

SUMMARY OF PARTNER CONTRIBUTION

This is a summary report on the activities accomplished within the project and highlighting the contribution of each partner institution per Workpackage (WP).

WP1: (lead partner: WUS) – Involvement of stakeholders and beneficiaries

- ⇒ Provision of feedback on draft fact-finding tools by partners (feedback forms filled in by partners and available on dropbox)
- ⇒ Dissemination of fact finding tools to PCU colleagues by INCLUSION focal points at PCUs (management and teaching staff, students) and follow up with colleagues/students. As a result, 35 responses from PCU staff on the PCU survey could be obtained together with 184 responses from students on the student survey (from all four PCUs including also responses from the Russian-Armenian (Slavonic) University, the French University of Armenia and the National University of Architecture and Construction of Armenia)
- ⇒ Partners also contributed more than 70 entries to the literature review on the project's moodle platform.
- ⇒ During the sites visit to PCUs (WUS At to UNTZ, UCLL to UNT, UoR to SAFAA and AUA), stakeholder consultations took place with PCU staff and students were findings from the fact finding phase were presented and discussed for verification by stakeholders (see also country reports from fact-finding phase).
- ⇒ During the workshop in June 2017 for HE representatives and governmental officials, students from all four PCUs participated and provided presentations on how they see inclusion and related challenges/opportunities at their universities. Feedback from students and collected in groups discussions were also incorporated in the process of developing PCU Master Plans for INCLUSION (WP2). Presentations from students and working groups are available on dropbox.
- ⇒ Major deliverables and key documents are available:
<http://inclusionerasmus.org/deliverables/preparation/>

WP 2 (lead partner UoR) - Involvement of stakeholders and beneficiaries

- ⇒ Drafting **Benchmarking tool** - the practical tool for universities and institutions of higher education to review their response to the EHEA's Social Dimension recommendations by UoR and UCLL.
- ⇒ Each of 4 institutions conducted benchmarking to pilot the tool and came up with short presentations on results of the first benchmarking exercise during the two-day workshop in Leuven (November 2017).
- ⇒ All partners contributed to the discussions the implications for the writing of the institutional guidelines and the national / regional guidelines, as well as to the Workshop based on stakeholders and strategies exercise during the two-day workshop in Leuven (November 2017)
- ⇒ All beneficiaries from Armenia and BiH contributed to the discussions and worked on drafting the institutional master plans during the study-visits to UCLL and UoR (March 2018). Each of partner institution came up with the short presentations on the drafts and created short videos on the experience shared during the site visit.

- ⇒ Each of 4 universities presented briefly the updated master plans already during the first dissemination event in Travnik (May 2018). The final documents were updated based on the feedback from EU partners and beneficiaries and uploaded on the web-site.
- ⇒ National/Country Guidelines were finalized by two partner countries with involvement of AM and BiH partner HEIs, ministries and NGOs. Each of them had their role and contribution to the development of the documents.
- ⇒ Major deliverables and key documents are available:
(<http://inclusionerasmus.org/deliverables/development/>).

WP 3 (lead partner UCLL) - Involvement of stakeholders and beneficiaries

- ⇒ Provision of experience for the list of resources for the purchase of equipment, while universities were researching the needs for inclusive teaching in their contexts. Feedback on the list of resources for the purchase of equipment during a workshop with presentations by each university on the list of suggested equipment.
- ⇒ Final guidelines for inclusive learning and teaching were a result of collaborative work by all partners. Partners contributed more than 60 websites, literature and other entries for the development of the guidelines.
- ⇒ New resources for inclusive learning and teaching were developed during three-day training by all partners. The short educational videos can be found on the project's website.
- ⇒ During the study visits to PCU's (UNT and UNTZ to UCLL, AUA and SAFAA to UoR), stakeholder consultations took place with PCU staff and students, where ideas and recommendations were shared (see also presentations of the site visits - <http://inclusionerasmus.org/events/events-2018/>)
- ⇒ Each of HEIs conducted pilot of the inclusive teaching methods (2 faculty member from each of HEI plus 4 sessions using the inclusive teaching and learning methods and showing the videos on inclusive education). Each of the faculty member conducted analyses of the sessions.
- ⇒ Major deliverables and key documents are available:
(<http://inclusionerasmus.org/deliverables/development/>).

WP4 (lead partner AUA, Armenia) - Involvement of stakeholders and beneficiaries

- ⇒ Experience shared with the Armenian consortium by UoR and in BiH during the two-day workshops in Yerevan, Travnik and Tuzla on inclusive teaching and learning activities for the faculty members.
- ⇒ Development of Methodology toolkits on inclusive teaching and learning for high school teachers in Armenia and in BiH as a result of collaborative work by two partner countries.
- ⇒ More than 50 high school teachers were trained during the two-day trainings conducted in Yerevan, Travnik and Tuzla.
- ⇒ The toolkit was revised and finalized during the workshop in Graz (July 2019).
- ⇒ Major deliverables and key documents are available:
(<http://inclusionerasmus.org/deliverables/development/>).

WP 5 (lead partner WUS Austria) - Involvement of stakeholders and beneficiaries

- ⇒ Each of lead partners compiled information on the WP and prepared final reports per WP available on website.

- ⇒ Each partner HEI contributed to gathering information for the monitoring visits through filling in questionnaires and participating in the discussions.
- ⇒ Each partner conducted evaluation on the contribution to the project activities through the online survey and provided related documentation per activity. As a result summarized report was produced and disseminated.
- ⇒ Each partner was responsible for the financial management at the institution and reporting.
- ⇒ Major deliverables and key documents are available:
<http://inclusionerasmus.org/deliverables/quality-plan/>

WP 6 (lead partners AUA and UNT) – Involvement of stakeholders and beneficiaries


- ⇒ To raise awareness on INCLUSION project activities among public at large and HE community in particular, broader audiences were identified and a special campaign was developed. The campaigns took place both in Armenia and BiH. To convey the knowledge to the specific target groups – HE faculty members and administrators, respective Ministries, high school principals and teachers, a series of conferences and round tables were conducted and newsletter and articles were produced (information available on website).
- ⇒ To promote actions, the dissemination channels were evolved around trainings, workshops, guidelines, master plans, and reports. The project website, commissioned by the Project Coordinator, is being regularly updated and enriched.
- ⇒ The leading partners of the WP 6 were UNT and AUA. However, the whole consortium partners (SAFAA, UNISON, UNTZ, SMOC, KFUG, UoR, UCLL, ANSA, MoES, FMON, MLSA, WUS) also participated in dissemination and exploitation activities through their respective websites (<http://inclusionerasmus.org/publications/articles-on-inclusion/>).
- ⇒ Articles were developed and released after each event starting from the project kick-off meeting in December 2016 up to the last event in Yerevan 2019 (see detailed information on each training, workshop, roundtable discussion and dissemination conference under news and events sections of the website as well as in the Dissemination report).
- ⇒ Major deliverables and key documents are available:
<http://inclusionerasmus.org/deliverables/dissemination/>

WP7 (lead partner SAFAA) – Involvement of stakeholders and beneficiaries

- ⇒ Each partner HEI contributed to the approval of the master plans at their institutions. As a result all master plans are approved.
- ⇒ Ministries from B&H and AM contributed to the approval and dissemination of the /National/ Guidelines on inclusive education as an acknowledgement.
- ⇒ Staff trainings were conducted at each partner HEI. In total, 20-25 faculty and administrative staff trained at each PCI.
- ⇒ Each of 4 HEIs and ministries contributed to the development of its sustainability plan and follow up activities incorporated in the sustainability plan available on website.
- ⇒ Major deliverables and key documents are available:
<http://inclusionerasmus.org/deliverables/sustainability/>

WP8 (lead partner SAFAA) – Involvement of stakeholders and beneficiaries

- ✓ All partners signed the partnership agreements with SAFAA on the implementation of the project
- ✓ Each of lead partners prepared short description of the WP workplan that is available on web-site.
- ✓ Each consortium partner had a representative in the Governing Board and a contact person responsible for the overall management of the project and these people were during the coordination meeting. They all also contributed to the discussions on the technical, operational and financial management of the project by providing feedback to setting the deadlines and preparing minutes on the meetings.
- ✓ Major deliverables and key documents are available:
<http://inclusionerasmus.org/deliverables/managment/>

 **Involvement of stakeholders** - students representation in all events from Armenia and Bosnia and Herzegovina, capacity building event with involvement of faculty members, involvement of NGOs from Armenia and Ministries from AM and B&H. At later stages, trainings and involvement of high schools (over 50 teachers, directors), participation of other stakeholders (including other universities, high schools, NGOs) in dissemination events in BIH (May 2018) and in the final event in Yerevan (September 2019) were also ensured. The involvement of the **stakeholders beyond the consortium** was also targeted within the project and implemented through inviting them to the round-table discussions and dissemination conferences. Their feedback during the meetings and events helped a lot to finalize the documents and to ensure further cooperation with regards to inclusive education.