IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

Internal Quality Assurance Report
November 2019 – November 2023

Coordinated by Transilvania University of Brasov

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1. Aim of the report

The main aim of the Internal Quality Assurance Report is to evaluate the quality of the developed project products and to assess the effective implementation of the project activities. The current report builds on the previous assessments and envisages the four years of the project (November 2019 – November 2023), with a focus on activities, progress, and overall challenges.

The Quality Assurance (QA) methodology of INCEDU project has been based on the four major project quality management processes corresponding to the four phases of the Deming cycle as defined within the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET).

1) *Quality Planning (Plan)* — the act of defining the main quality criteria and thus, setting the quality standards to be followed and determining how to satisfy them. At this stage, the Quality Assurance Plan (QA Plan) has been elaborated, describing the overall evaluation methodological framework.

2) *Quality Assurance (Do)* — evaluating overall project performance on a regular basis to provide confidence that the project will satisfy the relevant quality standards. This stage refers to implementation of the QA Plan, namely elaboration and distribution of evaluation forms and questionnaires within the partnerships; conduction of interview with partners for the needs of the internal evaluation process;

3) *Quality Control (Check)*— monitoring specific project results to determine if they comply with relevant quality standards and identifying ways to eliminate cases of unsatisfactory performance. This stage includes carrying out analysis of the results, generated from the previous stage and documenting them in internal evaluation reports.

4) *Quality Improvement* – this stage refers to implementation of recommendations,

preventive and corrective actions assigned at the previous stage.

2. Quality Board members

From the beginning of the project, each partner assigned one member to be part of the project's Quality Board (QB). QB members coordinate the QA activities within each partner university.

Table 1. List of the members of the Quality Board of IncEdu project

Partner University	Quality Board member
Transilvania University of Brasov	Carmen Buzea
University of Peradeniya	Samanmala Dorabawila
University of Ruhuna	Renuka Priyantha
Sri Lanka Technological Campus	Nanda Gunawardhana
Masaryk University	Boris Janča
University of Zagreb	Martina Ferić
Uppsala University	Fanny Jonsson
Eastern University of Sri Lanka	Gunanayagam Vigneshwaran

3. Summary

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities (INCEDU) is a capacity-building project within the framework of the Erasmus+ programme running between 2019 – 2023 (including extension). Due to travel and activity constraints caused by the COVID-19 pandemic restrictions, the European Commission has granted a one-year extension for the project.

The project had four management and coordination meetings in person with all partners in February 2020, November 2022, May 2023, and September 2023 and two additional online meetings. However, due to the COVID-19 conditions and restrictions, all meetings and planned activities between March 2020 and March 2022 have been changed to take place online or postponed. This has been the main challenge in the project and the main reason for extending the project period by one year. Furthermore, the economic and social difficulties in Sri Lanka in 2022 and 2023 added to the current efforts of the project team.

Despite this, the project partners stood motivated and overcame the challenges of delivering quality outputs. Quality assurance assessment evidence was gathered during the QA workshop in Brasov, Romania, at the end of 2022 and through the annual surveys.

In 2022 and 2023, significant progress was recorded in terms of face-to-face activities and implementation progress, part of the training activities in WP3 and WP2 being taken over, all the planned equipment being purchased, and the INCEDU Special Needs Resource Centres being opened and functional.

Annually, a quality report has been developed. This report summarizes the annual reports and refers to the activities carried out during the project period. All previous yearly quality reports are available in the Google Drive project folder.

4. Main points of the report – Quality Assessment of the project

Internal evaluation after 1ˢᵗ year of the project

To collect the partners' viewpoints on the project implementation after the 1st year of the project, a survey was sent to all partners (see questionnaire in **Annex 1**). There were ten responses from all the partners involved.

After one year of the project, the partners expected: (1) to enhance cooperation; (2) to learn more about concrete actions regarding the inclusive education of students with disabilities; (3) to successfully implement the project activities; (4) to collaborate effectively to achieve the objectives; (5) to solve a series of problems defined in the project objectives; (6) each partner to assume responsibility in the implementation of individual tasks; (7) to increase the awareness for the SWD's in the universities in general; (8) to provide basic facilities, increase them and fulfill the needs of SWD to continue their higher education while empowering them to face the future challenges and unleash the full potential for the wellbeing of the entire community; (9) to finalize in time the project.

The partners marked that their expectations have been met to some extent greatly: 5 to a very great extent, 4 to a great extent, and 3 to a moderate extent.

Almost all partners (90% of responses) expressed concerns about the timing of activities and the defined deadlines. Also, some of them expressed concerns about the project outputs. All the concerns are related to the COVID-19 pandemic situation, which delayed the timing and activities of the project and determined some communication issues as the partners can't meet and discuss the issues of the project face-to-face.

The effectiveness of the internal communication was, in general, rated from moderate to great. Regarding the effectiveness of the online meeting planning, all the respondents expressed that the online meetings were booked with enough time in advance. The ICT tools for online meetings were considered appropriate.

In general, the respondents considered that the environment for cooperation between organizations involved in implementation is good and the partners are committed to the development of the project.

Most of the respondents expressed a great and a very great extent of understanding the project goals and objectives and of the clearness of the implementation steps, each partner having appropriate resources and tools to perform the tasks within the project.

Most of the respondents expressed good and relative satisfaction regarding their and their partner's level of activity. All the respondents are highly motivated to contribute to this project and are confident that their partners are also motivated in the same direction.

More than half of the respondents expressed that the COVID-19 pandemic had a great impact on the implementation of the project, and the other responses were oriented to a relative impact. Also, in the commentaries, most concerns regarding the project are related to Covid-19 restrictions.

All results were discussed by the members of the Quality Assurance Board and the project management team and disseminated to all project participants. Specific corrective actions were taken to improve the quality of the actions, such as: better planning of meetings, providing clear instructions for internal communication, being aware of the specific needs of each partner involved, following up to ensure that all partners meet the agreed deadlines.

Internal evaluation after 2nd year of the project

To collect the partners' viewpoints on the project implementation after the 2nd year of the project, an online survey was conducted (see questionnaire in **Annex 2**). There were 19 people from the eight partners involved in the project that completed this survey, and therefore, we see great value in the results (presented in the following section).

There are several expectations and hopes that respondents have expressed, but the main direction is towards completing tasks on time and catching up on postponed or rescheduled activities. Listed below are their answers:

Table 2. Expectations and hopes after the first year of IncEdu project

1.	To stay in line with the proposed activities and deadlines (postponed and redesigned for pandemic context).
2.	For this year, I hope to follow the activities and the timing for each activity and hope to meet again with all the partners.
3.	Realization of those tasks that can be carried out online and development of a plan for the realization of other project tasks.
4.	1. Completing the needs assessment 2. Completing the SNRU renovation 3. Purchasing of the equipment 4. Visit of the technical training resource persons to assess the local requirement 5. Focus group discussion to assess the teaching requirements.
5.	To achieve the targets which we planned for this year, especially develop the intake of disability students to follow the special stream subjects which they want to do as a special degree.
6.	I expected that in this year we will conduct a focus group with professors and administrative staff at the universities of Sri Lanka and identify their needs for education in the field of inclusion.
7.	Planning to carry out the postponed activities and some other activities scheduled for this year.
8.	To provide better learning environment with east access to the students with disabilities.
9.	Continue the work as planned despite Covid.
10.	To develop Inclusive Education for Students with Disabilities in the university by improving the facilities.
11.	Implementing and completing the expected tasks and activities under the relevant work packages.
12.	I hope to complete all given tasks of the project.
13.	To deliver technical / IT services to come-up with a proper implementation when required.
14.	To continue the work on the project as scheduled and not to be too affected by the pandemic.
15.	I hope to complete given all tasks of the project.

16.	Setup a laboratory with high tech equipment to support the students with special need. Train the teachers and technical staff about the equipment.
17	Mainly to purchase the required equipment for the project.
18.	Complete the sign language analysis
19.	To catch up on the activities and the time we have lost due to Covid.

The partners have various perceptions regarding how much their expectations have been met, but most of them felt that their expectations were met: to a moderate extent (6), to a great extent (5), and some extent (4).

All respondents considered that the implementation of the project suffered due to the extension of the project duration by one year, with the majority feeling that this situation has at least slightly affected the project undertaking (to some extent - 4; to a moderate extent – 7; to a great extent – 5; to a very great extent – 2).

Respondents believe that this extension has caused positive effects such as the possibility of redesigning and rescheduling activities in the project to adapt to the new pandemic context to achieve the designed goals, but also a time pressure that impacts on research and data processing, which needs to be accelerated to recover the hold-up period as quickly as possible and to continue the development of the project. Below are some relevant answers:

- *As project activities are postponed, some other pre-planned professional activities need to be moved. Some can be moved, and some cannot, which can create a problem of occasional work overload.*

- *The results of the focus group analysis are the starting point for creating the education that should take place in the second half of 2022. Since focus groups have not yet been implemented, there may not be enough time for a qualitative analysis of the information obtained.*

- *Time extension was important for the successful execution of the project. The lockdowns that went on for months hindered the planned activities of the entire project. The time extension lets the project team make sure that the planned activities take place, and the desired goals are achieved.*

- *Implementation of a project is the step where all the properly planned activities are put into action. When we extend the time, we need to focus on cost and quality of the product and fine-tune for a better outcome.*

- *Due to lockdown and other problems, meeting the deadlines is not possible. Purchasing the equipment needs more time due to the crisis in Sri Lanka.*

How would you rate the following items regarding the time extension of the project?

- Agreement on deviation from the initial timeline of the work plan due to the COVID-19 pandemic
- Adherence to the agreed schedule and tasks by all partners
- Effectiveness of the measures adopted in the reschedule of the activities due to the COVID-19 pandemic
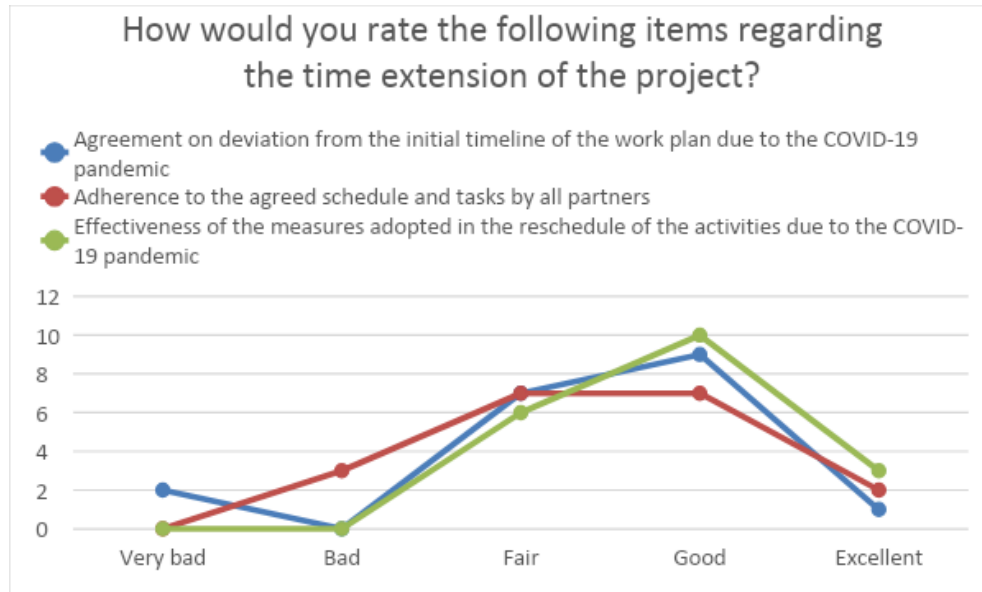
Figure 1. Rating three implications regarding the one-year extension? (count of answers)

The respondents considered that the effectiveness of the measures adopted in the rescheduling of the activities due to the COVID-19 pandemic has been good or excellent (Figure 1), or at least fair. The majority expressed the same feeling regarding the adherence to the agreed schedule and tasks by all partners and regarding the agreement on deviation from the initial timeline of the work plan due to the pandemic. Still, a few (3 and fewer) are dissatisfied with these two aspects.

Most of the respondents expressed concerns about the timing of activities (11/19) and the defined deadlines (10/19). Also, some of them expressed concerns about the methodology for the implementation (4/19), and just a few respondents were concerned about the project outputs (3/19), the cooperation between partners (3/19), and the project outputs (2/19). All the concerns are related to the COVID 19 pandemic situation, which delayed the timing and activities of the project and determined some communication issues as the partners are not able to meet, discuss and perform face-to-face activities. Still, whatever the difficulties, partners were committed to the project, and this aspect is not worrying for any of the respondents (Figure 2).
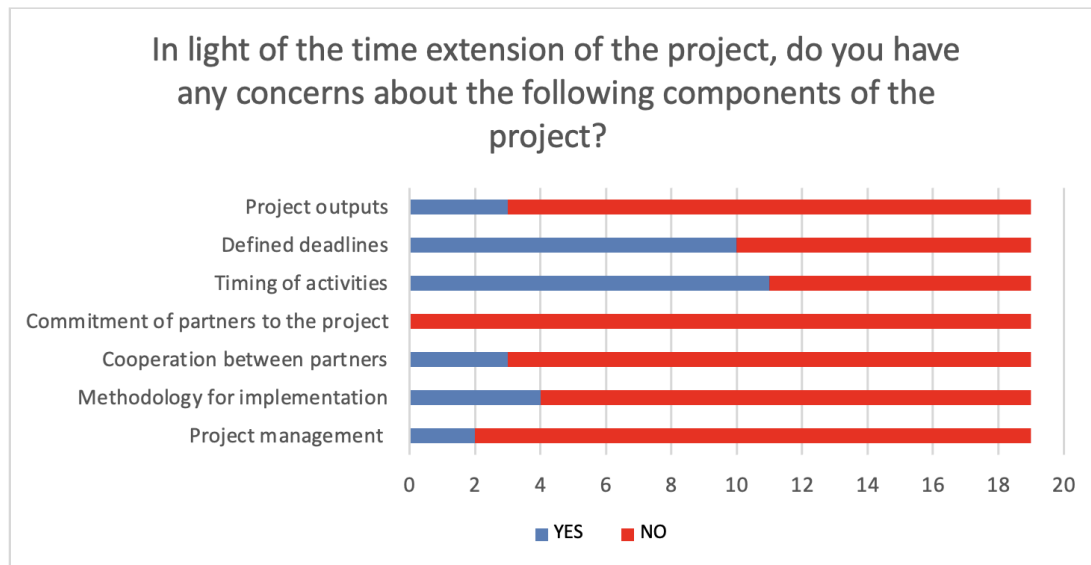
Figure 2. Concerns about components of the project? (count of answers)

The fears expressed regarding these aspects were:

- *As the activities were delayed, it might be challenging to stay with deadlines as the Covid-10 pandemic seems to evolve.*

- *The delay in the activities' implementation will generate several problems for all future activities and the commitment of the partners could be improved by face-to-face meetings in the near future.*

- *Despite the plans, the pandemic is still going on, and as it is necessary to implement the planned activities, it is possible that for some of them, the methodology will have to change because it will not be possible to implement them live but online.*

- *Due to the COVID 19 situation, everything has become uncertain locally and globally. For example, one resource person infected with COVID made the project change the timeline given and the deadline.*

- *I expect that due to delays in the implementation of focus groups, there will be very little time for qualitative analysis of the collected information, which is the starting point for creating education. In that sense, one could breathe that there will be very little time to prepare for the education program.*

- *All concerns are regarding the effects of Covid. Otherwise, no issues.*

- *The main concern is over the timing of activities in the context of the continuing pandemic. The new schedule and the postponed activities' timeline had to be explained more clearly to partners. New plans had to be sent with new deadlines.*

The effectiveness of the internal communication was generally rated from moderate to great. Regarding the effectiveness of the online meeting planning, most respondents expressed that the online meetings were booked with enough time in advance, and the ICT tools for online meetings were considered appropriate to a great and exceptionally great extent.

In general, the respondents considered that the cooperation between organizations involved in implementation is good, and the partners are committed to the development of the project.

Most of the respondents expressed to a great and a very great extent of understanding the project goals and objectives and of the clearness of the implementation steps, and in general, the respondents are satisfied with their and their partners' level of activity.
All the respondents are highly motivated to contribute to this project and are confident that their partners are also motivated in the same direction.
Even if there are concerns about the timing of the activities and their implementation or even about communication within the partnership, the commentaries generally highlight the excellent collaboration and trust between the partners and their commitment to the involvement and ownership of the activities. Thus, thanks to the one-year extension of the project, partners believe that the project objectives will be achieved.

The results have been analyzed by the Quality Assurance Board and the project management team and disseminated to all project participants. Therefore, the project coordinator and the project management committee were urged to react promptly and to redesign the workflow of key processes in order to ensure the quality standards of the actions:
- internal communication using online platforms and collaborative work software;
- flexible deadlines, i.e. postponing or extending deadlines according to the needs of the partners and the local epidemiological context;
- evaluating changes in the planned methodology to achieve results and maintain high quality;
- adapting the dissemination strategy and using new communication channels.

Internal evaluation after 3rd year of the project

Two focus groups were conducted at Transilvania University of Brasov during the QA workshop on the 1st of November 2022 to collect the partners' viewpoints on the project implementation after the 3rd year of the project (see the Focus Group Guide in **Annex 3**). The purpose of these group interviews was to make an internal assessment of the implementation of the IncEdu project. It helped us understand the project members' needs regarding the implementation of the activities to improve quality.

Each focus group session lasted an hour and a half. Two groups of 10 and 12 participants from the eight partners involved in the project participated in the two sessions. Therefore, we see great value in the results (presented below).

The participants discussed their project journey and their experience so far, briefly describing the activities in which they were and are involved. Thus, the discussion revealed a diversity of working experiences, with members from all partners present in each group. All participants expressed their **motivation and commitment** to advance the activities and work on the project. If the Eastern University of Sri Lanka was limited at the beginning of the project by the strict rules of the university administration and began the journey as the first Erasmus partnership with University of Peradeniya, other European partners expressed the idea of **necessary experience** learned from other several finished Erasmus projects.

Participants' hopes and expectations are related to the **compliance and continuation** of the project activities according to the **newly set deadlines**. Most participants were confident that these deadlines would be met. A few participants expressed a desire to work more efficiently by posting the **list of activities on Google Drive** and mentioning the **division of tasks and deadlines**. Moreover, the Sri Lankan partners considered this Erasmus project experience to be beneficial for the future projects to come, as **a turning point** for the future and **build up new solutions** on the grounds of the current project results.

Participants acknowledged that **all the partners** are motivated and **dedicated** to **developing and advancing the project** and that coordination amongst the organizations participating in execution is usually good. Still, there are some minor problems that could be solved in the last project implementation period. COVID-19 represents a common theme when discussing the impact of the pandemic on the implementation of the activities. Even if some of them were scheduled online or hybrid, others (like the planned focus-groups in Sri Lanka) had to be postponed, so **time management** is very important for all the partners to finish the project in time. The pandemic and the economic uncertainty also influenced the possibility

of travel for the Sri Lankan partners to Europe in receiving tickets and visas and the process of purchasing the equipment needed for the project, and alternative solutions had to be found for this problem.

Interviewees felt that the one-year extension of the project also had some positive effects, giving the possibility to **redesign and reschedule** some of the **project activities** and to adapt them to the new pandemic and post-pandemic context in order to achieve the proposed objectives, but also added **time pressure and stress** that impact on some activities (like training) which needs to be accelerated in order to catch up as soon as possible and to continue the development of the project.

This acceleration, combined with online communication, caused some **information** on what the others achieved to be missed by partners.

There was also a suggestion for **information sharing by each partner** by uploading the activities started and completed and organizing the cloud storage space (Gdrive) more efficiently and transparently.

A further expectation related to the organization of work activities and internal communication was respecting holidays and fitting activities within working periods.

One of the problems the partners highlighted during the group interview was related to **communication** within the team, which was mainly done **via email.** Often, they faced delays or a lack of responses.

A proposal for improvement was to organize monthly steering committee meetings online.

> The results, corrections and improvement actions were discussed by the Quality Assurance Board and the management team, highlighting that significant progress has been made in terms of face-to-face activities and implementation progress, with part of the training activities in WP3 and WP2 being taken over, all the planned equipment being purchased and the INCEDU Special Needs Resource Centers being opened.

Achievement of the Quality Assurance Indicators

Table 3. Quality indicators INCEDU project

Quantitative indicators			
Activity	Indicator	Achievement	Observations
Project management & dissemination	5 project meetings	6 project meetings	**Fulfilled**
	5 technical and financial reports	6 technical and financial reports within the project meetings	**Fulfilled**
	1 final technical and financial report	1 final technical and financial report	**Fulfilled**
	1 Quality Board with representatives from all partners	1 Quality Board with representatives from all partners	**Fulfilled**
	1 Quality Assurance Plan	1 Quality Assurance Plan approved in the first year of the project	**Fulfilled**
	1 Quality Assurance workshop	1 Quality Assurance workshop (1st and 2nd of November 2022)	**Fulfilled**
	3 annual Quality Assurance Reports	3 annual Quality Assurance Reports + Final Quality Assurance Report	**Fulfilled**
	1 project website	2 project websites: https://arts.pdn.ac.lk/IncEdu/index.html https://www.esn.ac.lk/IncEdu/	**Fulfilled**
	1 twitter account	https://twitter.com/IncEdu2	**Fulfilled**
	1 LinkedIn account	Posts about the project on the LinkedIn pages of the project team members, on the Facebook pages of the partner universities 1 YouTube channel https://www.youtube.com/@IncEduPera	**Fulfilled**
	3 outreach days	Outreach activities performed by Sri Lankan partners	**Fulfilled**
	1 e-book summarizing the project outcomes and outputs	1 e-book summarizing the project outcomes: https://arts.pdn.ac.lk/IncEdu/doc/Breaking-Barriers-and-Building-Inclusivity.pdf 2 e-books based on the project outcomes:	**Fulfilled**

		- Kelum A. A. Gamage, Nanda Gunawardhana (eds.), 2022, The Wiley Handbook of Sustainability in Higher Education Learning and Teaching, Print ISBN:9781119852827, Online ISBN:9781119852858, DOI:10.1002/9781119852858, John Wiley & Sons, Inc., link https://onlinelibrary.wiley.com/doi/book/10.1002/9781119852858 - 9th Ruhuna University International Conference on Humanities and Social Sciences (RUICHSS 2023) - Diversity, Equity and Inclusion in Higher Education, Conference Proceedings, https://hss.ruh.ac.lk/ruichss/ruichss2023/Proceeding/mobile/index.html, ISSN 2706-0063	
Project outcomes	1 report on analysis of needs and requirements of SWDs	1 report on analysis of needs and requirements of SWDs, key issues and problems in providing opportunities for SWDs in HE equal terms, required improvements in physical, technological, and human capacity: https://arts.pdn.ac.lk/IncEdu/doc/IncEdu%20Survey%20Report%20.pdf)	**Fulfilled**
	1 training programme for the staff of the Sri Lankan centres	**3 training programme for the staff of the Sri Lankan centres organized by UNIZG** in 7-11 November 2022 (UNIZG, Zagreb, Croatia), 12-16 December 2022 (UoP, Kandy, Sri Lanka), 28-29 March 2023 (SLTC, Colombo, Sri Lanka) **2 training actions conducted by the Masaryk University** provided knowledge and on the training of using AT/IT for teaching and learning of SWDs, support services provided by the center (Sri Lanka,	**Fulfilled**

		29 November – 3 December 2021; Brno, Czech Republic, May 9-13, 2022) **1 training session and workshop on Quality Assurance** good practices (UNITBV, Brasov, Romania, 1-2- November 2022) **2 training sessions and workshops** on raising awareness conducted by Uppsala university (31st of October, UNITBV, Brasov, Romania; 8-12 May, Uppsala University, Uppsala, Sweden) Several training sessions conducted by Sri Lankan partners during the project implementation	
	1 list of technologies and services recommended for providing special support at Sri Lankan universities	Lists of technologies (equipment & software) and services recommended for providing special support at Sri Lankan universities and trainings organized by Masarik University (WP2)	**Fulfilled**
	1 research design based on focus-groups conducted with Sri Lanka teaching and administrative staff	1 research design based on focus-groups conducted with Sri Lanka teaching and administrative staff to identify attitudes, knowledge of students with disabilities, perceived difficulties, needs, possible solutions – several focus groups were conducted in February 2022 with non-teaching and teaching staff from Sri Lankan universities by UNIZG	**Fulfilled**
	10 staff members from Sri Lankan partners participating to education/training and workshops held by Zagreb University	More than 20 staff members from Sri Lankan partners participating to education/training and workshops held by Zagreb University (see below WP3 overview)	**Fulfilled**
	26 staff members (teaching and non-teaching) participating in 5 education workshops held in Sri Lanka	More than 100 staff members (teaching and non-teaching) participating in 5 education workshops held in Sri Lanka (see below WP3 overview)	**Fulfilled**

	10 educators supervised and guided to conduct workshops	More than 20 educators supervised and guided to conduct workshops	**Fulfilled**
	1 four-day workshop to showcase examples of successful awareness raising programmes	1 workshop held in Brasov, Romania: 31st October 2022 1 four-day workshop held in Uppsala, Sweeden: 8-12 of May 2023 1 workshop held in Matara, Sri Lanka: 12-13 September 2023	**Fulfilled**
	4 awareness events tested and piloted by Sri Lankan universities	More than 10 awareness events tested and piloted by Sri Lankan universities (see below WP4 overview)	**Fulfilled**
	1 workshop held in Sri Lanka to assess the pilot awareness events	1 workshop held in Matara, Sri Lanka on 12 September to assess the pilot awareness events.	**Fulfilled**
Qualitative indicators			
Activity	Indicator	Achievement	Observations
Project-management	high quality of the outputs - stated in reports	The quality assurance tools (quantitative and qualitative) did not reveal any dissatisfaction with the project results on the part of the partners or other beneficiaries. The evaluation of the mid-term report was also positive.	**Fulfilled**
	high quality of the project management documents - quality assurance plans, dissemination & exploitation strategies	The quality assurance tools (quantitative and qualitative) did not reveal any dissatisfaction with the project results on the part of the partners or other beneficiaries. The evaluation of the mid-term report was also positive.	**Fulfilled**
	annual progress quality report by all partners without major problems or quality issues	There were no major quality issues reported in the quality reports. The only uncontrollable obstacle was the pandemic, which caused the project to be postponed for 1 year.	**Fulfilled**
	conducted discussions on project and quality management issues during each partnership	Quality assurance issues were addressed at each project meeting and Quality Board meeting, and corrective actions were proposed and implemented.	**Fulfilled**

	meeting with identified resolutions		
	positive feedback of the interim & final report	Partners provided positive feedback of the interim and final report as shown by qualitative and quantitative data collected during the project implementation.	**Fulfilled**
	project is executed within budget and within the 3 year period	The project was implemented within budget, although some adjustments were necessary due to the economic problems in Sri Lanka over the last three years. One year extension was needed to overcome delays caused by the Covid-19 pandemic.	**Fulfilled**
Project-outco mes	developed outputs with high quality	Reporting on the high-quality outputs of the IncEdu project is essential for expressing its impact and success across various project components: - Baseline Study on Needs Assessment – this output expressed a comprehensive report detailing the needs and conditions of students with disabilities in Sri Lankan universities. The quality aspect implied rigorous data collection, analysis, and presentation of findings. - Awareness Workshops - this output is defined by documentation of conducted workshops, including attendance records, feedback, and any materials distributed. The quality aspect is expressed by inclusive and engaging workshop design, along with measurable outcomes such as increased awareness among participants. - Training of Trainers – this output detailed the curriculum for the training program, along with	**Fulfilled**

		documentation of focus group discussions, educational materials, and progress reports. The quality aspect is the clear articulation of learning objectives, interactive content, and evidence of participants' enhanced training capabilities. - Collaborative Research – this output generated published research papers and reports resulting from collaborative efforts between Sri Lankan and European partner universities. The quality aspect is expressed by rigorous research methodology, meaningful contributions to the field, and adherence to academic standards. - Capacity Building Workshops and Training Programs – this output described the documentation of workshops, training materials, and evidence of knowledge transfer among participants. The quality aspect is reflected in engaging and practical workshops, with a demonstrated improvement in participants' capacity. - Establishment of a Model Support Centre - this output is defined by the documentation of the setup, equipment, and operational guidelines for the model support center. The quality aspects are the state-of-the-art facilities, accessibility features, and a sustainable plan for ongoing support.	

		- Approaches to Curricula Revision – this output is expressed by revised curricula documents, department-wise surveys, and a detailed plan for implementation. The quality aspect is given by thorough analysis, incorporation of best practices, and a clear strategy for accommodating the needs of students with disabilities. - Publishing Research Findings – this final output is translated by publishing e-books materials in audio and braille formats, along with published articles in journals. The quality aspect is formulated by accessible formats, multilingual content, and contributions to the literature on inclusive education.	
	Scope of changes (if they are very considerable changes or just minor ones)	In terms of qualitative measurements of the indicators and the scope of changes, the outcomes of the IncEdu project reflect significant changes, indicating a direct impact on community awareness, staff competency, learning environments, and university policies. These outcomes signify a meaningful shift toward achieving inclusive education for students with disabilities in Sri Lankan universities. The project's diverse activities, including awareness workshops, training programs, collaborative research, and policy recommendations, suggest a comprehensive approach aimed at delivering substantial and positive outcomes.	**Fulfilled**

		All the activities received a high level of satisfaction and positive feedback. Achieving this level of satisfaction and positive evaluation from IncEdu stakeholders underscores the project's success in meeting their needs and expectations. This high level of satisfaction reflects the effectiveness of the project's initiatives in creating inclusive education environments for students with disabilities in Sri Lankan universities.	**Fulfilled**
	above 85% satisfaction & positive evaluation of IncEdu stakeholders		
	above 85% positive feedback about project (discussions throughout the project & promotional events in the end)	After compiling the results of the general feedback of the project, obtaining above 85% positive feedback throughout project discussions and promotional events at the project's conclusion demonstrates widespread acceptance and endorsement for the IncEdu project. This high level of positivity underscores the project's success in garnering support and recognition from stakeholders involved in various project stages.	**Fulfilled**
	above 85% positive feedback about developed IncEdu outputs (awareness raising programmes, dissemination workshops and outreach activities)	Comparing the result over 85% of all positive feedback regarding the developed IncEdu outputs, including awareness raising programs, dissemination workshops, and outreach activities, that reflects a strong endorsement and satisfaction with the project's tangible outcomes. This high level of positivity reflects the effectiveness of the initiatives in creating awareness and fostering inclusive practices for students with disabilities in Sri Lankan universities.	**Fulfilled**
	above 75% positive evaluation of project quality evaluation report;	After the assessment of all the intermediary quality reports, the general result of exceeding a 75% positive evaluation for the project quality evaluation report reflects widespread	**Fulfilled**

		satisfaction and acknowledgment of the IncEdu project's activities. This high level of positivity attests to the robustness of the evaluation process, affirming the credibility and effectiveness in capturing the achievements and impact of the project.	
	above 80% positive evaluation reports of all partners on project organizational & financial management;	Analyzing the intermediary quality reports, more than 80% of all partners (European and Sri Lankan) gave a positive assessment of the project's organizational and financial management. This indicates a high level of satisfaction and confidence in the IncEdu project's effective organizational and financial management. Also, this positive feedback highlights the project's commitment to transparent and well-managed processes that contribute to the overall success of the initiative.	**Fulfilled**
	significant interest in IncEdu outputs from other universities from different regions of the country.	Significant interest in IncEdu outputs from universities in different regions of the country indicates widespread recognition and willingness to adopt or adapt successful project initiatives. Other institutions are expressing interest in adopting similar inclusive education practices for students with disabilities in their respective regions, which indicates also an important impact.	**Fulfilled**

5. Project implementation details

Baseline Study on Needs Assessment of SWDs in Sri Lankan Universities (WP1)

In the initial phases of the project, a comprehensive baseline survey was executed to assess the status of higher education for Students with Disabilities (SWDs) in universities across Sri Lanka.

According to the project timeline, the first WP, "Baseline study on needs assessment of SWDs in Sri Lankan Universities," was planned to be implemented from M1 to M6 (15.11.2019 to 15.04.2020). The activities were performed accordingly, with a slight extension until July 2020, which was needed to finalize the report and integrate partners' feedback.

This undertaking encompassed the identification of existing facilities available to SWDs, an exploration of their specific needs, and an evaluation of awareness levels among peers, university academic and non-academic staff, as well as the peers and parents of SWDs regarding their unique requirements. The primary objective of this survey was to gain a lucid understanding of the distinct needs and prerequisites of SWDs.

The survey aimed to pinpoint obstacles impeding access to higher education, as well as to identify necessary enhancements in physical, technical, and human capacities. The findings of this survey have been instrumental in the subsequent activities within the framework of other Work Packages (WPs). Collectively, these WPs have strived to establish a comprehensive support system aimed at equalizing opportunities for SWDs within Sri Lankan universities.

Conducted within Sri Lankan partner universities, the baseline survey utilized questionnaires for data collection. These instruments were deployed to gather information from a diverse array of participants, including SWD students, other students, academic and administrative staff, as well as parents of SWDs within the partner universities in Sri Lanka. The process has been conducted as follows: questionnaires development (January-May 2020), data collection, and drafting the report (May-June 2020).

Five questionnaires were developed to collect data from Sri Lanka universities participating in the project:

1) Questionnaire for Students with disabilities (SWDs).

2) Questionnaire for peers of SWDs

3) Questionnaire for parents of the SWDs

4) Questionnaire for academic staff members

5) Questionnaire for administrative staff members

Subsequent to data collection, a rigorous analysis was conducted, and the outcomes are detailed within the "Need Assessment Survey Report"(available on the project website: https://arts.pdn.ac.lk/IncEdu/doc/IncEdu%20Survey%20Report%20.pdf)

Key findings derived from the survey were disseminated during the awareness workshops in the Sri Lankan universities. Drawing upon the insights gained from the survey, has successfully advocated for and established services within the support centers to facilitate inclusive education access for Students with Disabilities (SWDs). This accomplishment aligns with the goal of creating a non-discriminatory and socially integrated environment, thereby ensuring the unequivocal right to education for all has been realized.

Establishment of a model support center for SWDs in Sri Lankan HEI (WP2)

The Masaryk University team visited Sri Lanka and its partner universities (the University of Peradeniya, University of Ruhuna) as well as some of the non-university institutions (Senkadagala Deaf & Blind School, The Ceylon School for the Deaf & Blind, Braille Press Education Department) from 29th of November 2021 to 3rd of December 2021 and had discussions with representatives of other institutions (Sri Lanka Council of Visually Handicapped Graduates, Ministry of Education, Ministry of Health). The aim of the working visit was to learn about the practical organization of teaching in Sri Lankan public universities, with reference to the accessibility of studies for persons with disabilities, so as to assess what types of assistive and information technologies can make the existing process more effective at present and in the future.

This trip was followed by activities of the year 2022, the main one being the visit and training of Sri Lankan partners at Masaryk University from May 9-13, 2022.

As the training was organized right after the end of the two-year-long main part of the Covid-19 pandemic (it was postponed for a year), some new challenges affected the preparation and the training itself and had to be overcome, as resulted from the informal discussions and unstructured interviews of the Quality Board members with local organizers. Firstly, as related by the organizers, it was not possible to say for sure in advance what rules of entry into the EU and the Czech Republic would apply at the time of the training and, for example, what types of vaccines would be recognized by the state at that time, which, in addition to the uncertainty of whether the Sri Lankan participants would be allowed into the Czech Republic, also made it difficult to obtain visas. The Minister of Health of the Czech Republic eventually took over the personal guarantee.

The second problem, pointed out by the Czech and Sri Lankan organizers, was the accumulation of all the similar activities that should have been held in two previous years

but were postponed due to the pandemic into a short period starting just in May 2022. This meant a great organizational strain for the Masaryk University team to coordinate the training with similar activities of other projects. For the Sri Lankan team, obtaining visas was a major strain; the visas for the project partners were issued only after several rounds of communication between official authorities. Yet, in the end, the group from Eastern University was not allowed to board the plane in Sri Lanka and had to stay in Sri Lanka. Thus, just before the training was due to start, it had to be rearranged so that participants from Eastern University could watch it online while others were on site.

The training consisted of a series of specialized workshops for Sri Lankan partners according to their needs as they emerged from meetings in Sri Lanka and discussions with the coordinator and Sri Lankan partners. To cover all topics, parallel sessions were offered to be chosen by participants. Main topics:

- Introduction: an overview of services provided to persons with special needs at Masaryk University, nationwide context and universal learning design and support to students with special needs in the EU and Czech Republic.
- Introduction to finances: financial background of the Centre's operation and the principles of financial support from the Ministry of Education throughout the Czech Republic.
- Library section: library services available at Masaryk University and a hands-on workshop on tactile graphics and how to work with the Fuser, embosser, and other gadgets. Workshop on communication with visually impaired students. Specialized detailed workshops for Sri Lankan partners on particular technologies and processes, and individual consultations on specific topics.
- Special IT section: special IT services available at Masaryk University and a hands-on workshop on assistive technologies (braille displays, hearing aids, CART, etc.). Specialized detailed workshops for Sri Lankan partners on particular technologies and processes, and individual consultations.
- Study section: A basic introduction to services provided to students with special needs at Masaryk University; Studies' Office, service workflow. A hands-on workshop on Universal Design for Learning in classroom.
- Teaching students with special needs: A more detailed workshop on teaching students' special needs. Specialized courses for students with special needs; visual and hearing loss, and specific learning disorders.
- Services for persons with specific learning differences: diagnostics of students with specific learning differences and services for students with dyslexia, Czech diagnostic tool "DysTest".

- Services for persons with psychological difficulties: services for students with autism specter disorders and psychological difficulties as well as psychotherapies.
- Specific learning differences: A hands-on workshop on specific learning difficulties and attention disorders to better understand these students' struggles. Chance to experience some of these issues yourself and to explore how even minor adjustments can help students in the classes.
- Physical accessibility of the MU premises: Services for students with physical disabilities, physical accessibility of MU premises, accessibility monitoring, virtual guide of the MU buildings and the city of Brno.
- Visual communication section: Presentation on the services for students with hearing loss, such as CART, speech-to-text reporting, and interpreting.
- Inclusive mobility at HEI & finances to cover the costs: Examples of the most common obstacles that prevent students with special needs from participating in international mobilities. It will also present some examples of good practice.
- Alternative sports options: Presentation on alternative sports activities.

The first visit that took place from 28 November to 4 December 2021 was assessed within the internal evaluation at the end of the 2nd year of the project implementation (**Annex 2**). Of the 19 respondents, 10 attended, and they all rated the events positively (sufficient – 3; good – 4; very good – 3). The same survey also assessed the participation in the webinar "Accessibility of the European Higher Education: What Has Changed in the Last Three Decades?" held on the 1st of December 2021 with the contribution of the Masaryk University team. In this instance, of the 19 respondents, 11 attended, five didn't participate, and three didn't know about it. Those respondents who participated rated the activity as sufficient and more than sufficient (sufficient – 2; good – 5; very good – 4).

Based on the partners' cooperation, the procurement of equipment and assistive technology for using the Special Needs Resource Centres is completed.

Develop competency of staff (WP3)

Focus groups with non-teaching and teaching staff from Sri Lanka Universities
Under the framework of the WP3, several focus groups were conducted in February 2022 with non-teaching and teaching staff from Sri Lankan universities. The goal was to understand the needs, issues, and requirements of teaching students with disabilities to provide a foundation for educating educators from Sri Lanka.

The project team of the University of Zagreb led the focus group. Three focus groups were held at Eastern University of Sri Lanka on February 24 and 25, 2022 (1.5 hours). The first focus group was held with non-teaching staff (7 participants from partner universities in Sri Lanka), and the second and third were held with teaching staff (20 participants from partner universities in Sri Lanka).

The QA assessment of these activities was done through an online survey (**Annex 4**). The result of the evaluation shows that 12 out of 13 participants felt that the focus groups had an appropriate design to achieve the objective, all thought that the overall aim of the focus groups was clear, and 12 out of 13 participants felt that the duration of the focus groups was sufficient to achieve the expected results. All participants were very satisfied or satisfied with the location where the focus groups were held and their experience as focus group participants. Moderators' support during the focus group was rated as "very good" by 9 participants and "good" by 3. The things that participants valued most about the focus group were the atmosphere in which they could speak openly and share their thoughts, sufficient time, clear instructions, the skills of the moderators (time management, equal opportunities for all participants to present their ideas/thoughts, encouragement to share), and the structure of the focus group. When asked about possible improvements, participants indicated that more focus group time was needed, that the number of participants in the group should be fewer, that the discussion needed to be better directed when the discussion got out of hand, and that the event's location should be changed. Under this question, participants shared their ideas for future work (or needs), such as more discussion/interaction between non-teaching and teaching staff from different Sri Lankan universities, discussion of planned practical applications, awareness programme, and sharing of ideas for the future.

Education of Educators in Zagreb, Croatia

The first part of the *education of educators* activities was held from 7 to 11 November 2022 (five-day education), at the Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia. The education was developed based on the results of the focus groups by the project team from the University of Zagreb. 13 participants (future educators) from partner universities in Sri Lanka completed the first part of the education (one participant did not stay for all five days of education). The participants' feedback on activities was collected through an online survey (14 participants, see **Annex 5**).

The result shows that all participants were "very satisfied" with overall education, 13 participants were "very satisfied" (one participant was "satisfied") with the level of preparation of the educators (Croatian project team) as well as the level of interaction between participants, 12 participants were "very satisfied" (two participants were

"satisfied") with the level of their participation, and 11 of participants were "very satisfied" (three participants were "satisfied") with the competences developed as a result of the involvement in the training and the use of time by the educators.
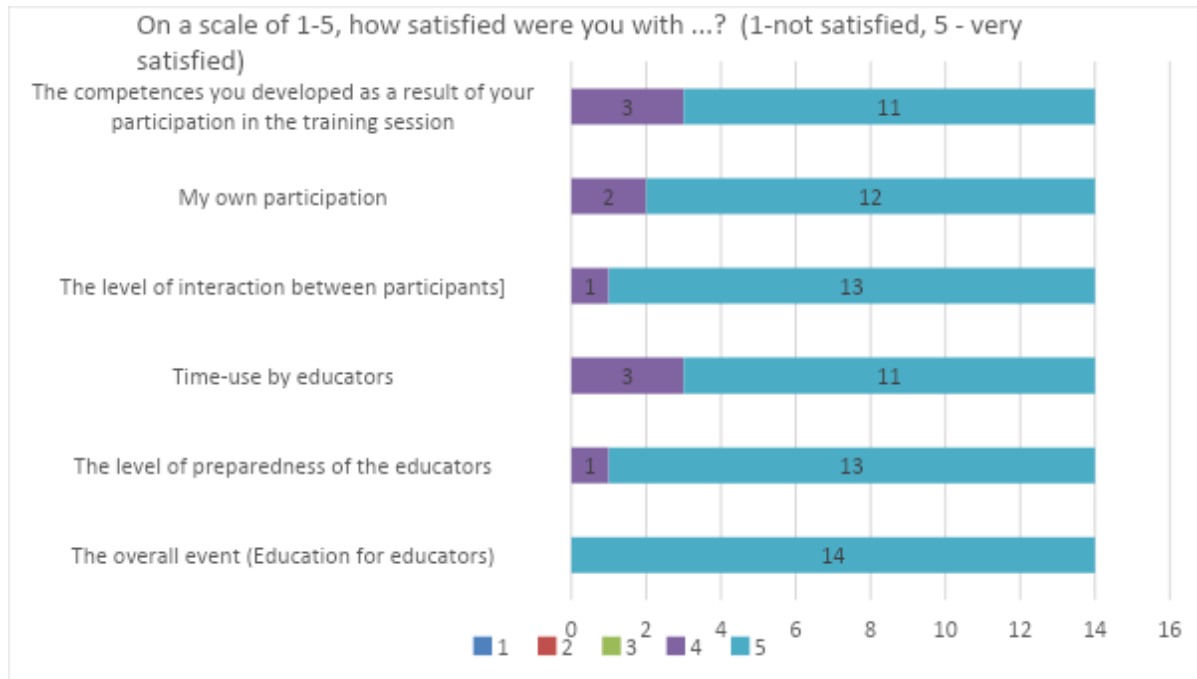
Figure 3. The evaluation of the participant's satisfaction with the training session "Education of Educators" in Zagreb, Croatia (Count of answers)

All activities organized and carried out in the framework of the education were evaluated as "very useful" or "useful" (except for the activity "Presentation of the support system for SWD in the Republic of Croatia," which one participant evaluated as "neither useful nor useless"). In addition, all topics delivered by the Croatian project team were assessed as "very useful" or "useful" (except for the topic "Diversity," which one participant evaluated as "neither useful nor useless").

In terms of learning outcomes, participants evaluated that they were met, with average scores ranging from 3.21 to 3.93 ("After the training, to what extent do you think you can....; 1 = to a very small extent, 2 = to a small extent, 3 = to a large extent, 4 = to a very large extent). The average score for meeting all learning outcomes was 3.62 (from 1 to 4). Most participants rated the quality of speakers' engagement, the agenda (variety of activities and length of the event), pre-event communication, and on-site arrival and registration as "very good" (and a small number of participants as "good").

Education for academic and non-academic staff & Education of educators in Peradeniya, Sri Lanka

The second part of the educators' education took place from December 12 to 16, 2022 in Peradeniya University, Sri Lanka. This part of the "Education of educators" was organized as follows: three groups for academic staff (two-day education, 48 participants) and two groups for non-academic staff (one-day education, 27 participants) from all four universities of Sri Lanka were held. The training was developed and led by the Croatian project team. Educators from Sri Lankan universities (who had completed the first part of the education in Zagreb, Croatia) jointly developed and led a theme/activity. At the same time, educators from Sri Lankan universities were participants and co-leaders (in some segments) of the education for academic and non-academic staff.

QA assessment covers both types of education and was obtained through two online surveys **(Annex 6 and Annex 7).**

Education for non-academic staff

Twenty-five (25) people participated in the online survey (**Annex 6**) evaluating training for academic staff (92% of all participants).

Figure 4. The evaluation of the participant's satisfaction with the training session "Education for non-academic staff - Education of educators" in Peradeniya, Sri Lanka (Count of answers)

Regarding the usefulness of the topics discussed in the education, all participants rank topics as "useful" or "very useful".

In terms of achievement of the learning outcomes, most participants rated that all learning outcomes were achieved "to a large extent" or "to a very large extent." The learning outcome "Interpret the term person with disabilities" had the highest score, followed by "Demonstrate a modern approach to people with disabilities," "Discuss the diversity of the student population at university education," and "Describe the process of applying universal design in the context of higher education." The lowest-scoring learning outcomes were "Explain the principles and guidelines of universal design in higher education" and "Argue the importance of empowering and engaging young people in the development of an inclusive society" (3 participants rated that these learning outcomes were met "to a small extent" and 22 of them rated that the learning outcomes were met "to a large extent" or "to a very large extent").

Participants' satisfaction with various aspects of the education was rated on a scale from 1, "definitely not," to 5, "definitely yes." The mean score for participants' satisfaction with their own participation was 4.32, the level of interaction between the participants was 4.36, the time use by educators was 4.36, and the level of preparedness of the educators was 4.40. Satisfaction with the overall event had a mean score of 4.40.

At the beginning of the training, participants were asked about their expectations. The expectations were related to gaining new knowledge, learning how to support students with disabilities, understanding what (administrative) services can be developed to provide maximum support to students with disabilities, and what challenges need to be addressed. Participants' expectations were discussed at the end of the education, and the feedback was positive.

Participant quote: "It was a very successful training session, and I would like to participate in the future programs in relation to this activity and contribute in whatever ways I can."

Education for academic staff

Forty-three people participated in the online survey evaluating training for academic staff (89% of all participants, see **Annex 7**).

Regarding the usefulness of the topics discussed during the education, participants rated most of the issues as "useful" or "very useful." The topics rated as most useful were "Advocacy," "Universal Design," and "Modern approach to persons with disabilities".

How would you rate the usefulness of the following topics of the "Educators in the role of co-trainers" training session?
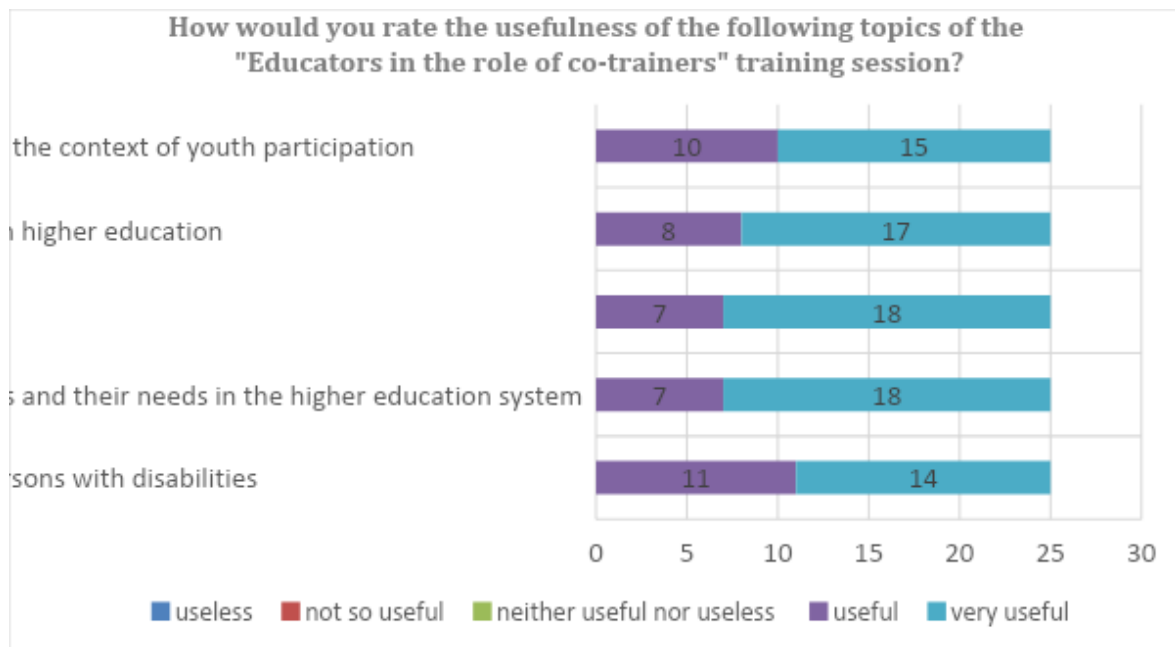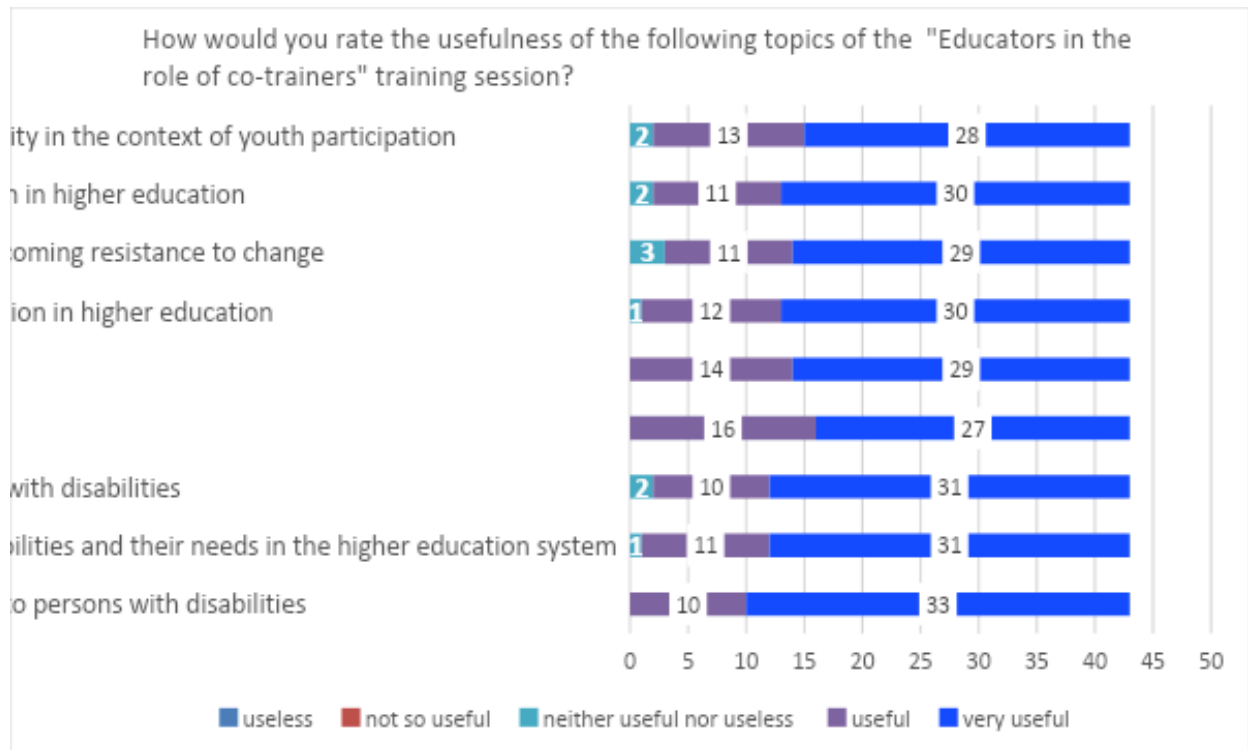
Figure 5. The evaluation of the participant's satisfaction with the training session "Education for academic staff - Education of educators" in Peradeniya, Sri Lanka (Count of answers)

Most participants rated that the learning outcomes were met "to a large extent" or "to a very large extent." The learning outcome "Argue the importance of universal design in higher education" had the highest score, followed by " Identify the needs of students with disabilities in the higher education system" and "Discuss the diversity of the student population at university education." The lowest score was for the learning outcome "Make an advocacy plan." Achieving this learning outcome requires some advanced skills and practice. It is not surprising that this learning outcome was rated the lowest (11 participants rated that these learning outcomes were met "to a small extent," and 32 of them rated that the learning outcomes were met "to a large extent" or "to a very large extent").

Participants' satisfaction with various aspects of the education was rated on a scale from 1, "definitely not" to 5 "definitely yes." The mean score for participants' satisfaction with their own participation was 4.63, for the level of interaction between the participants was 4.58, for the time-use by educators 4.51, and the level of preparedness of the educators 4.49. Satisfaction with the overall event had a mean score of 4.47.

On the first day of the education, participants were asked about their expectations from the training. The expectations were related to acquiring new knowledge, raising awareness

about the problems of students with disabilities in higher education, improving the quality of teaching, the support system for students with disabilities, creating a safe and encouraging learning environment, and learning about "best practices" in other countries. Participants' expectations were discussed at the end of the education, and according to participants' feedback, most expectations were met.

One participant said: "The training session helped awaken awareness and apply some possible changes in my academic environment. We understand the theoretical background; however, the practical aspect is incorporated less. Maybe in the future, you can think of connecting such an environment".

Education for academic and non-academic staff & Education of educators in SLTC, Sri Lanka

The third part of the educators' education took place from March 28 to 29, 2023, in SLTC, Sri Lanka. This part of the education of educators was organized as follows: three groups for academic staff (4 hours of education, 35 participants) and one group for non-academic staff (2 hours of education, 19 participants) from all partner universities of Sri Lanka. The education topics (presentations and methodology of teaching) were developed by Sri Lankan educators (12) under the supervision of the Croatian project team. The evaluation results include both types of education and were obtained through an online survey. **(Annex 8 and Annex 9).**

Education for non-academic staff

Nineteen (19) people participated in the online survey to evaluate the training for non-academic staff (100% of all participants).

In terms of the usefulness of the training, participants rated the topics as useful or very useful.

How would you rate the usefulness of the following topics of the "Educational programme for non-academic staff Inclusive Approach to Students with Disabilities in Academic Settings"?

Topic	useful	very useful
Development of a centre to support students with disabilities]	6	13
Process of Universal Design implementation	8	11
Productive involvement for empowering students in Higher Education	7	12
Career Guidance for Students with Disabilities	7	12
Empowering Students with Disabilities	7	12

■ useless ■ not so useful ■ neither useful nor useless ■ useful ■ very useful

Figure 6. The evaluation of the participant's satisfaction with the topics of the "Educational programme for non-academic staff – Inclusive Approach to Students with Disabilities in Academic Settings" (Count of answers)

The participants' satisfaction with the various aspects of the education was rated on a scale from 1 "not satisfied" to 5 "very satisfied". The mean score for the participants' satisfaction with their own participation was 4.68, for the level of interaction between the participants 4.63, for the time-use by the educators 4.32 and for the level of preparedness of the educators 4.68. Satisfaction with the event overall had a mean score of 4.68.

Some of the participants commented as follows: „If the program would involve the students to send them to HEI, the sustainability of the project would be ensured. I am willing to participate in such voluntary activities", "I gained more knowledge about SwDs", "The duration of the event is not enough to get all the information and details", "It was well organized. Credit to SLTC".

Education for academic staff
Twenty-two (22) people took part in the online survey to evaluate the training for academic staff (62.8% of all participants).
Regarding the usefulness of the training, participants rated the topics as useful or very useful.

Topic	useful	very useful
Practicalities of existing DEI mechanisms at SL universities and way forwards for policy implications	5	17
Process of Universal Design for Learning implementation	9	13
Ensuring, enabling and empowering students in Higher Education: Opportunities and Challenges	5	17
Online Teaching and Learning for students with disabilities	7	15

Legend: ■ useless ■ not so useful ■ neither useful nor useless ■ useful ■ very useful

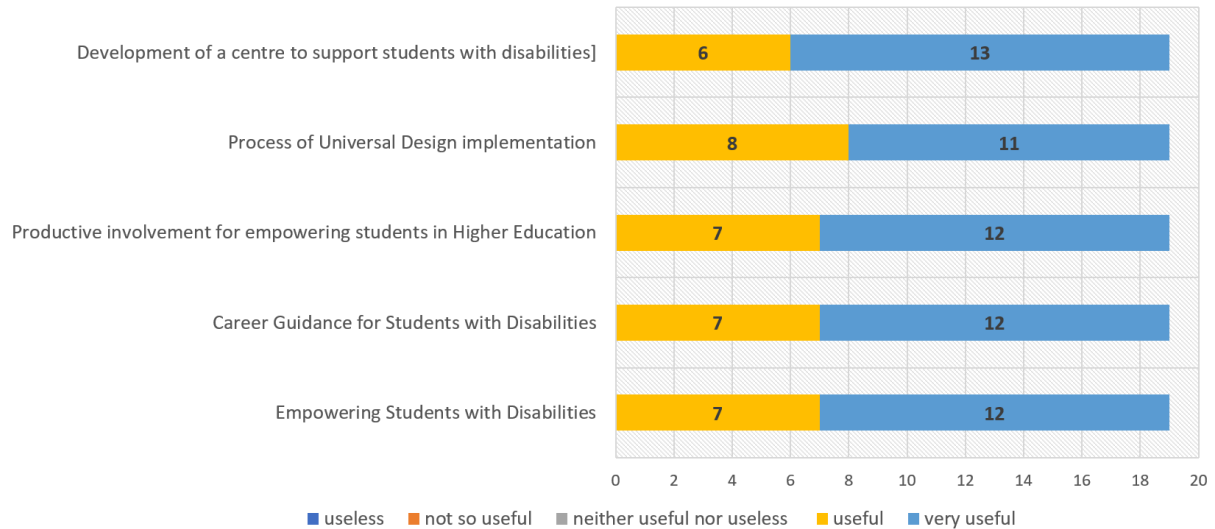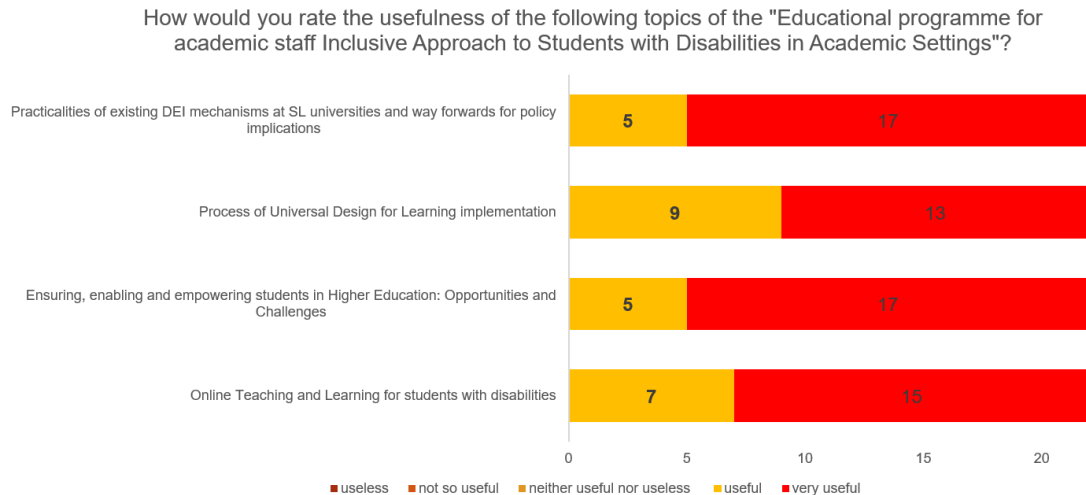*Figure 7. The evaluation of the participant's satisfaction with the topics of the "Educational programme for academic staff – Inclusive Approach to Students with Disabilities in Academic Settings" (Count of answers)*

The participants' satisfaction with the various aspects of the education was rated on a scale from 1 "not satisfied" to 5 "very satisfied". The mean score for the participants' satisfaction with their own participation was 4.86, for the level of interaction between the participants 4.63, for the time spent by educators 4.32 and for the level of preparation by the educators 4.55. Satisfaction with the event overall had an average score of 4.73.

Participants' comments: „I would like to know new technological devices related to SWD", "We need more time and hands-on training", "More training in different related areas in each semester will bring more benefits to us (academics) and then can be passed on to students", "A very useful and productive program", "Please hold more and more such events. They are really useful.", "It was over very quickly. I need more time.", "To ensure the effectiveness and sustainability of the program, it is important to take appropriate interventions and continuously monitor and evaluate the program. It would also be beneficial to involve various stakeholders, including students with disabilities, and form an action committee". "After the presentation of the group work, please discuss the standard of the presentation".

At the end of the education, feedback was collected from Sri Lankan educators. When asked "What was most useful for you to become an educator?" they responded as follows:
- ▪ "The whole process is useful."

- ▪ "The knowledge content."
- ▪ "The education and guidance, the opportunity to work with the mentor and lead the workshop. The overall experience was great."
- ▪ „Learning from real-life examples, mentoring from the Croatian team."
- ▪ "Recognizing the different requirements of SWDs."
- ▪ "Working with colleagues from different countries and universities was very productive."

In response to the question „How could the process of training to become an educator be improved (what was missed)?" the educators gave the following feedback: "More workshops and seminars/more time for education" and "Getting involved in the preparation of more teaching materials/more practise as group work under an experienced mentor on site". With regard to the sustainability of the education they pointed out the importance of introducing new teaching methods and passing on the knowledge acquired through the IncEdu project to their colleagues and to people outside the university.

Brief conclusion on the developed and implemented Educational program „Inclusive Approach to Students with Disabilities in Academic Setting" for teaching and non-teaching staff

Based on the experience of development and training team (Croatia), feedback from Sri Lankan educators and participants of the educational program, the following conclusions can be drawn:

(1) Education of educators: The quality of the education program can be improved by providing more time for feedback and mentoring (there should be more independent tasks done under supervision). In addition, an assessment of the knowledge/attitudes of the (future) educators should be carried out some time before the start of the education to be able to specifically address misconceptions about SwDs.

(2) Education of non-teaching and teaching staff: The quality of the educational program can be further improved by providing more time (hours) for exercises and group discussions to promote competence development and by organizing follow-up workshops with the participants to share experiences in putting the new knowledge into practice (support system).

The work done in WP3 was presented also during scientific and dissemination events, as follows:

1) Kis-Glavas, L. (2023). Inclusion and Social Dimension of Higer Education, 9th Ruhuna University International Conference on Humanities and Social Sciences Conference

Proceedings, xii-liv, plenary session, https://hss.ruh.ac.lk/ruichss/ruichss2023/Proceeding/mobile/index.html

2) Ferić, M. (2023): „Inclusive Approach to Students with Disabilities in Academic Setting: The Case of the IncEdu Project", 9th Ruhuna University International Conference on Humanities and Social Sciences Conference Proceedings, 247-265, oral presentation, https://hss.ruh.ac.lk/ruichss/ruichss2023/Proceeding/mobile/index.html

3) Feric, M., Kis-Glavas, L., Cavic, V., Zic Ralic, A. (2023). The equality of students with disabilities in higher education: Evaluation results from education of educators (IncEdu project). Book of Abstracts, 10th International Conference: Research in Education and Rehabilitation Sciences ERFCON 2023, May 5-7, 2023, Zagreb, Croatia, 136, oral presentation https://repozitorij.erf.UNIZG.hr/islandora/object/erf:1446

4) Cavic, V., Kis-Glavas, L., Feric, M., Zic Ralic, A. (2023). Role of the University of Zagreb in Erasmus+ project 'Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities'. Book of Abstracts, 10th International Conference: Research in Education and Rehabilitation Sciences ERFCON 2023, May 5-7, 2023, Zagreb, Croatia, 180, poster presentation
https://repozitorij.erf.UNIZG.hr/islandora/object/erf:1446

In addition, the article "Peer Support for Students with Disabilities - a Useful Tool in the Academic Environment" (Kis-Glavas, L., Feric, M.) is being reviewed for the project book.

Opportunities for dissemination

The educational program "Inclusive Approach to Students with Disabilities in Academic Settings for Teaching and Non-teaching Staff" has been developed with all materials for further dissemination, and there are 12 certified educators from partner universities in Sri Lanka. Offering and implementing the educational program for teaching and non-teaching staff in Sri Lankan universities would be an investment in enhancing the competencies of teaching and non-teaching staff and thus greatly promote inclusive higher education in Sri Lankan universities.

Creating Community Awareness (WP4)

Uppsala University served as the leader for WP 4, where the activities were highly interactive and focused on facilitating the exchange of tools, methods, and activities among all project partners. The primary objective was to create awareness within the university community, recognizing that this was an ongoing process throughout the project's lifetime.

Problem Tree Workshop

In line with this approach, Uppsala University organized a Problem Tree workshop during the Quality Assurance event in Brasov, Romania. The aim was to pinpoint contextual problems related to raising awareness, particularly focusing on improving the impact of awareness-raising efforts by our Sri Lankan partners. This workshop, held on October 31st, was attended by 23 participants.

The workshop consisted of three stages:

1. Presentation of the Problem -Tree Analysis Methodology.
2. Participants were divided into three working groups to apply the methodology to raise awareness of inclusive education for students with disabilities.
3. Each group presented and discussed their findings in an open debate.

All these activities received positive feedback from the participants, as can be seen in Figure 4 **(Annex 10).**
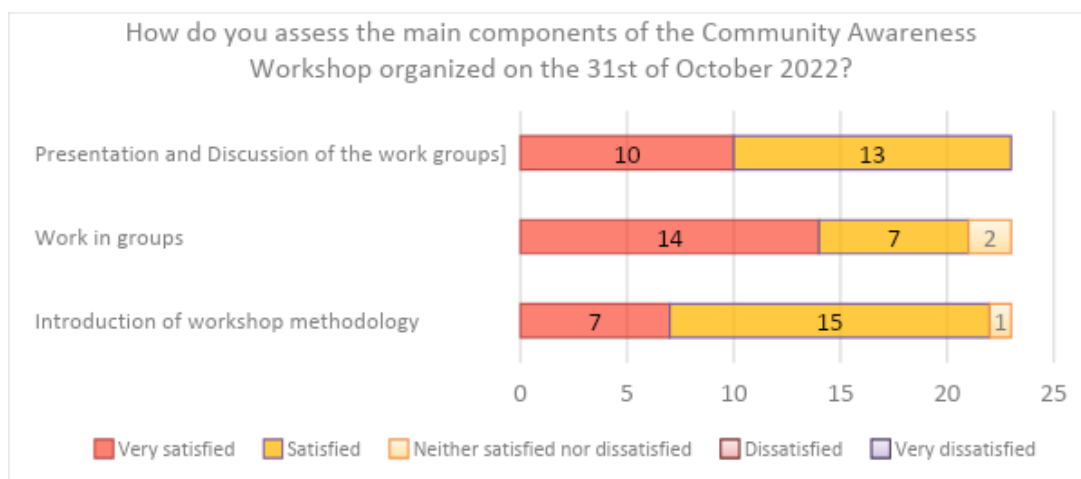

Figure 8. The evaluation of the participant's satisfaction with the Community Awareness Workshop organized on the 31st of October in Braşov, Romania (Count of answers)

The Problem Tree is a participatory tool used to identify and analyze the root causes and effects of the identified main problems, in this case, raising awareness. It provides a visual

overview of how different problems are interconnected and form the basis for our activities and the underlying logic of our plan. The workshop aimed to identify the causes and effects of the lack of inclusion of disabled students in the education process, helping project members understand and address this issue while raising awareness of the necessity of inclusive education in their respective universities.

The workshop equipped the participants with robust analytical tools and techniques, enabling them to systematically analyze and address complex issues. The methodologies learned during the workshop were designed to be versatile, allowing participants to apply these skills to various contexts and problems they might encounter in their respective institutions.

Following the workshop, the Sri Lankan partners promptly initiated several targeted awareness-raising activities.

Peradeniya University

- Science Teacher Training for SWDs' - Workshop I, Introduction to Assistive Technology – Software & Hardware was held on December 6th, 2022, at the Special Needs Resource Centre at the University of Peradeniya. The training program was organized for science academics teaching blind students in the Advanced Level Science classes all over Sri Lanka. The training program focused on teaching Mathematics, Chemistry, Statistics, and ICT using the following assistive technologies purchased via the IncEdu project: (1) software: Duxbury software, Text to speech software, zoom text screen magnifier, ChattyInfty software, Mthtype software, OCR software and scanner, NVDA and Jaws Talking screen reader; (2) hardware: PIAF Tactile image maker, 40 blue refreshable braille display, and large letter keyboards
- Peradeniya University in 2022 has started teaching Basic Statistics for blind students using the assistive technology that is available in the Special Needs Resource Centre. All the teaching materials are converted to Sinhala Unicode format to make it possible for Sinhala medium students to screen, read and use PIAF Tactile image maker to convert the images and graphs.
- Awareness Session on working with special needs students was organized on 15 of September 2022 by the IncEdu team, Faculty Special Needs Students Management Committee and Faculty Internal Quality Assurance Cell at Peradeniya University. 29 participants interacted during the discussion on the following topics:
    - ✔ Findings of baseline Survey: Existing situation and Issues
    - ✔ Role of the SNRU
    - ✔ Rights and Policies of the SWDs
    - ✔ Process to be adopted

✔ Available resources – Software

✔ Available resources – Equipment

Sri Lanka Technological Campus

- Opening of the "IncEdu Special Needs Resource Centre". The opening ceremony of the Special Needs Resource Centre at Sri Lanka Technological Campus was held on 12 August 2022, in the presence of the Secretary of the Ministry of Higher Education

- Training of Trainers and Knowledge Sharing session was conducted on 18 August 2022 to spread the knowledge of transnational training sessions that took place in the Czech Republic, Masaryk University. Over 20 academic and non-academic staff members participated in the event. The programme included the following topics:

    ✔ Introduction to the IncEdu Project

    ✔ Introduction of the Masaryk University

    ✔ Special needs and related facts and findings

    ✔ Lessons learned from other universities

    ✔ Sports and activities for special needs students

    ✔ Assistive Technologies SLTC IncEdu Team

    ✔ Q & A Session

    ✔ Visit to the newly established IncEdu Special Needs Centre.

University of Ruhuna

- The Special Needs Unit opening ceremony at the University of Ruhuna was held on the 27th of July 2022. The center was ceremonially opened by the Vice Chancellor, Senior Professor Sujeewa Amarasena. It was attended by the Deputy Vice Chancellor, Professor Saman Chandana Ediriweera, The Dean, Faculty of Humanities and Social Sciences, Professor Upali Pannilage IncEdu Project team members, Heads of Departments and members of the academic and non-academic staff. The SNU was established on the premises of the Faculty of Humanities and Social Sciences and offers services to any SWD from any faculty who wishes to use it. It is established in a place where easy access to SWDs can be found. The SNU comprises two rooms and a washroom that addresses SWDs' requirements. It has computers with specialized software installed in them to use the SWDs. The SNU houses some other equipment required by SWDs as well.

- The Awareness Session "Building disability awareness, supporting students with disabilities during higher education" was successfully conducted online on the 11th of November 2021, with over 80 participants. Guest speakers were Professor Chandani Liyanage (University of Colombo) and Mr Upul Sanjaya (assistant manager, Central Bank, Sri Lanka).

- The awareness Session "Building disability awareness. Discussion and talks on sharing experience" was held online on 27th of February 2022, with the participation of Mr. Upul Sanjaya and being attended by students. Students were able to talk freely and discuss their problems as well.
- Awareness Session "Interactive Session with Students with Disabilities (SWDs) and Teachers specializing in Teaching SWDs in Schools" was an interactive programme with students with disabilities (SWDs) held at the Dean's Office premises of the Faculty of Humanities and Social Sciences on the 5[th of] December 2022. The specialty of the programme was that these teachers who specialized in teaching disabled students themselves had some form of disability that they overcame to some extent and became empowered. If elaborated, out of the two male teachers, one teacher was totally blind, the other one was partially blind, and the female teacher had a partial hearing impairment. The objective of the programme was to motivate SWDs for their academic and personal achievements by setting an example through these teachers who are motivated and empowered. The interactive session between those teachers and SWDs was attended by IncEdu Team members as well. The SWDS were quite motivated to share their experience and hardships with them seeking advice. It was an enriching session in many ways.
- Awareness Session "A guest lecture on Issues and Challenges of Inclusive Education in Contemporary Sri Lanka" was organized on 28 of December 2022 by the Committee on Students with Disabilities in the Faculty of Humanities and Social Sciences. The guest speaker of the meeting was Dr. T.D.T.L Dhanapala (Senior Lecturer (Retired), Department of Special Needs Education, Faculty of Education, Open University of Sri Lanka).

Knowledge Sharing Workshop

Building on the experience from the Problem Tree workshop, the team of Uppsala University organized a Knowledge Sharing Workshop from May 8 to May 12. As the focus had been on mapping the causes and effects of the problem – it was time to turn the attention on how can we find solutions that address these complex issues? Therefore, a key component of this program was a two-day Design Thinking Workshop, which aimed to identify and select activities for building awareness for students with disabilities within each university. Participants were guided through the process of identifying challenges, devising solutions, and formulating objectives tailored to their specific contexts.

The evaluation of the program in Uppsala indicated high levels of satisfaction and positive feedback from attendees. The Design Thinking Workshop, in particular, was highly rated for

meeting expectations and providing valuable insights and tools for raising awareness. A wide variety of voices were raised in regard to what was most valuable from the workshop in terms of developing activities and actions for raising awareness. Some of the mentioned features included the design thinking tools, the support and collaboration between participants, and gaining the ability to identify problems and create possible actions. All participants agreed that the activities and actions developed during the workshop are likely to have a positive impact on raising awareness for students with disabilities within universities in Sri Lanka.
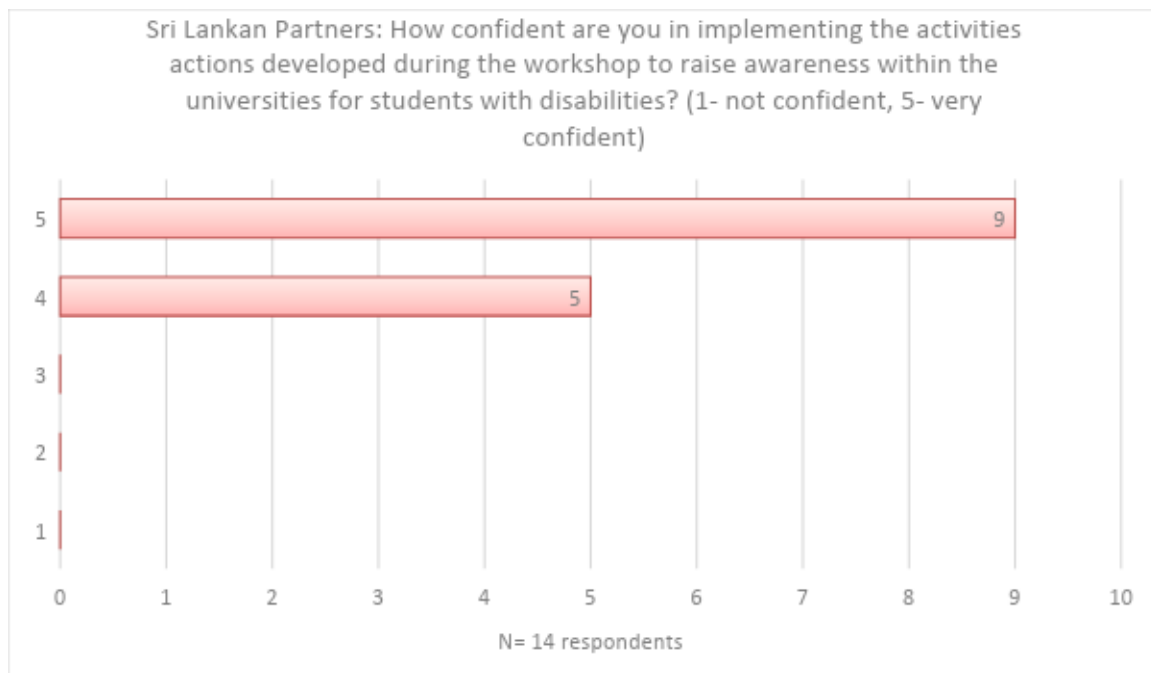
Figure 9. The evaluation of the participant's level of confidence in implementing awareness activities within their universities

The Action Plans and Individual Support

Following the Uppsala meeting, each partner had to fill in an Action to plan for the implementation of the Awareness Raising Activities identified during the workshop. Incorporating SMART criteria (i.e., that the activities had specific, measurable, achievable, relevant, and time-bound objectives)—into these plans was essential for enhancing their effectiveness and impact within Sri Lankan universities.

Uppsala University's provided ongoing support and mentoring during the implementation which included:

- **Written Feedback as a Critical Friend**: Written feedback on each Action Plan, acting as a 'critical friend'. A critical friend can offer unbiased, objective insights and

constructive criticism that might be overlooked by those deeply involved in the project. This external viewpoint is vital for identifying potential blind spots, suggesting alternative approaches, and ensuring that the plans are comprehensive, realistic, and aligned with the overall project objectives.

- **Individual Check-in Meetings**: One-on-one meetings provided personalized guidance and resource sharing, ensuring that each partner had the support needed for the successful implementation of their initiatives. These meetings allowed for continuous monitoring, adaptation, and reinforcement of the strategies laid out in the Action Plans.

2. Develop a Detailed Activity Plan:

- Break down **each** awareness-raising activity into specific tasks and actions by filling in the chart(s) below.
  - Please note that it should be 1 chart per activity, in total four detailed activities plans will be created.
- Clearly outline the responsibilities of individuals or teams involved for each action.

Activity 1	Title of communication raising awareness activity: Fill in Purpose (clearly define the purpose of this activity): Fill in Objectives (state the specific objectives of the activity and ensure that objectives are measurable and achievable): Fill in Expected outcomes: Fill in Target Audience: Fill in Indicators and evaluation (define how to measure progress and success of the activity). Fill in			
List **ALL** actions needed for the activity to be completed	Purpose	Responsible *Distribute tasks/roles*	Time frame *Deadline/Completed*	Resources needed
Fill in	Fill in	Fill in	Fill in	Fill in
Fill in	Fill in	Fill in	Fill in	Fill in
Add more if needed				

- Develop a timeline for implementing the activities.
- Assign specific dates for each activity.
- Deadline to fill in the detailed activity plans: **12 June 2023, send to fanny.jonsson@uu.se**

Figure 10. The framework for the Activity Plan

To ensure that all partners were aware of each other's activities and progress, during the final meeting in Matara (12-13 September 2023) each partner presented their awareness-raising activities. A two-day workshop on the World Café method was also

organized to showcase results from the project at large, as the project was approaching the final deadline. The aim of this activity was to raise also awareness and inspire project members about all the activities that have taken place. The meeting evaluation **(Annex 11)** showed that the World Cafe method was a new experience for almost all participants. All participants found it valuable for their work. When asked for additional suggestions, one participant requested the discussion questions provided during the workshop to be available in advance for reflection. Another participant wished for a summary of the 'good practices' that were shared during the activity. In summary, both activities were highly rated (mean = 4.83), and participants found them interesting, useful, and clear, as reflected in additional comments.

ON A SCALE OF 1 TO 5, HOW FRUITFUL WERE THE FOLLOWING ACTIVITIES CARRIED OUT IN MATARA ON THE 12TH AND 13TH OF SEPTEMBER?

Awareness Raising Activities ████ 4,83

MEAN

World Cafe Workshop ████ 4,83
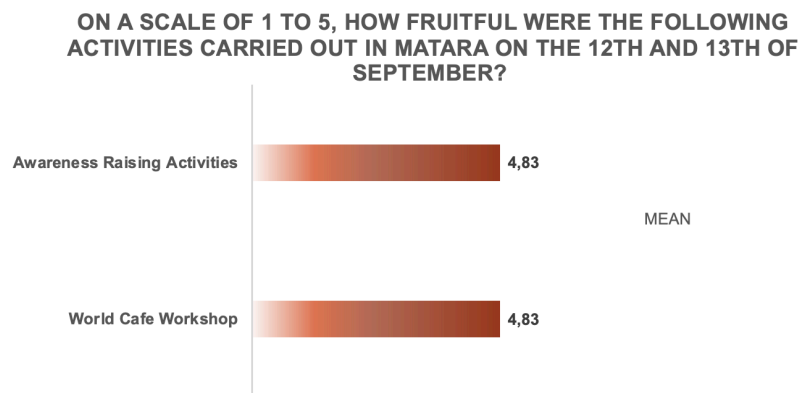
N= 12 Responses

Figure 11. The evaluation of the participants' general satisfaction regarding the rising awareness activities carried out on September 12-13 in Matara, Sri Lanka

On a scale of 1-5, how satisfied were you with ...?
(1-not satisfied, 5 - very satisfied)

	Mean
The overall activities	4,92
My own participation	4,83
Partners presentations (WP4)	4,75
The level of interaction between participants (World Cafe)	4,75
Time-use by the moderators	4,83
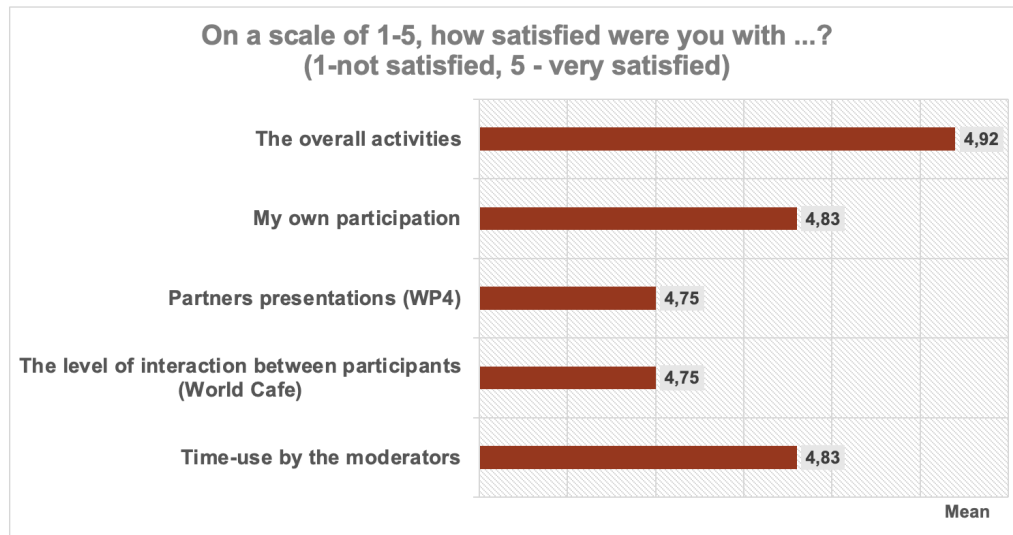
N= 12 Responses

Figure 12. The evaluation of the participants' satisfaction regarding particular aspects of the rising awareness activities carried out on September 12-13 in Matara, Sri Lanka

Assessing Impact and Planning for the Future

To assess the activities implemented by Sri Lankan partners in WP 4, an Impact Assessment Report for Awareness-Raising was submitted. The primary objective of this report was to analyze and measure the outcomes, successes, and challenges encountered during these activities, enabling us to refine strategies for future awareness activities. All partners finished between 3-4 activities, and these have also been individually evaluated also by each partner (Please see the Action plans for more details)

The report was designed to fulfill several key objectives:

- **Measure Effectiveness**: By assessing the real-world impact of the awareness initiatives, the report ensured that these efforts were making a tangible difference.
- **Identify Best Practices**: Rigorous evaluation processes were employed to pinpoint the most effective strategies and understand the reasons behind their success.
- **Learn Lessons for the Future**: The report facilitated a reflective analysis, acknowledging areas for improvement and paving the way for ongoing enhancements.
- **Foster Sustainability**: Serving as a blueprint, the report aimed to ensure that the achievements of the project would have a lasting impact, inspiring future initiatives that build upon these successes.

Reflective Analysis and Feedback Mechanism

Through a reflective analysis of each activity, the report provided valuable insights into the successes and challenges encountered, acting as a critical feedback mechanism. This feedback was instrumental in refining strategies and improving the quality of future initiatives. Additionally, the report helped establish a benchmark for quality by identifying best practices and lessons learned, thus aiding in replicating successful strategies and avoiding past pitfalls.

Joint project publication "Breaking barriers & building inclusivity"

Highlighting the project's efforts and achievements, a joint publication titled "Breaking barriers & building inclusivity: A Journey Towards Inclusive Education for Students with Disabilities in Sri Lanka" was created. This publication features case studies from WP4, showcasing the lessons learned and experiences, and focuses on our efforts to create community awareness.

Recognizing that raising awareness is an ongoing endeavor that extends beyond the project's timeline, all partners have committed to continuing their work in increasing know-how and awareness. This commitment reflects the project's dedication to sustainable impact and learning, ensuring that the momentum gained in WP4 continues to drive positive change in the realm of inclusive education.

Quality Plan (WP5)

The Quality Board meetings
The Quality Board (QB) members meet regularly in online and on-site meetings to ensure the implementation of the quality plan. There were eleven Quality Board meetings.

Table 4. IncEdu Quality Board meetings

Year	Quality Board meetings
2020	4th of May 29th of May 14th of December
2021	22nd of March 20th of December
2022	11th of March 2nd of November 21st of December

2023	3rd of April
	20th of June
	6th of November

For all the meetings, dates were agreed upon and pre-announced, and the meeting agendas were distributed via email to all participants in advance. Also, the minutes of the meetings are available on the project's Google Drive folder.

The first two meetings were held on the 4th of May 2020 and the 29th of May 2020. Members discussed and agreed on: collaborative online work using Google Drive, steps for developing the Quality Plan, and collecting feedback from stakeholders. It was suggested that all partners must be flexible and adaptive to manage unpredictable contexts generated by the COVID-19 pandemic - a significant challenge when referring to any project implementation.

The third and fourth Quality Board meetings were held on 14 December 2020 and 22 March 2021. Members discussed and agreed on: the finalization of the QA Plan, QA Annual Report, QA Matrix, the questionnaire and the steps for the Annual Internal Evaluation, QA tools development, the topics, and the postponement of the QA Workshop that should have been organized in December 2020, in Brasov, due to pandemic.

In 2022, the fifth and the sixth QB meeting took place online on the Big Blue Button platform, and the seventh meeting took place face-to-face in Brasov on the 2nd of November. During the meetings were discussed the following topics: the evaluation of the activities carried out in WP2 and WP5, the second-year QA report and QA tools for internal communication and work packages, the annual QA report, and the quality plan for 2023.

In 2023, the three QB meetings were held online. During these meetings, the following topics were discussed: the third QA report, updates on WP activities, feedback survey data for Uppsala project meeting & workshop, QA tools for WP activities and for the final conference in September & connected events, QA final report (partner contribution and timeline), briefing on QA evaluation results for the final conference and related events at Ruhuna University and the sustainability of the project.

Additionally, one-to-one meetings were managed by partners according to topics to be discussed and clarified.

To collect the partners' viewpoints on the project implementation, feedback and input was collected by the Quality Board by online surveys (questionnaires) on the following occasions:

1) after the kick-off meeting in February 2020 (**UoP**)

2) after the second project meeting in March 2021 **(Annex 12)**

3) after the first year of the project, December 2021 (**Annex 1**)

4) after the second year of the project, December 2021-January 2022 (**Annex 2**)

5) after the third project meeting in February 2022 (**Annex 13)**

6) after the fourth project meeting in November 2022 (**Annex 14)**

7) after the fifth project meeting in May 2023 (**Annex 15)**

8) after the sixth project meeting in September 2023 (**Annex 16)**

Along with these questionnaires, two group interviews (focus group) with the project members who attended the QA event in Brasov, Romania, were used to evaluate the internal quality assurance for the project implementation.

For in-depth analysis, we used feedback questionnaires, unstructured interviews and informal discussions for the evaluation of the following activities of the project:

- Focus groups with non-teaching and teaching staff from Sri Lanka Universities (WP3) – **Annex 4**
- Education of Educators in Zagreb, Croatia (WP3) - **Annex 5**
- Community Awareness Workshop organized in Brașov, Romania (WP4) **- Annex 10**
- Quality Assurance Workshop & Connected events organized on the 1st of November 2022 in Brașov, Romania (WP5) - **Annex 17**
- Quality Assurance Workshop on specific QA Tools organized on the 2nd of November 2022 in Brașov, Romania (WP5) - **Annex 18**
- Education for academic and non-academic staff & Education of educators in Peradeniya, Sri Lanka (WP3) – **Annex 6 and Annex 7**
- World Cafe Workshop and the Awareness Raising Activities, 12-13 September 2023, Matara, Sri Lanka (WP4) **- Annex 11**

Qualitative tools (unstructured interviews and informal discussions) were used to collect feedback and to tackle more sensitive topics (such as difficulties in obtaining visas, financial challenges in Sri Lankan universities impacting the project etc.). All the results were discussed extensively in the Quality Board meetings and shared with the project team members.

The Quality Assurance Workshops & Connected Events

The Transilvania University of Brasov organized the Quality Assurance workshop and connected events (31st of October to 4th of November) with the aim of assessing and finding proper ways to improve the quality of the IncEdu project activities. The QA full-day activities were conducted on-site on the 1st and 2nd of November in Brasov with the participation of 23 project members from the eight partner universities.

First, a dedicated session on Grants' Quality Assurance was organized to share the good practices and challenges of the partners in implementing quality management. During this discussion, the quality management systems of Transilvania University of Brasov, University of Zagreb, Masaryk University, Uppsala University, and University of Peradeniya were presented, followed by a debate on these quality assurance management frameworks and the biggest challenges in their implementation. All partners contributed with insights from their own experiences.

Afterward, the participants were divided into two groups for collective interviews on the internal assessment of the project implementation. The selection criterion was that at least one representative from each partner university was in the two groups. The results of the two focus groups have been presented above in section 4.

The second day started with three working sessions on developing QA tools according to WPs' activities. The main aim of these activities was to identify and develop quality assurance tools suitable for all work packages in the project. The three groups were organized as follows: the first group aimed at developing QA tools for WP2 and WP3, the second group aimed at developing QA tools for WP4 and WP6, and the third aimed at developing QA tools for WP5 and WP7. Each group had a facilitator who moderated and maintained the flow of the group discussion.

Following up then, the seventh QB meeting, which was extended to other project members who wished to participate, took place.

All these activities received positive feedback from the participants, as can be seen in the figures below: Figure 13 and Figure 14 **(Annex 15 and Annex 10).**
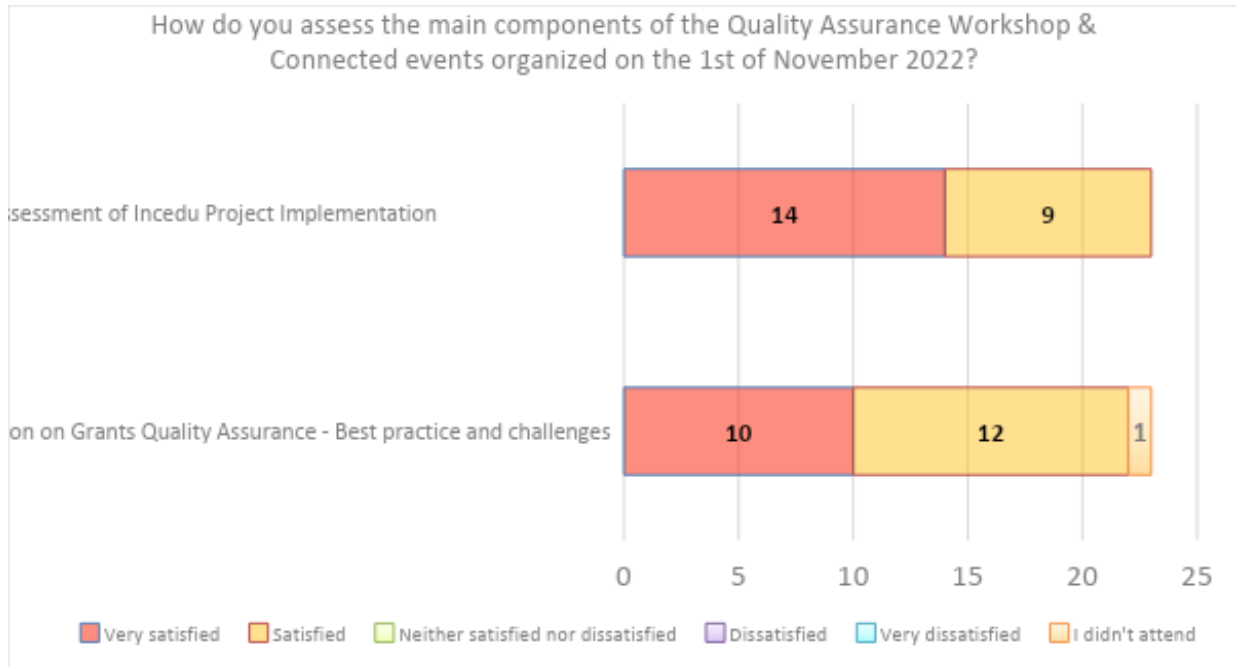
Figure 13. The evaluation of the participant's satisfaction with the Quality Assurance Workshop organized on the 1st of November in Braşov, Romania (Count of answers)
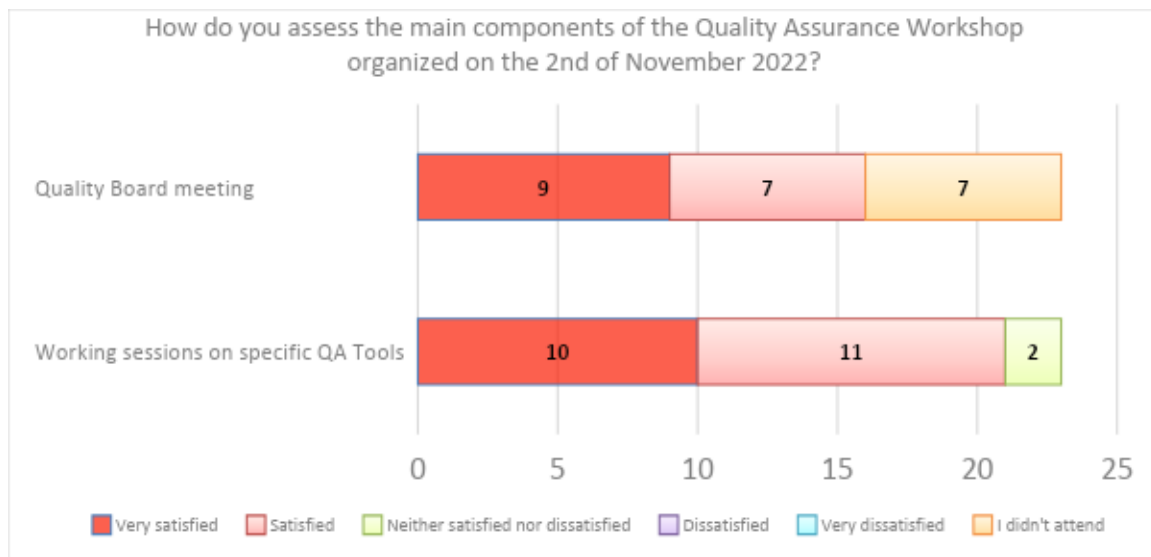
Figure 14. The evaluation of the participant's satisfaction with the Quality Assurance Workshop organized on the 2nd of November in Braşov, Romania (Count of answers)

UNITBV visit to Peradeniya University, SLTC & Ruhuna University (March 2023)

In March 2023 the team of Transilvania University of Brasov within the IncEdu project carried out a visit to partner universities in Sri Lanka.

On this occasion, working meetings were held at the University of Peradeniya, Sri Lanka Technological Campus, and the University of Ruhuna to identify the status of implementation of activities and centers developed for students with special needs.

Thus, on 14th of March 2023 a meeting was organized at the University of Peradeniya, Faculty of Arts, with the Dean of the Faculty, Dr. E.M.P.C.S. Ekanayake, and members of the IncEdu project and with the Vice-Chancellor of the University of Peradeniya, Professor MD. Lamawansa. Also, there was a presentation of the center for students with special needs developed under the IncEdu project, discussions with the staff employed in the center, and other faculty members of the Faculty of Arts on sustainable actions for the Center.

On 16 March, the meeting was held at the Sri Lanka Technological Campus with the Director of Research and International Affairs, Dr. Nanda Gunawardhana, and the IncEdu project team. Also, on that occasion, there was a presentation of the center for students with special needs developed within the IncEdu project, discussions with the staff working in the center, and with other teachers at the Sri Lanka Technological Campus.

The last visits were organized at the University of Ruhuna on the 17th of March, which consisted of a presentation of the center for students with special needs developed within the IncEdu project, discussions with the staff of the center and other teaching staff of the University of Ruhuna, Faculty of Humanities and Social Sciences.

The members of the Quality Board provided feedback and suggestions for corrective actions and improvements throughout the implementation of the project, as well as the development of data collection tools (quantitative and qualitative), data analysis, and the summary to be presented to internal and external stakeholders.

Dissemination and Exploitation (WP6)

The following project dissemination actions were successfully fulfilled within the project:

- Project website: https://arts.pdn.ac.lk/IncEdu/index.html
- Project section on the Eastern University webpage: https://www.esn.ac.lk/IncEdu/
- updates about the project published on the partner universities' websites;
- information about the project published in the partner universities' websites, and newsletters;
- 4 Newsletters of the project have been prepared and published on the website for dissemination;
- University management, faculties, and administration staff in the partner universities were informed of the project outcomes; sustainability for the future of the SWD's centers was discussed;
- Sri Lanka Technological Campus Research University organized the University Day 2022 event on 14 October 2022 at Padukka Campus. With this occasion, Mr. Lars Bredal, Deputy Head of Delegation, European Union to Sri Lanka and the Maldives, attended the event as the Chief Guest along with the participation of the other key government officials and the delegates from the Embassies representing the countries of our EU partners.
- The "INCEDU Special Needs Resource Centre'' opening events were organized at the University of Peradeniya, the University of Ruhuna, and the Sri Lanka Technological Campus
- information about the project was published on the social media of the partner universities (Twitter, Facebook, and LinkedIn posts) and disseminated through local and international meetings to ensure the visibility of the activities;
- "The Wiley Handbook of Sustainability in Higher Education Learning and Teaching'' was published, with significant contribution of the project team, promoting the IncEdu project.
- presentation and awareness sessions during conferences and scientific events were organized by partner universities, involving teaching staff and students (including students with special needs):
  - ✔ University of Peradeniya team conducted a half-day workshop on awareness of SWDS to the academic staff of the faculty, introducing assistive technologies to students with visual impairment, and several workshops in 2023.
  - ✔ TOT and Knowledge Sharing Session was conducted by SLTC;
  - ✔ Three project team members presented a paper on "Policies and issues in developing inclusive education for SWDs in Sri Lanka" at the 11th

International Colloquium of Social Sciences and Communication and the National Romanian Sociologists Society Conference on 27-28 October 2022 in Romania.

✔ Three project team members contributed to formulating and developing the Policy for Inclusive education in Higher Education in Sri Lanka initiated by the University Grant Commission.

✔ Final (6th) conference in Ruhuna - 16th September 2023 (with presentations from all partners about: Overview of project activities; Project activities - A summary of all activities carried out, Activities to be completed, Impact made within & and outside the university, Challenges, Sustainability; Report of finances: details of expenses and a plan for spending the remaining funds).

✔ Science Teacher Training workshop for Teaching SWDs' on the 6th of Dec 2022 at the SNRC of the Faculty of Arts in collaboration with the Ministry of Education, Sri Lanka. The members of the project team served as resource persons for the workshop.

✔ University management, faculties, and administration staff in the partner universities were informed of the project outcomes; sustainability for the future of the SWD's centers was discussed.

● Participation of the partners on 14 September 2023 in the 9th Ruhuna University International Conference on Humanities and Social Sciences (RUICHSS 2023) held at the Auditorium, University of Ruhuna, Faculty of Fisheries and Marine Sciences and Techology, programme (https://hss.ruh.ac.lk/ruichss/ruichss2023/); participation in the plenary sessions and in the technical sessions.

Management (WP7)

Meetings

For the period February 2020 – February 2021, there has been only one face-to-face meeting in Kandy at the University of Peradeniya – the kick-off meeting with all the partners involved in the project. Due to the Covid-19 pandemic, the second meeting planned for December in Brasov was postponed.

The University of Peradeniya organized the second international project meeting online via the Zoom platform on the 1st of March 2021. The meeting agenda was distributed to all members of the project, and all the partners participated in the meeting. The main topics discussed were about the key findings of the baseline survey (by Sakunthala Yatigammana & Samanmala Dorabawila, University of Peradeniya); the key issues, problems, and the identification of required improvements in physical, technological, and human capacity with the planning of activities (by Lelia Kiš-Glavaš, University of Zagreb and Petr Peňáz, Masaryk University); and the planning of activities for creating community awareness (by Fanny Jonsson, Uppsala University). Also, it was discussed the Quality Plan (by Carmen Buzea, Transilvania University of Brasov), the Dissemination Strategy (by Nanda Gunawardhana, Sri Lanka Technological Campus), and the Technical Report (by Anoma Abhayaratne, University of Peradeniya).

Following the meeting, an evaluation questionnaire was sent to all the participants. According to the participants' feedback, the meeting was successful. They were satisfied with the topics, the distribution of tasks among the partners, and the results and conclusions of the meeting (see Figure 16).
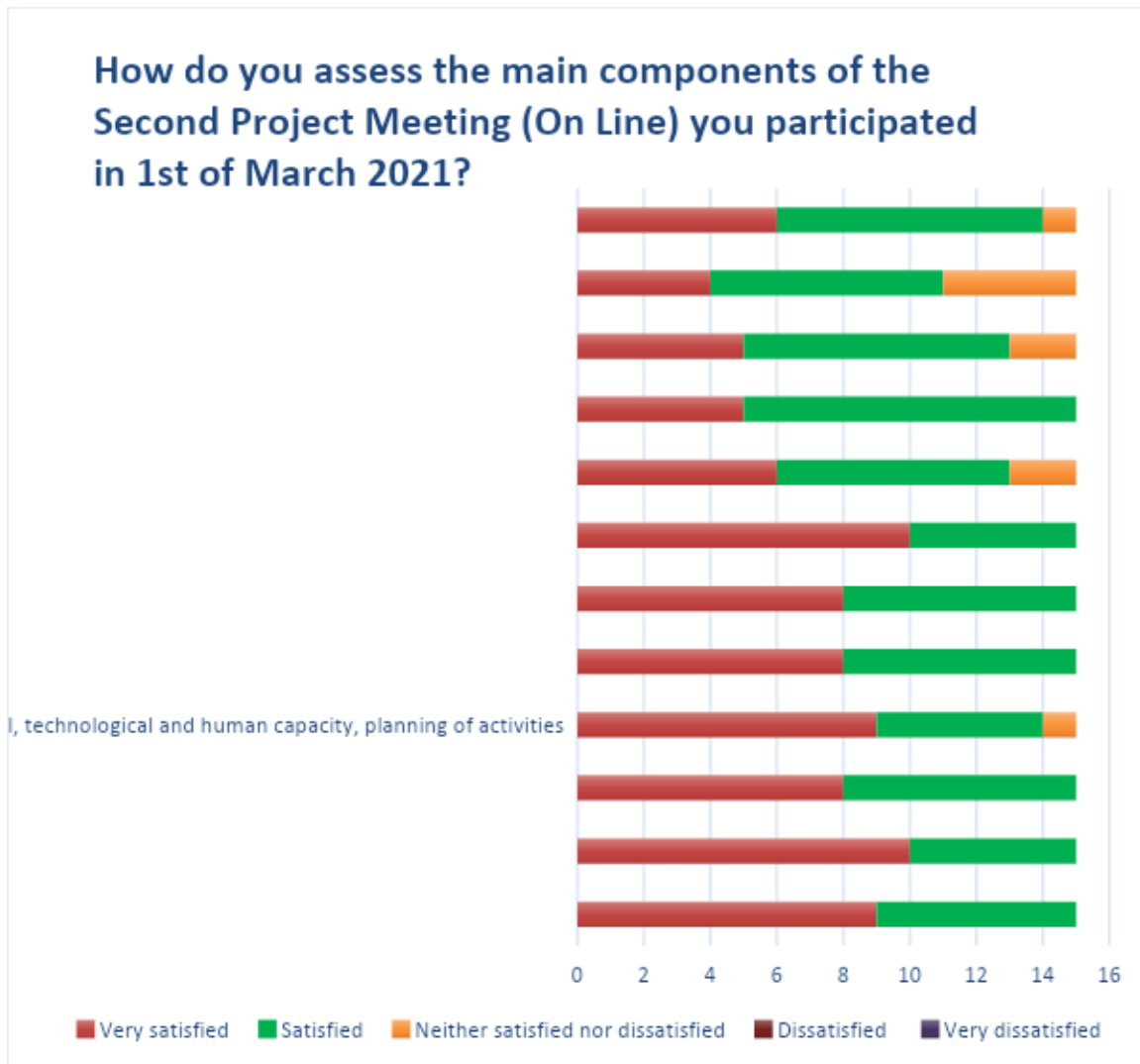
Figure 16. The assessment of the Second Project Meeting (On-Line)? (Count of answers)

The third meeting of the project was organized in a hybrid format via Zoom (for online connections) on the 24th of February 2022. The meeting agenda was distributed to all members of the project. During this meeting, the project coordinator, Anoma Abhayaratne, gave a welcoming speech and presented an overview of project activities, and then the discussion focused on project finances. Another important theme discussed was the progress of WP 2 – Establishment of the support center and in identifying equipment/technology, training, training dates, and the progress in support centers at Sri Lankan partner universities. The next section of the meeting involved discussions regarding the progress on WP3, WP4, WP5, and WP6, and in the end, a Q&A session took place.
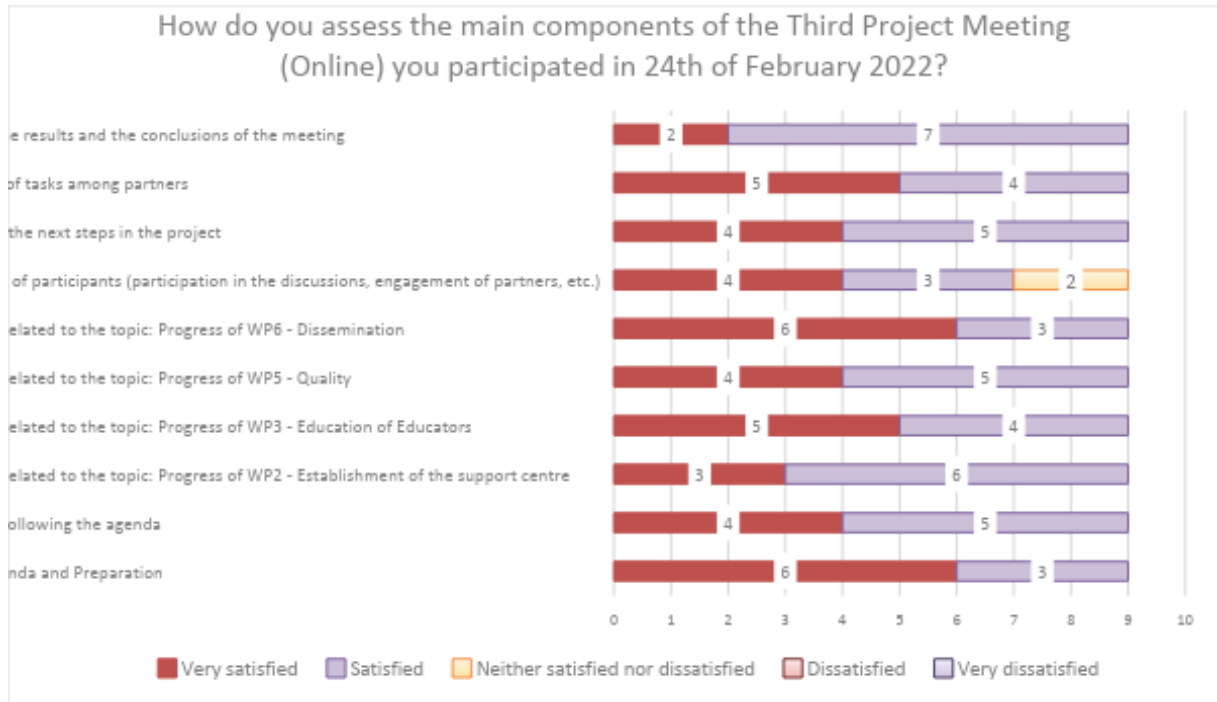
Figure 17. The assessment of the Third Project Meeting (Count of answers)

Following the meeting, an evaluation questionnaire was sent to all the participants. **(Annex 13).**

Members' feedback on the activities of this meeting was entirely positive, as shown in the figure above (Figure 17).

The fourth project meeting took place on-site on the 3rd of November 2022 in Brasov, Romania. The first draft of the meeting agenda was sent to all project partners in advance.

During this meeting, first, an overview of the project activities was presented by the coordinator. Then each WP lead partner presented the progress of the activities, challenges, problems, and lessons learned, the remaining activities to be implemented, and the plan to complete the WP.

Updates were also given on the activities of the local partners (Sri Lankan universities) as an overview of the finances and planned activities for 2023. The meeting was attended by 23 participants from seven of the project partners (Figure 18).
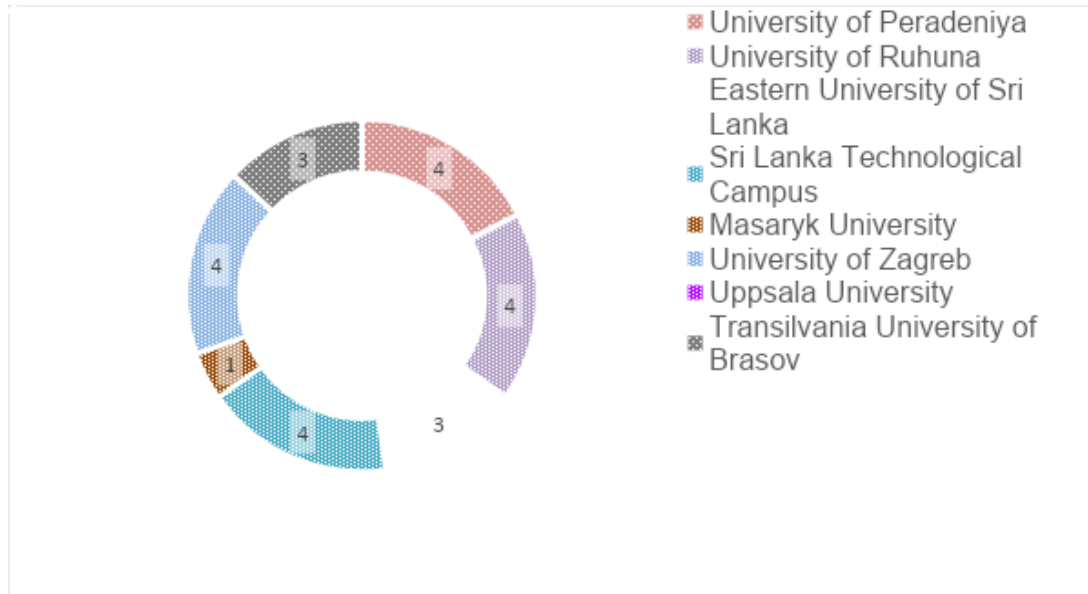
Figure 18. Participants of the Fourth Project Meeting (Count)

Following the meeting, an evaluation questionnaire was sent to all the participants. **(Annex 14).** According to the participants' feedback, the meeting was successful. They were satisfied with the topics, the distribution of tasks among the partners, and the results and conclusions of the meeting (see Figure 19).
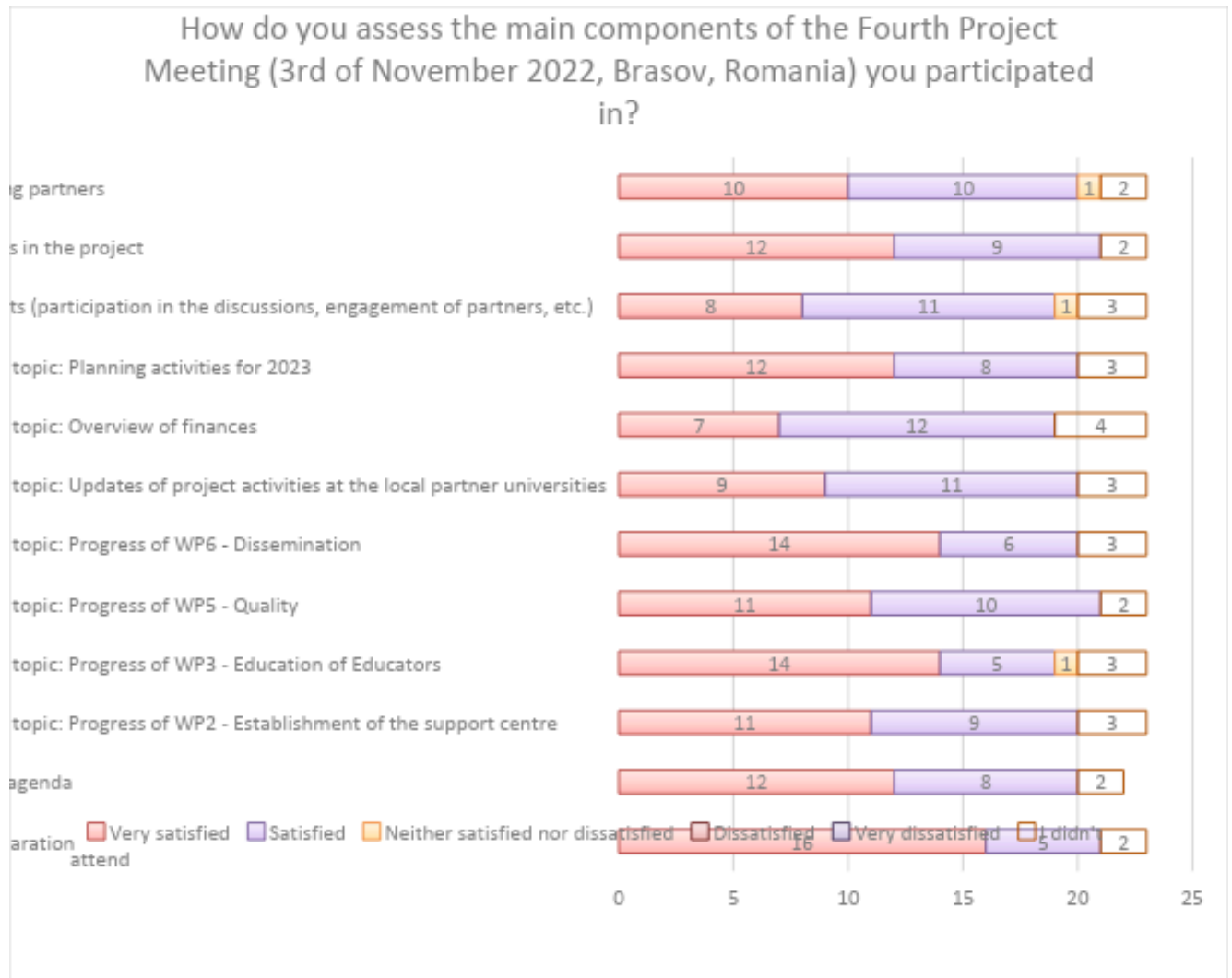
Figure 19. The assessment of the Fourth Project Meeting (Count of answers)

The fifth project meeting took place on-site on the 10th of May, 2023, in Uppsala, Sweden. The first draft of the meeting agenda was sent to all project partners two weeks in advance. During this meeting, first, an overview of the project activities was presented by the coordinator. Then each WP lead partner presented the progress of the activities, challenges, problems, and lessons learned, the remaining activities to be implemented, and the plan to complete the WP.

Updates were also given on the activities of the local partners (Sri Lankan universities) as an overview of the finances and planned activities for 2023. The meeting was attended by 14 participants from all of the project partners (Figure 20).
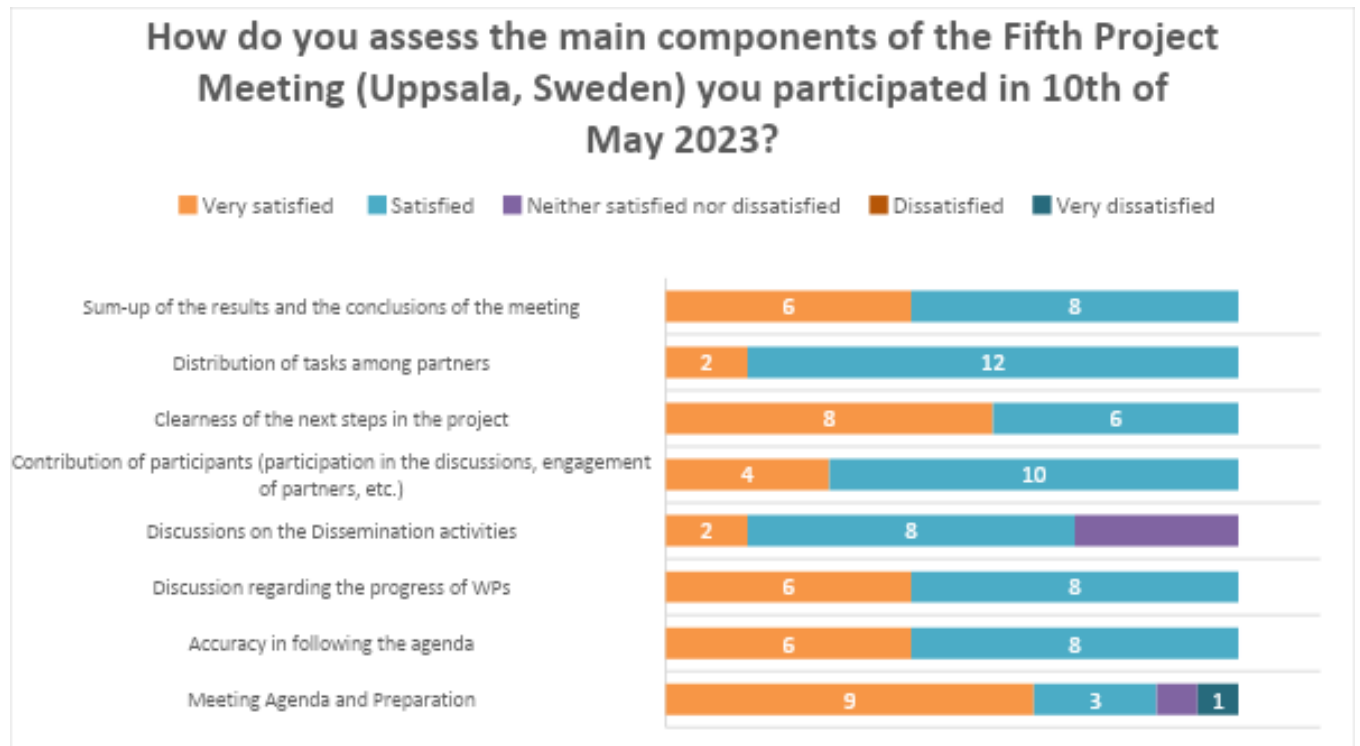
Figure 20. The assessment of the Fifth Project Meeting (Count of answers)

After the meeting, an assessment questionnaire **(Annex 15)** was distributed to all attendees. Based on the feedback received from participants, the meeting was deemed successful. Participants expressed satisfaction with the agenda, the allocation of responsibilities among partners, and the outcomes and conclusions of the gathering (Figure 20).

The final meeting of the project was held on the 16th of September 2023 in Matara, Sri Lanka.

The meeting agenda was distributed to all project partners in advance. In the course of the meeting, the coordinator commenced proceedings with an overview of the project activities. Subsequently, each Work Package (WP) lead partner provided updates on activity progress, challenges, encountered issues, lessons learned, pending activities to be executed by the project's conclusion, financial status, and the strategy for completing the respective WP. The meeting boasted a total attendance of 23 participants representing all project partners (refer to Figure 21).

How do you assess the main components of the Sixth Project Meeting (16th of September 2023, Matara, Sri Lanka) you participated in?

|	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	I didn't attend
Sum-up of the results and the conclusions of the meeting	10	9	2			2
Distribution of tasks among partners	11	8	2			2
Clearness of the next steps in the project	8	11	1	1		2
Contribution of participants (participation in the discussions, engagement of partners, etc.)	8	13				2
Discussions related to the Final report and further collaboration	8	9	4			2
Summary of project activities and report of finances presented by Uppsala University	14	6				3
Summary of project activities and report of finances presented by Transilvania University of Brasov	14	6				3
Summary of project activities and report of finances presented by Masaryk University	9	8	2	1		3
Summary of project activities and report of finances presented by University of Zagreb	14	6				3
Summary of project activities and report of finances presented by Eastern University of Sri Lanka	9	9	2			3
Summary of project activities and report of finances presented by Sri Lanka Technological Campus	11	9	1			2
Summary of project activities and report of finances presented by University of Ruhuna	15	6				2
Summary of project activities and report of finances presented by University of Peradeniya	15	6				2
Accuracy in following the agenda	12	9				2
Meeting Agenda and Preparation	13	7			1	2

Figure 21. The assessment of the Sixth Project Meeting (Count of answers)

Following the meeting, an evaluation questionnaire was sent to all the participants. **(Annex 16).** According to the participants' feedback, the meeting was successful. They were satisfied with the topics, the distribution of tasks among the partners, and the results and conclusions of the meeting (see Figure 21).

Unlike other work packages, W7 needed continuous support from all the project partners and their members to produce meaningful outcomes. Other than one or two project partners on several occasions, all partners were very supportive and prompt in getting engaged in relevant activities for the successful completion of the project management activities. This collective, collaborative support for the project activities made it possible to manage and complete all the project work packages successfully and achieve the expected outcomes of the project. The quality assurance meetings and updated reports kept the members on track with their engagement and support in completing the project activities to achieve meaningful outcomes.

Conclusions

The study of all the different topics covered in this report allows to draw a number of conclusions about the project. During the implementation of the project, considerable efforts were made to monitor the quality of the activities, to collect feedback from internal and external stakeholders, and to provide adequate and timely corrective actions and suggestions to minimize risks and improve the quality of the results and the cooperation between the partners. On each occasion, quantitative and qualitative data were analyzed by the Quality Assurance Board and the Project Management Team and disseminated to all project stakeholders. In this way, the project coordinator and the project management committee were supported to react promptly and to redesign the workflow of key processes in order to ensure the quality standards of the actions, such as

- Re-engineering internal communication through the use of online platforms and collaborative software;
- Setting flexible deadlines in the context of the Covid-19 pandemic, i.e. postponing or extending deadlines according to the needs of the partners and the local epidemiological context;
- Evaluate changes in the planned methodology to achieve results and maintain high quality;
- Adapting the dissemination strategy and using new communication channels.

As a result, both Project Management Committee and Quality Board meetings showed that partners were willing and motivated to develop high quality project outputs. As expected, during the project implementation, all partners expressed concerns about completing all the postponed tasks affected by the Covid-19 pandemic. However, they were confident in the partnership and their ability to complete everything on time, and showed flexibility and willingness to adapt in order to successfully complete the assigned task at the proposed quality standards and within the approved budget.

Communication and transnational collaboration

The lead partner set up a Google Drive folder where all project-related materials were uploaded and accessible to any project member at any time. In addition, Google online tools were used for collaborative work. A generic project email address, IncEducbhe@gmail.com, was created for record keeping and easy follow-up.

Communication and transnational collaboration were discussed at each project meeting. Some of the partners highlighted some difficulties with the e-mail communication flow, followed by corrective actions that resulted in improvements.

Deadlines

During the reporting period there were several deadlines for project activities. Some of them were met, as presented in the sections dedicated to the work packages; some were extended/postponed due to travel restrictions and closures caused by the COVID-19 pandemic. However, at the end of the project, all activities were successfully completed, demonstrating the resilience and adaptability of the IncEdu project team in overcoming the challenges posed by travel restrictions and lockdowns due to the COVID-19 pandemic. The adjustments made to the schedule ensured that the project objectives were met and that all planned activities were ultimately carried out. This flexibility, coupled with the commitment of the project team, enabled the IncEdu initiative to achieve its goals and make a significant contribution to the development of inclusive education for students with disabilities in Sri Lankan universities.

Sustainability

In terms of project sustainability, the partners agreed on key actions:

- The support centers will help other beneficiaries, not only students with special needs; they will receive local support and funding from the university;
- provide training to academic and non-academic staff, students and other categories of direct beneficiaries of the support centers. It was also proposed to expand the IncEdu project by identifying and filling the gap for new beneficiaries in schools, not only in the academic environment.
- new courses in Sociology and Anthropology will be introduced in Sri Lankan Universities, such as the courses on Sociology of Disability, Social Work and Disability Care, and Introduction to Disability Studies at the Eastern University of Sri Lanka;
- the resources for the training program "Inclusive Approach to Students with Disabilities in Academic Setting for Teaching and Non-Teaching Staff" are available to train new groups of teaching and non-teaching staff in Sri Lankan universities.
- the partners agreed to appoint a contact person to act as a liaison for future dissemination activities, future projects and human resource development.

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

Questionnaire internal evaluation

- first year of the project -

Version 2.0
Proposed by Transilvania University of Brasov

Dear partners,

Please take 10 minutes to fill in the questionnaire regarding the internal evaluation during the first year of the project "Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities".

The target groups for this questionnaire are team members from all partner countries.

The survey will be used to collect the partners' viewpoints on the project implementation, and the results will be summarized in the Annual Quality Assurance Report.

The questionnaire is to be filled in by all members involved in the project. All responses are completely anonymous and confidential and will be analyzed by Quality Board to identify ways for quality improvement. There is no right or wrong answer; we just need honest answers, ones that represents your true perception and experience.

Thank you for your time and feedback!

Q1. What were your main hopes and expectations for the implementation of the project? (Open-ended question)

……………………...

Q2. Until now, to what extent were these expectations met?

- Not at all
- To a small extent
- To some extent
- To a moderate extent
- To a great extent
- To a very great extent

Q3. Do you have any concerns about the following components of the project?

Components of the project	YES	NO
Q3.1. Project management		
Q3.2. Methodology for implementation		
Q3.3. Cooperation between partners		
Q3.4. Commitment of partners to the project		
Q3.5. Timing of activities		
Q3.6. Defined deadlines		
Q3.7. Project outputs		

Q4. Can you specify the concerns? (for the above items you answered YES)

…………………………………………………………………..……………………………………..

Q5. Please rate the following items as experienced so far:

Items	To a small extent	To some extent	To a moderate extent	To a great extent	To a very great extent	Not sure/ No answer
Q5.1. Internal communication is conducted in an effective manner.						
Q5.2. Online meetings are booked with enough time in advance						
Q5.3. Appropriate ICT tools are used for online meetings (video, and screen sharing, etc.)						
Q5.4. The project offers a good environment for the cooperation between organizations involved in implementation.						
Q5.5. Partners are committed to make development of the project work.						
Q.5.6. Partners have a clear understanding of the project goals and objectives.						
Q5.7. The implementation steps are clear for me.						
Q5.8. I have access to resources and tools to						

perform well my tasks within the project.						
Q5.9. I am satisfied with my own level of activity.						
Q5.10. I am satisfied with the level of activity of other partners.						
Q5.11. I am highly motivated to contribute to the project.						
Q5.12. I think the other partners are highly motivated to contribute to the project.						
Q5.13. Please write any other comments regarding these items here: ………………………………………………..						

Q6. To what extent did the external conditions caused by the COVID-19 pandemic affect the implementation of the project?

Not at all

To a small extent

To some extent

To a moderate extent

To a great extent

To a very great extent

Q7. Can you describe the effects mentioned above? (If COVID has had an impact on the implementation, could you please explain in what ways?)

....

Q8. Do you have any additional comments or suggestions about possible improvements within the project?

....

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

Questionnaire for Internal Evaluation
- 2nd year of the project -

Version 1.0

Proposed by Transilvania University of Brasov

Dear partners,

Please take 10 minutes to fill in the questionnaire regarding the internal evaluation during the 2ᴺᴰ year of project "Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities".
The target groups for this questionnaire are team members from all partner countries.
The survey will be used to collect the partners' viewpoints on the project implementation and the results will be summarized in the Annual Quality Assurance Report (for the 2ᴺᴰ year).
The questionnaire is to be filled in by all members involved in the project. All responses are completely anonymous and confidential and will be analyzed by Quality Board to identify ways for quality improvement. There is no right or wrong answer; we just need honest answers, ones that represent your true perception and experience.

Thank you for your time and feedback!

Q1. Please select the partner university you belong to:

- University of Peradeniya
- University of Ruhuna
- Eastern University of Sri Lanka
- Sri Lanka Technological Campus
- Masaryk University
- University of Zagreb
- Uppsala University
- Transilvania University of Brasov

Q2. What were your main hopes and expectations for this year implementation of the project? (Open-ended question) as per the plan of the project, expected to work out on relevant work packages.
……………………...

Q3. Until now, to what extent were these expectations met?
- Not at all
- To a small extent
- To some extent
- To a moderate extent

- To a great extent
- To a very great extent

Q4. As the project was extended with one more year due to COVID-19 pandemic, to what extent this situation affects the implementation of the project?
- Not at all
- To a small extent
- To some extent
- To a moderate extent
- To a great extent
- To a very great extent

Q5. Can you detail the effects mentioned above? (If the time extension has had an impact on the implementation, could you please explain in what ways?)

....

Q6. How would you rate the following items regarding the time extension of the project?

Items	Very bad	Bad	Fair	Good	Excellent
Q6.1. Agreement on deviation from the initial timeline of the work plan due to the COVID-19 pandemic					
Q6.2. Adherence to the agreed schedule and tasks by all partners					
Q6.3. Effectiveness of the measures adopted in the reschedule of the activities due to the COVID-19 pandemic					

Q7. In light of the time extension of the project, do you have any concerns about the following components of the project?

Components of the project	YES	NO
Q7.1. Project management		
Q7.2. Methodology for implementation		

Q7.3. Cooperation between partners		
Q7.4. Commitment of partners to the project		
Q7.5. Timing of activities		
Q7.6. Defined deadlines		
Q7.7. Project outputs		

Q8. Can you specify the concerns? (for the above items where you answered YES)

…………………………………………………………..…………………………………………..

Q9. Did you attend any event organized between 28th of November and 4th of December 2021 with the contribution of the Masaryk University team?
- Yes
- No
- I didn't know about the events

Q10. (If you responded YES in the previous question) How would you evaluate the event and the know-how transfer?
- Very good
- Good
- Sufficient
- Insufficient

Q11. Did you attend the webinar "Accessibility of the European Higher Education: What has Changed in the Last Three Decades?" held on 1st of December 2021 with the contribution of the Masaryk University team?
- Yes
- No
- I didn't know about the events

Q12 (If you responded YES in the previous question) How would you evaluate the discussions about the topics proposed during the meeting?
- Very good
- Good
- Sufficient
- Insufficient

Q13. Please rate the following items as experienced this year:

Items	To a small extent	To some extent	To a moderate extent	To a great extent	To a very great extent	Not sure/ No answer
Q9.1. Internal communication is conducted in an effective manner.						
Q9.2. Online meetings are booked with enough time in advance						
Q9.3. Appropriate ICT tools are used for online meetings (video, and screen sharing, etc.)						
Q9.4. The project offers a good environment for the cooperation between organizations involved in implementation.						
Q9.5. Partners are committed to make development of the project work.						
Q.9.6. Partners have a clear understanding of the project goals and objectives.						
Q9.7. The implementation steps are clear for me.						
Q9.8. I have access to resources and tools to						

perform well my tasks within the project.						
Q9.9. I am satisfied with my own level of activity.						
Q9.10. I am satisfied with the level of activity of other partners.						
Q9.11. I am highly motivated to contribute to the project.						
Q9.12. I think the other partners are highly motivated to contribute to the project.						
Q9.13. Please write any other comments regarding these items here: …………………………………………….. …….						

Q14. Do you have any additional comments or suggestions about possible improvements within the project?

……

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

Focus Group - Internal Assessment of IncEdu project implementation

- 3rd year of the project -

Version 1.0

Proposed by Transilvania University of Brasov

The purpose of this group interview is to make an internal assessment of the implementation of the IncEdu project. This tool will help us to understand the needs of the project members regarding the implementation of the project in order to improve quality. Although the focus group will be recorded, your answers will remain anonymous, and no names will be mentioned in the report.

There are no right or wrong answers to the focus group questions. We want to hear many different points of view and would like to hear everyone's opinions. We hope you can be honest even when your answers may not agree with the rest of the group. Thanks for agreeing to be part of the focus group. We appreciate your willingness to participate.

In order to facilitate the discussion, I and my partner ___ will be moderators, but we will also participate in the focus group discussions. So, let's start!

Questions:

1. Let's talk about the first steps you took in this project. Can you briefly tell us your project journey (How you got in this project and what has been your experience so far)?

2. Can you be more specific/ can you detail more about the project activities that you're involved in? (WP)

3. What are your hopes, fears, and expectations about your involvement in the activity/ activities described earlier?

4. To start discussing about a very up to date issue that had/ still has and generates effects on the project… How was for you the COVID-19 pandemic impact on the implementation of the project/ the activities of the project?

5. What is your opinion regarding the communication process and transnational collaboration of the project? Are communication activities in line with: - project theme - target groups - proposed activities - proposed outcomes?

6. Have you got any tips to improve this process?

7. How about the partners' commitment and motivation? Do partners have proven experience and competence in the project fields?

8. Have you got any suggestions to improve motivation and commitment?

9. What do you think about the project implementation methodology so far?

10. Is there anything that can be improved? Can you give us some advice?

11. What are your main hopes and expectations in regard to the activities you are involved in/ the hole project?

12.The final discussion and question: Can you think of some corrective actions and improvement suggestions? What would you do now if you had to change something?

Annex 4

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK QUESTIONNAIRE FOCUS- GROUPS WP3

24-25 February, 2022 Sri Lanka

Version 2.0
Proposed by Transilvania University of Brasov

Dear focus group participant,

To improve future activities of the "Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities" Erasmus+ project, we would appreciate your feedback regarding your experience as a participant in this focus group. All responses are completely anonymous and confidential and will be analyzed to identify ways for quality improvement. There is no right or wrong answer; we need honest answers representing your true perception and experience.

Thank you for your time and input!

Q1. Do you think the focus group had a proper design for reaching the proposed objectives?
□ Yes
□ No

Q2. Were the general objectives of the focus group clear to participants?
□ Yes
□ No

3. Was the duration of the focus group sufficient to achieve the expected results?
□ Yes
□ No

4. Was the meeting well-structured?
□ Yes
□ No

5. How would you evaluate the contributions of the participants during the meeting?
□ Very good
□ Good
□ Sufficient

□ Insufficient

6. What did you think about the location of the meeting?
□ Very good
□ Good
□ Not suitable

7. In general, how do you rate the experience of participating in the focus group?
□ Very good
□ Good
□ Poor
□ Very poor

8. In general, how do you rate the moderator support during the focus group?
□ Very good
□ Good
□ Poor
□ Very poor

9. Name 3 things that you really appreciated about this focus group:
       1. ……………
       2. ……………
       3. …………..

10. Name 3 main points for improvement:
1. ……………
       2. ……………
       3. …………..

Thank you!

Annex 5

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Education of Educators

November 7th – November 11th, 2022. - Zagreb, Croatia

Version 2.0
Proposed by UNIZG and revised by UNITBV

Dear partners,

Please take a few minutes to fill in the questionnaire regarding the training session activities carried out in Zagreb between the 7th and the 11th of November 2022.

How would you rate the usefulness of the following activities of the Education for Educators training session?	useless	not so useful	neither useful nor useless	useful	very useful
presentation of ERF, UNIZG	1	2	3	4	5
presentation of the work of the Quality management committee, ERF UNIZG	1	2	3	4	5
presentation to the international cooperation of ERF, UNIZG	1	2	3	4	5
presentation of Cabinet for student support and career development at Teaching and Clinical Centre	1	2	3	4	5
visit to the Teaching and clinical centre, ERF, UNIZG	1	2	3	4	5
presentation of UNIZG	1	2	3	4	5
presentation of the Office for SWDs at the Faculty of humanities and social science, UNIZG	1	2	3	4	5
visit to the Office of the Ombudsperson for Persons with Disabilities	1	2	3	4	5
visit to the Typhlological Museum	1	2	3	4	5

How would you rate the usefulness of the following activities of the Education for Educators training session?	useless	not so useful	neither useful nor useless	useful	very useful
presentation of support system for SWDs in the Republic of Croatia	1	2	3	4	5
presentation of support system for SWDs at University of Zagreb (UNIZG)	1	2	3	4	5

presentation of support system for SWDs at Faculty of Education and Rehabilitation Sciences (ERF)	1	2	3	4	5

How satisfied were you with the following activities	dissatisfied	slightly satisfied	neither satisfied nor dissatisfied	satisfied	very satisfied
guided tourist tour of the Zagreb centre	1	2	3	4	5
social dinner	1	2	3	4	5

How would you rate the usefulness of the following topics of the Education for Educators training session?	useless	not so useful	neither useful nor useless	useful	very useful
Ethical issues in approaching students with disabilities	1	2	3	4	5
Terms related to the inclusion of students with disabilities in higher education	1	2	3	4	5
The role of participants in the higher education of SWDs	1	2	3	4	5
Equity and inclusion in higher education	1	2	3	4	5
Diversity	1	2	3	4	5
Strategies for overcoming resistance to change	1	2	3	4	5
Universal design	1	2	3	4	5

How would you rate the usefulness of the following topics of the Education for Educators training session?	to a very	to a small extent	to a large extent	to a very	to a very

	small extent			large extent	small extent
Identify some ethical challenges in approaching students with disabilities	1	2	3	4	5
Propose acceptable solutions in the approach to students with disabilities	1	2	3	4	5
Argue own opinions and view regarding ethical issues	1	2	3	4	5
Discuss the meaning and connection of terms important for access to students with disabilities	1	2	3	4	5
Interpret the term person with disability	1	2	3	4	5
Discuss the role of participants in the higher education of SWDs					
Determine the meaning of defining disability	1	2	3	4	5
Argue the importance of empowering and engaging young people in developing inclusive society	1	2	3	4	5
Discuss the possibilities of implementing some of the EU recommendations and structural indicators into the Sri Lankan higher education system	1	2	3	4	5
Argue the importance of universal design in higher education	1	2	3	4	5
Explain the principles and guidelines of universal design in higher education	1	2	3	4	5
Describe the process of applying universal design in the context of higher education	1	2	3	4	5

Discuss diversity of student population at university education	1	2	3	4	5
Argue the importance of valuing diversity in inclusive learning environment	1	2	3	4	5
Explain strategies for overcoming resistance to change	1	2	3	4	5
Implement interactive teaching strategies in **Education of Teaching and Non-teaching Staff** (December 2022., Sri Lanka)	1	2	3	4	5

On a scale of 1-5, how satisfied were you with ...? (1-not satisfied, 5 - very satisfied)	1	2	3	4	5
The overall event (education for educators	1	2	3	4	5
The level of preparedness of the educators	1	2	3	4	5
Time-use by educators	1	2	3	4	5
The level of interaction education participants	1	2	3	4	5
My own participation	1	2	3	4	5
The competences you developed as a result of your participation in the training session	1	2	3	4	5

How would you rate the quality of the following? (1- very bad, 5- very good)	1	2	3	4	5
Onsite arrival and registration process	1	2	3	4	5
Communications leading up to the event	1	2	3	4	5
The agenda (variety of activities and length of the event)	1	2	3	4	5
Speakers engagement	1	2	3	4	5

Do you have any additional comments or suggestions about the training session Education of Educators? (Please share with us)

……
……………………….

Thank you for your time and feedback!

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Educators in the role of co-trainers-Education for non-academic staff

12 and 16 December, 2022

Peradeniya, Sri Lanka

Version 2.0
Proposed by UNIZG and revised by UNITBV

Dear participants,

Please take a few minutes to fill in the questionnaire regarding the training session activities carried out in Peradeniya on December 12th and December 16th, 2022.

How would you rate the usefulness of the following topics of the "Educators in the role of co-trainers" training session?	useless	not so useful	neither useful nor useless	useful	very useful
Modern approach to persons with disabilities	1	2	3	4	5
Students with disabilities and their needs in higher education system	1	2	3	4	5
Universal design	1	2	3	4	5
Diversity, equity and inclusion in higher education	1	2	3	4	5
International mobility in the context of youth participation	1	2	3	4	5

After the training, to what extent do you think you can ...?	to a very small extent	to a small extent	to a large extent	to a very large extent
Demonstrate a modern approach to individuals with disabilities	1	2	3	4
Identify the needs of students with disabilities in the higher education system	1	2	3	4
Interpret the term "person with disability"	1	2	3	4

After the training, to what extent do you think you can ...?	to a very small extent	to a small extent	to a large extent	to a very large extent
Argue the importance of universal design in higher education	1	2	3	4
Explain the principles and guidelines of universal design in higher education	1	2	3	4
Describe the process of applying universal design in the context of higher education	1	2	3	4
Discuss the diversity of the student population at university education	1	2	3	4
Explain strategies for overcoming social barriers of inclusive higher education	1	2	3	4
Argue the importance of empowering and engaging young people in developing an inclusive society	1	2	3	4
Discuss the possibilities of enhancing the internationalization process on the national/ institutional level	1	2	3	4

On a scale of 1-5, how satisfied were you with ...? (1-not satisfied, 5 - very satisfied)					
	1	2	3	4	5
The overall event	1	2	3	4	5
The level of preparedness of the educators	1	2	3	4	5
Time-use by educators	1	2	3	4	5
The level of interaction education participants	1	2	3	4	5

My own participation	1	2	3	4	5

Do you have any additional comments or suggestions about the training session? (Please share with us)

……

………………………….

Please select the partner university you belong to:
 Choose one of the following answers

- University of Peradeniya
- University of Ruhuna
- Eastern University of Sri Lanka
- Sri Lanka Technological Campus

Thank you for your time and feedback!

Annex 7

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Educators in the role of co-trainers- Education for academic staff

13 and 15 December, 2022

Peradeniya, Sri Lanka

Version 2.0
Proposed by UNIZG and revised by UNITBV

Dear participants, Please take a few minutes to fill in the questionnaire regarding the training session activities carried out in Peradeniya on December 13th and December 15th, 2022.

How would you rate the usefulness of the following topics of the "Educators in the role of co-trainers" training session?	useless	not so useful	neither useful nor useless	useful	very useful
Modern approach to persons with disabilities	1	2	3	4	5
Students with disabilities and their needs in the higher education system	1	2	3	4	5
Teaching students with disabilities	1	2	3	4	5
Universal design	1	2	3	4	5
Advocacy	1	2	3	4	5
Diversity and inclusion in higher education	1	2	3	4	5
Strategies for overcoming resistance to change	1	2	3	4	5
Equity and inclusion in higher education	1	2	3	4	5
International mobility in the context of youth participation	1	2	3	4	5

After the training, to what extent do you think you can ...?	to a very small extent	to a small extent	to a large extent	to a very large extent
Demonstrate a modern approach to individuals with disabilities	1	2	3	4
Interpret the term "person with disability"	1	2	3	4
Identify the needs of students with disabilities in the higher education system	1	2	3	4
Select appropriate teaching methods for students with disabilities	1	2	3	4
Propose adjustments in teaching that do not interfere with established learning outcomes	1	2	3	4
Argue the importance of universal design in higher education				
Explain the principles and guidelines of universal design in higher education	1	2	3	4
Describe the process of applying universal design in the context of higher education	1	2	3	4
Identify what advocacy is and how it works	1	2	3	4
Make an advocacy plan	1	2	3	4
Discuss the diversity of the student population at university education	1	2	3	4
Explain strategies for overcoming social barriers of inclusive higher education	1	2	3	4

After the training, to what extent do you think you can ...?	to a very small extent	to a small extent	to a large extent	to a very large extent
Discuss some reasons of resistance to change	1	2	3	4
Explain strategies for overcoming resistance to change	1	2	3	4
Argue the importance of empowering and engaging young people in developing an inclusive society	1	2	3	4
Discuss the possibilities of enhancing the internationalization process on the national/ institutional level	1	2	3	4

On a scale of 1-5, how satisfied were you with ...? (1-not satisfied, 5 - very satisfied)					
	1	2	3	4	5
The overall event	1	2	3	4	5
The level of preparedness of the educators	1	2	3	4	5
Time-use by educators	1	2	3	4	5
The level of interaction education participants	1	2	3	4	5
My own participation	1	2	3	4	5

Do you have any additional comments or suggestions about the training session? (Please share with us)

………………………………………………………………………………………………………

…………………………

Please select the partner university you belong to:
 Choose one of the following answers

- University of Peradeniya
- University of Ruhuna
- Eastern University of Sri Lanka
- Sri Lanka Technological Campus

Thank you for your time and feedback!

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Educational programme for <u>academic</u> staff Inclusive Approach to Students with Disabilities in Academic Settings

March 2023

Colombo, Sri Lanka

Version 1.0
Proposed by UNIZG and revised by UNITBV

Dear participants,

Please take a few minutes to complete the questionnaire regarding the training session activities carried out in Colombo in March 2023.

How would you rate the usefulness of the following topics of the "Educators in the role of co-trainers" training session?	useless	not so useful	neither useful nor useless	useful	very useful
Online Teaching and Learning for students with disabilities	1	2	3	4	5
Ensuring, enabling and empowering students in Higher Education: Opportunities and Challenges	1	2	3	4	5
Process of Universal Design for Learning implementation	1	2	3	4	5
Practicalities of existing DEI mechanisms at SL universities and way forwards for policy implications	1	2	3	4	5

On a scale of 1-5, how satisfied were you with ...? (1-not satisfied, 5 - very satisfied)	1	2	3	4	5
The overall event (Educational programme for academic staff Inclusive Approach to Students with Disabilities in Academic Settings	1	2	3	4	5
The level of preparedness of the educators	1	2	3	4	5
Time-use by educators	1	2	3	4	5
The level of interaction education participants	1	2	3	4	5

My own participation	1	2	3	4	5

Do you have any additional comments or suggestions about this educational programme?
(Please share with us)

……
…………………………..

Thank you!

Annex 9

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Educational programme for <u>non-academic</u> staff Inclusive Approach to Students with Disabilities in Academic Settings

March 2023

Colombo, Sri Lanka

Version 1.0
Proposed by UNIZG and revised by UNITBV

Dear participants,
Please take a few minutes to complete the questionnaire regarding the training session activities carried out in Colombo in March 2023.

How would you rate the usefulness of the following topics of the "Educators in the role of co-trainers" training session?	useless	not so useful	neither useful nor useless	useful	very useful
Empowering Students with Disabilities	1	2	3	4	5
Career Guidance for Students with Disabilities	1	2	3	4	5
Productive involvement for empowering students in Higher Education	1	2	3	4	5
Process of Universal Design implementation	1	2	3	4	5
Development of a centre to support students with disabilities	1	2	3	4	5

On a scale of 1-5, how satisfied were you with ...? (1-not satisfied, 5 - very satisfied)	1	2	3	4	5
The overall event (Educational programme for academic staff Inclusive Approach to	1	2	3	4	5

Students with Disabilities in Academic Settings					
The level of preparedness of the educators	1	2	3	4	5
Time-use by educators	1	2	3	4	5
The level of interaction of education participants	1	2	3	4	5
My own participation	1	2	3	4	5

Thank you!

Annex 10

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Community Awareness Workshop

31st of October, 2022

Brasov, Romania

Version 1.0
Proposed by Transilvania University of Brasov

Dear participants,
Please take a few minutes to fill in the questionnaire regarding the Community Awareness
Workshop organized on the 31st of October 2022 in Brasov, Romania.

Q1. How do you assess the main components of the **Community Awareness Workshop**
organized on the 31st of October 2022?

	Measured item	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	I didn't attend
Q05.1	Introduction of workshop methodology	5	4	3	2	1	
Q05.2	Work in groups	5	4	3	2	1	
Q05.3	Presentation and Discussion of the work groups	5	4	3	2	1	

Q2. Do you have any additional comments or suggestions about the Community Awareness Workshop organized on the 31st of October 2022? (Please share with us)
....

Please select the partner university you belong to:
 Choose one of the following answers

- University of Peradeniya
- University of Ruhuna
- Eastern University of Sri Lanka
- Sri Lanka Technological Campus

Thank you for your time and feedback!

Annex 11

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Community Awareness Workshop

12th-13th of September 2023.

Matara, Sri Lanka

Version 2.0
Proposed by Transilvania University of Brasov

Dear participants,

Please take a few minutes to complete the questionnaire regarding the World Cafe Workshop session activities and the Awareness Raising activities carried out in Matara on the 12th-13th of September 2023.

Thank you for your time and feedback!

Q1. On a scale of 1 to 5, how fruitful were the following activities carried out in Matara on the 12th and 13th of September?

Q1.1	World Cafe Workshops	5	4	3	2	1	I didn't attend
Q05.2	Awareness Raising Activities	5	4	3	2	1	I didn't attend

Q2. Have you worked with the World Cafe method before?
- o   YES
- o   NO

Q3. Do you think the method could be useful in your work?
- o   YES
- o   NO

Q4. On a scale of 1-5, how satisfied were you with …? (1-not satisfied, 5 - very satisfied)	1	2	3	4	5
Q4.1. Time-use by the moderators	1	2	3	4	5
Q4.2. The level of interaction between participants (World Cafe)	1	2	3	4	5
Q4.3. Partners presentations (WP4)	1	2	3	4	5
Q4.4. My own participation	1	2	3	4	5
Q4.5. The overall activities	1	2	3	4	5

Q.5. **Do you have any additional comments or suggestions for the future? (Please share with us)**

……… ……………………….

Q.6. **Are there any questions moving forward with the WP4? (please let us know))**

………
………………………….
Thank you for your time and feedback!

Annex 12

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Second Project Meeting

Online

1st of March 2021

Version 1.0
Proposed by Transilvania University of Brasov

Dear partners,
Please take 3 minutes to fill in the questionnaire regarding the Second Project Meeting (On Line) you participated in 1st of March 2021 for the project "Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities".

Q1. How do you assess the main components of the Second Project Meeting (On Line) you participated in 1st of March 2021?

	Measured item	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
Q1.1.	Meeting Agenda and Preparation	5	4	3	2	1
Q1.2.	Accuracy in following the agenda	5	4	3	2	1
Q1.3.	Discussions related to the topic key findings of the baseline survey	5	4	3	2	1
Q1.4.	Discussions related to the topic: Key issues, problems, identification of required improvements in physical, technological and human capacity, planning of activities	5	4	3	2	1
Q1.5.	Discussions related to the topic: Creating community awareness – planning of activities	5	4	3	2	1
Q1.6.	Discussions related to the topic of Quality Plan	5	4	3	2	1
Q1.7.	Discussions related to the topic of Dissemination	5	4	3	2	1
Q1.8.	Discussions related to the topic of Technical Report – progress in the 1st half of the project	5	4	3	2	1
Q1.9.	Contribution of participants (participation in the	5	4	3	2	1

	discussions, engagement of partners, etc.)					
Q1.10.	Clearness of the next steps in the project	5	4	3	2	1
Q1.11.	Distribution of tasks among partners	5	4	3	2	1
Q1.12.	Sum-up of the results and the conclusions of the meeting	5	4	3	2	1

Q2. Do you have any additional comments or suggestions about the Second Project Meeting (On Line) within the project?

....

Q3. Please select the partner university you belong to
- University of Peradeniya
- University of Ruhuna
- Eastern University of Sri Lanka
- Sri Lanka Technological Campus
- Masaryk University
- University of Zagreb
- Uppsala University
- Transilvania University of Brasov

Thank you for your time and feedback!

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Third Project Meeting

3rd of February, 2022

Hybrid

(on-site Sri Lankan partners, online European partners)

Version 1.0
Proposed by Transilvania University of Brasov

Dear partners,

Please take 3 minutes to fill in the questionnaire regarding the Third Project Meeting (hybrid) you participated in 24th of February 2022 for the project "Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities."

Q1. How do you assess the main components of the Third Project Meeting (hybrid) you participated at on 24th of February 2022?

	Measured item	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
Q1.1.	Meeting Agenda and Preparation	5	4	3	2	1
Q1.2.	Accuracy in following the agenda	5	4	3	2	1
Q1.3.	Discussions related to the topic: Progress of WP2 - Establishment of the support centre	5	4	3	2	1
Q1.4.	Discussions related to the topic: Progress of WP3 - Education of Educators	5	4	3	2	1
Q1.5.	Discussions related to the topic: Progress of WP5 - Quality	5	4	3	2	1
Q1.6.	Discussions related to the topic: Progress of WP6 - Dissemination	5	4	3	2	1
Q1.7.	Contribution of participants (participation in the discussions, engagement of partners, etc.)	5	4	3	2	1
Q1.8.	Clearness of the next steps in the project	5	4	3	2	1

Q1.9.	Distribution of tasks among partners	5	4	3	2	1
Q1.10	Sum-up of the results and the conclusions of the meeting	5	4	3	2	1

Q2. Do you have any additional comments or suggestions about the Second Project Meeting (hybrid) within the project?

....

Q3. Please select the partner university you belong to

- University of Peradeniya
- University of Ruhuna
- Eastern University of Sri Lanka
- Sri Lanka Technological Campus
- Masaryk University
- University of Zagreb
- Uppsala University
- Transilvania University of Brasov

Thank you for your time and feedback!

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Fourth Project Meeting

3rd of November, 2022

Brasov, Romania

Version 1.0
Proposed by Transilvania University of Brasov

Dear partners,

Please take a few minutes to fill in the questionnaire regarding the 4th meeting of the project and the activities carried out in Brasov in November 2022.

Q01. On a scale of 1-10, how satisfied were you with the...? (1-not satisfied, 10 - very satisfied)

The overall event	1	2	3	4	5	6	7	8	9	10	no answer
Logistics arrangements	1	2	3	4	5	6	7	8	9	10	no answer

Q02. How would you rate the quality of the following? (1- very bad, 5- very good)

	1	2	3	4	5
Onsite arrival and registration process	1	2	3	4	5
Communications leading up to the event	1	2	3	4	5
The agenda (variety of activities and length of the event)	1	2	3	4	5

Q03. How do you assess the main components of the **Fourth Project Meeting** (3rd of November 2022, Brasov, Romania) you participated in?

	Measured item	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	I didn't attend
Q03. 1	Meeting Agenda and Preparation	5	4	3	2	1	0
Q03. 2	Accuracy in following the agenda	5	4	3	2	1	0
Q03. 3	Discussions related to the topic: Progress of WP2 - Establishment of the support centre	5	4	3	2	1	0

Q03. 4	Discussions related to the topic: Progress of WP3 - Education of Educators	5	4	3	2	1	0
Q03. 5	Discussions related to the topic: Progress of WP5 - Quality	5	4	3	2	1	0
Q03. 6	Discussions related to the topic: Progress of WP6 - Dissemination	5	4	3	2	1	0
Q03. 7	Discussions related to the topic: Updates of project activities at the local partner universities	5	4	3	2	1	0
Q03. 8	Discussions related to the topic: Overview of finances	5	4	3	2	1	0
Q03. 9	Discussions related to the topic: Planning activities for 2023	5	4	3	2	1	0
Q03. 10	Contribution of participants (participation in the discussions, engagement of partners, etc.)	5	4	3	2	1	0
Q03. 11	Clearness of the next steps in the project	5	4	3	2	1	0
Q03. 12	Distribution of tasks among partners	5	4	3	2	1	0
Q03. 13	Sum-up of the results and the conclusions of the meeting	5	4	3	2	1	0

Q04. Do you have any additional comments or suggestions about the Fourth Project Meeting? (Please share with us)

....

Q05. Please select the partner university you belong to:
 Choose one of the following answers
- University of Peradeniya
- University of Ruhuna
- Eastern University of Sri Lanka
- Sri Lanka Technological Campus
- Masaryk University
- University of Zagreb
- Uppsala University
- Transilvania University of Brasov

Thank you for your time and feedback!

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Fifth Project Meeting

10th of May, 2023

Uppsala, Sweden

Version 1.0
Proposed by Transilvania University of Brasov

Dear partners,

Please take a few minutes to fill in the questionnaire regarding the Fifth Project Meeting of the project "Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities" you participated in on the 10th of May 2023 in Uppsala (Sweden).

Q01. On a scale of 1-10, how satisfied were you with the...? (1-not satisfied, 10 - very satisfied)

The overall event	1	2	3	4	5	6	7	8	9	10	no answer
Logistics arrangements	1	2	3	4	5	6	7	8	9	10	no answer

Q02. How would you rate the quality of the following? (1- very bad, 5- very good)

Onsite arrival and registration process	1	2	3	4	5
Communications leading up to the event	1	2	3	4	5
The agenda (variety of activities and length of the event)	1	2	3	4	5

Q03. How do you assess the main components of the **Fifth Project Meeting** (Uppsala, Sweden) you participated in 10th of May 2023??

	Measured item	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	I didn't attend
Q03.1	Meeting Agenda and Preparation	5	4	3	2	1	0
Q03.2	Accuracy in following the agenda	5	4	3	2	1	0
Q03.3	Discussion regarding the progress of WPs	5	4	3	2	1	0
Q03.4	Discussions on the Dissemination activities	5	4	3	2	1	0

		5	4	3	2	1	0
Q03.5	Contribution of participants (participation in the discussions, engagement of partners, etc.)	5	4	3	2	1	0
Q03.6	Clearness of the next steps in the project	5	4	3	2	1	0
Q03.7	Distribution of tasks among partners	5	4	3	2	1	0
Q03.8	Sum-up of the results and the conclusions of the meeting	5	4	3	2	1	0

Q04. Do you have any additional comments or suggestions about the Fifth Project Meeting?
(Please share with us)
....

Q05. Please select the partner university you belong to:
 Choose one of the following answers
- University of Peradeniya
- University of Ruhuna
- Eastern University of Sri Lanka
- Sri Lanka Technological Campus
- Masaryk University
- University of Zagreb
- Uppsala University
- Transilvania University of Brasov

Thank you for your time and feedback!

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Final Project Meeting

16th of September, 2023

Matara, Sri Lanka

Version 1.0
Proposed by Transilvania University of Brasov

Dear partners,

Please take 5 minutes to fill in the questionnaire regarding the 6th meeting of the project and the activities carried out in Matara between the 12nd of September 2023 and the 16th of September 2023.

Q01. Which of the following activities carried out during September 2023 in Matara did you have participated in?

Components of the project	YES	NO	No answer
Cafe Workshop			
Awareness Raising Activities			
Final conference - Plenary Session			
Final conference - Technical Sessions			
Visit to Navajeewana Rehabilitation Centre - Tangalle			
Social activities (dinners, trips)			
Cafe Workshop			

Q02.On a scale of 1-10, how satisfied were you with the...? (1-not satisfied, 10 - very satisfied)

	1	2	3	4	5	6	7	8	9	10	no answer
The overall event	1	2	3	4	5	6	7	8	9	10	no answer
Cafe Workshop	1	2	3	4	5	6	7	8	9	10	no answer
Awareness Raising Awareness											
Final Conference											
visit to Navajeewana Rehabilitation Center											

Social activities												
Logistics arrangements												
The overall event												

Q03. How would you rate the quality of the following? (1- very bad, 5- very good)

Onsite arrival and registration process	1	2	3	4	5
Communications leading up to the event	1	2	3	4	5
The agenda (variety of activities and length of the event)	1	2	3	4	5

Q03. How do you assess the main components of the **Sixthh Project Meeting** (**16th of September 2023, Matara, Sri Lanka**) you participated in?

	Measured item	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	I didn't attend
Q03.1	Meeting Agenda and Preparation	5	4	3	2	1	0
Q03.2	Accuracy in following the agenda	5	4	3	2	1	0
Q03.3	Summary of project activities and report of finances presented by University of Peradeniya	5	4	3	2	1	0
Q03.4	Summary of project activities and report of finances presented by University of Ruhuna	5	4	3	2	1	0

Q03.5	Summary of project activities and report of finances presented by Sri Lanka Technological Campus	5	4	3	2	1	0
Q03.6	Summary of project activities and report of finances presented by Eastern University of Sri Lanka	5	4	3	2	1	0
Q03.7	Summary of project activities and report of finances presented by University of Zagreb	5	4	3	2	1	0
Q03.8	Summary of project activities and report of finances presented by Masaryk University	5	4	3	2	1	0
Q03.9	Summary of project activities and report of finances presented by Transilvania University of Brasov						
Q03.10	Summary of project activities and report of finances presented by Transilvania University of Brasov						
Q03.11	Discussions related to the Final report and further collaboration	5	4	3	2	1	0
Q03.12	Contribution of participants (participation in the discussions,	5	4	3	2	1	0

	engagement of partners, etc.)						
Q03. 13	Clearness of the next steps in the project	5	4	3	2	1	0
Q03. 14	Distribution of tasks among partners	5	4	3	2	1	0
Q03. 15	Sum-up of the results and the conclusions of the meeting	5	4	3	2	1	0

Q04. Do you have any additional comments or suggestions about the Sixth Project Meeting?
(Please share with us)
....

Q05. Please select the partner university you belong to:
 Choose one of the following answers
- University of Peradeniya
- University of Ruhuna
- Eastern University of Sri Lanka
- Sri Lanka Technological Campus
- Masaryk University
- University of Zagreb
- Uppsala University
- Transilvania University of Brasov

Thank you for your time and feedback!

Annex 17

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Quality Assurance Workshop & Connected Events

1st of November, 2022 - Brasov, Romania

Version 1.0
Proposed by Transilvania University of Brasov

Dear participants,

Please take a few minutes to fill in the questionnaire regarding the Quality Assurance Workshop & Connected events organized on the 1st of November 2022 in Brasov, Romania.

Q1. How do you assess the main components of the **Quality Assurance Workshop & Connected events organized** on the 1st of November 2022?

	Measured item	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	I didn't attend
Q1.1	Presentations and Discussion on Grants Quality Assurance - Best practice and challenges	5	4	3	2	1	
Q1.2	Focus Groups _ Internal Assessment of IncEdu Project Implementation	5	4	3	2	1	

Q2. Do you have any additional comments or suggestions about the Quality Assurance Workshop & Connected events organized on the 1st of November 2022? (Please share with us)

....

Q3. Please select the partner university you belong to:
 Choose one of the following answers

- University of Peradeniya
- University of Ruhuna

- Eastern University of Sri Lanka
- Sri Lanka Technological Campus

Thank you for your time and feedback!

Annex 18

IncEdu

Developing Inclusive Education for Students with Disabilities in Sri Lankan Universities

FEEDBACK

Quality Assurance Workshop & Connected events

2nd of November, 2022

Brasov, Romania

Version 1.0

Proposed by Transilvania University of Brasov

Dear participants,

Please take a few minutes to fill in the questionnaire regarding the Quality Assurance Workshop & Connected events organized on the 2nd of November 2022 in Brasov, Romania.

Q1. How do you assess the main components of the **Quality Assurance Workshop organized** on the 2nd of November 2022?

	Measured item	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	I didn't attend
Q1.1	Working sessions on specific QA Tools	5	4	3	2	1	
Q1.2	Quality Board meeting	5	4	3	2	1	

Q2. Do you have any additional comments or suggestions about the Quality Assurance Workshop and Connected events organized on the 2nd of November 2022? (Please share with us)

....

Q3. Please select the partner university you belong to:
 Choose one of the following answers

- University of Peradeniya
- University of Ruhuna
- Eastern University of Sri Lanka
- Sri Lanka Technological Campus

Thank you for your time and feedback!