

Erasmus+ Capacity Building in Higher Education T@SK project

Towards increased awareness, responsibility and shared quality in social work

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Grant Agreement: 2017 – 2881 / 001 - 001

WP 3.1

Quality Assessment Overview of the monitoring actions and results



Track of changes

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PROJECT DOCUMENTATION SHEET

Project Acronym	T@sk
Project Full Title	Towards increased Awareness, Responsibility and shared Quality in Social Work
Grant Agreement	Grant Agreement: 2017 – 2881 / 001 - 001
Funding Scheme	Key Action 2 -Capacity building in the field of higher education
Duration	36 Months + 2
Coordination	P1. University of Florence
Consortium partners	P2. Universidad Complutense De Madrid P3. Instituto Universitario De Lisboa/Iscte-Iul P4. Universiteti I Tiranes/Ut P5. Universiteti Shkodres Luigj Gurakuqi/University of Shkodra P6. Universitet Aleksander Xhuvani Elbasan/University of Elbasan P7.Ordine Assistenti Sociali Della Regione Toscana/Oas
Associated partners	<ol style="list-style-type: none"> 1. Municipality of Shkodra - Shkoder (AL) 2. The Door - Shkoder (AL) 3. Casa Pia De Lisboa - Lisbon (PT) 4. Santa Casa Da Misericordia De Lisboa - Lisbon (PT) 5. National Association of Education For Life (Shoqata Kombetare Edukim Per Jeten) - Tirane (AL) 6. Refraction Association (Shoqata Perthyerje) - Tirane (AL) 7. Mary Ward Loreto Foundation – Tirana (AL) 8. Vircamp - Madrid (ES) 9. Colegio Oficial De Trabajo Social De Madrid - Madrid (ES) 10. Ministry OF Justice. Department of Juvenile Justice And Community. Interdistrict Department External Criminal Execution - Italy (IT) 11. Comune Di Firenze (Florence Municipality – Social Service Direction) - Florence (IT) 12. Foro Tecnico De Formacion (Technical Forum of Education) - Madrid (ES) 13. Municipality Of Elbasan - Elbasan (AL) 14. Conferencia De Decanos, Decanas, Directores Y Directoras De Trabajo Social De La Universidad Española - Madrid (ES) 15. Consejo General Trabajo Social - Madrid (ES) 16. European Association School Of Social Work - Maastricht (NL)
Website	https://www.taskproject.eu/

Introduction

The present Quality Assessment Report – *Overview of the monitoring actions and results* – aims to provide an overview of the level of satisfaction of the partners of the T@sk Project during the activities of the 3 years. The document is in direct connection with the general “Quality Plan”, already submitted with the Technical Implementation Report and available on the T@sk Project Website [<https://www.taskproject.eu/wp-3-quality/>]

In particular, it makes direct reference to Section 2 *Main instruments for quality check*.

The document provides an in-depth quantitative analysis of the results of the surveys submitted to the partners of the Consortium on the occasion of:

- i) **all training sessions** organized by the T@sk Project (3 training sessions organized in Tirana, Shkoder and Elbasan on the principles of Social Work and ICT and Social Work; plus 3 Consolidation Trainings organized in Florence, Lisbon and Madrid on the Best Practices in Social Work and their replicability in the Albanian context;
- ii) the mid-term evaluation of the project in terms of **management aspects**;
- iii) the final evaluation of the project in terms of **scientific outcomes**.

The report reflects the basic four steps of any Quality Plan – *Plan, Do, Check, and Act* – and focuses on the specific action *Check*.

The constant check of the level of satisfaction of the participants in the training sessions has allowed to monitor the expectations of the partner country’s members, as well as the planning activities of the programme partners, and to create a friendly environment for communication, amendments to the scheduled activities and respect of the suggestions.

The mid-term assessment of the management of the project was organized to understand whether a Consortium that had never cooperated before was operating in the respect of all partners’ expectations, and if the fulfillment of duties by the leading institution and the partners was being respected.

The final assessment of the scientific outcomes of the project represents the overall evaluation of the general outcomes of the T@sk Project in terms of impact at the academic level.

1. Midterm Management Evaluation of the Project

The questionnaire on the evaluation of the management of the T@sk project was addressed, at the end of the first year of activities, to all the academic and technical staff which made part of the consortium; the total number of persons in this group was 42; 32 answered the questionnaire. All the items received mean scores clearly above the sufficiency threshold of the scale (6,0).

The items asked to evaluate a series of aspects of the functioning of the project: management provided by the coordinator and by the coordinating university's offices; organizational coherence of the project; quality of the communication and the division of labor among the participants, timeliness of the activities and capacity of the team to tackle unexpected/ unwanted events and circumstances, etc.: tab. 1 shows all these items in descending order by mean score.

In table 1.1, we divided the ordered items into three classes on the basis of their mean scores: 10 to 8,9 (green): minor than 8,9 to 8,7 (yellow); minor than 8,7 (red).

Tab.1.1 Items ordered from higher to lower mean

	MEAN
14. How do you evaluate the management of the project?	9,00
1. To what extent are the main objectives of the project clearly defined?	8,94
15. How do you evaluate the administrative support given by the University of Florence?	8,91
16. Rate your level of general satisfaction with the whole of the T@sk project activity thus far	8,91
3. To what extent are the activities performed thus far coherent with the aims of the project?	8,77
2. To what extent are the beneficiaries of the project clearly individuated?	8,77
12. How do you evaluate, on the whole, the quality of the communication (in terms of clarity, timeliness, flexibility) among the members of the project?	8,75
5. To what extent are the activities performed thus far adequate to attain the main objectives of the project?	8,74
8. How do you evaluate the staff's capacity to adjust the activities to unexpected circumstances?	8,74
6. How do you evaluate the composition of the partnership in terms of cooperation?	8,71
11. How do you evaluate the capacity of the group to handle and solve problems emerged during the project activities?	8,69
13. How do you evaluate, on the whole, the quality of the communication of the T@sk activities and results towards the main stakeholders of the project and the general public?	8,63
10. To what extent are the roles of the institutions involved in the project clearly defined?	8,59
4. To what extent are the activities performed thus far coherent with the time-table of the project?	8,55
9. How do you evaluate the staff's capacity to take decisions that change what stated in the initial project?	8,55
7. To what extent is the amount of labor and responsibilities fairly and effectively distributed among the partners of the project?	8,23

Then, by an interpretive analysis, we have looked for a common semantic component within each of the three ranked groups of items in table 1.2 and noted that:

Tab. 1.2 Answers to open questions on project management

All in all, it is a very well coordinated project and the PM does an excellent job. She is overburden and i suggest a better balance within the partnership in order to avoid excessive administrative burden.
Best project, best team we have ever worked.
Everything is goeing very well. Good work!
For me it is a very enriching experience in which I can contribute my knowledge and receive many contributions from all partners.
I am very satisfied for the productivity of this project.
I think that the project started slow and with big difficulties, mainly due to the albanian situation. Added to the period that the project was officially started but no founding and/or confirmation received. Both things are a problem that delay some things, but so far the consortium is doing their best to reach the goals taking all that in consideration. It took a little bit of time to gain speed, but in my opinion the relation and products are improving with time and the efforts of all partners. In this sense I'm pretty confident that this project is going to end way too better than started. I think that if weren;t for the delays that can be attributed to EU bureaucracy this project will be a 10 in all aspects. I think we are trully improving and working WITH albanian partners more and more horizontally and with this project the albanian universities are going to be better (and so the rest, but this is not the point). Finally, prof. Bulli is doing a remarkable job!
I think that the quality of the project is very well.
The project is extremely useful and have significantly increased the opportunity to better develop and integrate the Albania curricula with best practices.
I think that for the next future, when we are not going to have the chance of personally meeting every two months, we should establish more precise procedures to evaluate the degree of development within each WP.
it is a great team that is doing a great path. However, our professional cultures are very different. Therefore, my two 8 digits results from the observation that sometimes it is difficult to respect all deadlines. This is a kind invitation to all of us to make a small improvement in terms of speed of response to various(planned and not planned) project's needs.
There is a good relationship between partners. I think that the albanian partner could be more participative in the issues treated by the european partner. I apreciated a lot the active participation of the albanian students.
A clearer discussion with the Albanian partners
Be focused on the objectives of the project. Greater communication between the different committees created. Greater clarification of the responsibilities of each partner, although they are in the WP, sometimes goes unnoticed. Greater voice and leading role for the Albanian partners, who will ultimately be the beneficiaries of the project.
develop a more supportive attitude toward Albanian partners
have more exchanges with social workers who work in services and learn more about the organization of internships
I wish a constant effort in the dissemination of our results through a wide participation in conferences and workshops where we can introduce the experience of T@sk
In my opinion the project has to improve in the domain of knowledge transfer between the University and social organizations or between training and the profession the project has to deepen tasks and activities at this level. In the coming months it is important that Albanian partners have greater participation in the scope of the project objectives not from the perspective of Justify, or to defend themselves in the perspective of construction since the basis of the project is based on the co-construction of a product in Social Work.
information with more advance
It would be useful to receive more information about the production of the deliverables by all partners during their writing.
Maybe more agile processes
More cooperation in research study between the universities!
Probably we can improve the communication between the partners during the project - some more staff meetings , that could improve the performance of each partner
Regarding the Albanian partners, to be more collaborative and not to change the planned activities based on the individual needs.
The deadlines for the activities to be clearer.

- the green group of items addresses general evaluations of the management and the general satisfaction for the project. The higher rated items thus refer to the more general evaluations (whose low rating would mean a global criticism /dissatisfaction with it), reflecting a general appreciation and commitment to both the project and the group;
- the yellow group of items appears to deal with the specific organization, division of responsibilities and communication practices that bind the members of the project: on these questions, somehow more critical attitudes emerge;
- all in all, the red group of items with the lower (better less high) mean ratings refer to the concrete processes of production, activities and achievements of the project. When confronted with what the project realizations, reason for criticism and dissatisfaction for the fairness, timeliness and quality of them come, though in a very diplomatical fashion, to the fore.

This pattern appears to match well enough with that of the free remarks 24 of our respondents wrote in answering a specific open question; remarks that we ordered in three groups (green: positive remarks; yellow: constructive criticisms; red: negative remarks, confrontational criticisms) and show in tab.2. All the green comments but one are very broad/generic appreciations; the yellow are intended to smooth down some specific organization and communication hurdles; through the red ones, finally, deeper conflicts and problems emerge: on the attitudes of the Albanian vs EU partners, on the actual realizations of the project, their timeliness and their (in)adequacy vis-a-vis its declared objectives.

2. Results of satisfaction questionnaires administered during the Third Consolidation Sessions WP 2.2 (online training) Madrid 2020

Due to COVID-19 restrictions, necessarily the Third Consolidation Training of the T@sk Project, was held online.

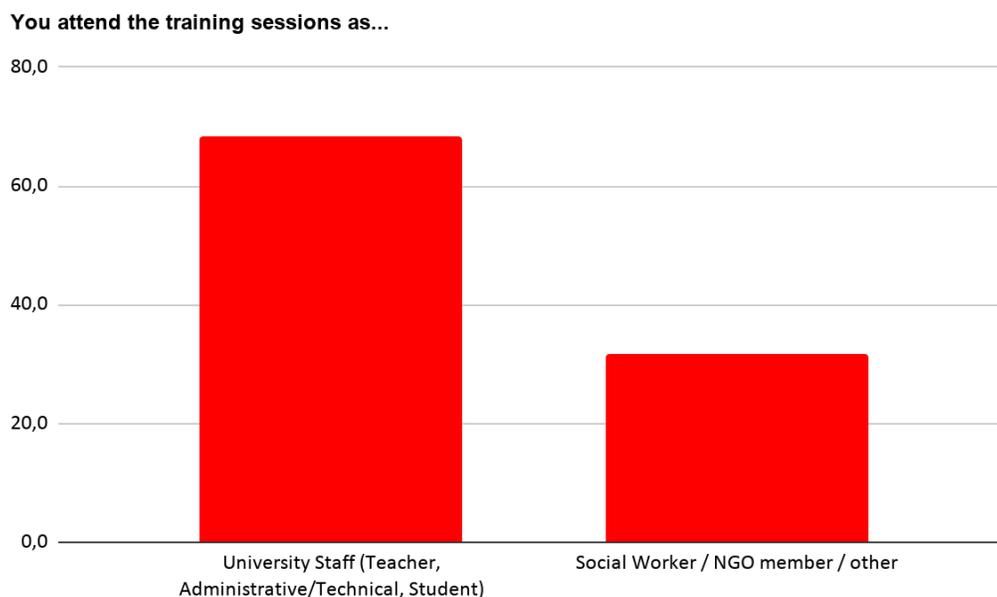
The Madrid training – part of the Work Package 2 Development and last appointment of the consolidation path on the Best Practices in Social Work and their replicability in the Albanian context – took place in 2020, between October 28th and November 2nd conducted by the UCM partners (P2) but enjoyed by attendees entirely online and having to give up field visits.

Similarly, the distribution of the questionnaires was conducted from remote. The subsequent elaboration was therefore made on the same platform where the survey was submitted.

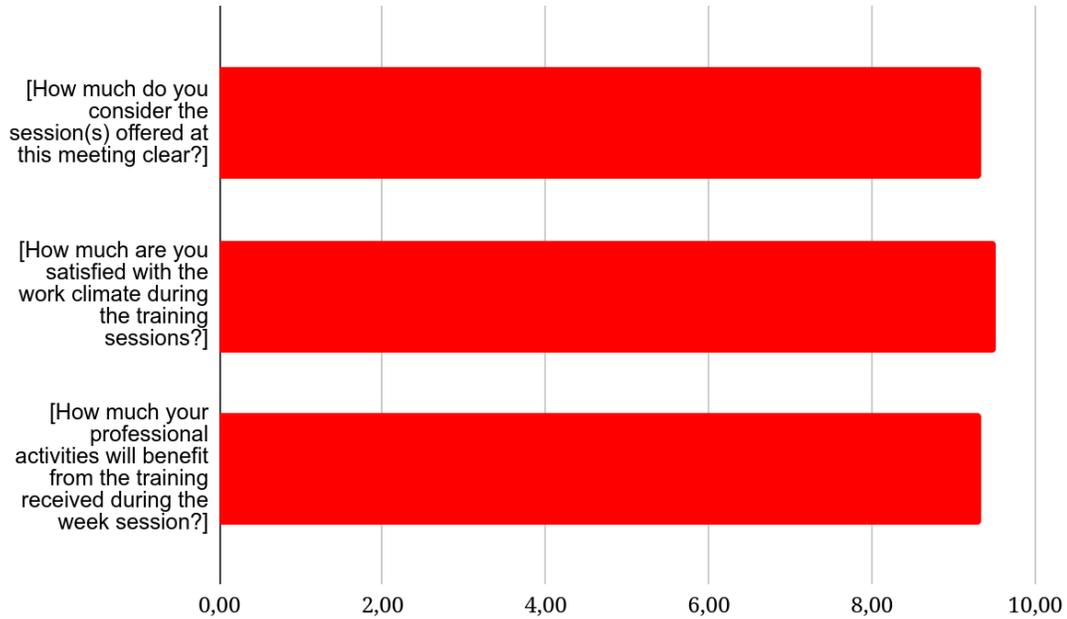
We present in paragraph 2.1 a brief summary of the Satisfaction Surveys submitted and in paragraph 2.2 the complete results of the training's evaluations.

2.1 Visualizing the main data

The T@sk project involves University staff and other stakeholders, so it's relevant to involve other participants. In this training a little more than 30% of the participants weren't from the University staff as the next figure (2.1) shows.

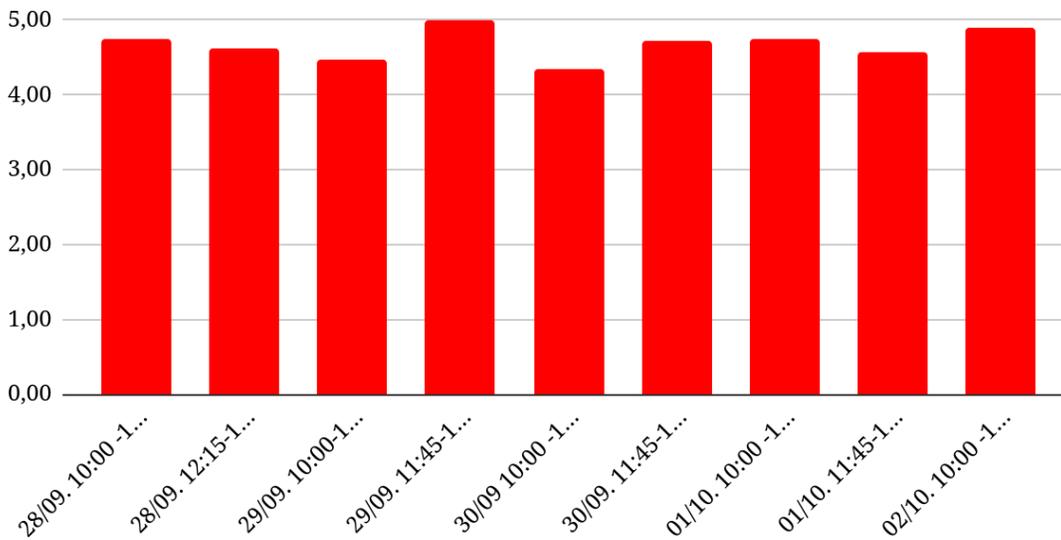


Also, it's fundamental to create a good atmosphere and offer relevant content for the Albanian partners. In this sense, the participants were satisfied with the sessions and found the contents adequate to their professional activities. The Figure 2.2 resumes three items on this regard.



Finally, all the sessions were highly rated from the participants (Fig. 2.3)

Please, rate all the session you attended from 1 (the lowest) to 5 (the highest)



2.2 List of all frequencies and tables

You are attending the training sessions as...

	Frequency	Percent
University Staff (Teacher, Administrative/Technical, Student)	28	68,3
Social Worker / NGO member / other	13	31,7
Total	41	100,0

Please, select your University

	Frequency	Percent
Universiteti i Tiranës	6	14,6
Universiteti i Elbasanit Aleksander Xhuvani	14	34,1
Universiteti i Shkodrës Luigi Gurakuqi	5	12,2
Universita di Firenze	3	7,3
Total	28	68,3
Missing	13	31,7
Total	41	100

What is your role in the University?

	Frequency	Percent
Teacher / Researcher	17	41,5
Administrative Staff / Technical Staff	3	7,3
Student	8	19,5
Total	28	68,3
Missing	13	31,7
Total	41	100

Are you an active member of the T@SK project?

	Frequency	Percent
Yes	34	82,9
No	7	17,1
Total	41	100

Please rate the following general aspects of the training (being 1 the lowest score and 5 the highest)

	N Valid	Mean
[Organization/Scheduling]	41	4,80
[Organization/Logistics]	41	4,88
[Organization/General appreciation]	41	4,80
[Contents/Debates & discussions]	41	4,76

Please, select all the sessions in which you participate

	N Responses	Percent of Cases
[28/09. 10:00 -12:00hs -Presentation of the training and Conference "Social Policy and Social Services development in the Spanish democracy" (Teachers-Students- Social Workers)]	37	90,2%
[28/09. 12:15-13:15hs - General doubts regarding LMS, Limesurvey and E-prints (Teachers- IT STAFF)]	16	39,0%
[29/09. 10:00-11:30hs - Brief guidelines for the transformation of rough material into online contents (Moodle) (Teachers- IT STAFF)]	23	56,1%
[29/09. 11:45-13:15hs - IT technical doubts and issues (LMS/Limesurvey/E-prints) (IT STAFF)]	16	39,0%
[30/09 10:00 -11:30hs - Brief guidelines for the transformation of rough material into online contents (I) (e-prints) (TEACHERS-IT STAFF)]	23	56,1%
[30/09. 11:45-13:15hs - SOCIAL INTERVENTION WITH WOMEN (Teachers-Students- Social Workers)] PI	32	78,0%
[01/10. 10:00 -11:30hs - "MINORS" (Teachers-Students- Social Workers)]	34	82,9%
[01/10. 11:45-13:15hs "FORENSIC SOCIAL WORK IN FAMILY COURT" (Teachers-Students- Social Workers)]	30	73,2%
[02/10. 10:00 -11:30hs "THE ROLE OF THE COUNCIL OF SOCIAL WORK: THE SPANISH CASE" (Teachers-Students- Social Workers)]	33	80,5%
[02/10. 11:45-13:15hs - EVALUATION MEETING AND FOLLOW UP]	10	24,4%

Please rate the following items from 1 (the lowest) to 10 (the highest)

	Valid N	Mean
[How much do you consider the session(s) offered at this meeting clear?]	41	9,34
[How much are you satisfied with the work climate during the training sessions?]	41	9,51
[How much your professional activities will benefit from the training received during the week session?]	41	9,34

Please, rate all the session you attended from 1 (the lowest) to 5 (the highest)

	N Valid	Mean
28/09. 10:00 -12:00hs -Presentation of the training and Conference "Social Policy and Social Services development in the Spanish democracy" (Teachers-Students- Social Workers)	37	4,76
28/09. 12:15-13:15hs - General doubts regarding LMS, Limesurvey and E-prints (Teachers- IT STAFF)	16	4,63
29/09. 10:00-11:30hs - Brief guidelines for the transformation of rough material into online contents (Moodle) (Teachers- IT STAFF)	23	4,48
29/09. 11:45-13:15hs - IT technical doubts and issues (LMS/Limesurvey/E-prints) (IT STAFF)	16	5,00

30/09 10:00 -11:30hs - Brief guidelines for the transformation of rough material into online contents (I) (e-prints) (TEACHERS-IT STAFF)	23	4,35
30/09. 11:45-13:15hs - SOCIAL INTERVENTION WITH WOMEN (Teachers-Students- Social Workers)	32	4,72
01/10. 10:00 -11:30hs - "MINORS" (Teachers-Students- Social Workers)	34	4,74
01/10. 11:45-13:15hs "FORENSIC SOCIAL WORK IN FAMILY COURT" (Teachers-Students- Social Workers)	30	4,57
02/10. 10:00 -11:30hs "THE ROLE OF THE COUNCIL OF SOCIAL WORK: THE SPANISH CASE" (Teachers-Students- Social Workers)	33	4,91
02/10. 11:45-13:15hs - EVALUATION MEETING AND FOLLOW UP	10	4,80

3. Trends in the results of satisfaction questionnaires administered at the T@sk Training Sessions and Consolidation Meetings

In order to correctly assess the trends in satisfaction scores on the time sequence of main training events of T@sk project (fig. 1-5) one must firstly take into account the structural differences among these events. The main difference is that among Training sessions (the first three events) and Consolidation sessions (the following three events): difference which can be also noted by the inspection of tab. 1.

Training sessions were scheduled in the Beneficiary country (i.e. Albania) and aimed to an attendance of both academic staff and social workers and social work students. Consolidation sessions were to happen in the EU countries and aimed to an attendance of selected academic staff. Consequently, the attendance in the first 3 events was supposed to be higher and more differentiated than the attendance of the last three events (see table 3.1). Within this framework we can see that the last event, Madrid 2020, is different from the other Consolidation sessions. In fact, due to the COVID Pandemics, the last Consolidation session was performed through online meetings, with the attendance staying in Albania, which favored a higher in number but less selected attendance than that the session was supposed to have. The much lower level of the mean percentage of individual participation in the Madrid 2020 session (see fig.3.1) is the key contextual element to be considered in evaluating other trends, which show a general growing tendency in evaluation scores.

Tab. 3.1 T@sk training events attendance

	Number of Participants	Academic staff (%)	SW/NGOS (%)	Other (students) (%)
Tirana Mar 18	23	87	13	0
Shkodar Oct 18	25	88	0	12
Elbasan Jan 19	50	54	18	28
Florence Jun 19	14	100	0	0
Lisbon Dec 19	12	100	0	0
Madrid Oct 20	41	68	32	0

Fig. 3.1

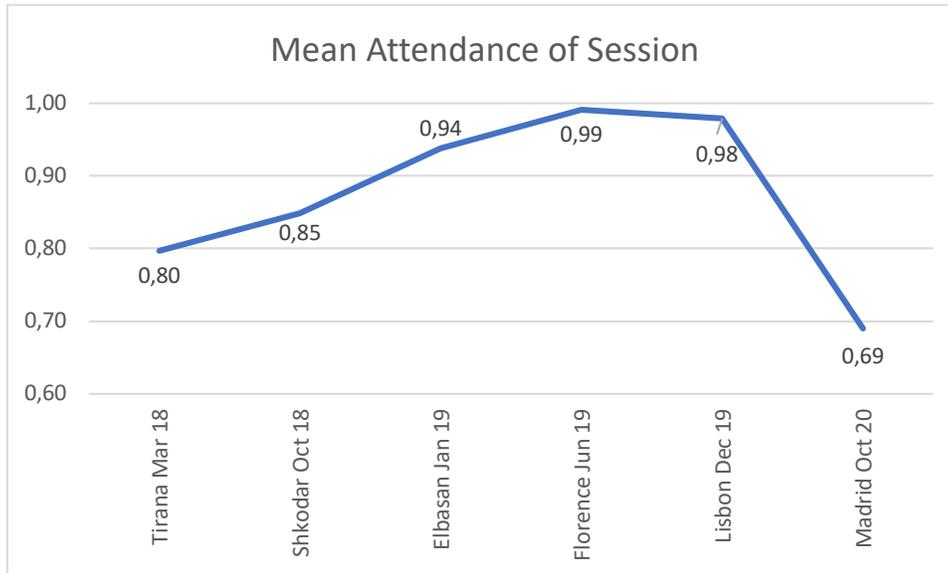


Fig. 3.2

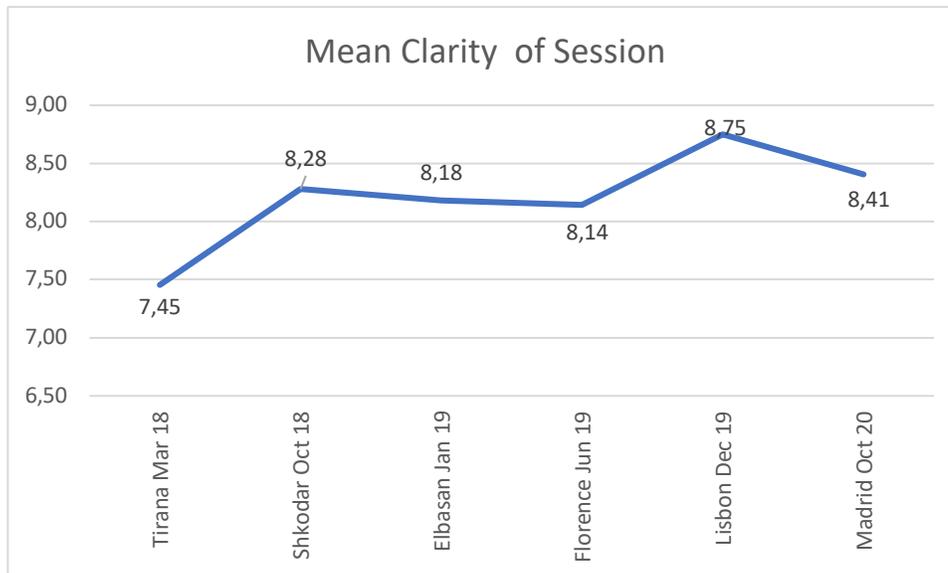


Fig. 3.3

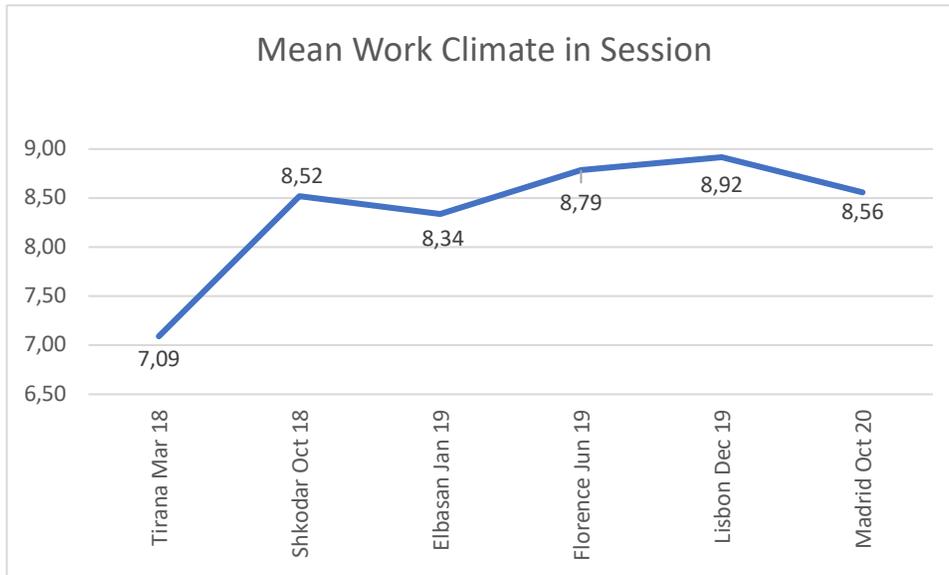


Fig. 3.4

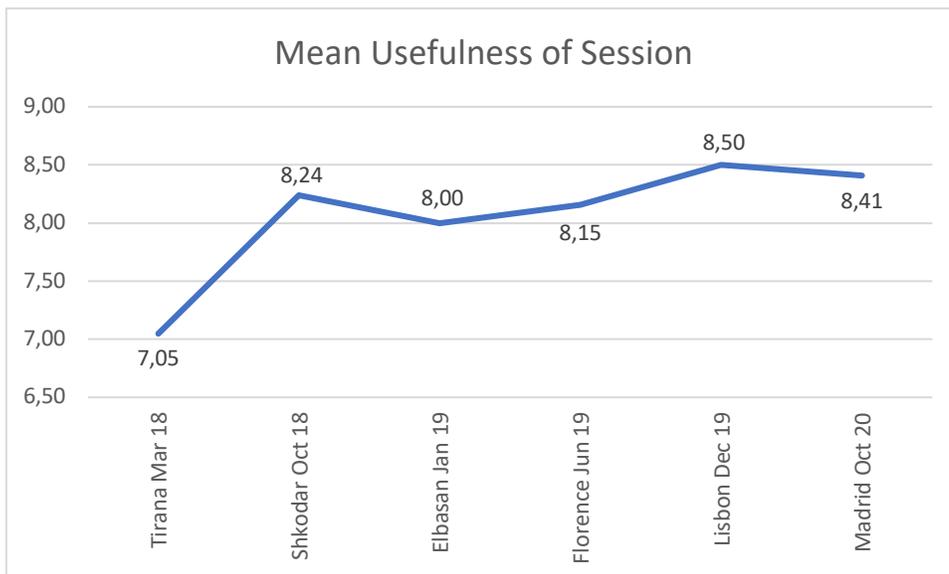
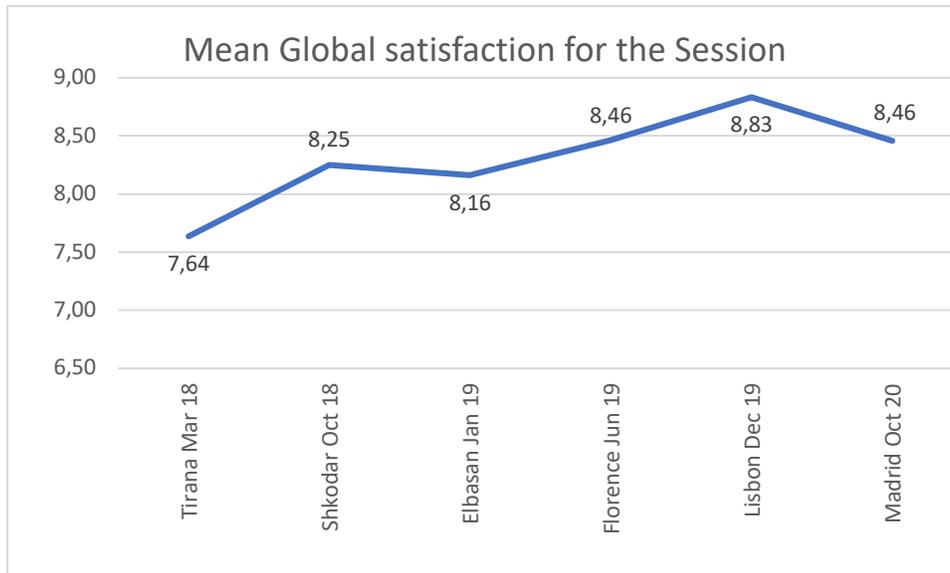


Fig. 3.5



4. Evaluations by staff members on the Scientific Impact of the T@sk Project

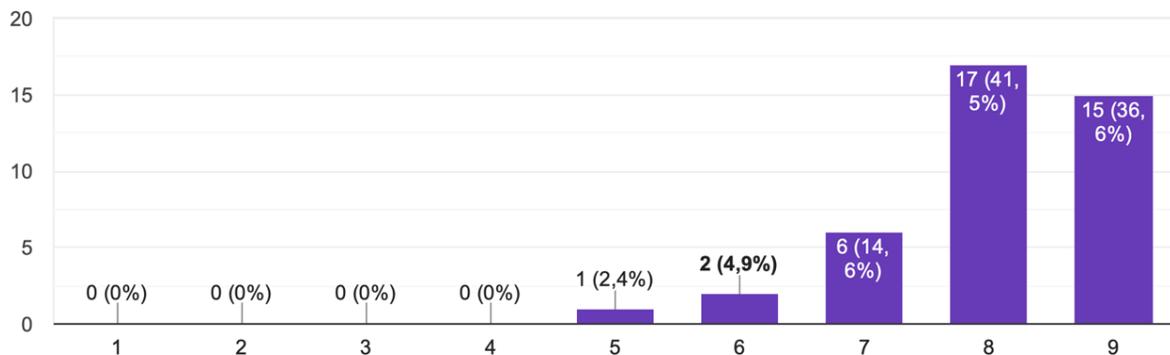
The questionnaire on the evaluation of the scientific impact of the T@sk Project was addressed to all the academic and technical staff which made part of the consortium; the total number of persons in this group was 42; 41 answered the questionnaire.

All the items received mean scores clearly above the sufficiency threshold of the scale (6,0). The mean scores were strongly negatively correlated with the standard deviations of the scores ($r = -0,92$), which means that the higher was the difference among the judgments of the participants on a question, the lower was the score collectively assigned.

The general scientific quality of the activities and products carried out within the project (fig. 4.1) was assigned a mean score of 8,0 out of 9.

1 How do you evaluate, on average, the scientific quality of all the activities and products carried out so far in the project?

41 risposte

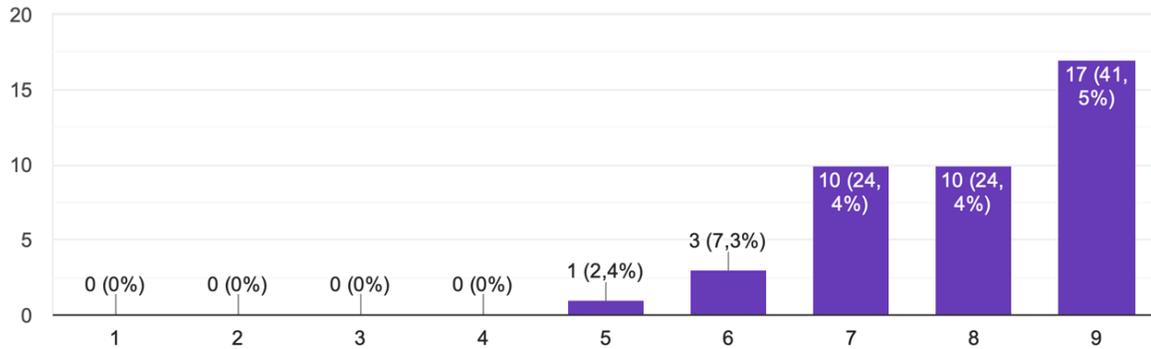


A group of items asked a specific score on the scientific quality of each of the issues that were discussed in the training sessions of the project, opening with the question *How do you evaluate the scientific quality of the activities carried out on each of the following themes?* (fig. 2-8): the higher mean score was reached by “Supervision in Social Work” (fig. 7, 8,2, which is also the higher mean score of all the questionnaire); the lowest was given to “Theoretical and Empirical Foundations of Social Work” (fig. 8, 7,8). “Assessment in Social Work” and “Organization of

“Social Services” received a mean score of 8; “Access to Social Services”, “E-Learning Pedagogy, Knowledge Management Systems”, “Deontology of Social Work” a mean score of 7,9.

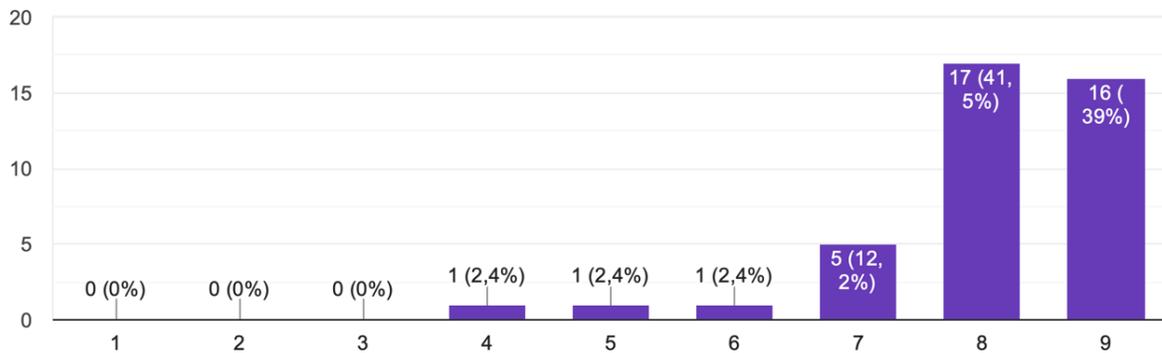
2 ACCESS TO SOCIAL SERVICES

41 risposte



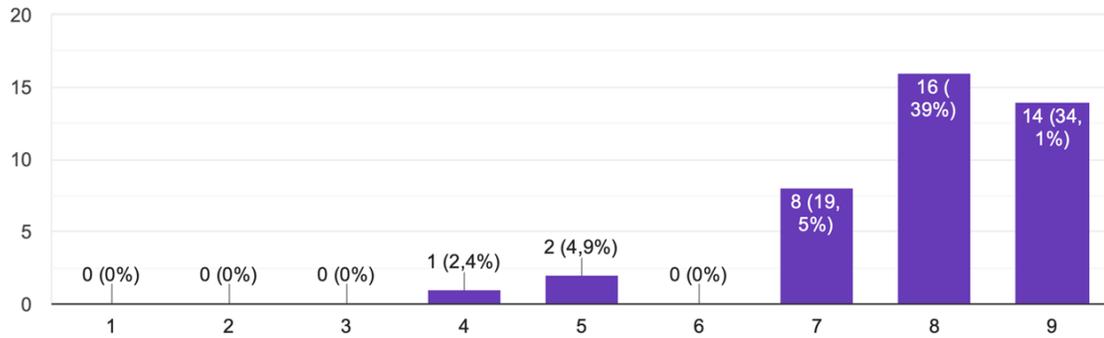
3 ASSESSMENT IN SOCIAL WORK

41 risposte



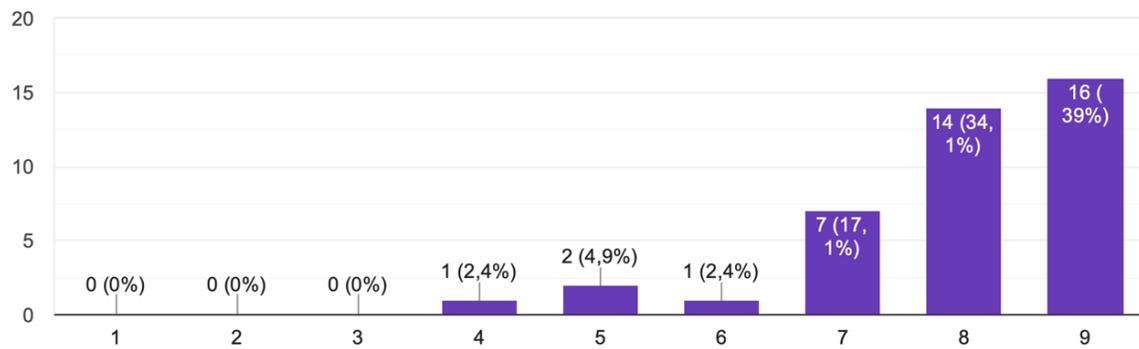
4 DEONTOLOGY OF SOCIAL WORK

41 risposte



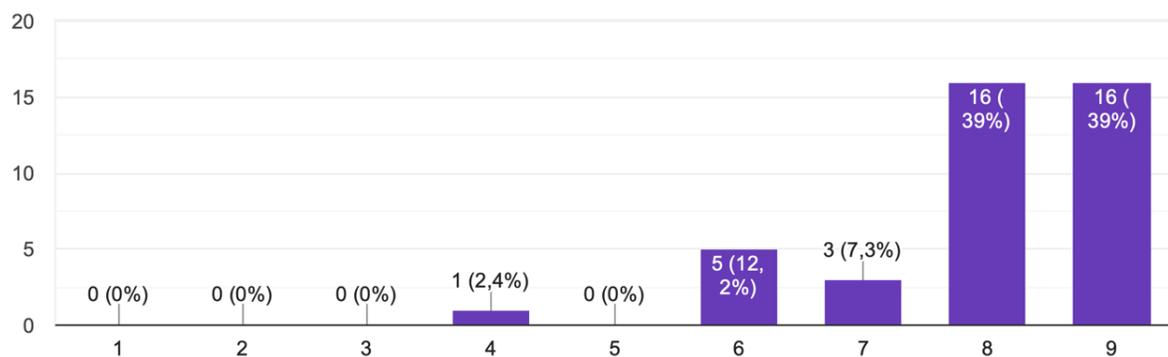
5 E-LEARNING PEDAGOGY, KNOWLEDGE MANAGEMENT SYSTEMS

41 risposte



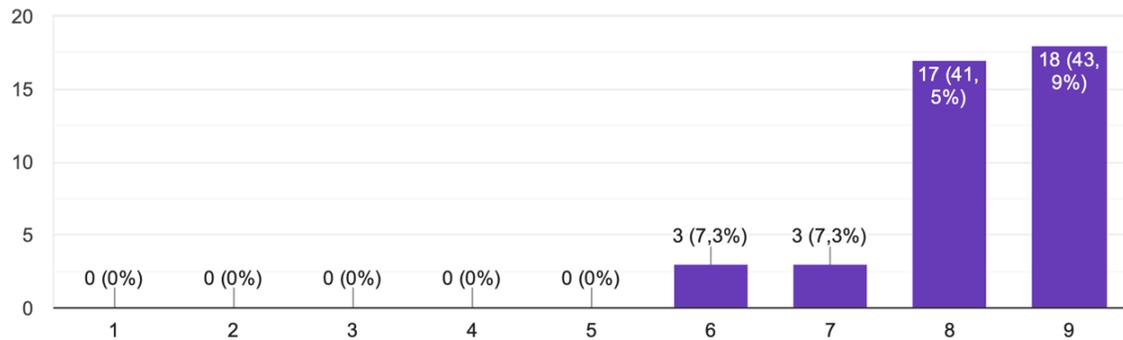
6 ORGANIZATION OF SOCIAL SERVICES

41 risposte



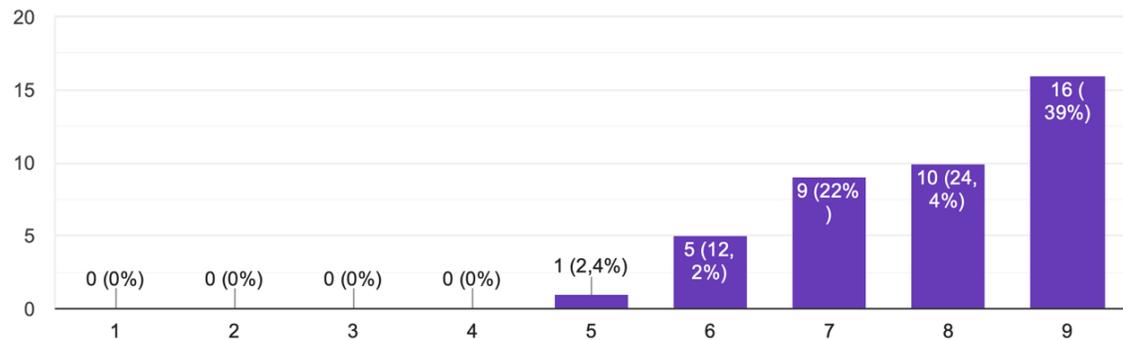
7 SUPERVISION IN SOCIAL WORK

41 risposte



8 THEORETICAL AND EMPIRICAL FOUNDATIONS OF SOCIAL WORK

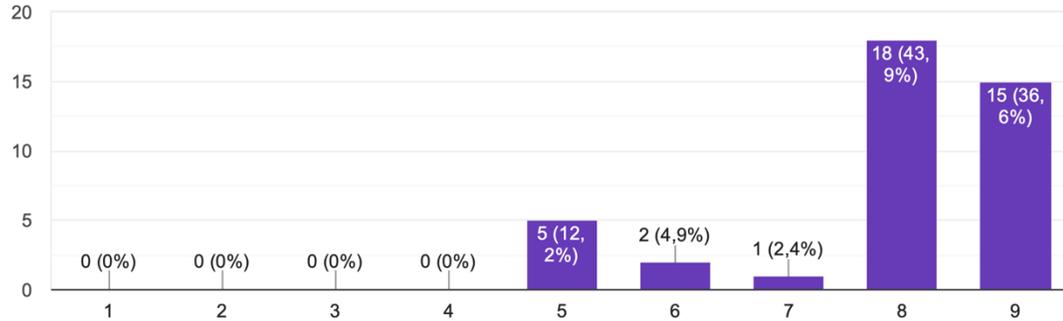
41 risposte



The items which aim to evaluate the impact of the project on the area of expertise of each participant (figg. 4.9, 4.10 and 4.12) received lower mean scores than those evaluating its general scientific adequacy and impact (figg. 4.11, 4.13 and 4.14): respectively 7,9, 7,7 (the lowest mean score of all the questionnaire) and 7, 8 *versus* 8,0, 8,0 and 8,1.

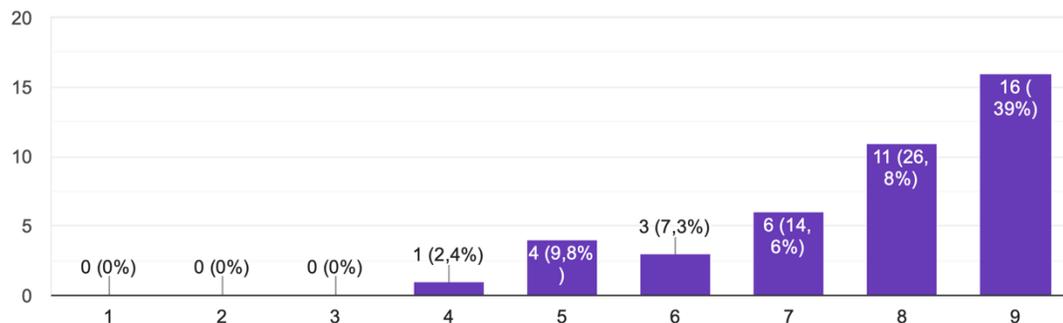
9 In what measure the participation to this project has brought you new insights and/or perspectives in your area of expertise?

41 risposte



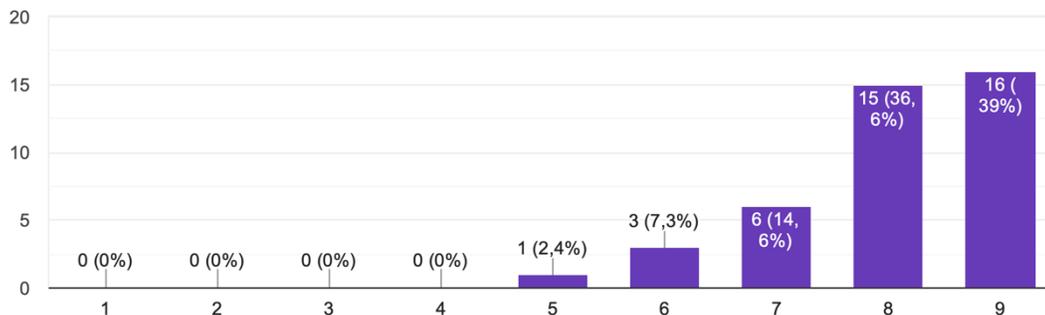
10 how do you evaluate the project as a basis for the production of scientific publications in your area of expertise?

41 risposte



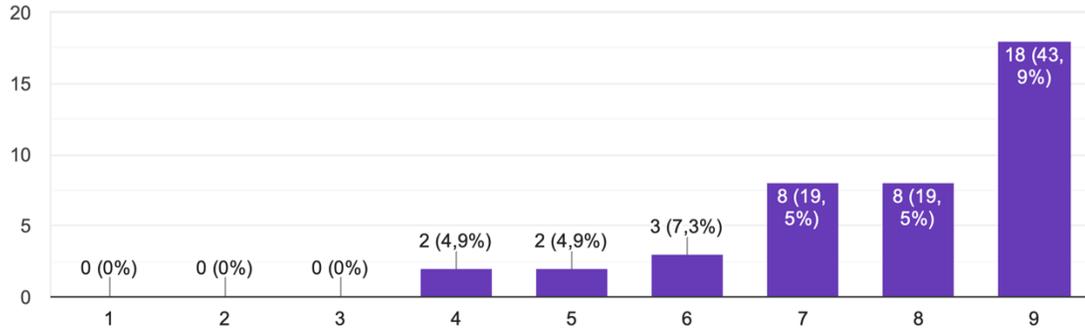
11 how do you evaluate the general scientific adequacy of the project as it was initially conceived and presented for funding?

41 risposte



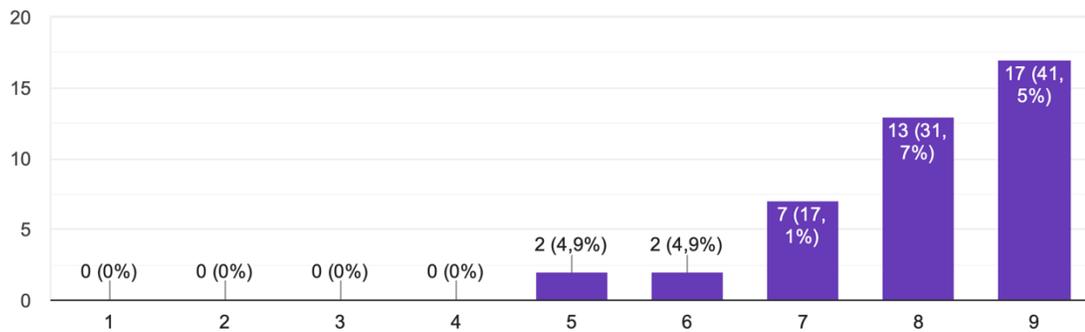
12 how do you consider the foreseeable scientific impact of this project within your area of expertise?

41 risposte



13 how do you consider the foreseeable general scientific impact of this project?

41 risposte



14 how do you evaluate the overall scientific adequacy of the project?

41 risposte

