



1st Call for H.F.R.I. Research Projects for the Support of Faculty Members and Researchers and the Procurement of high-cost Research Equipment

PROJECT TITLE

**CREATIVE MULTILINGUALISM: FROM PRACTICE TO
RESEARCH TO EDUCATION (MEinART)**

PROJECT NUMBER

HFRI-FM17-710

HOST INSTITUTION

UNIVERSITY OF THESSALY

PRINCIPAL INVESTIGATOR

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DELIVERABLE 33

QUALITY ASSURANCE PLAN

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1. Introduction

This document consists of the quality assessment and evaluation plan. First of all, the quality assessment sets out quality standards and a quality management system to assess project processes and results by internal and external stakeholders.

Quality assurance is a systematic process designed to identify, analyse and eliminate variation (defects) in processes and outcomes, assuming a metric set of standards and best practices. Processes, not people, are the subject of evaluation and the object of continuous improvement. The overall aim of this part of the monitor is to guarantee a high quality of work undertaken and outcomes developed in the course of the project.

Secondly, evaluation measures and supports the project activities such that the project outputs and results reach the envisaged impact on target groups. It focuses on impact measurement of events, results and other projects outputs. Consequently, evaluation is limited to assess the impact of outputs when an event and a result is available for the target audience. As such, evaluation can be seen as part of quality assurance. The overall aim of evaluation is to support the MEINART project in achieving the desired impact in an effective way and to full extent.

Aim

The overall aim of the quality assessment and evaluation plan is to guarantee a high quality of work undertaken and outcomes developed in the course of the project and to support the MEINART project in achieving the desired impact in an effective way.

Results Quality Assurance and Evaluation

- Quality Assurance Plan
- Dissemination plan
- Progress report
- Final report delivered

Management and Implementation	Result/output/outcome	date due	Responsible Officer
Implement Project Environment	Grant Agreement, Management and Communication Tool	M2	Pantelouka
Project Handbook	Design Project Handbook	M3 & Continuously	Malliarou

QA Plan	Design QA + Evaluation Plan	M3	Chaniotakis
Dissemination plan	Design dissemination plan	M3	Vihou
Kickoff Meeting	Agenda - Annexes- Minutes	M2	Rakitz
WP Leaders Meetings	Agenda - Annexes- Minutes	M3, 9, 19, 34	Malliarou
Project Plenary Meetings	Agenda - Annexes- Minutes	M5, 18, 37	Rakitz
Prepare Internal reporting documents	Templates: WPs and Outcomes progress, timesheets, diss. Monitor, Q+A monitor	M 5	Pnatelouka
Internal reporting	Fill in templates for internal reporting	M12 M24 M36	All members
Progress Report & Final Report	Progress Report & Final Report	M21, 42	Androulakis

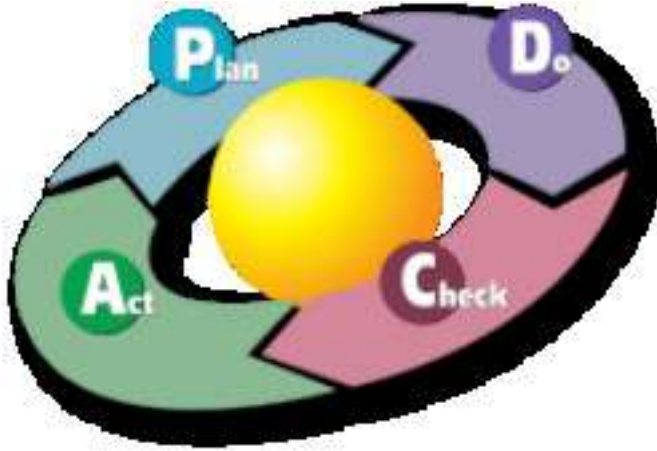
2. General context for quality assurance in MEinART

Quality Assurance by continuous improvement (PCDA)

Continuous improvement implies a well-defined set of values and an iterative process for successive approximations of perfection. The original and most pervasive example of such a process is called Plan-Do-Check-Act (PDCA).

1. **Plan.** Identify targets for improvement and prioritize according to estimated best return on investment. Implement a strategic planning process based on best practice that provides a reasoned solution or innovation. The planned innovation is clearly stated and includes (a) the anticipated outcomes, (b) measurable criteria for determining success, (c) measures for monitoring level of improvement, and (d) time frames for evaluating the results.
2. **Do.** Implement the plan, in graduated steps if possible. Document experiences. Gather data on identified criteria at specified and meaningful junctures.

3. **Check.** Evaluate the results: This is the critical step in the PDCA cycle. After you have implemented the process or procedure for a short time you must determine how it is working. Does early feedback indicate it is leading to the improvement you expected to see? Are there minor changes that need to be made now? Are the measures you are using to monitor the process sufficient?
4. **Act.** Decide to adopt, abandon, or revise the innovation. Prepare to plan the next improvement. The PDCA cycle (see Figure) is a dynamic QA model whereby the end of one cycle is the beginning of the next. What is learned in each cycle is incorporated and the process re-evaluated resulting in a continuous improvement process.



General principles of quality management system MEINART

Quality management system

The quality management system includes a quality plan (this document) that encompasses:

- Which quality standards does MEINART adopt related to different output and results. And which results of previous efforts/initiatives are re-used to secure quality.
- Setting the templates for outputs and other documents (e.g., intellectual outputs, other [management & implementation] results and project process related templates like time sheets, agenda and minutes meeting) incorporating these standards).
- Processes are determined to guarantee the input from internal/external stakeholders in reviewing and improving the quality of results as well as improving the process of project management and collaboration.
- Collection data and evidence of quality and quality enhancement based on selected instruments (e.g., review based on pre-determined criteria by selected stakeholders in different phases of development of WPs, data collected by evaluation instruments ('dashboard'))
- Applying quality enhancement according PCDA cycle based on collected data and evidence by project coordinator, partner responsible for intellectual outputs, the steering group and the advisory board.

- Regularly publish Internal Quality Assessment and Evaluation Monitor. These monitor reports reflect on the achievement of the previous period based on the (quality procedures and instruments decided in Quality and Evaluation plan).
- Procedure to discuss these monitor reports internally and externally and formulate action for improvement

These elements should all be described and agreed on by all members at the start of MEINART project and described in this document.

Quality assurance monitor

The quality (and evaluation) monitor should be made available at least every six months (internal reporting scheme) and before progress and final reports (external reporting scheme).

QA Board

The Quality Assurance Board is a sub-division of the Steering Committee. It consists of Professors Androulakis, Chaniotakis, Papadopoulou, Paparousi and Kollias.

Role of the QA Board

Frequency of QA Board meetings – At the end of every partner meeting

The QA Board will monitor the project's progress and achievements. It will take the major decisions and must approve all deliverables before publication. There is a joint responsibility and ownership between the members of the QA Board.

The QA Board will reflect on Quality Assurance and Evaluation monitor on project processes & results to meet predetermined standards, establishes a Quality Management System including the predetermination of quality standards, performance indicators, quality plan, templates, procedures and reports.

Evaluation of the project's effectiveness and impact is done by establishing an Evaluation Framework including general considerations, performance indicators, a contingency plan, responsibilities, timing of activities, templates and procedures to facilitate a structured way of evaluation and reports.

Of course, the project management itself functions as a cockpit and central steering tool of the project. It compiles, measures & monitors all essential information on project progress, budget expenditures and key performance indicators. It also includes the project management handbook and reporting scheme.

3. Detailed Description of Quality Assurance MEINART

Overview Quality Assurance of MEINART project

For a qualitative evaluation, the Team will use the progress markers as an instrument to measure the achievement of results. Throughout the year, for each stakeholder, the outcomes will be evaluated by the QA Board under leadership of the Project Manager.

Some of these outcomes are qualitative descriptions, others are related to the delivery and reception of the project report, the change framework with progress markers, guidelines for institutions, researchers and the target groups of MEINART.

For the outcomes of each stakeholder group, the Steering Group will propose a qualitative evaluation approach, e.g. a change of attitude and discourse can be measured by new policy documents which are communicated by leaders or by new initiatives taken by researchers and teaching staff, referring to the theoretical framework or to patterns of good practice.

The key deliverables will always be validated by the QA Board. Throughout the project, the whole Team will discuss and evaluate changes in the field, which are not under influence and control of the project and its scope. But to be nuanced in the evaluation, one must accept that also other actors and factors within the institutions and the communities influence the attainment of such outcomes. Also the outcomes as now defined in the progress marker table will further be developed in the course of the project. It also works for profiling separate contexts, settings and individuals.

To guarantee the quality and impact of envisaged outcomes, additional mechanisms and activities are included in the project approach:

- Final outcomes are processed in all the foreseen project and course materials
- Community and institutional reflection will be generated on possible (political and social) support and opportunities at multiplier webinars, events, conferences, that are integral part of this project.

The core products are open-accessible and we ask for external feedback and comments by stakeholders including refugee, and especially refugee women and and refugee women in training. The QA Board is part of the reflective activities to provide an overall perspective on the core outcomes' quality and relevance. Reporting by the Project Manager, the project envisages an Impact Assessment Methodology which documents the impact of core results on the target groups by other stakeholders. Impact of the project is measured by using the ROMA technique for assessing generated changes on target groups in short, middle and long term.

Outreach of the project in events is measured by quantitative indicators:

- Number of institutions and community entities & number of attendees in these events
- Number of institutional, governmental and stakeholder representatives
- Feedback and workshop results, etc.

The following indicators are used to monitor the impact of our website:
• Total number of Hits complete web
• Total number of Visitors
• Total number of unique visitors
• Number of countries reached
• Number of other websites with a 'permanent' reference to that website
• Number of unique visitors with name of part website
• Number of unique visitors with name of part website
• Total number of public documents made available
• Total number of public documents downloaded

We will evaluate our project publications and deliverables using the next indicators
• Number of newsletters a year including the project
• Number of websites referring to the project
• Average number of items clicked on for further information
• In addition, we measure our impact on social media (i.e. LinkedIn, Youtube, Facebook, Slideshare)
• Additional qualitative and quantitative indicators will be set at the start of the project in alignment with the needs' analysis.

4. Evaluation framework

Introduction

Evaluation of the project's effectiveness and impact is done by establishing an Evaluation Framework including general considerations, performance indicators, a contingency plan, responsibilities, timing of activities, templates and procedures to facilitate a structured way of evaluation and reports.

For a qualitative evaluation, the partnership will use the progress marker as an instrument to measure the achievement of results. Throughout the project, the Team will also evaluate changes in the field, which are not under influence and control of partners, but will give direction to the project.

Also the outcomes as now defined in the progress marker table will further be developed in the course of the project. It also works for profiling separate institutions.

Evaluation Framework for MEINART project

Table 1. Summary of Evaluation Framework MEINART project

Evaluation instrument Project meetings - Meeting evaluation form (see annex I)	To be completed by ...
f2f events - Event evaluation form (see annex II)	...
Dashboard Events & Webinars (see annex II)	To be collected by...
Website MEINART - Dashboard website and documents (annex III)	To be collected by...
Main Products - Dashboard products (part of dashboard website – annex III)	To be collected by...
Social Media Dashboard Social Media (annex IV)	To be collected by...

Annex I: Evaluation of partner meetings

Criteria that apply for formal partner meetings

Part of the process evaluation is to measure the effectiveness of meetings and the contribution of each partner. For formal meetings the following criteria apply.

Meeting Notice: The project manager must give notice one month prior to holding a face-to-face meeting or two weeks prior to holding an online meeting.

Agenda Notice: The project manager must send the agenda at least one week prior to a Face-to-Face meeting or two working days prior to an online meeting.

Agenda Contributions: Any partner may submit agenda items up until one week prior to a face-to-face meeting or two days before an online meeting

Minutes: The partner that chairs the meeting must make the minutes available within 3 weeks of the meeting; Minutes shall include a list of actions agreed and/or decisions taken during the meeting; Partners may comment on the minutes up until one week after the minutes have been made available. After this, the Minutes are considered accepted.

In addition the following indicators will be used to evaluate the all partner meetings:

- Sufficient information was sent before the meeting and communication was efficient
- Partners were given time for re-introductions and had time to update each other on their expectations and what they can bring to the project
- The agenda has been respected and any changes negotiated
- Partners have all contributed to the meeting
- The goals of the meeting were met
- The working environment was adequate for the proposed tasks
- Planned activities have taken place
- The partners have a clear idea of their next steps
- The accommodation, food and social element were adequate

These indicators are translated in an evaluation form for all partners meetings.

Template evaluation form for all partner meetings

Evaluation meeting MEINART project Microsoft Forms

MEINART Quality Assurance Plan

1. Meeting preparation

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The agenda and documents for the meeting were sent in time.	☐	☐	☐	☐	☐
I received sufficient information before the meeting.	☐	☐	☐	☐	☐
I understood why this meeting was being held and the specific outcomes expected.	☐	☐	☐	☐	☐
I understood what was expected of me as a participant, and what was expected of the other participants.	☐	☐	☐	☐	☐
I understood the intended flow of the meeting (e.g., agenda, schedule, design, etc.) and when it would end.	☐	☐	☐	☐	☐

2. Meeting execution

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Most participants listened carefully to each other.	☐	☐	☐	☐	☐
Most participants expressed themselves openly, honestly, and directly.	☐	☐	☐	☐	☐
Agreements were explicit and clear, and conflicts were openly explored and constructively managed.	☐	☐	☐	☐	☐
Things generally proceeded as intended (e.g., the agenda was followed, it ended on time) and the meeting achieved its intended purpose.	☐	☐	☐	☐	☐
My participation contributed to the outcomes achieved.	☐	☐	☐	☐	☐
Overall, I am satisfied with this meeting and I feel my time here has been well spent.	☐	☐	☐	☐	☐

3. Follow-up

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
It is clear to me how I will continue leading my work package or my work.	☐	☐	☐	☐	☐
I feel that I will receive clear guidelines and help from the project manager and/or partners should I need it.	☐	☐	☐	☐	☐
I need more communication with partners and the project manager than e-mail and a half-yearly meeting.	☐	☐	☐	☐	☐

4. Other factors

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
The working environment was satisfactory.	☐	☐	☐	☐	☐
The accommodation, food and the social element were satisfactory.	☐	☐	☐	☐	☐
The meeting contributed to					

5. What do you consider to be the main strength of this project meeting?

Enter your answer

6. Were there any weak points?

Enter your answer

7. Can you see any problem areas for the project that should be tackled asap?

Enter your answer

8. If so please suggest some measures or ways for solving the problem(s)

Enter your answer

9. Name partner institution

Enter your answer

Annex II: Evaluation of events and webinars

Evaluation form for participants' event

Dashboard for MEINAPT events and webinars

Indicator		Criteria	Event XXX
E1	Total attendees	Total number of participants	
E2	Total attendees	Total number of local participants	
E3	Attendees covered by MS Teams partners	Total number of participants working for MEINART project	
E4	Partners - Institutions	Number of partners and institutions	

		represented at event	
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Annex III: Evaluation of project website-documents

Dashboard for project website and public documents

		<i>Indicator</i>	M12	M24	M42
WE1	Outreach website Hits	Total number of Hits complete web			
WE2	Outreach website Visitors	Total number of Visitors			
WE3	Outreach website Unique Visitors	Total number of unique visitors			
WE4	Outreach – countries	Number of countries reached (>5 hits)			
WE5	Referring to MEINART website	Number of other websites with a ‘permanent’ reference to MEINART website (>5 referrals)			
WE6	Quantity public documents	Total number of public documents made available on website			
WE7	Usage of documents of website	Total number of documents downloaded:			
WE8	Documents most downloaded	Total number of downloads of the most popular documents			
WE9	Documents least downloaded	Total number of downloads of the least popular documents			

Annex IV: Evaluation of social media

Dashboard for Facebook

		Indicator	M12	M24	M42
F1	Interested parties	Number of Likes - Followers			
F2	Input MEINART partners	Number of Posts			
F3	Reach	Number of reached persons-best post - average reach			

Dashboard for LinkedIn

		Indicator	M12	M24	M42
L1	Followers LinkedIn	Total number of followers of LinkedIn			
L2	Posts on LinkedIn	Total number of posts on LinkedIn			

Dashboard for Youtube

		Indicator	M12	M24	M42
Y1	Interested parties	Number of subscribers			
Y2	Input MEINART partners	Number of videos			
Y3	Reach	Number of views			
Y4	Interaction	Number of comments			

Annex V: Progress marker table

In the progress marker table below, we show a comprehensive progress marker table at the starting point of the project. It is based on the Roma-technique (Young, 2014) and contains actors/stakeholder-focused outcomes for all major stakeholders: learners, teaching staff, teaching and learning departments, community partners, institutions and organisations, researchers governments, European networks, European and International institutions, such as UNICEF. For every stakeholder group, outcomes are defined: innovations we expect, activated by the project; intermediate innovations nad changes we like to see during the project and probably activated by the project, but their actualization is going beyond the direct influence of the project; and longer-term changes we love to see in the future, probably stimulated by the project. All innovations are strengthening the social and educational landscape.

This table will be given in hands of the community partners and the stakeholders from the start of the project. They can update, complete and adapt the table during the course of the project according to new developments, foreseen or unforeseen. The table will also be elaborated by each community partner and stakeholder. This probably will show differences between partners and stakeholders. After three years and a half, the table will be different from today, already because the project will have fulfilled its expectations.

Because of the complexity of the design and implementation of the project, and given also the complexity of the COVID-19 situation, change paths are uncertain. Policy is made in multiple interconnected spaces within institutions and is influenced by governmental policy and by Europe. We consider research to be a crucial part of this process. Nontheless, the planning of change should be light, flexible and responsive. It should be monitored in the course of the project, learning from experience. The progress markers table can help with this as well.

Progress markers (stakeholder-focused outcomes)

Progress markers showing the impact of the project (to be developed)

The list below lists how the project may be beneficial to the different target groups and how various project results are supportive to them. We analyse the expected short-term and long-term impact of the project, using the Roma approach (Young, 2014).

This entails actors/stakeholder focused outcomes for main actors/stakeholders in the project: target groups, refugee groups, women groups, learners, teaching staff/program coordinators, researchers, national governments and agencies, European Commission and International agencies, sush as UNICEF, with GLMLab maintains a strong partnership since 2017.

Below, we show a comprehensive progress marker table.

For every stakeholder group, outcomes are defined: processes and results/innovations we expect initially from the strategic partnership (expected, short term impact); processes and results/innovations we like to see as next steps (wanted, medium term impact); and longer term changes we love to see in the future, stimulated by the project (desired, long term impact).

Outcomes will be influenced by new developments in higher education and societal factors, foreseen or unforeseen.

Because of the complexity of the development and implementation of digital education and current societal conditions (e.g. the sanitary situation), change paths are uncertain. Policy is made in multiple interconnected spaces within universities.

It is also influenced by governmental and EU policies. Therefore, the planning of change should be flexible and responsive. It should be monitored, learning from experience. The progress markers table can help with this.

Progress marker table:

- *Expect to see: initial play-of-art* (expected, short term impact)
- *Like to see: next steps to be taken on board for proactive change* (wanted, medium term impact)
- *Love to see: deeply internalized change, sustainable in the long term* (desired, long term impact)

ACTORS	PLAY-OF-THE ART (expected, short term impact)	NEXT STEPS (wanted, medium term impact)	SUSTAINABLE CHANGE (desired, long term impact)
Refugee Students	Student readiness material Student satisfaction Progress and success Student-centered learning scenarios Student voice/participation in PLA participate in preparation CPD	Used to learning which is fit to their needs	Learning is integral part of their daily learning experience and well-being

Field Researchers	Awareness and preparedness to develop arts-based creativity and learning	Readiness to communicate, publish and influence the research landscape in social sciences	Conceive and plan science and society change
Teaching staff	CPD from emergency pedagogies to professional teaching and learning scenarios	Consolidated	Self-assessment and improving approaches
Community partners	Members-centered progress in learning, living conditions and well-being Collaboration with project to advance and improve	Consolidated Discover possibilities of involvement	Self-regulate progress and well-being
Educational researchers and innovators	Strategic partnership Three main groups exchanging R&I expertise and good practices Optimizing models and guidelines Connecting for CPD courses and programme	Readiness to communicate, publish and influence the research landscape in educational sciences	Established R&I collaboration between three main European groups
National, European and International authorities and agencies	Coping with crisis Accelerating changing the social pedagogical landscape	New programmes consolidating refugee inclusion and gender-sensitive approaches	Well-being society of the future