

EVALUATION STRATEGIES AND RESULTS (INV - 1ST REPORT)

From the beginning of the project (October 2012) until November the 30, the evaluation strategy has been covering the following items:

1. design and draft of the evaluation plan;
2. first management evaluation;
3. the evaluation of the effectiveness of some Work Packages so far.
4. one evaluation paper for each coordination meeting (at the end of each one = three evaluations)

Below are all the actions carried out, divided per topic.

1st ACTION: DRAFT OF THE EVALUATION PLAN

At the beginning of the project, a comprehensive plan of all the actions foreseen was designed, in order to evaluate the different aspects of the overall project.

The plan schedules a set of evaluative actions aimed at identifying the *effectiveness* and *impact* of the activities. The benchmarks, irrespective of the time and parameters of the evaluation, falls within the specific and operational objectives of the broader general framework of the Grundtvig program, as formulated for the specific case in which the initiative takes place (professionals working with people with Down syndrome or other kinds of intellectual disabilities, in severe conditions).

Scheduled since the beginning of the project, but already started in the first coordination meeting, this activity is accompanying the project till the end (see in particular the Gantt chart of the Work Package 7, in the following page).

The evaluation goes along the project, and, through both qualitative and quantitative inquiries, is aimed at improving the ongoing activities and better planning future actions to bring them closer to planned objectives.

At the end of the activities, an overall assessment will be undertaken in order to detect who really benefited from the project.

2nd ACTION: MANAGEMENT EVALUATION

This kind of evaluation is meant to measure the satisfaction of the coordinators regarding the overall coordination of the project and the coordination of every WP. It runs during all the project, in four different moments.

So far, it was implemented during the second co-ordination meeting (in Budapest) through a **questionnaire** (Attach nr 1). It will also be implemented at the end of the WP 1 (Management), WP 6 (Experiential Workshop: training experimentation) and at the end of the project, by the same questionnaire, given to all national coordinators.

RESULTS

It must be considered that the data of this first management evaluation are related to a very small number of people answering (5, but in some cases someone was not able to answer). The most part of

the items shows high scores, with the exception of three topics (with medium scores) suggesting that **general sharing and respect of deadlines could improve**, as well as feedback and communication.



		Year 1															Year 2												Year 3			
		2012			2013												2014													15		
		1 O	2 N	3 D	4 J	5 F	6 M	7 A	8 M	9 J	10 J	11 A	12 S	13 O	14 N	15 D	16 J	17 F	18 M	19 A	20 M	21 J	22 J	23 A	24 S	25 O	26 N	27 D	28 J			
WP 7	Evaluation																															
	Elaboration of the evaluation plan																															
	Evaluation of the overall coordination and of the WPs																															
	Evaluation of the quality and usefulness of produced materials and tools (final version)																															
	Evaluation of the Effectiveness of the WPs																															
	Evaluation of the impact of the project on persons with intellectual disabilities (ID)																															

[illegible]

CHRONOGRAM OF THE EVALUATION

3rd ACTION: EFFECTIVENESS OF THE WPS

During the transnational meetings, coordinators analyzed together the starting WP, using a SWOT matrix, useful for defining the strengths and weaknesses of the intervention (whether internal or external to the project), as well as the actions scheduled for that phase. Both the first one (regarding all the project) and the second one (regarding the of WP "Focus Groups") were very useful to highlight the problems and to plan new actions and strategies both for AIPD and the participants.

SWOT ABOUT THE WHOLE PROJECT 1st, TRANSNATIONAL MEETING (BARCELONA, NOVEMBER 2012)

<p>STRENGTHS</p> <ul style="list-style-type: none"> • EXPERT PARTNERS • MOTIVATED PARTNERS • GOOD EXPECTATIONS OF • IMPROVING THE METHODOLOGY 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • TRANSFER RESULTS TO OTHERS ORGANIZATIONS INTERESTED • TRANSFER THE METHOD TO FORMAL EDUCATION • DETECTION OF THE NEEDS OF THE PROFESSIONALS
<p>WICKNESS</p> <ul style="list-style-type: none"> • INTERNAL SITUATION OF FCSD • CULTURAL DIFFERENCES • EXTRA JOB FOR PEOPLE ENGAGED 	<p>THREATS</p> <ul style="list-style-type: none"> • SHORTAGE OF FUNDING • SLOWER DEVELOPMENT OF THE PERSON WITH DOWN SYNDROME OF A CERTAIN AGE (30-40)

SWOT ABOUT THE TESTING AND IMPLEMENTATION OF THE PEDAGOGICLA MODEL 2ND, TRANSNATIONAL MEETING (BUDAPEST, JUNE 213)

<p>STRENGTHS</p> <ul style="list-style-type: none"> •CONTRIBUTION TO FOCUS GROUPS REPORT WILL ENRICH THE MODEL •COHESION OF THE GROUP (STAFF) •MOTIVATION •INNOVATION (SPIRAL MODEL) •SAME TARGET •REFLECTION/CONSIDERATION OF PROOF/NEEDS (FOCUS GROUPS) 	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • TEAM WORK DEBATE • TRANSFER OF THE MODEL TO PEOPLE WITH INTELLECTUAL DISABILITIES IN GENERAL
<p>WICKNESS</p> <ul style="list-style-type: none"> • ENGLISH PROBLEMS 	<p>THREATS</p> <ul style="list-style-type: none"> • POTENTIAL LACK OF EXTERNAL

<ul style="list-style-type: none"> • DIFFERENT TARGET GROUPS • ABSTRACTION AND SHARING OF THE MODEL • CONTROL OF THE APPLICATION OF THE MODEL 	<p>PARTNERS</p> <ul style="list-style-type: none"> • POTENTIAL LACK OF POSITIVE ATTITUDE
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4th ACTION: TRANSNATIONAL MEETINGS EVALUATION

The coordination meeting evaluation regards the following aspects:

topics discussed, methodology and tools, competences of the speakers, logistics.

It has been implemented at the end of the three coordination meetings, by the means of two different questionnaires (see Attach nr 2 regarding Barcelona and Budapest; attach nr 3, Rome).

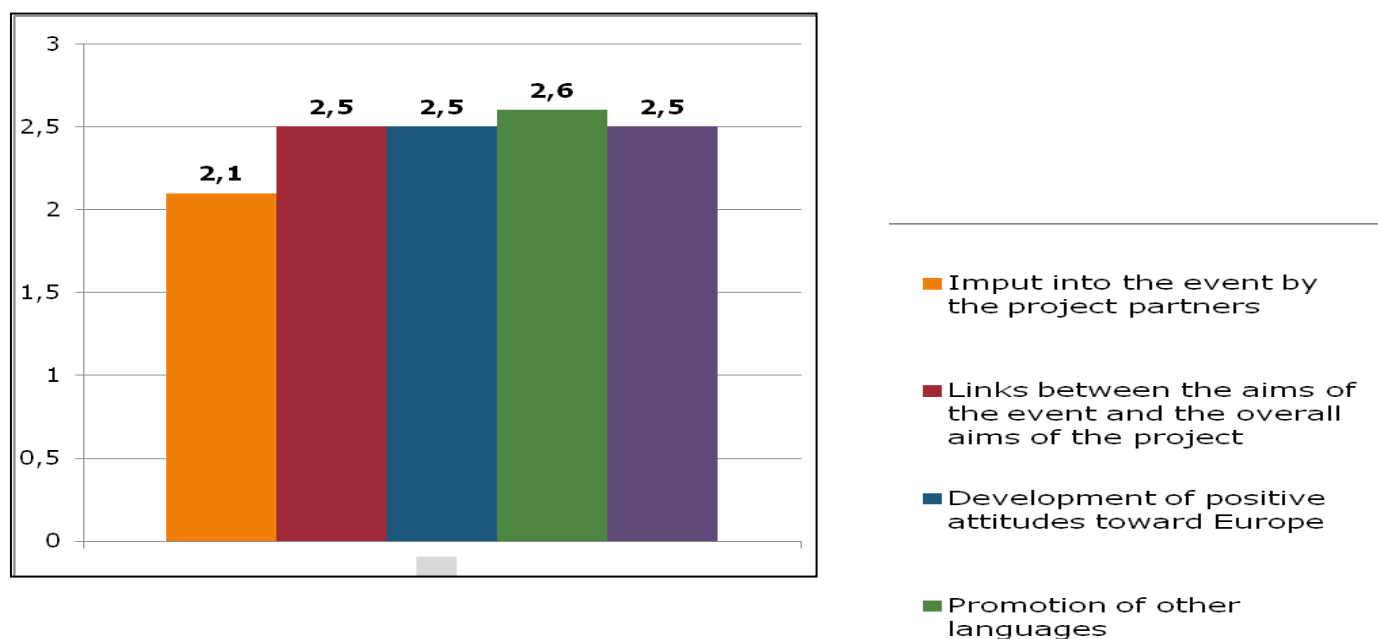
This evaluation will be also implemented in the next two coordination meetings (with the same questionnaire used in Rome).

RESULTS

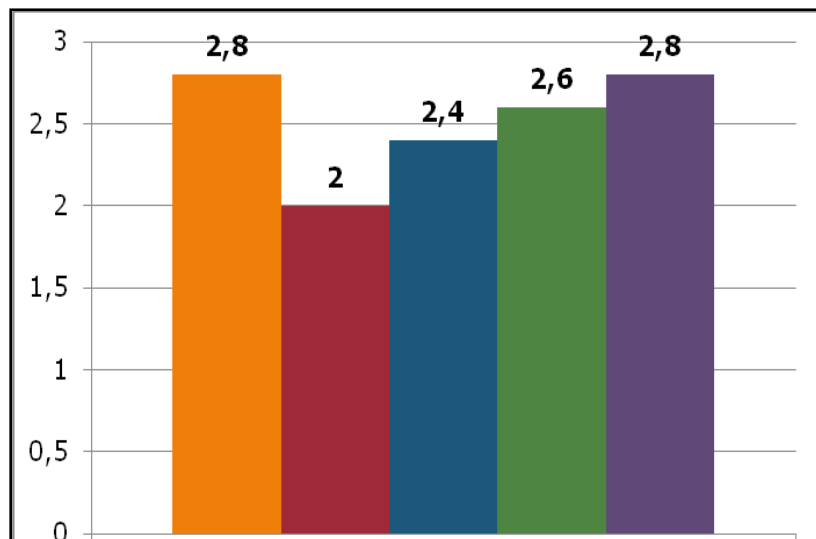
A) COMPARING BARCELONA AND BUDAPEST RESULTS

In both the questionnaires participants estimated their satisfaction using a scale of scores from 0 (totally dissatisfied) to 3 (totally satisfied). The following charts show the averages of the scores, divided per topic (see the legend).

(BARCELONA - 6 people answering)



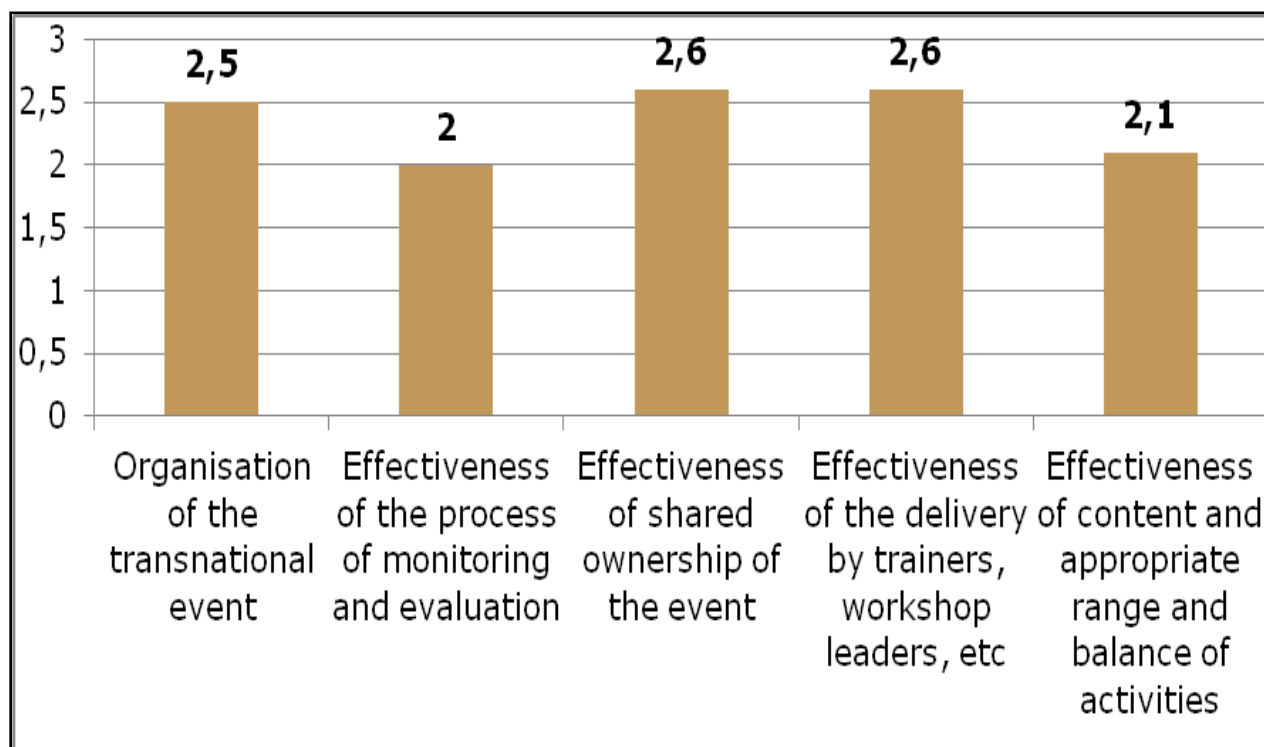
(BUDAPEST - 5 people answering. In this meeting, some groups had different participants than the meeting in Barcelona)



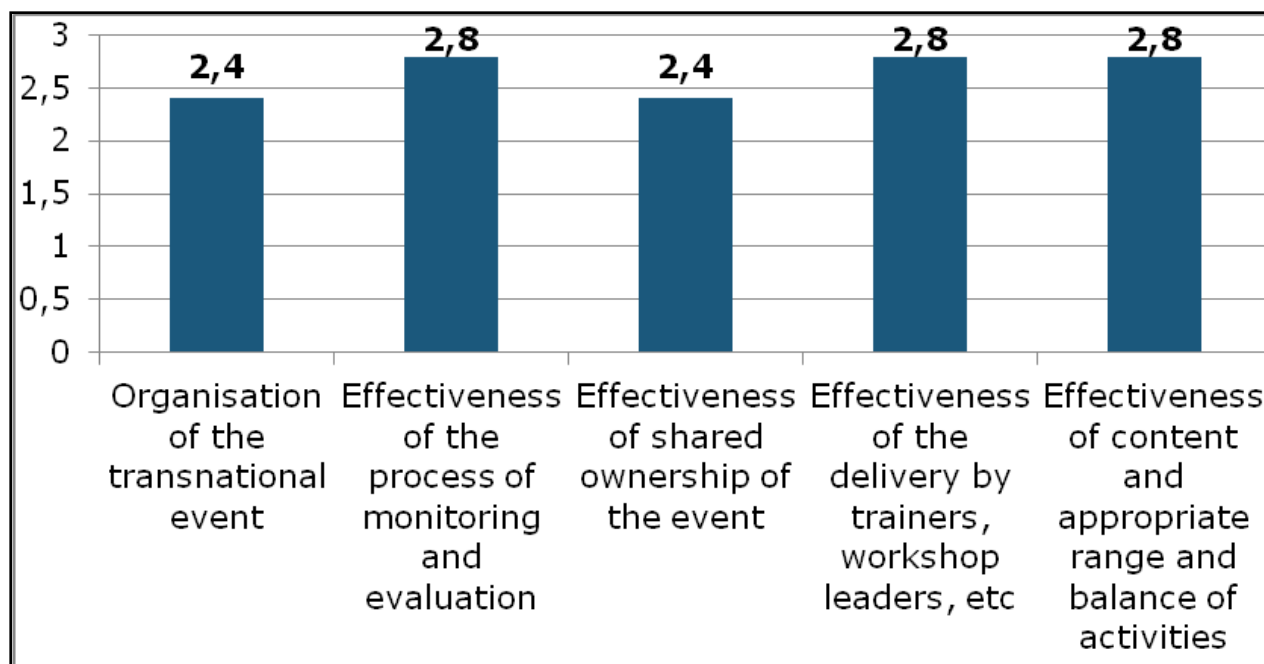
All the items show high scores (between 2 and 3), suggesting that all the partners were satisfied about the *quality of the transnational elements*, that was valued as good.

The item with the lowest score (the red column), refers to one participant, for whom the links between the aims of the event in Budapest and the overall aims of the project were not so clear to all. For the others all the scores were high (2 or 3).

(BARCELONA - 6 people answering)



(BUDAPEST - 5 people answering. In this meeting, some groups had different participants)



About these aspects, the items showed a similar trend in the two events (scores between 2.4 and 2.8), suggesting that the main topic ("structure, content and delivery of the event") was good, in the opinion of all the partners.

B) ROME

To collect more information about the topics discussed during the event and the general organization, at the end of the 3rd coordination meeting all the participants filled in a new questionnaire (with more descriptive questions than the one used in Barcelona and Budapest).

The information collected by this new tool, concerning the topics discussed (*quality and organization of the Pedagogical model and its training, but also language, mid term report and dissemination by the website*), showed a general satisfaction (all the aspects received positive evaluations), except topics regarding *the individual and team work* and the *Training Model*.

The first ones, although useful (for 8 participants out of 8), were considered for some of them (4) confusing because of too generic explanations by the trainer.

Regarding the Model, some participants said that the theory was clear but they didn't understand very well how to train their professionals and what to do, in practice, to enforce the model (the reason was attributed to the fact that the programme dedicated too much time to the Theoretical Model).

For this reason it would be better if the meeting have been organized providing more practical activities, to allow participants to understand what the Model also means in terms of attitudes, behaviors towards people with intellectual disability.

Further all the participants declared that the website has not been used enough to share and communicate.

COMMENTS OF THE EVALUATOR

So far, the evaluation actions carried out have highlighted (also including indicators of success – listed below), the achievement of all the project objectives envisaged, both in terms of actions and tools.

The Focus Groups were central to identify the ideological and methodological background of the partners and to build up a common language.

Coordination meetings allowed the national coordinators to know each other and get on well, as well as to initiate the process of formation and content sharing.

The professionals involved have shown good levels of involvement and respect for the tasks assigned.

The doubts concerning the practical part of the model, will be clarified organizing one extra bilateral meeting per group in January 2014 (total = 4 extra meetings). Each partner is deciding if organize an extra meeting in its country or a Skype conference.

Use of the website (low because of the preference for other instruments, i.e. Skype), will be increased to improve sharing and dissemination.

In any case any difficulties emerged were successfully overcome, thanks to the careful work of coordination, which has required a constant commitment in terms of planning, monitoring and engagement of participants.

The table in the following page highlights for each WP performed / completed, the objectives reached and the related indicators of success. The synthesis of all these aspects is another positive final

assessment of the achievement of all the steps planned.

WP	OBJECTIVES REACHED	INDICATORS OF SUCCESS
1 MANAGEMENT	3 coordination meetings carried out	Partner participation to meetings (survey tool: attendance sheet) Satisfaction of the national coordinators and the researchers in regards to the overall coordination (survey tool: questionnaire)
2 PREPARATION OF RESOURCES AND TOOLS FOR FOCUS GROUPS	Chat made (to share)	Design and production of the necessary instruments for the focus groups (grid of appreciative questions, observation grid, guidelines for the conduction of the FG)
3 FOCUS GROUPS	Realization of FG at The 4 partner organisation have implemented the focus groups as envisaged.	Number of participants in the FGs (survey tool: attendance sheet) and Participants level of sharing and participation (survey tool: reports);
8 DISSEMINATION	Creation and use of the website in the languages of the project)	Publication of official documents, minutes of meetings, tools Sending of digital brochures (survey tool: mailing) Number of access on the website (survey tool: hit counter) Number of users of the discussion forum (survey tool: 2 Skype Conferences)

NEXT STEPS (SINCE THE 1ST OF DICEMBER 2013 TO THE END OF THE PROJECT)

IMPACT

Evaluation will be also focused on the impact of the model on people with DS and professionals:

- the perceived changes – in terms of professional/person with ID (intellectual disability) relationship and self empowerment of the people with ID, after the process of training of the professionals and the use of the Pedagogical Model: this aspect will be evaluated through two observation forms that will be filled by the professionals at the beginning and at the end of the testing period;
- the perceived changes – in terms of educational and relational skills – by the professionals, after their own training process: this aspect will be evaluated through a questionnaire self-administered by the professionals that will have participated in the experimentation, at the end of the testing period.

QUALITY AND USEFULNESS OF THE IMPLEMENTED MATERIALS AND TOOLS

This evaluation will be implemented at the **end** of the project through a questionnaire given to all the professionals that will have participated in the Focus Groups and therefore in the testing.

The products to be evaluated are those **included** in the following Work Packages.

- WP 4: Handbook for using the Pedagogical Model
- WP 5: Educational Handbook for the Training Model
- WP 6: CD with materials for long-distance training