



Project title: Support and Inclusion of students with disabilities at higher education institutions in Montenegro – SINC@HE

WORK PACKAGE NUMBER: 2

WORK PACKAGE TITLE: Improvement of institutional frameworks for inclusion of students with disabilities

WORK PLAN



Authored by: WP Lead Partner (P3), University of Macerata (IT)

Laura Fedeli, Catia Giaconi, Pier Giuseppe Rossi

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Tempus Project 516758-TEMPUS-1-2011-1-GR-TEMPUS-JPGR

OVERVIEW

As reported in the project form Wp2 “is aimed at identifying the gap between the present situation and the expected (future) situation with regard to inclusion of students with disabilities in HEI in Montenegro. New regulatory documents to be adopted by HEI in order to make possible from a formal point of view will be also drafted and delivered”. The WP will start from the outcomes of WP1 and the analysis made on data collected during WP1 activities.

The work package, starting on month 4 and ending on month 10, is organized around three deliverables and two main outcome documents. Deadlines are here postponed due to the delay of WP1 activities and will, thus cover a different period from the one indicated in the project form:

- **dev 2.1 “report” (due: 15-6-2012)**

The report will map the existent resources, both from a legislative and human resources point of view in HEI in Montenegro, to identify the opportunities and the constraint to be taken into consideration between the present situation and the expected /future) situation for students with disabilities in HEI. Each partner institution with involvement of its management body will examine own resources and provide analysis (preferably SWOT) for supporting students with disabilities.

- **dev 2.2 “methodology” (due: 15-8-2012)**

The guidelines will explain the policy actions to be undertaken in order to pursue inclusion of students with disabilities at HEI in Montenegro, by focusing on (a) the features of the access and support (b) the role of the human resources needed, with details of professional profiles, competencies, and functions they should perform. As such, Guidelines will define the necessary institutional structure to support inclusion of disabled students at each partner university.

- **dev 2.3 “other products” (due: 15-9-2012)**

The working groups from partner HEI, supported with EU experts, will produce required documents for improvement of the university regulatory for studying with disability. It will define the organizational structure, roles and responsibilities for all students and staff involved, and also the formal/legal structure on which the support services are established. Regulatory will make possible and sustainable modifications of present and establishment of new services for students with disabilities.

OUTCOME DOCUMENTS

The first document to be produced is related to deliverable 2.1. The analysis run by each partner institution in Montenegro will start from the results highlighted in the WP1 outcomes and will be enriched by additional data gathered through in-depth focussed semi-structured interviews to be run with both administrative and supporting

teaching/tutoring staff involved with students with disabilities. The data collected with the interviews will be a useful source of reflection to create a SWOT analysis.

The outcomes related to deliverables 2.2 and 2.3 can be joint in 1 document that will provide the necessary guidelines on how to manage institutional issues addressed in dev. 2.2 with a focus on human resources (roles, responsibilities and support procedures activated) in order to implement a new organizational structure of services for students with disabilities. This document will take advantage of data collected through focus groups run both with participants who were previously interviewed (during dev. 2.1) and students with disabilities already enrolled in the institutions.

PROCEDURES

Working Groups

Working groups from partner HEI will be established in order to let partners actively collaborate for the outcomes due in deliverable 2.2 and 2.3. Working groups are also participating in the working visits set for WP2.

As specified in the project form the groups will be constituted by partners from Montenegro and EU experts and we propose to use an online environment to let all subjects involved easily interact and share documents/resources/information. For this reason UNIMC can offer the use of a dedicated area in its platform (OLAT) and create a specific space where different tools are provided (thematic forums, wikis etc.) to make discussion and interaction feasible.

Working groups will work on different topics to be all integrated in the final document, but they will have a comprehensive vision of the work in progress made by the colleagues thanks to the shared online environment and the working visits established as follows:

Working visits	Destination	Partner	Participant name and contact	Proposed Date
DEV2.1	ME-UDG (IERK as replacing location)	UW		3-4 July, 2012 in Kotor
DEV2.1	ITALY-UNIMC	UDG		After 4 of July
		UNIM		
		FMHN		
DEV2.2	ME-UDG (IERK as replacing	UNIMC		3-4 July, 2012 in Kotor

	location)			
DEV2.3	ARCOLA	UDG		To be decided
		UNIM		
		FMHN		

Data gathering methods

Deliverable 2.1 – Focused semi-structured interviews

Deliverable 2.1 is aimed at creating an analysis of the support services in their present situation and will be based not only on previous analysis made in WP1 but it will be integrated with data collected in each partner institution in Montenegro. It's suggested to run interviews with staff to collect information from individuals about their own practices, current behaviors and beliefs.

Interviews can both be used with the purposes of gathering personal opinions and perceptions on the effectiveness of current services for disabled students and background information about description of administrative/policy processes and procedures.

Since partners already have a background analysis from previous work package we recommend to run focused semi-structured interviews where a set of guiding questions are used in order to delve deeply into specific topics.

Open ended questions are built to understand the respondent's point of view and get useful inputs/insights on aspects the interviewer might not have considered. Questions will consist of: *descriptive questions* (are meant to get the description of a situation/status) and *structural questions* (are meant to get information about processes and dynamics activated in the institution).

Guide for the interviewer

The concept of “inclusion” can be developed in the interview passing through the following steps:

- Perception: participants’ point of view about inclusion in higher education;
- Experience: participants’ report of experiences about programmes, projects, practices;
- Opinion: participants’ opinion about organizational elements (organization, strategies and policies) they consider of relevant importance in the context they know and work in.

Deliverable 2.2/2.3 – Focus groups

The outcome document related to deliverables 2.2/2.3 need a more detailed focus on data already gathered. We suggest to run focus groups in each partner institution in Montenegro where can be grouped both staff who participated in the interviews (the same subjects are, in this case, both *informants* and *respondents*¹, enriching the quality and the depth of the data); as respondents (in interviews), in fact, they answer questions according to the interviewer's words/semantics, as informants (in the Focus Group), they can offer an enhanced vision of their perceptions and experiences comparing their viewpoints with others during discussion.

Besides it would be useful to count on the participation of students with disability who already take advantage of the services offered by the institution.

Focus groups can be organized in presence according to dates and locations set by partner institution.

The focus group can be run using the *questioning route*² method with a structured path in which open questions follows the given protocol:

Focus Group Protocol

<i>Information</i>	The moderator informs the audience about the reason of the focus-group, duration, privacy issues and data recording issues
<i>Common rules:</i>	The moderator describes do and don'ts, that is, what the participants are expected and fostered to do in their participation and what should be avoided in terms of effective communication flow.
<i>Opening question</i>	warming up: the moderator asks participants to introduce themselves focusing on their professional role.
<i>Introductory question</i>	The moderator introduces the objective of the discussion and asks participants to freely comment on it.
<i>Transition question</i>	The main topics, to be addressed in the following step, are here anticipated with a single question that highlight a general issue transversal to all main topics to be further

¹ Bernard, H. Russell (2000), *Social Research Methods: Qualitative and Quantitative Approaches*, Thousand Oaks, CA, Sage.

² Krueger, r. a. (1994), *focus group: a practical guide for applied research*, London, Sage

	explored with substantial questions.
Substantial questions	The moderator asks a series of questions which address in detail the different topics object of the focus group (to be decided after the analysis of the interviews).
Final question	Conclusion and additional option for comments

TASK ALLOCATION

Table 1 synthesizes tasks and activities with a reference to timing and partners responsibilities.

Task	Activities	Responsible Partners	Timing
Defining a general work plan for WP2	Providing a draft document with initial inputs to organize WP2	UNIMC	January 2012 (first draft delivered to project coordinator) April 2012 (second draft)
Creating outcome document n. 1 (dev. 2.1)	Mapping the existing resources	UDG, UNIM	May/June 2012
Creating outcome document n. 1 (dev. 2.1)	Data gathering through interviews	UDG, UNIM	May/June 2012
Creating outcome document n. 1 (dev. 2.1)	SWOT Analysis of data	UDG, UNIM	May/June 2012
Setting procedures to organize working groups	Creating an online environment where WG can interact	UNIMC	May 2012
Organizing Working Groups	Providing inputs for the process of data collection and analysis	UOM, UW, UDG, UNIM, Arcola, UNIMC	May-July 2012
Organizing Working Groups	Running focus groups	UDG, UNIM	July-September 2012
Reporting WG activities	Producing outcome document n. 2 (dev.2.2/2.3)	UDG, UNIM	September 2012