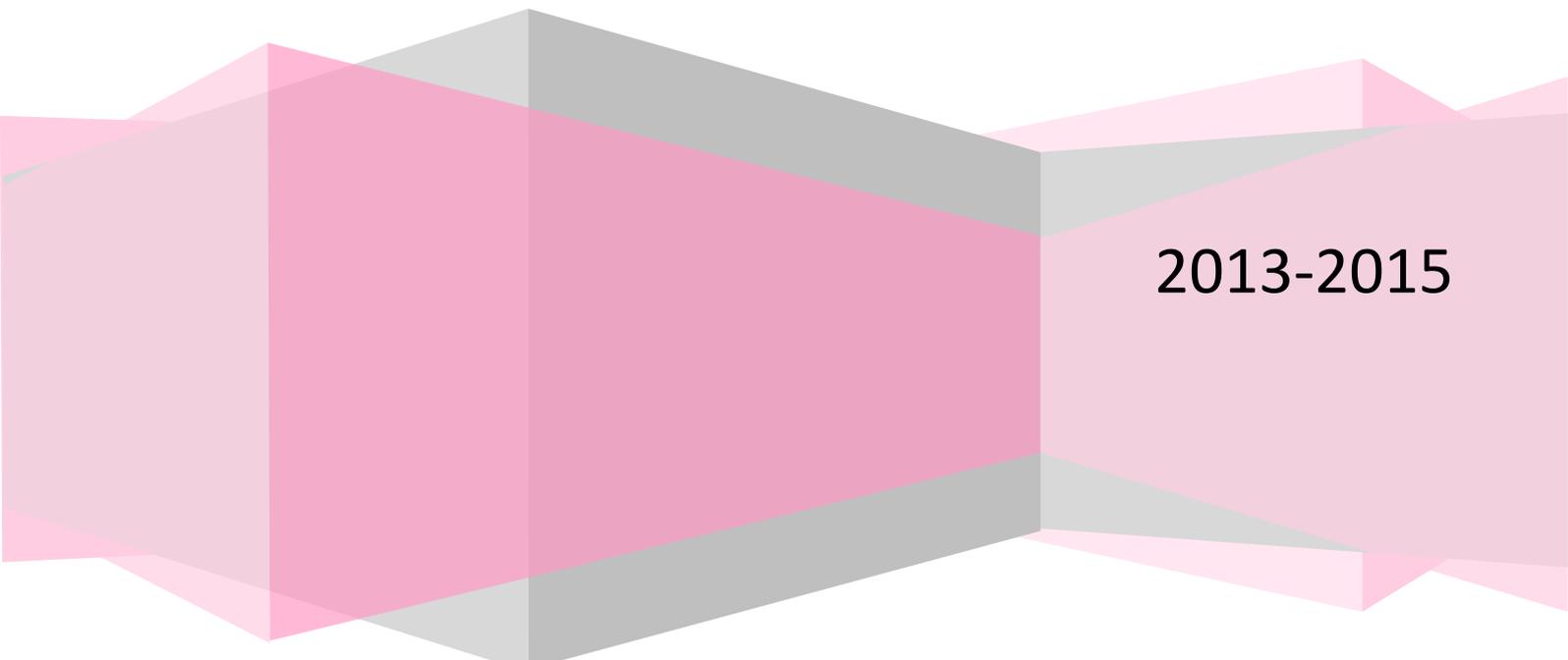




# Quality Management Concept

FormAzione Co&So Network



2013-2015

## Partners

- P1 Jugend am Werk Steiermark GmbH - AT
- P2 ARIADNE - CH
- P3 University of Siegen - DE
- P4 Sirius - Centre for psychological counseling and education - HR
- P5 FormAzione Co&So Network - IT
- P6 University of Lodz - PL
- P7 General Directorate of social assistance and child protection Harghita - RO

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## Introduction

For most project coordinators the process of evaluating a European Cooperation Project begins as they construct their application for funding and make their bid to 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 during the first meeting in Graz.

Measuring the impact of projects is not easy; it is much more straightforward to measure the outputs – publications, courses, 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 the project partners, begins with the project itself and 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.

By this time 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 European project work evaluation 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.

# 1. The FALEFOS project

Family learning is one aspect of the strategic priorities in the Grundtvig programme for multilateral projects. According to the “EFLN – European Family Learning Network” family learning might involve any combination of:

- formal and informal learning within the family;
- family members learning together;
- learning about roles, relationships and responsibilities in relation to stages of family life, including parenting education;
- learning how to understand, take responsibility and make decisions in relation to wider society, in which the family is a foundation for citizenship;
- learning how to deal with agencies that serve families. (<http://www.efln.eu>)

Researches show that family learning in this sense has a positive influence on children’s’ development. It supports the development of problem solving skills, school engagement in general as well as a better school attendance and fewer behavioural problems in school (Melhuish, Sylva, Sammons et al., 2001).

These aspects are of crucial importance and are in the focus of many initiatives nowadays. But not always family learning is adaptable that easily. Family learning in the traditional understanding becomes difficult and even gets a new meaning **in the situation and context of foster families**. In this structure we have a system of two families that are closely related to each other. A foster child is standing between the biological and the foster families and that also includes two different approaches concerning family life in general and different role models. Families are not only our first and most important teachers, they also teach us the most important things in life. The values, attitudes and culture that we learn from our families can stay with us throughout our lives. In terms of family learning we focus on foster family situations when the foster child is placed within a foster family for more than two weeks up to a long-term care situation. But still the contact and involvement of the biological family – also including regular visits or even the division of care for longer periods e.g. weekends or a few days per week or month – is provided. In this situation the support of both families has a crucial impact on the child’s development. Foster children often experienced problematic and difficult situations within the family of origin. It is not random that foster children have to deal with poverty, health issues (addiction, psychological or physical problems of parents), violence and neglect of parental responsibilities. The impact of children in such situation is reflected in their social life as well as in their behaviour and performance in education. Long term effects can even be social exclusion, poverty, literacy and health problems for their own lives. The support the child needs in education, in developing an identity and social skills is lacking. This support is provided by foster families as good as possible but still the child has to deal with difficulties. Those problems are of course also challenges that foster and biological parents have to face. In the system of family foster care we find a **triangular constellation** and relationship with the child in the centre – surrounded by **foster parents, biological parents and the social worker** accompanying the family foster care from the side of social services.

## 1.1 Main outputs of the FALEFOS project

- Elaboration of need analysis by conducting interviews with the target groups, implementing a desk research to include finding from literature and researches
- Development of workshops material

- Implementation of 2-day workshops
- Production of practical guidebook
- Dissemination activities

## 1.2 FALEFOS Evaluation Strategy Quality and Quantity Criteria

The evaluation of the FALEFOS project will be conducted on three levels:

- Products level
- Dissemination impact level
- Process level

This very synthetic summary of the ratio in the evaluation process obviously needs to be better focused and detailed as explained in the following points.

## 1.3 Aims of the evaluation

It will be a task for the evaluator 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 products and to good practice in dissemination; 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.

P1 and P5 have agreed upon indicators of performance for each item (in brackets) in order to define a good quality level in the qualitative and quantitative evaluation.

In Falefos project there will be also an external evaluator to highlight mainly the impact that the activities have in the future.

The Falefos Quality Management Concept 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 (see PRODUCTS EVALUATION section)
- **“Who”** will provide the required information and data (see EVALUATOR in each evaluation table)
- **“How”** the evaluation activities will be conducted (see INSTRUMENTS in each evaluation table)
- **“When”** the evaluation activities will be conducted (see the DEADLINES section)
- **“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 Falefos 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)

## 1.4 Threshold Orientation

In order to make the evaluation clear and of easy reading, FCN the internal evaluator assigns a threshold system to be used in the development of the This means that scores which are below the fixed score immediately lead to a recommendation for the promoter and for the partnership.

The scale which will be used is oriented on 5 step and an average score of 4 is considered to be on track or to have well developed the products.

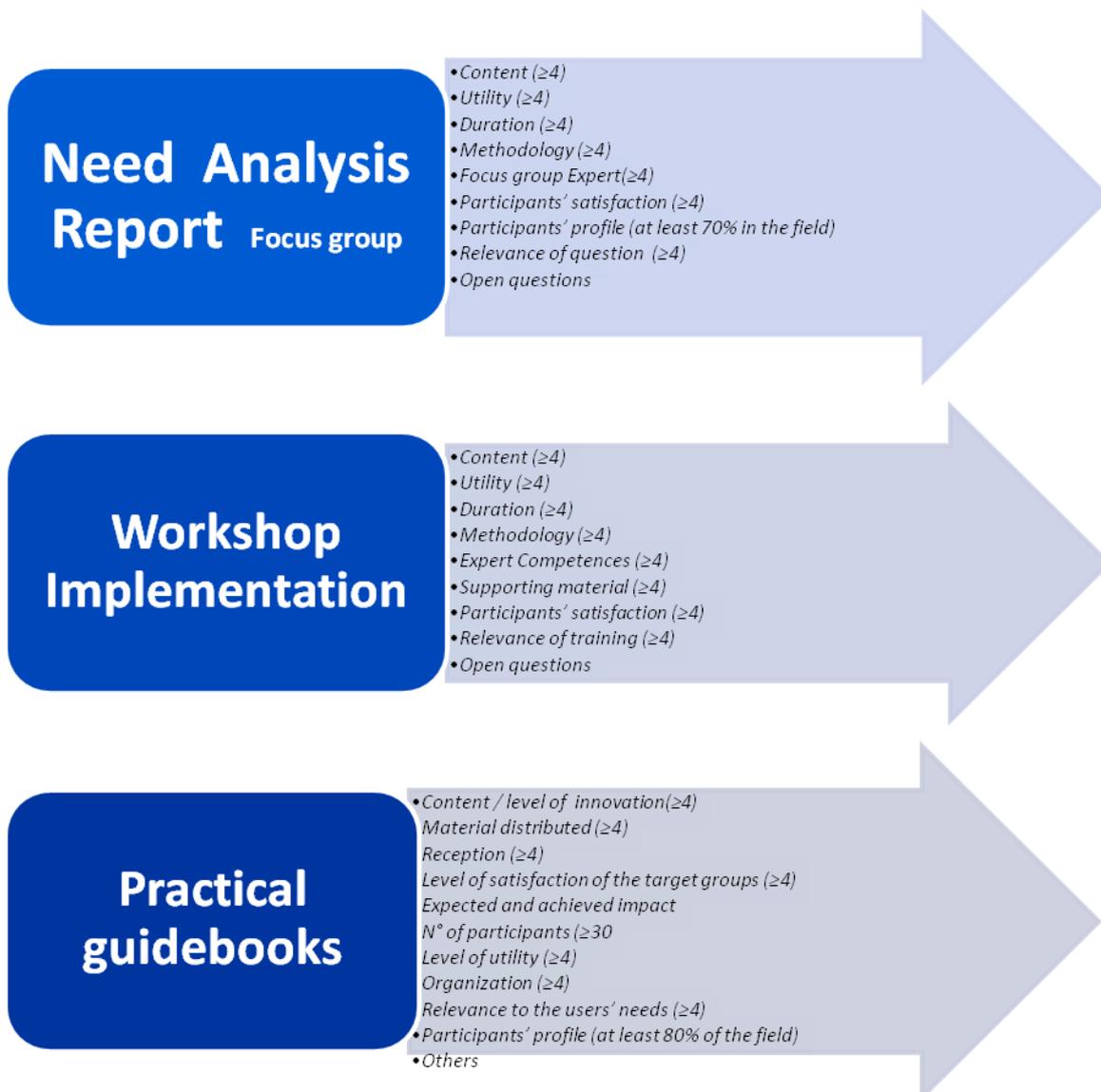
## 2. Products Evaluation

### 2.1 Defining significant items

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. As already established, the final products to evaluate as we consider them the main outputs of the FALEFOS project, are:

- Need Analysis Report (feed back from focus group participants)
- Workshop Implementation (feed back from participants and workshop leaders)
- Practical guidebooks - Local seminars(feed back from participants at local seminars)

As the Indicators of Performance are concerned, they have been pointed out as follows:



## 2.2 Defining Instruments

The necessary data to lead the evaluation of the project will be collected by Questionnaires and Interviews, depending on the kind of Product to be surveyed. Here below there is the description of the instruments, which will be adopted:

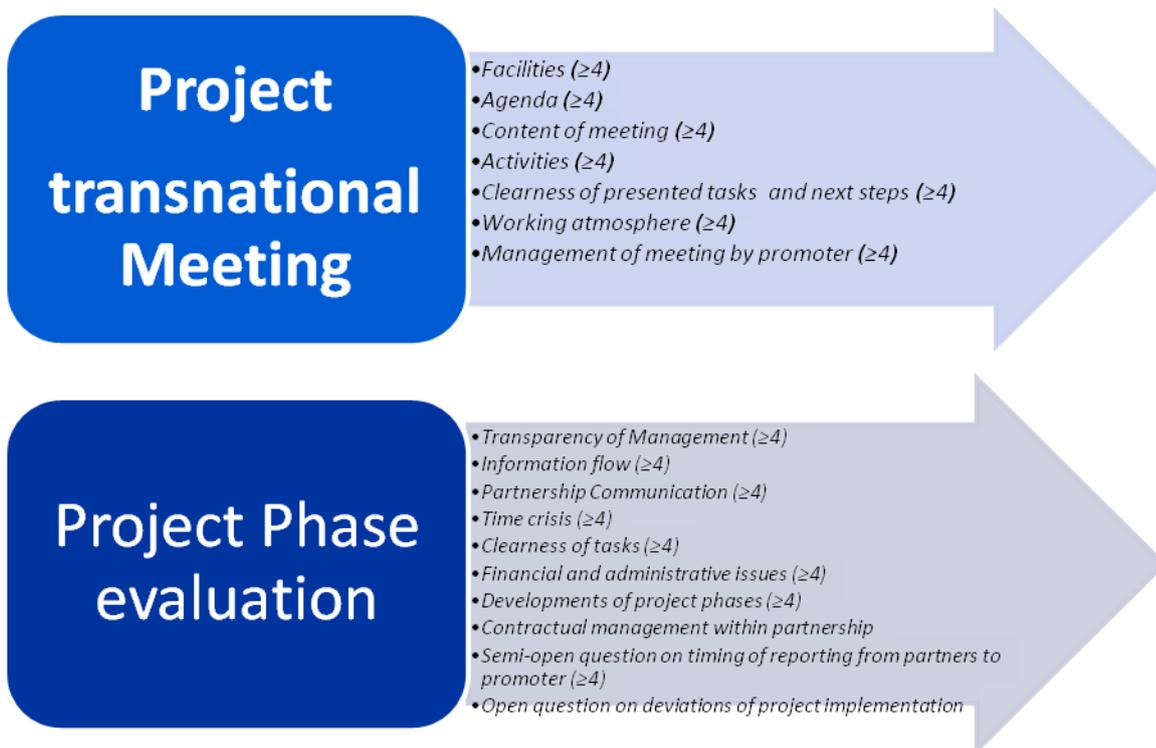
PRODUCTS	INTRUMENTS	EVALUATOR	RESULTS
<b>Need Analysis Report (feed back from focus group participants)</b>	Questionnaire	Participants	Report
<b>Workshop Implementation (feed back from participants and workshop leaders)</b>	Questionnaire	Participants Workshop leaders	Report
<b>Practical guidebooks (feed back from participants at local seminars)</b>	Questionnaire	Participants	Report

## 3. Process Evaluation

### 3.1 Defining Significant Items

Evaluating the process of the project requires, first, the identification of which are the process to keep under control and to evaluate in order to have a project management evaluation and, second, the individuation of the performance indicator of process. In the Falefos project the process evaluation will concern transnational cooperation during the meeting and management performance regarding the project phase.

The project management has been considered around three main Indicators: the Quality of management, the Project administration and the Partners' involvement. The project management 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. As the Indicators of Performance are concerned, they have been pointed out as follows:



### 3.2 Defining Instruments

The necessary data to lead the evaluation of the process will be collected by Questionnaires. Below is the description of the instruments, which will be adopted:

PRODUCTS	INTRUMENTS	EVALUATOR	RESULTS
Project transnational meetings and project management evaluation	Questionnaires	All partners	Report

## 4. Dissemination Impact Evaluation (external)

The IMPACT evaluation report will be developed by the external Evaluator E.N.T.E.R. will try to assess the effects produced by the implementation of the Falefos project. The impact evaluation focuses on how the project results affect the target groups and the professional environment. The Falefos results will be assessed in respect to its short term but also in respect to its long term impact. Apart to the impact of the project itself, it will be analysed the success of the dissemination and implementation activities. For this purpose, the product impact will be assessed on the

- Local level
- Regional level
- National level
- European level

In order to assess the impact of the Falefos project, E.N.T.E.R. will provide the members of the partnership with questionnaires that focus on different aspects of the project impact.

The assessment of the project impact is essential for the transferability of all outputs produced during the project and should allow for necessary changes which are to be made before the end of the project.

E.N.T.E.R. therefore will provide 2 impact evaluation reports together with recommendations for changes and future activities.

### 4.1 Defining Instruments

The necessary data to lead the evaluation of the IMPACT will be collected by Questionnaires. Below is the description of the instruments, which will be adopted:

PRODUCTS	INTRUMENTS	EVALUATOR	RESULTS
Ex-post analysis	Questionnaires	All partners	Report

### 4.2 Dissemination instruments evaluation

PRODUCTS	INTRUMENTS	EVALUATOR	RESULTS
Project Website	Website analysis checklist	External Evaluator	Report
Newsletter	Qualitative Analysis	External Evaluator	Report
Project leaflet	Qualitative Analysis	External Evaluator	Report
Articles	Qualitative Analysis	External Evaluator	Report
Social media presence	Statistical data of social media appearances, frequency measuring	External Evaluator	Report

### 4.3 How the evaluation from the internal evaluator will be carried out

The internal evaluator will use mainly the email and online questionnaires on Google drive platform in order to send questionnaires and have feedback from the persons involved in the evaluation.

The respect of the deadline for returning the material will also be considered. In some case the evaluator may do phone calls or Skype conference.

## 5. Deadlines

Quality Management Concept	30 December 2013
Need Analysis Report	September 2014
Workshop Implementation	June 2015
Practical guidebooks ( local seminar)	November 2015
Transnational meeting evaluations	There will be 4 on-line questionnaires
Project Management evaluation	Each after every meeting, nearly every 6-months
External deadlines (2 report)	Interim report Final report

FCN will provide evaluation reports for the interim and the final reports of the FALEFOS project including all activities and results available at that stage of the project. The reports will be based on the Quality Management Report and on the threshold fixed plus the evaluator comments

## 6. Quality Indicator Collection For All The FALEFOS Project Products

In order to ensure the product delivery in time and in the format/ content as it was proposed in the application as follow we report the Falefos products

Workpackages	Products	Languages vers./n°pages/n°editions	Timing
WP1	Project Process Plan	EN • 5 meetings	11/2013
WP1	Interim and final report	EN	Contract dates
WP2	Need analysis	ALL LANGUAGES	7/2014
WP3	Workshop development	• EN , ALL LANGUAGES • WS1,WS2,WS3	1/2015
WP4	Workshop implementation	ALL LANGUAGES • Each country –(7) • WS1,WS2,WS3 • 2 days each WS	9/2015
WP5	Adaptation/practical guidebook	ALL LANGUAGES 300 in each languages	30/2015
WP6	Quality Management Concept	EN	31/12/2013
WP6	Quality management interim and final reports	EN	30/10/2014 30/10/015