



# ESIPP

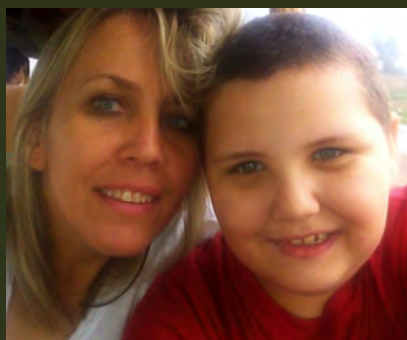
EQUITY AND SOCIAL INCLUSION THROUGH  
POSITIVE PARENTING



**335** parents and  
carers attended  
the training

## ESIPP IMPACT REPORT

**SEPTEMBER 2015 TO AUGUST 2018**



**84%** of parents  
took away practical  
strategies to use  
with their children



**70%** of parents  
gained ideas to  
keep their child  
happy



Co-funded by the  
Erasmus+ Programme  
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## AREAS OF IMPACT AFTER ATTENDING ESIPP TRAINING

**71%**

I can respond to broader family's comments and concerns about my child

**73%**

I can communicate effectively with my child

**79%**

I feel that I have a good understanding of autism

**73%**

I can predict when my child's behaviour will become difficult

**70%**

I can manage situations so that problems are often prevented

**72%**

I can help my child to express his/her needs/ or to communicate effectively

**54%**

I can handle family/ siblings stress



## EXECUTIVE SUMMARY

Equity and Social Inclusion through Positive Parenting (ESIPP) was developed to improve the skills, knowledge and understanding of parents of children on the autism spectrum in Croatia, Greece and the FYR of Macedonia through the development and provision of parent education (PE). The objectives of this project were to bring together a strategic partnership of academics, practitioners, and parents of children with autism to:

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

**All objectives were met and, in many areas, expectations were exceeded.**

## IMPACT MONITORING

Impact monitoring and evaluation was embedded in the project and impact was monitored with regard both to project participants/organisations and also with regard to the project's target groups:

- parents of children and young people with autism attending parent education workshops
- their wider families, and the children with autism themselves
- other key stakeholders – professionals, academics and policy-makers

**Impact was monitored at local, national, European and international levels.**

## EVALUATION

Evaluation identified that the project achieved its objectives, and in many cases exceeded the targets set in the proposal.

- Local training teams in Croatia, Cyprus and the FYR of Macedonia have been developed to deliver ESIPP parent training, with more trainers 'in the pipeline'.
- 335 parents/carers attended the PE programme – provided in 19 courses at 11 sites. This is over 10% more than initially planned. Attendees reported that they took away practical strategies to use with their children, gained ideas to keep their children happy, increased their knowledge about autism, increased their child's social opportunities through attendance, and developed personal support networks.
- Post-training interviews in all three countries showed that parents identified positive changes in their children, particularly with regard to communication, the management of restricted interests and dealing with sensory issues.
- Almost 450 delegates attended the projects four stakeholder Multiplier Events – this is 50% more than initially planned. Feedback regarding the project, its aims and materials was overwhelmingly positive.
- ESIPP parent training will continue to be provided in the three 'target' countries after the end of the project.
- There has been high interest in the project from academics, professionals and other stakeholders globally. The ongoing international impact of the project is supported by the sustainability of the website after the end of the project, ensuring all the outputs are still available on the website.
- ESIPP partners have identified positive impacts of participation upon themselves and their organisations, and further joint activity is planned by partners.



## 1. INTRODUCTION

The Equity and Social Inclusion through Positive Parenting (ESIPP) strategic partnership was established to address the following objectives.

- Objective 1. To develop an evidence-based model for delivering parent education in autism
- Objective 2. To develop a core curriculum and locally appropriate (ecologically valid) parent education training materials
- Objective 3. To use these materials to provide parent education in autism in three areas – Croatia, Cyprus and the FYR of Macedonia – where this has previously been difficult to access or unavailable
- Objective 4. To evaluate the effectiveness of the materials and the impact of the training using quantitative and qualitative methods
- Objective 5. To share the model curriculum, tools and materials with stakeholders, and to make recommendations to policy makers.

## 2. METHODOLOGY

The project was evaluated using a combined process and outcome evaluation methodology (Royse, Thyer and Padgett, 2016). A mixed methods approach has been adopted, using a mixed quantitative and qualitative methodology.

2.1.1. Multiple methods of impact measurement were built into the project. These comprised:

- Formal qualitative and quantitative PE evaluation tools administered by the academic partners (see 2.3)
- Qualitative feedback from participants attending training events
- Qualitative feedback from trainers and other partners
- Qualitative feedback via the project website and social media
- Qualitative feedback from the external reference group
- Qualitative feedback from the external auditor.
- Quantitative and qualitative data from stakeholder Multiplier events.
- Quantitative and qualitative data from QA reports
- Quantitative and qualitative data from workstream reports.
- Quantitative and qualitative data regarding impact of dissemination activities

2.1.2. The academic evaluation of the PE programme comprised:

- quantitative methods (questionnaires)
- qualitative methods (interviews, focus groups, reflective diaries)

Data to identify impact of the project were collected:

- from parents in Croatia, Cyprus and the FYR of Macedonia regarding their interest in/attitudes regarding parent education
- from participants, external trainers and local trainers regarding the parent education programme
- from project partners, stakeholders and via the use of e.g. Google analytics etc. regarding the project as a whole.

**Tables to identify impact by country are appended at the end of this report.**



## 2.2. Initial parent survey

An anonymous structured questionnaire format was developed to identify parents' attitudes and opinions regarding both the content and delivery of parent education (timing, length of sessions, potential barriers). Questionnaires were distributed to schools where there were known to be children with autism, NGOs in the field of autism, parent associations and support groups, for distribution to parents of children with autism known to them. Parents were requested to submit one response only.

## 2.3. Evaluation of the parent education sessions

### 2.3.1. Parent questionnaires

All parents attending the training were asked to complete:

- a pre-training questionnaire – immediately before the start of the training
- a post-training questionnaire – immediately after the end of the whole training cycle
- a follow-up questionnaire – three months after the end of the whole training cycle.

These questionnaires gathered:

- demographic data regarding the family
- data regarding Family Quality of Life
- data on parental understanding regarding autism
- data on expectations of the training (pre-training questionnaire) and
- data on the impact of the training (post-training and follow up questionnaires).

### 2.3.2. Parent interviews

A small sample of family members per cohort were interviewed three months after the end of the whole training cycle.

Interviews collected data regarding:

- their understanding of autism
- their experience of autism in their daily life
- their experience of the training
- the impact (if any) of the training.

All interviews were audio-recorded and transcribed prior to analysis by local academic partners.

### 2.3.3. Trainer focus groups

Focus groups of the whole local training team in each of the three countries were held at the end of the whole training programme. Questions on the focus group protocol collected data regarding:

- the trainers' experience of being a trainer
- their thoughts about the content and process of the training
- their perceptions regarding the effectiveness of the training and its impact
- their perceptions regarding differentiation of the training (e.g. with regard to materials, training process and style, training team issues)

#### 2.3.4. Trainer reflective diaries

Reflective diaries were completed by all trainers – one diary entry per training event. These diaries were structured, with trainers writing their diaries using a template with specified fields.

This provided data regarding:

- trainer perceptions regarding the process of the training events
- trainer perceptions regarding barriers, obstacles and problems
- trainer perceptions regarding content
- trainer perceptions regarding impact
- trainer perceptions regarding differentiation of the training (e.g. with regard to materials, training process and style, training team issues)

### 2.4. Evaluation of whole project

2.4.1. Multiple additional methods of impact measurement were built into the project. These were:

- Quantitative data regarding the project website.
- Qualitative feedback via the project website
- Qualitative feedback from the project's external reference group
- Qualitative feedback from the project's external auditor
- Quantitative feedback from questionnaires completed by attendees at stakeholder Multiplier Events
- Quality Assurance questionnaires and reports
- Workstream reports

#### 2.4.2. Partner impact questionnaires

In addition, as a result of the introduction of the Erasmus+ 'Impact+' tool, a semi-structured questionnaire based upon the tool was developed to capture project partners' perceptions regarding the extent to which the project had addressed its identified aims and priorities, and the extent to which it had impacted (low, medium or high impact) across the four domains of impact. Data were collected from partner organisation personnel attending the seventh ESIPP transnational project meeting (November 2017), 27 months into the 36-month project.

### 2.5. Consent and ethics

#### 2.5.1. Ethical approval

Ethical approval for all data collection tools and processes were initially obtained by the University of Northampton. The evaluation was undertaken in accordance with the University of Northampton's Ethics Code and Procedures, as well as with the British Educational Research Association's Ethical Guidelines for Educational Research (2011). Ethical approval was obtained from project partner HEIs in Croatia, Cyprus and the FYR of Macedonia as necessary.

#### 2.5.2. Consent and information forms

Consent regarding all parent training and multiplier event questionnaires was interpreted by return. Written informed consent was obtained from all parents interviewed, trainers completing reflective diaries and participating in focus groups, and partners completing impact questionnaires. Information forms were developed which included sufficient information for participants to give informed consent. No data were collected via interview, focus group or reflective diary without written informed consent.

### 2.6. Data analysis

Data were evaluated using appropriate statistical analysis and computer-assisted qualitative data analysis tools as appropriate (e.g. Excel, SPSS, NVivo).



### 3. PARENTAL INTEREST IN/ATTITUDES TOWARDS PARENT EDUCATION IN AUTISM

Two hundred and fifty-three surveys were distributed in autumn 2015 in Croatia, Cyprus and the FYR of Macedonia and 148 were returned, a response rate of 58%. A full report regarding the initial survey undertaken by the ESIPP project was published in 2017 in the European Journal of Special Education (Preece et al., 2017). Key findings identified within this study were as follows.

#### 3.2. High interest in parent education

Respondents exhibited high interest in parent education seminars and workshops, with almost 90% wishing to attend such events. Respondents also identified other family members (siblings, grandparents) that would be interested in participating in such training.

#### 3.3. Barriers to training

Potential barriers to participation in training were identified. Parents' work schedules were a major consideration, affecting 55% of Macedonian parents, and almost 40% of respondents overall. Childcare issues affected a quarter of respondents overall (and over half the parents in Croatia). Only 10% of Croatian parents and 29% of Macedonian parents identified that they would have no difficulties attending training; by contrast, almost 60% of respondents in Cyprus identified no difficulty in attending.

#### 3.4. Content of training

Parents were surveyed regarding their priorities for training. Five topics were prioritised by parents across all three countries (>60% of respondents). These were:

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

#### 3.5. How should training be carried out?

Respondents overwhelmingly wanted training to take place in their own city or locality, to alleviate difficulties associated with childcare or work schedules. There was strong interest in weekend training: this was preferred by almost 60% of families. As a result, the programme was developed around such a model.



## 4. IMPACT OF ESIPP PARENT EDUCATION SESSIONS ON FAMILIES LIVING WITH AUTISM

In total, five cohorts of parents were trained in eleven different cities in the three countries (n=335). Parent education courses were held in Zagreb, Rijeka, Osijek and Split (Croatia); Limassol and Nicosia (Cyprus); and Skopje, Veles, Bitola, Ohrid and Debar (FYR of Macedonia).

### 4.2. Parents' responses

4.2.1. Post-training questionnaires were returned by 152 participants (45.4%). However, there was high attrition with regard to follow-up questionnaires, with only 79 being returned (23.6%). Whilst such attrition is not unusual in studies regarding parent education (Snow et al., 2002) it was decided by the Project Board that the longer-term effects of the training were more meaningfully identified within the follow-up interviews. Therefore, data from the follow-up questionnaires (though positive) are not presented.

4.2.2. The data collected from parents clearly identifies that they found attending the ESIPP parent training sessions found the trainings extremely positive and beneficial. Almost 80% of participants felt they had a good understanding of autism after attendance (see Table 1) and over 70% reported that they now felt that they:

- would have skills and knowledge to predict their child's behaviour
- could communicate effectively with their child and support their child's communication
- respond to family comments and concerns.

**Table 1. Participants agree/strongly agree with the following statements after attending ESIPP training (n=152)**

Area of impact	%
I feel that I have a good understanding of autism	79
I can predict when my child's behaviour will become difficult	73
I can communicate effectively with my child	73
I can help my child to express his/her needs/or to communicate effectively	72
I can respond to broader family's comments and concerns about my child	71
I can manage situations so that problems are often prevented	70
I can handle family/siblings stress	54

The parent interviews confirmed that participants found the parent trainings helpful in increasing their skills and improving life for their children.

*"It was very good. I found the session I attended very useful, a lot. There was a lot of practical advice. It had many useful things but for me...because there were so many things that I wouldn't even consider. Someone who is an expert, he would know, but someone who is just now learning all these, there are just too many things that affect our lives daily and I wouldn't even think of them". (parent, CY)*





*“Those pictures I haven’t used before, I use now and they help a lot in understanding, he understands me better, we write the word on every picture, picture makes it easier for him to understand...his understanding improved since we use those pictures...”* (parent CR)



*I had a wonderful time in the training, I found out very detailed and structured things and I see now more clearly about certain things. The trainers were fantastic, practical and of great help”.* (parent MKD)

4.2.3. Parents were asked what were the main benefits that they got from attending the ESIPP parent education sessions. Eighty-four per cent of parents identified that they took away practical strategies to use with their children, while over 70% reported that they gained ideas to keep their child happy and an increased knowledge about autism. It was also positive to note that just under half of families were able to increase their child’s social opportunities through attendance, and 40% developed a support network. All of these findings are highly positive and demonstrate the value of the ESIPP programme (see Table 2).

**Table 2. What were the main benefits that participants got from attending the ESIPP parent education sessions?**  
(n=152)

Benefit	%
Practical strategies to use with my child	84
Ideas to help me keep my child happy	73
Increased knowledge about autism	71
Social opportunities for my child	47
Support network	40
Nothing	0

Again, these quantitative findings were supported by the data collected in the interviews with parents.

*“We started using PECS after the workshop”.* (parent CR)

*“It was a very positive experience; the themes were close to our everyday problems. I got advice on how to handle issues more easily, the use of visual prompts, going to the toilet...”* (parent, MKD)



*Maybe the most useful part was with making that schedule. I think that really helped. We started to use that in school also, those visual schedules”.* (parent, CR)

Some parents also commented on the benefit of meeting other parents and developing support networks.

*“I exchanged experiences with other parents. You learn something about them how they handled some issues. It is still taboo to speak about our children and the problems we have with them. I was very satisfied with the trainers and the entire training.”* (parent, MKD)



*It helps you psychologically, I do not know how to explain it to you to understand it, I mean, the fact that you are not alone, you as a parent who is going through this thing.”* (parent, CY)



4.2.4. Parents attending the training stated that they felt that training of the type they attended would be helpful not only for parents but for other family members too (in fact, siblings and grandparents did attend the workshops) as well as for professionals working with their children.

*“These should be for other family members, friends...”* (parent, CR)

*“These courses should be provided for school teachers, assistants and kindergarten teachers as well as parents.”* (parent, CR)

4.2.5. The interviews also showed that parents identified positive changes in their children. Areas of impact identified include:

- communication
- reduction in the impact of restricted interests and obsessions
- dealing with sensory issues

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

*“He has now started going alone in the toilet, to pee...”* (parent, MKD).

**This was one of the motivating factors behind the submission of the successful ASD-EAST KA2 Strategic Partnership proposal, developing teacher training in autism for educators in Croatia, the FYR of Macedonia and Poland.**



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

#### 4.2.6. Increased parental happiness

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

4.2.7. Overall, it is clear from the data collected that the ESIPP project has had a major impact upon the families attending training, surpassing the project’s main goal by providing training to more parents than was originally planned, and bringing about positive changes in parents skills and confidence.



## 5 IMPACT OF PARTICIPATING IN THE PROJECT ON PROJECT PARTNERS AND ORGANISATIONS

5.1. In order to capture partners' perceptions about the impact of the project on themselves and their organisations, a semi-structured questionnaire was developed within the University of Northampton, based upon the Erasmus+ Impact+ tool (British Council et al., 2016).

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

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

Partners identified a number of specific areas in which participation had brought about positive personal impact.

*"I am now more flexible and more receptive on new ideas and opinions. I do try to be more cooperative with the people I work with." (AASP)*

*"I have developed IT skills and am better at working online." (MSSA)*

*"I am more organised than before." (AASP)*

**“** I have learned new ways to approach different issues that can arise in working with families of children with ASD.” (ERF)

Partners from all countries involved further reported that they had increased their cultural awareness and sensitivity as a result of participation within ESIPP.

*"I have found out that there are more things that we have in common than things that separate us." (ERF)*

*"Working within transnational team, I have learned about effective communication with persons with different cultural backgrounds." (ERF)*

**“** I am more tolerant of others' ideas and the working practice of different individuals and cultures.” (TA)



Personnel from the range of participant organisations reported that they felt more confident and competent than before, due to their involvement in the project.

*“I do feel an increased level of confidence overall thanks to the positive experiences of participation.” (AC)*

“ More competencies in work with parents (how and in what way to communicate, to present, and support parents.” (CZA)

5.4. Partners also noted significant impact with regard to their organisations, across the whole range of partners. Universities identified benefits resulting from transnational working, networking and collaboration.

*“It has encouraged us and the whole organisation/faculty/university is better developed.” (ERF)*

“ Participation in the project has helped our university expand its network of collaboration with EU partners through our involvement and has helped the university acquire knowledge and expertise through the partner involvement regarding autism and family needs/issues of inclusion.” (EUC).

For some of the other partner organisations, particularly schools, NGOs and small businesses, participation was felt to have had an even more significant impact, particularly with regard to increased visibility, the broadening of professional networks and reputational enhancement.

*“We, as an organisation, got more reputation through social media and from mouth to mouth within the country and abroad”. (AASP)*

5.5. Involvement within the project had led some of these organisations to become more reflective with regard to their work as practitioners in the field of autism.

*“The project has forced us to reflect on best practice, and the reasons why we think particular methods and approaches are best. It has reinvigorated our enthusiasm and reminded us that the autism knowledge base we possess is not universally available.” (TA)*

“ Partners involved in the development/delivery of PE identified that this work “has helped us to think beyond ‘local’ and to gain a wider perspective about autism issues and how they impact upon families.” (TA)

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

- the introduction of more structured approaches for data management
- improved inter-agency working
- strengthened relationships with parent organisations.



5.7. Furthermore, a new partnerships, activities and projects have been developed by members of the ESIPP network due to their participation within the project, including the following.

- Partners from Belgium, Croatia, the FYR of Macedonia and the UK are continuing to work together in a 2-year Erasmus+KA2 strategic partnership developing teacher education in autism.
- Partners from Cyprus and the FYR of Macedonia are working together in an Erasmus+ KA2 project developing person-centred planning for individuals with autism.
- Partners from Croatia and the FYR of Macedonia, in conjunction UK partners, are taking teachers and other educators from schools in Croatia and the FYR of Macedonia to the UK to undertake school visits to exemplars of good autism practice, (Erasmus+ KA1 Staff Mobility).
- Partners from Cyprus and the UK have worked together to develop an Erasmus+ KA2 strategic partnership proposal regarding the social inclusion and employability of Roma youth with disabilities.

## THE MAIN BENEFITS THAT PARTICIPANTS GOT FROM ATTENDING THE ESIPP PARENT EDUCATION SESSIONS?

71%

Increased knowledge about autism

73%

Ideas to help me keep my child happy

84%

Practical strategies to use with my child

40%

Support network

47%

Social opportunities for my child

0%

Nothing





## 6 IMPACT OF ESIPP PROJECT ON STAKEHOLDERS

The project has exceeded expectations voiced within the original proposal. Almost 450 stakeholders attended the project's four Multiplier Events, in Zagreb, Northampton, Skopje and Limassol – this was almost 50% more than the 75 delegates per Multiplier Event that we had planned for. There was exceptionally high interest in ESIPP within the FYR of Macedonia, where 150 parents, professionals, students and policy-makers attended the Multiplier Event. Delegates responses to the ESIPP project and the materials are shown in Table 3 below.

**Table 3. Stakeholder Multiplier Event delegates' responses to ESIPP**

Statement	Participants who agreed or strongly agreed with the statement (%)			
	Zagreb (March 2017)	Northampton (June 2017)	Skopje (November 2017)	Limassol (March 2018)
The ESIPP project has valuable goals	95	100	100	100
This kind of parent education is needed in our country	95	100	96	100
All important areas are covered within the core programme	78	92	82	94

6.2. Significant activity has been undertaken to reach academic and professional stakeholders via additional conference presentations and other media. The conference has been presented in a targeted fashion, focusing on:

- key events related to autism (e.g. the Autism Europe International Congress, Edinburgh (September 2016); International Society for Autism Research Meeting, Rotterdam (May 2018))
- key events related to parents and education (e.g. European Research Network about Parents in Education International Conference, University of Roehampton (July 2017))
- key conferences in project countries/networks ( e.g. ERFCon Zagreb (May 2017), University of Ss Cyril & Methodius International Conference, Ohrid (September 2018))

The ESIPP project has been presented to a parents, professionals, academics and policymakers through a raft of different media and interest in the project and project materials has been voiced from as far afield as the Baltic States, Brazil, Eastern Europe, Israel and the Philippines. ESIPP materials will provide these stakeholders with tools with which to support and undertake parent training elsewhere.

6.3. Journal articles from the project are already impacting within the academic community.

- The review of parent education undertaken by David Preece & Vladimir Trajkovski (2017) has been read almost 200 times on ResearchGate and has been cited in academic papers from Croatia, Indonesia and the Netherlands
- The Preece et al. (2017) article regarding the initial parent survey has 75 read on ResearchGate and has been cited by academics from the UK, USA, Iran, Greece, Kazakhstan and Spain.

Positive comments and interest in the materials has been voiced on social media from e.g. Bulgaria, Iraq, Israel and Turkey.

*"I looked at the web site. The project is amazing! Congratulations."* (Doctor, Turkey)

6.4. Moreover policy-makers have recognised the value and integrity of the project and partnership, and have supported further activity, including sustainability activity, as a result of ESIPP.



## IMPACT FROM POLICY-MAKERS

**“***The ESIPP project has made a big difference to the lives of families living with ASD in our country”.*

(T. Jorczec, National Coordinator for Autism, FYR of Macedonia)

**“***Seeing the implementation and results of the ESIPP project, we consider this partnership has all the competencies to develop high-quality training for teachers.”*

(J.Z. Pecencovic, Education & Teacher Training Agency, Croatia).

## RESPONSES FROM OUR 4 MULTILPLIER EVENTS

**99%**

The ESIPP project has valuable goals

**98%**

This kind of parent education is needed in our country

**87%**

All important areas are covered within the core programme



## 7 IMPACT ON POLICY AND PRACTICE

The policy guidelines have now been launched as the project comes to its end. It is acknowledged that longer-term systemic impact takes time to occur, but the support given by policy makers to both sustainability activity and further projects identifies its impact.

7.2. The ESIPP partnership has worked tirelessly in order to ensure the continuation of parent training in the Croatia, Cyprus and the FYR of Macedonia, bringing about a significant change in national practice. Partners have worked (and continue to work) with local policy- and decision-makers, national agencies, schools and educational institutions to ensure PE continues within these countries.

- **Croatia:** PE will be provided by both Croatian partner organizations (CZA and ERF) as part of their services for families of children with autism. The CZA in Zagreb and Rijeka will now provide parent training to families of children who attend these schools. To make training more widely available, the organisation has applied for external verification by the Croatian Education and Teacher Training Agency. When approval is given, trainers from the CZA will offer PE to families more widely, as well as to professionals. The CZA's director is seeking to obtain regular funding to support the delivery of PE from the Ministry of Science and Education.

The Centre for Rehabilitation within the ERF will provide PE in autism as a part of its clinical services. Croatian team members are currently determining pricing for families and professionals. Further professionals from the CZA/ERF will be trained to further capacity within Croatia.

- **Cyprus:** PE will continue to be provided on Cyprus by AASP. AASP has submitted proposals to a number of institutions/organisations to undertake training within them. The Ministry of Education and Culture has funded AASP to present the ESIPP programme in 3 locations in September 2018. AASP will offer ESIPP PE workshops 4 x per year, at different sites across Cyprus, as part of its suite of services. AASP will also work to increase contact/engagement with non-Greek-speaking parents in Cyprus by offering training in a wider range of languages.
- **FYR of Macedonia:** PE will continue to be provided in the FYR of Macedonia. Further local trainers will be trained to deliver PE. PE will continue to be provided by MSSA. Local trainers will continue to identify and secure any possible funding from local and national government agencies, businesses or charitable organisations.



## 8 CONCLUSIONS

This report identifies the significant impact that the Equity and Social Inclusion through Positive Parenting (ESIPP) programme has had during the 3 years of the project lifespan. The project's intellectual outputs have now been developed, refined and finalised and are available via both the ESIPP project website ([www.esipp.eu](http://www.esipp.eu)), where they will remain available until at least January 2021, and also via the Erasmus+ portal. Sustainability activity is ongoing – in line with the project's sustainability plan – with a clear focus on:

- continuing providing (and to grow) PE in the project countries
- further reporting on the successes of ESIPP via conference presentations and journal articles
- continuing to work together on further related projects
- emphasising the importance of PE – and the availability of our evidence-based PE tools.

All of these activities will ensure that the ESIPP project continues to have further impact in the coming years.

## 9 REFERENCES

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## ESIPP NATIONAL TABLES ON IMPACT

### CROATIA

Resources	Activities	Outputs	Outcomes	Impact
<p>Centar za Autizam (CZA) (funded partner)</p> <p>Faculty of Education and Rehabilitation Sciences, University of Zagreb (ERF) (funded partner)</p> <p>Association for the Care of Autistic People, Rijeka (non-funded partner)</p>	<p>Mapping of parental need and preferences</p> <p>Development of parent education curriculum and locally-appropriate materials</p> <p>Development of evaluation materials</p> <p>Development of training team</p> <p>Providing parent education</p> <p>Evaluation activity</p> <p>Engaging with stakeholders in Croatia</p> <p>Development of policy guidelines</p> <p>Translation of all materials into Croatian</p> <p>Dissemination activity</p> <p>Sustainability activity</p>	<p>ESIPP Mapping Report</p> <p>ESIPP Parent Education Curriculum</p> <p>ESIPP Parent Education Training Materials</p> <p>7 x local trainers trained in ESIPP approach</p> <p>5 x parent education workshops held (spring 2016 to spring 2018)</p> <p>- 114 parents attended ESIPP parent education workshops:</p> <ul style="list-style-type: none"> <li>- 49 in Zagreb</li> <li>- 7 in Rijeka</li> <li>- 24 in Osijek</li> <li>- 34 in Split</li> </ul> <p>Stakeholder Conference, Zagreb March 2017:</p> <ul style="list-style-type: none"> <li>- 108 stakeholders attended</li> </ul> <p>ESIPP Policy Recommendations and video</p> <p>ESIPP Annual Reports</p>	<p>ESIPP materials available for future use</p> <p>CZA and ERF providing parent education in Croatia on ongoing basis</p> <p>Improved networking between partner organisations in Croatia</p> <p>Improved profile of partner organisations</p> <p>Development of and participation in further Erasmus+ project (ASD-EAST)</p> <p>Improved English language proficiency among project partners</p> <p>Improved key competences (e.g. literacy, numeracy, communications, confidence, etc.) within project partner</p> <p>Increased intercultural awareness</p> <p>Increased cooperation between Croatian and other European education institutions and organisations</p> <p>Increased cooperation between different levels of the Croatian and European education sectors</p>	<p>Improved skills for parents who have attended ESIPP workshops</p> <p>Improvements to quality of life</p> <p>Local decision makers supporting the continuation of parent education</p> <p>Parent education available on an ongoing basis</p> <p>Potential to further build capacity</p> <p>Policymaker support for further project (ASD-EAST) developing teacher education in autism</p>





## CYPRUS

Resources	Activities	Outputs	Outcomes	Impact
Autism Assessment Support Practice (funded partner)  European University Cyprus (funded partner)  Limassol Autism Parent Group (non-funded partner)	Mapping of parental need and preferences  Development of parent education curriculum and locally-appropriate materials  Development of evaluation materials  Development of training team  Providing parent education  Evaluation activity  Engaging with stakeholders in Cyprus  Development of policy guidelines  Translation of all materials into Greek  Dissemination activity  Sustainability activity	ESIPP Mapping Report  ESIPP Parent Education Curriculum  ESIPP Parent Education Training Materials  6 x local trainers trained in ESIPP approach  5 x parent education workshops held (spring 2016 to spring 2018) - 132 parents attended ESIPP parent education workshops: - 73 in Limassol - 59 in Nicosia  Stakeholder Conference, Limassol March 2018: - 90 stakeholders attended  ESIPP Policy Recommendations and video  ESIPP Annual Reports	ESIPP materials available for future use  AASP commissioned to undertake further training  AASP providing parent education across Cyprus on ongoing basis  Improved networking between partner organisations in Cyprus  Improved profile of partner organisations  Improved English language proficiency among project partners  Improved key competences (e.g. literacy, numeracy, communications, confidence, etc.) within project partner  Increased intercultural awareness  Increased cooperation between Cypriot and other European education institutions and organisations  Increased cooperation between different levels of the Cypriot and European education sectors	Improved skills for parents who have attended ESIPP workshops  Improvements to quality of life  Local decision makers supporting the continuation of parent education  Parent education available on an ongoing basis  Potential to further build capacity



## FORMER YUGOSLAV REPUBLIC OF MACEDONIA

Resources	Activities	Outputs	Outcomes	Impact
<p>Macedonian Scientific Society for Autism (funded partner)</p> <p>National Association for Autism (non-funded partner)</p>	<p>Mapping of parental need and preferences</p> <p>Development of parent education curriculum and locally-appropriate materials</p> <p>Development of evaluation materials</p> <p>Development of training team</p> <p>Providing parent education</p> <p>Evaluation activity</p> <p>Engaging with stakeholders in FYR of Macedonia</p> <p>Development of policy guidelines</p> <p>Translation of all materials into Macedonian</p> <p>Dissemination activity</p> <p>Sustainability activity</p>	<p>ESIPP Mapping Report</p> <p>ESIPP Parent Education Curriculum</p> <p>ESIPP Parent Education Training Materials</p> <p>5 x local trainers trained in ESIPP approach</p> <p>6 x parent education workshops held (spring 2016 to spring 2018) - 89 parents attended ESIPP parent education workshops: - 39 in Skopje - 10 in Veles - 11 in Ohrid - 12 in Bitola - 20 in Debar</p> <p>Stakeholder Conference, Skopje November 2017: - 150 stakeholders attended</p> <p>ESIPP Policy Recommendations and video</p> <p>ESIPP Annual Reports</p>	<p>ESIPP materials available for future use</p> <p>ESIPP trainers commissioned to undertake further training</p> <p>ESIPP trainers providing parent education across FYR of Macedonia on ongoing basis</p> <p>Improved profile of project participants</p> <p>Development of and participation in further Erasmus+ projects by project participants</p> <p>Improved English language proficiency among project partners</p> <p>Improved key competences (e.g. literacy, numeracy, communications, confidence, etc.) within project partner</p> <p>Increased intercultural awareness</p> <p>Increased cooperation between Macedonian and other European education institutions and organisations</p> <p>Increased cooperation between different levels of the Macedonian and European education sectors</p>	<p>Improved skills for parents who have attended ESIPP workshops</p> <p>Improvements to quality of life</p> <p>Local decision makers supporting the continuation of parent education</p> <p>Parent education available on an ongoing basis</p> <p>Potential to further build capacity</p> <p>Policymaker support for further project (ASD-EAST) developing teacher education in autism</p>

## THE PARTNERSHIP



University of Zagreb  
Faculty of Education and  
Rehabilitation Sciences

