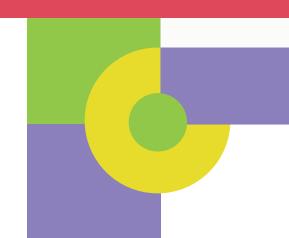


SELF-IN

DISSEMINATION AND IMPACT PLAN





PLAN VERSIONS

VERSION	RESPONSIBLE	DATE
1	José Manuel Gil	14-10-22
2	José Manuel Gil	09-11-22
3	José Manuel Gil	28-11-22
4	José Manuel Gil	08-03-23



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INTRODUCTION

1. INTRODUCTION

The following dissemination and impact plan has been designed according to the recommendations included in the "Communication Erasmus+ Kit" published in Spanish by SEPIE (http://sepie.es/doc/comunicacion/sepie_kit_comunicacion.pdf).

The most important objective of this plan is to be a proactive strategic tool to guide the SELF-IN partners to carry out the dissemination activities, and to evaluate them.

Therefore, the plan is divided into two main sections:

a) the first section (from 1 to 9) related to:

- the dissemination activities themselves and goals;
- the levels of dissemination (within the partners, local, national and European);
- the messages and the key project target groups (people with intellectual disabilities, educators, disability community, University professors...)
- b) the second section (section 10), which focuses on how to evaluate the plan and to assess the project impact.

It should also be highlighted that all the dissemination activities have been specifically designed according to the partnership capacities, combining several levels of dissemination and tailor-made activities for of each key project stakeholder. To do so, the

project had previously to classify and map the project stakeholders (section 4 of this plan).

Finally, the most important dissemination and impact plan tools are listed in the last section (12. Annexes-tools) and accessible for the steering committee on:

- Dissemination tools (flyer, poster...): https://drive.google.com/drive/ folders/1PHrdlSe9VjPFA6StA24y QPTymZrf5OQE?usp=share_link
- Plan evaluation tools
 https://drive.google.com/
 drive/folders/10g3HmW0G_
 lsi4ZWwjnMQoatwtSC8
 xyqo?usp=share_link.
- Impact tools (SELF-INCA tool, satisfaction questionnaire...): https://drive.google.com/drive/ folders/led0DrKtMrsoQP0WUOI OfRms9hyA4PCUp?usp=share_link.

SWOT ANALYST

2. SWOT ANALYST

STRENGTHS	WEAKNESSES
University of Padua reputation and access to academic events and different academic target groups.	
Specific communication departments in each participating organization.	
3. Use of official channels of Valencian and Veneto Regions.	
Good know-how of European projects dissemination methodologies.	10. Lack of expertise in social media.11. Lack of flexibility of IVASS and
5. Opportunities offered to reach audience through the MOOC course developed by University of Padua	University of Padua. 12. Low number of associate
Good reputation of the two disability organization in its territories to influence in other disability organizations.	partners. 13. Partnership with a low number
7. Multiplier events settled in all three countries (Spain, Belgium and Italy)	of partners (only 2 disability organizations) and only 3 countries.
8. Strong links between the 2 participating disability organizations.	Countries.
9. Dissemination opportunities offered by the European Network of Social Authorities (ENSA) and other key project stakeholders such as University of Valencia or Universitat Politècnica de València.	
OPPORTUNITIES	THREATS
14. Many European tools and instruments promoting the independence and social inclusion of people with intellectual disabilities.	15. Dependency of IVASS of possible changes in the Valencian Regional Government policies
	16. Pandemic restrictions and opposite community attitudes to participate in public events, lessons, seminars
	17. New Covid-19 waves.

DISSEMINATION AND IMPACT PLAN

OBJECTIVES

3. OBJECTIVES

STRENGTHS	WEAKNESSES
University of Padua reputation and access to academic events and different academic target groups.	
Specific communication departments in each participating organization.	
3. Use of official channels of Valencian and Veneto Regions.	
Good know-how of European projects dissemination methodologies.	Lack of expertise in social media. Lack of flexibility of IVASS and
5. Opportunities offered to reach audience through the MOOC course developed by University of Padua	University of Padua. 3. Low number of associate
Good reputation of the two disability organization in its territories to influence in other disability organizations.	partners. 4. Partnership with a low number
7. Multiplier events settled in all three countries (Spain, Belgium and Italy)	of partners (only 2 disability organizations) and only 3 countries.
8. Strong links between the 2 participating disability organizations.	countries.
9. Dissemination opportunities offered by the European Network of Social Authorities (ENSA) and other key project stakeholders such as University of Valencia or Universitat Politècnica de València.	
OPPORTUNITIES	THREATS
Many European tools and instruments promoting the independence and social inclusion of people with intellectual disabilities.	Dependency of IVASS of possible changes in the Valencian Regional Government policies
	Pandemic restrictions and opposite community attitudes to participate in public events, lessons, seminars
	3. New Covid-19 waves.

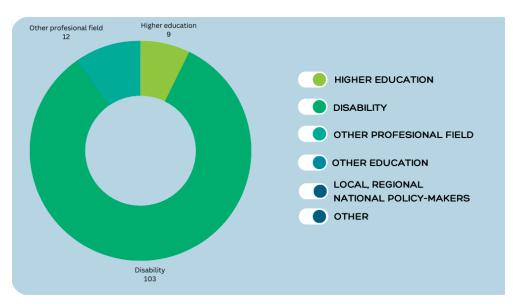
STAKEHOLDERS MAPPING

4. STAKEHOLDERS MAPPING

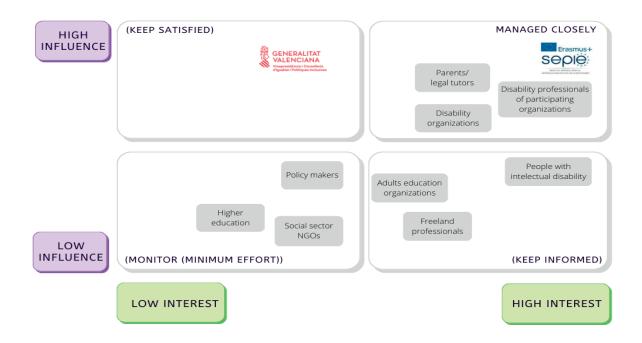
4.1. SELF-IN project database: type of organizations which have showed interest in the project.



4.2. SELF-IN project database: field of activity of stakeholders organizations.



4.3. SELF-IN Stakeholders mapping.



DISSEMINATION TARGET GROUPS AND MESSAGES

5. DISSEMINATION TARGET GROUPS AND MESSAGES

TARGET GROUPS	DESCRIPTION	TOPICS
People with intellectual disability (PWID)	PWID participating in the project. Persons who intermittent SUPPORTS in the acquisition of skills is needed to live independently in the community. Language and reading skills of the second level of primary school.	Short and accessible messages with pictograms and images, interactive activities, games Benefits of taking part in self-
	PWID of associated partners or belonging to other external disability organizations.	management programs. Concepts of rights, independence, self-determination and social inclusion. Democracy life, European Union, Erasmus+ programme and its horizontal principles (environmental sustainability, social inclusion and digital dimension).
Disability professionals and educators	Professionals having direct contact on regular basis with PWID. Their tasks might differ depending on the type of provider (institutional or community-based service) and the target group needs. (European Union Agency for Fundamental Rights, 2017) The most common occupations working directly with PWID are: psychologist, social worker, (special) educator, care-giver, outdoor animator, nurse, physiotherapist, occupational therapist, social care coordinator, workshop teacher, employment mediator, director-psychologists of occupational centers, pedagogues, and speech therapists.	Self-in project and its activities. Benefits of self-management programs, metacognition and motivational orientation as approaches to improve the quality of life, independence and social inclusion of PWID. Pedagogical resources developed by the SELF-IN project. Erasmus+ programme and its horizontal principles (environmental sustainability, social inclusion and digital dimension).
Decision- takers	Persons who can alter the activities and may commit to resource allocation: a) managers and coordinators of participating organizations; b) managers and coordinators of disability external organizations; and c) local, regional, national and European public representatives.	Impact of SELF-IN activities on PWID, its educators and disability organizations. Link of the project with the Convention UN, disability strategy and other legal and disability instruments. Resources needed (facilities, mainstreaming services, resources allocation) and demands expressed by PWID to improve their quality of life.

Wider social, education and disability community	Special employment centers, disability organizations, non-governmental associations, health care services, local mainstream services, occupational centers, disability professionals associations, vocational training centers, social economy sector and elderly services.	Self-in project and its activities. Benefits of self-management programs, metacognition and motivational orientation as approaches to improve the quality of life, independence and social inclusion of PWID. Pedagogical resources developed by the SELF-IN project.
		Erasmus+ programme and its horizontal principles (environmental sustainability, social inclusion and digital dimension).
Academic field	Researchers and professors of research centers, faculties of psychology, nursing, pedagogy, education and sport sciences, physiotherapy, teacher training and social work.	Self-in evidence-based model approach (QoL, self-management program, metacognition, LifeComp framework) pedagogical methodologies developed and impact of the project activities on the quality of life of PWID.
Relatives and friends of PWID	Persons belonging to the PWID microsystem, which is the smallest and most immediate environment in which PWID live (home, school or daycare, peer group and community environment).	Relevance of the project activities to improve the social inclusion, independence and self-determination of PWID.
SEPIE	Erasmus+ educational community: users, educators, learners, technicians, staff Use of Erasmus+ platforms (eTwinning, EPALE) and instruments (Newsletter SEPIE, radio Erasmus+, Café viajero Erasmus+ and Erasmus days).	SELF-IN information, Erasmus+ horizontal aspects, accessible contents for PWID experiences abroad, and results achieved and produced.

PERSONS RESPONSIBLE OF THE PLAN AND THE DISSEMINATON ACTIVITIES IN EACH COUNTRY

6. PERSONS RESPONSIBLE OF THE PLAN AND THE DISSEMINATON ACTIVITIES IN EACH COUNTRY

	IVASS	UBUNTU	UNIVERSITY OF PADUA
Dissemination plan production	Jose Gil	Johan Warnez /Loes Van Cluysen	Sara Santilli
Dissemination plan update	Jose Gil	Johan Warnez /Loes Van Cluysen	Sara Santilli
Dissemination activities	Jose Gil/María Sorzano	Johan Warnez /Loes Van Cluysen	Sara Santilli
Dissemination evaluation	Jose Gil	Johan Warnez /Loes Van Cluysen	Sara Santilli
Dissemination reporting	Jose Gil	Johan Warnez /Loes Van Cluysen	Sara Santilli

DISSEMINATION ACTIVITIES

7. DISSEMINATION ACTIVITIES

7.1. DISSEMINATION ACTIVITIES BY TARGET GROUP

DEVELOPMENT OF A STAKEHOLDERS "SELF-IN DATABASE"	Al. 120 external stakeholder organizations interested in SELF-IN activities. To be included in this database, stakeholders will have to fill out a 5-minute Google questionnaire approving their participation in the project and providing key information to understand their interest in the project. This database will allow the project: a) to map the SELF-IN stakeholders. b) to tailor -even more- the dissemination activities, language, messages and channels; c) to consult them, follow-up and evaluate the dissemination activities; d) to keep them informed, sending information on regular bases (every 6 months) and to send them the FINAL PRODUCTS; e) to invite them to the multiplier events; and f) to ask them after the end of the project to give feed-back about the project impact and sustainability. A2. SELF-IN brochure.
PEOPLE WITH INTELLECTUAL DISABILITIES (PWID)	B1. Study visits to external disability centres to explain the SELF-IN project to PWID. B2. One Facebook page to be used by Spanish and Flemish learners and educators together. B3. SELF-IN ERASMUS+ BRANDING KIT to be used by educators and PWID during the project activities: T-shirt, table flags, notebooks and poster. B4. Visit of PWID to European Institutions in Brussels. B5. Visits by a delegation of PWID, per country, to a regional or local institutions. B6. Participation of PWID in the ENSA General Assembly. B7. Participation of PWID in the multiplier event as lecturers. B8. Accessible easy-to-read poster.
DISABILITY EDUCATORS	C1. Specific reports for educators disseminated through the ENSA Network and the SELF-IN database. C2. Physical and online interviews with external disability educators to explain the project. C3. Participation as lecturers in public national events (seminars, multiplier events, visits) addressed to disability educators.

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ACADEMIC FIELD	D1. Specific reports for professors disseminated through the University of Padua, University of Valencia and the stakeholders involved in the "SELF-IN database". D2. Physical and online interviews with persons of the academic field to explain the project. D3. Participation as lecturers in public national events (seminars, multiplier
	events, visits) addressed to academic sector.
DECISION-TAKERS	E1. Physical and online interviews with national and European politicians and decision-makers.
SOCIAL MEDIA AND WEBSITES	F1. SELF-IN website. F2. Development of a specific section in UBUNTU website. F3. Press releases to local media. F4. Social media of participating organizations (Facebook, Instagram and Twitter) F5. Multiplier events.
ERASMUS+ COMMU. INITIATIVES	G.1. Contribution/participation in Erasmus+ communication initiatives and platforms (Erasmus+ platforms (eTwinning, EPALE) and instruments (Newsletter SEPIE, Radio Erasmus+, Café viajero Erasmus+ and Erasmus days.) University of Padua to INDIRE; and UBUNTU to EPOS.
FINAL DISSEMINATION	H1. Email to stakeholders and internal and external disability educators to disseminate the project results and the project conclusions.

7.2. DISSEMINATION ACTIVITIES BY LEVEL OF DISSEMINATION

STAKEHOLDER	DISSEMINATION ACTIVITIES	Within the organization	Local/ Regional	National	European
ORGANIZATIONS	A1. 120 external stakeholder organizations interested in SELF-IN activities. 60 professionals from the 3 participating organizations. A2. SELF-IN brochure.				
	B1. Study visits to external disability centres to explain the project to PWID. B2. One Facebook page to be used by Spanish and Flemish learners and				
PWID	educators together. B3. SELF-IN Erasmus+ Branding KIT. B4. Visit of 2 PWID to European Institutions in Brussels.				
PWID	B5. Visits by a delegation of 5 PWID per country to a regional or local institutions. B6. Participation of PWID in the ENSA				
	annual general assembly. B7. Participation of PWID in the multiplier event as lecturers.				
	B8. Accessible easy-to-read poster. C1. Specific reports for educators disseminated through the ENSA network and the SELF-IN database.				
DISABILITY EDUCATORS	C2. Physical and online interviews with external disability educators to explain the project.				
	C3. Participation as lecturers in public national events (seminars, multiplier events, visits) addressed to disability educators.				

ACADEMIC FIELD	D1. Specific reports for professors/ researchers disseminated through the University of Padua, Universidad of Valencia and the stakeholders "SELF- IN database". D2. Physical and online interviews with persons of the academic field to explain the project. D3. Participation as lecturers in public national events (seminars, multiplier events, visits) addressed to academic field.		
DECISION-TAKERS	E1. Physical and online interviews with national and European politicians and decision-makers.		
	F1. SELF-IN website.		
SOCIAL MEDIA AND WEBSITES	F2. Development of a specific section in UBUNTU website.		
	F3. Press releases to local media.		
	F4. Social media of participating organizations (Facebook, Instagram and Twitter)		
	F5. Multiplier events.		
	F6. Project poster.		
ERASMUS+ INITIATIVES	G.1. Contribution/participation in Erasmus+ communication initiatives and platforms.		
FINAL DISSEMINATION	H1. 300 emails to stakeholders and disability educators to disseminate the final results and conclusions.		

7.3. DISSEMINATION ACTIVITIES BY PARTNER

TARGET GROUP	ACTIVITY	IVASS	UBUNTU	U. PADUA
STAKEHOLDERS	A1.120 external stakeholder organizations interested in SELF-IN activities. 60 professionals from the 3 participating			
"SELF-IN DATABASE"	organizations.			
	A2. SELF-IN brochure B1. Study visits to external disability centres to explain the project to PWID.			
	B2. One Facebook page to be used by Spanish and Flemish learners and educators together.			
	B3. SELF-IN ERASMUS+ BRANDING KIT			
PWID	B4. Visit of PWID to European Institutions in Brussels.			
	B5. Visits by a delegation of PWID per country to a regional or local institutions.			
	B6. Participation of PWID in the ENSA annual general assembly.			
	B7. Participation of PWID in the multiplier event as lecturers.			
	B8. Accessible easy-to-read poster.			
DISABILITY EDUCATORS	C1. Specific reports for educators disseminated through the ENSA network and the SELF-IN database.			
	C2. Physical and online interviews with external disability educators to explain the project.			
	C3. Participation as lecturers in public national events (seminars, multiplier events, visits) addressed to disability educators.			

	D1. Specific reports for professors disseminated through the University of Padua.		
ACADEMIC FIELD	D2. Physical and online interviews with persons of the academic field to explain the project.		
	D3. Participation as lecturers in public national events (seminars, visits) addressed to academic sector.		
DECISION-TAKERS	E1. Physical and online interviews with national and European politicians and decision-makers.		
	F1. SELF-IN website.		
	F2. Development of a specific section in partners organizations		
SOCIAL MEDIA	F3. Press releases to local media.		
AND WEBSITES	F4. Social media of participating organizations (Facebook, Instagram and Twitter)		
	F5. Multiplier events.		
ERASMUS+	G.1. Contribution/participation in Erasmus+ communication initiatives and platforms		
COMMUNICATION	(Erasmus+ platforms (eTwinning, EPALE) and instruments (Newsletter SEPIE, Radio		
INITIATIVES	Erasmus+, Café viajero Erasmus+ and Erasmus days.)		
FINAL DISSEMINATION	H1. 300 emails to stakeholders and disability educators to disseminate the final results and the project conclusions.		

7.4. DISSEMINATION ACTIVITIES (GOALS)

	IVASS	UBUNTU	U. PADUA
	40 organization- 60	40 organizations –	40 organizations –
A1. Stakeholders "SELF – IN Database".	people	60 people	60 people
A2. Brochure/flyer	Spanish/English	Dutch	Italian
B1. Study visits to external disability centres.	2 visits – 10 PWID from IVASS		
B2. One Facebook page to be used by Spanish and Flemish learners and educators together.	1 Facebook page. Feeding contribution by both organizations		
B3. SELF-IN ERASMUS+ BRANDING KIT.	Use of the kit	Use of the kit.	
B4. Visit of 2 PWID to European Institutions in Brussels.	1 PWID from IVASS	1 PWID from UBUNTU	
B5. Visits by a delegation of 5 PWID per country to regional/local public organizations.	2 visits x 10 PWID	2 visits x 10 PWID	
B6. Participation of PWID in the ENSA annual general assembly.	1 assembly x 1 PWID	1 assembly x 1 PWID	
B7. Participation of PWID in the multiplier event as lecturers.	1 event x 4 PWID	1 event x 4 PWID	
B8. Accessible easy-to-read poster.	Co-design IVASS- UBUNTU	Co-design IVASS- UBUNTU	
C1. Specific reports for educators disseminated through the ENSA network.	1		
C2. Physical and online interviews with external disability educators.	3 physical + 5 online	3 physical + 5 online	1 physical + 3 online
C3. Participation in seminars addressed to disability educators.	1		
D1. Specific reports for professors disseminated through the UP.			2
D2. Physical and online interviews with persons of the academic field.	2 physical + 2 online	2 physical + 2 online	2physical + 5 online

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D3. Participation as lecturers in academic public national seminars.		1	2
E1. Physical and online interviews with national and European politicians.	1 physical +2 online	1 physical +2 online	1 physical + 1 online
F1. SELF-IN website.	1 integrated in IVASS website		
F2. Development of a specific section in UBUNTU websites.		1 section	
F3. Press releases to local media.	5	5	5
F4. Social media of participating organizations.	Feeding contribution	Feeding contribution	Feeding contribution
F5. Multiplier events.	40 persons	40 persons	40 persons
G1. Contribution/participation in Erasmus+ Initiatives and platforms.	3 contributions + 2 platforms	2 contributions + 2 platforms	2 contributions + 2 platforms
H1. Final dissemination.	100 emails sent	100 emails sent	100 emails sent.

7.5. DISSEMINATION ACTIVITIES. UBUNTU

"SELF-IN DATABASE"	A1. 40 external stakeholder organizations interested in SELF-IN activities. (20 educators from UBUNTU)		
	A2. Brochure/Flier in Dutch.		
	B2. One Facebook page to be used by Spanish and Flemish learners and educators together.		
	B3. Use of the BRANDING KIT.		
	B4. Visit of PWID to European Institutions in Brussels.		
PWID	B5. Visits by a delegation of PWID to a regional or local institutions (2 x 5 PWID)		
	B6. Participation of PWID in the ENSA annual general assembly. (1 x 1 PWID)		
	B7. Participation of 4 PWID in the Flemish multiplier event as lecturers.		
	B8. Easy-to-read accessible poster.		
DISABILITY EDUCATORS	C2. Physical and online interviews with external disability educators to explain the project. (3 physical + online)		
	D2. Physical and online interviews with persons of the academic field to		
THE ACADEMIC FIELD	explain the project. (2 physical + 2 online)		
THE ACADEMIC FIELD	D3. Participation as lecturers in public national events (seminars, visits) addressed to academic sector. (1 participation)		
DECISION-TAKERS	E1. Physical and online interviews with national politicians and decision-makers. (1 physical + 2 online)		
	F2. Development of a specific section in UBUNTU website.		
SOCIAL MEDIA AND	F3. Press releases to local media. (5 press releases)		
WEBSITES	F4. UBUNTU Social media (Facebook and Twitter) (ongoing posting/feeding)		
	F5. Multiplier events x 40 participants.		
ERASMUS+	G1. Contribution/participation in Erasmus+ EPOS communication initiatives		
EPOS (BELGIUM)	and platforms (Erasmus+ platforms (eTwinning, EPALE) and instruments		
COMMUNICATION	(Newsletter SEPIE, radio Erasmus+, Café viajero Erasmus+ and Erasmus days.)		
INITIATIVES	(2 contributions +2 platforms).		

7.6. DISSEMINATION ACTIVITIES. UNIVERSITY OF PADUA

"SELF-IN DATABASE"	Al. 40 external stakeholder organizations interested in SELF-IN activities. (20 professors from University of Padua) A2. Brochure/flyer in Italian language.	
DISABILITY EDUCATORS	C2. Physical and online interviews with external disability educators to explain the project. (1 physical + 3 online)	
THE ACADEMIC FIELD	D1. Specific reports for academic field disseminated through the University of Padua. (2 specific reports) D2. Physical and online interviews with persons of the academic field to explain the project. (2 physical + 5 online) D3. Participation as lecturers in public national events (seminars, visits) addressed to academic sector. (2 participation)	
SOCIAL MEDIA AND WEBSITES	F3. Press releases to local media. (5) F4. Social media of U.P. organization (Facebook, Instagram and Twitter) (Ongoing posting/feeding) F5. Multiplier events x 40 participants.	
ERASMUS+COMMUNICATION INITIATIVES	G.1. Contribution/participation in Italian Erasmus+ (INDIRE) communication initiatives and platforms (Erasmus+ platforms (eTwinning, EPALE) and instruments (Newsletter SEPIE, radio Erasmus+, Café viajero Erasmus+ and Erasmus days.) (2 contributions + 2 platforms).	

7.7. DISSEMINATION ACTIVITIES. IVASS

"SELF-IN DATABASE"	A.1. External stakeholder organizations interested in SELF-IN activities. Development of the database and questionnaires.
	B1. Study visits to external disability centers to explain the project to PWID.
	B2. One Facebook page to be used by Spanish and Flemish learners and educators together.
	B3. Development to SELF-IN ERASMUS+ BRANDING KIT to be used by educators and PWID during the project activities: t-shirts, notebooks, table flags and posters.
PWID	B4. Visit of PWID to European Institutions in Brussels.
	B5. Visits by a delegation of PWID to a regional or local institutions.
	B6. Participation of PWID in the ENSA annual general assembly.
	B7. Participation of 4 PWID in the multiplier event as lecturers.
	B8. Accessible easy-to-read poster
	C1. Specific reports for educators disseminated through the ENSA network and the SELF-IN database. (Co-design IVASS and UBUNTU)
DISABILITY EDUCATORS	C2. Physical and online interviews with external disability educators to explain the project.
	C3. Participation as lecturers in public national events (seminars, visits) addressed to disability educators.
THE ACADEMIC FIELD	D2. Physical and online interviews with persons of the academic field to explain the project
DECISION-TAKERS	E1. Physical and 2 online interviews with national and European politicians and decision-makers

DISSEMINATION AND IMPACT PLAN

	F1. SELF-IN website.
SOCIAL MEDIA AND	F2. Press releases to local media.
WEBSITES	F3. IVASS Social media (Facebook and Twitter)
	F5. Multiplier event
ERASMUS+ (SPAIN-SEPIE) COMMUNICATION INITIATIVES	G.1. Contribution/participation in Erasmus+ communication initiatives and platforms (Erasmus+ platforms (eTwinning, EPALE) and instruments (Newsletter SEPIE, radio Erasmus+, Café viajero Erasmus+ and Erasmus days.)

MESSAGES/ TOPICS

8. MESSAGES/TOPICS

To People with intellectual disabilities (PWID):

Short and accessible messages with pictograms and images, interactive activities, games...

Benefits of taking part in self-management programs.

Strengthening of concepts of rights, independence, self-determination and social inclusion.

Democracy life, European Union, Erasmus+ programme and its horizontal principles (environmental sustainability, social inclusion and digital dimension).

To disability professionals and educators:

Self-in project and its activities.

Benefits of self-management programs, metacognition and motivational orientation as approaches to improve the Quality of Life (OoL) of PWID.

Pedagogical resources developed by the SELF-IN project.

Erasmus+ programme and its horizontal principles (environmental sustainability, social inclusion and digital dimension).

To decision-takers:

Impact of SELF-IN activities on PWID, its educators and disability organizations.

Link of the project with the Convention UN, Strategy for the Rights of Persons with

Disabilities 2021-2030 and other legal and disability instruments.

Resources needed (facilities, mainstreaming services, resources allocation) and demands expressed by PWID to improve their Quality of Life.

To wider social and disability community:

Self-in project and its activities.

Benefits of self-management programs, metacognition and motivational orientation as approaches to improve the quality of life of PWID.

Pedagogical resources developed by the SELF-IN project.

Erasmus+ programme and its horizontal principles (environmental sustainability, social inclusion and digital dimension).

To academic field:

Self-in evidence-based model approach (QoL, self-management program, metacognition, LifeComp framework) pedagogical methodologies developed and impact of the project activities on the quality of life of PWID.

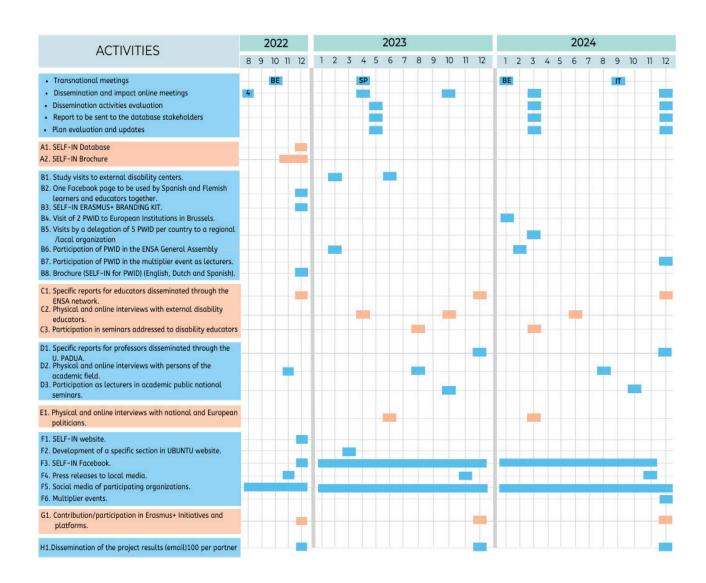
To relatives, legal representatives and friends of PWID:

Relevance of the project activities to improve the social inclusion, independence and selfdetermination of PWID.

PWID satisfaction and improvements achieved.

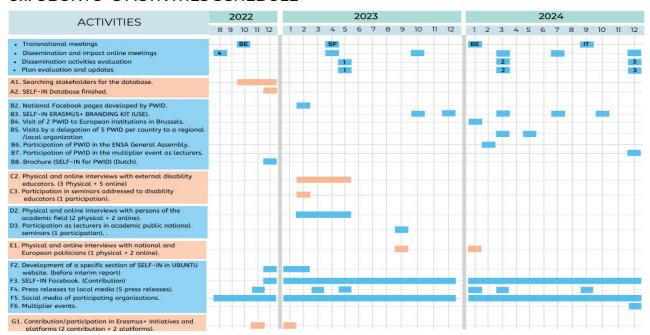
DISSEMINATION ACTIVITIES SCHEDULE

9. DISSEMINATION ACTIVITIES SCHEDULE

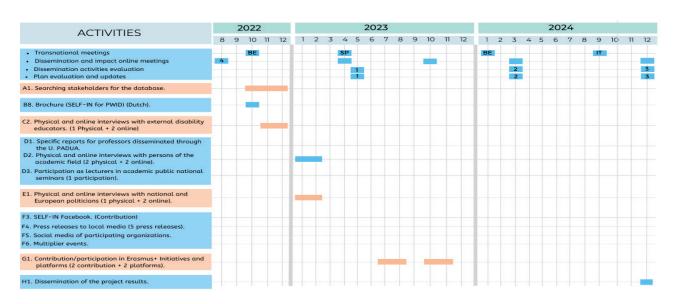


9.1 UBUNTU'S ACTIVITIES SCHEDULE

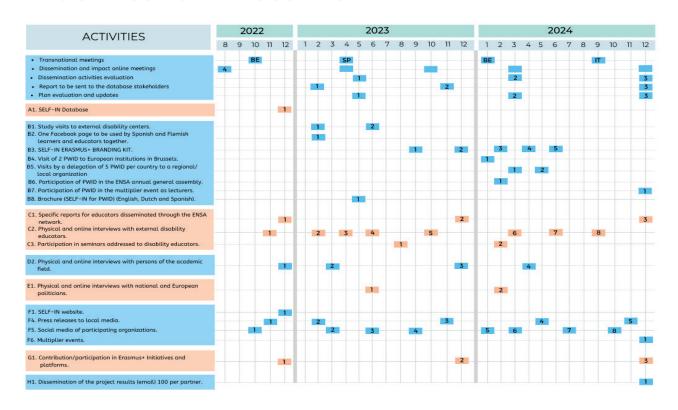
9.1. UBUNTU'S ACTIVITIES SCHEDULE



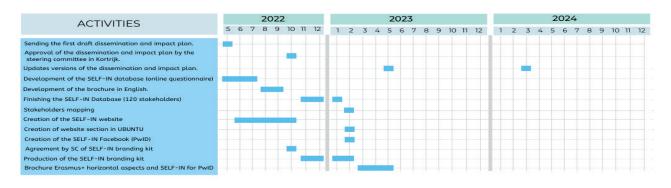
9.2. UNIVERSITY OF PADUA'S ACTIVITIES SCHEDULE



9.3. IVASS' ACTIVITIES SCHEDULE



9.4. SCHEDULE OD THE DISSEMINATION MATERIALS PRODUCTION



PLAN EVALUATION

10. PLAN EVALUATION

10.1. SELF-IN PROJECT: DISSEMINATION AND IMPACT INDICATORS

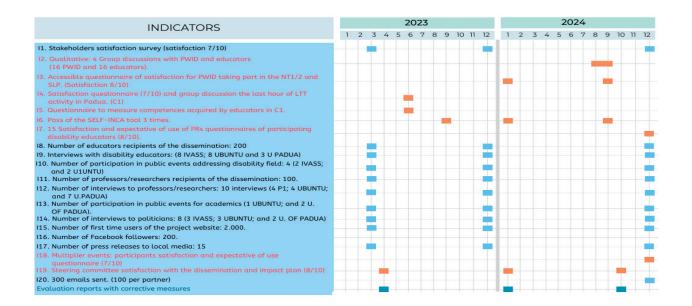
(Dissemination indicators: black colour. *Impact indicators: red colour)

ACTIVITY	INDICATORS
A.1 SELF-IN Database	11 Stakeholders satisfaction survey (satisfaction 7/10)
B1. Study visits to external disability centers to explain the project to PWID.	
B2. Facebook page developed by PWID. B3. SELF-IN ERASMUS+ BRANDING KIT to be used	I2. Qualitative: 4 Group discussions with PWID and educators (16 PWID and 16 educators).
by educators and PWID during the project activities: flags, poster, Erasmus+ plaque (30x30cm), sticks, notebooks done by PWID. The kit will be developed by PWID.	I3. Accessible questionnaire of satisfaction for PWID taking part in the NT1, NT2 and SLP. (Satisfaction 8/10) (2 passes)
B4. Visit of 2 PWID to European Institutions in Brussels.	I4. Satisfaction questionnaire (7/10) and group discussion the last hour of training activity in Padua.
B5. Visits by a delegation of 5 PWID per country to a regional or local institutions.	I5. Questionnaire to measure the competences acquired by educators in C1 (PADUA)
B6. Participation of PWID in the ENSA annual general assembly.	16. Pass of the SELF-INCA tool 3 times.17. 15 Satisfaction and expectative of use of PRs
B7. Participation of PWID in the multiplier event as lecturers.	questionnaires of participating disability educators (8/10).
B8. Brochure (SELF-IN project, democratic life, Erasmus+, horizontal aspects)	

DISSEMINATION AND IMPACT PLAN

	1
C1. Specific reports for educators disseminated through the ENSA network and the SELF-IN database.	18. Number of educators recipients of the dissemination: 200
C2. Physical and online interviews with external disability educators to explain the project.	19. Interviews with disability educators: (8 IVASS; 8 UBUNTU and 3 UNIVERSITY OF PADUA)
C3. Participation as lecturers in public national events (seminars, visits) addressed to disability educators.	ITO. Number of participation in public events addressing disability field: 4 (2 IVASS; and 2 UBUNTU)
D1. Specific reports for researchers/professors.	III. Number of professors/researchers recipients of the dissemination: 100.
D2. Physical and online interviews with persons of the academic field to explain the project. D3. Participation as lecturers in public national	II2. Number of interviews to professors/researchers: 10 interviews (4 IVASS; 4 UBUNTU; and 7 UNIVERSITY OF PADUA)
events (seminars, visits) addressed to academic sector.	II3. Number of participation in public events for academics (I UBUNTU; and 2 UNIVERSITY OF PADUA).
E1. Physical and online interviews with national and European politicians and decision-makers.	I14. Number of interviews: 8 (3 IVASS; 3 UBUNTU; and 2 UNIVERSITY OF PADUA)
F1. SELF-IN website. F2. Development of a specific section in IVASS and UBUNTU websites.	I15. Number of first time users of the project website: 2.000. I17. Number of press releases to local media: 15
F3. Press releases to local media. F4. Social media of participating organizations	I18. Multiplier events: participants satisfaction an expectative of use questionnaire (7/10)
(Facebook, Instagram and Twitter) F5. Multiplier events.	I19. Steering committee satisfaction with the dissemination and impact plan (8/10)
G.1. Final dissemination of the project results.	I20. 300 emails sent. (100 per partner)

10.2. EVALUATION OF DISSEMINATION AND IMPACT STRATEGY

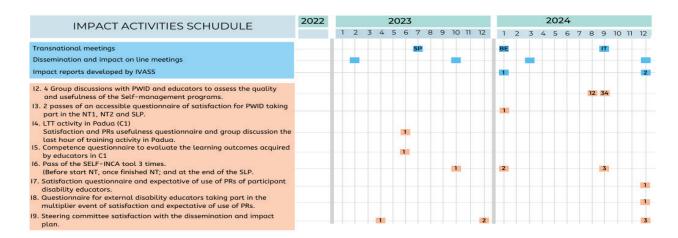


10.3. EVALUATION OF THE PROJECT IMPACT

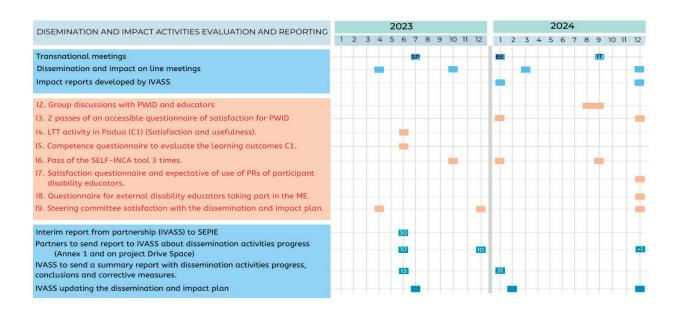
The following activities and tools have been specifically designed to evaluate SELF-IN project impact.

Activities	Tools
I2. 4 Group discussions with PWID and educators to assess the quality and usefulness of the Self-management programs.	Discussion guide for the final group discussions (objectives, key topics to discuss) (PWID) (Annex 8) Discussion guide for the final group discussions (objectives, key topics to discuss) (Educators) (Annex 9)
I3. 2 passes of an accessible questionnaire of satisfaction for PWID taking part in the NTI, NT2 and SLP.	Accessible satisfaction questionnaire for PWID. (Annex 7)
I4. LTT activity in Padua (C1). Satisfaction questionnaire and group discussion the last hour of training activity in Padua.	C1. Satisfaction questionnaire for educators taking part in C1 (Annex 11)
I5. Competence questionnaire to evaluate the learning outcomes acquired by educators in C1	C1. Competence assessment tool for educators taking part in C1. (Annex 10)
I6. Pass of the SELF-INCA tool 3 times. (Before start NT, once finished NT; and at the end of the SLP.	PR1 SELF-INCA tool. (Included in PR1)
17. Satisfaction questionnaire and expectative of use of PRs of participants disability educators.	SELF-IN impact questionnaire for educators taking part in SLP. (Annex 12)
I8. Questionnaire for external disability educators taking part in the multiplier event of satisfaction and expectative of use of PRs.	SELF-IN multiplier event questionnaire. (Annex 13)
19. Steering committee satisfaction with the dissemination and impact plan.	Group discussion.

10.4. IMPACT ACTIVITIES SCHEDULE



10.5. SUMMARY OF REPORTING AND EVALUATION ACTIVITIES



IVASS will produce 3 impact assessment reports:

- 1. First impact report. (January 2024). Including the impact expected on C1 and NT1 and NT2.
 - 1.1. Impact on educators participating in C1 (Padua):
 - Satisfaction and usefulness of PR1 and PR2;
 - Satisfaction with the training course;
 - Competences acquired;
 - o Corrective measures proposed.
 - 1.2. Impact on PWID taking part in NT1 and NT2.
 - Satisfaction of PWID taking part in NT1 and NT2;
 - \circ Competences acquired by PWID after taking part in NT1 and NT2, according to the SELF-INCA tool.
- 2. Final impact report. (January 2025)
 - Competences acquired by PWID according to the SELF-INCA tool;
 - Satisfaction, usefulness of project results and general improvement of internal disability educators (UBUNTU and IVASS) taking part in the SELF-IN project (group discussions).
 - Satisfaction and improvement of the quality of life of PWID thanks to the project;
 - Usefulness (expectative of use) according to participants in the multiplier event.

10.6. DISSEMINATION AND IMPACT PLAN: TOOLS AND OBJECTIVE

DISSEMINATION TOOL	OBJECTIVE	WHEN IS IT EXPECTED TO BE USED
1. DT1 "Dissemination activities report"	To report partners about the dissemination activities developed at national level.	10 th May 2023; 10 th of December 2023; 31 st January 2025. (Last one must be signed by the legal representatives of participating organizations)
2. SELF-IN ERASMUS+ BRANDING KIT to be used by educators and PWID during the project activities: flags, poster, Erasmus+ plaque (30x30cm), sticks, notebooks done by PWID	General dissemination of the project. To disseminate the project among PWID. To disseminate the Erasmus+ horizontal aspects.	Second half of the project. Internal and external events. Visits to external organizations.
3. SELF-IN brochure for people with intellectual disabilities.	To make visible the SELF-IN project, Erasmus+ horizontal priorities and democratic life to people with intellectual disabilities.	Each public event (interviews, multiplier events, visits, group discussion, SLP) in which PWID participate.
4. SELF-IN Brochure for stakeholders	To create de key external stakeholders database. General dissemination of the project.	To create the database (End 2022 and beginning 2023). Multiplier event (end of the project). All public events.
5. Stakeholders database questionnaire.	To recruit stakeholders for the database.	End 2022 and beginning 2023
6. DT2. Participants list.	To provide evidences about the SELF-IN external and internal groups participation; and public events developed by the partners, overall the multiplier events.	C1, NT1, NT2, multiplier events, Self- management learning programs, group discussions, dissemination public events
7. Registration form to SELF-IN multiplier event.	To register external participants taking part in the national multiplier events.	Multiplier event (end of the project)

DISSEMINATION AND IMPACT PLAN

8. Specific reports for educators disseminated through	To keep informed European disability educators about the SELF-IN progress. To disseminate	02/2023; 12/2023; 12/2024
the ENSA network.	the products.	
9. Specific reports for academic fied.	To disseminate the project within academic field	12/2023; 12/2024.

Dissemination tools

IMPACT TOOL	OBJECTIVE	WHEN IS IT EXPECTED TO BE USED				
SELF-IN IMPACT ON PEOPLE WITH INTELLECTUAL DISABILITIES						
Accessible satisfaction questionnaire for PWID. ITT	To assess the degree of satisfaction of the SELF-IN activities in which PWID from are involved (participating organizations and associates).	After NT1/NT2; and after participation in SLP (October 2024)				
Guide for group discussions for PWID (PR3). IT2	To guide moderators to lead the discussion groups and obtain the best possible conclusions. To develop homogeneous discussion groups.	PR3 (discussion groups) September/October 2024.				
SELF-INCA tool (IT3)	To evaluate the competences acquired by PWID taking part in the project (NT1, NT2 and SLP)	3 passes: a) at the beginning of NTI/NT2; b) at the end of NTI/NT2; c) 3 months before finishing SLP (October 2024)				
SELF-IN IMPACT ON EDUCATORS T.	AKING PART IN THE PROJECT					
Guide for group discussions for educators (PR3). (IT4)	To guide moderators to lead the discussion groups and obtain the best possible conclusions. To develop homogeneous discussion groups.	PR3 (discussion groups) September/October 2024.				
C1 competences assessment tool. (IT5)	To assess the competences acquired by educators during C1.	At the end of C1 (June 2023)				
SELF-IN satisfaction questionnaire for educators taking part in C1. (IT6)	To assess the degree of satisfaction and options to be implemented SELF-IN methodologies and educative resources in the educators working daily life.	At the end of C1 (June 2024)				
SELF-IN satisfaction questionnaire for educators taking part in SLP. (IT7)	To assess the degree of satisfaction and options to be implemented SELF-IN methodologies and educative resources in the educators working daily life.	At the end of SLP (10/2024)				

SELF-IN IMPACT OF THE DISSEMINATION STRAGEY ON THE PLAN					
SELF-IN steering committee about the dissemination strategy.	To assess the degree of satisfaction of the steering committee with the plan and dissemination activities	March of 2023; December 2023; and December 2024			
SELF-IN IMPACT ON EXTERNAL STA	KEHOLDERS				
Multiplier event participant's satisfaction form. (IT8)	To assess: a) satisfaction of the participants; b) quality of the project results; c) usefulness of project results for disability educators: c) the integration of PRs into external organizations.	Multiplier event (end of the project).			
Stakeholder satisfaction survey. (IT9)	To assess the satisfaction of stakeholders included on the database.	After the multiplier event (January 2025).			

Impact tool

^{*}There will be downloaded in the project Drive box space. Link: https://drive.google.com/drive/folders/IVOLPas-de_hWKo9B19Fp3xn8frHvnuno?usp=share_link



PARTNERS REPORTING

11. PARTNERS REPORTING

Dissemination activities progress reporting.

Partners will have to report 3 times about the progress of the dissemination activities:

- o 10th of May 2023;
- o 10th of December 2023:
- o 31th of January 2025.

The evaluation schedule and the activities can be seen in the following table. These activities can be also seen in the Management Plan.

EVALUATION 1	
Partners to send the template D1 "Dissemination activities report" reporting of the progress of the dissemination activities. (Evidences must be included)	10th May 2023
IVASS circulating a summary report with the dissemination activities progress and corrective measures.	15th July 2023
IVASS updating the dissemination and impact plan	July/August 2023

EVALUATION 2	
Partners to send the template D1 "Dissemination activities report" reporting of the progress of the dissemination activities.	10th December 2023
(Evidences must be included)	
IVASS circulating a summary report with the dissemination activities progress and corrective measures.	15thJanuary 2024
IVASS updating the dissemination and impact plan	February 2024

FINAL EVALUATION				
Partners to send the template D1 "Dissemination activities report" signed by the legal representative reporting the dissemination activities done during the project. (Evidences must be included)	31st January 2025			
IVASS producing a report to be attached to SEPIE final report.	10th February 2025			

In addition:

 IVASS will produce 3 dissemination reports to be circulated among stakeholders and disability educators:

> First report: 02/2023 Second report: 11/2023 Third report: 12/2024

 University of Padua will produce a report to be circulated within the academic field (12/2023).

Multiplier events

According to SEPIE, the partnership must provide a description of the multiplier event, the intellectual outputs covered, the leading and participating organizations, the venue of the meeting and the numbers of local and international participants. (Annex III: Financial and contractual rules)

Only participants from organizations other than the beneficiaries can be counted in for the number of eligible persons taking part in the event.

It will be mandatory that UBUNTU and University of Padua send to IVASS:

- SELF-IN Participants list with:
 - Name, date and place of the event.
 - Name and signature of the participants.
 - Name of the organization that represent.
- SELF-IN Multiplier Event participant's satisfaction questionnaire in national language.

- Meeting agenda.
- All the documents and materials delivered in the event (slides used...)
- Report in English covering:
 - dissemination effort (letters, press releases, social media posts, brochures...);
 - summary of the event features and project results covered;
 - conclusions about foreseen transferability and impact of the project activities;
 - summary of participants professional characteristics;
 - evaluation of types of participating organizations;
 - conclusions of the participants satisfaction evaluation;
 - event publicity: dissemination effort done before the event;
 - event impact achieved on mass media after the event;

Evidences.

Partners are requested to provide evidences of all dissemination and impact activities (photos, agendas, participants list dully signed by participants, press releases, posts, screenshots...)

In addition, the legal representative of participating organizations will have to sign at the end of the project (final evaluation) the "DTI. Dissemination activities report" in order to confirm the dissemination activities achieved by the organization.

ANNEXES TOOLS

12. ANNEXES - TOOLS

	DISSEMINATION TOOLS
Name	Link (Project Drive Space)
	English:
	https://docs.google.com/forms/d/e/1FAIpQLSfXYTyKk0OBHpFex- VhAr9LMd0IDIuq5IH4JY8B6xTDkgZBTA/viewform?usp=sf_link
	Dutch: https://docs.google.com/forms/d/e/1FAIpQLSfXQrPWnCAr5r8gIulNehnlc5Fwro7yxbEAszbsGQFoGZFDDw/viewform?usp=sf_link
Colf in close have a constitution of	Italian:
Self-in data base questionnaire	https://docs.google.com/forms/d/e/1FAIpQLSck5gl96mUGsyBO1I5_6Bg2W5 6fDgJAyZeAjb_cilGKdQyuEA/viewform?usp=sf_link
	Spanish:
	https://docs.google.com/forms/d/e/1FAIpQLSdijJBrNrxEeqIPY_5H- VNUW4QVRnUUFWgILeY5IBo0267DDg/viewform?usp=sf_link
Flyer/Brochure: English, Dutch, Italian and Spanish	https://drive.google.com/drive/folders/1NxJfsgciYSxcp294AQp6vu70S-
Poster: English, Dutch and Spanish	IhA5Z_?usp=share_link
SELF-IN project website	https://www.ivass.gva.es/Erasmus_SELF-IN/SELF-IN_project.html
Ubuntu section website	-
Facebook	https://www.facebook.com/profile.php?id=100087973188741
Brochure Erasmus+ horizontal aspects and SELF-IN for PWID.	-

	IMPACT EVALUATION TOOLS				
	Code/Name	Link (Project Drive Space)			
IT1	Accessible satisfaction questionnaire for PWID.	Pending to create			
IT2	Guide for group discussions for PWID (PR3).	Pending to create			
IT3	SELF-INCA tool.	Pending to create			
IT4	Guide for group discussions for educators (PR3).	Pending to create			
IT5	C1 competences assessment tool.	Pending to create			
IT6	SELF-IN satisfaction questionnaire for educators taking part in C1.	Pending to create			
IT7	SELF-IN satisfaction questionnaire for educators taking part in SLP.	Pending to create			
IT8	Multiplier event participant's satisfaction form.	Pending to create			
IT9	Stakeholder satisfaction survey.	Pending to create			

	Dissemination evaluation tools				
Code/Name Link (Project Drive Space)					
DT1	Dissemination activities report.	https://drive.google.com/drive/ folders/1PHrdlSe9VjPFA6StA24yQPTymZrf5OQE?usp=share_link			
DT2	Activities participation list	https://docs.google.com/document/d/1n2g4ipwiXTFJ14MW- 1PGvuq88xgX-p8O/edit?usp=share_ link&ouid=104713149139104864708&rtpof=true&sd=true			

Management tools (Management plan)

Go to management plan or Drive space

https://drive.google.com/drive/folders/larAll7AkCCuFajKOdrjw5ab4RCrc-rkz?usp=share_link

Partners





Coordinator









