PROJECT FINANCIAL MANAGEMENT

GUIDING NOTES

INCLUSION MANAGEMENT TEAM

Coordination meeting-3
11 May 2018, UNT, Travnik, BiH

Funded by the
Erasmus+ Programme
of the European Union

inclusi*n

OUTLINE

Lessons learnt from Interim Financial Report

Issues related to staff, travel, equipment, subcontracting and co-financing

Travel costs and Costs of Stay: For this travel

Travel costs and Costs of Stay: For upcoming event

Financial reporting for 2018

References

Exchange rate

Individual financial meetings with BiH and EU

Lesson learnt from INTERIM FINANCIAL REPORT

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❑ *Financial report template – to be used the one submitted to EACEA and to partners*

❑ *Issues per heading with regards to supporting documents and completed information*

❑ *Need of individual financial meetings with each of partner institutions*

❑ *EXTRA financial reporting – for II pre-financing (date will be announced additionally)*

❑ *Next financial reporting for 2018 – 15.12.2018*

ISSUES PER BUDGET HEADING

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BUDGET HEADINGS

CHALLENGE

- STAFF COSTS
- TRAVEL COSTS
- EQUIPMENT
- SUBCONTRACTING
- CO-FINANCING

STAFF COSTS

Documents	❑ **Joint Declaration (JD)** ❑ **Timesheets** ❑ **Payment proofs**

Major Challenges	❑ **DULY filled JDs and Timesheets**
	   o all JD and timesheets are signed
	   o all JDs are stamped and have date
	   o all cells are filled in
	   o the template forms are kept
	❑ **JD are per WP**
	❑ **PLEASE BE ATTENTIVE TO DESCRIPTIONS**
	   o correspond to the WPs
	   o correspond to the category
	   o correspond to the descriptions in timesheets
	❑ **PLEASE BE CAREFUL WITH NUMBER OF WORKING DAYS**
	   o the same in the JD and timesheet and in the financial report

WORKPACKAGE TYPE

CATEGORY

WP1		Preparation		❖ Manager ❖ Researcher ❖ Technician ❖ Administrative

WP2

WP3		Development		❖ Manager ❖ Researcher ❖ Technician ❖ Administrative

WP4

WP5		Quality Plan		❖ Manager ❖ Researcher ❖ Technician ❖ Administrative

WP6		Dissemination		❖ Manager ❖ Researcher ❖ Technician ❖ Administrative

WP7

WP8		Management		❖ Manager ❖ Researcher ❖ Technician ❖ Administrative

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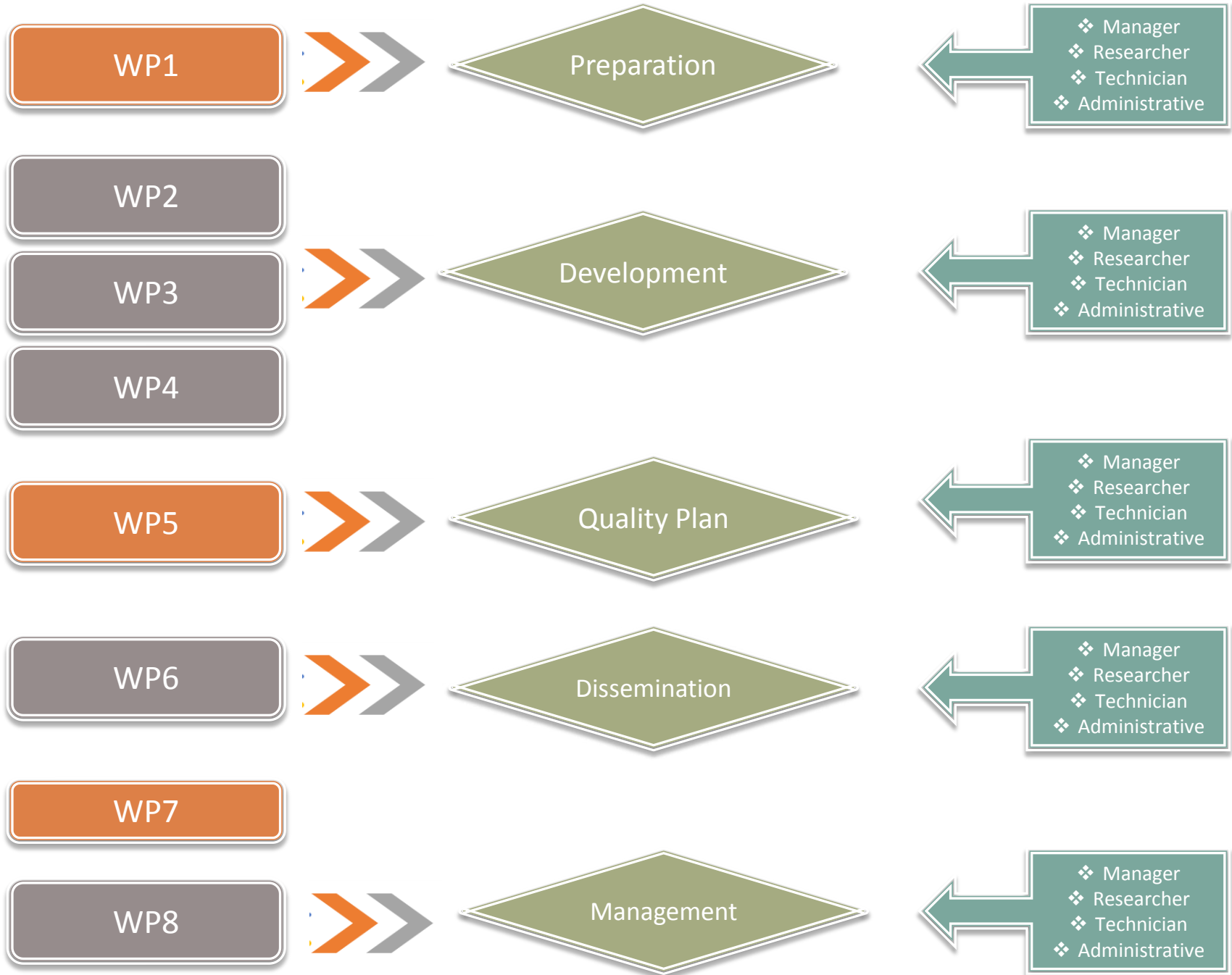
STAFF COSTS

Periods 2018

01/01/2018-30/06/2018
01/07/2018-30/12/2018

Deadlines

**07/07/2018
15/12/2018**

- If the deadline is not kept the payment will be postponed and will be done with the next transfer of staff costs
- All the revised staff cost documents are requested to be submitted with the financial report by the end of the year

TRAVEL COSTS

Supporting documents

- ❑ **Individual Mobility Report (ITR)**
  - ❑ **Travel documents**
- ❑ **Registration lists, ppts, agenda, minutes, hotel receipts**

Major challenges

- ❑ **ITR (Individual mobility report) is compulsory**
  - o ITRs are to be signed and dated
  - o The template is to be kept
- ❑ **Main supporting documents are to be provided**
  - o If the language is different than ENG please write down major headlines in ENG
- ❑ **If the travel route is different:**
  - o **Prior authorisation** is needed and is to be attached with the ITR

EQUIPMENT

NO VAT

Official frame
- ❑ **Tender procedure (from 25 000 EUR-134 000 EUR)**
- ❑ **Budget Breakdown (ANNEX I)**

Supporting documents
- ❑ **Contracts (also in ENG)**
- ❑ **Invoices**
- ❑ **Act on Delivery and Acceptance**

Evidence
- ❑ **Inventory record**
- ❑ **Sticker on Equipment**

Payment
- ❑ **Payment orders**

SUB-contracting

NO VAT

Official frame	❏ **Tender procedure (from 25 000 EUR-134 000 EUR)** ❏ **Budget Breakdown (ANNEX I)**
Supporting documents	❏ **Contracts (date/amount/task)** ❏ **Invoices** ❏ **Acts**
Evidence	❏ **Product/service** ❏ **Outcome/output**
Payment	❏ **Payment orders**

Co-financing

Co-financing is compulsory for E+ project and is to be reported only for the information in the financial reports

1.5 Co-financing principle

The principle of co-financing has been taken into account in the definition of the funding approach and in particular in defining the level of the unit costs used to calculate the grant of the project[3].

According to the European Union Financial Regulation grants shall always involve co-financing. This means that the resources which are necessary to carry out the project shall not be provided entirely by the EU contribution.

The grant awarded to CBHE projects is based on an estimated budget combining unit costs and actual costs and it corresponds to the European Union financial contribution to the project, as indicated in Art I.3 and Annex III of the Agreement. In application of the co-financing principle, this amount has to be considered as a contribution to cover part of the costs incurred by the beneficiary institutions to carry out the activities foreseen in the project, and should not be mistaken with the total costs of the project which also include co-financing from the partner institutions.

In practical terms, the implementation of the CBHE project may require other types of expenditures, not specifically foreseen and included in the budget of the grant (such as costs for dissemination, publishing, translation if not sub-contracted, overheads costs, bank fees etc.), that are supposed to be covered by co-financing. It is important to note that these expenditures covered by the co-financing will not be taken into account for the final calculation of the grant and therefore will not have any financial impact on it.

_____

[3] In order to verify the expected level of co-financing, a simulation has been carried out on projects from previous programmes whose grant has been recalculated using the CBHE funding mechanism based on a combination of unit costs and other costs.

Calculation for this travel (Travnik)

Please submit the respective documents by 20.05.2018

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TRAVEL COSTS

AM – Travnik (BiH) - **Max: €360**
BIH – Travnik (BiH) – **no travel costs**
AT- Travnik (BiH) – **Max: €180**
UK – Travnik (BiH) – **Max: € 275**
BE- Travnik (BiH) - **€ 275**

ITR

COSTS OF STAY

**4 days (including travel)
Dates: 9-10-11-12 May 2018
Max: €480 for staff
€220 for students**

Including:
Air tickets to Travnik and back

Documents to keep:
E-ticket and invoice
Boarding passes

Including:
Hotel, meals, local transportation, etc.

Documents to keep:
No need, but please keep the receipt
for the hotel as it is also a proof
for your stay

Payment:
Done in advance

Payment:
Done in advance

For distance calculator: http://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

YOUR PLANNER TO LEUVEN

Please submit the respective documents by 07/07/2018

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TRAVEL COSTS

ITR

AM – LEUVEN (BE) - Max: €530
BIH – LEUVEN (BE) – Max: €275
AT-LEUVEN (BE) – Max: €275
UK – LEUVEN(BE) – Max: € 180

Including:
Air ticket to Brussels and back
Train ticket BRU-Lueven-BRU
Travel insurance
Visa fees (if applicable)

Documents to keep:
E-ticket and invoice
Boarding passes
Train tickets
Insurance and visa receipts

Payment:
To be done in advance

COSTS OF STAY

5 days (including travel)
Dates: 26-27-28-29-30 June 2018
Max: €600 for staff
€275 for students

Including:
Hotel, meals, local transportation, etc.

Documents to keep:
No need, but please keep the receipt
for the hotel as it is also a proof
for your stay

Payment:
To be done in advance

For distance calculator: http://ec.europa.eu/programmes/erasmus-plus/resources/distance-calculator_en

3.4 Overview of supporting documents per budget heading

Reimbursement basis	Budget Headings	Documents to retain with project accounts	Documents to be sent with the Final report
ACTUAL COSTS	*Equipment*	▪ Invoices ▪ Bank statements ▪ Tendering procedure for expenses exceeding 25.000€ ▪ Proof that the equipment is recorded in the inventory of the institution	▪ Invoices and three quotations from different suppliers for expenses exceeding 25.000€ ▪ Any prior authorisation from the Agency
	Subcontracting	▪ Subcontracts ▪ Invoices ▪ Bank statements ▪ Tendering procedure for expenses exceeding 25.000€ ▪ Tangible outputs/products*	▪ Subcontracts, invoices and three quotations from different suppliers for expenses exceeding 25.000€ ▪ Any prior authorisation from the Agency
UNIT COSTS	*Staff*	▪ Formal employment contract ▪ Staff convention ▪ Time sheets ▪ Salary slips* ▪ Agendas* ▪ Attendance / Participant lists* ▪ Tangible outputs/products* ▪ Minutes of meetings*	▪ No supporting documents should be sent with the Final report, except for any prior authorisation from the Agency
	Travel and Costs of Stay	▪ Individual Travel Report (ITR) ▪ Invoices, receipts, boarding passes* ▪ Agendas* ▪ Attendance / Participant lists* ▪ Tangible outputs/products* ▪ Minutes of meetings*	▪ No supporting documents should be sent with the Final report, except for any prior authorisation from the Agency
For all grants, a Certificate on the action's financial statements and underlying accounts ("Report of Factual Findings on the Final Financial Report – Type II") must be sent with the Final report (see Annex VII of the Agreement).			

* *Examples of supporting documents. Please note that in the case of unit costs this list cannot be exhaustive as it depends on the actual outputs of the project and the quality of the documentation provided. As a general rule, please keep all possible results to be able to show-case your activities.*

FINANCIAL REPORT

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ANNEX VI - FINAL FINANCIAL STATEMENT

Project Number		Co-financing (for information only)	0.00

Budget Headings	1. Grant Awarded (in EUR)	2. Budget Spent (in EUR)
1. Staff Costs	0.00	0.00
2. Travel Costs	0.00	0.00
3. Costs of Stay	0.00	0.00
4. Equipment Costs	0.00	0.00
5. Subcontracting Costs	0.00	0.00
A. Grant for Project Activities	0.00	0.00
B. Additional Grant for Special Mobility Strand	0.00	0.00
Total Grant requested from the European Union (A + B)	0.00	0.00

DISTRIBUTION OF THE GRANT BY ORGANISATION (in EUR)

Partner N°	Name of Partner	Country	PR/PA	1. Staff Costs	2. Travel Costs	3. Costs of Stay	4. Equipment Costs	5. Subcontracting Costs	Total Costs (in EUR)
P1				-	-	-	-	-	-
P2				-	-	-	-	-	-
P3				-	-	-	-	-	-
P4				-	-	-	-	-	-
P5				-	-	-	-	-	-
P6				-	-	-	-	-	-
P7			Click arrow to select Country	-	-	-	-	-	-
P8				-	-	-	-	-	-
P9				-	-	-	-	-	-
P10				-	-	-	-	-	-
P11				-	-	-	-	-	-
P12				-	-	-	-	-	-
P13				-	-	-	-	-	-
P14				-	-	-	-	-	-
P15				-	-	-	-	-	-
P16				-	-	-	-	-	-
P17				-	-	-	-	-	-
P18				-	-	-	-	-	-
P19									

Instructions | Final financial statement | Costs Incurred&2nd Prefinancing | 1. Staff costs | 2-3. Travel Costs&Costs of Stay | 4. Equipment Costs | 5. Subcontracting Costs | Cofinancing | Breakdown & Project Funding | Breakdown Staff & Travel Costs

Ready

To be sent for the expenses for 2018 (including information on co-financing) by **15.12.2018**

Please use the ones sent to you individually

Deadline

References

Guide for the Use of the Grant

- Is a part of the GA
- Available in Dropbox WP8 - Financial management folder

Guide on Financial and Technical Management

- Templates are attached
- Available in Dropbox WP8 – Financial management folder

Presentation on Financial Management

- Available in Dropbox WP8 – Financial management folder

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EXCHANGE RATE

Exchange rate is fixed within INCLUSION project and is only for **ACTUAL COSTS**

All transfers other than EUR should be calculated taking into account the rate fixed by EACEA for the month of the first pre-financing: **JANUARY 2017**

The rate will be changed only when the second pre-financing is received. You will be officially infromed

The date on the INVOICE is to be considered for the rate exchange.

http://ec.europa.eu/budget/contracts_grants/info_contracts/inforeuro/index_fr.cfm

PLEASE NOTE!!!

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Exchange rate is to be respected

All the supporting documents are to be scanned and sent to the MNGT team

All the deadlines for the financial reporting are to be kept

All the documents other than ENGLISH should be provided with the English translation
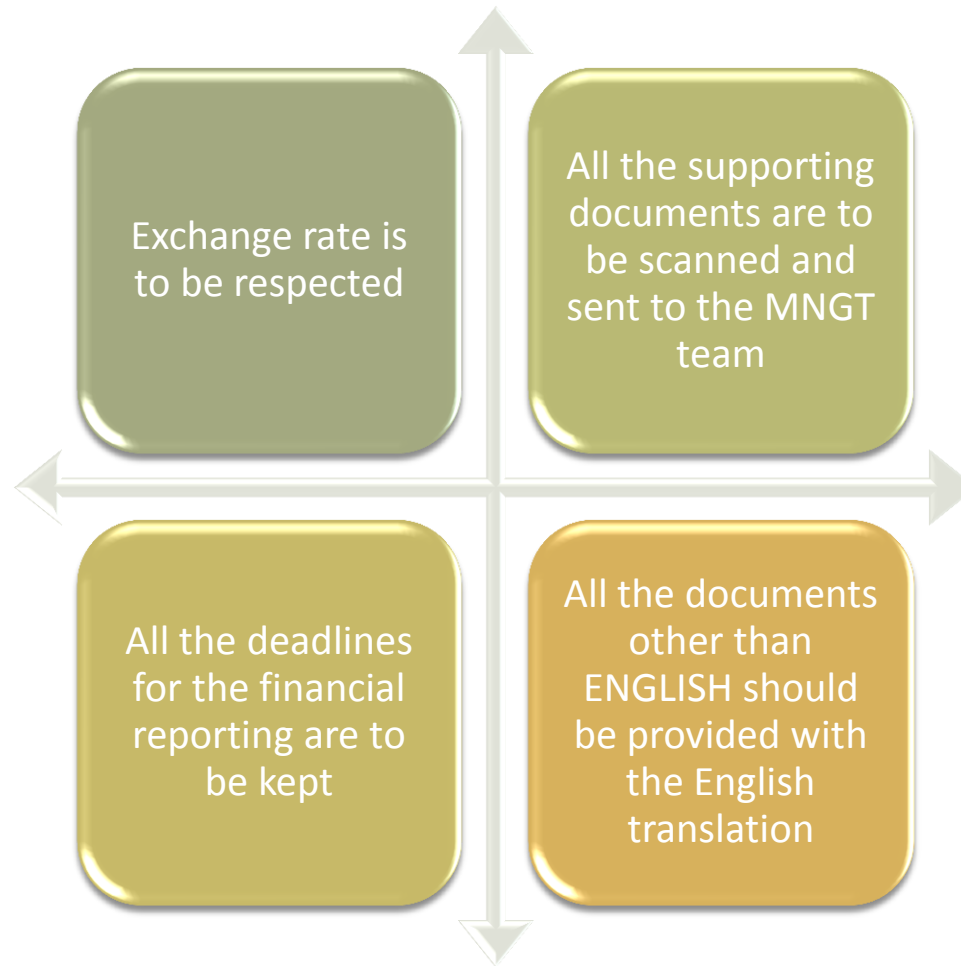
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THANK YOU!!!

socincl.coord@gmail.com
inclusi.mngt@gmail.com

Dissemination event for university staff and stakeholders

Session 2: Status quo of WP Implementation

Travnik, 10-11 May 2018

Aim of this Overview

- To ensure a **common understanding of all partners on where we stand in terms of project implementation** and to decide on follow up activities/mitigation strategies as/where required.

- Also in line with **INCLUSION Quality Plan**:

  "A **quality session is integrated to every consortium meeting** … As preparation for the quality sessions, WP leaders send their **updated WP reporting template** in advance to WUS AT and to the project coordinator."

- **No WP update reports requested this time due to recent inputs on WPs to Interim Report!!!**

WP 1 – Capacity Building

Lead partner: WUS AT

All tasks completed in line with workplan:

- ✓ *Fact finding tools* developed and implemented (literature review, PCU questionnaires, student survey)
- ✓ *Site visits* of EU partners to PCUs in line with developed methodology & *site visit reports*
- ✓ *Training of HE representatives & gov. officials* based on training outline
- ✓ Consolidation of all training materials *(training kit)*
- ✓ Finalisation of *benchmarking tool* based on results from fact finding and training
- ✓ *Reports on fact-finding phase for Armenia and BiH*
- ✓ *QA Report* on completion of WP1

WP 2 – Guidelines/Master plans & Institutional Mechanisms

Lead partner: UoR

Activities carried out to date:

✓ *Workshop in Leuven (Nov. 2017)* implemented dedicated to the development of guidelines/master plans

✓ *Site visits* of PCUs to EU partners (SAFAA & AUA to UoR; UNT & UNTZ to UCLL): EU partners provided good practice examples on inclusive education and resources to inform guidelines/masterplans of PCUs

✓ *Draft master plans* developed by PCUs based on inputs from fact finding phase, Leuven workshop and site visits

✓ Scope and approach discussed for development of *national level guidelines*

Activities still to be carried out:

✓ *Peer review of draft master plans during Travnik workshop (day 1, session 4)* and finalisation of master plans in line with feedback provided; approval of final plans by PCU management

✓ *Presentation of draft master plans/guidelines during dissemination event* (with focus on UNT as host institution)

✓ Development of *national level guidelines or recommendations*

✓ *QA Report* on WP2 (once WP is finalised)

WP 3 – Development of Mechanisms fostering Access of disadvantaged Groups

Lead partner: UCLL

Activities carried out to date:

✓ *Needs* related to *inclusive learning and teaching* identified
✓ *Institutional level mechanisms* incorporated into *draft guidelines/masterplans (WP2)*
✓ *Inputs provided for the development of guidelines for inclusive learning/teaching during study visits* to UoR and UCLL (March 2018, WP2)

Activities still to be carried out:

✓ *Report summarizing needs and available resources on inclusive learning and teaching* (June 2018)
✓ *Equipment purchase* (BiH: tender done; Armenia: purchase by start of new academic year)
✓ *Guidelines for inclusive learning/teaching* (drafts to be presented at Leuven workshop in June 2018; final versions until Sept. 2018 based on inputs from Leuven workshop)
✓ *Training at UCLL* (June 2018) – focus: development of online learning materials, inclusive learning/teaching guidelines
✓ *QA Report* on WP3 (once WP is finalised)

WP4 – Human & physical resources

Lead partner: AUA
WP to be launched during year 3 of the project (autumn 2018)

Main activities to be carried out:

- ✓ *Inter-project coaching*
- ✓ Development of *teaching resources and training materials for high school pupils/teachers*
- ✓ *National workshops for high school teachers and university staff*
- ✓ *Tool kit* with training resources *for school teachers*
- ✓ *QA Report* on WP4 (once WP is finalised)

WP5 – Quality Assurance

Lead partner: WUS AT

Activities carried out to date:

✓ *Project quality plan and respective tools* approved and implemented (i.e. WP update reports by WP leaders ahead of project meetings, feedback on products/outputs, QA sessions during project meetings, evaluation of events by host institutions)

✓ *QA Report for WP1 approved* by Coordinator

✓ *Project Interim Report submitted* (Coordinator)

Activities still to be carried out:

✓ *Continuous implementation/application of quality plan and tools* throughout the project

✓ *Monitoring visits to each PCU (WUS AT & Coordinator):* 1st visit in Sept./Oct. 2018; 2nd visit during 3rd project year: Suggested dates: BiH – 4th week of Sept.; Armenia – 1st or second week of Oct. 2018

✓ *Financial and Interim Audit; overall external and financial audit reports* (Coordinator)

✓ *QA Report* on WP5 (once WP is finalised)

WP 6 - Dissemination

Lead partner: AUA and UNT

Activities carried out to date:

✓ *Dissemination plan* prepared by lead partners – will be presented during coordination meeting

✓ *Project website* developed and operational: www.inclusionerasmus.org

✓ *Dissemination of information on events/main activities* through websites of partner organisations, local media)

✓ *First round of roundtables* at PCUs in BiH implemented

Activities still to be carried out:

✓ *Second round of roundtables* at PCUs in Armenia (early summer)

✓ *Dissemination conference* (tomorrow ☺)

✓ Continuous *updates to website*

✓ *Press releases*

✓ *Awareness raising campaigns targeting high school students in BiH and Armenia*

✓ *Dissemination of master plans/guidelines*

✓ *Interim and final dissemination report (1st dissemination report after Travnik - tbc)*

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WP 7 - Sustainability

Lead partner: SAFAA

Activities carried out to date:

✓ *Capacity building events* implemented in line with workplans for WPs 1-2

Activities still to be carried out:

✓ *National level guidelines or recommendations approved* (developed within WP2)
✓ *PCU master plans/institutional guidelines approved* (developed within WP2)
✓ Further *capacity building events* implemented in line with WPs 2-4

WP 8 – Project Management

Lead partner: SAFAA

Activities carried out to date:

- ✓ 14 member *Governing Board* established
- ✓ *Kick-off meeting* and *2 Consortium Meetings* implemented (Dec. 2016, June 2017, Nov. 2017)
- ✓ *Workplans for each WP* developed by WP leader
- ✓ *Financial management, day-to-day management & coordination* by Coordinator and all partners

Activities still to be carried out:

- ✓ *4 Consortium meetings* (one of them today/tomorrow ☺)
- ✓ *PCU master plans/institutional guidelines approved* (developed within WP2)
- ✓ Further *capacity building events* implemented in line with WPs 2-4
- ✓ *Financial management, day-to-day management & coordination* - tbc

Any comments/additions from partners???

Thank you for your attention!

Louise Sperl, Ruzanna Minasyan

Dissemination event for university staff and stakeholders

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Overview of WPs

WP1: CAPACITY BUILDING

Lead partner: WUS

WP2: GUIDELINES /MASTER PLANS & INSTITUTIONAL MECHANISMS

Lead partner: RoU

WP3: DEVELOPMENT OF MECHANISMS FOSTERING ACCESS OF DISADVANTAGED GROUPS

Lead partner: UCLL

WP4: CAPACITY BUILDING RELATED TO HUMAN AND PHYSICAL RESOURCES

Lead partner: AUA

WP5: QUALITY CONTROL AND MONITORING

Lead partner: WUS

WP6: DISSEMINATION

Lead partners: AUA and UNT

WP7: SUSTAINABILITY

Lead partner: YSAFA

WP8: MANAGEMENT

Lead partner: YSAFA

WP 1 – Capacity Building

Lead partner: WUS AT

All tasks completed in line with workplan:

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Activities carried out to date:

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- ✓ *QA Report* on WP3 (once WP is finalised)

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WP4 – Human & physical resources

Lead partner: AUA
WP to be launched during year 3 of the project (autumn 2018)

Main activities to be carried out:

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- ✓ Development of *teaching resources and training materials for high school pupils/teachers*
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- ✓ *Tool kit* with training resources *for school teachers*
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Funded by the
Erasmus+ Programme
of the European Union

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Lead partner: WUS AT

Activities carried out to date:

✓ ***Project quality plan and respective tools*** approved and implemented (i.e. WP update reports by WP leaders ahead of project meetings, feedback on products/outputs, QA sessions during project meetings, evaluation of events by host institutions)
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✓ ***Project Interim Report submitted*** (Coordinator)

Activities still to be carried out:

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✓ ***Monitoring visits to each PCU (WUS AT & Coordinator):*** 1st visit in Sept./Oct. 2018; 2nd visit during 3rd project year: Suggested dates: BiH – 4th week of Sept.; Armenia – 1st or second week of Oct. 2018
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- ✓ *Dissemination of master plans/guidelines*
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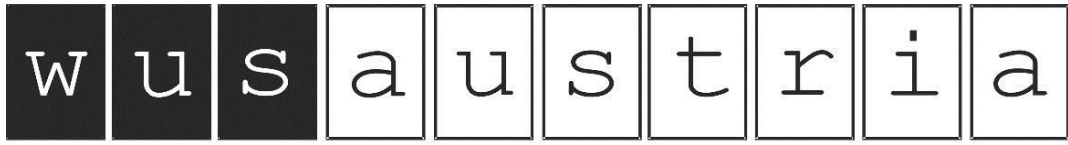# Any comments/additions from partners???

Thank you for your attention!

Louise Sperl, Ruzanna Minasyan

Dissemination event for university staff and stakeholders

University of Travnik, 10-11 May 2018

Louise Sperl (WUS AT)

&

Bridget Middlemas (UoR)

INCLUSION –

What have we achieved so far?

THE SOCIAL DIMENSION OF THE BOLOGNA PROCESS

- **Aim of INCLUSION: to strengthen the implementation of the Social Dimension of Higher Education of the Bologna Process**

- Broadly speaking, refers to the goal **of removing inequalities when it comes to access/ participation/ completion of higher education in the European Area of Higher Education (EAHEA)**

London Communiqué of 2007

"*We share the societal aspiration that the* **student body entering, participating in and completing** **higher education at all levels should reflect the diversity of our populations**"

"*We reaffirm the importance of students being able to* **complete their studies without obstacles related to their social and economic background**. *We therefore continue our* **efforts to provide adequate student services, create more flexible learning pathways into and within higher education, and to** **widen participation at all levels** **on the basis of equal opportunity.**"

Work Package 1 – CAPACITY BUILDING/FACT-FINDING
Aim & Summary

- **Assessment of status quo** regarding the implementation of the Social Dimension (SD) in BiH and Armenia with focus on partner country universities;

- **Identification of underrepresented groups in HE**;

- Identification of **entry points for the HE sector to enhance the implementation of the SD** (i.e. access to/participation in and successful completion of HE for persons from underrepresented groups);

- **Development of capacities** for effectively addressing challenges related to the implementation of the SD in the partner countries.

- ➔ **Basis for development of master plans for the SD** with emphasis on the role of HEIs

Fact-finding tools

Fact-finding has started with the development of a specific methodology and the following tools:

- ✓ **Literature review**
- ✓ **Survey for staff of partner country universities (PCUs)**
- ✓ **Student survey**
- ✓ **Benchmarking tool**

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Fact-finding results

PCU and student surveys were piloted on a **small sample (February 2017)** and a **broader fact-finding process** was implemented in **March 2017**:

- *35 responses from PCU staff* of 4 universities

- *184 responses from students* of 4 universities and partner organisations

- *More than 70 contributions to the literature review* on Moodle from all partners in Armenia, BiH as well as from EU partners.

WP1: Fact-finding/capacity building

- **Data collected were analysed** and, for verification purposes, **two-day-site-visits by EU partners to HEIs** were conducted (April/May 2017). The results fed into **two reports (Armenia and BiH; July 2017)**.

- Based on the fact-finding results and the specific training needs**, a training kit for the design and implementation of SD strategies was developed (July 2017)**, and

- **A two-day training for the total of 40 HEI staff members and respective government** representatives was delivered at the American University in Armenia (June 2017).

Under-represented groups (UGs) at the 4 PCUs

A.) Students from **economically disadvantaged families** including students **with small children / single parents** /students **without parents** /students **from remote/rural areas.**

B.) Students with **disabilities**

C.) **Non-traditional** students (students who are employed (part-time/full-time))

D.) Students from **Roma** (BiH) and **other minority communities**

E.) Students from **LGBT** communities

F.) Students from **other countries/ immigrants**

Under-represented groups (UGs) at the 4 PCUs

UNTZ	UNT	AUA	SAFAA
Students from **economically disadvantaged families including also** - students **without parents**	Students from **economically disadvantaged families** including also - Students **with small children**; - **Single parents**; - Students **from remote/rural areas**	Students from **economically disadvantaged families, on funded and part funded places**	Students from **economically disadvantaged families**
Students **with disabilities**	Students **with disabilities**	Students **with disabilities**	Students **with disabilities**
Non-traditional students (students who are **employed (part-time/full-time))**	**Non-traditional students**	**Non-traditional students**	**Non-traditional students**
Students from **Roma communities**	Students from **minority groups**		
Students from **LGBT communities**			
Students from **other countries/immigrants**			

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INCLUSION: Existing roles and strategies

– Before the project: **No INCLUSION/SOCIAL DIMENSION strategies** in place in the four partner country universities

– **Consultations** regarding support for persons from underrepresented groups on an **ad hoc basis** and depending on commitment of staff

– **Some institutionalised support mechanisms** which were established through other projects (e.g. Center for Special Needs at the Faculty of Education and Rehabilitation at UNTZ)

INCLUSION: Existing roles and strategies

UNTZ	UNT	AUA	SAFAA
No strategy	**No strategy**	Good range of **informal strategies** already in place	**No strategy**
Center for Students with Special Needs at the Faculty of Education and Rehabilitation **Consultations on an ad hoc basis and depending on commitment of staff**	**Informal approach (bilateral consultations as required)**	**Student success centre** available to all students	none at the moment

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Measures to support UGs at the 4 PCUs

In all 4 PCUs – take place on an **ad hoc basis**; largely depend on commitment and good will of staff

Examples include:

Measures targeting students from economically disadvantaged families:
- Payments in installments (e.g. UNT)
- Working at the university (e.g. UNT)
- Financial support by university (UNT)
- Consultations on scholarship opportunities; (Government) **scholarships** for single parents, students without parents or students whose parents fought in the war.

Measures targeting PWDs (persons with a disability):
- **PWDs:** arrangement of **special exam modalities, deadlines (e.g. UNTZ, AUA)**

Other support measures:
- Student success centre/ academic writing support
- Supportive tutor system

Institutional Master Plan - UNTZ

Main Strengths

- Public institution. Elections in October.
- Budget deepens on decisions – difficult situation. Ministry of Education.
- About the Master Plan

1. The management of inclusive practice. Everything needs to be approve by the government. Teaching, learning and assessment processes regardless the approval or not by the government.

2. Responsibilities and outcomes (aspects that can be accomplish regardless the approval.

- Funding/finances: The Uni senate makes a proposal and see if the plan and budget is accepted.
- Quality assurance of inclusive practice. Surveys, students evaluation about the staff, programme.

3. Institutional support for inclusive practice

Research and Cooperation of the University of Tuzla: support for students(writing, learning languages), teaching. Students from under represented groups.

Learning and teaching guidelines should be accomplish.

- Lack of interest from the faculty of the university for training programmes. Visiting each Faculty council, just to raise awareness on training. Faculty needs to learn about inclusive practice.

Peer review

- The document does not include a time and activity plan. Response: they cannot predict due to the new elections. They will add an activity plan for teaching and learning.
- Issues with funding, would it be possible to reach Faculty through the Deans? Response: training is not considered in the law, it is up to the government. Suggestions: Recommendations or decisions from the Senate, professional standards. Bring students with disabilities to panels.
- Events such as annual conference or retreat, presentations
- Going to schools to apply to the university.
- See workload, face to face teaching. Include virtual teaching.

Institutional Master Plan - UNT

Main Strengths

- The document is about guidelines. Private university, strengths of management (five decision making bodies)

- Student at the centre

- Training centre for the Development of inclusive Education. An inclusion office was opened in November last year and helped with the Master Plan.

- Higher Education Quality Assurance Unit. It connects all the systems in the University.

- Conduct Research and identify the state of art

- Adopting an action plan working

- Drafting a strategy document: good research and data base.

- Institutional support: Changing the curriculum about inclusive programme.

- Conduct Research: identify the categories of students with relation to the inclusive needs, preparedness of teaching

- Drafting: development of inclusive practice; creation with inclusive practice; development of inclusive practice

Inclusive practice unit; not only students with disabilities but high performance students

Peer review

Films – University of Travnik in Leuven

Learning from the study visit

- While this visit we had the idea about opening the Inclusion Office
- What the students have done so far, the student perspective, Student talked with people and other students, interview some people. Inclusion from the students' perspective. What they learn. How they can change the practice.

- Bridget: The idea is that you can use these films for training (faculty, school teachers)

Films – Tuzla in Leuven

Learning from the study visit

- Mixture of text and speaking.
- Understood the obligation to make a film, a experience of knowledge from a different context.
- Fun brings understanding and motivation to hear about inclusion. Learning from others.
- Team work.
- Classrooms and learning/ teaching areas for students with learning difficulties from other universities.
- Teaching, learning and assessment

Films – AUA and SAFAA visiting Roehampton

Learning from the study visit

- Diversity (religious)
- Faculty evaluation –peer observation / National Quality Standards. L&TEU wants to see teachers in action.
- How to deal with students from minority groups.
- Developing policy documents together.

Films can be used as way of findings out how people have learnt about the experience.

Including and advertising faculty training

The tutor collects information about students. University identifies problems (with the cohort and/ teaching).

MASTER PLAN
DRAFT PROPOSAL
STATE ACADEMY OF FINE ARTS

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23/03/2018

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MASTER PLAN (content)

- Introduction part
- The management part
- Institutional support
- Teaching, Learning approaches and assessment
- Additional information

THE MANAGEMENT

- Roles and responsibilities
  - to revise the responsibilities of the administrative bodies (deans, chairs, academic affairs, etc)
  - to hire a professional dealing with issues at one of the units (like Student Support Center, etc)
- Funding and finances
  - to have separate part of the general budget
- Admission
  - to have staff member in the admission commission to deal with such issues
  - To regulate the process of getting data and information on the applicants
- Quality Assurance
  - to develop QA indicators for inclusive education

INSTITUTIONAL SUPPORT

- **Staff/faculty training**
  - to regulate the process of raising awareness and scheduling training for the staff and faculty to conduct them regularly

- **Facilities**
  - to use the equipment purchased within the project
  - to adapt the existing facilities to the disabled students

TEACHING/LEARNING APPROACHES AND ASSESSMENT

☐ Teaching and learning guidelines

☐ Inclusive curriculum

☐ Inclusive approaches to assessment

  ○ *In the process of revising the academic programmes the changes in the teaching and learning methods, curriculum and assessment is to be revised taking into account the generally used approaches*

ADDITIONAL INFORMATION

- Useful links
- Information about the unit/responsibilities of relevant bodies
- Information on the application process and teaching and learning

THANK YOU!!!

Inclusi.mngt@gmail.com

PROJECT OPERATIONAL &TECHNICAL MANAGEMENT

INCLUSION MANAGEMENT TEAM

Coordination meeting-3
11/05/2018, UNT, Travnik, BiH

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OUTLINE

INCLUSION Activity Calendar – per WP

Events 2018

Technical management

OPERATIONAL MANAGEMENT
workpackages in 2018

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PREPARATION	WP1 — • CAPACITY BUILDING
DEVELOPMENT	WP2 — • GUIDELINES/MASTER PLANS & INSTITUTIONAL MECHANISMS
DEVELOPMENT	WP3 — • DEVELOPMENT OF MECHANISMS FOSTERING ACCESS OF DISADVANTAGED GROUPS
DEVELOPMENT	WP4 — • CAPACITY BUILDING RELATED TO THE HUMAN & PHYSICAL RESOURCES
QUALITY PLAN	WP5 — • QUALITY CONTROL AND MONITORING
DISSEMINATION	WP6 — • DISSEMINATION
SUSTAINABILITY	WP7 — • SUSTAINABILITY
MANAGEMENT	WP8 — • MANAGEMENT

WP1: CAPACITY BUILDING

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☐ Current Status:

completed

☐ Deliverables:

Consolidated project team

Fact-finding toolkit

Training kit

Trained staff

Fact-finding reports

☐ Events:

Site-visits to AM and BiH

Training in June 2017

www.inclusionerasmus.org

WP2: DEVELOPMENT OF GUIDELINES/MASTER PLANS

inclusion

□ Current Status:

to be completed

□ Activities/deliverables:

Results from the workshop in Leuven

Country guidelines

Results from the study visit to UCLL and UoR

Master Plans by HEIs

1st dissemination event in BiH

□ Events:

Site-visits to UoR and UCLL, March 2018

1st dissemination event in BiH, May 2018

www.inclusionerasmus.org

WP3: DEVELOPMENT OF MECHANISMS

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☐ Current Status:

launched

☐ Activities:

Setting up a team

Analysis of resources and needs

Institutional level mechanisms

Guidelines for inclusive teaching/learning

Development of new resources

Equipment purchase

Training of the PCU staff

Webinar series

Pilot – year 3

☐ Events:

Training of the PCU staff, Leuven, 26-30 June 2018

UC Leuven Limburg
MOVING MINDS

WEBINAR

PCU STAFF TRAINING

27-29 JUNE 2018
UCLL, Leuven, BE

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WP4: HUMAN & PHYSICAL RESOURCES

inclusion

☐ Current Status:

To launch

☐ Activities:

Inter-project coaching

Setting up a team to develop methodologies for inclusive T&L

Developing teaching resources and training materials for high schools

Organizing workshops in AM and BIH

Development of a tool kit
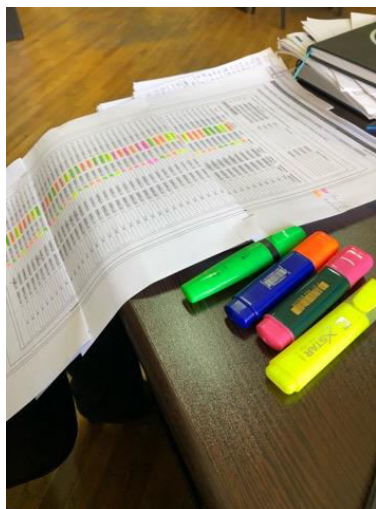
Events:

Inter-project coaching – TBD

Workshops in AM and BIH for university staff and High schools

www.inclusionerasmus.org

WP5: QUALITY CONTROL & MONITORING

inclusion

□ Current Status:

Launched and in progress

□ Activities/Deliverables:

Quality strategy – available online

Report per WP

Feedback on outputs and products

Monitoring visit/s

INTERIM REPORT- submitted

□ Events:

Monitoring visit – 1 - TBD

WP6:DISSEMINATION

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□ Current Status:

Launched and in progress

□ Activities/Deliverables:

Dissemination package, tools and strategy
Website
Press releases/newsletters
Round tables
Awareness raising in high schools
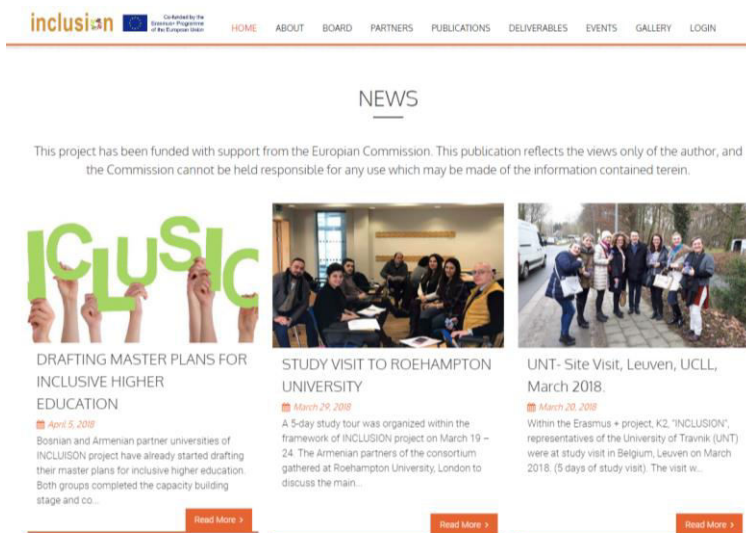*Country guidelines – publication*
Master plans – publication
Dissemination report-1

□ Events:

Dissemination event in BiH – happening now

www.inclusionerasmus.org

WP7: SUSTAINABILITY

STATE
ACADEMY OF
FINE ARTS
OF ARMENIA

☐ Current Status:

Launched and in progress

☐ Activities/Deliverables:

Approval of country guidelines and master plans

Capacity building

WP8: MANAGEMENT

inclusion

STATE ACADEMY OF FINE ARTS OF ARMENIA

Project Management — Evaluate, Design, Development, Analyze

☐ Current Status:

Launched and in progress

☐ Activities/Deliverables:

GB

KOM

Workplans per WPs

Financial, technical and operational management

☐ Events:

CM – next with Workshop in Leuven 2018

INCLUSION ACTIVITY CALENDAR

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WP	Activity	Deadline	Current Status
WP2	Development of guidelines with emphasis on the HE role	JULY 2018	to be completed/delayed
WP2	Master plan for each PCU on implementation of social dimention strategies	JULY 2018	to be completed/delayed
WP2	1st Conference on achievements	HAPPENING NOW	
WP3	Development of institutional level mechanisms	JUNE 2018	launched
WP3	Development of guidelines for inclusive teaching and learning	AUGUST 2018	launched
WP3	Development of new resources for inclusive teaching and learning	OCTOBER 2018	launched
WP3	Purchase of equipment	SEPTEMBER 2018	to be completed/delayed
WP3	Training PCU staff	JUNE 2018	launched
WP3	Webinar Series	OCTOBER 2018	upcoming
WP3	Pilot resources/online courses	MARCH 2019	upcoming
WP4	Inter-project coaching	JULY 2018	to be completed/delayed
WP4	Setting up a team in each HEI to develop metholodgies for inclusive teaching and learning	MAY 2019	upcoming
WP4	Developing teaching resources and training materials for high schools	MAY 2019	upcoming
WP4	Organizing workshops in Armenia and Bosnia and Herzegovina	NOVEMBER 2018	upcoming
WP4	Development of tool kit with detailed information materials and training resources	MAY 2019	upcoming

what?s next

INCLUSION ACTIVITY CALENDAR

inclusion

WP	Activity	Deadline	Current Status
WP5	Internal QC reports per WP	on-going	on-going
WP5	Feedback on products and outputs	on-going	on-going
WP5	Monitoring visits to PCUs	on-going	on-going
WP5	Interim audit	SEPTEMBER 2018	upcoming
WP5	Overall financial audit	OCTOBER 2019	upcoming
WP6	Operationaliztion of project web-site	on-going	on-going
WP6	Development of press releases and newsletters	annually	on-going
WP6	Round table discussions	annually	on-going
WP6	Awareness campaign to high schools	OCTOBER 2018	upcoming
WP6	Publication of guidelines	DECEMBER 2018	upcoming
WP6	Publication of master plans	DECEMBER 2018	upcoming
WP6	Dissemination reports	SEPTEMBER 2018/2019	upcoming
WP6	2nd consortium conference - closing conference	SEPTEMBER 2019	upcoming
WP7	Approval of guidelines	SEPTEMBER 2018	upcoming
WP7	Approval of master plans	SEPTEMBER 2018	upcoming
WP7	Building on the capacity	OCTOBER 2019	upcoming
WP8	Coordination meetings (three more to plan and conduct)	1 in 2018 and 2 in 2019	upcoming
WP8	Financial managemen t	on-going	on-going
WP8	Operational and technical management	on-going	on-going

Things To Do

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TRAINING FOR PCU STAFF

Dates: 26-30 JUNE 2018– 5 days including travel

Venue: UCLL, Leuven, BE

Participants: ALL consortium

Budget: please consult the individual budgets

WORKSHOPS IN AM AND BIH

Period: November 2018

Venue: AM and BiH HEIs

Participants: university staff, stakeholders

Budget: no available budget, internal meetings

TECHNICAL MANAGEMENT

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PUBLICATIONS/ PRO-MATERIALS

- ❑ Training tool kit for AM and BiH partners
- ❑ Country Guidelines
- ❑ Institutional master plans
- ❑ Newsletters
- ❑ Materials for the round table discussions, etc.
- ❑ Dissemination materials

VISIBILITY

- ❑ WEBSITE
- ❑ LOGO
- ❑ DISCLAIMER on Publications
- ❑ PROJECT and E+ LOGOs
- ❑ Project number: **574169-EPP-1-2016-1-AM-EPPKA2-CBHE-JP**

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THANK YOU!!!

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![American University of Armenia logo] **American University of Armenia**

Events and Dissemination

- **Hosted 2-day Training in 2017**

- **Site visit to AUA by UoR in 2017 on Surveys**

- **Faculty Retreat in 2017**

- **Regional partnership with BiH: Dissemination Strategy**

Extended Partnership

Meetings with USA experts

- **University of Minnesota (co. UNICEF, NGOs, ASPU, etc.)**

AUA NEWSROOM
NEWS & EVENTS FROM THE AMERICAN UNIVERSITY OF ARMENIA

University · Business/Economics · Humanities/Social Sciences · Science/Engineering · Public Health · Environment

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Erasmus+ Inclusion Project Training Hosted by AUA

posted on JUNE 30, 2017 in ERASMUS+, INCLUSION

YEREVAN, Armenia – From June 13 to 14, the American University of Armenia (AUA) hosted and participated in a two-day training within the framework of the Erasmus+ Inclusion Project.

The training began with welcoming remarks delivered by AUA Provost Dr. Randall Rhodes. In his remarks particularly underscored that promoting diversity at AUA is a prioritized principle of the University. "One of the main areas of interest is that we are trying to include students with multiple learning issues in order to introduce multiple learning strategies. We are trying to create the infrastructure and a network that will accommodate the needs of students who have physical as well as learning issues so they academically succeed at AUA." he stated. The morning was then followed with a brief presentation of the activities carried out during the past months since the kick-off meeting of the project in December 2016. These included a country-specific literature review for Armenia and Bosnia & Herzegovina, as well as a review of students and staff surveys conducted earlier in the spring of 2017.

Unison NGO then presented the findings of the research of which was carried out by Armenian partners including the general

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Articles in AUA NEWSROOM
(27,450 visitors/month)

AUA Strategic Planing

- ➤ **Process initiated in August 2016**

- ➤ **12 strategic goals**

- ➤ **Action priorities updated annually with stakeholders' input**

- ➤ **Inclusion-related action priorities- 20 action priorities distributed across 11 institutional goals**

Strategic Plan (2018-2019)

American University *of* Armenia

Strategic Plan 2016-2022_INCLUSION_March23_2018.xlsx

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Goal

Goal	Action Priority	Unit	Operational Objective	Specific Tactics to be Initiated during AY 2018-2019	Expectation of Success by June 1, 2019	Data sets and assessments to be generated/ analyzed	Fiscal/ Human Resources Required for progress on tactics	Timeline
Goal 1: To offer a breadth and diversity of internationally competitive and quality academic programs whose student learning outcomes are aligned to global and Armenian market needs.	8. Provide appropriate venues and resources to foster and recognize undergraduate research (e.g. special "honors" diplomas for students completing theses or other high level academic products)	EC/MBA/MPH/PSIA/T EFL and etc.	Promote diversity topics, including students with physical disabilities as undergraduate and graduate areas of research (e.g.capstones, papers)	Discuss with departments feasibility of tactic and develop action plan/timetable	10 papers on inclusion-related topics	NA	Costs for special events highlighting research.	
Goal 3: To recruit, enroll and retain highly qualified and diverse students who have the potential to succeed at AUA								
Goal 3: To recruit, enroll and retain highly qualified and diverse students who have the potential to succeed at AUA	1. Identify and build capacity to grow admission funnels in respect to all aspects of diversity and indicators of student success	Admissions, Student Affairs, Communications, Inclusion	Establish continued communication channels with communities with under-represented populations: people with disabilities, orphanages, and students from the regions; design incentivizing messages for disclosure on admissions applications and intent to enroll advertise AUA's ability to meet needs of students with special needs.	Identify these communities and establish connections; communicate messages for parents and prospective students through the admission information channels; study the feasibility of providing English language bridge courses to increase the number of eligible students with disabilities entering admissions funnels.	A list of communities created and connections established; recruitment efforts underway; mechanism implemented to chart the number of applications from students will disabilities.	MoES to assist in identifying target communities	Resources needed for the outreach and course development and delivery	
4. To establish and strengthen the foundational core faculty reflecting academic excellence, diversity, democratic values and the mission of the University								
Goal 4: To establish and strengthen the foundational core faculty reflecting academic excellence, diversity, democratic values and the mission of the University	Goal 1: Develop and implement strategies to recruit and retain a highly qualified, experienced and diverse faculty	IROA, Faculty Senate, Inclusion	Establish faculty induction and continued training which include required units on differentiated learning and inclusive practices/curriculum	Design of learning modules or workshops to ensure inclusive pedagogies are communicated to all faculty	Discuss and plan the policy, procedures, and faculty training with key stakeholders; draft the learning modules, implement trainings.	Policy and procedures approved for trainings.	Resources for the development of the curriculum for faculty trainings; time for those conducting the trainings	
Goal 4: To establish and strengthen the foundational core faculty reflecting academic excellence, diversity, democratic values and the mission of the University	Goal 1: Develop and implement strategies to recruit and retain a highly qualified, experienced and diverse faculty	HR, Colleges	Promote an increase in the number of faculty applications from candidates with disabilities or vulnerable populations	Discuss with HR specific strategies for the wider advertisement; provide a legal framework for applicants to self-identify as having disabilities are being members of vulnerable populations	Increase in the number of faculty applications from candidates with disabilities or members of vulnerable populations.	Number of applicants	Position advertisements in additional venues	
Goal 5: To recruit and retain qualified staff dedicated to the University's mission								
Goal 5: To recruit and retain qualified staff dedicated to the University's mission	1. Identify strategies to increase professional development opportunities for staff such as	HR, Grant's Office, Inclusion	Provide training to staff on inclusive practices for working with students, faculty, and staff; diversify team members	Discuss and plan training with HR; use opportunities of Erasmus+ to provide additional venues for training; identify human and	On-campus training provided to most staff; Number of participants	Attendance registration	Developing curriculum and training trainers for staff; Erasmus +	

Sheet1

American University *of* Armenia

Goal 1: To offer a breadth and diversity of internationally competitive and quality academic programs whose student learning outcomes are aligned to global and Armenian market needs.

Action Priority: 1. Increase number and diversity of undergraduate programs

Unit: CHSS, Strategic Planning Steering Committee

Operational objective: Assess the feasibility of launching a series of courses on Special Education possibly as a track within a MEd or MAT

Specific Tactics to be Initiated during AY 2018-2019: The planning of the new program and looking for funds to launch it.

Expectation of Success by June 1, 2019: Plan with action plan/timetable in place

Data sets and assessments to be generated/ analyzed: Market study to demonstrate demand for new program.

Fiscal/ Human Resources Required for progress on tactics: Funding for the market research; endowment for the new program.

American University *of* Armenia

Action Priority: 8. Provide appropriate venues and resources to foster and recognize undergraduate research (e.g. special "honors" diplomas for students completing theses or other high level academic products)

Unit: EC/MBA/MPH/PSIA/TEFL and etc.

Operational objective: Promote diversity topics, including students with physical disabilities as undergraduate and graduate areas of research (e.g. capstones, papers)

Specific Tactics to be Initiated during AY 2018-2019: Discuss with departments feasibility of tactic and develop action plan/timetable

Expectation of Success by June 1, 2019: 10 papers on inclusion-related topics

Data sets and assessments to be generated/ analyzed: Number of applicants

Fiscal/ Human Resources Required for progress on tactics: Costs for special events highlighting research.

American University *of* Armenia

Goal 3: To recruit, enroll and retain highly qualified and diverse students who have the potential to succeed at AUA

Action Priority: 1. Identify and build capacity to grow admission funnels in respect to all aspects of diversity and indicators of student success

Unit: Admissions, Student Affairs, Communications, Inclusion

Operational objective: Establish continued communication channels with communities with under-represented populations: people with disabilities, orphanages, and students from the regions; design incentivizing messages for disclosure on admissions applications and intent to enroll advertise AUA's ability to meet needs of students with special needs.

Specific Tactics to be Initiated during AY 2018-2019: Identify these communities and establish connections; communicate messages for parents and prospective students through the admission information channels; study the feasibility of providing English language bridge courses to increase the number of eligible students with disabilities entering admissions funnels.

Expectation of Success by June 1, 2019: A list of communities created and connections established; recruitment efforts underway; mechanism implemented to chart the number of applications from students will disabilities.

Data sets and assessments to be generated/ analyzed: MoES to assist in identifying target communities

Fiscal/ Human Resources Required for progress on tactics: Resources needed for the outreach and course development and delivery

Goal 4

Goal 4: To establish and strengthen the foundational core faculty reflecting academic excellence, diversity, democratic values and the mission of the University

Action Priority: Goal 1. Develop and implement strategies to recruit and retain a highly qualified, experienced and diverse faculty

Unit: IROA, Faculty Senate, Inclusion

Operational objective: Establish faculty induction and continued training which include required units on differentiated learning and inclusive practices/curriculum

Specific Tactics to be Initiated during AY 2018-2019: Design of learning modules or workshops to ensure inclusive pedagogies are communicated to all faculty

Expectation of Success by June 1, 2019: Discuss and plan the policy, procedures, and faculty training with key stakeholders; draft the learning modules, implement trainings.

Data sets and assessments to be generated/ analyzed: Policy and procedures approved for trainings.

Fiscal/ Human Resources Required for progress on tactics: Resources for the development of the curriculum for faculty trainings; time for those conducting the trainings

American University *of* Armenia

Goal 4: To establish and strengthen the foundational core faculty reflecting academic excellence, diversity, democratic values and the mission of the University

Action Priority: Goal 1. Develop and implement strategies to recruit and retain a highly qualified, experienced and diverse faculty

Unit: HR, Colleges

Operational objective: Promote an increase in the number of faculty applications from candidates with disabilities or vulnerable populations

Specific Tactics to be Initiated during AY 2018-2019: Discuss with HR specific strategies for the wider advertisement; provide a legal framework for applicants to self-identify as having disabilities are being members of vulnerable populations

Expectation of Success by June 1, 2019: Increase in the number of faculty applications from candidates with disabilities or members of vulnerable populations.

Data sets and assessments to be generated/ analyzed: Number of applicants

Fiscal/ Human Resources Required for progress on tactics: Position advertisements in additional venues

American University *of* Armenia

Goal 5: To recruit and retain qualified staff dedicated to the University's mission

Action Priority: 1. Identify strategies to increase professional development opportunities for staff such as trainings and institutional exchanges

Unit: HR, Grant's Office, Inclusion

Operational objective: Provide training to staff on inclusive practices for working with students, faculty, and staff; diversify team members for Erasmus + Inclusion trip

Specific Tactics to be Initiated during AY 2018-2019: Discuss and plan training with HR; use opportunities of Erasmus+ to provide additional venues for training; identify human and material resources for training (http://www.nasen.org.uk/);

Expectation of Success by June 1, 2019: On-campus training provided to most staff; Number of participants

Data sets and assessments to be generated/ analyzed: Attendance registration

Fiscal/ Human Resources Required for progress on tactics: Developing curriculum and training trainers for staff; Erasmus + Inclusion project opportunities; material resources for trainings

Goal 5

Action Priority: 5. Align job descriptions and annual performance evaluations to unit and University mission, goals and objectives

Unit: HR, Operations

Operational objective: Promote and increase the number of staff applications from candidates with disabilities or vulnerable populations

Specific Tactics to be Initiated during AY 2018-2019: Discuss with HR specific strategies for the wider advertisement of positions; provide a legal framework for applicants to self-identify as having disabilities or being members of vulnerable populations

Expectation of Success by June 1, 2019: Increase in the number of staff applications by those with disabilities or from vulnerable populations.

Data sets and assessments to be generated/ analyzed: Number of applicants

Fiscal/ Human Resources Required for progress on tactics: Position announcements in additional venues

Goal 6

American University *of* Armenia

Goal 6: To foster a collegiate environment that offers services and programming promoting student engagement and success

Action Priority: 1. Establish an Office of Student Affairs to address the current and anticipated needs of students

Unit: Provost, Student Affairs

Operational objective: Create positions to coordinate student affairs related to students of diversity, including physical disabilities, LGBTQ, etc.

Specific Tactics to be Initiated during AY 2018-2019: Discuss and plan these hires with Provost, Dean of SA, and Exec

Expectation of Success by June 1, 2019: New positions filled

Data sets and assessments to be generated/ analyzed: Research on unmet needs of student population.

Fiscal/ Human Resources Required: Funding for the new position(s)

Goal 6

Action Priority: 2. Improve offerings of student support services at graduate and undergraduate levels

Unit: Student Affairs, Inclusion

Operational objective: Promote wider advocacy for diverse populations on campus including Disability Services and students with temporary disability

Specific Tactics to be Initiated during AY 2018-2019: Plan the content and formats of events with key stakeholders: student councils, faculty senate; promote in-class presentations for 10-15 minutes or workshops on related issues; designate an Awareness Day for people with disabilities

Expectation of Success by June 1, 2019: The action plan is in place

Data sets and assessments to be generated/ analyzed: Attendance registration and number/descriptions of the events

Fiscal/ Human Resources Required: Funding for speakers and instructional materials

Goal 6

Action Priority: 3. Assess capacity of non-instructional spaces to accommodate a campus with a full cohort of students

Unit: Operations, Student Affairs, DSS

Operational objective: Ensure that Student Union and Faculty Lounge are accessible for visitors with physical, visual, auditory and other disabilities

Specific Tactics to be Initiated during AY 2018-2019: Discuss these benchmarks with Facilities

Expectation of Success by June 1, 2019: Equipment in place and being utilized

Data sets and assessments to be generated/ analyzed: List of the equipment and the standardized assessment of the accessibility

Fiscal/ Human Resources Required for progress on tactics: ASHA and Erasmus+ Inclusion project funds

Action Priority: 4. Increase the number and type of extra-curricular events for students and foster their participation in national, regional and international competitions

Unit: Student Affairs, Coordinator of Co-Curricular Programming

Operational objective: Ensure that AUA students with disabilities have the opportunity to engage in recreational and sport activities.

Specific Tactics to be Initiated during AY 2018-2019: Gain partnership with parolympic committee in Armenia to promote students' activity in sport life and possibly in parolympic games/olympiada

Expectation of Success by June 1, 2019: Students with disabilities engaged in specific sport activities

Data sets and assessments to be generated/ analyzed: Number of students with disabilities participating

Fiscal/ Human Resources Required for progress on tactics: Cost for appropriate sport equipment.

Goal 6

Action Priority: 7. Follow-up on new student orientation programming with a roster of events for first-year students during freshman fall semester

Unit: Student Affairs, Program Chairs, Peer Mentor Supervisor, Inclusion

Operational objective: Include Inclusion topics/activities within student orientations in order to target all incoming students.

Specific Tactics to be Initiated during AY 2018-2019: Discuss and plan the content and specific steps with CSS; incorporate topics into peer mentoring sessions with a specific set of activities dedicated to diversity appreciation.

Expectation of Success by June 1, 2019: First orientation with inclusion topics conducted

Data sets and assessments to be generated/ analyzed: Questions on inclusion/diversity awareness incorporated into freshman surveys

Fiscal/ Human Resources Required for progress on tactics: Event costs

American University *of* Armenia

Goal 7: To ensure state-of-the-art facilities and innovative technologies for fostering the student learning experience

Action Priority: 3. Increase availability of electronic/technological resources

Unit: ICTS, Operations, DSS

Operational objective: Provide assistive technologies and equipment for students with diverse special needs

Specific Tactics to be Initiated during AY 2018-2019: Ensure timely paperwork and communication with INCLUSION team regarding procurement; ensure proper installation and preparation of equipment on campus; provide training to faculty and staff; add DocuCam to the list of the equipment; attendance card readers in library, labs and classrooms.

Expectation of Success by June 1, 2019: Equipment purchased and training received

Data sets and assessments to be generated/ analyzed: INCLUSION documentation

Fiscal/ Human Resources Required for progress on tactics: $50,000 from Erasmus+ INCLUSION

Goal 8

Goal 8: Create mechanisms to build greater collaboration between the Development Office in Oakland and the University to ensure a cohesive partnership

Action Priority: 9. Expand cooperation with the RoA Government to ensure AUA receives state funds for tuition (e.g. partial tuition payment for disabled students, students who have served on border posts)

Unit: Development, Financial Aid, Communications

Operational objective: Ensure processes are followed to continue governmental tuition support to vulnerable populations (eg. disabled students and those who served on border posts.)

Specific Tactics to be Initiated during AY 2018-2019: Identify tuition support available to students with disabilities and other special needs; learn about the 2017-21 program for the support of special needs students; create a video and marketing materials dedicated to HE accessibility for people with Special Education Needs and Disability (SEND)

Expectation of Success by June 1, 2019: State-funded tuition support provided to students with disabilities and other special needs; video is available to share with the public.

Data sets and assessments to be generated/ analyzed: Identification of additional funds to support students.

Fiscal/ Human Resources Required for progress on tactics: Cost of marketing materials.

Financial settlements

Appendix to the Intent to Enroll Form

The American University of Armenia is required to submit various reports to the Government of Armenia. The questions below will assist AUA in preparing these reports and are solely for statistical purpose and monitoring equal opportunities. Your responses will not be visible on your profile. If you prefer not to answer a question, please select the N/A option. This Appendix is mandatory and must be 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.

1. Are you below the age of 23 without parental care?
   Դուք հանդիսանո՞ւմ եք առանց ծնողական խնամքի մնացած, 23 տարին չլրացած անձ:

   ○ Yes   Please indicate the date you lost parental care.   `mm/dd/yy`
   ○ No
   ○ N/A

2. Are you below the age of 23 with a single parent?
   Դուք հանդիսանո՞ւմ եք միակողմանի ծնողազուրկ, 23 տարին չլրացած անձ:

   ○ Yes   Please indicate the date when you lost one parent.   `mm/dd/yy`
   ○ No
   ○ N/A

3. Are you a child of a serviceman killed in the line of duty?

   Դուք հանդիսանո՞ւմ եք զոհված զինծառայողի երեխա:

   ○ Yes
   ○ No
   ○ N/A

4. Do you have a disability?
   Դուք հանդիսանո՞ւմ եք հաշմանդամ:

   ○ Yes, 1st degree / այո, առաջին խմբի
   ○ Yes, 2nd degree / այո, երկրորդ խմբի
   ○ Yes, third degree / այո, երրորդ խմբի
   ○ No
   ○ N/A
   If you answered yes, please specify your disability type.

   Hearing ☐   Movement ☐   Speech ☐   Vision ☐

   Other [   ]

Goal 9

Goal 9: To effectively promote the University's accomplishments and impact

Action Priority: 4. Assure that identified constituents are specifically targeted in appropriate venues

Unit: Communications, Admissions

Operational objective: Inform the public about educational, financial, and technological support available to students with disabilities and other special needs.

Specific Tactics to be Initiated during AY 2018-2019: Identify the resources available for students with disabilities and other special needs; plan and implement systematic dissemination of this information to the public and potential applicants; develop success stories of students with disabilities/testimonials to share with the public and potential applicants/parents.

Expectation of Success by June 1, 2019: Dissemination of information.

Data sets and assessments to be generated/ analyzed: Number of touches.

Fiscal/ Human Resources Required for progress on tactics: Communications costs

Goal 10

Goal 10: To provide educational and developmental programs in the community broadening the impact of the University

Action Priority: 3. Support and grow the Extension's capacity to deliver current and proposed future courses/certificates/workshops/trainings to local, regional and national governmental and non-governmental entities

Unit: Extension, EEC, Development

Operational objective: Provide subsidized English and other prep classes to children/students/adults with disabilities and other under-represented groups

Specific Tactics to be Initiated during AY 2018-2019: Develop the procedure of how to connect and recruit students with SEND for the courses; coordinate with Extension and identify funds for subsidies

Expectation of Success by June 1, 2019: Potential students for bridge program identified; donors informed of this project

Data sets and assessments to be generated/ analyzed: Number of courses and students served

Fiscal/ Human Resources Required for progress on tactics: Funds for subsidies: e.g. $50 per student per 10 weeks; work closely with NGOs

American University of Armenia

Action Priority: 9. Continue developing projects of educational, professional and economic significance for the rural areas of Armenia and for other disadvantaged sectors of the community

Unit: Provost, Student Affairs, Inclusion

Operational objective: Support Inclusive education in mainstream education on the national level.

Specific Tactics to be Initiated during AY 2018-2019: Conduct roundtable discussions with stakeholders on the national level to inventory current activities and devise tactics to ensure the success of the mainstreaming of students with special educational needs in K-12; assess current teacher and administrative trainings and processes; make recommendations on the national level with the purpose of achieving greater effectiveness in the provision of education in K-12 and higher education; devise tactics to ease students' transition from elementary school to secondary, and from secondary to higher education.

Expectation of Success by June 1, 2019: Stakeholders meet; an agenda and timeline for actions are established.

Data sets and assessments to be generated/ analyzed: SWOT analyses and assessments of inclusive education in K-12; review of current TOT program.

Fiscal/ Human Resources Required for progress on tactics: Support for assessments, and if determined, support for trainings and curriculum development; resources to work with MoES, National Institute of Education and School Visits, Bridge of Hope, K-12 administrators and

Goal 11

Goal 11: To maintain and develop effective alumni relations to ensure their active engagement with the University and broader society

Action Priority: 1. Identify alumni interests/needs including career services support

Unit: ACDO, Development, Inclusion

Operational objective: Provide career support to alumni with special needs including providing notices of employment opportunities.

Specific Tactics to be Initiated during AY 2018-2019: Identify alumni with special needs; conduct a needs assessment; establish connections with State employment Agency and relevant NGOs for guidance; establish relationships with employers that are ready to employ recent graduates; discuss and plan donor outreach to provide support for students with disabilities and other special needs

Expectation of Success by June 1, 2019: Needs identified and a plan for support defined.

Data sets and assessments to be generated/ analyzed: Stats on number of alumni with special needs and their employment history.

Fiscal/ Human Resources Required for progress on tactics: Request for additional funds for outreach

Goal 12

Goal 12: To ensure that AUA's administrative structure and policies facilitate learning and research/scholarship, foster quality improvement, and support the University's organization and governance

Action Priority: 3. Ensure a sustained, collaborative and data-driven assessment process in compliance with accreditation standards

Unit: Faculty Senate, IROA, Inclusion

Operational objective: Review existing and/or adopt new policy(ies) and procedures on Disability Services and inclusion; should also include language from Armenian laws and regulations

Specific Tactics to be Initiated during AY 2018-2019: Review existing policies and identify which ones needing revisions to ensure comprehensive approach to Inclusion and disability; draft revisions and solicit feedback and approve the documents.

Expectation of Success by June 1, 2019: Policy and procedures regarding multiple definitions of "disability" approved.

Data sets and assessments to be generated/ analyzed: AUA policies

Fiscal/ Human Resources Required for progress on tactics: NA

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Action Priority: 3. Ensure a sustained, collaborative and data-driven assessment process in compliance with accreditation standards

Unit: Faculty Senate, IROA, ICTS, Inclusion

Operational objective: Create a system for tracking students' ongoing performance and making the results available to advisers, faculty, and IRO in order to ensure timely support of students.

Specific Tactics to be Initiated during AY 2018-2019: Discuss and plan the data flow system with IRO, faculty, and provost; revise related policies and procedures if needed; revise student contracts on data release; implement data collection, analysis and use with the help of new UMS to support student learning.

Expectation of Success by June 1, 2019: Start the piloting of data collection and analysis with the help of UMS

Data sets and assessments to be generated/ analyzed: Data collection and student tracking

Fiscal/ Human Resources Required for progress on tactics: Staff to handle data analysis including programmers to work with SQL code; Roehampton resources.

Thank You!