

## **Orienta4YEL**

Supporting educational and social inclusion of youth early leavers and youth at risk of early leaving through mechanisms of orientation and tutorial action  
(604501-EPP-1-2018-1-ES-EPPKA3-IPI-SOC-IN)

# Quality Plan

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## Document information

<b>Project Title</b>	Supporting educational and social inclusion of youth early leavers and youth at risk of early leaving through mechanisms of orientation and tutorial action
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<b>Abstract (for dissemination)</b>	This document represents the Quality Plan of the Orienta4YEL Project. The aim of this document is to describe the process that allows to guarantee the general quality of the project outputs and outcomes, ensuring the high-quality implementation of the project and the main results.

## Revision history

Version	Date	Revised
1.0 – first draft	15/03/2019	IPLeiria
2.0 – second draft	25/03/2019	UAB
3.0 – third draft	03/04/2019	All partners
4.0 – final version	12/04/2019	UAB

All project partners have actively contributed to the elaboration and implementation of the Quality Plan with feedback and contributions

## Introduction

This document sets out the Quality Plan of the **Orienta4YEL – Supporting educational and social inclusion of youth early leavers and youth at risk of early leaving through mechanisms of orientation and tutorial action** project.

The main objectives of the project are summarised below:

- Develop a diagnostic for causes and protective factors of early leaving (O1).
- Develop, implement and evaluate mechanisms of orientation and tutorial action with young people who are early leavers or are at risk of early leaving (O2).
- Support educational stakeholders (teachers, trainers, educators, leaders of educational institutions, and other professionals) in dealing with young people who are early leavers or are at risk of early leaving through orientation and tutorial actions (O3).
- Establishing learning networks about tackling early leaving through mechanisms of orientation and tutorial actions (O4).
- Identify aspects of effective leadership in educational institutions to foster educational and social inclusion of young people who are early leavers or are at risk of early leaving in the educational institutions (O5).

The present document intends to structure a systematic process to identify, analyse and correct any variation in the expected outcomes. Its finality is to ensure the general quality of the project outputs and outcomes, ensuring the high-quality implementation of the project and the main results. Their main objectives are:

- Define procedures and tools to analyse the quality and workflow of the activities and outputs carried out within the project implementation.
- Set up the quality board of the project, in charge of quality control during the project development.
- Suggest a contingency plan to solve problems and deviations during the implementation of the planned activities.

All the partners of the Orienta4YEL project approved this document on 12-04-2019.

# 1 Quality Control and Monitoring

Quality control and monitoring will be applied through the project lifecycle to guarantee the project outputs: internal and external quality control measures will be implemented; project results and deliverables will be compared with the objectives and indicators; and external evaluation will be sought whenever necessary (i.e. via peer review, feedback from participants during the events and training activities, etc.).

## 1.1 Principles of quality management

According with the quality aims, the principles that guide the quality management of Orienta4YEL project are the following:

- *Quality management system should be understandable by all partners:* As quality assurance concerns all the partners, all of them must understand and agree with the criteria, tools and processes defined in this document.
- *Quality management concerns all partners:* UAB and IPLeiria are the coordinators of Quality Plan and Management, but all the partners shall be responsible for implementing the quality procedures laid out in this guide and support the implementation of activities for quality assurance.
- *Quality management does not happen automatically.* The project must provide a platform for discussions, supervision and decisions.
- *Quality management is not about finding fault in our work.* It is about discussing and using our experience for improving the project implementation and its deliverables.
- *Proper documentation and sharing information is the key to quality management.* All partners need to have access to relevant information all the time at the earliest stage possible in order to ensure a quality culture, trusting relationships between partners and an environment that supports an effective workflow.

## 1.2 Methodology

**Quality assurance actions** will cover the entire duration of the project. Its aim is to guarantee project quality, namely through the development of monitoring and evaluation activities (ex-ante, ongoing and ex-post). At the initial meeting (kick-off-meeting), the roles and responsibilities of each partner in ensuring quality, in both delivery and outcomes, will be made clear and built into the partner agreements.

During the project time, evaluation tools, such as questionnaires, feedback forms, interviews or focus groups will be designed and applied to involve the participants. The evaluation strategy will include assessments from involved educational stakeholders, young people and formal and non-formal educational institutions/organisations.

Progress reports will be submitted in advance of the interim coordination meetings in order to determine where the strengths lie and whether any adjustments are required –activities planned/activities developed, resources planned, resources spent, timings, satisfaction, etc.–. Assessments will be based on both quantitative and qualitative measures. The quality assurance mechanisms for the consortium itself cover issues such as delivery, financial management and

meeting deadlines will be set out in the project handbook. Quality assurance will be led by P1 too.

In this way, considering the different kind of activities that will be carried out during the project implementation, the quality plan and management will consider three pillars (Quality of management activities; Quality of intellectual/knowledge outputs; Quality of training activities and multiplier events)

### **1.2.1 Quality of management activities**

One of the main activities of the quality plan of the Orienta4YEL Project is to establish a mechanism for monitoring and evaluating the project progress. These activities are mainly carried out during the project-planned meetings. This is why we plan to evaluate each meeting with a specific questionnaire (available in the end of this document). The purpose is to know the overall satisfaction of the participants with the meeting achievements and organization in order to improve next planned meetings.

In this sense, and based in other assessment documents that were provided, the team created a questionnaire considering the date and place of the meeting and items related to tasks and/or issues prior and during the meeting. The participants should choose the most suitable option in a scale where 1 = Strongly disagree, 2 = Disagree; 3 = Neither agree nor disagree, 4 = Agree and 5 = Strongly agree and N/A = Not applicable for each item. The last section of the instrument includes an open space to make suggestions or comments about issues that could not be covered in the previous fields.

The questionnaire does not have any question that identifies participants, allowing to maintain the anonymity of all and the confidentiality of the collected data. To analyse the results and eventually make connections, regarding some options (in the scale) and corresponding texts (in the open space to suggestions or comments) all questionnaires will be codified.

After each meeting, a report will summarize the results of the questionnaire.

### **1.2.2 Quality of intellectual/knowledge outputs**

Double check of all the intellectual/knowledge outputs will be done. That means that all the partners will be invited to review all the intellectual outputs in order to ensure that those comply with the expectations detailed in the project planning.

The partner in charge of the coordination of each intellectual/knowledge output is responsible for including the feedback to the final product. If there is any discrepancy with the feedback received, the majority of partners will have to agree the final decision.

No specific form will be used to check the intellectual outputs, since the partners will include their feedback directly in the documents using the tool to track changes.

### **1.2.3 Quality of training activities and multiplier events**

Training activity and multiplier events will be evaluated based on a template to be filled by the participants. We consider that it is important to know their impressions in order to have a better

understanding of the activity carried out. The results will allow us to provide recommendations and improvements for next activities (see, for instance, interim meetings, meeting with stakeholders, training actions with educational stakeholders, implementation of orientation and tutorial action proposals, basic handbook for training, to name a few).

After each multiplier activity, a report summarizing the data collected by the templates will be done, including the main information to contextualize the activity, the participants and the institution where this will be held.

## 2 Internal Quality Control

### 2.1 Indicators

In order to analyse the Project implementation and its outcomes short and long term indicators will be monitored. The following tables summarize those indicators for each work package of the project.



## 2.1.1 Overview of short term impact indicators

Work package	Short term impact	Target groups/potential beneficiaries	Output/Internal assessment	Quantitative indicators	Qualitative indicators
WP1	Ensure the effectiveness of the project aims/quality project (in accordance with WP8)	Research team	<p><b>Project handbook (include quality plan)</b></p> <ul style="list-style-type: none"> <li>- Internal checklist about the issues that should be in the handbook</li> </ul> <p><b>First monitoring report</b></p> <ul style="list-style-type: none"> <li>- Internal questionnaire to evaluate the meeting quality</li> <li>- Partners' review about the issues that should be in the first internal interim monitoring report - Kick-off meeting</li> </ul> <p><b>Progress reports and interim monitoring meeting (include external reports)</b></p> <ul style="list-style-type: none"> <li>- Internal questionnaire to evaluate the interim coordination meetings</li> <li>- Partners' review about the issues that should be in each internal monitoring report (4 in total)</li> </ul> <p><b>Website of the project</b></p> <ul style="list-style-type: none"> <li>- Internal checklist to identify if the website allows the project dissemination, communication and exploitation.</li> </ul>	<ul style="list-style-type: none"> <li>- One project handbook</li> <li>- Number of monitoring/progress reports</li> <li>- One website of the project</li> </ul>	<ul style="list-style-type: none"> <li>- Coherence and completeness of the project handbook (Project aim; Roles and responsibilities; Expectations; Detailed budget; Defined communication system and strategies; Timeline of the project)</li> <li>- Coherence and completeness of the monitoring report (aims, issues discussed, decisions made, to-do list (action, responsible, deadline and comments), and next meeting info)</li> <li>- Coherence and completeness of the progress reports (aims, issues discussed, decisions made, to-do list - action, responsible, deadline and comments - and next meeting info)</li> </ul> <p><i>Second internal (interim) monitoring report</i> - monitoring early leaving in each respective territory; guidelines for the orientation and tutorial action proposal designed and adapted to every territory</p> <p><i>Third and fourth internal interim monitoring reports</i> - Progress of the implementation proposal; Design of the evaluation plan in each territory; Formative evaluation process implementation</p>

Work package	Short term impact	Target groups/potential beneficiaries	Output/Internal assessment	Quantitative indicators	Qualitative indicators
					<i>Fifth internal (final) monitoring report</i> - Result of the final coordination meeting (overall review of the project and development of guidelines for the final event)
<b>WP2</b>	Monitoring early leaving	Educational institutions Administration (City Council) Professionals and/or educational stakeholders	<b>Compilation of diagnostic instruments</b> - Partners' internal validation of data collection tools <b>Application of diagnostic instruments</b> - Partners' internal review of the effectiveness of the toolkit to identify the causes of the early leaving (critical variables) and protective factors against early leaving. <b>Final diagnostic report</b> - Partners' internal review of the final diagnostic report (diagnostic reports per territory, which will be compiled on a final one).	<ul style="list-style-type: none"> <li>- Number of diagnostic instruments</li> <li>- Number of implemented instruments/actors involved</li> <li>- Number of identified causes and protective factors</li> <li>- Number of detected needs</li> <li>- Number of promoted policies, measures and strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction level</li> <li>- Interrelation between institutions and stakeholders.</li> <li>- Degree and quality of relationship between institutions and stakeholders</li> <li>- Relevance and coherence of causes, protective factors, and detected needs</li> <li>- Quality of developed policies, measures and strategies</li> <li>- Professional profile of involved actors</li> <li>- Professionals' training-needs</li> </ul>
	Design a Bank of resources	Educational stakeholders Formal and non-formal educational Institutions	<b>Database of good practices</b> - Partners' internal monitoring of the availability of the compilation of good practices on the project website <b>Questionnaires/Interviews</b> with the stakeholders and educational institutions about the resources/practices available.	<ul style="list-style-type: none"> <li>- Number of resources/practices</li> <li>- Frequency number of visits to the bank</li> <li>- Profits of resources/practices</li> </ul>	<ul style="list-style-type: none"> <li>- Relevance, coherence, usefulness of resources/practices</li> <li>- Easy accessibility</li> <li>- Layout structure</li> <li>- Professionals and institutions' satisfaction level about the bank</li> </ul>
	Build a networking between professionals and institutions	Educational stakeholders Formal and non-formal educational Institutions	<b>Networking strategy inter-institutions</b> - Partners' internal monitoring of the availability and updating of network strategies on the website of the project	<ul style="list-style-type: none"> <li>- Number of involved participants</li> <li>- Level of participation</li> <li>- Level of generated reciprocity</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction of networking</li> <li>- Easy accessibility</li> <li>- Typology of interventions (inform-share-build)</li> <li>- Quality of interactions</li> </ul>
<b>WP3</b>	Design training activities	Educational stakeholders Formal and non-formal educational Institutions	<b>Tutorial action plan</b> - Partners' internal monitoring of the appropriateness and availability of the compilation of orientation and tutorial action plan in the website	<ul style="list-style-type: none"> <li>- One global tutorial action plan</li> <li>- Number of global training actions</li> </ul>	<ul style="list-style-type: none"> <li>- Relevance, coherence, usefulness of training actions (objectives, content, methodology)</li> <li>- Valuation of the content of the training actions</li> </ul>



Work package	Short term impact	Target groups/potential beneficiaries	Output/Internal assessment	Quantitative indicators	Qualitative indicators
			<p><b>Training actions design for educational agents</b></p> <ul style="list-style-type: none"> <li>- Partners' internal monitoring of the availability of the training actions design in the website</li> <li>- Partners' internal review of the appropriateness and adaptation of the training action for educational agents to every territory</li> <li>- Partners' internal monitoring of the availability of the resources in the website</li> </ul> <p><b>Monitoring report of meeting with educational stakeholders</b></p> <ul style="list-style-type: none"> <li>- Questionnaire/Interviews to assess the meetings with educational stakeholders</li> <li>- Internal checklist of each one of the partners' report after meetings with educational stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- Number of adaptations of training actions for each territory</li> <li>- Number of meetings with educational stakeholders</li> <li>- Number of questionnaires/interviews</li> </ul>	<ul style="list-style-type: none"> <li>- Valuation of the form of the training actions</li> </ul>
WP4	Improve educational situation (i.e. Reduce risk of drop-out and its reasons)	Disadvantaged young people early leavers Young people Educational Stakeholders	<p><b>Basic handbook for training</b></p> <ul style="list-style-type: none"> <li>- Internal check of the availability and appropriateness of the handbook for training of educational stakeholders</li> </ul> <p><b>Monitoring report of meeting with educational stakeholders</b></p> <ul style="list-style-type: none"> <li>- Questionnaire/Interviews to assess the meetings with educational stakeholders</li> <li>- Internal checklist of each one of the partners' report after meetings with educational stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- One handbook for training</li> <li>- Number of meetings with educational stakeholders</li> <li>- Number of participants</li> <li>- Number of questionnaires/interviews</li> <li>- 15 reports (each partner develop 3)</li> </ul>	<ul style="list-style-type: none"> <li>- Level of improvement</li> <li>- Satisfaction level of implemented strategies</li> </ul>
WP5	Know the real impact of an intervention proposal based on mechanisms of orientation and tutorial action	All the participants	<p><b>Evaluation tools and procedures of the orientation and tutorial actions implementation</b></p> <ul style="list-style-type: none"> <li>- Partners' internal validation of the assessment elements and/or evaluation instruments/tools</li> <li>- On the basis of the results of assessment tools application, partners' internal review of the effectiveness of the assessment of the implementation procedures</li> </ul>	<ul style="list-style-type: none"> <li>- Number of achieved objectives</li> <li>- Number of planned outputs/results (profits of implemented strategies)</li> <li>- Number of unplanned outputs/results</li> </ul>	<ul style="list-style-type: none"> <li>- Effectiveness of achieved objectives</li> <li>- Efficiency of achieved objectives</li> <li>- Coherence of the proposal and its orientation and tutorial actions</li> <li>- Valuation of achieved unplanned outputs/results.</li> </ul>

Work package	Short term impact	Target groups/potential beneficiaries	Output/Internal assessment	Quantitative indicators	Qualitative indicators
			<p><b>Evaluation reports (result of interim evaluation reports)</b></p> <ul style="list-style-type: none"> <li>- Internal checklist of the four evaluation reports by each partner to evaluate the proposal implementation and corresponding impact</li> </ul>	<ul style="list-style-type: none"> <li>- Number of implemented strategies</li> <li>- 20 reports (4 per partner)</li> </ul>	
WP6	Project results disclosure	Scientific community	<p><b>Interim event in the territory</b> Partners' review about the issues that should be in each partners' interim event minutes</p> <p><b>Final event of the project</b> Partners' review about the issues that should be in the final event minute. Partners' internal monitoring of the availability of the proceedings of the event on the website. Internal checklist of dissemination in different media for each partner</p> <p><b>Conference attendance</b> Internal checklist of conference papers Partners' internal monitoring of the availability of the paper's references on the website</p> <p><b>Publication in impact journals</b> Internal checklist of published papers</p>	<ul style="list-style-type: none"> <li>- 5 interim events</li> <li>- 5 interim event minutes (1 per partner)</li> <li>- 1 final event</li> <li>- 1 final event minute</li> <li>- Number of communications/posters in conferences (at least 3 per partner, 1 per year of the project)</li> <li>- Number of conference papers (at least three by each partner)</li> <li>- Number of paper's references on the website</li> <li>- Number of publication in impact journals (minimum of two articles of the project, however, it is desirable around one article per partner)</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfaction level of the participants in the interim event</li> <li>- Satisfaction level of the participants in the final event</li> <li>- Conference type (national/international)</li> </ul>
WP7	Project Exploitation	Research team	<p><b>Handbook of intervention proposal (final version)</b> Partners' internal monitoring of the availability of the handbook of intervention proposal with improvement elements on the website</p> <p><b>Final report and final meeting</b> Partners' review about the issues that should be in the project final report</p>	<ul style="list-style-type: none"> <li>- One handbook of intervention proposal</li> <li>- One final report</li> </ul>	<ul style="list-style-type: none"> <li>- Coherence and completeness of the final handbook of intervention proposal (Aims; Roles and responsibilities; Expectations; Detailed intervention)</li> <li>- Coherence and completeness of the final report (all achievements and performances)</li> </ul>

Work package	Short term impact	Target groups/potential beneficiaries	Output/Internal assessment	Quantitative indicators	Qualitative indicators
			Partners' internal monitoring of the availability of the project final report on the website		
<b>WP8</b>	Internal quality of the project	Research team	<b>Compilation of progress reports</b> Analysis and summary of the progress reports of the project to develop a final report	– One compilation of progress reports to create a final report (WP7)	– Compilation of the information presented in progress reports

### 2.1.2 Overview of long term impact indicators

Long term impact	Target groups/potential beneficiaries	Quantitative indicators	Qualitative indicators
Consolidation of an orientation and tutorial action proposal	Territory and all those who are involved (community)	<ul style="list-style-type: none"> <li>– Number of maintained actions</li> <li>– Increasing number of participants</li> <li>– Decreasing number of participants</li> </ul>	<ul style="list-style-type: none"> <li>– Satisfaction level</li> <li>– Type of maintained actions</li> <li>– Other derived projects/actions from</li> <li>– Quality of responses to demands of the territory</li> </ul>
Extend the proposal to other institutions and vulnerable groups in the territory	Vulnerable groups (different from young people) <ul style="list-style-type: none"> <li>– Professionals who work with vulnerable groups</li> <li>– Institutions who work with vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>– Number of other added institutions</li> <li>– Number of other added groups</li> </ul>	<ul style="list-style-type: none"> <li>– Type of added institutions</li> <li>– Type of added groups</li> <li>– Reasons to join this intervention proposal</li> <li>– Systematic capacity of the proposal</li> </ul>
Improve social, educational and labour inclusion of groups at risk of exclusion due to early leaving	– Local, regional, national and European societies/communities	<ul style="list-style-type: none"> <li>– Number of educational returns or re-engagements</li> <li>– Number of people who return to educational contexts</li> <li>– Increased opportunities for social, educational and labour inclusion</li> </ul>	<ul style="list-style-type: none"> <li>– Type of social, educational and labour improvements</li> <li>– Quality of opportunities for social, educational and labour inclusion</li> </ul>

### 3 External quality control

To assure the external quality control and supervising progress and results of the Orienta4YEL project, an independent and external expert/organization of the consortium will be appointed to carry out an external evaluation of the overall project. This external expert/organization will provide interim and final evaluations of the project development and its outcomes. The focus will be on the project's development and results in order to check its coherence, pertinence, its correct work, and the changes that should be introduced, etc.

Work package	Short term impact	Target groups/potential beneficiaries	Output/External assessment	Quantitative indicators	Qualitative indicators
WP8	External quality of the project	External expert/organization	<p><b>Interim external monitoring report</b> External organization's monitoring: report made in the middle of the project, by an external expert/organization, in order to check its coherence, pertinence, its correct work and the changes should be introduced</p> <p><b>Final external monitoring report</b> External organization's monitoring: final report made by an external organization in order to check its coherence, pertinence, its correct work</p>	<ul style="list-style-type: none"> <li>– One interim external monitoring report</li> <li>– One final external monitoring report</li> </ul>	<ul style="list-style-type: none"> <li>– Coherence, pertinence and work done in the project reflected in the interim external monitoring report</li> <li>– Contribute of the interim external monitoring report for the projects improvement</li> <li>– Coherence, pertinence and completeness of the project reflected in the final external monitoring report</li> </ul>

## 4 Contingency Plan

The project is not exempted of challenges and risks related to the goals and specific objectives –not achievement–, deadlines –not respond to time framework–, and the achievement of the products of each of the designed initiatives and phases that requires to provide a framework to identify, prioritize and implement actions to reduce risk. In other words, it is necessary to consider a mitigation action plan that can consider elements like goals and actions for implementation.

According to the Project Logical Framework Matrix, the critical risks, relating to this project implementation and the risk mitigation measures that will be adopted to develop the project properly are the ones summarised below.

Assumption / Risk	Level of likelihood	WP involved	Contingency Plan / Proposed risk-mitigation measures
Possible resistances for changing current models	Medium	2, 3, 4 & 5	<ul style="list-style-type: none"> <li>▪ Make possible the access to information, resources, etc.</li> <li>▪ Foster a good environment among educational stakeholders and institutions involved in the project.</li> <li>▪ Assessments from involved educational stakeholders, young people and formal and non-formal educational institutions/organisations using questionnaires, feedback forms, and dialogue –interviews and focus groups.</li> <li>▪ Cooperation arrangements.</li> </ul>
Lack for accessing to information of educational institutions in the territory	Medium		
Full implication of educational stakeholders	Low		
Full implication of educational institutions	Low		
Possible changes of the involved professionals during the project	Low	4 & 5	<ul style="list-style-type: none"> <li>▪ Training of educational stakeholders and continuous partners' support.</li> </ul>
Partners' accessibility to the territory and its institutions/organisations, professionals, and resources	Low	2, 3, 4 & 5	<ul style="list-style-type: none"> <li>▪ Promote an effective relationship and interactions between partners and involved educational stakeholders.</li> </ul>
Good coordination between partners and territorial educational stakeholders	Low		
Lack of coherence of designed tools and reports	Low	1, 2, 3, 4 & 5	<ul style="list-style-type: none"> <li>▪ Partners' collaboration and commitment.</li> <li>▪ Fulfill responsibilities, tasks, delivery dates.</li> </ul>
Lack of univocal of tools and reports	Low		

Assumption / Risk	Level of likelihood	WP involved	Contingency Plan / Proposed risk-mitigation measures
Fewer relevant pieces of information in the reports	Low		<ul style="list-style-type: none"> <li>▪ Active participation and attendance to meetings.</li> <li>▪ Co-responsibility of success of the action.</li> <li>▪ Cooperation arrangements.</li> <li>▪ Internal assessment by consortium.</li> <li>▪ External assessment.</li> <li>▪ Monitoring the project in a way that makes it possible to check compliance with deadlines, the operational objectives, and the achievement of the products of each of the designed initiatives and phases.</li> <li>▪ Variety of instruments, which will serve to improve and optimise the processes and results, will be established for being fulfilled by the different partners.</li> <li>▪ Progress reports will be submitted in advance of the interim meeting in order to determine where the strengths lie and whether any adjustments are required –activities planned/activities developed, resources planned, resources spent, timings, satisfaction, etc.–.</li> </ul>
Low operating networking or networking with low activity	Medium		
Delayed deliveries	Medium		
Dysfunctional interim meetings	Low		
Non-attendance to the meetings	Low		
Non-achievement of established objectives in time.	Medium		
Lack of univocal criteria for working (context analysis, designing training action, networking strategy, etc.)	Low		
Good coordination between partners	Low		
Economic conditions / Enough budget	Low	1	<ul style="list-style-type: none"> <li>▪ Institutional budgets must support the co-funding of the action; effective and quick distribution of resources.</li> <li>▪ Internal assessment by consortium.</li> <li>▪ External assessment.</li> <li>▪ Instrument: supervision.</li> </ul>
Good communication networking	Medium	6 & 7	<ul style="list-style-type: none"> <li>▪ Dynamization of the project by all the partners in each own territory.</li> </ul>



Assumption / Risk	Level of likelihood	WP involved	Contingency Plan / Proposed risk-mitigation measures
Support of Educational Administration	Low	2, 3, 4 & 5	<ul style="list-style-type: none"> <li>▪ Activation of each one of the partners' networking with the Administration in their own territory.</li> <li>▪ Cooperation arrangements</li> </ul>
Organisational conditions	Medium	1, 2, 3, 4, 5, 6, 7 & 8	<ul style="list-style-type: none"> <li>▪ Flexible periods.</li> <li>▪ Open communication channels.</li> </ul>
Technical conditions	Low	1, 2, 3, 4, 5, 6, 7 & 8	<ul style="list-style-type: none"> <li>▪ Partners know dynamic of ORIENTA4YEL project therefore they can contextualize to each territory and assure the commitment of institutions and professionals.</li> </ul>

## 5 Annexes

## Annex 1 | Meeting Evaluation Questionnaire

The questionnaire is a tool to assure the project meeting quality. In this sense, we kindly ask you to provide us with the required information, which will allow us to assess the procedures about the meeting and, if necessary, to identify indications for improvement.

Please indicate how strong you agree or disagree with the statements by marking the appropriate option using the scale provided, where 1 = strongly disagree and 5 = strongly agree.

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Place: \_\_\_\_\_

### Prior to the meeting

	1	2	3	4	5	N/A
1. The convocation to the meeting was delivered in good time.						
2. The meeting purpose and objectives were clearly stated.						
3. The preparatory tasks needed for the meeting were delivered in good time.						
4. The preparatory tasks needed for the meeting were clear.						
5. The information on travel and accommodation was appropriate.						

### During the meeting

	1	2	3	4	5	N/A
6. The meeting time was suitable for the project development.						
7. The meeting place was convenient.						
8. The meeting was well structured.						
9. The defined schedule was respected.						
10. The meeting time was effectively used.						
11. The preparatory information provided in advance was enough.						
12. The roles within the meeting were clear.						
13. The meeting provided enough opportunities to discuss and exchange ideas.						
14. The meeting promoted a collaborative attitude between partners.						
15. Decision-making was shared.						
16. The meeting purpose and objectives were achieved.						
17. The meeting addressed all necessary aspects needed for carrying out the project.						

