



Evaluation of MNECOS

Phase I

Evaluation Framework & Forward Action Plan

FINAL

November 2010



*Creating a Competitive Edge for
People, Places & Organisations*

Quality & innovation in vocational training for Enterprise Cultural Heritage management
Project Number: 504470-LLP-1-2009-1-Uk-LEONARDO-LMP
Grant Agreement Number: 2009 – 2195 / 001 - 001

This project has been funded with support from the European Commission.

This publication [communication] 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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November 2010

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I. Introduction:

In June 2010 Innovas consulting Ltd were appointed to undertake an ongoing review of the project *Quality and innovation in Vocational Training for Enterprise Cultural Heritage Management*, hereafter referred to as MNEMOS. MNEMOS is funded by the Leonardo Da Vinci strand of the European Union's Lifelong Learning Programme (LLP).

The project aims to develop and trial an innovative training approach to exploit the potential of Enterprise Cultural Heritage (ECH) management in SMEs and to improve the quality of VET practices for non-formal learning. The project is founded on the belief that the development of new competencies and skills and the more effective use of ECH will enhance the employability of individual workers and the competitiveness of SMEs.

Parameters of Evaluation

As part of the Terms and Conditions of the funding award, an external evaluation is required. The evaluation covers the development of the MNEMOS tool against its developmental timetable, as well as the views on the development process from various stakeholder groups, drawing on evidence from a number of sources.

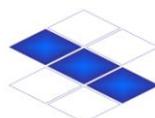
The evaluation thus seeks to address the following:

- Were the activities the correct ones to achieve targets?
- Was the delivery of the activities of sufficient quality to deliver the targets?
- Were the reporting and oversight/monitoring procedures appropriate?
- How could this project be developed / modified to deliver more effectively?

What makes this evaluation more unusual is that the evaluators are NOT evaluating the impact of the MNEMOS project per se, but rather the process in defining and developing the 'tools' from which the MNEMOS partners will strive to impact on European SMEs

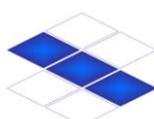
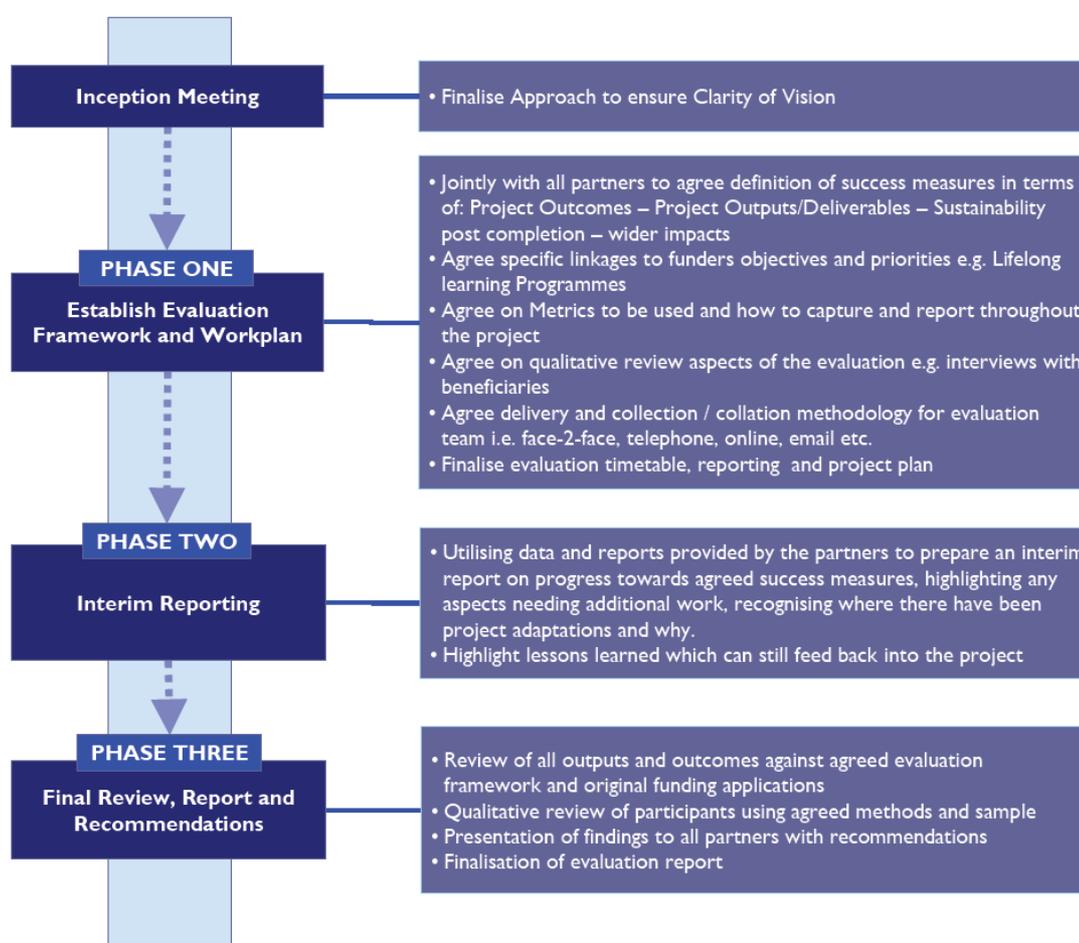
That said, the aim of the Framework is to also provide a set of tools (including benchmarks) with which MNEMOS can be evaluated against once the platform has been finalised and rolled out across Europe.

Our approach to the evaluation is based on a three-stage model:



- Stage 1:** Production of an Evaluation Framework to ensure there is agreement on the objectives, parameters, and metrics for the evaluation
- Stage 2:** An interim report, examining project progress, emerging issues and barriers to the project's successful completion, recognising any adaptations to either the project's Aims & Objectives or delivery model.
- Stage 3:** A final report, reviewing the project's performance against that planned in the relevant funding application forms and documentation. This will include a complete review of all outputs and outcomes against agreed evaluation framework and original funding applications supported by a qualitative review of participants using agreed methods and sample.

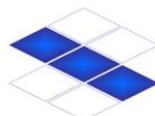
A summary of the evaluation process is set out below:



Purpose of this Document

This document completes Phase 1 and starts Phase 2 of the evaluation.

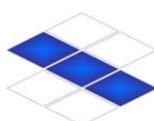
We are now going to commence with the actions outlined in section 4 of this report. This is also intended to support the interim report to the EU Commission.



2. Project Profile & Description (Project Facts)

Project Profile

Project Name:	Quality and innovation in vocational training for Enterprise Cultural Heritage Management (MNEMOS)	
Project Description/ Summary:	<p>MNEMOS aims to support SMEs with a rich cultural enterprise background - particularly in traditional “creative” sectors such as fashion, food, furniture, textile, artistic craft, etc. and to turn such an intangible asset into a key competitiveness factor, both on internal and external markets, through a structured methodology to improve creativity in production.</p> <p>The premise of the project is that whilst effective ECH management can increase creativity in production and innovate knowledge management skills, and so boost the productivity performances of those SMEs with a long and rich history, most SMEs find it difficult to identify and exploit the economic added value of their cultural heritage.</p>	
Location/ Geography:	The project is transnational with partners based in the UK, Italy (2 partners), Finland, Czech Republic, Greece.	
Delivery Partners:	University of Salford (UK); SPIN (Italy); IDTECH (Italy); Turku School of Economics (TSE, Finland); Tis Praha (Czech Republic); URENIO (University of Thessaloniki, Greece)	
Key Dates/ Activities:	Project Funding Application submitted:	28 th February 2009
	Project awarded funding:	27 th July 2009
	Project commenced:	1 st November 2009
	Project completed: (Scheduled date)	31 st October 2011
Anticipated Funding:	TOTAL BUDGET:	€476,122
	of which:	
	Leonardo da Vinci:	€357,092
	Matched Funding (Partners):	€119,031



Project Aims & Objectives

Enterprise Cultural Heritage (ECH) is a complex combination of a company's own history and creations (technical contents, industrial design, organization, marketing, etc.) with the potential to transform information and materials into "extended products". The project will target SMEs (using the EU definition) that have been operating for 40 years or more in the craft sector. This is defined in the EU SME Observatory as artisan production in food, textiles, ceramics & jewellery industries. The choice of the craft sector is on account of the importance of cultural heritage (e.g. local products, traditional design etc) as a source of competitive advantage.

Thus MNEMOS aims to develop an innovative vocational training approach in order to exploit the potential of ECH management in SMEs and improve the quality of VET practices for non-formal learning. The project seeks to demonstrate that the development of new competencies and skills and a more effective use of ECH will enhance the employability of individual workers and the competitiveness of SMEs.

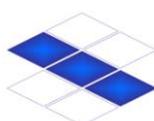
The planned main project outcomes include:

- A clear understanding of the training needs of SMEs in the area of ECH management;
- The development of a methodology to introduce ECH Management in SMEs;
- A training package to support the methodology, organised in learning objects and deployed onto a suitable open source e-learning platform;
- Guidelines for the validation of non formal learning on ECH management;
- A total of 15 test cases with SMEs to validate the project results.

Project Organisation & Delivery Model

The project partners have divided the process by which the MNEMOS 'tool' will be developed into a number of 'Workpackages' covering the steps to investigate, develop and test the tool, as well as managing the project process, before, during and after the development of MNEMOS. Partners take overall responsibility for the individual workpackages. University of Salford are the 'accountable body' or lead partner responsible for the coordination and delivery of the tool, but they are not legally or financially responsible for the delivery of the proposed project outputs.

The project will support SMEs who currently do not have access to specialised training, in order to promote higher performance within the sector, with innovative, attractive new training. This lifelong learning opportunity will be made accessible by making the training package available via a suitable open source e-learning platform. The dissemination of the project will also allow for new practices in the field to be developed and made available across Europe through an open web community and open source programming.



The project is targeting top managers and technical/commercial personnel of established SMEs in craft sectors. Overall, it is expected to reach directly around 100 SME staff and a wider audience through dissemination activities. To sustain the results after its completion, the project intends to launch an open “web community” on ECH management based on a “copyleft” license to use the material. It should be noted that, under the terms and conditions of the funding, project partners cannot develop MNEMOS as a commercial tool.

The Lifelong Learning Programme & Leonardo Da Vinci Initiative

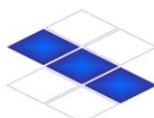
The European Commission’s *Lifelong Learning Programme* seeks to provide opportunities for all EU citizens to take part in stimulating learning experiences, as well as helping to develop the education and training sector across Europe. Within the LLP programme there are four sub-programmes which fund projects at different levels of education and training:

- Comenius - schools
- Erasmus - higher education
- **Leonardo da Vinci - vocational education and training**
- Grundtvig - adult education

The *Leonardo da Vinci Programme* funds practical projects in the field of vocational education and training. Initiatives range from those giving individuals work-related training abroad to large-scale co-operation efforts. Innovation projects are key to the programme. They aim to improve the quality of training systems by developing and transferring innovative policies, courses, teaching methods, materials and procedures.

The Objectives and Priorities of these programmes, and the potential for MNEMOS, are set out in more detail in Tables 2 and 3 of this document. Broadly speaking, these objectives include:

- To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit
- To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices in the field
- To help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within member states
- To reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment
- To support improvements in quality and innovation in vocational education and training systems, institutions and practices



- To support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market
- To improve the quality and to increase the volume of cooperation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe
- To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning
- Develop Vocational Skills considering the labour market needs

3. Developing the Evaluation Framework

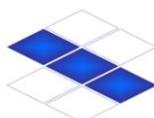
This section presents the Evaluation Framework, built from a standard Logic Model, devised to guide the evaluation and identify the impacts project actions have had, or may have on the MNEMOS project and the achievement of its objectives.

In developing the evaluation framework we have been mindful of the aim and purpose of carrying out an evaluation of the project and have taken care to ensure that the framework developed is 'fit for purpose', and reflects the scale of activities undertaken in the project.

As previously commented upon, what differentiates this evaluation, and therefore makes the logic chain more unusual is that the evaluators are NOT evaluating the impact of the MNEMOS project per se, but rather the process in defining and developing the 'tools' from which the MNEMOS partners will strive to impact on European SMEs (and as shown in the framework this need not necessarily be solely the MNEMOS support platform).

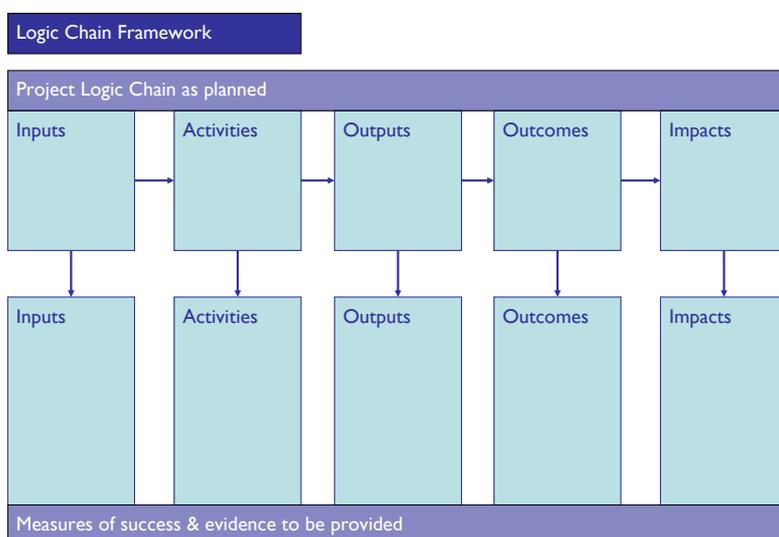
The approach adopted by Innovas in developing the evaluation framework was to seek to:

1. Assess the effectiveness of the multi-partner, transnational arrangements in supporting the project partners meet their objectives;
2. Put in place a framework to allow partners to identify areas where project management and performance could be improved to (i) increase the quality of impacts and outcomes of the project itself and (ii) demonstrate the value of the ECH approach to a wider audience;
3. Derive a set of indicators which measure the project's progress & performance – during and beyond the lifetime of the project's development (and funding)



The Basic Logic Model

The purpose of a logic model is to provide stakeholders with a road map describing the sequence of related events connecting the need for any planned activity with that activity's desired results. The standard logic model-based framework which links inputs to outcomes is presented below.



In this instance the logic model serves as a basis to identify how the proposed interventions aim to support the project's aims and objectives. Core to the use of the logic model approach is in being able to identify suitable performance measures of activity and impact (the bottom row of the above diagram).

Completing the [basic] Logic Model

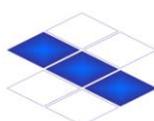
The previous report section outlined the project's aims and objectives as stated in the Programme Application Form (PAF), and this section does not seek to reproduce the same information. From the PAF we can identify the following:

Inputs

Time: The proposed time – funded and non-funded – partners commit to the project over its lifetime

Funding requested: The grant awarded by the EU to develop the project proposal

Project planning & task allocation: Principles are agreed as part of the preparation process for funding. In this project, planning is organised via a series of workpackages



Activities of lead partners: Each workpackage has a lead partner. That partner takes on administrative and technical responsibility for that workpackage, as well as being responsible for the achievement of planned outputs and impacts

Activities of partners: Each of the partners support the lead partner in each workpackage

Aligning activities to target audience: In addition to producing the MNEMOS ‘tools’ to support SMEs, partners will also produce a ‘Valorisation Plan’ – encompassing a strategy to promote MNEMOS to SMEs and the policy making/academic communities

Planned project/peer review: Research materials and outputs will also need reviewing to ensure (i) they reflect management and technical ‘best practice criteria and (ii) they ‘fit’ into each partner country’s own circumstance i.e. the local business culture. Part of this process will be through feedback from peers via academic forums such as conferences, relevant Journal editorial boards/referees and other publications as well as from SME beneficiaries themselves.

Activities

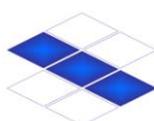
As described previously, the project mechanics are managed through the development of parallel and sequential workpackages. Each package has:

- A designated lead partner;
- A defined timeframe for activities within any one package to commence and terminate;
- A clear set of defined activities and milestones
- A clear set of anticipated outputs

The packages are as follows. Appendix I sets out the activities under each work package:

Table I : MNEMOS Project Workpackages

Workpackage	Description	Lead Partner	Start date (scheduled)	Finish date (scheduled)
Workpackage 1 (WP1)	Project management & administration	University of Salford (UK)	Nov '09	Oct '11
Workpackage 2 (WP2)	ECH needs analysis	TSE (Finland)	Nov '09	Mar '10
Workpackage 3 (WP3)	ECH methodology	IDTECH (Italy)	Apr '10	Aug '10
Workpackage 4 (WP4)	Training material development	SPIN (Italy)	Sep '10	Mar '11
Workpackage 5 (WP5)	ECH non-formal-learning validation guidelines	URENIO (Greece)	Sep '10	Mar '11
Workpackage 6	Learning environment	IDTECH (Italy)	Sep '10	Apr '11



(WP6)	guidelines			
Workpackage 7 (WP7)	Case studies and validation of project results	University of Salford (UK)	Apr '11	Oct '11
Workpackage 8 (WP8)	Dissemination	SPIN (Italy)	Nov '09	Oct '11
Workpackage 9 (WP9)	Exploitation of results	SPIN (Italy)	Nov '09	Oct '11
Workpackage 10 (WPI0)	Project evaluation	University of Salford (UK)	Nov '09	Oct '11

The successful completion of these workpackages to timetable, and budget should form part of the Evaluation

Outputs

Each Workpackage has its own set of outputs (described as deliverables) – which are a combination of the following:

- Development of the project delivery platform(s)
- Research and/or fieldwork
- Administrative actions/reporting
- Collective partner activity
- Reporting & dissemination activity

A summary of these outputs is in the table below:

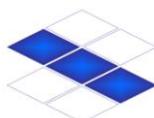


Table 2: Workpackage ‘Deliverables’

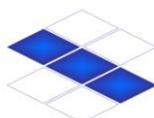
Workpackage 1: Project Mgt & Administration	Workpackage 6: Learning Environment Development
Deliverables Project Management Plan Project Meeting Minutes Periodic Financial Monitoring Reports Interim Report Final Report	Deliverables ECH Learning Platform ECH learning Objects
Workpackage 2: ECH Needs Analysis	Workpackage 7: Case Studies & Validation of Project Results
Deliverables Survey of ECH Management Demand Literature Research report	Deliverables ECH Management training material – Experimentation Phase
Workpackage 3: ECH Methodology	Workpackage 8: Dissemination
Deliverables ECH methodology guide ECH management & competencies & Skills Report	Deliverables Dissemination Plan Project web-site Project brochure Project newsletter CD-Rom Booklet
Workpackage 4: Training Material Development	Workpackage 9: Exploitation of Results
Deliverables 1st draft (English language) of training material Final training materials Proofread localised versions of training materials	Deliverables Partnership exploitation agreement ECH Open Community Manifesto
Workpackage 5: ECH non formal learning validation guidelines	Workpackage 10: Project Evaluation
Deliverables Definition of QA processes and assessment (Incl. identifying key indicators) Skill based validation methodology of ECH informal	Deliverables Internal project evaluation reports External evaluation reports

The timetable against which these deliverables are to be achieved is set out in Appendix II.

These workpackage-based ‘deliverables’, completed to time, budget and quality should form part of the evaluation – as evidence the workpackages have been completed successfully

In addition to these workpackage-level outputs/deliverables – effectively the project’s individual component parts - the complete project also of course aims to generate a series of activities and documents as project-level outputs. These project-based outputs also include the targets for SME engagement and participation in the development of the MNEMOS product as stated in the PAF. From that document the ‘project-wide’ outputs anticipated from MNEMOS are as follows:

- A total of 2060 working days spent by partners developing ECH approach/product/research
- The development of a methodology to introduce ECH Management in SMEs;
- A training package to support the methodology, organised in learning objects and deployed onto a suitable open source e-learning platform;



- Development of a vocational training approach to:
 - (i) exploit the potential of ECH management in SMEs
 - (ii) improve the quality of VET practices for non-formal learning.
- By targeting SMEs (using the EU definition) that have been operating for 40 years or more in the craft sector.
 - Undertake a transnational survey and case studies with 71 SMEs across partner countries
 - Develop 15 test cases with SMEs to validate the project results.
 - Reach 100 SME staff via dissemination activities
- Reach a "wider audience" via dissemination activities
- Launch a web community via a "copyleft" licence

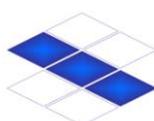
The achievement or progress towards the above ‘project-wide’ outputs should form a key part of the evaluation framework over the lifetime of the current evaluation

Outcomes

Whilst outputs refers to the project (and constituent Workpackage) deliverables, project outcomes seek to measure or proxy how far the project has come in meeting its objectives – outcomes are a ‘statement of change’ as a consequence of [in this instance] driving the project forward. **It is important to note that not all of these outcomes will be achieved in the timeframe of the current evaluation. The outcomes represent the project’s legacy within the SME (and SME training and support) sector**

From the PAF, the following anticipated outcomes can be defined:

- A clear understanding of the training needs of SMEs in the area of ECH management;
- Guidelines for the validation of non formal learning on ECH management;
- The spread of ECH management as a policy and development tool within the VET sector;
- Enhanced employability of individual workers;
- Enhanced competitiveness of SMEs



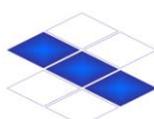
In addition the PAF identifies a number of EU ‘Objectives and Priorities’ to which MNEMOS seeks to both align itself and deliver change. These are divided between Lifelong Learning Programme (LLP) Objectives and a range of objectives specific to the Leonardo da Vinci Sub-programme:

Table 3: LLP-Based Objectives MNEMOS is Expected to Impact Upon

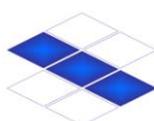
EU-PROGRAMME CODE	LIFELONG LEARNING PROGRAMME OBJECTIVES & PRIORITIES ADDRESSED	ANTICIPATED IMPACT
LLP-Obj-e	To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit	To turn such an intangible asset as ‘business heritage’ into a key competitiveness factor through a structured methodology to improve creativity in production
LLP-Obj-a	To contribute to the development of quality lifelong learning and to promote high performance, innovation and a European dimension in systems and practices	Support SMEs who currently do not have access to specialised training. Dissemination will also allow new practices in the field to be developed and made more widely available wider
LLP-Obj-c	To help improve the quality, attractiveness and accessibility of the opportunities for lifelong learning available within Member States	Making the training package (organised in learning objects) deployed onto a suitable open source e-learning platform. Launch of an open web community based on a copyleft licence to use the material
LLP-Obj-d	To reinforce the contribution of lifelong learning to social cohesion, active citizenship, intercultural dialogue, gender equality and personal fulfilment;	Training opportunities are open to men & women; new lifelong learning will provide SME employees with the chance to develop skills & personal fulfilment, especially for those individuals <i>who have taken personal risks to establish businesses</i>

Table 4: LEO-Based Objectives MNEMOS is Expected to Impact Upon

EU-PROGRAMME CODE	OTHER EU PROGRAMME OBJECTIVES & PRIORITIES ADDRESSED	ANTICIPATED IMPACT
LEO-SpObj-b	To support improvements in quality and innovation in vocational education and training systems, institutions and practices	Helps entrepreneurs to recognise and manage the strategic value of the Enterprise Cultural Heritage; Improves employability of managerial and technical profiles by developing new skills based on a creative use of knowledge.
LEO-SpObj-a	To support participants in training and further training activities to facilitate personal development, employability and participation in the European labour market	MNEMOS encourages employees of SMEs to facilitate their personal development, but also that of their companies by developing new skills & knowledge.



EU-PROGRAMME CODE	OTHER EU PROGRAMME OBJECTIVES & PRIORITIES ADDRESSED	ANTICIPATED IMPACT
LEO-OpObj-2	To improve the quality and to increase the volume of cooperation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe	SMEs will have direct access to training offered by the consortium of partners and similarly key stakeholder organisations will be aware of the project, creating an open flow of communication
LEO-OpObj-6	To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning	Developing training content in ECH is entirely innovative and to ensure the widest possible impact will be offered online using an online open source platform and an open web community providing the greatest accessibility.
LEO-MultProj-4	Develop Vocational Skills considering the labour market needs	Improve the quality and attractiveness of VET practices for SMEs by developing a training delivery methodology for ECH management supported by Quality Assurance procedures, coherent with common principles for valuing non-formal learning
CulDiv	Cultural and linguistic diversity	The project will chart the influence of cultural values on ECH in different countries & adjust these differences in the national business models within the training material
Discr	Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation	The project will provide equality of opportunity for all those undertaking pilots
RacEth	Racial or ethnic origin	The UoS Equal Opportunity Policy will be used by all partners stating that no individual will receive less favourable treatment on the grounds of
ENTR	Enterprise	MNEMOS addresses issue of skill upgrading for productivity growth, in SMEs that often lack resources to attract skilled workers
LISBON	Lisbon partnership for growth and jobs	Makes learning more attractive, supporting pro-active involvement of entrepreneurs, managers & technical staff in CVT by adopting new approach to introduce ECH management in SMEs with a rich cultural tradition.



Though project outcomes will not all be achieved within the lifetime of project funding (and therefore this evaluation), the progress towards their achievement should form part of the evaluation

Impacts

Here we have defined impacts as an internal [to the development and delivery] link between outputs (at the workpackage level) and the project's overall aims and objectives. The impact of MNEMOS in actually influencing SME development, be that directly (except of course for those companies who participate in its development - the case studies and survey participants), or indirectly through the spread of ECH as a policy tool and within SME/entrepreneurial training and development opportunities.

We have divided impacts into:

Direct Impacts: Project activities which directly contribute to the Aims and Objectives of MNEMOS, including development of the MNEMOS 'product' as a support tool for targeted SMEs

Indirect Impacts: Project activities which contribute to 'spin-offs' which are a product of delivering the MNEMOS Aims and Objectives. In particular, the advancement of ECH as a policy instrument, academic research outputs – developing academic outputs (journal articles, conference papers etc) are not directly targeted by the project, but are a consequence of the project's successful progress. Also included here are activities which can subsequently improve the MNEMOS outputs at a future stage of the programme

Induced Impacts: Benefits which may be outside the remit of the project itself but which the project has still influenced – for example future ECH research and policy development as well as partners themselves identifying subsequent research and business support opportunities. A successful project will also attract more research interest from outside the MNEMOS partnership increasing the number of ECH products and services available to SMEs

There are a range of impacts identified either in the PAF, interpretation of the PAF or through consultations. In summary these are:

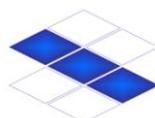
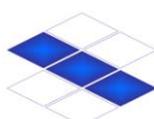


Table 5: Summary of Expected Project Impacts

Impact	Impact Type	Impact	Impact Type	Impact	Impact Type
Awareness raising of ECH encouraging more SMEs to examine opportunities	Direct	Development of a valued research output	Indirect	Identification of further research opportunities	Induced
Development of a valued business support tool	Direct	Development of transferable exemplar approach	Indirect	Increased ECH-Activity	Induced
Facilitation of project	Direct	Encouragement of further collaboration and innovation	Indirect	Learning for future activity	Induced
Impact on SMEs	Direct	Improvements to delivery proposals	Indirect	Partnership Development	Induced
improvement to materials and delivery channels	Direct	Improvements to study	Indirect		
Increase awareness among policy makers, VET Institutions and support organisations	Direct	Spread of methodology/ approach	Indirect		
Increase SME engagement in VET activities	Direct	Subsequent agenda for ECH policy and research (Incl. embedding ECH in SME training/ development)	Indirect		
Increased understanding of demand side	Direct				
Increased understanding of supply side	Direct				
Progress review	Direct				



These impacts can be grouped into the following:

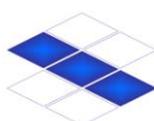
- Impact on project partners (including administrative and project management systems);
- Impact on ECH research agenda;
- Impact on ECH policy assimilation and adoption;
- Impact on SMEs as well as individual SME owners/managers/ employees (i.e. as individuals)

Table 6 below shows whether these impacts are generated during the MNEMOS funding timeframe, or beyond this point, when the MNEMOS platform is finalised and actively engaging SMEs and SME policy makers, academics and deliverers of VET to the SME (craft) sector. Note that there are several impacts for which we would not expect *meaningful* impact, but embryonic impact may be present and flagged up in the evaluation: For example, we would not expect to see dramatic changes to the Craft sector within the timeframe of the study, but there could be changes within those firms involved in the pilot activities. As another example, in the case of research outputs, it cannot be realistically expected to see an extensive array of refereed journal articles about the research in print, however one may see conference papers, university working papers, book chapters, submitted articles in the process of being refereed etc etc.

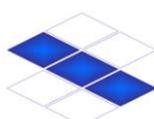
In the specific instance of Workpackage 9 (WP9), much is made in the PAF of developing “agreements with other potential users or promoters interested in the application and further development of the project results”. For the interim evaluation, it is unrealistic for there to be significant progress, however by the scheduled completion date of WP9 (month 24), it would not be unreasonable to be able to record some progress as anticipated in the PAF document.

Table 6: Project Impact by Type and Anticipated Timeframe

Impact Group	Project Impact	Impact during funding life-span	Impact beyond funding life-span
Impact on project partners	Facilitation of project	✓	
	Progress review	✓	
	Improvements to delivery proposals	✓	
	Improvements to study	✓	
Impact on ECH research agenda	Increased understanding of demand side	✓	✓



Impact Group	Project Impact	Impact during funding life-span	Impact beyond funding life-span
	Increased understanding of supply side	✓	✓
	Development of valued research outputs		✓
	Encouragement of further collaboration and innovation	✓	✓
	Identification of further research opportunities	✓	✓
	Learning for future activity	✓	✓
Impact on ECH policy assimilation and adoption	Development of a valued business support tool		✓
	Improvement to materials and delivery channels	✓	
	Increase awareness among policy makers, VET Institutions and support organisations		✓
	Development of transferable exemplar approach	✓	
	Spread of methodology/ approach	✓	✓
Impact on ECH policy assimilation and adoption (Cont)	Subsequent agenda for ECH policy and research (Incl. embedding ECH in SME training/ development)		✓
	Increased ECH-Activity		✓
	Partnership Development		✓
Impact on SMEs as well as individual SME owners/managers/ employees (i.e. as individuals)	Awareness raising of ECH encouraging more SMEs to examine opportunities		✓
	Impact on SME competitiveness		✓
	Increase SME engagement in VET activities		✓



Clearly the achievement of anticipated impacts (as well as any unanticipated impacts) indicates a successful project – as is progress towards a number of longer term impacts. The progress towards these impacts and the role of the workpackages in contributing to these workpackages are fundamental elements of the evaluation.

Valorisation Plan

The Valorisation Plan sets out how the MNEMOS project will be promoted and rolled out to engage the project's target beneficiary groups. The Valorisation Plan is crucial to the project: it is planned as one of the first project outputs. In turn therefore this importance should be reflected in the Logic Model and resulting evaluation, as the Plan ensures the project's constituent workpackages remain focused on the project's Aims and Objectives, be they those relating to the development of an SME support product or on the development of ECH research 'outputs' and policy development.

The Valorisation Plan sets out the following activities:

- Awareness raising to potential users and promoters - Primary Target Groups;
- Project promotion to users (SMEs) and promoters (business support organizations) – Secondary Target Groups;
- End result dissemination to a wider audience (training organisations, universities, SMEs organisations, associations, etc.);
- Application of the results from the project and lessons learned to other areas of vocational training preparation, particularly with regard to the methodology used and the online learning environment.

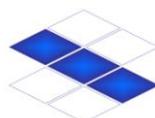
The Valorisation Plan is more than an output of the research process, but acts to ensure the project's impacts are maximised through targeting stakeholders/beneficiaries

Refined Logic Model

The adjusted Logic Model is shown overleaf. This revision highlights the link between the Valorisation Plan and the successful completion of the Workpackages as the precursor to a successful project.

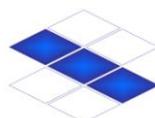
The diagram also sets out the key areas the interim evaluation should address from the reading of the Logic Model and its developed linkages::

- **Are the expected Workpackage impacts being achieved as timetabled?**

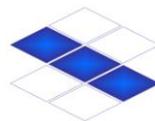
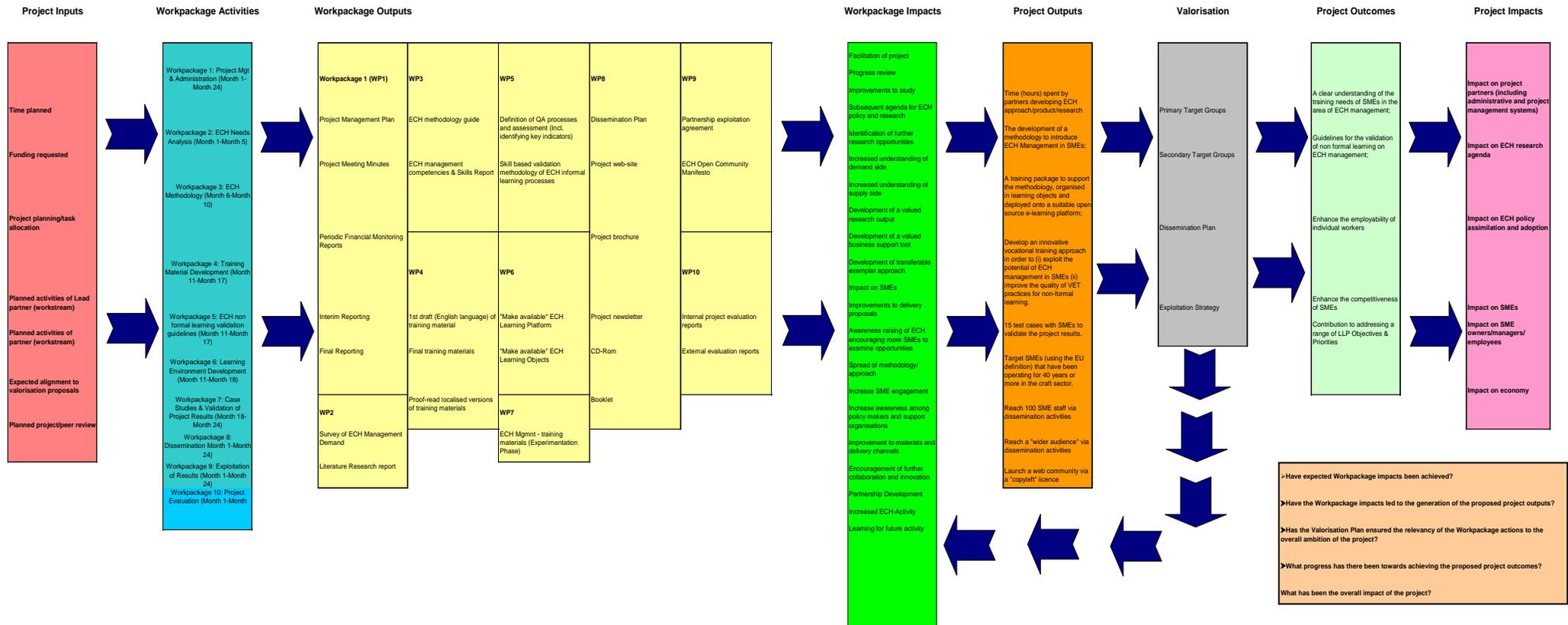


- **Are the Workpackage impacts leading to the generation of the proposed project outputs as expected?**
- **Has the Valorisation Plan ensured the relevancy of the Workpackage actions to the overall ambition of the project?**
- **Has there been progress towards achieving the proposed project outcomes?**

Thus, if the answer to any of the above questions is “No” then further investigation is warranted



Revised Logic Model



4. Indicators & Evidence

Measures of Success & Evidence: Indicators

In terms of measuring the existence of these impacts, and their relative contribution to achieving the project's Aims and Objectives, appropriate indicators, suitable to the scale of the project, need to be identified. There are quantitative measures – where impact is either volume-based or otherwise measurable, for example the impact the interventions have on SMEs' bottom line. However there are a relatively small number of beneficiaries, there are difficulties in apportioning the contribution of MNEMOS to SMEs and, finally, there also exists a range of non-quantifiable impacts (for example policy development, awareness raising, cultural change and so on). Each of these is also made more complex by the time-based dimension to the evaluation.

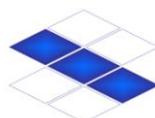
Thus there also has to be a qualitative dimension to these indicators. In taking on this qualitative dimension, then a combination of outputs/deliverables achieved, quantifiable impacts and qualitative feedback provide an evaluation system from which the success of the development of the MNEMOS product can be 'triangulated'.

The evaluation framework needs to measure impact, and the progress towards impact via quantitative and qualitative measures, as well as noting the hard 'outputs' and deliverables achieved by the project.

The resulting set of indicators is set out in Table 7 overleaf – the table cross references these indicators against the anticipated workpackage impacts. In Table 7, those workpackages presently being delivered are highlighted.

Looking more closely at the workpackages which are presently 'active' within the project then the relevant, corresponding indicators are set out immediately after the matrix-table in Table 8. In short, the expected impact of these packages are a combination of:

- Internal project development - progress, completion and enhancements;
- Spread of awareness of ECH among (i) SMEs (ii) business agencies (iii) VET Providers (where these are not business and business support agencies);
- Academic benefits (research outputs) – both current and in the future - to the delivery partners and peers



Note that in the table, for brevity, we have presented the qualitative evidence by source, reflecting the manner of data collection (for example the views of stakeholders are collected, inter alia, through partner consultations).

Note also that not all indicators merit examination at this early, interim stage of the evaluation, even though one or more of the relevant workpackages have commenced: it simply being too soon for the indicators to show meaningful, sustainable impact. This report has already highlighted an example of this for Workpackage 9. So for example it will not yet be clear whether the anticipated impacts of Workpackage 3 will be achieved: contacting SMEs at this stage is likely to be a redundant exercise, and there is a need to be cautious about 'over-evaluating' participating SMEs. For Workpackage 2, we have already commented on expectations around research-based outputs.

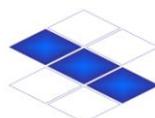


Table 7: Workpackages, Impacts and Resulting Indicators

	Facilitation of project	Progress review	Improvements to study	Subsequent agenda for ECH policy and research	Identification of further research opportunities	Increased understanding of demand side	Increased understanding of supply side	Development of a valued research output	Development of a valued business support tool	Development of transferable exemplar approach	Impact on SMEs	Improvements to delivery proposals	Awareness raising of ECH encouraging more SMEs to examine opportunities	Spread of methodology/ approach	Increase SME engagement	Increase awareness among policy makers and support organisations	Improvement to materials and delivery channels	Encouragement of further collaboration and innovation	Partnership Development	Increased ECH-Activity	Learning for future activity
Workpackage 1: Project Mgt & Administration (Month 1-Month 24)	Partner consultations; review of project files			Evidence of academic research outputs; Spread of ECH 'strategy' stands	Subsequent applications/awards																
Workpackage 2: ECH Needs Analysis (Month 1-Month 5)					Subsequent applications/awards	Review of research outputs-research partner/stakeholder assessment		Partner consultations; Peer evidence (stakeholder survey; evidence of peer review)													
Workpackage 3: ECH Methodology (Month 6-Month 10)								Partner consultations; Peer evidence (stakeholder survey; evidence of peer review)	SME Consultation/survey; Take-up levels; Partner consultation; Peer evidence (stakeholder survey; evidence of peer review)												
Workpackage 4: Training Material Development (Month 11-Month 17)									As above-Considering international dimension (transferability)												
Workpackage 5: ECH non formal learning validation guidelines (Month 11-Month 17)									Evidence of Peer review	Subsequent related research awards											
Workpackage 6: Learning Environment Development (Month 11-Month 18)									SME & partner views on web site	Subsequent related research awards				Evidence of academic research outputs							
Workpackage 7: Case Studies & Validation of Project Results (Month 18-Month 24)											Survey of beneficiaries/ users (financial/behaviour/ cultural impacts)	Partner consultations	No. (& analysis) of users; Evidence of spread of ECH	No of academic citations							
Workpackage 8: Dissemination Month 1-Month 24)														No of users	Evidence of emerging ECH policy/research strands; Awareness (traffic) and promotion of web site	Evidence of Forward Plan	Subsequent related research awards; SME beneficiaries engaging with KBIs				
Workpackage 9: Exploitation of Results (Month 1-Month 24)											SME Beneficiary survey (encompassing financial (productivity), behavioural and cultural change			No of users	Partnership Exploitation Agreement signed; No of partnership agreements developed			Partner-based review; Subsequent funding applications; Evidence of spreading use of MNECOS	Spread of ECH as a research topic (e.g. peer references); Arrival of other ECH tools/ products to market		
Workpackage 10: Project Evaluation (Month 1-Month 24)			Partner minutes		Stakeholder consultations																Partner Minutes; Forward Plan

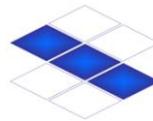
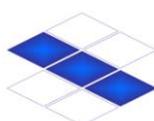


Table 8: Anticipated Impacts and Indicators of Magnitude: Active Workpackages (October 2010)

Workpackage Details	Anticipated Impacts	Indicators of Impact	Workpackage Details	Anticipated Impacts	Indicators of Impact
Workpackage 1: Project Mgt & Administration (Month 1-Month 24)	Facilitation of project	Partner consultations; review of project files	Workpackage 8: Dissemination Month 1-Month 24)	Increase SME engagement	No of users
	Progress review			Increase awareness among policy makers and support organisations	Evidence of emerging ECH policy/research strand; Awareness (traffic) and promotion of web site
	Improvements to study			improvement to materials and delivery channels	Evidence of Forward Plan
	Subsequent agenda for ECH policy and research	Citations in academic research; Spread of ECH 'strategy' strands		Encouragement of further collaboration and innovation	Subsequent related research awards; SME beneficiaries engaging with KBIs
	Identification of further research opportunities	Subsequent applications/ awards			
Workpackage 2: ECH Needs Analysis (Month 1-Month 5)	Identification of further research opportunities	Subsequent applications/ awards	Workpackage 9: Exploitation of Results (Month 1-Month 24)	Impact on SMEs	SME Beneficiary survey (encompassing financial (productivity), behavioural and cultural change)
	Increased understanding of demand side	Review of research outputs-research partner/stakeholder assessment		Increase SME engagement	No of users
	Increased understanding of supply side			Increase awareness among policy makers and support organisations	Partnership Exploitation Agreement signed; No.of partnership agreements developed
	Development of a valued research output	Partner consultations; Peer evidence (stakeholder survey; evidence of peer review)		Partnership Development	Partner-based review; Subsequent funding applications
Workpackage 3: ECH Methodology (Month 6-Month 10)	Development of a valued research output	Partner consultations; Peer evidence (stakeholder survey; evidence of peer review)	Workpackage 10: Project Evaluation (Month 1-Month 24)	Improvements to study	Partner minutes
	Development of a valued business support tool	SME Consultation/ survey; Take-up levels; Partner consultations; Peer evidence (stakeholder survey; evidence of peer review)		Identification of further research opportunities	Stakeholder consultations
		Learning for future activity		Partner Minutes; Forward Plan	



Evaluation Framework – Key Questions

This section has started with a basic Logic Model approach, and refined to reflect (i) the Aims and Objectives of MNEMOS (ii) the parameters of the external evaluation and (iii) the resulting nature of the anticipated project outputs and impacts. The result was a refined Logic Model from which the following key linkages emerged as the focus of the Phase I Evaluation:

- Are the expected Workpackage impacts being achieved as timetabled?
- Are the Workpackage impacts leading to the generation of the proposed project outputs as expected?
- Has the Valorisation Plan ensured the relevancy of the Workpackage actions to the overall ambition of the project?
- What progress has there been towards achieving the proposed project outcomes?

Evaluation Plan

Tables 9a-9e plots the indicators the evaluation will collect evidence and/or quantitative data for. The indicators cover each element of the logic model i.e.:

- Workpackage Impacts;
- Project Outputs;
- Review of Valorisation Plan;
- Project Outcomes;
- Project Impacts

The Evaluation Plan also indicates at which stage of the evaluation (Stage 2: Interim Evaluation, Stage 3: Final Evaluation) each piece of evidence will be gathered – though of course both evaluations will aim to collect any other supporting evidence offered by stakeholders. These tables also highlight how and where evidence will be collected. Many of the indicators are qualitative – collected through a consultation process, and, given the budget for the evaluation, essentially judgmental based on that evidence. Quantitative measures are typically either volume-driven (SMEs supported, number of training packages produced) or based on survey responses (likelihood of recommending MNEMOS activities, impact on company performance).

Again it should be noted that many of the potential impacts will not be fully realised (assuming the project is a success) until well beyond the evaluation timeframe. Again, emphasis will be on available evidence and direction of travel.

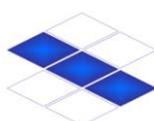


Table 9a: Project Outputs: Indicators; Source and Data Collection



Workpackage Impacts	Indicators	Source(s) of Indicators			Key Data Collected
Facilitation of project	Qualitative: Project File review+Partner assessment	Partner Consultations	Workshop	Review of project files	Stage 2 Evaluation; Stage 3 Evaluation
Progress review	Qualitative: Partner assessment	Partner Consultations	Workshop	Review of project files	Stage 2 Evaluation; Stage 3 Evaluation
On-going improvements to study	Qualitative: Partner assessment	Partner Consultations	Workshop	Review of project files	Stage 2 Evaluation; Stage 3 Evaluation
Subsequent agenda for ECH policy and research	Qualitative: Partner evidence	Development of academic research outputs	Adoption of ECH strategy		Stage 3 Evaluation
Identification of further research opportunities	Qualitative: Partner evidence	Subsequent research applications/awards	Stakeholder consultations		Stage 3 Evaluation
Increased understanding of demand side	Qualitative: Peer assessment	Review (Peer assessment) of project output			Stage 3 Evaluation
Increased understanding of supply side	Qualitative: Peer assessment	Review (Peer assessment) of project output			Stage 3 Evaluation
Development of a valued research output	Qualitative: Peer assessment	Partner consultations	Stakeholder consultations	Peer review	Stage 3 Evaluation
Development of a valued business support tool	Quantitative: No of Participating SMEs Qualitative: SME & Support agency view	SME Consultations	SME survey	Take-up levels (outputs generated)	Consultations with support agencies/representative agencies Stage 3 Evaluation
Development of transferable exemplar approach	Quantitative: No/Value of ECH-based applications	Subsequent research applications/awards			Stage 3 Evaluation
Impact on SMEs	Quantitative: SME Survey (various measures - turnover etc); Qualitative: Business support assessment	SME survey	Impact assessment framework (financial/behavioural/cultural impacts)	Consultations with support agencies/representative agencies	Stage 3 Evaluation
Improvements to delivery proposals	Qualitative: Views of partners	Partner consultations			Stage 2 Evaluation; Stage 3 Evaluation
Awareness raising of ECH encouraging more SMEs to examine opportunities	Quantitative: Likelihood of SME recommending ECH Qualitative: Quantitative/Qualitative:	Analysis of users Development of academic research outputs	Misc evidence of 'spread' of ECH awareness		Stage 3 Evaluation
Spread of methodology/ approach	No/development of academic outputs				Stage 3 Evaluation
Increase SME engagement	Quantitative: No of users; No of web 'hits' etc	No of users(beneficiaries)			Stage 3 Evaluation
Increase awareness among policy makers and support organisations	Quantitative: Various sources	Spread of partnership agreements ('commercialisation')	Spread of ECH policy strands	Website-'hits' & 'stickiness'	Stage 3 Evaluation
Improvement to materials and delivery channels	Qualitative: Partner assessment	Presence/assessment of Forward Plan (consultations; Peer review; Workshop)			Stage 2 Evaluation; Stage 3 Evaluation
Encouragement of further collaboration and innovation	Quantitative: Measures of spread of ECH topic Qualitative: Signing of Partnership Exploitation Agreement	Subsequent research applications/awards	Subsequent SME engagement (with KBIs)		Stage 3 Evaluation
Partnership Development	Quantitative: Signing of Partnership Exploitation Agreement	Partner Consultations	Stakeholder consultations	Funding applications	Stage 3 Evaluation
Increased ECH-Activity	Quantitative: Various sources	ECH as a research topic	Other ECH tools on market		Stage 3 Evaluation
Learning for future activity	Qualitative: Partner assessment	Review of project files	Forward Plan		Stage 3 Evaluation

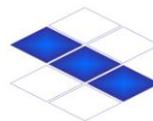


Table 9b: Project Outputs: Indicators; Source and Data Collection

Project Outputs	Indicators	Source(s) of Indicators				Key Data Collected
Time (hours) spent by partners developing ECH approach/product/research	Quantitative: Number of hours spent on project by partners	Time sheets				Stage 2 Evaluation; Stage 3 Evaluation
The development of a methodology to introduce ECH Management in SMEs;	Qualitative: Partner review	Project Files	Consultations	Workshop		Stage 2 Evaluation; Stage 3 Evaluation
A training package to support the methodology, organised in learning objects and deployed onto a suitable open source e-learning platform;	Output: Production of one training package	Project Files	Review of outputs			Stage 3 Evaluation
Develop an innovative vocational training approach in order to (i) exploit the potential of ECH management in SMEs (ii) improve the quality of VET practices for non-formal learning.	Qualitative: Partner/peer review	Project Files	Consultations	Workshop		Stage 3 Evaluation
15 test cases with SMEs to validate the project results.	Output: 15 Test cases completed	Project files	Review of outputs	Partner consultations	SME Consultations	Stage 3 Evaluation
Target SMEs (using the EU definition) that have been operating for 40 years or more in the craft sector.	Quantitative: No of firms meeting definition	Project Files	SME Survey			Stage 2 Evaluation; Stage 3 Evaluation
Reach 100 SME staff via dissemination activities	Output: 100 Beneficiaries	Project Files	SME Survey			Stage 3 Evaluation
Reach a "wider audience" via dissemination activities	Quantitative/Qualitative: No/development of academic outputs	Project Files	Partner consultations	Review of academic outputs		Stage 3 Evaluation
Launch a web community via a "copyleft" licence	Output: 1 Copyleft licence agreement in place	Project Files	Review of outputs			Stage 3 Evaluation

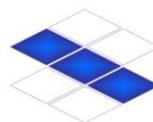


Table 9c: Valorisation Plan: Indicators; Source and Data Collection

Review of Valorisation Plan	Indicators	Source(s) of Indicators			Key Data Collected
Strategy to engage Primary Target Groups	Quantitative: 1 Strategy; Qualitative: Peer review	Review of outputs	Partner consultations	SME Survey/Consultations	Stage 2 Evaluation; Stage 3 Evaluation
Strategy to engage Secondary Target Groups	Quantitative: 1 Strategy; Qualitative: Partner review	Stakeholder consultations	Spread of partnership agreements		Stage 2 Evaluation; Stage 3 Evaluation
Relevancy of dissemination plan	Qualitative: Partner review	Stakeholder consultations	Peer review		Stage 2 Evaluation; Stage 3 Evaluation
Relevancy of exploitation strategy	Quantitative: Agreement of Copyleft statement; Qualitative: Partner review	Establishment of Copyleft statements	Workshop		Stage 2 Evaluation; Stage 3 Evaluation

Table 9d: Project Outcomes: Indicators; Source and Data Collection

Project Outcomes	Indicators	Source(s) of Indicators			Key Data Collected
A clear understanding of the training needs of SMEs in the area of ECH management;	Qualitative: Partner review	Partner Consultations	Peer review	SME Survey	Stage 3 Evaluation
Guidelines for the validation of non formal learning on ECH management;	Quantitative: 1 set of guidelines; Qualitative: Partner review	Partner Consultations	Workshop	Project Outputs	Stage 3 Evaluation
Enhance the employability of individual workers	Quantitative: SME Survey results	SME (beneficiary) Survey	Project Outputs		Stage 3 Evaluation
Enhance the competitiveness of SMEs	Quantitative: SME Survey results	SME (beneficiary) Survey	Project Outputs	Stakeholder consultations	Stage 3 Evaluation
Contribution to addressing a range of LLP Objectives & Priorities	Qualitative: Desk review + Partner review	Partner Consultations	Stakeholder consultations	Workshop	Review of activity against LLP Objectives & Priorities Stage 3 Evaluation

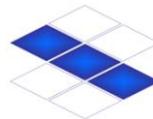
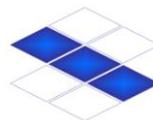


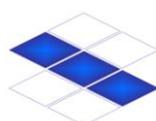
Table 9e: Project Impacts: Indicators; Source and Data Collection

Project Impacts	Source(s) of Indicators	Key Data Collected
Impact on project partners (including administrative and project management systems)	Review of above evidence: Summary & Conclusions	Stage 2 Evaluation; Stage 3 Evaluation
Impact on ECH research agenda		Stage 2 Evaluation; Stage 3 Evaluation
Impact on ECH policy assimilation and adoption		Stage 2 Evaluation; Stage 3 Evaluation
Impact on SMEs		Stage 2 Evaluation; Stage 3 Evaluation
Impact on SME owners/ managers/ employees		Stage 2 Evaluation; Stage 3 Evaluation
Impact on economy		Stage 3 Evaluation



The mapping of outputs and then impacts against the Workpackages highlights that the following sub-set of indicators will be used to measure the above linkages for the interim evaluation:

- **Partner consultation & Peer evidence (stakeholder feedback)**
- **Evidence from SMEs (secondary sources for Phase I)**
- **Review of project files;**
- **Review of partner meetings**
- **No. of participating SMEs**
- **Summary of research outputs proposed/being prepared (if any at this stage);**
- **Any evidence of wider interest in ECH policy/research agenda (e.g. among business support agencies, academic institutions, other VET providers etc)**



5. Next Steps

From the above framework, Phase II of the evaluation (Interim Phase) will consist of the following elements:

Partner Consultation & Peer Evidence

This will be based on:

- (1) Logic Model Activity survey (already completed): In which research partners were asked to complete a basic Logic Model 'grid' detailing their activities within the project and the expected outputs and outcomes from that activity.
- (2) A questionnaire to partners to collect views on project progress, confidence in methodology and project objectives, as well as views on the four key linkages identified in Page 20 above.

Innovas will produce materials in English with partners responding in English unless alternative arrangements are agreed.

Evidence from SMEs

There will be an online survey of beneficiaries during the final evaluation – this will be hosted via an appropriate web-portal (such as www.surveymonkey.com; www.smart-survey.co.uk). For Phase I we will not contact participating companies, thus eliminating over-consultation. Instead we will draw on (i) analysis of the participating companies supporting the development and piloting of MNEMOS (ii) the evidence and research already collected by project partners relating to ECH and MNEMOS.

Review of Project Files

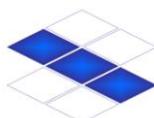
This will review the achievement (or otherwise) of Workpackage milestones, the achievement of SME engagement targets – both numerically and in terms of their 'profile' against the proposed SME target segments.

This exercise will also review the Project Team meetings and comment on matters arising and any emerging issues where relevant to do so

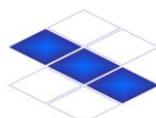
Research Impacts: Activity & Interest

Though probably a greater focus on this will be in the final Phase of the study, information on emergent research and policy spin offs and awareness of external interest (among either academics or policy makers) will be collected from the project's national partners.

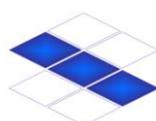
All of the above will be collected in October 2010 to form the Interim Report.



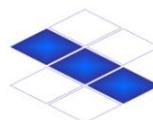
APPENDICES



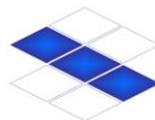
Appendix I : Workpackage Activities



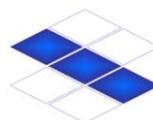
Workpackage	Activities	Workpackage	Activities
Workpackage 1: Project Mgt & Administration (Month 1-Month 24)	<p>Establish Project Management Team (PMT)</p> <p>Recruit Technical & Admin Officer (TAO)</p> <p>Develop Logical Framework Matrix</p> <p>Identify collaborative web application</p>	Workpackage 2: ECH Needs Analysis (Month 1-Month 5)	<p>Identify the ECH training needs of SMEs across Europe</p> <p>Identify existing gaps in current heritage management training</p> <p>Desk research & analysis</p> <p>Finalisation of survey methodology (by TSE)</p> <p>Dispensation of questionnaire</p> <p>Data Collection</p> <p>Circulation & discussion of results</p>
Workpackage 3: ECH Methodology (Month 6-Month 10)	<p>Develop a Methodology Guide to plan & implement an Enterprise Cultural Heritage Management Model in SMEs</p> <p>Define an ECH Management profile in terms of competences & skills...in a given organisation</p>	Workpackage 4: Training Material Development (Month 11-Month 17)	<p>Develop the training material needed to support the ECH Methodology:</p> <p>(i) Develop materials for pre-inception (consultancy-based support) phase</p> <p>(ii) Develop materials for inception (learning-unit) phase</p> <p>(iii) Produce English-language draft</p> <p>(iv) Draft review</p> <p>(v) Translation</p> <p>(vi) Launch materials on website</p>



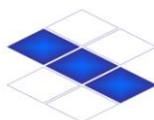
Workpackage	Activities	Workpackage	Activities
<p>Workpackage 5: ECH non formal learning validation guidelines (Month 11-Month 17)</p>	<p>Define mechanisms for validation of non-formal learning outcomes that are specific to the ECH methodology.</p> <p>Develop QA guidelines with common principles</p> <p>Identify the relative indicators for assessing each non-formal learning process</p>	<p>Workpackage 6: Learning Environment Development (Month 11-Month 18)</p>	<p>Make available an on-line Learning Environment to:</p> <p>a) publish the training materials (WP4) as “learning objects” according to internationally recognised standards</p> <p>b) create an assessment suite supporting the validation guidelines (WP5)</p> <p>Review and select Open Source and other existing e-learning components, tools and web platforms</p> <p>Complete Learning platform</p> <p>Create learning objects</p> <p>Launch final version of platform</p>
<p>Workpackage 7: Case Studies & Validation of Project Results (Month 18-Month 24)</p>	<p>Experimentation of the training material developed in WP4 to introduce the ECH Methodology defined in WP3 within SMEs.</p> <p>Selection of companies for "experimentation"</p>	<p>Workpackage 8: Dissemination (Month 1-Month 24)</p>	<p>Disseminate & promote the project results to i) direct beneficiaries (SMEs) & to ii) other relevant bodies</p> <p>Make training material available in different formats</p>



Workpackage	Activities	Workpackage	Activities
<p>Workpackage 9: Exploitation of Results (Month 1-Month 24)</p>	<p>Promoting the adoption of the project outputs by the widest possible number of direct beneficiaries (established SMEs) or “intermediate” bodies</p> <p>Target the 75 SMEs involved in needs analysis (+other groups)</p> <p>Develop agreements with SME associations to promote the product</p> <p>Develop agreements with EU initiatives and networks for growth</p> <p>Promote the exploitation of the project results</p> <p>Sign a 'Partnership Expolitation' Agreement</p>	<p>Workpackage 10: Project Evaluation (Month 1-Month 24)</p>	<p>Internal evaluation based on an Utilization Focused approach involving the primary intended users at all stages of evaluation design and implementation.</p> <p>External evaluation to focus on the impact of the project & the summative evaluation, in order to judge the worth of the project</p> <p>Development of key impact indicators</p>



Appendix II: Workpackage Timetable



Description	Start Month	End Month	Month 1	Month 2	Month 3	Month 4	Month 5	Month 6	Month 7	Month 8	Month 9	Month 10	Month 11	Month 12	Month 13	Month 14	Month 15	Month 16	Month 17	Month 18	Month 19	Month 20	Month 21	Month 22	Month 23	Month 24
			Nov-09	Dec-09	Jan-10	Feb-10	Mar-10	Apr-10	May-10	Jun-10	Jul-10	Aug-10	Sep-10	Oct-10	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	Jul-11	Aug-11	Sep-11	Oct-11
Workpackage 1: Project Mgt & Administration	Month 1	Month 24	[Gantt bars for WP1: Project meeting at Month 1, 5, 10, 15, 20, 24]																							
Deliverables			[Gantt bars for WP1 Deliverables: Project Management Plan (Dec-09), Project Meeting Minutes (Nov-09), Periodic Financial Monitoring Reports (Dec-09), Interim Report (Oct-10), Final Report (Oct-11)]																							
Workpackage 2: ECH Needs Analysis	Month 1	Month 5	[Gantt bars for WP2: Survey of ECH Management Demand (Mar-10), Literature Research report (Mar-10)]																							
Deliverables			[Gantt bars for WP2 Deliverables: Survey of ECH Management Demand (Mar-10), Literature Research report (Mar-10)]																							
Workpackage 3: ECH Methodology Development	Month 6	Month 10	[Gantt bars for WP3: ECH methodology guide (Jul-10), ECH management & competencies & Skills Report (Jul-10)]																							
Deliverables			[Gantt bars for WP3 Deliverables: ECH methodology guide (Jul-10), ECH management & competencies & Skills Report (Jul-10)]																							
Workpackage 4: Training Material Development	Month 11	Month 17	[Gantt bars for WP4: 1st draft (English language) of training material (Jan-11), Final training materials (Feb-11), Proofread localised versions of training materials (Mar-11)]																							
Deliverables			[Gantt bars for WP4 Deliverables: 1st draft (English language) of training material (Jan-11), Final training materials (Feb-11), Proofread localised versions of training materials (Mar-11)]																							
Workpackage 5: ECH non formal learning validation guidelines	Month 11	Month 17	[Gantt bars for WP5: Definition of QA processes and assessment (Nov-10), Skill based validation methodology of ECH informal (Mar-11)]																							
Deliverables			[Gantt bars for WP5 Deliverables: Definition of QA processes and assessment (Nov-10), Skill based validation methodology of ECH informal (Mar-11)]																							
Workpackage 6: Learning Environment Development	Month 11	Month 18	[Gantt bars for WP6: ECH Learning Platform (Feb-11), ECH learning Objects (Apr-11)]																							
Deliverables			[Gantt bars for WP6 Deliverables: ECH Learning Platform (Feb-11), ECH learning Objects (Apr-11)]																							
Workpackage 7: Case Studies & Validation of Project Results	Month 18	Month 24	[Gantt bars for WP7: ECH Management training material – Experimentation Phase (May-11)]																							
Deliverables			[Gantt bars for WP7 Deliverables: ECH Management training material – Experimentation Phase (May-11)]																							
Workpackage 8: Dissemination	Month 1	Month 24	[Gantt bars for WP8: Dissemination Plan (Jan-10), Project web-site (Feb-10), Project brochure (Sep-10), Project newsletter (Oct-11), CD-Rom (Aug-11), Booklet (Sep-11)]																							
Deliverables			[Gantt bars for WP8 Deliverables: Dissemination Plan (Jan-10), Project web-site (Feb-10), Project brochure (Sep-10), Project newsletter (Oct-11), CD-Rom (Aug-11), Booklet (Sep-11)]																							
Workpackage 9: Exploitation of Results	Month 1	Month 24	[Gantt bars for WP9: Partnership exploitation agreement (Apr-10), ECH Open Community Manifesto (Oct-10)]																							
Deliverables			[Gantt bars for WP9 Deliverables: Partnership exploitation agreement (Apr-10), ECH Open Community Manifesto (Oct-10)]																							
Workpackage 10: Project Evaluation	Month 1	Month 24	[Gantt bars for WP10: Internal project evaluation reports (Oct-11), External evaluation reports (Oct-11)]																							
Deliverables			[Gantt bars for WP10 Deliverables: Internal project evaluation reports (Oct-11), External evaluation reports (Oct-11)]																							

