



Transfer product evaluation report  
WP1: Products Transfer & Adaptation

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Lifelong  
Learning  
Programme

## Colophon

This final report is part of the first Work Package (WP) of the project **C-EO**. The aim of this WP is to transfer, adapt and translate the transfer products of the project. Final report is developed by KCH, NL.

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## 1. Introduction

This report contains the analysis of the questionnaire of WP 1; Products Transfer & Adaptation, in which the transfer products of the C-EO project are evaluated.

The project C-EO starts with three transfer products. Among other things we base the development of the products and results during the project on the transfer products. The transfer products that are used as a starting point for our project are:

1. Entrepreneurship module eligible for certification;
2. Profile entrepreneurial teacher or manager;
3. The training referential for entrepreneurial competences.

These three products have been developed recently by KCH, NL and ISQ, PT, and have great potential with respect to the usability in the context in which the project C-EO is going to fail.

In order to meet the specific contexts of each partner country, we have decided during the kick off meeting in Ede that it would be 'a nice to have' to evaluate the transfer products from the perspective of each partner country. In this way, we can already note how the transfer products can be used in the future of the project and how we can guarantee the innovation of these products.

At the same time we must be fully aware of the enormous importance of entrepreneurship nowadays and the amount of materials that have already been developed the last years to encourage and implement Entrepreneurship in education and labor market. Therefore we will also seize the opportunity to already search for good practices which can have also great usability in the context of our project.

WP 2 will also be characterized of an investigation in which the search for other materials is also been asked, but may be a deepening of the materials already found in WP1.

Partners involved in the WP:



KCH International

ISQ

CECOA

CPV

NHC

AGEFA



## 2. Evaluation method

To evaluate the transfer products of the C-EO project use is made of a questionnaire. To justify the huge diversity between the three transfer products, the evaluation questions are based on four quality criteria:

1. Relevance;  
The product meets a need and is based on recent insights
2. Consistency;  
The product is logical structured
3. Practical use;  
The product is useful in situations for which it is intended
4. Effectivity;  
The product is leading to the desired situation

Each partner has presented he questionnaires to an expert in his country or organization. Together they form an focus group. A small focus group though, with one representative from each country, but such a small range is adequate for this first phase. The purpose of this phase is to determine any deficiencies in the transfer products which should be taken on board during the development of the project products. There are pursued therefore no results that can be generalized.

Additionally, the Dutch partner did not evaluate the first and the second transfer project, because they are developed this product at national level commissioned by the Dutch government

The following experts were involved in the evaluation of the transfer products:

NL: Mrs. Garby Kardorp, Educational researcher at KCH. She is responsible for the qualification development and maintenance.

IT: Mrs. Patrizia Bernardini, Director of the Enterprise Information Desk at CPV

PT: Sara Pereira, Business Coach and Entrepreneurship consultant and trainer at ISQ

UK: Corinne McGee, business coach and trainer at Newham College of futher education

FR: Bertrand POUGET, Project Manager at AGEFA PME. He is specialized in entrepreneurship subjects in AGEFA. He is the coordinator of the network of associations dedicated to Entrepreneurship.

The questionnaires are developed for each transfer product and one for describing a best practice. For the questionnaires we refer to the appendix.

## 3. Transfer product evaluation

In the chapters that follow the results of the evaluation of the transfer products are summarized for each product, based on the above quality criteria.

### 3.1 Transfer product 1: Entrepreneurship module eligible for certification

The Entrepreneurship Module gives educational institutions providing upper secondary vocational education the option to add entrepreneurship to existing vocational training courses. The module sets out the basis concerning what people should know and be able to do in order to start up their own business and how to ensure that that business survives during the first few crucial years and goes on to flourish.

The module is offered to participants whose ambition it is to become entrepreneurs within the sector that relates to the vocational training they are taking or have taken. The fact is that there are many professions (MBO training courses) within which a person can start up as a self-employed business owner: e.g. as a hairdresser, plumber or car mechanic. These courses of training contain little or nothing in the way of entrepreneurship components, because not all of the participants wish to become self-employed. Those (young) entrepreneurs who have just started up their own businesses may also find that, despite what they may have thought, they are in need of specific entrepreneurial skills after all. For them, too, this module can signify a valuable addition to their knowledge, skills and experience to date

A shared view within the focus group is that the Entrepreneurship module eligible for certification is clear. All partners answered 'Yes' to the question whether the transfer product was clear for them. The 7 processes are clearly and easy to understand and well thought out in logical sequence.

### **3.1.1 Relevance**

To evaluate the relevance of the Entrepreneurship module eligible for certification, the question was asked whether this transfer product meets a need of the country and if they think it was based on recent insight.

Entrepreneurship is a hot issue and under the attention of the politicians. This effects all countries participating in the project and the focus group. The government encourage the development of entrepreneurial skills and mindset. It would be could if Entrepreneurship becomes a part of national educational legislation like integration in the curriculum and certification possibilities.

### **3.1.2 Consistency**

On the question whether the product was logically structured the answer was a unanimous "Yes". The focus group indicates that each process moves logically through a range of business areas which can be easily incorporated in the VET system of each country.

It gives some basis elements to create a business or a entrepreneurial attitude.

### **3.1.3 Practical use**

With regard to the practical use of Entrepreneurship module eligible for certification for the C-EO project, there seems to be some a division in the focus group. Some experts believe that the focus of the product is strongly focus on starting up and running a business. The question here is that it seems uncertain whether is able to encourage intrapreneurial skills. But it could be a good basis for a pedagogical framework to enable entrepreneurial coaches.

When we speak about the usefulness of the product for the country, the focus group agreed that it is a good basis for embedding entrepreneurship in VET education. With the remark that it should be made clear that it still seems to be most interesting for qualifications where self-employment may be a logical step.

### **3.1.4 Effectivity**

The focus group assessed the effectiveness of the Entrepreneurship module eligible for certification from different perspectives. When asked what the effect might be expected for the product in the country it is assessed both on the basis of form and content.

Viewed from the form the focus group agreed on the product as a good and well structured model to embed entrepreneurship in the countries VET system. They recognize the opportunities for people who won't start their own business.

### **3.1.5 Conclusions and recommendations for transfer**

According to the evaluation results of the Entrepreneurship module eligible for certification the focus group believes that the product is a well thought out pedagogical framework to integrate entrepreneurship in VET. However, it should not be concluded that at first sight it seems to have a strong focus on starting and running your own business. Therefore the transfer product seems less appropriate when it comes to learning intrapreneurial skills. This should have special attention when transferring the innovation of this product.

## **3.2 Transfer product 2: Profile Entrepreneurial teacher and manager**

The profile Entrepreneurial teacher and manager describes what a person needs to encourage entrepreneurship. This package of skills, knowledge and expertise is the foundation of bring and teaching entrepreneurship in education.

On the question whether the transfer product is clear to everyone, not all experts answered with 'Yes'. For the expert represented Italy the transfer product was not clear. For him the structure of the profile and the function of the entrepreneurial teacher or manager and the entrepreneurial scan was not clear. This may be colors his answers on the questions that came next. In addition, the France expert's opinion is that the profile is to short, but answered 'Yes' on the question if the transfer product was clear.

### **3.2.1 Relevance**

Following the relevance of the profile of the entrepreneurial teacher and manager the experts agreed on the relevance of the product. It can be an answer on European demands to develop interdisciplinary and entrepreneurship in teaching methods. Besides, the product can be used in order to promote self employment as a viable alternative to employment, the scan offers a useful self-assessment tool.

### **3.2.2 Consistency**

It seems to be logical that the expert representing Italy answered 'No' on the question if they think that the product is logically structured, since this question is strongly related to the first question: if the product was clear. The Italian expert misses the 'main focus'. Also the France expert mentioned that he thinks the profile is to short and that it only contains basic elements. The other experts thinks that it is a good defined profile and that is can be a good starting point for this project.

### **3.2.3 Practical use**

It is important to give an answer on the question 'Who is the entrepreneurial coach. The experts in the focus group agreed on the profile as a useful product for the C-EO project. It is a good starting point with the main characteristics and could also be used as a self assessment tool as it gives insight into an individual's patterns of behavior.

### **3.2.4 Effectivity**

Regarding the expected effectiveness of the profile the experts of the focus group are not sure. The expert representing Portugal sees opportunities to further develop the product and incorporate it into VET training and also the Italian expert sees opportunities to promote entrepreneurship in schools and organizations. The expert of France thinks that

the document gives recommendations to create a guide which could explain how to evolve from entrepreneurial teacher/manager to an entrepreneurial coach. England's experts think that the expected effectiveness of the product for the country is unsure.

### **3.2.5 Conclusions and recommendations for transfer**

The evaluation of the profile Entrepreneurial teacher and manager indicates a little restraint regarding the usefulness. In the basis the experts thinks the profile is a good starting point for finding the answer on the question 'who is the entrepreneurial coach'. In order to use this profile as a transfer product, the framework could be used as a basis for training development.

## **3.3 Transfer product 3: Training referential for entrepreneurial competences**

The Training Referential for Entrepreneurial competences in a handbook for trainers in the entrepreneurship area with 6 modules and several exercises to explore each topic and develop the entrepreneurial spirit in their trainees.

About the Training referential for entrepreneurial competence, all experts agreed on the clearness of the product. It is logically linked together and create progression. It provides a clear description of the proposes and training program, however, the background of the participants and the trainers is not so clear according to the Italian expert. But in general it is a very clearly explained methodology.

### **3.3.1 Relevance**

Regarding the relevance of the training and if the product meets the need of the countries, all experts agreed. They think that the product can promote self employment as a viable alternative to employment and that the training is a good basis for trainers or coaches who will promote entrepreneurship. The France and Italian experts confirm that they have a lot of similar training available in their country, but that they need to be standardized. The Dutch says that it provide some exercises to develop behavioral skills, but also technical and theoretical skills. The Netherlands however, should be focus more on the behavioral skills.

### **3.3.2 Consistency**

Subsequently to the question whether the product was clear the focus group here unanimously answered that the product is structured logically.

### **3.3.3 Practical use**

On the question if the product is useful for the situation of C-EO, the experts agreed on this. It is a good product and can inspire for further development. The Dutch expert mentioned that to increase the usability of the training, it is important to give more information about the training methods, strategies and used theories. This could possibly be done in a trainers guide.

In order to the expected usability of the product for the country, the Italian expert thinks that the training program is too long for the target group. All the other experts agreed on the good connection of the training to other existing materials in the countries.

### **3.3.4 Effectivity**

The expected effectiveness of the product goes in line with the answers already given on the previous questions. The English expert thinks that it can encourage vocational students to consider self employment. It enable them to use intrapreneurial skills in future employment roles, which could be lead to greater career opportunities.

### **3.3.5 Conclusions and recommendations for transfer**

Summarized can be determined that the Training referential for entrepreneurial competences forms a good basis as transfer product and that it complements existing training programs in each country. This means that the training contains good basic elements that are suitable for further developments in the C-EO project.

## **4. Conclusion and recommendation for translation to other WP's**

In the previous chapters the conclusions of the experts are summarized that they gave about the transfer products. Because the number of experts that were consulted is very small and there were may be interpretation differences in the chosen design generalization is not feasible. However, when we look at the evaluation it can be said that the experts think of the products as a good basis that can serve as a starting point.

An important issue is the fact that entrepreneurship can be accessed broader and that intrapreneurship as an entrepreneurial attitude of entrepreneurial employees are not always as obvious as considered . The products are suitable for this purpose , but it seem at first sight that they often lead to insights in the context of entrepreneurship in having your own business.

To create the translation of this conclusion to the inventory and analysis as part of WP 2 a strong positioning of these two views of entrepreneurship is very important . The recommendation is therefore to make a clear distinguish between entrepreneurship and intrapreneurship.

# 4. Appendix

## Questionnaire for transfer product 1: Entrepreneurship module eligible for certification

Name of the organization:

Country of your organization:

<p>1. Is the transfer product clear for you?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please, explain your answer:</p>
<p>2. The developed product meets a need of your country and is based on recent insights</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please, explain your answer:</p>
<p>3. Is the product logically structured?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please, explain your answer:</p>
<p>4. The product is useful in the situation of C-EO</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please, explain your answer:</p>
<p>5. What is the expected usability of the product in your country?</p>	
<p>6. What is the expected effectiveness of this product in your country?</p>	

## Questionnaire for transfer product 2: Profile Entrepreneurial teacher and manager

Name of the organization:

Country of your organization:

In the profile the entrepreneur scan is mentioned. This scan refers to a online test. It provide teachers in VET the opportunity to test the students entrepreneurial skills, but they can also test their own skills!

Via the link: <http://www.entrepreneurscan.com> you can do the test yourself and see how it works.

1. Is the transfer product clear for you?	<input type="checkbox"/> Yes <input type="checkbox"/> No  Please, explain your answer:
2. The developed product meets a need of your country and is based on recent insights	<input type="checkbox"/> Yes <input type="checkbox"/> No  Please, explain your answer:
3. Is the product logically structured?	<input type="checkbox"/> Yes <input type="checkbox"/> No  Please, explain your answer:
4. The product is useful in the situation of C-EO	<input type="checkbox"/> Yes <input type="checkbox"/> No  Please, explain your answer:
5. What is the expected usability of the product in your country?	
6. What is the expected effectiveness of this product in your country?	

## Questionnaire for transfer product 3: Training referential for entrepreneurial competences

Name of the organization:

Country of your organization:

<p>1. Is the transfer product clear for you?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please, explain your answer:</p>
<p>2. The developed product meets a need of your country and is based on recent insights</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please, explain your answer:</p>
<p>3. Is the product logically structured?</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please, explain your answer:</p>
<p>4. The product is useful in the situation of C-EO</p>	<p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Please, explain your answer:</p>
<p>5. What is the expected usability of the product in your country?</p>	
<p>6. What is the expected effectiveness of this product in your country?</p>	

## Questionnaire for best practice(s) - existing training and training materials - on entrepreneurial/intrapreneurial opportunities

Name of the organization:

Country of the organization:

Name of the best practice(s):

1. Shortly summarize the best practice	
2. Why do you think this best practice is innovative?	
3. Can you explain the method and the practical usability of the best practice?	
4. Is the best practice properly and sustainable transferable to other contexts?	
5. Based on past experiences and (limited) evidence do the best practice promise a meaningful and tangible improvement in entrepreneurship education?	<input type="checkbox"/> Yes <input type="checkbox"/> No  Please, explain your answer: