



WORK PACKAGE: WP6: Dissemination

ANNEXES

INCLUSION

REPORTING TEMPLATE – WORK PACKAGES

NUMBER AND NAME OF WORK PACKAGE: WP6: Dissemination

REPORT PROVIDED BY: American University of Armenia (AUA)

SHORT SUMMARY OF WORK PACKAGE AS IN PROJECT PROPOSAL

State the main outputs and activities as per Logframe

Activities	Outputs
6.1.1 Dissemination package with strategy and tools	6.1 Dissemination plan
6.2.1 Website	6.2 Project website
6.3.1 Press releases	6.3 Press releases
6.4.1 Round tables in PCUs	6.4 Round tables discussions
6.5.1 Awareness campaign to high school students	6.5 Awareness campaign to high school students
6.5.2 National level guidelines	
6.6.1/5.3 Master plans	
6.6.2 Dissemination reports	6.6 Dissemination reports (interim and final)
6.7.1 2 nd consortium conference	6.7 Consortium conference

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

No delay in the project activities

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

Summing up the INCLUSION project 2019 as a final year of the project, AUA succeeded in the following activities:

- National level guidelines on SD strategies developed;
- Institutional level master plans for implementation of SD strategies developed and operationalized
- Resources for inclusive teaching and learning prepared;
- Materials to raise awareness of high school pupils and teachers drafted;



- Faculty, staff and high school teachers trained.

GENERAL COMMENTS ON INDIVIDUAL ACTIVITY

Activity No and title	6.1.1 Dissemination package with strategy and tools
Description of implementation process	As mentioned before, the Dissemination plan was drafted by each lead partner of the package (AUA and UNT).
Challenges and opportunities/success stories	Dissemination plan depends from country to country. The biggest challenge was to present project and its purpose, documents to specific stakeholders in both counties.
Deviation from the original plan (why?)	No deviation
Activity No and title	6.2.1 Website
Description of implementation process	The official Inclusion website is under control of coordinator. Both institution UNT an AUA
Challenges and opportunities/success stories	Both institutions have sent all materials developed within the project to the coordinator as well as supplement their own project sections on the institution's website. FB webpage is actives in both countries.
Deviation from the original plan (why?)	Not any
Activity No and title	6.3.1 Press releases/articles
Description of implementation process	<p>On Dissemination activities, the following outcomes are reported for 2019:</p> <ul style="list-style-type: none"> - Reporting out on Visibility (Newsletter developed: http://inclusionerasmus.org/) - Articed prepared on <i>Benchmarking Exercises</i> - Article prepared on <i>Contribution of Armenian HEIs</i> - Article and presentation printed materials prepared and published on <i>Round Table Discussion at AUA: High School Teacher Training Methodology /Toolkit</i> - Two Press releases on <i>Beyond Inclusion Project Commitment</i> round table discussions released - Article prepared on faculty and Staff Training on Inclusive Teaching and Learning Methodology at AUA.



	- Training materials (both in English and Armenian) placed in the INCLUSION website.
Challenges and opportunities/success stories	n/a
Deviation from the original plan (why?)	N/A

Activity No and title	6.4.1 Round tables
Description of implementation process	<p>In June, 2018 AUA has organized ROUND TABLE Discussions for HIGH SCHOOL TEACHER TRAINING METHODOLOGY.</p> <p>In November, 2018, AUA organized a second round table discussion.</p> <p>On April 29-30, 2019, the AUA and SAFAA organized a two-day training for 50 high school teachers of Armenia.</p> <p>TRAINING OF THE FACULTY AND STAFF: a workshop and round table discussion was conducted among the staff and faculty on 05.10.2018. Workshops on inclusive teaching and learning methods as well as presentation of the approved Master Plan will be conducted among faculty and staff in September 2019.</p> <p>Detailed information on each round table is provided in WP4.</p>
Challenges and opportunities/success stories	<p>The success of the project is two-folded: not only did Armenia HEIs negotiated with line ministries (MoES, MLSI), NGOs and experts on various challenges in inclusive education, but also provided financial support to conduct roundtable discussions with mainstream and high school teachers and principals to understand Strengths, Opportunities, Weaknesses and Threats (SWOT) among Armenia high schools prior to draft the Teaching resources and training materials for high school pupils/ teachers as a project assignment.</p> <p>Furthermore, the successful results of the project were widely disseminated during various conferences, such as: “Promoting Common Values through Education and Culture” Eastern Partnership Conference; dates: 25-26 June 2019, Venue: Tbilisi, Georgia, where a number of issues were debated by EAP country Ministries and representatives from public at large (governmental, non-governmental, academia, independent experts). The conference discussed ideas on: Strengthening Common Values – Role of Education and Educators; 1. Integrity in education and research; 2. Education for democratic participation and civic engagement; 3. Role of teachers; 4 Inclusive Education and Social Cohesion; 5 Critical Thinking and Media Literacy; 6. Role of Culture in Fostering Common Values, etc.</p> <p>AUA presented the project results in other meetings with various stakeholders and opportunities, such as: Austrian-Armenian Partnership Seminar hosted by SAFAA in April 2019, EU Common values Conference in Tbilisi May 2019, etc.</p>
Deviation from the original plan (why?)	N/A



Activity No and title	6.5.1 Awareness campaign to high school students
Description of implementation process	<p>Since mid-2017, AUA and SAFAAA were 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.</p> <p>Serving as a nexus to fill the implementation gaps, AUA conducted 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) designed questionnaires, tests and other assessment instruments for data collection; and (ii) sharing them with the participants of the round table discussion; (ii) Studied successful transition models for children with special needs from high school to HE. All recommendations were provided in the SWOT analysis and through Toolkit case.</p> <p>Eventually, the Armenia HEIs team 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.</p> <p>The Toolkit 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.</p> <p>During the two-day workshop for high school teachers/principals, along with the Toolkit presentation, the following materials were discussed and disseminated to raise the high school teachers’ awareness: first day: Session I: INCLUSION project Sustainability: National Regulatory Framework by the Deputy Minister of Education and Science; and Reporting out: SWOT analysis - ensuring success of the inclusion agenda; Session II: Disability Terminology and Ethics; Session III: Inclusive Methodology on Universal learning design. Second day: Session I: Awareness raising campaign: domestic legislative settlements; Session II: Toolkit for Armenian High Schools; Session III: Inclusive methodology case studies via world café method discussions.</p> <p>The Final Toolkit is prepared and disseminated during the Final Conference. It is also uploaded in the INCLUSION website. Some the publications were sent to the Ministries for dissemination to high schools.</p>
Challenges and opportunities/success stories	<p>Draft Dissemination awareness raising campaign concepts by AUA and SAFAAA were presented in Graz, Austria event.</p> <p>The Final Dissemination awareness raising campaign concept has been prepared both for AUA and SAFAAA and are attached to this report as Annex I and Annex II below.</p>



	Meantime a General country-wide Awareness Raising Campaign Concept on inclusive education is prepared by MOSECS to ensure project sustainability after the project's completion.
Deviation from the original plan (why?)	N/A
Activity No and title	6.5.2 National level guidelines
Description of implementation process	Both institutions, UNT and AUA, along with other members of the consortium, worked on the National Guidelines for the countries of BiH and Armenia. It has been presented in Graz Workshop in February 2019. The documents are finalised and presented to the respective ministries. The Final National Guidelines were printed out and disseminate date the Final Conference. They are aslo uploaded on the INCLUSION website.
Challenges and opportunities/success stories	Challenges are: operationalisation. Success: Both AUA and SAFAA have prepared Sustainability Plan. It has been approved by the University leadership.
Deviation from the original plan (why?)	N/A

Activity No and title	6.6.1 Master plan
Description of implementation process	Master Plans are completed and approved by AUA Faculty Senaty and Provost in the beginning of the new academic year (2018/2019) in both institutions. They were presented at the dissemination conference/workshop in Leuven and PCUs staff training. At AUA, the approved Master Plan (http://inclusionerasmus.org/wp-content/uploads/2017/06/AUA_Master-Plan.pdf) has separate action priorities, operational objectives, as well as specific tactical actions. In the institutional level, specific tactics under this objective include: SWOT analyses and assessment of needs for faculty and staff, as well as review of the current ToT program to train new faculty and staff. Furthermore, the Master Plan expands its activities beyond campus capacities, e.g. Action Priority 9: Continue developing projects of educational, professional and economic significance for the rural areas of Armenia and for other disadvantaged sectors of the community. The responsible unit is the Disability Support service at Student Affairs division under the Provost's supervision (https://studentsuccess.aua.am/disability-support-services/). The operational objective is to support inclusiveness in mainstream education on the national level. As to SAFAA, the MASTER PLAN is approved by SAFAA Scientific Council on May 29 2019. It is available at: https://drive.google.com/file/d/1j7wWCanS1zBVFa3rdMWTevMja-SI8q9e/view (in Armenian)
Challenges and opportunities/success stories	SUCCESSFUL IMPACT AT THE INSTITUTIONAL LEVEL The INCLUSION Master Plans set a new working modality at AUA and SAFAA.



	<p>The project has contributed to Armenian HEIs through: (i) Building the capacity of HEI academic and administrative staff; (ii) Provision of assistive technologies, (iii) Training of faculty and staff; (iv) approval of Institutional Inclusion Master Plan.</p> <p>Finally, the enhancement of Disability Support services at AUA, operationalized INCLUSION Master Plans as well as the financial and in-kind contribution provided by Armenia HEIs to the conferences and events, are the best proven examples of the HEIs executive management's commitment towards the inclusive education initiatives both in the institutional and national levels.</p>
Deviation from the original plan (why?)	No deviation

ANY OTHER COMMENT:

<p>Major success The project activities contributed to drafting new HE policies/regulations in support of the Armenian 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.</p> <p>Despite the change in the Government following the <i>Velvet Revolution</i> in April-May 2018, the RA Ministry of Education, Science, Culture and Sports, as well as RA Ministry of Labour and Social Affairs duly confirmed their readiness for taking project ownership and keeping the sustainability of inclusive education efforts carried out within the E+ INCLUSION Project. It is embedded in the Sustainability Plans provided by the Ministries.</p>

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:

Activity No and title	Final Workshop at KFUG (Graz, Austria)
Description of implementation process	<p>The workshop took place on July 9-10, 2019 hosted by KFUG in Graz, Austria.</p> <p>The methodology of the toolkit was discussed and finalized, at the same time partners decided to develop the concept of the awareness raising campaign via Toolkit and National guidelines which will be presented to the public at large during Final conference in September.</p> <p>The activities of the Workshop were reflected in the article posted in the Inclusion website, as well as AUA and SAFAA webpages: https://newsroom.aua.am/2019/07/24/aua-in-inclusion-workshop-in-graz-austria/ .</p>
Challenges and opportunities/success stories	N/a
Deviation from the original plan (why?)	No deviation

Activity No and title	6.7.1 2nd consortium conference
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Description of implementation process	<p>Preparatory works of the 2nd (and Final) Consortium Conference started in August 2019.</p> <p>The event was organized on September 25 at AUA, on the following day after Coordination meeting. The Armenian Consortium partners discussed the preliminary composition of the panels, speakers, and topics of the presentations. Also, the draft agenda was prepared and shared with all consortium members for further feedback.</p> <p>As a part of Awareness raising campaign, the National Guideline, the Final Newsletter, the Learning and Teaching Guideline as well as the Toolkit were disseminated among participants and stakeholders during the Conference.</p> <p>The Online versions of all materials were also posted in the http://inclusionerasmus.org as well.</p> <p>Media was invited to the conference. Poster presentation by all consortium members were presented throughout the conference day. Press release was prepared and disseminated for social media coverage. All posters, photos as well as article and two videos both for the project and universities are posted in the http://inclusionerasmus.org.</p> <p>Final Conference article was prepared and posted in social media and websites.</p> <p>ERASMUS + INCLUSION final conference was organized on September 25, 2019. The State Academy of Fine Arts of Armenia and the American University of Armenia presented the major achievements of the project highlighting the productive cooperation among countries during the conference.</p> <p>Among the guests were Minister of Labor and Social Affairs of RA, Deputy Minister of Education, Science, Culture and Sport of RA, Representatives from Federal Ministry of BiH, representatives from Erasmus Plus national office and organizations of the field, staff and faculty members from Armenian and Bosnian universities and high schools, as well as INCLUSION project consortium members from Armenia, Bosnia and Herzegovina, Belgium, Austria and UK.</p> <p>The final conference provided a platform for fruitful and interactive discussions on further steps on inclusive education in Armenia and Bosnia and Herzegovina, providing examples of best practices in Austria, Belgium and the UK. The panel discussions were mainly focused on the following issues:</p> <ul style="list-style-type: none">▪ Panel session 1: What is inclusion? (concept, legislation, overcoming the stereotypes, policies and procedures, why inclusion matters, how do we address the issue of inclusion, what are the cultural differences and similarities).▪ Panel session 2: Teaching and Practicing Inclusion (teaching technologies, toolkit, best practices, quality assurance mechanisms).▪ Panel session 3: Future of Inclusion <p>During the panel discussions the consortium members presented the impact of INCLUSION project on their universities and changes the institutions implemented taking into consideration the project's outcomes.</p>
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Challenges and opportunities/success stories	Regardless the political will and commitment of governments of both countries, the major challenges are the implementation mechanisms (e.g. regulatory frameworks, etc.) on the national levels.
Deviation from the original plan (why?)	No deviation



AWARENESS RAISING CAMPAIGN
American University of Armenia

Reference documents: AUA INCLUSION Master Plan

OBJECTIVES	RESPONSIBLE UNIT	SPECIFIC ACTIVITIES	METHODS	TIMELINE 2020 ONWARDS
Objective. To establish and strengthen the foundational core faculty reflecting academic excellence, diversity, democratic values and the mission of the University Activity: Develop and implement strategies to recruit and retain a highly qualified, experienced and diverse faculty	Office of Institutional Research (OIR) research, Faculty Senate,	Establish faculty induction and continued training which include required units on differentiated learning and inclusive practices/ curriculum	Design of learning modules or workshops to ensure inclusive pedagogies are communicated to all faculty	To develop learning modules and conduct trainings on Inclusive education based on E+ materials (e.g Toolkit, Teaching and Learning Guidelines, etc.)
Objective: To foster a collegiate environment that offers services and programming promoting student engagement and success	Provost, Student Affairs	Create positions to coordinate student affairs related to students of diversity,	Provost, Deans and Executive team	Faculty/staff TOT to train new faculty and staff on INCLUSION equipment
Activity1. Assess capacity of non-instructional spaces to accommodate a campus with a full cohort of students	Operations, Student Affairs, DSS	Ensure that Student Union and Faculty Lounge are accessible for visitors with physical, visual, auditory and other disabilities	Discuss these benchmarks with Facilities	Communicate facilities and technologies to the public.



<p>2. Follow-up on new student orientation programming with a roster of events for first-year students during freshman fall semester</p>	<p>Student Affairs, Program Chairs, Peer Mentor, Supervisor,</p>	<p>Include Inclusion topics/activities within student orientations in order to target all incoming students</p>	<p>Discuss and plan the content and specific steps with CSS; incorporate topics into peer mentoring sessions with a specific set of activities dedicated to diversity appreciation.</p>	<p>Orientations will continue to inform the students about inclusion topics.</p>
<p>Objective: To ensure state-of-the-art facilities and innovative technologies for fostering the student learning experience</p> <p>Activity 1. Increase availability of electronic /technological resources</p>	<p>ICTS, Operations, Disability support services</p>	<p>Provide assistive technologies and equipment for students with diverse special needs</p>	<p>Ensure proper installation and preparation of equipment on campus.</p>	<p>Provide training to faculty and staff on the use of the Equipment</p>
<p>Activity 2: Expand cooperation with the RoA Government to ensure AUA receives state funds for tuition (e.g. partial tuition payment for disabled students, students who have served on border posts)</p>	<p>Financial Aid Communication</p>	<p>Ensure processes are followed to continue governmental tuition support to vulnerable populations (e.g. disabled students and those who served on border posts.)</p>	<p>Identify the resources available for students with disabilities and other special needs;</p>	<p>The cooperation with RoA will continue. Promote the 2017-21 Government action plan for the support of special needs students</p>
<p>Objective: To effectively promote the University's accomplishments and impact</p> <p>Activity. Assure that identified constituents are specifically targeted in appropriate venues</p>	<p>Communication s, Admissions</p>	<p>Inform the public about educational, financial, and technological support available to students with disabilities and other special needs.</p>	<p>Identify tuition support available to students with disabilities and other special needs;</p>	<p>Awareness raising among the public will be ensured, including high schools.</p>



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Annex II

Awareness Raising Activities at State Academy of Fine Arts of Armenia

2019-2021

Activities	Who is responsible?	When?
Organization of orientation days for high schools and colleges	<ul style="list-style-type: none"> ○ Center for student support and alumni cooperation ○ Deans and respective chairs 	Once in a year
Organization of open days for high schools and colleges		Once in a year
Meetings and key informant discussions with students to raise awareness on inclusive issues (attitude, behavior, use of resources, etc.)	<ul style="list-style-type: none"> ○ Center for student support and alumni cooperation ○ Quality Assurance Center 	Once in a year
Organization of exhibitions and social posters by students on promoting inclusive education (inviting high school/college students)	<ul style="list-style-type: none"> ○ Vice-rector ○ Deans and respective chairs ○ Faculty 	Once in a year
Meetings and key informant discussions with faculty and staff on how to work with freshmen (attitude, support services, use of resources, etc.)	<ul style="list-style-type: none"> ○ Center for student support and alumni cooperation ○ Quality Assurance Center 	Once in a year
Development and production of promotion materials to raise awareness on inclusive education	<ul style="list-style-type: none"> ○ Center for student support and alumni cooperation 	Once in two years