



Erasmus+

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TRIADE 2.0

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PROJECT PLAN

VERSIONS

Version	Responsible	Date
1		25/02/2019
2		16/09/2019
3		29/01/2020
4		28/05/2020
5		31/08/2021

This plan will be updated every six months.

August 31st, 2021



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TRIADE 2.0 project tackles the challenge of improving the social inclusion and quality of life of ageing adults with intellectual disabilities (AAWID).

The Project plan is a tool to help the Steering Committee to plan, execute and monitor the project objectives and activities.

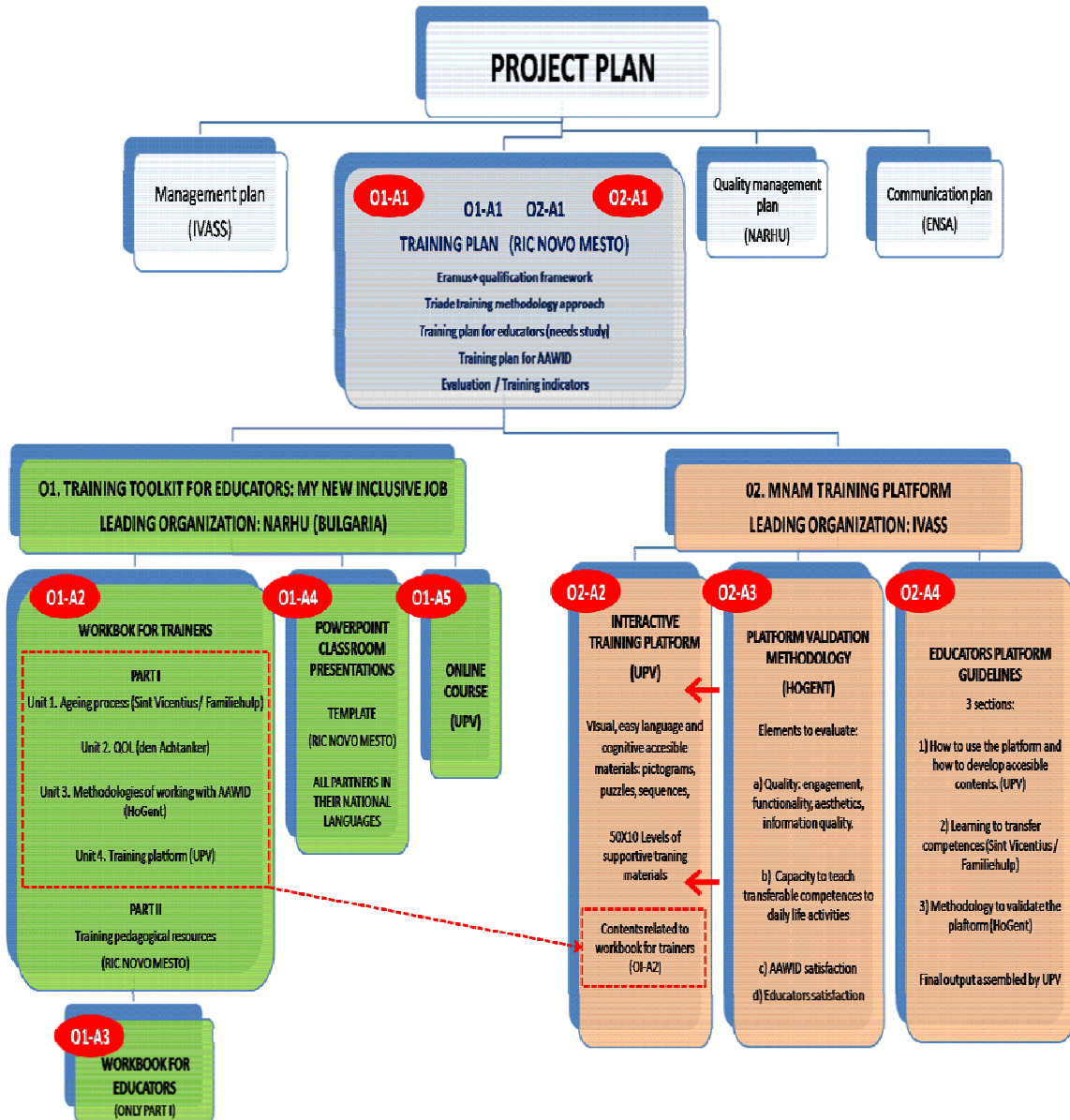
It is formed by 4 plans:

- Management plan
- Training plan
- Quality strategy management plan
- Dissemination plan

A pedagogical version of this plan will be published in the project website (<https://www.ivass.gva.es/es/Triade2.html>) and Erasmus+ platforms with the objective to help other project developers.

PROJECT PLAN OVERVIEW

Figure 1. Project plan overview



Source: own elaboration

Table 1. Project Outputs_IO1. "My new inclusive job": Training toolkit for educators of AAWID

01-A1 / O2-A1. TRAINING PLAN	TARGET GROUP
<p>Length of final output: 30 pages.</p> <p>This master plan will explain the "what, where, who, when and how" details of the training project activities.</p> <p>The Training plan is as much a management tool as a pedagogical resource.</p>	<p>Steering Committee</p> <p>Training programs developers</p>
01-A2. WORKBOOK FOR TRAINERS	TARGET GROUP
<p>Length of final output: 50 pages.</p> <p>Objective: to improve the competences of educators dealing with AAWID. It is divided into two parts:</p> <p>Part I. Training contents of the 4 units (30 pages)</p> <p>Part II. Training pedagogical resources (20 pages)</p> <p><u>Part I. Training contents</u></p> <ul style="list-style-type: none"> - Unit 1. The ageing process of AAWID (5 hours). Concept of healthy and active ageing; individual supports and their specific context; using the community-based services. - Unit 2. The impact of ageing on the Quality of Life (5 hours). Ageing, social inclusion and the 8 dimensions of QOL. - Unit 3. Methodology of working with AAWID (5 hours). The support model. Methodologies and tools to improve the transfer of competences to the daily activities. - Unit 4. "My New Ageing Me" interactive training platform. The platform structure and functioning (exercises and evaluation); educators role. <p><u>Part II. Training pedagogical resources</u></p> <p>In addition, and being designed as a pedagogical tool, the workbook for trainers will also include the following pedagogical resources for trainers:</p> <ul style="list-style-type: none"> - Erasmus+ framework: EQF/ECVET. (Learning outcomes: knowledge, skills and competences). 50% of theoretical concepts; 50% practical concepts. - How to plan the TRIADE 2.0 training course - How to execute the lessons: learning outcomes, objectives, pedagogical resources, methodology and teaching style. - How to evaluate the training course: evaluation criteria and tools. 	<p>Part I. Trainers of educators working with AAWID. Educators working with AAWID.</p> <p>Part II. Training programs developers. Technical staff of organizations working with AA WID.</p>

O1-A3. WORBOOK FOR EDUCATORS	TARGET GROUP
Reduced version of O1-A2 containing only the training contents (Part I)	Educators working with AAWID.
O1-A4. TEACHER CLASSROOM POWERPOINT PRESENTATIONS	TARGET GROUP
Presentations to be used by the trainers to give the lessons of O1-A2. Workbook for trainers. Trainers will modify them according to the national specific context.	Trainers and educators using the workbook in their lessons. Educators to better understand the lessons.
O1-A5. ONLINE COURSE (MOOC)	TARGET GROUP
Adaptation of the training content, developed within the project, to be launched as a MOOC (massive online open course).	Worldwide students and educators interested in this training course

Source: own elaboration

Table 2. Project outputs_IO2. TRIADE 2.0 - MNAM Interactive Training Platform

O2-A2. TRIADE 2.0 - MNAM INTERACTIVE TRAINING PLATFORM	TARGET GROUP
<p>Production of a visual and interactive platform to support the learning and training process of AAWID. The platform will include: a) supporting tools for trainers: 50 supportive training materials (50x10 levels) that best suits needs of the target group; b) exhibitor of the visual, easy language and cognitive accessible materials; c) working space for AAWID, with the help of their educators, will be able to enter in order to refresh; d) working space in which AAWID, with educator help, will enter to refresh concepts; e) validation tools: platform includes the necessary tools to perform the pre/post validation; f) repository of all developed content: activities, exercises, digital material...</p> <p>The platform will allow educators to train AAWID (one-to-one), simplifying the learning process by means of showing visual, easy language and cognitive accessible materials.</p> <p>The platform will include activities pursuing 2 types of objectives:</p> <ol style="list-style-type: none"> 1. Knowledge improvement of the concepts of ageing and disability: healthy ageing, active ageing, roles of AAWID, healthy diets, living independently and leisure time. 2. Skills improvement: Using the 8 dimension of QOL (giving maximum importance to the social inclusion dimension) the exercises will be oriented to improve the interpersonal skills of AAWID. <p>Training methodology: AAWID will follow visual and auditory instructions to carry out the exercises/activities proposed.</p> <p>Media: website, digital format in 6 languages: English, Slovenian, Bulgarian, Flemish, Italian and Spanish</p>	<p>Ageing adults with intellectual disabilities</p> <p>Educators of ageing adults with intellectual disabilities.</p>
O2-A3. VALIDATION METHODOLOGY	TARGET GROUP
<p>This activity has the objective to confirm that interactive training platform is suitable for its intended use. The validation methodology will compare a (intervention) group who use the interactive platform with a (control) group who will learn through a more conventional training strategy.</p> <p>This research design will evaluate:</p> <ol style="list-style-type: none"> a. AAWID have acquired the necessary competences in daily life activities. b. The platform design. <p>Validation report containing the following sections:</p> <ul style="list-style-type: none"> - Objective quality: engagement, functionality, aesthetics and information quality. - Platform transfer capacity. - User satisfaction: stimulation, comprehension, relevance, persuasiveness, and usability. <p>Inclusion in the training plan and summarized to be included in the next activity to be used as a pedagogical resource by educators and stakeholders (O2-A4)</p>	<p>Social program developers and evaluators</p> <p>Academic researchers</p> <p>Training planners</p>

O2-A4. EDUCATORS PLATFORM GUIDELINES	TARGET GROUP
<p>It will content the key developed contents of interest for the educators and community related to O2-A2 and O2-A3. It is also a learning tool to help educators to maximize the efficiency of the platform. The guidelines will be divided in three sections:</p> <ol style="list-style-type: none"> 1. How to use the TRIADE 2.0 -MNAM Interactive Training Platform 2. Maximizing the generalization of the software: <ol style="list-style-type: none"> a) Learning to transfer the acquired competences in their daily activities; b) How to develop visual, easy language and cognitive accessible content for the platform. (MNAM material toolkit). 3. The methodology to validate the platform and conclusions (academic approach). <p>The guidelines will also contain: exercises divided per levels, supporting based-evidence practices, transfer exercises and classroom aids.</p> <p>Length of the final output: 60 pages / Media: website, digital format in 6 languages: English, Slovenian, Bulgarian, Flemish, Italian and Spanish</p>	<p>Social developers and evaluators program and</p> <hr/> <p>Academic researchers</p> <p>Training planners</p>

Source: own elaboration

Table 3. Partners responsibilities

MANAGEMENT AND IMPLEMENTATION		PARTNERS
Project plan: coherence, design, edition and publication		IVASS
Management plan: Progress reports and key performance indicators		IVASS
Risk management (within Management plan)		Familiehulp
Quality strategy management plan: Evaluation of activities. Reporting periodically to coordinator and partners		NARHU
Communication and dissemination plan: reporting periodically to coordinator and partners		ENSA
O1. "MY NEW INCLUSIVE JOB": TRAINING TOOLKIT FOR EDUCATORS OF AAWID		PARTNERS
Coordinator		NARHU
O1-A1. Training plan	RIC Novo Mesto	
O1-A2. Part I. Training contents	Unit 1. Sint Vincentius /Familiehulp; Unit 2. Ubuntu achtkanter; Unit 3. HoGent; Unit 4. UPV	
O1-A2. Part II. Training pedagogical resources	RIC Novo Mesto	
O1-A3. Workbook for educators (same output, but removing the pedagogical resources)	NARHU	
O1-A4. Teacher classroom powerpoint presentations	All partners. Templates developed by RIC Novo Mesto	
O1-A5. Online course (MOOC)	UPV, IVASS	
O2. TRIADE 2.0 - MNAM INTERACTIVE TRAINING PLATFORM		PARTNERS
Coordinator		IVASS
O2-A1. Training plan (proposed to have only one training plan covering the two IO	RIC Novo Mesto	
O2-A2. TRIADE 2.0 - MNAM Interactive Training Platform	UPV. It is expected to contribute all partners.	
O2-A3. Validation methodology	HoGent	
O2-A4. Educator platform guidelines	How to use the platform: UPV <ul style="list-style-type: none"> • How to develop accessible content: UPV • Learning to transfer competences: Sint Vincentius and Familiehulp • Methodology to validate the platform and conclusions: HoGent • Final assembly: UPV 	
MEETINGS AND MULTIPLIER EVENTS		PARTNERS
Transnational meetings		All partners
Multiplier events		IVASS, Ubuntu achtkanter, NARHU, RIC Novo Mesto
TRAINING ACTIVITIES		PARTNERS
20h course for educators	IVASS: 10 participants per country (Belgium, Spain, Slovenia and Bulgaria). Total: 40 educators	
One-to-one training of AAWID thorough the training platform	150 AAWID (30 IVASS; 30 Ubuntu achtkanter; 30 Sint Vincentius /Familiehulp; 30 Narhu; 30 Ric Novomesto)	

Source: own elaboration

MANAGEMENT PLAN

1	Introduction
2	Project governance
3	Risks management
4	Communication among partners
5	Project schedule chronogram
6	Economic justification
7	Reporting
8	TRIADE 2.0 indicators
9	Management tools

1 INTRODUCTION

TRIADE 2.0 Management plan has been designed as a master document to help the Steering Committee to plan and follow-up TRIADE 2.0 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 TRIADE 2.0 project.
- To inform about the most important types of communication and how to use them.
- To set up the TRIADE 2.0 activities schedule.
- To guide Steering Committee in the economic justification and in the reporting process.
- To setup TRIADE 2.0 indicators, their goals and how to measure them.

The Management plan is structured in 9 sections:

1. Introduction
2. Project governance
3. Risks management
4. Communication among partners
5. Project schedule
6. Economic justification

7. Reporting

8. Indicators

9. Management tools

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

The communication section 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.

The project schedule chronogram shows the timing of:

a) Project plan.

b) Reporting and intellectual output production.

The economic justification section states the needed templates and requirements that partners have to send to IVASS to economically justify the project; the monetary flows; and a summary of the financial rules stated by SEPIE (Erasmus+ Spanish National Agency).

The project manager will circulate among the Steering Committee two types of reports: progress report and interim review. The principal features of both are explained in section "7. Reporting".

"Section 8. Indicators" offers an overview of the most important project indicators, dividing them into key performance indicators and additional indicators.

In the last section, related with Management tools, the most important artefacts used to accomplish the project management are attached.

2 PROJECT GOVERNANCE

2.1. INTRODUCTION

2.2. PROJECT MANAGER

2.3. STEERING COMMITTEE

2.4. PROCEDURES FOR DECISIONS AT ORGANIZATIONAL/STRATEGIC LEVEL

2.1. INTRODUCTION

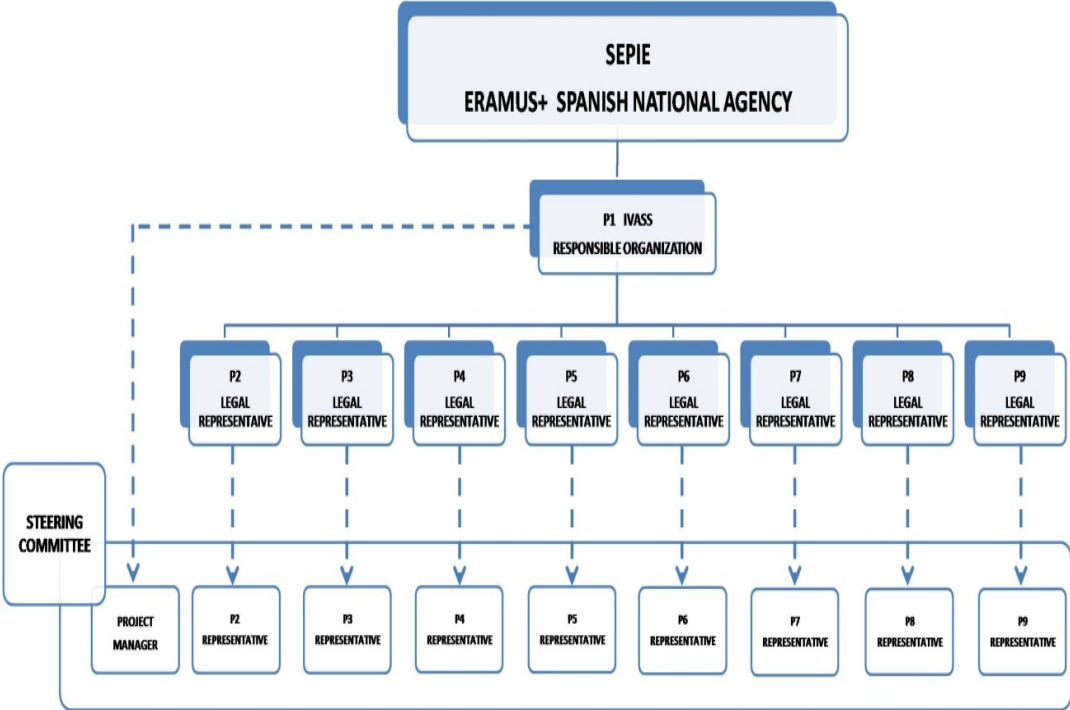
TRIADE 2.0 project defines "*project governance*" as the specific decision-making framework developed and approved by the Steering Committee in order to administer the project. It must ensure the alignment between: a) project requirements and resources; and b) stakeholders and participating organizations needs.

The project governance is partially stated on the partners agreement and it is formed by three levels:

1. Participating organizations,
2. The 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

2.2. 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:

- **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 Project plan.
- Setting up the sequence of activities and partner's responsibilities.
- Setting up the project schedule.
- Defining the outputs and their quality expectations.
- Risk identifications.

- **Project execution.** It implies the coordination of all the project and outputs activities.

Tasks:

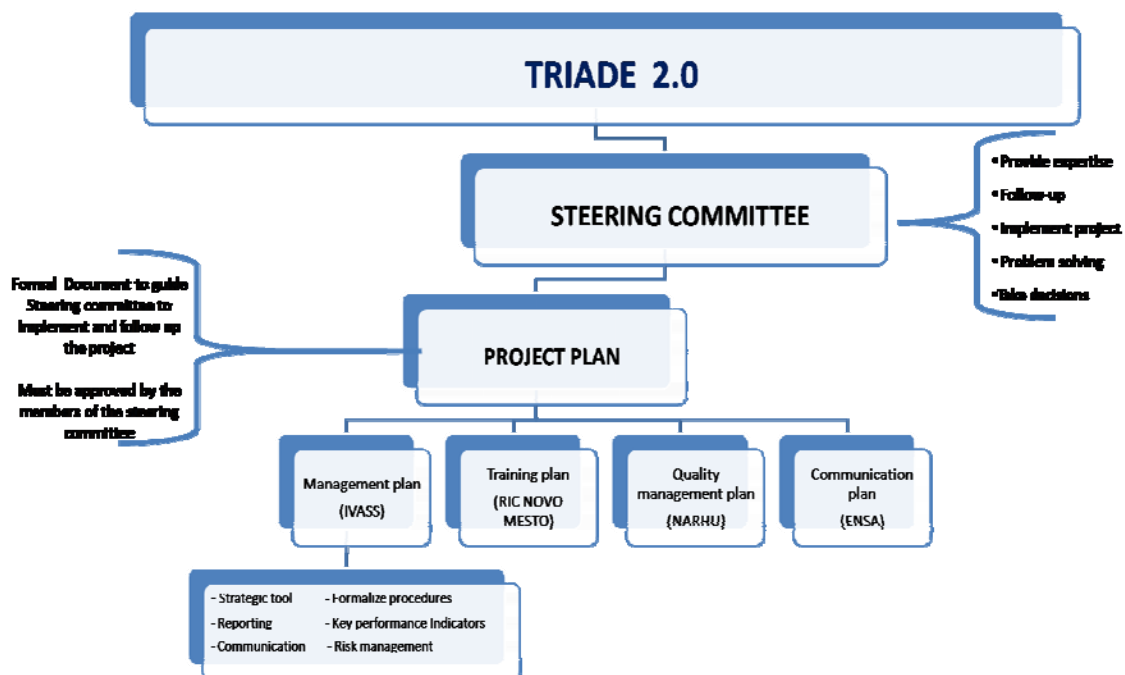
- Implementation of the Project plan.
- Alignment of the outputs with Erasmus+ priorities.
- To lead and keep motivated the Steering Committee.
- Coordination of activities and resources.
- To represent the project before the stakeholders and society.
- To manage the project budget.

- Ongoing communication: keeping the Steering Committee on track.
 - Reporting to the Steering Committee and SEPIE.
 - Presenting the outputs to the Steering Committee or external experts for approval.
- **Project monitoring and evaluation.** 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 or risks.
- Updating the Project plan and documents.
- Delivering monitoring reports.

Figure 3. Project governance_Project plan



Source: own elaboration

2.3. 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 a representative of each partner organization. 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.

On the one hand, 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 meetings (minimum one hour) and will organize online meetings as needed.

TRIADE 2.0 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 in order to ensure the achievement of the objectives and delivery of the outputs.

Technical tasks associated to this function:

- To evaluate the quality of the project outputs.
- 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 outputs 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 progress reports developed 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 intellectual outputs will have to report to the project manager every six months.

They will be also responsible to improve and measure the project impact at local level and in their organizations.

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 the risk management section, 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 outputs 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.

2.4. 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 workbook unit).
- Inclusion of new activities of the project (e.g. the approval of a pilot-test).
- 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 fulfillments 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 risks 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 risks 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 make/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. 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.

3 RISK MANAGEMENT

3.1. INTRODUCTION

3.2. WHAT IS PROJECT RISK MANAGEMENT?

3.3. APPLICATION WITHIN TRIADE 2.0

3.4. OBJECTIVES AND METHODOLOGY

3.5. LIST OF PROJECT RISKS

3.6. REFERENCES

3.1. 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.

3.2. 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-based 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 & 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 (= the probability) that the risk will occur and the impact (= the consequence) that this will then entail.

The risk assessment matrix can be used for this purpose. (See table 8 at the end of the section).

Table 4. Risk assessment matrix

Impact: how serious is the risk?				
Probability: What are the chances that it will happen?	Very propably	Acceptable Mediocre Risk 2	Unacceptable High Risk 3	Unacceptable Extreme Risk 3
	Probably	Acceptable Low Risk 1	Acceptable Mediocre Risk 2	Unacceptable High Risk 3
	Not probably	Acceptable Low Risk 1	Acceptable Low Risk 1	Acceptable Mediocre Risk 2
		Limited	Mediocre	High

Source: adaptation from several authors

The risk assessment matrix shows which risks have a high risk factor and should therefore be placed at the top of the priority list.

Risks that fall into the red and orange zones require immediate attention.

Risks that fall into the yellow zone must be monitored.

Risks that fall into the green zone do not need to be actively managed.

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.

3.3. APPLICATION WITHIN TRIADE 2.0

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 project management plan in the TRIADE 2.0 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.

Familiehulp and the project coordinator (IVASS) are responsible for drawing up and adjusting the risk analysis during the course of the project.

3.4. OBJECTIVES AND METHODOLOGY

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.

Methodology

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.

Phases in risk management

Phase 1: Risk analysis.

Risk management starts with a risk analysis.

- 1) Are the risks identified (what can go wrong?)

- 2) Is the probability that the risk will occur determined (what is the probability that the risk will occur?)
- 3) 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:


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


Table 5. Schematic monitoring tool per risk

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

Source: Adaptation from several authors

 (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.

Responsible persons

Familiehulp and the project coordinator (IVASS) are 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.

If an (unprecedented) risk occurs, IVASS/Familiehulp 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.

3.5. LIST OF PROJECT RISKS

RISK INVENTORY CHECKLIST – continuous adjustment.

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

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

RISK (short description)	CONSEQUENCE	OPPORTUNITY that the risk occurs Small - medium – large	MEASURE to prevent or reduce the risk
International project involving 5 countries, 9 partners.	Complex coordination.	Large.	Meeting February= Record all the already known coordination moments (telephone / face-to-face) during the project.
Short lead time given the intrinsic complexity of the project.	Chance of not meeting deadlines on time.	Medium.	Meeting February: Discuss the (feasibility of) the timing of the successive units.
Elaboration of the different units is done by various (international) partners.	Probability of inadequate alignment.	Large	Meeting February: Discuss the (feasibility of) the timing of the successive units in function of coordination. Make agreements about how the coordination takes place between the various (international) partners.
Lack of mutual knowledge of the identity of the project partners.		/	Meeting February: Getting to know each partner: - Person - Organization - Policy of the country regarding social inclusion of elderly persons with an intellectual disability.
Project partner failure on: - organization level. - individual level.	The project slows / blocks.	Small	Make agreements about which other partner(s) can take over the elaboration of the unit in case the risk arises. Preparing a list of back-up persons of each partner organization.
Limiting the number of participants per organization per meeting.	Poor continuity.	Medium	Choose to always nominate the same participant in function of continuity.
Differences between countries in the policy that the government pursues with regard to social inclusion of people with disabilities.	The aim of the project can be interpreted differently if the partners depart from a different frame of reference. Output not tuned / useful in every country.	Large	At startup: Clear definition of all terms and in particular the concept of "social inclusion of elderly persons with an intellectual disability". Mapping the national differences (policy / financial / organization).
Neither general nor partner- specific was carried out an assessment of the need for the proposed intellectual outputs.	It is probable that an output will be developed that is not accommodated to the needs.	/	
No international scientific validation is foreseen within the project.	Applicability? Supporting base?	Medium	Develop the outputs with the necessary caution. Ensure that the outputs meet the pedagogical and European quality standards.
Output 1 and output 2 are not aligned.	Output is not useful in practice.	Large	Continuous coordination between partners working on output 1 and partners working on output 2.

Table 6. Strategic project risks. Source: own elaboration.

3.5.2 METHODOLOGICAL 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 7 . Methodical project risks. Source: own elaboration.

RISK (short description)	CONSEQUENCE	OPPORTUNITY that the risk occurs Small - medium – large	MEASURE to prevent or reduce the risk
There was no joint kick-off meeting to: - Meeting each other. - To align the objectives. - To divide the developing units in a coordinated way.	No supported project by February.	Small	In preparation for the meeting, clearly state the expectation that the application has been read thoroughly. Deliver information about the different partners in advance.
International coordination / alignment does not go smoothly.	Project stagnates / blocks / delays. Partners work next to each other.	Medium	Meeting February. Record all coordination and contact- moments (telephone / face-to-face) already known during the project.
Partners do not meet deadline.	The next partner cannot start: causing the project to slow down / block.	Medium	Meeting February: Discuss the (feasibility of) the timing of the successive units in function of coordination. Implementing of a time plan (continuous adjustment) with indication of who is responsible for what, at which time.
Doze off- syndrome.	Not starting in time with the required elaboration. Failure to meet the deadline.	Large	Continuous progress reporting. Only pay when delivered.
Budget is not sufficient for the required resources (people and tools).	Block / delay of the project.	Medium	Meeting February. Check the feasibility of the project- budget and the consequences if the budget proves to be inadequate.
Inadequate communication technology.	Project communication between partners is made more difficult.	Large	Find out how a skype meeting can run smoothly. Proposal to establish a closed communication platform.
Language - the language of instruction English is not the mother tongue of any participating partner.	Chance of false translation and wrong interpretations/assumptions.	Large	Provide budget? Anticipate by fixed moments of alignment in the planning. Agree who will coordinate the documents.
Cultural differences: differences in traditions / customs and non-verbal communication.	Misunderstandings / false interpretation causing outputs that cannot be used in practice.	Large	Provide time to screen output for language and cultural sensitivity and communicate about it openly.
International accessibility and usefulness of the training platform.	Lower usefulness (language / technology / education level).	Medium	Translatable training platform (language / content).

Table 8. Risk matrix. Example of the most important project risks (10/09/2019). Source: own elaboration.

STRATEGIC PROJECT RISK

RISK (short description)	PROBABILITY (= what are the chances that it will happen?) • Notprobably • Probably • Veryprobably	IMPACT (= how serious is the risk?) • Limited • Mediocre • High	MEASURES TO BE TAKEN TO PREVENT OR TO REDUCE THE RISK
Lack of coordination and communication by and between the 9 partners involved in the international project	Veryprobably	High	Record all the already known coordination moments (telephone / face to face) during the project. Encourage partners to contact each other in the meantime (by telephone / face-to-face).
Failure to meet the set deadlines on time, given the complexity and limited duration of the project.	Probably	High	Continuous monitoring of the (feasibility of) the timing of the successive units.
Lack of coordination within and between the units given that the elaboration of the different units is done by different (international) partners.	Veryprobably	High	Discuss the (feasibility of) the timing of the successive units in function of coordination. Make agreements about how the coordination should happen between the various (international) partners.
Project partners failure on: - organization level - individual level	Not probably	High	Make agreements about which other partner(s) can take over the elaboration of the unit in case the risk arises. Preparing a list of backup persons for each partner organization.
Different interpretation of the objective of the project given the fact that partners from different countries each have their own policy on the social inclusion of persons with disabilities, which means that the output is not adjusted and the result is not usable for each country.	Veryprobably	High	Clear definition of all terms and in particular, the concept of 'social inclusion of elderly people with intellectual disabilities'. Mapping the national differences (policy / financial / organization)
Limited portability of the result of the project as no international scientific validation is foreseen.	Probably	Limited	Develop the outputs with necessary caution Ensure that the outputs meet the pedagogical and European quality standards

PROCESS- BASED PROJECT RISKS

RISK (short description)	PROBABILITY (= what are the chances that it will happen?) <ul style="list-style-type: none"> • Notprobably • Probably • Veryprobably 	IMPACT (= how serious is the risk?) <ul style="list-style-type: none"> • Limited • Mediocre • High 	MEASURES TO BE TAKEN TO PREVENT OR TO REDUCE THE RISK
The project stagnates / blocks / slows down due to lack of coordination	Probably	High	Record all coordination and contact moments (telephone/face-to-face) already known during the course of the project. Encourage partners to consult each other in order to coordinate.
Partners do not meet deadline, causing the project to slow down / block	Probably	High	Discussing the (feasibility of) the timing of the successive units in function of coordination. Make partners aware of the agreed deadline.
Blocking/delay of the project due to insufficient budget for the necessary resources (people & resources)	Probably	Mediocre	Check the feasibility of the project budget and the consequences if the budget proves to be inadequate.
Project communication between partners is hampered by poor communication technology	Probably	Mediocre	Find out how a skype meeting can run smoothly
Risk of false translation and wrong interpretation, as the language of instruction English is not the mother tongue of any participating partner.	Veryprobably	High	Provide budget? Coordinating the planning
Misunderstandings / false interpretation due to cultural differences (differences in traditions / customs and non-verbal communication), causing output that cannot be used in practice.	Probably	Mediocre	Provide time to screen output for language and cultural sensitivity and communication about it openly.
Lower usefulness (language / educational level) of the training platform.	Probably	Mediocre	Supervision of a translatable and widely applicable training platform (language / content).

3.6. REFERENCES

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4 COMMUNICATION AMONG PARTNERS

4.1. INTRODUCTION

4.2. COMMUNICATION AMONG TEAM MEMBERS: CROSS-FUNCTIONAL COORDINATION

4.3. STEERING COMMITTEE AND PROJECT MANAGER COMMUNICATION

4.3.1. Emails exchange

4.3.2. Transnational meetings

4.3.3. Online data storage

4.1. 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 Communication and dissemination plan. In addition, a whole section is devoted to the project reporting (section 7).

The internal communication in TRIADE 2.0 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.

TRIADE 2.0 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.

Both categories of communication are explained in the following pages.

4.2. COMMUNICATION AMONG TEAM MEMBERS: CROSS-FUNCTIONAL COORDINATION

TRIADE 2.0 project has to develop several intertwined outputs and activities in which a high degree of communication and cooperation between the members of the participating organizations will be crucial to produce the outcomes. These outputs can be grouped as follow:

- The Training plan (O1-A1 / O2-A1) and the workbook for trainers (O1-A2).
- The TRIADE 2.0 - MNAM Interactive Training Platform (O2-A2) and the validation methodology (O2-A3).

O1-A1. Training plan <-----> O1-A2. Workbook for trainers
--

The Training plan has to be developed by RIC Novo Mesto being needed a close coordination with other partners to be completed. RIC Novo Mesto is an organization expert on vocational training and in charge of the training plan, but it will need a huge coordination with the partners expert on disability and ageing to adapt the training plan to the needs of the AAWID and their professionals; and their specific context.

In addition, the Training pedagogical resources (part II of the workbook) will need a high coordination between the partner in charge to develop it (RIC Novo Mesto) and the Flemish partners in charge to develop the training contents.

Summing up, RIC Novo Mesto will need to understand which are the needs of AAWID and develop the plan according to it. Moreover, partners will have to

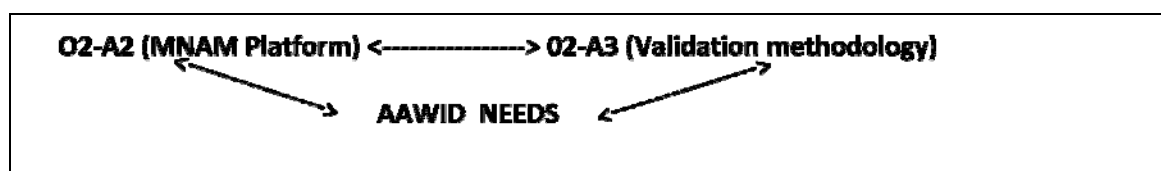
develop the units according to the training plan and methodologies established by RIC Novo Mesto (in coordination with HoGent).

The activities in which a maximum coordination and communication between partners will be needed are showed in table 9.

Table 9. Training plan and workbook for trainers _Communication activities

Activity/action	Communication flow	Communication tools
Workbook part I / Workbook part II	RIC Novo Mesto will have to inform partners how to develop the contents. RIC Novo Mesto will have to develop the part II according to the contents and clients needs	- Skype meetings - Reports - Documentation exchange - Transnational meeting discussions
RIC Novo Mesto to share information with partners to adapt the training activities to EQF/ECVET	From RIC Novo Mesto to the partners in charge to develop training workbook contents.	- Reports - Documents uploaded on the cloud by RIC Novo Mesto - Lecture made by RIC Novo Mesto in transnational meeting. - Exchange of emails among partners
RIC Novo Mesto to consider in the training plan specific disability methodologies: the QoL and Support Model	From disability partners to RIC Novo Mesto	- Documents upload on the cloud by partners - Transnational meeting exchange of information - Skype meetings
RIC Novo Mesto to develop the study needs of professionals	From disability partners to RIC Novo Mesto	- Reports from TRIADE project (Erasmus+ project) - Documentation exchange - Transnational meeting discussions - Documents uploaded on the cloud by disability partners
Setting up a training methodology and evaluation criteria of the training materials	From RIC Novo Mesto to the partners in charge to develop training contents	- Reports - Documents uploaded on the cloud by RIC Novo Mesto - Lecture the partner in transnational meeting - Exchange of emails among partners

Source: own elaboration



The second project intertwined activities in which a high degree of communication between partners is expected is related to the TRIADE 2.0 - MNAM Platform and its methodology validation. In this case the communication must be among:

- Disability and ageing partners.
- HoGent (in charge of the validation methodology).
- UPV (in charge to develop the platform) .

These partners will have to jointly develop:

- An interactive learning platform according to the needs of the AAWID (O2-A2).
- A methodology to validate the interactive training platform (O2-A3).

The activities in which a maximum coordination and communication between partners will be needed are showed in table 10.

Table 10. MNAM Platform and validation methodology_Communication activities

Activity/action	Communication flow	Communication tools
The design of the interactive training platform (general features)	From UPV to disability and ageing partners.	Lecture in the Kick-off meeting Reporting Face-to face meeting with IVASS.
Development of the platform contents according to: a) Target group needs and theoretical models (QOL and Support Model). b) Technological requirements of the platform.	a) From disability and ageing partners to UPV b) From UPV to disability and ageing partners.	Reporting 5 workshops with end-users Skype meetings Face-to-face meetings with IVASS Transnational meeting discussions.
The validation methodology proposal.	From HoGent to partners	Report. Lecture in the Kick-off meeting. Skype-meetings with IVASS. Face-to-face meeting with Belgium partners.
Educators, from the disability and ageing fields) and AAWID who are going to use the platform.	a) From educators to UPV to improve the platform b) From educators to HoGent to validate the methodology.	Reports. Emails exchange. Skype meetings. Face-to-face meetings.

Source: own elaboration

4.3. STEERING COMMITTEE AND PROJECT MANAGER COMMUNICATION

The steering committee's objectives and tasks were explained in the section 2. In this section, the most important project communication methods used by the Steering Committee to achieve the project objectives will be explained. They are:

4.3.1. Email exchanges

4.3.2. Transnational meetings

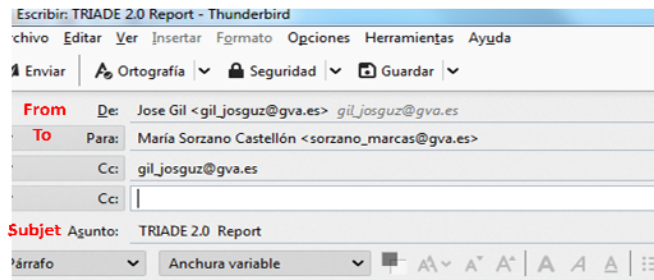
4.3.3. The online storage

4.3.1. 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:

- The use of the project email address (TRIADE_2.0@gva.es) when writing and email to all Steering Committee members.
- Subject of the email must include "TRIADE 2.0" and indicate the referred activity in order to facilitate the email searches.
- When writing to the project manager (María Sorzano): please, 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 and email to others partners related to a specific output: please, put in copy the coordinator of the output, the project manager and IVASS' project researcher.
- Don not use the email to send attachments of big size. Use Dropbox, instead.
- Do not use "reply to all" if it is not completely necessary.
- Do not use "reply" containing last subjects to open new threats.

The table 12 contains the name of the members and substitutes, emails, and organizations of the Steering Committee participants.

Table 12. 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			Groep Ubuntu Achtekanter		Belgium
3			NARHU		Bulgaria
4			HoGent		Belgium
5			Sint Vincentius vzw		Belgium
6			Familiehulp vzw		Belgium
7			RIC Novo Mesto		Slovenia
8			UPV		Spain
9			ENSA		Italy

Source: own elaboration

4.3.2. Transnational meetings

TRIADE 2.0 will organize five transnational meetings during its project life. This is the only tool that partners have to meet face-to-face apart from non-schedule national meetings among Belgium partners (P2, P4, P5 and P6) and Spanish partners (P1 and P8).

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:

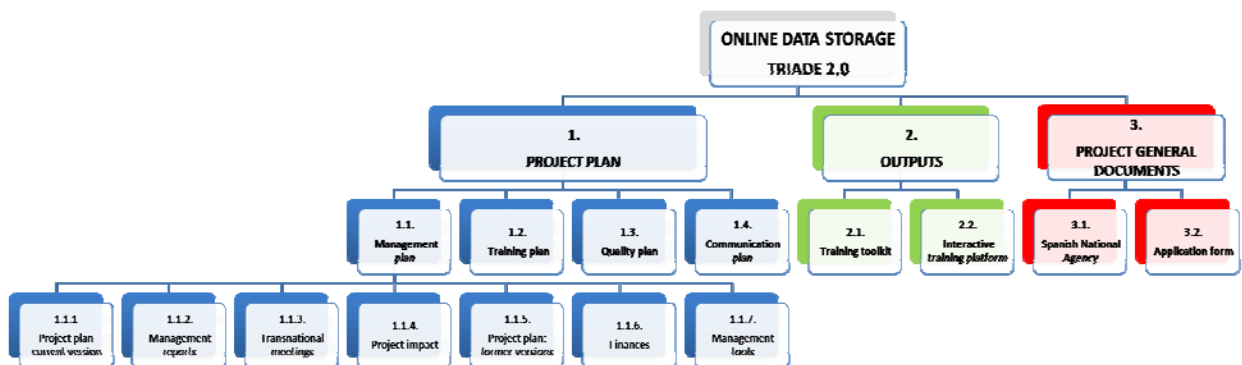
- **Progress report:** the transnational meeting will start with a meeting of the Steering Committee to discuss and take decisions about the key issues of the project. Project manager will make a progress report covering a period of six months before each transnational meeting in order to be discussed 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 9 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 agenda 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.
- **Certificate of participation.** Participants in the transnational meeting will receive a certificate of participation issued and signed by the host organization (Annex. MT1).

4.3.3. Online data storage.

Key digital data for the project will be stored in Dropbox and shared with the partners by using the pool showed in figure 5.

Figure 5. TRIADE 2.0_ Online data storage



Source: own elaboration

Partners are expected to contribute uploading and updating the information on the Dropbox folder:

➤ **Section 1. Project plan:**

- Partners responsible of the plans are required to upload documentation in files 1.1, 1.2, 1.3 and 1.4.
- Partners are required to upload all the information used in the transnational meeting in the files 1.1.3.

➤ **Section 2. Outputs:** Coordinators and partners responsible of the output activities are responsible to upload the key information in files 2.1 and 2.2.

➤ **Section 3. Project general documents:** IVASS is responsible to upload information in files 3.1 and 3.2.

5 PROJECT SCHEDULE CHRONOGRAM

Table 13. TRIADE 2.0_ Project plan

	2019												2020										2021				
Month of the year	JA	FE	MA	AP	MA	JU	JU	AG	SE	OC	NO	DE	JA	FE	MA	AP	MA	JU	JU	AG	SE	OC	NO	DE	JA	FE	MA
Month of the project	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Transnational meetings		BG							SP						SLO						BU						BG
Presentation structure and objectives of 4 plans		BG																									
Developing the 4 project plans																											
Sending final plans to IVASS						30th																					
IVASS final revision																											
IVASS sends it to the Steering Committee								30th																			
Approved by the Steering Committee																											
Ongoing updates																											
Publication of the plans																											

Source: own elaboration

Table 14. TRIADE 2.0_Project reporting

	2019												2020												2021				
Month of the year	J	F	MA	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	MA	AP	
Transnational meetings		BG							SP						Slo							BU						BG	
Economic justification: Deadline PARTNERS to send documents dully signed by the representative (SEE TABLE 16)			15 TH												15 TH							10 ST							
Interim Report to Erasmus Spanish															25 TH														
Final report: partners sending Information to IVASS to write the																												20 th	
Reports from partners to IVASS to be able to generate the progress report								10 TH							15th						10 TH						15 TH		
Progress reports. Signed by project manager. 10 days before the		19 TH													1 ST						20 TH						1 ST		
Interim reviews. No information from partners					1 ST							1 ST					1 ST						1 ST						

Source: own elaboration

Table 15. TRIADE 2.0_Outputs

	2019												2020										2021				
Month of the year	JA	FE	MA	AP	MA	JU	JU	AG	SE	OC	NO	DE	JA	FE	MA	AP	MA	JU	JU	AG	SE	OC	NO	DE	JA	FE	MA
Month of the project	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Transnational meetings		BG							S						SL						B						B
O1- TRAINING TOOLKIT																											
O1-A2 Workbook for educators																											
Workbook: content development																											
Workbook: content development																											
Workbook evaluation:																											
Workbook publication																											
Teacher powerpoints																											
20-hour course																											
Online course development																											
O2- INTERACTIVE TRAINING PLATFORM																											
PLATFORM discussion		BG																									
PLATFORM development																											
Validation methodology																											
Validation methodology																											
Platform try-out																											
Validation of the platform																											
Educators platform guidelines																											

Source: own elaboration

6 ECONOMIC JUSTIFICATION

6.1. MONETARY FLOWS

6.2. INFORMATION FLOW AND REPORTING AMONG PARTNERS

6.3. DEADLINES

6.4. PARTNERS JUSTIFICATION REQUIREMENTS

6.4.1. Templates

6.4.2. Eligible rules and supporting documents

6.5. FINANCE AND JUSTIFICATION SCHEDULE

This section describes the steps and tools required to cost-justify TRIADE 2.0 project. It has been designed with the aim to inform the Steering Committee about:

- 6.1 Monetary flows,
- 6.2 Information flows and reporting among partners,
- 6.3 Deadlines,
- 6.4 Partners justification requirements,
- 6.5 Finance and justification schedule,

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

While this section focuses on the financial rules; compulsory tools to be filled in and signed by the partners and supporting documents, the next section (7. Reporting) will focus on how to develop the technical reports that will support the cost justification.

6.1. 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:

- **1st pre-financing payment:** January 2019. Maximum 20% of the Erasmus+ contribution for the partner.
- **2nd pre-financing payment:** March 2019. Maximum 20% of the Erasmus+ contribution for the partner. Covering expenses until February 2019 (subject to the correctly sending of the first cost justification).
- **3rd pre-financing payment:** The amount transferred will depend on the result of the first interim report to be submitted to SEPIE on 29th February 2020, covering expenses until 31st January 2020.
- **4th pre-financing payment:** September 2020. Maximum 20% of the Erasmus+ contribution for the partner. Covering expenses until July 2020 (subject to the correctly sending of the third cost justification).
- **Final payment:** In accordance to the final balance approved by SEPIE.

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

6.2. INFORMATION FLOWS AND REPORTING AMONG PARTNERS

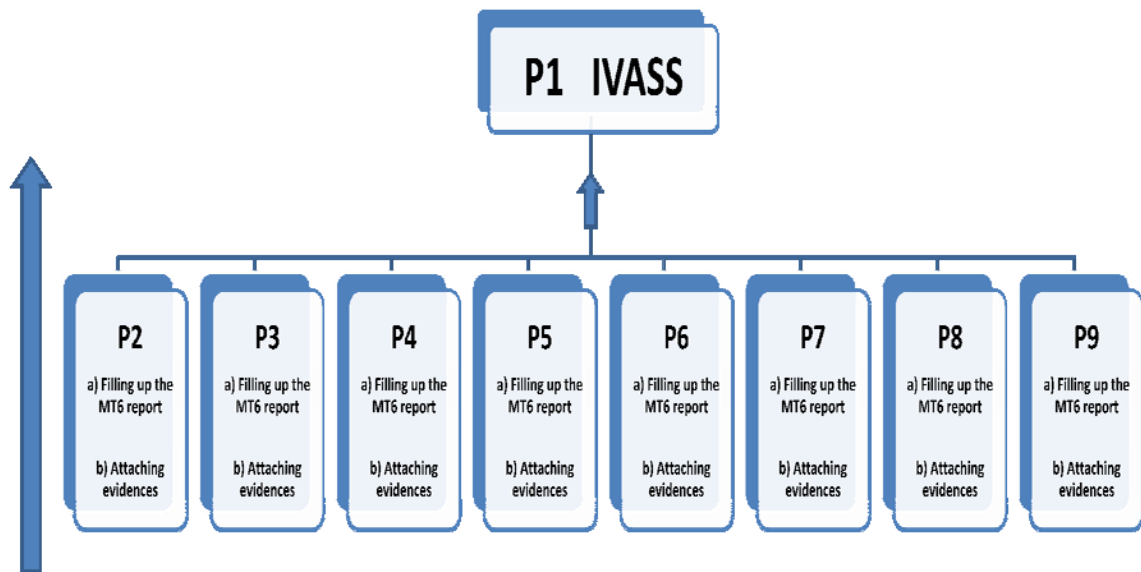
As a technical progress report must be attached to the justification of the project costs, it is the utmost importance to raise partners awareness about how and when the information about project activities and expenses have to circulate among the partners and be sent to the leading organization (IVASS).

In order to properly justify the project expenses (section 6.4) and allow IVASS to write the project reports every six months, all the partners will have to fill up the management tool named "MT6. TRIADE 2.0_Partners progress report".

By filling up the MT6, partners will report on: a) Management and implementation activities; b) Project plan (Quality strategy management plan, communication and dissemination plan, impact and risk management); c) Intellectual output 1; d) Intellectual output 2; e) Learning/teaching/training activities; f) Multiplier events and g) Other useful information.

Partners are also required to attach all evidences supporting their project activities and achievements: photos, agendas, minutes, emails, signatures, draft documents, screenshots, links, references, articles, graphic documents, media interventions...

Figure 6. Partners flow of information to generate the progress reports



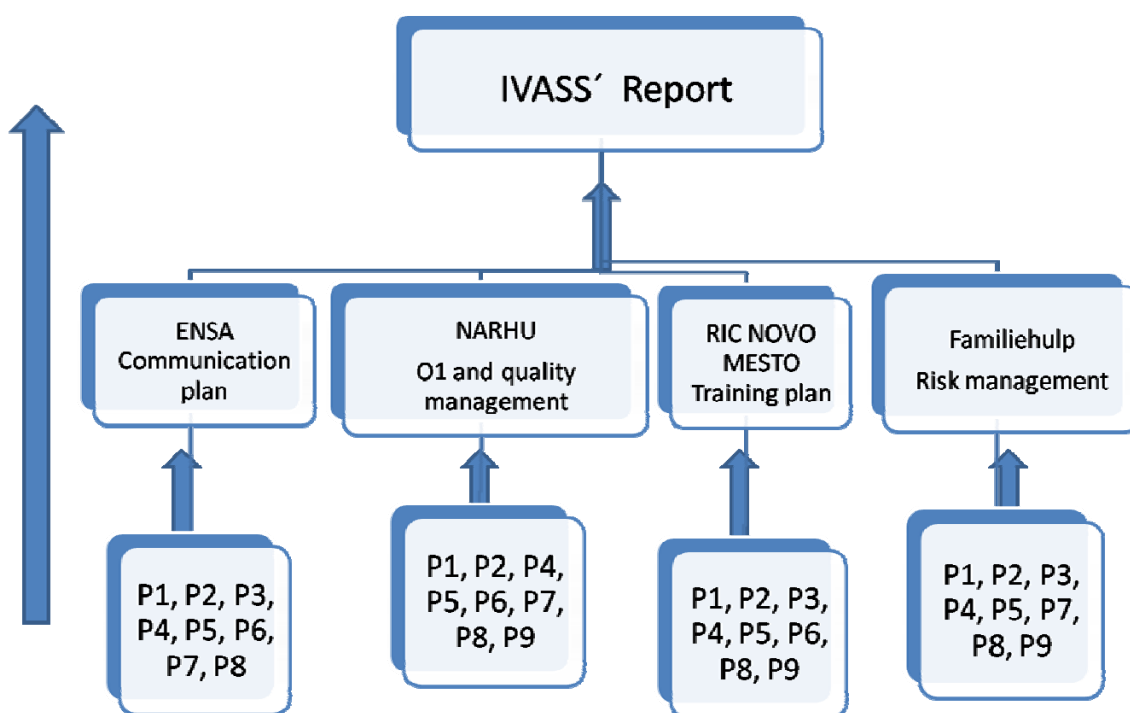
Source: own elaboration

It should be highlighted that MT6 contains a specific section to be filled by the four **activities leading organizations**:

- ENSA will report about the communication and dissemination activities carried out by the partners.
- NARHU will report about quality management activities and coordination of O1 activities and results.
- RIC Novo Mesto will report about the training activities.
- Familiehulp will report about the project risks.

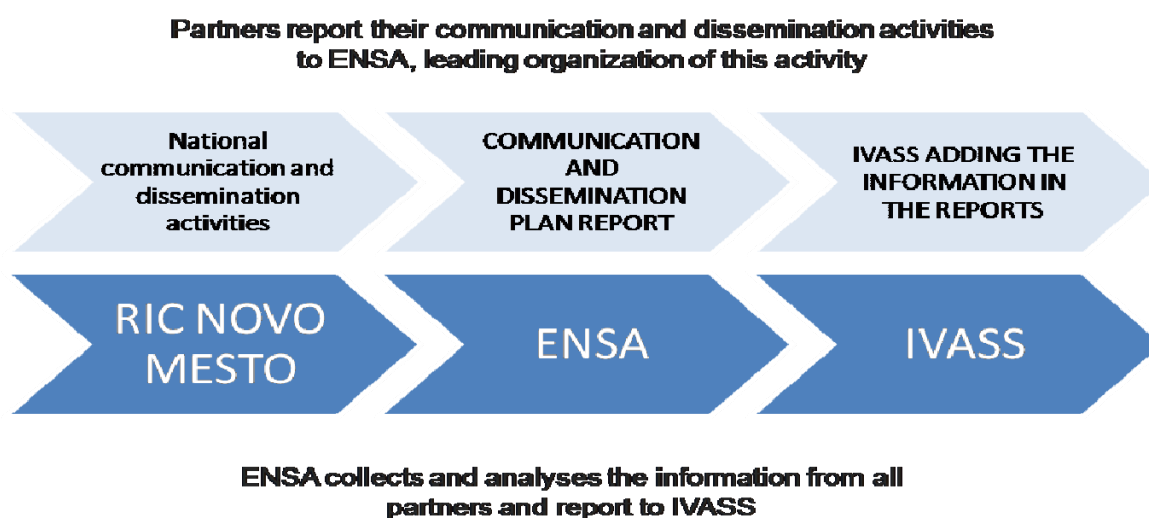
As it can be seen in the following figures, these four leading organizations will collect and analyze the information and will report to IVASS.

Figure 7. Report_Information flow



Source: own elaboration

Figure 8. Communication and dissemination activities: Example of the flow of information among partners



Source: own elaboration

Figure 9. Risk management: Example of the flow of information among partners

Partners report about potential risks to Familiehulp,
leading organization of this activity



Familiehulp will collect and analyze the information
from all partners and will report to IVASS

Source: own elaboration

Partners are invited to read the section 7.1, where this technical reporting process is explained in detail.

Therefore, to properly follow this process, partners will have to produce and deliver an on-time and accurate report which will be analyzed by IVASS as to send to SEPIE according to the deadlines following stated.

6.3. DEADLINES

IVASS, as applicant organization, has to report to SEPIE twice:

- **Interim report (29/02/2020):** covering the project activities expenses until 31/01/2020.
- **Final report (31/05/2021):** Covering the project activities expenses since 01/02/2020 until the end of the project (31/03/2021).

As a result of this, and the requirements to transfer the pre-financing amounts, partners are required to fulfill the following cost-justification schedule:

- 2nd pre-financing payment (**DEADLINE partner to send documents to IVASS: 29th of March 2019**).
- **INTERIM REPORT TO SEPIE** and 3rd pre-financing payment (**DEADLINE partners to send documents to IVASS: 15th of February 2020**).
- 4rd pre-financing payment (**DEADLINE partners to send documents to IVASS: 10st of September 2020**)
- **FINAL REPORT TO SEPIE:** (**DEADLINE partners to send documents to IVASS: 20th of April 2021**)

Table 16. Reporting deadlines and compulsory documents

	2 nd pre-financing payment	3 rd pre-financing payment INTERIM REPORT TO SEPIE	4 th pre-financing payment	Final payment FINAL REPORT TO SEPIE
	Deadline 29th of March 2019	Deadline 15th of February 2020	Deadline 10st of September 2020	Deadline 20th of April 2021
MT6		X	X	X
Evidences supporting MT6		X	X	X
MT3, MT4, MT5	X	X	X	X
Supporting documents (translation invoices, list signatures...)		X	X	X

Source: own elaboration

6.4. 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:

- a) The data needed to draw up the reports, financial statements and other documents.
- b) All the necessary documents required for audits, checks or evaluations.
- c) Any other information to be provided to the Erasmus+ Spanish National Agency (SEPIE).
- d) An honour certification signed by the partner representative stating:
 - The information contained in "MT3. Timesheet_KA2" and "MT4. Activities undertaken" and "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 31/03/2026.

6.4.1. Templates

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

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 three documents:

- MT3. Timesheet_KA2 excel file.
- MT4. Activities undertaken excel file.
- MT5. Summary of expenses word document.

All management tools can be downloaded on the TRIADE 2.0 Dropbox folder (Management reports. 1.1.2)

MT3. Timesheet_KA2

This is an excel file that contains three sheets. The sheets "Staff costs charged to IO" and "Researcher_teacher_trainer" are intended to be filled by the partners; and the third one contains instructions about the working days and signatures.

Staff costs charged to IO sheet

This sheet is a summary of the working days performed by the organizations during the year. It is divided by the three possible TRIADE 2.0 staff categories: researchers, teachers and trainers.

Partners must fill in the number of working days per year according to the three categories above mentioned.

It must be done one document per each intellectual output and must be duly signed only by the legal representative of the organization.

Figure 10. MT3. Timesheet_KA2: Staff costs charged to IO sheet

KA2 STAFF COSTS CHARGED TO THE INTELLECTUAL OUTPUT		
Project Nr.	2018-1-ES01-KA204-050348	
Intellectual Output		
Partner		
Year	Nr. Days	Employee Category/position
2018	0,00	Researcher
	0,00	Teacher
	0,00	Trainer
Year	Nr. Days	Employee Category/position
2019	0,00	Researcher
	0,00	Teacher
	0,00	Trainer
Year	Nr. Days	Employee Category/position
2020	0,00	Researcher
	0,00	Teacher
	0,00	Trainer
Year	Nr. Days	Employee Category/position
2021	0,00	Researcher
	0,00	Teacher
	0,00	Trainer
Declaration		
Intellectual Output		
Legal representative of the organisation (First name, Last name, position and signature)		
I hereby certify that the total number of hours shown above were satisfactorily worked.		

Source: SEPIE

Researcher teacher trainer sheet

The second sheet "researcher_teacher_trainer" reflects the number of working days performed by an employee in each intellectual output during the period covered by the justification.

Partners have to indicate the number of working days of an employee for an intellectual output during a term by filling in the field "working days" in a given term, the Excel sheet automatically calculates the days charged for this period.

It must also be indicated the first date and the last day of the working days performed by the employee in this term.

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

Figure 11. MT3. Timesheet_KA2: Research_teacher_trainer sheet

			
Project Nr	2018-1-ES01-KA204-050348		
Partner	IVASS		
Intellectual Output	1		
Employee Name	JOSE. M GARCÍA		
Employee Category	Research OR Teacher OR Trainer		
Days charged	0,0		
YEAR	Start Date	End Date	Working days
Oct-Dec 2018			Total 2018
			0,0
Jan-March 2019	3-ene-19	26-mar-19	
Apr-Jun 2019			
Jul-Sept 2019			
Oct-Dec 2019			Total 2019
			0,0
Jan-March 2020			
Apr-Jun 2020			
Jul-Sept 2020			
Oct-Dec 2020			Total 2020
			0,0
Jan-March 2021			
Apr-Jun 2021			
Jul-Aug 2021			Total 2021
			0,0
TOTAL WORKING DAYS			
Declaration Date			
Intellectual Output			
Legal representative of the organisation (First name, Last name, position and signature)			
Declaration Date			
Intellectual Output			
Employee Signature			

Source: SEPIE

MT4. Activities undertaken

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

The excel file "MT.4. Activities undertaken" is formed by several sheets which correspond with the 9 terms of the project.

Each excel sheet focuses on the explanation of the activities undertaken by each employee disaggregated by month and intellectual output.

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

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

Figure 12. MT4. Activities undertaken excel file


« Project Reference : TRIADE 2.0 2018-1-ES01-KA204-050348 »			
Organization :		IVASS	
Name and surname of the employee:		JUAN XXXX	
Category ¹		Research	
Month/Year	Working days	IO	Description of activities undertaken
January 2021	5,00	1	Worbook: Literature search, designing of the units structure, interviews with experts, defining the learning outcomes, interdisciplinary meetings...
February 2021	3,00	1	Worbook (Training guide resources): Collecting case studies and Theoretical and practical information....
February 2021	1,00	2	
Total	9,00		
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: C&I project (2017-1-BE02-KA202-034722)

MT5. Summary of expenses

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 13. MT5. Summary of expenses word document





TRIÀDE 2.0 PROJECT
 2018 1 ES01 KA204 050348

SUMMARY OF EXPENSES

Partner

Time period of Justification 01/10/2018 - 28/02/2019

MANAGEMENT AND IMPLEMENTATION	
Month	Costs
October 2018	740€
November 2018	250€
December 2018	250€
January 2019	250€
February 2019	250€
Total	1.250€

TRANSNATIONAL PROJECT MEETINGS			
Place	Dates	Nº mobilities	Costs
Kortrijk (Belgium)	25th - 26th February 2019	1 or 2	575€
Total			€

INTELLECTUAL OUTPUTS - STAFF COSTS				
Name	Teachers/Trainers/Researchers		Staff costs	
Date	Output identification	Number of days	Daily rate*	Staff costs
October 2018	01	2	xxx€	€
	01	3	xxx€	€
	01	3	xxx€	€
Total			Total	€

INTELLECTUAL OUTPUTS - STAFF COSTS				
Name	Teachers/Trainers/Researchers		Staff costs	
Date	Output identification	Number of days	Daily rate*	Staff costs
October 2018	01	2	xxx€	xxx€
	3	3	xxx€	€
	7	7	xxx€	€
Total			Total	€

MULTIPLIER EVENTS				
Date	Location	Nº participants		Costs
	Valencia (Spain)	Local	7	*100
		international	2	*200
		Total		400€
Total				1.100€

EXCEPTIONAL COSTS			
Date	Output identification	Concept	Costs
	01-02	Translation	€
	02-04	Translation	€
Total			€


TOTAL JUSTIFICATION	
Project Management and implementation	€
Transnational project meetings	€
Intellectual output 1	€
Intellectual output 2	€
Multiplier event	€
Exceptional costs	€
TOTAL INCURRED COSTS	

I hereby certify:


- a) The information contained in this document (and the documents "M1", "Timesheet_KA2" and "MT6_Activities undertaken") are full, reliable and true.
- b) The incurred costs are eligible and based on supporting documents.
- c) These documents will be kept in my organization until 31/03/2026.

Name of the legal representative

Date, signature and stamp



Co-funded by the Erasmus+ Programme of the European Union



Co-funded by the Erasmus+ Programme of the European Union

Source: own elaboration

6.4.2. 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 17. 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.
Intellectual outputs	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.
Exceptional costs	Not applicable

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

Table 18. Supporting rules and documents.

Budget categories	Supporting rules and documents
Management and implementation	<p>Erasmus+ Project Results Platform (E+PRP): TRIADE 2.0 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> <ul style="list-style-type: none"> a) Professional staff. b) Voluntary basis staff. c) 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) signed and certificates of attendance. • 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.
Intellectual outputs	<ul style="list-style-type: none"> • Erasmus+ Project Results Platform (E+PRP): a proof of each IO will be published in this platform. • Timesheets and final report that will include: dates, n° working days per IO, 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 (template attached in section 9) 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, IO'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. They are included in the indicator named "multiplier event justification".</p>
Exceptional costs	<p>Only is eligible the following cost: subcontracting the translation of the workbook (O1-A2).</p> <p>The budget will only cover the 75% of the real cost.</p> <p>Supporting documents: Invoices.</p>

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

6.5 FINANCE AND JUSTIFICATION SCHEDULE

Table 19. IVASS pre-financing transfers to partners. Source: own elaboration.

Month of the year	2019												2020												2021			AB	MA
	JA	FE	MA	AP	MY	JN	JL	AG	SE	OC	NV	DE	JA	FE	MA	AP	MY	JN	JL	AG	SE	OC	NO	DE	JA	FE	M		
1 st pre-financing																													
2 nd pre-financing																													
3 rd pre-financing																													
4 th pre-financing																													
Final payment																													

Table 20. REPORTING TO SEPIE. Deadlines partners to report to IVASS. Source: own elaboration.

	2020												2021				
	JA	FE	MA	AP	MA	JU	JU	AG	SE	OC	NO	DE	JA	FE	MA	AP	MA
REPORTING TO SEPIE (INTERIM REPORT). Deadline partners to send information to IVASS.																	
INTERIM REPORT. Deadline IVASS to send report to SEPIE																	
FINAL REPORT. Deadline partners to send information to IVASS																	
FINAL REPORT. Deadline IVASS to send report to SEPIE																	

Table 21. ECONOMIC JUSTIFICATION. Deadlines to send to IVASS templates (MT3, MT4 and MT5) and supporting documentation (translation invoices, multiplier events lists, agendas...). Source: own elaboration.

	2019												2020												2021				
Month of the year	JA	FE	MA	AP	M	JU	JU	AG	SE	OC	NO	DE	JA	FE	M	A	MA	JU	JU	AG	SE	OC	NO	DE	JA	FE	MA	AP	MA
1st pre-financing payment																													
2nd pre-financing payment			29 th																										
INTERIM REPORT													15 th																
4 th pre-financing payment																					1 st								
FINAL REPORT																												20 th	

7 REPORTING

7.1. INTERNAL REPORTING

7.1.1. Progress report

7.1.2. Interim review

7.1. INTERNAL REPORTING

Internal reporting refers to the collection of key project information in a systematic way, with a management purpose to be used by the Steering Committee and the representatives of the participating organizations.

The reporting and requirements related to the economic and technical justification has been explained in the previous section.

This section explains the procedures, report scope, direction, frequency and partners responsibilities of TRIADE 2.0 internal reporting. This method is complementary to the necessary ongoing communication (phone calls, Skype meetings, email exchanges, face-to-face meetings...) among the different project work hierarchies.

Internal report scope and depth of the issues dealt in each report might slightly vary depending on the projects needs and circumstances and the type of report. It is not expected any of the reports to cover any project activities at operational level.

Objectives of the internal reporting:

- To serve as a record (along with the minutes) of the project activities and decisions.
- To follow up the project.
- To help to take appropriate decisions.
- To anticipate project risks and deviations.
- To motivate project members.

Report scope

TRIADE 2.0 project will deliver two types of internal reports:

- a) Progress report.
- b) Interim review.

Both documents have the function to communicate to the Steering Committee the progresses of the project and allow IVASS to develop the technical reports that must be sent to SEPIE.

The **progress report** articulates more resources, collecting deeper and more precise information. It also requires partners to fill in the template MT6. TRIADE 2.0_ Partners progress report.

The **interim reviews** allow the partners do not lose track of the project between the six-month periods covered by the progress reports. It will be circulated between the transnational meetings.

The most important differences between the two reports are showed in the table 22.

Table 22. Differences between interim review and progress report

	INTERIM REVIEW	PROGRESS REPORT
Scope	a) Period covered b) Management summary c) Project output progresses d) Project imminent tasks e) Others.	a) Period covered and date of issue b) Management summary c) Key milestone table d) Financial issues e) Project output progresses and deviations f) Project risks g) Project quality evaluation h) Partners national dissemination activities (Communication plan) i) Key performance indicators j) Others: project opportunities, recommendations...
Methodology to collect information	1. Emails exchange, phone calls, Skype meetings, face-to-face meetings.	1. Steering Committee members will have to collect key project information and draw up a report according to a specific template (MT6) and sent it by email to the project manager. 2. It is expected to attach some documentation, proposal, drafts, evidences...to the report.

Source: own elaboration

Direction of progress report

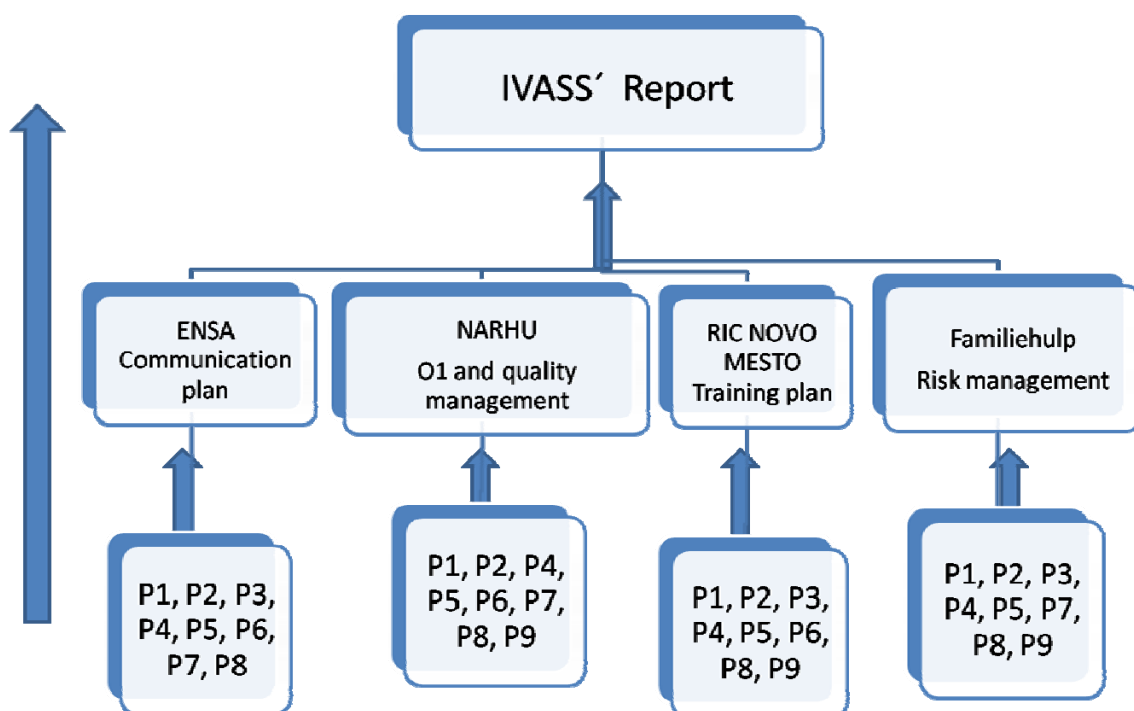
The six-month progress report will be drawn up and signed by the project manager, sent to Steering Committee members by email, uploaded on the cloud (Dropbox) and printed to be discussed during the transnational meetings.

In order IVASS to produce the progress report, partners will previously have to send some information to IVASS, but also to the organizations in charge of the different project plans:

- The information related to the national communication /dissemination activities will be sent to ENSA, according the procedure established in the communication and dissemination plan.

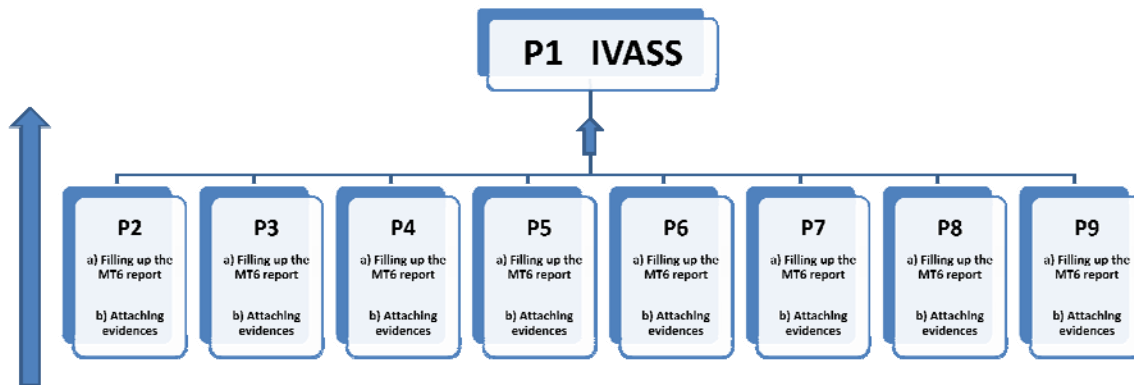
- The information related to training activities will be sent to RIC Novo Mesto according to the procedure established in the training plan.
- The information related to quality assessment will be sent to NARHU according to the quality strategy management plan.
- The information related to the intellectual outputs will be sent to IVASS according to the coordination requirements (MT6).

Figure 14. Progress report: Information flow



Source: own elaboration

Figure 15. Progress report: Reporting to IVASS



Source: own elaboration

Direction of the interim review

The interim review will be drawn by the project manager and sent to the Steering Committee members by email and uploaded on the cloud (Dropbox).

If it is considered convenient for the project progress, it might be focused only on one specific output, activity or dimension of the project.

Unlike the progress report, Steering Committee members do not need to collect or send any specific information to the project manager to generate the interim review.

Frequency

Both reports will be circulated every six months according to the following schedule:

Progress report:

1. 18th of February 2019.
2. 20th of September 2019 (Report from partners to IVASS expected the 10th of September 2019).
3. 1st of March 2020 (Report from partners to IVASS expected the 15th of February 2020)
4. 20th of September 2020 (Report from partners to IVASS expected the 10th of September 2020).
5. 1st of February 2021 (Report from partners to IVASS expected the 15th of January 2021).

Interim review:

1. 1st of May 2019.
2. 1st of December 2019.
3. 1st of May 2020.
4. 1st of November 2020.

Table 23. Internal report schedule.

Year	2019													2020										2021			
Month of the year	JA	FE	MA	AP	MA	JU	JU	AG	SE	OC	NO	DE	JA	FE	MA	AP	MA	JU	JU	AG	SE	OC	NO	DE	JA	FE	MA
Month of the project	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Partners to send the information to IVASS	31st								10th					15th							10th				15th		
Progress report		10th							20th						1st						20th					1st	
Interim review					1st							1st					1st						1st				
Transnational meetings		BG							SP						SLO						B U						BG

Source: own elaboration

8 TRIADE 2.0 INDICATORS

8.1. KEY PERFORMANCE INDICATORS

8.2. FOLLOW-UP INDICATORS

8.2.1. Communication and dissemination plan indicators

8.2.2. Quality strategy management plan indicators

8.2.3. Training plan indicators

Table 24. TRIADE 2.0_Indicators

KEY PERFORMANCE INDICATORS		COMMUNICATION AND DISSEMINATION PLAN
INDICATORS	PLAN	
(I.1) Risk identification	Management plan	(I.13) Project stakeholders mapping and report
(I.2) Budget monitoring	Management plan	(I.14) Social media (website and Facebook)
(I.3) Workbook and social inclusion	Quality strategy management	(I.15) Newsletters
(I.4) Workbook contents usefulness	Quality strategy management	(I.16) Brochure
(I.5) Workbook innovation	Quality strategy management	(I.17) Posters
(I.6) MNAM and social inclusion	Quality strategy management	(I.18) Decalogue
(I.7) Leadership	Quality strategy management	(I.19) Focus groups
COMMUNICATION AND DISSEMINATION PLAN - FORESEEN IMPACT AND TRANSFERABILITY		(I.20) Participations in public seminars/events
(I.8) Multiplier event: 75 participants per country	Communication and dissemination	(I.21) Dissemination of project results: emails
(I.9) Project impact I.9.1 Development of 20-hour course in four countries. I.9.2 Improvement of competences of 40 educators I.9.3 Improvement of competences of 150 AAWID	IMPACT	(I.22) Multiplier events satisfaction (I.23) Newsletters (I.24) Newsletter dissemination (email) (I.25) Brochure
(I.10) Outputs transferability potential I.10.1 One report per country with outputs transferability to participating organizations I.10.2 Workbook content transfer two University (HOGENT) and IVASS (VET organization)	TRANSFERABILITY POTENTIAL	(I.26) Interviews with stakeholders
(I.11) Learners platform usefulness	Platform validation methodology	
(I.12) Educators platform usefulness	Platform validation methodology	
QUALITY STRATEGY MANAGEMENT PLAN		TRAINING PLAN
(I.27) Transnational meetings		(I.32) 20-hour course: trainers satisfaction
(I.28) Project plans usefulness		(I.33) 20-hour course: learners satisfaction
(I.29) Project plan transferability potential		(I.34) Power points: educators satisfaction
(I.30) Progress reports usefulness		(I.35) On-line course (MOOC): Steering committee satisfaction
(I.31) Partners communication		(I.36) Educators platform guidelines usefulness
		(I.37) Workbook Trainers usefulness satisfaction
		(I.38) Workbook Learners usefulness satisfaction
		(I.39) EQF Training materials and activities adaptation

Source: own elaboration

8.1. KEY PERFORMANCE INDICATORS

Key performance indicators are considered as a tool to help to achieve the following general project goals:

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

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

- To develop a workbook focused on the quality of life dimension of Social inclusion.
- To develop a professional workbook that meets the needs of the professionals.
- To develop an innovative workbook which its contents are not available in the market.
- To find ways to improve the impact of the workbook.
- To develop a learning platform with capacity to improve the quality of life of AAWID, specially the dimension of social inclusion.
- To manage the project in the way that will be obtained the best results with the available resources.
- To get ongoing feedback of how the project budget is being managed.

According to these objectives, the project proposes the following key performance indicators:

Name of the indicator	(I.1) WORKBOOK AND SOCIAL INCLUSION
Objective	To develop the workbook according to the principles of quality of life of AAWID, specially the dimension of social inclusion.
Definition of the indicator	
<p>This is a key indicator for management, but also an indicator for O1-A2 (Workbook for trainers).</p> <p>The social inclusion is formed by Community integration and participation, community roles and social support.</p> <p>Indicator will be measured by determining the level of satisfaction of professionals and trainers related to:</p> <ul style="list-style-type: none"> a) Workbook improves the professionals skills to help AAWID to access to public goods and services (public transportation, retirement clubs, evening classes, community associations and services...) b) Workbook improves the professional skills to help AAWID to improve their social network with people who are not staff, family members or other people with ID. 	
Goal	<p>Quantitative: 80% degree of satisfaction for professionals.</p> <p>80% degree of satisfaction for trainers.</p>
Acceptance criteria	60%
Measuring tools	Web-based satisfaction Likert scale answered by all the participants in the training course plus open questions to improve the final output.
Frequency of the measurement	Last day of the training course
Facilitator	Quality strategy management plan
Person responsible	-

Name of the indicator	(I.2) WORKBOOK CONTENTS USEFULNESS
Objective	To develop a workbook that meets the needs of the professionals.
Definition of the indicator	
The workbook contents meet the training needs of professionals working with ageing people with intellectual disability.	
Goal	Satisfaction 8 out 10
Acceptance criteria	60%
Measuring tools	<p>Web-based satisfaction Likert scale answered by all the participants in the training course.</p> <p>The Likert scale will contain items related to general satisfaction, applicability in the job position, easiness to read and understand, sequence of the contents and practicality.</p>
Frequency of the measurement	Last day of training course
Facilitator	Quality strategy management plan
Person in charge	

Name of the indicator	(I.3) WORKBOOK INNOVATION
Objective	To develop an innovative workbook which its contents are not available in the market.
Definition of the indicator	
Innovation: the workbook contents are new (innovation) and have been developed by the partnership specifically for the target group: professionals working with ageing people with intellectual disability.	
Goal	Being approved by two experts, accepting to include their names in the workbook as a peer reviewer.
Acceptance criteria	Being approved by two experts, accepting to include their names in the workbook as a peer reviewer.
Measuring tools	<p>Intermediate evaluation:</p> <ul style="list-style-type: none"> • Group discussion with two Spanish experts. Proposals to improve the final output. <p>Final evaluation:</p> <ul style="list-style-type: none"> • Peer review by two Spanish experts.
Frequency of the measurement	<p>- Intermediate evaluation: October 2019 and March 2020</p> <p>- Peer review: Once the workbook is finished.</p>
Facilitator	Quality strategy management plan
Person in charge	

Name of the indicator	(I.4) TRIADE 2.0-MNAM PLATFORM and SOCIAL INCLUSION
Objective	To develop a training/learning interactive platform with capacity to improve the quality of life of AAWID, specially the dimension of social inclusion.
Definition of the indicator	
<p>This is a key indicator for management, but also an indicator for O2-A3 (Methodology of validation of the platform).</p> <p>The social inclusion is formed by Community integration and participation, community roles and social support.</p> <p>Indicator will be measured by determining the level of satisfaction of professionals and AAWID after using the platform:</p> <ul style="list-style-type: none"> a) AAWID have more opportunities after the training to access to public goods and services (public transportation, retirement clubs, evening classes, community associations and services...) b) AAWID have more opportunities to improve their social network with people who are not staff, family members or other people with ID. 	
Goal	<p>Qualitative: To know which activities related to social inclusion have been improved.</p> <p>Qualitative: general satisfaction showed by AAWID. Quantitative: 80% degree of satisfaction by professionals.</p>
Acceptance criteria	5 activities related to social inclusion 60% degree of satisfaction by professionals
Measuring tools	<p>Interviews with 9 professionals (BG, BU, SP) Questionnaire. 3 group discussion with AAWID (BG, BU, SP) Discussion guide.</p>
Frequency of the measurement	One month after the finishing the platform training try-out.
Facilitator	Validation methodology

Person responsible	
Name of the indicator	(I.5) IVASS LEADERSHIP
Objective	To manage the project in the way that will be obtained the best results with the available resources.
Definition of the indicator	
<p>Leadership is considered the process and style by which the project team is led to achieve the project objectives. The art of creating the right conditions for the project success.</p> <p>Leadership will be measured considering the following leadership activities: a) systematic look for feedback from partners, AAWID included; b) capacity to inspire the group by personal example; c) Recognition and value of the partners contribution; d) creation of a learning and performance culture; e) the use of research and evidence to support project proposals; f) promotion of creativity and innovation; g) being aware of the limits of the project resources and capabilities; h) Creativity and motivation to find solutions to the problems; i) ability to see the whole picture of the project; and j) partnership motivation.</p>	
Goal	Quantitative: 80% degree of satisfaction showed by Steering Committee members.
Acceptance criteria	60%
Measuring tools	<p>Likert scale (1-5) containing 10 items</p> <p>Results will be discussed in transnational meetings</p>
Frequency of the measurement	Twice per year.
Facilitator	Quality strategy management plan
Person responsible	

Name of the indicator	(I.8) MULTIPLIER EVENT ECONOMIC JUSTIFICATION
Objective	To develop the national multiplier events following the SEPIE's and project criteria.
Definition of the indicator	<p>According to SEPIE, multiplier event must match a specific criteria to be eligible as a project cost: a) acceptable quality of the event; and b) maximum of 75 participants per national event.</p> <p>Participants criteria: Only participants from organizations other than the beneficiaries can be counted in for the number of persons on the basis of which the grant amount is established.</p> <p>Organizations criteria: organizations must provide the following documents:</p> <ol style="list-style-type: none"> 1. Agenda on national language (It must include a specific section explaining the two intellectual outputs, and their foreseen impact and transferability). 2. Participant's list signed by the participants. 3. Slides used. 4. Event satisfaction evaluation questionnaire in national language. 5. Report in English covering: a) summary of the event features and intellectual outputs covered; b) conclusions about foreseen transferability and impact of the project activities; c) summary of participants professional characteristics; d) Evaluation of types of participating organizations; e) conclusions of the participants satisfaction evaluation; f) event publicity: dissemination effort done before the event; g) event impact achieved on mass media after the event; and h) materials given.
Goal	<p>75 participants per country fulfilling the following criteria:</p> <ul style="list-style-type: none"> • 30 external sending organizations. • 30 participants with front-line professional categories. • 30 participants with other professional categories: decision takers, managers, supervisors... • 15 others <p>Event participants satisfaction: 80%</p>
Acceptance criteria	<p>70 participants per country fulfilling the following criteria:</p> <ul style="list-style-type: none"> • 20 external sending organizations. • 20 participants with front-line professional categories. • 20 participants with other professional categories: decision takers, managers, supervisors.... • 30 others <p>Event participants satisfaction: 70%</p>
Measuring tools	<p>Agenda on national language.</p> <p>Participant's list signed by the participants.</p> <p>Slides used.</p> <p>Event evaluation questionnaire in national language.</p> <p>English report about the event.</p>
Frequency of the measurement	Once: during and after completing the multiplier event
Facilitator	Communication and dissemination plan
Person respons.	María Sorzano (IVASS)

Name of the indicator	(I.12) BUDGET MONITORING
Objective	<p>To measure the project overall costs.</p> <p>To measure budget deviations regarding to the working days completed by the partners.</p> <p>To help Steering Committee to plan the project activities.</p>
Definition of the indicator	
<p>The indicator will be composed by the following several pie charts: a) Working days justified by consortium per output/ total working days per output; b) Working days justified per partner and output /total working days per partner and output; c) Overall project costs / Total grant.</p>	
Goal	<p>To complete project activities with a cost of 80.000€ by January 2020.</p> <p>To complete project activities with a cost of 99% of the budget by the end of the project.</p>
Acceptance criteria	<p>To complete project activities with a cost of 71.000€ by January 2020.</p> <p>To complete project activities with a cost of 90% of the budget by the end of the project.</p>
Measuring tools	<p>Partners economic justifications: templates and sheets designed specifically to report the project costs (MT3, MT4, MT5)</p>
Frequency of the measurement	<p>4 justification periods: 29th March 209; 15th February 2020; 1st September 2020; and 20th April 2021.</p>
Facilitator	<p>Management plan</p>
Person responsible	<p>María Sorzano (IVASS)</p>

8.2. ADDITIONAL INDICATORS

These indicators offer a summary of the project progress and are included in the different project plans.

8.2.1. Communication and dissemination plan indicators

(I.13) Project stakeholders mapping and report	Steering Committee satisfaction: 80%
(I.14) Social media	(25.000 website visits; Steering committee's website satisfaction; Facebook: 600 likes)
(I.15) Newsletters	3 newsletters: 200 stakeholders per newsletter
(I.16) Brochure	6 languages
(I.17) Posters	10 per participating organizations
(I.18) Decalogue	10 per participating organizations
(I.19) Focus groups	1 focus-group per country: report (5 stakeholders per country)
(I.20) Public seminars/events	9 participations
(I.21) Dissemination of project results.	1 report. Email to 500 recipients.
(I.22) Multiplier events	Participants satisfaction: 80%
(I.23) Newsletters: 3	Steering Committee satisfaction: 80%
(I.24) Newsletters sent to 300 stakeholders	YES/NO
(I.25) Brochure: translated into 6 languages	YES/NO
(I.26) Interviews with stakeholders	100

8.2.2. Quality strategy management plan indicators

(I.3), (I.4), (I.5), (I.6), (I.7)	See KEY PERFORMANCE INDICATORS
(I.27) Transnational events	Steering Committee general satisfaction 80%
(I.28) Project plan usefulness	Steering Committee general satisfaction 80%
(I.29) Project plan transferability potential	Positive perception of the Steering Committee.
(I.30) Progress reports usefulness	Steering Committee general satisfaction 80%
(I.31) Partners communication	Steering Committee general satisfaction 80%

8.2.3. Training plan indicators

(I.31) 20-hour course: trainers satisfaction	Trainers satisfaction 80%
(I.32) 20-hour course: learners satisfaction	Learners satisfaction 80%
(I.33) Power points: educators satisfaction	Trainers satisfaction 80%
(I.34) On-line course: Steering Committee satisfaction	Steering Committee general satisfaction 80%
(I.35) Educators platform guidelines usefulness	Steering Committee general satisfaction 80%
(I.36) Workbook trainers usefulness satisfaction	Trainers satisfaction 80%
(I.37) Workbook learners usefulness satisfaction	Learners satisfaction 80%
(I.38) EQF training materials and activities adaptation	Two experts review. Positive opinion.

9 MANAGEMENT TOOLS

MT1. Certificate of participation

MT2. Participant list

MT3. Timesheet_KA2

MT4. Summary of expenses

MT6. TRIADE 2.0_Partners progress report

MT7. Multiplier event participant list

MT1. Certificate of participation



CERTIFICATE OF PARTICIPATION

John Simmon

has participated in the
Kick-off meeting of the project "TRIADE 2.0" under Erasmus+ Programme
Project n° 2018-1-ES01-KA204-050348
organized by "include name hosting organization"

February, 25th & 26th 2019

(stamp of the organization)

Kortrijk, Belgium
Project n° 2018-1-ES01-KA204-050348

name & signature (entity representative)

MT3. Timesheet_KA2

KA2		
STAFF COSTS CHARGED TO THE INTELLECTUAL OUTPUT		
Project Nr.	2018-1-ES01-KA204-050348	
Intellectual Output		
Partner		
Year	Nr. Days	Employee Category/position
2018	0,00	Researcher
	0,00	Teacher
	0,00	Trainer
Year	Nr. Days	Employee Category/position
2019	0,00	Researcher
	0,00	Teacher
	0,00	Trainer
Year	Nr. Days	Employee Category/position
2020	0,00	Researcher
	0,00	Teacher
	0,00	Trainer
Year	Nr. Days	Employee Category/position
2021	0,00	Researcher
	0,00	Teacher
	0,00	Trainer
Declaration		
Intellectual Output		
Legal representative of the organisation (First name, Last name, position and signature)		
I hereby certify that the total number of hours shown above were satisfactorily worked.		

Project Nr	2018-1-ES01-KA204-050348
Partner	IVASS
Intellectual Output	1
Employee Name	JOSE. M GARCIA
Employee Category	Research OR Teacher OR Trainer
Days charged	0,0

YEAR	Start Date	End Date	Working days
Oct-Dec 2018			
			Total 2018
			0,0
Jan-March 2019	3-ene-19	26-mar-19	
Apr- Jun 2019			
Jul-Sept 2019			
Oct-Dec 2019			
			Total 2019
			0,0
Jan-March 2020			
Apr- Jun 2020			
Jul-Sept 2020			
Oct-Dec 2020			
			Total 2020
			0,0
Jan-March 2021			
Apr- Jun 2021			
Jul-Aug 2021			
			Total 2021
			0,0
TOTAL WORKING DAYS			

Declaration Date	
Intellectual Output	
Legal representative of the organisation (First name, Last name, position and signature)	
Declaration Date	
Intellectual Output	
Employee Signature	

MT4. Activities undertaken



« Project Reference : TRIADE 2.0 2018-1-ES01-KA204-050348 »

Organization :	IVASS
Name and surname of the employee:	JUAN XXXX
Category ¹	Research

Month/Year	Working days	IO	Description of activities undertaken
January 2021	5,00	1	Worbook: Literature search, designing of the units structure, interviews with experts, defining the learning outcomes, interdisciplinary meetings...
February 2021	3,00	1	Worbook (Training guide resources): Collecting case studies and Theoretical and practical information....
February 2021	1,00	2	
Total	9,00		

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

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

MT5. Summary of expenses



TR/IDE 2.0 PROJECT 2018 1 ES/1 KA204 050348
SUMMARY OF EXPENSES

Partner	
Time period of justification	01/10/2018 - 28/02/2019

MANAGEMENT / ANU IMPLEMENTATION		Costs
Month	Days	Costs
October 2018		740€
November 2018		250€
December 2018		250€
January 2019		250€
February 2019		250€
Total		1.250€

TRANSNATIONAL PROJECT MEETINGS			
Place	Dates	Nº modalities	Costs
Kortrijk (Belgium)	25th - 26th February 2019	1 or 2	375€
Total			€

INTELLECTUAL OUTPUTS - STAFF COSTS				
Name	Teacher/Trainers/Researchers			Staff costs
Date	Output identification	Number of days	Daily rate*	Staff costs
October 2018	01	2	xxx€	€
	01	3	xxx€	€
	01	3	xxx€	€
Total			Total	€

INTELLECTUAL OUTPUTS - STAFF COSTS				
Name	Teacher/Trainers/Researchers			Staff costs
Date	Output identification	Number of days	Daily rate*	Staff costs
October 2018	01	2	xxx€	xxx€
		3	xxx€	
		2	xxx€	
Total			Total	€

MULTIPLIER EVENTS					
Date	Location	Nº participants	Costs		
	Valencia (Spain)	Local	7	*100	700€
		International	2	*200	400€
		Total			1.100€



EXCEPTIONAL COSTS			
Date	Output identification	Concept	Costs
	D1-K1	Transition	€
	D2-M	Transition	€
	Total		€

TOTAL JUSTIFICATION	
Project Management and implementation	€
Transnational project meetings	€
Intellectual output 1	€
Intellectual output 2	€
Multiplier events	€
Exceptional costs	€
TOTAL IMPLEMENTATION	€

I hereby certify:

- The information contained in this document (and the documents: "M.5. Timesheet_KA2" and "M.6. Activities undertaken") are full, reliable and true.
- The incurred costs are eligible and covered in supporting documents.
- These documents will be kept in my organization until 31/12/2024.

Name of the legal representative

Date, signature and stamp



MT6. TRIADE 2.0_Partners progress report

MT6. TRIADE 2.0 PARTNERS PROGRESS REPORT

Partner			
Period covered		Date of issue	

PROJECT MANAGEMENT AND IMPLEMENTATION: PROJECT PLAN	
PLEASE PROVIDE A DESCRIPTION OF THE STATE OF ART OF THE PROJECT PLANS	
QUALITY STRATEGY MANAGEMENT PLAN	
Description of how the project is being monitoring so far and the most important plan outcomes. Partners contributions, difficulties found, deviations from initial plan, achievements, activities carried out, tasks distribution, monitoring, reports published, stakeholders involvement...	
COMMUNICATION AND DISSEMINATION PLAN	

To whom the partners have disseminated the project results inside and outside the partnership so far?	
Please, define in particular your targeted audience at local/regional/national/EU level/ international	
Partners communication activities, difficulties found, deviations from initial plan, achievements, activities carried out, tasks distribution, monitoring, reports published, stakeholders involvement...	

PROJECT IMPACT
What has been the project impact so far on the participants, participating organizations, target groups, and other relevant stakeholders

Systemic level: organizations and other stakeholders out of the partnership	
My organization	
Educators: front-line professionals	
AAWID	

RISKS MANAGEMENT

Partners contributions, difficulties found, deviations from initial plan, achievements, activities carried out, tasks distribution, monitoring, reports published...	
Updating of project risks	

PROJECT MANAGEMENT AND IMPLEMENTATION: OTHER ACTIVITIES

PLEASE PROVIDE A DESCRIPTION OF OTHER ACTIVITIES CARRIED OUT WITH THE SUPPORT OF THE GRANT REQUESTED UNDER THE ITEM "PROJECT MANAGEMENT AND IMPLEMENTATION" AND NOT INCLUDED NEITHER IN THE PROJECT PLAN ACTIVITIES NOR IN THE INTELLECTUAL OUTPUTS SECTIONS.

ACTIVITIES (Tick those carried out or in progress)	DESCRIPTION OF THE ACTIVITIES, OUTPUTS, RESULTS...
Project management internal activities in your organization (e.g. meetings, protocols, planning, finances, coordination and communication between organization areas)	
Organizational internal production of small scale learning/teaching/training materials, tools, guides, policies, indicators, tools, new organizational approaches as a result of the project and product activities or needed to develop the project, etc.	
Virtual cooperation and local project activities (e.g. classroom project work with learners, youth work activities, organisation and mentoring of embedded learning/training activities, etc.);	
Poster/Decalogue	
Other activities or sub-products carried out or produced thanks to the project or needed to develop the project	

Stakeholders involved in all these above project activities (external contributors), describe their involvement, in which activities and how.

INTELLECTUAL OUTPUT I

PLEASE PROVIDE A DESCRIPTION OF THE STATE OF ART AND YOUR CONTRIBUTION TO THE FOLLOWING INTELLECTUAL OUTPUTS

Coordination activities carried out by the output leading organization.

INTELLECTUAL OUTPUT 1. TRAINING PLAN

Describe the contribution of your organization to this IO.

Describe the activities your organization has taken part.

Are the initial objectives, planned activities, identified target and expected results being pursued, carried out and reached as initially planned?

At this stage do you encounter challenges or problems in developing or implementing this IO? If so, in which aspect?

INTELLECTUAL OUTPUT 1. O1-A2. WORKBOOK PART I (CONTENTS)

Describe the contribution of your organization to this IO.

Describe what your organization has achieved so far.

Describe the activities your organization has taken part.	
Are the initial objectives, planned activities, identified target and expected results being pursued, carried out and reached as initially planned?	
At this stage do you encounter challenges or problems in developing or implementing this IO? If so, in which aspect?	
INTELLECTUAL OUTPUT 1. O1-A2. WORKBOOK PART II (Training pedagogical resources)	
Describe the contribution of your organization to this IO.	
Describe what your organization has achieved so far.	
Describe the activities your organization has taken part.	
Are the initial objectives, planned activities, identified target and expected results being pursued, carried out and reached as initially planned?	
At this stage do you encounter challenges or problems in developing or implementing this IO? If so, in which aspect?	
INTELLECTUAL OUTPUT 1. O1-A4. TEACHERS POWERPOINT PRESENTATIONS	
Describe the contribution of your organization to this IO.	

Describe what your organization has achieved so far.	
Describe the activities your organization has taken part.	
Are the initial objectives, planned activities, identified target and expected results being pursued, carried out and reached as initially planned?	
At this stage do you encounter challenges or problems in developing or implementing this IO? If so, in which aspect?	

INTELLECTUAL OUTPUT 1. O1-A5. MOOC ONLINE COURSE

Describe the contribution of your organization to this IO.	
Describe what your organization has achieved so far.	
Describe the activities your organization has taken part.	
Are the initial objectives, planned activities, identified target and expected results being pursued, carried out and reached as initially planned?	
At this stage do you encounter challenges or problems in implementing this IO? If so, in which aspect?	

INTELLECTUAL OUTPUT II

PLEASE PROVIDE A DESCRIPTION OF THE STATE OF ART AND YOUR

CONTRIBUTION TO THE FOLLOWING INTELLECTUAL OUTPUTS

INTELLECTUAL OUTPUT 2. O2-A2. MNAM PLATFORM

Describe the contribution of your organization to this IO.	
Describe what your organization has achieved so far.	
Describe the activities your organization has taken part.	
Are the initial objectives, planned activities, identified target and expected results being pursued, carried out and reached as initially planned?	
At this stage do you encounter challenges or problems in implementing this IO? If so, in which aspect?	

INTELLECTUAL OUTPUT 2. O2-A3. VALIDATION METHODOLOGY

Describe the contribution of your organization to this IO.	
Describe what your organization has achieved so far.	
Describe the activities your organization has taken part.	
Are the initial objectives, planned activities, identified target and expected results being pursued, carried out and reached as initially planned?	
At this stage do you encounter challenges or	

problems in developing or implementing this IO? If so, in which aspect?	
INTELLECTUAL OUTPUT 2. O2-A4. EDUCATORS PLATFORM GUIDELINES	
Describe the contribution of your organization to this IO.	
Describe what your organization has achieved so far.	
Describe the activities your organization has taken part.	
Are the initial objectives, planned activities, identified target and expected results being pursued, carried out and reached as initially planned?	
At this stage do you encounter challenges or problems in developing or implementing this IO? If so, in which aspect?	
At this stage do you encounter challenges or problems in developing or implementing this IO? If so, in which aspect?	

LEARNING/TEACHING/TRAINING ACTIVITIES

PLEASE PROVIDE A DESCRIPTION OF THE STATE OF ART AND YOUR CONTRIBUTION TO THE FOLLOWING LEARNING ACTIVITIES

20-HOUR COURSE FOR EDUCATORS

Indicate the starting and ending date of the learning/teaching/training activities.	
Describe their most important characteristics	
Describe the number of participant learners and their profile.	

PILOT TRAINING COURSE FOR AGEING ADULTS WITH INTELLECTUAL DISABILITIES (AAWID)

Indicate the starting and ending date of the learning/teaching/training activities.	
Describe the most important characteristics of the training activities	
Describe the number of participant learners and their profile.	

MULTIPLIER EVENTS

PLEASE PROVIDE A DESCRIPTION OF THE MULTIPLIER EVENT CARRIED OUT BY YOUR ORGANIZATION

Briefly describe the most important features of the multiplier event carried out by your organization	
Please, describe the connection with the project intellectual outputs	

CHECKLIST (Mark the documents supporting the multiplier event)

Agenda in national language		Event satisfaction evaluation in national language	
Participant list signed by participants		Report in English	
Slides used		Photos	

OTHER USEFUL INFORMATION

If relevant, please provide any other meaningful information deemed necessary to give a comprehensive overview of your contribution to the project activities and current implementation of the project at national level

MT7. Multiplier event participant list

NATIONAL PARTNER LOGO



SLOVENIAN SIMPOSIUM TRIADE 2.0. MULTIPLIER EVENT				
Country		Event leading organization		Date
Place				

ID	Participant Name	Sending organization	Address of the sending organization	Professional category	Signature
1					
2					
3					
4					
5					
6					

TRAINING PLAN

1	Introduction
2	Objectives
3	Pedagogical materials and training/learning activities
4	How EQF/ECVT is considered in TRIADE 2.0
5	Methodology approach
6	Phases of the training activities
7	Evaluation methodology
8	Conclusions
9	Annexes

1. INTRODUCTION

1.1. TRIADE (2015-2018) and TRIADE II.

Ten organizations took part in the first TRIADE project (2015-2018), financed also by Erasmus+ programme. This project carried out an assessment of good practices about the specific supports that Ageing Adults with Intellectual Disabilities (AAWID) need to improve their Quality of Life and/or social inclusion. In addition, a summary of the critical factors of success were defined and an overview of the vocational training needs were identified. The TRIADE report containing the best practices presented by the partners and the conclusions obtained can be found in www.ivass.qva.es/Triade2.

TRIADE 2.0 has used these factors of success and professional training needs as starting point to tackle the problem of:

"Social inclusion of Ageing Adults with Intellectual Disabilities".

To achieve this objective, TRIADE 2.0 is developing a set of pedagogical materials and carrying out several training activities which will be fully explained in the next section: "2: Triade 2.0 pedagogical materials and training/learning activities" TRIADE 2.0 project tackles the challenge of improving the social inclusion of ageing adults with intellectual disabilities (AAWID)"

The project aims to:

a) Develop specific training contents about ageing and intellectual disabilities adapted to their learning potential: training toolkit for educators of AAWID.

b) Develop and validate an IT training platform (MNAM) specific for AAWID.

c) Improve the interpersonal skills and knowledge about healthy ageing of 150 AAWID
(Pilot test)

d) Improve the knowledge and skills about ageing and disability of 40 educators of
AAWID.

1.2. TRIADE 2.0 PROJECT PLAN

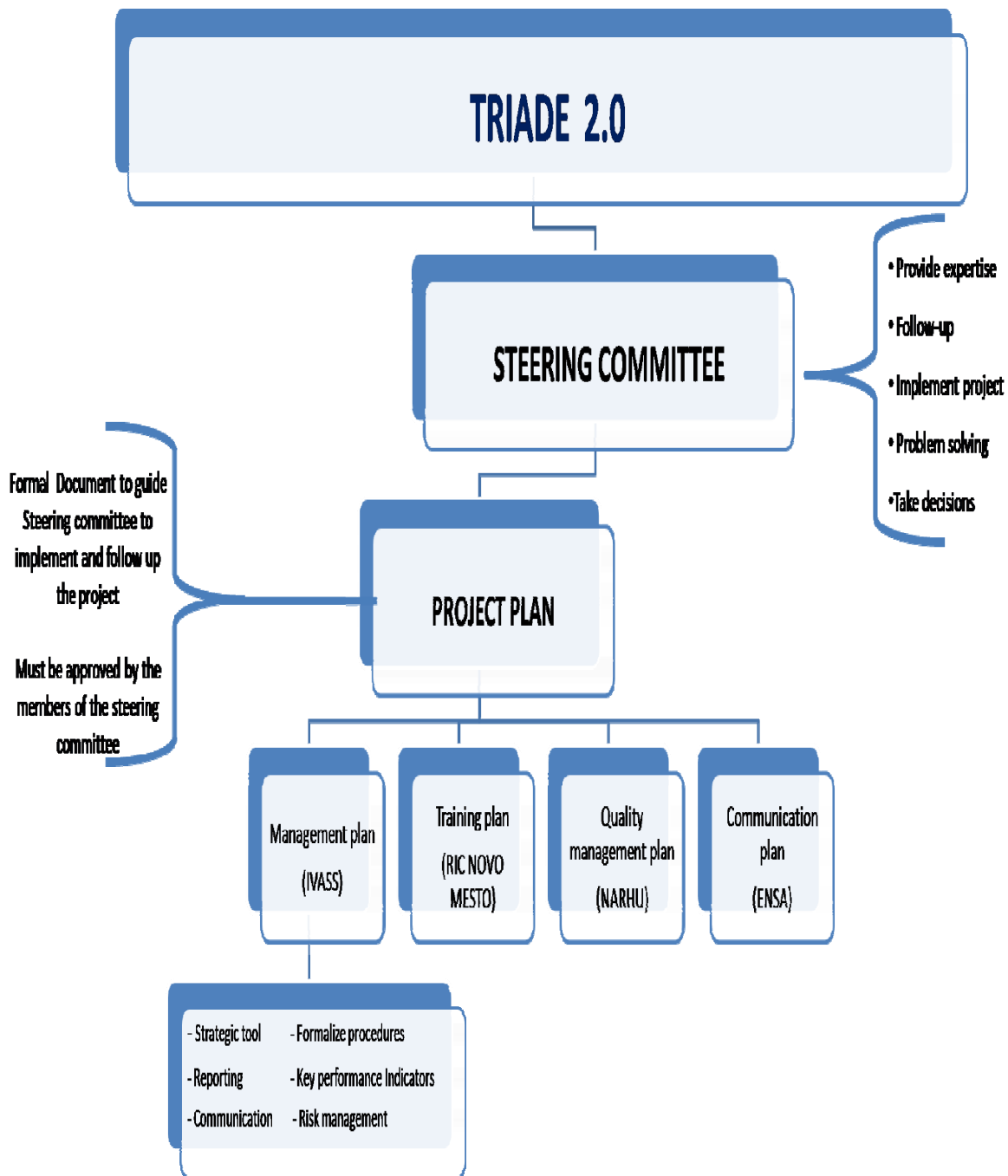
The most important tool to monitor and evaluate TRIADE 2.0 activities and outputs is the project plan. It is a formal partners-approved document used by the steering committee to guide both project execution and project control.

The project plan is formed by four operative plans:

1. Management plan. Master document to guide steering committee to monitor the project, its risks and to take decisions.
2. Training plan. Document explaining the "what, where, who, when and how" of the training activities and pedagogical materials.
3. Quality management plan. It aims to apply a rigorous quality control of the entire project process and outcomes, using a variety of evaluation approaches.
4. Communication and dissemination plan. It lays out the strategy to disseminate, communicate, explore and measuring the impact of the project activities and intellectual outputs.

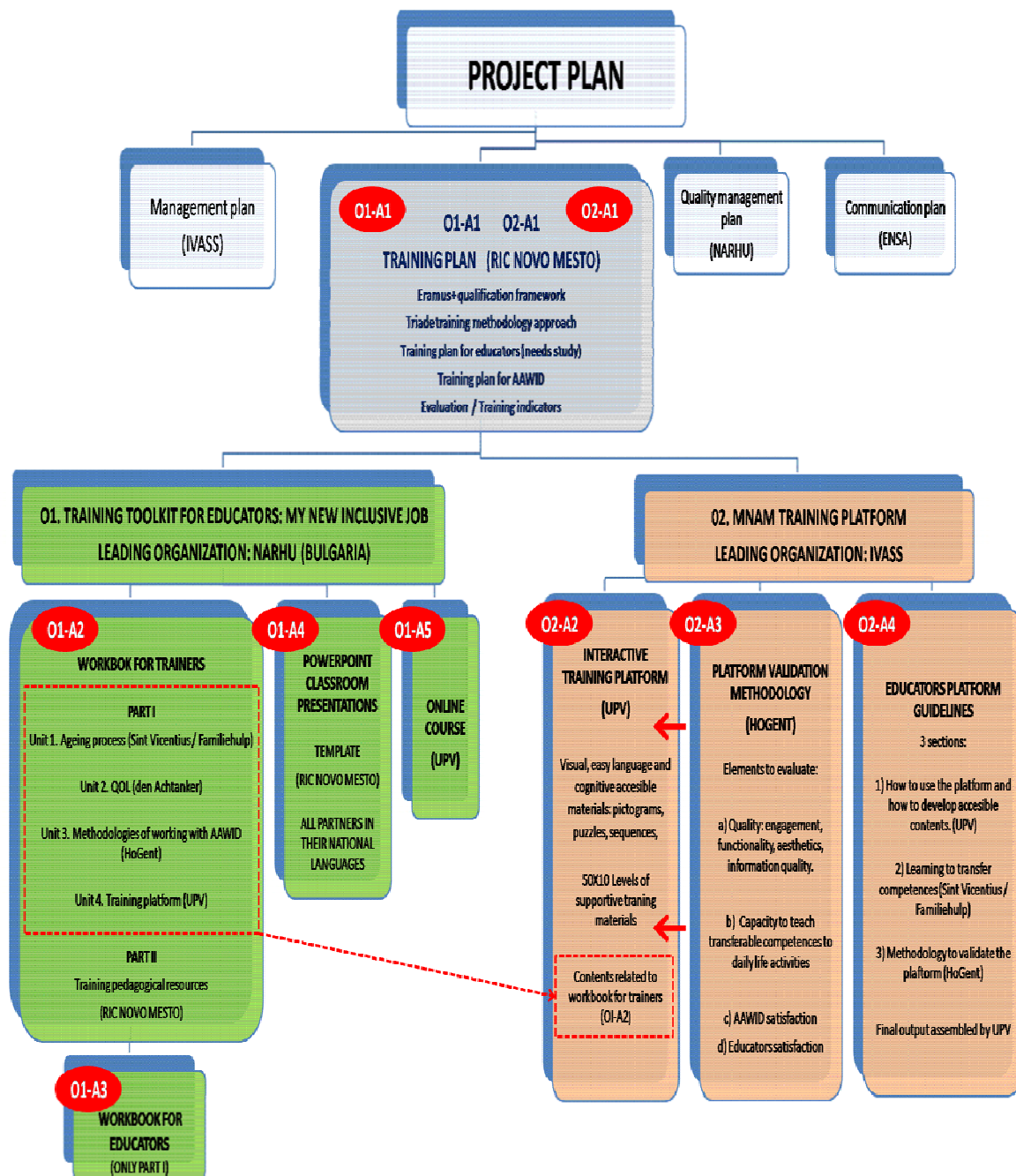
These four plans are published together in a single document under the name of TRIADE 2.0. project plan.

Figure 24. Project governance. Project plan



Source: own elaboration.

Figure 25. Overview of training plan and intellectual outputs



Source: own elaboration.

1.3. WHAT IS TRIADE 2.0 TRAINING PLAN

Training plan is part of a management plan and it is explaining the "what, where, who, when and how" of the training activities and pedagogical materials. The training plan is considered both as management tool as a pedagogical resource.

Therefore, its objectives, contents, methodology, tools which have been designed not only to be useful for the steering committee to carry out the training activities and pedagogical materials, but also to be a guide for external training program designers. As a result of this pedagogical approach, the training plan has also been published independently of the rest of the plan with the category of intellectual output and disseminated among the project stakeholders.

TRIADE 2.0 carries out two types of activities:

- Development of pedagogical materials;
- Training/learning activities.

They will be explained in detailed in the following section.

The pedagogical materials are those included in the intellectual output 1 (My new inclusive job: training toolkit for educators of AAWID); and in the intellectual output 2 (My new ageing me: interactive training platform).

Regarding to the training activities, the project will carry out two types of activities:

1. 20-hour training course: four participating countries (Belgium, Spain, Slovenia and Bulgaria) will carry out the training in order to improve the competences of 40 educators related to AAWID. It also aims how to use the interactive training platform.
2. The interactive training platform activity: the same educators taking part in the 20-hour training course will use the interactive training platform to validate it and to improve the competences of 150 AAWID.

It must be highlighted that this training plan does not regulate directly all TRIADE 2.0 training activities. **The training plan focuses only on the development and evaluation of the activities and tools belonging to the intellectual output 1 activities: Workbook, PowerPoint presentations, MOOC course and the 20-hour training course.**

TRIADE 2.0 will devote an important part of the project resources of the output 2 to develop a specific methodology (O2-A3) to evaluate and confirm that the interactive training and learning platform (O2-A2) is suitable for its intended use.

The validation methodology, indicators, evaluation results and tools developed in O2-A2 and O2-A3 are published as an independent output under the name of "Educators platform guidelines" (O2-A4). This training plan will only give a description of the key elements of these activities and their link with the activities related to the intellectual output 1, forwarding the reader to the "Educators platform guidelines" to further information about IO2.

EQF/ECVET

This section starts by offering a brief theoretical description of the concepts and framework of the European Qualification Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET). In the second part, it is explained from a practical approach how TRIADE 2.0 is implementing this framework, being a guide for to the project team and the steering committee to implement the training activities according to the EQF/ECVET.

TRAINING PLAN METHODOLOGY APPROACH

This section starts by explaining the training plan methodology design and phases by which the training needs assessed by the partnership have become into pedagogical materials (workbook) in a first stage; how these materials have been used in the training activities; how the whole process has been evaluated; how the conclusions and finding have been obtained; and how the training plan has been reported to the partners.

This section also explains the most important results of the needs assessment which has been used to develop the workbook and justify the project. It shows in a table the pedagogical logical framework of the project, visually connecting the needs, learning objectives, learning outcomes, training methodology, pedagogical materials and evaluation.

Finally, the section explains the most important characteristics of the three target groups of the training activities; introducing the reader to the theoretical framework of the project (Quality of life and the model of individual supports), finishing by showing the training contents and the time schedule of the training activities.

EVALUATION METHODOLOGY

This section focuses on explaining the quantitative and qualitative methodology that will be used to carry out the evaluation of the outputs. It explains in detail what, how and when partners have to evaluate, describing the tools to be used and establishing the indicators agreed by the partners to assess the degree in which the outputs objectives have been achieved.

TRAINING PLAN REPORTING

This section explains how and when the plan will collect information from the partners in order to elaborate the reports that have to be sent to the steering committee and the leading organization (IVASS).

FINDINGS AND ANALYSIS

TRIADE 2.0 will carry out an analysis with all the information collected linked to the training plan activities. This section explains the objectives and methodology of analysis, offering the results disaggregated by participating countries.

The last sections of the training plan show the most important conclusions of the training activities, the references used, including all the templates and tools used in the training plan.

2. TRAINING PLAN OBJECTIVES

The main objectives of the training plan are:

- To guide the steering committee to implement, monitor and evaluate training activities of the project.
- To guide the project to develop the intellectual outputs.
- To give internal coherence to all pedagogical resources and training activities of TRIADE 2.0.
- To establish the pedagogical and theoretical principles of TRIADE 2.0 training activities and pedagogical materials.
- To improve the final quality of the training/learning activities and pedagogical materials.
- To help external training professionals to develop training activities similar to those included in TRIADE 2.0 project.

3. TRIADE 2.0 PEDAGOGICAL MATERIALS AND TRAINING/LEARNING ACTIVITIES

Projects activities are divided into development of pedagogical materials and implementation of training activities. Consequently the developed materials will include skills and knowledge to be transferred to AAWID and their educators.

3.1 Development of pedagogical materials

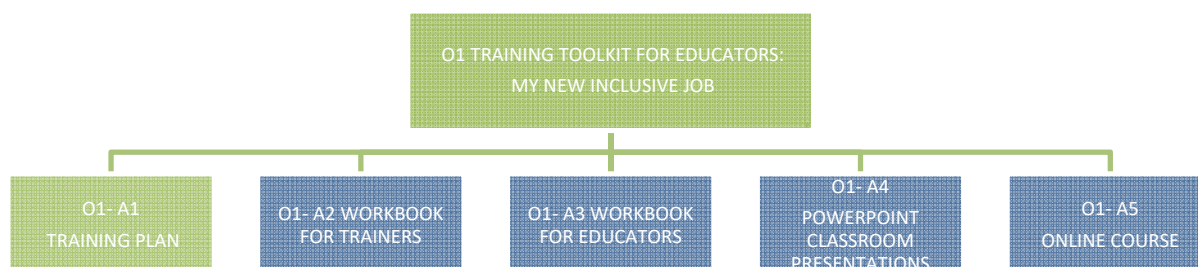
Pedagogical materials are developed in the project are divided into two outputs:

- My new inclusive job: training toolkit for educators of AAWID (O1)and
- My new ageing me: Interactive training platform. (O2).

3.1.1 My new inclusive job

"My new inclusive job" training toolkit for educators will develop and deliver the necessary resources to accomplish the O3-A1: 20-hour training course for educators working with AAWID.

Figure 26. Triade 2.0 educational resources for educators



Source: own elaboration.

O1- A2 WORKBOOK FOR TRAINERS

1. PART I Training contents of the 4 units. (30 pages)

The most important part of the Workbook for trainers is the development of specific training content regarding to the ageing process of AAWID. The content will be developed by 5 partners and distributed in 4 units:

- Unit 1. The ageing process of AAWID (5 hours). Concept of healthy and active ageing; individual supports and their specific context; using the community-based services.
- Unit 2. The impact of ageing on the Quality of life (5 hours). Ageing, social inclusion and the 8 dimensions of QOL.

- Unit 3. Methodology of working with AAWID (5 hours). The support model. Methodologies and tools to improve the transfer of competences to the daily activities.
- Unit 4. "My New Ageing Me" interactive training platform (5 hours). The platform structure and functioning (exercises and evaluation); educators role.

2. Part II Training pedagogical resources. (20 pages)

In addition, and being designed as a pedagogical tool, the Workbook for trainers (Part II) will also include the following pedagogical resources for trainers:

- Erasmus+ framework: ECVET/EQF.
- How to plan the TRIADE 2.0 training course (O3-A1).
- How to execute the lessons: learning outcomes, objectives, pedagogical resources, methodology and teaching style.
- How to evaluate the training course: evaluation criteria and tools.

O1- A3 WORKBOOK FOR EDUCATORS

Workbook for educators includes training contents of the 4 units developed in the first part of the workbook for educators. This workbook will consist of the exactly same training contents of the Workbook for trainers (only part 1). It is a classroom learning guidance for educators.

O1- A4 POWERPOINT CLASSROOM PRESENTATIONS

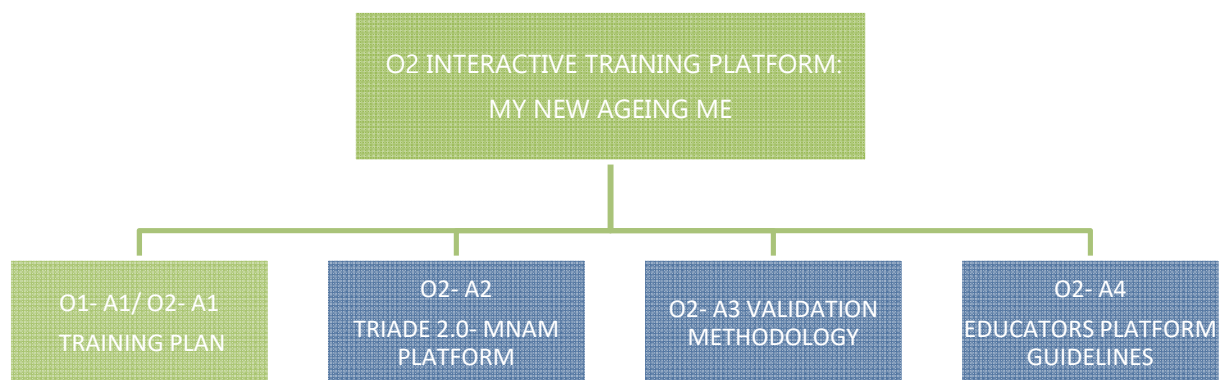
The four PowerPoint presentations used by the trainers to give the lessons will be included in the training toolkit. Trainers will modify them according to the national specific context.

O1- A5 ONLINE COURSE

UPV will support the technical coordination and conversion of the project materials to be incorporated into a MOOC course. Online course will include content of teaching material from Workbook Part II.

O2. My new ageing me

Figure 27. Interactive training platform MNAM



Source: own elaboration

“My new ageing me” interactive training platform will be available online course in UPV for free use world-wide and support the learning and training process of AAWID (O3-A2). The platform will include:

- Supporting tools for trainers: more than 70 supportive training exercises that best suit needs of the target group.
- Access to the visual, easy language and cognitive accessible materials: pictograms, puzzles, sequences and photos.
- Working space for AAWID, with the help of their educators, will be able to enter in order to refresh.

The platform will include activities pursuing 2 types of objectives:

1. Knowledge improvement of the concepts of ageing and disability: healthy ageing, active ageing, roles of AAWID, healthy diets, living independently and leisure time.
2. Skills improvement: Using the 8 dimension of QOL (giving maximum importance to the social inclusion dimension) the exercises will be oriented to improve the interpersonal skills of AAWID.

4. HOW EQF/ECVT IS CONSIDERED IN THIS TRAINING PLAN AND IN THE PROJECT

Project intends to offer a training process which follows the EQF (European Qualifications Framework) and ECVET (The European Credit System for Vocational Education and Training) in order to make qualifications gained in the training activities of the TRIADE 2.0 project readable across Europe. Workbook part II contains detailed information on how to adjust training activities. Descriptions of competences are prepared in accordance to EQF.

Information on ECVET and EQF framework can be found in Annex 1.

TRIADE 2.0 aims to tackle the limited opportunities of ageing adults with intellectual disabilities, partially caused by lack of targeted training delivered in accessible and learner oriented way.

To reach the project objectives, TRIADE 2.0 will develop and validate a specific training toolkit for educators (Workbook and Training methodology), improve the knowledge, skills and competences about ageing and intellectual disability of 40 educators (pilot test) and teach how to use the IT platform (MNAM) to these 40 educators and their trainers. The project will offer to the community a validated training toolkit for educators of AAWID according to EQF. Moreover, an IT training platform to be used by the community, being launched by UPV as a MOOC (massive online open courses) will be prepared and shared.

The training activities are a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Preparing learning outcome and minimum requirement of the courses should be considered;

- Identify what learners can learn.
- Describe the learning outcomes that the learner is expected to achieve.
- It's feasible what is to achieve.
- Course contents should be constructed and organized in a coherent way with regard to the overall qualification.
- Criteria according to which learning outcomes can be grouped:
 - o Related to the same set of occupational activities/tasks.
 - o Related to the same education technique.
 - o Related to the stages in the education process or process of performing a service.
 - o Related to the same field of knowledge, skills or competence.

Allocation of ECVET points to a QUALIFICATION is based on a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. Allocation of ECVET points to a UNIT should be based on its relative weight within the qualification:

- The relative importance of the unit LOs for labour market, for progressions to other qualification levels or for social integration.
- The complexity, scope and volume of the unit LOs.
- The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

Preparation of assessment of learning outcomes for ageing adults with intellectual disabilities will serve to measure the extent to which a learner has in fact attained particular knowledge, skills and competences. When you validate learning outcomes, you should confirm that assessed learning outcomes achieved by a learner correspond to specific outcomes, which may be required for a unit or a qualification. Validation will help to officially confirm achieved learning outcomes through the awarding completed units or gained qualifications.

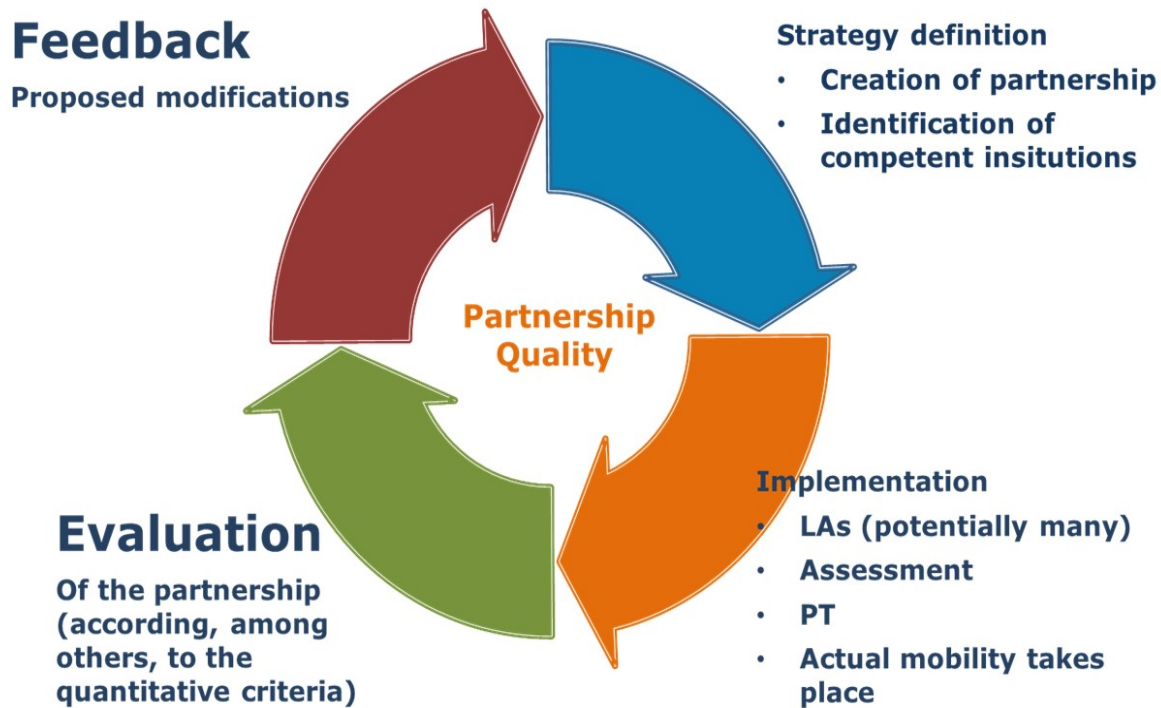
Learning agreement could be signed by countries in the European Union. Agreement at an operational level should include:

- Operational framework for mobility exchanges,
- More detailed information about the qualifications concerned, the mobility exchange and the conditions for assessment, validation and recognition of credit,
- The decision on who needs to sign such an agreement would also depend on the responsibilities of different actors within the qualifications system,

Adding information on the national qualifications framework (NQF), the structure of qualifications and units, the use of learning outcomes and all or any quality assurance arrangements should also be considered.

ECVET supports quality in mobility. However, to ensure continuous improvement, the use of ECVET for geographical mobility must also be underpinned by quality assurance (QA) procedures. Rotation of the partnership quality are given in the Figure 28.

Figure 28. Partnership quality.



Source: own elaboration.

5. TRAINING PLAN METHODOLOGY APPROACH.

TRIADE 2.0 training methodology will use blended learning approaches including interactive training, e-learning, and lecturing. Unlike the school pedagogy the adult education is based on learners centred approaches where the learner is in the centre of the process and the trainer/ educator provide him/her with guidance, advices and support. The educator`s role is to facilitate the process of the mastering of the knowledge, skills and competence by providing guidance and encouragement.

5.1. Target groups

Objective of this section is to precisely define the three target groups taking part in the training and learning activities of the TRIADE 2.0. project.

The participants in the training activities of TRIADE 2.0 can be divided into three groups:

1. **The teachers/trainers** giving the lessons of the 20-hours course.
2. **The front-line professionals.** They are target groups of two training activities:
 - a. They are the learners in the 20-hours course.
 - b. They are the educators using the interactive learning platform to improve the competences of AAWID.
3. **The AAWID** (Aging adults with intellectual disabilities) are the learners of the interactive training platform.

Table 25. TRIADE 2.0 training activities target groups.

	Target groups	The 20-hours course	The learning process through the interactive training platform
1	The teachers/trainers of the 20-hours course. They might be several professionals depending of the units.	They give the lessons to the front-line professionals.	Not taking part in this activity.
2	Front-line professionals. Professionals dealing with AAWID.	They receive the lessons. They learn about ageing and disability and how to use the platform.	They will use the platform methodology to teach competences to AAWID.
3	Ageing Adults with Intellectual Disabilities AAWID.	Not taking part in this activity.	They will be the learners. They improve their competences through the training platform.

Source: own elaboration.

Teachers/trainers

Objective of the following section is to define the teachers/ trainers that should be involved in the project activities. The main role of teachers/educators is to train the front-line professionals.

Teachers/trainers should mostly include practitioners from specific disability or elderly services. The trainings will be implemented by:

- Trainers of educators, providing educational services to AAWID
- Educators (nurses, therapists, psychologists...) involved in specific services for disabled or elderly adults with intellectual disabilities;
- Educators within community-based services, providing support in their own home or community rather than within the institutions.

As it was discussed within the Steering Committee meetings the participants may have experiences on either working with adults or working with people with intellectual disabilities or with both target beneficiaries.

Front-line professionals

Front-line professionals are expected to be represented by 2 from community-based services and 8 from specific disability and elderly services. Front-line staff are those professionals having direct contact on regular basis with AAWID. Their tasks might differ depending on the type of provider (institutional or community-based service) and the target group needs (European Union Agency for Fundamental Rights, 2017).

"They usually are in charge to foster clients relationships, ensuring continuity and consistency to the service provided and trying to find a balance between the needs and expectations of AAWID. Their job is characterized by roster shifts; the ongoing efforts to manage the client expectations regarding to the requests for assistance out of the supports included in the clients' individualized support plans; and the link between the regularity and continuity of their relationship with the client and the quality of the service" (Prgomet, 2017)

The most common occupations working directly with AAWID are: psychologist, Social worker, (special) educator, care worker, outdoor animator, Nurse, physiotherapist, occupational therapist, social care coordinator, workshop teacher, employment monitor, AAWID transport care-giver, director-psychologists of occupational centres, pedagogues, and speech therapists.

The workbook and the 20-hours course have been specifically designed for the occupations of social worker, occupational therapist, psychologist and workshop teacher (see table 26)

Table 26. Occupations and tasks descriptions. Sources: own elaboration from ESCO (European Skills, Competences, Qualifications and Occupations) and other diverse sources.

Occupation	Description of occupations according to ESCO	Description of occupations adapted to disability field. Several sources
Social worker	"Social workers are practice-based professionals who promote social change and development, social cohesion, and the empowerment and liberation of people. They interact with individuals, families, groups, organisations and communities in order to provide various forms of therapy and counselling, group work, and community work. Social workers guide people to use services to claim benefits, access community resources, find jobs and training, obtain legal advice or deal with other local authority departments"	To inform and orientate the AAWID and their families. To elaborate social reports and to manage social and familiar aids and resources. To take part in the organizational social and family support programs together with the multi-professional team, developing specific treatments. To collaborate in matters within its competence in the information programs.
Occupational therapist	"Occupational therapists assist individuals or groups who have occupational limitations due to diseases, physical disorders, and temporary or permanent mental disabilities, in regaining their ability to perform daily activities. They provide treatment and rehabilitation to enable them to actively participate in society, to live their lives according to their wishes and to perform those activities that are meaningful to them."	To design and elaborate individual and group programs. To implement specific treatments for a functional recover with the objective of the improvement of the quality of life in the daily life activities. To execute, monitor and evaluated the implementations of their programs under the technical supervision and together with the multi-professional team. To collaborate in matters within its competence in the information programs.
Psychologist	"Psychologists study the behaviour and mental processes in humans. They provide services to clients who deal with mental health issues and life issues such as bereavement, relationship difficulties, domestic violence, and sexual abuse. They also provide counselling for mental health issues such as eating disorders, post-traumatic stress disorders, and psychosis in order to help the clients rehabilitate and reach a healthy behaviour."	To organizes and planning the psychooogical area, leading the coordination with the rest of the service areas. To apply tests, diagnose, assess and carry out the individual and group programs. To elaborate psycho-pedagogic reports. To develop programs together with the multi-professional team, developing a specific orientation and exerting a technical supervision. To follow-up and evaluate the programs the she/he is carrying out. To collaborate in matters within its competence in the information programs.

<p>Vocational teacher (workshop educators)</p>	<p>"Vocational teachers instruct students in their specialized field of study, which is predominantly practical in nature. They provide theoretical instruction in service of the practical skills and techniques that the students must subsequently master in the specialized vocation of their choice and aid in the development of the according attitudes and values. Vocational teachers monitor the students' progress, assist individually when necessary, and evaluate their knowledge and performance on the subject through assignments, tests and examinations."</p>	<p>To elaborate the general workshop program and the report associated with it. To apply the program in theory and on a practical level. To evaluate each program and report about the results. To coordinate the educative and employment actions together with the multi-professional team. To properly maintain the machinery and tools of the workshop. To make an inventory and report about the needs.</p>
<p>Care givers</p>	<p>In their work, caregivers observe the rules of good practice and should follow prescription of the medical specialist or social worker to meet universal (basic) needs that are common to all and necessary to sustain life and health. Care should be aimed primarily at providing good physical and socio-psychological conditions. Under the guidance of a doctor or health care specialist, the caregiver assists the person in meeting their basic needs in life - nutrition, hygiene, movement, respiration, sleep, recreation, education and entertainment and provide psychosocial comfort.</p>	<p>In the performance of their daily professional duties caregivers are responsible for:</p> <ul style="list-style-type: none"> • To take care of a person according to the individual prescribed care plan. • To perform common household activities • To ensure safety and quality of the activities as well as proper implementation of the appointments of medical specialists; • To comply with the rules of good practice in the care of the patient; • To comply with the rules of internal code of the institution, where the caregiver works; • To protect the confidential information of a personal nature as well as to build trust in the relationship; • To assist in administrative operations for individuals (registration forms, various records, forms ...); • To take control/monitor all kinds of attitudes and behaviours of those people who have encountered physical, sexual, psychological, medical and economical abuse, and inform the responsible persons/bodies.

Aging Adults With Intellectual Disabilities (AAWID)

The design and pedagogical resources of the interactive training platform has been though to develop the competences of Ageing Adults with Intellectual Disabilities.

AAWID can have different characteristics and needs, but a definition of the general profile of this target group would help to better define the learning objectives, to develop

the pedagogical materials and training methodology, to carry out the evaluation and to get the final conclusions.

The most important characteristics that define the AAWID as a target group of the interactive learning platform are adults with intellectual disability:

- With a mild or moderate mental retardation.
- To have some autonomy to allow them to participate in occupational tasks or activities (leisure time, culture, sports...)
- Currently receiving social inclusion or/and personal adjustment supports.

An illustrative example is given by Millan-Calenti et al. (2006), in a study of the population of occupational centers, states the following characteristics of AAWID:

- To be older than 45 years old (35 for down syndrome population)
- Presenting mild or moderate mental retardation in accordance to DSM-IV (IQ between 35 and 70)
- Low reading and writing skills (Only 30% can read and write)

References:

- Prgomet, M., Douglas, H.E., Tariq, A., Georgiou, A., Armour, P. and Westbrook, J.I. (2017), "The work of front line community aged care staff and the impact of a changing policy landscape and consumer-directed care", *British Journal of Social Work*, Vol. 47 No. 1, pp. 106-124.
- European Union Agency for Fundamental Rights (2017). Summary overview of types and characteristics of institutional and community-based services for persons with disabilities available across the EU. Available on: https://fra.europa.eu/sites/default/files/fra_uploads/2017-10-independent-living-mapping-paper_en.pdf
- Millán-Calenti, J.C., Seijas, S., Lodeiro, S., Mariana, H., Quintana, J., Meleiro, L. Aging and sociosanitary features of people with intellectual disability [Article@Envejecimiento y característicassociosanitarias de las personas con discapacidadintelectual] (2006) *Revista Multidisciplinar de Gerontologia*, 16 (2), pp. 79-86.

5.2. Theoretical background supporting the training and learning activities: QOL and individual supports.

THE QUALITY OF LIFE MODEL

Schalock et Al. (2010) stated that quality of life is a multidimensional phenomenon composed of 8 core domains influenced by personal characteristics and environmental factors. They also state that these core 8 domains are the same for all people, although they may vary individually in relative value and importance.

QOL model gives an excellent framework for the following project METHODOLOGIES:

- Distribution of the learning platform activities according to its 8 dimensions (Prioritizing SOCIAL INCLUSION). This is an academic-proved METHODOLOGY framework.

Quality of life (QOL) in its 8 dimensions:

1. Emotional well-being
 2. interpersonal relations
 3. material well-being
 4. personal development
 5. physical well being
 6. self-determination
 7. SOCIAL INCLUSION
 8. Rights
- Evaluation methodology: QOL model offers a range of indicators to monitor and evaluate the social inclusion and training activities.

5.3. Training contents.

One of the TRIADE 2.0 project main objectives is to develop specific training contents about ageing and intellectual disabilities adapted to their learning potential. This section includes summary of specific training contents for educators/trainers related to ageing and intellectual disabilities.

Table 28. Training Content for Educators/Trainers.

UNIT	TOPICS	TRAINING HOURS	TEACHING/ LEARNING STRATEGY
The ageing process of AAWID	<ul style="list-style-type: none"> - Definition, ageism - Current perspective on ageing - Determinants of ageing - Definition on IF - Theoretical framework on human functioning - Ageing of AAWID - Changing support needs 	5	3 hour of theoretical learning () 2 hours of practical learning <i>using different active teaching methods fostering gaining new knowledge and exchanging experience</i>
The impact of ageing on the quality of life	<ul style="list-style-type: none"> - Concept of QOL - Impact on ageing on 8 domains of QOL 	5	1 hour of theoretical learning 4 hours of practical learning <i>using different active teaching methods fostering gaining new knowledge and exchanging experience</i>
Methodology working with AAWID	<ul style="list-style-type: none"> - Effective communication with AAWID - Supporting AAWID in an inclusive context - Person – centered planning for AAWID 	5	1 hour of theoretical learning 4 hours of practical learning <i>using different active teaching methods fostering gaining new knowledge and exchanging experience</i>
“My New Ageing Me” interactive training platform	<ul style="list-style-type: none"> - Impact of ICT on QOL - Inclusion of AAWID trough use of ICT - How to use TRIADE 2.0. learning platform to foster educator’s competences - How to use TRIADE 2.0. learning platform for empowering AAWID 	5	1 hour of theoretical learning 4 hours of practical learning <i>using different active teaching methods fostering gaining new knowledge and exchanging experience</i>

Source: own elaboration

Training Content for AAIWD

There are 64 exercises on MNAM platform.

The contents of the units for AAWID will be developed by the Belgium Consortium, IVASS and Narhu.

5.4. Time schedule.

Training activities will take place in the period of October 2018 – March 2021. A number of induction training sessions, midterm review of progress and face to face training sessions will be set for each partner. The learning (via digital IT platform) process will be estimated based on individual preferences expressed by each learner. Since the project addresses blended learning (classroom, online learning), these different sessions have been planned and detailed by each partner according to scheduled time below.

Table 29. Scheduled time of the training activities of TRIADE 2.0.

Activity	Scheduled time
Training plan structure	M1-5
Training plan updating	M6-29
Training plan publication	M30
Workbook for educators structure	M1-5
Workbook: content development	M6-18
Workbook publication	M18
Teacher PowerPoints	M18
Online course	M20-30

Source: own elaboration

Table 30. Scheduled time and responsibilities of TRIADE 2.0 training activities.

INTELLECTUAL OUTPUT	OUTPUT PART	TASKS	PARTNER RESPONSIBLE	SCHEDULE TIME
O1 My new inclusive job	O1- A1/ 02- A1 TRAINING PLAN	Training plan structure	RIC Novo mesto	M1-M4
O1 My new inclusive job	O1- A1/ 02- A1 TRAINING PLAN	Training plan updating	RIC Novo mesto	M4-M29
O1 My new inclusive job	O1- A1/ 02- A1 TRAINING PLAN	Training plan publication (30 pages)	IVASS	M30
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART I)	Workbook structure	RIC Novo mesto	M1-4
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART I)	Unit 1. Ageing process -Assembling the contents, final review, proof-reading and sending the final document to the leading organization (Narhu)	SintVicentius/ Familiehulp	M4-19
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART I)	Unit 2. QOL- Assembling the contents, final review, proof-reading and sending the final document to the leading organization (Narhu)	den Achtanker	M4-19
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART I)	Unit 3. Methodologies of working with AAWID - Assembling the contents, final review, proof-reading and sending the final document to the leading organization (Narhu)	HoGent	M4-19
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART I)	Unit 4. Training platform- Assembling the contents, final review, proof-reading and sending the final document to the leading organization (Narhu)	UPV	M4-19
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART I)	Final output design and translation. (50 pages)	Narhu	M20
O1 My new inclusive job	O1- A2 WORKBOOK FOR TRAINERS (PART II)	Training pedagogical resources	RIC Novo mesto	M20
O1 My new inclusive job	O1- A3 WORKBOOK FOR EDUCATORS	This workbook consists only of the contents of: WORKBOOK FOR TRAINERS (PART I)	Narhu	M20
O1 My new inclusive job	O1-A4 POWERPOINT CLASSROOM PRESENTATIONS	Template	RIC Novo mesto	M10-11
O1 My new inclusive job	O1- A5 ONLINE COURSE	Online course implementation	UPV	M20-30
O2 My new ageing me	O2- A2 INTERACTIVE TRAINING PLATFORM	Analysis of platform requirement, visual and structural interactive platform design according to O1.	UPV	M4-8
O2 My new ageing me	O2- A2 INTERACTIVE TRAINING PLATFORM	Creation of Visual Support Content based on O1 and AAWID specific needs, UPV includes on the platform more than 70 exercises.	P1,P2, P3, P4, P5, P6, P8	M9-14
O2 My new ageing me	O2- A2 INTERACTIVE TRAINING PLATFORM	Platform development	UPV	M6-26
O2 My new ageing me	O2-A3 PLATFORM VALIDATION METHODOLOGY	Evaluation implementation	HoGent	M11-M30

O2 My new ageing me	O2-A3 PLATFORM VALIDATION METHODOLOGY	Understanding and developing the practical details of the methodology	HoGent	M11-19
O2 My new ageing me	O2-A3 PLATFORM VALIDATION METHODOLOGY	Validation report (to be added to the training plan and used as a pedagogical resource by educators and stakeholders (O2-A4)	HoGent	M27-30
O2 My new ageing me	O2- A4 EDUCATORS PLATFORM GUIDELINES	Design of a proposal of the guidelines structure	UPV (joint with RIC Novo mesti/ Hogent	M14-17
	O2- A4 EDUCATORS PLATFORM GUIDELINES	Acceptation of guidelines structure.	All partners	3rd meeting
O2 My new ageing me	O2- A4 EDUCATORS PLATFORM GUIDELINES	Development of guideline section 1. How to use the platform and how to develop accessible contents.	UPV	M20-27
O2 My new ageing me	O2- A4 EDUCATORS PLATFORM GUIDELINES	Development of guideline section 2. Learning to transfer competences	SintVicentius/ Familiehulp	M20-27
O2 My new ageing me	O2- A4 EDUCATORS PLATFORM GUIDELINES	Development of guideline section 3. Methodology to validate the platform	HoGent	M20-27
O2 My new ageing me	O2- A4 EDUCATORS PLATFORM GUIDELINES	Platform guidelines final version to be translated in all partners languages)	UPV	M28
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Planning the pilot training course	SintVicentius/ Familiehulp	M15-22
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Pre-test evaluation o be completed by trainers and educators before starting the training process. (Template by RIC Novo mesto)	SintVicentius/ Familiehulp	M-19
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training course for educators in Belgium (10 educators x 20 hours)	SintVicentius/ Familiehulp	M19-20
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Post-test evaluation (educators take part in a focus group and complete a questionnaire to evaluate the training process)	SintVicentius/ Familiehulp	M21
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Planning the pilot training course	3 modules IVASS ;1 module UPV	M15-22
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Pre-test evaluation o be completed by trainers and educators before starting the training process. (Template by RIC Novo mesto)	3 modules IVASS ;1 module UPV	M-19
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training course for educators in Spain (10 educators x 20 hours)	3 modules IVASS ;1 module UPV	M19-20
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Post-test evaluation (educators take part in a focus group and complete a questionnaire to evaluate the training process)	3 modules IVASS ;1 module UPV	M21
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Planning the pilot training course	RIC Novo mesto	M15-22

O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Pre-test evaluation o be completed by trainers and educators before starting the training process. (Template by RIC Novo mesto)	RIC Novo mesto	M-19
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training course for educators in Slovenia (10 educators x 20 hours)	RIC Novo mesto	M19-20
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Post-test evaluation (educators take part in a focus group and complete a questionnaire to evaluate the training process)	RIC Novo mesto	M21
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Planning the pilot training course	Narhu	M15-22
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Pre-test evaluation o be completed by trainers and educators before starting the training process. (Template by RIC Novo mesto)	Narhu	M-19
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training course for educators in Bulgaria (10 educators x 20 hours)	Narhu	M19-20
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Post-test evaluation (educators take part in a focus group and complete a questionnaire to evaluate the training process)	Narhu	M21
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training course report containing the validation methodology process and conclusions.	RIC Novo mesto	M22
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Preparation of tools: checklists of learning outcomes and questionnaires to allow educators to make a pre-test diagnosis of the training candidates.	HoGent	M18
O3 Pilot training courses	O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Publishing tools in the platform.	UPV	M19
O3 Pilot training courses	O3- A2 PILOT TRAINING COURSE FOR AAWID	Training course for 30 AAWID in Spain	IVASS	M20-26
O3 Pilot training courses	O3- A2 PILOT TRAINING COURSE FOR AAWID	Training course for 30 AAWID in Belgium	Den Achtanker	M20-26
O3 Pilot training courses	O3- A2 PILOT TRAINING COURSE FOR AAWID	Training course for 30 AAWID in Belgium	SintVicentius/ Familiehulp	M20-26
O3 Pilot training courses	O3- A2 PILOT TRAINING COURSE FOR AAWID	Training course for 30 AAWID in Bulgaria	Narhu	M20-26
O3 Pilot training courses	O3- A2 PILOT TRAINING COURSE FOR AAWID	Training course for 30 AAWID in Slovenia	RIC Novo mesto	M20-26
O3 Pilot training courses	O3- A2 PILOT TRAINING COURSE FOR AAWID	Results report and evaluation methodology	HoGent	M27-30

Source: own elaboration

6. PHASES OF THE TRAINING ACTIVITIES.

Implementation of the training activities require following the given procedure in order to ensure that all of the partner organizations follow the same structure and order. In this section different stages of training implementation will be presented. The phases of training and learning activities are:



6.1. Identifying the needs

Training needs assessment will be implemented 3-4 weeks before the training course. Based on the received information the content and teaching methods will be adapted during the process of the training preparation. Participants will also have chance to express their expectations and educational needs. Needs analysis should be prepared 1-2 weeks before the training activity. The main tool used for identifying the needs will be the **Pre-test evaluation** to be completed by trainers and educators before starting the training process. (Template prepared by RIC Novo mesto can be found in the Workbook part II).

Each organization preparing the training activities will analyse the needs on the basis of feedback information from the **Pre-test evaluation**. The specific content of the training should be adjusted if necessary in order to meet the needs of target groups.

6.2. Planning

Planning the training activities is described in detail in Workbook Part II (in the section: How to plan the training course). It includes description of each step of training activities planning.

The process includes defining target group(or groups), analysing the needs as mentioned above and designing the programmed schedule. Each organization is also responsible for providing place for the training activities and choose suitable instructors who will implement the training activities.

6.3. Implementation.

The project will carry out 4 training courses for 40 educators in 4 countries (10 educators x 20 hours):

- Belgium (SintVincentius and Familiehulp)
- Spain (3 modules IVASS; 1 module UPV)
- RIC novo mesto
- Bulgaria (Narhu)

Training for educators will be preferably divided into 4 parts (each part for each module).

Workbook Part II (Training pedagogical resources) includes detailed descriptions and templates necessary to implement the training activities for educators.

Apart from trainings for educators, the project will develop and implement 5 training courses for 150 AAWID in four countries (Belgium consortium will develop 2 courses):

- Spain (IVASS): 30 AAWID.
- Belgium consortium: (Den Achtkanter (30) and SintVicentius/Familiehulp (30))
- Bulgaria (Narhu): 30 AAWID.
- Slovenia (RIC Novo mesto): 30 AAWID.

6.4. Evaluation.

Each training activity will be evaluated with the use of prepared tools.

Detailed description and templates for training course for educators is included in Workbook Part II.

Evaluation will require:

- Interim evaluation (after each module)
- Final evaluation (after completing all modules)
- Effects of the training (after 6 months)

Training courses for 150 AAWID will be evaluated with the use of Platform validation methodology.

6.5. Reporting.

Each organization after implementing the training course for educators should collect all the necessary data and prepare a report. Template for the O3- A1 Training Activities Report can be found in Annex 10.

O3- A1 Training Activities Report include:

1. Schedule
 2. Target groups description
 3. Instructors
 4. Number of participants
 5. Training materials used
 6. Pre-test evaluation results
 7. Post- test evaluation results
 8. Evaluation results and conclusions
 9. Summary
-
- Belgium (SintVincentius and Familiehulp)
 - Spain (3 modules IVASS; 1 module UPV)
 - Slovenia (RIC Novo mesto)
 - Bulgaria (Narhu)

7. TRAINING ACTIVITIES EVALUATION METHODOLOGY.

7.1. Training activities monitoring

A tool used to monitor progress of implementation of training activities is prepared in a form of a table in which all of the main stages of activities are listed. The Excel document (ANNEX 11) contains:

- INTELLECTUAL OUTPUT
- TASK
- PARTNER RESPONSIBLE
- SCHEDULED TIME
- REALISATION
- COMMENTS

In order to provide a clear view of each partner's progress in implementation of the training each partner responsible for the task should select "YES" in the REALISATION field. Tool for monitoring the activities includes tasks and deadlines in accordance to training activities schedule (see 5.6. Time schedule)

7.2. Training activities indicators.

Project key performance additional indicators of all project activities are explained in the project plan. Training plan includes indicators, which are necessary to measure the quality, effectiveness and impact of training activities of the TRIADE 2.0 project.

Qualitative indicators

Scale of the qualitative indicators in the project is:

Very low/low/average/positive/very positive.

Table 31. Quantitative indicators.

Output	Indicator	Goal
O3- A2 PILOT TRAINING COURSE FOR AAWID	Online course satisfaction, quality and impact	very positive
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Educators training course satisfaction, quality, professional usefulness, practical application and performance improvement	very positive
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS O3- A2 PILOT TRAINING COURSE FOR AAWID	EQF: qualitative degree of training activities adapted to the learning outcomes system	positive
O3- A1 O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Training methodology impact, quality and transferability	positive
O1- A1/ O2- A1 TRAINING PLAN	Final report quality, usefulness and impact	positive
O1- A1/ O2- A1 TRAINING PLAN	Training plan usefulness, transferability potential, satisfaction and impact	positive

Source: own elaboration.

Table 32. Quantative indicators

Output	Indicator	Goal
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Pre-test and post-test methodology usefulness and satisfaction	50%
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Proposals for improvement after the educators training course (focus group)	5 proposals
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Improvements made after the improvement proposals.	2 improvements
O3- A1 PILOT TRAINING COURSE FOR EDUCATORS	Number of educators taking part in the training course	40 participants
O3- A2 PILOT TRAINING COURSE FOR AAWID	Number of AAWID taking part in the online training course (using the platform)	150 participants

Source: own elaboration.

7.3. What to evaluate.

Main subjects to be evaluated within the projects training activities are:

- Overall organization (logistics) – the time, place and ways of course implementation; the facilities (ergonomics), the venue of the training, accessibility and convenience of the training room, access to the training materials, breaks, opportunities for networking, food and accommodation if such are provided.
- The training process – training content, methods and tools used; the interaction between trainers and learners;
- The level of the trainers – the teaching styles and used approaches.

7.4. Evaluation tools to be used.

Evaluation tools will be used depending on the evaluated subject. The three main tools that should be used in the project are:

Questionnaires

The questionnaires in the context of TRIADE 2.0 project can be used in order to collect first-hand information about the level of satisfaction by the course on behalf of trainers and learners. Therefore two types of questionnaires for trainers and learners will be created. They will contain close questions using five points Likert scale. The results will be summarized and included in the project files.

Assessment scales and observation checklists

Rating scales and observation checklists are tools that state specific criteria and allow to gather information and to make judgements about what learners know and can do in relation to the outcomes. They offer systematic ways of collecting data about the TRIADE 2.0 project.

Self-assessment forms

Within TRIADE 2.0 project they will be tailor- made to reflect on to the learning content. Their main purpose will be to help learners to identify to what extent they acquire the specific learning outcomes foreseen in the training curricula. For knowledge and skills- closed/multiple choice questions or Yes/ No statements will be included. For assessing

acquired competences case-based assessment will be created and the cases will be based on the content of the training materials. The cases will be assessed by the trainers using predefined criteria.

Before the training implementation templates for the listed tools will be available in the Annexes.

8. CONCLUSIONS.

Training plan that has been developed within project TRIADE 2.0 is systematic document explaining all phases of implementation of training activities. Plan itself and annexes can be valuable example for other similar project or implementation of similar training activities.

9. ANNEXES.

- Annex 1: About ECVET and EQF framework
- Annex 2: Example of invitation to the training, pre-evaluation questionnaire and training programm
- Annex 3: Planning check list
- Annex 4: Basic anagogical methods of learning and implementation
- Annex 5: SELF-EVALUATION TOOL
- Annex 6: THEORETICAL and PRACTICAL ASSESMENTS
- Annex 7: Follow-up
- Annex 8: Trainer's performance
- Annex 9: Evaluation of units:
- Annex 10: Training activities report

ANNEX 1: ABOUT ECVET AND EQF FRAMEWORK.

I. Main characteristics of the adult education and training system

The general objective of the Desk research reports in partner countries was to make a systematic review of the Adult education systems in Spain, Slovenia, Belgium (Flanders in particular) and in Bulgaria, and thus to identify the similarities and differences as long as such exist. As TRIADE 2.0 consortium involves countries, which are EU member states, the initial hypothesis was that there are no significant distinctions in the regulations, terminology and procedures in different partner countries. After the thorough review of the elaborated reports, this initial hypothesis was confirmed.

The main characteristics of adult education systems in the four countries are similar which in fact will allow smooth positioning of TRIADE 2.0 training course and the associated theoretical materials and practical exercises. In all partner countries, the adult education systems have an important social role: on one hand - to help trainees to acquire the knowledge, skills and competences needed for personal development, social functioning, further participation in education, the mastering of vocational skills and practicing of a profession, and on the other hand it allows trainee to obtain recognized qualification and associate certificate.

In some countries, like in Belgium, a distinction is made between adult education and adult training.

- Adult education comprises of all programmes of adult basic education, secondary adult education and (adult) higher vocational education. In addition, the specific teacher training programmes are organized within adult education.

- Adult training is a broader concept in comparison with adult education and provides, alongside with the programmes of formal learning, various types of non-formal and informal learning by adults.

Usually the adult training includes self-training, vocational qualification courses, language training and others. In all partner countries, a legal framework has been established to regulate the requirements in the field of adults training, recognitions and validation standards. In addition, the common long-term goal of the Lifelong learning Strategies, which are in place in the partner countries, is to increase the number of the participants who are part of lifelong trainings and educational programmes among the population aged 25-64. Therefore it opens new opportunities for TRIADE 2.0 partnership to offer an adult training course, which provide advanced knowledge and skills in educating AAWID.

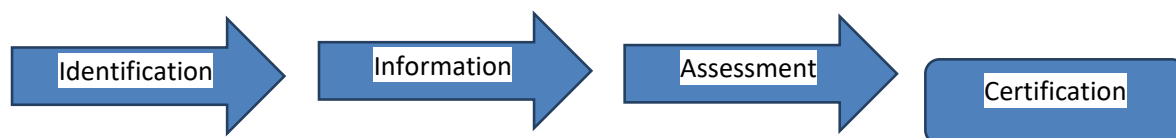
II. Validation of Non-formal and Informal Learning

In the last decade the Validation and accreditation of Non-formal and Informal Learning has become a key priority for the Educational authorities in the EU countries. The European Center for the Development of Vocational Training (Cedefop) defines evaluation and recognition as a process in which we evaluate the knowledge, skills, competences that an individual has acquired or developed in his life and various circumstances: through education, work, volunteering and leisure activities.

The evaluation and accreditation of the professional competences acquired through work experience and non-formal and informal training, is one of the necessary instruments to make lifelong learning process complete and efficient, encouraging the adult population to integrate or reintegrate into the education system through the recognition of their training.

Currently the validation process is most developed in the VET sectors, where a system of recognition and validation, based on learning outcomes, has been implemented in the partners countries as well as in other EU member states.

The validation pathway in the four countries consists of four major steps, which may slightly vary among the countries as they are named, but essentially, they remain the same. The four steps are: identification, information, assessment and certification of the acquired knowledge, skills and competences.



The evaluation procedures in partner countries are being carried out by different types of education or vocational institutions, in the most cases subordinated to or aligned with the Ministries of Education. They can be different entities, at national, regional and local levels, educational institutions (for youth and adults), regional economic and craft-business chambers, licensed VET centers etc.

The opportunities and rights for validation guarantee access to a qualification, but do not determine the learning pathway on which it is based. Hence the validation may take several forms and could depend on the constraints and opportunities offered by the national legal and political context in the different countries. The later should be considered by TRIADE 2.0 partner consortium while designing the validation methodology to be followed with the Project and after its administrative end.

The Levels of the National Qualifications Frameworks (NQF) are influenced by the level descriptors of the European Qualifications Framework for Lifelong Learning, but are usually adapted to the country specific contexts. For example, the Spanish Qualifications Framework has eight levels and is a structure that organises qualifications according to levels and comprises from the most basic to the most complex learning. It therefore covers general and adult education, vocational education and training, and higher education. Due to its federal structure, Belgium developed three NQFs, one for each of the three language communities: Flemish, French and the German-speaking. Despite adaptation to the needs of each community, the three frameworks share important common features, supporting interoperability. The Bulgarian NQF is a single, comprehensive, eight-level framework with an additional preparatory level 0. It includes qualifications from all levels and subsystems of formal education and training: pre-primary (1), primary and secondary general education, VET, and higher education, described in terms of learning outcomes. At this stage, the framework is restricted to qualifications from the formal education and training system.

The 10-level comprehensive Slovenian qualifications framework (SQF) includes qualifications from formal education and training (VET, higher education, general education, adult learning) and the system of national vocational qualifications under the remit of the Ministry of Labour. The SQF includes three categories of qualification covering all subsystems of formal education and training, as well as further learning.

Considering all stated above we may say that TRIADE 2.0 partnership may link the training materials like “Workbook for trainers” and “Workbook for educators” with the European Qualification Framework, while each partner should decide upon the corresponding level of the NQF. The relevant EQF level for “Workbook for trainers” is Level 6. This decision is based on the degree of the complexity of the training resources included in the workbook as well as on the advanced knowledge, skills and competences that learners will acquire in the key-domains such as ageing process, Impact of ageing on QoL of AAWID, Methodology for working on QoL with AAWID.

III. Positioning of the TRIADE 2.0 training in the current courses for (pre-) qualification.

In the four partner countries there is a trend people with intellectual disabilities to be encouraged to enter into an active role in their lives, so-called empowerment. There are targeted and coordinated efforts on integrating this group of people with disabilities in the society life as much as possible. The process of deinstitutionalization in Bulgaria and Slovenia, as well as the establishment of more and more community based centers in Spain and Belgium has led to the increasing of the people with ID who are living independently or in a family type centers and raising of their quality of life is the key priority. At the same time people with ID still remain the most vulnerable among the whole cohort of people with disabilities in terms of their employment and access to high quality education. In TRIADE 2.0 training we aim to tackle this challenge by giving a chance for training of educators of AAWID and by improving their qualification subsequently, people with ID themselves to be professionally trained to achieve their personal and professional goals.

When it comes to the description of key stakeholders active in adult education, who are also the target group of TRIADE 2.0 training program, teachers who are engaged in teaching, are also called educationalists. They usually perform functions in relation to the education and socialization of adults, as well as support their personal development at vocational schools and other educational or training organisations. Educationalists must have completed higher education (Bachelor, Master) and each country specifies the set of requirements in their state educational standarts.

The needed set of knowledge, skills and competences, depending on the career development level, shall be set out in the occupational profile of each type of educationalist. In the most European countries including those members of TRIADE 2.0

partnership, the educationalists are encouraged to improve their qualifications on an annual basis for the purpose of improving the quality of their work and to enhance their performance.

The professional development of specialists involved in adult education is usually achieved through:

- ✓ Elaborating and conducting teaching professional qualification programmes;
- ✓ Development and application of innovative adult education teaching methods.
- ✓ Encouraging higher schools to include adult education training in their pedagogical study courses.

As TRIADE 2.0 project is developing a set of training materials as well as will deliver a training course based on blended learning approach, it can be concluded that minimum 40 adult educators will improve their qualification by participating in the project training activities.

The common characteristics of the continuing Professional Development for Adult educators and trainers working in Adult Education and Training - stems from the essence of Andragogic process, which is based on partnership and cooperation, suggesting a relationship of trust, mutual respect, clear rules and allocation of rights and responsibilities to each participant. Educators of adults should be aware of:

- their role and function
- their responsibility to support and facilitate the process of learning
- the specific educational needs of adult learners
- technical and practical skills to organize the training and implement variety of training approaches for achieving the educational goals.

What are ECVET and EQF framework

The European Qualifications Framework (EQF) (European Commission, 2019) for lifelong learning provides for a common referencing tool for simplifying comparisons between national qualification frameworks. It acts as a transition device between different qualifications systems and their levels. The European Qualifications Framework contains eight levels, and the entire range of qualifications is running from the basic level to the highest professional qualifications levels. The levels are described in what the learner knows, understands, and is able to do, in other words, EQF is based on Learning Outcome descriptions. As the focus is shifted from learning input to Learning Outcomes, EQF facilitates as well validation of non-formal and informal learning. The framework in itself facilitates the linking together and integration of different processes, initiatives and instruments, and thus eases the comparability of qualification levels and education systems in different countries. The framework's aim is to encourage countries to relate their national qualification frameworks to the European framework, in order to ease the recognition of qualifications when people move to other countries. Skillsbank and YOMTOOL are compatible with the EQF framework.

Moreover, the European Credit system for Vocational Education and Training (ECVET) (European parliament, 2009) is a technical framework for transfer, recognition and accumulation of an individual's Learning Outcomes aiming at achieving a qualification through documentation of competences. Therefore, the ECVET framework can be used in mobility projects where learners are to achieve Learning Outcomes abroad, and get them documented, assessed, validated and recognised in the home country as a part of a qualification. This makes it more attractive to move and work or study in other countries. ECVET aims at providing greater comparability between the various vocational education and training (VET) systems across Europe, and therefore simplifies accumulation of Learning Outcomes acquired in a different country and get

then recognised as a part of a qualification acquired in one's home country. ECVET is based on practical results, as follows:

- on learning outcomes, which refer to knowledge, skills and competences
- the units of learning outcomes describing the expected learning outcomes that can be validated and widely accepted
- the ECVET points which values obtained qualifications in numerical form
- the ECVET credits, which award students achievement and of course
- on mutual trust and partnership of the participating institutions.

The aim of the European Credit system for Vocational Education and Training (ECVET) is to:

- make it easier for people to get validation and recognition of work-related skills and knowledge acquired in different systems and countries – so that they can count towards vocational qualifications
- make it more attractive to move between different countries and learning environments
- increase the compatibility between the different vocational education and training (VET) systems in place across Europe, and the qualifications they offer
- increase the employability of VET graduates and the confidence of employers that each VET qualification requires specific skills and knowledge.

There are many terms in ECVET, Learning outcomes, knowledge, skills and competence, etc. Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process and which are defined in terms of knowledge, skills and competence. "Knowledge" means the outcome of the assimilation of information through learning. Knowledge is the body of facts, principles, theories and practices related to a field of work or study. "Skills" means the

ability to apply knowledge and know-how to complete tasks and solve problems. "Competence" means the proven ability to use knowledge, skills and personal, social and/or methodological abilities, in work or study situations and in professional and personal development.

One of the most easiest and proper approach to describe knowledge, skills and competence is by using Blooms taxonomy (Vanderbilt, 2019) which allow trainers and educators to define their learning goals, structured in the number of domains. The 2001 revised edition of Bloom's taxonomy suggests the following levels: Remember, Understand, Apply, Analyze, Evaluate, Create. For further Reading: <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>.

The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. Since 2012, all new qualifications issued in Europe carry a reference to an appropriate EQF level.

Table 33. Descriptors defining levels in the European Qualifications Framework.

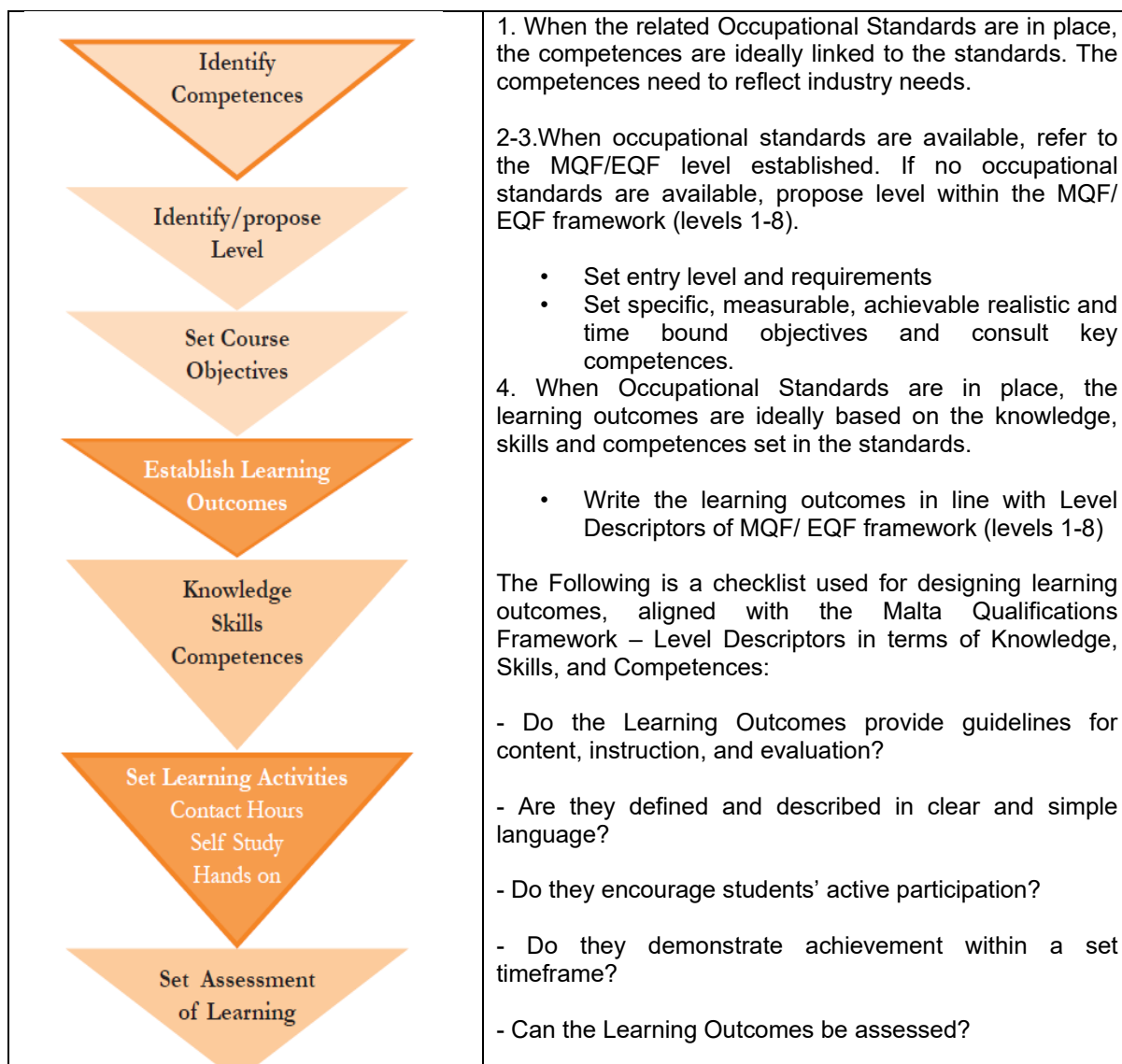
	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
Level 1 The learning outcomes relevant to Level 1 are	Basic general knowledge	Basic skills required to carry out simple tasks	Work or study under direct supervision in a structured context
Level 2 The learning outcomes relevant to Level 2 are	Basic factual knowledge of a field of work or study	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3 The learning outcomes relevant to Level 3 are	Knowledge of facts, principles, processes and general concepts, in a field of work or study	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4 The learning outcomes relevant to Level 4 are	Factual and theoretical knowledge in broad contexts within a field of work or study	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities
Level 5[1] The learning outcomes relevant to Level 5 are	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6[2] The learning outcomes relevant to Level 6 are	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialized field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7[3] The learning outcomes relevant to Level 7 are	Highly specialized knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research. Critical awareness of knowledge issues in a field and at the interface between different fields	Specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8[4] The learning outcomes relevant to Level 8 are	Knowledge at the most advanced frontier of a field of work or study and at the interface between fields	The most advanced and specialized skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

Source: (EQF) European Commission, 2009

The set of competence, skills and knowledge an individual acquired and/or is able to demonstrate after completion of a learning process.

While the framework outlines the minimum core competencies and skills required to carry out specific roles it should be flexible enough to allow individual European countries and training organizations to interpret and apply the model to their own National standards. For example, the model should accommodate differences between countries, training programmes and qualifications regarding the range of disciplines and modes covered at the different levels and occupational areas of the framework. The aim of the model therefore is not to specify which options should be covered on any training programme, but to specify the minimum competencies, range and skills that are required by the job.

A set of knowledge, skills and competence, which constitute a part of a qualification. The unit can be the smallest part of qualification that can be assessed, validated and possibly certificated. A unit can be specific to a single qualification or a common to several qualifications.



How to adapt the TRIADE training activities according to ECVET and EQF

TRIADE 2.0 aims to tackle the limited opportunities of ageing adults with intellectual disabilities, partially caused by lack of targeted training delivered in accessible and learner oriented way.

To reach to the project objectives, TRIADE 2.0 will develop and validate a specific training toolkit for educators (workbook and training methodology), improve the knowledge, skills and competences about ageing and intellectual disability of 40 educators (pilot test) and teach how to use the IT platform (MNAM) to these 40 educators and their trainers. The project will offer to the community a validated training toolkit for educators of AAWID according to EQF. Moreover, an IT training platform to be used by the community, being launched by UPV as a MOOC (massive online open courses) will be prepared and shared.

The training activities are a component of a qualification, consisting of a coherent set of knowledge, skills and competence that can be assessed and validated. Preparing learning outcome and minimum requirement of the courses should be considered;

- Identify what learners can learn.
- Describe the learning outcomes that the learner is expected to achieve
- It's feasible what is to achieve.
- Course contents should be constructed and organized in a coherent way with regard to the overall qualification.
- Criteria according to which learning outcomes can be grouped: Related to the same set of occupational activities/tasks, Related to the same education technique, Related to the stages in the education process or process of performing a service, Related to the same field of knowledge, skills or competence.

Allocation of ECVET points to a QUALIFICATION is based on a convention according to which 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET. Allocation of ECVET points to a UNIT should be based on its relative weight within the qualification:

- The relative importance of the unit LOs for labour market, for progressions to other qualification levels or for social integration.
- The complexity, scope and volume of the unit LOs.
- The effort necessary for a learner to acquire the knowledge, skills and competence required for the unit.

ANNEX 2: EXAMPLE OF INVITATION TO THE TRAINING, PRE-EVALUATION QUESTIONNAIRE AND TRAINING PROGRAMM.

INVITATION TO THE TRAINING COURSE “My new inclusive job”

The training will take place: _____

About the training

The aim of 25-hour training course program is to develop competencies of educators in self-planning, designing and implementing support for ageing people with intellectual disabilities (AAWID) to rise their Quality of Life and social inclusion.

The program is designed modularly, which ensures the flexibility of participants' involvement and the implementation of the program. Implementation is carried out using active working methods and continuous involvement of participants and monitoring their progress with the goal of acquiring knowledge and skills through experiential learning. The program contents (see Annex) follows the identified needs for additional education and training of educators who work with AAWID.

Who can register to the training?

FRONT-LINE PROFESSIONALS are those professionals having direct contact on regular basis with AAWID: psychologist, social worker, (special) educator, care-giver, outdoor animator, nurse, physiotherapist, occupational therapist, social care coordinator, workshop teacher, employment monitor, AAWID transport care-giver, director-psychologists of occupational centers, pedagogues, and speech therapists.

Registration to the training is obligatory via the **electronic form** until _____; This electronic form includes also questionnaire, which will helps us to organize efficient implementation of the training.

Number of places is limited

Participation in the event is free of charge.
Please answer also the

Information:

Contact person

TRIADE 2.0 Training for inclusion of Ageing People with Disabilities through exchange 2.0

Date of training:	Place:	Deadline for registration:
1st day		
8:00 – 8:30	Registration of participants	
8.30 – 8.45	Welcome Presentation of the training program	
8:45-10.45	Unit 1: The ageing process of AAWID <ul style="list-style-type: none"> - Definition of ageing - Ageism - Ageing in society - Theories on ageing - Current perspectives on ageing 	
10:45- 11:00	Coffee break	
11:00- 14.00	Workshop: <ul style="list-style-type: none"> - ICF & biopsychosocial model - Frailty - resilience - Definition on ID 	
2nd day		
8:30-11.00	Unit 1: The ageing process of AAWID <ul style="list-style-type: none"> - Ageing and ID - changing support needs of AAWID Conclusion of 1 st unit and evaluation Unit 2: The impact of ageing on the quality of life <ul style="list-style-type: none"> - Defining QoL - Core principles of QoL 	
11:00- 11:15	Coffee break	
11:15- 14:15	<ul style="list-style-type: none"> - QoL in disabilities field - QoL in AAWID Conclusion of 2nd unit and evaluation	
3rd day		
8:30-10.50	Unit 3: Methodology working with AAWID <ul style="list-style-type: none"> - Person-centered planning (PCP) - Theoretical framework ISP - Identifying goals and wishes - Mapping current QoL (part I) 	
10:50- 11:00	Coffee break	
11:00- 14:30	<ul style="list-style-type: none"> - Mapping current QoL (part II) - Identify hopes and dreams - Map support needs and support activities/strategies - Support group Conclusion of 3th unit and evaluation	
4th day		
:00-11.15	Unit 4: “My New Ageing Me” interactive training platform	
11:15- 11:30	Coffee break	
11:30- 14:00	Workshop Conclusion of 2nd unit and evaluation Introducing assessment of the training (theoretical, practical) Certificates	

Pre-evaluation questionnaire

Questionnaire 1.

Pilot course name: _____

Organisation of trainees: _____

Date of birth:

Gender:

Age:

Number of years of experience:

Education level:

Date: _____

1. What is your professional area of work?
2. What are your course expectations?
3. Does the course program meet your learning goals?
4. Do you think you have the necessary background knowledge to get the most out of this course?
5. Have you participated in any training activity related to the subject of this action? If so, what?
6. Which content is the most useful to you? Why?
7. Which content is the least useful for you? Why?
8. How important is this course for your job performance?
9. Suggestions:

Thank you for your collaboration.

ANNEX 3: PLANNING CHECK LIST.

Task	When	MARK, if task is done	Comments
Defining target group	1 month before the training		
Preparing training program schedule	1 month before the training		
Preparation of invitation to the training	3 weeks before the training		
Preparing the pre-evaluation needs analyses questionnaire	3 weeks before the training		
Sending invitation	2-3 week before the training		
Collection of registration for the training and evaluation feedback	2-1 weeks before the training		
Needs analyses	1-2 weeks before the training		
Adjustment of training program	1 week before the training		
Preparation of evaluation questionnaires for implementation of the training	1 week before the training		
Preparation of pedagogical resources and teaching materials	1 week before the training		
Preparation of attendance list (e.g. place of implementation)	1 week before the training		

ANNEX 4: BASIC ANAGOGICAL METHODS OF LEARNING AND IMPLEMENTATION.

- 1. Lecture** - Traditionally this method is accepted as the most widely used form of communication between the trainer and the trainees. It is usually defined as a systematic, sequential, ortho recognized statement of a particular topic that contains new information for the audience. When using the method to train ageing adults with intellectual disabilities the trainers should consider the necessary adjustments that they should implement in order to make the lecture method accessible. They should use simple concepts, and terms without dual meaning. Metaphors and abstract concepts should be avoided. The sentences used should be short and simple. The instruction given should be split into small sequential steps. This is just an example of possible adjustments of the lecture method.

- 2. Workshop** - It is an established classical form that has much greater potential for active inclusion of learners in the training process. Promotes the link between theory and practice; encourages learners to acquire knowledge on a stand-alone basis; to formulate hypotheses, verify and prove them; forms skills for handling literary sources; to carry out observations and experiments, etc. They usually take place after one or several lectures. Depending on the methodology, they are mainly divided into three groups:

 - a. The lecturer implements a lecture with the participation of all students;
 - b. Students report and then discuss the issues involved;
 - c. Discussion on pre-formulated questions is implemented under the guidance of the lecturer.

- 3. Practical exercise** - an activity whereby learners independently or under the supervision of a trainer perform various activities to acquire practical skills and habits in a particular field, improve the already mastered and apply them in real life situations. Most often they are preceded by lectures and seminars, alternating with other forms of education.
- 4. Consultation** – it is an organizational form in which a competent specialist transmits and explains information. The initiator may be the trainer but also the learner. The main goal here is to help learners with a variety of learning tasks to overcome the difficulties they encounter in the process of their own practical work. They can be frontal, group and individual.
- 5. Individual learning** is a particular type of activity, it can be done in different ways, with a variety of methods and means. It is a major component of all other forms of training, but it also includes self-training, homework, self-employment in leisure time, and more. Students work independently in study rooms, libraries, on-line, outdoors, and so on.
- 6. Colloquium** - is an exam in the form of a conversation without evaluation. Here the talk as a method is widely used. Through this form, the trainer aims to diagnose learning outcomes, help learners and get feedback on learning outcomes and difficulties. They are usually held periodically.
- 7. Presentation**

The method can be used for the following purposes: informing, persuading and motivating. In the learning process, the presentation is widely used by the trainer and the participants - when presenting new learning material or when reporting learning outcomes (individual or group).

8. Method Filed (Jigsaw)

Students are divided into groups of 6 participants to work on the material, broken down into separate logical and sense blocks. Each member of the group searches for additional information about the group fragment. There is a new distribution and the configuration of the group changes. Under the new conditions, everyone shares as an expert what he learned from the previous task (meeting of "experts"). After that restoration of the initial group and training of the other members is realized.

9. Barometer of mood

It can be used successfully to "wake up" the participants, move, activate, move from one topic to another when evaluating opinions about a problem. It provokes the imagination of the participants and associations on the topic, creates mood, stimulates activity.

10. Imitation Method

This is a way to acquire simple practical skills for simple actions and is well applicable at the beginning of the training. The trainer simply performs an action and his students emulate.

11. Five steps

This method assists the acquisition of simple operations and is also very suitable for the initial phase of the training. It does not burden students and gives them a sense of success, which is important for their motivation to learn. The method consists of five steps (five steps): 1. Preparation, including explanations of what will be done and how, the procurement of materials and tools; 2. Demonstration by the trainer of how the part is made; 3. Students repeat the actions, discuss the

mistakes, give additional explanations; 4. Students are exerted in the elaboration of the workpiece and acquire the skills to do so correctly and quickly; 5. Learners and trainees assess the acquired skills and learners understand their actions.

12. Leading text method

Its essence is the use of orientated written materials to support learners in the form of questions / texts / texts that help them solve complex tasks. The method serves for the transmission of complex knowledge and the formation of key competencies. The application of the method takes place in 6 phases, similar to the complex action model: introduction, information, activity planning, implementation, control and evaluation.

13. Project method

The main idea of the project method is to set up a task related to solving a real problem that needs to be performed by a group of people within a certain period of time. Learning through a project method involves practical work in the form of a purposeful, time-limited work that is not related to a particular subject. During the different phases of the project, it is encouraged to accumulate the various knowledge, skills and abilities of the participants. Linking learning to action in fulfilling a given task aims at mastering professional competence, including a social one.

14. Training workshop

The method reflects the pursuit of learning in close proximity and direct connection with practice, with a specific workplace. It is a particular form of practice-oriented learning, providing both professional knowledge and skills and key competencies. It is based on a mix of single methods combined in a certain

way. The workshop combines: individual work, group work, discussion, document analysis, moderation, etc.

15. World Café method

The World Café method is a simple, effective, and flexible format for hosting a large group dialogue. It is a structured conversational process intended to facilitate open and intimate discussion, and link ideas within a larger group to access the "collective intelligence" or collective wisdom in the room. Participants move between a series of tables where they continue the discussion in response to a set of questions, which are predetermined and focused on the specific goals of each World Café. A café ambience is created in order to facilitate conversation and represent a third place.

16. Role playing

Course participants look at the topic from the perspective of a character, who will impact and be affected by a chosen topic.

17. Work in small groups/pair work/teamwork

These forms of work encourage cooperation, exchanging of experiences, acquisition of new knowledge and critical thinking.

18. Brainstorming

Brainstorming combines a relaxed, informal approach to problem-solving with lateral thinking. It encourages people to come up with thoughts and ideas that can, at first, seem a bit crazy. Some of these ideas can be crafted into original, creative solutions, while others can spark even more ideas. This helps to unblock people by "jolting" them out of their normal way of thinking. Therefore, during brainstorming sessions, people should avoid criticising or rewarding ideas. The

aim is to open up possibilities and break down incorrect assumptions about the problem's limits. Judgment and analysis at this stage stunts the generation of ideas and limits creativity. Ideas should be evaluated at the end of the session – this is the time to explore further solutions, using conventional approaches.

19. Mind mapping

A mind map is a diagram used to visually organise information. A mind map is often created around a single concept, drawn as an image in the centre of a blank landscape page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from these.

20. Case Study Teaching Method

This is based on the analysis of different cases, which are discussed during the training session. Participants usually read the cases before the session and come prepared to analyse them during training. More information is available on web site: <https://serc.carleton.edu/sp/library/cases/index.html>

ANNEX 5: SELF-EVALUATION TOOL.

Instructions for using the self-evaluation tool:

Read the list below carefully by looking closely at each item and select only those items that fit your current knowledge and/or skills.

✓ Select the item by checking the box next to the item.

Unit 1: The ageing process of AAWID

I know consequences of health care improvement for ageing in society.
I can list current perspectives on ageing
I know how to explain some popular theories of ageing
I know how to define and explain the notion of ageism.
I can indicate prejudices faced by elderly
I know what healthy ageing is
I can list and describe healthy ageing principles
I know what active ageing is
I understand the meaning of successful ageing
I can list some components of successful ageing
I can explain the current perspective on intellectual disability.
I know how to use ICF for mapping human functioning
I know what is the BPS model
I know how to define frailty
I can briefly present an integral model of frailty
I can explain ideas of resilience
I know different perspectives on intellectual disability
I know how the American Association on Intellectual and Developmental Disabilities (AAIDD) defines intellectual disability
I know characteristics of AAWID
I can recognize prejudices faced by AAWID
I know some mayor support needs of AAWID

Unit 2: Impact of ageing on the QoL of AAWID

<i>I know how to define the concept of Quality of Life (QoL)</i>
<i>I can explain some of the core principles of the QoL concept</i>
<i>I can explain the difference between Health related QoL and QoL</i>
<i>I know the eight domains of QoL as defined by Schalock and Verdugo.</i>
<i>I know how ageing might have an impact on the personal development of AAWID</i>
<i>I can explain how ageing might impact the social inclusion of AAWID</i>
<i>I know some of the problems AAWID have in relation to their interpersonal relationships</i>
<i>I know how ageing can have an impact on the rights of AAWID</i>
<i>I can explain how ageing might influence AAWID's level of self-determination</i>
<i>I know how ageing might have an effect on the emotional well-being of AAWID</i>
<i>I know how ageing might have an impact on the physical well-being of AAWID</i>
<i>I know how ageing can influence AAWID's material well-being</i>
<i>I can explain how ageing might lead to more or other spiritual/existential questions in AAWID</i>
<i>For each of the QoL domains, I am able to describe a minimum of two support needs specific for AAWID.</i>
<i>I know how to support AAWID in order to augment or maintain their QoL.</i>

Unit 3: Impact of ageing on the QoL of AAWID – PART I

<i>I know the main principles of a person-centred planning (PCP) or Individual supports plan (ISP)</i>
<i>I know how to define 'supports' within the framework of individual supports planning.</i>
<i>I can explain how the theoretical framework on individual supports planning can be used to augment or maintain the QoL of AAWID.</i>
<i>I know of minimum two alternative (support) communication techniques that might help to communicate well with AAWID.</i>
<i>I know how to gather information about the wishes and life goals of the AAWID.</i>
<i>I can use (assessment) tools to gather information on the QoL domains of AAWID</i>
<i>When defining hopes and dreams for the future, I know the difference between what is important 'to' and what is important 'for' AAWID, and I know what to do when both are in conflict.</i>
<i>I know how to support AAWID in order to maximize his/her self-control.</i>
<i>I know how to correctly identify the support needs of AAWID.</i>
<i>I can apply the correct support strategies or support activities that are aligned with AAWID's support needs.</i>
<i>I know the value of a support group for AAWID and how the members might be involved in the realisation of the ISP</i>

Unit 3: Impact of ageing on the QoL of AAWID – PART II

<i>I know what it entails to be a facilitator or a coordinator of AAWID Individual supports planning</i>
<i>I have the necessary knowledge and skills to be an effective facilitator or coordinator.</i>
<i>I know how to efficiently organise all ISP information gathered by the educators or support workers (see previous items).</i>
<i>I know how to interpret and analyse data from different (assessment) tools (QoL AAWID, Support Needs, priority goals, what is important 'to' versus important 'for').</i>
<i>I am able to organise ISP meetings with AAWID and his/her support group, starting from the wishes and desires from the AAWID</i>
<i>As the coordinator of the ISP meetings I am able to create full participation and an open dialogue between all participants.</i>
<i>I know what to do when the wishes of AAWID are unrealistic.</i>
<i>I know what to do when the members of the support group have conflicting opinions.</i>
<i>I can translate the priority life goals and wishes of AAWID to members of the support group and make a review of all potential support activities or strategies.</i>
<i>As a coordinator I know how to ensure that all supporting goals of AAWID are concrete, well defined, clear, and unambiguous.</i>
<i>I know how to monitor the ISP implementation progress (i.e. I am able to monitor and evaluate whether the goals of the ISP have been achieved)</i>
<i>As a coordinator I know how to evaluate if the impact of the ISP on the QoL of AAWID</i>

Unit 4: May new Ageing Me” Interactive training platform

<i>I can classify the type of ICTs</i>
<i>I am familiar with the applications of ICTs in the management and interventions on individuals with IDs</i>
<i>I can list the benefits, limitations and considerations when using ICT in AAWID</i>
<i>I am aware about the evidence on the use of ICT in AAWID</i>
<i>I am familiar with the MNAM e-learning platform.</i>
<i>I can explain the main objectives of the MNAM e-learning platform</i>
<i>I can navigate without assistance through the MNAM e-learning platform</i>
<i>I can find the factors and unitson the MNAM e-learning platform.</i>
<i>I know how to downloadanexercise from thelearning platform to implement an intervention/activity</i>
<i>I know how to search for a given exercise on the MNAM e-learning platform</i>
<i>I can prepare a lesson using the platform resources</i>

ANNEX 6: THEORETICAL AND PRACTICAL ASSESSMENTS.

To be uploaded in Moodle classroom

TOPIC 1 –The ageing process

• Theoretical assessment

Question 1.

Choose, which of the following statements are consequences of improvement of health care:

- a. there is a demographic shift in the general population and as such there are more older people than young people, also called aging
- b. there are more young people than older people
- c. long life expectancy

Answer: a. , c.

Question 2.

Choose if the sentence is true or false:

Question	Answer: True/False
Currently, chronic diseases play a dominant role, and in many cases they are curable.	False
Ageing is a homogeneous process.	False
There are people of 70 years old who are vital, others of the same age have to deal with care needs.	True
In old age, the presence of a particular disease is not even very important and significant, but rather the extent to which it limits the daily activities of the individual.	True

(In Moodle classroom a drop-down list of possible answers will be created)

Question 3.

Choose which of the following statements about ageing are true or false:

Question	Answer: True/False
Functional ability means that it is important for older people to be able to meet their needs on the basis of their values and standards: meet their basic needs, learn, grow and make decisions, be mobile, build and maintain relationships, contribute to society.	True
Active ageing is the state or condition of optimal opportunities for health, participation and security in order to enhance quality of life as people age.	False
If we want to age successfully, healthy ageing and active ageing is irrelevant.	False
For defining an ageing person, the BPS model can be used.	True

(In Moodle classroom a drop-down list of possible answers will be created)

Question 4.

Choose which key statement refers to frailty and which to resilience.

Description	Answer
The term that is often used when talking about the elderly	frailty
... was originally conceptualized as something biological and multifactorial, involving human's dysregulation across many physiological systems.	frailty
... person is person who can adapt to the consequences of ageing very well and deal with the stress that these consequences can cause successfully, e.g. in case of illness or loss.	Resilient
... older people can succeed in experiencing a positive quality of life.	Frail
Health, vital involvement, social participation and psychological well-being are also highlighted as dependent and independent variables related to ...	resilience
The elderly themselves will rarely describe themselves as ...	frail
An integral conceptual model shows that _____ is a continuous process in which age and other life-course factors (e.g. education, income, gender, ethnicity and marital status, life style, life events, living environment) are referred to as important determinants.	frailty
... is usually maintained, laying the foundation for continuity in performance.	Resilience

(In Moodle classroom a drop-down list of possible answers will be created)

Question 5.

What is definition of “Ageism”?

- a. The stereotyping, prejudice, and discrimination against people on the basis of their appearance. It is a widespread and insidious practice, which has harmful effects on the health of young adults. Ageism is everywhere, yet it is the most socially “normalized” of any prejudice, and is not widely countered – like racism or sexism”
- b. The process of getting old.
- c. The stereotyping, prejudice, and discrimination against people on the basis of their age. It is a widespread and insidious practice, which has harmful effects on the health of older adults. Ageism is everywhere, yet it is the most socially “normalized” of any prejudice, and is not widely countered – like racism or sexism”
- d. A common goal, which helps to increase competition and encourages workers to focus only on their tasks.

Answer: c.

Question 6.

Connect statements (“myth”) on left with reality on right:

Action plan element	Description
To be old is to be sick.	The reality however is: although chronic illnesses and disabilities do increase with age, the majority of older people are able to perform functions necessary for daily living and to manage independently until very advanced ages.
You can't teach an old dog new tricks.	Older people are capable of learning new things, and continue to do so over the life course. This relates to cognitive vitality as well as the adoption of new behaviours.
The secret to successful ageing is to choose your parents wisely.	Genetic factors play a relatively small role in determining longevity and quality of life. Social and behavioural factors play a larger role in one's overall health status and functioning.
The lights may be on, but the voltage is low.	While interest and engagement in sexual activities do decline with age, the majority of older people with partners and without major health problems are sexually active, although the nature and frequency of their activities may change over time.
Older people deserve to rest.	The majority of older adults who do not work for pay are engaged in productive roles within their families or the community at large.

(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)

Question 7.

Connect name of different theories of ageing on left with descriptions of them:

Name	Description
Biological theories	Aging follows a biological timetable, more or less a continuation of the biological timetable that regulates childhood growth and development.
Life course theory	Ageing and developmental change are perceived as continuous processes that are experienced throughout life. I.e., from the moment we are born, we all begin ageing. This ageing process occurs in several phases but differs from person to person depending on life events, the choices one makes, the policies and systems he/she grows old in. All of these experiences accumulate and determine how someone grows old.
Activity theory	This theory suggests that society expects people to remain actively involved in their own community after retirement. Being active and socially involved is determinant for a satisfaction in life and longevity. Especially the quality of the activity is important. Activities that have a social component have a stronger impact on life's satisfaction than solitary activities
Disengagement theory	One of the psychosocial theories. The theory states that older people gradually withdraw from life in the community and from their social contacts. They are relieved from their responsibilities and have the time to reflect upon their life and end-of-life issues. Their responsibilities are handed over to the younger generation, keeping society in balance.

(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)

Question 8.

What is AAIDD? (more answers are possible)

- a. AAIDD has produced guidelines naming, defining, and diagnosing the condition known today as "intellectual disability. "The model defines as person with disabilities as someone who has limitations in his intellectual capacity and in his ability to adapt. These developmental delays occur before the age of 18.
- b. AAIDD is a conceptual model which defines as person with disabilities as someone who has limitations in his intellectual capacity and in his ability to adapt. These developmental delays occur after the age of 18.
- c. It is the American Association on Intellectual and Developmental Disabilities. It is the oldest and largest interdisciplinary organization of professionals and others concerned about intellectual and developmental disabilities.

Answer: a., c.

Question 9.

Match type of possible reasons for emergence of an intellectual disability.

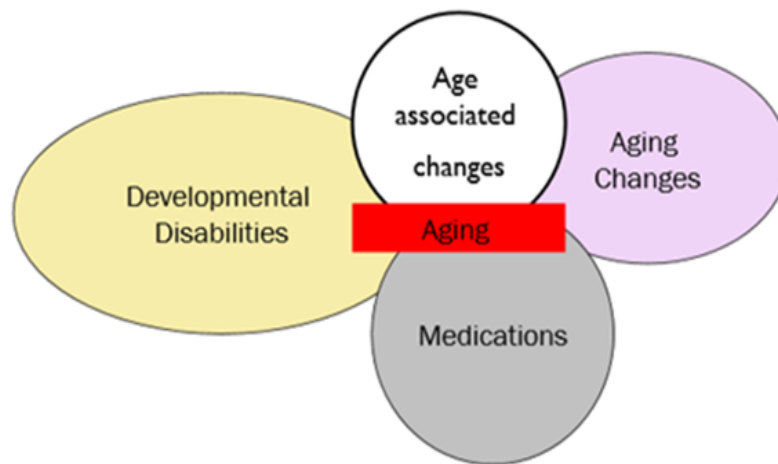
Type of cause	Description
Genetic cause	Down syndrome, Fragile X syndrome
Neurological cause	Brain malformation, Problems at birth (ex. lack of oxygen...)
Other biological causes	Maternal disease, Infection during pregnancy, Nutritional deficiency, Because of an illness: Meningitis, Whooping cough, Measles
Traumatic cause	Head trauma during childhood
Social cause	Environmental influences (alcohol, drugs, ...), Exposure to toxins (lead, mercury, ...), Labour- and delivery-related events

(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)

Question 10.

Picture shows ...

- a. State when a person is left without anything
- b. influences that affect ageing
- c. Changing support needs
- d. State when the mind is free from tension and is not concentrated on any action



Answer: b.

- **PRACTICAL assessment**

1. PRACTICAL TASK – REFLECTION ON THEORY

1.1. Explain “ageing” and list the main differences between different theories of ageing.

1.2. How would you explain ageing to a 10 year old child, how to your co-worker and how to your client.

1.3. Your student`s or co-worker`s believe is “You can’t teach an old dog new tricks. “

Explain his/her perspective on ageing person. What would you suggest to him to change his/her perspective.

1.4. Read two paragraphs bellow. Give the name to those two phenomes and write your opinion about statements bellow and explain how can you as professional working with ageing AAWID help improve this perception in society.

“Because of the perception in society (or context) elderly people experience daily prejudices. Once you get older, it's harder to be seen as a full-fledged person, just think of the labour market, access to quality health social services. This influences their health and well-being and has a negative impact on the individual ageing process.”

“In society, the image of people is often still negative. We are going to call this _____. _____ is the discrimination or prejudice against people with disabilities. _____ can express itself through ideas and assumptions, stereotypes, attitudes and practices, It is often unconscious and people do not always realize the impact of their words or actions when dealing with people with disabilities. The perception of people with disabilities is strongly influenced by the media and the belief in science where disability is seen as a failure.”

2. PRACTICAL TASK – CASE STUDY.

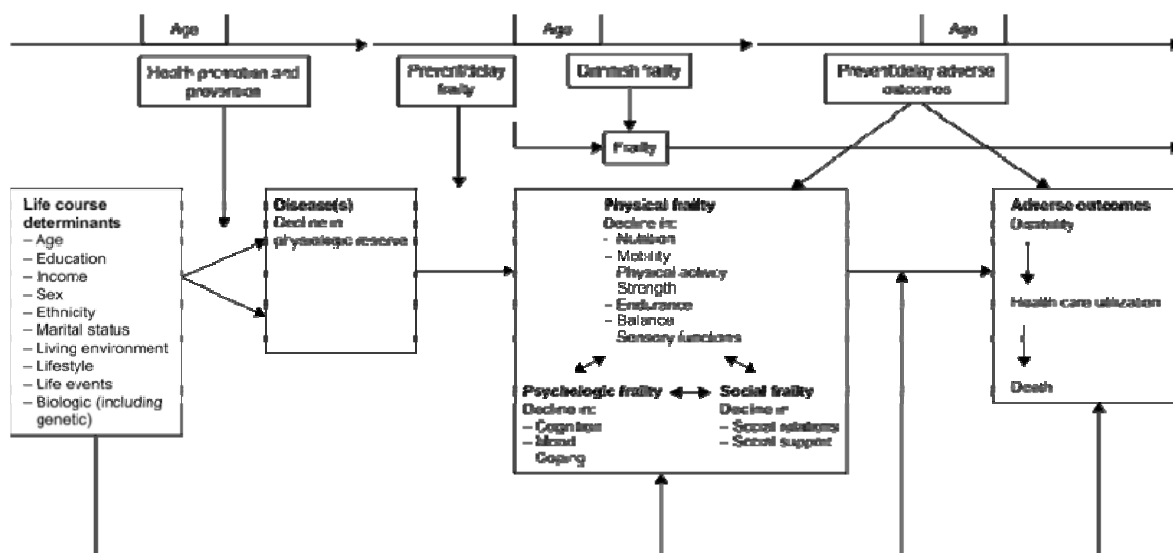
2.1. Choose one of your clients and:

- describe their characteristic using BPS model and ICF classification (mapping *human functioning*)
- define possible reasons for intellectual disability emergence
- divide adaptive behaviours into conceptual, social and practical skills.

2.2. Keeping the same client in mind, explain and express your opinion regarding the following statement “Everyone has opportunities and can learn new things even if they have a disability. People all have their own ability to communicate, their way of moving and behaving.”

2.3. Using the same client explain healthy, active and successful ageing of AAWID. Explain four factors influencing ageing, then choose one of them and make a specific example for it.

2.4. Taking the same client as an example, please develop a plan to prevent frailty (use an integral conceptual model of frailty, see the picture below).



2.5. Imagine that this person would have to face with a big lose in his/her life (like a death of a parent..) how would you change/adapt his/her support needs. Break down and describe the adjustments for each. Make a plan for that kind of situation of “risks” (first define all possible risks and make an intervention plan).

- Assessment criteria**

For assessing theoretical knowledge, each question is awarded a certain number of points. If 50% of points are gained at theoretical test for each unit, that means that participants/learner has reached EQF level in accordance with framework (gained knowledge and partly also skills in accordance with Workbook part II., page 10-15).

Practical tasks can be completed as portfolio. Tasks can be completed (by using any sort of help, can be completed also in pair, etc.) in a one (or two) week deadline and have to be uploaded in project e-learning classroom.

These tasks will assessed by experts using assessments checklist bellow. If 50 % for each unit is reached then also EQF level in accordance with framework is reached.

Unit 1: The ageing process of AAWID

Instructions for using the assessment tool (will be uploaded in e-learning classroom):

Read the list below carefully by looking closely at each item and select only those items that match with shown knowledge, skills and competences of the student based of submitted practical assignments.

✓ *Select the item by checking the box next to the item.*

SKILLS/COMPETENCES

Is able to use a definition of ageing in different situations and explaining it to other professionals.
Is able to discuss the current perspective on intellectual disability.
Is able to recognize students´ view of aged people.
Is able to indicate prejudices faced by elderly.
Is able to find hidden conventions and biased views comprising ageism.

Is able to discuss the ageing phenomenon using an integrated framework of theories and perspectives of ageing.
Is able to plan and take an actions for preventing prejudicial beliefs on ageing and prejudicial connected with AAWID.
Is able to use BPS model for describing clients characteristic.
Is able to use IFC for mapping human functioning.
Is able to recognize possible reasons for intellectual disability emergence.
Is able to divide adaptive behaviours into conceptual, social and practical skills based on a case.
Is able to use the concept of health, active ageing through personal lifestyle.
Is able to recognize four factors influencing ageing.
Is able to define/ describe four factors influencing ageing.
Is able to use an integral model of frailty to prevent early frailty in AAWID.
Is able to discuss the ageing person from the holistic perspective.
Is able to use a general theoretical framework, taken from all the ageing theories and perspectives, to make clinical decisions.
Is able to define mayor support needs of AAWID
Is able to plan mayor support needs of AAWID.
Is able to plan adaptation of mayor support needs of AAWID to different stressful situations.

Topic 2 –Impact of ageing on QoL of AAWID

Question1. What does QoL refer to? *(More answers are possible)*

- a. QoL is recognized as an important process indicator and outcome measure for assessing the effectiveness of treatment.
- b. The QoL concept is used to define the ageing process of a person with ID.
- c. It refers to quality of life.

Answer: a., c.

Question 2.

Choose which of the following statements are true and false:

Question	Answer: True/False
QoL is a multidimensional phenomenon composed of core domains influenced by both personal characteristics and environmental factors”	True
According to Bergland and Narum (2007) there are three different perspectives on QOL: the economic perspective, medical perspective, physical perspective.	False
QoL is universal- and cultural bound	True
QOL is an objective concept.	False
The WHO defines QOL as: “An individual’s perception of their position in life, in the context of the culture and value systems in which they live, and in relation to their goals, expectations, standards, and concerns.”	True
QoL is a dynamic concept.	True
HRQOL is a holistic conceptualisation of QOL	False

(In Moodle classroom a drop-down list of possible answers will be created)

Question 3.

The economic perspective on QoL (according to Bergland and Narum (2007) (*Choose one answer*))

- a) states that economic indicators such as 'income', 'living conditions, etc. are essential for a satisfactory life;
- b) is in fact Health Related QoL;
- c) states that QoL is a comprehensive construct, incorporating more variables than just health and money.

Answer: a.

Question 4.

Does having a good job mean you are having a good quality of life? (*Choose one answer*)

- a) yes, when having a good job people are always satisfied with their life.
- b) No, it depends on the relationship between such objective measures (having a job) and personal sense of well-being.

Answer: b

Question 5.

Match QoL Domain with QoL Factors

QoL Factor	QoL Domain
Independence	
Social participation	
Well-being	

Personal development, Self-determination, Interpersonal relations, Rights, Emotional well-being, Social inclusion, Physical well-being, Material well-being

(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)

Question 6.

Picture shows ...

- a. Schollock `s hierarchy of needs
- b. influences that affect ageing
- c. Changing support needs
- d. Maslow`s hierarchy of needs



Answer: d

Question 7.

Match (insert words in table) QoL Indicator with QoL Domain

QoL Domain	QoL indicator
	Education status, personal competences
	Choices, personal control, decisions
	Social network friendships, family relations
	Community integration, social roles
	Human and legal
	Contentment, lack of stress
	Health and nutritional status
	Financial status, employment, possessions

Personal development, Self-determination, Interpersonal relations, Rights, Emotional well-being, Social inclusion, Physical well-being, Material well-being

(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)

Question 8.

Ways of promoting active ageing in AAWID (WHO) with respect to the QoL domain 'personal development', those support outcomes where:

(Choose more answers)

- a) practical, leisure or life enhancing skills (i.e. making choices between alternative activities and allowing person to access community opportunities for work or retirement);
- b) reduce personal goals
- c) a varied rhythm of life (i.e. involving preferred activities);
- d) recognition that challenge and productivity must continue throughout old age
- e) Fostering health and money.

Answer: a., c., d.

Question 9.

The next description “accept their process of ageing, have a positive image of ageing (focus on the possibilities) and have a relevant contribution in the process of active ageing” Is connected with ((*Choose one answer*))

- a) Existential/spiritual well-being
- b) Emotional well-being
- c) Material well-being

Answer: a.

Question 10.

Match the QoL domains (on the left) with the correct description (on the right)

Statement	Description
Interpersonal relations	This domain is about all the meaningful relationships, all the people the client knows, esp. the important and meaningful ones for the individual.
Self-determination	This domain is related to the possibilities of taking decisions, having options & choices, finding respect for the decision taken and having an environment responsive to the personal preferences, opinions and decisions.
Emotional well-being	This domain is related to positive emotions about themselves. Enjoying life environments that are not stressing, having activities in which a person can experience his/her strengths and receiving positive feedback during daily activities, expressing affection and trustworthiness to the people present in his/her life.
Social inclusion	This domain is about the participation of an individual in the community this individual lives in, the roles acquired and practiced, presence in the meaningful social activities, supports received by the community members and services.
Material Well-being	This domain is related to what a person earns, the belongings of a person, the housing conditions, availability of money
Physical Well-being	This domain is about the health, the presence of a good fitness and all the actions of prevention.
Rights empowerment	This domain is what a culture defines as norms and laws; if these conditions are respected, having access to all the possibilities that are offered to the people, in the same culture, for persons of the same age and gender. Having rights respected.

When entering a question in the Moodle classroom, the order of the items for matching is shuffled)

- **PRACTICAL assessment**

1. PRACTICAL TASK – REFLECTION OF THEORY

1.1. Describe one definition on QoL, and explain why there are so many different definitions on QoL.

1.2. Give the “core domains” in QoL. How would you define these core domains? Explain to a co-worker why you think these core domains are important.

1.3. Explain how ageing might have an impact on the personal development, social inclusion, interpersonal relationships, rights and self-determination of AAWID.

1.4. Discuss: “QoL” is more subjective than objective.

2. PRACTICAL TASK – CASE STUDY

By taking the same client as a study case from the first unit.

2.1. *Describe how ageing might affect the QoL of your client on the following 3 domains:*

1. Physical well-being, 2. social inclusion, 3. Spirituality.

2.2. *List the support that is currently offered to your client and explain the reasons for choosing these supports? How did you gather information on the QoL of your client (AAWID)? Is the support that is currently offered to you client in line with his/her wishes and goals in life? Are the supports, or some of the supports, subject to the resources that are available in your organisation? (person-centred vs system-centred). Describe if you think that the support plan for your client is construed from a health related perspective (HRQoL) or a holistic perspective (QoL).*

2.3. Which are possible improvements/changes of support in their life, which would significantly raise their quality of life (QLL). *Make an individual plan of possible improvements of support for your client. For each of the QoL domains describe a minimum of 2 support needs specific for AAWID.*

Need	Type of support/activity	How	when	who

2.4. Describe how the initial plan differs from the new one. Explain also the possible impact of the new plan on the emotional, physical, material well-being of AAWID.

- **Assesment criteria**

For assessing theoretical knowledge, each question is awarded a certain number of points. If 80% of points are gained at theoretical test for each unit, that means that participants/learner has reached EQF level in accordance with framework (gained knowledge and partly also skills in accordance with Workbook part II).

Practical tasks can be completed as portfolio. Tasks can be freely completed (by using any sort of help, can be completed also in pair, etc.) in a one (or two) week deadline and have to be uploaded in project e-learning classroom.

These tasks will assessed by experts using assessments checklist bellow. If 80% for each unit is reached then also EQF level in accordance with framework is reached.

Unit 2: IMPACT OF AGEING ON QOL OF AAWID

Instructions for using the assessment tool (will be uploaded in e-learning classroom):

Read the list below carefully by looking closely at each item and select only those items that match with shown knowledge, skills and competences of the student based of submitted practical assignments.

✓ Select the item by checking the box next to the item.

<i>Is able to define the concept of Quality of Life (QOL)</i>
<i>Is able to and use definition in broad perspective on QoL in daily practices and explaining it to fellow professionals.</i>
<i>Is able to explain some of the core principles of the QoL concept</i>
<i>Develop a QoL holistic view in their daily practice.</i>
<i>Knows the eight domains of QoL as defined by Schalock and Verdugo.</i>
<i>Is able to use the broad perspective on QoL to work and cooperate in an interprofessional context</i>
<i>Is aware how ageing might have an impact on the personal development, social inclusion, interpersonal relationships, on the rights and self-determination of AAWID</i>
<i>Is aware how ageing might have an effect on the emotional, physical, material well-being of AAWID</i>
<i>Is aware how ageing might lead to more or other spiritual/existential questions in AAWID</i>
<i>For each of the QoL domains is able to describe a minimum of 2 support needs specific for AAWID.</i>
<i>Knows how to support AAWID in order to augment or maintain their QoL.</i>
<i>Is able to keep focus on the subjective nature of QoL and always start from the client's perspective on life.</i>
<i>Is able to recognize when the focus of professionals is mainly on HRQOL</i>
<i>Is able to maintain the balance between objective and subjective QOL.</i>
<i>Is able to describe the eight domains of QoL to fellow professionals</i>
<i>Knows how to gather information on QoL in AAWID</i>
<i>Is able to describe and analyse individualized support needs of AAWID within each of the 9 domains of QoL for AAWID.</i>
<i>Is able to use eight domains of QOL to develop a support plan for clients</i>
<i>Is able to make innovative and/or optimizing proposals regarding the support and care needs of AAWID on the 9 QoL domains</i>
<i>Is able to provide theoretically substantiated feedback on the support and care needs of AAWID</i>

Topic 3 – Methodology working on QoL with AAWID

- **Theoretical assesment**

Question1.

What ISP and PCP are:

- a) 'Individual Specific planning' (ISP) or Planning Using ICT (PCP).
- b) 'Individual Support planning' (ISP) or Person-Centred Planning (PCP).
- c) 'Intellectual disabilities Support Programme' (ISP) or 'Person-Centred Planning' (PCP)

Answer: b.

Question 2.

A good QoL starts with:

- a) assessing skills and competences of AAWID
- b) with assessing physical condition of AAWID
- c) asking a person how he/she wants to live his/her life before determining what needs to be done to achieve these life goals/desires.

Answer: c.

Question 3.

Choose if the sentence is true or false:

Question	Answer: True/False
The development of an ISP or PCP is an endeavour that is mostly coordinated by a (independent) facilitator, i.e. someone who is directly involved in the care and support of AAWID.	False
The development of an ISP or PCP is mainly a joint venture between the ageing individual with ID + his/her family and/or other people that know the individual well + his/her support workers.	True
Studies have shown that support workers/caregivers “constitute a minor influencing factor in the success of ISP or PCP implementation as they play a vital role in shaping the lives of people with ID through the quality of support they provide”	False
Positive changes in the QoL of individuals with ID are not directly linked to ISP or PCP but to the professional skills of their support workers who listen, give instrumental and emotional support and show commitment to following the individuals’ plan	True

(In Moodle classroom a drop-down list of possible answers will be created)

Question 4.

Choose which of the following statements fit to person centred approaches and which to traditional one.

Builds on strengths and high expectations that everyone can and should enjoy the 'good' life	Person centred approaches
Focuses on individual's unique interests and preferences	Person centred approaches
Planning assumes the person will spend most of their time grouped with other people with disability	Traditional approaches
Offers beyond what is currently available and works towards the future	Person centred approaches
Looks to what is currently available from a service	Traditional approaches
Fits the person into the service	Traditional approaches
Tailors supports to achieve the person's goals and future	Person centred approaches
Focuses on organising individualised, natural and creative supports and reduces reliance on the service system	Person centred approaches
Commences from a deficit and needs basis and low expectations	Traditional approaches
Focuses on individual from a disability professional viewpoint	Traditional approaches

(In Moodle classroom a drop-down list of possible answers will be created)

Question 5.

PCP's have some common features. Please choose several possibilities:

- a) The person is at the centre;
- b) Family members and friends are not involved in planning
- c) The plan reflects what is important to the person, his/her capacities and what support he/she requires;
- d) The plan results in actions that are about life, not just services and reflect what is possible and not what is available;
- e) The plan results mostly on past actions.

Answer: a), c), d)

Question 6.

The first component of ISP is...

- a) about exploring and identifying the wishes and the support needs of AAWID on the different life domains. Gaining insight into the strengths and talents, the quality of life and what to do in times of crisis. The person is at the centre;
- b) about inclusion family members and friends in planning
- c) about reflection what QoL means in society

Answer: a)

Question 7.

What order of steps of ISP is the right one

- a) 1) Getting to know someone, 2) What is the current QoL? 3) What are the hopes and dreams?, 4) What kind of support is needed? 5) Who will give support?
- b) 1) What kind of support is needed?, 2) Who will give support? 3) What are the hopes and dreams?, 4) Getting to know someone 5) What is the current QoL?
- c) 1) Getting to know family of the client, 2) What is the current QoL? 3) What are the hopes and dreams?, 4) What kind of support is needed? 5) Who will give support?

Answer: a.

Question 8.

Connect steps (of PHASE II: Planning and implementing the ISP) on left with section of description of specific step on right:

Name of the step	Description
STEP 1: Gathering, organising and analysing all information	By using an overview table, analyses and reports of the information becomes more accessible
STEP 2: Working together	Let AAWID decide where, when and at what time the meeting should take place.
STEP 3: What are the supporting strategies?	Within this step the coordinator, together with the AAWID and the support group, look for concrete supporting strategies in order to realize the AAWID's wishes.
STEP 4: Which are the supporting goals?	The coordinator must ensure that all supporting goals are concrete, well defined, clear, and unambiguous.
STEP 5: Create an Individualized Support Plan	There are some guidelines about the agreements made between the AAWID and his/her support worker.

(When entering a question in the Moodle classroom, the order of the items for matching is shuffled)

Question 9.

The aim of the PHASE III. (Monitoring) within ISP is:

- a) To monitor progress of the support goals, skills and competences
- b) To monitor progress of the support goals and the process
- c) To reflection what QoL means for AAWID

Answer: b)

Question 10.

The last phase of ISP is:

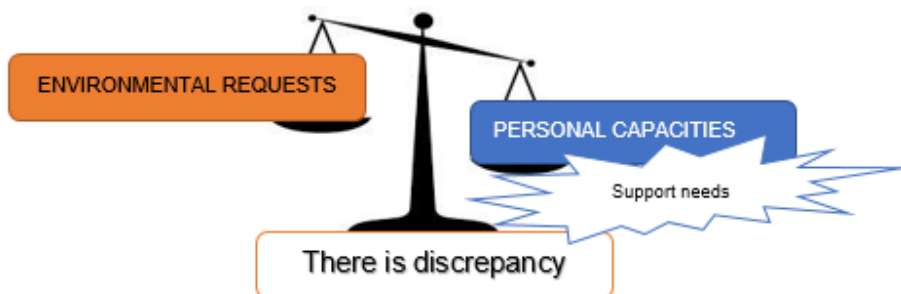
- a) planning new circle
- b) monitoring
- c) evaluation

Answer: b.

1. PRACTICAL TASK – REFLECTION ON THEORY

Explain what is ISP or PCP. And how you use this approach at your work with AAWID?

Explain the picture bellow.



2. PRACTICAL TASK – CASE STUDY

Taking the same client form 1 and 2nd practical tasks make a plan using ISP approach (step by step). Explain each step and action that you plan to do. Go through all four phases of ISP process.

Make a plan for your client to learn new skill and make a plan to improve leisure activities. Which approaches of ISP have you used in each plan? Why?

- **Assessment criteria**

For assessing theoretical knowledge, each question is awarded a certain number of points. If 50% of points are gained at theoretical test for each unit, that means that participants/learner has reached EQF level in accordance with framework (gained knowledge and partly also skills in accordance with Workbook part II., page 10-15).

Practical tasks can be completed as portfolio. Tasks can be freely completed (by using any sort of help, can be completed also in pair, etc.) in a one (or two) week deadline and have to be uploaded in project e-learning classroom.

These tasks will assessed by experts using assessments checklist bellow. If 50% for each unit is reached then also EQF level in accordance with framework is reached.

Unit 3: METHODOLOGY WORKING ON QOL WITH AAWID

Instructions for using the assessment tool (will be uploaded in e-learning classroom):

Read the list below carefully by looking closely at each item and select only those items that match with shown knowledge, skills and competences of the student based of submitted practical assignments.

✓ Select the item by checking the box next to the item.

SKILLS/COMPETENCES	
	<i>Knows the main principles of a person-centred planning (PCP) or Individual supports plan (ISP)</i>
	<i>Knows how to define 'supports' within the framework of individual supports planning.</i>
	<i>Is able to explain how the theoretical framework on individual supports planning can be used to augment or maintain the QoL of AAWID.</i>
	<i>Knows of minimum 2 alternative (support) communication techniques that might help to communicate well with AAWID.</i>
	<i>Knows how to gather information about the wishes and life goals of the AAWID.</i>
	<i>Uses (assessment) tools to gather information on the QoL domains of AAWID</i>
	<i>When defining hopes and dreams for the future, knows the difference between what is important 'to' and what is important 'for' AAWID, and knows what to do when both are in conflict.</i>
	<i>Knows how to support AAWID in order to maximize his/her self-control.</i>
	<i>Knows how to correctly identify the support needs of AAWID.</i>
	<i>Is able to apply the correct support strategies or support activities that are aligned with AAWID's support needs.</i>
	<i>Knows the value of a support group for AAWID and how the members might be involved in the realisation of the ISP</i>
	<i>I Knows what it entails to be a facilitator or a coordinator of AAWID Individual supports planning</i>
	<i>Has the necessary knowledge and skills to be an effective facilitator or coordinator.</i>

	<i>Knows how to efficiently organise all ISP information gathered by the educators or support workers (see previous items).</i>
	<i>Knows how to interpret and analyse data from different (assessment) tools (QoL AAWID, Support Needs, priority goals, what is important 'to' versus important 'for').</i>
	<i>Is able to organise ISP meetings with AAWID and his/her support group, starting from the wishes and desires from the AAWID</i>
	<i>As the coordinator of the ISP meetings is able to create full participation and an open dialogue between all participants.</i>
	<i>Knows what to do when the wishes of AAWID are unrealistic.</i>
	<i>Knows what to do when the members of the support group have conflicting opinions.</i>
	<i>Is able to translate the priority life goals and wishes of AAWID to members of the support group and make a review of all potential support activities or strategies.</i>
	<i>Knows how (as a coordinator) to ensure that all supporting goals of AAWID are concrete, well defined, clear, and unambiguous.</i>
	<i>Knows how to monitor the ISP implementation progress (i.e. is able to monitor and evaluate whether the goals of the ISP have been achieved)</i>
	<i>Knows how (as a coordinator) to evaluate if the impact of the ISP on the QoL of AAWID</i>

Topic 4 –My New Ageing Me” interactive training platform

- **PRACTICAL assessment**

1. PRACTICAL TASK – REFLECTION OF THEORY

Classify the type of ICTs (use the one that you are using at your work and in personal life).

Describe benefits, limitations and considerations when using ICT in AAWID?

2. PRACTICAL TASK – CASE STUDY

2.1. By taking the same client as a study case explain what kind of evidences on the use of ICT in AAWID you have/ gather.

2.2. Go to the MNAM platform and summarize which information you can find for better planning, implementation and monitoring work with AAWID.

2.3. Whish areas/tools of MNAM platform would you use for solving specific problems that occur in implementing therapeutic interventions to AAWID.

2.3. On the MNAM platform upload one new scientific article on fostering QoL of AAWID.

- **Assessment criteria**

For assessing theoretical knowledge, each question is awarded a certain number of points. If 50% of points are gained at theoretical test for each unit, that means that participants/learner has reached EQF level in accordance with framework (gained knowledge and partly also skills in accordance with Workbook part II., page 10-15).

Practical tasks can be completed as portfolio. Tasks can be freely completed (by using any sort of help, can be completed also in pair, etc.) in a one (or two) week deadline and have to be uploaded in project e-learning classroom.

These tasks will assessed by experts using assessments checklist bellow. If 50% for each unit is reached then also EQF level in accordance with framework is reached.

Unit 4: MY NEW AGEING ME” INTERACTIVE TRAINING PLATFORM

Instructions for using the assessment tool (will be uploaded in e-learning classroom):

Read the list below carefully by looking closely at each item and select only those items that match with shown knowledge, skills and competences of the student based of submitted practical assignments.

✓ *Select the item by checking the box next to the item.*

	<i>Can classify the type of ICTs</i>
	<i>Is familiar with the applications of ICTs in the management and interventions on individuals with IDs</i>
	<i>Can list the benefits, limitations and considerations when using ICT in AAWID</i>
	<i>Is aware about the evidence on the use of ICT in AAWID</i>
	<i>Knows what the MNAM platform is</i>
	<i>Can navigate without assistance through MNAM platform</i>
	<i>Can find a specific resource in the MNAM platform</i>
	<i>Knows how to use the resources in the MNAM platform to implement an intervention/activity</i>
	<i>Can interpret news, reports or scientific papers introducing new applications of ICT for AAWID.</i>
	<i>Uses the MNAM platform to gain knowledge and practical skills on how to implement therapeutic interventions to AAWID</i>
	<i>Uses the MNAM platform to implement interventions</i>
	<i>Is capable of updating the materials and resources in the MNAM platform</i>

ANNEX 7: FOLLOW-UP.

Please answer questions bellow.

Do you use knowledge gained during TRIADE training for working with AAWID?

If yes, where and how?

Which skills, competences gained during training are most useful?

Would you recommend training to others?

If yes, to whom?

Thank you for cooperation.

ANNEX 8: TRAINER'S PERFORMANCE.

On the scale form 1 (very poor) to 10 (excellent) please evaluate:

- your organization of the training
- alignment to the target group needs
- usability of the workbook and pedagogical resources for training implementation
- assessment tools
- participants cooperation during the training
- participants cooperation and willingness to prepare portfolio after training (as the part of assessments)

Would you recommend this training (and training tools: Workbook and Pedagogical resources) to other professionals who are dealing with similar group? Explain why?

Would you like to give us other feedback?

ANNEX 9 - EVALUATION OF UNITS.

E - Questionnaire of the 1st unit The ageing process of AAWID

Please indicate answers on the scale 1-5 (5 being the most and 1 the least pleased regarding the general evaluation of the unit)

	1 (the least)	2	3	4	5 (the most)
What is your general impression on the module?					
Do you consider that the given contents were suitable for your level of knowledge?					
Were the objectives achieved?					
Did the module live up to your initial expectations?					
Do you think the course was well-organized?					

On the scale (1-5) please indicate how would you rate the unit content).

	1 (the least)	2	3	4	5 (the most)
Topics were interesting.					
Topics were introduced on an advanced level.					
Topics are useful for me.					
The time devoted to the theoretical part was sufficient.					
The time devoted to the practical part was sufficient.					
The level of new knowledge acquired was sufficient.					

On the scale (1-5) please indicate how would you rate the trainer's performance.

	1 (the least)	2	3	4	5 (the most)
Training objectives were clear to me.					
Topics were presented clearly.					
Was the trainer competent on the topic?					
Did the trainer encourage participants for active cooperation?					
Did the trainer review knowledge gained by the participants?					

On the scale (1-5) please indicate how would you rate the teaching resources.

	1 (very weak)	2	3	4	5 (very good)
Quality and adequacy of the documentation (materials) distributed.					
Quality and diversity of teaching aids.					
Administrative support.					

How do you intend to apply the knowledge gained in this unit? Please describe:

Which topics (from this unit) do you consider to be the most useful for your professional life? please describe:

What obstacles do you think that may occur while transferring the theory to the actual work environment?

Other comments or suggestions:

On the scale (1-5) please indicate how would you rate the evaluation procedures.

	1 (inappropriate)	2	3	4	5 (appropriate)
The assessment methods.					

E - Questionnaire of the 2nd unit

Please indicate answers on the scale 1-5 (5 being the most and 1 the least pleased regarding the general evaluation of the unit)

	1 (the least)	2	3	4	5 (the most)
What is your general impression on the module?					
Do you consider that the given contents were suitable for your level of knowledge?					
Were the objectives achieved?					
Did the module live up to your initial expectations?					
Do you think the course was well-organized?					

On the scale (1-5) please indicate how would you rate the unit content).

	1 (the least)	2	3	4	5 (the most)
Topics were interesting.					
Topics were introduced on an advanced level.					
Topics are useful for me.					
The time devoted to the theoretical part was sufficient.					
The time devoted to the practical part was sufficient.					
The level of new knowledge acquired was sufficient.					

On the scale (1-5) please indicate how would you rate the trainer's performance.

	1 (the least)	2	3	4	5 (the most)
Training objectives were clear to me.					
Topics were presented clearly.					
Was the trainer competent on the topic?					
Did the trainer encourage participants for active cooperation?					
Did the trainer review knowledge gained by the participants?					

On the scale (1-5) please indicate how would you rate the teaching resources.

	1 (very weak)	2	3	4	5 (very good)
Quality and adequacy of the documentation (materials) distributed.					
Quality and diversity of teaching aids.					
Administrative support.					

How do you intend to apply the knowledge gained in this unit? Please describe:

Which topics (from this unit) do you consider to be the most useful for your professional life? Please describe:

What obstacles do you think that may occur while transferring the theory to the actual work environment?

Other comments or suggestions:

On the scale (1-5) please indicate how would you rate the evaluation procedures.

	1 (inappropriate)	2	3	4	5 (appropriate)
The assessment methods.					

E- Questionnaire of the 3rd unit

Please indicate answers on the scale 1-5 (5 being the most and 1 the least pleased regarding the general evaluation of the unit)

	1 (the least)	2	3	4	5 (the most)
What is your general impression on the module?					
Do you consider that the given contents were suitable for your level of knowledge?					
Were the objectives achieved?					
Did the module live up to your initial expectations?					
Do you think the course was well-organized?					

On the scale (1-5) please indicate how would you rate the unit content).

	1 (the least)	2	3	4	5 (the most)
Topics were interesting.					
Topics were introduced on an advanced level.					
Topics are useful for me.					
The time devoted to the theoretical part was sufficient.					
The time devoted to the practical part was sufficient.					
The level of new knowledge acquired was sufficient.					

On the scale (1-5) please indicate how would you rate the trainer's performance.

	1 (the least)	2	3	4	5 (the most)
Training objectives were clear to me.					
Topics were presented clearly.					
Was the trainer competent on the topic?					
Did the trainer encourage participants for active cooperation?					
Did the trainer review knowledge gained by the participants?					

On the scale (1-5) please indicate how would you rate the teaching resources.

	1 (very weak)	2	3	4	5 (very good)
Quality and adequacy of the documentation (materials) distributed.					
Quality and diversity of teaching aids.					
Administrative support.					

How do you intend to apply the knowledge gained in this unit? Please describe:

Which topics (from this unit) do you consider to be the most useful for your professional life? Please describe:

What obstacles do you think that may occur while transferring the theory to the actual work environment?

Other comments or suggestions:

On the scale (1-5) please indicate how would you rate the evaluation procedures.

	1 (inappropriate)	2	3	4	5 (appropriate)
The assessment methods.					

E- Questionnaire of the 4th unit

Please indicate answers on the scale 1-5 (5 being the most and 1 the least pleased regarding the general evaluation of the unit)

	1 (the least)	2	3	4	5 (the most)
What is your general impression on the module?					
Do you consider that the given contents were suitable for your level of knowledge?					
Were the objectives achieved?					
Did the module live up to your initial expectations?					
Do you think the course was well-organized?					

On the scale (1-5) please indicate how would you rate the unit content).

	1 (the least)	2	3	4	5 (the most)
Topics were interesting.					
Topics were introduced on an advanced level.					
Topics are useful for me.					
The time devoted to the theoretical part was sufficient.					
The time devoted to the practical part was sufficient.					
The level of new knowledge acquired was sufficient.					

On the scale (1-5) please indicate how would you rate the trainer's performance.

	1 (the least)	2	3	4	5 (the most)
Training objectives were clear to me.					
Topics were presented clearly.					
Was the trainer competent on the topic?					
Did the trainer encourage participants for active cooperation?					
Did the trainer review knowledge gained by the participants?					

On the scale (1-5) please indicate how would you rate the teaching resources.

	1 (very weak)	2	3	4	5 (very good)
Quality and adequacy of the documentation (materials) distributed.					
Quality and diversity of teaching aids.					
Administrative support.					

How do you intend to apply the knowledge gained in this unit? Please describe:

Which topics (from this unit) do you consider to be the most useful for your professional life? Please describe:

What obstacles do you think that may occur while transferring the theory to the actual work environment?

Other comments or suggestions:

On the scale (1-5) please indicate how would you rate the evaluation procedures.

	1 (inappropriate)	2	3	4	5 (appropriate)
The assessment methods.					

Thank you for collaboration!

ANNEX 10: TRAINING ACTIVITIES REPORT TEMPLATE

O3- A1 TRAINING ACTIVITIES REPORT TEMPLATE

Organization:

Country:

For further information related to the project please visit:

Website: <https://www.ivass.gva.es/Triade2.html>

Facebook group: TRIADE 2.0

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- 1. Introduction.**
- 2. Training content.**
- 3. Schedule.**
- 4. Participants**
- 5. Instructors.**
- 6. Training materials used.**
- 7. Pre-test evaluation results analysis.**
- 8. Post- test evaluation results analysis.**
- 9. Evaluation results and conclusions.**
- 10. Summary.**

Quality Strategy Management Plan

- 1 Introduction
- 2 Evaluation strategy - qualitative and quantitative criteria
- 3 Product evaluation
- 4 Process evaluation
- 5 Disemination impact evaluation
- 6 How the evaluation will be carried out

1. INTRODUCTION.

The quality strategy put forward in the document at hand, aims to apply a rigorous quality control of the entire project process and outcomes, using a variety of evaluation approaches.

For most project coordinators the process of evaluating a European Erasmus + Strategic partnership project begins as they construct their application for funding and make their bid to the Spanish National Agency (SEPIE) and the European Commission. However for many projects the real implementation of an evaluation strategy will begin at the first project meeting and these guidelines have been written and shared with project partners at the second month of the project.

Measuring the impact of the project is not easy; it is much more straightforward to measure the outputs - publications, training materials, courses, platforms and websites. Work already carried out on the evaluation of decentralised projects indicates that the most productive form of evaluation is one which involves all project partners, and begins with the project itself. It is a result of debate and agreement within the partnership. Above all evaluation is a process that must not be left to the final stages of the project. In that case, objectives and results will have been achieved but without evaluation. As a consequence the project team may have failed to put forward or even to note desirable modifications.

Thus, opportunities will have been lost and the quality of the project impaired.

In the context of TRIADE 2.0 European project work, ensuring quality necessitates an internal evaluation, which is a process:

- it supports the project and acts as a check on whether the targets have been met;

- it allows the results to be improved based upon judgements made about the value and quality of the project;
- it simplifies decision making and can assist with fundamental changes in the project, should these be necessary.

2. EVALUATION STRATEGY – QUALITATIVE AND QUANTITATIVE CRITERIA.

The evaluation of the “TRIADE 2.0” project will be conducted on three levels:

- **Outcomes (IOs) level**
- **Dissemination impact level**
- **Process level**

Aims of the quality management and evaluation:

- To ensure robust quality management and transparent evaluation.
- To actively engage all partners in the quality management process from the very start.
- To provide formative evaluation and feedback throughout the project.
- To operate rigorous and systematic activity and financial monitoring using well-established, user-friendly, systems.
- To evaluate the effectiveness of the five (5) Transnational Steering Group Meetings (M1 Kick off meeting (den Achtkanter vzw Belgium) - February 2019; M2 meeting Valencia- September 2019 (IVASS Spain); M3 meeting (UPV Spain) - March 2020; M4 meeting (NARHU Bulgaria) - September 2020; M5 Final meeting (ENSA Belgium) - March 2021).
- To build on and draw together quality management procedures embodied in all intellectual outputs.

Internal Quality Insurance (NARHU, Bulgaria)
Development and finalisation of quality strategy document to be agreed by all partners.
Facilitate continual open and shared discussion within the partnership to ensure the maintenance of shared ownership of the project activity, work-plan and deliverables and to share commitment to the quality strategy.
Regular reviews of progress against the work plan and deliverables and of activity against aims and objectives of the project and against the original application.
Facilitate evaluation of partner meetings and analyse results for feedback to partners.
Evaluation of piloting, including setting of outcome measurement tools for assessing social impact of the project results.
To complete the Interim and Final Reports sections regarding the quality assurance and evaluation, incorporating feedback from all partners.

It will be a task for the internal evaluator (NARHU) to highlight the point of excellence performed in the project and/or to define the less effective aspects in the conduction of the activities and to suggest how to correct them. As pointed out above, the levels are in very close relationship: good practice in project management will – with great probability – lead to high standards in the final intellectual outputs and to good practice in dissemination, mainstreaming and multiplication; at the same time, unsatisfactory characteristics of the outcomes might be read as a symptom of specific inefficiency in the conduction of the project itself.

At the beginning of the project, the team of NARHU suggested and the partners agreed upon the following twelve performance indicators in order to define a good quality level in the qualitative and quantitative evaluation:

1. Understanding and meeting aims and objectives.
2. Effective communication.
3. Effective management and Leadership.
4. Effective and Balanced partnership.
5. Innovation.
6. Meeting deadlines/ work plan.
7. Impact.
8. Sustainability.
9. Effectiveness of results, usability and accessibility (What is the perceived value of “TRIADE 2.0” project to the specific stakeholders?)
10. Active participation of target groups.
11. European added value (What difference “TRIADE 2.0” project made during its lifetime?)
12. Dissemination and Exploitation.

The “TRIADE 2.0” evaluation strategy will be based on different steps whose aims are to answer the following questions:

- “Why” it is important to conduct evaluation activities (see Aims of evaluation).
- “Who” will be interested in the evaluation results and what evaluation questions need to be answered.
- “What” it is that has to be evaluated and on the basis of what criteria.
- “Who” will provide the require information and data.
- “How” the evaluation activities will be conducted.
- “When” the evaluation activities will be conducted.

- “How” the outcomes of evaluation will be used.

These are the necessary questions to be made before starting an evaluation process and choose tools, items and methods; at the same time the answer has to be clear and precise. For the “TRIADE 2.0” project, three main aims of evaluation have already been identified:

- to underline the peculiarities of the performances achieved in the project (Product Level);
- to measure the dissemination impact that is important (Dissemination Impact Level);
- to measure the coherence with what foreseen in the project itself and to identify the necessary actions to correct possible deviations from the expected results (Process Level).

Internal quality management activities:

- Finalisation of quality strategy document (document at hand).
- Continual open and shared discussion within the partnership to ensure the maintenance of shared ownership of the work plan and shared commitment to the quality management strategy.
- Six monthly monitoring – every six months reviews of progress against the work plan.
- Shared participation in the evaluation and peer review of “TRIADE 2.0” outputs during their production and as finished products.
- Regular reviews of progress at meetings of the Transnational Steering Group.
- Production of summary section for the project reports.

3. PRODUCT EVALUATION.

Evaluating the outcomes of the project requires, first, the identification of which are the final products to be realised and, second, the individuation of the performance indicator of each product. The final products which we will evaluate are the following intellectual outputs of the “TRIADE 2.0” project:

- IO1: "My new inclusive job": Training toolkit for educators of ageing adults with intellectual disabilities (AAWID) – lead by NARHU and will be evaluated by NARHU.
- IO2: "My New Ageing Me" interactive training platform (TRIADE 2.0 - MNAM Training Platform) – lead by Instituto Valenciano de Atención Social-Sanitaria. This IO will be evaluated by Hogent.
- PILOT TRAINING COURSES: EDUCATORS AND AGEING ADULTS WITH INTELLECTUAL DISABILITY (AAWID) - lead by RIC Novo Mesto. IVASS will evaluate this IO. The partnership will measure especially how satisfied are the trainers and the educators with the 20-hour training course for educators working with AAWID”.

In addition, there is also E1: Multiplier event – “Spanish symposium TRIADE 2.0 coordinated by Instituto Valenciano de Atención Social-Sanitaria, E2: Multiplier event - Flemish symposium TRIADE 2.0 coordinated by den achtkanter vzw, E3: Multiplier event - Bulgarian symposium TRIADE 2.0 coordinated by NARHU, E4: Multiplier event – Slovenian symposium TRIADE 2.0 coordinated by RIC Novo Mesto.

The quality of the project design should meet the needs of the target group/sector:

Target	Recommendation	Evidence – Examples – not exhaustive
To ensure that knowledge of the establishment and purpose of the project reaches all target users in all partner countries (Spain, Belgium, Bulgaria, Slovenia and Italy) from the start of the project	Stakeholder identification should be conducted by all partners to identify targets for dissemination and exploitation of the project. This exercise should identify not only target users but policy influencers to maximise impact.	Records of evidence
Produce formal feedback systems that will provide measurable evidence and inform project development and practise.	Piloting and testing stages should implement tools to measure both hard and soft outcomes. A standard form should be completed by all partners to provide end users' feedback.	User testing and piloting framework
A process of continual analysis to maximise project quality.	Partners to undertake a 'plan, do, review' framework at each transnational meeting. Partners to complete questionnaires as and when required to inform internal quality assurance manager and will facilitate the stakeholder evaluation, as directed by NARHU	Partner meeting agendas and minutes.

Target	Recommendation	Evidence – Examples – not exhaustive
	<p>Project Coordinator (Instituto Valenciano de Atención Social-Sanitaria) to produce reports (every six months) and regularly updated action plan (before each TSN meeting); to identify progress against targets, to highlight delays or problems in a timely fashion to ensure prompt remedial action.</p> <p>Skype meetings to be used between transnational meetings where key decision points or problem solving actions are required between planned meetings.</p>	<p>Partner satisfaction questionnaires.</p> <p>Action plans and management reports.</p> <p>Skype meetings, with timely reminders</p>

4. PROCESS EVALUATION.

Evaluating the process of the “TRIADE 2.0” project requires, first, the identification of the processes to keep under control and to evaluate in order to have a project management evaluation and, second, implementation of the above listed performance indicators during the project lifetime. The main activities of management to be evaluated according to the proposal of the “TRIADE 2.0” project are:

- Project transnational meetings.
- Project management.
- Project Plan usefulness (evaluated by the Steering Committee and by 9 external experts (one per partner)).
- Workbook contents (50 theoretical contents / 50 practical contents).
- Training Pedagogical resources (Workbook part.B). (Evaluated by the Steering Committee).

Transnational meetings.

- Training Plan.
- Project Management evaluation.
- Leadership (page 60 of the project plan).
- Educators Platform Guidelines usefulness (IO2).

Partners' involvement and performance

Target	Recommendation	Evidence – Examples – not exhaustive
Understanding of intellectual outputs aims, objectives and tasks is vital to the success and sustainability of the project.	<p>The Project Coordinator should devise an action plan detailing the role of each partner and their expected contribution to the project.</p> <p>Open communication between partners should be encouraged to enable discussion of any outstanding issues or problems and minimise confusion.</p>	<p>Clearly stated roles and responsibilities in partner contracts.</p> <p>Meeting minutes.</p> <p>Post meeting evaluation.</p>
A committed workforce with low staff turnover will encourage positive partner relationships and project sustainability.	<p>Partners should ensure that they are making a well-balanced contribution to the project and limit staff turnovers. Concerns about partner involvement should be discussed at transnational meetings to highlight methods of improvement.</p> <p>A consistent method of reporting should be adopted.</p>	<p>Partner representation remains same at meetings – recorded in attendance lists.</p> <p>No staff replacements to date.</p>
Partners to assign appropriate staff to project roles and demonstrate that their knowledge and resources make a positive contribution to the project.	Partners to freely share knowledge, experience and expertise.	Partner representatives are at level to take decisions and to fully contribute – meeting minutes.
A culture of mutual respect and consideration to be adopted between partners to maximise partner satisfaction.	<p>Partners to participate in organised events at transnational meetings (where possible) to develop a greater understanding of partner cultures.</p> <p>Partners to identify methods of cooperation and communication for the duration of the project.</p> <p>All partners should participate in transnational meetings and</p>	<p>Programme of events at each partner meeting, partners get to meet stakeholders from that country.</p> <p>Google drive storage.</p> <p>All partners have attended partner and Skype meetings – attendance lists and minutes available.</p>

Target	Recommendation	Evidence – Examples – not exhaustive
	communicate between meetings via email, telephone and Skype.	
To assess the quality of the partnership throughout the project and emphasize strengths and future improvements.	Partners to complete Quality Assurance questionnaires throughout the project. Outstanding quality issues should be addressed during all partner liaisons.	Observations.
Project Coordinator to guide partners through intellectual outputs and ensure a clear vision of objectives.	Ensure that the project coordinator is experienced in managing international projects with multiple partners. Partners should know the objectives of the intellectual outputs they are leading and offer constructive guidance to other consortium members.	Coordinators' CV in application.
To produce a high quality of communication between the project partners	Partners should have a representative present at all transnational meetings and Skype meetings. A file repository and communication tool for the partnership shall be used, together with email groups.	All partners send representatives to meetings, attendance lists available.
To encourage timely management of work and completion of tasks. This will enable the smooth	Partners should set deadlines for tasks and prompt other members of the consortium to complete	Action plans reviewed at each meeting and circulated/uploaded on project intranet.

Target	Recommendation	Evidence – Examples – not exhaustive
<p>transition through intellectual outputs.</p>	<p>work by the requested time.</p> <p>Partners should endeavour to complete work by set deadlines. Should a problem arise, partners should contact the intellectual outputs lead to alert them of the issue and provide an estimated date of completion.</p>	
<p>Clear management and accountability structures with associated responsibilities and authority.</p>	<p>Management and Accountability structures should be devised during the first transnational meeting. This should include clarity between the roles of Contractor and between internal quality evaluation roles.</p> <p>Partners should understand and manage intellectual outputs tasks in order to effectively lead other consortium members. Partners should subsequently be held accountable as intellectual outputs leaders.</p>	<p>A management structure diagram, clearly outlining different roles and responsibilities should be uploaded to internal file repository.</p>

The project managements is the most delicate process in a project, insofar as it deals with objectives, hurdles and limits, which are material and immaterial resources as well as contingencies that could not be foreseen, thus making the project deviate from the initial work plan.

Following Performance Indicators have been identified:

	Indicators
Project transnational meetings	<ul style="list-style-type: none"> Facilities (≥5) Agenda (≥5) Content of meeting (≥5) Activities (≥5) Clearness of presented tasks and next steps (≥5) Working atmosphere (≥5) Management of meeting by the Coordinator (≥5) Social programme (≥5) Fulfilling the items of the Agenda (at least 80%)
Project management evaluation	<ul style="list-style-type: none"> Transparency of Management Information flow Partners' Communication Time crisis Clearness of tasks Financial and administrative issues Development of project phases Contractual management within the partnership Semi-open question on timing of reporting from partners to the Coordinator Open question on deviations of project implementation

Following instruments were identified:

Products	Instruments	Evaluator	Results
Project transnational meetings	Post meeting evaluation questionnaires	NARHU	Report after each meeting.
Project management evaluation	For Interim and final report.	NARHU	Dedicated section in Interim and Final reports.

5. HOW THE EVALUATION WILL BE CARRIED OUT.

The internal evaluator will use mainly email in order to send questionnaires (including using Survey Monkey online platform – professional edition) to the persons involved in the evaluation.

During each of the scheduled transnational meetings, the internal evaluator (NARHU) will require the partners to complete post meeting questionnaire at the end of the last meeting day.

In some cases, the evaluator may do phone/Skype calls if further clarification is required.

Regarding the Conference evaluation, the evaluator will include it in the conference package.

Deadlines:

Quality management plan	Initial version - Month 3 (Quality Strategy (NARHU)) second version – Month 11 final version – Month 16
Transnational meetings – post meeting evaluation (online form)	After each TSN meeting (5 in total)
Reports on internal evaluation of 5 TPMs	Months 5, 12, 18, 24, 30
Input by each partner by all partners based on the questionnaire (realised on survey monkey) with regards to the midterm internal quality management report	By Month 15
Input by each partner by all partners based on the questionnaire (realised on survey monkey) with regards to the final internal quality management report	By Month 16
Internal quality management summary of evaluation	1 interim report by Month 16 1 final report by Month 30
Final multiplier events evaluation	Month 24-30 (4 events)
Project website	6 monthly
Final evaluation summary on sustainability of project outputs	Month 30
Final internal quality management report	Month 30

DISSEMINATION PLAN

1	Introduction
2	Objectives
3	Target group & stakeholders
4	Dissemination tools
5	Type of activities
6	People in charge and experiences
7	Calendar/schedule
8	Communication channels and resources
9	Tools
10	Free access to the outputs
11	Transferability of results
12	Impact and sustainability
13	Others

1. INTRODUCTION.

This document, as a roadmap, lays out the strategy for the dissemination of the TRIADE 2.0 project, that will go on for 30 months. It will be made available to all project partners for reference and comment, adapted and approved during the first international meeting. Its implementation will be tailored, according to the nature of the partner organizations and the target audiences.

TRIADE 2.0 tackles the problem of social inclusion of ageing adults with intellectual disabilities not being fully achieved in European Union. The numbers of elderly population (aged 65 and above) will almost double, rising from 85 million in 2008 to 151 million in 2060 in the EU. Population ageing is one of the greatest social challenges facing the EU.

Regarding the disabilities, the World Health Organization states: "National health provision schemes are often inadequate and do not recognize the special needs of adults with intellectual disabilities as they age. In addition, WHO, in its report "World report on disability (2011)" highlights the greater vulnerability to age-related conditions of people with disabilities.

According to many authors, statistics and partnership knowledge, premature mortality among people with intellectual has decreased very significantly. The expectancy of life of adults with intellectual disabilities is reaching the one of adults with no disabilities.

That's why the four main objectives of the project are:

- to develop specific training contents about ageing and intellectual disabilities adapted to the learning potential and designing a training toolkit for educators;

- to develop and validate an IT training platform specific for aging adults with intellectual disabilities;
- to improve the interpersonal skills and knowledge about healthy ageing of 150 people with intellectual disabilities;
- to improve the knowledge and skills about ageing and disability of 40 educators.

2. OBJECTIVES.

The project' dissemination strategy explains how we will ensure that TRIADE 2.0 is visible and makes maximum impact in terms of policy and practical relevance. The overall aims of the dissemination strategy are:

1. to raise awareness about the problem of social inclusion of aging adults with intellectual disabilities in alignment with EU demands of global methodologies and solutions. *“As the EU population is getting older, the number of European with disabilities is rising significantly. They remain consistently disadvantaged in terms of employment, education and Social inclusion as discrimination is still a major obstacle”;*
2. to widely and effectively disseminate the outputs of the project through various channels including online communications and to support partners in communicating and disseminating their work;
3. to facilitate regular flows of information between project partners and to influence key stakeholders, with the ultimate aim of affecting policy making processes and practice at EU, national and regional levels.

The objectives of the communication plan are:

- monitoring and evaluating all the dissemination activities;
- give guidelines for all partners, to ensure a consequent/coherent and systematic communication;
- reaching and implication of all target groups;
- multiplying the impact of O1 (indicator: to reach 2500 stakeholders) and O2.

3. TARGET GROUP & STAKEHOLDERS.

It is important that TRIADE 2.0 ensures that the findings of the project are disseminated widely, and to different audiences. These different audiences may be reached by different means, and some targeting may be required to ensure optimum coverage and impact.

Note: it is important that the materials produced are written clearly and unambiguously, avoiding jargon and technical language and translated in the partners languages.

The key audiences of TRIADE 2.0 are as follows:

Within the partnership: Partners from Spain, Belgium, Slovenia, Bulgaria, Belgium, Italy.

Primary:

- ageing adults with intellectual disabilities as a new segment target group in EU.

Secondary:

- educators (nurses, therapists, psychologists...) involved in specific services for persons with disabilities or elderly adults;
- educators of community-based services, providing support in their own home or community rather than institutions;
- trainers of these educators.
- **Involvement of participants with fewer opportunities:** 150;
- the whole community by offering a higher efficient service to aging adults with intellectual disabilities.

These target groups will be visible at EU level thanks to the European Network of Social Authorities (ENSA) and its persons with disabilities and elderly working groups. Both groups will be involved in putting the theme of this project on their agenda of the relevant public events.

Outside the partnership:

- other public and private actors linked to various services for persons with disabilities;
- umbrella organizations;
- organizations, social enterprises working in social field in general;
- public authorities designing policies, recommendations, quality criteria for services for persons with disabilities;
- universities, university colleges with curricula for educators, social workers, occupational therapists,.. (education, training and VET organisations);
- associations & networks for persons with disabilities;
- European Covenant on Demographic Change;
- ESN European Social Network;
- ELISAN, European Local Inclusion and Social Action Network;
- WHO, World Health Organization.

In addition, the ENSA network will also disseminate the activities within the members of the EU **Stakeholders civil dialogue** team and the **European Innovation Partnership for Active and Healthy Ageing**. At regional level the ENSA network will be working with the **Veneto Region's Brussels office**, and will use all its tools: monthly bulletins (data base of 5400 contacts), weekly newsletter, dissemination contacts with EU Regional Brussels office. The Veneto Region is also member of the Board of the ESN (European Social Network) and will disseminate the project with its members. The ENSA has a specific collaboration with **ELISAN** European Local Inclusion and Social Action network of elected representatives through which the results of this project will be disseminated. The ELISAN network has a participative status at the **Council of Europe**.

4. DISSEMINATION LEVEL.

The plan defines 3 levels of dissemination:

- **General dissemination:** the coordinating organization will start it with other competent partners who have the resources and expertise for concrete actions. This general dissemination refers to the production and dissemination of newsletters, website and/or Facebook page, the creation of a visual identity of the project,...).
- **National and local dissemination:** each partner organization is responsible for reaching the maximum national stakeholders. Each partner has its own territorial network and partnerships (formal and informal, e.g. membership umbrella organizations). Throughout the life project, this level of communication will be given continuous attention to improve the project impact. The communication will focus on the progress and on the outcomes, informing target groups about the project implementation, main findings and progresses. All kind of effective communication tools will be used (newsletter, meetings by putting the topic on the agenda whenever possible, website of the organization,...).
- **European level dissemination:** will be targeted social-educational policy makers. This will be done mostly through communication and interaction with European level networks, promoting the project and its results on various events and publications.

5. TYPE OF ACTIVITIES.

The Dissemination Plan is programming the following activities:

- Publications
- Stakeholders events
- Stakeholders engagements in meetings
- Presentations in conferences

The communication plan is programming the following activities:

- multiplier events with minimum 700 participating professionals workers on the field of aging adults with intellectual disabilities and managers/policy makers;
- creation of a website;
- designing of a logo;
- editing 3 newsletters and 3 articles per country involving 2 external partners;
- creation of a leaflet translated in 6 languages;
- designing of a poster (200 copies per country);
- Publications;
- Events for general public;
- Mass media campaign;
- Promotional material.

6. PEOPLE IN CHARGE (REFEREES) AND EXPERIENCES.

- *Instituto Valenciano de Atencion Social –Sanitaria (Spain)* that will involve Julian Iniesta (Psychologist and University professor), María Sorzano (Psychologist and European Project Manager) and Jose Manuel Gil (Psychologist /IVASS European Project Technician).
- *Vzw den achtkanter (Belgium)* will involve key persons like educational manager, members of the “Quality department” of the organization and the members of ‘training unit for clients’.
- *Sdruzenije na na raboteshtite s hora s uvrezhdaniya (Bulgaria)* will involve Maria Goranova (more than 20 years’ experience in project management and implementation, with a disability expertise, applied psychology and inclusive education as well as well-known supported employment pioneer in Bulgaria), Petya Grudeva (experienced project manager of projects under LLP, FP7, Phare, EU Social fund; she is also an EU known expert in the field of disability and employability of people with disabilities as well as initiatives for the improvement of the independent living of seniors) and Diana Apostolova (experienced consulter for people with disabilities).
- *Hogeschook Gent (Belgium)* will involve Ilse Goethals who was also part of the first TRIADE project (she is lecturer at the Department of Orthopedagody, researcher at the Faculty’s Expertise Centre on Quality of Life and affiliated researcher at Ghent University).
- *Sint Vincentius vzw (Belgium)* will involve Eveline Breye (General Manager).
- *Familiehulp vzw (Belgium)* will involve the health care managers, administrators, experts, the regional director and the training staff.

- *Universitat Politècnica de Valencia (Spain)* will involve Dr. Vicente Traver (General Manager of the Innovative UPV-SABIEN group at the ITACA Institute and Member of the Academic Board for the interuniversity Master on Biomedical Engineering at Valencia) and Dr. Carlos Fernández Llatas (research coordinator in SABIEN Group at ITACA institute at Universitat Politècnica de València)

- *ENSA, European Network of Social Authorities (Italy)* will involve Elena Curtopassi working for the coordination of di ENSA Network since 1999. She is also board member of the ELISAN, the European Local Inclusion And Social Action Network, and member of the steering group of the European Covenant on Demographic change. She is an expert social policies and has been working for the Veneto Region Brussels office since 1997. She will be supported by Valentina Faraone, Communication officer of the Veneto Region Brussels Office. The Veneto Regions Brussels Office publishes a monthly bulletin sent to a database of 4500 persons and a weekly newsletter where the TRIADE 2.0 will be enhanced.

7. CALENDAR/SCHEDULE.

<p>Launch</p>	<ul style="list-style-type: none"> • 5-7/12/2018 TRIADE 2.0 project has been introduced at the ENSA General Assembly. • 11/12/2018 TRIADE 2.0 posted on the Erasmus+ platform. • 25-26/02/2019 approval of the dissemination strategy.
<p>Visual identity</p>	<ul style="list-style-type: none"> • 03/2019 approval of the TRIADE 2.0 logo. • 03/2019 editing of leaflets. • 03/2019 design of the poster. • 04/2019 translation of leaflets. • 04/2019 link of partners to the project website.
<p>Transnational events</p>	<ul style="list-style-type: none"> • 02/2019 kick-off meeting (Den Achtkanter vzw - Belgium). • 09/2019 M2 meeting (UPV-Spain). • 03/2020 M3 meeting (NARHU-Bulgaria). • 09/2020 M4 meeting (NARHU - Bulgaria). (Canceled for Covid-19) • 03/2021 M5 meeting (ENSA - Belgium). (Canceled for Covid-19)
<p>Multiplier events</p>	<ul style="list-style-type: none"> • One day between 01-11-2020 and 31-01-2021 Spanish symposium TRIADE 2.0. (Online) • One day between 01-11-2020 and 31-01-2021 Flemish symposium TRIADE 2.0. (Online) • One day between 01-11-2020 and 31-01-2021 Bulgarian symposium TRIADE 2.0. • One day between 01-11-2020 and 31-01-2021 Slovenian symposium TRIADE 2.0.
<p>Skype calls proposals</p>	<ul style="list-style-type: none"> • 01/2019 Skype call with the partners before the kick-off meeting. • 08/2019 Skype call with the partners before the M2 meeting. • 02/2020 Skype call with the partners before the M3 meeting. • 08/2020 Skype call with the partners before the M4 meeting. • 10/2020 Skype call with the partners before the Spanish symposium TRIADE 2.0. • 10/2020 Skype call with the partners before the Flemish symposium TRIADE 2.0. • 10/2020 Skype call with the partners before the Bulgarian symposium TRIADE 2.0. • 10/2020 Skype call with the partners before the Slovenian symposium TRIADE 2.0. • 02/2021 Skype call with the partners before the M5 meeting.

Newsletters	<ul style="list-style-type: none"> • 03/2019 newsletter 1. • 10/2020 newsletter 2. • 02/2021 newsletter 3.
Website & Facebook page	<ul style="list-style-type: none"> • 03/2019 launch and update of the website and of the Facebook page after the kick off meeting. • 10/2019 updating the website and the Facebook page after the M2 meeting. • 04/2020 updating the website and the Facebook page after the M3 meeting. • 10/2020 updating the website the Facebook page after the M4 meeting. • 03/2021 updating the website the Facebook page after the M5 meeting. • 02/2021 updating the website the Facebook page after the Spanish symposium. • 02/2021 updating the website the Facebook page after the Flemish symposium. • 02/2021 updating the website the Facebook page after the Bulgarian symposium. • 02/2021 updating the website the Facebook page after the Slovenian symposium.
Articles	<ul style="list-style-type: none"> • 03/2019 one article per partner about the launch of the project. • 02/2020 one article per partner in connection with one of the transnational events. • 02/2021 one article per partner on the closing conference.
Dissemination grid	<ul style="list-style-type: none"> • 01/2019 creation of the dissemination grid. • 08/2019 updating the dissemination grid before the M2 meeting • 02/2020 updating the dissemination grid before M3 meeting. • 08/2020 updating the dissemination grid before the M4 meeting. • 02/2021 updating the dissemination grid before the M5 meeting. • 10/2020 updating the dissemination grid before the Spanish symposium TRIADE 2.0. • 10/2020 updating the dissemination grid before the Flemish symposium TRIADE 2.0. • 10/2020 updating the dissemination grid before the Bulgarian symposium TRIADE 2.0. • 10/2020 updating the dissemination grid before the Slovenian symposium TRIADE 2.0.
Poster	<ul style="list-style-type: none"> • Proposal of poster by each country (developed during the training). • Dissemination through mainstream services.

8. COMMUNICATION CHANNELS AND RESOURCES.

The project is funded by the Erasmus+ KA2 – Cooperation for Innovation and the Exchange Of Good Practices- Call 2018. It foresees to use the following channels and resources.

1. TRIADE 2.0 website.

The key aim of the website, managed by the project coordinator and UPV partners, is to be the identified homepage in order to disseminate the aims, methods, latest news and outputs of the project. This will ensure the sustainability and the impact of the project and increase synergies with other similar projects.

2. Project leaflet and brochures.

A project leaflet will be produced and printed, adhering to the established visual identity and making use of the logo. The leaflet will lay out the main aims and expected outcomes of the project, the project partners and other additional information. The leaflet will be suitable to all identified target groups, to be used for dissemination and promotion purposes at external conferences, meetings or seminars. The leaflet will be circulated to all partners, translated in 6 languages to be disseminated more widely at national level and printed. Partners will be requested to disseminate leaflets to colleagues and other stakeholders to raise awareness about the project. The leaflet will be made available to download from the website.

3. Press releases/articles/Flashes.

Press releases will be written and sent to stakeholders at key points in the project's development..

4. Presentations and external events.

All partners should seek out opportunities to make presentations about TRIADE 2.0 at external events, so as to increase the impact of the project. Power Point presentations should use specially developed TRIADE 2.0 Power Point templates. When appropriate, presentation content will be developed in close co-operation with partners to ensure coherence and consistency across the project as a whole.

5. Organisation of events – multiplier events- closing conference.

The project will be supported by 5 transnational project meetings, 4 multiplier events (Spain, Belgium, Bulgaria, Slovenia), and one closing conference in Brussels

6. The final conference will be organize in Brussels to present the results and discuss the impact and outcomes of the project among others the Presentation and evaluation of the Running Pilot course for ageing adults with Intellectual disabilities results.

The conference will target:

- end users and ageing adults with intellectual disabilities (AAWID);
- older people and the general public

- Educators (nurses, therapists, psychologists...) involved in specific services for people with disabilities or elderly adults;
- Educators of community-based services, providing support in their own home or community rather than institutions;
- trainers of these educators;
- policy makers at local, regional, national, European and international levels;
- the public and private sectors;
- European networks.

European institutions will be associated to the event that will possibly be organised in the premises of the Committee of the Regions or the European Economic and Social Committee or in the Veneto Region's Brussels Office.

The timing, location, content and aims of the final conference will be developed in close co-operation with all partners to achieve maximum awareness-raising impact.

7. Social Media.

All the project partners will use their social media accounts to disseminate relevant information on the project (e.g. press releases, newsletters, info on the developments of the project). In particular, the Twitter accounts of the partners of the project will serve as a direct and flexible online platform to inform about latest developments, to engage conversation and to link with other on-going initiatives.

8. Staff.

The communication and dissemination activities are led by ENSA in the close co-operation with the Project Coordinator. It is supported by all the other project's partners.

9. Engaging with other relevant EC initiatives.

The TRIADE 2.0 consortium will actively contribute to the Employment Strategic Stakeholders Dialogue, the European Pillar of Social Rights Implementation, the work of the EIP AHA.

10. Links to relevant ongoing projects.

Interaction and experience exchange with related projects in the field will be actively sought. Active interaction and learning is currently envisaged with the following projects:

- TRIADE “TRaining for Inclusion of Ageing People with Disabilities through Exchange” (Erasmus+ KA2);
- ABOVE “Abilities on the Move” (Erasmus+ KA2);
- COGNITION AND INCLUSION (Erasmus+ KA2);
- FILO “Fighting against Loneliness” (Erasmus+ KA2).

Communication Plan (e-Newsletters; events: open doors, public talks; social media; meetings: Surveys, interviews; media: newspapers, local tv's radios...; materials: Leaflet, brochure, poster.

Dissemination Plan

Media: workshops and seminars

9. TOOLS.

Major dissemination means for this topic include:

- **Website**, to be the identified homepage in order to disseminate the aims, methods, latest news and outputs of the project;
- **Leaflet** to the established visual identity and making use of the logo (project logo will be sent to partners for approval);
- **European Commission's logo**. It is compulsory during the whole lifetime of the project to recognize the support received in the framework of the Erasmus program+ in all promotional and communication material including the web sites and social media and to use the EU Flag with the complete name of the EU without abbreviations. The preferred option to communicate the funding of the EU through the Erasmus + is to write together with the flag the following text "co-funded through the Erasmus+ program of the European Union". In addition to the use of the official logo in the publication and studies/brochure the following text should be used "The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein".

Logo to be downloaded

PNG format →

<http://www.sepie.es/doc/comunicacion/logos/cofinanciadoEN.png>

PNG format for colored backgrounds (CE logo with white border and letters) →

http://www.sepie.es/doc/comunicacion/logos/cofinanciado_blancoyazulEN.png

Monochrome PNG format (white)→

http://www.sepie.es/doc/comunicacion/logos/cofinanciado_blancoEN.png

Monochrome PNG format (Black) →

http://www.sepie.es/doc/comunicacion/logos/cofinanciado_negroEN.png

- Press release, articles/ashes will be send to the stakeholders;
- Conference papers/presentations;
- **Skype conferences-Skype groups**;
- **Social media**, using labels to mention on social media like #ErasmusPlus, #ErasmusPlusENG, #MyErasmusPlus;
- **PowerPoint template** and public set of presentation slides has been developed for all the project's partners and it will be used for all presentations of TRIADE 2.0;
- Partners will include **link to SEPIE** in theirs websites to enhance the visibility and the dissemination of the program;
- **Staff**;
- **Newsletters**.

10. FREE ACCESS TO THE OUTPUTS.

Free access to the intellectual outputs will be ensured. They will be on the TRIADE 2.0 website of the project, on the websites of the partner organizations, on the Erasmus+ Results Platform (E+PRP) and on the SEPIE platform. They will be send out with the newsletter; a link will be on the Facebook page. Outcomes will actively be distributed using the ENSA activities.

All TRIADE 2.0 intellectual outputs (included this document) will be published under the following Cretive Common Licence:



This license lets others remix, adapt, and build upon your work non-commercially, and although their new works must also acknowledge you and be non-commercial, they don't have to license their derivative works on the same terms.

11. TRANSFERABILITY OF RESULTS .

“My new inclusive job”: Training toolkit for educators of ageing adults with intellectual disabilities.

The online course will be posted for free use world-wide. Learning/ teaching/ training material- Toolkit - Media: website and digital format. No printed version. Language: English.

“My New Ageing Me” interactive training platform.

The training platform will be included as an online course in UPV for free use world-wide.

Learning / teaching / training material – Audiovisual material- Media: website and digital format. No printed version. Language: English

Pilot training courses: educators and ageing adults with intellectual disability.

The whole interactive training platform will be included as an online course for free use world-wide. All the relevant pedagogical resources will be published.

12. IMPACT AND SUSTAINABILITY.

The topic of the project will be on the agenda of the ENSA working groups whose members are not part of the project consortium. As the ENSA partner has a main responsibility in this issue and as the network has a huge potential of dissemination due to the many member organizations, the TRIADE 2.0 project and the results (also interim results) will be presented at the ENSA General Assembly. At that moment, members will be invited to participate into the ENSA Disability and the ENSA Social Inclusion working group actively. The project will be on the agenda of **each meeting of the working groups**. Furthermore, the project will be on **the agenda of the ELISAN network** (European Local Inclusion and Social Action Network with elected representatives) and the **Youth Care Platform**, with which ENSA has a specific collaboration agreement.

- TRIADE 2.0 will create tools that may be used in initiatives that are part of policies and strategies at all levels, offering accessible methodologies and tools that contribute to more efficient and effective practices to support and empower ageing adults with intellectual disabilities (AAWID) toward a real social participation.
- The project also will generate conclusions and recommendations about concept and implications of the ageing process of ageing adults with intellectual disabilities that could be used in all levels.

The partnership recognizes the importance of a coherent and effective dissemination strategy as an essential element of a Erasmus+ Strategic Partnership project: sharing openly the project results with any interested professional, organization, stakeholder or policymaker in Europe is necessary for promoting innovation and improvements in VET practices in Europe.

13. OTHERS.

Other supporting actions will be developed by the partners to support communication and dissemination by:

- sending the project's newsletters to relevant colleagues and contacts;
- linking to the TRIADE 2.0 website from their websites;
- circulating and disseminating TRIADE 2.0 leaflets and other materials to relevant colleagues and contacts;
- disseminating the information on the project on LinkedIn, Twitter and/or Facebook;
- making presentations referring to the project or making presentations about TRIADE 2.0 (displaying the logo and referring to the TRIADE 2.0 website);
- ensuring constant information flow between partners and keep ENSA and the coordinator updated about the work going in the work packages;
- regular provision of information material for website, newsletters, social media accounts, key events;
- dissemination of outcomes, results and press releases through own channels of communication;
- contribution Policy Dialogue and Closing Conference.

Policy monitoring:

- ENSA and the coordinator will circulate relevant policy information via the website and newsletter;
- all partners to send ENSA and the Coordinator relevant policy development information at EU and national levels, for inclusion in the newsletter and website;
- ENSA to conduct monitoring of policy developments & collating of information sent by partners;

- ENSA will make use of the following tools to help disseminate findings:
- ENSA website;
- ELISAN website;
- TRIADE 2.0 steering committee members.

The other project partners are also invited to use their communication channels to promote the project.

All partners are also asked to contribute by:

- putting a link on their website;
- identifying and approaching local/regional media with press release;
- identifying national events where TRIADE 2.0 should be presented;
- identify regional/national publication opportunities/channels;
- writing and publishing articles in national/local press and / or relevant journals / magazines;
- attending relevant national or European events and give a presentation on TRIADE 2.0;
- informing relevant national stakeholders about TRIADE 2.0;
- drafting articles for the project website;
- sharing with the other partners the information on relevant events.



TRIADE 2.0 PARTNERSHIP

