



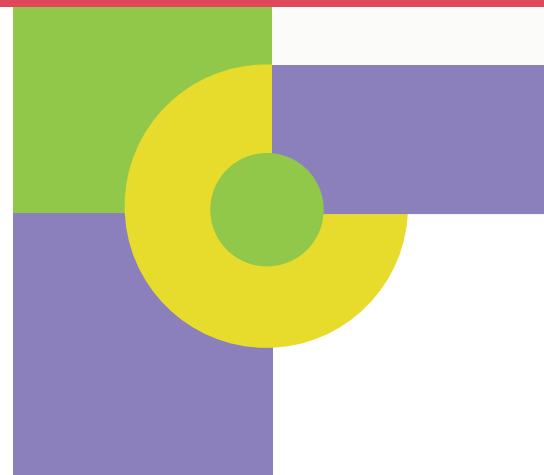
SELF-IN

Management Plan



Co-funded by
the European Union

2021-1-ES01-KA220-ADU-000033660



CONTENTS

| | |
|-----------|---|
| 01 | INTRODUCTION / 4 |
| 02 | PROJECT SUMMARY / 8 |
| 03 | PROJECT GOVERNANCE / 12 |
| 04 | PARTICIPATION OF PWID IN THE PROJECT / 16 |
| 05 | RISK MANAGEMENT / 18 |
| 06 | COMMUNICATION AMONG PARTNERS / 25 |
| 07 | ECONOMIC JUSTIFICATION AND REPORTING / 30 |
| 08 | SELF-IN INDICATORS / 32 |
| 09 | ERASMUS+ HORIZONTAL ASPECTS / 35 |

01



INTRODUCTION

1. INTRODUCTION

SELF-IN Management Plan has been designed as a master document to help the Steering Committee to plan and follow-up SELF-IN activities and objectives, allowing it to take the project relevant decisions. The document explains how the project will be run; highlighting and deepening over those elements which are considered crucial to manage the project in the most efficient way.

The objectives of the Management Plan are the following:

- To define the roles and responsibilities of the Steering Committee and the project manager.
- To understand the organizational structure of the SELF-IN project.
- To inform about the most important types of communication, coordination and reporting and how to use them.
- To set up the SELF-IN activities schedule.
- To guide Steering Committee in the economic justification and in the reporting process.
- To setup SELF-IN indicators, their goals and how to measure them.

The Management Plan is structured in 9 sections:

1. Introduction
2. Project summary
3. Project governance
4. Participation of PWID in the project
5. Risk management
6. Communication among partners
7. Economic justification and reporting
8. SELF-IN Indicators
9. Erasmus+ horizontal aspects

The first section of the plan is devoted to explain, through visual tables, the key aspects of the project: project overview, schedule, activities, partner's responsibilities and target groups.

The section governance shows decision-making framework of the Steering Committee and project manager, developing a specific procedure to deal with substantial project changes and challenges.

In addition, section 5 "Risk management" explains the risk methodology and the most important risks of the project, which will be regularly updated.

Section 6 "Communication among partners" suggests the most important internal tools expected to be used by the Steering Committee to communicate and coordinate among the partners. A specific section is devoted to the transnational meetings which are considered a key element of

communication and coordination among the partners.

Section 7 “Economic justification” and reporting includes the needed templates and requirements that partners must send to IVASS to economically justify the project; the monetary flows and a summary of the financial rules stated by the Erasmus+ Spanish National Agency (SEPIE).

Section 8 “Indicators” offers an overview of the most important project indicators, dividing them into key performance indicators and dissemination and impact indicators.

Finally, Section 9 “Erasmus+ horizontal aspects” is devoted to explain how the project will contribute to the fulfilment of the Erasmus+ horizontal aspects.

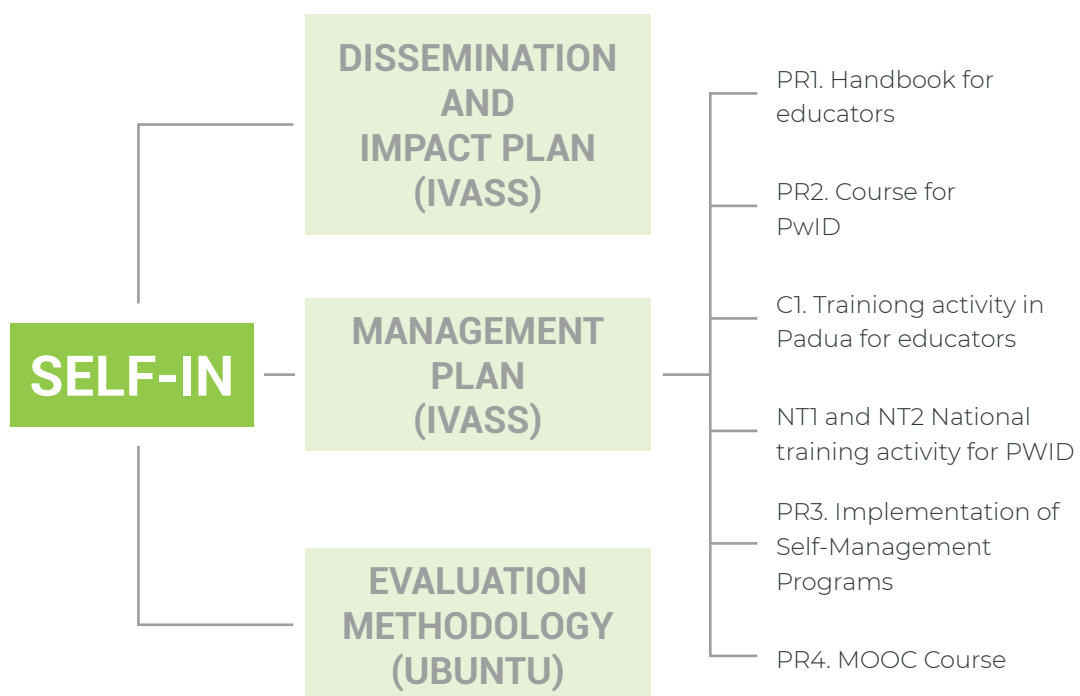
02



PROJECT SUMMARY

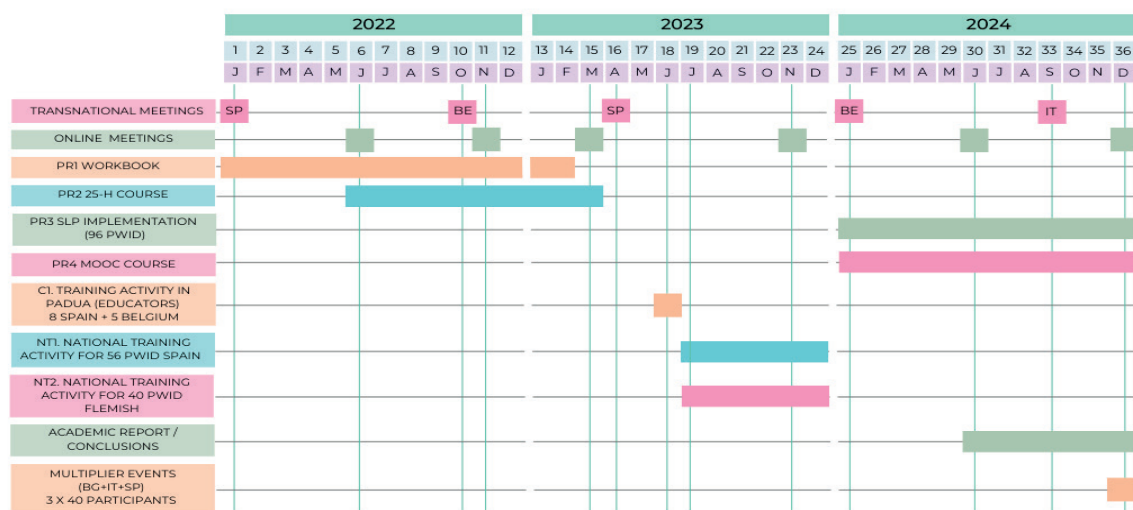
2. PROJECT SUMMARY

Figure 1. Project overview



Source: own elaboration.

Table 1. Self-IN Project Schedule



Source: own elaboration.

Table 2. SELF-IN project tangible results

| PR1. Self-management learning programs (SLP), Quality of Life, Metacognitive processes, and motivational orientation for PWID. | TARGET GROUP |
|--|---|
| <p>HANDBOOK:</p> <ul style="list-style-type: none"> ◦ DIDACTIC UNIT 1. Self-management, QoL Model and independence of PWID ◦ DIDACTIC UNIT 2. Implementation of Self-Management Learning Programs: Practical approach ◦ DIDACTIC UNIT 3. Metacognition and motivational orientation for successful and sustainable self-management ◦ Annex. PR2-SELF-INCA (Competence evaluation tool) | <ol style="list-style-type: none"> 1. Educators and professionals supporting the independence and self-determination of PWID. 2. University professors. 3. Training programs developers. |
| PR2. SELF-IN Course for Persons with Intellectual Disabilities. | TARGET GROUP |
| <p>HANDBOOK TO IMPLEMENT A 25-HOUR COURSE TO IMPROVE METACOGNITION SKILLS AND THOSE NEEDED TO TAKE PART IN SELF-MANAGEMENT PROGRAMS.</p> <ul style="list-style-type: none"> ◦ Instructions for educators and coordinators to implement and evaluate the course. ◦ 15 accessible exercises for PWID. | <ol style="list-style-type: none"> 1. Persons with intellectual disabilities 2. Educators and professionals supporting the independence and self-determination of PWID. 3. Training programs developers. |
| PR3. Guidelines for implementation and evaluation of the evidence-based SELF-IN Learning Model. | TARGET GROUP |
| <ul style="list-style-type: none"> ◦ Implementation and evaluation of self-management programs. ◦ 4 study cases. ◦ Recommendations to implement self-management programs. ◦ Conclusions. | <ol style="list-style-type: none"> 1. Academic researchers 2. Disability organization |
| PR4. SELF-IN MOOC Course. | TARGET GROUP |
| <p>Online course developed by University of Padova containing the key contents of PR1, PR2 and PR3.</p> | <ol style="list-style-type: none"> 1. Educators and professionals supporting the independence and self-determination of PWID. |

Table 3. SELF-IN Project activities

| C1. SELF-IN Training on Self-Management Learning Programs (SLP) and Quality of Life of PWID | TARGET GROUP |
|---|---|
| 15-hour physical course in Padua to teach educators how to implement and evaluate self-management programs according to the metacognition approach. | 1. Those educators of UBUNTU and IVASS than later will implement the self-management programs In the project framework. |
| NT1 – NT2. National Training activity – SELF-IN 20h Course for PWID | TARGET GROUP |
| 20-hour physical course to teach 96 PWID basic and metacognitive skills to fully take part in self-management programs. | 1. Persons with intellectual disabilities who will take part later in the SELF-IN self-management programs |
| | 2. Educators of persons with intellectual disabilities who have taken part in C1 will be in charge to implement this training activity. |

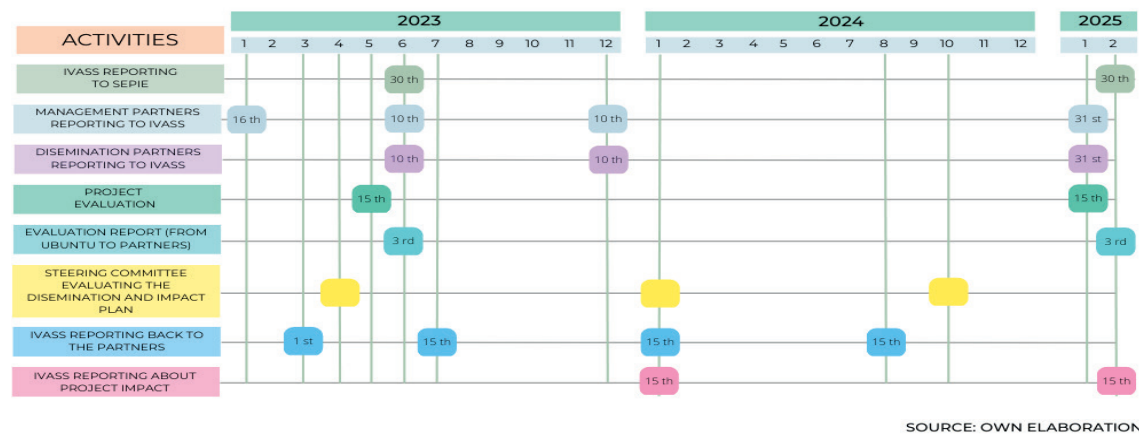
Source: own elaboration.

Table 4. Partner's responsibilities

| MANAGEMENT AND IMPLEMENTATION | PARTNERS |
|--|--------------------------|
| Management plan: Progress reports and key performance indicators | IVASS |
| Risk management (within Management plan) | IVASS |
| Evaluation of activities. Reporting periodically to coordinator and partners | UBUNTU |
| Communication and impact plan: reporting periodically to coordinator and partners | IVASS |
| PR1. SELF-MANAGEMENT LEARNING PROGRAMS (SLP), QUALITY OF LIFE, METACOGNITIVE PROCESSES AND MOTIVATIONAL ORIENTATION FOR PWID. | PARTNERS |
| Coordinator | IVASS |
| Didactic unit 1. | University of Padua |
| Didactic unit 2. | IVASS |
| Didactic unit 3. | UBUNTU |
| ANNEX: SELF-INCA TOOL | University of Padua |
| PR2. SELF-IN COURSE FOR PERSONS WITH INTELLECTUAL DISABILITIES | PARTNERS |
| Coordinator | IVASS |
| Section A. Instructions for educators and educators | IVASS |
| Section B. Exercises. Accessible handbook to be used by educators and PWID | IVASS (Helped by UBUNTU) |
| PR3. GUIDELINES FOR IMPLEMENTATION AND EVALUATION OF THE EVIDENCE-BASED SELF-IN LEARNING MODEL | PARTNERS |
| Coordinator | IVASS |
| Implementation of self-management programs | IVASS, UBUNTU, COPAVA |
| Case studies | IVASS, UBUNTU, COPAVA |
| Academic report | University of Padua |
| C1. SELF-IN TRAINING ON SELF-MANAGEMENT LEARNING PROGRAMS (SLP) AND QUALITY OF LIFE OF PWID | PARTNERS |
| Coordinator | University of Padua |
| Learners participation | All partners and COPAVA |

| NTI. NATIONAL TRAINING ACTIVITY FOR PWID | PARTNERS |
|--|------------------------|
| Coordinator | IVASS |
| National training course in Spain | IVASS and COPAVA |
| National training course in Belgium | UBUNTU |
| PR4. SELF-IN MOOC COURSE | PARTNERS |
| Coordinator | University of Padua |
| Recording videos and generating educational contents | All partners and, PWID |
| MEETINGS AND MULTIPLIER EVENTS | PARTNERS |
| 5 Transnational meetings, online meetings and 3 multiplier events (40 participant per country) | All partners |

Table 5. Reporting shedule and deadlines



Source: own elaboration.

03



PROJECT GOVERNANCE

3. PROJECT GOVERNANCE

3.1. INTRODUCTION

SELF-IN project defines “project governance” as the specific decision-making framework developed and approved by the Steering Committee to administer the project. It must ensure the alignment between:

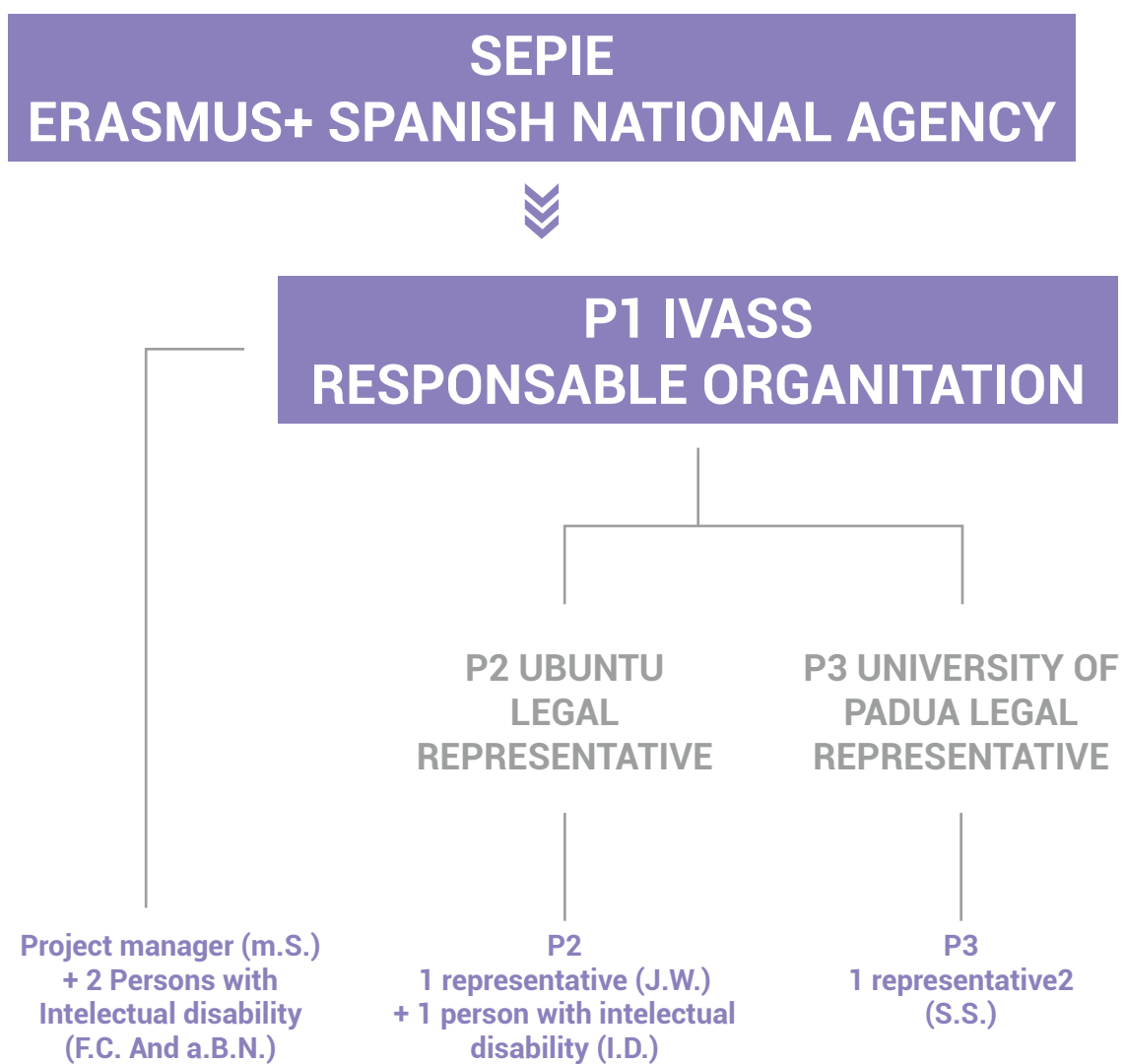
- a) Project requirements and resources
- b) Stakeholders and participating organizations needs.

The project governance is partially stated on the partner's agreement, and it is formed by three levels:

1. Participating organizations.
2. Project manager.
3. The Steering Committee.

This section will only refer to the decision making-framework and responsibilities linked to the second and third level: project manager and the Steering Committee.

Figure 2. Project governance structure_Steering Committee



Source: own elaboration.

3.2. PROJECT MANAGER

The project manager is the intermediary between the Erasmus+ Spanish National Agency (SEPIE) and the Steering Committee. She/he is responsible for delivering the project. Her/his responsibilities and tasks within the project are the following:

1. Project planning. It will be developed according to the application form, the participating organizations structures and needs, stating how resources will be efficiently used to achieve the project objectives.

Tasks:

- Designing the Management Plan.
- Setting up the sequence of activities and partner's responsibilities.
- Setting up the project schedule.
- Defining the project results and their quality expectations.
- Project risk identification.

2. Project execution. It implies the coordination of all the project activities and project results.

Tasks:

- Implementation of the Management Plan.
- Alignment of the project results with Erasmus+ priorities and/or horizontal aspects.

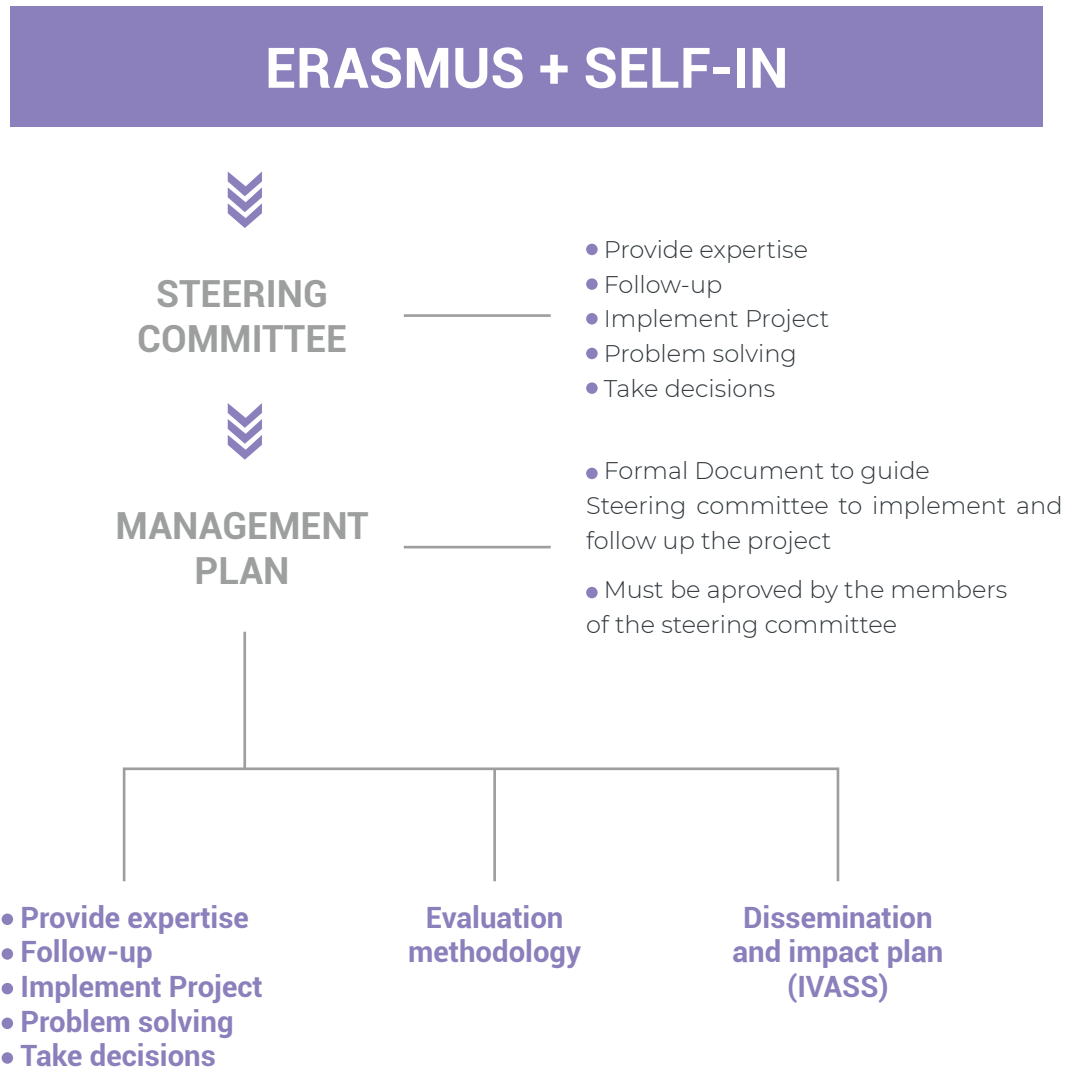
- To lead and keep motivated the Steering Committee.
- Coordination of activities and resources.
- To represent the project before the stakeholders and society.
- To manage the project budget.
- Ongoing communication: keeping the Steering Committee on track.
- Reporting to the Steering Committee and SEPIE.
- Presenting the project results to the Steering Committee for approval.

3. Project monitoring and evaluation. To supervise the evaluation work developed by UBUNTU to provide a good understanding of the project and deviations with the planned project in order to allow the Steering Committee to take the appropriate corrective actions.

Tasks:

- Collection and analysis of economical and technical data.
- Provide alternatives in case of project deviations o risks.
- Updating the Management Plan and other documents.
- Delivering monitoring reports.

Figure 3. Project plants and evaluation methodology



Source: own elaboration

3.3. STEERING COMMITTEE

It is a tool “to steer” the project. The Steering Committee oversees the project, offering general guidance at multiple levels to achieve both the project objectives and the participating organizations objectives.

- It is formed by:
- The project manager (M.S.);
- 1 representative of P2 (J.W.);
- 1 representative of P3 (S.S.);
- 2 persons with intellectual disabilities of P1 (F.C. and A.B.N.)
- 1 person with intellectual disabilities of P2 (I.D.).

The members of the Steering Committee are appointed by the legal representatives of the participating organizations. The project manager is the member of the Steering Committee appointed by the leading organization (IVASS).

In addition, SELF-IN project understands crucial to involve final beneficiaries in the project activities in order to achieve the best possible results. Therefore, 3 people with intellectual disabilities from the disability organizations were appointed to take part in the steering committee.

On one hand, the Steering Committee members provide information to the project manager (down-top approach). On the other hand, they are responsible for managing (and sometimes implementing) the project

activities at national level in their organizations (top-down approach).

The Steering Committee will meet at the beginning of each transnational meeting and will organize online meetings as needed.

SELF-IN Steering Committee plays six key roles in the project:

1. To provide expertise and support on matters of relevance

To provide support, advice, alternatives and recommendations at legal, technical (further readings, methodologies, available research, good practices...), management and strategic level (national policies, protocols, stakeholders approach, local communities environments...).

It is expected members to proactively identify deviations, problems and risks before they emerge or analyze them once being detected, using their expertise to provide innovative solutions directly, or looking for available resources in their organizations and through their national stakeholders.

Members will give their opinion during the meetings, but it may be also required to carry out some desk research, interviews with other experts and reporting.

2. To technically follow-up the project

To monitor the project activities to ensure the achievement of the objectives and delivery of the project results.

Technical tasks associated to this function:

- To evaluate the quality of the project results.
- To monitor the schedule.
- To identify potential technical risks.

The Steering Committee will review the project progress through several indicators linked to the activities timeline, quality of project results and deviations occurred from what is stated in the application form and Erasmus+ priorities.

Project indicators will be proposed by the project manager and will be approved by the Steering Committee at early stages of the project life (see Section 8. Indicators).

3. To approve the reports issued by the project manager.

These progress reports will be sent to the SEPIE as an evidence of the project follow-up.

4. To implement the project activities at national level.

The Steering Committee members serve as liaison between the project and their organizations. It is expected from the members to understand the Erasmus+ priorities and project activities, becoming them part of the objectives and strategy of their organizations.

They will be responsible to follow-up the project activities at their organization level and report about them. Members of the

Steering Committee responsible of the plans and/or project results will have to report to the project manager periodically (see reporting in section 7)

They will be also responsible to improve and measure the project impact at local level and in their organizations (for further information about the project impact, see the dissemination and impact plan).

5. To solve the challenges of the project.

Challenges can arise by different causes:

- Different technical points of view: methodology, theoretical framework, evaluation criteria...
- Cultural or communications barriers.
- Different styles of leadership and strategic planning.
- Different interests/priorities of the participating organizations.

In addition of what it is stated in Section 5 "Risk management", the Steering Committee will watch for early signs of these challenges, collecting the needed information to try to solve them before becoming a burden for the project.

6. To take decisions.

The responsibility of the Steering Committee members regarding to this point is not only to take the decisions, but also to consolidate

the project results of these decisions in their national organizations.

Because of the size of the project, many of the decisions taken by the Steering Committee will be done at operational and technical level. These decisions will be included in the agenda and discussed during the transnational meetings.

Finally, the Steering Committee is also in charge to take decisions at organizational or strategic level. For those substantial project changes, the Steering Committee has approved a specific procedure which is following explained.

3.4. PROCEDURES FOR DECISIONS AT ORGANIZATIONAL/ STRATEGIC LEVEL.

The following decisions are examples of substantial project changes that should follow this procedure:

- Substantial modifications affecting to one or several activities of the project. (e.g. to change the place or month of a transnational meeting or to modify the structure of a handbook unit).
- Inclusion of new activities of the project.
- Modification of partners tasks within the project.
- Modification of budget distribution among the partners or the cash flow of the project.
- Modification of the composition of the partnership.
- And all decisions related to the alteration or not fulfilments of terms included in the contracts agreements between the partners and IVASS; or SEPIE and IVASS.

Procedure to follow:

1. Once the project evaluation, the risk management procedure or a member of the Steering Committee identify a problem at organizational or strategic level, it will be notified to the project manager.

2. The project manager will study the issue, assessing its relevance and impact, and consulting it to the board of directors of IVASS and/or SEPIE.
3. If the project manager understands that the issue must be treated urgently, the Steering Committee will be called for an online meeting. The issue will be also reported to the partner in charge of the risk management. Otherwise, the issue will be treated at the beginning of the next transnational meeting.
4. In case the issue is considered to be tackled urgently, the project manager will write a report about the issue, proposing several alternatives to be taken by the Steering Committee. The report and the request of meeting will be sent urgently to the members of the Steering Committee.
5. The Steering Committee will meet online to discuss the issue and take a decision or consult the decision to the representatives of the participating organizations.
6. The decision agreed by the partnership/members of the Steering Committee will be put into action by the project manager.
7. Project manager will circulate a specific report on this issue with the actions implemented and evaluation of the decision taken.

As it is signed in the contract agreement between the partners and IVASS, the ultimate decision-making body of the project will be the Steering Committee (article 12.1). IVASS, as coordinator/leading organization, will try to reach consensus to achieve an agreement when a decision related to the project has to be taken. If this consensus is not possible, voting rules will be as follows: each member of the Steering Committee has one vote, and a majority of three-fifths of its members is required. The coordinator member will have a casting vote and only, in case of a voting tie, the vote of the Coordinator shall prevail.

Table 6. SELF-IN Steering Committee

| SELF-IN STEERING COMMITTEE | | | | |
|----------------------------|-------------------|--------------------------------|------------------|-----------------------------------|
| Partner | Contact persons | E-mail | Contact person 2 | E-mail |
| IVASS | María Sorzano | sorzano_marcas@gva.es | Jose Manuel Gil | gil_josguz@gva.es |
| | Félix Cócera | | | |
| | Ana Belén Navalón | | | |
| UBUNTU DEN ACKTKANTER | Johan Warnez | johan.warnes@groepubuntux8k.be | Loes Van Cluysen | loes.vancluysen@groepubuntux8k.be |
| | Isaura Devos | | | |
| UNIVERSITY OF PADUA | Sara Santilli | sara.santilli@unipd.it | Cristina Ginevra | mariacristina.ginevra@unipd.it |

04



PARTICIPATION OF PEOPLE WITH INTELLECTUAL DISABILITY IN THE SELF-IN PROJECT

4. PARTICIPATION OF PEOPLE WITH INTELLECTUAL DISABILITY IN THE SELF-IN PROJECT

SELF-IN project is fully determined to involve people with intellectual disabilities in all project-level activities. As a result of it, this is the expected direct participation of people with intellectual disabilities in the project:

Management issues:

- 2 PWID have to take part in all the steering committees(physical or/and virtual participation).
- 2 PWID have to take part in the transnational meetings (physical or/and virtual participation).
- 2 PWID have to travel to Brussels to visit different European organizations and to take part in the transnational meeting in Kortrijk

Communication and impact activities:

- To design the project logo.
- To vote the flyer and poster design.
- 8 PWID will take part in the multiplier event, explaining its experience in the project
- PWID will participate in the development of a facebook page.
- They will be responsible to disseminate the project in domestic events taking place in other disability organizations.
- PWID will take part in the result and impact assessment.

Project results development:

- Participation in the focus groups to assess the self-management programs.
- To record 4 videos of the MOOC (PR4).

The participation of PWID in the project will be monitored by the Key performance indicator number 5 "Participation of PWID in all project levels (see Section 8.Indicators).

05



RISK MANAGEMENT

5. RISK MANAGEMENT

5.1. INTRODUCTION

All kind of events (=risks) can occur during the organization and implementation of the projects that can lead to the final result deviating from the original expectations. And this in terms of time (the proposed timing is not achieved), resources (the planned budget is exceeded) and objectives (results do not meet the proposed objectives).

Attention to risk management within projects with the aim of controlling risks is therefore recommended in order to improve the probabilities of meeting the expectations set within the projects.

5.2. WHAT IS PROJECT RISK MANAGEMENT?

Project risk management can be described as the continuous management of the risks associated with the project in such a way that the probability of occurrence and/or its consequences are at an acceptable level. This requires sufficient knowledge and insight into the possible project-related risks. This can be achieved by carrying out a risk analysis.

The risk analysis is carried out step by step and must be repeated regularly.

Step 1: Identification of the project risks

The risk analysis starts by defining all the risks that may have a possible impact on the course and the result of the project. The brainstorming technique can be used for this purpose.

The output of this process is a summary list (= risk register) of all risks found. This list can be subdivided into 2 types of project risks, namely strategic and process-oriented project risks.

- Strategic project risks related to the project as a whole and can affect the project objectives, the project definition, the project dimensions (size, lead time, characteristics, ambitions) and the project complexity (functional, technical, social and organizational).
- Process-oriented project risks influence the implementation process of the project and the resulting end products and can be found in, among

other things, the administrative organization of the project, the procurement, the alignment of the project with the environment, the tools, the contracts and the planning and control.

Step 2: Analyzing and prioritizing the identified project risks

Once all risks have been identified, a weighting/importance should then be given to each risk based on the probability that the risk will occur.

Step 3: Formulation of measures

Once the priority list has been determined, it is possible to determine for each risk what measures may be taken to control the risk. The choice can be made to do this only for the risks with the highest risk factor.

When determining the measures, the costs and consequences of the measure in relation to the probability and impact of the risk must be taken into account.

It is also important to examine whether a risk budget has been provided for within the project. If this is not the case, possible strategies cannot be proposed.

There are 4 possible strategies for dealing with a risk:

- Preventive/avoidance: measures are taken to prevent the risk. This can be done by not carrying out certain activities or by opting for a different solution.

- Repressive/containment measures are taken to reduce the risk to an acceptable level. These can relate to both reducing the probability of damage and reducing the extent of the damage.

- Transfer: measures are taken to transfer the risk to third parties against payment.

- Accept: no measures are taken because there is a chance that the risk will never generate an impact or because there is no possibility of countering the risk.

Step 4: Implementation of measures

Once the strategy for each risk has been determined, it can be implemented if necessary. The strategy must be translated into relevant and effective actions. It must also be determined who/when will carry out and follow up which action.

Implementing a measure always leads to the launch of a "change request", which after approval is integrated in the project management plan.

Step 5: Communication

Communication about (potential) risks and their follow-up is essential and should therefore be included in every progress report.

5.3. APPLICATION WITHIN SELF-IN PROJECT

Since project risk management focuses on controlling risks that can lead to the final project result not being achieved in terms of time, resources and objectives, project risk management is inextricably linked to project management. Project risk management can therefore be used as a tool in determining the accents in the project management.

For this reason, it was decided to include project risk management as an integral part of the management plan in the SELF-IN project.

Through this integration, the Steering Committee hopes to:

- Gain a better grip on the project and in particular on the risks associated with the project.
- Being able to prepare and respond (proactively) to identified project risks in a timely manner.
- Being very much aware of the risks and the accompanying measures to deal with them.
- Clarify the roles and responsibilities concerning the identified risks.
- Creating risk- alertness in all partners.
- Installing open communication on project risks detected by the partner.

IVASS is responsible for drawing up and adjusting the risk analysis during the course of the project.

5.4. OBJECTIVES AND PHASES

Risk management objectives

- To make risks explicit and manage them in a continuous manner.
- Risks will be identified and discussed regularly, at set intervals. In this way the risks are kept "alive" and there is continuous attention for their management.
- Create risk alertness.
- Risks are continuously mapped out so that the various risks become transparent for the various partners and risk awareness is created.
- Pro-actively instead of retro- actively dealing with risks.
- After all, the possible measures to be taken have already been inventoried.
- To deal consciously with risks and to weigh up the associated measures.
- Risks and measures are inventoried in a structured way. This reduces the chance that a risk will be overlooked.

Phases in risk management

Phase 1: Risk analysis.

Risk management starts with a risk analysis.

Are the risks identified (what can go wrong?)

Is the probability that the risk will occur

determined (what is the probability that the risk will occur?)

Is it determined how big the impact is when the risk occurs (how big is the impact of the risk?)

Phase 2: Risk management and follow-up.

After the analysis, it can be determined how the various risks can be managed and monitored.

If a risk occurs, it can be determined which measures can be taken.

The following measures are possible:




- Prevention.
- Reduce (reduce impact).
- Accepting (consciously not acting on a certain problem).
- Transfer (not the risk itself but the cost can be transferred).
- Install contingency/reserve or provide a plan B.

Also can be agreed:


- When the measure is taken (= planning).
- Who is responsible for developing the measures.
- How the evolution of all risks is monitored.
- Who checks whether the measure taken has the desired result.


Table 7. Schematic monitoring tool per risk.

Source: Adaptation from several authors.

| Level | Description of risk | Possible impact | Probability |
|---|---------------------|-----------------|--------------------|
|  /  /  | | | |
| | Measure/Action | When | Responsible person |
| | | | |
| | State/Situation | | |
| | | | |

 (bomb): serious risk of hampering a successful revival of the project.

 (alarm bell): risk that deserves due attention but does not yet immediately endanger the project.

 (face): limited risk.

5.5. LIST OF PROJECT RISKS

RISK INVENTORY CHECKLIST – continuous adjustment.

STRATEGIC PROJECT RISKS (related to the totality of the project)

- The overarching project objectives.
- Project demarcation/limits.
- Project dimensions (size, lead time, characteristics and ambitions).
- Project complexity (functional, technical, social and organizational).
- Environmental influences who could affect the progress and the costs of the project.

Table 8. Strategic project risks.

| RISK (short description) | CONSEQUENCE | PROBABILITY that the risk occurs | MEASURE to prevent or reduce the risk |
|--|--|--|---|
| <p>Lack of resources:</p> <p>One of the project results (PR3) was not approved, but the steering committee agreed to partially develop it.</p> | <ul style="list-style-type: none"> ◦ Difficulty to implement the activities involved in this project result. | HIGH | <ul style="list-style-type: none"> ◦ Re-definition of the objectives (smart objectives) and/or breakdown the objectives into smaller objectives. ◦ Make visible the logic framework (coherence among, needs, objectives, activities, results and impact) ◦ Training activities (workshop, online meeting) to help partners to understand the logic framework and the project results. ◦ Define critical moments to measure objectives and results. Clear methodology to evaluate the project outputs, giving feedback to the partners. ◦ Search for external funding. ◦ Use of Gantt diagrams and other coordination tools. |
| <p>Rotation and change of the staff working in the project.</p> | <ul style="list-style-type: none"> ◦ Delay of the activities. ◦ Need/impossibility to find adequate substitutes. | HIGH | <ul style="list-style-type: none"> ◦ To appoint in advance substitute professionals. ◦ Diversification of the tasks involving the maximum number of people. ◦ Working by pairs. ◦ Development of written protocols and plans. |

| | | | |
|---|---|--------|---|
| European economic instability. | <ul style="list-style-type: none"> ◦ The inflation leads to less capacity of the project to carry out the activities. ◦ Instability to keep working the project activities after finishing the project (sustainability) ◦ Increase of costs for the participating organizations. Decrease of resources of the participating organizations. | HIGH | <ul style="list-style-type: none"> ◦ Objectives and activities reformulation. ◦ Search for alternative financing. ◦ Improving the efficacy. Planning travels in advance. ◦ Reducing the number of physical transnational project meetings. Increasing the number of online meetings. |
| <p>Not enough partners capacities:</p> <p>To give to the project a transnational dimension.</p> <p>To develop some project results (competence evaluation tool and metacognition methodologies)</p> | <ul style="list-style-type: none"> ◦ Lower quality of the products. ◦ Partner's discouragement and detachment from the project. | MEDIUM | <ul style="list-style-type: none"> ◦ Partners tasks re-assignment. ◦ Budget new re-distribution. ◦ Ask for expertise contribution to local associate partners. ◦ Ongoing evaluation of the activities and project results. ◦ Ongoing checking of partners satisfaction. ◦ Involvement in those activities in which partners show expertise or interest. |

| | | | |
|---|--|--------|--|
| Dissemination and impact objectives and activities too ambitious. | <ul style="list-style-type: none"> ◦ Not achieving a minimum of indicators. ◦ Partner's frustration and misunderstandings. | MEDIUM | <ul style="list-style-type: none"> ◦ Increase the number of online meetings to inform partners. ◦ Better assignment of responsibilities. ◦ To choose associated partners/ stakeholders of the Database with genuine needs and interest in the project. ◦ Manage wisely the stakeholders, mapping them and act depending to their power and interest in the project: a) keep them satisfied; b) informed; c) manage closely; or monitor them (minimum effort) |
| Pandemic-related risks. | <ul style="list-style-type: none"> ◦ Reschedule of activities. ◦ Loss of contact among partnership. ◦ Difficulty of coordination. ◦ Change of partners strategic priorities. | LOW | <ul style="list-style-type: none"> ◦ Contingency plan. ◦ Location of physical activities during summer (teaching, pilot tests, transnational meetings). ◦ Ask for extension of the project. |
| Lack of participation and commitment of stakeholders. | <ul style="list-style-type: none"> ◦ Difficulty to develop project activities. ◦ Less capacity to achieve the project objectives. ◦ Lost of impact potential. | LOW | <ul style="list-style-type: none"> ◦ To choose associated partner stakeholders of the database with genuine needs and interest in the project. ◦ Manage wisely the stakeholders, mapping them and act depending to their power and interest in the project: a) keep them satisfied; b) informed; c) manage closely; or monitor them (minimum effort) |

Source: own elaboration based on initial expert evaluator report and other sources.

METHODICAL PROJECT RISKS (= related to the execution process of the project and the subsequent results/end products)

- Automation
- Administrative organization
- Compensation
- Change management
- Coordination of the project with the environment
- Tools
- Contracts
- Planning & Control

Table 9. Methodological project risks. Source: own elaboration based on initial expert evaluator report and other sources

| RISK (short description) | CONSEQUENCE | PROBABILTY that the risk occurs | MEASURE to prevent or reduce the risk |
|--|---|---------------------------------------|--|
| Partners do not meet deadline. | <ul style="list-style-type: none"> ◦ The next partner cannot start: causing the project to slow down / block. | HIGH | <ul style="list-style-type: none"> ◦ Agreement of the (feasibility of) the timing. ◦ Implementing of a time plan (continuous adjustment) with indication of who is responsible for what, at which time. |
| <p>Difficulty to integrate the two different educational approaches of the project: metacognition and self-management programs.</p> <p>Different concept and understanding of self-management programs of participating organizations.</p> | <ul style="list-style-type: none"> ◦ Delay of the activities. ◦ Consuming a big amount of resources. ◦ Frustration and detachment of the educators from the project. ◦ Difficulty to implement homogeneous self-management program in UBUNTU and IVASS. | HIGH | <ul style="list-style-type: none"> ◦ Training the staff. ◦ Agree on a minimum degree of integration. ◦ Improve the final products once the project has finished and educators master all educational methodologies. |

| | | | |
|---|---|--|--|
| English is not the mother tongue of any participating partner. | <ul style="list-style-type: none"> ◦ Lower quality of the results. ◦ Chance of false translation and wrong interpretations or assumptions. | | <ul style="list-style-type: none"> ◦ Peer reviews of all documents. |
| Project plans are pending to be finished. | <ul style="list-style-type: none"> ◦ Less capacity of the project to: <ul style="list-style-type: none"> a) to focus on its real objectives; b) to track the progress; c) to use the resources; d) to have clarity of responsibilities; e) to give legitimacy of the project; f) to bind the team together; g) to have a good communication among partners; h) to performance efficiently; and i) to have a share vision of the project. | | <ul style="list-style-type: none"> ◦ To develop and agree on them as soon as possible. ◦ To share among all the participants the projects development responsibilities. ◦ Ongoing evaluation of the plans to update them. |
| <p>Cultural differences: differences in traditions / customs and non-verbal communication.</p> <p>Misunderstanding among the partners (Communication and cultural issues)</p> | <p>Misunderstandings and false interpretation causing outputs that cannot be used in practice.</p> <p>Conflicts among partners.</p> | | <ul style="list-style-type: none"> ◦ Provide time to screen output for language and cultural sensitivity and communicate about it openly. |

| | | | |
|--|--|-------|---|
| Participation of the target groups (educators and beneficiaries) with enough safety measures (Covid-19). | <ul style="list-style-type: none"> ◦ It could jeopardize the target group health. ◦ Organizations might not allow their participation. | SMALL | <ul style="list-style-type: none"> ◦ Development of a health protocol. |
|--|--|-------|---|

5.6. METHODOLOGY AND RESPONSIBLE PERSONS

- IVASS will update the methodology and the risk list every six months (4 times).
- IVASS will produce in due time two risk management reports to be attached to the reports (interim and final) needed to be sent to SEPIE

Responsible partner

IVASS is responsible for drawing up and adjusting the risk analysis during the duration of the project.

During each meeting, the most important risks will be brought to the attention of the Steering Committee.

Risks will be identified and discussed regularly, at set intervals. In this way the risks are kept “alive” and there is continuous attention for their management.

If an (unprecedented) risk occurs, IVASS, together with the Steering Committee, will decide:

- Which measure needs to be taken.
- Who is responsible for developing the measure.
- Who monitors the evolution of the measure taken.

06



COMMUNICATION AMONG PARTNERS

6. COMUNICATION AMONG PARTNERS

6.1. INTRODUCTION

<<Communication is the vehicle through which perssonel from multiple areas share information that is critical for the implementation of the project...managerial skills become operationalized only through communicative activity>>
(Pinto and Pinto, 1990)

<< Team communication has been found to predict innovation>>
(Hirst and Mann, 2004)

This section refers to the partnership internal communication. The external communication and dissemination are addressed in the dissemination and impact Plan. In addition, further information will be find about project reporting in section 7.

The internal communication in SELF-IN project is a tool aimed at achieving four of objectives:

1. To improve the cross-functional cooperation among partners.
2. To provide information to the Steering Committee to help its members to follow-up the project and take efficient decisions.
3. To add new resources to the project: partners know-how, methodologies, theories, ideas...
4. To improve the motivation, trust and confidence of the team members in the project.

SELF-IN project defines two categories of communication which are believed to be crucial to achieve these objectives:

- Communication among team members: cross-functional coordination.
- Communications between Steering Committee and the project manager.

This Management Plan focuses only in the last category: the communication among Steering Committee and the project manager.

6.2. STEERING COMMITTEE AND PROJECT MANAGER COMMUNICATION

The Steering Committee's objectives and tasks were explained in Section 3. In this section, the most important project communication methods used by the Steering Committee to achieve the project objectives will be explained. They are:

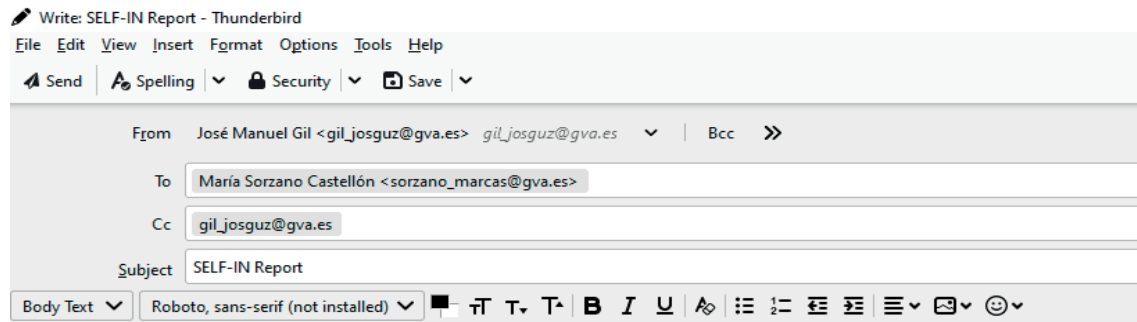
- 6.2.1. Email exchanges
- 6.2.2. Transnational meetings
- 6.2.3. The online storage

6.2.1. Emails exchange

Emails are the most common way to exchange information between partners in geographically dispersed projects. But a wrong use of this method may cause misunderstandings and loss of important information. In order to optimize the efficacy of this communication method, partners are invited to follow the following recommendations:

- Subject of the email must include "SELF-IN" and indicate the referred activity in order to facilitate the email searches.
- When writing to the project manager (María Sorzano): it is requested to add IVASS' project researcher (Jose Manuel Gil) in copy (cc).

Figure 4. Example of email sent to the project manager and IVASS researcher



Source: own elaboration

- When a partner writes an email to others partners related to a specific project results: it is requested to put in copy the project manager and IVASS´ project researcher.
- Do not use the email to send attachments of big size. Use project Drive Space, instead. (https://drive.google.com/drive/folders/1KiTX97E1g4ECitYJBfT_NR7i9c_3YNdt?usp=share_link)
- Do not use "reply to all" if it is not completely necessary.
- Do not use "reply" containing last subjects to open new threads.

Table 10 contains the name of the members and substitutes, emails, and organizations of the Steering Committee participants.

Table 10. Email addresses of members of the Steering Committee

| Partner n° | Member | Substitute | Organization | Email | Country |
|------------|------------------------------------|------------------|----------------------------|--|---------|
| 1 | María Sorzano (Project manager) | Jose Gil | IVASS | sorzano_marcas@gva.es gil_josguz@gva.es | Spain |
| 2 | Loes Van Clysen | Johan Warnez | Groep Ubuntu Achtkanter | loes.vancluysen@groepubuntu.be johan.warnes@groepubuntux8k.be | Belgium |
| 3 | Sara Santilli | Cristina Ginevra | Univerity of Padua | sara.santilli@unipd.it mariacristina.ginevra@unipd.it | Italy |

Source: own elaboration

6.2.2. Transnational meetings

SELF-IN will organize five transnational meetings during its project life. This action, together with the training and learning activity in Padua (CI), are the only tools that project participants have to meet face-to-face.

Transnational meetings address many project management objectives. They are critical spaces to communicate and learn from external experts (lectures, workshops, visits...), to motivate the team workers by using informal communication, to improve the relationship among partners, to learn from each other...but they are also the key instrument for the Steering Committee to follow-up the project, which is precisely what this section is addressing.

The agreement, preparation and development of transnational meetings need a huge amount

of resources and tools. The most important elements to be considered in this section which are key for the Steering Committee in transnational meetings are the following:

Progress report: the transnational meeting will start with a meeting of the Steering Committee to discuss and take decisions about the key issues of the project. Project manager will circulate a progress report covering a period of six months before each transnational meeting in order to be discussed by the Steering Committee. The progress report will be sent at least one week before the transnational meeting.

Agenda: Project manager and/or the hosting organization will circulate the agenda 15 days before the meeting along with the minutes from the last meeting. In addition of the issues proposed by Steering Committee and the project manager, the agenda will contain:

- A first point of the agenda (1h) in which only the Steering Committee members will take part. It will be devoted to: a) remember the most important points agreed in the last meeting and b) to approve and sign the last transnational meeting minutes.
- The agenda will finish with a summary of principal agreements, questions, concerns and progresses achieved by the partnership during the transnational meeting.

Minutes: the minutes of the meeting will be sent no later than 15 days after the transnational meeting. They will contain:

- Summary of the agreements of the meeting.
- Imminent actions, partners' duties and deadlines.

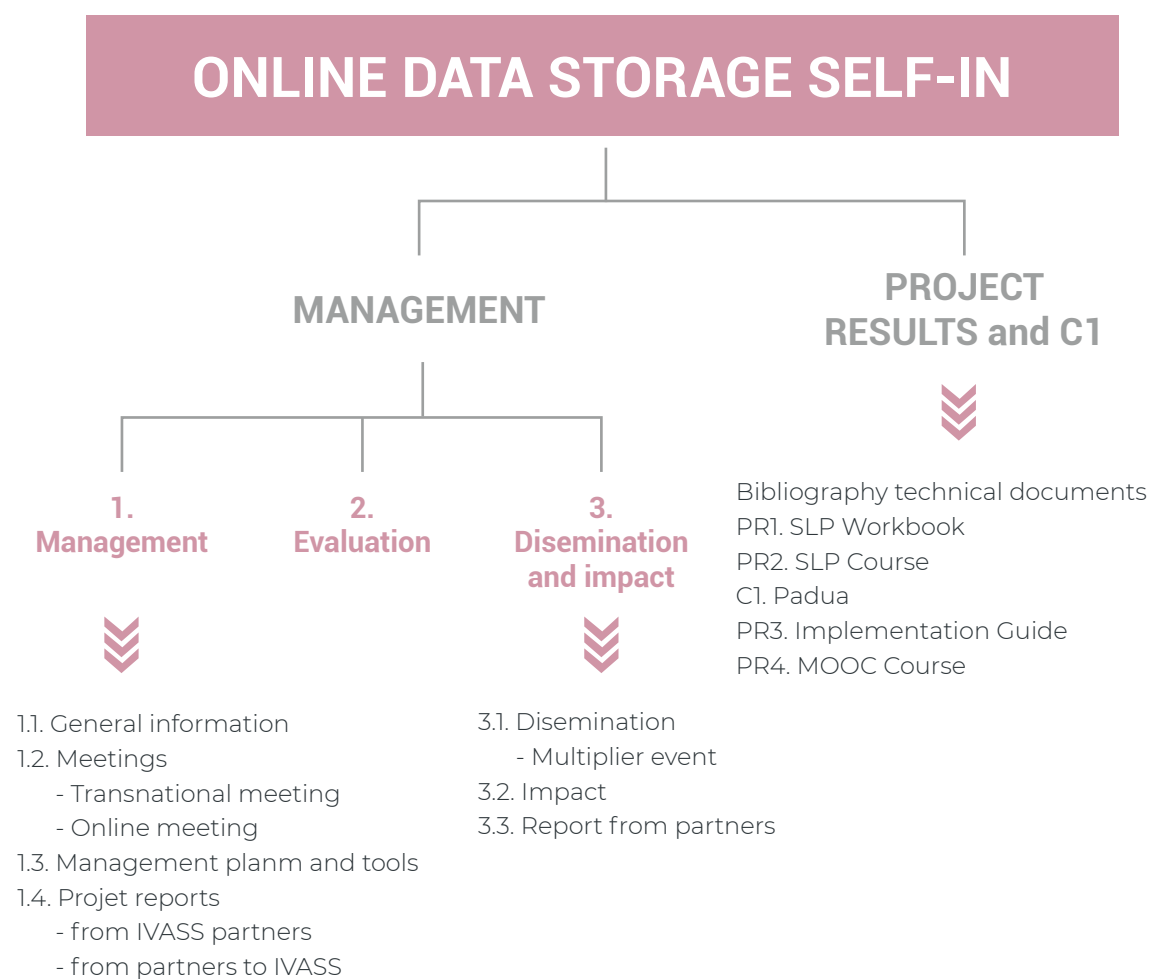
Working documents: 7 days before the meeting, each partner will upload on the online data base those working key documents and presentations that are going to be used during the meeting.

6.2.3. Online data storage.

Key digital data for the project will be stored in a Google Drive Space (https://drive.google.com/drive/folders/1KiTX97E1g4ECitYJBfT_NR7i9c_3YNdt?usp=sharing) and shared with the partners by using the pool showed in figure 5.

Figure 5. SELF-IN_Online data storage

Partners are expected to contribute uploading and updating the information on this common space.



07



ECONOMIC JUSTIFICATION, DEADLINES AND REPORTING

7. ECONOMIC JUSTIFICATION, DEADLINES AND REPORTING

This section describes the steps and tools required to cost-justify SELF-IN project. It has been designed with the aim to inform the Steering Committee about:

- 6.1 Monetary flows.
- 6.2 Economic justification.
- 6.3 Partners justification requirements.

In addition, this section explains the requirements that partners have to fulfil in order to receive the pre-financing payments from the coordinator (IVASS) and how and when IVASS will justify these costs to SEPIE.

Finally, it is also explained the project reporting methodology, as much as that related to the economic justification as the one related to the project dissemination, evaluation and impact; the tools/templates to be used by partners during the project life and where to download them; and the key project deadlines.

7.1. MONETARY FLOWS

The “partner contract agreement” states that IVASS will transfer to the partners 5 pre-financing payments. Each payment will be the 20% of the total budget allocated to each partner.

Pre-financing payments:

The Coordinator commits himself to carrying out payments relating to the subject matter of this contract to the partner, not earlier than after receiving payments from the SEPIE, according to the achievement of the tasks and to the following schedule:

- 1st payment: at the start of the project, after receiving this contract signed, 20% of the Erasmus+ total contribution for the Partner.
- 2nd payment: in the 14th month of the project (February 2022), maximum 20% of the Erasmus+ contribution for the Partner (subject to the correctly sending of the first internal report by the Partner before 16th of January 2022)
- 3rd payment: maximum 20% of the Erasmus+ contribution for the Partner subject to: a) the correctly sending of the second internal report by the partner to the coordinator before the 10th of June 2023; and b) the SEPIE decision and evaluation of the interim report (to be submitted by the coordinator before the 30th of June 2023, covering activities carried out until 31st of May 2023).
- 4th payment: in the 24th month of the project (December 2023), maximum 20% of the Erasmus+ contribution for the Partner (subject to the correctly sending of the third internal report by the Partner to the coordinator)

- Final payment: subject to: a) sending the forth internal report by the partner to the coordinator before the 31.01.2025; and b) according to the final balance. The final amount shall be determined by the approval of the final report by SEPIE.

These pre-financing payments are subject to the fulfilment of the conditions stated in each partner contract agreement and others requirements which will be explained in the following paragraphs.

7.2. ECONOMIC JUSTIFICATION

As a technical progress report must be attached to the justification of the project costs, it is the utmost importance to raise partners awareness about how and when the information about project activities and expenses have to circulate among the partners and be sent to the leading organization (IVASS).

In order to properly justify the project expenses (section 7.3.) and allow IVASS to write the project reports every six months, all the partners will have to fill up two templates:

1. The economic-justification tool: "MT1. Activities undertaken".
2. The management tool named "MT2. SELF-IN progress report".

By filling up the MT1, partners will report on:

- a) Management and implementation activities.
- b) Project results progress.

In addition, by filling MT2, partners will indicate the number of working days used by product result, and the person responsible of the task.

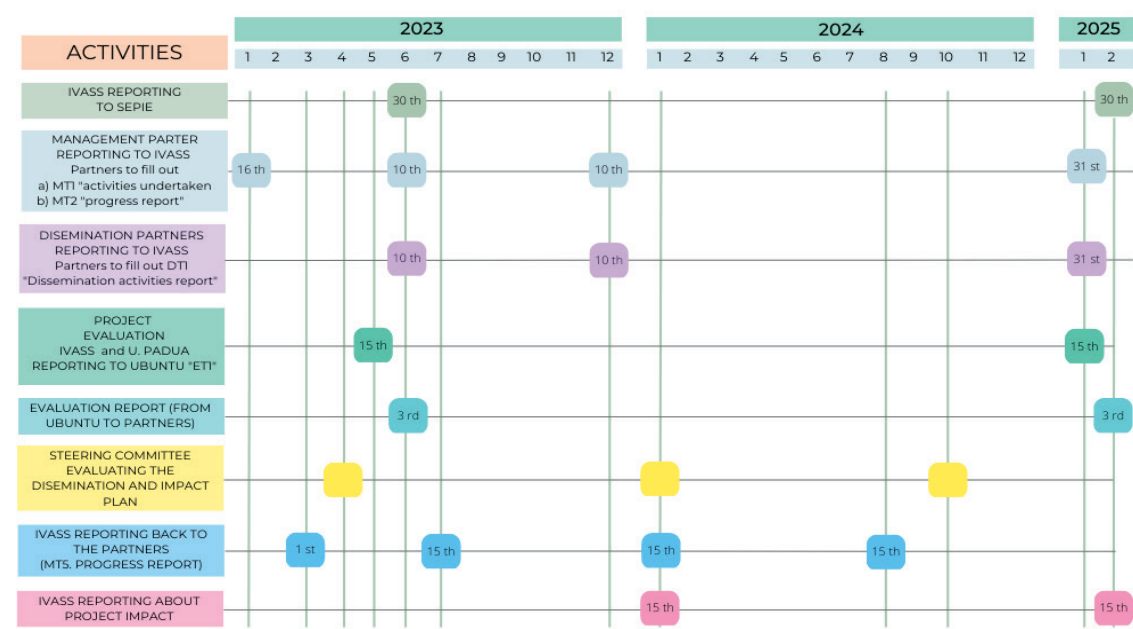
Furthermore, partners have to report to IVASS: about the dissemination activities following the reporting the methodology explained in the "Dissemination and Impact Plan", (ET1)

Regarding to project impact, IVASS will report 2 times to the partners (January 2024; and February 2025).

Additionally, IVASS and University of Padua has to report to UBUNTU to carry out the project evaluation (See on Drive folder 2. Evaluation)

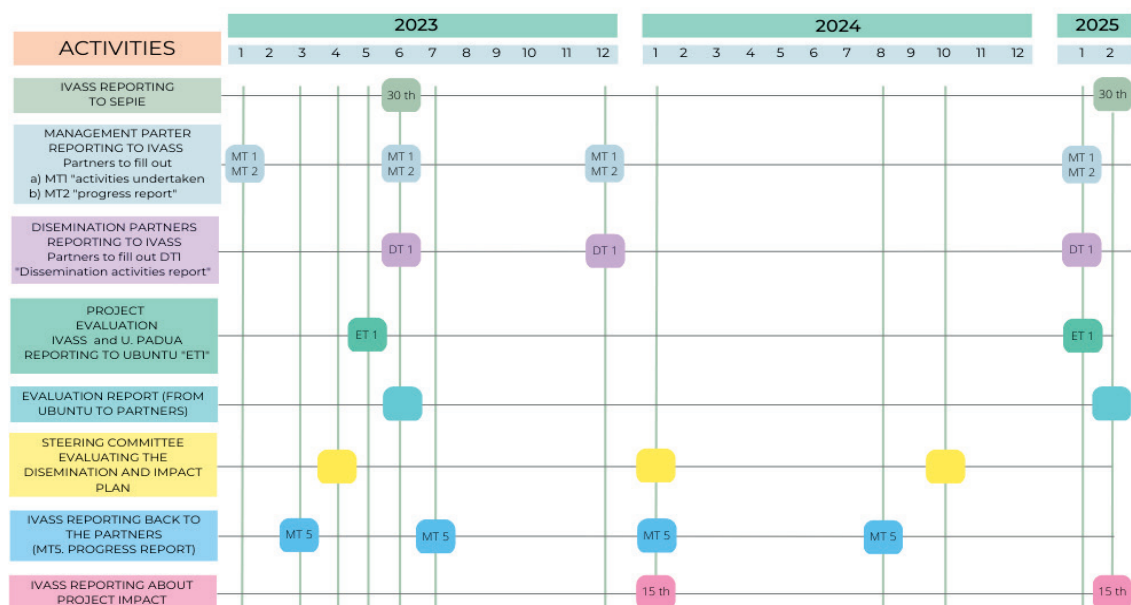
Finally, the reader can see in the next 3 pages the tables with a summary of project reporting activities, deadlines and tools/templates to be used.

Table 11. Reporting shedule and deadlines



Source: own elaboration

Table 12. Reporting shedule and compulsory socuments



Source: own elaboration

Table 13. Management tools

| MANAGEMENT TOOLS | | | |
|--------------------------|--|---|--|
| NOTATION | NAME | HOW TO GET IT (LINK) | COMMENTS |
| MT1 | Activities undertaken. | https://drive.google.com/drive/folders/1arAll7AkCCuFajKOdrjw5ab4RCrc-rkz?usp=share_link | Excel document to indicate the working days spent. |
| MT2 | SELF-IN_PADUA progress report. | | University of Padua and UBUNTU to report the activities carried out and the project progress. |
| MT2 | SELF-IN_UBUNTU progress report | | |
| MT3 | Timesheet. | | Excel document summary of the working days used by partners. |
| MT4 | Expenses_summary. | | Summary of each partner expenses to be filled out by IVASS and signed by partners at the end of the project. |
| MT5 | SEL-FIN_report_template. | | IVASS to report partners about the status. |
| MT6 | Mulitplier event_participant list. | | To be signed by participants in the multiplier event. |
| MT7 | Participant list | To be signed by participants in the Transnational project meetings. | |
| PROJECT EVALUATION TOOLS | | | |
| ET1 | Project evaluation template. | https://drive.google.com/drive/folders/1Og3Hm-WOG_Lsi4ZWwjnMQoat-wtSC8xyqo?usp=share_link | To be completed by the partners to evaluate the project activities and results and sent to UBUNTU. |
| ET2 | Transnational meetings evaluation questionnaire. | https://docs.google.com/forms/d/e/1FAIpQLSdl-NRs50wQDMq12SHBy_KmFRs-GVx0007OKlu-WVaLklvUHx1A/viewform?usp=sf_link | Online questionnaire to evaluate the transnational meetings. |

| DISSEMINATION EVALUATION TOOLS | | | |
|--------------------------------|--|---|--|
| DT1 | Dissemination activities report. | https://drive.google.com/drive/folders/1PHrdI-Se9VjPFA6StA24yQP-TymZrf5OQE?usp=share_link | To be completed by partners to report on the dissemination activities carried out at national level. |
| IMPACT EVALUATION TOOLS | | | |
| IT1 | Accessible satisfaction questionnaire for PWID. | - | To assess the degree of satisfaction of the SELF-IN activities in which PWID from are involved (participating organizations and associates). |
| IT2 | Guide for group discussions PWID. | - | To guide moderators to lead the discussion groups and obtain the best possible conclusions. To develop homogeneous discussion groups. |
| IT3 | SELF-INCA tool. | - | To evaluate the competences acquired by PWID taking part in the project. |
| IT4 | Guide for group discussions for educators. | - | To guide moderators to lead the discussion groups and obtain the best possible conclusions. To develop homogeneous discussion groups. |
| IT5 | C1 competences assessment tool. | - | To assess the competences acquired by educators during C1. |
| IT6 | Satisfaction questionnaire. | - | To assess the degree of satisfaction of educators taking part in C1 |
| IT6 | Satisfaction questionnaire for educators taking part in SLP. | - | To assess the degree of satisfaction and options to implement SELF-IN methodologies in the educators working daily life. |
| IT7 | Multiplier event participant's satisfaction form. | - | 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. |
| IT8 | Stakeholder satisfaction survey. | - | To assess the satisfaction of stakeholders included on the database. |

Source: own elaboration

7.3. PARTNERS JUSTIFICATION REQUIREMENTS

This sub-section is devoted to explain: a) the templates to be filled and signed by the partners to be able to justify the project costs; and b) the supporting documents needed to be sent to IVASS or kept by beneficiaries and the eligible rules belonging to the different cost categories.

These are based on the SEPIE´s document named “Annex III: financial and contractual rules” and on the contract agreements signed by the partners with IVASS in which is stated that each partner must submit in due time to the project coordinator:

- The data needed to draw up the reports, financial statements and other documents.
- All the necessary documents required for audits, checks or evaluations.
- Any other information to be provided to the Erasmus+ Spanish National Agency (SEPIE).
- An honour certification signed by the partner representative stating:
 - The information contained in “MT1. Activities undertaken”; “MT2 SELF-IN progress report”; “MT5. Summary of expenses” are full, reliable and true.
 - The incurred costs are eligible and based on supporting documents.
 - All documents will be kept in the organization until 31/03/2030.

Finally, once IVASS review the final documentation (January 2025), 2 templates will be filled out by IVASS (“MT3. Timesheet”; and “MT4. Expenses summary”) and sent the partners in order to be signed the legal representative of participating organizations.

7.3.1. Templates

These templates have been designed to prove that project partners are following the Erasmus+ financial and contractual rules.

1st Phase.

For all the economic justifications to IVASS, the legal representative (and employees), of each organization, will have to fill in, signed, stamped and sent to IVASS the same two documents:

- MT1. Activities undertaken excel file.
- MT2. SELF-IN progress report (each organization has its own template).

Figure 6. MTI. Activities undertaken (Excel document)







| |
|-----------------------------------|
| MT4. Activities undertaken |
|-----------------------------------|

« Project Reference : SELF-IN 2021-1-ES01-KA220-ADU-000033660 »

| | |
|------------------------------------|--|
| Organization : | |
| Name and surname of the employee : | |
| Category ¹ | |
| Justification period: | |

| Month/Year | Working days | PR | Description of activities undertaken | Results produced |
|--------------|--------------|----|--------------------------------------|------------------|
| | | | | |
| | | | | |
| | | | | |
| Total | 0,00 | | | |

¹ Please use the following categories: Researcher/Teacher/Trainer

| | |
|------------------------------------|---|
| Date and signature of the employee | Name, surname of the legal representative Date and signature |
|------------------------------------|---|

Source: own elaboration.

One of the key elements to report to Erasmus+ national agencies is the activities undertaken and results produced by the project.

Partners should fill out this template each justification.

Each Excel sheet focuses on the explanation of the activities undertaken by each employee disaggregated by month and project result.

Partners are requested to state the project activities related to the PR in which the employee has been involved.

This document must be signed by the legal representative of the organization and the employee.

Figure 7. MT2. Self-in progress report



| | | | |
|---|--|---------------|--|
| MT2. SELF-IN PROGRESS REPORT_UNIVERSITY OF PADUA | | | |
| Period covered | | Date of issue | |
| PROJECT MANAGEMENT AND IMPLEMENTATION | | | |
| PROJECT MANAGEMENT AND IMPLEMENTATION OTHER ACTIVITIES | | | |

Source: Own elaboration

As the MT1, partners have to fill out this document each justification, explaining the principal progresses and activities carried out link to the project.

2nd Phase.

IVASS will regularly issue progress reports containing the information of the partners' reports and economic justification ("MT5. SELF-IN report template").





3rd Phase: final justification.

In addition, for the final justification, partners will have to sign the IVASS ("MT3. Timesheet"; and "MT4. Expenses summary". These 2 documents will be filled out by IVASS by using all the information included in each partner final justification. In addition, MT4 is an honour certification signed by the partner representative stating:

- The information contained in "MT1. Activities undertaken"; "MT2 SELF-IN progress report"; "MT4. Summary of expenses" is full, reliable and true.
- The incurred costs are eligible and based on supporting documents.
- All documents will be kept in the organization until 31/03/2030.

This word-format document offers a summary of a partner costs incurred during a given period of time. In addition, the legal representative of each organization is requested to sign a declaration of honour about the incurred expenses and documents associated.

Figure 8. MT4. Summary of expenses

| | | | |
|--|--|---|---|
|  GENERALITAT VALENCIANA <small>Generalitat de València Autonomous Government of Valencia</small> |  SISTEMA PUBLIC VALENCIA DE SERVEIS SOCIALS |  INSTITUT VALENCIÀ DE RECERCA I INNOVACIÓ SOCIAL |  Co-funded by the European Union |
| <h2 style="margin: 0;">MT4. Expenses summary</h2> | | | |
| SELF-IN PROJECT 2021-1-ES01-KA220-ADU-000033660 | | | |
| SUMMARY OF EXPENSES | | | |
| Partner | | | |
| Time period of justification | | | |

| MANAGEMENT AND IMPLEMENTATION | | | |
|-------------------------------|--|---------------|--|
| Month | | Costs | |
| | | | |
| | | | |
| | | | |
| | | | |
| Total | | 1.250€ | |

| TRANSNATIONAL PROJECT MEETINGS | | | |
|--------------------------------|-------|---------------|----------|
| Place | Dates | Nº mobilities | Cost |
| | | | |
| | | | |
| Total | | | € |

| C1. LEARNING AND TEACHING ACTIVITY IN PADUA (c1) | | | |
|--|-------|---------------|----------|
| Place | Dates | Nº mobilities | Cost |
| | | | |
| | | | |
| Total | | | € |


| PROJECT RESULTS – STAFF COSTS | | | | |
|-------------------------------|-------------------|----------------|-------------------------------|-------------|
| | | | Teachers/Trainers/Researchers | |
| Date | PR identification | Number of days | Daily rate* | Staff costs |
| | | | | |
| | | | | |
| | | | | |
| Total | | | Total | € |



**GENERALITAT
VALENCIANA**
Generalitat de València
Región de Valencia



**SISTEMA PÚBLIC
VALENCIÀ DE
SERVEIS SOCIALS**



**INSTITUT VALENCIÀ DE
RECERCA I INNOVACIÓ
SOCIAL**



**INSTITUT VALENCIÀ D'INNOVACIÓ
I RECERCA**



Co-funded by
the European Union

| PROJECT RESULTS– STAFF COSTS | | | | |
|------------------------------|-------------------|-------------------------------|--------------|-------------|
| | | Teachers/Trainers/Researchers | | |
| Date | PR identification | Number of days | Daily rate* | Staff costs |
| | | | | |
| | | | | |
| | | | | |
| Total | | | Total | € |

| MULTIPLIER EVENTS | | | |
|-------------------|----------|-----------------|-------|
| Date | Location | Nº participants | Costs |
| | | | |
| | | | |
| Total | | | |

| TOTAL JUSTIFICATION | |
|-----------------------------|----------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| TOTAL INCURRED COSTS | € |

I hereby certify:

- The information contained in this document (and the documents "MT1. Activities undertaken"; "MT2 Self-in progress report"; "MT3 Timesheet_KA2"; and "MT6. Multiplier event. Participant list" are full, reliable and true.
- The incurred costs are eligible and based on supporting documents.
- These supporting documents will be kept in my organization until 31/01/2030.

Name of the legal representative

Date, signature and stamp

Source: own elaboration

Note: All management tools can be downloaded on the SELF-IN Drive folder in Section 1.3. Management Plan and tools and get the link in the following table.

7.3.2. Eligible rules and supporting documents

According to SEPIE´s “Financial and contractual rules” document, the contents of the reports must contain what is showed in the following tables:

Table 14. Contents of the reports

| Budget categories | Contents of the reports |
|---------------------------------------|---|
| Project management and implementation | The coordinator must report on the final distribution of funds and on undertaken activities and results. |
| Transnational project meetings | The coordinator must report on the venue of the meeting, the date and the number of participants. |
| Project results | Activities undertaken and results produced. |
| Multiplier events | The 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. |
| Learning and teaching activities | Evidences of the attendance of the activity in the form of participant list of attendance certifications signed by the host organizations in which the name of participants and purpose are specified, as well as starting and end dates. |

Source: Annex III: Financial and contractual rules (SEPIE)

Table 15. Supporting rules and documents.

| Budget categories | Supporting rules and documents |
|--------------------------------|---|
| Management and implementation | <p>Erasmus+ Project Results Platform (E+PRP): SELF-IN results will be published, by IVASS, in this Platform.</p> <p>Final report: IVASS will present a final report that will include: final budget distribution and the activities and results obtained during the project.</p> |
| Transnational project meetings | <p>Partners have shall be able to demonstrate a formal link with the persons participating in the meetings:</p> <ol style="list-style-type: none"> 1. Professional staff. 2. Voluntary basis staff. 3. Learners of the beneficiary organization. <p>The distance between the place of departure and the place of arrival must be at least 100km.</p> <p>Leading organization must provide:</p> <ul style="list-style-type: none"> ◦ Participants list (MT7) ◦ Agenda and documents of the meetings. <p>Partners must kept during five years:</p> <ul style="list-style-type: none"> ◦ Travel expenses: boarding cards, tickets and invoices. ◦ Travel insurance. |
| Project result | <ul style="list-style-type: none"> ◦ Erasmus+ Project Results Platform (E+PRP): a proof of each PR will be published in this platform. ◦ Timesheets and final report that will include: dates, n° working days per PR, professional category. ◦ A proof of the nature of the relationship between the person and the beneficiary concerned (ex. Type of employment contract) |

| | |
|------------------|--|
| Multiplier event | <p>Only participants from organizations other than the beneficiaries can be counted in for the number of eligible persons taking part in the event.</p> <p>Beneficiaries should send to IVASS:</p> <ul style="list-style-type: none"> ◦ Participant list (MT6) with: <ul style="list-style-type: none"> ◦ Name, date and place of the event. ◦ Name and signature of the participant. ◦ Name of the organization that represent. ◦ Agenda of the event. ◦ All the documents and materials delivered in the event. ◦ Report: description of the multiplier event, PR's explained, n° of leader and participants organizations, location of the event and n° of participants (local and international level) <p>In addition, a common set of quality criteria have to be followed by the partners. The questionnaire of Impact (I8) must be completed by all participants.</p> |
|------------------|--|

Source: Annex III: Financial and contractual rules (SEPIE)

08



SELF-IN INDICATORS

8. SELF-IN INDICATORS

8.1. KEY PERFORMANCE INDICATORS

Key performance indicators (KPI's) are considered as a tool to help to achieve the following general project goals:

- To drive team members to develop the project results according to what it is stated in the application form and the expectations agreed by Steering Committee.
- To help the project to improve the quality of the final project results.
- To show evidences to the external evaluators to the project results quality.

In addition, the key performance indicators have the following management objectives:

- To develop a handbook focused on Quality of Life, Metacognitive processes and Motivational Orientation of PWID.
- To develop a professional handbook that meets the needs of the professionals.
- To develop an innovative handbook which its contents are not available in the market.
- To find ways to improve the impact of the handbook.
- To develop a training course to improve the quality of life of PWID, specially the dimension of social inclusion.
- To implement Self-Learning Programs for PWID in order to improve their social inclusion.

- To manage the project in the way that will be obtained the best results with the available resources.

| Name of the indicator | (KPI 1) IMPROVEMENT QUALITY OF LIFE OF PWID |
|--|--|
| Objective | To improve the quality of life of people with intellectual disability taking part in the self-management programs. |
| Definition of the indicator | |
| <p>This is considered the key impact of the project.</p> <p>PWID from Ubuntu and IVASS will take part in the national training activity (NT1 and NT2) and in the self-management programs.</p> <p>As a result, it is expected that PWID will:</p> <ol style="list-style-type: none"> 1. Acquire those key competences needed to take more advantage of self-management programs as defined in PR2 and SELF-INCA tool. 2. Improve their self-determination and social inclusion, therefore their quality of life. | |
| Goal | <p>Quantitative:</p> <ul style="list-style-type: none"> ◦ Improvement of the 60% of the PWID competences linked to self-determination and social inclusion in Spanish PWID participants. ◦ Improvement of the 60% of the PWID competences linked to self-determination and social inclusion in Belgium PWID participants. <p>Qualitative:</p> <ul style="list-style-type: none"> ◦ Improvement of the self-determination and social inclusion of Spanish PWID participants. ◦ Improvement of the self-determination and social inclusion of Belgium PWID participants. |
| Acceptance criteria | <p>Quantitative: positive statistical general score mean difference of the whole sample studied.</p> <p>Qualitative: General (NOT BY COUNTRY) improvement of only one dimension: or self-determination or the social inclusion of PWID.</p> |

| | |
|-------------------------------------|---|
| Measuring tools | <ul style="list-style-type: none"> ◦ SELF-INCA TOOL (Competences) ◦ 4 discussion groups (self-determination and social inclusion). 2 discussion groups in Belgium (Educators + PWID) and 2 discussion groups in Spain (Educators + PWID) ◦ Satisfaction questionnaire for PWID. |
| Frequency of the measurement | <p>3 SELF-INCA tool passes: 1) At the beginning of NT1 and NT2; at the end of NT1 and NT2; at the end of the self-management programs.</p> <p>1 pass of a satisfaction questionnaire for PWID taking part in the project at the end of the self-management groups.</p> <p>4 discussion groups at the end of the self-management programs.</p> |
| Facilitator | IMPACT PLAN |
| Person responsible | María Sorzano |

| Name of the indicator | (KPI 2) PRI SATISFACTION AND USEFULNESS |
|--|--|
| Objective | <p>To produce PRI:</p> <ol style="list-style-type: none"> 1. Related to the dimensions of self-determination and social inclusion of the Quality of Life Model. 2. With a high degree of usefulness for those educators willing to implement self-management programs. |
| Definition of the indicator | |
| <p>The social inclusion is formed by community integration and participation, community roles and social support.</p> <p>Self-determination fundamentally refers to people acting as causal agents; that is, as acting volitionally to make or cause things to happen in one's life (Wehmeyer and Mithaug, 2006)</p> | |

| | |
|-------------------------------------|--|
| Goal | <p>Quantitative:</p> <ul style="list-style-type: none"> ◦ 80% degree of satisfaction and usefulness for educators taking part in the project (Ubuntu and IVASS) ◦ 80% degree of satisfaction and usefulness for external educators taking part in the multiplier events. <p>Qualitative:</p> <ul style="list-style-type: none"> ◦ Agreement of educators about the relevance of both dimensions (self-determination and social inclusion) in the 3 units. |
| Acceptance criteria | <p>70% for the quantitative indicators.</p> <p>Qualitative agreement of:</p> <ol style="list-style-type: none"> 1. 2 units comply with the 2 dimensions or 2. 3 units comply with one dimension. |
| Measuring tools | <p>Web-based satisfaction and usefulness Likert scale answered by educators</p> <p>2 discussion groups with educators.</p> |
| Frequency of the measurement | <ul style="list-style-type: none"> ◦ Last day of the training course (C1) ◦ Multiplier event ◦ End of the self-management groups (questionnaire and group discussions) |
| Facilitator | Management Plan |
| Person responsible | Cinta Escalera |

| Name of the indicator | (KPI 3) PR2 METACOGNITION, SATISFACTION AND USEFULNESS |
|---|---|
| Objective | <p>To produce PR2:</p> <ol style="list-style-type: none"> 1. Integrating the metacognitive approach. 2. With a high degree of usefulness for those educators willing to improve the self-determination and social inclusion of people with intellectual disability. 3. With a high satisfaction for PWID. |
| Definition of the indicator | |
| <p>One of the most important challenges of this project is the development of 15 exercises with: a) the integration of the metacognitive approach; b) following the principles of the Universal design for learning and easy-to-read language; and c) being enjoyable for PWID.</p> | |
| Goal | <p>Quantitative:</p> <ul style="list-style-type: none"> ◦ 80% degree of satisfaction and usefulness for educators taking part in the project (Ubuntu and IVASS) ◦ 80% degree of satisfaction and usefulness for external educators taking part in the multiplier events. ◦ Positive statistic differences in the SELF-INCA tool <p>Qualitative:</p> <ul style="list-style-type: none"> ◦ Agreement of educators about the relevance in the exercises of the metacognitive approach and the both dimensions (self-determination and social inclusion) ◦ Very good qualitative satisfaction of the exercises of PWID taking part in the project. |
| Acceptance criteria | <p>70% for the quantitative indicators.</p> <p>Good qualitative satisfaction of PWID.</p> |

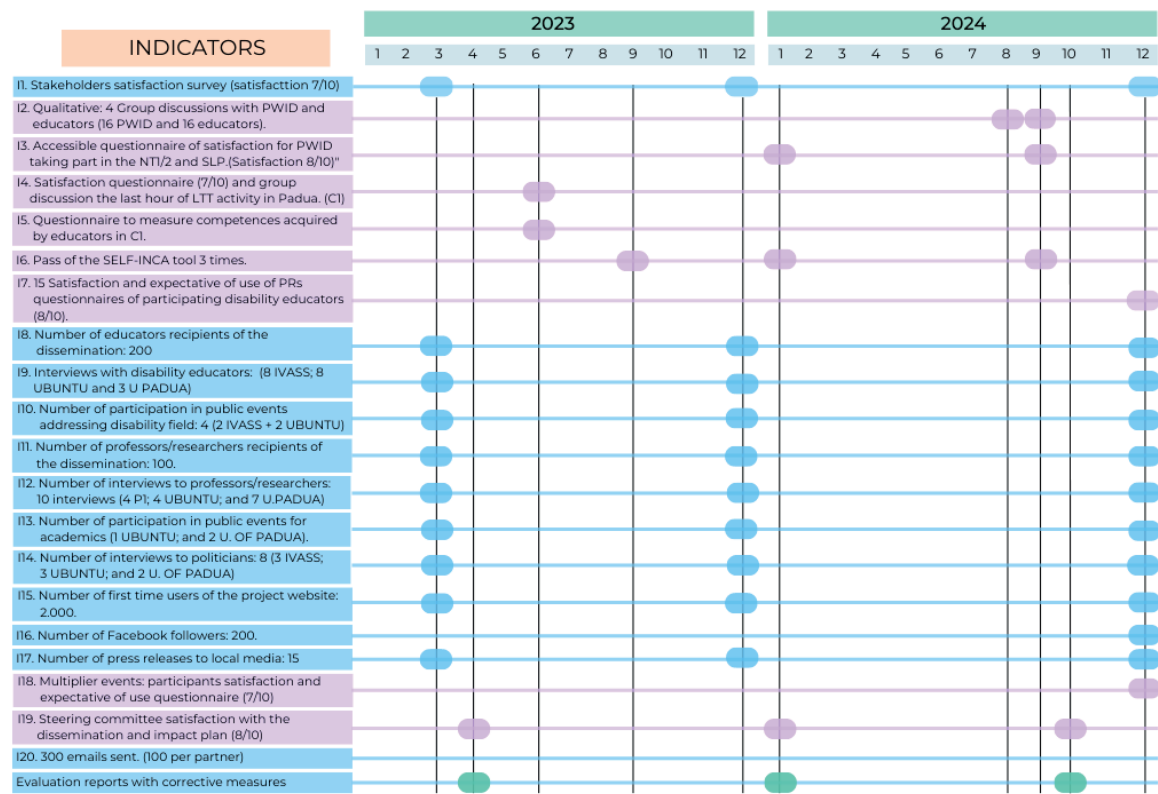
| | |
|-------------------------------------|--|
| Measuring tools | <p>Web-based satisfaction and usefulness Likert scale answered by educators.</p> <p>SELF-INCA tool.</p> <p>2 discussion groups with educators and 2 discussion groups with PWID.</p> <p>Accessible questionnaire for PWID.</p> |
| Frequency of the measurement | <ul style="list-style-type: none"> ◦ Last day of the training course (C1) ◦ 3 passes of the SELF-INCA tool. ◦ Multiplier event ◦ End of the self-management groups (questionnaire and group discussions) |
| Facilitator | Management Plan |
| Person responsible | Francisca Abasolo |

| Name of the indicator | (KP4) MOOC COURSE |
|---|---|
| Objective | To improve the competences of worldwide disability professionals. |
| Definition of the indicator | |
| <p>Number of professionals having successfully finished the course:</p> <ol style="list-style-type: none"> 1. viewing all the contents 2. exam grade higher than 5/10 | |
| Goal | 100 |
| Acceptance criteria | 50 at the end of the project (December 2024) |
| | 90 one year after finishing the project (December 2025) |
| Measuring tools | Information collected from EDU-OPEN Platform of (University of Padua) |
| Frequency of the measurement | December 2024 and December 2025 |
| Facilitator | University of Padua |
| Person in charge | Sara Santilli |

| Name of the indicator | (KP5) PARTICIPATION OF PWID IN ALL PROJECT LEVELS |
|--|---|
| Objective | To involve PWID in all the project activities as much in the implementation as in the management activities. |
| Definition of the indicator | |
| <p>This is a quantitative indicator.</p> <p>It is expected that PWID will take part in the many of the project activities. Several indicators will be used to evaluate the number of participants with intellectual disabilities taking part in the project and the number of activities they are taking part.</p> | |
| Goal | <ul style="list-style-type: none"> ◦ 96 participants in self-management programs. ◦ 96 participants in NT1 and NT2 (National training activities). ◦ 4 participation of PWID in each steering committee meeting. ◦ 16 participants in discussion groups ◦ 2 participants travelling to Brussels to visit European organizations. ◦ 1 Spanish participant taking part physically in Kortrijk meeting. ◦ Participation in at least 10 management project decisions. ◦ 3 MOOC videos recorded. ◦ 16 participants in the multiplier event. |

| | |
|-------------------------------------|---|
| Acceptance criteria | <ul style="list-style-type: none"> ◦ 56 participants in self-management programs. ◦ 56 participants in NT1 and NT2 (National training activities). ◦ 2 participations of PWID in each steering committee meeting. ◦ 1 Spanish participant taking part physically in Kortrijk meeting. ◦ 8 Spanish PWID disseminate the project in other disability organizations. ◦ 16 participants in discussion groups ◦ 1 participants travelling to Brussels. ◦ Participation in at least 6 management project decisions. ◦ 2 MOOC videos recorded. ◦ 8 participants in the multiplier event. |
| Measuring tools | Partners justifications and templates included in the reports partners have to send to IVASS and in the evaluation methodology. |
| Frequency of the measurement | <p>Partners to justify to IVASS in 4 justification periods:</p> <ol style="list-style-type: none"> 1. 10th of December 2022; 2. 10th of June 2023; 3. 10th of December 2023; 4. 31st of January 2024. <p>Evaluation plan:</p> <ul style="list-style-type: none"> ◦ 3rd of June 2023. ◦ 1st of January 2025. |
| Facilitator | Evaluation methodology and Management Plan. |
| Person in charge | Johan Warnez |

8.2. Dissemination and impact indicators



Source: own elaboration

09



ERASMUS+ HORIZONTAL ASPECTS

9. ERASMUS+ HORIZONTAL ASPECTS

SELF-IN project has foreseen to carry out the following activities related to the Erasmus+ Horizontal aspects:

- Minimum 5 online meetings.
- To add a term in the 2 partner's contracts by which partners commit to contribute at national level with the Erasmus+ Horizontal Priorities and report their progresses.
- All PR's will include a section about Erasmus+ Horizontal Priorities.
- Project will develop a document with recommendations for PWID and educators (creating an accessible guide).
- C1 will be implemented by using a blended methodology (Erasmus+ Horizontal Priority)
- Project will develop and publish a final document with recommendations and activities developed (SELF-IN memorandum).

Partners



UNIVERSITÀ
DEGLI STUDI
DI PADOVA



Coordinator



**GENERALITAT
VALENCIANA**

Vicepresidencia y Conselleria
de Igualdad y Políticas Inclusivas



SISTEMA PÚBLICO
VALENCIANO DE
SERVICIOS SOCIALES



INSTITUTO
VALENCIANO DE
SERVICIOS SOCIALES



Co-funded by
the European Union