



ENTREPRENEURIAL SKILLS PASS

INTERIM EVALUATION REPORT

April 2015

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This external evaluation report reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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1. INTRODUCTION

This is a formative evaluation of the Entrepreneurial Skills Pass project, funded through the Leonardo da Vinci strand of the European Union's Lifelong Learning Programme. The report provides an external perspective on the achievements of the project to date, with a view to support the project management and project consortium to complete the project successfully. The report will form the basis for a summative evaluation to take place at the end of the project.

The project is undertaken and managed by a transnational partnership, comprised of the following 14 organisations:

- Fonden for Entreprenørskab – Young Enterprise
- Junior Achievement – Young Enterprise Europe
- Wirtschaftskammer Österreich/Austrian Federal Economic Chamber
- bit media e-Learning solution GmbH & Co KG
- CSR Europe
- JUNIOR Enterprise Austria
- Junior Achievement Czech Republic
- Sihtasutus Junior Achievement Eesti
- SEN/JA Greece
- Junior Achievement Italia
- Junior Achievement Romania
- Junior Achievement Slovakia
- Young Enterprise Switzerland
- Hill & Knowlton Strategies

BRIEF PROJECT DESCRIPTION

ESP is focused on **vocational schools** (VET) and its **main goals** are:

- 1) to provide a certification package able to improve students job prospects and act as more comprehensive proof of the skills and competences employers are looking for;
- 2) to train and certify more teachers in vocational schools to use the tools that lead to the certification;
- 3) engage and involve business and industry by having them participate in entrepreneurship education activities in schools as well as endorse the certificate by offering further opportunities for successful candidates.
- 4) to generate strong local stakeholder support and drive more constructive collaboration between key actors in the entrepreneurship education ecosystem.

In the long term, the project will work to improve young people's competitive advantage on the labour market (mitigate unemployment; increase entrepreneurial potential). This long term impact cannot be measured in the lifetime of the project, but is an expected impact achieving the objectives of the project.

PURPOSE OF THE INTERIM EVALUATION REPORT

The interim evaluation report aims to provide feedback on the extent to which:

- monitor the project progress and outcomes in relation to the goals set out;
- assess the involvement of partners and process their feedback about the project activities to identify the possible aspects for improvements accordingly;
- monitor the efficiency with which the project is being implemented.

The results of the evaluation for each project objective and main processes complement the internal evaluation to demonstrate to what extent the project is on track to achieve its original objectives and aims. The interim report addresses the variations from plans and whether a good change management was in place to ensure the efficient collaboration of all partners towards the development of quality outcomes and good work-progress at Interim time.

METHODOLOGY

The evaluation has been conducted through primarily desk research reviewing relevant documentation, including:

- Background material, including the original application sent to the European Commission, which identified the rationale for, and expected activities and achievements of, the project.
- Written materials, including materials developed, publicity materials, project newsletters, articles written by partners, internal quality questionnaire and reports.
- Monitoring data collected to date
- The partnership management plan and time chart were reviewed for evidence of partnership activity and project progression.

The desk research has been accompanied by two interviews with the internal quality manager.

2. EVALUATION FINDINGS

The external evaluation done at interim time complements the process of internal quality control undertaken by the partners in WP4 (Monitoring, evaluation and impact assessment). As part of ensuring the quality of the project, a quality assurance plan was at project start set out containing a list of quality indicators for every project objective. Moreover, the plan presented a structure for internal and external quality control. These indicators serve as an objective reference for the interim external evaluation presented in this report as well as information gathered through quality questionnaires filled out on a regular basis by project partners. The interim external evaluation focuses on whether the project at interim time is effective (achieving the goals set out and delivers products that meet the requirements) and efficient (implementing the project as planned and monitor project progress):

- Evaluation of efficiency:
 - Project management
 - Quality Plan and the internal evaluation QA procedures and results
 - Partnership and collaboration
- Evaluation of effectiveness:
 - The progress made towards the project objectives.

EVALUATION OF EFFICIENCY

The project evaluation process assesses project management activities that are planned within the project description according to the timeframe and deliverables. Also, an evaluation of the quality assurance procedures is conducted as well as an evaluation of the workings of the project partnership.

PROJECT MANAGEMENT

Table 1: Deliverables and activities in WP1 “Project Management” and status

Deliverables	Status
Establish a Management Team	Management team was established as planned as well as the Steering

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	<p>Committee.</p> <p>Monthly call are made with all project partners, however these calls was not made from project start in October 2013, but began in February 2014. However, the project partners met face-to-face in November 2013 at the launch event.</p> <p>In addition to monthly calls with project partners, the two leading organisations in WP1, FFE-YE and JA-YE, have calls every two weeks to ensure good cooperation and to monitor and update on progress.</p>
Put up an online working environment	<p>JA-YE has set up an online working environment for the Consortium partners where project documents are shared.</p> <p>After each call in the consortium and with the Steering Committee JA-YE Europe and FFE-YE produce minutes and follow-ups. All the materials related to the calls are shared with the Consortium and stored in the online working environment.</p>
Collect info from partners and produce short eBriefs	<p>This deliverable is well in progress with the first eBrief being published in January 2014. There has been minor irregularities in publishing the eBrief according to the plan (every 2 months), but nothing notable.</p> <p>There has been a steady increase in the number of recipients of the eBrief, starting from 44 and is at Interim time at 150 recipients.</p>
Collect info from partners and produce the financial reporting (to be shared with the Steering Committee)	<p>FFE-YE are continuously gathering the documentation for financial reporting.</p> <p>The financial reporting is a substantial workload for some of the project partners and therefore it is positive that FFE-YE has produced guidelines to ensure efficient reporting</p>
Collect info from partners and produce 3 annual reports (+ dissemination towards European Union, partners, selected schools, etc.)	<p>FFE-YE have produced an instruction guide for the project partners to support them in reporting</p> <p>FFE-YE has provided the partners with templates for the internal reports, both directly by email and stored in the online working environment</p>
Write the Project Management Plan (working document - confidential)	<p>A detailed Time Chart and Project Management Plan has been produced</p>
Organise three network progress meetings	<p>1st consortium meeting in Vienna on November 27, 2013</p> <p>2nd consortium meeting in Copenhagen on May 12, 2014</p> <p>3rd consortium meeting to take place in Brussels in September 2015</p> <p>The partners met face to face also in Tallinn in July 2014 during the official launch of the project and in Belgrade in November 2013 by taking advantage of the JA Annual Conference.</p>
Establish the Steering Committee	<p>Monthly calls with the Steering Committee (is conducted back-to-back with the monthly project consortium call) is taking place as planned + face-to-face meetings. Minutes are produced after each call which is shared at the online working environment.</p>

QUALITY PLAN AND THE INTERNAL EVALUATION QA PROCEDURES AND RESULTS

In addition to the structure put in place with monthly calls among the project partners as well as a number of face-to-face meetings, the quality assurance plan provides a number of tools to monitor the quality of the project. This work is coordinated by the internal quality manager (FFE-YE) who ensures that any identified quality issues are dealt with appropriately and swiftly. It is the responsibility of the work package leaders to report any quality issues. The internal quality manager shall bring up the quality issues at the management team meetings to ensure that they are dealt with appropriately. Project partners should be informed about the outcome via the minutes from the management meetings which are shared in the online working environment. At the Steering Committee meetings/monthly calls major deliverables should go through a Quality Review to ensure that the deliverables are of a high quality and meets the requirements set out for the specific deliverable.

These quality procedures are taking place at a more informal level than envisioned in the quality assurance plan. Quality issues are raised and discussed among project partners at the monthly calls and any issues emerging from individual project partners are discussed by the management team where it is decided how to deal with the issue. Since these discussions take place at a more informal level, the decisions made are not always reflected in the minutes from the calls nor quality assurance is a fixed part of the agenda of the monthly calls.

Quality reviews of major deliverables are discussed in the calls, but the minutes does not always reflect whether the deliverables have been approved by the project consortium – which is one of the quality standards that the deliverables should live up to. This means that quality issues are being discussed as agreed in the quality assurance plan and the continued progress of the project as well as the positive feedback from the project partners through the internal report forms indicate that deliverables are being agreed upon by the project partners and solutions are found to emerging issues. But to ensure that the project runs according to plan and will reach the goals set out, it is important that the project management team also implements the quality assurance procedures on a formal basis as envisioned in the quality assurance plan. At every monthly call or face-to-face meeting, quality assurance should be a fixed point on the agenda to make sure that any issues are dealt with collaborative in the project partnership. The minutes should reflect the decisions made on how to deal with the quality issues. Also, all major deliverables should go through a quality review with a reference to the quality criteria and standards defined in the quality assurance plan. Again, the results of the quality review should be detectable in the minutes from the calls.

PROJECT PROGRESS

The following gives an overview of the input from project partners in terms of their evaluation of project progress and the functioning of the partnership (dealt with in the next section) as well as the overall assessment by the internal quality manager of project progress done for each of the bi-annual activity reports.

Table 2: Feedback on the Quality control question “Is there any slippage anticipated for milestones and deliverables in the next period?” up until interim time

1. project period	2. project period	3. project period
1/10/13 – 31/03/2014	1/4/2014 – 30/9/2014	1/10/14 – 31/03/2015
The quality assurance plan was being drafted in this period and thus data was not collected from the project partners	No: 11 Yes: 2	No: 10 Yes: 3

On an overall level, the project is reported to be progressing as planned with only few setbacks and slippage compared to the original project plan. Some setbacks are minor and are dealt with swiftly leaving no negative impact on the project progress and results as for example the postponing of

webinars, NFG meetings and e-briefs were decisions were made to postpone in order to get more participants for the webinars or spent the fixed resources on project matters with greater impact on the overall project.

Of potential negative impact is the delay experienced by some local partners of the self-assessment tool. Due to technical problems the platform has not be ready and in some cases not functioning correctly. This has made it difficult for the national implementation in the local partner countries. However, the project management team has taken immediate steps to make sure that the delay is overcome and leaves no negative impact. The technical problems are due to the subcontractor developing the tool and the project management team are dealing with the subcontractor accordingly and supporting the subcontractor in delivering the tool operational as planned. Also, it should be noted that the majority of the project partners at local level have not reported any setbacks, so it seems that the issue with the self-assessment platform has only been experienced in some countries.

Of focus here is the means taken to assure the quality, i.e. what is important is to be reassured that the management team together with work package leaders take action in order to remedy the setbacks experienced and offset the potential negative impact.

With respect to the self-assessment platform, the delays have been a result of problems with a subcontractor. To deal with this, JA-YE has had numerous meetings with the subcontractor to solve the technical issues and support the subcontractor in producing the platform as envisioned. It is assessed that the project management team have taken appropriate and timely steps to deal with the problems.

OVERALL INTERNAL QUALITY ASSESSMENT

According to the quality assurance plan, the internal project manager is to make bi-annual quality assessments using a quality questionnaire included in the quality assurance plan which should be a part of the bi-annual progress reports. The project management team has obtained bi-annual reports from the project partners, but has not produced overall bi-annual progress reports. Hence, the bi-annual quality assessments have not been made.

The internal report forms collected from project partners advises the project management of pertaining issues, but it is a concern that the bi-annual reports have not been produced. Producing a bi-annual report will trigger an overall assessment of the project progress and gives pause to consider longer-term issues which might not analysed on a day-to-day basis. Also, it brings an opportunity to share concerns, progress and good practice among the project partners. The quality assessment in the bi-annual reports will also show whether the project is on track – again to be shared with project partners – and those action to be taken to deal with challenges identified.

Therefore, it is strongly encouraged that the project management must produce the bi-annual reports including making the overall quality assessments. To remedy the lack of bi-annual reports for the first to project periods, it is recommended that the internal report forms from the project partners are made available on the online working environment.

PARTNERSHIP AND COLLABORATION

It is evaluated the manner in which the partnership is performing with regards to sharing of activities, effectiveness of communication, meeting deadlines, etc. The evaluation is based on the self-reporting by the individual project partners supplied via the quality controls questions incorporated in the internal reports produced every six months. Note that since the quality assurance plan was being drafted in the first period of the project, the quality questions were not incorporated in the first internal report and thus data is available from the 2. project period and onwards.

On an overall note, it can be stated based on the high number of project partners participating on a regular basis in the monthly calls of the project, that there is a high level of commitment of the project

partners – they are devoting time and energy to jointly ensure the success of the project which is of crucial importance. The commitment is also very visible when seeing at what high level all project partners are working to promote the project to stakeholders, in the media, etc.

Table 3: Feedback on the quality control questions related to the communication and collaboration of the project partnership up until interim time

1. project period	2. project period	3. project period
1/10/13 – 31/03/2014	1/4/2014 – 30/9/2014	1/10/2014 – 28/02/2015
QQ1: “Is continuous and efficient communication among project partners assured with appropriate tools?”		
See *	No need for improvement: 10 Some scope for improvement: 3 Significant room for improvement: 0 Strong improvement needed: 0	No need for improvement: 11 Some scope for improvement: 2 Significant room for improvement: 0 Strong improvement needed: 0
QQ2: “We (me and, if applicable, my colleagues in my organisation) have access to all information relevant for project implementation”		
See *	No need for improvement: 9 Some scope for improvement: 3 Significant room for improvement: 1 Strong improvement needed: 0	No need for improvement: 11 Some scope for improvement: 2 Significant room for improvement: 0 Strong improvement needed: 0
QQ3: “We (me and, if applicable, my colleagues in my organisation) have a coherent understanding of the project, its methodical approach and terminology used”		
See *	No need for improvement: 12 Some scope for improvement: 1 Significant room for improvement: 0 Strong improvement needed: 0	No need for improvement: 10 Some scope for improvement: 2 Significant room for improvement: 1 Strong improvement needed: 0
QQ4: “Our (my organisation’s) interests and needs are continuously considered and integrated into the projects implementation”		
See *	No need for improvement: 11 Some scope for improvement: 1 Significant room for improvement: 1 Strong improvement needed: 0	No need for improvement: 12 Some scope for improvement: 0 Significant room for improvement: 1 Strong improvement needed: 0

* The quality assurance plan was being drafted in this period and thus data was not collected from the project partners

The vast majority of project partners report that they are satisfied with the internal communication and collaboration of the project partnership and thus do not apply for any changes to be made to the administration of the project. However, based on the feedback from some project partners, the following room for improvement of the workings of the partnership has been identified:

- If project partners are requested/needed at project events that requires travel, this should be communicated as soon as possible to keep travel costs down.
- Give special attention to share progress in individual project countries as well as good practice examples on how to partner with schools and companies for instance.
- Send out information about project tasks (e.g. translation of documents) as soon as possible so the project partners have ample chance to plan and distribute resources to upcoming tasks
- Though instruction guides have been prepared, there seems to be a need to improve the guidelines for the financial reporting to support local project partners.

- National implementation of the project is dependent on an timely information flow from the project lead and work packages leaders to national coordinators so they can inform the teachers who are the ones implementing the activities on the ground.
- There seems to be a need to include the local project partners more in the development of the self-assessment tool and the final exam. Due to national differences and specifications, it is important that local partners have a chance to review the questions included in the tool and final test. The management team should take this into consideration and add feedback loops in addition to the working groups put in place and making the documents available in the online working environment.

EVALUATION OF EFFECTIVENESS

The Interim Evaluation Report includes the evaluation of the project objectives and the corresponding activities that took place during the period from project start to the time of the interim report (April 2015). It needs to be noted that a number of the quality indicators cannot be evaluated in this interim report as corresponding data is not available before the project’s halfway point in September/October 2015 or by project end in 2016. Where possible indications will be made whether the project seems on track in terms of the quantitative goals set out for the halfway point.

Table 4: Interim evaluation of project outcome for objective 1

OBJECTIVE 1: TO IMPROVE STUDENTS JOB PROSPECTS AND ACT AS MORE COMPREHENSIVE PROOF OF THE SKILLS AND COMPETENCES EMPLOYERS ARE LOOKING FOR		
Indicator	Target	Status by April 2015 (interim time)
Number of students who complete the exam Halfway point: Sep.-Oct. 2015 Project end: Sep.-Nov. 2016	By halfway point: 2.000 students By project end: 5.000 students	Full data not yet available however initial data at interim time shows that 144 VET students passed the exam during the pilot year (2013-2014) The purpose of the pilot test has not been to get a high number of students to complete the exam, but the purpose has been to identify how the exam worked, i.e. to do a quality control of the deliverable before it was implemented for the full year of implementation. The pilot test identified a number of issues: 1) Timing issues: In some countries the timing of the exam did not correspond well with the school year which for some countries meant that the students were busy with finals. 2) Language problems: The language of the pilot exam was English and not in the native language of the country. Feedback from teachers highlighted this as a major contributing factor of the low number of students passing the exam. 3) Difficulty of the exam/national differences: The Company Programme is not taught the same way in all countries and therefore it is not sure that all students have been taught in the subjects included in

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		<p>the exam questions.</p> <p>Faced with the results from the pilot, the project has reacted appropriately with a number of steps to make sure that the challenges are dealt with to make sure that the project reaching its goals:</p> <ol style="list-style-type: none"> 1) Working groups were put in place with teachers and experts to review all the questions to make them more suitable for the Company Programme students. To take into account national differences, project partners were invited to take part in the working groups. 2) A glossary for teachers is being developed explaining the business terms used in the ESP exam. 3) The exam questions are being translated into local languages. <p>As such, it is encouraging to see that the project management has responded appropriately to the results of the pilot test to make sure that ESP exam is improved for the first full-year implementation. However, the impact of the project to a high degree relies on the number of students obtaining the certificate and therefore the project should carefully consider how it can significantly increase the numbers of students taking the exam in addition to working on making the difficulty of the exam appropriate.</p>
<p>Number of students who pass the exam (70% minimum score) compared to the number of students who took the exam</p> <p>Halfway point: Sep.-Oct. 2015</p> <p>Project end: Sep.-Nov. 2016</p>	<p>By halfway point: 50%</p> <p>By project end: 50%</p>	<p>Data not yet available.</p> <p>This indicator will only be evaluated by the end of the project.</p>
<p>Increase in the number of student taking the exam compared to the number of students who completed the Company Programme</p>	<p>By project end: 50% increase</p>	<p>Data not yet available.</p> <p>This indicator will only be evaluated by the end of the project.</p>

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<p>(entrepreneurial experience in school) from project start to project end</p> <p>Project end: Sep.-Nov. 2016</p>		
<p>Number of students taking the online assessment</p> <p>Halfway point: Sep.-Oct. 2015</p> <p>Project end: Sep.-Nov. 2016</p>	<p>By halfway point: 2.000 students</p> <p>By project end: 5.000 students</p>	<p>Full data not yet available, but data at interim time indicates that the project seems to be well on track on this indicator with 1.473 students has taken the online assessment in the pilot year (2013-2014).However, the number covers both VET and academic students, so therefore it is not possible to evaluate progress towards the contractual target, which covers only VET students.</p> <p>This indicator will only be evaluated by the end of the project.</p>
<p>Outcomes of student self-assessments</p> <p>2015 & 2016:</p> <p>Tool administered three times through the CP</p> <p>September: Pre-assessment</p> <p>January: Midterm assessment</p> <p>June: Post assessment</p> <p>Flexible timetable (it can change from country to country)</p>	<p>Improvement in seven competences:</p> <ul style="list-style-type: none"> • creativity • self-confidence • taking initiative • teamwork • self-efficacy • perseverance • taking responsibility <p>Target depends on baseline</p>	<p>Data not yet available.</p> <p>This indicator will only be evaluated by the end of the project.</p>

Table 5: Interim evaluation of project deliverables for objective 1 in terms of quality criteria and standard

Concrete Deliverables	Quality criteria and standard	Status by April 2015 (interim time)
<p>Draft the learning outcomes of the online exam</p> <p>Complete by Jan. 2014</p>	<p>The deliverable contains the content expected from the deliverable description</p> <p>Learning outcomes accepted by project</p>	<p>In December 2013, JA-YE Europe, in cooperation with the Steering Committee and the countries interested in ESP, drafted a list of the learning outcomes students achieve at the end of the entrepreneurial experience.</p> <p>The deliverable was ready on time. It was presented</p>

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	consortium	to the project consortium at the kick-off event in Vienna, where the consortium accepted the learning outcomes. This has not been formally noted in the minutes, but since the learning outcomes form the basis of the following deliverables it should be safe to deduce that the consortium has accepted it. Otherwise, if disagreement was present, that would probably have been voiced in the internal report forms – and here there has been no mention of it. However, again it is recommended that the project management takes formally and written note of the quality decisions taken in the consortium meeting to avoid any misunderstandings
Draft the syllabus of the online exam Complete by Feb. 2014	The deliverable contains the content expected from the deliverable description Contents of the online exam accepted by project consortium and integrated in the learning resources developed	Starting from January 2014, JA-YE Europe cooperated with WKO in drafting the exam syllabus and questions. To ensure appropriate feedback and input from local partners, a syllabus working group was set up to revise and provide comments of test questions. The deliverable was ready as planned. However, the pilot showed various issues with the exam questions and steps were taken as described above.
Online self-assessment tool 3 rd questionnaire ready by Apr. 2014 (pilot) Full package ready by Sep. 2015 (full year of implementation)	The deliverable contains the content expected from the deliverable description The deliverable is structured and written/produced in a way that facilitates its use by the target group Online assessment tool approved by project consortium Online assessment tool is operational with no errors	JA-YE and the national partners drafted the content for the online self-assessment tool which was delivered as planned in the pilot year (2013-2014). For the full year of implementation the consortium developed an online platform which was ready only by November 2014 when the students had already begun the Company Programme. It can therefore be assumed that the self-assessment will not deliver a “true” baseline, because the students were already taking part in the activities. This should be kept in mind when analyzing the data from the first year of implementation. In terms of the quality standard concerning operational with no error, there are still a few technical issues which are being dealt with, but they are not determined to cause any delay or problems. In terms of the quality standard that the online assessment tool should be operational with no errors, the deliverable did not in the beginning live up to this standard. However, steps have been taken as described earlier and the tool should presently be operational with no errors.
ESP Online system tool	The deliverable contains the content expected from the	The ESP Online system was ready for pilot testing in June 2014 as planned and was completed also as

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Pilot-test: June 2014	deliverable description	planned.
Complete by Aug.-Sep. 2014	Online exam system approved by project consortium Online exam system operational with no errors	The system was approved by the project consortium and is operational with no errors.

Table 6: Interim evaluation of project outcome for objective 2

OBJECTIVE 2: INCENTIVIZE MORE VET EDUCATORS AND SCHOOLS TO MOVE INTO ENTREPRENEURSHIP EDUCATION		
Indicator	Target	Status by April 2015 (interim time)
Number of VET schools using ESP Halfway point: Sep.-Oct. 2015 Project end: Sep.-Nov. 2016	By halfway point: 70 schools By project end: 200 schools	Data not yet available This indicator will only be evaluated by the end of the project
Number of teachers trained to use the ESP tool Halfway point: Sep.-Oct. 2015 Project end: Sep.-Nov. 2016	By halfway point: 70 teachers trained By project end: 200 teachers trained	Data not yet available This indicator will only be evaluated by the end of the project
VET teacher satisfaction VET director satisfaction Teachers are asked to do the satisfaction survey after they have been trained (ongoing) Each local partner interview 1-2 teachers on the satisfaction of using the ESP tool	Majority of teachers satisfied with the training they have received and they will recommend it to other VET teachers Majority of teachers satisfied with the certification package and its usability Qualitative feedback on participation in the ESP project by VET directors	Data not yet available This indicator will only be evaluated by the end of the project

<p>after the 1st year implementation (Jun-Sep. 2015)</p> <p>In countries with contacts to VET directors, 1-2 directors will be interviewed on their satisfaction with the project – to be complete 2nd year of implementation (Jun-Sep 2016)</p>		
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Table 7: Interim evaluation of project deliverables for objective 2 in terms of quality criteria and standard

Concrete Deliverables	Quality criteria and standard	Status by April 2015 (interim time)
<p>Teachers support tool-kit</p> <p>Complete by May 2014</p>	<p>The deliverable contains the content expected from the deliverable description</p> <p>The deliverable is structured and written/produced in a way that facilitates its use by the target group</p> <p>Support tool-kit approved by project consortium</p> <p>Support tool-kit is operational</p>	<p>Learning material related to the ESP tool has been delayed compared to the project plan which has had an adverse impact at the implementation level with teachers not getting the necessary material to use and the tool and instruct their students. This has been highlighted by a number of the project partners.</p> <p>With this issue being raised, the project management team has taken a number of steps to deal with the delay of some elements of the support tool kit for teachers. All materials – both promotion and training materials – are at interim time ready. To remedy the delay of the ESP Glossary, the project management team has made available other learning resources to support the teachers and students, i.e. the HP online e-learning courses. However, while other training materials can be a support, it is important that the teachers have access to dedicated material specifically for the ESP syllabus and exam. At interim time, a draft of the glossary is being revised by the partners and teachers who are experienced in the content of the exam.</p> <p>In terms of the quality criteria and standards, it must be stated that at current state it does not live up to the criteria and standard set out, but action is being taken to get this deliverable on track.</p>
<p>Face to face and online teacher training</p> <p>Start September 2014, ongoing throughout</p>	<p>The deliverable contains the content expected from the deliverable description</p> <p>The deliverable is</p>	<p>Training of teachers is in progress.</p> <p>However, there is not a common approach to the teacher training taking place – both in terms of content and training format. Due to national differences it might not be possible to produce a</p>

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project	structured and written/produced in a way that facilitates its use by the target group Training (face-to-face and online) are approved by project consortium and receiving teachers	common teacher training approach, but it is encouraged that the different teacher training approaches in the different countries are mapped and discussed at a project consortium meeting. This will help identify any shortcomings and enable the local project partners to share good practice as well as concrete teacher training material which might help countries struggling to training a sufficient number of teachers.
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Table 8: Interim evaluation of project outcome for objective 3

OBJECTIVE 3: GENERATE STRONG LOCAL STAKEHOLDER SUPPORT; DRIVE MORE CONSTRUCTIVE COLLABORATION BETWEEN KEY ACTORS IN THE ENTREPRENEURSHIP EDUCATION ECOSYSTEM		
Indicator	Target	Status by April 2015 (interim time)
Number of people participating in the networking activities and their satisfaction with the networking activities among stakeholders in the entrepreneurship education eco-system Ongoing	Majority of participants in networking activities are satisfied with the events Questions on satisfaction with the project will be on the agenda of the NFG meetings once a year	The satisfaction surveys have not been made since it is more appropriate to await a full year of implementation before satisfaction surveys are made among the target groups. This is well prepared at interim time as interview guides for VET students, teachers, school directors, business partners and NFGs members have been produced and made available to the local project partners.
Mainstreaming and project reach Project end: Sep.-Nov. 2016	9 additional countries have signed up	This indicator will only be evaluated by the end of the project. However, at interim time 7 additional countries participated in the pilot year (2013-2014) and 9 countries in addition to the 9 original ESP countries will run ESP this year. Therefore, the project has already reached the target set out and is testament to the great effort the project is making in disseminating the project. This promise well for the mainstreaming and thus impact of the project.

Table 9: Interim evaluation of project deliverables for objective 3 in terms of quality criteria and standard

Concrete Deliverables	Quality criteria and standard	Status by April 2015 (interim time)
Nine National Focus Groups (NFG) established Complete by Feb. 2014	The deliverable contains the content expected from the deliverable description NFG established and	National Focus Groups have been set up in all partner countries though some project partners have experienced delays in setting up the NFGs. In some countries, the NFGs have just been established. Countries report that it has been difficult to identify

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	<p>representation of members in NFGs approved by Steering Committee/management team</p>	<p>the key stakeholders to take part in the NFGs and it has taken longer to negotiate their participation.</p> <p>In order to support local project partners in identifying potential members for the NFGs, JA-YE Europe provided them with a presentation about the group members and their tasks/duties during the project life and WKO has sent out a letter to the Chambers of Commerce with information about the project and an encouragement to support the project and participate in the NFGs. Likewise, CSR Europe has sent out information about the project to their members and then launched a call for action.</p>
<p>2 NFG meetings per year (54 NFG meetings held)</p> <p>Ongoing according to ESP time schedule</p>	<p>The deliverable contains the content expected from the deliverable description</p> <p>Members of the NFGs are satisfied with the outcomes of the meetings</p>	<p>Due to the delay in setting up the NFGs in some of the local partner countries, the 2 NFGs meetings per year have not taken place as planned. In some countries the meetings have only just begun early 2015 and in most countries, only one meeting has taken place.</p> <p>Approximately 27 NFGs meetings should have been held at interim time, but only 12 meetings have taken place in project partner countries.</p> <p>The NFGs play a crucial role in the implementation of the project. It is strongly encouraged to activate the NFGs on a more substantial basis to get more schools involved as well as involve key stakeholders in promoting the project and strengthen national implementation at both practical and policy level.</p> <p>It is not possible to check the deliverable against the quality standard on satisfaction of the NFGs members as satisfaction surveys have not been made at interim time. However, interview guides for the NFG members have been drafted at interim time.</p>
<p>Networking activities:</p> <p>3 Consortium Meetings</p> <p>3 International Events:</p> <ul style="list-style-type: none"> • 1 Launch event • 1 stakeholder event • 1 International Symposium for VET Teachers <p>5 face-to-face meetings or online webinars with companies and CSR</p>	<p>The deliverables contain the content expected from the deliverable description</p> <p>Events take place as planned according to project description</p> <p>Majority of participants in networking activities are satisfied with the events</p>	<p>Consortium meetings:</p> <p>Two consortium meetings have been held and the third one is planned for September 2015.</p> <p>Launch event:</p> <p>The launch event was held as planned with more than 500 participants</p> <p>Stakeholder event:</p> <p>The initial plan was to host the event in November 2013 but it was decided to postpone it until December 2014 in order to have more results to present for the stakeholders. Due to conflicting schedules, the event has now been postponed until March 4, 2015, at the European Parliament hosted by MEP Petra Kammerevert, Coordinator of Committee</p>

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<p>Europe members: January 2014 June 2014 September 2014 April 2015</p> <p>1 Business Summit</p> <p>Ongoing according to ESP time schedule</p>		<p>on Culture and Education, and MEP Jutta Steinruck, Member of Committee on Employment and Social Affairs.</p> <p>Meetings/Webinars for companies: January 2014: Webinar June 2014: Roundtable October 2014: Webinar April 2015: planned for May 27</p> <p>Business Summit: Business Summit is planned for November 2015</p> <p>The networking events are taking place as planned – some with minor delays.</p>
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Table 10: Interim evaluation of project outcome for objective 4

OBJECTIVE 4: TO ENGAGE AND INVOLVE BUSINESS AND INDUSTRY BY HAVING THEM PARTICIPATE IN ENTREPRENEURSHIP EDUCATION ACTIVITIES IN SCHOOLS, AS WELL AS ENDORSE THE CERTIFICATE BY OFFERING FURTHER OPPORTUNITIES FOR SUCCESSFUL CANDIDATES		
Indicator	Target	Status by April 2015 (interim time)
<p>Number of businesses formally agree to support the certification</p> <p>Halfway point: Sep.-Oct. 2015</p> <p>Project end: Sep.-Nov. 2016</p>	<p>Halfway point: 70 businesses</p> <p>Project end: 200 businesses</p>	<p>17 companies at European level have so far formally agreed to support the ESP plus another 33 at national level (50 in total). The half-way target is 70 in Sep/Oct. 2015 and 200 by project end in Oct. 2016 which means that the project seems to well on track.</p> <p>It is encouraging to see that the WP leader is aware of the current circumstances and has in the latest internal report highlighted the intention to work on a new set of communication documents and a renewed strategy for the next 6 months. It is encouraged to explore new ways of obtaining company support in addition to the ones tried already.</p>
<p>Satisfaction of businesses participating in ESP</p> <p>Examples of further opportunities offered</p> <p>Halfway point: Sep.-Oct. 2015</p> <p>Project end: Sep.-Nov. 2016</p>	<p>Majority of business volunteers are satisfied with their participation in ESP and would recommend it to their peers</p> <p>Qualitative data on further opportunities offered by the businesses</p>	<p>Data not available at interim time</p> <p>Interview guides for businesses have been drafted at interim time.</p>

DISSEMINATION ACTIVITIES

Dissemination is central to the success of the ESP project and has carried priority amongst partners from the outset. This priority is very visible from the dedication, resources and time the project partnership has devoted to disseminating the project. All relevant partners have been very active in spreading the word about the project to ignite interest and to involve key stakeholders as teachers, companies, students, policy makers etc. The many activities will help elicit high levels of awareness of the project from the very outset. Also, the branding is carried forward through the dedicated website as well as the ESP eBrief being produced on a continuous basis.

At interim time, it is believed that the project partnership's impressive dissemination efforts will increase the value and impact of the project and its learning outcomes in relation to mainstream practice and policy development.

3. CONCLUSION

EFFICIENCY

Overall, it can be concluded that the project is progressing as planned, i.e. is efficient and well-managed. Care has been given to produce project deliverables appropriate for the national partners and for the target groups of VET students and teachers. This has meant some adaptation and delay along the way, but there have been good reasons for this. In terms of quality assurance, this project shows why it is important to conduct pilot test before full implementation. The project learned some very valuable lessons and reacted accordingly which means that the end product is of higher quality and is more suited to the target users. For the future, steps need to be taken to formalize the quality assurance as described below.

PROJECT MANAGEMENT

Project management to date has been both comprehensive and effective and predicts well for a successful outcome for the Entrepreneurial Skills project. However, there are some issues to take into consideration going forward in the project:

- If project partners are requested/needed at project events that requires travel, this should be communicated as soon as possible to keep travel costs down.
- Send out information about project tasks (e.g. translation of documents) as soon as possible so the project partners have ample chance to plan and distribute resources to upcoming tasks
- Though instruction guides have been prepared, there seems to be a need to improve the guidelines for the financial reporting to support local project partners.
- National implementation of the project is dependent on an timely information flow from the project lead and work packages leaders to national coordinators so they can inform the teachers who are the ones implementing the activities on the ground.
- There seems to be a need to include the local project partners more in the development of the self-assessment tool and the final exam. Due to national differences and specifications, it is important that local partners have a chance to review the questions included in the tool and final test. The management team should take this into consideration and add feedback loops in addition to the working groups put in place and making the documents available in the online working environment.

It also needs to be highlighted that the lack of overall bi-annual reports collecting and synthesising the internal reports from project partners is a risk factor that needs to be dealt with as it prevents the functioning of an early warning system that detects and shares issues that threatens the project progress

among project partners. As a first step, the project management team can make available the internal project reports at the online working environment.

QUALITY ASSURANCE

Quality assurance of the project seems to be taking place at a more informal level with discussions taking place at monthly meetings, issues being raised on an ad hoc basis between project management and project partners. Through this approach, it appears that the project management team has managed to identify the quality issues emerging and has been able to take the steps needed to deal with the issues. However, if the quality assurance system set out in the quality assurance plan produced at the onset of the project, it might have meant that the actions taken to remedy the quality issues had been more swiftly and efficient and that the actions were shared with project partners faster and in a less sporadic way.

Therefore, in terms of the project's quality assurance, steps need to be taken by the project management to make the quality assurance a more formal process:

- At every monthly call or face-to-face meeting, quality assurance should be a fixed point on the agenda to make sure that any issues are dealt with collaboratively in the project partnership.
- The minutes should reflect the decisions made on how to deal with the quality issues.
- All major deliverables should go through a quality review with a reference to the quality criteria and standards defined in the quality assurance plan. The results of the quality review should be detectable in the minutes from the calls.
- The internal quality manager must include in the bi-annual progress reports a section on quality which assesses the project's efficiency and effectiveness at reporting time using the quality questionnaire included in the quality assurance plan.

PROJECT PARTNERSHIP

In terms of the evaluation of the communication processes and collaboration among partners, it seems that the partnership have not had major problems working together. There is evidence of great commitment among the project partners as well as satisfaction with the project. The majority of project partners report that there is no need for improvement in their bi-annual internal report forms and have done so in all three project periods covered by this interim evaluation. The online working environment seems to be working efficiently for document sharing. Through the regular calls/face-to-face meetings project partners are in contact – however, it seems that attention could be given to support project partners in sharing progress in individual project countries as well as good practice examples on how to partner with schools and companies for instance.

EFFECTIVENESS

It is not possible to fully assess the impact of the Entrepreneurial Skills Pass project as there has not yet been a full year of implementation, but for each of the project objectives it can be evaluated whether the project is on track or whether the evaluation has identified some risks:

- *To provide a certification package able to improve students job prospects*
Most of the elements of the certification package were developed and delivered as planned. Any technical problems encountered were dealt with to the extent possible and swiftly. Also, issues related to the content of the deliverable, specifically the needs for adjustment of the ESP exam identified during the pilot test, have been identified and solutions proposed and executed.

- *To train and certify more teachers in vocational schools to use the tool*

The implementation of the project hinges on the involvement of VET teachers, schools and directors. In terms of the deliverables, the project has experienced delays in producing the teacher support tool-kit but paid attention to involve the end users in the development of the contents of the qualification package. Most elements have been produced and delivered as planned, but some central parts are missing. Although the project management has supplied the local project partners with learning materials while the missing parts are being developed, it is important that teachers are enabled to use the tool to increase the likelihood of successful implementation as well as increasing the teachers' ability to instruct the students, so their likelihood of being successful increases making the whole project a success. Also, to facilitate mainstreaming of the project to teachers outside the project, it is recommended that it is considered how to make an overall teacher training package with a common approach that can easily be communicated, i.e. collect and mainstream the teacher training approaches taking place presently at local level.
- *To generate strong local stakeholder support*

The project has experienced some delays in setting up the National Focus Groups. At interim time, all the NFGs are up and running which hopefully also will have a positive effect on the number of VET schools and teachers that will use the ESP tool. The project is well on track in terms of hosting networking events to generate stakeholder support. All events planned at the onset of the project have been executed. Likewise, the project has been very active in disseminating and promoting the project. This dedication to gain support for the project is impressive and will play an important role in the success of the project. For the next part of the project, it is encouraging that the project is foreseeing to conduct satisfaction surveys among key stakeholders (students, teachers, directors, businesses and NFGs members) as a means to keep track on their level of support, wishes for change, feedback and input.
- *To engage and involve business and industry*

Though many activities as webinars, promotion materials, meetings, letters etc. have been put in place, the project should continue to approach companies to gain the formal support for the ESP tool. At interim time, 50 companies have pledged their support at either national or European level. To make sure that VET students passing the ESP exam have access to the further opportunities envisioned, it is important that the project continues to devote significant attention to obtaining support from business and industry. Many steps have been taken by the project consortium and they should be closely monitored to see if they generate sufficient results or whether additional action should be taken.