QUALITY ASSURANCE REPORT

Drafted by WUS AT, 10th Oct. 2019

wusaustria

right to education

Contributions to the Project by Partner Institutions:

Summary Report based on Self-Assessments

CONTENTS

I.)   Introduction and Context

This report summarizes and analyzes the findings from a self-assessment of partner institutions of the INCLUSION project regarding their individual contributions to the implementation of the project in line with the requirements and indicators outlined in the Logical Framework Matrix (LFM).

The development of this report is a response to the feedback of the EACEA to the INCLUSION Interim Report, where it is stated that "The project ensures sufficient involvement of the partners in leading of the work packages, but the direct contribution of the different partners to the project activities and outputs is not clear from the report." Furthermore, this report aims to collect relevant data to facilitate overall reporting processes by SAFAA as project coordinator.

The data collected in this report are based on inputs by partners to a self-assessment questionnaire/online survey developed by WUS Austria in early 2019 and completed by partners by 4th October 2019 (for further information on the methodology, see section II. below). In addition, partner institutions have referred in their self-assessment questionnaires to documents proofing their respective contributions. These documents have been uploaded to dropbox and can be shared by with the EACEA by the Coordinator upon request.

This report consists of four parts – an introductory part, outlining the context, methodology and data collection process (sections I and II), a section analyzing the data received from partner institutions' self-assessment (section III), a section with key findings (IV) and the individual self-assessment questionnaires from partners institutions (annexes).

II)   Process of Data Collection in line with established Methodology

Against the above outlined context, WUS Austria as lead partner for quality management (WP 5) was tasked by the Coordinator in early 2019 to develop a tool to assess detailed contributions of all partner institutions in the process of implementing the INCLUSION project.

After considering and researching different options, WUS AT has developed a self-assessment tool for partners, aiming to collect and document quantitative information from each partner institution on contributions made within the project on the levels of a) work packages, b) outputs and c) activities. It is supposed to document in which ways partner institutions have contributed to general and specific objectives within the project in line with the requirements and indicators established in the Logical Framework Matrix (LFM).

For this purpose, partner institutions were requested for each **work package**

- to indicate all **outputs/deliverables** to which the institution contributed;
- to indicate all **activities** to which the institution contributed;
- to indicate the **name of the person(s) who contributed** to the work package;
- to indicate **documents that proof the contributions made** (scroll down menu based on LFM (column "How indicators will be measured"): Under this section partners were also requested to briefly describe each of the selected choices (e.g. name/date of meeting, title of report etc.).

On the **activity level**, partners were requested to provide information for each activity they have contributed to, indicating

- the **nature of the contribution** made: Here partners could choose options from a scroll down menu which were pre-defined by WUS AT[1];
- detailed information on the specific contributions made (what exactly/when and where).

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[1] The following options were available in the scroll down menu: **Main coordination** of activity XY/**Main drafter(s)** of document XY/**Contributions to drafting** of document XY/**Feedback provided on draft document** XY/**Event organized** in XY with XY/**Participation in the event** XY in YX on YX/**Questionnaire** related to XY filled in/**Report Drafted** on XY/**Strategy XY developed**/Strategy XY **reviewed**/Other:

The draft tool was presented to project partners during a project meeting in Graz (March 2019) and finalized based on the feedback received by partners. The full QA questionnaire can be found in the annex section to this report. Until July 2019, partners were requested to prepare and share their QA self-assessment questionnaires as word documents and to upload relevant reference documents to dropbox. The status quo of this exercise was briefly presented during the July 2019 project meeting in Graz. By 4th October 2019, partners were requested to update and finalize their questionnaires – reflecting all contributions within the project including the final conference - and to copy/paste their inputs from the word questionnaire into an online version created by WUS AT on google (https://goo.gl/forms/9GByLZgmH3VGphFq1) . Throughout the entire process, WUS AT was available for individual support and has provided assistance to partner institutions as requested.

13 out of 14 partners completed the questionnaire and submitted the online survey; 11 of the 14 partner institutions uploaded documentation of proof to dropbox.

IV) Analysis of Data from Self-assessment by Partner Institutions

When it comes to partner contributions regarding the implementation of the various **work packages and activities**, the data received show the following picture[2]:

WORK PACKAGE 1:

Graph 1

WP 1: Capacity building

Please select outputs/deliverables to which your Institution contributed:

13 responses

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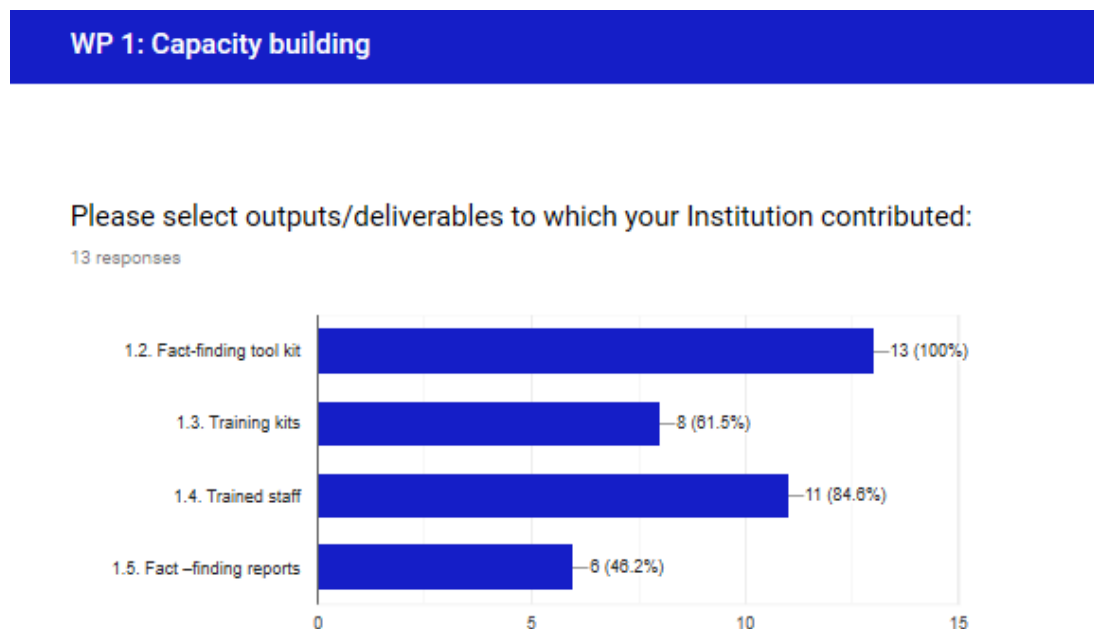
[2] Individual responses from each partner institution contributing to this report can be found in the QA questionnaires of the respective institutions (available to Coordinator).

Graph 2

Please select the activities to which your institution contributed:
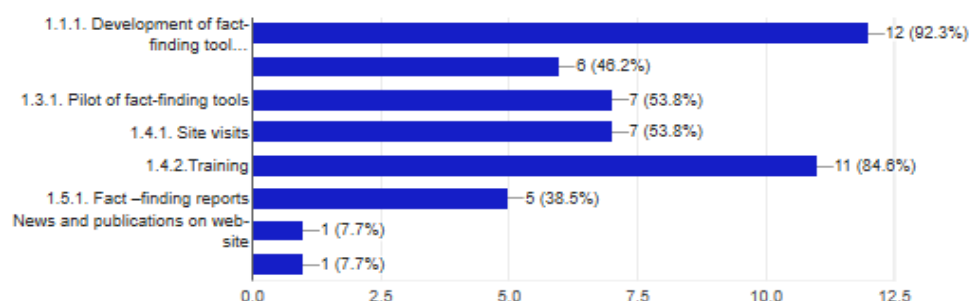
13 responses

1.1.1. Development of fact-finding tool...	—12 (92.3%)
	—6 (46.2%)
1.3.1. Pilot of fact-finding tools	—7 (53.8%)
1.4.1. Site visits	—7 (53.8%)
1.4.2.Training	—11 (84.6%)
1.5.1. Fact –finding reports	—5 (38.5%)
News and publications on web-site	—1 (7.7%)
	—1 (7.7%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):[3]
1.1.1 Development of fact-finding tool kit
1.2.1. Feedback of key stakeholders
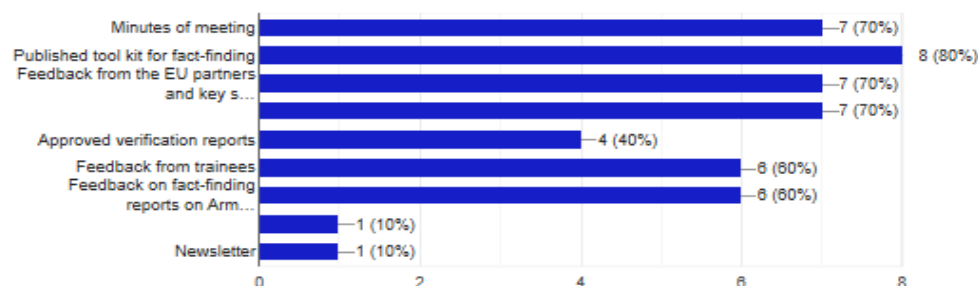1.3.1. Pilot of fact-finding tools
1.4.1. Site visits
1.4.2. Training
1.5.1. Fact –finding reports
Others: News and publications on websites, development of respurces for moodle site

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Graph 3

Proof of contribution :

10 responses

Minutes of meeting	—7 (70%)
Published tool kit for fact-finding	8 (80%)
Feedback from the EU partners and key s...	—7 (70%)
	—7 (70%)
Approved verification reports	—4 (40%)
Feedback from trainees	—6 (60%)
Feedback on fact-finding reports on Arm...	—6 (60%)
	—1 (10%)
Newsletter	—1 (10%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
Minutes of meeting
Published tool kit for fact-finding
Feedback from the EU partners and key stakeholders
Boarding passes and other mobility arrangements
Approved verification reports
Feedback from trainees
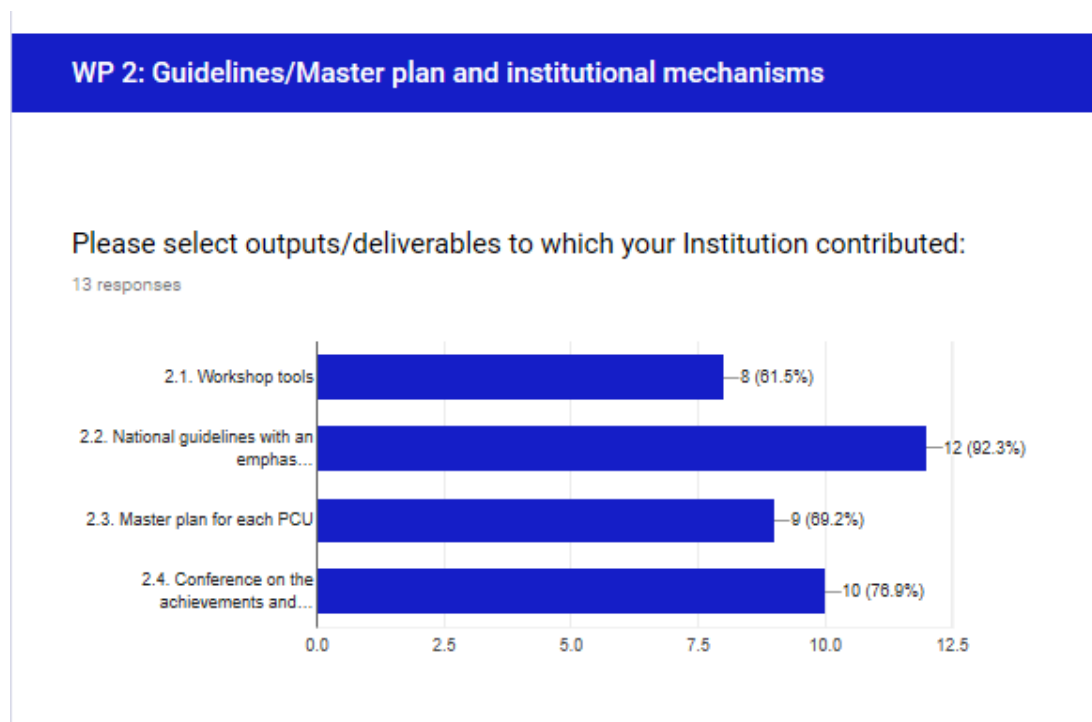Feedback on fact-finding reports on Armenia and BiH
Others: News and publications on official website, newsletter

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[3] For layout reasons, the full titles of each dimension illustrated in the graphs did not always fit into the actual graph. The full titles are thus always displayed in the box following each graph.

As can be seen from the above graphs, partners have most broadly contributed to the development and implementation of fact-finding tools as well as to trainings for HEI staff and governmental officials. Documentation of proof indicated by partners includes among others the published toolkit for fact-finding, meeting minutes as well as feedback from EU partners and key stakeholders to fact-finding tools.

WORK PACKAGE 2:

Graph 1

WP 2: Guidelines/Master plan and institutional mechanisms

Please select outputs/deliverables to which your Institution contributed:
13 responses

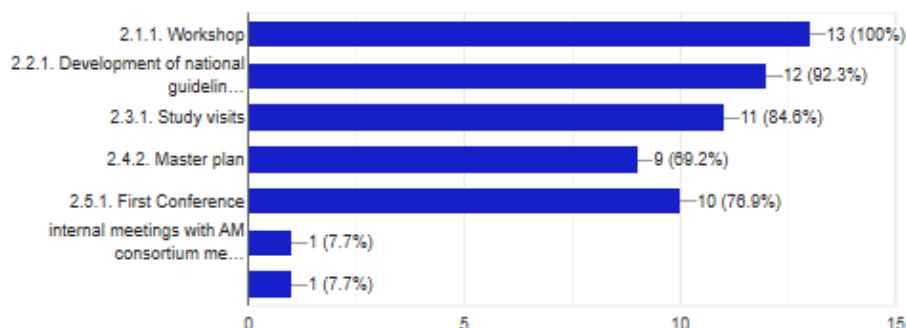|	
2.1. Workshop tools	—8 (61.5%)
2.2. National guidelines with an emphas...	—12 (92.3%)
2.3. Master plan for each PCU	—9 (69.2%)
2.4. Conference on the achievements and...	—10 (76.9%)

0.0   2.5   5.0   7.5   10.0   12.5

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
2.1. Workshop tools
2.2. National guidelines with an emphasis on the HE role;
2.3. Master plan for each PCU
2.4. Conference on the achievements and lessons learnt

Graph 2

Please select the activities to which your institution contributed:

13 responses

| Activity	Value
2.1.1. Workshop	13 (100%)
2.2.1. Development of national guidelin...	12 (92.3%)
2.3.1. Study visits	11 (84.6%)
2.4.2. Master plan	9 (69.2%)
2.5.1. First Conference	10 (76.9%)
internal meetings with AM consortium me...	1 (7.7%)
	1 (7.7%)

> **Full titles of dimensions illustrated in the above outlined graph (from top to bottom):**
> 2.1.1. Workshop
> 2.2.1. Development of national guidelines
> 2.3.1. Study visits
> 2.4.2. Master plan
> 2.5.1. First Conference
> Ohers: Internal meetings with Armenian Consortium Members, Advice and support for institutional development

Graph 3

Proof of contribution:

11 responses
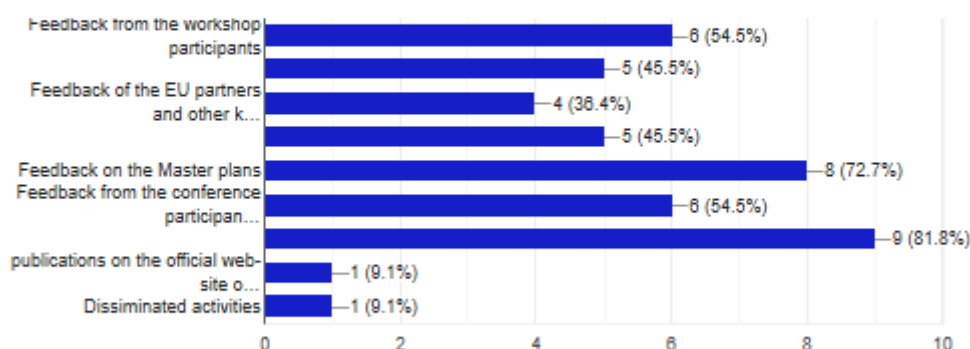
Dimension	Value
Feedback from the workshop participants	6 (54.5%)
	5 (45.5%)
Feedback of the EU partners and other k...	4 (36.4%)
	5 (45.5%)
Feedback on the Master plans	8 (72.7%)
Feedback from the conference participan...	6 (54.5%)
	9 (81.8%)
publications on the official web-site o...	1 (9.1%)
Dissiminated activities	1 (9.1%)

> **Full titles of dimensions illustrated in the above outlined graph (from top to bottom):**
>
> Feedback from the workshop participants
> Country level approval of national level guidelines
> Feedback of the EU partners and other key stakeholders
> Feedback from the study visit participants
> Feedback on the Master plans
> Feedback from the conference participants
> Published conference proceedings, agenda, and invitation letters.
> Others: Publications on the official website of INCLUSION, disseminated activities

As can be seen from the above graphs, partners have most broadly contributed to the development of national guidelines for inclusion, PCU level masterplans for inclusion and the 1st INCLUSION conference on achievements and results. Documentation of proof indicated by partners includes among others feedback provided on masterplans and published proceedings and documents on the conference.
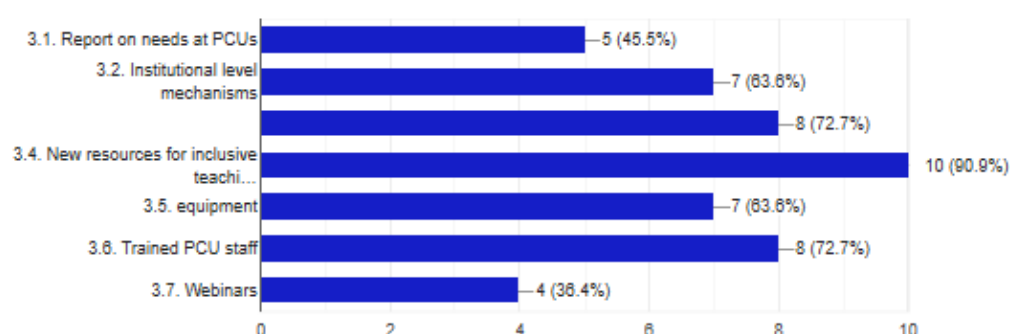
WORK PACKAGE 3:

Graph 1

WP 3: Development of mechanisms fostering access of disadvantaged groups

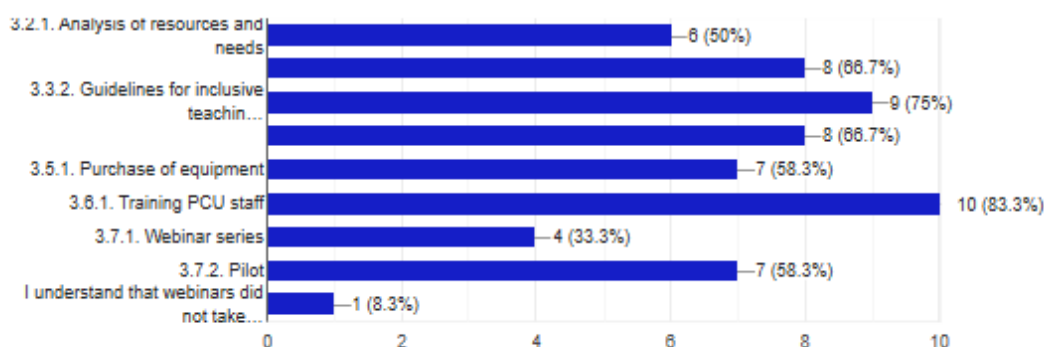Please select outputs/deliverables to which your Institution contributed:

11 responses

3.1. Report on needs at PCUs	—5 (45.5%)
3.2. Institutional level mechanisms	—7 (63.6%)
	—8 (72.7%)
3.4. New resources for inclusive teachi...	10 (90.9%)
3.5. equipment	—7 (63.6%)
3.6. Trained PCU staff	—8 (72.7%)
3.7. Webinars	—4 (36.4%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
3.1. Report 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. Equipment
3.6. Trained PCU staff
3.7. Webinars

Graph 2

Please select the activities to which your Institution contributed:

12 responses


```
3.2.1. Analysis of resources and
                         needs        6 (50%)
                                      8 (66.7%)
3.3.2. Guidelines for inclusive
                      teachin...      9 (75%)
                                      8 (66.7%)
3.5.1. Purchase of equipment          7 (58.3%)
3.6.1. Training PCU staff             10 (83.3%)
3.7.1. Webinar series                 4 (33.3%)
3.7.2. Pilot                          7 (58.3%)
I understand that webinars did
               not take...           1 (8.3%)
                    0    2    4    6    8    10
```

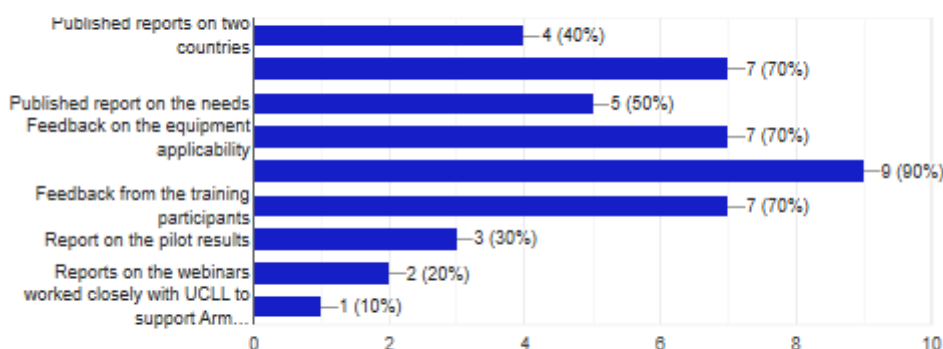***Full titles of dimensions illustrated in the above outlined graph (from top to bottom):***
3.2.1. Analysis of resources and needs
3.3.1. Institutional level mechanisms
3.3.2. Guidelines for inclusive teaching/learning
3.4.1. Development of new resources
3.5.1. Purchase of equipment
3.6.1. Training PCU staff
3.7.1. Webinar series
3.7.2. Pilot
Other comments: I understand that webinars did not take place as planned, due to technical issues.

Graph 3

Proof of contribution:

10 responses


```
Published reports on two
                countries         4 (40%)
                                  7 (70%)
Published report on the needs     5 (50%)
Feedback on the equipment
               applicability      7 (70%)
                                  9 (90%)
Feedback from the training
              participants        7 (70%)
Report on the pilot results       3 (30%)
Reports on the webinars           2 (20%)
worked closely with UCLL to
               support Arm...    1 (10%)
                 0    2    4    6    8    10
```

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
Published reports on two countries
Approved and published guidelines on inclusive teaching and learning
Published report on the needs
Feedback on the equipment applicability
Feedback on the teaching and learning guidelines
Feedback from the training participants
Report on the pilot results
Reports on the webinars
Other: Worked closely with UCLL to support Armenian partners.

As can be seen from the above graphs, partners have most broadly contributed to the development of new recourses and guidelines for inclusive teaching and learning as well as trainings for PCU staff on inclusion. Documentation of proof indicated by partners includes among others the approved guidelines for inclusive teaching and learning and feedback provided to this document in the development phase.
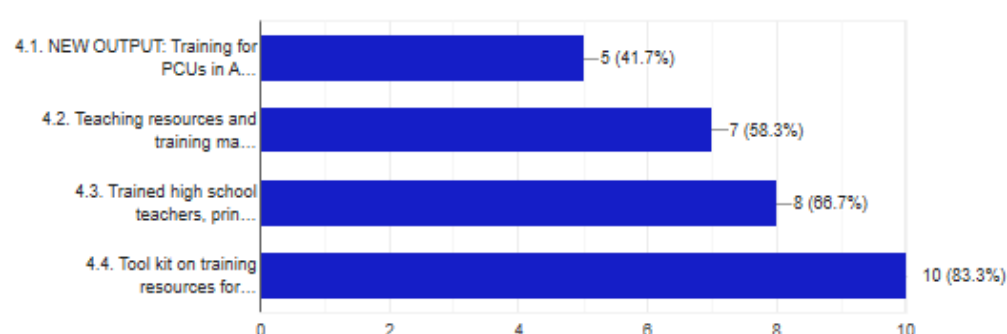
WORK PACKAGE 4:

Graph 1

WP 4: Capacity building related to the human and physical resources

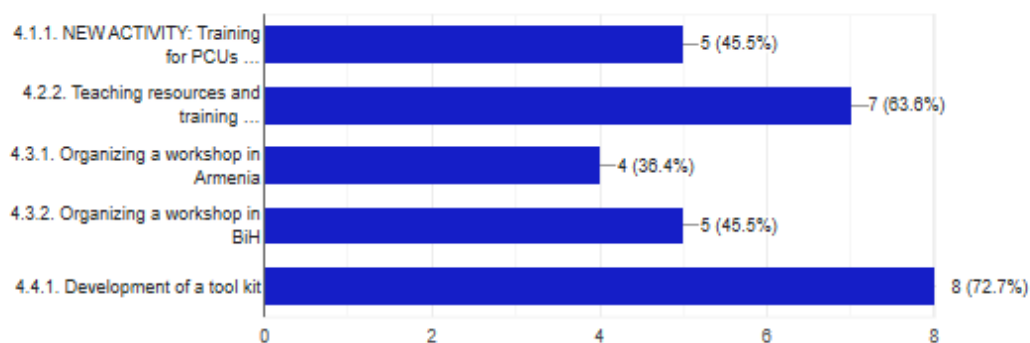### Please select outputs/deliverables to which your Institution contributed:

12 responses

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
4.1. NEW OUTPUT: Training for PCUs in Armenia by UoR in November 2018 (OLD OUTPUT: Report on inter-project coaching)
4.2. Teaching resources and training materials for high school pupils/ teachers
4.3. Trained high school teachers, principals and HE staff
4.4. Tool kit on training resources for school teachers

Graph 2

Please select the activities to which your institution contributed:

11 responses

|	
4.1.1. NEW ACTIVITY: Training for PCUs ...	5 (45.5%)
4.2.2. Teaching resources and training ...	7 (63.6%)
4.3.1. Organizing a workshop in Armenia	4 (36.4%)
4.3.2. Organizing a workshop in BiH	5 (45.5%)
4.4.1. Development of a tool kit	8 (72.7%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
4.1.1. NEW ACTIVITY: Training for PCUs in Armenia by UoR in November 2018-project coaching
4.2.2. Teaching resources and training materials for high school pupils/ teachers
4.3.1. Organizing a workshop in Armenia
4.3.2. Organizing a workshop in BiH
4.4.1. Development of a tool kit

Graph 3

Proof of contribution:
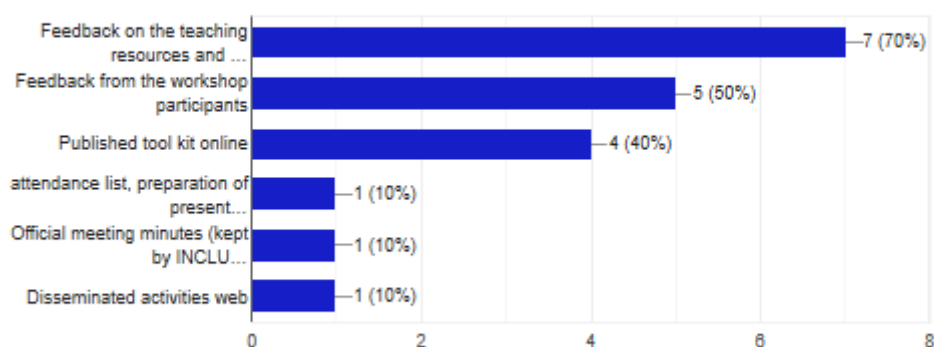
10 responses

|	
Feedback on the teaching resources and ...	7 (70%)
Feedback from the workshop participants	5 (50%)
Published tool kit online	4 (40%)
attendance list, preparation of present...	1 (10%)
Official meeting minutes (kept by INCLU...	1 (10%)
Disseminated activities web	1 (10%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
Feedback on the teaching resources and training materials
Feedback from the workshop participants
Published tool kit online
Other: Official meeting minutes, disseminated activities on website

13

As can be seen from the above graphs, partners have most broadly contributed to the development of a toolkit, teaching and training resources on inclusion for high school teachers, principals and PCU staff as well as to trainings for the same target group. Documentation of proof indicated by partners includes among others feedback provided on teaching and training resources in the development of the toolkit as well as feedback from training participants.
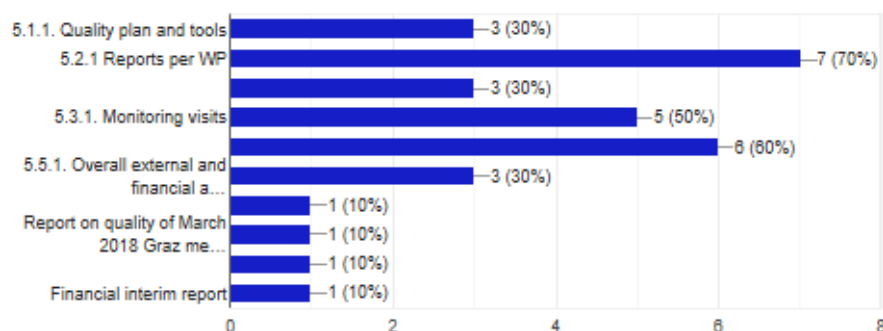
WORK PACKAGE 5:

Graph 1
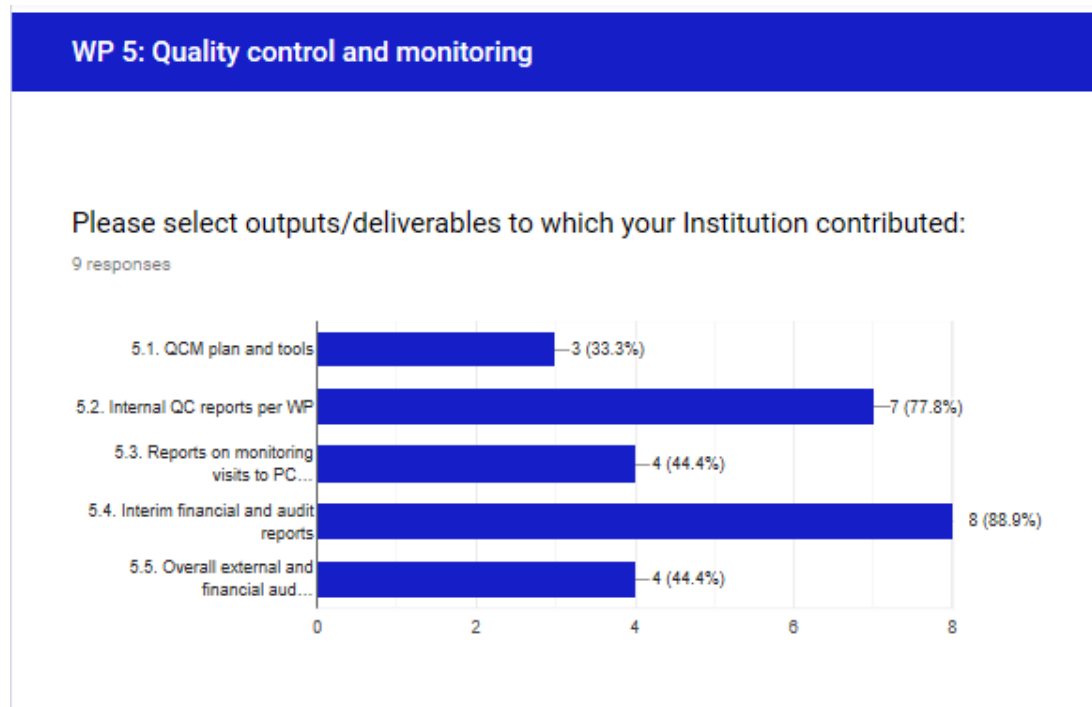
Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
5.1. QCM plan and tools
5.2. Internal QC reports per WP
5.3. Reports on monitoring visits to PCUs
5.4. Interim financial and audit reports
5.5. Overall external and financial audit reports

Graph 2

Please select the activities to which your institution contributed:

10 responses

| Activity	Count
5.1.1. Quality plan and tools	3 (30%)
5.2.1 Reports per WP	7 (70%)
	3 (30%)
5.3.1. Monitoring visits	5 (50%)
	6 (60%)
5.5.1. Overall external and financial a...	3 (30%)
Report on quality of March 2018 Graz me...	1 (10%)
	1 (10%)
	1 (10%)
Financial interim report	1 (10%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
5.1.1. Quality plan and tools
5.2.1 Reports per WP
5.2.2. Feedback on products/outputs
5.3.1. Monitoring visits
5.4.1. Financial and interim audit
5.5.1. Overall external and financial audit
Other: Survey on quality of study visit, report on quality of March 2019 Graz meeting, 5.5.1. yet not completed (comment), financial interim report

Graph 3

Proof of contribution:

9 responses
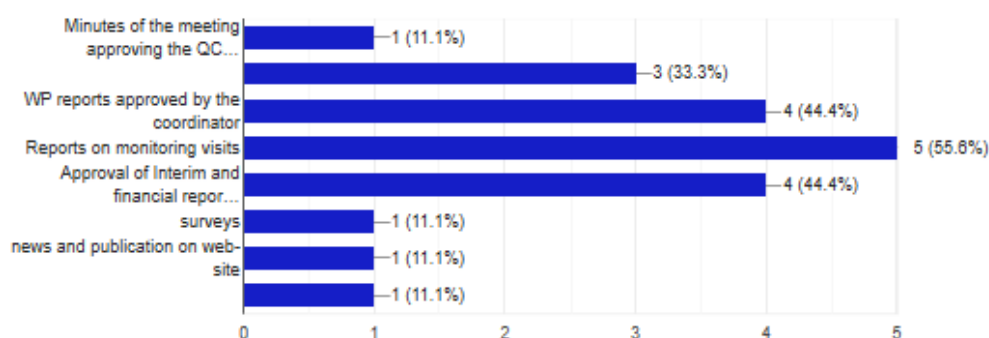
Item	Count
Minutes of the meeting approving the QC...	1 (11.1%)
	3 (33.3%)
WP reports approved by the coordinator	4 (44.4%)
Reports on monitoring visits	5 (55.6%)
Approval of Interim and financial repor...	4 (44.4%)
surveys	1 (11.1%)
news and publication on web-site	1 (11.1%)
	1 (11.1%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
Minutes of the meeting approving the QC and monitoring plan
Approved quality reports published online
WP reports approved by the coordinator
Reports on monitoring visits
Approval of Interim and financial reports
Other: Surveys, news and publications on website, ensured all financial reporting is delivered

As can be seen from the above graphs, partners have most broadly contributed through internal quality control reports per work package (ahead of project meetings plus final WP completion reports) and documentation provided for the interim financial audit. Furthermore, partners have contributed to the development and implementation of quality assurance tools including monitoring visits to partner country universities. Documentation of proof indicated by partners includes among others the quality control reports by WP leaders, documentation for the interim financial audit and monitoring reports.
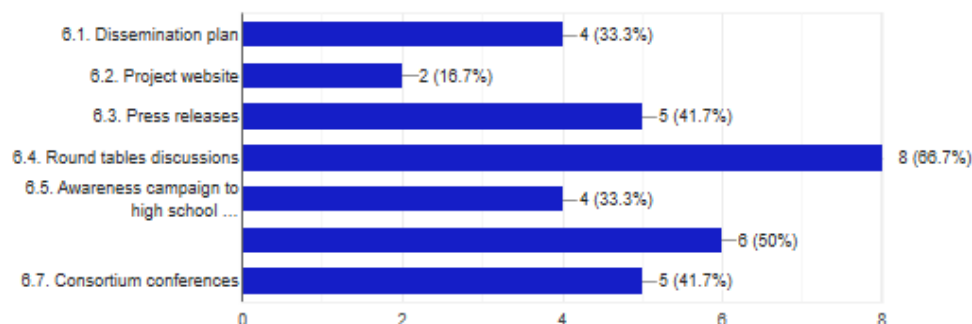
WORK PACKAGE 6:

Graph 1

WP 6: Dissemination

Please select outputs/deliverables to which your Institution contributed::

12 responses

6.1. Dissemination plan	4 (33.3%)
6.2. Project website	2 (16.7%)
6.3. Press releases	5 (41.7%)
6.4. Round tables discussions	8 (66.7%)
6.5. Awareness campaign to high school ...	4 (33.3%)
	6 (50%)
6.7. Consortium conferences	5 (41.7%)

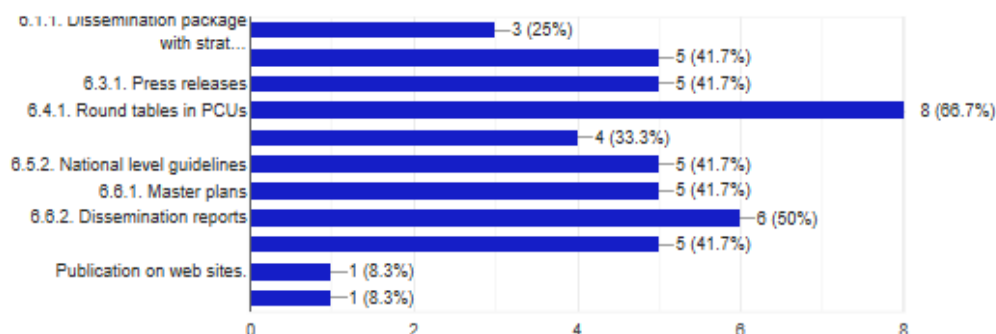*Full titles of dimensions illustrated in the above outlined graph (from top to bottom):*
6.1. Dissemination plan
6.2. Project website
6.3. Press releases
6.4. Round tables discussions
6.5. Awareness campaign to high school students;
6.6. Dissemination reports (interim and final)
6.7. Consortium conferences

Graph 2

Please select the activities to which your Institution contributed:

12 responses

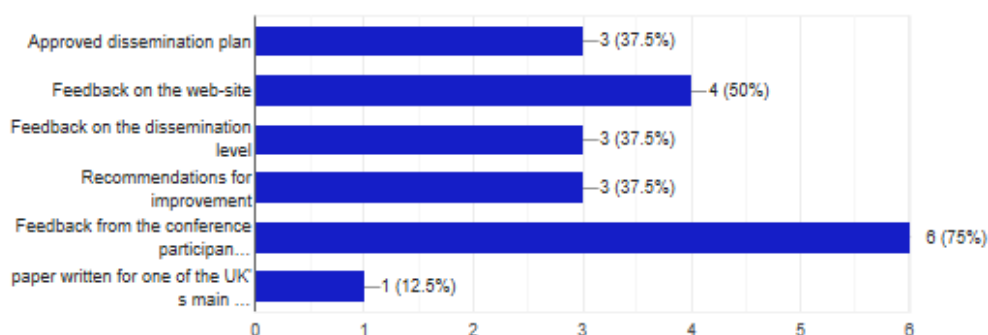|	
6.1.1. Dissemination package with strat...	—3 (25%)
	—5 (41.7%)
6.3.1. Press releases	—5 (41.7%)
6.4.1. Round tables in PCUs	8 (66.7%)
	—4 (33.3%)
6.5.2. National level guidelines	—5 (41.7%)
6.6.1. Master plans	—5 (41.7%)
6.6.2. Dissemination reports	—6 (50%)
	—5 (41.7%)
Publication on web sites.	—1 (8.3%)
	—1 (8.3%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
6.1.1. Dissemination package with strategy and tools;
6.2.1. Website
6.3.1. Press releases
6.4.1. Round tables in PCUs
6.5.1. Awareness campaign to high school students;
6.5.2. National level guidelines
6.6.1. Master plans
6.6.2. Dissemination reports
6.7.1. 2nd consortium conference
Other: publication on websites, newsletter etc

Graph 3

Proof of contribution:

8 responses

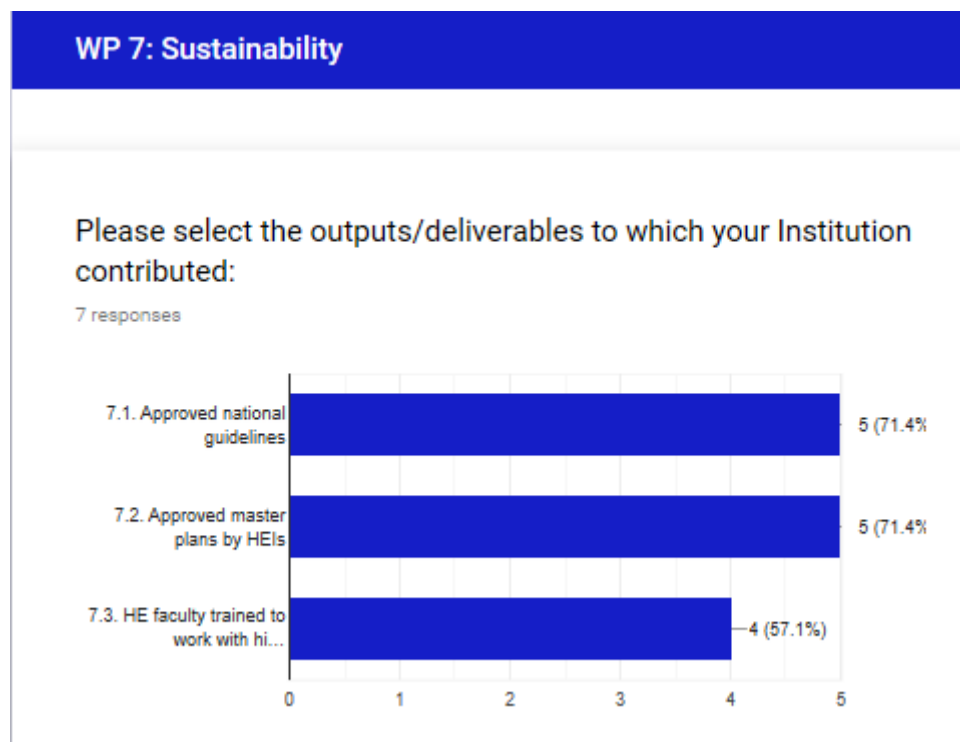|	
Approved dissemination plan	—3 (37.5%)
Feedback on the web-site	—4 (50%)
Feedback on the dissemination level	—3 (37.5%)
Recommendations for improvement	—3 (37.5%)
Feedback from the conference participan...	6 (75%)
paper written for one of the UK's main ...	—1 (12.5%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
Approved dissemination plan
Feedback on the website
Feedback on the dissemination level
Recommendations for improvement
Feedback from the conference participants
Other: Paper written for one of the UK mains staff development journals

As can be seen from the above graphs, partners have most broadly contributed to roundtable discussions, the development of the website, dissemination conferences and reports. Documentation of proof indicated by partners includes among others feedback from conference participants, feedback from consortium partners regarding the website and the publication of a paper in a staff development journal (UK).

WORK PACKAGE 7:

Graph 1

WP 7: Sustainability

Please select the outputs/deliverables to which your Institution contributed:

7 responses

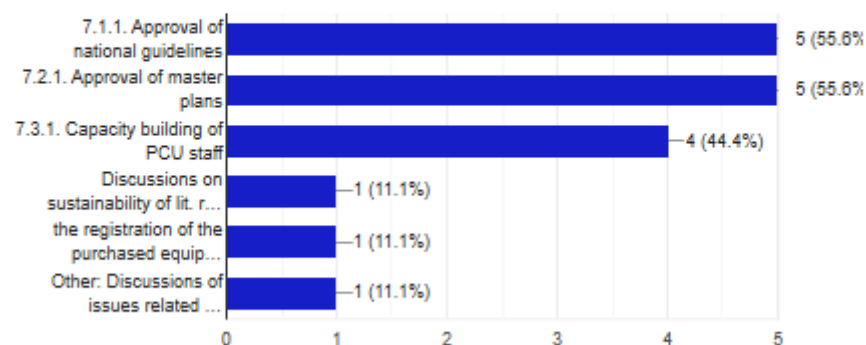|	
7.1. Approved national guidelines	5 (71.4%
7.2. Approved master plans by HEIs	5 (71.4%
7.3. HE faculty trained to work with hi...	4 (57.1%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
7.1. Approved national guidelines
7.2. Approved master plans by HEIs
7.3. HE faculty trained to work with high school teachers and students

Graph 2

Please select the activities to which your Institution contributed:

9 responses

7.1.1. Approval of national guidelines	5 (55.6%
7.2.1. Approval of master plans	5 (55.6%
7.3.1. Capacity building of PCU staff	4 (44.4%)
Discussions on sustainability of lit. r...	1 (11.1%)
the registration of the purchased equip...	1 (11.1%)
Other: Discussions of issues related ...	1 (11.1%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
7.1.1. Approval of national guidelines
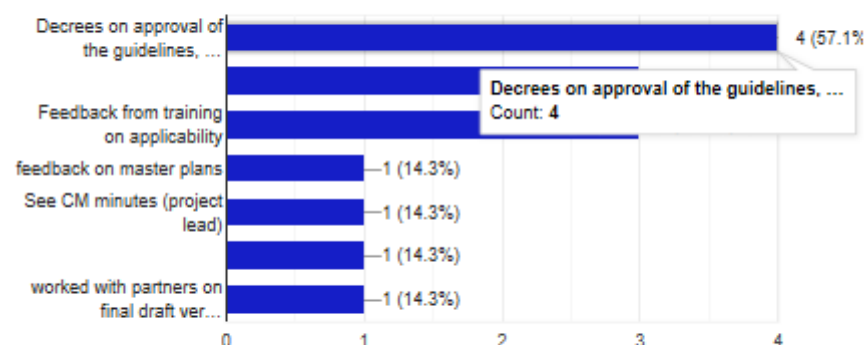7.2.1. Approval of master plans
7.3.1. Capacity building of PCU staff
Other: Discussions on sustainability of literature review, the registration of the purchased equipment, discussions of issues related to sustainability

Graph 3

Proof of contribution:

7 responses

Decrees on approval of the guidelines, ...	4 (57.1%
Feedback from training on applicability	
feedback on master plans	1 (14.3%)
See CM minutes (project lead)	1 (14.3%)
	1 (14.3%)
worked with partners on final draft ver...	1 (14.3%)

Decrees on approval of the guidelines, ...
Count: 4

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
Decrees on approval of the guidelines, master plans
Financial commitments by respective HEIs
Feedback from training on applicability
Other: See Consortium Meeting (CM) minutes (project lead), inventory letters for equipment, worked with partners on final draft versions of guidelines/masterplans

As can be seen from the above graphs, partners have most broadly contributed to the approval of national guidelines and PCU level masterplans on inclusion. Documentation of proof indicated by partners includes among others the official approval of these documents.
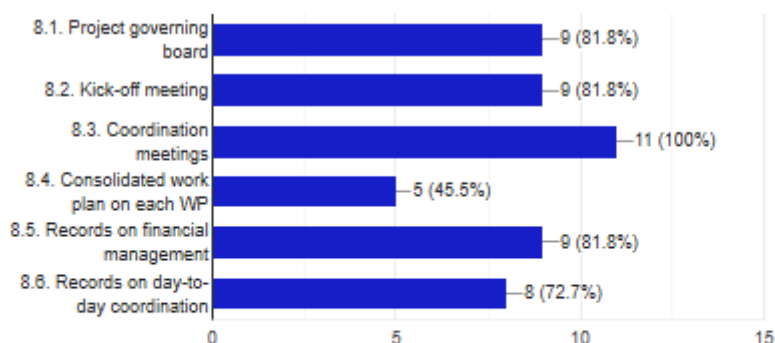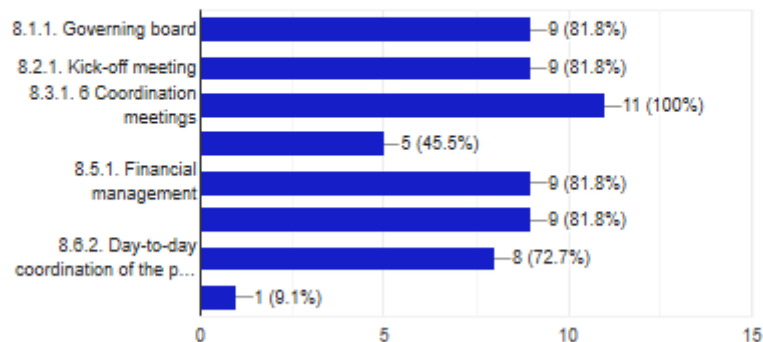
WORK PACKAGE 8:

Graph 1

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
8.1. Project governing board
8.2. Kick-off meeting
8.3. Coordination meetings
8.4. Consolidated work plan on each WP
8.5. Records on financial management
8.6. Records on day-to- day coordination

Graph 2

Please select the activities to which your institution contributed:

11 responses

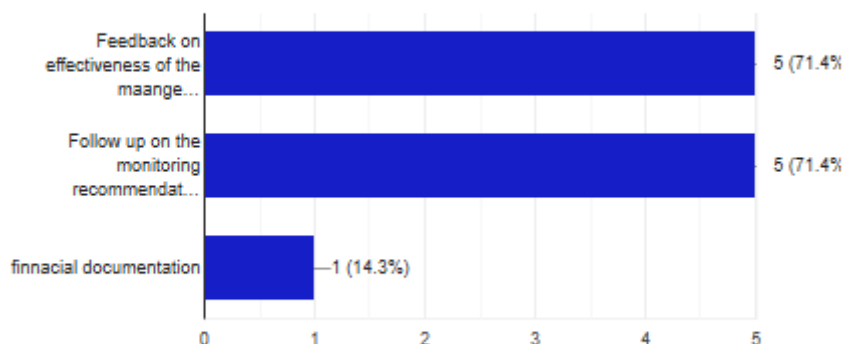|	
8.1.1. Governing board	9 (81.8%)
8.2.1. Kick-off meeting	9 (81.8%)
8.3.1. 6 Coordination meetings	11 (100%)
	5 (45.5%)
8.5.1. Financial management	9 (81.8%)
	9 (81.8%)
8.6.2. Day-to-day coordination of the p...	8 (72.7%)
	1 (9.1%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
8.1.1. Governing board
8.2.1. Kick-off meeting
8.3.1. 6 Coordination meetings
8.4.1. Work plans on each WP
8.5.1. Financial management
8.6.1. Day-to- day management
8.6.2. Day-to-day coordination of the project
Other: providing resources for moodle site

Graph 3

Proof of contribution:

7 responses

Feedback on effectiveness of the maange...	5 (71.4%
Follow up on the monitoring recommendat...	5 (71.4%
finnacial documentation	1 (14.3%)

Full titles of dimensions illustrated in the above outlined graph (from top to bottom):
Feedback on effectiveness of the management
Follow up on monitoring recommendations
Other: financial documentation

As can be seen from the above graphs, partners have most broadly contributed through their participation in the kick-off as well as in the coordination meetings and financial management of the project at their institutions. Documentation of proof indicated by partners includes among others feedback on effectiveness of the management and follow up on monitoring recommendations.

IV) Key Findings

The self-assessment shows the commitment of partners in implementing the activities in line with the established workplan, supporting the successful implementation of all project activities for achieving the goals set by the project.

Whereas designated work package leaders have been the central coordinators of the eight INCLUSION work packages – coordinating inputs from all partners in line with established workplans for each WP and providing overall guidance in the development of the respective deliverables – each of the partners contributing to this self-assessment has provided essential contributions to the implementation of activities and work packages during the project lifetime. Coordinated and joint efforts of the entire Consortium were key for the achievement of results of the INCLUSION project in line with the project requirements[4]. Detailed contributions from all partner institutions who participated in the QA self-assessment can be found in the individual partner questionnaires copied to the annex of this report. Proof of documentation has been collected on dropbox and is available to the Coordinator for potential follow up requests.

The results from the QA self-assessment is further complemented by so-called work package reports drafted by the respective WP leaders. These reports have been regularly updated ahead of project meetings to track progress and identify potential bottlenecks. The final versions of these reports ("Work Package completion reports") are available to the Coordinator and also set light on the multiple contributions made by the various partners in the Consortium in realizing the ambitious objectives of the INCLUSION project.

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[4] More information on the results of the INCLUSION project can be also found in the INCLUSION achievement booklet which is available on the INCLUSION website.