT) among high schools in Armenia before drafting the Teaching resources and training materials for high school pupils/ teachers. AUA developed a Toolkit to support the in-service professional development of high school teachers, educational advisors, administrators and specialists in their creation of an inclusive, learning-friendly environment for all students. An inclusive environment educates and advances the abilities of all learners despite their gender, beliefs, or physical, intellectual, social, emotional or other strengths and/or challenges. This applies to gifted learners and young people with diverse needs and those from the border regions with limited access to educational materials and/or technology, from ethnic or cultural minorities, and from disadvantaged groups.
Challenges and opportunities/success stories	Despite the change in the Government of the Republic of Armenia (RA) following the *Velvet revolution* in April-May 2018, the RA Ministry of Science and Education (MOES) and RA Ministry of Labour and Social Affairs duly confirmed their readiness for taking project ownership and continuing implementation, which is a real success for the project.
Deviation from the original plan (why?)	No deviation

Activity No and title	**4.3.1 Organizing a workshop in BiH**
Description of implementation process	This activity was reported by BiH team on 9-10 July during the Graz workshop.
Challenges and opportunities/success stories	

Activity No and title	**4.3.2 Organizing a workshop in Armenia**
Description of implementation process	On June 13, 2018, AUA organized a round table discussion on "Assistance to Inclusive Education Initiatives in the Republic of Armenia." The event aimed to support inclusive education activities in Armenia within the framework of Armenia's comprehensive strategy for 2014-2025. Locally, a large-scale fact-finding/SWOT analysis was conducted among school teachers and administrators, representatives from the RA MLSA, the RA MOES; Human Rights Defender's office, National Institute

of Education; SAFAA; UNICEF); Yerevan Medical-Psychological- Pedagogical Assessment Center; International Child Development Center (ICDC), as well as teachers and principals from schools in Yerevan and the regions; Children of Armenia Fund (COAF); World Vision Armenia; Save the Children; Pyunik NGO; Orran NGO; Source Foundation NGO; Bridge of Hope NGO; Unison; Armenian State Pedagogical University (ASPU), and Los Angeles County Commission for Women NGO. The participants of the round table acclaimed that AUA plays a pivotal role in moving the inclusive education agenda forward by serving as the nexus for conversations among these entities, and working with all parties to formulate actionable objectives and expand our scope to look at K-16. The SWOT results were analyzed and discussed with high school teachers and principals in the meeting conducted later in November 2018.

Furthermore, on November 13, 2018, AUA organized a second round table discussion on its own initiative and beyond its established commitments to the project. The aim was to follow on the previous discussion on meeting existing challenges in the current high school teacher training methodology under "Inclusive education initiatives in Armenia."

Participants presented the primary need-based recommendations that should be addressed in the high school teacher training package. Representatives from the RA MOES and RA MLSA presented the state's approach to teacher training for ensuring success of the Inclusion agenda.
A number of challenges were presented to line ministries for consideration in advancing state policy, such as: needs assessment; relevant knowledge, skills and attitudes; applicable resources; training materials; equipment (software/hardware), transitioning from school to university; bridging programs, etc. Along with those challenges, recommendations were presented, including speaking books; sustained coaching of teachers; alternative teaching methods, creative thinking, and specialized individual learning plans; and a secure environment.

The round table discussions contributed to drafting new HE policies/regulations in support of the RA Government efforts to meet the goal of achieving inclusive education for all children with special needs throughout K-12 by 2025 by developing the National Guidelines and Teaching resources.

Challenges and opportunities/success stories	**Success stories** **EXTENDED PARTNERSHIPS AND COLLABORATION** AUA's progress on WP4 deliverables, in partnership with UNICEF, Armenian State Pedagogical University and University of Minnesota, was further expanded to include the preparation of modules

	and a textbook on special education for high schools, i.e., "Capacity Building Related to The Human Resources and Physical Resources." The international conference on "Road to Inclusion" held on September 28 focused on educational reforms in pedagogical universities within the context of inclusive education, presenting the results from the sustained collaboration between ASPU and the University of Minnesota. The presence at the UNICEF-led session of the conference of representatives from ministries, NGOs and HEIs acclaims the advancements made nationally over the past two years.
Deviation from the original plan (why?)	No deviation

Activity No and title	4.4.1 Development of a tool kit
Description of implementation process	On April 29-30, 2019, AUA hosted a two-day training for 50 high school teachers of Armenia within the framework of the Erasmus+ Inclusion Project. The main objective of the training was to prepare teachers for inclusive education introducing them to specific examples, solutions, and methodology in learning and teaching practices. The training was designed to communicate the best practices to make academic classes more accessible to children with disabilities. Following the welcoming remarks delivered by AUA Provost Dr. Randall Rhodes, the Deputy Minister of Education and Science of the Republic of Armenia (RA), Lusine Arakelyan, presented the national regulatory framework for inclusive education and the steps envisaged in the Government's draft strategy. The Executive Director of "UNISON" NGO, Armen Alaverdyan, talked about Disability Terminology and Ethics in communication with people with disabilities, by presenting a number of case scenarios for discussion. Dr. Irshat Madyarov, chair of the AUA Master of Arts in Teaching English as a Foreign Language (MA TEFL) program, presented the Universal Learning Design, which sets forth the principles of curriculum development and application by educators of all grades and subject areas such that it provides all pupils with an equal opportunity to learn. The session on the second day began with a reflection on awareness raising issues within international and local regulatory frameworks, presented by Hayk Mkrtchyan, expert in inclusive education practices. Subsequently, the new draft toolkit on inclusive learning and teaching was introduced to the audience by Mimi Zarookian, adjunct lecturer at AUA's College of Humanities & Social Sciences (CHSS). The inclusion teams of AUA and State Academy of Fine Arts of Armenia (SAFAA) had developed a toolkit entailing methodological tools and other teaching resources. In the next phase, the priority is to test the toolkit's utility for use in the classroom and receptivity by high school teachers. The session was followed by

interactive case study discussions conducted by AUA and SAFAA staff on teaching practices frequently encountered by teachers.

The training concluded with the following outcome statement: while teachers value diversity and their classroom materials and curriculum reflect this value, pupils can develop essential skills that have been proven to counter prejudice and create understanding.

In regard with the Toolkit, it provides resources to build teachers' ability to think about ways they can facilitate the inclusion of all children in learning, in the classroom, in the school and in the community, and to include all children in the learning process so that they can grow and to achieve their full potential. It contains activities that may be conducted individually or in collaboration with other teachers, and that best meet the needs of your school.

The Toolkit aims at raising the awareness of teachers. There is a special emphasis on those within the school setting with a crucial role in supporting students' smooth transition from high school to university and the students' social integration in the life of their respective communities. It will also be of value to teacher trainers working within the frameworks of training institutions, NGOs, and/or other allied organizations.

The Toolkit contains five sections, some of which reference the theoretical frameworks needed to understand inclusiveness while others contain tools and activities to be applied in creating inclusive classrooms and learning-friendly environments. Some activities provide classroom scenarios and ask the reader to reflect on practices in their classrooms in respect to creating inclusive-learning environments, while others will challenge readers to improve and enhance their own skills for working within a diverse classroom. There are additional resources, including activities both for students and for teachers, as well as video links addressing the practical side of inclusiveness. Finally, there is a list of references for further reading and appendices with practical applications.

PRE and POST - TRAINING EVALUATION

INCLUSION project "High School Teachers' Training"

29-30 April 2019, AUA

1. Which part of the training did you find particularly valuable?

	ACTIVITIES	RESPONSIBLE unit	WHAT (specific activity)	HOW (methods)	TIMELINE 2020 ONWARDS
	2. Are there any aspects of the training which you feel require further discussion?				Post evaluation questions:
	3. Do you think the tool kit will be useful?				The total number of the evaluation form is 34 from which
	4. How will the knowledge and skills demonstrated during the workshops benefit you as a teacher?				Excellent - 12 -35,3%,
	5. What will you be able to implement these knowledge and skills in your classroom for the next academic year?				Good - 13 - 38,2%,
	6. How would you now rate your potential ability on a scale of 1 to 5, 5 being very good since attending the course?				Satisfactory - 9 -26,5%
Challenges and opportunities/success stories	Ultimately, recognizing the existing barriers and a strong commitment to overcoming them facilitates developing specific proposals for improvement, including policies, strategies, processes and programs that would lead to new practices that foster inclusive education at HEIs. **Success and opportunities:** At the end of the project, AUA has elaborated a **Sustainability Plan** on further utilization of the Toolkit and other resources developed within the INCLUSION Project. Particularly, it is anticipated to organize activities as mentioned in Table 1 below:				
Deviation from the original plan (why?)	No deviation				

Objective1. To establish and strengthen the foundational core faculty reflecting academic excellence, diversity, democratic	Office of Institutional Research (OIR)	Establish faculty induction and continued training which include required	Design of learning modules or workshops to ensure inclusive pedagogies are	To develop learning modules and conduct trainings on Inclusive education based on E+

| values and the mission of the University

Activity: Develop and implement strategies to recruit and retain a highly qualified, experienced and diverse faculty	research, Faculty Senate,	units on differentiated learning and inclusive practices/curriculum	communicated to all faculty	materials (e.g Toolkit, Teaching and Learning Guidelines, etc.)
Objective2: To recruit and retain qualified staff dedicated to the University's mission

Activity 1. Identify strategies to increase professional Development opportunities for staff such as trainings and institutional exchanges | HR, Grant's Office, | Provide training to staff on inclusive practices for working with students, faculty, and staff | Discuss and plan training with HR; use opportunities of Erasmus+ projects to provide additional venues for training; identify human and material resources for training (http://www.nasen.org.uk/) | On-campus training provided to faculty and staff; material resources for trainings prepared through Erasmus + Inclusion project |
| Objective 3. To provide educational and developmental programs in the community broadening the impact of the University

Activity 1. Support and grow the Extension's capacity to deliver current and proposed future courses/ certificates/ workshops/trainings to local, regional and national governmental and non-governmental entities | Extension, colleges | Provide subsidized English and other prep classes to children /students/ adults with disabilities and other under-represented groups | Develop the procedure of how to connect and recruit students with SEND for the courses; coordinate with Extension and identify funds for subsidies. | Donor funds received to support rural outreach |

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

FEEDBACK BY:

COMMENTS ON THE REPORT/IMPLEMENTATION OF WP: