



MicroCraft

Marketing for Micro-enterprises in
the Handicraft Sector

Evaluation Report

March 2014

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For the evaluation team:

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Introductory Remarks

The following description of the Evaluation Report's structure relating to the project "MicroCraft" serves the reader as a guide to the contents of the report.

Chapter 1 gives an overview of the project background and its objectives and introduces the project partners and describes their tasks.

Chapter 2 is concerned with the evaluation approach, indicates the goals and the benefit of the evaluation and describes the methodical approach of the data collection and evaluation processes.

The core piece of the report is chapter 3, comprising the results of the evaluation. As indicated in chapter 2, the sources of all descriptions are results of the documents' analysis as well as results of personal interviews. The evaluation refers to the description of the **results** of the project „MicroCraft“, grouped by **achievements** and **effects**. The reader first obtains an overview of achievements of the project especially in regard to how the achievements correspond with the objectives of the project. The innovative elements of the proposal as well as all activities defined in the project application are described. The description also integrates the basic parameters of the project work.

Chapter 4 describes the impact of the activities and the products of the project, as they appear at the end of the project (March 2014).

Chapter 5 gives a tabellaric overview about the comparison between the planned project and the reality (target/actual comparison).

1. PROJECT BACKGROUND

1.1 The Programme

The programme LEONARDO DA VINCI is the action programme of the EU Commission related to adult education. Together with the other action programmes of the Lifelong Learning Programme, it serves as a tool for the implementation of European educational policies and incorporates the general objectives of the European Union to reduce inequality of various kinds and foster equal opportunities.

The aim of Leonardo da Vinci Multilateral Projects "Transfer of Innovation" is to improve the quality and attractiveness of Vocational Education and Training (VET) in the participating countries by transferring existing innovations to new legal, systemic, sector, linguistic, socio-cultural and geographic environments through working with transnational partners. Innovation transfer projects generate synergies by exploiting existing VET innovations (no "re-inventing the wheel").

These existing innovations can be based on previous Leonardo da Vinci projects, or on any other national, European or international innovative projects, and can be transferred into vocational training systems and organisations at national, regional, local or sector level. Ideally, a "Transfer of Innovation" project should not only combine innovations from several countries for the transfer to one or several countries but also partners from those countries. Thus the project can also become a learning experience for those partner VET stakeholders from where the innovations come from.

1.2 The Justification of the Project

The project application gave the following justification for the project:

"In the European Union, small and medium sized enterprises (SME) employ more than two thirds of the work force, and contribute more than 60 to the gross national product. Within this group, the largest proportion are the so-called micro-enterprises that employ less than 10 persons. In arts and handicrafts, micro enterprises count for more than 90 percent of all enterprises and constitute an important segment of the identity and visibility of the country's economic identity, and also contribute very much to the economic success of countries.

However, many micro-enterprises are facing problems how to present and penetrate the market or how to promote the products. Especially in the handicraft sector, owners of micro-enterprises often did not have opportunities to acquire knowledge in the fields of marketing, which would enable them to do better business. Often, lack of professional planning and marketing skills is the reason why despite knowledge of the traditions, many handicraft enterprises decline.

Slovenian Arts and Crafts include 45 different activities and professions. Due to difficulties in selling their products, the number of active craftsmen decline each year. In the year 2002 there were 569 registered entrepreneurs, in 2011 only 421 craftsmen and 12 corporations were registered in the Chamber of Craft. Given the huge problem of unemployment, economically sound micro-enterprises could ameliorate this situation.

In Austria, the statistics claim that the economic situation of micro enterprises is slightly better, but a closer look reveals that this is due only through the high number of ICT and new technology companies, most of them being one person enterprises. Also here, the number of arts and handicrafts enterprises is decreasing, and also bankruptcy statistics show a high proportion of these enterprises.

This situation is also not much different in the Czech Republic. Due to the economic revolution 20 years ago, the number of micro-enterprises that was before 1990 almost nil grew considerably, but like in Austria, ICT and financial service enterprises are the most numerous, while persons who are skilled in manual crafts are reluctant to become entrepreneur because they are afraid of entering the market.

The transfer of the self learning materials from the project „Holistic Marketing for Women Farmers" to the sector of arts and crafts will allow the selected target group to obtain skills and knowledge in the field of marketing. "

As the evaluation showed, the assumptions on the needs for new and innovative approaches have been correct, and the project has contributed to closing this gap.

1.3 Project objectives

The project „MicroCraft“ has responded to the situation described above and has formulated the following objectives:

The overall strategic objective is to empower micro-enterprises in the handicraft sector to remain and strengthen their function as a lever for social and territorial cohesion, with positive spillover effects on the rest of the economy and on society as a whole, and to maintain and promote the economic development of these enterprises through better marketing.

In order to achieve this objective, the specific objectives are to

- transfer and modify a successfully introduced self-learning concept and produce a structured internet based selflearning programme for gaining marketing skills
- produce a marketing education module for manufacturers of arts and crafts
- deliver, in the pilot phase, the tools to manufacturers of arts and crafts and give training in their use
- re-evaluate the tools and the materials (marketing competences) in the light of the response of the pilot tests and make revisions as necessary
- focus on sustainable and long-term optimisation in the marketing approach
- publish the description of the concept, of the programme and of the tools on the multilingual project web site
- provide the concept for training seminars in marketing and communication competences for manufactures of arts and crafts
- hold a multiplier conference for experts from Slovenian stakeholders
- sustain the access to marketing learning materials through the web site, that will remain in place for at least five years after the end of project funding
- disseminate the project to education institutions, co-operatives, chambers of craft
- arrange exploitation of the results so that they are multiplied and mainstreamed.

The evaluation team has come to the conclusion that most objectives have been achieved. A detailed analysis of the achievements will be given in chapter 3.

1.4 Partners of the project partnership

The Learning Partnership was composed of six institutions acting as operative (funded) partners.

This chapter describes their expertise and background in relation to the current Learning Partnership, summarized from the application and complemented by information obtained during the interviews, as well as their responsibilities for the work packages.

Organisation	Country	Expertise and background in relation to the project, role and responsibilities
Javni zavod Koroško višje in visokošolsko središče (KoViViS)	SI	<p>The organizational mission is to develop an optimal network of education/study programme for the Koroška region and to be involved in human resource projects which are needed in the region.</p> <p>In the year 2007 the Polymer technology college was established as an output of the project lead by the organization and two years later College of Health Sciences.</p> <p>KoViViS has implemented five projects in the human resource field (on the national level), with topics of promotion of professions which are regarded as not popular, but needed; promoting entrepreneurship to young people; promotion of healthy life style; preparation of regional development plan in the field of human resource development (2007-2013).</p> <p>One of the possible ways of improving the regional situation in the area of human resource development is to develop and organize new education and training programs. This is also one of the main activities of KoViViS.</p> <p>In the current project, KoViViS acted as coordinator.</p>
Obrtno-podjetniška zbornica Slovenije	SI	<p>The present Chamber of Craft and Small Business of Slovenia has been active more than 35 years. Besides representing and defending interest of craftsmen and entrepreneurs in front of government the chamber has been developed a broad scale of different SME consulting and supporting services (dissemination of SME policies, assisting SMEs to develop their business, provisions concerning their business, etc.) as well as SME promotion activities for their members. Since its establishment the Chamber has been playing an active role as an intermediary between Slovene enterprise community and policy-decision making arena.</p> <p>The Chamber is composed of several guilds, and one of them is the guild of art and crafts, representing small craftsmen. The guild has 520 members, covering whole country. The topics of the trainings vary, and are mostly focused on specifics methods of working/producing traditional crafts products, their marketing, promotion, and design of the crafts products ect.</p> <p>In the current project, the Chamber acted as principle disseminator of the Selflearning Programme to Slovenian arts and crafts businesses.</p>

E-C-C Verein für interdisziplinäre Beratung und Bildung (ECC)	AT	<p>E-C-C Association for Interdisciplinary Consulting and Education - Education – Culture – Citizenship is a non-profit association for interdisciplinary research, consulting and education. ECC works with some 20 experts, lecturers and trainers who cover our working fields, especially managing and coordinating scientific cooperation and educational and cultural projects in European research and education programmes.</p> <p>Since 1998, ECC experts were active in the evaluation of a dozen educational projects, mainly from the programmes Leonardo da Vinci and Socrates of the European Union, focusing on labour market, key competences, and basic skills. Consequently, in the current project ECC has been responsible for the quality management and evaluation.</p>
Fachhochschule Wiener Neustadt fuer Wirtschaft und Technik Ges.m.b.H. Campus Wieselburg (FHWN)	AT	<p>The University of Applied Sciences Wiener Neustadt für Wirtschaft und Technik GmbH, runs several study programmes, focussing on Marketing:</p> <ul style="list-style-type: none"> - Bachelor programme "Product Marketing & Project Management" - Master programme "Product Marketing & Innovation Management" - Master programme "Organic Business" - Master programme "Food technology and resource management" <p>At the campus in Wieselburg 28 scientific researchers and teachers are employed. In the recent ten years, the FHWN was involved in different projects in R&D. For the respective partners the markets and consumers are studied and ideas and concepts towards realisable solutions or products are developed.</p> <p>As project coordinator of the 2008 Leonardo da Vinci multilateral project « Mikromarkt », FHWN was the lead partner for the sectoral transfer of the results into the current « Microcraft » project.</p>
KTP - Společnost pro kvalifikaci na trhu práce (KTP)	CZ	<p>KTP is a non-profit and independent association dedicated to support and implement ideas and projects related to the the philosophy of lifelong learning, to the requirements of the labour market and in the area of professional qualification and to participate in the development of new learning methodologies to disadvantaged learners (self-directed learning, blended learning; integration of virtual learning environments).</p> <p>KTP focuses on adult education as prerequisite for successful participation at the labour market, and offers education and counselling in the following sectors:</p> <ul style="list-style-type: none"> Labour Market Qualifications Qualification Transfer Basic Skills <p>In the current project, KTP was the lead partner for dissemination, and also responsible for the production of the video materials.</p>
Region Panda	CZ	Region Panda is an association working in the field of the lifelong

(PANDA)		<p>learning, including the students and the trainees, pupils, teachers, parents and adult learners. Its scope is regional. PANDA brings together people who care for regional and educational development, international cooperation, sport, cultural events, public administration, business, editorial and publishing activities, and also mediates grants for the organization and development of the above mentioned activities.</p> <p>In the current project, PANDA was especially involved in aspects of exploitation and assuring the sustainability of the results in the Czech Republic, mainly in Silesia.</p>
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These partners participated in the project as it had been outlined in the project proposal without major divergences in their roles and activities.

1.5 Distribution of Tasks

The operative level developed six work packages with experimental characteristics and two process focused work packages (coordination and evaluation), which were to complement each other and supported the innovative character of the project partnership.

WP1 Coordination and project management

The project coordinator was responsible for establishing an efficient management of the project and for ensuring that the project runs to budget and schedule and the quality of the deliverables are to the standard acceptable to the Partners and the Programme LEONARDO DA VINCI.

WP2 Framework Analysis

The objectives of this workpackage were to update the investigation that had been made in the preparation of the project proposal, and to provide the framework for the subsequent adaptation and customisation activities.

Through these activities, it was possible to inform stakeholders about the project activities and to create a basis for exploitation and dissemination.

WP3 Adaptation

The main objective of this workpackage was to identify the relevant contents and the degree of change required to the existing content and functional design of the MicroCraft products and to take account of linguistic, pedagogical and socio-economical requirements for adapting them to the local conditions.

The second objective was to provide support to VET providers and enable them to use the materials in vocational qualification measures and in labour market qualification measures in Austria, in the Czech Republic and in Slovenia.

WP4 Validation

The objective of this workpackage was to apply the products in learning situations in the partner countries and to verify if the adaptation and customisation of the draft materials fulfils the expectations of the target partners in real-life situations with the respective target group.

Internal staff meetings were held at each developer partner, for discussion of the test results and for elaboration of suitable model solutions.

WP5 Production

The production consisted of two steps:

Production of draft versions of the materials to facilitate the subsequent validation.

After the validation phase, there was the production of final versions in the languages of the partners that took into consideration the feedback from the pilot tests.

WP6 Exploitation

In this workpackage, the project partnership undertook steps that support the sustainability of the outcomes, by raising the interest of policy-makers and stakeholders and identifying ways how the products can be further modified for further exploitation developed at the respective national level.

WP7 Dissemination

The objective of this workpackage was to enable the widest possible dissemination of project outcomes, to lay the foundations that the results will be used also beyond LLP funding, and to foster new groupings of partners, new initiatives and/or projects.

WP8 Quality management and Evaluation

Evaluation activities supported the project management during the clearing of operational project objectives and strategies and provided continuous recording instruments for feed-back processes:

- Presentation of the Quality management plan
- Elaboration of meeting evaluation reports
- Midterm and final evaluation workshops
- Preparation of evaluation reports

2. EVALUATION CONCEPT

The following pages serve as an overview of central questions of the evaluation at hand. Additionally they display the methodological approaches and working processes of the evaluation project as well as the structure of the final report.

2.1 Scope of the Evaluation

The evaluation is meant to be seen as the final assessment of the project. The description of the **results (output und impacts)** brought about by the project partnership with regard to **general conditions (context)** of the „MicroCraft“ project makes it possible to assess the extent how the project´s objectives have been achieved.

Definition of roles within the project

The project partner ECC was responsible for the evaluation. In this function, ECC performed the internal evaluation and established a contract with an external evaluator. It was decided to hire an institution with experience in European educational projects. Therefore, a subcontract was made with “WIN – Wissenschaftsinitiative Niederösterreich” (Science Initiative Lower Austria), which is a non-profit association with extensive experience in the management of such projects.

This report was jointly developed by ECC and WIN. The other project partners took on the part of commentators who had the opportunity to communicate their points of view.

The evaluation process included internal evaluation with the main focus on the content development and the assessment of the products of the partnership. The external evaluation concentrated on the cooperation among partners and psychohygienic aspects and on communication and degree of satisfaction with the development of various products.

The external evaluation experts guarantee transparency opposite their partners with regard to the evaluation processes and its results. This involvement required the following procedures:

- Sending questionnaires about the effectiveness of the partnership and about thematic aspects to the partners
- Sending the tabular TARGET/ACTUAL comparison (criteria catalogue) to the coordinator with the request to check the formulated targets with the respective actual states
- Telephone interviews or personal interviews
- Presentation of the draft final report to the coordinator
- Incorporation of the statements in the final report

2.2 Central Questions

2.2.1 The objectives of the project

The evaluation of the central objectives of the project application is focused on in the description of the output (achievement) and impact (effect) in consideration of the context (framework).

This results in a division of questions according to the following aspects:

- new concepts, offers, and/or products
- how to reach the target group
- networking (that is structuring of the communication and cooperation within the Learning Partnership)

These questions are dealt with within the following structure:

- What is the output of the project?
- What is the impact of the project?
- Which conditions have turned out to be promoting or impedimental, and which is the overall context of the project?

2.2.2 Questions referring to the aspect of „new concepts, offers, and products“

Output:

- What new and innovative concepts, offers and/or products have been developed?
- What activities have been placed in order to support the target group on a personal level (key word „empowerment“)?

Impact:

- Which innovative learning models have in fact been realized?
- To what extent have these innovative concepts, offers and/or products contributed to increasing the learning motivation of people working in the handicraft sector?
- How have the aspects of self-organized learning been accepted?

Context:

- Which other similar projects/initiatives exist or have been developed?

2.2.3 Questions concerning how to reach the target group

Output:

- What are the activities which have been applied to reach the target group?
- What activities have been applied to inform the public about the project?

Impact:

- To what degree have the needs of the participants been met by the project offers?

Context:

- Which conditions have turned out to be promoting or impedimental?

2.2.4 Questions concerning the „networking“ (structures of communication and cooperation procedures)**Output:**

- What steps have been taken to succeed in establishing links between the project partners?
- What steps were taken in order to initiate a development dialogue?

Impact:

- To what extent could the networking of activities been put into practice?
- Which of the activities given could successfully been linked with each other?
- What were the synergies like which could finally develop through the cooperation of diverse local and national institutions or organisations?
- What are the effects of the networking activities applied to the project?
- How far has the co-operation and communication between the partners supported the procedure?

Context:

- Which general conditions have had a positive or negative impact on the networking of the various activities?

2.2.5 Questions concerning the cross-sectional topic of „information and communication technology (ICT)“

Output: What steps were taken in order to enable all people involved in the project to benefit from the usage of information and communication technology as a useful working tool?

Impact:

- Has ICT been applied to the working processes of the project?
- Has ICT been applied to the networking measures of the project?

Context: Which general conditions have influenced ICTs measures in a positive or negative way?

2.3 Implementation of the Evaluation Report

2.3.1 Methodology

For the collection of the data necessary for the analysis of output, impact and context various methods were applied:

1. Questionnaires and interviews
2. Documents analysis
3. Tabular target/actual comparison of project objectives

Questionnaires: The evaluation team used several questionnaires: about participation at meetings, about the quality and effectiveness of the partnership, about thematic aspects and about the assessment of the project's products within a wider context.

Documents analysis: The analysis is based mainly on the evaluation of all products and internal reports, meeting protocols as well as of other correspondence between the project partners. The documents were collected by the coordinating partner and made available to the evaluators. Also, the website was analysed in regard to the up-to-dateness of its content.

In order to obtain an overview of the performance of the „MicroCraft“ project, a tabular target/actual comparison was produced. It contains a comparison of the objectives defined in the project proposal with the information provided by the partners relating to the actual achievements. The information provided by the operative partners was reviewed in regard to their correspondence with the data from the available reports and documents. The complete target/actual comparison can be found in chapter 5.

For the evaluation itself, the target/actual comparison was an important tool to obtain a general overview of the achievements of the project partnership.

In order to incorporate internal points, a survey was carried out on the basis of an evaluation questionnaire that had been sent to all partners. It contained 17 questions concerning the effectiveness of the partnership as well as 10 questions about thematic aspects.

3. DETAILED RESULTS

The following overview on the activities and achievements of the project is based on the information from the mid-term report (progress report) and on the draft-version of the final report, as well as on target/actual comparison, which was also developed in cooperation with the co-ordinator. The report covers the entire project period from the start of the project (October 2012) until the end (March 2014).

The information received from the coordinator and other documents was reviewed in regard to correspondence and plausibility with the information from the target/actual comparison. The description is not strictly oriented along the achievements of the individual work packages but focuses on the questions of the evaluations resulting from the objectives of the project partnership (see chapter 1.3).

3.1 Project management

The project management structure is based on experience the coordinator obtained from the participation at the Miktomarkt project and was designed in close co-operation with ECC that has broad experience with transnational European and LEONARDO DA VINCI and GRUNDTVIG projects.

The project has been designed in close cooperation with the project partners ECC, FHWN and KTP that have been collaborating with the coordinator in the past in other European projects.

Project promotor and coordinator (Mihela Kanop, KOVIVIS)

The project promotor and coordinator was responsible for the contract with the national LEONARDO DA VINCI agency and with the partners, for the financial management and the distribution of funds. She also had the responsibility for the preparation of cost reports and for the production of the final report, in addition to the previously defined tasks such as monitoring of project progress and support of the persons responsible for work packages through the provision of project documentation and report structures as well as making aware of deadlines for results and possible issues in the achievement of the individual work packages.

Project leaders of the individual partners

- OZS: Goran Lesnicar
- ECC: Wolfgang Eisenreich
- FHWN: Astin Malschinger

- KTP: Beáta Holá
- PANDA: Jiří Daniel

Structure of the partnership

The consortium consisted of a two partners for each country that covered the various working fields of the project:

The applicant and project promoter (KOVIVIS) has been one of the developer partners in the Leonardo da Vinci project Mikromarkt, as well as the Austrian partner FHWN (they were the applicant and promoters of the Mikromarkt project).

For each country, a complementary partner has been identified who worked in a „tandem team“ with the respective know-how partner. In Slovenia and in the Czech Republic, the tandem partners were social partner organisations who acted as multipliers and opened the path to micro-enterprises, both for pilot tests and – more important – for subsequent dissemination. In Austria, the tandem team consisted of FHWN and ECC as expert organisation for evaluation.

The partners formed a homogeneous project team without vertical structures.

Meetings

There were three plenary meetings:

Kickoff meeting: 4.-6.11.2012 in Slovenj Gradec (SI)

Midterm meeting: 4.3.2013 in Vienna (AT)

Plenary meeting: 11.6.2013 in Wieselburg (AT)

Plenary meeting: 14.-15.10.2013 in Slovenj Gradec (SI)

Final meeting: 10.-11.3.2014 in Brno (CZ)

In addition, several bilateral meetings of the evaluator concerned mostly aspects of quality management and evaluation at the various project partners.

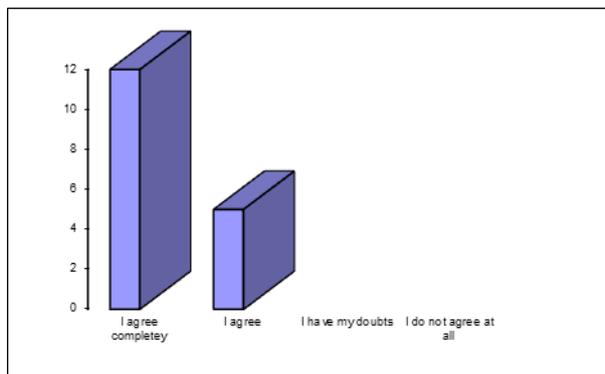
3.2 Evaluation of the Partnership

In order to assess the effectiveness of the partnership, and to learn for future projects, each partner received a questionnaire that contained 17 questions about aspects of collaboration between the partners.

Concerning the management of the project, the results are very encouraging. There was a high degree of satisfaction with the tasks allocated; the realistic nature of the deadlines; the flexibility of the co-ordinator when deadlines needed to be re-negotiated; the working atmosphere of the meetings; and the overall management of the project. No language or cultural barriers were felt to be harmful to the project and no conflicts had arisen among the partners.

Alltogether, 17 questionnaires were collected, and the following pages show the answers and a selection of the most striking comments

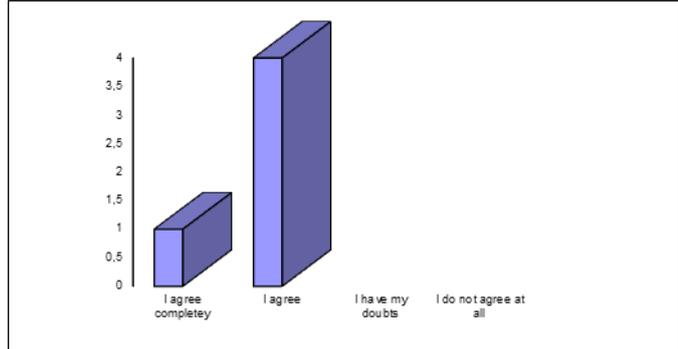
1) I enjoyed being part of an active interdisciplinary working group, and to have a new experience of cooperation



Comments:

- Some partners were new but for some others we already have common experience through different projects
- Very good partners. Its been interesting and a good experience to work with them
- The partners were engaged and motivated to generate ideas.

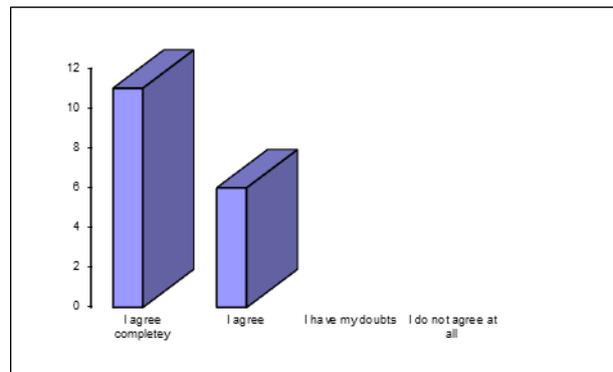
2) We worked together in a harmonious and effective way in an EU-wide network with different partners



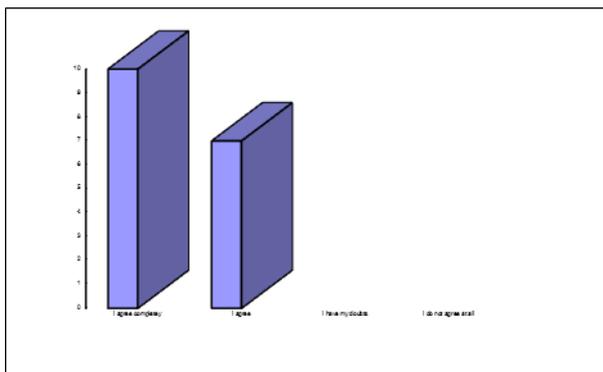
Comments:

- Yes we worked and we tried to establish cooperation as much as possible
- We already had the opportunity working with KOVIVIS in a previous project and working conditions and results have always been effective.
- The network is not very big – in a geographical sense, and the partnership was rather small
- It would have been interesting to include partners from a wider geographical area, not only Central Europe

3) I gained experience of international projects



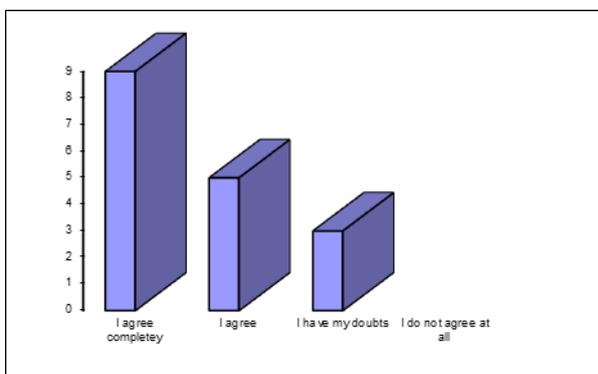
4) The project had clear aims and objectives



Comments:

- Yes, it had!
- No problems at all. The coordinator had clear information about the project.

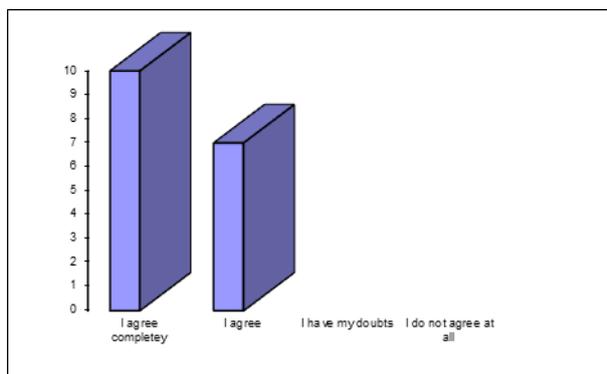
5) The proposed work plan, the tasks and the deadlines were clearly defined and allocated



Comments:

- Not so clear as we would have liked
- Yes, they were!
- Absolutely!
- The proposed work plan, the tasks and the deadlines were defined and allocated but some partners took them not specifically serious

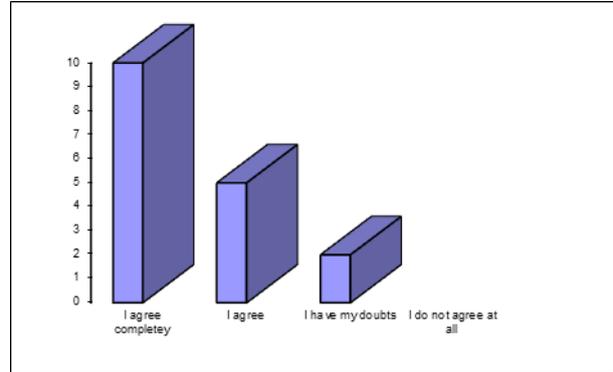
6) The project had a positive climate which encouraged close collaboration and good relations between partners



Comments:

- It was stimulative and opening new horizons
- The team-building was good, new and old personal contacts. Good atmosphere between the partners
- We will try to find new project collaboration and have joined a new application under Erasmus+

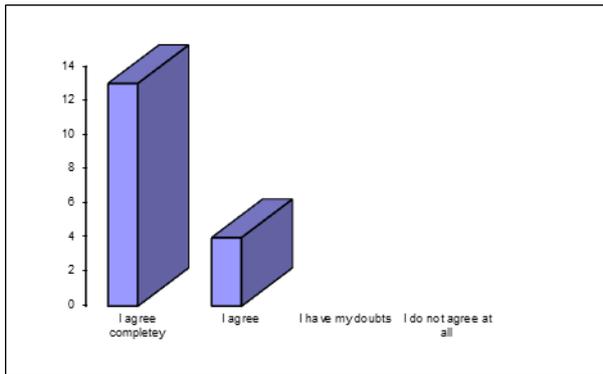
7) It was possible to getting to know each other in creative, open and informative meetings



Comments:

- This has been one of the key issues of the project.
- During meetings open discussion have always been possible, partners were not only there to do what they're asked but could bring their own point of view, suggest some adaptations as far as it doesn't modify the partnership engagements
- Nevertheless, meetings have been a little bit too short for personal contacts

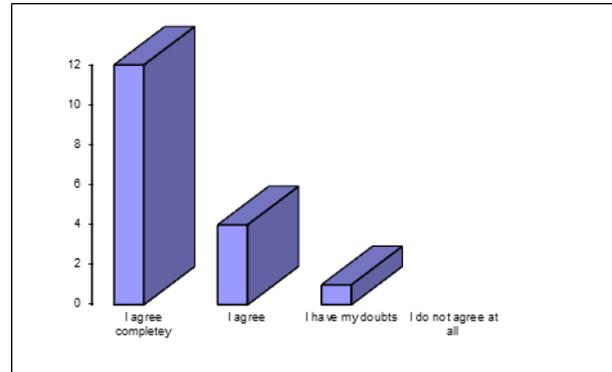
8) The meetings were organised with a friendly, relaxed atmosphere



Comments:

- Always with a very open management, hospitality and professional organisation.
- For a project it's important to have clear objectives, realistic tasks to implement related to budget but overall to work in a friendly, flexible and cooperative atmosphere always present all along the project .
- Outside working time we always took meals together and benefited this time to know each other better, to get used to other cultures and habits and to learn about the country that was hosting the meeting, even if it is during floods and closed roads
- The meetings were very fruitful – it is always important to meet – it deepens the understanding and the communication

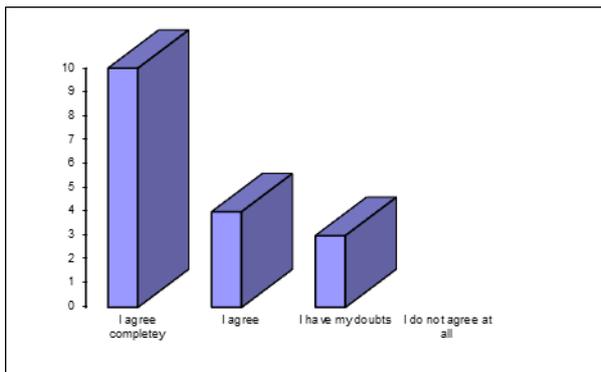
9) The meetings inspired partners to work well together to achieve good results



Comments:

- Yes , good relationship between the partners – team building.
- Exchange of experience
- The project did not have top priority for all

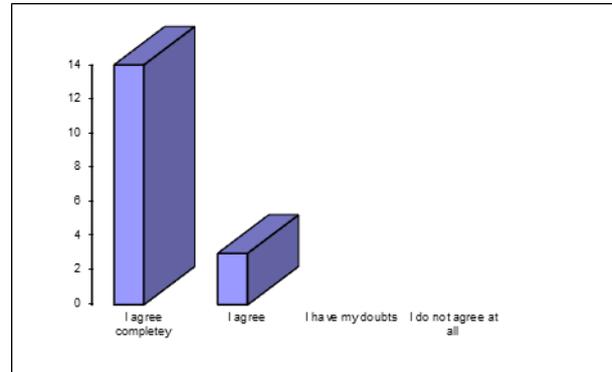
10) The meetings promoted the mutual exchange of knowledge, thinking and experience



Comments:

- Open discussions promoted exchange of knowledge during and outside meetings and facilitated the identification of new possibilities of cooperation after the current project
- The atmosphere was created in which experience and knowledge could be shared and this was achieved, partly through the goodwill and open friendly nature of each of the partners.

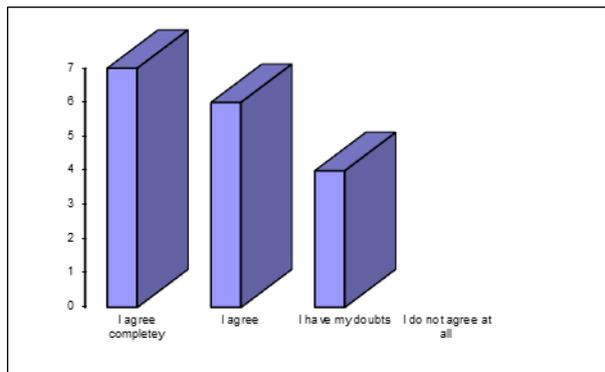
11) We shared a common interest about increasing the marketing skills of handicraft entrepreneurs



Comments:

- Yes, we are an organisation that has many members, and the learning programme will become very useful for them
- Yes it was in every partners interest
- Most partners did

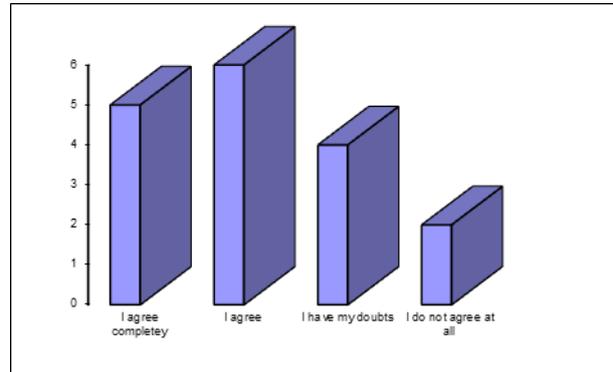
12) The distribution of tasks among the partnership was fitting



Comments:

- Who decides which partner should be responsible for which work?
- Maybe the distribution should have been discussed more clearly at the kickoff startmeeting

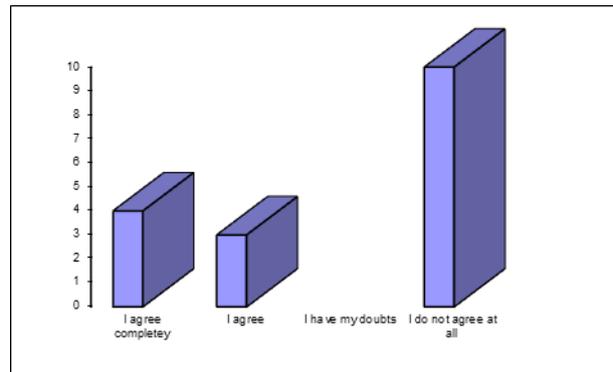
13) Each partner contributed his/her share to the project what he/she was supposed to deliver



Comments:

- As always, some partners had to be “extra motivated” at some stages, but on the whole it was fine.
- Results show that objectives of the partnership have been reached regarding products and deliverables and each partner fulfilled his tasks.
- Probably, could we know such things? There were surely differences in the contributions of the single partners
- Yes, maybe sometimes the delivering was late.

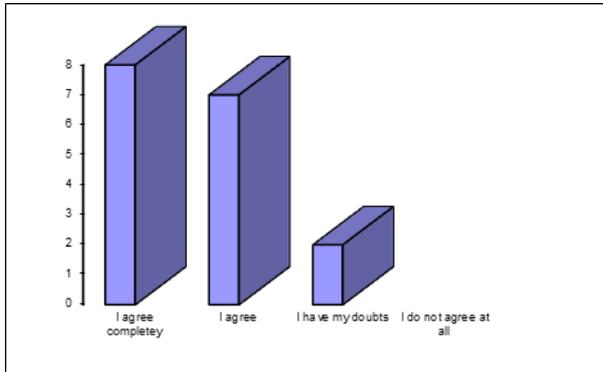
14) This partnership allowed our organisation to work on this subject for the first time at European level



Comments:

- On this particular topic: yes, otherwise: no
- There had been many projects for us before
- No, our organisation was involved in many other European projects We have worked on the subject before
- The organisation is engaged in other projects which are complementary.

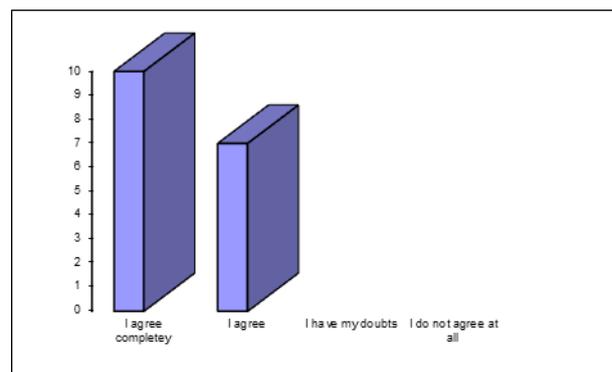
15) We have gained good expert contacts in other countries, and contact with international partners



Comments:

- I did not meet any other experts than from the partnership
- Very good interpersonal relations!

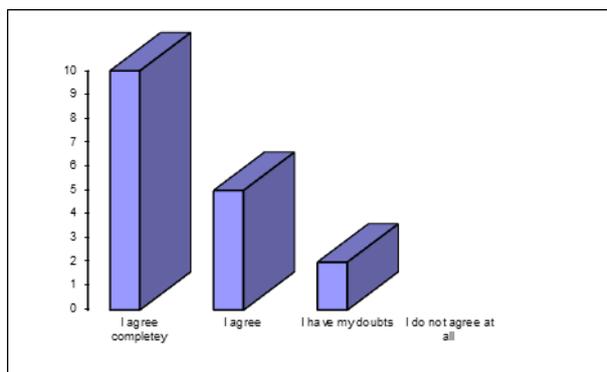
16) We have gained new partners, potential further cooperation and insight into European project management



Comments:

- Yes it was helpful to see how partners with more project experience are working
- Specially related to "transfer of innovation" type of projects

17) We plan future activities in European projects



Comments:

- Yes, as partners we will deliver knowledge into other networks
- We have already joined a new application under Erasmus+
- We are and we feel ourselves as part of Europe, so we would be delighted to work on other such projects.

Other comments that were not allocated to a certain question:

- The partnership has been a well-working mixture of different kinds of organisations and experts
- Next time when we act as co-ordinators for a project again we will use our experience from this model of project organization and management.
- Our involvement in this project has enabled us to form new friendships and working relationships for the future
- Very good and engage partnership.
- The partnerships worked amicably and efficiently together.
- It was a very good and interesting project.

3.3 Country Report

In each country, the partners elaborated a report about the situation in their country (Austria, Slovenia, Czech Republic). It describes the educational systems, especially for handicraft professions, the situation of handicraft, and gives an overview about good practice examples. These reports have been compiled to a "Country Analysis" that is available at the „MicroCraft" website.

3.4 The self-learning programme MicroCraft

The self-learning programme MicroCraft is an Internet-based self-study course, which can be carried out without external help with individual time management.

The course is designed primarily for craftsmen and handicraft artisans and for service providers in small and medium enterprises (SMEs) that want to develop additional skills in the field of marketing. The self-study course is intended to serve primarily as a suggestion to consider the strengths and weaknesses of one's company from a different angle and to draw individual conclusions for one's own business.

The learning platform is divided into three major chapters, which in turn are divided into individual modules.

1. Marketing + analysis phase: the result of the individual modules should be the creation of your own company profile, which you will use to work within individual modules
2. Positioning
3. Best practice examples from different regions and crafts

Module 1: Product

Module 2: Market

Module 3: Price

Module 4: Communication

Module 5: Sales

Module 6: Trends

Module 7: Competition

Module 8: SWOT

Module 9: Objectives

Module 10: Positioning

Module 12: Tradition

Module 13: High-End

Module 14: Cooperation

Module 15: Arts and Crafts

Module 16: Services

The learning contents are available in the following languages: Slovenian, English, Czech and German.

3.7 Flyer

For each language of the project partnership, a flyer has been produced. It contains a general description of the project, its logo and informs the reader that the products can be downloaded at the project website. The flyer contains also the name and address of each respective partner. For European dissemination purposes, also an English version has been produced.

3.8 Website

The website (<http://www.micro-craft.eu>) is the most important product for future exploitation and dissemination of the project.

The website contains parallel sections in English and in the languages of the partnership and gives a detailed overview about the project.

- Project: overview and general description of the project
- Programme MicroCraft: on this page, the reader finds basic information about the self-learning course
- Tips for learning: contains helpful hints with some learning techniques
- Marketing and Analysis: The modules under this heading deal mostly about creating one's own business profile in a self-test. Each chapter provides a theoretical basis which can be compared with one's own situation
- Positioning: Here, strategies and opportunities are identified that can be chosen for further action. This part serves mainly to raise awareness of potential changes and improvements. It stimulates the learner to deal analytically with the individual strengths and weaknesses of his/her business. The entry pages provides five options: Tradition, High-End, Arts and Crafts, Services and Cooperations.
- Good practice examples: Videos interviews with the managers of successful handicraft businesses

The website will remain online until 2019.

4. ACHIEVED EFFECTS OF THE ACTIVITIES AND PRODUCTS OF THE PROJECT (= IMPACT)

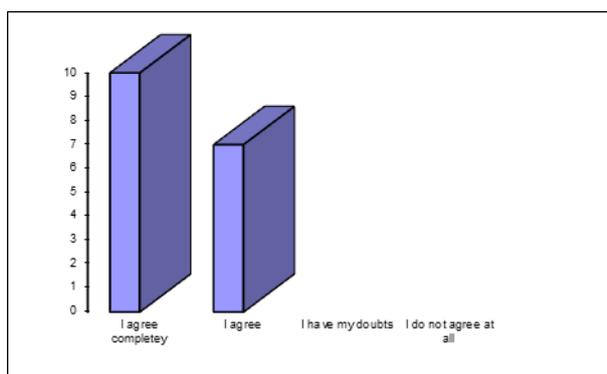
Chapter 3 has revealed the achievements of the project partnership. The effects of these achievements are now dealt with in the following section. They have mainly been deduced from face-to-face and telephone interviews, statements expressed by people involved in the project (operative partners, external network partners).

4.1 The "MicroCraft" Approach

Almost all the respondents feel that working in the project has given added value to their organisations, in terms of deeper knowledge about the target group and how to attract and motivate them; knowledge of other countries and people; opportunity to make wider international links.

In the following, the results from the analysis of the impact of the project for the partnership are being shown. The questionnaire contained 10 questions regarding the thematic aspects of the "MicroCraft" approach at the partners.

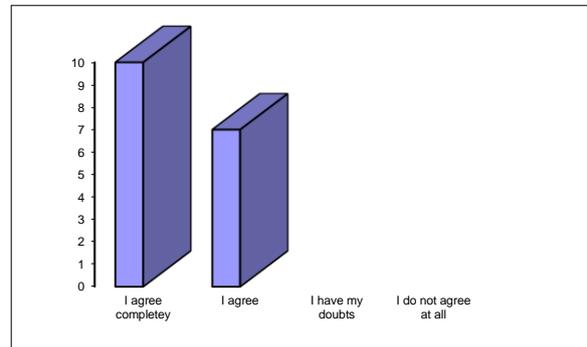
1. We have gained insight into a new field and different cultures, and access to useful material and new approaches



Comments:

- We also learned from the possibilities of dissemination existing in different countries.
- It is obvious that we totally agree with this statement, this being the reason of a new project
- especially the aspect of including the chambers of commerce makes the potential of the project bigger!

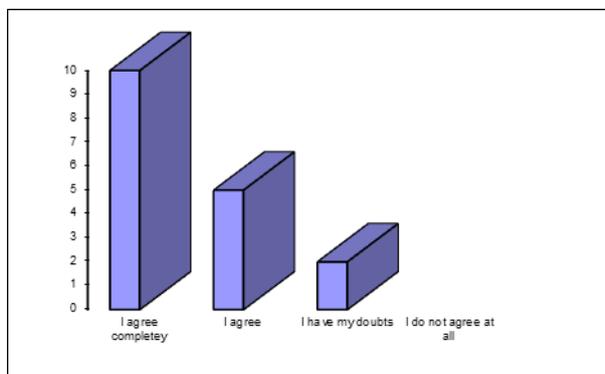
2. I consider the results being innovative



Comments:

- The results bring marketing skills closer to handicrafts people, with a simple language that everybody can understand

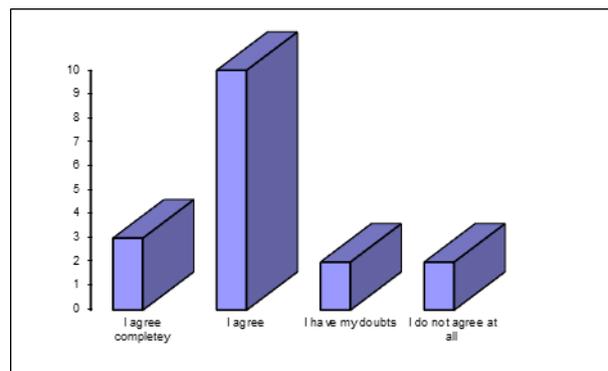
3. The project has opened new horizons in this thematic field of education



Comments:

- Yes, it is a fresh form of content integrated learning.
- maybe not new horizons but a welcomed offer to people working manually

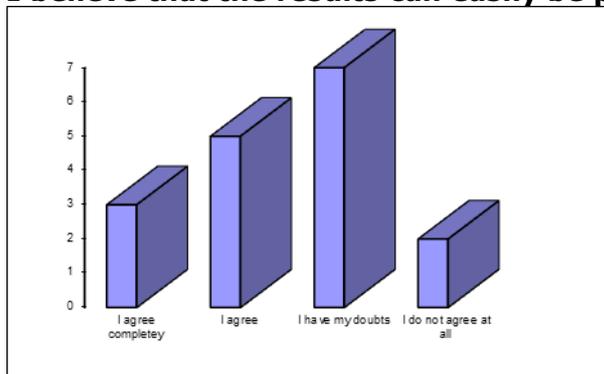
4. The project has established a new topic within teaching marketing skills



Comments:

- finally there are learning materials for people with lower educational level, not only for smart university graduates!

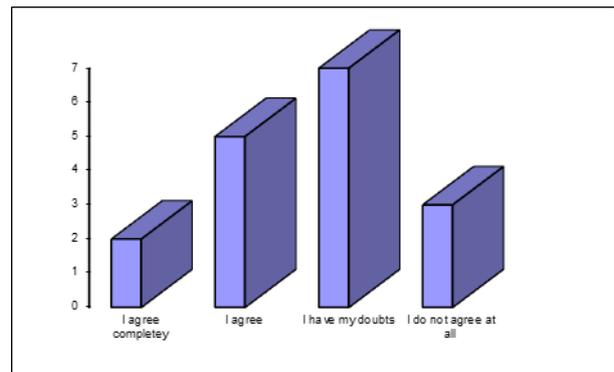
5. I believe that the results can easily be put into practice



Comments:

- Yes, they can, only if the learners are open-minded and are willing to analyse their own business thoroughly

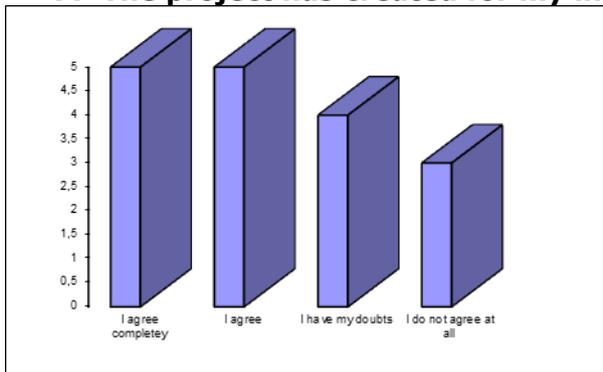
6. The project will stimulate interest and demand for such education activities



Comments:

- If the dissemination works, then I am sure that many small scale entrepreneurs will benefit from this materials
- Yes, it could be possible if the target group will be informed about the content and the new manner of teaching.

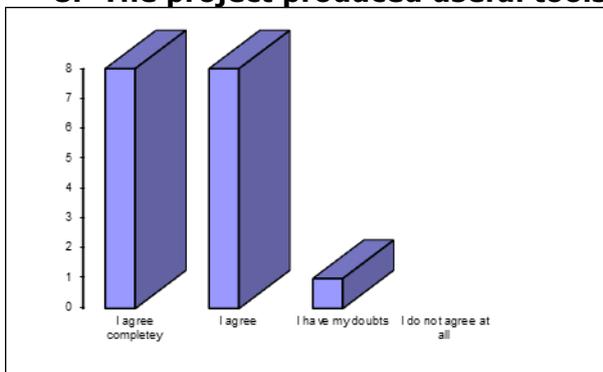
7. The project has created for my institution a new field of operation.



Comments:

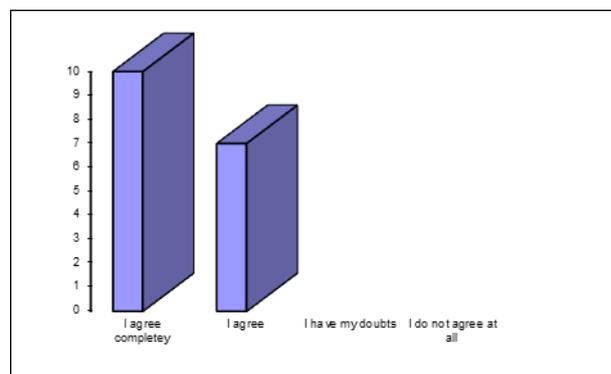
- We would like to use this approach to build networks with other educational institutions to make them aware and maybe work on a common project that still has to be defined.
- My negative opinion is due to internal reasons

8. The project produced useful tools for future work



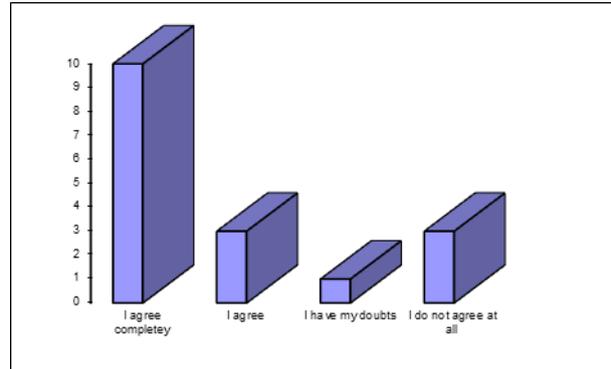
Comments:

9. The website provides a platform for future development and contact
10.



Comments:

11. Motivational aspects play an important role in the teaching/training activities of my institution.



Comments:

- Yes and for many years we have been developing a course which objective is to support people with non-academic background

5 TARGET/ACTUAL COMPARISON

The following table represents the review of the work programme covering the objectives and activities as indicated in the project proposal. The columns "activities" and "outputs/target" contain the original wording of the proposal or an abbreviated version. The review of the actual activities took place on the basis of a document analysis and of interviews with the project coordinator.

Workpackage no.	Activity/ description	Actual state
1 Project management Start 10/2012 End 03/2014	<p>A virtual workspace facility will be set within the project homepage, enabling easy access and communication between the partners. This facility will allow progress on work-packages or individual tasks to be reviewed and monitored. Drafts of reports and findings will be posted and reviewed on a continuous basis. The system allows proactive management and communication through e-mail and virtual conferences. All partners will install Skype and videoconferencing.</p> <p>Meeting structure: For project management tasks concerning the entire partnership, three plenary meetings have been planned.</p>	<p>Monitoring reports consist in spreadsheet form for time sheets and cost statements, they are periodically updated.</p> <p>Meeting organisation: OK</p> <p>Virtual communication platform was deactivated because it was not used.</p> <p>There was a certain uneasiness among partners concerning the reduction of the budgets and the fact that CMEPIUS regards the planned work days and categories as binding.</p> <p>Alltogether there were four meetings of the partnership, with frequent (bilateral) Skype meetings inbetween.</p> <p>All other objectives of this workpackage have been fulfilled.</p>
2 Framework analysis Start: 11/2012 End: 01/2013	<p>Analysis of the current situation concerning lack of marketing know-how of the manufacturers of arts and crafts in the receiver countries (AT, CZ, SI) for the following areas:</p> <ul style="list-style-type: none"> • Economic activities of micro 	<p>The country analysis was finished in March 2013 instead of January 2013. This delay is due to the late start of the kickoff meeting. However, there was no negative impact on the subsequent workpackages.</p>

	<p>producers of art and handycraft products</p> <ul style="list-style-type: none"> • Possibilities for direct marketing and direct sales • General level of education among producers of producers of arts and crafts • Degree of independence and self consciousness of producers of arts and crafts • Marketing and sales trends for arts and crafts products 	<p>The report contains the planned information. The quantitative differences between the countries are due to the amount of information available.</p>
<p>3 Adaptation Start: 01/2013 End: 04/2013</p>	<p>Adaptation of the contents from the original project and modification with respect to current needs and requirements, and linguistic and social conditions.</p> <p>two workshops, using the web-based working platform that provides the necessary infrastructure for these activities.</p> <ul style="list-style-type: none"> • Workshop 1: in December 2012 in Austria • Workshop 2: in April 2013 in Slovenia 	<p>It turned out that the materials from the Mikromarkt project were specifically designed for the need of women farmers, and that almost no contents could be used for the requirements of handicraft business.</p> <p>This led to a completely new designed structure and to new contents, with the consequence a longer development phase was necessary instead of simply adapting the materials.</p> <p>Consequently, the dates for the meetings were also postponed: March 2013 in Vienna and June 2013 in Wieselburg</p>
<p>4 Validation Start: 05/2013 End: 07/2013</p>	<p>Validation tests with the respective target groups in the training facilities of the responsible partners</p> <p>Internal staff meetings at each developer partner, for discussion of the test results and for elaboration of suitable model solutions</p> <p>Validation meeting: At the mid-term plenary meeting, (July 2011 in Slovenia), the results from this work-package and their impact on the production of the project's</p>	<p>Due to the delay and extension of the adaptation phase, the validation period lasted from Summer 2013 until beginning of 2014.</p> <p>The validation issues were discussed at the plenary meeting in October 2013.</p>

	products will be presented to and discussed with the entire partnership	
5 Production Start: 04/2013 End:10/2013	<p>The production will consist of two steps:</p> <p>Production of draft versions of the materials (see work package 3) in the languages of the partners to facilitate the subsequent validation. It is necessary to have the materials in the partners' languages, because the target groups would not be able to use English materials.</p> <p>After the validation phase, there will be the production of final versions, in country-specific versions, in the following languages: DE, CZ, SI.</p>	<p>In addition to the three languages that were indicated, the project has also produced an English version that was not promised in the application.</p> <p>As it turned out, the English version appeared to be very useful for two reasons:</p> <ol style="list-style-type: none"> 1. the globalisation requires the command of English as second language, therefore many learners in the pilot phase preferred to study the materials in the English version 2. the various professional contacts of the partners enables them to distribute the English brochures as additional marketing tool
6 Exploitation Start: 12/2013 End 03/2014	<p>In each partner country, the end users (beneficiaries), i.e. producer of arts and handicrafts products, will be involved in the different stages of the project and will be consulted regularly in the course of the project. Their advice and requirements are essential with a view to producing immediately useable outputs. The users will be involved at different stages, during the analysis phase when reviewing requirements, during the pilot test phase and during the validation phase. This ensures that the needs of the future users are taken into account in the course of the project.</p> <p>The project will make provision for passing on the project results to decision-makers and agricultural and educational</p>	<p>The Deployment Plan was elaborated February 2013 and the end of the project.</p> <p>It contains not only indications about deployment in the three importing countries countries of the partnership, but also, in addition, concrete statements from Czech adult education providers that have become interested in the new "updated" version of the MicroCraft products.</p>

	professionals and institutions.	
7 Dissemination Start: 11/2012 End: 03/2014	<p>Design, hosting and management of the project website up to five years after the end of the project, i.e. until 2019</p> <p>A flyer explaining the project aims in all partner languages, with reference to the project website</p> <p>A database of key project personnel/contacts, which will be updated as the project progresses</p> <p>Production of regular electronic newsletters</p> <p>Each partner will organise a dissemination conference or seminar. The coordinator will hold a final conference to present the outcomes and discuss future exploitation of the results</p> <p>Public relations activities, including writing and distribution of press releases/packs, placing of articles in relevant trade journals</p> <p>Short film on DVD</p>	All activities have been fulfilled.
8 Evaluation and quality management Start: 11/2010 End: 03/2012	<p>Evaluation will not be restricted to the final phase of the project but consist of a permanent accompanying process. It will support the project management during the clearing of operational project objectives and strategies and provide continuous recording instruments for feed-back processes. There will be a mid-term reflection workshop for identification of possible project adaptations, feedback workshops with the co-ordinator and interviews on three levels: partners, target group and educational environment. The findings will</p>	<p>The Quality management plan was presented to the partners in November 2012 at the kickoff meeting in Slovenj Gradec.</p> <p>The mid-term workshop was held during the plenary meeting in October 2013.</p> <p>Final issues have been discussed during the final meeting in March 2014 in Brno..</p> <p>No other divergences.</p>



	<p>be presented at a final evaluation workshop.</p> <p>The evaluation team will consist of evaluators from the lead partner (ECC) and of external experts that will be hired by a subcontract.</p>	
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