

PROJECT

**The QPA method: new ways to support and motivate
iVET students at particular risk of ESL, including
students with migrant or Roma backgrounds**

Monitoring and Evaluation Manual

Grant agreement code	2013-1-IT1-LEO05-04004
CUP	G63D13000400006

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Chapter I: THE THEORY AND MODEL OF INTERVENTION

1. Work packages (WP) reference

To better contextualize the model, we will report the most significant elements of the WP 8 to 5, which will provide the basis of the development of the operating system for monitoring and evaluation.

WP 8 - Monitoring / Evaluation / Quality

The action of monitoring and evaluation concerns:

- 1) the level of project activity monitoring (consistent objectives / activities / results) and adaptation / development of results to ensure the achievement of the macro objectives of the project;
- 2) the level of individual WP: monitoring of the various phases of the project in order to suggest to SC the possible interventions to redirect activities which can guarantee the achievement of results expected.

The action of monitoring will provide periodic reports on the WPs to the SC.

The monitoring and evaluation activity originates from the Quality Management Systems, aiming to check constantly the progress and achievement of intermediate and final aims of the project.

The most important aims remain in highlighting the possible deviations between planned and realized goals, identifying potential areas of risk, promptly taking the necessary preventive or corrective measures, and allowing the repositioning of the intervention with the purpose of reference. In this context, the quality management involves the managerial aspects and operational solutions that ensure: transparency of processes; widespread understanding among partner involved of the general and specific objectives and their respective roles; measurability of results; strength of the improvement of performance against target indicators, prevention of non-compliance risks and management variance.

What we want to highlight - and for this, please refer to the attached GANTT of the project - is the interconnection between the activities and the reporting that should be done during the project, which should identify and should be carried out at each level of monitoring, according to deadlines that allow you to analyze and control the implementation path at least every 6-12 months.

WP 5 - Validation of the results / Possible improvements

In particular, the WP aims at monitoring and evaluating the pilot implementation of the QPA, materials and the technological support used, with the aim of verifying the effectiveness and implementability of the method as well as the teaching aids. Emphasis should be given to the need of completing the educational model, the contents and the assistive technology.

For the evaluation of the pilot phase, will be analyzed the results of the monitoring and evaluation described in the following paragraphs.

The SWOT Analysis will highlight the strengths and weaknesses of the action implemented. The SWOT analysis aims to clarify the effects of the QPA paths implemented on the learning processes of students, enhancing the positive effects on motivation to complete the course of study and also

effectively emphasizing the weaknesses of the transfer process to the context of reception, with reference to the application benchmarks achieved over time by the QPA method.

The development of the SWOT analysis will form the basis on which the SC will decide the validation of pilot activities related to transfer.

Theoretical Perimeter

The precise, crucial and key conceptual references to the proposed model are: Monitoring and Evaluation.

The evaluation is a research activity aimed at the production of an argued, reasoned and contextualised judgment; this judgment is to be understood as an appreciation or - better yet – an attribution and recognition of the value of the subject of the evaluation.

Closely related to the concept of evaluation but distinct from it, is that of monitoring. By "monitoring" we mean the combination of procedures, techniques and activities aimed at collecting and processing data relating to the implementation of financial, physical and procedural design. This aims to identify the risks and potential problems and develop, and when necessary, corrective actions to put the project in line with its objectives. The main consideration of monitoring is its ability to regularly observe and measure the results of the project, identifying deviations from the expected results in the planning stage.

The monitoring and control include:

- measuring the progress of project activities (where we are);
- comparison with the expectations of the Project Management Plan that form the baseline of the project (where we should be);
- development and monitoring of corrective actions to remove the problems and / or avoid the risks in order to restore the desired results of the project (how to continue);
- monitoring towards the adoption of changes not agreed upon and approved.

The measurements require the definition of a system of indicators defined at the beginning of the project (project metrics) that are almost always part of the costs and the amount of paid work (effort).

The monitoring will support the collection and description of the progress of the Project, through the methodical gathering of data and information. An objective, solid, and reasoned evaluation therefore, is an indispensable precondition that should accompany the project throughout its life cycle; the evaluation should focus on the aspects / dimensions and functions deemed significant to the proposed model.

The complexity of the project requires to identify appropriate tools in line with the actions planned (WP) and expected results.

Documentation, results and outputs

The Moodle platform is dedicated to classify and record all documents and correspondence relating to the partnership, implementing a management system of documentation common to all partners.

The private area is the main source of information about the progress of the project. In addition to that, some cards (checklist) will integrate information on the progress of individual activities. Various types of intervention (planning, administrative, financial, etc.) will also yield data which will be collected and recorded.

The tab is updated periodically in order to record (and control) the amendments made by the project and interventions in the implementation process.

The task of preparing and updating the individual cards is assigned to the project coordinator partner.

The indicators and metrics

The metrics of the project are a set of indicators intended to monitor and predict the performance of the main criticisms of the project variables (cost, time, quality, resources, changes, etc.). The metrics typically include a set of standard indicators, but can be extended with other indicators defined ad hoc according to the specific nature of the project.

The metrics is used to quantify as objectively as possible the development of the project through the measurement of a set of indicators that are part of it. Typically, one of the most important uses of the metrics is to measure the project's implementation plan.

Indicators are measurement tools that provide data useful for the management of the project as well as for monitoring and evaluating the effectiveness of the activities. This will enhance decision-making, promote greater efficiency and produce more relevant results.

Indicators should be directly related to the main objectives of the project and provide an appropriate framework of what the project aims to achieve. However, since these indicators can provide only a "snapshot" part of the progress of the work, the first decision to make is about "what" to measure—that is, to determine which parts of the project are the important or not.

The difficulty in the selection of indicators is to find quantifiable / measurable elements that can reflect the most significant effect, combining what is essentially important as a reflection of the expected results, with what is rather realistic in terms of the data collection and management.

Chapter II: REQUIREMENTS AND INDICATORS

2. Requirements analysis and identification of indicators

The proposed model for monitoring and evaluation, based on what has already been outlined, takes into account the plan submitted and approved, with particular reference to the guidelines set forth in WP8 and the close correlation with the WP5.

On the basis of these theoretical considerations, the proposed model distinguishes between actions for monitoring and evaluation, the latter aspect being the final stage of the process.

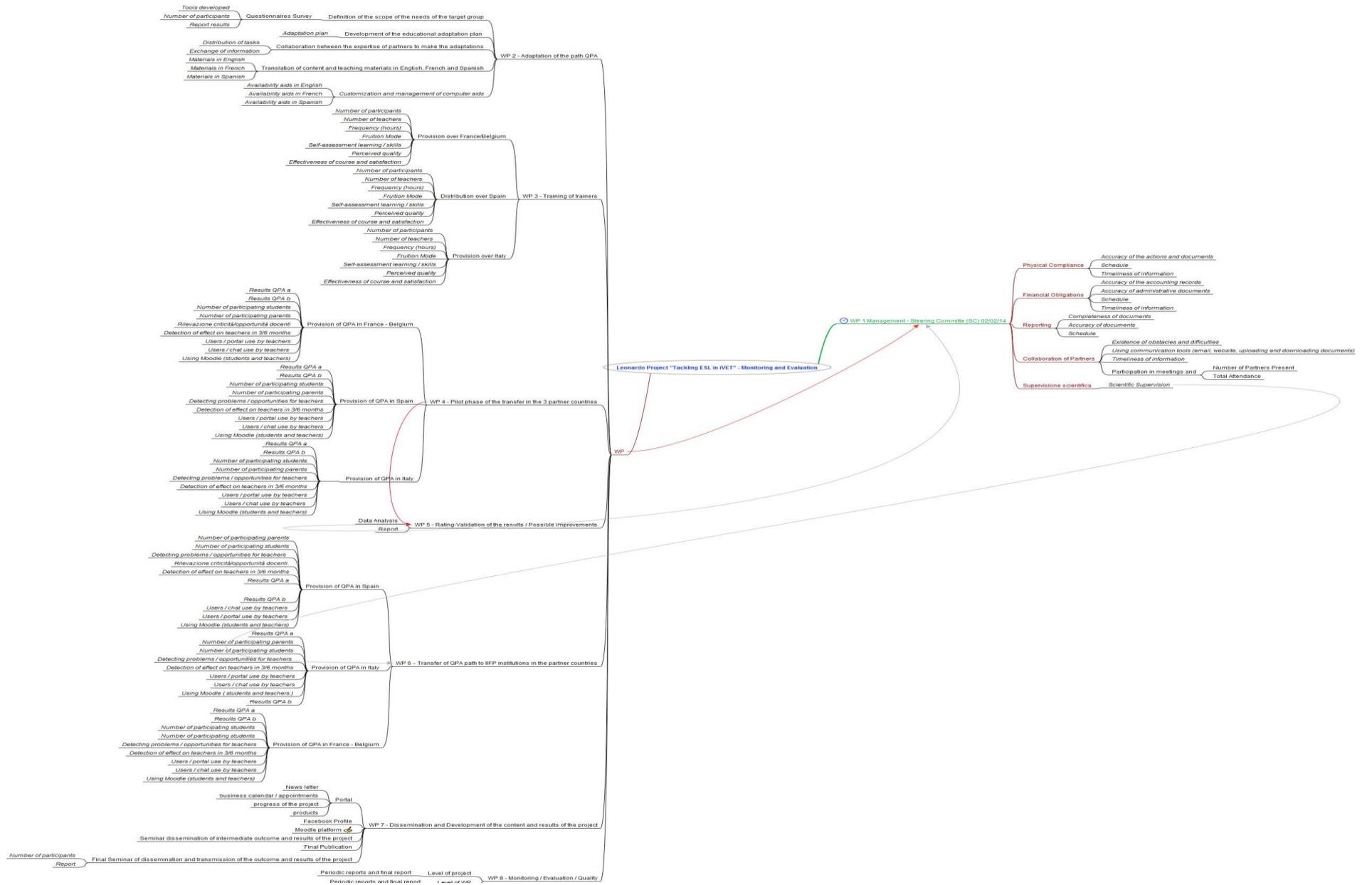
A further distinction is related to the different "monitoring level": on one hand, it is necessary to monitor and evaluate the whole project and on the other, action should focus on the activities planned in each WP. Finally, we define the processes of controls (ie the smooth conduct of the activities and the project) and of outcome (ie, surveys pertaining to the "results" associated with each WP).

In order to maintain maximum design coherence, the main reference of the model and the individual tools are made up of the results and the expected effects at the project level and individual WP, as may be specified by means of specific qualitative and quantitative indicators.

The types of instruments used are:

- **control check-list**, mainly used to monitor process indicators, such as document production, schedule, participating in meetings and conferences, etc.
- **surveys questionnaires of opinion**, used to verify the effect and views on the implementation: questionnaire for verifying the training of participants/trainers, questionnaire for reviewing the effect of the training program, recognition of the difficulties and delays, etc..
- **self-assessment of learning**, surveys or questionnaires reflecting integration of opinion.

Below is an outline of the steps and tools.



1. WP: tools and indicators

For each WP the activities and the most significant results are given and for each of these are specified the indicators, the tool of detection, the processing of data.

1.1 WP 2 - Adaptation of the QPA path

a) Target group needs analysis

The WP wants to explore preliminarily the "linguistic, cultural, and technological standards of each partner, related to their organizational and territorial context ."

Therefore, in order to identify some elements of context, three parallel questionnaires were drawn, addressed to the Managers / Directors of Schools, the Teachers, and the Students.

The questionnaires examined focused particularly on

- presence of foreigners and Roma in classes
- early school leavers in the last 3 years;
- procedures for the reception and integration of foreign students and Roma;
- exchanges of intercultural experiences;
- programming and instructional design;
- difficulties of the students perceived by teachers;
- difficulties of teachers in engaging students;
- other difficulties perceived by teachers.

The sample is only partially superimposed on the actual target, but allows immediately to operate some implications.

The tools and indicators for the WP 2 are:

- Questionnaires Survey: Managers / Principals, Teachers, Students,
- Tools developed: physical indicator (yes / no), control check-list.
- Number of participants: numeric indicator, detectable directly from the platform; statistic for geographical group, school.
- Report results: anonymous statistical processing for geographical group, school, class; data analysis.

The analysis of the questionnaires gives emphasis to:

Directors / Managers

- multi-year trend of presence of immigrants and Roma and regional percentage in school: a predictor of rates of expected attendance during the implementation period of the project;

- verification of the correlation between the percentage of immigrants and Roma and ESL phenomena;
- verification of the correlation between measures of reception and integration and ESL phenomena.

Teachers

- The questions asked to teachers regarding the difficulties of the students can be segmented:
- 1, 3 and 8 are signs of how the group is managed in class, which may possibly be verified by comparing the responses given by faculty who teach in the same class, so as to check the consistency.
- 2,4, 5, 6, 7 show the perception of the teacher on the difficulties of their students
- Semantic analysis will provide useful information.

b) Development of the educational adaptation plan

- adaptation plan : physical indicator (yes / no) , control check-list.

c) Collaboration between the partners in order to make the adaptations

- Distribution of tasks. Indicators: project organization chart , letters of appointment covering the expected roles ; physical indicators (yes / no) , control check-list.
- Exchange of information. Indicators: attendance at meetings, uploading documents to the platform, Exchanging email , chat use ,
- rilevazione connessa a fogli presenza e dati statistici di uso degli strumenti di supporto tecnologici.
- survey sheets related to the presence and statistics of use of technology support tools.

d) Translation of content and teaching materials in English, French and Spanish

The list of documents to be translated is given in Annex

- Materials in English: physical indicator (yes / no) , control check-list.
- Materials in French: physical indicator (yes / no) , control check-list.
- Materials in Spanish : physical indicator (yes / no) , control check-list.

e) Customization and management of computer aids

- Availability aids in English: physical indicator (yes / no) , control check-list.
- Availability aids in French: physical indicator (yes / no) , control check-list.
- Availability aids in Spanish : physical indicator (yes / no) , control check-list.

1.2 WP 3 - Training of trainers

Correct development of a training program, especially for those to whom it is addressed, needs a system for monitoring and evaluating highly professional. The purpose of the monitoring system is the verification of a series of elements from the beginning to the end of the path and in particular:

- 1) the training
- 2) the single person in training

At project level, it is implemented an evaluation through the data collected during the global assessments of individual actions provided.

The training level shows the output in terms of the postgraduate program, per capita average duration of interventions and satisfaction rate of the recipients of the segments and in a broader sense, the acquisition of skills.

At the level of individual training will be carried out:

- The evaluation of teaching or learning assessment;
- The evaluation of the quality of education provided in the individual training;
- The evaluation of educational quality perceived by those involved in individual training.

The instruments used are mainly **check-lists** and **questionnaires**.

The evaluative focus that will be overseen will refer to a multisystemic dimension of the "quality value", whose coverage involves and refers particularly to processes, products and performance related to the implementation of the program.

The monitoring system, consistent with the fundamental assumption described above, identifies a common thread that unites all the processes that will direct the following evaluative focuses:

- Consistency between skills needed and learning outcomes;
- The integration;
- The skills;
- The capitalization.

As a result of training courses and information, the learning outcomes should be focused on the relationship between learning and change, viewed from two points of view - that of the people involved and the organization to which they belong. Therefore, it should be taken a multi-objective system, able to connect the various partial results within a unitary scheme that defines three levels of sequential analysis of the effects of training: satisfaction, learning, and transfer.

In particular, measuring the "transfer in the workplace", which can be defined as the implementation in the classroom, allows the verification of the actual use of knowledge, skills and attitude in the work context that have been acquired during the training activities.

The process of monitoring and evaluation responds to different information needs and therefore require different tools.

The purposes of the project should be properly processed in order to adequately respond to the needs expressed in the approved project. This will be considered in most cases of the survey questionnaires.

The following instruments will be administered:

- opinion questionnaire: compiled by the participants at the end of the training module (Annex 1);
- teacher questionnaire: compiled by / the teacher / s at the end of each module (Annex 2);
- opinion survey on use of the *Moodle* platform (Annex 3)
- survey of effects questionnaire: compiled by the participants at the end of the QPA path applied in the classroom (to be developed).

The surveys will provide the following information:

1. Individual monitoring, which will be implemented by checking the following factors
 - 1.1. Verification of learning, namely checking the consistency between needs and learning, which will be measured through the following tools and items
 - a) opinion questionnaire, with particular reference to questions 2, 4, 8, 9, 10 and textual analysis of questions 15 and 16
 - b) teacher's questionnaire
 - 1.2. Quality of training, which will be measured through the following tools and items
 - a) opinion questionnaire, with particular reference to questions 1, 2, 6, 7, 8, 9, 10, 12, 13, 14, and textual analysis of questions 15 and 16
 - 1.3. Perceived quality, overall judgment and analytical factors of satisfaction in terms of the training module, which will be measured through the following instruments
 - 1.4. opinion questionnaire, with particular reference to question 1 and textual analysis of the questions 15 and 16
2. Monitoring of the training course, which will be implemented by checking the following factors
 - 2.1. Output modules in terms of those provided
 - a) Statistics of the interventions: duration, number of participants, number of observers, number of teachers, etc.
 - b) the average duration per capita of interventions (training hours / number of participants)
 - 2.2. Rate of satisfaction of the participants, detected through

a) review of the questionnaire (average statistics)

2.3. Acquisition of skills, measured through the development of aggregate statistics

a) Teacher's questionnaires

b) opinion surveys, with particular reference to questions 2, 4, 8, 9, 10, and textual analysis of question 15

a) Training session in France

- Number of participants: physical indicator.
- Number of teachers: physical indicator.
- Attendance: physical indicator.
- Fruition Mode: physical indicator.
- Self-assessment learning / skills: questionnaire.
- Perceived quality: questionnaire.
- Effectiveness of training and satisfaction: questionnaire for teachers.

b) Training session in Spain

- Number of participants: physical indicator.
- Number of teachers: physical indicator.
- Attendance: physical indicator.
- Fruition Mode: physical indicator.
- Self-assessment learning / skills: questionnaire.
- Perceived quality: questionnaire.
- Effectiveness of training and satisfaction: questionnaire for teachers.

c) Training session in Italy

- Number of participants: physical indicator.
- Number of teachers: physical indicator.
- Attendance: physical indicator.
- Fruition Mode: physical indicator.
- Self-assessment learning / skills: questionnaire.
- Perceived quality: questionnaire.
- Effectiveness of training and satisfaction: questionnaire for teachers.

1.3 WP 4 - Pilot phase of the transfer in the 3 partner countries

The monitoring of this WP is closely related to the application of the QPA methodology and the questionnaires administered to the students will provide the feedback.

As a supplement, 2 opinion questionnaires will be offered to teachers:

1. use of the methodology in the classroom, to detect areas of improvement in applying it in the future;
2. occurs after a few months depending on the stability of learning by students (follow-up).

The following are the summaries required for each task.

a) Pilot implementation in Belgium

- Results QPA a
- Results QPA b
- Number of students participating
- Number of parents participating
- Detecting problems / opportunities for teachers
- Effect on teachers in 3/6 months
- Users / portal use by teachers
- Users / chat use by teachers
- Using Moodle (students and teachers)

b) Pilot implementation in Spain

- Results QPA a
- Results QPA b
- Number of students participating
- Number of parents participating
- Detecting problems / opportunities for teachers
- Effect on teachers in 3/6 months
- Users / portal use by teachers
- Users / chat use by teachers
- Using Moodle (students and teachers)

c) Pilot implementation in Italy

- Results QPA a
- Results QPA b
- Number of students participating
- Number of parents participating
- Detecting problems / opportunities for teachers
- Effect on teachers in 3/6 months
- Users / portal use by teachers
- Users / chat use by teachers
- Using Moodle (students and teachers)

1.4 WP 5 Validation of the results / Possible improvements

- Data Analysis
- Validation report of the QPA method by the SC, including SWOT analysis.

1.5 WP 6 – Transfer of QPA path to iVET institutions in the partner countries

- QPA implementation in Spain
 - Number of parents participating
 - Number of students participating
 - Detecting problems / opportunities for teachers
 - Detection of effect on teachers in 3/6 months
 - Results QPA a
 - Results QPA b
 - Users / chat use by teachers
 - Users / portal use by teachers
 - Using Moodle (students and teachers)
- QPA implementation in Italy
 - Results QPA a
 - Results QPA b
 - Number of students participating
 - Number of parents participating
 - Detecting problems / opportunities for teachers
 - Effect on teachers in 3/6 months
 - Users / portal use by teachers
 - Users / chat use by teachers
 - Using Moodle (students and teachers)
 - QPA implementation in France
 - Results QPA a
 - Results QPA b
 - Number of students participating
 - Number of parents participating
 - Detecting problems / opportunities for teachers

- Effect on teachers in 3/6 months
- Users / portal use by teachers
- Users / chat use by teachers
- Using Moodle (students and teachers)

1.6 WP 7 - Dissemination and exploitation of the content and results of the project

Based on the contents of the WP, monitoring will focus on the tools implemented and the analysis of statistics.

- Portal
 - newsletter
 - business calendar / appointments
 - progress of the project
 - products
- Facebook Profile
- Moodle platform

The platform allows the application of continuous monitoring and evaluation in terms of increasing performance and results of the project.

On the MOODLE platform will be activated courseware, which may participate, upon registration, policy makers, experts, civil society representatives, teachers and students to make their own contribution to the process of transfer.

This contribution will be valued in two ways:

- Qualitative, to detect the appropriateness of the methodologies and results with respect to the target audience;
- Quantitative, to expand and involve the target group sectorally and geographically.
 - Intermediate dissemination seminar of the outcomes and results of the project.
 - Final Publication
 - Final dissemination and exploitation seminar of the project outputs and results
 - Number of participants
 - Report

1.7 WP 8 - Monitoring / Evaluation / Quality

a) Level of project

Periodic reports and final report

b) Level of WP

Periodic reports and final report

1.8 WP 1 Management - Steering Committee (SC)

For the most part, the findings of monitoring relative to WP 1 are related to the presence of significant deviations in the management aspects . Summarized below are the indicators that will be monitored.

a) Physical Compliance

- i. Accuracy of the actions and documents
- ii. Schedule
- iii. Timeliness of information

b) Financial Obligations

- i. Accuracy of the accounting records
- ii. Accuracy of administrative documents
- iii. Schedule
- iv. Timeliness of information

c) Reporting

- i. Completeness of documents
- ii. Accuracy of documents
- iii. Schedule

d) Collaboration among Partners

- i. Existence of obstacles and difficulties
 - ii. Using communication tools (email, website, uploading and downloading documents),
 - iii. Timeliness of information
 - iv. Participation in meetings
- Number of Partners Present
 - Total Attendance

e) Scientific Supervision

- i. Validation of Swot Analysis , intermediate and final Reports.

Attachment 1 -

OPINION SURVEY OF PARTICIPANTS FOR TRAINING

Description Date Seat

Your opinion is important: it will allow us to improve the content and organization of the course.

Answer the questions below by clicking on the corresponding scale of 1 to 7, where a response of 1 means "completely negative" and a response of 7 means "completely positive"

	1	2	3	4	5	6	7
01. How do you rate the overall course?	<input type="checkbox"/>						
Why?							
.....							
.....							
.....							
.....							

	1	2	3	4	5	6	7
02. The educational objective of the course was very clear in the classroom	<input type="checkbox"/>						
03. The interaction (communicative exchanges) in the classroom with the group was useful	<input type="checkbox"/>						
04. The teaching of the course was effective	<input type="checkbox"/>						
05. The equipment, spaces and procedures were adequate	<input type="checkbox"/>						
06. The course was engaging	<input type="checkbox"/>						
07. The information that I received on the course corresponds to what I experienced in the classroom	<input type="checkbox"/>						
08. I learned new things	<input type="checkbox"/>						
09. I learned useful things	<input type="checkbox"/>						
10. I apply the method with ease in the classroom	<input type="checkbox"/>						
11. I found the appropriate logistics	<input type="checkbox"/>						
12. I found the mentoring satisfactory	<input type="checkbox"/>						
13. The course material is appropriate	<input type="checkbox"/>						
14. The support material is clear	<input type="checkbox"/>						

15. What might facilitate or impede the application of what was learned in the course?

.....

.....

.....

.....

.....

16. other suggestions

.....

.....

.....

.....

.....

Thank you for your contribution. If you want, you can tell us your name and surname. This will allow us to contact you in case of any further clarifications.

Attachment 2 -

TEACHER QUESTIONNAIRE

Professor:						
Course:		Seat:				
Form:	from		a			

Please express an opinion on the following areas of investigation in order to improve organizational effectiveness (where 1 = poor, 7 = Excellent)

Items covered by the assessment	1	2	3	4	5	6	7
ORGANIZATION							
Availability and operation of technical support classroom provided	<input type="checkbox"/>						
Features in the classroom <i>(structures, spaces, furniture, lighting, air conditioning ...)</i>	<input type="checkbox"/>						
Availability of the material in the classroom <i>(blocks, pens, whiteboard and paper, markers, blank transparencies, etc.).</i>	<input type="checkbox"/>						
LEARNING							
Adequacy of the number of participants in training with respect to activities/training	<input type="checkbox"/>						
Interaction (communicative exchanges) with the group of participants	<input type="checkbox"/>						
Level of attention and involvement	<input type="checkbox"/>						
Responsiveness to the needs of the course participants	<input type="checkbox"/>						
Participation in classroom activities and exercises	<input type="checkbox"/>						

Any notes, directions, suggestions in reference to <ul style="list-style-type: none"> • school organization • availability of support for the integration of figures • availability of technological aids
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Attachment 3 -

OPINION SURVEY FOR PARTICIPANTS / Teachers technological support

Site (or another field to identify the groups)

Your opinion is important: it will allow us to improve the organization and contents of FaD and technological support.

Please answer the questions below by ticking the level on a scale from 1 to 7, where 1 means a "completely negative" response and 7 means a "completely positive" response

01. How do you rate the overall online support system? 1 2 3 4 5 6 7

Why?

.....
.....
.....
.....

02. The system allows to operate online in an effective and fast way 1 2 3 4 5 6 7

03. The functions and menus are clear and easy to access

04. I found new documents

05. I found useful documents

06. I integrated my knowledge

07. The exchanges with colleagues helped me (chat are provided for the possibility of exchange with other users)

08. I found the online tutoring effective

09. I would like to use the online media (moodle) with my students

10. I feel able to use Moodle to supplement my lessons

11. I have proper tools (computer room, pc, laptop, tablet, etc..) to use Moodle with my students

12. Other suggestions

.....
.....
.....
.....

Thank you for your help. If you want, you can tell us your name and surname.

This will allow us to contact you in case of any further

specifications.