

CONTENT

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 SAFAA.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 three management staff, three teaching staff and five 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*

The total number of students at SAFAA is relatively low (app. 700). Working in small groups allows to respond to problems and challenges faced by students on an individual basis. The majority of students comes from the regions. In several cases they receive State funding. Since the start of the project a series of changes occurred at the coordinating institution SAFAA due to activities implemented directly within the project. For further information on this, please see section C. on impact.

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 2023-2025, 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).

- *Understanding of project objectives*

Project objectives are clearly understood by staff members/university management including staff not directly involved in the INCLUSION project. To this aim, informative meetings were organized by the management team and working group on inclusion at SAFAA.

In 2018, SAFAA launched a series of meetings with 1st year students to raise awareness on inclusion and possibilities for support provided by the institution. SAFAA also started workshops and discussions with faculty members on inclusion and inclusive education.

Staff, students and faculty members were present at the official opening of the project at AUA (December 2016). Active involvement of students in the project was also ensured through the participation of student representatives in the INCLUSION training in Yerevan (June 2017).

SAFAA disseminates information on project activities through the official project website as well as through the institution's website.

B.) Efficiency of implementation to date

- *Project/change management*

As SAFAA is the coordinating institution of the project, it is not surprising to the management team that during the project's lifetime, different issues are being raised by Consortium partners regarding the implementation and financial management of the project.

Open questions and issues are addressed through discussions with respective partners. The delay of the second-pre-financing has posed a major challenge. This was due to a delay in the equipment purchase of one of the BiH partners. It is expected though that this issue can be solved by the end of October.

No challenges beyond the usual have been identified by other SAFAA staff. The project flow is considered smooth and based on mutual cooperation supported by SAFAA management, especially the Rector and Vice-Rector for teaching.

- *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 (2nd instalment expected for November).

SAFAA 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*

The final version of the SAFAA Master Plan has been submitted for approval and is available on the project website. The document is expected to be approved by the University Board in December 2018. Several meetings and roundtables have been organized with students and faculty to present the major ideas and points outlined in the Master Plan and to ensure the Master Plan is being based on existing needs. An official presentation of the final Master Plan will be conducted at SAFAA once approved by the University Board. Inclusion is also anchored in the overall University strategy which was approved in 2017.

Regular meetings are envisaged to collect feedback by staff and students on the Master Plan and to inform required follow up measures as/if needed.

Among other measures, the Master Plan also foresees the transformation of the current Career Center into a Student Support Center, responding more strongly to identified needs (including) of students from underrepresented groups.

- *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.

- *Guidelines for inclusive learning and teaching*

The Guidelines have not been finished yet. It is expected for the generic Guidelines to be finalised under the leadership of UCLL and UoR until the end of October. SAFAA understands that further work will be required to tailor these generic guidelines to the specific needs and context at SAFAA/each partner country university.

The INCLUSION Benchmarking Tool is planned to be further used during the revision of academic programmes.

- *New resources for inclusive teaching/learning*

The new resources developed within INCLUSION (mainly videos produced during the event in Leuven in June 2018) were presented to administration and students in order to increase interest in the topic in general and to build a common understanding about the overall concept of INCLUSION and approach to inclusive education at SAFAA. Later, the concepts highlighted in the videos will be embedded in the revised academic programmes.

- *Staff trainings for PCUs*

Staff trainings at SAFAA are planned as follows:

- a. **Local trainings for administration and faculty:** the management team and staff involved in the project are and will be conducting trainings and workshops with the administration and faculty introducing approaches for inclusive education and experience gained during the workshops within the project. Several discussions have been already conducted with faculty members while revising the academic programmes.
- b. **Round tables:** a series of round table discussions are also planned at SAFAA. First local round table discussions have already been conducted with faculty members introducing them the project activities and documents developed with regards to INCLUSIVE education. Another round table discussion is planned with the involvement of internal and external bodies and students in November 2018.
- c. **Joint trainings for staff and administration:** a workshop is planned together with AUA staff at the end of November with invitation of UoR staff to share the experience on inclusive teaching methods to be further implemented at PCUs. This additional workshop can be realised due to a reallocation of funds approved by EACEA (instead of inter-project coaching, Act. 4.1.). About 20 faculty members and 15 administration staff are planned to be present at the workshop from SAFAA.

A series of meetings will be conducted for the faculty in 2019 based on the principles and tools elaborated and in line with the SAFAA Master Plan for inclusion. Trainings will be **optional** for the beginning, but professional development courses for faculty members are planned that will be mandatory and include topics related to inclusive education. Themes will include assessment, teaching methodologies and (for administrative staff) practical advice on how to respond to specific needs of students. The issue of awarding certificates will be still discussed with top administration.

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

SAFAA is currently identifying potential key staff to be involved from high schools and colleges. As an art university, SAFAA also has direct contacts with professional colleges and is planning to involve

them in the trainings. The trainings are scheduled for January 2019 and will be conducted in the premises of SAFAA (up to three sessions).

The issuing of certificates is still being discussed with administration/management.

C.) Impact to date

As a result of project implementation, some major changes have been observed and identified by staff:

The overall concept of INCLUSION and approach to inclusive education: SAFAA administration, faculty members and students have started to talk about inclusion and current practices at SAFAA. Major concepts have been discussed and could be clarified and the **overall awareness has been raised** among staff and students on issues related to inclusion.

Furthermore, the project has provided opportunities to **anchor inclusion at the system level** – most importantly through the creation of different **policies and structures**:

- **Institutional changes:** SAFAA initiated institutional changes to promote inclusive education and to address the need of students from underrepresented groups. For this purpose, the role and responsibilities of the Career Center (now: Student Support Center) were enlarged and new tasks added (to be confirmed by the University Board soon). Additional responsibilities were also put on the Registrar Office and Dean's Office to pay more attention to students from underrepresented groups.
- **Regulatory framework:** Furthermore, the project has enabled the creation of institutional level mechanisms at SAFAA to strengthen the social dimension of higher education. This is an important departure from previous practices where aspects of inclusive learning and teaching have been addressed individually by staff interested in these topics. As a result, inclusion was also added as a goal to the Strategic Plan 2017-2021 and the Master Plan for SAFAA on inclusive education was developed.
- **Trainings:** through the project, new capacities of staff could be built to promote and enhance inclusion at the University. A time plan is ready (as a part of the Master Plan) regarding further trainings and workshops for staff and faculty members.

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.

D.) Sustainability

SAFAA management provides support to the realization of project activities.

Institutional structures such as the SAFAA Master Plan are expected to be implemented also beyond the project scope and thus will profoundly contribute to the sustainability of project results.

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

All students present 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 SAFAA since the start of the project, some students noticed an **increased awareness** related to inclusion and more attention to specific needs of underrepresented groups. One student mentioned in this context:

“I have a hearing impairment. Now I feel that the teaching staff attitude is different. I don’t know if it comes from the project or not, but I am sure that the project has tangible influence on the Academy’s life.”

Language problems faced by international students - one of the underrepresented groups identified at SAFAA - were considered a major challenge during discussions. In this context it was also highlighted that good practices from other countries show the necessity of language courses/preparation for international students to be organised at the State or city level (e.g. Austria). A student mentioned in this respect:

“When I came first, I did not talk Armenian. Everyone helped me, corrected me. There would be more students interested to come, but they don’t speak the language.”

Students were aware and some also contributed to activities conducted within the INCLUSION project such as the round tables at SAFAA and 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 an INCLUSION Master Plan endorsed by the University Board and participated in related discussions at university.

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

1. Establishment of a department at SAFAA to provide support on inclusion related matters (*comment: foreseen in the SAFAA Master Plan*).
2. Staff training on inclusion for faculty members (*comment: foreseen in the SAFAA Master Plan*).
3. Provision of necessary materials and resources for classes.
4. More flexible teaching and learning (including group work with inclusion of students from underrepresented groups).
5. Provision of more flexible assessment methods.
6. Providing an infrastructure that is physically accessible to all and medical/psychological support for students with disabilities.
7. Stronger focus on specific needs of boys who return from their military service.

The already ongoing efforts to create a Student Support Center (transformed from the current Career Center) were particularly welcomed by students present in the discussion.

VI.) RECOMMENDATIONS

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

Project Management

- For SAFAA as Coordinator, to continue a process of dialogue and discussions with relevant partners/within the Consortium in order to address and find solutions to emerging questions and challenges related to project implementation and financial management.
- For SAFAA as Coordinator to consider additional budget shifts as and where feasible in order to further support the efficiency and effectiveness of the overall project during the last year of project implementation (e.g. as already done in the context of activity 4.1.)

Equipment

- SAFAA as Coordinator to closely follow up and monitor the status of equipment purchase in both partner countries and delivery including monitoring of the use of the equipment by university partners.

SAFAA Master Plan

- Once the SAFAA Master Plan has been finally endorsed by the University Board, broadly disseminate to SAFAA staff and students, to ensure:
 - Teaching staff and management are aware of the tools and measures stipulated in the Master 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 new Student Support Center which is being introduced through the Master Plan.

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) –
 - discuss and identify 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 SAFAA 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 SAFAA context, for the INCLUSION team to actively promote and ensure the application of the guidelines at the university.

Benchmarking

- Start second round of benchmarking discussions in line with institutional plans and guidance/timeplan shared by respective work package leaders (UoR and UCLL).
- Consult with UoR to address any potential questions regarding benchmarking.

New resources for inclusive teaching/learning

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

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

- For SAFAA as Coordinator to closely communicate with the leader of WP4 and to provide support as needed
 - 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 Coordinator, provide support to WP leaders of WP6 in the process of drafting reports and as/if further required within the project.

Final event of the project

- Proceed with the plans to use the creative potential at SAFAA as an art academy to organise an art exhibition on the topic of inclusion during the project's final event.
- Allocate some time and space in the agenda for students from all PCUs to meet, socialize, exchange and to network informally.

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:

a.) Scope of guidelines/recommendations:

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

c.) Challenges and opportunities encountered:

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

e.) 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

AGENDA Agenda of monitoring visit to SAFAA

Meeting title: Monitoring Visit

Date: 23 October 2018

Venue: SAFAA, Main Building, 2nd floor, conference hall
Address: 36 Isahakyan street, 0009 Yerevan, Armenia

Participants: WUS AUT, AUA, SAFA (project coordinator), 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 and SAFAA management, as well as SAFAA teaching and administrative staff and students.

	TIME	TOPIC	PRESENTED BY:
Registration and Welcome note	11:00-11:20	Welcome speech, INCLUSION project for SAFAA INCLUSION: current activities	Mr. Mkrtich Ayvayan (Vice-rector for Education and Science) Ruzanna Minasyan and Yelena Baytalyan (Project Management team)
<i>Purpose of monitoring visit</i>	11:20-11:30	Monitoring visit , quality control assurance, questionnaires and interviews	Mrs. Louise Sperl (WUS AUT) Mr. Almir Adi Kovačević (WUS AUT)
<i>Joint interview of relevant representatives from SAFAA team (faculty and staff)</i>	11:30-12:30	Discussion with SAFAA management, staff and faculty	Mkrtich Ayvayan (Vice-rector for Education and Science) Yekaterina Kashina (Head of Academic Affairs, teacher) Lusine Shakhazizyan (Specialist at Registrar) Mariam Hovhannisyan (Specialist at Quality Assurance Center) Bagrat Gyulkhasyan (Teacher at Design) Mane Karapetyan (Teacher at Fashion Design)

Lunch 12:30 – 13:45

13:45-14:00 tour at SAFAA

<i>Joint interview with AUA students</i>	14:00-15:00	Discussion with SAFAA students
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