

3. LOGICAL FRAMEWORK MATRIX – LFM

"Support and Inclusion of students with disabilities at higher education institutions in Montenegro" - SINC@HE

<p>Wider Objective: <i>What is the overall broader objective, to which the project will contribute?</i></p> <ul style="list-style-type: none"> • To improve quality and relevance of inclusive education for disabled students in Montenegro to strengthen the open society values by combining best EU practices and policies 	<p>Indicators of progress: <i>What are the key indicators related to the wider objective?</i></p> <ul style="list-style-type: none"> • Increased number of disabled students enrolled in university by 2014 • Increased number of disabled students accessing support services (nr of disabled students participating peers' workshops, nr of disabled students asking support to offices) • Increased number of citizens aware on the topic 	<p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Universities databases and registers • Registers at Student advisory offices • Reports of workshops and events 	
<p>Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i></p> <ul style="list-style-type: none"> • To improve university regulatory frameworks, guidelines and recommendations to allow full support for disabled students in ME higher education institutions • To improve institutional capacities through providing special equipment, support services and staff training for teaching students with disabilities • To establish Student Advisory Offices at each partner university for counselling, guidance, tutoring, relationships and psychological support • To raise awareness and motivation on inclusive education and to increase the number of prospective students with disability 	<p>Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <ul style="list-style-type: none"> • Improved university regulatory framework for supporting students with disability for each university • Number of implemented support services • Capacity of special equipment for students with disabilities provided • Number of Student Advisory Offices opened at each university • Number of teachers and other staff trained on specific support for students with disabilities • Number of guidelines and materials on supporting students with disabilities provided for downloading • Number of policy makers reached by the recommendations for future actions in inclusion in HE • Number of new students with disability enrolled at each partner University 	<p>How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <ul style="list-style-type: none"> • Improved regulatory successfully applied by university staff • Universities databases and registers on enrolled students with disabilities: accessible on request at university offices • Registers at Student Advisory offices (forms for requesting support, satisfaction survey): available on request • HE administrative offices registers for agreements and contracts: accessible on request at university offices • Final conferences reports and dissemination materials (agendas, signed sheets of attendance etc.): copies available at coordinator premises 	<p>Assumptions & risks: <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <ul style="list-style-type: none"> • Low reaction by the addressed target group • Slow reaction by managing offices at university • Low interest by internal human resources to be enrolled in training activities • Low interest by policy makers • Good coordination and high commitment of the project partners

<p>Outputs (tangible) and Outcomes (intangible):</p> <ul style="list-style-type: none"> • Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Workpackages), leading to the specific objective/s.: <p>1. [DEV1] Background analysis for inclusion of disabled students in HE 1.1 Analysis and benchmarking of EU/national policies</p> <p>2. [DEV2] Improvement of institutional frameworks for inclusion of disabled students 2.1 Report on institutional legislative and resources 2.2 Guidelines for disabled students and HEIs staff 2.3 New university regulatory documents</p> <p>3. [DEV3] Definition of support services for students with disabilities at HEIs 3.1 Support services identified and needs reported 3.2 Instruction manual for design of support services 3.3 Consolidated plan for implementation of services</p> <p>4. [DEV4] Establishing support services and capacity building for disabled university students 4.1 New ICT support services for disability 4.2 Special equipment and teaching aids purchased 4.3 <i>Student Advisory Offices</i> established 4.4 Studying with disability: web guidance and support</p> <p>5. [DEV5] Training of partner staff for working with disabled students 5.1 Consolidated needs and plans for staff training 5.2 Trained partner staff for working with disabled</p> <p>6. [DEV6] Piloting and evaluation at partner universities 6.1 Monitor of new regulatory documents implementation 6.2 Support services put into use and evaluated 6.3 Increased peers' support through workshops 6.4 Report on evaluation of staff training impact</p> <p>7. [QPLN7] Quality control and monitoring 7.1 Reports on internal quality monitoring and control 7.2 Annual reports on external QCM 7.3 Inter-Tempus project coaching</p> <p>8. [DISS8] Dissemination and raising awareness 8.1 Established and maintained interactive website 8.2 Raised awareness by dissemination conferences 8.3 Increased number of recruited disabled students</p> <p>9. [EXP9] Exploitation and sustainability 9.1 Agreement on future inter-university peers support</p>	<p>Indicators of progress:</p> <p><i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <ul style="list-style-type: none"> • Report on analysis and benchmarking of policies for inclusion of people with disabilities in HE delivered at month 3 • Report on legislative framework and human resources at HEIs delivered at month 10 • Guidelines for prospective disabled students and university staff delivered at month 6 • University regulatory documents for disabled students support adopted by each university involved at month 12 • Report on needs and identification of services in universities for supporting students with disabilities published at month 6 • Guidelines for designing services for students with disabilities delivered at month 6 • Implementation plan for the development of support services for students with disabilities delivered at month 12 • Support services running from month 18 • Special equipment for students with disabilities available at month 18 • Student Advisory Offices open and working from month 18 • Number of students requiring for special support at month 36 • Guidelines and materials concerning students with disabilities delivered at month 6 • Training needs analysis and training plan delivered at month 12 • HE staff retrained at month 24 • Monitoring reports on regulatory documents implementation delivered at month 36 • Evaluation report on piloting of support services delivered at month 36 • Number of peers' support workshops held at month 36 • Nr of participants at peers' support workshops at month 36 • Short term impact report on training activities delivered at month 36 • Evaluation and quality assurance reports delivered at month 12/24/36 	<p>How indicators will be measured:</p> <p><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Project website (download section): accessible through the internet • Internal documents in universities (registers): accessible on request • Universities websites (download section, guidelines and other materials available): accessible through the internet • Human resources registers at the university (participation to training of teachers and administrative staff): accessible on request • Registers of activity at the students' offices (i.e. request for support modules): accessible on request • Financial tracking at the universities' financial offices (invoices for special equipment purchase): accessible on request at universities offices • HE administrative offices registers for agreements and contracts: accessible on request at universities offices 	<p>Assumptions & risks:</p> <p><i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <ul style="list-style-type: none"> • Low reaction by the addressed target group • Potential delays in adopting institutional frameworks at university level • Low interest by internal human resources to be enrolled in training activities • Good coordination and high commitment in the project consortium
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<p>9.2 Signed agreement on university staff networking 9.3 Analysis and recommendations for policy makers 10. [MNGT10] Project management 10.1 Agreed work plans and coordination 10.2 Mid-final reports (including financial reports)</p>	<ul style="list-style-type: none"> • Agreements, interim and final reports delivered at month 3 • Project meetings minutes 		
<p>Activities: <i>What are the key activities to be carried out (<u>grouped in Workpackages</u>) and in what sequence in order to produce the expected results?</i></p> <p>1. [DEV1] Background analysis for inclusion of disabled students in HE 1.1 Review and analyze EU practices and policies for inclusion in HE 1.2 Analysis of national practices and policies for HE inclusion 1.3 Comparative analysis of EU/national practices and policies for inclusion of disabled students 2. [DEV2] Improvement of institutional frameworks for inclusion of disabled students 2.1 Analysis of legislative framework and human resources at partner institutions 2.2 Defining institutional structure to support inclusion of disabled students 2.3 Development of university regulatory documents for disabled student support 3. [DEV3] Definition of support services for students with disabilities at HEIs 3.1 Analysis of needs and identification of support services in partners' institutions 3.2 Design of services: ICT support, peers' support, guidance and counseling 3.3 Planning for the implementation of services at institutional level 4. [DEV4] Establishing support services and capacity building for disabled university students 4.1 Development of ICT support services for student with disabilities 4.2 Providing special equipment and teaching aids for students with disabilities 4.3 Establishment of the network of <i>Student advisory</i></p>	<p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i></p> <ul style="list-style-type: none"> • <u>Staff time:</u> <ul style="list-style-type: none"> • -Cat1 - 244 days • -Cat 2 - 1237 days • -Cat 4 - 284 days • <u>Mobility:</u> <ul style="list-style-type: none"> • 114 flows from Partners to EU; • 58 flows from EU to Partners; • <u>Equipment:</u> <ul style="list-style-type: none"> • (University Mediterranean, University Donja Gorica) For each UNI: • 4 laptop computers, 4 desktop computers, 1 network printers • Books & periodicals • 1 Color printers and toners, 1 photocopiers • 1 network servers, 1 network printers, 1 digital cameras, web publishing software • 1 laptop computers, 24 desktop computers, 1 network printers, 1 Scanner with OCR and text to speech software, 1 Alternate keyboards, 1 Track ball/track pad/joystick with on-screen keyboards, 1 Large prints, 1 Magnifier, 1 CCTVs (closed circuit television), 1 Braille typewriter (e.g. Perkins), 1 Braille printers, 1 Signaling device, 1 Calculator with large keys and/or large LCD print out • Voice Recognition Software, Screen magnification software, Software (e.g. ClarisWorks, Inspiration, Outline, Power Point, HyperStudio), Braille editing and translation 		<p>Assumptions, risks and pre-conditions: <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <ul style="list-style-type: none"> • Interest of student with disabilities to be enrolled into peer processes • Interest by policy makers to the specific project target group • High commitment by project partners • Risk: low/slow reaction by management offices at the universities • Timely advertising and media promotion to reach the majority of interested groups • Accepted participation in special sessions at existing conferences relevant to disability • Availability of university management structures for signing the agreements • Availability of staff to support agreed issues • Interest of policy makers for improving the regulations on studying with disability

<p>offices at each partner</p> <p>4.4 Upgrade university websites for guidelines on studying with disability</p> <p>5. [DEV5] Training of partner staff for working with disabled students</p> <p>5.1 Analyzing training needs for each partner institution involved</p> <p>5.2 Teachers training on inclusive practices for students with disabilities</p> <p>5.3 Training of administrative staff on support services for students with disabilities</p> <p>6. [DEV6] Piloting and evaluation at partner universities</p> <p>6.1 Monitoring of university regulatory documents implementation</p> <p>6.2 Piloting and evaluation of defined support services in partner universities</p> <p>6.3 Piloting of peers' support workshops</p> <p>6.4 Monitoring and evaluation of training effects at partner universities</p> <p>7. [QPLN7] Quality control and monitoring</p> <p>7.1 Internal quality monitoring and control</p> <p>7.2 External quality monitoring and control</p> <p>7.3 Inter-Tempus coaching</p> <p>8. [DISS8] Dissemination and raising awareness</p> <p>8.1 Creation of the project website</p> <p>8.2 Dissemination conferences with stakeholders</p> <p>8.3 Media promotion of new university capacities for education of current and prospective disabled students</p> <p>9. [EXP9] Exploitation and sustainability</p> <p>9.1 Establishing of inter-university peer support</p> <p>9.2 Networking of university staff involved in teaching students with disability</p> <p>9.3 Analysis of piloting results and definition of recommendation for policy makers</p> <p>10. [MNGT10] Management of the Project</p> <p>10.1 Overall project management and administration</p> <p>10.2 Project coordination meetings</p>	<p>software, Portable word processors, Personal amplification system/hearing aids, Electronic/talking electronic dictionary/thesaurus/spell checkers (e.g., Franklin Bookman</p> <ul style="list-style-type: none"> • <u>Printing and Publishing:</u> • (in EN, RS) • Report on analysis of EU practices and policies for inclusion in HE • Report on analysis of national practices and policies for HE inclusion • Report of comparative analysis of EU/national practices • Report on institutional legislative and resources • Guidelines for disabled students and HEIs staff • Analysis of needs and identification of support services • Report on specific training needs for each partner institution (4 reports needed) • Printing material for each staff training category (5 kinds of training materials) • Report on monitoring of new regulatory documents implementation for each university (two reports) • Evaluation reports for various services used (min. 5 reports) • Workshop material printing and publishing (3 workshops) • Report on evaluation of staff training impact (5 staff category evaluation printed) • Intermediate reports on project QCM by local ME team - 6 reports (in serbian and english) • External reports by EU partners - 3 reports (in serbian and english) • brochures, leaflets, proceedings for dissemination conferences • Advertising and media promotion on the new university capacities to support studying with disability • Publishing enrollment call 		
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