

Autism_PCP Project Quality Assurance Report



AUTISM_PCP Project Quality Report

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Quality Assurance in the AUTISM_PCP Project

The AUTISM_PCP project is a collective work among 7 organisations representing 6 different countries from Eastern and Southern Europe.

The project aims to provide practical and tailor-made tools to as many people impacted by the objective and everyday difficulties of autism for the autistic individuals, their families/guardians as well as all other people directly or indirectly impacted and do not have the necessary means to address challenges when they occur.

Due to the complex nature of the issue and its great diversity in terms of expressed behaviours as well as explanation theories, all the project partners were committed to implement a thorough research in order to bring to the surface modern approaches, new information and even contribute in promoting a mentality that allows for more understanding and cooperation in supporting individuals in the autism spectrum to achieve self-actualisation. Because of that, the partners gave a lot of importance in ensuring the appropriate quality of the project's results, through a series of actions in all project levels.

In the following pages, you will have a brief look at all the strategies and processes implemented

Quality Assurance in the Project Proposal

From the AUTISM_PCP project proposal, we can see that the initial plan in terms of quality was the following:

Each 'AUTISM_PCP' partner will appoint two persons, one for the technical progress and one for the financial progress/aspects of the project.

The Project Manager appointed by the applicant will have supervisory role regarding the overall technical progress of the whole project and will liaise with the project officers from the rest of the partners to ensure that all deliverables as well as all activities planned are executed according to the deadlines.

The Financial Manager/controller appointed by the applicant will have supervisory role regarding all financial aspects of the whole project and will liaise with the financial controllers appointed by the rest of the partners to ensure the appropriate budgetary control of 'AUTISM_PCP'.

'AUTISM_PCP' will have a three (3) member quality assurance team, which will be chaired by the Project Manager. This QA team will be responsible for checking/auditing the quality of the deliverables (intellectual outputs) and its role and responsibilities can be summarised as follows:

- Responsible for supervising the quality of the intellectual outputs developed within the 'AUTISM_PCP' project
- Three (3) member team chaired by the Project Manager

- Report to the Project Manager for any issues related to the quality of Intellectual outputs.

The quality checks by the quality assurance team will follow the time schedule of the intellectual outputs as well as the schedule of the planned activities.

The frequency of quality checks follow the time schedule of all intellectual outputs as well as all planned activities, in which case, the quality assurance team will check/audit whether the preparation associated with the planned activity has satisfactory progress.

The frequency of quality checks can be seen in the 'AUTISM_PCP' timetable of activities, annexed in this application. Those responsible for monitoring and evaluation (Quality Assurance) of all the activities as well as the intellectual outputs developed throughout the implementation of the project will meet the following characteristics (profile criteria):

1. Substantial project management experience and knowledge of EU funding processes and rules
2. Expertise in the area/field of the project
3. Fluent level of English, which will be the communication language among the partners.
4. Communication skills and very good IT skills
5. Experience in monitoring and evaluation procedures There will be specific quantitative & qualitative indicators with which there will be a thorough monitoring of the the quality of deliverables as well as of the project activities.

Some of the most important indicators are as follows:

QUANTITATIVE

- a) Conferences/multiplie events - the indicator of success is the attendance of at least 100 individuals (total 200).
- b) Number of feedback/replies to the e-newsletter, at least 100, from interested organisations/youth associations & schools.
- c) The number of people/organisations requesting/downloading Intellectual outputs from the dedicated web portal, at least 150, during the three year period of the project.
- d) Number of people/organisations visiting our web portal; at least 300 unique visitors per month

QUALITATIVE

- a) Format of Intellectual outputs - consistency with regards to the format (layout, font type & size, use of logos, etc.) of all three (3) Intellectual Outputs to be developed during the implementation of the project
- b) All of the Intellectual outputs have been checked/reviewed by the Quality Assurance team and found of the highest possible standards (see monitoring and evaluating quality procedure in the relevant section).
- c) Feedback of participants of the training courses to be delivered within 'AUTISM_PCP' project
- e) Schools/adult education centres/VET organisations adopting the findings/conclusions of 'AUTISM_PCP' project

The proposal was offering a variety of options available in order to provide the partnership with many different options when engaged in quality assessment

and evaluation activities. Many of the things mentioned were implemented, either directly as referenced or indirectly through alternative routes.

During the actual implementation of the project the process that was followed aimed at ensuring quality in the following domains:

- **Project Management:** Existence of a concise plan with provision for efficient tools that allow the common understanding of required documentation among the partners. This was followed by a project management handbook, as well as additional guides for reporting especially at the beginning of the project.
- **Intellectual outputs development:** Each output was followed by development templates in order to ensure that all partners had a common understanding of the development objectives and desired structure. Once the structure was approved and started being developed, the final content would be assessed by the experts on the field to check for inconsistencies or false information.
- **Partners meetings:** Before the partners meetings, the coordinator would inform the hosting organisation on making sure of specific arrangements, and would also create an agenda which was in turn shared with the rest of the partnership for approval and preparation. After the partners meeting, the coordinator would send an evaluation questionnaire for all partners to answer. This practice wasn't implemented during the online meetings, since no one was raising critical points in the questionnaires, but instead preferred to contact directly the coordinator in order to discuss them in case they existed.
- **Communication:** The coordinator made sure that all project communications would fulfil some basic standards that would ensure that everyone could have easier access to communication logs in case references needed to be made in the future. One of the important elements in terms of communication, which we believe that proves its quality, was that the partners felt comfortable to submit questions to the coordinator, who would in turn share with the rest of the partnership, as well as a certain level of familiarity in addressing the coordinator and discussing issues keeping thus a very active communication channel. Indicative of this situation was the fact that during the project's lifetime, the partners (with all of their staff members) exchanged in total more than a 1500 emails with the coordinator, which were mostly of development and implementation nature proving that the AUTISM_PCP project was a shared and collective work among all people involved.
- **Evaluation model for reporting periods:** This model was used in order to make sure that partners had a common understanding of the progress of the project, especially during official reporting times.

The Evaluation Model of Partners Meetings

AUTISM_PCP - Transnational Project Meeting Evaluation

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Dear partners,
 You are invited to fill in the form below evaluating the transnational project meetings. The form, for the moment, is standard for every transnational project meeting, this is why you have to choose the meeting you are evaluating before proceeding.
 Any evaluation that has more than 1,5 month distance with the specified meeting, will not be accepted and therefore not included in the reports.
 The coordinator will be checking regularly the answers and reminding you to fill in the questionnaire on time.

 (not shared) [Switch accounts](#)

*Required



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Transnational Project Meeting *

Choose

[Next](#)

[Clear form](#)

What you are asked to do?

You are to evaluate the progress made during the meetings

INDICATORS

- Sufficient information was sent before the meeting and communication was efficient
- Partners were given time for introductions (or re-introductions) and had time to update each other on their backgrounds and what they can bring to the project
- The agenda has been respected and any changes negotiated
- Partners have all contributed to the meeting
- The goals of the meeting were met
- The working environment was adequate for the proposed tasks
- Planned activities have taken place
- The partners have a clear idea of their next steps
- The accommodation, food and social element were adequate

Preparatory work *

	Yes	No
Was sufficient information supplied before the meeting?	<input type="radio"/>	<input type="radio"/>
Was the work load prior to the meeting acceptable?	<input type="radio"/>	<input type="radio"/>
Did you achieve the tasks you were supposed to deliver before the meeting?	<input type="radio"/>	<input type="radio"/>

Comments concerning the questions about "Preparatory Work"

Your answer

The meeting itself *

	Yes	No
Did the meetings give adequate time to introductions and finding out the background of the partners?	<input type="radio"/>	<input type="radio"/>
Are you satisfied that you were able to contribute to the discussion and decision making?	<input type="radio"/>	<input type="radio"/>
Did the meeting adhere to the agenda and were any changes discussed?	<input type="radio"/>	<input type="radio"/>
Were the goals of the meeting achieved?	<input type="radio"/>	<input type="radio"/>
Are some goals not met?	<input type="radio"/>	<input type="radio"/>

Comments concerning the questions about "The meeting itself"

Your answer

Other factors *

	Yes	No
Was the working environment satisfactory?	<input type="radio"/>	<input type="radio"/>
Were the accommodation, food and the social element satisfactory?	<input type="radio"/>	<input type="radio"/>
We now know each other well (professionally)	<input type="radio"/>	<input type="radio"/>

Comments concerning the questions about "Other factors"

Your answer

Follow-up *

	Yes	No
There is a clear and reasonable timetable in place	<input type="radio"/>	<input type="radio"/>
I understand my role in the project	<input type="radio"/>	<input type="radio"/>

Comments concerning the questions about "Follow-up"

Your answer

Open questions

What do you consider to be the main strength of this project meeting?

Your answer _____

Can you see any problem areas for the project that should be tackled as soon as possible? *

Your answer _____

Were there any weak points? *

Your answer _____

If so please suggest some measures or ways for solving the problem(s)? *

Your answer _____

Thank you very much for your answer!

In case you are resubmitting your answers let us know in the comment section below.

Write any comment if necessary

Your answer _____





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The Evaluation Model of Project Progress

AUTISM_PCP Project progress evaluation

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Dear partners,
You are invited to answer the questions below concerning the project progress. The more comments you make, the more it will help all of us and the project do things better and solve possible issues.
It is suggested that everyone who participates actively on the project answers the questions below.

 (not shared) [Switch accounts](#)

***Required**

Project period *

September 2018 - February 2019

March 2019 - August 2019

September 2019 - February 2020

March 2020 - August 2020

September 2020 - February 2021

March 2021 - August 2021





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Project activities implemented

You can evaluate the project activities on the scale:

- (green): Everything according to plan (time, quality, results) OR generally positive feedback
- (blue): Minor deviations from the work plan (delays etc.), problems encountered but solved OR generally medium level of satisfaction
- (orange): Major deviations from the work plan (delays etc.), problems encountered and (partly) unsolved OR generally low level of satisfaction

Project Management *

	■ (green)	■ (blue)	■ (orange)
Planning and Coordination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between the partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial Reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reporting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissemination and Communication activities of the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality Assurance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk/Conflict Management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments concerning the Project Management (try to provide an answer for every activity evaluated above)

Your answer _____

Intellectual Outputs *

(green) (blue) (orange) Hasn't started yet

I01 - Person-Centred Planning (PCP) system for pupils with Autism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I02 - Person-Centred Planning (PCP) tools for facilitators of pupils with Autism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I03 - Person-centered approach for pupils with Autism - a masterclass course for facilitators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments concerning the Intellectual Outputs development process and overall progress *

Your answer

Cooperation within the transnational partnership *

(green) (blue) (orange)

Clarity and adequacy of information given by the coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaboration with other project partners, including work in pairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Efficiency and intensity of communication within the partnership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
General working climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other aspects of cooperation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on the cooperation within the transnational partnership *

Your answer

Learning process *

(green) (blue) (orange)

Extent to which you have been able to use your expertise in the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extent to which you have gained new expertise / knowledge in the project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on the learning process *

Your answer

Other comments

Your answer

Thank you very much for your feedback!



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IO Development plans

In the following sections, we are attaching sections from the templates given during the project implementation process. For IO1, most of the templates are included in the final publication as annexes due to their additional value as research tools, so they are not repeated here. The rest of the templates, that had more of a managerial process, are included in this report.

Template examples

IO1

- **Best practices reporting template:** See IO1 Publication Annex 7.1
- **Questionnaire for everyday situations:** See IO1 Publication Annex 7.2
- **Distribution of tools development:** See minutes
- **Templates for lifeplanning areas justification:**

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AUTISM_PCP
IO1 – Life Planning tools



Desk research template
To be filled in by all partners

Introduction
Dear partners,
In this template you are presented with the title of the respective area of the lifeplanning tools as well as some questions to guide you. The objective is to provide us with a 1(to 2 max)-page texts that will be mentioning the importance of each life planning are proposed.
Please try to provide your resources when possible in order to be included in the bibliography.
Each partner will be responsible for the area that they worked on.
You do not need to make your own final texts, but it would be nice to provide complete information, well justified when possible. In case you want to propose texts taken from other publications, always indicate the page on the publication where the text is found.

Questions to be answered

Housing (SHIPCON)

Objectives: Small description Why planning housing? What do you need to know before planning? What should you pay attention to?
Where does the person live now - is this a suitable place to live going forward, where would they prefer to live, and who with? What support do they need with living accommodation?

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What should you pay attention to? Add your answer here
Add your resources here

Leisure (MSSA)

Objectives: Small description Why planning leisure? What do you need to know before planning? What should you pay attention to?
Add your answer here
Add your resources here

Employment (PNCD)

Objectives: Small description Why planning employment? What do you need to know before planning? What should you pay attention to?
Add your answer here

- **Final publication and tools formatting:** See final publication

IO2:

In IO2 development phase, the partners further assessed the findings from IO1 but also implemented extra research for the most specific needs addressed. Below is part of the structure division plan as well as a few guidelines

—PCP tools for facilitators for people with autism

Table of contents

1. Introduction 1 (responsible partner: m.f.c)	
1.1. Objectives 1	
1.2. Approach 1	
1.3. Expectations (3) / Index 1	
1.4. Partnership 1	
2. PCP system recap (responsible partner: SGSG)	
2.1. Autism - transitions	
2.2. Person-centered planning	
2.3. Life-planning??	
3. Person-centred planning methodology (responsible partner: CKLUS)	
3.1. Steps	
3.2. Tools of the partnership – Presentation (why and how they were made)	
3.3. Practical implementation (piloting results)	
3.4. Observations/things to notice/feedback	
3.5. Next chapters	
4. Guidelines for educators as facilitators (responsible partner: MSSA)	
4.1. Educator vs facilitator	
4.2. Dealing with short term transitions	
4.3. Dealing with long term transitions	
4.4. Life planning tools	
4.5. Additional guidelines	
5. Guidelines for trainers/mentors/coaches (responsible partner: SHipCon)	
5.1. Trainer/coach/mentor vs facilitator	
5.2. Dealing with short term transitions	
5.3. Dealing with long term transitions	
5.4. Life planning tools	
5.5. Additional guidelines	
6. Guidelines for support circle (responsible partner: DADAA)	
6.1. → the specific nature of the support circle	
6.2. Dealing with short term transitions	
6.3. Dealing with long term transitions	
6.4. Life planning tools	
6.5. Additional guidelines	

7. Additional guidelines for everyone (Responsible Partner: **PNCD**)

- 7.1. Psychological support
- 7.2. Pedagogical support
- 7.3. Good communication with relevant parties
- 7.4. Dealing with bullying judgement
- 7.5. Keeping a balanced mindset

bibliography

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AUTISM_PCP: IO2 – Tools/guidelines for facilitators

Useful Information / Guidelines

Guidelines:

1. Each subchapter should be between 1000 and 2000 words long (or roughly 2 to 4 pages with formatting of 1inch margins, 12 point Times New Roman font and minimal spacing elements)
2. For drafting your chapters use the resources that can be found in the google drive (link: <https://drive.google.com/drive/folders/1USf6vxo1VAvs7BdmRPKdYqPOYjcmDabs?usp=sharing>)
3. For the partners that will be involved in the chapters 4,5,6 and 7, please consult the document "Review chapters IO2" for the basic points mentioned
4. Try to use mostly the resources provided and only consult additional ones if you really feel that you are lacking important information. In case you do so, please use specific references in order to be properly included in the bibliography section. In the section "References" of this document you can find ways to reference your resources.
5. Try to be mindful of the terminology used / critically review your work for unintended bias
6. If you want to include examples from experience / countries / cultural approaches, use *italics* and mention it
7. To understand what we mean by cultural approaches and biases, read the document "Culturally sensitive practice and facilitator qualities" that can be found on the drive (link above)
8. Try to be concise and clear. Use simple language and easily understandable descriptions.

Useful information

1. Resources to use can be found in the google drive (link: <https://drive.google.com/drive/folders/1USf6vxo1VAvs7BdmRPKdYqPOYjcmDabs?usp=sharing>)
2. The resources are separated into the following folders
 - a. IO1 publication and templates [for those responsible for chapters 1, 2 and 3]
 - b. IO2 research [for those responsible for chapters 4,5,6 and 7]

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Note: of course you can use all references but the most important information for your work can be found in the specified folders.

3. Consult the document "IO2 Chapter Structure and Responsible Partners" for the structure of your chapters
4. If you really feel the need to, you can suggest changes in your chapter's structure but keep in mind to not change entirely the objectives

IO3:

In IO3 development phase, the partners submitted module plans based on a template provided by Cyclisis, a final structure decided by ShipCon and visualised by Cyclisis, as well as a template for all the parts of the training modules

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AUTISM_PCP
IO3 – Person-centered approach for pupils with Autism - a masterclass course for facilitators

MODULES for TRAININGS
Partners suggestions on possible Titles to be included
(Each partner is invited to propose up to 3 possible ideas with comments)
To be filled in by all partners by Friday 12 January 2021

Introduction
Dear partners,
In this template you are presented with some fields concerning your suggestions for the modules of the training course.
You are given a maximum of 3 identical module fields, so that you can contribute maximum 3 different ideas, but only one suggestion is compulsory.
Your suggestions will be reviewed and taken into consideration, if some suggestions are similar among partners, your module could be turned into a unit.
We chose this format and not a google form, so that you can give as much time as you want to form your answers and not have the risk of losing your text if the form times out.
You don't need to fully develop your suggestions, just add **key words** on the specified fields as a basis for discussion.
Feel free to consult the notes at the end of this document for more information and guidelines.
Thank you!

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Module suggestion A (compulsory)

Possible Title	
Area of interest	
Objectives envisaged	
Main target group	
Secondary target groups	
Questions that you want included or to be answered by the module content	
Other notes/suggestion concerning your proposal	
Activities you would like to see included (distinguish between online and face-to-face training)	

Module suggestion B (optional – delete if you don't use it)

Possible Title	
Area of interest	
Some objectives you want it to cover	

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IO3 – Person-centered approach for pupils with Autism - a masterclass course for facilitators
Assessment of partners' proposals for the training modules

Partner	Questions	Answers	Comments/Feedback
PNCD (BG)	Possible Title	Psychological and pedagogical support	MOD 2 Unit 2 pt 1
	Area of interest	educational minimum according to the abilities of the learners	There is no educational limit - high or low - so this should read - adapting the systems to different levels of
	Objectives envisaged	Responsibilities, Tools, Practical tips, Possible obstacles	Section at end for tools and resources - but can be
DADAA (GR)	Main target group	Support staff, professionals	
	Secondary target groups	parents and friends	
	Questions that you want included or to be answered by the module content	Are there any good practices? Where and what?	We can find examples of this
DADAA (GR)	Other notes/suggestions concerning your proposal	The participation of specialists that have worked directly with autistic persons	
	Activities you would like to see included (distinguish between online and face-to-face training)	The focus of this module will be on the educators and psychologists and their role of the PCP approach and their importance.	Slideshow - case studies
	Possible Title	Targets and behaviours	MOD 2 UNIT 1 PART 5
DADAA (GR)	Area of interest	Sensory, communication and behavior	Sensory as stand alone unit - part 4
	Objectives envisaged	Risk taking, sensory stimuli, impact of and on social environment	Risk assessment in more detail unit 2 pt 4
	Main target group	Support staff, parents and friends, professionals	
DADAA (GR)	Secondary target groups	Educators in Special & General Education	
	Questions that you want included or to be answered by the module content	What are the traditional approaches towards escalation of behaviour (maybe in relation to "Aberrant behaviour" scale)? As opposed to person centred approach? How to apply person-centred approach to deal with	PCP - should not set out to 'deal with' behaviours - more appropriately PCP should work with behaviours by using strategies to reduce these. Scale low activity = high incidents - high activity = low incidents.
	Other notes/suggestions concerning your proposal	Maybe we could take a case situation where a person has an "unwanted" (or whom?) behavior and analyze possible or effective triggers and different approaches to deal with such situations.	Good to look at the impact of behaviours on specific groups - i.e. parents, public - professionals SELF
DADAA (GR)	Activities you would like to see included (distinguish between online and face-to-face training)	Role-playing (if face-to-face training) Case to the point discussion (if online)	Slide show - discussion
	Possible Title	Innovation versus tradition - Why use the pcp approach?	MOD 1 UNIT 1 PT 2
	Area of interest	Benefits from using the pcp approach as compared to traditional	
DADAA (GR)	Some objectives you want it to cover	Concrete justification as taken from real life examples where using person centred methods are preferable to other methods. Ways to overcome barriers	Models for comparison
	Main target group	Educators, mentors, coaches, trainers, relatives and family, support staff, individuals with ASC	
	Secondary target groups	All	
DADAA (GR)	Questions that you want included or to be answered by the module content	What are the expected results in a situation or a process in a person's life if we use the pcp approach? What are the expected results when using a traditional approach? What are the advantages (and for whom) in each case? What are the reasons that justify using a pcp approach?	These questions could be developed into a very interesting slide show - platform for discussion
	Other notes/suggestions concerning your proposal	What do we do if the entire environment around the ASC person treats him/her as if they need to "be repaired"? How do we proceed in using the pcp approach contrary to recommendations or practice from educators, professionals,	As above

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IO3 – Person-centered approach for pupils with Autism - a masterclass course for facilitators
Task sharing for IO3 Development

Indicators
BP Based on Partner's proposal
X: Tasks to choose (each partner makes their preferred tasks)

Module/units/Parts	Estimator duration	ShipCon	Smaranda	DADAA	MSSA	PNCD	MIC	Cyclisis	Estimated module time
Mod 1 - Introduction to PCP									
Part 1: Introduction to PCP - history - values	45min (20-25 ppt)							BP	4h and 30 min (breakdown + 15min discussion or break)
Part 2: Innovation versus tradition - Why use the PCP approach?	45min (20-25 ppt)			BP					
Part 3: Organizational change to support social inclusion	45min (20-25 ppt)						BP		
Part 4: Empirical life opportunities	45min (20-25 ppt)							BP	
Part 5: Breaking down cultural / historical barriers to PCP	45min (20-25 ppt)							BP?	
Part 6: Coping with and enabling risk	45min (20-25 ppt)							BP?	
Mod 2 - Introduction to Autism									
Part 1: What is Autism	45min (20-25 ppt)		BP?						4h and 30min
Part 2: Communication	45min (20-25 ppt)			BP					
Part 3: Imagination and flexible thinking	45min (20-25 ppt)			BP?					
Part 4: Social Understanding	45min (20-25 ppt)								
Part 5: Sensory issues	45min (20-25 ppt)						BP?		
Part 6: Triggers and behaviours	45min (20-25 ppt)						BP		
Part 7: Supporting risks and obsessions	45min (20-25 ppt)						BP?		
Part 8: Supporting resistance to change	45min (20-25 ppt)						BP?		
Part 9: Psychological and pedagogical support	45min (20-25 ppt)							BP	
Mod 3 - The PCP process									
Part 1: The role of the facilitator in the PCP approach - Characteristics of the Coordinator/facilitator	45min (20-25 ppt)							BP?	4h and 15min
Part 2: Roles of the circle of support	45min (20-25 ppt)							BP	
Part 3: Identifying positive capabilities and technologies	45min (20-25 ppt)							BP?	
Part 1: Assessment	30min (15-20 ppt)							BP?	
Part 2: About life preparation	30min (15-20 ppt)							BP?	
Part 3: Arranging a Map / Path mapping	45min (20-25 ppt)							BP?	
Mod 4 - Implementation of the person-centred planning methodology									
Part 1: Transition planning	45min (20-25 ppt)							BP	5h and 30min (maybe break in into 2 days)
Part 2: Transitions and "normality"	45min (20-25 ppt)							BP	
Part 3: Working within a community - Self-determination	30min (15-20 ppt)							BP	
Part 4: Going forward - Assessment and advice	45min (20-25 ppt)							BP?	
Part 1: PCP Tools (based on MSSA's approach)	45min (20-25 ppt)							BP	
Part 2: Other relevant resources (based on MSSA's proposal)	30min (15-20 ppt)							BP	
Mod 5 - Project subtopics summary, Evaluation, closing up, things not mentioned in the previous modules, other needs									
Part 1: PCP System for people with autism (MSSA) - Tools, Assessment / About ppt	30min (15-20 ppt)							BP	3h and 30min
Part 2: Life planning tools	45min (20-25 ppt)							BP	
Part 3: PCP guidelines for facilitators (IO3)	45min (20-25 ppt)							BP	
Part 1: Evaluation model	10min								
Part 2: Discussion prompts	10min								
Part 3: Small reflection activities	20min (15-20 ppt)								

Distribution of work and timelines – examples of templates

AUTISM_PCP													
A holistic approach of person-centred planning for people with Autism 2018-1-EL01-KA204-047788													
1st reporting period: September 2018 - February 2019													
Fulfilled Timeline													
TASKS	SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY		
	1st half	2nd half	1st half	2nd half	1st half	2nd half	1st half	2nd half	1st half	2nd half	1st half	2nd half	
Project management													
Communication between partners													
Website (design, content, translations, etc)													
Meeting preparation and follow up													
Dissemination activities													
IO 1													
Studying and brainstorming on IO1													
Desk research													
Questionnaire design													
Translations relevant to the output													



ERASMUS+ Programme 2018 – KA2 Adult Education
Project n°: 2018-1-EL01-KA204-047788
Document type: Report checklist
1st reporting period



Checklist

A holistic approach to person-centered planning for Autism – AUTISM_PCP		
Ag.No: 2018-1-EL01-KA204-047788		
Reporting period		
Partner organization		
Staff cost		
<i>Please mark as <input checked="" type="checkbox"/> the documents that you attach with your report. Otherwise leave blank.</i>		
Timesheets	Submitted	Comments
Researcher/Teacher/Trainer	<input type="checkbox"/>	
Administrative	<input type="checkbox"/>	
Project Manager (if applicable)	<input type="checkbox"/>	
Employment contracts (for each person involved)	<input type="checkbox"/>	
Payment receipts (for each person involved)	<input type="checkbox"/>	
Financial Report (expenditure report) <input type="checkbox"/>		
Transnational meetings		
Expenditure table (transportation, accommodation, living costs)	<input type="checkbox"/>	
Transportation expenses (boarding passes, bus tickets, other receipts)	<input type="checkbox"/>	
Hotel invoice	<input type="checkbox"/>	
Project Management		
Expenses table and/or Justification paragraph	<input type="checkbox"/>	
Additional documents		
Proof of receiving the first EEA-EXTIDES	<input type="checkbox"/>	
Evaluation report	<input type="checkbox"/>	

Peer-reviews / Feedback and overall communication

For the feedback, the coordinator would make a copy of the submitted work on the shared cloud space of the partnership where the partners could comment on the actual point in the document they have a feedback to give.

Generally, the partners felt more comfortable discussing directly through email or video/phone calls with the coordinator, since the nature of most discussions were ideas and feedback on developments during the project. The partners would also communicate with each other and they would inform the coordinator of common plans concerning the project.

Reporting of Quality Activities

Monitoring: How were the progress, quality and achievement of project activities monitored? Please describe the qualitative and quantitative indicators you used. Please give information about the involved staff, as well as the timing and frequency of the monitoring activities.

As mentioned above, the monitoring process of the budget was an activity that was taking place 2 times per year (February and August internal reports). Through this process the partners developed their own internal monitoring systems in order to be able to timely submit their reports. During the last year of the project, due to the uncertainty of the covid status and the indefinitely extended lockdowns in most partners countries, there was a sense of confusion and exhaustion which caused a minor delay in the submission of the reports but it didn't affect the project's activities in any way. To answer more specifically the question, in all its parts, the following strategy was followed:

- Monitoring of progress: In order for the project to run smoothly, and especially as far as the development of the outputs is concerned, all tasks were structured in such a way so that if there were several smaller tasks taking place which were much easier to monitor and make sure that they are delivered on time. Also, due to the nature of the outputs, each output had its own dedicated time and there were no overlaps that would affect the development of one another. In general, the level of communication among the partners was very satisfactory and it was the primary reason of effectiveness of the project's progress

- Monitoring of quality: All project partners possess the necessary skills to make sure that the quality of the project is satisfactory and respectful towards the end target. Once again the communication among the partners as well as the shared values for the quality of the final product played the most important role in the effectiveness of the actions. Equally important was the involvement of experts within the partnership, whom have been able to make crucial observations and help avoid issues concerning the legitimacy of the information provided as well as point out information that could lead to problematic conclusions. Additionally to that, all project results followed a consistent branding which helped further establish the identity of the project's results.

- Monitoring of achievements: Each partner was responsible to inform the coordinator of all activities carried out and achievements made in local, national and international level. The coordinator had to gather all this information and communicate them with all other partners as means of inspiration for their own actions. In general most project achievement were made towards the end, when all project results were finalised and those interested had tangible results to learn from and assess their use in their own practices.

In terms of frequency of these activities, as already mentioned, the project's working plan was a really dense one, meaning that the partnership has always been active throughout these 3 years that the project has been taking place.

Concerning the qualitative indicators we used these can be described as follows:

- Partners were offered the necessary tools to monitor and record their activities as well as guidance that helped ensure the consistency of their reports
- All partners were offered workplans by the coordinator, which were discussed, assessed, updated and agreed upon on a common basis
- There was a specific project identity that helped ensure the familiarity and consistency of the results
- There was at least one regular person from each staff category of each partner, always involved in the project's development stages something which helped ensure that at any given moment during the implementation phase there were people available to guide potential new members of staff and make sure that they are informed of all previous activities
- There was an extensive level of research that took place, which gave space to important discussions within the partnership as to issues deemed crucial for addressing the intended target groups.
- The coordinator made sure to share all necessary feedback, especially the most critical points, received both by stakeholders as well as after official assessment of the interim reports in order to avoid repetition of mistakes

Concerning the quantitative indicators we used these can be described as follows:

- The partnership has its own templates, made to address and monitor its needs in terms of quantity – especially as far as budget is concerned
- Concerning communication and dissemination activities, there were some quantity related indicators but since these issues depend on the interaction with the public, we didn't force achieving specific targets especially during the early stages when everything was under development.
- In terms of the intellectual outputs, all described indicators of quantity have been achieved.

Evaluation: How did you evaluate to which extent the project reached its results and objectives? What indicators did you use to measure the quality of the project's results?

The project's objectives and foreseen tangible results were always acting as reminders for the partnership's work. It was one of the extra responsibilities of the coordinator to make sure that despite any changes in approach, the end objectives and foreseen results should be reached. Judging from the feedback of the partners it seems that everyone is satisfied with the level of work done and its potential long term impact on our contexts. Of course, individually each partner could potentially have followed different paths by themselves and possibly they would have given extra attention to issues that would address more specifically their own contexts but this is an international partnership, with diverse references and needs which had to produce some

commonly beneficial results. As already mentioned before, there is definitely room for improvement in many aspects. Considering also that the project developed some very lengthy and explanatory results in order to address and hopefully support as many people as possible to whatever level possible for as many realities as possible. For this reason, it is a common commitment among the partners and especially the coordinator to make sure that the project's results remain up to date and relevant, so we have established a public document which will be updated with corrections, further explanations and references whenever someone makes such a request on one of our results.

Another way to measure the quality of the results, was to always review what is said with the relevant bibliography in order to avoid generalisations and unbased assumptions, but most importantly in order to make sure that throughout the documents, the reader realises that the autistic persons are understood and respected, while also learning about boundaries promoting progress in all domains.

Finally, as already mentioned in the above questions, there is a standard visual identity among the results which makes sure that all are considered as part of one another.