

**“MyHUB – a one-stop-shop on  
inclusion practices, tools,  
resources and methods for the  
pedagogical staff at formal and  
non-formal educational  
institutions” (MyHUB)**

## **PROJECT PRESENTATION**

**ERASMUS+ PROGRAMME/ KEY ACTION 3: CALL: EACEA/10/2018  
SOCIAL INCLUSION AND COMMON VALUES: THE CONTRIBUTION IN THE FIELD  
OF EDUCATION, TRAINING AND YOUTH**

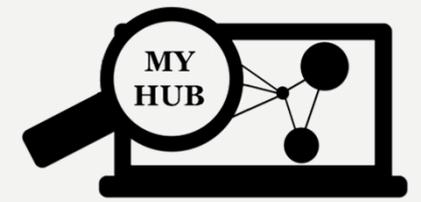
# GENERAL INFORMATION



- Start date: 31 January 2019
- Final date: 30/01/2022
- Duration: 36 months
- Total budget: 562 566 Euro
- EU grant (80%): 450 051 Euro
  
- Funded by: Erasmus+ programme of the EU Commission
- Key Action 3: Call: EACEA/10/2018
- Social inclusion and common values: the contribution in the field of education, training and youth



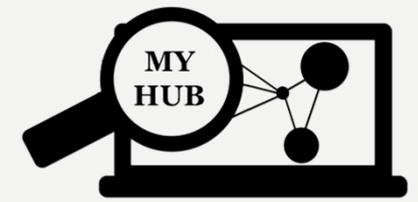
# PARTNERSHIP



- P1: LATVIJAS UNIVERSITATE, Latvia (Project Coordinator)
- P2: G.M EUROCY INNOVATIONS LTD, Cyprus
- P3: PHOENIXKM BVBA, Belgium
- P4: MARIE CURIE ASSOCIATION – MCA, Bulgaria
- P5: AUSTRIAN ASSOCIATION OF INCLUSIVE SOCIETY, Austria
- P6: SOFIISKI UNIVERSITET SVETI KLIMENT OHRIDSKI, Bulgaria



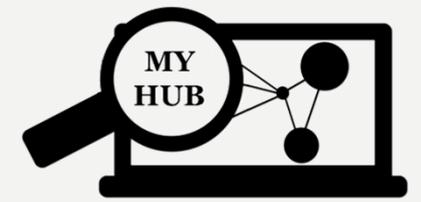
# GENERAL OBJECTIVES



- **PRIORITY I:** Disseminating and/or scaling up good practices on inclusive education/youth environments and/or on promoting common values, initiated in particular at local level. In the context of the present call, scaling up means replicating good practice on a wider scale/transferring it to a different context or implementing it at a higher/systemic level
- **Lot I: Education and Training**
  - Promoting inclusive education and training and fostering the education of disadvantaged learners, including through supporting teachers, and educators and leaders of educational institutions in dealing with diversity and reinforcing socio-economic diversity in the learning environment;



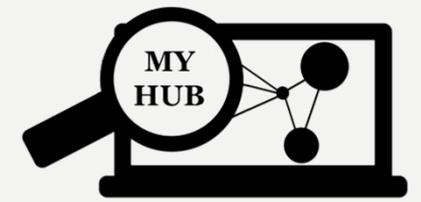
# ADDRESSED POLICIES:



- EU Commission strategy for quality education for all
- The article 24 of the United Nation Convention on the Rights of Person with Disabilities
- Paris Declaration, Priority 2 “Inclusive education, equality, equity, non-discrimination and promotion of civic competences
- EU Work Plan for Youth 2016-2018
- 2015 Joint report of the Council and the EU Commission on the implementation of the strategic framework for EU cooperation in education and training (ET2020)
- “Improving and modernising education” (adopted on 7/12/2016 by EU Commission)
- EU Digital agenda
- Convention on the Rights of Persons with Disabilities
- World Declaration on Education for All (1990)



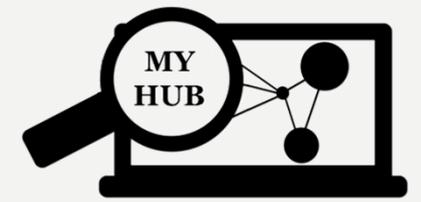
# AIMS AND OBJECTIVES



- To integrate awareness about inclusive education into educational institutions' regular professional development activities (at cross-sectoral level & including formal and non-formal educational institutions)
- To improve knowledge, skills (including advocacy skills) and competences of the pedagogical staff (in Latvia, Bulgaria, Austria) towards implementation of inclusive learning practices based on the know-how provided from experienced countries such as Belgium and Cyprus.
- To improve the abilities of the pedagogical staff towards assessment of abilities and identification of needs of each student with disability.
- To improve the existing teaching methods by upscaling of best practices in inclusive learning implementation of already existing and measured as successful tools, resources and methods.



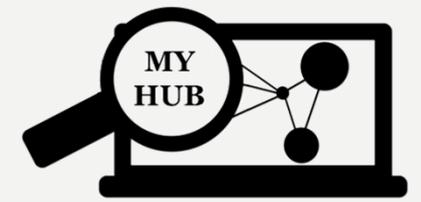
# AIMS AND OBJECTIVES



- To provide pedagogical staff with guidance on development of annual plans for inclusive education implementation including the creation of individual educational plans.
- To mobilise out-of-school's children with disabilities to attend mainstream education through organisation of dedicated seminars with students with disabilities and their families.
- To create a sustainable cooperation and networking between the educational institutions, non-governmental sector and the decision/policy-making sector on municipal and governmental level in the participating countries.
- To make prompt recommendations towards decision-makers in terms of further development of governmental programme and strategy for inclusive education implementation based on the impact results shown during the upscaling and implementation phase of the project.



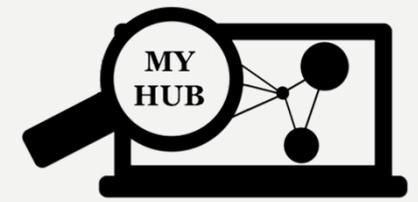
# AIMS AND OBJECTIVES



- To support the improvement of the quality and efficiency of education, training, enhancing creativity and innovation of the schools' staff to achieve modernization of the preschool and schools' pedagogy as creative, attractive and efficient learning.
- To promote the universal design of learning as type of learning/training approach will support the achievement of the ultimate goal of increasing social cohesion and integration of children with learning difficulties in the education, to reduce the option to leave the education system early and therefore to equip them to achieved future access towards vocational education (VET), Higher education and/or employment.



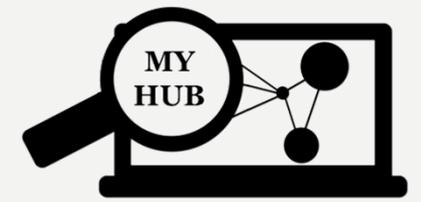
# AIMS AND OBJECTIVES



- To enable the enhancement and sustainability of the knowledge, skills and competences of the pedagogical staff on cross-sectoral level – from early childhood, through school education, VET, Higher education and adults education through provisions of one-stop-shop online hub with already developed and approbated best practice examples, resources, tools, methods and experiences towards achievement of an inclusive learning practice on European level.
- To create a Pan-European learning community (represented by the project partners) among different actors – educational institutions, formal and non-formal learning providers, public authorities, NGOs). In that case we will achieve a scaling up of good practices on inclusive learning and their cross-educational transfer and exploitation.



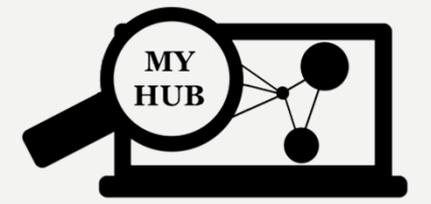
# DIRECT TARGET GROUPS



- Pedagogical staff at early childhood and schools: teachers, trainers, head teachers, principals, headmasters, resource tutors
- Social and youth workers
- Non-governmental organisations
- Educational planners / Policy makers – local educational authorities, municipality departments on inclusive education policies, dedicated departments at Ministry of education and science, Ministry of youth and sports etc.



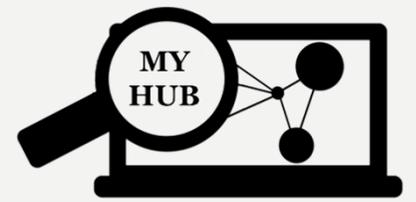
# BENEFICIARIES



- Students with disabilities
- Non-disabled students
- Families (Family members of students with disabilities)



# UPSCALING OF EXISTING PRACTICES



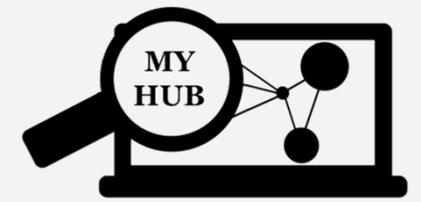
- Encourage inclusion within mainstream education where appropriate.
- Be accessible for pedagogical staff to implement 24/7.
- Be clear in terms of its purpose and goals.
- Allow for a range of learning outcomes that are required for the student cohort with disabilities in partners' countries
- Maintain engagement across all ranges of ability of those students
- Implement activities which are customisable by age, type of special educational needs (SEN) and levels of difficulty/complexity
- Be able to be applied to existing curricula
- Provide activities within the domains of 21st century transversal skills
- Allow for scalable learning outcomes suitable for the ranges in ability across the student cohort.

<https://ec.europa.eu/epale/bg/content/transversal-skills-21st-century>



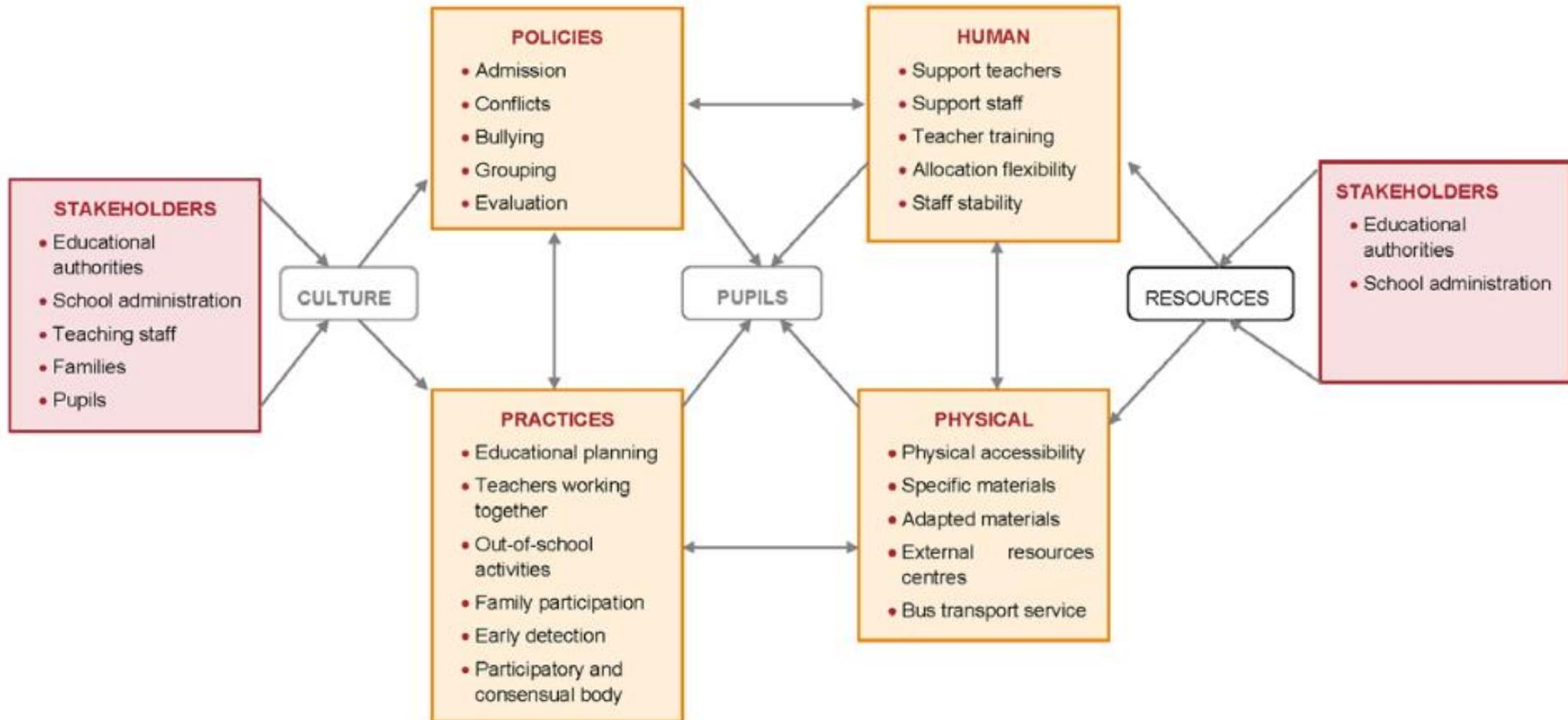
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# INCLUSIVE EDUCATION SUPPORT

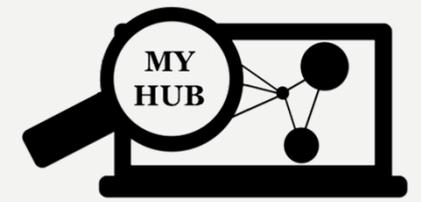


- The success of creating inclusive education as a key to establishing inclusive societies depends on agreement among all relevant partners on a common vision supported by a number of specific steps to be taken to put this vision into practice.
- The move towards inclusion is a gradual one that should be based on clearly articulated principles that address system-wide development and multi-educational sectoral approaches involving all levels of society.
- The project will reduce the barriers to inclusion through active collaboration between, education personnel and other stakeholders, including the active involvement of policy-makers, members of the local community, such as political and religious leaders, local education officials and the mass media.





# MY HUB - NOVEL ICT PLATFORM REPOSITORY



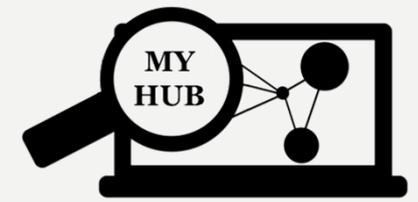
- Per type of disability
- Per educational sector
- Per type of subject, activity where it could be applied
- Per type of resource: method, tool, training material, case study, serious educational games, robotic mediated learning, role play games etc.

The hub will be the main OER resource where the teachers and educators (and other professionals)



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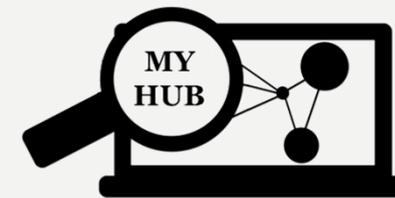
# THROUGH THE UPSCALING PROCESS VIA MYHUB REPOSITORY USE WE EXPECT:



- a peer learning classroom students cooperation activities
- an intervention model that aims to drive young people's cognitive processes while addressing much needed soft skills important for the transition between the primary and secondary classes/schools
- Fostering students' functions related to the input mental stages such as perception, memory and active engagement in terms of questions and answering.



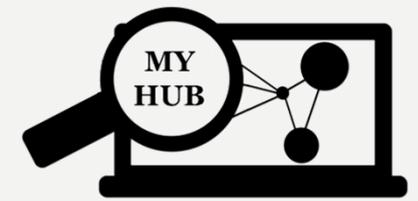
# STRATEGIC PLAN



- Step 1: Collection, systematisation and categorisation of the good practices results – each partner will provide the above mentioned resources and will categorise them based on predefined wizard style logical framework
- Step 2: Customisation by each partner of the content based on the national requirements, circumstances and cultural differences
- Step 3: Uploading onto the MyHUB portal
- Step 4: Testing of the inclusive learning resources in the partners' countries for a period of two semesters (one calendar year)
- Step 5: Gathering impact from the implementation of the inclusive learning resources based on impact grade scale
- Step 6: On-going collection of other approbated inclusive learning resources, methods, tools, practice.
- Step 7: On-going dissemination campaign on national and EU level
- Step 8: On-going exploitation campaign on national and EU level involving cooperation agreements preparation.



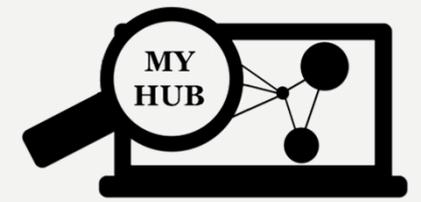
# IMPORTANT STEPS



- Carrying out local situation analyses on the scope of the issue, available resources and their utilization in support of inclusion and inclusive education
- Mobilizing opinion on the right to education for everybody
- Building consensus around the concepts of inclusive and quality education
- Reforming legislation to support inclusive education in line with international conventions, declarations and recommendations
- Supporting local capacity-building to promote development towards inclusive education
- Developing ways to measure the impact of inclusive and quality education
- Developing school- and community-based mechanisms to identify children not in school and find ways to help them enter school and remain there
- Helping pedagogical staff to understand their role in education and that inclusion of diversity in the classroom is an opportunity, not a problem.



# MYHUB:

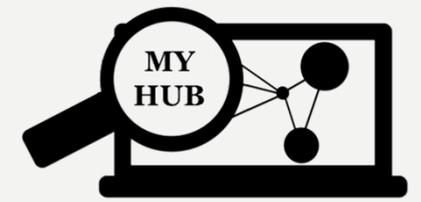


The hub will be the main OER resource where the teachers and educators could be further trained and will achieve:

- professional skills to work towards integrative schools and do active outreach to open up schools as institutions towards inclusive education practices
- knowledge and skills in managing diversity.
- ability to suggest strategies to promote inclusive practices at mainstream schools
- ability to create a learning community in which everyone – staff, students, parents are involved and valued for their input - to promote the inclusion and integration of all students no matter what their origin, previous experience, abilities and social skills are
- ability to support teachers and schools staff in dealing with diversified groups of learners



# MYHUB:



All pedagogical staff involved in the project will:

- raise their motivation to recognize and support individual needs of students
- be trained as inclusive education ambassadors which will be maintained beyond the project lifetime as a sustainability action.

According to the EUROSTAT statistics 73% of the teachers in Europe use basic or intermediate level of English which immediately allows them to use instructive teachers' resources written in English.

- [http://ec.europa.eu/eurostat/statistics-explained/index.php/Foreign\\_language\\_learning\\_statistics](http://ec.europa.eu/eurostat/statistics-explained/index.php/Foreign_language_learning_statistics)



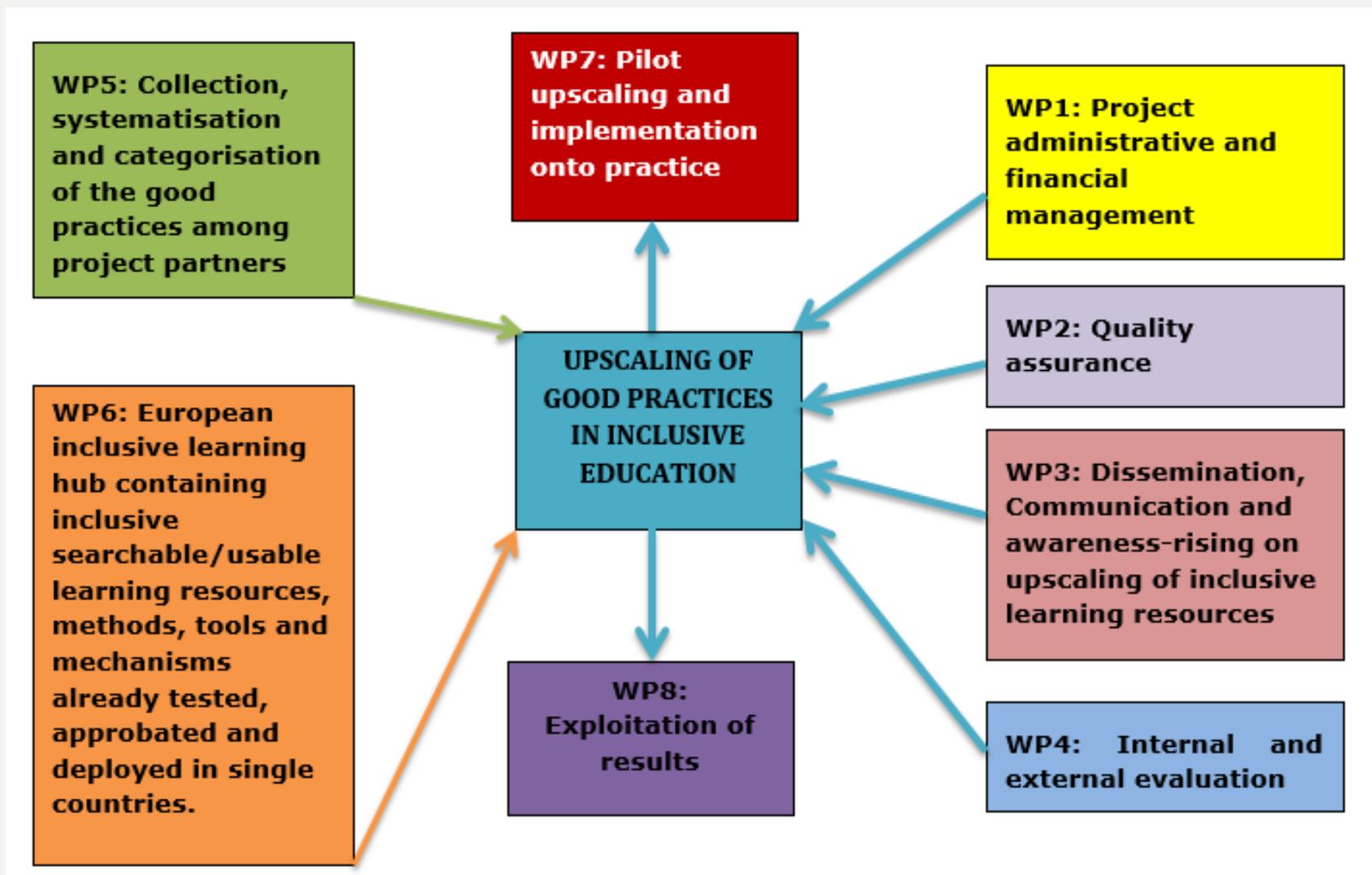
# TIMELINE



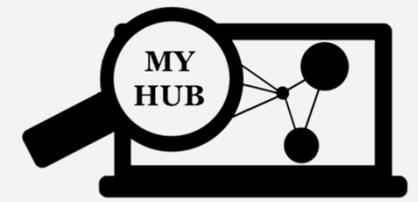
WORK PACKAGE	TYPE	START	DURATION	MONTHS																																			
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1	MNGT	1	36	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
2	QPLN	1	36	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
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4	QPLN	1	36	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
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6	IMP	1	36	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	
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# WORK PROGRAMME



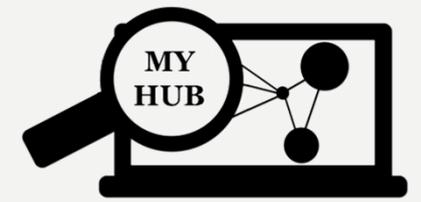
# LEADERSHIP



- WP1: Project administrative and financial management – lead by P1
- WP2: Quality assurance – lead by P1
- WP3: Dissemination, Communication and awareness-raising on upscaling of inclusive learning resources – lead by P4
- WP4 Internal and external evaluation – lead by P3
- WP5 Collection, systematisation and categorisation of the good practices among project partners – lead by P6
- WP6 European inclusive learning hub containing inclusive searchable/usable learning resources, methods, tools and mechanisms already tested, approbated and deployed in single countries – lead by P2
- WP7 Pilot upscaling and implementation onto practice – lead by P5
- WP8: Exploitation of results – lead by P1



# DELIVERABLES PER WP



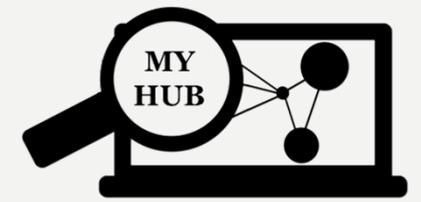
- **WPI Project administrative and financial management – lead by PI**

## DELIVERABLES:

- 1.1 Project management manual
- 1.2 Forms for financial and administrative monitoring and reporting
- 1.3 Progress and final reports to EACEA (including Report on factual findings on the final financial report Type I (required on page 25 of the call guidelines))



# DELIVERABLES PER WP



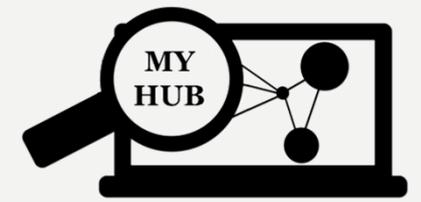
- **WP2 Quality assurance – lead by PI**

## DELIVERABLES:

- 2.1 Quality assurance strategy
- 2.2 Progress and final quality assurance reports



# DELIVERABLES PER WP



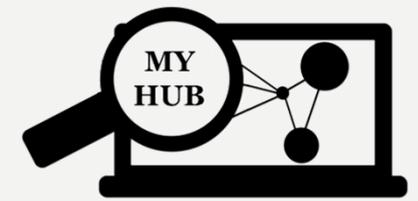
- **WP3 Dissemination, Communication and awareness-raising on upscaling of inclusive learning resources – lead by P4**

## DELIVERABLES:

- 3.1 Dissemination strategy and awareness-raising campaign
- 3.2 Dissemination promotional materials aiming to support the upscaling process
- 3.3 Project website [www.MyHUB.eu](http://www.MyHUB.eu)
- 3.4 Multiplier event I in Brussels, Belgium



# DELIVERABLES PER WP



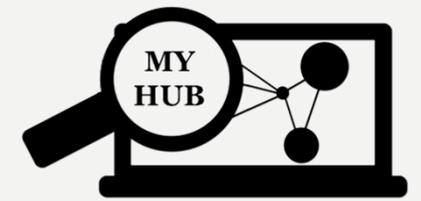
- **WP4 Internal and external evaluation – lead by P3**

## DELIVERABLES:

- 4.1 Internal evaluation reports – progress and final stage
- 4.2 External evaluation reports – progress and final stage



# DELIVERABLES PER WP



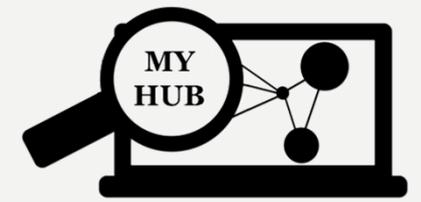
- **WP5 Collection, systematisation and categorisation of the good practices among project partners – lead by P6**

## DELIVERABLES:

- 5.1 Wizard-style driven and semantically supported logical framework for systematization/categorisation of inclusive learning resources, methods, tools and mechanisms in five sectors: early childhood, primary & secondary school, VET, HE, Adults education



# DELIVERABLES PER WP



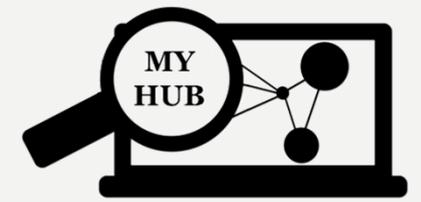
- **WP6 European inclusive learning hub containing inclusive searchable/usable learning resources, methods, tools and mechanisms already tested, approbated and deployed in single countries – lead by P2**

## DELIVERABLES:

- 6.1 European inclusive learning hub containing inclusive searchable/usable learning resources, methods, tools and mechanisms already tested, approbated and deployed in a single countries



# DELIVERABLES PER WP



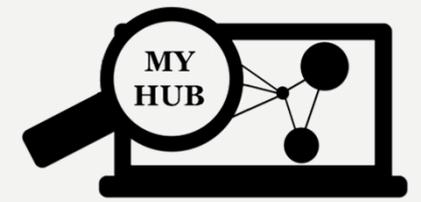
- **WP7 Pilot upscaling and implementation onto practice – lead by P5**

## DELIVERABLES:

- 7.1 Pilot plan and impact gathering tool
- 7.2 Handbook “How to strengthen the implementation of the inclusive education at mainstream schools?”
- 7.3 Case studies from implementers – pedagogical staff who used the inclusive learning resources



# DELIVERABLES PER WP



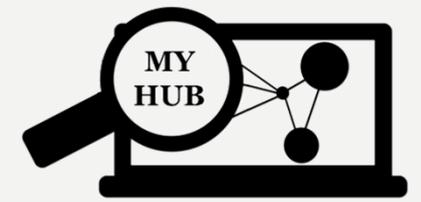
- **WP8 Exploitation of results – lead by PI**

## DELIVERABLES:

- 8.1 Exploitation strategy
- 8.2 Exploitation agreements
- 8.3 Exploitation multiplier event – Riga, Latvia



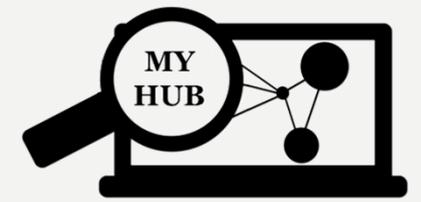
# TRANSNATIONAL PARTNERS MEETINGS



- Kick-off transnational partners meeting - Riga, Latvia (M1)
- Second transnational partners meeting - Sofia, Bulgaria (M6) – 16/17 July 2019 TBC
- Third transnational partners meeting - Vienna, Austria (M12)
- Fourth transnational partners meeting - Plovdiv, Bulgaria (M18)
- Fifth transnational partners meeting - Levkosia, Cyprus (M24)
- Sixth transnational partners meeting - Brussels, Belgium (M30)
- Final transnational partners meeting - Riga, Latvia (M36)



# EXPECTED IMPACT

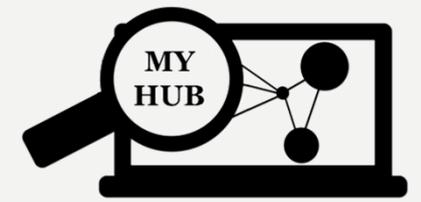


On regional and national levels (Latvia, Belgium, Bulgaria, Cyprus and Austria) the project is expected to:

- deploy, customise and culturally adapt inclusive learning practices;
- improve the teachers competences in order to provide universal design of learning to all students
- support greater understanding of interconnections between formal and non-formal inclusive learning;
- increase opportunities for pedagogical staff' personal development;
- increase motivation and satisfaction of pedagogical staff in their daily activities;
- increase sense of initiative and innovation of the pedagogical staff;
- increase pedagogical staff' level of digital competence throughout interaction via MyHUB;



# EXPECTED IMPACT

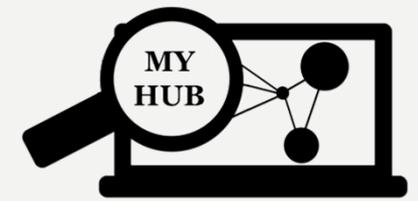


On regional and national levels (Latvia, Belgium, Bulgaria, Cyprus and Austria) the project is expected to:

- support pedagogical staff' greater understanding and responsiveness to social, linguistic and cultural diversity;
- make young children with disabilities more active participation in the society and reduce any possible educational dropout due to non-inclusiveness of the teaching/training;
- increase pedagogical staff' awareness towards positive attitude towards the EU project and the EU values and how EU is funding projects in terms of learning and well-being support of young students with disabilities;



# EXPECTED IMPACT

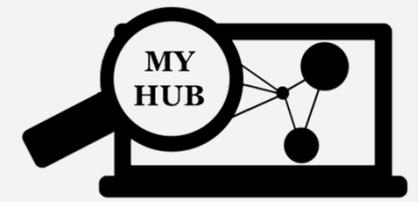


## European & international impact:

- On the EU and international level with this project will be established a network among organizations with similar field of action and with that a bigger economy in terms of research and time investment on one side and better results on the other side with regards to upscaling of inclusive learning practices.



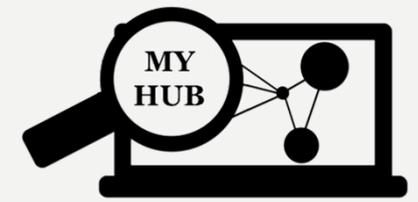
# INDICATORS



- Indicator 1: Minimum number of involved representatives of the pedagogical staff > 500 per country (>2 500 for the project).
- Indicator 2: Minimum number of registered users of the MyHUB > 1 000 per country + minimum 1 000 on EU level (> 6 000 in total)
- Indicator 3: Minimum number of educational institutions which are using the MyHUB resources to support the process of implementation of inclusive learning at their agenda > 500 institutions in total for the project.
- Indicator 4: Minimum number of involved representatives of policy makers and systematic level gatekeepers > 100 per country + minimum 100 on EU level

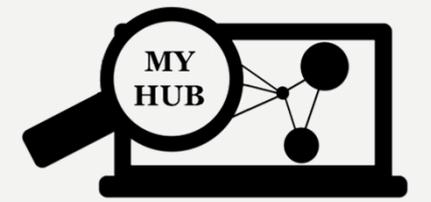


# INDICATORS



- Indicator 5: Percentage of the students with disabilities who have completed successfully the school year in the pilot sites at the end of the testing phase – 90%
- Indicator 6: Percentage of increased number of students with disabilities in the educational institutions who have participated in the project piloting phase – minimum increase of 50% comparing to the previous year.
- Indicator 7: Percentage of the increased number of teachers who have been attracted to use the MyHUB resources by the end of the piloting phase influenced by the results of their colleagues who have participated in piloting phase – minimum 25% per country.





- Thank you for your attention!

