

SUSTAINABILITY PLAN

after the completion of INCLUSION project

PART I. What is Sustainability within INCLUSION?

Within the frames of the project, efforts were vested to the “owners” so that they could stand by the developments and promote them to fruition. In the case of inclusion the owners identified were at two distinctive levels – national and institutional. At the national level, for the SD strategies to be cascaded down to feasible operational plans the national level guidelines were developed and adopted by respective governments. The guidelines became official tools for respective HE sectors, which will enable their enhancement and expansion. To promote ownership, the project consortium emphasized equal opportunities and followed a holistic approach where all stakeholders at all levels were part of the process and where the interests of staff (academic and non-academic) and students were taken into consideration equally. As a consequence, the project put particular emphasis on involving all key stakeholders for higher education development. To ensure sustainability the developments were adopted and became national and institutional level guidelines for wider implementation.

Within this WP the special attention was given to the implementation of the following tasks:

- Adoption of the national guidelines/recommendations on inclusive education in Armenia and B&H (at country levels) and master plans for HEIs (at institutional levels)
- Capacity building activities
- Extension of the developments for wider use

Per activity mentioned above certain steps have been undertaken by the partner institutions and reported accordingly to SAFAA as the lead partner of the WP.

Activities for sustainability as outlined in the LFM (WP7)

7.1. Approved Master plans – responsible bodies are HEIs (SAFAA, AUA, UNT and UNTZ)

7.2. Approved /National/Guidelines – responsible bodies are the Ministries (RA MESSC and FMON)

7.3. Staff capacity building activities /faculty and staff/ - responsible bodies are HEIs (SAFAA, AUA, UNT and UNTZ)

The point added to ensure sustainability: Equipment purchase (including installment and registration) – responsible bodies are the HEIs (SAFAA, AUA, UNT and UNTZ)

PART II. What is done within INCLUSION to ensure the sustainability?

To ensure the sustainability of the project during and after its lifetime the management team together with the partner institutions highlighted several activities that have already been accomplished within the project implementation. These steps ensure that the main outcomes and results of the project are seen after its completion.

With this regard, the sustainability was and is to be conducted in the following way:

First, approval of the developed strategic documents at country and institutional levels: two strategic documents were developed and finalized within the frames of the project: National Guidelines/Recommendations on Inclusive Education in Armenia and B&H and Master/Institutional plans for HEIs.

National guidelines/recommendations for higher education institutions in Armenia and B&H are finalized. In Armenia, the documents is finalized and translated and published. The first dissemination of the document was done during the final conference in September in Yerevan. On its turn the Ministry of Education, Science, Culture and Sport has the obligation of disseminating the document among the universities. With this purpose the Ministry prepared an acknowledgement to share the document. In Bosnia and Herzegovina, the Guidelines are developed and translated. The document will be published by the end of the project to be disseminated among other institutions. The Ministry of Education and Science of B&H also took responsibility to share the document together with the acknowledgement.

Master plans at 4 HEIs are ready and approved: all 4 master plans are ready and approved by the respective University Councils (SAFAA – decision of Scientific Council on 29.05.2019; AUA – the document is a part of the Strategy. Each year in August the university present the priorities to the President of the university to make respective changes in the Strategic plan. As AUA President is newly appointed in August 2019, the Master plan of inclusive education was discussed and incorporated in the SP; UNT – decision of Senate on 27.09.2018; UNTZ – decision of Senate on 10.10.2018).

Second, regular capacity building events and the training opportunities for staff: a number of capacity building events (trainings for faculty, administration), round table discussions (with the parties concerned) were conducted during the project implementation. The information on the events and round tables can be found in project website. However, to ensure sustainability and continuous capacity building the following measure was taken: the institutions included the regular trainings of the staff on inclusive issues in their master/institutional plan activities. All 4 institutions ensured that the continuous capacity building of their staff (faculty and administration) is a part of their strategy and they will ensure continuous trainings and capacity building activities at their institutions.

Third, publication of developed documents and their dissemination: a series of documents developed within the project were translated and published (*including methodology toolkit for high schools, master/institutional plans, National Guidelines/Recommendations on Inclusive Education, Guidelines on Inclusive Teaching and Learning Methods*). The first dissemination was during the final conference of the project in September 2019.

Fourth, instalment and maintenance of the equipment purchased within the project: as the project envisaged the purchase of specialized equipment all the universities have obligations ensuring their maintenance after the lifetime of the project. For this purpose by the end of the project all institutions developed official letter on instalment and maintenance of the equipment. Moreover, the value added to the project can be considered the approach from AUA. The institution agrees to install the equipment and make it possible students from other institutions to use that.

The detailed information on the activities carried out by each of partner institution from Armenia and Bosnia and Herzegovina can be found in [attachments](#).

PART III. What is planned as follow up activities to ensure the sustainability of results after the completion of INCLUSION?

The sustainability plan is developed with the purposes to ensure each of the partner institution from Armenia (SAFAA, AUA and MESCS) and Bosnia and Herzegovina (UNT, UNTZ and FMON) are in charge of conducting certain activities after the completion of the project. This will ensure sustainable development of the activities carried out within the project and their impact on follow up activities promoting the development and enhancement of inclusive culture.

With this purpose each of the partner institution was asked to prepare and submit the activity plan /follow ups/ on the following aspects respectively: master plans, national guidelines, capacity building activities and equipment.

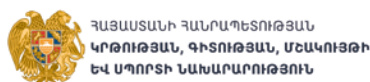
Attached are the activities presented by the partner institutions on the further measures to be taken to ensure the sustainability of the major results and outputs of the project.

Partner Institutions involved

- P1. State Academy of Fine Arts of Armenia (SAFAA) – **Attachment 1**
- P2. American University of Armenia (AUA) - **Attachment 2**
- P4. University of Travnik (UNT)-**Attachment 3**
- P5. University of Tuzla (UNTZ) - **Attachment 4**
- P12. Ministry of Education, Science, Culture and Sport (MESCS) – **Attachment 5**
- P13. Federal Ministry of Education and Science of Bosnia and Herzegovina (FMON) - **Attachment 6**

*Information is collected and presented by the INCLUSION Management team from SAFAA responsible for the implementation of WP7: Sustainability. The detailed activities are also presented in the WP report. The document presents the views and information from the **partner institutions involved.***

For further information please do not hesitate to contact the project management team: includi.mngt@gmail.com.





Attachment 1: SAFAA Sustainability Plan

A. What was done within INCLUSION

ACTIVITIES	WHAT? (specific activity)	To WHOM? (target)	HOW? (methods)	WHO WAS RESPONSIBLE? (unit/department)	TIMELINE
Approved Master plans	1. Reorganization of the Career center to Center for Students' Support and Alumni Cooperation.	SAFAA applicants MA and BA students coming from underrepresented groups defined by Master Plan.	Infrastructure change	Top management	February 2019
	2. Benchmarking of inclusive teaching and learning approaches and international practice.	SAFAA faculty.	A study was conducted on the inclusive teaching and learning methods at international level.	Quality assurance center	October 2018
	3. Development of a questionnaire to gather data on the vulnerable groups.	Existing vulnerable groups at SAFAA.	Quality assurance center developed a questionnaire to gather data on Academy's vulnerable groups.	Quality assurance center	June 2018
	4. Data collection on the vulnerable groups in the admission process.	SAFAA applicants	A survey is conducted among SAFAA applicants to reveal vulnerable groups.	Quality assurance center	June 2018 June 2019
	5. Development of a procedure on the criteria of lesson observations and conduction, committee formation.	Chairs and faculty	A procedure developed to conduct lesson observation.	Quality assurance center	March 2019
	6. Piloting of lesson observations in all academic programmes.	Faculty	Teaching and learning methodological unit and Quality assurance Center conducted lesson observations for 2 courses: "Basics of Nature: in Graphics academic programme and "Projection" in Design academic programme.	Quality assurance center	April-May 2019
	7. Development of	SAFAA staff members	Quality assurance center developed a	Quality assurance center	January 2019

	questionnaires for staff members and students on Academy's inclusiveness.		questionnaire to evaluate Academy's inclusiveness.		
	8. Survey conduction among staff members and students on Academy's inclusiveness.	SAFAA faculty, administrative, support staff members and students.	A survey conducted among SAFAA faculty, administrative and support staff and students to the inclusiveness of SAFAA.	Quality assurance center	February 2019 October 2019
	9. Fact-finding on the Academy's currently existing system in terms of students' financial, service and material support.	SAFAA top management	A report developed on the existing system in terms of students' financial, service and material support.	Quality assurance center Center for Students' Support and Alumni Cooperation	January 2019
Approved /National/ Guidelines	1. Study on the policies for inclusive higher education.	Internal and external stakeholders	Benchmarking on the inclusive policies	Teaching and Learning Methodological Unit Quality assurance center	December 2018 August 2019
Staff capacity building activities	1. Training on inclusive teaching, learning and assessment methods for administrative, teaching and support staff.	SAFAA administrative, teaching and support staff.	Capacity building of SAFAA staff members thorough experience exchange on inclusive teaching, learning and assessment methods.	Teaching and Learning Methodological Unit	November 2018 April 2019
	2. Organization of round-table discussions with internal (administrative, teaching and support staff) as well as with external stakeholders (school teachers, non-governmental organizations dealing with inclusive issues).	SAFAA internal and external stakeholders	Discussions with SAFAA internal and external stakeholders for the development and planning of teaching and learning inclusive methods.	Teaching and Learning Methodological Unit Center for Students support and alumni cooperation Quality assurance center	April 2019 October 2019
Equipment	1. Purchase of the specialized equipment according to the list approved and installation	SAFAA students, faculty	SAFAA top management together with the INCLUSION working group conducted needs analyses among the students and developed a list of equipment to be purchased within the	Top management INCLUSION working group	March 2018 July 2019 September 2019

project.
The equipment purchased is installed in the departments of Design, Computer Graphics, Sculpture and Conference Hall for usage by the students and faculty members.

The equipment is registered in the inventory of the institution.

B. What is planned to do after the completion of INCLUSION

ACTIVITIES	WHAT? (specific activity)	To WHOM? (target)	HOW? (methods)	WHO IS RESPONSIBLE? (unit/department)	PLANNED TIMELINE
Approved Master plans	1. Revision of existing policy on inclusive education.	SAFAA internal and external stakeholders	To review existing policy on inclusive higher education taking into account Academy's Strategic plan, internal and external stakeholders' demands and needs, legal changes, national and international requirements.	Teaching and Learning Methodological Unit Quality assurance center Center for Students' Support and Alumni Cooperation	Every 4 years after the first approval of the document
	2. Implementation of quality assurance tools.	SAFAA internal and external stakeholders	Surveys, discussions, monitoring etc., should be conducted.	Quality assurance center	Every year depending on the tool characteristics.
	3. Data collection on the vulnerable groups in the admission process.	SAFAA applicants	A survey is to be conducted among SAFAA applicants to reveal vulnerable groups and their needs.	Quality assurance center Center for Students' Support and Alumni Cooperation	Each year (during the application periods)
	4. Lesson observations in all academic programmes.	Faculty	Lesson observations are to be conducted in all academic programmes to evaluate the level of the inclusive teaching and learning methods applied by the faculty members.	Quality assurance center Teaching and Learning Methodological Unit	Once a year

	5. Surveys among staff members and students on SAFAA's inclusiveness.	SAFAA faculty, administrative, support staff members and students.	A survey is to be conducted among SAFAA faculty, administrative and support staff and students to evaluate SAFAA resources and teaching and learning methods to promote inclusive culture.	Quality assurance center	Once a year
	6. Embedding of list of resources in the financial plan	Staff, faculty and students	The survey results are to be presented to the top management to include the list of resources in the annual financial plan.	Top management	Once a year
Staff capacity building activities	1. Key informant discussions, round table discussions on inclusive issues	SAFAA staff members, faculty, staff and other stakeholders of the field	Discussions on the concept of inclusiveness should be organized among SAFAA's staff members for the development of inclusive culture.	Top management Teaching and Learning Methodological Unit Quality assurance center Center for Students' Support and Alumni Cooperation	Once a year
	2. Training on inclusive teaching, learning and assessment methods.	SAFAA faculty	Continuously trainings should be conducted for staff capacity building on inclusive teaching, learning and assessment methods.	Teaching and Learning Methodological Unit Quality assurance center	From 2019-2020 (twice a year), after together with the revision of the academic programmes.

Attachment 2: AUA Sustainability Plan

ACTIVITIES	RESPONSIBLE unit/department	WHAT (specific activity)	HOW (methods)	TIMELINE Approved activities 2018-2019	TIMELINE 2020 ONWARDS	For WHOM (target)
<p>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.</p> <p>Action Priority 1. Increase number and diversity of Undergraduate Programs</p> <p>Action Priority 2: Provide appropriate venues and resources to foster and</p>	<p>College of Humanities and Social Sciences (CHSS), Strategic Planning Steering Committee</p>	<p>1. Assess the feasibility of launching a series of courses on Special Education possibly as a track within a Master of Education</p> <p>2. Promote diversity topics, including students with physical disabilities as undergraduate and graduate areas of research (e.g. capstones,</p>	<p>1. The planning of the new program and looking for funds to launch it.</p> <p>2. Discuss with departments feasibility of tactic and develop action plan/timetable</p>	<p>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) approved</p> <p>Tactics were implemented for spring 2019.</p>	<p>1. Proposals for new programs need to be presented to the Strategic Planning Steering Committee for prioritization. The call for proposals will go out in October 2019. No proposal for special education has yet been submitted.</p> <p>2. Student research on inclusion in education will continue.</p>	<p>Students</p>



recognize undergraduate research (e.g. special “honors” diplomas for students completing theses or other high level academic products)

papers)

<p>Goal 2: To recruit, enroll and retain highly qualified and diverse students who have the potential to succeed at AUA</p> <p>Action Priority 1. Identify and build capacity to grow admission funnels in respect to all aspects of diversity and indicators of student success</p>	<p>Admissions, Student Affairs, Communications Inclusion</p>	<p>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.</p>	<p>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.</p>	<p>New survey questions were added to the online application and Intent to Enroll Form for students to self-identify; this will enable better tracking.</p>	<p>To create a list of Communities and establish mechanisms to chart the number of applications from students with disabilities</p>	<p>Students</p>
<p>Goal 3: To establish and strengthen the foundational core faculty reflecting academic excellence, diversity, democratic values and the mission of the University</p>	<p>ORIA, Faculty Senate,</p>	<p>Establish faculty induction and continued training which include required units on differentiated learning and inclusive practices/ curriculum</p>	<p>Design of learning modules or workshops to ensure inclusive pedagogies are communicated to all faculty</p>		<p>To develop learning modules and conduct trainings on Inclusive education based on E+ materials</p>	<p>Faculty / staff</p>

<p>Activity 1: Develop and implement strategies to recruit and retain a highly qualified, experienced and diverse faculty</p>	<p>HR, Colleges</p>	<p>Promote an increase in the number of faculty applications from candidates with disabilities or vulnerable populations</p>	<p>Discuss with HR specific strategies for wider advertisement; provide a legal framework for applicants to self-identify as having disabilities are being members of vulnerable populations</p>	<p>Policy, procedures, and faculty training with key stakeholders discussed, planned, and piloted.</p>	<p>Ensure all position listings include a statement on the university's commitment to inclusion.</p>	<p>Faculty staff</p>
<p>Goal 5: To recruit and retain qualified staff dedicated to the University's mission</p> <p>Activity 1. Identify strategies to increase professional Development opportunities for staff such as trainings and institutional exchanges</p>	<p>HR, Grant's Office,</p>	<p>Provide training to staff on inclusive practices for working with students, faculty, and staff</p>	<p>Discuss and plan training with HR; use opportunities of Erasmus+ projects to provide additional venues for training; identify human and material resources for training (http://www.nasen.org.uk/)</p>	<p>On-campus training provided to faculty and staff; material resources for trainings prepared through Erasmus + Inclusion project</p>	<p>Curriculum and training the trainers for faculty and staff to be developed by International research Office as well as respective Colleges approved by the Provost</p>	<p>Faculty / staff</p>

Activity 2. Align job descriptions and annual performance evaluations to unit and University mission, goals and objectives	HR, Operations	Promote and increase the number of staff applications from candidates with disabilities or vulnerable populations	Provide a legal framework for applicants to self-identify as having disabilities or being members of vulnerable populations	Specific strategies for the wider advertisement of positions discussed with HR and action plan development underway	Ensure all position listings include a statement on the university's commitment to inclusion.	Public at large
<p>Goal 6: To foster a collegiate environment that offers services and programming promoting student engagement and success</p> <p>Activity 1. Establish an Office of Student Affairs to address the current and anticipated needs of students</p>	Provost, Student Affairs	Create positions to coordinate student affairs related to students of diversity,	Provost, Deans and Executive team	Additional hiring of two part-time counselors completed; identification of Disability Support Services coordinator carried out; staff received training on assistive technologies	Faculty/staff TOT to train new faculty and staff on INCLUSION equipment	Students Faculty/ staff



<p>2. Improve offerings of student support services at graduate and undergraduate levels</p>	<p>Student Affairs,</p>	<p>Promote wider advocacy for diverse populations on campus including Disability Services and students with temporary disability</p>	<p>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</p>	<p>The action plan is in place and has been implemented.</p>	<p>Regular events are scheduled.</p>	

<p>3. Assess capacity of non-instructional spaces to accommodate a campus with a full cohort of students</p>	<p>Operations, Student Affairs, DSS</p>	<p>Ensure that Student Union and Faculty Lounge are accessible for visitors with physical, visual, auditory and other disabilities</p>	<p>Discuss these benchmarks with Facilities</p>	<p>Equipment in place and being utilized</p>	<p>Communicate facilities and technologies to the public.</p>	<p>Students Faculty staff</p>
<p>4. Increase the number and type of extra- curricular events for students and foster their participation in national, regional and international competitions</p>	<p>Student Affairs, Coordinator of Co-Curricular Programming</p>	<p>Ensure that AUA students with disabilities have the opportunity to engage in recreational and sport activities.</p>	<p>Gain partnership with Paralympic committee in Armenia to promote students' activity in sport life</p>	<p>Students with disabilities engaged in specific sport activities completed</p>	<p>Established practice and ongoing activity to engage students with disabilities in recreational and sport activities.</p>	<p>Public at large</p>
<p>7. Follow-up on new student orientation programming with a roster of events for first-year students during freshman fall semester</p>	<p>Student Affairs, Program Chairs, Peer Mentor Supervisor,</p>	<p>Include Inclusion topics/activities within student orientations in order to target all incoming students</p>	<p>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</p>	<p>First orientation with inclusion topics conducted</p>	<p>Orientations will continue to inform the students about inclusion topics.</p>	

			appreciation.			
<p>Goal 7: To ensure state-of-the-art facilities and innovative technologies for fostering the student learning experience</p> <p>Activity 1. Increase availability of electronic /technological resources</p>	ICTS, Operations, DSS	Provide assistive technologies and equipment for students with diverse special needs	Ensure proper installation and preparation of equipment on campus.	Equipment purchased within INCLUSION Project and training received by DSS staff	Provide training to faculty and staff on the use of the Equipment	Faculty and staff
<p>Activity 2: 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)</p>	Development, Financial Aid, Communications	Ensure processes are followed to continue governmental tuition support to vulnerable populations (e.g. disabled students and those who served on border posts.)	Identify the resources available for students with disabilities and other special needs;	State-funded tuition support provided to students with disabilities and other special needs; Discussions and round tables with stakeholders on the national level to inventory current activities conducted;	The cooperation with RoA will continue. Promote the 2017-21 Government action plan for the support of special needs students	Students with disabilities

<p>Goal 9: To effectively promote the University's accomplishments and impact</p> <p>Activity 1. Assure that identified constituents are specifically targeted in appropriate venues</p>	<p>Communications, Admissions</p>	<p>Inform the public about educational, financial, and technological support available to students with disabilities and other special needs.</p>	<p>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</p>	<p>Video and promotional materials dedicated to HE accessibility for people with Special Education Needs and Disability (SEND) Dissemination of Information prepared and disseminated.</p>	<p>Awareness raising among the public will be ensured.</p>	<p>public at large, potential applicants; parents</p>
<p>Goal 10: To provide educational and developmental programs in the community broadening the impact of the University</p>	<p>Extension, colleges</p>	<p>Provide subsidized English and other prep classes to children /students/ adults with disabilities and other under-represented groups</p>	<p>Develop the procedure of how to connect and recruit students with SEND for the courses; coordinate with Extension and</p>	<p>Donor funds received to support rural outreach</p>	<p>Identify target populations in the regions of Armenia and design and delivery educational programs to prepare them for higher education.</p>	<p>Potential students</p>

<p>Activity 1. Support and grow the Extension’s capacity to deliver current and proposed future courses/ certificates/ workshop s/trainings to local, regional and national governmental and non-governmental entities</p>			<p>identify funds for subsidies.</p>			
<p>Goal 11: To maintain and develop effective alumni relations to ensure their active engagement with the University and broader society</p> <p>Activity 1. Identify alumni interests/needs including career services support</p>	<p>Provost, Student Affairs, ACDO,</p>	<p>Provide career support to alumni with special needs including providing notices of employment opportunities.</p>	<p>Identify alumni with special needs; conduct needs assessment; establish connections with State employment Agency and relevant NGOs for guidance</p>	<p>Identifying instruments to collect data</p>	<p>Identify needs for alumni and define plan for support.</p>	<p>Alumni, students, school pupils, teachers</p>

<p>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</p> <p>Activity. Ensure a sustained, collaborative and data-driven assessment process in compliance with accreditation standards</p>	<p>Faculty Senate, ORIA, ICTS,</p>	<p>Review existing and/or adopt new policy(ies) and procedures on</p> <p>Disability Services and inclusion; should also include language from Armenian laws and regulations</p>	<p>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.</p>	<p>Policy and procedures regarding multiple definitions of "disability" approved.</p> <p>INCLUSION Master Plan approved.</p> <p>Data flow system with IRO, faculty, and provost discussed and planed</p>	<p>New policies and procedures will be devised and disseminated</p>	<p>Students, faculty, staff</p>
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Attachment 3: UNT Sustainability Plan

A. What was done within INCLUSION

ACTIVITIES	WHAT? (specific activity)	To WHOM? (target)	HOW? (methods)	WHO IS RESPONSIBLE? (unit/department)	PLANNED TIMELINE
Approved Master plans	<ul style="list-style-type: none"> Approved by UNT Senate Presentations 	Organizational Units, Staff members Administration HEIs Ministries	Senate discussion, meeting Presentation of Master plan: -Dissemination conference- May 2108 - Staff training UNT, December 2018 - HEI's training June 2019.	Senate UNT Management team, Inclusion staff team	May 2018- June 2019
Approved /National/Guidelines	<ul style="list-style-type: none"> Approved by FMNO Developing documents Printing documents , subcontracting 	-To BiH project consortium -To other University institutions in BiH -To Ministries, Cantons	-Meeting of the Ministries of FBiH -Researches, Identifying needs and expectations -Subcontracting procedure	FMNO, UNT, UNTZ, SMOC	January 2019- October 2019
Staff capacity building activities	<ul style="list-style-type: none"> Meeting with Ministries, HEI's Trainings 	-Faculty Staff members -Administration - High school teachers - Ministries / stakeholders	- Getting approval of Central Bosnian Canton Ministries - Organizing staff and administration trainings Organizing HEI's inclusion teaching and learning trainings	Quality insurance office, UNT Units, staff members	December 2018-June 2019
Equipment	-Tender procedure For UNT and UNTZ -Installation of the equipment	For purpose of the project For UNT organizational UNITS	Equipment procurement procedures	Low department, UNT Management team, UNT project team,	June 2018- September 2019

<i>Inclusion office</i>	<ul style="list-style-type: none"> Establishing Inclusion office on UNT / Faculty of Education and Technical studies/ 	<p>-For students , for the future students, for new inclusion projects and ideas, for dissemination and increase awareness of Inclusion teaching and learning</p>	<p>- Establishing Inclusion students team - Working on inclusion project, inclusion team research of fact finding enrollee of inclusive the students</p>	Inclusion Office team	November 2018- and to be continued..

B. What is planned to do after the completion of INCLUSION

ACTIVITIES	WHAT? (specific activity)	To WHOM? (target)	HOW? (methods)	WHO WAS RESPONSIBLE? (unit/department)	TIMELINE
Approved Master plans	1. Conduct research and identify the state of the three target groups: students, teaching staff and the curriculum	<p>Three target groups:</p> <ol style="list-style-type: none"> students, teaching staff, the curriculum <p>The research will determine the diversity of students who will, according to the differences, be grouped into the following categories:</p> <ul style="list-style-type: none"> Students with special needs with regard to physical disabilities; Students with special status: top athletes, students who have particular careers and 	<p>Implementation method: The research will be conducted through a survey method and a questionnaire will serve as the instrument.</p> <ul style="list-style-type: none"> Entities in charge of the implementation: <ul style="list-style-type: none"> A proposal for the implementation method will be created by the UNT Inclusion Office The UNT Quality Assurance Committee will review the proposal and send it to the UNT Senate The Organizational Units Quality Assurance Committees will implement the activity and deliver Reports The UNT Quality Assurance Committee will prepare the analyses and send them to the UNT Senate <p>The Inclusion Office was established</p>	The Inclusion Office, The Organizational Units, Quality Assurance Committees, the UNT Quality Assurance Committee and the Senate, Steering Committee	October 2019... And to be continued in 2020...



		<p>students with work experience in the profession;</p> <ul style="list-style-type: none"> • Students with special social status: bad financial situation, family environment, environments they come from; • Students belonging to other categories; • Research which will include the teaching staff should indicate the extent to which the teaching staff is familiar with inclusion, their experience, the way they are oriented towards inclusion, the way they perceive inclusion at UNT and the domain where they need help in additional education. • Curriculum and study programmes research and analysis should result in indicators that will refer to the content, limitations, possibilities and models for incorporating an inclusive method to keep up with the lectures, inclusive work and assessment methods. 	<p>within the INCLUSION project, and its role is to provide support during the project implementation and, through its activities, act as a service department and support students belonging to inclusive categories. The Inclusion Office is an integral part of the Quality Assurance Committee and it is already fulfilling its role and mission.</p> <p>The Action Plan will, based upon the curriculum analysis, predict how to make the existing curriculum more accessible for the inclusive categories of students keeping the learning outcomes, acquiring knowledge and skills in its domain without compromise when it comes to the implementation quality.</p>	<p>The Organizational Units Quality Assurance Committees, the UNT Quality Assurance</p>	
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	<p>4. Institutional support for inclusive education</p> <p>5. Practical application of the inclusive environment model</p> <p>6. Quality assurance for</p>	<p>need and strength of the higher education institution which is not imposed, but founded on the perception of the right to education for ALL categories who want to exercise it.</p> <p>Students</p> <p>For all inclusive categories of students.</p>	<p>monitoring, testing and correcting the possible conditions and providing instructions and recommendations for the continuation and further work</p> <p>Implementation method and entities in charge: Everybody will take on responsibility in their work domain at all levels related to the implementation of quality assurance for inclusive changes.</p>	<p>The Inclusion Office, the Organizational Units Quality Assurance Committees, the UNT Quality Assurance Committee, the Senate and the Steering Committee.</p> <p>Organizational Units, the Academic Council, the Organisational Units Quality Assurance Committees and the UNT Quality Assurance Committee, the Senate and the Steering Committee.</p> <p>The Organizational Units Quality Assurance Committees, the UNT Quality Assurance Committee, the Senate and the Steering Committee</p>	<p>October 2019... And to be continued in 2020...</p> <p>October 2019... And to be continued in 2020...</p>
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	<p>the implementation of inclusive changes at UNT- Brainstorming, Self-evaluation and Self-assessment .</p>	<p>For all employed</p>			<p>October 2019 And to be continued...</p>		
			<p>Approved /National/ Guidelines</p>	<p>a) Enrolment and withdrawal dynamics, as well as the quality of academic success for students engaged in the inclusive education system</p>	<p>Students, teaching staff,</p>	<p>-Estimating costs of an inclusive model for organizing the teaching process. -Use the project's financial resources to build and develop an inclusive model of higher education.</p>	<p>Quality assurance, Financial department, Inclusive office, Senate, project -management department</p>

	<p>at the universities in the Federation of BiH for the period 2010-2018</p> <p>b) Simplifying the enrolment process at universities</p> <p>c) Organising an inclusive teaching process at universities</p> <p>d) Creating inclusive curricula and improving teaching quality</p> <p>e) Increasing the compatibility of studies with other spheres of life</p>		<p>-conducting training activities for ministry representatives, representatives of higher education institutions, centers for the development of inclusive practices, non-governmental organisations and other relevant participants on drafting project applications for the cantonal, federal, international and EU funds in the area of developing an inclusive model of higher education (responsibility: FMON, universities in FBiH.</p> <p>- establishing strategic partnerships between non-governmental organisations and universities in terms of optimally using financial resources.</p> <p>-Establishing guidelines for enabling the recognition of competences acquired outside the education system on all study programmes and higher education institutions (transferability);</p> <p>- Networking and supporting research in the area of higher education on a national (federal) and institutional level.</p>		
Staff capacity building activities	<ul style="list-style-type: none"> - meeting with the ministry - signing an agreement with the Ministry - Trainings (staff, staff) - Trainings - high schools - Expert seminars 	<ul style="list-style-type: none"> -Faculty Staff members -Administration - High school teachers - Ministries / stakeholders 	<ul style="list-style-type: none"> - signing an agreement with the ministry - introduction of regular trainings, seminars, open days, expert conferences 	Quality Insurance office, The Organizational Units	February 2020 and to be continued...
Equipment	- daily basis for testing	Students, teachers,	Daily basic work with students	Quality Assurance	Future



	<p>- writing professional and scientific papers in the indicated field of inclusion and will be published in the relevant national and international scientific journals.</p> <p>-use equipment for learning and teaching methods</p>	potential students, stakeholders	Using equipment for measuring, and scientific work, daily learning and teaching...	department	period (October 2109 and 2020...
<i>Inclusion office</i>	To be continued with students activities as mentioned previously	-	-	-	-

Attachment 4: UNTZ Sustainability Plan

A. What was done within INCLUSION

ACTIVITIES	WHAT? (specific activity)	To WHOM? (target)	HOW? (methods)	WHO WAS RESPONSIBLE? (unit/department)	TIMELINE
Approved Master plans	UNTZ Master plan approved by Senate, Decision of Acceptance of Master plan from 10/10/2018	UNTZ academic and administrative staff, students	Data collection, analysis, master plan delivered, approval	Quality assurance office, Faculty of Law management, Project team	10/10/2018
Staff capacity building activities	A series of workshops and trainings were conducted during the project lifetime	HE faculty members (academic and administrative staff)	Workshops, trainings	INCLUSION project team, Quality assurance office	6/12/2018 7/12/2018
Equipment	Public procurement/purchase of equipment done by UNT	Students, academic and administrative staff	-	UNT, UNTZ public procurement office	

B. What is to be done after the completion of INCLUSION

WHAT? (specific activity)	To WHOM? (target)	HOW? (methods)	WHO IS RESPONSIBLE? (unit/department)	PLANNED TIMELINE
<ul style="list-style-type: none"> • Making a proposal of the Financial Plan regulating the funds necessary for the implementation of all the activities at the University; • Organizing round tables on inclusive education at the University of Tuzla; • Adoption of the schedule of lectures and exams that will be acceptable for all student categories (i.e. working students); • Promoting the inclusive practice at the University, as well as establishing partnerships with high schools and other relevant stakeholders; • Training for the academic and administrative staff with the aim to implement the best inclusive practice from the EU HEIs. • Establishment and equipping of facilities for student residence and learning. • Regular monitoring of processes on inclusive education. 	<ul style="list-style-type: none"> • TC Government • Academic and administrative staff • Students • High school students and teachers • UNTZ academic and administrative staff • Facilities for students 	<p>Open Door Day, awareness raising campaign, brochures Workshops, seminars</p> <p>Equipping of facilities for students residence</p>	<ul style="list-style-type: none"> • UNTZ management • Quality assurance office • Vice dean for students affairs • Quality assurance office • Management of the UNTZ, and Faculty of Law 	<ul style="list-style-type: none"> • Beginning of the academic year • Twice a year • Beginning of the academic year • Once a year • Beginning of 2019/2020 academic year

Attachment 5: MESSC Sustainability Plan

A. What was done within INCLUSION

ACTIVITIES	WHAT? (specific activity)	To WHOM? (target)	HOW? (methods)	WHO WAS RESPONSIBLE? (unit/department)	TIMELINE
Approved /National/ Guidelines	<p>2. With the letter of RA Minister of Education, Science, Culture and Sport under the number 01/06.2/22755-19 dated to 09.10.2019, materials published as a result of the project have been approved and forwarded to the universities.</p> <p>2. Upon the recommendation of the Ministry, a provision has been added to the 2020 Annual Program for Social Inclusion of Persons with Disabilities, according to which HEIs should defined an inclusive education coordinator position or set up a separate unit</p>	State and non-state HEIs of RA	<p>The materials presented should serve as a basis when developing the university's inclusive strategy</p> <p>.....</p> <p>Adoption of a legal act at the university</p>	State and non-state HEIs of RA	<p>.....</p> <p>The 3-rd ten days of June, 2020</p>

B. What is to be done after the completion of INCLUSION

ACTIVITIES	WHAT? (specific activity)	To WHOM? (target)	HOW? (methods)	WHO WAS RESPONSIBLE? (unit/department)	TIMELINE
Approved /National/ Guidelines	<p>Rectors of state and non state HEIs of the Republic of Armenia have been suggested by the corresponding letter of the Ministry:</p> <ol style="list-style-type: none"> 1. to establish a position of inclusive education coordinator in universities or to set up a separate unit; 2. to formulate a strategic plan for inclusive education. <p>Ministry of Education, Science, Culture and Sport of the Republic of Armenia will establish a monitoring system, as a result of which the process of fulfillment of the above mentioned two tasks will be received and summarized by HEIs.</p>	State and non-state HEIs of RA	<p>By the order of university rectors</p> <p>By the order of the university rector</p> <p>Scientific Council of the University</p>	<p>Department of Higher and Postgraduate Professional Education of the RA Ministry of Education, Science, Culture and Sport</p> <p>The rector of the University</p> <p>Scientific Council of the University</p>	<p>November 2019</p> <p>December 2019</p>

Attachment 6: FMON Sustainability Plan

A. What was done within INCLUSION

ACTIVITIES	WHAT? (specific activity)	To WHOM? (target)	HOW? (methods)	WHO WAS RESPONSIBLE? (unit/department)	TIMELINE
Approved /National/ Guidelines	3. National guidelines prepared and approved	The guidelines and recommendations addressing the inclusive approach to higher education aim at strengthening higher education institutions from the Federation of Bosnia and Herzegovina in the area of inclusion, in its broader sense.	More than 15 experts from four institutions in the Federation of BiH, including FMON, a public and private higher education institution and a non-governmental organization, participated in drafting and finalization of the document and was presented for approval to the Coordination of Ministers of Education and Science in the Federation of BH on 24 April 2019.	HEIs. FMON	

B. What is to be done after the completion of INCLUSION

ACTIVITIES	WHAT? (specific activity)	To WHOM? (target)	HOW? (methods)	WHO WAS RESPONSIBLE? (unit/department)	TIMELINE
Approved /National/ Guidelines	<ul style="list-style-type: none"> Scholarships students with disabilities/special needs in cooperation with support centers Scholarships for Roma students Student Loans Fund Subsidies for accommodation and sustenance of students from underdeveloped cantons Support for inclusion projects and projects for improving work with special-needs children Support for projects on improving educational work with children with developmental difficulties 	Students from underrepresented groups, with disabilities/ special needs, Roma students, special-needs pupils, high school students- teachers – management, NGOs dealing with social dimension projects	Funding or co-funding projects of HEIS, elementary and secondary schools,	-Respective Sectors for education within the FMON -HEIs, Elementary and Secondary Schools -Teachers /professors and managements - Special-Needs Student Support Centers /Offices/ Units ...	Programs are on a continuous basis
	<ul style="list-style-type: none"> Increase the number of students in inclusive higher education 	Students from underrepresented groups, with disabilities/ special needs, Roma students,	Systematic measures	HEIs – respective ministries of education	On a continuous base
	<ul style="list-style-type: none"> Improve environmental accessibility for people with disabilities by removing architectural, as well as information and communications obstacles 	Students with disabilities	-Provide continuous removal of architectural barriers -Ensure that the newly-built facilities satisfy the standards of accessibility for people with disabilities; -Organise and conduct trainings for civil servants and employees	Public institutions at federal, cantonal, municipal/city level – training activities to be organized by respective HEIs (education-rehabilitation, architecture, philosophy, sports....) Include also NGOs	Until 2022
	<ul style="list-style-type: none"> Improve initial teacher education 	Teachers	HEIs	HEIs with respective	On a continuous



				ministries and pedagogical institutes	basis
	<ul style="list-style-type: none"> Ensure continuous professional development of teachers, associates and the school management 		LLL at HEIs	HEIs with respective ministries and pedagogical institutes	On a continuous basis