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I.) CONTEXT & INTRODUCTION: THE PROJECT & QUALITY MANAGEMENT

Work package 5 of the project INCLUSION is 'Quality control and monitoring'. The aim of this work package is to assure the optimal quality, structure, processes and results of the project. WUS Austria (WUS AT) as leader of this WP is in charge of conducting continuous monitoring of the project, but is supported by all partners (in form of feedbacks, different reports etc.). After the kick-off meeting QA mechanisms have been determined and a concrete QA plan was developed. In line with the project document and QA Plan, monitoring visits have been conducted to PCUs jointly by WUS AT (lead of QA WP) and SAFAA (Coordinator, lead of WP management – with the exception of the monitoring visit to SAFAA which has been led by WUS AT) during the project lifetime. A concept note including questions for structured interviews with university staff and students was shared with all partners via mail in July 2018 and feedback was incorporated accordingly. The full concept note is available on the INCLUSION dropbox.

The below sections II) to IV) outline the purpose, methodology and target groups of the monitoring visits. Section V) summarizes the main findings from the monitoring visit to SAFAA as well as recommendations based on the findings identified.

In Annex I, the questionnaires for structured interviews at partner country universities (PCUs) with management and teaching staff as well as students can be found. Individual questionnaires received from university staff and students are available upon request from WUS AT as WP leader for quality management.

II.) PURPOSE & TARGET GROUPS OF MONITORING VISITS

The **purpose** of the visits was

- To take stock of the implementation of the project at all the partner universities in the project;
- To provide opportunities to address open issues regarding project implementation, to discuss existing challenges and to formulate recommendations as feasible.
- To follow up on open issues related to internal and external reporting and feedback from the EACEA to the Interim Report.
- To raise the overall awareness of the concept of inclusion at partner country universities.

The **target groups** of the visits were

- Staff of PCUs (management, teaching staff);
- Students including from underrepresented/vulnerable groups (such as persons with disabilities, students from lower socio-economic backgrounds, minorities, LGBT communities and others).

III.) SCHEDULE OF MONITORING VISITS

The schedule for the 2018 monitoring visits to Bosnia and Herzegovina (BiH) was as follows:

Bosnia and Herzegovina

Sunday, 16th September 2018: Travel Graz/Yerevan – Tuzla

Monday, 17th September 2018: Monitoring visit at UNTZ (meetings with management and teaching staff).

Tuesday, 18th September 2018: Monitoring visit at UNTZ (meeting with students),

travel to Sarajevo/Travnik.

Wednesday, 19th September 2018: Monitoring visit at UNT (meetings with management and teaching staff, meeting with students)

Thursday, 20th September 2018: Follow up within the team, travel to Sarajevo/Yerevan.

Friday, 21st September 2018: Travel

The schedule for the monitoring visits to Armenia was as follows:

Armenia

Monday, 22nd October 2018: Travel Graz - Yerevan (WUS AT team; arrival in the morning of Oct. 23rd)

Tuesday, 23rd October 2018: Initial meeting with Coordinator (SAFAA); Monitoring visit at SAFAA (meeting with management, teaching staff and students)

Wednesday, 24th October 2018: Monitoring visit at AUA (meeting with management, teaching staff and students);

Thursday, 25th October 2018: Wrap up and follow up

Friday, 26th October 2018: Departure (WUS AT)

The joint WUS AT/SAFAA monitoring team consisted of the following persons:

WUS AT: Adi Kovacevic (Executive Director), Louise Sperl (Project Manager)

SAFAA: Ruzanna Minasyan, Yelena Baytalyan (Project Managers)

IV.) METHODOLOGY OF MONITORING VISIT

a.) Data collection before field visit

Ahead of the monitoring visit, WP leaders of the currently active development work packages (UoR - WP 2; UCLL – WP 3) provided brief updates on the status quo of work package implementation to the Consortium based on skype calls conducted with PCUs in early September. Minutes from the skype calls with PCUs are available on dropbox. In addition, AUA provided an update on WP4 ahead of the visit to Armenia in October 2018.

b.) Data collection during field visit

A separate **questionnaire (Annex 1 of this document)** has guided structured interviews with PCU management and teaching staff from AUA.¹

Inputs on the questionnaires from university staff and students were received also in written form and verified orally during the visit. Altogether, written inputs were received from one management and staff, one from students. Individual inputs from staff are available upon request from WUS AT as WP leader for quality management.

Participants of interviews with university staff included

- a.) relevant representatives from **PCU management and**
- b.) **PCU teaching staff** involved in the project.

In addition, a set of questions (**Annex 2 of this document**) has guided a focus group discussion with a group of students (including representatives from underrepresented groups.² The agenda of the monitoring visit can be found under **Annex 3**.

Lists of participants are accessible on the INCLUSION dropbox.

¹ The same questionnaire has been used at other partner country universities.

² Ibid.

V.) SUMMARY OF MAIN RESULTS FROM STRUCTURED INTERVIEWS WITH MANAGEMENT AND TEACHING STAFF AT SAFAA

The below sections summarize the main inputs from PCU staff regarding the following thematic areas:

A.) Overall project environment

B.) Efficiency of implementation to date

- project/change management,
- equipment,
- PCU Master Plans,
- national guidelines/recommendations on inclusion in higher education,
- guidelines for inclusive learning and teaching,
- new resources for inclusive teaching/learning,
- staff training for PCUs,
- development of teaching resources/training toolkit and training of high school teachers, principals and HE staff.

C.) Impact to date

D.) Sustainability

A.) Overall project environment

- ***Institutional context & changes in the project environment***

An important change in the overall project environment has been the development of a governmental strategy on inclusion in schools by which ALL special schools / units are to be closed down in Armenia by 2014-2025, and all mainstream schools will be expected to be completely inclusive by that date. This will require considerable capacity building efforts to which this project will seek also to contribute (training for teachers, WP 4). With this regard AUA organized number of events to open up a platform for discussions for all stakeholders.

1. On June 13, 2018 the American University of Armenia (AUA) has organized a round table discussion on “Assistance to Inclusive Education Initiatives in the Republic of Armenia” aiming to support inclusive education activities in Armenia within the framework of the Armenia’s comprehensive strategy for 2014-2025. The local fact-finding/SWOT analysis have been conducted among school teachers and administrators, representatives from respective ministries - MLSA, MoES; Human Rights Defender’s

office, National Institute of Education; State Academy of Fine Arts of Armenia; UNICEF; Pedagogical assessment centre; International child development centre; School N100; School N78; School N20; School N20; School N150; School N120; School N 127; School N 65; School N 170; School N 54 ; School N 46 ; Spitak N8 school (from region); Children of Armenia Fund (COAF); World Vision Armenia; Save the Children; Pyunik NGO; Orran NGO; Source Foundation, NGO; Bridge of Hope NGO ; UNISON; Pedagogical University (ASPU), Los Angeles County Commission for Women, NGO,). The participants of the round table discussion believe that AUA can play a pivotal role in moving the inclusive education agenda forward by serving as the nexus for conversations between these entities, and working with all parties to devise actionable objectives and expand our scope to look at K-16. More information is available at: <http://inclusionerasmus.org/round-tables/>

2. AUA's partnership with UNICEF, the Yerevan State Pedagogical University and University of Minnesota was expanded even further to work on the modules and text book on special education for high schools which will be attributed in the WP4 deliverables. The international conference on "Road to Inclusion", held on September 28, focused on educational reforms in pedagogical universities in the context of inclusive education and the results of collaboration between Armenian State Pedagogical University and the University of Minnesota. The presence of the ministries, NGOs, HEIs at the UNICEF session evidences the advancements that have been made nationally over the past two years.
3. AUA has started attracting more diverse students (i.e. international students) through earmarked scholarships. AUA has also been making more effort to attract students from the regions of Armenia and those with different kinds of disabilities.

- **Understanding of project objectives**

Talking about the importance of the project and sustainability element it was mentioned that Inclusion strategic plan was presented at the Dean's Council and to the Academic Affairs Division meeting. It was presented in the Faculty Senate meeting on 17 October 2018. Rather than a stand-alone document the Inclusion guidelines have been aligned with and woven into the fabric of the University's Master (Strategic) Plan and will be part and parcel of AUA's formal document.

Nest, the dissemination of information and training of faculty/staff/management is a continuous and ongoing process.

In the summer of 2017, during AUA's Retreat/Staff Development, 2 workshop sessions were dedicated to Inclusive Education at the University level with the aim of exploring the topic, identifying challenges and familiarizing faculty with needed information.

In the spring of 2018, a round table discussion was organized by AUA as an outreach component to publicise, rally interest, and identify peripheral collaborative partners and stakeholders. Approximately 15 organizations were represented with a total participant number of 40.

Being the leader of Dissemination work package, AUA undertook various activities to publicise the project both on internal and external levels.

- Orientation session of the freshmen in starting from 2017 August. Students group supporting students with disabilities.
- The inclusion project was introduced during Faculty retreat session in August 2017.
- Articles are published in AUA Insider, and AUA Newsroom which reaches AUA community
- A whole unit of Center for Student Success of AUA got involved during the Round table in June 13 of 2018 to communicate with external stakeholders and coordinated the discussion with them
- Admissions (pending application form for disability declaration) and Library staff participation in allocation of specialized equipment (library staff and faculty to be trained to support the students to use the equipment)
- Individual communication with staff, faculty, and students regarding project implementation by AUA
- Site visits by AUA Provost to stakeholders of at Armenian high schools and Governmental authorities
- Detailed dissemination plan for E+ INCLUSION project (Dissemination and branding) materials
- Web-site development (www.inclusionerasmus.org)
- Community awareness raising event
- Mental Health Day at AUA – October 2018
- Disability awareness day at AUA – December 2018 – Flashmob with UNISON

B.) Efficiency of implementation to date

- **Project/change management**

At AUA, the team members are committed and they expect tangible outcomes by the end of the project. AUA members shared their concern regarding the planning, the focus and frequency of trips and the communication with the project Coordinator.

AUA has tailored the scope and dimension of the project to include not only HEIs but K-12 to fit the Armenian context as well as national educational needs. The broader spectrum will most probably require additional effort, manpower, expertise, funds and time. AUA also thinks about the possible solutions: grow

the Inclusion team, collaborate with entities which have expertise in the field, search and identify funding sources, allocate more time.

- **Equipment**

The equipment purchase has turned out to be a major challenge. First, the equipment in the context of this project is very specific and requires extra time and study in order to meet the requirements of each partner country university. Next, the delay of the purchase of equipment from the Bosnian partners also delayed the purchase of equipment for Armenian institutions. It is expected that the issue of equipment purchase for Bosnian partners can be solved by the end of October and that also Armenian partners can proceed with the required processes after the second instalment has been received.

AUA has already had confirmed its list of equipment based on university needs. Training on the use of equipment will be offered to respective staff and students as/if needed.

- **PCU Master Plans**

<http://inclusionerasmus.org/deliverables/development/>

It was stated by the team members that the action priorities and tactics of the Inclusion Strategic Plan will be incorporated into the institutional strategic plan which is currently being compiled. It should be on the website by late-October.

The Inclusion Master Plan was discussed and presented in the Faculty retreat in 2017 as well as AUA strategic Planning development retreat in august 2018.

Freshman Seminar 101 &102: Instructors are encouraged to include the topic of people with challenges in all FS classes. The course syllabus encompasses the topic of inclusion and aligns with the project's mindset. Freshman Seminar is a mandatory course for all incoming freshman. As a result, all new students are informed and participate in discussions related to inclusiveness.

New student orientations, undergraduate and graduate, individual meeting with faculty through Disability Support Center, New faculty orientation were organised.

Once the institutional strategic plan is uploaded onto the webpage, an announcement goes out to faculty, staff and students of the plan's posting. As with all new policies, procedure documents and other guiding documents, the IROA provides a structure so that individuals can provide feedback anonymously. This information is collated and forwarded to the party responsible for the document. In this case, comments on the Inclusion action priorities will be forwarded to the Inclusion team.

Approach taken to ensure the PCU Master Plan on INCLUSION is taking into account views of students (including from underrepresented groups):

Strategic planning sessions are formed and scheduled for faculty, staff, students, and sometimes external stakeholders.

Most items in our strategic plan that concern INCLUSION are changes in the AUA policies and procedures. When those are changed, all relevant stakeholders are given a chance to respond to the change at scheduled and announced meetings as well as a specific web page.

AUA has developed an Appendix to be mandatory submitted as an attachment to your Intent to Enroll Form. Citizens of Armenia may be eligible for state-funded scholarships based on categories defined by the Republic of Armenia Government. Link: www.admissions.aua.am

- **National guidelines/recommendations on inclusion in higher education**

A national working group has been established for the development of these guidelines, consisting of representatives from both Armenian universities involved in the project (SAFAA, AUA), as well as representatives from the Ministry of Education and Science as well as from the NGO partner UNISON. Currently, thematic priorities are being discussed within the group. Most likely, following the national priorities expressed in the governmental strategy on inclusions, the focus will be put on Persons with Disabilities (PWD) and inclusion at high schools as means to support transition of PWDs from pre-university education to university education group.

Draft national guidelines are expected to be available by the end of December. The final document needs to be approved by the RA Ministry of Education and Science. The Armenian team is planning to disseminate the document among relevant Armenian institutions and will upload it on the project's official web-page as well as on the web-pages of partner institutions. The document will provide an opportunity for the Armenian academic community to focus more on inclusive education and to be guided by the principles and approaches outlined in the document.

Also, the draft national guidelines will be discussed during the 19th October 2018 meeting with the Deputy Minister of Science and Education. The INCLUSION team, SAFAA as well as MOES representatives, who are government focal points in the consortium, will participate in the meeting as well. Once the priorities are set, AUA will discuss them at the II round table discussion with high school teachers/administrators (scheduled on 6th of November).

- **Guidelines for inclusive learning and teaching**

a.) Scope of guidelines/recommendations:

Meetings to be arranged with MoES, Ministry of Labour and Social Affairs for official commitment, ownership and guidance. Meeting is arranged for 19th October and 6th November 2018

Target population: people with physical and mental disabilities

b.) Process/methodology used for developing the guidelines/recommendations:

Recommendations will be developed on the basis of UNICEF textbook developed in partnership with University of Minnesota. AUA holds commitment to UNICEF to attribute all changes to be made in AUA's document.

c.) *Challenges and opportunities encountered:* new government prioritises new accents in inclusive education. Meetings with government is difficult because of the political activities (rally, parliamentary election, new government appointment), hinder the project deliverables.

d.) *Please name (the) institution(s) to approve or endorse the national recommendations/guidelines:*

RA Ministry of Education and Science, and Ministry of Labour and Social Affairs

e.) *Please list institutions/platforms where you will or have disseminated the national recommendations/guidelines:*

Project web-site, Partner Institutions web-sites.

The guideline will be shared with the faculty during the upcoming trainings on 29-30 November

- ***New resources for inclusive teaching/learning***

AUA envisages to develop awareness raising videos for Disability Support Services.

- ***Staff trainings for PCUs***

Within the framework of the project and in close cooperation with the project management team the staff and faculty trainings are envisaged on 29th and 30th November 2018 for 2,5 hours to be delivered by the UoR, UK where all Armenian partners will be invited.

To address the training needs effectively, AUA has prepared a set of questions to be included in the training package so that the local/institutional needs are addressed during the training sessions as well. The questions for the Faculty training are as follows:

- Definition for *people with disability*: physical and/or mental conditions that limit a person's potential to succeed: potential risks for academic success.
- How and what kind of accommodations should be in place to ensure students' academic access and what are general guidelines for providing instructional and assessment accommodations?
- How to improve inclusive assessment at AUA?
- Real life scenarios to demonstrate how disability impacts student's academic success and how best to meet the student's educational needs: cases study.

Staff training questions are as follows:

- How can staff best support students from underrepresented groups?
- What type of training would best serve the staff?
- How can staff accommodate special needs students?

A series of meetings will be conducted for the faculty in 2019.

C.) Impact to date

Awareness raising and consolidation of efforts and local expertise are the main positive outcomes so far. Within a few from now, we expect a more tangible impact due to the faculty and staff training on INCLUSION, as well as forthcoming training specific to technological aids that we will receive as part of this project.

AUA should become more successful recruiting disadvantaged student and staff populations. AUA may have more research and community development projects happening on related topics, those initiated by faculty and students. AUA may be able to attract more funding to support students from specific under-represented populations.

To raise awareness on INCLUSION project activities among public at large and HE community in particular, broader audiences were identified and a special campaign was developed. The campaigns took place for about 1,5 year in Armenia. To convey the knowledge to the specific target groups – HE faculty members and administrators, respective Ministries, high school principals and teachers, a series of conferences and round tables were conducted and newsletter and articles were produced (see Dissemination mid-term report).

To promote actions, the dissemination channels were evolved around trainings, workshops, guidelines, master plans, and reports. The overarching dissemination channel is the project website, which is launched and regularly updated. The project website is commissioned by the project coordinator which is being regularly updated and enriched.

The leading partners of the WP 6 are UNT and AUA. However, the whole consortium partners (YSAFA, UNISON, UNTZ, SMOC, KFUG, UoR, UCLL, ANSA, MoES, FMON, MLSA, WUS) have also participated in dissemination and exploitation activities through their respective websites.

To ensure the results and achievements are well-disseminated and the project outcomes are available for the stakeholders the following activities have been prepared under WP6 as per project requirements:

- Detailed dissemination plan
- Dissemination and branding materials
- Web-site development

Articles were developed and released after each event starting from the project kick-off meeting in December 2016 up to the last training event in June 2018 (see detailed information on each training, workshop, roundtable discussion and dissemination conference under *news and events* sections of the website as well as in eh attached the attached Dissemination mid-term report).

Furthermore, the development of joint **national guidelines on inclusive education**, as well as **guidelines for inclusive teaching and learning** have strongly affected general discussions and developments both at SAFAA and AUA related to inclusive education.

Concrete Measures

- Drafting dissemination strategy and dissemination plan of AUA, Drafting materials for article on Kick-off meeting at AUA
- All articles on E+ Inclusion events were published in AUA media channels
- Drafting materials for article on Staff Training in June at AUA
- Approval of Dissemination Strategy and Plan of the project for AUA

- Review of the article on Staff Training in June and managing posting on website
- Drafting the article on conference at UC Leuven-Limburg (Belgium): final review of the article for publication online in AUA Insider
- Round table (June 13, 2018): drafting the agenda and timeline of the Round table
- Dissemination strategy: development of dissemination strategy
- Dissemination conference at University of Travnik (BiH): preparation of the content of the presentation
- Dissemination conference at University of Travnik (BiH): contribution to the article on visit to University of Travnik (BiH)
- Round table: contribution in development of the workshop topics, themes, and questionnaires
- Round table: SWOT analysis, materials and articles through high schools and NGOs
- Article on visit to UC Leuven-Limburg (Belgium): editing and reviewing
- Round table: training of the team for facilitating, facilitating of the discussions
- Meeting with stakeholders (NGOs, Schools, authorities)
- Printing and designing handouts for the round table

D.) Sustainability

Institutionally, AUA built and continue building enough support to make the project sustainable, i.e. growing human capacity of staff, hiring new expertise, creating new QA mechanisms and policies, acquiring technology, etc.

Moreover, the services and results are directly supported by the university, i.e. senior management. Whatever benefits the project funds are generating are and will be made available directly to our specific stakeholders: students, faculty, and staff.

VI.) SUMMARY OF MAIN RESULTS FROM FOCUS GROUP DISCUSSIONS WITH STUDENTS FROM AUA

All students participating in the focus group discussion were familiar with the INCLUSION project, even though to different extents. Students also had an understanding of main concepts related to inclusion. When asked about changes in student life at AUA since the start of the project, some students noticed that there is a lack of information among students. One student mentioned in this context:

“I am aware of the existence of the project INCLUSION. Sadly I am not aware of any (specific) activity conducted within INCLUSION project.”

Some students participating in the monitoring visit were aware and some also contributed to activities conducted within the INCLUSION project such as the international training for teaching staff and government representatives for designing Social Dimension strategies (Yerevan, June 2017). Some students also knew about the current efforts of getting Inclusion Strategic Plan incorporated into the Institutional strategic plan of AUA.

When asked about suggestions for professors/university management to help make AUA more inclusive, students identified the following measures/services:

1. Information on inclusion should be available on posters around the university not only on the web-sites.
2. Having more comfortable Counseling Service centre and more people working for it.
3. Students' orientation days should be organized to share developed documents on Inclusion as well as to present them as for students it is not usually easy to read and understand “serious documents”.
4. Systematic trainings on inclusion for faculty members and students.
5. Discussion on courses, methods, attitude of professors should be changed.

VI.) RECOMMENDATIONS

Based on the findings from the monitoring visit to AUA, the following recommendations are being made:

Master Plan

- Once AUA Institutional strategic plan (to which Inclusion Strategic Plan is incorporated) is finalized, should be broadly disseminate to AUA staff and students, to ensure:
 - Teaching staff and management are aware of the tools and measures stipulated in the plan including staff training foreseen on inclusion;
 - Teaching staff and management contribute and are empowered to contribute to the implementation of the plan (e.g. participate in relevant staff trainings);
 - Students are aware of existing support measures and tools and understand where and how they are able to receive support if needed – including through the Student Support Center

National guidelines/recommendations on inclusion in higher education

- For Armenian partners to reach an agreement on the priorities and thematic focus areas to be addressed through the guidelines/recommendations. It will be critical to ensure that the priorities finally chosen will fit the needs of the country and current developments on inclusion and education in Armenia, fulfilling at the same time the requirements set by the project.
- For Armenian partners to regularly update (and as/if needed consult) with UoR as responsible work package leader for WP 2.

Staff trainings for PCUs

- Together with UoR (providing support for the provision of staff trainings through an additional workshop in Yerevan/end November 2018) AUA should:
 - discuss and agree main topics/areas and training methodologies (presentation, workshop, coaching, etc.) to be addressed and participants' profiles for the November workshop,
 - based on existing needs at universities and with the aim to develop sustainable structures and tools for future trainings at PCUs – define clear outputs of this workshop.
- For the AUA INCLUSION team to take all necessary steps to ensure a broad participation of teaching staff in staff trainings.
- To the extent possible, promote and lobby for obligatory trainings of teaching staff on inclusion.
- In the framework of staff trainings, address topics where capacity gaps have been identified by staff and students (e.g. assessment, more flexible methods of teaching and learning etc).

Guidelines for inclusive learning and teaching

- Once finalised and tailored to AUA context, for the INCLUSION team to actively promote and ensure the application of the guidelines at the university.

New resources for inclusive teaching/learning

- For the AUA INCLUSION team to continuously apply and promote the application of new resources developed for inclusive learning and teaching among AUA staff.

Note: For the technical assistance to have access to Moodle platform where most of the resources are uploaded, please contact KFUG partners (Lisa and Gregor)

Development of teaching resources/training toolkit and training of high school teachers, principals and HE staff

- For AUA as WP4 leader to closely communicate with all partners to ensure the smooth flow of the activities foreseen. Particularly
 - to find joint solutions to potentially open issues regarding activities planned under WP4
 - to ensure a smooth transition from WP3 to WP4 in the development and implementation of a workplan for WP4.

Dissemination

- As stated by students it is important to disseminate information about Inclusive education not only via web pages but also to have dissemination materials all over the university (flyers, information on desks etc.)
- It is also recommended by students to have systematic meetings to talk about inclusion with staff and students.

Final event of the project

- Allocate some time and space in the agenda for students from AUA to meet, socialize, exchange and to network informally.

Response from Coordinator on issues related to project management

- The project management team is always ready to discuss any of the issue and challenge regarding the project implementation. Thus the AUA working team is kindly asked to raise any of the issue in advance and ask the management team to arrange meetings for further clarifications.

- Each partner institution (including AUA) is responsible for arranging the travel logistics. The management team is always ready to provide consultancy on the technical and financial issues. As to the content organization of the events all partners are to be equally involved in the preparation of the agenda and discuss the raised issues prior to the event with the host institutions always keeping the management team updated on the major concerns.

Photos



**QUESTIONNAIRE FOR MONITORING VISIT TO PCUs:
STRUCTURED INTERVIEWS WITH PCU MANAGEMENT & TEACHING STAFF**

UNIVERSITY:

PERSONS IN CHARGE:

- **OVERALL PROJECT ENVIRONMENT**

- 1) Have changes occurred in the project environment since project start (e.g. regulations/laws) that have positively or negatively affected the relevance of the project? How is the project addressing these changes?

- 2) Are project objectives clearly understood by staff members/university management which are not directly involved in the INCLUSION project? What has been done to ensure this?

- **EFFICIENCY OF IMPLEMENTATION TO DATE**

A. PROJECT/CHANGE MANAGEMENT

- 3) Do you see any major challenges regarding the management of the project (if any)? If so, what could be possible solutions?

B. EQUIPMENT

- 4) What is the status of equipment purchase? Has the planned equipment been purchased and if so – was it already set up & is it functioning according to its purpose? Have Erasmus+ stickers been attached to the equipment and are they easily visible? Has any equipment been damaged or stolen?

- 5) Is equipment available to staff and students (including from vulnerable groups)? How is the new equipment being used? To what extent is it contributing to (new) teaching methods or enhanced access to higher education for persons from underrepresented groups in general?

- 6) Have PCU staff/students been trained or are trainings planned for the use of equipment?

C. PCU MASTER PLANS (DELIVERABLE 2.3.)

- 7) Is the final version of the PCU Master Plan on INCLUSION available on project internal dissemination platforms (dropbox, moodle)? If so, please provide (the) relevant link(s).

- 8) Has the PCU Master Plan on INCLUSION been officially approved by university management?

Yes

No

- 9) If question 8 has been answered with “yes” – is the PCU Master Plan on INCLUSION available on the university webpage?

Yes

No

If yes, please provide the link:

What other dissemination activities have been undertaken to ensure students, staff and management are aware of the PCU INCLUSION Master Plan? Has there been an official presentation of the INCLUSION Master Plan at your university? Please provide also information on target audience, number of participants and scope of relevant dissemination events.

10) If question 8 has been answered with “No” – please explain why the PCU Master Plan on INCLUSION has not been approved yet and outline next steps to ensure approval of the Master Plan by your university.

11) Are there feedback mechanisms in place to collect feedback from beneficiaries (i.e. students from underrepresented groups) and PCU staff on the implementation of the PCU Master Plan on INCLUSION? If so, which feedback have you received so far (if any)? Also, please briefly describe what approach has been taken to ensure the PCU Master Plan on INCLUSION is taking into account views and perspectives of students including from underrepresented groups.

Feedback from beneficiaries:

Approach taken to ensure the PCU Master Plan on INCLUSION is taking into account views of students (including from underrepresented groups):

**D. NATIONAL GUIDELINES/RECOMMENDATIONS ON INCLUSION IN HIGHER EDUCATION
(DELIVERABLE 2.2.)**

12) What is the status quo in developing national (or regional) guidelines for INCLUSION in higher education?

Draft recommendations/guidelines are already available

Yes

No

13) If question 12 was answered with “yes”: Please describe a.) the scope of the guidelines/recommendations (geographical, content wise), b.) the process/methodology which was followed to develop the guidelines (stakeholder consultations etc.) as well as any challenges/opportunities you have encountered:

f.) Scope of guidelines/recommendations:

g.) Process/methodology used for developing the guidelines/recommendations:

h.) Challenges and opportunities encountered:

i.) Please name (the) institution(s) to approve or endorse the national recommendations/guidelines:

j.) Please list institutions/platforms where you will or have disseminated the national recommendations/guidelines:

14) If question 12 was answered with “No”: Please describe a.) the status quo in developing the guidelines/recommendations; b.) challenges and opportunities you are facing and c.) next steps and potential mitigation measures to address existing challenges:

a.) Status quo in developing the guidelines/recommendations:

b.) Institution(s) who need to approve or endorse the national recommendations/guidelines:

c.) Institutions/platforms where you plan to disseminate the national recommendations/guidelines:

d.) Challenges and opportunities faced:

e.) Next steps and potential mitigation measures to address existing challenges:

E. GUIDELINES FOR INCLUSIVE LEARNING AND TEACHING (DELIVERABLE 3.3.)

15) Is teaching staff/management at your university aware of the INCLUSION Guidelines for inclusive learning and teaching? Have the guidelines been disseminated to relevant staff at your university? To which extent are the guidelines already being implemented/considered for learning and teaching?

F. NEW RESOURCES FOR INCLUSIVE TEACHING/ LEARNING (DELIVERABLE 3.4.)

16) How are you planning to use the new resources (i.e. videos for inclusive learning and teaching which were developed within the INCLUSION project (Leuven event, June 2018)? In case you already use them, please explain how:

17) If you already use the new resources: Are/have there been any difficulties in introducing them?

G. STAFF TRAINING FOR PCUS (DELIVERABLE 3.6.)

18) When are your staff trainings scheduled (time, duration)? Please outline the scope of the envisaged trainings including profile and number of participants. Are there any challenges that you foresee regarding the implementation of trainings?

H. DEVELOPMENT OF TEACHING RESOURCES/TRAINING TOOLKIT AND TRAINING OF HIGH SCHOOL TEACHERS, PRINCIPALS AND HE STAFF (DELIVERABLES 4.2., 4.3. AND 4.4)

19) Please outline next steps envisaged in developing above mentioned deliverables:

• **IMPACT TO DATE**

20) Please describe any positive changes, as a result of the project, in terms of institution management, individual behaviour, teaching methodology, course content, teaching/learning processes and any benefits to managers, teaching staff, students and other target groups.

21) Please describe the opportunities that are being created by the project beyond the specific objectives (e.g. spin-off effects).

22) Are the project results adequately promoted for creating a wider positive impact (dissemination)?
Please also describe concrete measures taken:

23) Is the project adapting well to external factors and coordinating well with other projects and donors?

- **SUSTAINABILITY**

24) How much support is there for the project (Faculty and University level, political, public and private)?

25) What measures are in place to ensure the implementation of the INCLUSION Master Plan beyond the duration of the project? If the services/results have to be supported institutionally, are funds likely to be made available?

Any other questions?

We are happy to discuss any other questions raised by you or the staff we speak with. Wherever possible, we would ask you to send us your questions in advance so we can prepare to answer them adequately (e.g. if you have a rather complex question you already know you want to ask).

MONITORING VISIT TO PCUs:
QUESTIONNAIRE/GUIDELINES FOR FOCUS GROUP INTERVIEWS WITH STUDENTS
(INCLUDING FROM VULNERABLE GROUPS)

- 1.) *Round of introduction:* Please say your name, study programme and year of study. (Just) In case you are willing to share this information – please indicate whether you consider yourself belonging to an underrepresented group of students (e.g. from minority group, PWD, lower socio-economic background etc).
- 2.) Are you familiar with the INCLUSION project? What do you think are the aims of this project and in what way you think you could benefit from the project? What would be your expectations regarding a project that addresses inclusion at universities?
- 3.) Have you observed any changes in your student life or on the overall awareness related to inclusion at your university since the start of the project (Dec. 2016)?
- 4.) Are you aware of any specific activities conducted within the INCLUSION project at your university – and if so: which ones?
- 5.) Are you aware of your university's efforts to endorse a strategic plan on INCLUSION? If so, what, in your opinion does or should this strategy encompass? Are there any services/activities providing targeted support to students from underrepresented groups that you (would) consider particularly important in such a strategy?
- 6.) Have you been consulted or providing feedback on any activities related to the INCLUSION project (such as the INCLUSION strategy) – if so: in which context?
- 7.) Would you have any specific recommendations/suggestions to promote inclusion at your university? In case you would need support – do you know whom to turn to for inclusion related issues?
- 8.) Are there any other observations you would like to share with regard to this specific project or promoting inclusion at your university in general?

Annex 3: Agenda of monitoring visit



Co-funded by the
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inclusion

AGENDA		
ERASMUS + INCLUSION PROJECT MONITORING VISIT		
Date: 24 October, 2018		
Venue: 133W Conference Room, AUA Main building, M. Baghramyan 40 str, Yerevan		
Participants: World University Service, Austria (WUS AUT), Armenian State Academy of Fine Arts (SAFAA) (project coordinator), AUA Faculty, staff, students		
Brief Summary: Representatives of WUS AUT, AUA and SAFAA (project coordinator) will visit SAFAA and AUA, according to the workplan for the project "Inclusion" 574139-2016 (activity 5.3.1). The purpose of the Monitoring visit is to learn about the activities realized and products developed so far, as well as to observe whether the project has encountered any problems in operational and/or financial implementation that can be discussed and solved. The Monitoring Visit will include representatives from WUS AUT, AUA and SAFAA, as well as management, teaching and administrative staff and students from SAFAA and AUA.		
TIME	TOPIC	PRESENTED BY:
10:00 - 10:10	Welcome notes	Dr. Armen Der Kiureghian, AUA President, (TBD) Mrs. Sharistan Melkonian, AUA Director of Assessment & Accreditation Office and Dean of General Education
10:10 - 10:15	Presentation on project current activities	Ruzanna Minasyan and Yelena Baytalyan, ASFAA E+ Inclusion Project Managers
10:15 - 10:30	Purpose of Monitoring visit, quality control assurance, questionnaires and interviews	Mr. Adi Kovačević, WUS AUT, Executive Director Dr. Louise Sperl, WUS AUT, Project Manager
1:30-12:00	Joint interview/Discussion with AUA management, staff and faculty	Mrs. Gayane Davoyan, Manager of the Office of Financial Aid Mrs. Gayane Makaryan, Grants Manager Dr. Irshat Madyarov, TEFL Program Chair Mrs. Mariam Galstyan, Grants Coordinator/Researcher Mrs. Mariam Mikhaylova, Coordinator of Co-curricular programs Centre for Student Success Mrs. Mimi Zarookian, Lecturer Mrs. Yelena Sardaryan, Counselor
Lunch 12:00 - 14:00 AUA Cafeteria		
14:00 - 12:40		Tour at AUA
15:30-17:00	Joint interview/Discussion with AUA students	1. names: (TBD)
18:30 - Social dinner		