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ESIPP

EQUITY AND SOCIAL INCLUSION THROUGH
POSITIVE PARENTING

PUBLIC PROJECT REPORT YEAR 3

1 September 2015 – 31 August 2018

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A note on acronyms

This report refers to the work of the ESIPP strategic partnership, and the following acronyms are used throughout to refer to the partners.

Lead organisation:

- The University of Northampton (UN), Centre for Education and Research (CesNER): Northampton, UK.

Partners:

- University of Zagreb, Faculty of Education and Rehabilitation Sciences (ERF): Zagreb, Croatia
- European University Cyprus (EUC): Nicosia, Cyprus (full legal name: European University-Cyprus Ltd)
- Macedonian Scientific Society for Autism (MSSA): Skopje, Former Yugoslav Republic (FYR) of Macedonia
- Autism Europe aisbl (AE): Brussels, Belgium.
- Centar za Autizam (CZA): Zagreb, Croatia
- Target Autism Training and Consultancy Ltd (TA): Rushden, UK.
- Autism Assessment Support Practice Center (AASP): Limassol, Cyprus (full legal name: NCD Calloway Continuing Education Ltd)
- Autism Concern (AC): Northampton, UK



1. Introduction

This report outlines and discusses progress within the Equity and Social Inclusion through Positive Parenting (ESIPP) project during the period from 1 September 2015 to 31 August 2018

This project is a Key Action 2 Strategic Partnership in the field of Adult Education funded by the European Union under its Erasmus+ Programme

This report has been prepared by the project coordinator (Dr David Preece) with initial input from the project manager (Paul Bramble) and all Workstream leads. The draft report was shared with all partners and revised as necessary before submission to the UK national agency.

Up-to-date information can be found regarding the project, with more detail regarding partners and project content, on our website at www.esipp.eu



2. The Equity and Social Inclusion through Positive Parenting (ESIPP) project

2.1 Rationale for the project

Autism is a lifelong condition which affects about 1% of the population (or approximately 7.5m European citizens) as well as those who live with them and care for them. The presence of autism can be extremely challenging to parents and other family members, and autism has been identified as causing greater family and parental stress than any other disability. The condition can challenge traditional parenting styles and cause parents to feel deskilled and disempowered. The presence of autism within the family can negatively affect the educational achievement, employment opportunities and social inclusion of mothers, fathers, siblings and the individuals with autism themselves.

Teaching parents to understand the condition, and to work effectively with schools and other professionals, has been shown to be effective in improving outcomes for individuals with autism and their families. However, though such parent education (PE) programmes have been developed in e.g. Western Europe and the USA, there was little or no availability of such programmes or materials in many areas within Europe, such as parts of South East Europe

2.2. Objectives

Equity and Social Inclusion through Positive Parenting (ESIPP) promoted and contributed to equity and social inclusion by improving the skills, knowledge and understanding of parents of children on the autism spectrum through the development and provision of parent education (PE). The objectives of this project were to bring together a strategic partnership of academics, practitioners, and parents of children with autism to:

- develop an evidence-based model for delivering PE in autism that can be used within the project's target countries and beyond
- develop a core curriculum and locally appropriate PE training materials
- use these materials to provide PE to families living with autism in areas where it was previously unavailable
- evaluate the effectiveness of the materials and the impact of the training using quantitative and qualitative data collection and analysis
- share the model curriculum, tools and materials with stakeholders and make recommendations to policy- and decision-makers
- All objectives were met, as identified below.



2.3. The ESIPP partnership

The ESIPP partnership comprised:

- three Universities – University of Northampton, UK (UoN); Faculty of Education and Rehabilitation Sciences, University of Zagreb, Croatia (ERF); European University Cyprus, Cyprus (EUC)
- one government-funded organisation – Centar za Autizam, Zagreb, Croatia (CZA)
- three non-governmental organisations – Autism Concern, UK (AC); Autism Europe, Belgium (AE); Macedonian Scientific Society for Autism, FYR of Macedonia (MSSA)
- two small enterprises – Autism Assessment Support Practice, Cyprus (AASP); Target Autism, UK (TA).

Partners worked together on the project within seven identified workstreams, each led by a partner organisation:

- Project Management (UoN)
- Programme Development (TA)
- Programme Delivery (ERF)
- Programme Evaluation (UoN)
- Impact and Sustainability (EUC)
- Dissemination (AE)
- Quality Assurance (MSSA)

The University of Northampton (UoN) held overall charge of the project. Its role focused on developing a clear vision for the project, ensuring the different phases and activities took place seamlessly and managing all communication and activity. The team had significant expertise regarding autism and inclusion, including developing and providing PE, as well as in coordinating transnational projects. UoN was well placed to:

- lead regarding overall project management
- coordinate evaluation activity
- coordinate the production of journal articles and conference papers
- contribute to the development of the training model activity and materials.

UoN organised three TPMs.

The Faculty of Education Sciences, University of Zagreb (ERF) was the academic partner in Croatia. Staff there had significant experience of working on European projects, as well as theoretical and practical skills regarding autism, clinical practice and training. Staff in ERF undertook all evaluation activity in Croatia; led on the quantitative data analysis of the project; and coordinated the delivery of the parent education programme (with one staff member becoming a trainer). The ERF team also organised two TPMs.

The Department of Education Sciences at the European University Cyprus (EUC) has an established record of teaching and research in inclusive education and disability studies. It had significant previous experience in transnational European projects, in particular with regard to the development, impact and exploitation of materials: for this reason, EUC led



activity regarding impact and sustainability. Additionally, EUC undertook evaluation activity in Cyprus and led regarding qualitative data analysis. The ERF team organised one TPM.

The Macedonian Scientific Society for Autism (MSSA) is the leading organisation focused on autism within the FYR of Macedonia. The MSSA was instrumental in developing the bid with UoN, and undertook all activity within their country – working on the development and adaptation of the curriculum and materials, organising and delivering training, undertaking evaluation activity, hosting two TPMs and organising a multiplier event.

Autism Europe (AE) is a Brussels-based NGO with considerable expertise in raising public awareness and influencing decision-makers regarding autism. It has over 80 member associations from more than 30 European countries. Its expertise suited it to leading the dissemination activity within the project, as well as taking a major role in working with UoN on the development of the PE Model and Policy Recommendations.

The Centar za Autizam (CZA) in Zagreb provides educational, vocational and social support to individuals with autism, and is a centre of excellence and expertise in Croatia. Staff from the CZA were heavily involved in the development and adaptation of the curriculum and materials, and the organisation and delivery of the PE training sessions across Croatia. It also organised the Croatian multiplier event.

Target Autism (TA) is a specialist autism consultancy, based in Northamptonshire, which provides consultation, training and diagnostic services to local authorities, schools and services across the UK. The partners have considerable experience of delivering training and providing support to families and professionals, and as such TA took the lead regarding the development of the PE curriculum and materials, as well as acting as external expert trainers delivering initial trainings in Croatia and the FYR of Macedonia and supporting the development of local teams in these countries.

Autism Assessment Support Practice (AASP) is an educational centre based in Limassol, Cyprus, which provides support and educational services regarding autism to children, families and professionals in Cyprus. Like Target Autism, the staff have considerable experience regarding the provision of training and support to professionals and families, which suited them to work with TA on the development of the initial curriculum and materials (all of the original artwork was undertaken within AASP). AASP acted as external expert trainers delivering initial trainings in Croatia and the FYR of Macedonia and supporting the development of the local teams. In addition, AASP acted as the local team providing PE in Cyprus, and also organised one TPM and the Cypriot multiplier event.

Autism Concern (AC) was an independent parent-led autism charity based in Northampton with significant expertise in parental support and working with families and individuals with autism. It ensured a parental perspective in the project, keeping the family focus to the fore.



It also shared experiences and expertise with parent groups in SE Europe, empowering these organisations, and made a significant contribution to the development of policy recommendations. It hosted the UK multiplier event. (In September 2017, the trustees of the partner charity Autism Concern voted to merge with a larger charity, Autism East Midlands, from January 2018. Staff involved in ESIPP left AC at the end of November 2017, and the organisation terminated its involvement in ESIPP from that point. AC had fully honoured its commitments.)

As well as the work undertaken within workstreams, the partners worked together through planned regular communications and activities including transnational project meetings, the PE training workshops, meetings with our expert project advisory group and external evaluator and stakeholder conferences (multiplier events) with policy makers, parents and practitioners in Croatia, Cyprus, FYR of Macedonia and the UK. This activity enabled partners to jointly develop, deliver and evaluate the PE curriculum and materials.

The methods for reaching the objectives of the ESIPP project were based on adapting identified best practice in PE regarding autism to fit these materials for use in Croatia, Cyprus and the FYR of Macedonia. Expert practitioners from TA and AASP led the development of a draft curriculum and PE training materials, informed also by a systematic review of the literature regarding PE and a survey of families' interests and needs. After the initial draft was created in English, the curriculum and materials were translated into Croatian, Greek and Macedonian for use in the partner countries. These materials were piloted in each country by the expert trainers supported by local training teams. Feedback informed the further development of the materials, which were then used by local training teams to provide PE in different sites across Croatia, Cyprus and the FYR of Macedonia. Evaluations from participants indicated that the programme was worthwhile, of high standard, and of practical value to parents attending.

Sustainability activity to support the continuation of PE in these countries has been undertaken. In Croatia, the CZA will continue to deliver PE as part of its activity. In Cyprus, the Ministry of Education and Culture has funded AASP to deliver PE in Limassol, Nicosia and Paphos. Within Macedonia, existing trainers will also continue to provide PE in the coming year.

2.4. Innovation and complementarity

he project was innovative a number of ways, including:

- The way it was underpinned by research.
- Its focus on developing a curriculum and locally appropriate training materials to provide PE in autism which can be used in a wider European context.
- Taking PE in autism to areas where such support was previously limited or non-existent.



- Making publicly available a PE curriculum and materials which can be adapted to meet the local needs of parents of children with autism in other countries.
- Providing opportunities for academics, practitioners, parents and other key stakeholders – including individuals on the spectrum – to share knowledge and expertise, learning from each other and fostering long-term partnerships.

2.4.1. Underpinned by research

The development of the PE curriculum and materials were informed by underpinning research. Before these materials were developed, an investigation of PE practice and models was undertaken, current practice regarding PE and family support in Croatia, Cyprus and the FYR of Macedonia was identified and the training needs of families living with autism in these countries were surveyed. Findings from these activities underpinned both the content and process of delivery.

2.4.2. Focus on locally-appropriate materials and delivery

Croatia, Cyprus and the FYR of Macedonia were different from each other in many ways. Not only were the countries' national cultures different, but also their education systems, the level of understanding about autism, accessibility of information, availability of support and parental expectations. No 'one size fits all' approach would have been appropriate in all three countries, and local partners shaped the core curriculum and delivery to match local needs.

2.4.3. Making parent education available in new areas

ESIPP made PE available in new areas and to parents who had previously been unable to access such training. While some limited PE had been available within Cyprus and Croatia, this had been either extremely localised or only available to families who could afford to pay for training. By providing PE at no cost to participants, ESIPP made it much more widely available, particularly in Croatia where the training was provided in settings across the country. PE had never been available in the FYR of Macedonia, and again the team took the project out of the capital city to a range of sites across the country, including Bitola in the south-west and Debar on the Albanian border (and with a population that was 75% Albanian).

2.4.4. Adaptability to local needs in other countries

ESIPP materials are based on identified autism good practice and are intended to be adaptable to other settings beyond these three countries. The materials are provided in four languages (Croatian, English, Greek and Macedonian) and trainer notes have been developed by the training teams to support adaptation. As well as within the project's target countries, ESIPP partners have already used the materials to deliver parent education in e.g. India and the United Kingdom.



2.4.5. Sharing expertise and fostering partnerships

The ESIPP partnership comprised a wide range of academics, professionals, parents and individuals on the spectrum, some of whom held multiple stakeholder positions (e.g. parent/professional, professional/individual on spectrum). Partners have learned from each other and have used the relationships developed within ESIPP to move autism practice and project working forward in the project countries. Examples of such developments include KA1 staff mobility by Croatian and Macedonian partners, supported by TA; a KA2 strategic partnership to develop teacher education in autism involving Belgian, Croatian, Macedonian and UK partners; a further Erasmus+ proposal developed by UoN and EUC; work by the MSSA and UoN on a project to develop 'autism-friendly' museums. This is all value-added activity derived from ESIPP.

2.4.6. Complementarity

The project is complementary to other Erasmus+ projects such as Sharing European Knowledge on Autism: Training Programs for Parents (an early intervention programme in Austria, Romania, Turkey and UK) and Transform Autism Education (focused in Italy and Greece). However, it is distinct from such projects regarding content, setting and focus and makes a unique contribution.



3. Carrying out the ESIPP project

3.1. Indicators of Achievement

A wide range of activities were undertaken and indicators of achievement identified to ensure the project reached its objectives produced its results. Quantitative and qualitative measures were developed to identify success. Indicators focused on meeting the defined objectives and developing the intellectual outputs as planned and to schedule. They were monitored against identified activities on an ongoing basis. These indicators focused on:

- achievement of project milestones
- development of Intellectual Outputs
- successful delivery of the parent education programme
- stakeholder engagement
- rigorous evaluation activity
- effective dissemination
- making project materials available.

Assessment against these indicators has identified that the project has been successful in reaching its targets and producing its results. GLPM's external audit reports also identified the success of the project. The final report noted:

“The ESIPP project is approaching its final stages in a very healthy situation; its impact has already been significant, its engagement with the target groups has been very effective and the resulting feedback very positive, its likely impact at the policy level appears very promising and the partners continue to work dynamically and with conviction. No areas of weakness or shortfall can be identified, nor can any delay.”

3.2. Management Systems

Overall project and budget control were ensured by the Project Steering Group and Financial Management Committee. The project coordinator worked with the project manager and designated University accountant to ensure financial control complied with both EU and University procedures and requirements. A rigorous risk management plan was developed at the start of the project, with all project partners contributing to the development of the project's risk register, and risk management was a standing agenda item at all meetings.

3.3. Cooperation and communication

Cooperation and communication between the partners and relevant stakeholders have been excellent, with high levels of enthusiasm throughout. All partners were passionate about the issue being addressed, and this common focus was of tremendous importance in supporting the team ethos – all partners went 'above and beyond' to deliver the project and



to develop materials to a high standard. All national (and many international) partners knew each other before the project, as ESIPP was planned over a number of years. This enabled the team to 'hit the ground running'. The parent survey undertaken in autumn 2015 required all funded partners – as well as associated parent groups – to work together in a highly-focused way, and this work ethic was maintained throughout the project. Workstream leads had a clear understanding of their roles, and the team worked together in a spirit of 'ego-free' partnership, which enabled the project to move on smoothly and effectively.

Communication was a particular strength of the project, and there was effective communication within partner organisations, within national helix groups, within workstreams and within the project as a whole. Partners were open, honest and respectful in their dealings with each other and a spirit of close collaboration and critical positivity was developed. This was essential in a project where it had been identified that no one solution or approach would be appropriate for all settings.

3.4. Target groups

The ESIPP project had a number of target groups.

- The principal group, providing the underpinning rationale for the project, were parents of children with autism and other family members who attended the trainings (and indirectly, of course, their children with autism). Parents were engaged at all stages of the project. The national parent groups supported throughout, and the project team included parents both in the development of the tools and as trainers. In total 335 parents attended the ESIPP PE workshops. The project provided PE to parents who could otherwise not have engaged with such activities, and in areas where such provision was previously inaccessible. This was highlighted by the Macedonian team's training in Debar, a predominantly ethnic Albanian town, where such an event was previously unknown; and the final trainings in Split, Croatia, attended by 34 parents, and Nicosia, Cyprus, attended by 35.
- Practitioners in the field were another key target group. Practitioners from within the MSSA and AASP, as well as from the CZA and its partners, were trained as trainers to deliver the parent education programme. A key 'value-added' impact of ESIPP resulted from these practitioners taking what they have learned from the project back into their daily practice in schools and settings within Croatia, Cyprus and the FYR of Macedonia: this has greatly increased the number of children on the spectrum impacted by the training. Practitioners were also engaged via the stakeholder conferences (multiplier events).
- Policy- and decision-makers in Croatia, Cyprus and the FYR of Macedonia were engaged via the stakeholder conferences. Before the start of each conference, round-table discussions were held – attended by key policy-makers, members of the Project Board and parents – presenting the project and seeking commitment to support the ongoing sustainability of PE. Not only were such commitments given, but policy-makers also supported the development of training in autism for practitioners, leading to a further Erasmus+ project. Engagement between policy-makers and ESIPP partners in these countries has also been strengthened, leading to



further opportunities for development, and raising the profile of autism and inclusion.

A key focus of the ESIPP project was the involvement of participants with fewer opportunities. All of the families attending PE trainings could be identified as having fewer opportunities through living with autism in their families, and in some cases through the presence of other conditions and disabilities, or through being on the autism spectrum themselves. Many of these families were facing economic hardship, social exclusion and stigma, due to the lack of support available to them or due to wider social attitudes. The nature of the geography and demography of Croatia, Cyprus and the FYR of Macedonia were also such that many families faced both geographic obstacles (due to living far away from centres of population and services) and/or cultural difficulties (e.g. belonging to minority ethnic groups).

The ESIPP project sought to mitigate these difficulties. Parents were consulted initially to identify the most convenient and appropriate times for trainings to occur, and timetables were adjusted to match local need. Materials were translated as appropriate, and ESIPP trainers worked with local practitioners to ensure local appropriateness. It was acknowledged that in some areas of the countries (outside the main population centres) there were only small number of identified families living with autism. Therefore, additional trainings were provided to meet the needs of populations in these areas. The FYR of Macedonia is a good example, where seven ESIPP trainings were held in five different towns across the country.

A key issue raised by the Advisory Group concerned the involvement of individuals on the autism spectrum from Croatia, Cyprus and the FYR of Macedonia in the project. Young people with autism were involved in the design of the project's logo and visual identity (via an art competition held for children on the spectrum in these countries); and further young people were involved in competitions to design the project's e-Christmas card in 2016 and 2017. The project also sought to identify and engage with self-advocates from within these countries, with a view to individuals speaking at the local multiplier events; however, the diagnostic situation within these countries precluded this (e.g. in 2015, fewer than 500 adults in Croatia had an autism spectrum diagnosis) and it was not possible to recruit speakers.



4. Transnational Project Meetings

We held nine transnational project meetings (TPMs): three in the UK (including one linked to Autism Europe's International Congress in Edinburgh, and two each in Croatia, Cyprus and FYR of Macedonia). Representatives from all partners attended each meeting. Meetings were crucial to project coordination and implementation, providing opportunities to discuss and develop intellectual outputs, work together in workstreams, collectively problem-solve, and plan future activity. As the project progressed, TPMs reflected developments that had taken place and the requirements of subsequent phases. Meetings took place as below:

- TPM1: Northampton, 28-30 September 2015
- TPM2: Nicosia, 21-22 January 2016
- TPM3: Skopje, 15-16 June 2016
- TPM4: Edinburgh, 15-18 September 2016
- TPM6: Northampton, 29-30 June 2017
- TPM7: Skopje, 2-3 November 2017
- TPM8: Limassol, 22-23 March 2018
- TPM9: Zagreb, 4-6 July 2018



5. Intellectual Outputs

The project developed the following intellectual outputs:

- A parent education in autism curriculum and training materials
- Reports identifying the work undertaken by the strategic partnership
- A document for policy-and decision-makers identifying the ESIPP parent education model and making recommendations regarding the provision of parent education
- Academic journal articles regarding the work undertaken within the project.

5.1. Parent Autism Education Programme Curriculum

This comprises the overall parent education curriculum which provides the framework for the parent education programme.

All partner organisations contributed to the work undertaken to develop this curriculum, and the cooperation and collaboration between practitioner, parent and academic partners has been outstanding. An initial review of the literature was undertaken by UoN and MSSA partners when developing the proposal. To develop the curriculum, this literature review was extended, with contributions from partners from ERF and EUC. At the same time, all partners were involved in identifying and analysing different training models in autism.

To ensure that the views of parents of children with autism in Croatia, Cyprus and the FYR of Macedonia concerning PE were considered – with regard not only to curriculum content but also delivery – a survey of families in these three countries was undertaken in autumn 2016. In total, 266 questionnaires were distributed and 148 returned, a response rate of 58%. The survey identified high interest in PE workshops, with approximately 90% of respondents wishing to attend such events. Barriers to attendance and preferences regarding delivery were identified.

There was wide variation between respondents regarding training priorities. This supported the project's initial premise: that no single training model or curriculum would be appropriate across the three countries, and that consideration must be given to bespoke content and bespoke delivery methods. Nonetheless, five core topics were highlighted by more than 60% of respondents across all three countries. These were:

- Strategies for enhancing my child's communication
- Strategies on facilitating my child's interaction with other children
- Sensory integration and development
- General information on behavioural management strategies
- Identifying and/or developing socialization opportunities

These topics, which comprise key difficulties in autism, became the content of the core Parent Education Curriculum. An initial draft curriculum was in place by January 2016, enabling work on the training materials to be undertaken with confidence. This document:

- Identifies the rationale for the PE programme
- Identifies how the core curriculum was identified



- Maps parental priorities and specific topics across the six modules of the core programme
- Outlines the learning objectives for each of the six modules
- Identifies potential non-core activities
- Discusses the delivery methodology.

This curriculum is underpinned by research and has high general transferability to other countries. It is produced in Croatian, English, Greek and Macedonian.

5.2. Parent Autism Education Training Materials

These are the PE programme training materials, through which the PE curriculum has been presented to families attending the workshops. Again, all partner organisations in the partnership contributed to the development of the materials, again with a high level of cooperation and collaboration between practitioner, parent and academic partners. These materials have been developed in the light of current best practice in autism and research evidence.

Draft materials were developed to address the identified curriculum through what was named the 'Positive Approaches to Autism' programme. These were initially presented by TA and AASP, supported in Croatia and FYR of Macedonia by local trainers. Following initial revision, the materials were delivered by the local training teams and further refined.

The programme comprises six modules. These are:

- *Module 1:* An introduction to autism
- *Module 2:* Practical strategies to manage behaviour through visual structure
- *Module 3:* Managing sensory sensitivities
- *Module 4:* Exploring communication and its impact on behaviour
- *Module 5:* Positive approaches to social development and interaction
- *Module 6:* Understanding and managing challenging behaviour

PowerPoint presentations have been created for each module, which are available in Croatian, English, Greek and Macedonian. Angela Winstanley of AASP created original artwork for use in all core module presentations. This has resulted in a standardised and consistent look to the materials that is unique to 'Positive Approaches to Autism'. Where photographs or video clips are used in training these are of partners' own work and/or written consent for their use has been given.

These materials have been differentiated to address both local cultural issues and differences regarding children's needs (e.g. younger and older children, verbal/non-verbal children). The presentations are augmented by supporting materials and trainer notes have been developed by TA, AASP, CZA and MSSA trainers to identify local issues and differentiation and identify areas for consideration by those considering to use them. They have also been used already in UK and Indian contexts and have high transferability.



5.3. ESIPP Progress Report

This was initially identified in the proposal as a report upon the first year's activity. Following clarification of the reporting schedule in the grant documentation, adjustments were needed to align the ESIPP reporting schedule with that required by the national agency. As a result, this report, which was initially planned to be developed in August 2016, was renamed the Progress Report, to cover the period 01/09/2015 – 31/05/2016. This document reports upon all activity undertaken within the ESIPP project between 1 September 2015 and 31 May 2016. It was submitted to the national agency in a timely manner in June 2016. A public 'Year 1' version of the document was prepared and shared via the project's website.

5.4. ESIPP Interim Report

This was initially identified in the proposal as a report upon the second year's activity. As with 5.4, and following clarification of the reporting schedule in the grant documentation, adjustments were needed regarding this Intellectual Output to align the ESIPP reporting schedule with that required by the national agency. As a result, this output, which was initially planned to be developed in August 2017, was renamed the Interim Report, to cover the period 01/09/2015 – 28/02/2017. This document reports upon activity undertaken within the ESIPP project between 1 September 2015 and 28 February 2017. It was submitted to the national agency in a timely manner. A public 'Year 2' version of the document was prepared and shared via the project's website.

5.5. ESIPP Final Report

This was initially identified in the proposal as a report upon the second year's activity. As with the reports above, and following clarification of the reporting schedule in the grant documentation, adjustments were needed to align the ESIPP reporting schedule with that required by the national agency. As a result, this output, which was initially planned to be developed in August 2018, was renamed the Interim Report, to cover the period 01/09/2015 – 31/08/2018, and to be prepared for submission by October 2018. This document reports upon activity undertaken within the ESIPP project between 1 September 2015 and the end of the project. It will be submitted to the national agency in a timely manner. This is the public 'Year 3' Report.

5.6. Parent Education Model and Policy Recommendations

This intellectual output is a succinct and focused document regarding parent education in autism, prepared for policy- and decision-makers in the project countries and more widely across Europe. The document:

- Identifies the need to provide effective support to families living with autism
- Identifies the legal obligation to provide such support
- Identifies the impact of parent education
- Presents the ESIPP project, supported by parental testimonies



- Makes key recommendations regarding the provision of parent training.

The document presents the project, its underpinning philosophy and key messages in a short and accessible format, specifically designed by the UoN and AE (based upon the latter's extensive expertise and experience in engaging in dialogue with decision-makers and influencing policy). All ESIPP partners and associated parent organisations provided significant input into the document, as did the members of the Project Advisory Group.

The document was initially prepared in English, and an initial Greek translation was presented to delegates at the Cyprus ME in March 2018. Further work was undertaken by partners, in accordance with the project timeline, to develop Croatian, French and Macedonian versions of the document, as well as an accompanying video (also in Croatian, English, French, Greek and Macedonian). It was decided to develop a French version in order to reach a wider audience, given the importance of the French language within EU institutions). This is the first document of its kind to have been developed with regard to parent education in autism, and significant activity was undertaken within the partner counties on June 1 2018 (Global Day of Parents) to publicise these recommendations and to highlight the importance of providing education and support to parents of children with autism.

5.7. Journal articles

This intellectual output is described in the proposal as follows: 'These are academic journal articles regarding the work undertaken within the project. These will be submitted to a range of national/international journals including both practitioner and academic journals. A minimum of two journal articles will be submitted by the partnership per year'.

Activity has exceeded the project's initial expectations and plans. A number of articles regarding the ESIPP project have appeared in the Journal of Special Education and Rehabilitation, an open access academic journal published at the University of SS Cyril & Methodius in Skopje, FYR of Macedonia.

- An article discussing the ESIPP project and TPM1, written by Jasmina Troshanska (MSSA), Journal of Special Education and Rehabilitation (2015) 16 (3-4), 119-121: [http://jser.fzf.ukim.edu.mk/files/2015\(3-4\)/119-121-Jasmina%20Troshanska-vesti%20za%20Erasmus%20plus%20%20proektot.pdf](http://jser.fzf.ukim.edu.mk/files/2015(3-4)/119-121-Jasmina%20Troshanska-vesti%20za%20Erasmus%20plus%20%20proektot.pdf)
- An article by Jasmina Troshanska (MSSA) discussing the IX Autism Europe Congress, and the ESIPP presence at this conference, Journal of Special Education and Rehabilitation (2016) 17 (1-2) 124-125: [http://jser.fzf.ukim.edu.mk/files/2016\(1-2\)/10.\(str.124-125\)Jasmina-Trosanska.pdf](http://jser.fzf.ukim.edu.mk/files/2016(1-2)/10.(str.124-125)Jasmina-Trosanska.pdf)
- An article discussing TPM3, again written by Jasmina Troshanska (MSSA), Journal of Special Education and Rehabilitation (2016) 17 (3-4), pp 142-143: [http://jser.fzf.ukim.edu.mk/files/2016\(3-4\)/10.\(str.142-143\)Jasmina-Trosanska.pdf](http://jser.fzf.ukim.edu.mk/files/2016(3-4)/10.(str.142-143)Jasmina-Trosanska.pdf)
- An article by Filip Jurtoski (MSSA) regarding the parent workshop in Veles. Journal of Special Education and Rehabilitation (2017) 18 (3-4), pp126-127: [http://jser.fzf.ukim.edu.mk/files/2017\(3-4\)/08.%20\(str%20126-127\)%20Filip%20Jurtoski-3-4-2017.pdf](http://jser.fzf.ukim.edu.mk/files/2017(3-4)/08.%20(str%20126-127)%20Filip%20Jurtoski-3-4-2017.pdf)



- An article discussing the Northampton Multiplier Event and TPM6, written by Ana Shikaleska (MSSA). Journal of Special Education and Rehabilitation (2017) 18 (3-4), pp 128-129: [http://jser.fzf.ukim.edu.mk/files/2017\(3-4\)/09.%20\(str%20128-129\)%20Ana%20Shikaleska-3-4-2017.pdf](http://jser.fzf.ukim.edu.mk/files/2017(3-4)/09.%20(str%20128-129)%20Ana%20Shikaleska-3-4-2017.pdf)
- An article discussing the ESIPP project, its rationale and activity within the first year of the project was written by Croatian partners Sanja Blažević and Ana Ružić from CZA and Jasmina Stošić from ERF. This was published in the Croatian journal Autizam <http://esipp.eu/wp-content/uploads/2018/09/ESIPP-autizam.pdf>
- An article presenting the findings of the initial parent survey, authored by David Preece (UoN), Loizos Symeou (EUC), Jasmina Stošić (ERF), Jasmina Troshanska (MSSA), Katerina Mavrou (EUC), Eleni Theodorou (EUC) and Jasmina Frey Škrinjar (ERF) was published open access in the European Journal of Special Needs Education (2017) 32(2), pp 252-269. <https://www.tandfonline.com/doi/abs/10.1080/08856257.2016.1223399>
- An article reviewing the literature regarding parent education in autism by David Preece (UoN) and Vladimir Trajkovski (MSSA) has been published open access in the Croatian Review of Rehabilitation Research (2017) 53(1), pp128-138. https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=271042
- A chapter written by David Preece is awaiting publication in a book gathering together papers based on presentations given at the VII Brazilian Congress on Special Education (held at the Federal University of Saõ Carlos, Saõ Paulo State, Brazil in November 2016). This is entitled 'Helping parents to understand and support their children with autism through parent training in south east Europe: the 'ESIPP' project'.
- A paper by Jasmina Troshanska (MSSA) and David Preece (UoN) regarding the delivery of ESIPP in the FYR of Macedonia is awaiting publication in the Proceedings of the Conference of University of Ss Cyril & Methodius International Conference (held in Ohrid, September2018).

Two further papers are currently under review:

- A paper by David Preece and Paul Bramble, 'Identifying impact in a transnational project providing parent education for families living with autism in south-east Europe', is under review for the journal Challenging Exclusion: The International Journal for the Promotion of Inclusive Societies. This is published in India and is presenting the project to a wider audience outside Europe.
- A paper by Jasmina Troshanska, Vladimir Trajkovski, Filip Juratoski (MSSA) and David Preece (UoN), 'The impact of ASD on Macedonian families and their experience of parent education' is under review for Journal of Special Education and Rehabilitation.

Further articles are planned to report on the results of the academic evaluation of the project, and the experience of family life with autism in south-east Europe.



6. Multiplier Events

The project team organised four Multiplier Events (ME). These events were designed to act as local conferences to raise awareness about the importance of parent education in autism; to share the work of the project; and to share the expertise of the project partners with a wider audience.

The three MEs in Croatia, Cyprus and the FYR of Macedonia all included round-table discussions with local and national policy makers (including e.g. government ministers, senior civil servants), undertaken with a focus of raising awareness regarding the importance of PE in autism, and obtaining support for sustainability activity. The UK ME did not include such a discussion, as the ESIPP PE programme was not taking place there. These discussions were important not only with regard to the sustainability of PE in the three countries, but also regarding the development of the ASD-EAST project to develop teacher training in autism within Croatia and the FYR of Macedonia.

Signed attendance sheets were collected at each event. The ESIPP proposal goals for each multiplier event were all achieved. The content of each ME is described below.

6.1. Zagreb, Croatia: 13 March 2017

This one-day ME was held at the Tribina Grada Zagreba, a conference venue in the centre of the city of Zagreb, on 13 March 2017. It was organised by the Centar za Autizam, and was attended by 108 stakeholders from Croatia and neighbouring countries (Slovenia, Bosnia-Herzegovina). Simultaneous translation into Croatian/English was provided.

An initial round-table discussion (conference coordinator, local project partners from CZA and ERF, parent representatives, and representatives from the Croatian government (including a minister and senior civil servants responsible for education, health and social care), presenting the project to these decision-makers and discussing the need for PE as a small group.

Following this, the general conference was opened by Žarka Klopotan (CZA) supported by Jasmina Stošić (ERF). It began with morning presentations by Lidja Penko, a parent and president of the Association for the Care of Autistic People, based in Rijeka, Croatia; an introduction to the project by David Preece (UoN) and progress to date; and an outline of the PE programme curriculum and content by Ron Fortuna (TA).

After lunch, Julia Hardcastle (AC) gave a presentation regarding parents working together to influence policy, following which materials from two of the modules were presented to the stakeholders: Managing Sensory Sensitivities (Angela Winstanley, AASP) and Understanding and Managing Challenging Behaviour (Angela Capper, TA). This was followed by group discussions and a plenary.



6.2. Northampton, UK: 28 June 2017

This one-day ME was held at the King's Park Conference Centre in Northampton, and was organised by Autism Concern. It was attended by 100 delegates from across the UK. Following an introduction by Julia Hardcastle (AC), the ESIPP project and progress to date was introduced by David Preece (UoN), following which Ron Fortuna (TA) introduced the ESIPP parent education programme, curriculum and materials. Presentations were then given by partners from the three countries in which ESIPP training was being undertaken, outlining the situation faced by families there, how the training was being delivered, and its impact on families. These presentations were given by Jasmina Troshanska (MSSA), Sanja Aguila-Muñoz (CZA) and Nefi Charalambous-Darden (AASP). These presentations were supported by videos interviews with parents who had attended ESIPP training.

Over a working lunch, delegates had the opportunity to see the ESIPP curriculum and materials and discuss the content of the sessions with the project team. In the afternoon, invited presentations were given by Debbie Elley, a mother of two children on the autism spectrum, focused on 'the things that I wish I'd been taught'; and by Meike Illing-Whitby regarding supporting children to improve their motor coordination skills. The day was closed by Ron Fortuna and Angela Capper (TA) who answered questions from the audience concerning the ESIPP project.

6.3. Skopje, FYR of Macedonia: 1 November 2017

One hundred and fifty parents, professionals, students, policy-makers, journalists and other stakeholders attended ME3, held on November 1, 2017, in the Museum of the Macedonian Struggle in Skopje and hosted by the MSSA. Simultaneous translation (Macedonian/English) was provided.

The one-day conference began with an initial round-table discussion (conference coordinator, local project partners from MSSA, parent representative, and representatives from the Macedonian government – including the State Advisor from the Office of the Prime Minister, and representatives of the Ministries of Education and Science) presenting the project to these decision-makers and discussing the need for PE as a small group.

Following this, the general conference was opened by Vladimir Trajkovski (MSSA). Zoran Giev, parent of a child with autism and participant in ESIPP training, presented about his experience of living with autism and the pressures facing such families in the FYR of Macedonia. David Preece introduced the ESIPP project and activity to date and Ron Fortuna (TA) presented the ESIPP parent education programme, curriculum and materials. Presentations were then given by partners from the three countries in which ESIPP training was being undertaken, outlining the situation faced by families there, how the training was being delivered, and its impact on families. These presentations were given by Jasmina Troshanska (MSSA), Sanja Aguila-Muñoz (CZA) and Nefi Charalambous-Darden (AASP). These presentations were supported by videos interviews with parents who had attended ESIPP training.

After lunch, Julia Hardcastle (AC) gave a presentation regarding parents working together to influence policy, following which materials from two of the modules were presented to the stakeholders: Managing Sensory Sensitivities (Nefi Charalambous-Darden, AASP) and



Understanding and Managing Challenging Behaviour (Angela Capper, TA with Filip Jurtoski, MSSA). This was followed by group discussions and a plenary before closing.

6.4. Limassol, Cyprus: 21 March 2018

E4 was held in the Panos Solomonidis Hall in Limassol on 21 March 2018, hosted by AASP. It was attended by 90 delegates from Cyprus and Greece.

The one-day conference began with an initial round-table discussion (conference coordinator, local project partners from AASP and EUC, parent representatives, and representatives from unions, universities and local/national government) presenting the project to these decision-makers and discussing the need for PE as a small group.

Partner Nefi Charalambous Darden (AASP) welcomed participants. This was followed by presentations giving the perspective of Cypriot parents (Andri Sheitani, mother of a child on the spectrum) and Elli Sophocleous Maraggou, representing the Municipality of Limassol. David Preece (UoN) presented the ESIPP project and progress to date and Ron Fortuna (TA) and Angela Winstanley (AASP) introduced the parent education programme curriculum and materials.

Presentations were then given by partners from the three countries in which ESIPP training was being undertaken, outlining the situation faced by families there, how the training was being delivered, and its impact on families. These presentations were given by Jasmina Troshanska (MSSA), Ana Ružić (CZA) and Nefi Charalambous-Darden (AASP). These presentations were supported by videos interviews with parents who had attended ESIPP training. Aurélie Baranger (AE) and David Preece (UoN) introduced the Policy Recommendations, before a final plenary session.



7. Parent Education activities

Five cohorts of parents were trained in Croatia, Cyprus and the FYR of Macedonia – a total of 335 parents. The PE workshops took place as follows.

7.1. Croatia (114 participants in total)

- Cohort 1 – Zagreb, April/November 2016: 25 participants
- Cohort 2 – Zagreb, February 2017: 24 participants
- Cohort 3 – Rijeka, July 2017: 7 participants
- Cohort 4 – Osijek, October 2017: 24 participants
- Cohort 5 – Split, March 2018: 34 participants

7.2. Cyprus (132 participants in total)

- Cohort 1 – Limassol, March/October 2016: 28 participants
- Cohort 2 – Limassol, March 2017: 24 participants
- Cohort 3 – Limassol, June 2017: 21 participants
- Cohort 4 – Nicosia, September/October 2017: 24 participants
- Cohort 5 – Nicosia, March 2018: 35 participants

7.3. FYR of Macedonia (89 participants in total)

- Cohort 1 – Skopje, March/September 2016: 20 participants
- Cohort 2 – Skopje, February 2017: 16 participants
- Cohort 3 – Veles, June 2017: 10 participants
- Cohort 4 – (a) Ohrid, September 2017: 11 participants, (b) Bitola, October 2017: 12 participants
- Cohort 5 – Debar, February 2018: 20 participants



8. Impact of the ESIPP project

8.1. Parents of children and young people with autism attending PE

The project has already had a significant direct impact on parents of children with autism. Three hundred and thirty-five parents/carers attended the PE programme – provided in nineteen courses in eleven sites – with a further 90 parents attended additional non-core training. Such PE was previously inaccessible, and is improving the lives of families in the target countries. Feedback from families attending training has been positive, and evaluation has identified that:

- 84% parents took away practical strategies to use with their children
- over 70% reported that they gained ideas to keep their child happy and an increased knowledge about autism
- 47% were able to increase their child's social opportunities through attendance
- 40% developed a support network

A validated Quality of Life scale, the CarerQoL, was used to gather data before and after attending the PE workshops. Analysis of pre-PE and post-PE responses using the Wilcoxon signed-ranks test identified statistically significant differences with regard parental happiness ($p=0.000$). It is suggested that this may result from the PE programme both improving parental understanding and awareness and giving them access to strategies that could make a positive difference in their lives.

Further parents and families will be impacted as PE workshops continue to be run in the three countries.

8.2. Families of children and young people with autism whose parents have attended ESIPP training

Evaluation identified that after the training over 70% of participants attending workshops felt empowered to respond to broader family concerns about autism. Not only parents but grandparents and siblings also attended the workshops, which broadened impact.

8.3. Children and young people with autism whose parents have attended ESIPP training

Analysis of the data collected in the post training interviews identified that parents identified positive changes in their children. Areas of impact identified include:

- Communication
- Reduction in obsessions
- Dealing with sensory issues

This is illustrated by parents' statements.



“Those pictures... I haven’t used before, I use now and they help a lot in him understanding. We write the meaning on every picture...his understanding has improved since we use those pictures.” (Parent, FYR of Macedonia)

“I figured out some things that affect him I mean, the bright daylight, I didn’t know it affected him before.” (Parent, Cyprus)

Further children will be impacted as the PE sessions continue. Furthermore, the upskilling of local trainers has meant that ESIPP skills have been transferred into their practice in the classroom and is therefore impacted even more children with autism in these countries.

8.4. Other stakeholders

The project has exceeded expectations voiced within the original proposal. As identified elsewhere, almost 450 stakeholders attended MEs, and as 6.2 (Dissemination) identifies, significant activity has been undertaken to reach stakeholders via conference presentations. The ESIPP project has been presented to a parents, professionals, academics and policymakers through a raft of different media and interest in the project and project materials has been voiced from as far afield as the Baltic States, Brazil, Eastern Europe, Israel and the Philippines. ESIPP materials will provide these stakeholders with tools with which to support and undertake parent training elsewhere. The policy guidelines have now been launched as the project comes to its end. It is acknowledged that longer-term systemic impact takes time to occur, but the support given by policy makers to both sustainability activity and further projects identifies its impact.

8.5. Impact on project partners

Participation in the project had a clear impact on project partners. People from different cultural and national backgrounds worked effectively to a common aim. Expectations, assumptions and prejudices were challenged, and a shared ethos developed. Friendships were formed or rekindled. Participants improved skills, knowledge and expertise regarding autism, parent training, project work and project evaluation. Cross-country and intra-country relationships were forged: these will support sustainability after the end of the project lifetime. Skilled parent training teams were developed within AASP, CZA and MSSA.

Participation impacted positively on their professional development: areas of development identified by most partners included project management and organisational skills, improved English language skills and improvements in collaborative working. Participation provided opportunities for partners to reflect on different models of practice and working, comparing their knowledge and professional style with others.

8.6. Partner organisations

Partners also noted significant impact with regard to their organisations, across the whole range of partners. Universities identified benefits resulting from transnational working, networking and collaboration. For other partner organisations, particularly schools, NGOs and small businesses, participation was felt to have had an even more significant impact,



particularly with regard to increased visibility, the broadening of professional networks and reputational enhancement.

Participation brought about positive changes within all organisations. These included:

- introduction of more structured approaches for managing data
- improved inter-agency working
- strengthening of relationships with parent organisations.

New partnerships/activities developed due to participation, including:

- Erasmus+ Key Action 1 mobility activities, enabling teachers from Croatia to visit the United Kingdom to observe practice in British schools
- The development of further KA2 strategic partnerships involving partners from within ESIPP
- Invitations to join other projects or partnerships as a result of increased visibility.
- Success in obtaining further funding to undertake activity as a result of participation.

8.7. Local impact

ESIPP was extremely successful at making an impact at a local level.

- As identified, parents attending PE workshops in eleven different localities in Croatia, Cyprus and the FYR of Macedonia have improved their skills.
- Educators too, from Zagreb and Rijeka (Croatia), Limassol (Cyprus) and Skopje (FYR of Macedonia), have improved their skills and are taking what they have learned back into their day to day practice.
- Academics based in Nicosia (Cyprus), Northampton (UK), Skopje and Zagreb have developed their skills in programme evaluation, as well as in undertaking and analysing transnational data sets, which will enhance further activity in these areas.
- KA1 staff mobility activity arising out of ESIPP has further enhanced the practice and skills of teachers associated with CZA and MSSA.

8.8. Regional/National impact

Though the trainings were held in eleven different localities, many families travelled in order to attend ESIPP PE workshops, and, therefore, they impacted directly on workshop participants from across the whole breadth of the three countries. The close links that partners had with local and national governments and agencies, and the effectiveness of the MEs, has meant a true national impact has been achieved, and embedded the programme in these countries. It has also led national governments and agencies to support further projects by partners, increasing impact further. TV and radio broadcasts in Croatia, Cyprus and FYR of Macedonia have further ensured a national presence in these countries.

Conference presentations have meant that stakeholders have been engaged more widely across the project countries – e.g. presentations in the UK have included not only the UoN



campus, but King's College London, University of Roehampton, and Edinburgh – all these events have been attended by all stakeholder groups.

8.9. European Impact

As well as activity within the partner countries, ESIPP has had wider European impact. In particular, there has been wide interest within Eastern Europe and the Baltic States. Conference presentations have been given across Europe – e.g. Ireland, Netherlands, Norway, Serbia – and Polish interest in the project led to academics and professionals in that country joining with ESIPP partners to form the ASD-EAST strategic partnership.

8.10. International impact

Through attendance and presentations at international conferences, ESIPP reached a global audience. Partners from UoN presented the project at the VII Brazilian Congress on Special Education in November 2016, attended by 1700 delegates, as well as at the National Institute for Empowerment of Persons with Multiple Disabilities in Chennai, India. The project's Facebook site and website evidence high interest in the project from the USA and Middle East, while the project has been followed and engaged with on ResearchGate by researchers from France, Greece, India, Israel, Serbia, Turkey and the USA.

The ongoing international impact of the project is supported by the sustainability of the website after the end of the project, ensuring all the outputs are still available on the website.



9. Dissemination

9.1. Dissemination planning

AE developed the Dissemination Plan, which was shared at TPM2. This was designed to gain maximum impact at all levels, reaching key stakeholders who may have interest/responsibility regarding training PE in autism.

A communication mix was developed for the project lifespan, and partners identified key stakeholders in their countries/networks to whom dissemination activity was addressed.

Key success factors to ensure effective dissemination were identified and addressed as identified below.

- Clear visual identity. A clear visual identity was created based around the winning logo competition entry. This was used in website, banners, posters, banners and presentations.
- Harmonising dissemination contents. Dissemination content was harmonised by AE to ensure consistency.
- Highlighting key achievements. These were identified by the partnership.
- Creating key consistent messages, based on (d) above.
- Empowering parents and families of children and young people on the autism spectrum.
- Developing a multilevel lobby strategy to impact at local, regional, national, European and potentially international levels. Intellectual output O6 is a key component of this aspect of the dissemination plan, as are the multiplier events, to which local and national policy makers are invited.
- Identifying key partners and contact groups to update/ address content on social media networks. All project partners contributed to the development of the projects communication list.
- Mapping out formal exhibitions, conferences, forums, etc. to participate and create dissemination opportunities at national level.
- Interactive communication with stakeholders. The project used multiple sources of communication and feedback/two-way communication was built in at every level.

9.2. Website and social media

The project had its own website, www.esipp.eu. By June 2018, the website had over 8,000 visitors from 111 countries, 10,500 sessions and more than 25,500 page-views. These included UK (14.5%), FYR of Macedonia (13%), Croatia (12%) and Cyprus (11.2%).

Ten editions of the project's e-newsletter were produced to disseminate information to over 750 subscribers.

A social media strategy was developed, focused on Facebook, Twitter, Google + (including YouTube) and ResearchGate. The project had almost 400 Facebook and over 200 Twitter followers. All social network accounts were managed by AE and UoN. One identified person in all partner organisations supported AE in sharing content, especially with regards to with



live broadcasting of events, conferences and training sessions. Partners shared ESIPP official posts via their professional social media channels in the language of the target countries.

9.3. Stakeholder conferences and presentations

The stakeholder events shared the project's outputs and activity with almost 450 stakeholders in the project countries.

Presentations were given at nationally and internationally important academic conferences. The bi-annual Autism Europe International Congress is the most important European autism conference, attracting almost 2000 delegates. ESIPP was presented at the 2016 event in Edinburgh, with poster and verbal presentations. The annual INSAR meeting is probably the most important annual event in autism, and ESIPP was presented at the 2018 event in Rotterdam, again attracting about 2000 delegates. The project was shared with over 1000 South American stakeholders at the VII Brazilian Congress on Special Education. Presentations were also given at the European Conference on Education Research 3 years running (2016-2018) as well as at a European conference on parents in Education (ERAPNE). In total the project was presented at 35 events, worldwide.

9.4. Feedback

Feedback from stakeholders has been uniformly positive. Evaluation data gathered from multiplier events have identified that stakeholders consider the project, the curriculum and materials both appropriate and helpful. Ninety-five percent of delegates at the Croatian ME felt that such parent training was needed in their country, as did 97% in the FYR of Macedonia and 100% in Cyprus. Positive comments and interest in the materials was voiced from e.g. Bulgaria, Iraq, Israel and Turkey. Moreover policy-makers have recognised the value and integrity of the project and partnership, and have supported further activity, including sustainability activity, as a result of ESIPP.



10. Sustainability

Sustainability activity has focused upon four key areas.

10.1. Ensuring the continuation of parent training in the Croatia, Cyprus and the FYR of Macedonia

Partners worked with local policy- and decision-makers, national agencies, schools and educational institutions to ensure PE continued within these countries, in line with the Sustainability Plan (appended to this report).

Croatia

PE will be provided by both Croatian partner organizations (CZA and ERF) as part of their services for families of children with autism. The CZA in Zagreb and Rijeka will now provide parent training to families of children who attend the schools. To make training more widely available, the organisation has applied for external verification by the Croatian Education and Teacher Training Agency. When approval is given, trainers from the CZA will offer PE to families more widely, as well as to professionals. The CZA's director is seeking to obtain regular funding to support the delivery of PE from the Ministry of Science and Education. The Centre for Rehabilitation within the ERF will provide PE in autism as a part of its clinical services. Croatian team members are currently determining pricing for families and professionals. Further professionals from the CZA/ERF will be trained to further capacity within Croatia.

Cyprus

PE will continue to be provided in Cyprus by AASP. AASP has submitted proposals to a number of institutions/organisations to undertake training within them. The Ministry of Education and Culture has funded AASP to present the ESIPP programme in 3 locations in September 2018. AASP will offer ESIPP PE workshops 4 x per year, at different sites across Cyprus, as part of its suite of services. AASP will also work to increase contact/engagement with non-Greek-speaking parents in Cyprus by offering training in a wider range of languages.

FYR of Macedonia

PE will continue to be provided in the FYR of Macedonia. Further MSSA staff will be trained to deliver PE. PE will continue to be provided by MSSA. Local trainers will provide PE, with workshops planned from October. They will continue to identify and secure any possible funding from local and national government agencies, businesses or charitable organisations.



10.2. Ensuring the future use of the materials

Activity identified above will ensure the materials continue to be used in these countries. English-language versions are now being used by TA in the UK, and the intention to use materials in both India and Brazil has been identified. Making materials freely available via the ESIPP website (which will continue to be maintained to at least January 2021) and EU platform will support this.

10.3. Developing the ESIPP evidence base

This development will be undertaken through the continued production of academic articles beyond the project lifetime. Two further journal articles are currently under review. These are a paper regarding impact measurement, and a paper regarding the results of the PE programme in the FYR of Macedonia. Further papers in preparation concern the results of the PE programme in Croatia, the experience of family life of families living with autism in south-east Europe, and the overall impact of the ESIPP programme. This will also be presented at the next Autism Europe Congress in September 2019. This will be further supported by the publication on the ESIPP website, and all partner organisation websites, of the publicly-available version of this final report.

10.4. Promoting the importance of parent education in autism

All partners will continue to promote the importance and value of PE in autism through their clinical practice, in their teaching, in their writing and research activity, in their professional relationships and networks and throughout all their activities. AE will continue to promote O6, the policy Recommendations, across Europe and will share the document with its 80 pan-European members.

10.5. Sustaining joint activity by ESIPP project partnership members

Activity is continuing to ensure that the excellent working relationships developed within the ESIPP project continue to develop. Examples of these are as follows.

- UoN, ERF, CZA, TA, AE, and partners from MSSA (now in Autism Macedonia Blue Firefly) are continuing to work together in the ASD-EAST KA2 strategic partnership.
- Partners from AASP and MSSA are working together in a KA2 project developing person-centred planning for individuals with autism in Cyprus.
- Partners from CZA and MSSA, in conjunction with TA, are taking teachers and other educators from schools in Croatia and the FYR of Macedonia to the UK to undertake school visits to exemplars of good autism practice.
- Partners from UoN and EUC have worked together to develop a KA2 project regarding the social inclusion and employability of Roma youth with disabilities – awaiting outcome.

These activities will ensure the ongoing impact and sustainability of the ESIPP project.



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ESIPP

EQUITY AND SOCIAL INCLUSION THROUGH
POSITIVE PARENTING

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