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l'Union européenne

Erasmus+

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2024-2025

***Diversité
et Inclusion
dans l'Education
Non Formelle***



DIVINEF



STANDOUT EDU





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Introduction

Project management can be described as the activities of planning, organising, securing, monitoring and managing the resources and work required to achieve the specific aims and objectives of the project effectively and efficiently.

The project management plan is a document that describes how the project will be executed, managed and closed. It is essential to the success of a project. It enables the work teams to know all the stages to be followed and the activities to be carried out. It takes account of the environment in real time, so that action can be corrected and readjusted if necessary.

The first part presents the launch phase of the DIVINEF project. It corresponds to the drafting phase of the application form.

The second part presents the project planning.

The third part presents the monitoring and control of the various elements covered by our management plan.

Finally, the last section presents the closing phase of our plan.

It should be noted that this document has been drafted to be accessible to the visually impaired. It complies with European standard EN 301 549.

Note: Writing is in the masculine, which has a generic meaning, i.e. it includes both masculine and feminine.



Launching the project

This stage is the first phase of the DIVINEF project. It was drawn up when the application form was drawn up.

Remember that a project is always a response to an identified need. As far as we were concerned, we felt that education professionals and volunteers needed to be equipped to implement inclusion in their professional practices.

In response, we have decided to join forces with our three organisations to build a MOOC dedicated to the inclusion of people with disabilities, NEETs and migrants in non-formal education activities.

The aim is to support supervisors (volunteers and professionals) in implementing an inclusive approach in their activities, so that the people they welcome can take full advantage of an environment that is adapted to their needs and expectations.

Our main objectives are as follows:

- Helping professionals to implement inclusion and diversity within their activities
- Training them in the fundamentals of successful inclusion
- Enable them to understand the characteristics and needs of the 3 public profiles (people with disabilities, NEETS, migrants and refugees)
- Make them aware of the teaching process to be used in their activities
- Help them implement this process



To make this project a success, we will carry out the following activities:

- Field surveys of future learners and analysis report
- Interviews with marginalised members of the public (NEETS, etc.) so that they can contribute their experiences of exclusion to the content.
- Interviews with experts to supplement the MOOC content
- Creation of a website presenting the project and giving access to the MOOC
- Public events to disseminate results during Erasmus Days 2024 and 2025

We expect the following results:

- A better understanding of the target audience (characteristics, needs....)
 - A better understanding of the notion of inclusion and its practical implementation in activities
 - The ability to reflect on and implement an inclusive approach to activities
- Easy-to-use tools and methods

The material results envisaged are :

- the creation of a report analysing the field surveys carried out with future users
- creation of the MOOC
- the creation of a website and a face book page for the project
- creating video interviews
- creating video animations for the MOOC content



Planning the DIVINEF project

This second phase of the project provides a breakdown of the work to be carried out, estimates of effort and costs, and the project schedule.

This phase gives rise to a large number of documents necessary for the success of the project. Prepared in advance by the coordinator, it is discussed at the kick-off meeting. This meeting enabled us to lay the fundamental foundations of the project and establish the various stages to come.

During this phase we also validated the following points:

Administrative and financial management

The DIVINEF project lasts 24 months: from 1^{er} February 2024 (M1) to 31 January 2026 (M24).

The partnership contract

It is the formal contractual document setting out everyone's commitments to the project. There are two official contracts:

- The first is the partnership agreement between the French Erasmus+ Youth and Sport Agency and the coordinator.

- the second is a bilateral contract between the coordinator and each partner in the consortium. It is drawn up using the articles of the contract between the French Erasmus+ Youth and Sport Agency and the coordinator. This contract is a private document and is therefore only accessible to the consortium partners on the project drive.



List and breakdown of activity packages

Job lot no.	Title	Leader
Work package no. 1	Project management	USSAP
Work package no. 2	Communication and dissemination	USSAP
Work package no. 3	Field surveys	STANDO LTD
Work package No. 4	Training programme for the MOOC	DEBA 33
Work package no. 5	Online learning platform for the MOOC	DEBA 33

The partner in charge of a work package means that he checks with the partners that everything is running smoothly and that the package is delivered on time and to the required quality standards.

In this project, all the European partners contribute to the successful production of each work package by taking on their share of the tasks involved.



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Activity and task planning (GANTT)

PROJECT SCHEDULE 2024-2026

		2024												2025												2026
		Month	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	IAN	FEB	MAR	APR	MAY	JUNE	JULY	AUG	SEPT	OCT	NOV	DEC	IAN
TPM	TPM 1		FR																							
	TPM 2																							CY		
	Online meetings													bilan												
Activity 1	project management																									
Activity 2	Communication and dissemination										X												X			
Activity 3	Field surveys																									
Activity 4	Programme de formation pour le MOOC																									
Activity 5	Online learning platform for the MOOC																									
Quality Control																										



Erasmus days 2024 and 2025 :
Project dissemination events





List of resources to be created by activity work package

Work package 1 : Project management

- the partnership contract
- the project management plan (including the project quality assessment grid and risk management plan)
- the list of documents required to collect the funds
- the timetable for financial transfers (and the related obligations)

Work package 2 : Communication and dissemination

- creation of a logo and graphic charter
- creation of a website dedicated to the project
- creation of flyers and posters to publicise planned events
- creating posts for social networks
- creation of articles for the Erasmus platforms
- creation of articles for our websites
- Creation of a video retracing the stages of the project (for presentation at events and online distribution).

Work package 3 :Field surveys

- the questionnaires designed for professionals + the report analysing the surveys by country (in English, Greek and French)
- Questionnaires for NEETs, young people with disabilities, refugees/migrants + analysis report of the surveys by country (in English, Greek and French)

Work package n°4 :Training programme for the MOOC

- A written document presenting the entire MOOC:
- the objectives and skills targeted





- the content of modules and sub-modules
- the end-of-course certificate and the results obtained for each module
- the content of the planned digital badge
- For video interviews: a certificate of image rights

Lot n°5 : Online learning platform for the MOOC

- Creation of the MOOC design (colour, typology, etc.)
- creating the platform's tree structure and content
- integration of MOOC content
- adapting the platform to inclusive European standards.
- Production of all the resources in pdf format and translation into English, French and Greek.
- video editing of MOOC content + audio translation and subtitling
- for the technical part of the MOOC, creation of various videos:
 - "How do I use the platform and take part in the MOOC?"
 - "What is the progress tab?"
 - "End-of-course certificate"
 - "What is a digital badge?"
 - "Presentation of the MOOC (objectives, content, etc.)"
- Creating the digital badge (content and design)

Transnational meetings

2 face-to-face meetings are planned:

- Mars 2024 in France: kick-off meeting
- December 2025 in France: closing meeting

In addition, there will be online meetings every quarter or more frequently, depending on the needs of the project.





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We have drawn up a meeting evaluation grid to meet the needs and expectations of each partner. It will also enable us to improve the content and methods of implementation.

Evaluation grid for transnational meetings (TPM)

DIVINEF - EVALUATION OF THE KICK-OFF MEETING 11 AND 12 MARCH 2024



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Questionnaire d'évaluation de notre réunion de lancement du projet DIVINEF

Début : 1 / 2

YOUR IDENTITY

Tour firstname and name

The name of your organisation

PRACTICAL ARRANGEMENTS FOR THE MEETING

Were you able to suggest meeting days and/or times ? *

- ☐ Yes
☐ No
☐ Yes, but the dates suited me

Did the days and times of the meetings suit you ? *

- ☐ Yes
☐ No
☐ No opinion





Was the venue easy to find ? *

- ☐ Yes
☐ No

The meeting venue was suitable for working in good conditions *

- ☐ Fully
☐ Moderately
☐ Lowly

The equipment provided was suited to the needs of the meeting *

- ☐ Fully
☐ Moderately
☐ Lowly

ORGANISATION OF THE MEETING

Did you receive the agenda for the meeting 1 to 7 days beforehand ? *

- ☐ Yes
☐ No
☐ I don't know

Was the length of the meeting convenient for you ? *

- ☐ Yes
☐ Non

Was the meeting clear and effective ?

- ☐ Yes
☐ No

Everyone could contribute to the discussions and work ? *

- ☐ Yes
☐ No

This meeting provided an opportunity to understand the framework and objectives of the project *

- ☐ Fully
☐ Moderately
☐ Lowly



This meeting provided an opportunity to get to know the partners better *

- ☐ Fully
- ☐ Moderately
- ☐ Lowly

At the end of the meeting, the tasks to be carried out and the deadlines for completing them were identified.

- ☐ Yes
- ☐ No

COMMUNICATION DURING THE MEETING

The simultaneous translations were..... *

- ☐ Essential to ensure that everyone understands and participates
- ☐ Unnecessary because the information shared during the meeting could be translated (in each structure after the meeting)

Were the partners able to participate and give their opinions on decisions? *

- ☐ Yes
- ☐ No

HOW DID YOU FEEL ABOUT THE MEETING?

What did you like about the meeting?

What didn't you like about the meeting?



Your suggestions and advice for the next meeting online

YOUR ASSESSMENT OF THIS QUESTIONNAIRE

An online questionnaire is.... *

- ☐ Practical and fast
- ☐ Paper is better
- ☐ No opinion

What comments and advice do you have for improving this questionnaire?



Budget distribution

Lot number	Work package title	USSAP	DEBA 33	STANDO LTD
WP 1	Project management	6 000 €	4 000 €	4 000 €
WP 2	Communication and dissemination	4 000 €	3 000 €	3 000 €
WP 3	Field surveys	1 500 €	1 500 €	3 000 €
WP 4	Training programme for the MOOC	3 500 €	5 000 €	3 500 €
WP 5	Online learning platform for the MOOC	4 500 €	9 000 €	4 500 €
TOTAL		19 500 €	22 500 €	18 000 €

Finally, in order to meet the administrative and financial obligations of the project, each partner must provide supporting documents depending on the activities concerned. These documents are listed below:

ACTIVITY	DOCUMENTS TO BE PROVIDED / COMPLETED
Face-to-face or online meetings with European partners	Attendance sheet or Screenshot Online evaluation form to complete Agenda and minutes of the meeting Writing an article for social networks
Events	Attendance sheet - video report Writing an article for social networks
Financial management	Half-yearly statement of monthly expenditure per work package + excel tracking file to be completed
Communication	Communications monitoring table to be completed every 6 months



Principles of cooperation within the consortium

Although roles and tasks are clearly defined between the partners, it is agreed that everyone will contribute to the success of the project by providing support, advice and expertise.

To achieve this, we will be working in a transparent and accessible way, which means that all the documents produced will be shared on a drive.

Each partner will be able to upload various documents and productions and draw on the resources needed to complete their tasks.

Furthermore, each partner undertakes to cooperate and communicate constructively in order to always strive for the most balanced solution between the needs of the project and the importance of good relations within the consortium.

Any disagreements must therefore be resolved in accordance with the ethics and deontology inherent in our role as project managers. All decisions taken will respect the democratic and humanist values of the European Union and the regulatory reference framework, i.e. the Erasmus + programme.

Communication management

Communicating about the project is essential for its visibility and promotion.

As part of our project, the communication plan is a separate document of around thirty pages. As an internal working document, it is not intended to be published on our websites or social networks. This is why it is accessible to all consortium partners on our drive.



Nevertheless, here is a summary of the communication plan:

1. Background, objectives and requirements of the DIVINEF project
2. the target group for the DIVINEF project
3. Distribution of the DIVINEF project
 - 3.1 Conceptual elements
 - 3.2 Legal obligations relating to identity and visibility
 - 3.3 Distribution tools
 - 3.3.1 Internal distribution tools
 - 3.3.2 External distribution tools
4. The operational plan
5. Measurement and indicators
6. Documentation

Communication will be monitored and evaluated every six months within each of the consortium's partner organisations.

Risk management

Risk is defined as the possibility of the occurrence of an event associated with a damaging impact on the project.

Risk is measured by two factors: the probability of the event occurring and the intensity of the damage caused to the project if the event does occur.

The risk management process begins at the planning stage and follows the project throughout its lifecycle.

The aim is to anticipate the problems and difficulties inherent in any project.



To do this, we used the "heat map" method (Fernandez 2022).

This method involves 5 steps:

- **Step 1: Draw up a risk inventory**

The aim is to cast a wide net and consider all forms of risk (human, financial, organisational, technological, etc.).

Types of potential risks: financial (including partnerships), organisational, technical and finally external risks (e.g. legislation, site/facilities, environment/weather, competition, regulations, etc.) are taken into consideration without exception.

- **Step 2: Ranking risks**

This involves assessing the criticality of each risk in terms of impact (**impact severity scale**: from Minor to Major).

Next, we assess the criticality of each risk in terms of probability (**risk probability scale**: from Extremely Rare to Almost Unavoidable).

		IMPACT				
		Mineur	Faible	Moyen	Fort	Majeur
PROBABILITÉ	Quasi inévitable					
	Probable					
	Possible					
	Faible					
	Rarissime					

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- **Stage 3: Defining solutions/responses**

For each risk, we will ask ourselves these 3 successive questions: Can it be eliminated? Can the effects be limited? Should the project be modified?

- **Step 4: Identify critical points**

Risks are changeable. The *probability* and *impact* change as the project progresses. Some phases of the project are more risky than others. The aim is therefore to identify the places and/or times where the probability and/or impact are greatest and where vigilance is required.

- **Step 5: Review the risk table**

The risk table is not static. It needs to be reviewed regularly.

COVID's experience reminds us that a very rare risk can occur, which is why it is so important to list it, measure its impact and, above all, propose various solutions for adapting to it.



Risk No.	Description	Proposed risk mitigation measures
1	Flight delays or strikes by airlines, reducing the time the partner is present during a TPM .	Modifying the programme Schedule a meeting online To avoid losing the funds allocated to mobility, ask the national agency to change an online meeting with a future face-to-face meeting.
2	Financial transfer problem: error in amounts	Draw up an amendment between the coordinator and the partner to correct the amounts.
3	Problems of distribution of roles and tasks within a structure (confusion due to the different players involved - employee/volunteer)	Formalise roles and tasks at a meeting attended by all those involved in the project, in order to discuss and reiterate everyone's role. Formalise everyone's commitments in a written document signed by the people involved and the structure's management.
4	Travelling abroad is not eco-responsible because of the extra costs involved (e.g. extra hotel and catering costs if travelling by bus rather than by plane).	Use low-cost air travel and find a solution to offset carbon consumption (e.g. organise an event promoting sustainable development).



5	inability to carry out a face-to-face event.	Anticipate the event by planning it online Postpone the event to a later date
6	Delays in the production of deliverables.	Solution 1: Internal reorganisation (within the structure concerned) of the work programme (involve or delegate to someone). Solution 2: reduce certain non-project activities to devote more time to the Erasmus + project. Solution 3: Divide the workload between the European partners
7	Abandonment of the project by a partner	-At monitoring meetings, the coordinator asks each partner about any difficulties they are encountering in carrying out the project. Depending on the answers, solutions are found by the European team to support the partner in difficulty. -Individual discussions may take place between the coordinator and the partner in difficulty.



		-A tripartite meeting can also be set up (funder, coordinator, EU partner). -Reorganisation of work packages and redistribution of funds to European partners, with the agreement of the funder.
8	Late start to project due to funding delays	-Reschedule activities and request an extension to the project
9	Technical resource issues for building an inclusive MOOC	-find a similar resource -Outsource the task and share the costs -Accept the limits of the accessibility offer and specify this when registering online
10	Problem of time and money to build a parallel MOOC (one inclusive in FALC and one "normal")	-Priority will be given to building the content of the MOOC aimed at professionals, followed by two options for the FALC method 1) make explanatory videos summarising the content covered



		2) rewrite in FALC the most "technical" content or content using scientific/academic language The importance of testing content with a wide range of potential learners (from those just starting out in the education profession, such as youth workers, to experts, such as facility directors or project managers),
11	Sustainability of access to a platform	-if possible, migrate to another platform -pay for access to a platform up to 5 years after the end of the project -create a website based on the MOOC tree structure



Project quality management

The quality of the project depends on the quality of its management, monitoring and the various plans and activities implemented to ensure its success.

The quality management plan drawn up as part of this project takes into account internal assessments within each structure, external assessments with stakeholders and, finally, assessments within the consortium.

The various assessments of this plan include qualitative and quantitative data.

In addition, the quality plan follows the framework of the project management plan: planning, monitoring and control, and evaluation. A checklist has been drawn up and largely corresponds to the quantitative criteria of the plan (see appendix).

A half-yearly report will be drawn up within each structure of the consortium and presented at the intermediate meeting and then at the final meeting. This will make it possible to see the difficulties encountered and the solutions or adaptations made to resolve them. It will also provide an opportunity to take stock of what is working well and should be retained.

Project monitoring and control

Monitoring and control are project management activities that are carried out throughout the implementation of the project. They involve collecting, measuring and evaluating metrics and trends that will enable process improvements to be made. This ongoing control gives us an overview of the project's progress and identifies areas that require particular attention.



These activities enable us to take stock of actual and forecast figures and, depending on the variances, to determine what corrective or preventive action needs to be taken. This may involve re-planning or simply monitoring the action plans as originally envisaged.

The aim of monitoring and control is to bring the project to a successful conclusion in all its aspects and to produce high-quality deliverables.

Administrative dimension

The project coordinator (USSAP) checks monthly that the GANTT schedule is being adhered to. If any discrepancies are noted, he contacts the partner in charge of the work package in which a discrepancy in one of the activities has been identified.

As indicated in the planning, the work packages were divided between the partners when the application form was drawn up.

The status of work package leader means that the partner is responsible for monitoring his activity with the other partners. He ensures that all the tasks are carried out correctly (i.e. in compliance with the criteria defined at the start of the project) and within the allotted time.

It supports the partner in difficulty and issues reminders in the event of discrepancies between the forecast and the progress of the project. He can organise bilateral meetings to clarify misunderstood points or readjust working and cooperation arrangements with the partner. All the partners help each other to ensure that the results of the work package are produced with the expected quality and on time.



Financial dimension

The breakdown of the budget by partner and by work package was established at the time of the application. USSAP is responsible for the financial management of the project, monitoring expenditure and checking its "validity", i.e. that it complies with the legal framework of the Erasmus + programme rules.

USSAP carries out the financial transfers in accordance with the schedule and obligations set out in the partnership contract between the coordinator and the partner. To monitor expenditure throughout the project, every six months USSAP collects the amounts of expenditure (per work package) submitted by the partners. It enters the amounts in the financial dashboard (excel file below).



BUDGET SUMMARY												
ORGANIZATION	WP1 Project management		WP2 Communication and dissemination		WP3 Field surveys		WP4 Training programme for the MOOC		WP5 Online learning platform for the MOOC		TOTAL PROJECT	
	PROVISIONAL BUDGET	BUDGET ACHIEVED	PROVISIONAL BUDGET	BUDGET ACHIEVED	PROVISIONAL BUDGET	BUDGET ACHIEVED	PROVISIONAL BUDGET	BUDGET ACHIEVED	PROVISIONAL BUDGET	BUDGET ACHIEVED	PROVISIONAL BUDGET	BUDGET ACHIEVED
USSAP											19 500,00	0,00
AUX COULEURS DU DEBA											22 500,00	0,00
STANDO LTD											18 000,00	0,00
TOTAL	0,00 0,00%	0,00 0,00%	0,00 0,00%	0,00 0,00%	0,00 0,00%	0,00 0,00%	0,00 0,00%	0,00 0,00%	0,00 0,00%	0,00 0,00%	60 000,00 € 100,00%	0,00 € 0,00%



This project does not require copies of invoices. As a result, each partner must complete the amounts of its expenditure for each lot, and every six months, using the model below.

The final payment will depend on the expenditure incurred and validated by the French Erasmus+ Youth and Sport Agency after evaluation of the final reports (educational and financial).



Project management - Summary of half-yearly expenditure

Name of organisation: Country :

Dates: 01/02/2024 - 31/07/2024

Note: In the context of this Erasmus+ project, our project management costs consist of purchases directly linked to the implementation of activities and our operating costs.

AMOUNT	FEBRUARY 2024	MARCH 2024	APRIL 2024	MAY 2024	JUNE 2024	JULY 2024
WP1	€					
WP2	€					
WP3	€					
WP4						
WP5						
TOTAL	€					

I hereby certify that the information contained in this summary of our expenditure is accurate and consistent with our accounts.

Surname, first name and signature of legal representative and stamp

Done in :

Date :





Dimension linked to cooperation between partners

As coordinator, USSAP is responsible for ensuring good cooperation between the partners. It fosters a culture of collaboration, clear communication and accountability.

This is based on a code of conduct drawn up at the start of the project and included in article 6 of the partnership contract:

Ethics and values

The coordinator and all the partners undertake to carry out the project in compliance with the highest ethical standards and the applicable European, international and national legislation on ethical principles.

The coordinator and all the partners undertake to strongly defend the fundamental values of the European Union and those derived from international treaties and agreements on the rights of individuals, regardless of their origin, gender, religion, status or any other consideration (such as respect for human dignity, freedom, democracy, equality, the rule of law and human rights, including the rights of minorities).

Confidentiality

The coordinator and the partner will ensure that personal data is :

- processed lawfully, fairly and transparently in relation to the data subjects*
- adequate, relevant and limited to what is necessary for the purposes for which they are processed*
- accurate and, if necessary, kept up to date - kept for no longer than is necessary for the purposes for which they are processed*
- processed in such a way as to guarantee appropriate data security.*

The coordinator and all the partners will inform the people whose data is used. They will be sent the DIVINEF project's confidentiality policy.

Finally, this data will only be accessible to staff and volunteers of partner organisations if this is necessary for the performance of our administrative obligations and only if these staff are subject to an obligation of confidentiality.



Lastly, USSAP ensures that all partners work towards achieving quality results. To do this, it facilitates the sharing of documents and resources by creating a drive accessible to all. It ensures that all documents to be shared are posted online.

In agreement with the partners, all email communications are shared with all consortium members on the mailing list, which was finalised at the first meeting.

Communication dimension

This is monitored by USSAP. All of the measures put in place and the evaluations envisaged are included in the deliverable entitled "Communication Plan", which is available on the project drive.

Risk dimension

Risks are monitored and controlled by the project coordinator, USSAP. It ensures that any problems encountered are dealt with as recommended in the management plan drawn up with all the partners. It anticipates risks by updating the reference table. Finally, it listens to the difficulties encountered by the partners and, if necessary, informs the French Erasmus+ Youth and Sport Agency's referent of these difficulties in order to obtain answers or solutions.

Project quality control dimension

The coordinator is responsible for monitoring and controlling the quality of project management. It ensures that each partner has a "quality control" referent and that each leader carries out the activities and tasks assigned to his or her work package under the conditions laid down.



It collects the expected half-yearly assessments as well as the summaries produced by each partner.

It will produce a summary report and present it at the project's mid-term evaluation meeting.

Monitoring and control also take into account the impact of the project within each organisation, on the work of employees and volunteers, the difficulties, problems and conflicts that the project may generate, etc. The impact assessment grid is presented in the next chapter.

EVALUATION OF THE PROJECT

The overall evaluation of the project will take place in the last month of the project, when all the planned activities will have been carried out. It will be carried out in different ways depending on the stakeholders involved:

With the participants: an in-house meeting at each facility. Individual written evaluation designed with the participants and taking into account all the stages of the project. This choice was made because this type of evaluation is more personalised and some participants are more comfortable with it than with oral evaluation. At the same time, an oral evaluation will take place, covering the main points of the written evaluation.

It will give everyone a chance to hear the feedback and experiences of others. It will also be an opportunity to discuss points that need to be corrected or improved...



-With the local players (the stakeholders), the evaluation will be carried out in two stages.

-The first will be an individual interview with each structure in order to have a detailed evaluation specific to the partner structure. The framework of questions asked during the interview will be drawn up at the start of the project.

-The second evaluation will be a collective meeting with all the partners. This will enable everyone to share their experience and the conclusions they draw from it. In addition to the various general points that will be covered (e.g. preparation, reception, implementation....), those involved will be asked to answer the following questions:

- If we had to do it all over again, what would we keep? What do we change?
- Can this type of project be adapted to other audiences? on other themes? with which players? with which schemes and funding?

-With the partner organisations directly involved in the project, the evaluation will be carried out orally at the last meeting, which will take place remotely in the last month of the project. This will enable the project to be assessed, as evaluations will be carried out throughout the project as indicated below.

As with the other players, this will be an opportunity for us to take stock of the difficulties encountered and their management, the successes of the project and the ways in which the action and partnership can be continued through new Erasmus + projects, in particular cooperation partnerships and individual mobility (e.g. youth exchange, training course, observation period, etc.).



-Within each of our organisations. This internal evaluation will enable us to take stock of the experience and measure the impact of the project on employees, volunteers and the general public. It should be noted that the evaluation grids will be drawn up at the start of the project and will cover transnational meetings, learning activities abroad, activities carried out locally and the overall evaluation of the project.

Impact measurement plan

Our active participation in this project will enable our long-term development in the following ways:

- better knowledge and understanding of project management with a European dimension (better knowledge of legal frameworks, obligations, commitments, possible partnerships, feasible actions, etc.)
- a better command of the English language through its regular use
- Acquiring knowledge and skills related to inclusion in audio, video and text documents (FALC method). Developing this approach in our daily practices with both our employees and our volunteers.
- acquisition of knowledge and skills to develop e-learning
- development in digital creation via doodly video editing
- development in video editing on smartphones and correction on software such as shotcut
- broadening the profile of the public served by our facilities
- developing local partnerships by involving players who are not our main partners (depending on the structure: academics, institutions, associations working with migrants and refugees, etc)
- improving our teaching tools by integrating this MOOC into our individual and group courses. It can be used in full or in part depending on our needs.



Our methodology for measuring impact involves 4 stages:

1. The list of expected impacts for each stakeholder listed
2. Setting up a timetable for assessing the expected impact
3. The definition of variance measurement methods (e.g. year N and situation at year N+1 and N+2).
4. The choice of measurement tools (direct/indirect - individual/collective)

To carry out this work, we need to organise the data collection, i.e. to know what resources (human, material, etc.) are needed to measure what we want to highlight and what methods will facilitate the task.

We will therefore draw up an Excel document to formalise and process this information:

- Who (among the stakeholders)?
- What (the expected impact, what data do we want to collect)?
- When to evaluate (at start-up, N+1? N+2)?
- What type of gap measurement?
- What type of measurement tool (direct/indirect - individual/collective)? What indicators? And what method (interview, questionnaire, etc.)?
- What are the possible obstacles to gathering the expected information?

❖ **Impact on European partners :**

- Strengthening our ability to develop, maintain and consolidate European partnerships.
- The development of our networking skills.



- Developing our capacity to think and act, both at local and European level, on our work themes.
- The development and consolidation of our ability to mobilise local players on these issues. The satisfaction and recognition of having built learning activities with a European dimension, and which contribute to the valorisation of young NEETs.
- Consolidating our ability to defend ideas and values and to live up to them on a daily basis.

The impact of the project on the partners will be measured throughout the project. To do this, we will begin with a SWOT analysis within each structure.

This makes it possible to compare the positive and negative factors of the internal and external environment. Carrying out this analysis enables the partner's relationship with its context and environment to be assessed and helps to evaluate the socio-economic situation in relation to the project. Each partner will carry out 3 SWOT analyses, which will be presented at the transnational meetings: one at the beginning, one in the middle and one at the end of the project.

These analyses will not only enable the coordinator to adapt his management of the project (if necessary), but also to see whether the threats that were detected at the start of the project persist, whether new weaknesses are emerging or whether things are improving.

During the transnational meetings, the partners will share their impressions, fears and concerns.

Finally, a final questionnaire will be used to assess the impact of the project within each structure:

- >Has the project had the desired overall impact?
- >What impact has the project had on your own institution?





- >What were your expectations of the project?
- >To what extent have these objectives been achieved?
- >What impact has the project had beyond your organisation and at what territorial level?
- >What problems have you encountered in implementing the project's objectives?
- >Are you planning any new projects involving European partners?
- >How do you plan to use the project's educational approach in other local, national or European projects?

❖ **Impact on participants :**

In our project, we have two participant profiles:

-NEETs, people with disabilities, migrants and refugees (they provide content based on their experience and participate in the design and production of the MOOC).

-Professionals and volunteers in education and outreach (future learners and users of the MOOC)

-Awareness and affirmation of their status as European citizens

- improve their public speaking skills

Improve their level of knowledge, reflection and argumentation on the project themes (e.g. inclusion but also e-learning, graphic design, interview techniques, video editing, etc.).

-Developing their ability to participate in the construction of a MOOC (as a designer and creator of content)

-Strengthening their ability to defend ideas and values and to live up to them on a daily basis.

Increased cross-disciplinary skills and better social and professional integration.





❖ **Impact on local partners (stakeholders)**

Here we refer to :

- professionals, experts, academics, etc., who will be consulted both for the questionnaires and for the creation of content
- private and public partners who provide help and support for the project.
- Confirmation of their ability to contribute to the creation of content dedicated to inclusion.
- Confirmation of the recognition of the quality of their actions and thinking.
- Developing knowledge of their structures/work at European level.
- Improving their ability to work with NEETs, people with disabilities and migrants/refugees, who are not their priority audience (e.g. the interviews for the questionnaires will be carried out by these audiences in the same way as the interviews for the creation of content).
- Improving their ability to act as partners in projects that do not fall directly within their structure.
- Gaining new experience with a focus on Europe.

❖ **Impacts on indirect target groups:** (e.g. general public, institutional stakeholders....).

The impact on our external target groups is ultimately the least obvious to assess. By definition, they are outside the project, so it's less easy for us to gather information.

We will therefore focus on our communication plan and dissemination events to measure the impact of our project on external target groups.

The impact evaluation will be based on the communication evaluation.



In order to measure the impact of our events more accurately, we will be sending out an online questionnaire containing questions designed to obtain basic information about the participants (to assess who we were able to reach), as well as their opinion of the quality of the event (content, organisation) and the usefulness of the material presented.

The impact of dissemination will be increased by the translations made of the resource created. It will be available in Greek, English and French. To conclude, we should also point out that we will be producing a final report which will be presented and shared with all the local partners (whether directly involved or not). This sharing will take place at events to present the project and its results, as well as circulating the report by email (within our national and European networks).



CLOSING THE PROJECT

Project closure is the phase in which the project is completed, the objectives achieved and the deliverables produced.

It takes the form of various actions:

- Finalise all activities to officially close the project.
- Discuss the overall project experience and lessons learned with the project team.
- Administrative closure of the project and archiving of all project documents.

The activities required for the administrative closure of the project include the following:

- ◆ Disseminating results to share knowledge
- ◆ Analyse the various impact assessments and measurements carried out with the various stakeholders listed above,
- ◆ Check that all the compulsory documents have been sent by the partners (see table of administrative obligations)
- ◆ Produce final reports

The actions required to meet the project completion criteria are as follows:

- Ensure that all documents are up to date and that all outstanding issues have been resolved
- Ensure that all deliverables have been completed and delivered
- Publish the results and submit the final report on the dedicated European platform
- Ensure that all project costs are invoiced



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Appendix: quality control plan assessment grid

Appendix : quality control plan assessment grid





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To complete this questionnaire, mark each line 1 to 5, where
1 means "not at all" and 5 means "yes, totally".

QUALITATIVE ASSESSMENT OF THE QUALITY CONTROL PLAN						
ACTIVITIES	QUESTIONS	1 	2 	3 	4 	5 
Administrative management	Has the partner made any comments or corrections to the content of the partnership contract?					
	Does the partnership contract take account of the partner's comments or corrections?					
	Was the division of labour reasonable and appropriate?					
	Was the time allocated to guarantee the results of the work packages sufficient?					
	Have all the activities been appropriately designed to achieve the objectives?					
	Are there any objectives that have not been achieved?					





	If so, what objectives have not been achieved?					
	-					
	-					
	Are the activities and results in line with the objectives?					
	Are you satisfied with the quality of the project's activities and results?					
Financial management	Has an expenditure tracking table been drawn up?					
	Is the expense tracking table clear and easy to complete?					
	Were the payment amounts and dates respected?					
Cooperation management	Were relations between the partners good?					
	Have work organisation procedures been established?					
	Were the partners involved in the decision-making process?					
	Were the partners able to put forward proposals?					





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	How do you find the response time to your e-mails?					
The google drive	Does access to the reader work?					
	Is the content of the disc clearly and legibly classified?					
	Is the content easily accessible in different languages?					
	Are the imported file formats practical and accessible?					
Communication management	Was the working language a problem?					
	Were translations into the national language necessary?					
	Has the meeting schedule been adjusted to meet requirements?					
	Is there an agenda for meetings?					
	Were the partners involved in drawing up the agendas?					
	Did the meetings respect the agendas?					
	Were the objectives of the meetings achieved?					
	Did all the partners take part in the discussions at the meetings?					





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	Were communications clear and understandable for everyone?					
	Were the meetings long enough?					
	Were minutes of each meeting sent out?					
	Were the partners able to comment on the minutes?					
	Have these comments been incorporated into the final reports?					
	If necessary, were additional meetings held?					
	Have there been any bilateral meetings to discuss specific issues?					
	Have bilateral meetings improved the quality of the project?					
Local partnerships	Were communications with local partners satisfactory?					
	What new links have you established with public/private players (institutions, associations/clubs, companies) and at what level (local, departmental, regional, national, European, international)? - - -					





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The events	Has the schedule of local events been respected?					
	If this is the case, specify the changes that have taken place in the setting up of the events: - - -					
	Have satisfaction surveys for events been drawn up with partners?					
	Have the results of the surveys been analysed to improve the quality of events?					
Social networks and European platforms	Have the articles for European platforms been reviewed with the partners?					
	Do you like the design of the posts?					
	Is the content of the messages consistent with the objectives?					
	Is the content of the messages understandable?					
	Is the content of the messages translated into the languages of the project?					





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	Does the frequency of postings correspond to the objectives?					
	Is the publication of posts shared between partners?					
	Do the web links in the messages work?					
	Are the photos displayed inclusive (showing a variety of people, including women, people with disabilities and people from different ethnic backgrounds)?					
	Does the content displayed comply with accessibility standards for easy understanding?					
	How can the quality of communication in general and/or one of the above points be improved? - -					
Risk management	Has the risk management plan been drawn up with all the partners?					
	Did any unlisted risks/problems arise during the project?					
	What problems, if any, did you encounter in achieving the results? Problems may relate to project management, setting up local activities (field surveys, testing the platform, writing in FALC.....) and events, communication (posts on social networks, relations with					





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	partners, the erasmus+ agency, etc.), six-monthly evaluations, expenses (expensive travel expenses....).....					
	-					
	-					
	-					
	What solutions have you found to solve the problem(s)?					
	-					
	-					
	-					
	Depending on the needs, have the partners' experiences helped to find solutions?					
	Has a reasonable amount of time been allowed to adapt to any changes?					
Quality management	Was the overall management of the project effective?					
	Have the quarterly evaluations been carried out by each partner?					





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	Have these assessments led to adjustments to the project and its implementation?					
	Have these assessments been shared at a meeting between all the partners?					
	Was the management of each work package by its leader effective?					
	Have you undertaken all the activities as planned in the programme for each work package?					
	Have the results of each work package been achieved?					
	Do the results achieved in each work package correspond to the results planned at the outset?					
	Are you satisfied with the quality of your activities or your results?					
	What do you think is the strongest point of this project? -					





	What are the project's weaknesses? - -
	What activities were not successful? - -
	List at least two successful project activities. - -
	In order to improve the quality of the evaluation, we will also evaluate the questionnaires developed using the following questions, which will be inserted at the end of each questionnaire. • What is the purpose of this questionnaire? • How would you rate its structure (by theme/by type of question/by type of answer, etc.)? • How can this questionnaire be improved?