



Evaluation of MNEMOS

Phase III

Final Report

March 2012



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

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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). This report represents the "Final Evaluation", or Phase III of the evaluation process.

It is important to note that the evaluation **does not** cover the impact of the MNEMOS research – these impacts will not be recorded until long after the research is finished, tested and rolled out to businesses and business support agencies. The evaluation instead focuses on the process in defining and developing the 'tools' from which the MNEMOS partners will strive to impact on European Small & Medium-sized Enterprises (SMEs).

About MNEMOS

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 Vocational Enterprise & Training (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.

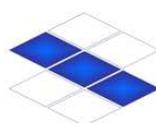
The premise of the project is that whilst effective ECH management can increase creativity in production and innovate knowledge management skills, and so boost the productivity performances of those SMEs with a long and rich history, most SMEs find it difficult to identify and exploit the economic added value of their cultural heritage.

The project is transnational with partners based across the EU and includes Universities and SME intermediaries. Partner organisations are as follows:

- **University of Salford** (UK) –the lead partner responsible for project management and administration;
- **SPIN** (Italy);
- **IDTECH** (Italy);
- **Turku School of Economics at the University of Turku** (TSE, Finland);
- **Tis Praha** (Czech Republic);
- **URENIO** (University of Thessaloniki, Greece).

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;



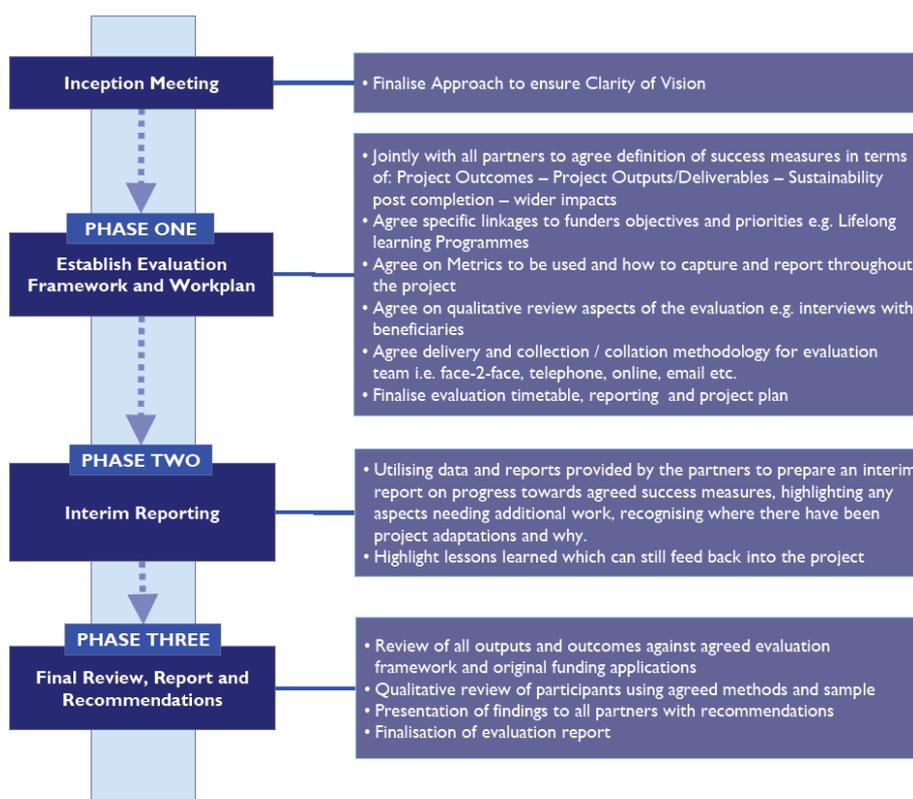
- Guidelines for the validation of non formal learning on ECH management;
- A total of 15 test cases with SMEs to validate the project results.

A key component of this evaluation is to measure the progress of the project in achieving the stated aims and objectives (outcomes).

The Evaluation

Aligned to the MNEMOS research, is a requirement to undertake an evaluation. 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.

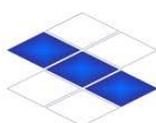
A summary of the evaluation process is set out below:



Evaluative Activities to Date: The Evaluation Framework

In November Innovas completed an Evaluation Framework to support the evaluation research. 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 Evaluation Framework is based on a Logic Model which highlights the link between the Valorisation Plan and the successful completion of the Workpackages as the precursor to a successful project.

A key task of this evaluation is to test the Logic Model against project performance in terms of the above parameters

Evaluative Activities to Date: Phase II Report

The Phase II Report was an Interim Evaluation submitted in March 2011. The evaluation concluded with the following statement:

“Our overall conclusion is that so far this has been a well run project which has achieved its major objectives as planned whilst moving forward with a complex transnational partnership from both the private sector and University research departments. The project is well positioned, with partners excited about the potential of this research to deliver meaningful impact. However partners need to address on-going concerns about communication across partners during the development of the MNEEMOS outputs. Partners also need to consider carefully how best to engage the target client group, especially through support agencies and networks”

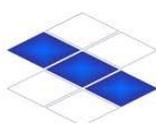
The evaluation identified 13 “Key Points” which underpinned this statement – these are listed verbatim in Appendix II. The Interim Report also made a number of recommendations which the evaluators felt were essential to meeting the expectations of the MNEMOS project (at least within the parameters of the evaluation itself). These were as follows:

Recommendation I

Partners should look to identifying a collaborative web application – for example a Web Portal - as set out as a key milestone in Workpackage I to ease communication between partners.

As the project enters its crucial development phase, timescales and progress within individual workpackages becomes more crucial – The University of Salford as project administrators should set out and communicate scheduled milestones and urge partners to continue their [largely successful] efforts to date in meeting that timeframe.

Time allocated and spent against the project should continue to be monitored to ensure that as MNEMOS outputs go through a drafting stage, there is no danger of working ‘against the clock’ to complete.



Recommendation II

It does seem surprising to us that there is no contact or reference group the research team can rely on to provide advice or support from a business perspective. The recommendation is that the University of Salford at a minimum seeks to create a Steering Group in which support from the wider business and support agency community provides a 'cruciality check' on the outputs being generated, to ensure they are relevant and appropriate to the business community. Other partners should be encouraged to do likewise in their own country with the comments and ideas being generated shared at Project Meetings and over the Web Portal to refine the MNEMOS outputs.

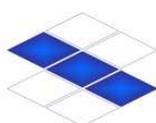
Recommendation III

The University of Salford should take responsibility for (i) ensuring the timetable for deliverables are met (ii) The project continues to focus on the agreed client groups as identified in the Valorisation plan (iii) The post-funding sustainability commitments are secured and maintained

Recommendation IV

Project management should refer to the [relevant parts of the] evaluation framework [and Phase II report] to identify metrics which can highlight and evidence success, impact and satisfaction among the intended client groups as MNEMOS outputs are developed – as well as providing on-going reference going forward beyond the project's European funding: This is to showcase achievement, not just satisfy the demands of funders.

This final evaluation should investigate whether the recommendations identified in the interim evaluation have been acted on, or what alternative mechanisms have been developed

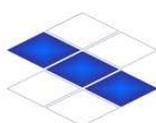


About Phase III: The Final Evaluation

Given the budget, evaluation timetable, anticipated MNEMOS progress and a requirement (identified by the evaluators) to follow good practice and avoid excessive consultation with businesses, the Evaluation Framework set out the following research methods for Phase III:

<i>Achievement of Milestones: Review of Project Files</i>	A desk review will report on the progress of the individual 'Workpackages', which underpin the management and performance of the project.
<i>Review of Outcomes to Date Against Anticipated Outcomes</i>	The same review will note the accomplishment of the stated outcomes (see Page 2). Note that assessing the quality of these outcomes is beyond the scope of this evaluation
<i>Evidence From SMEs</i>	Built into the project are extensive consultation and feedback exercises. Rather than add to the burden of SMEs participating in the project, we incorporated some questions into a larger on-line survey the project was running.
<i>Review of Activities</i>	<p>The Evaluation Framework incorporated a partner workshop into the evaluation methodology. Budget and timetable restrictions meant that was not possible. As an alternative the evaluators held a half-day workshop with the lead partners to discuss progress.</p> <p>Evaluators were also present at the "Innovation through Heritage" launch event which was attended by the majority of international project partners, journalists, local councils SMEs and SME group representatives¹.</p> <p>In addition the evaluation will briefly consider other measures of activity, for example, academic research outputs and web site visits.</p>
<i>Summary: Comparing Evidence Against the Logic Model</i>	The evaluation will make some overall conclusions, using the Logic model as the basis

¹ See <http://www.searchmarketing.salford.ac.uk/what-is-innovation-in-business/>



2. Review of Logic Model: Progress Against Workpackages

The project mechanics are managed through the development of parallel and sequential Workpackages. Each package has:

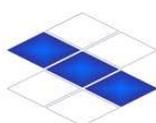
- A designated lead partner;
- A defined timeframe for activities within any one package to commence and terminate;
- A clear set of defined activities and milestones
- A clear set of anticipated outputs

Table 1: 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 (WP6)	Learning environment guidelines	IDTECH (Italy)	Sep '10	Apr '11
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 (WP10)	Project evaluation	University of Salford (UK)	Nov '09	Oct '11

The evaluators used the breakdown of the project's Workpackages, scheduled milestones and proposed outputs set out in the Evaluation Framework, as a guide to examine the project's progress. Set out below is a tabular review of progress across each of the nine workpackages which has, internally at least, shaped the design and success of the project:

The tables below update – where valid – the analysis contained in the Interim Report. In addition we contacted the lead partners of Workpackages 2-9 and invited comments (Workpackage 1 is in effect dealt with



within the 'Workshop' session presented later in this report, Workpackage 10 is the delivery of the evaluation reports and we cannot evaluate ourselves) under the following headings – where relevant.

- **Was the Workpackage completed per the date anticipated on the initial project application form?**
- **If not, then what were the reasons this Workpackage did not commence and/or complete as scheduled?**
- **How – if at all - did the Valorisation Plan guide the development of your Workpackage deliverables?**
- **What were the major obstacles you faced in completing this Workpackage? How were these overcome?**
- **Did these obstacles delay the project?**
- **Did these obstacles move the final deliverables/outputs of this Workpackage away from that intended? How?**
- **What were the unanticipated successes or positives which emerged as this work package progressed?**

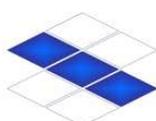
A summary of these comments is also presented in the analysis.

Workpackage I

WORKPACKAGE I: Project Management & Administration					
Tasks/Deliverables	Planned Completion Date	Status (Jan 2011)	Status (Dec 2011)	Evidence	Notes
(i) Administrative Key Tasks					
Establish Project Management Team (PMT)		Dec 2009 meeting sets out detailed management tasks (see below)		Project File	
Recruit Technical & Admin Officer (TAO)		Appointed Jan 2010		Project File	Evaluators have met TAO
(ii) Research Key Tasks					
Develop Logical Framework Matrix		Achieved		Project file	
Identify collaborative web application			Since the bid was written the spread of superfast broadband, cloud computing and Skype has replaced the need for resources be spent on such a collaborative platform	Client workshop; clear evidence of increased communication via Skype conferencing	This is to facilitate communication between partners rather than a project output per se
Workpackage Deliverables					
Project Management Plan	Dec-09	Agreed Dec 2009 meeting		Project file	
Project Meeting Minutes	Nov-09	Meeting held Dec 2009; Second meeting held June 2010		Project file	Clear timetable set out; very detailed discussion on methodology; detailed task allocation & timetable
Periodic Financial Monitoring Reports	Dec-09	Documentation as per funders requests	Financial reporting has been restricted as a result of reorganisation within the University limiting monitoring	Project file - issue discussed with client	Funders will have to consult with the project as to the best way of demonstrating project expenditure and defrayment as appropriate
Interim Report	Oct-10	Achieved		Project file	
Final Report	Oct-11		Delays to the project have delayed the final submission -scheduled for February 2012	Project File; Client workshop	Reprofiling of timetable agreed with EU

The table highlights that since the Interim Report:

- Use of emergent technologies enabled the partners to address the need for a collaborative web application (Recommendation I);



- The delay in delivering some of the other Workpackages has influenced the delivery of the Final Report to the Commission;
- There have been changes within the University of Salford, quite independent from the project, which have nonetheless hindered the ability of the project managers to monitor the project's finances as planned. This issue will be discussed in more detail below.

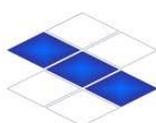
Workpackage 2

WORKPACKAGE 2: ECH Needs Analysis					
Tasks/Deliverables	Planned Completion Date	Status (Jan 2011)	Status (Dec 2011)	Evidence	Notes
Objectives/Key Tasks					
Identify the ECH training needs of SMEs across Europe					
Identify existing gaps in current heritage management training					
Desk research & analysis					
Finalisation of survey methodology (by TSE)					
Dispensation of questionnaire	Dec-09	Achieved		File Copy	
Data Collection (TSE)		Achieved		Survey results presented June 2010	
Circulation & discussion of results		Achieved		Second meeting - held June 2010	
Workpackage Deliverables					
Survey of ECH Management Demand	Mar-10	Achieved		UK Report (Inventory of training related to Enterprise Cultural Heritage (ECH) management in the UK) published & distributed Jan 2010 (countries undertook their own surveys of activity)	Survey/examples of relevant courses and activities; Survey undertaken in feb/march 2010 - 77 companies took part; Difficulties with Czech data (impact of communist state) - resolved; sector and business culture reports also completed
Literature Research report	Mar-10	In progress	Completed	Copy in file	Final version agreed October 2010

The above Workpackage was discussed fully in the Interim Report, when the key outputs were either achieved or at a final Draft stage – its inclusion here is for completeness.

The lead partner made the following comments:

- The original work plan was very optimistic and finding the companies willing to participate in the needs survey took much longer than expected;
- Contacting the SMEs for Needs Analysis Survey as well as the academic experts and VET institutions for the Needs Analysis, Literature review and Training supply analysis raised the awareness of the project – as per the Valorisation Plan;
- WP2 ensured that the “MNEMOS project is addressing the needs of the target groups and is creating awareness or understanding of the activities” as stated in the Valorisation Plan;
- In addition to the core outputs, this Workpackage generated a lot of useful material – e.g. case studies – which then helped in designing learning materials as well as academic papers (dissemination).
- One important lesson to learn from this work package is that in the future projects more time should be allocated in the phases which depend on others than the partners themselves (the willingness of SMEs to participate)



Workpackage 3

WORKPACKAGE 3: ECH Methodology					
Tasks/Deliverables	Planned Completion Date	Status (Jan 2011)	Status (Dec 2011)	Evidence	Notes
Objectives/Key tasks					
Develop a Methodology Guide to plan & implement an Enterprise Cultural Heritage Management Model in SMEs					
Define an ECH Management profile in terms of competences & skills...in a given organisation					
Deliverables					
ECH methodology guide	Jul-10	Completed		Project files	Completed Q4 2010
ECH management & competencies & Skills Report	Jul-10	In progress	First version presented February 2011	File Copy	These reports are iterative and 'live' documents, with updates and revisions going. The date here is that of the first agreed version

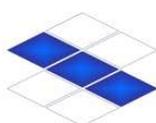
These two reports – the ECH Methodology report and the competences and skills report “identifies” what is described as being the “four pillars” of ECH management²:

- **Change Management**
 - Modifying or transforming organisations in order to maintain or improve their effectiveness
- **Brand Management**
 - To translate core characteristics of an entity (the thing being branded) into various forms of communication. The aim is to transfer brand identity into a favourable brand image
- **Heritage Management**
 - In this [cultural] context heritage relates to the preserving of material and non-material expressions of traditions, ideas and values that we consciously or unconsciously inherit from previous generations.
- **Intellectual Property (IP)**
 - Not specifically defined in the report

The lead partner made the following comments:

- This package was delivered to time and budget;
- As with Workpackage 2, the Valorization Plan was a vital component to framing the research;
- The Methodology Guide became a good starting point for partners to depict the context of their own research contributions – as intended;
- Both deliverables helped to address the main (four) aspects of the ECH training materials (outlined above);

² Though these definitions were subsequently amended as the project progressed



Workpackage 4

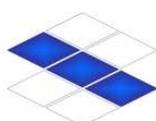
WORKPACKAGE 4: Training Material Development					
Tasks/Deliverables	Planned Completion Date	Status (Jan 2011)	Status (Dec 2011)	Evidence	Notes
Objectives/Key Tasks					
Develop the training material needed to support the ECH Methodology:					
(i) Develop materials for pre-inception (consultancy-based support) phase					
(ii) Develop materials for inception (learning-unit) phase					
(iii) Produce English-language draft	Dec-10				
(iv) Draft review	Jan-11				
(v) Translation	Feb-11				
(vi) Launch materials on website	Mar-11				
Workpackage Deliverables					
1st draft (English language) of training material	Jan-11		Achieved - Jan 2011	File Copy	
Final training materials	Feb-11		Achieved - May 2011	Note from Salford University	
Proofread localised versions of training materials	Mar-11		Achieved May 2011	File Copy	

Note that the development of the training materials represents one of the project's most significant delays (other apparent Workpackage delays are either a product of delays here, or the delay has not impacted on the overall Workstream timetable – for example between an agreed final draft and formally completing an element of the work flow).

The delay here was in part due to working in multiple languages simultaneously through the drafting process. In hindsight, project managers agreed a single language should have been used to develop the materials to a level of testing and once user feedback was incorporated only then it should have been translated for finalisation.

The lead partner made the following comments:

- Some deliverables of WP4 had been completed on time (for example the first draft in English of the Training Material);
- Other outcomes have developed with some delay because each partner country had to translate and edit more than 70 pages of material into a suitable format;
- The Training Materials were disseminated as set out in the Valorisation Plan;
- The time allowed for this Workpackage was not as planned – and some reprofiling of the project was necessary.



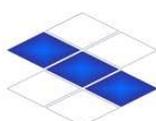
Workpackage 5

WORKPACKAGE 5: ECH Non Formal Learning Validation Guidelines					
Tasks/Deliverables	Planned Completion Date	Status (Jan 2011)	Status (Dec 2011)	Evidence	Notes
Objectives/Key Tasks					
Define mechanisms for validation of non-formal learning outcomes that are specific to the ECH methodology.					
Develop QA guidelines with common principles					
Identify the relative indicators for assessing each non-formal learning process					
Workpackage Deliverables					
Definition of QA processes and assessment (Incl. identifying key indicators)	Nov-10		Completed Nov 2010	File Copy (subsequently dated by University of Salford)	
Skill based validation methodology of ECH informal learning	Mar-11		completed Apr 2011	File Copy (Date of completion from the document's own Summary Statistics)	

- This Workpackage drives the project's quality assurance in respect of the "non-formal" learning. The [internal reports] each contribute to the task of identifying the key skills and competencies required by SMEs under each of the above elements along with examples and academic references. The overall aim of this Workpackage therefore, is to map any relevant, existing qualifications and competences held by an individual, irrespective of where these have been acquired.
- Thus the 'Methodology Guide' sets out the modular approach and Quality Assurance frameworks, whilst 'Skills Validation' report identifies the question sets under each pillar which identifies knowledge and competencies,

The lead partner made the following observations:

- There were difficulties delivering the workpackages to time because of the delay in delivering Workpackage 3;
- The other major obstacle was the need to adapt EU guidelines regarding non-formal and informal learning and the specifications of the project application form.
- Partners adapted the EU guidelines regarding skill assessment, pre-assessment of skills, and individual learning paths without a European VET certification process. The certification process was then made informal, although the project has attached guidelines for those VET organisations interested in official certification.
- Note that the lead partner acknowledged the role of the partnership and the University of Salford in particular for overcoming these technical issues



Workpackage 6

WORKPACKAGE 6: Learning Environment Guidelines					
Tasks/Deliverables	Planned Completion Date	Status (Jan 2011)	Status (Dec 2011)	Evidence	Notes
Objectives/Key tasks					
Make available an on-line Learning Environment to:					
a) publish the training materials (WP4) as "learning objects" according to internationally recognised standards					
b) create an assessment suite supporting the validation guidelines (WP5)					
Review and select Open Source and other existing e-learning components, tools and web platforms					
Complete Learning platform	Feb-11				
Create learning objects	Apr-11				
Launch final version of platform	Apr-11				
Workpackage Deliverables					
ECH Learning Platform	Feb-11		Mar-11	Launched on line	Revised Dec 2012
ECH learning Objects	Apr-11		May-11	Launched on line	Revised Dec 2012

The lead partner stated:

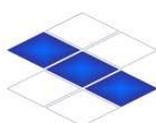
- The platform and associated materials are interactive and have required much fine tuning to get right in the face of comments from stakeholders;
- Testing & comparison of the Open Source options also took time which was not factored into the workplan;
- Platform revisions was supposed to be based on the use of a wiki to implement a free-of-registration-training-path, however this implementation was not possible due to platform restrictions. An alternative approach was to use Open-Source platforms (see subsequent sections of this report for further details)

Workpackage 7

WORKPACKAGE 7: Case Studies & Validation of Project Results					
Tasks/Deliverables	Planned Completion Date	Status (Jan 2011)	Status (Dec 2011)	Evidence	Notes
Objectives/Key Tasks					
Experimentation of the training material developed in WP4 to introduce the ECH Methodology defined in WP3 within SMEs					
Selection of companies for "experimentation"					
Workpackage Deliverables					
ECH Management training material – Experimentation Phase	May-11		Completed June 2011	File Copy	This is the guidance for the Experimentation Phase, not the results

The stated aim of this Workpackage is to “test, refine and validate a) ECH Methodology, b) Training Material and c) the delivery environment”. This is achieved through three action cycles:

- The first cycle “Internal Testing” gathered feedback from internal stakeholders who tested the project’s training materials, and website;
- The second cycle “Experimentation” was conducted with case study companies and focused on the appropriateness of the ECH methodology for SMEs, the Delivery Environment and the Training material. The aim being to test the methodology with 15 SMEs (three from each participating country);



- The final cycle “External Testing”, sought to reach 100 SME staff, to complete the on-line materials and then provide feedback via a questionnaire.

Note that the Workpackage milestone relates only to the completion of the Experimentation Phase’s guidance documentation, not the research itself – the third phase of research was ongoing at the time this Final Evaluation was being drafted.

The lead partner – the University of Salford made the following comments on the delivery of this Workpackage:

Cycle 1 of the survey was a combination of a draft survey tool as well as user observations of the platform. Overall 24 experts provided feedback which helped the project team to develop points for actions and revisions.

The Final survey (cycle 3) was completed on 9th January 2012. There were some difficulties in combining the multi language responses and translation of the results into English for final analysis. For future projects it might be considered that all partners will take ownership of their own analysis – especially for qualitative data.

Preliminary survey results were ready for the final project meeting in Prague and these were collectively discussed amongst the project partners and actions agreed for implementation and revision of the training material, the learning environment and the ECH Methodology.

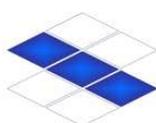
The WP was successful in reaching its targets of 15 Experimentations although not all companies were willing to share their case studies publicly, the vast majority were happy to be included on the project website as promotional material for the project.

The 100 online survey results for Cycle 3 of the action research were over achieved although only 100 final results were used due to the number of spoiled surveys where participants started the survey and not completed it to a meaningful level.

Workpackage 8

WORKPACKAGE 8: Dissemination					
Tasks/Deliverables	Planned Completion Date	Status (Jan 2011)	Status (Dec 2011)	Evidence	Notes
Objectives/Key tasks					
To disseminate & promote the project results to i) direct beneficiaries (SMEs) & to ii) other relevant bodies					Evidence of relevant activity (identifying companies for research)
Make training material available in different formats					
Deliverables					
Dissemination Plan	Jan-10	Achieved		Project file	Agreed Valorisation Plan produced
Project web-site	Feb-10	Achieved		Project file	
Project brochure	Sep-10	Achieved		Project file	
Project newsletter	Oct-11	Achieved		Project file	A total of five newsletters have been published
CD-Rom	Aug-11		Completed Nov 2011	Written reply from Salford University	
Booklet	Sep-11		Completed Dec 2011	Written reply from Salford University	

- Delays with these outputs were identified as being directly traceable to the delays elsewhere in the project, notably WP 4, outlined above and WP 2 – discussed in the Interim Evaluation



Comments from the lead partner included:

- The dissemination activities for this Workpackage was based closely on the Valorisation Plan;
- Concerns that the role of some of the other partners and “external experts”, had led to delays in items such as the CD-Roms and Booklets;
- The budget related to WP8 had not been totally spent because some partners were not able to carry out some dissemination activities;
- The partner commented that the presentation of the project and its results during dissemination events, especially academic conferences had generated a lot of interest – both academically and in terms of the learning materials the project had developed.

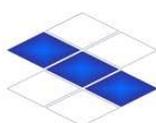
Workpackage 9

WORKPACKAGE 9: Exploitation of Results					
Tasks/Deliverables	Planned Completion Date	Status (Jan 2011)	Status (Dec 2011)	Evidence	Notes
Objectives/Key tasks					
Promoting the adoption of the project outputs by the widest possible number of direct beneficiaries (established SMEs) or “intermediate” bodies					
Target the 75 SMEs involved in needs analysis (+other groups)		Achieved		File notes - presentation	
Develop agreements with SME associations to promote the product					
Develop agreements with EU initiatives and networks for growth					
Promote the exploitation of the project results		Commenced			
Deliverables					
Partnership exploitation agreement	Apr-10	Achieved		Copy on file	IP agreement: now signed
ECH Open Community Manifesto	Oct-10		Achieved March 2011	Copy on file	IdTech created the Open Community on LinkedIn & also uploaded the Manifesto

- Even in the short time since the MNEMOS bid was submitted, the use of Social Networking has expanded both numerically, and in terms of functionality – this makes the use of network ‘engines’ such as LinkedIn not only a valid option, but a preferred and more appropriate option, than attempting to design and promote a specific communication portal

The lead partner added the following comments:

- Workpackage 9 focused on the Valorisation Plan for dissemination activities;
- Exploitation activities were ‘open ended’ (subject to budget) and would continue as opportunities arose over the lifetime of the project;
- Use of the LinkedIn group would seem to be an early, notable success in disseminating activities



Key Point 1

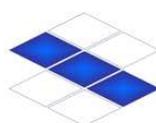
Although the project has experienced delays – most notably because of (i) the cultural and economic legacy of post-war communism in engaging business in the Czech Republic (as reported in the Interim Report) and (ii) the preparation of the learning materials in multiple languages, it is notable that the key milestones – the Workpackage deliverables – have nearly all been achieved.

Key Point 2

The review of the Workpackages shows that perhaps the biggest issue to address is that, even though internally, protocols, IP issues and a forward strategy has been agreed, promoting MNEMOS to SME networks (across the EU and within member countries) still requires some attention.

Key Point 3

The project has however shown a great ability to adapt and incorporate the rapidly growing – and changing – form of Social Media: This should help promote the MNEMOS initiative and mitigate (but not eliminate) the issue flagged in Key Point 2



3. Review of Logic Model: Impacts on Partners

Restatement of Workpackage Impacts

The Logic Model identified a series of impacts accruing from completion of the Workpackages, which could be grouped into the following:

- Impact on project partners
- 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)

The impacts under these headings are considered below through the following mechanisms:

- Feedback gathered in response to a semi structured questionnaire e-mailed to each Workpackage lead partner;
- Review of research impacts;
- Feedback and other response measures from SMEs and stakeholders on the MNEMOS materials;
- Consideration of the evidence in a 'workshop' style discussion with the MNEMOS lead management team at the University of Salford

Note that many of the individual impacts identified in the Evaluation Framework (Table 6 of that report), are not scheduled to be achieved until after the end of the MNEMOS funding.

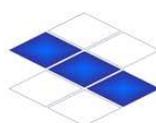
Impacts Identified by Project Partners

The survey asked a simple set of questions relating to:

- Views on the progress of the project's aims and objectives;
- The value partners attached to MNEMOS and its core outputs;
- The impact partners felt MNEMOS would achieve.

Overall the respondents agreed that::

- There was a clear, agreed common strategy among partners to achieve the aims and objectives of the project;
- All Workpackages were completed to a high standard – though there was some contrast between the first and second half of the project, when quality was said by some to have increased;
- The right number of SMEs had been involved in developing MNEMOS;



- The project had been well managed and co-ordinated by the University of Salford;
- The partnership which had delivered MNEMOS had strengthened as a result of the project

Partners were also confident that::

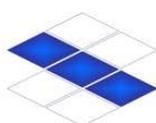
- The MNEMOS tool would grow in usage by SMEs across Europe and so grow in importance over time;
- The project has demonstrated the validity of ECH as a Vocational Education and Training (VET) subject
- The project furthered the integration of ECH in VET and business support services
- The project raised the skill base of employers/employees participating in the project

Key Point 4

Partners' overall impressions on the project were positive about the execution and delivery of MNEMOS, both as a project and what will be ultimately the project's value to SMEs.

Partners were also asked to comment on the progress the project made towards its five main objectives as set out in the project application. A summary of responses is set out below:

Stated MNEMOS Objective	Comments from Workpackage Managers/
A clear understanding of the training needs of SMEs in the area of ECH management:	Fairly positive, but some recognition more work was needed to be done
Guidelines for the validation of non formal learning on ECH management:	Positive (no evidence in the form of back-up statements) provided
The spread of ECH management as a policy and development tool within the VET sector:	Mixed – there were positive responses elsewhere in the survey responses, but a clear view here was that now the topic is “out there” more needed to be done to spread awareness
Enhanced employability of individual workers:	Not so positive: MNEMOS is not being seen as a ‘career development’ opportunity, but as a tool for owner-managers
Enhanced competitiveness of [beneficiary] SMEs:	More positive than for individuals: The same comment applies here as above – in both cases it was thought to be too early to evaluate impact, and, as important, more work was needed – especially valorisation – before firm conclusions could be drawn



Key Point 5

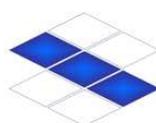
Again partners were fairly positive on progress towards its key objectives, whilst recognising many of the anticipated benefits of MNEMOS would only be realised following the end of project funding.

Partners were also asked to comment on the anticipated impacts of the MNEMOS project, as identified in the Logic Model:

Anticipated Impact (from Logic Model)	Anticipated level of Impact	Associated comments
Impact on project partners	High	“A lot was learned during the project” “A better understanding of ECH”
Impact on ECH research agenda	Medium-High	“A novel research theme” “There is some indication that the research community is getting more interested in the topic”
Impact on ECH policy assimilation and adoption	Medium	“Potentially ‘yes’ in the future”. “It’s too early to evaluate that now.”
Impact on [Beneficiary] SMEs	Medium	“Business owners told us that they had started to see ECH as a real asset.” “It will take some time before a change in attitudes is visible in actions”
Impact on [Beneficiary] SME owner/managers	Medium	Many contacted SME owners recognize ECH elements in their business
Impact on [Beneficiary] SME employees	Low-medium	“Too focused on owners/managers” “We have not been told that [participating companies] would use the materials with their employees.”
Economic impacts	Low-medium	“Too early to evaluate”

Key Point 6

The Partners are seeing the development of ECH as a research area. Whilst it is too early to discuss business impact, it is important that the view of the partners is that MNEMOS participation is mostly by owner-managers rather than employees.



Finally, partners were asked to provide some summary comments about the project. These are listed below

On ECH:

- *I think ECH is still in its preliminary stage and requires to be enhanced in relation to management issues;*
- *The most difficult part of the project was the designing of the learning materials, since the preliminary skills of the potential users are so heterogeneous;*
- *The ECH methodology is still a novel feature that could provide chances for research (publications) and development (further results).*

On the MNEMOS project:

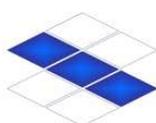
- *MNEMOS did not fully capture [SMEs] concerns on the topic;*
- *Engaging with SME's was not easy;*
- *The learner's path could have been made clearer for the use;*
- *There are areas that confuse the learner;*
- *Academic outputs [generated] quite a lot of interested comments from practitioners within business support organisations.*

On project management and co-ordination:

- *We were always informed about everything concerning the project;*
- *The meetings were very productive and the project managers [University of Salford] were always very helpful;*
- *The excellent communication among the partners played a significant role in finalising the deliverables and overcoming any obstacles;*
- *Regular Skype meetings that we started in the second half of the project were a good way to communicate and they also made it easier to honour the deadlines;*
- *In [terms of] coordination, some improvements could be done in communication and long term decision making processes.*

Key Point 7

Partners emphasised their belief that the MNEMOS project was very successful in defining ECH and delivering a meaningful project with worthwhile content. However clearly, there is a thread running throughout this section, around the difficulties the partners have had in engaging with SMEs.



Review of Logic Model Impacts: Research Impacts

The Logic Model also identified a series of research-based impacts, which recognised that, given the process of authoring peer-reviewed articles, the full impact of MNEMOS would not be realised until long after the cessation of funding and the 'official' end of the project.

Nonetheless there have already been clear benefits realised. The table below sets out a list of presentations, all of which have been submitted collectively by the MNEMOS project partners. Note that copies of a selection of these papers are available on the MNEMOS web-site:

RENT XXV Conference - Entrepreneurial, Business and Society

Bodo, University of Nordland - Norway, November 16-18, 2011

Past of the Firm: The Source for Sustainable Competitive Advantage and Survival?

ISBE 2011 Conference - Sustainable Futures: Enterprising Landscapes and Communities

Sheffield, UK, November 9-10, 2011

Enterprise Cultural Heritage Skill Gap - the study of established craft sector firms

EBES 2011 Conference

Zagreb, Croatia October 13-15, 2011

Enterprise Cultural Heritage management: In Search of Inspiration for Innovation and Sustainability

ICSB Conference 2010 - Entrepreneurship: Bridging Global Boundaries

Cincinnati, Ohio, USA June 24-27 2010.

Power of the Past and SME competitiveness: a European Study

ONLINE EDUCA BERLIN 2011

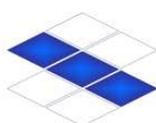
Berlin, Germany – November 29th to 2nd December 2011

Demonstration³ - New E-Learning Approach to Exploit the Potential of Enterprise Cultural Heritage Management (see <http://www.online-educa.com/programme-overview>)

In addition, the project partners are now preparing a follow-on project from MNEMOS, with the working title MNEMOS II. This is still at the project design stage but seeks to build on the existing architecture MNEMOS has created, ideas for the design of the successor project include:

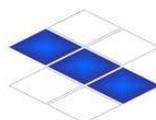
- Improving the training materials;
- Enhancing the overall methodology;
- Developing new engagement and dissemination strategies;
- Opening up ECH to more economic sectors;
- Renewing the Valorisation approach (see the interim report for a discussion of Valorisation);
- Integrating a training plan for participating SMEs.

³ No research paper produced



Key Point 8

The MNEMOS Project has already generated significant research outputs, with partners looking to further develop the ECH platform through further research funding. As such, MNEMOS has clearly progressed towards achieving the aims and impacts as identified in the Logic Model



4. Review of Logic Model Impacts: Impacts on SMEs

The budget for this evaluation, and the MNEMOS project's methodology – which has necessitated considerable consultation with SMEs in the design and delivery of the support materials and platform – means that it has not been possible to undertake direct consultation with non-delivery stakeholders, including the beneficiary businesses, our primary concern has been to not over-burden businesses for the purposes of this evaluation.

However with the agreement of the project's coordinators the evaluation incorporated two impact-based questions into a project feedback survey, set up to record participant's views on the project as part of Workpackage 7 (Case studies and Validation of Results).

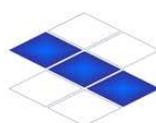
At the time of writing 99 participants had completed the survey against the project's target of "100 SME staff reached"⁴ ⁵.

Some key comments and observations from the survey:

- Of the 99 respondents, only 12 (or 13 out of 100 – see footnote 4 below) declared themselves as 'representing' SMEs from a qualifying sector. Even though very few of the respondents in this Workpackage 7 survey are actual "qualifying" SMEs, many more were linked to SMEs through federations, guilds, business support agencies and universities. Many of course will be SMEs, but not necessarily from the Craft Sector;
- Views on the materials were generally positive, with the vast majority of respondents finding the vast majority of materials "useful/insightful" or "very useful/insightful" – these positive results must be qualified against the above observation however;
- Just over half of all respondents felt that their skills and competencies in ECH had been improved by the materials – Brand Management scoring the 'highest' proportion of positive responses;
- About 1/3 of respondents would 'definitely' recommend the MNEMOS platform to colleagues or other businesses;
- A number of SMEs used the training materials but did not complete the online project survey.

⁴ The 100th respondent was recorded after the submission of the draft report

⁵ In addition there were 38 other organisations which began to complete the survey, but only part completed, making their replies unsuitable for inclusion in analysis. Moreover, several organisations did not fill in the survey despite providing extensive support elsewhere to the project.



Key Point 9

Very few of the respondents (who completed the survey) in this Workpackage 7 survey are from the ‘target’ group of SMEs. However the comments of others who completed the survey still have some validity based on their connections with the SME sector and/or the support they offer SMEs: Therefore it still remains worthwhile pointing out that the overall impression of the MNEMOS learning platform and materials was positive.

Evaluation-Specific Questions

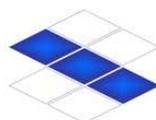
The first question asked for the specific purpose of the evaluation focused on the outcomes of using the ECH “Tool”. Respondents were asked to reply to a series of statements specific to the potential impact of MNEMOS on themselves, their business and how their business will change as a result of participation. Responses were based on a Scale of 1-5 from 1 being “Highly Disagree” to 5 being “Highly Agree”.

Responses were as follows:

Question	% of Valid ⁶ Responses replying “Agree” or “Agree Strongly”	Average Score
I know more about how I can use my company’s history to better effect	54.7%	3.45
I better understand my company’s training needs	37.6%	3.04
I better understand my company’s business support needs	41.5%	3.17
Members of my staff will undergo some training	33.7%	2.83
I now have new skills and knowledge which will benefit the company	60.4%	3.53
I can use the knowledge I have learned to increase sales	40.9%	3.06

- The outstanding observation from the above table is that 60% of respondents took away from their MNEMOS experience new skills and knowledge which was felt to be of benefit;
- Most respondents also felt they better understood how to use company history to positive effects;

⁶ Excluding those who did not answer the question



- However far fewer were as positive about how this experience would feed through into their training or business support needs – in part this could reflect the background of the actual respondents (i.e. very few being the targeted SME owners)

Key Point 10

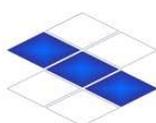
In terms of impact, survey respondents recognised the MNEMOS key messages, but as with comments made previously, there are some doubts about how this will impact on business performance or specific elements of business development

The second impact-based question invited respondents to reply to a series of statements. Responses were as follows:

Question	% of Valid ⁷ Responses replying “Agree” or “Agree Strongly”	Average Score
An understanding of ECH will make the business more competitive	68.7%	3.90
I will be recommending other, similar companies to look at their ECH carefully	80.0%	4.12
I am now more likely to contact business support organisations	41.5%	3.28
I am now more likely to undertake further management training	50.0%	3.49
This approach to on-line training is really useful for small business owner-managers	88.1%	4.32
The [ECH] tool is a useful business support product	86.9%	4.17
Before getting involved/visiting the web site I had never realised how ECH could benefit my business	67.4%	3.78

- The approach to delivering the ECH tool was highly praised by the respondents;
- There remains some scepticism, in line with the previous results, that understanding ECH will have an impact on the business ‘bottom line’;
- Again in line with the previous results, involvement in MNEMOS is unlikely to lead to an increased demand for other forms of business support or management training.

⁷ Excluding those who did not answer the question



Key Point 11

Whilst the MNEMO approach is seen as one likely to be valued by SMEs, the linkages between MNEMOS and further management training and other forms of business support are not being maximised.

We also asked respondents, in an open ended question, to identify what changes they had instigated as a result of their involvement in MNEMOS. When asked to give answers about change implemented in the business as a result of participating in MNEMOS, the responses included:

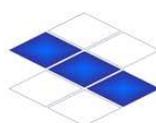
- “We are [now] using the heritage of our company [for] marketing”
- “We are promoting our restaurant and the building more vocally”
- “We will take lessons into our business logo designs and marketing activity”
- “We will involve our staff into developing the vision for our next set of developments”

Amongst those who have worked through the ECH materials, but are not part of the ‘target market’ for MNEMOS:

- “I might try to include it in one of my courses”
- “ECH should be part of good practice in managing companies”
- “We will encourage companies to look at ECH as part of the consultancy services we offer businesses”
- “ECH has given us a new dimension about how to make a better presentation to clients”
- “We will use the ECH learning to change the way we market ourselves”
- “It makes us think more about the brands we sell, and how we can distinguish [these] from the ‘standard’”
- “Modules will help with the planned introduction of a new product in the new year”

Key Point 12

It is clear from the answers that ECH has prompted much thought among business owners – not just in the Craft Sector – about their goods and services, the value of being in business for a long time and how to differentiate products in the market place. There were several positive comments about the future integration of ECH into ‘mainstream’ education and business support.



Miscellaneous Comments

Individual comments about improving the website made by survey respondents included the following:

- A more learner friendly [approach] for someone like me [who] works with SMEs.
- Make it specific/more relevant to my industry.
- Give more real examples of how companies use ECH in their new strategy
- Make [the materials] easier to navigate
- The training modules are too long
- Web site should be more interactive
- More practical than theoretical materials
- The website is too confusing
- Help tools are needed
- I was confused by the initial test – I expected to learn and study first
- A clearer introduction is needed

Note that the project manager has informed us that many of these points were discussed during the final project meeting and revision changes implemented in the last version of the training material revised on the 14th December 2011. In particular the following changes were made:

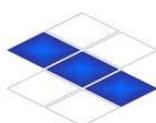
- Case studies were developed and placed on-line to demonstrate how other business owners benefited from ECH
- Introductory, explanatory text had been placed on the learning platform which explains the reasons for the pre-test and subsequent tests;
- There were now clearer signposts to the LinkedIn group, and the Wikipedia page as a resource for the learner.

Key Point 13

There are a number of design issues with the MNEMOS platform, identified by the comments from SMEs - which, if addressed - would significantly enhance the user experience. Project partners have begun the task of addressing some of these issues – this is clearly an area where ongoing feedback from learners would be beneficial.

Google Analytics

The homepage for the MNEMOS Website (www.enterpriseculturalheritage.org) has been monitored via Google Analytics. The data since 1 April 2011 (the web site was launched in April 2011) shows that:



- There have been just over 4,200 visits by 1,800 unique visitors to the web site⁸;
- Over one-third of visitors were from the UK, with almost 30% from Italy; - though evidence from elsewhere suggests this high proportion is a result of the web development process itself – Italy had a low proportion of “New Visits”
- As one would expect, the majority of visitors were from the Partners’ own countries, though there has been interest from countries including the United States, Brazil and several EU countries;
- Web visits peaked in November 2011, with over 1,400 [non-unique] visits;
- Visitors spend an average of 8 minutes on the site (per visit);

The ‘Bounce Rate’ is the percentage of single-page visits or visits in which the person left your site from the entrance (landing) page. A high bounce rate generally indicates that site entrance pages aren't relevant to your visitors;

- The Bounce Rate – at least amongst countries which have over 100 visits - is highest in the UK (where it is almost 50%), and lowest in the Czech Republic, where four-fifths of visitors to the site go on to visit other pages on the www.enterpriseculturalheritage.org website;

There is also data on web pages visited per site-visit:

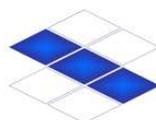
- In the UK the average number of site web pages accessed per visit was just over 4.5 – about half that of all the other partner country visits.

It should be noted that the partners believe there has been a positive correlation between marketing activity, site visits and Bounce Rates, though greater research would be needed to statistically validate this belief.

It should be noted that the Open Source package on which the learning materials were developed – Slideshare - means that Google Analytics cannot be deployed as the software carries its own Analytic dashboard. This means we cannot monitor the throughput from the MNEMOS website to the learning platform. However we can report that figures supplied by the project managers:

- Indicate that in a 6 month window, the four main learning modules in English have reached well over 1400 visitors each.;
- In addition some of the recently published case studies have (in a three week period) generated nearly 100 visitors per week

⁸ See <http://www.google.com/intl/en/analytics/index.html> for definitions where not stated

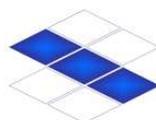


Key Point 14

The MNEMOS website has attracted a steady volume of traffic, though no real perceptible upward trend. There is however evidence that the web site has attracted attention and interest from a much wider audience than the partners alone. To be a *successful initiative* from the perspective of a valued business support tool, then the data provided by Google Analytics should be a key component of decision making.

Key Point 15

Management information requires monitoring and analysing to ensure the benefits of MNEMOS are sustained and built upon. It is noticeable for example that the Bounce rate in the UK is much higher than the other partners, and average pages/visit much lower. How the project responds to this is an indication of commitment of partners and the sustainability of the MNEMOS tool.



5. Review of Achievements: Project Workshop

As it was not possible to arrange a workshop with the full partners, a 'mini workshop' or group interview was held where results and evidence were considered with the project's lead body, the University of Salford.

The workshop was semi-structured around a series of topics, the topic guide was presented in advance to the University, ensuring all key points were raised and discussed. Answers are provided in summary form below:

What do you consider the main achievements of MNEMOS to be?

These fell into three key groups:

1. Theoretical Advancement

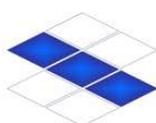
- Two years ago there was no definitive understanding of ECH or what it meant for business training needs.
- There was now a different understanding of ECH – and it was notable that the cultural heritage of partners had helped shape the definition and constituents of ECH as a topic
- MNEMOS has produced a step-change in thinking about how niche companies can compete using their company values to distinguish themselves from leading players
- “We have moved a long way since those days”

Key Point 16

The development of ECH as an authentic SME-management development tool is seen as one of the key achievements of the project

2. Moving From the Theoretic to the Practical

- Developing a Learning Platform on Slideshare was a key achievement – a key learning point from which had been the process of working in multiple languages, which had delayed the project;
- There had been particular challenges for the Czech Republic – a historical legacy with little private enterprise; a cultural perception that heritage is not something that an organisation can be proud of; a suspicion of the public having to register and leave personal or company details on-line - were all barriers which had to be overcome;
- The decision to add a 'internal testing' loop which involved experts from related subject areas of Brand Management, Heritage Management, IPR Management and Change Management from partner organisations had been a crucial step in identifying areas of material, platform and methodology improvement moving towards a business focused set of outputs.



Key Point 17

There had been significant issues in delivering the project as an SME-relevant tool - cultural barriers and some unforeseen practicalities in delivering key aspects of the project were cited as reasons.

3. *Designing a Sustainable, Open Source, learning Environment*

- Even in the short time frame between designing and then delivering MNEMOS, technological change has meant platforms such as Wikipedia, LinkedIn and Slideshare (the web site itself is powered via an open source platform) have added to the methods in which MNEMOS is communicated and delivered – and has also played an important role in ensuring the sustainability of MNEMOS;
- The University of Salford team had successfully written a Wikipedia entry on ECH;
- The LinkedIn community was growing;
- Slideshare presentations, which hold the ECH learning modules, had had over 1300 views.
- The project had identified training material dissemination partnerships with intermediary management training services such as Kulmat.fi web community, Ariadne Learning Foundation <http://www.ariadne-eu.org> and OpenScout.net global repository.

What were the key issues (barriers) in progressing MNEMOS over the lifetime of the project?

These fell into two categories:

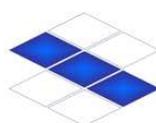
1. *Project Based Issues*

- There was a feeling that the learning platform should have had a greater input in its design from SMEs themselves, though this was qualified by:
 - Recognition that SMEs were time-limited in supporting such development;
 - Three SMEs formed part of the consortia delivering the project
- Testing had been a big issue – and there was recognition that the approach (of testing using multiple languages) had been cumbersome and time consuming - more testing pre-translation had increased the workload;
- The project deadlines had been an issue – the reasons for this have been discussed elsewhere – there was the belief that the lost time *could have been* 'clawed back', but this would have been at the loss of quality;

2. *Project Management Issues*

- Within the University of Salford, a major restructuring had meant the University's Finance Team had been unable to monitor the project as had been intended or seen as desirable – this had led to resource and monitoring issues across the second half of the project⁹. Whilst the project milestones

⁹ This had led to one monitoring point being missed.



had been achieved and funding defrayed, it has simply not been possible for the evaluators to examine finance or time based performance and monitoring indicators as planned.

Key Point 18

The University of Salford's project management systems were hindered by internal reorganisation outside the sphere of the project's management – the evaluators have been unable to verify project spend and time against the project profile for the second half of the project – the project's funders should respond accordingly. The lead partner, in the absence of those controls, have had to use more informal, milestone-based approaches to monitoring project progress and spend.

Had there been any additional, unanticipated benefits accruing from MNEMOS?

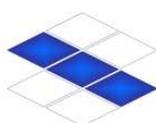
Again benefits fell into two groups

Benefits to the project

- Such had been the response to the research from SMEs who are not in the target 'market segment', and the response to the initial research had led the partners to extend the Valorisation Plan which now meant dissemination of the project had been extended in terms of the volume of dissemination activity – for example going to conferences to both present academic papers but also to demonstrate the MNEMOS Platform. The University of Salford had hosted a successful research seminar which had attracted interest from the business and academic community;
- In addition, the revised Valorisation Plan had allowed a much more varied, non-academic, set of routes to disseminate activity – for example SME policy makers and journalists in the partner countries were now being given a much higher priority in efforts to raise the profile of the project;
- The revised Valorisation Plan also meant museums were brought into the target market for support alongside craft oriented SMEs. This may sound an odd juxtaposition, but parallels were drawn out between the heritage and management elements of MNEMOS, which provided a fit with the museum (which also now has to be increasingly entrepreneurial) sector.
- The process of having the Workpackages tested 'internally' by academics within the project partner organisations had proved to be beneficial to the project, identifying issues in the learning modules and allowing the partners to address these issues before 'market testing' with SMEs;
- This internal testing would now be integrated in future projects prior to rolling out future partner activities

Key Point 19

The importance of the Valorisation Plan in steering – and broadening - the project's marketing and engagement focus is highlighted in the above analysis. Furthermore, the project's lead partner stressed the importance of the internal testing to the quality of the learning materials



Benefits to the partners

- This internal testing had refocused minds on developing a 'product' rather than a piece of academic research – it was felt that MNEMOS had become much more practical and business oriented as a result;
- In the same vein, there was now, it was felt, greater recognition of the importance of a healthy dialogue between the project and SMEs – the benefits of a closer ongoing dialogue was now accepted;
- When questioned by the evaluators, the lead partners insisted that they felt the incorporation of SMEs in the project consortium added to the understanding of SME needs;
- The initial Training Needs Analysis allowed the project team to focus its attention on those key areas which were identified as a weakness in the skills of the SME target audience.;
- Finally, the University of Salford celebrated the fact that as a result of involvement in MNEMOS – especially the Case Study companies – that a number of companies were now involved in other industry-academic partnerships, including student placements

Key Point 20

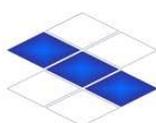
The lead partner recognised the role of (i) including SMEs in the consortium and (ii) internal testing had played in developing the project.

How comfortable are partners that MNEMOS and the project's outputs will be sustainable?

As has been commented on, even since the submission of the project bid, the spread of open source technology and access had revolutionised the project.

This had meant a number of well known on-line opportunities existed at the end of the project which were, at best, nascent when the project began. For example:

- Slideshare provides the e-learning interface (along with a monitoring dashboard);
- Joomla provides the Client Management System (CMS) which powers the web site and manages its content
- LinkedIn provided an opportunity to network ECH researchers, practitioners as well as providing access to vast networks of businesses and individuals who may be interested in the subject;
- Wikipedia provides an introduction, a formalised definition of ECH and an informal portal to ECH materials;
- Creative Commons - a global nonprofit organization that enables sharing and reuse of creativity and knowledge through the provision of free legal tools. Creative Commons' licenses aim to provide an easy way to manage copyright terms which allow works to be shared and re-used under terms that are flexible and legally sound. As such they provide an alternative to the 'Copy left' licensing described in the project application.
- There are a small number of videos (two instructional, one Case study) on You Tube.



Use of this open source means that it is relatively costless to maintain a presence promoting ECH – there are no significant web hosting costs, whilst the content and marketing is driven by the community of ECH researchers, and not by copyright holders.

For two years after the project finishes, SPIN (Italy) will take responsibility for maintaining the web content, and ID Technology (Italy) the project website infrastructure and the learning platform. This maintenance will be monitored by the other project partners: The project itself hopes to attract further funding which would seek to develop MNEMOS using the existing architecture.

Advances in open source Client Management Systems (*joomla*) – will further enable developments in web technology to be integrated onto the website and ease the management and sustainability of the technology.

The project team have also been active in identifying training material dissemination intermediaries such as Kulmat.fi web community, Ariadne Learning Foundation <http://www.ariadne-eu.org> and OpenScout.net global repository a dissemination through these resources provides a good future sustainability potential for ECH.

Finally, the ADAM portal for Leonardo da Vinci projects provides links to the MNEMOS site as well as a range of materials produced by the partners in support of delivering the project.

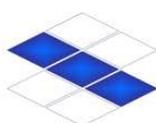
Key Point 21

There has been creative use of Open Source materials to develop MNEMOS and minimise future cost commitments. As with any such funded product, continued funding and commitment is required to ensure materials remain relevant, up to date, and meaningful.

What are the key learning messages for the funders which the project partners would like to send back to the Commission?

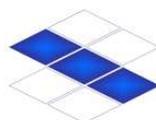
The University of Salford were asked, by way of a final summary to outline the “key messages” or learning points the EU could learn from the MNEMOS project experience. In no particular order these were given as:

1. The development of the partnership
 - How the Partnership had strengthened over time – the use of technologies such as Skype being crucial to transforming a group of individual research institutions into a genuine partnership
2. Project management & monitoring
 - Monitoring and project management had been absolutely key to the project’s success – identifying key deliverables and then monitoring progress had been one project success;
 - The project may also have benefitted had there been greater freedom to tender out self-contained pieces of work which could have been more efficiently delivered with the assistance of external expertise – translation of materials was one example.



3. Innovative Projects

- The funders should be praised for supporting what was seen as an innovative project, providing a unique opportunity for SMEs to take advantage of a set of cultural assets and generate a competitive edge above other, larger businesses;
- The project also successfully linked a range of disciplines together and bridged valuable gaps in SME management's training and management competences



6. Conclusions

Key Point Summary

The Key Points from the evaluation are as follows:

Key Point 1

Although the project has experienced delays – most notably because of (i) the cultural and economic legacy of post-war communism in engaging business in the Czech Republic (as reported in the Interim Report) and (ii) the preparation of the learning materials in multiple languages, it is notable that the key milestones – the Workpackage deliverables – have nearly all been achieved.

Key Point 2

The review of the Workpackages shows that perhaps the biggest issue to address is that, even though internally, protocols, IP issues and a forward strategy has been agreed, promoting MNEMOS to SME networks (across the EU and within member countries) still requires some attention.

Key Point 3

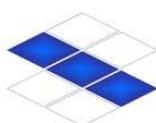
The project has however shown a great ability to adapt and incorporate the rapidly growing – and changing – form of Social Media: This should help promote the MNEMOS initiative and mitigate (but not eliminate) the issue flagged in Key Point 2

Key Point 4

Partners' overall impressions on the project were positive about the execution and delivery of MNEMOS, both as a project and what will be ultimately the project's value to SMEs.

Key Point 5

Again partners were fairly positive on progress towards its key objectives, whilst recognising many of the anticipated benefits of MNEMOS would only be realised following the end of project funding.



Key Point 6

The Partners are seeing the development of ECH as a research area. Whilst it is too early to discuss business impact, it is important that the view of the partners is that MNEMOS participation is mostly by owner-managers rather than employees.

Key Point 7

Partners emphasised their belief that the MNEMOS project was very successful in defining ECH and delivering a meaningful project with worthwhile content. However clearly, there is a thread running throughout this section, around the difficulties the partners have had in engaging with SMEs.

Key Point 8

The MNEMOS Project has already generated significant research outputs, with partners looking to further develop the ECH platform through further research funding. As such, MNEMOS has clearly progressed towards achieving the aims and impacts as identified in the Logic Model

Key Point 9

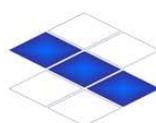
Very few of the respondents (who completed the survey) in this Workpackage 7 survey are from the 'target' group of SMEs. However the comments of others who completed the survey still have some validity based on their connections with the SME sector and/or the support they offer SMEs: Therefore it still remains worthwhile pointing out that the overall impression of the MNEMOS learning platform and materials was positive.

Key Point 10

In terms of impact, survey respondents recognised the MNEMOS key messages, but as with comments made previously, there are some doubts about how this will impact on business performance or specific elements of business development

Key Point 11

Whilst the MNEMOS approach is seen as one likely to be valued by SMEs, the linkages between MNEMOS and further management training and other forms of business support are not being maximised



Key Point 12

It is clear from the answers that ECH has prompted much thought among business owners – not just in the Craft Sector – about their goods and services, the value of being in business for a long time and how to differentiate products in the market place. There were several comments about the integration of ECH into ‘mainstream’ education and business support.

Key Point 13

There are a number of design issues with the MNEMOS platform, identified by the comments from SMEs - which, if addressed - would significantly enhance the user experience. Project partners have begun the task of addressing some of these issues – this is clearly an area where ongoing feedback from learners would be beneficial.

Key Point 14

The MNEMOS website has attracted a steady volume of traffic, though no real perceptible trend. There is evidence that the web site has attracted attention and interest from a much wider audience than the partners alone. To be a *successful initiative* from the perspective of a valued business support tool, then the data provided by Google Analytics should be a key component of decision making.

Key Point 15

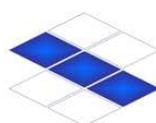
Management information requires monitoring and analysing to ensure the benefits of MNEMOS are sustained and built upon. It is noticeable for example that the Bounce rate in the UK is much higher than the other partners, and average pages/visit much lower. How the project responds to this is an indication of commitment of partners and the sustainability of the MNEMOS tool.

Key Point 16

The development of ECH as an authentic SME-management development tool is seen as one of the key achievements of the project

Key Point 17

There had been significant issues in delivering the project as an SME-relevant tool - cultural barriers and some unforeseen practicalities in delivering key aspects of the project were cited as reasons.



Key Point 18

The University of Salford's project management systems were hindered by internal reorganisation outside the sphere of the project's management – the evaluators have been unable to verify project spend and time against the project profile for the second half of the project – the project's funders should respond accordingly. The lead partner, in the absence of those controls, have had to use more informal, milestone-based approaches to monitoring project progress and spend.

Key Point 19

The importance of the Valorisation Plan in steering – and broadening - the project's marketing and engagement focus is highlighted in the above analysis. Furthermore, the project's lead partner stressed the importance of the internal testing to the quality of the learning materials

Key Point 20

The lead partner recognised the role of (i) including SMEs in the consortium and (ii) internal testing had played in developing the project.

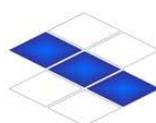
Key Point 21

There has been creative use of Open Source materials to develop MNEMOS and minimise future cost commitments. As with any such funded product, continued funding and commitment is required to ensure materials remain relevant, up to date, and meaningful.

Logic Model Review: Project Wide Outputs

Going back to the initial Logic Model, then the 'project-wide outputs' anticipated from MNEMOS were as follows:

1. A total of 2060 working days spent by partners developing ECH approach/product/research
2. The development of a methodology to introduce ECH Management in SMEs;
3. A training package to support the methodology, organised in learning objects and deployed onto a suitable open source e-learning platform;
4. 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.



5. 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
6. Reach a "wider audience" via dissemination activities
7. Launch a web community via a "copyleft" licence

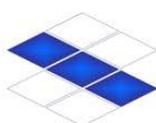
Although we cannot verify (1) above, all of the other above anticipated outputs have been met or progressed successfully

Logic Model Review: Project Wide Outcomes

It is crucial to recognise that, as stated in the Evaluation framework, many of the anticipated impacts of MNEMOS will not be realised until beyond the funding timeframe of the project. The Logic Model identified a series of outcomes as a 'statement of change' which are listed below. These Outcomes are the anticipated consequences of successfully driving the project forward. As such, these outcomes also represent the project's legacy within the SME (and SME training and support) sector

- 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

Provided the MNEMOS platform remains up to date, well publicised and responds to SME feedback (see Key Point Summary), we are confident to say the project's legacy could continue to be captured within the above set of outcomes. One area we would be concerned with is that there is a balance of evidence which suggests that whilst participant companies are using and getting value from MNEMOS, there is work to be done to promote MNEMOS as a tool to develop the competencies and skills of employees and not just owner-managers. MNEMOS is intended to be a tool to enhance employee, as well as management skills – and the marketing, teaching and research of and into ECH needs to reflect on this objective



Logic Model Review: Impact on EU Objectives & Priorities

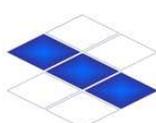
In addition to the above Outcomes, the initial Project Application Form identifies a number of EU 'Objectives and Priorities' to which MNEMOS seeks to both align itself and deliver change. These are divided between Lifelong Learning Programme (LLP) Objectives and a range of objectives specific to the Leonardo da Vinci Sub-programme. These are listed with their anticipated impacts in Appendix V. Below is our view of the evidence mapped onto these objectives. Codes which are shaded are those where we feel significant progress (within the project's parameters and scale) have been made.

LLP-Based Objectives MNEMOS is Expected to Impact Upon

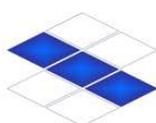
EU-PROGRAMME CODE	LIFELONG LEARNING PROGRAMME OBJECTIVES & PRIORITIES ADDRESSED	EVIDENCE
LLP-Obj-e	To help promote creativity, competitiveness, employability and the growth of an entrepreneurial spirit	Development of a structured methodology to improve creativity in production & turn 'heritage' into a key competitiveness factor
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	Development of an e-based platform, and skills development which may or may not be certified
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 to promote and exploit 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; However evidence is MNEMOS is seen as a tool for employee training and skills development is, at best, mixed

LEO-Based Objectives MNEMOS is Expected to Impact Upon

EU-PROGRAMME CODE	OTHER EU PROGRAMME OBJECTIVES & PRIORITIES ADDRESSED	EVIDENCE/COMMENTS
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; More work needed to improve the employability of managerial and technical staff; more work needed to promote (market) opportunities MNEMOS affords.



EU-PROGRAMME CODE	OTHER EU PROGRAMME OBJECTIVES & PRIORITIES ADDRESSED	EVIDENCE/COMMENTS
LEO-SpObj-a	To support participants in training and further training activities to facilitate personal development, employability and participation in the European labour market	Greater attention and time is required for the MNEMOS team to accurately measure the spread of ECH within participating SMEs.
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	Some evidence that SMEs will have direct access to other opportunities offered by the consortium of partners: The Open source and free-to-access nature of the infrastructure provides a sustainable platform for cooperation on ECH initiatives.
LEO-OpObj-6	To support the development of innovative ICT-based content, services, pedagogies and practice for lifelong learning	Training content in ECH is innovative and utilises an open source platform creatively and an open web community providing the greatest accessibility.
LEO-MultProj-4	Develop Vocational Skills considering the labour market needs	MNEMOS does provide a quality 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	Through the ECH research much more is known about designing services around the cultural norms and diversity of SMEs in member states rather than providing an homogenous product
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	We have no reason to believe that Equal Opportunities best practice was not followed
RacEth	Racial or ethnic origin	As above
ENTR	Enterprise	MNEMOS does have an impact on upgrading workplace skills, but of the entrepreneur, not through attracting skilled workers as envisaged
LISBON	Lisbon partnership for growth and jobs	Makes learning more attractive, supporting pro-active involvement of entrepreneurs, by adopting new approach to introduce ECH management in SMEs with a rich cultural tradition.



The above shows that despite the short timeframe, MNEMOS has made significant inroads into achieving impacts on most of the intended EU Objectives and Priorities – the Logic Model approach has identified where these impacts have been strongest – and where the attention of the partners can significantly strengthen (or better demonstrate) impact.

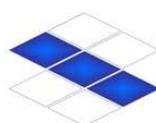
Main Strengths of the MNEMOS Project

From the Key Point summary above the following conclusions can be drawn:

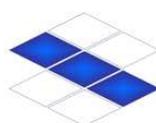
- Despite delays resulting from significant Cultural barriers and an unwieldy approach to the translation of learning materials, which has led to a modest extension in the research timetable, the project delivered its stated Workpackage deliverables successfully and – we suppose on the evidence available – to budget;
- The project has undoubtedly created a ‘new’ area of SME research, and one which could give SMEs a ‘contestable market’ type advantage in marketing and company management – it is clear that research partners are very positive about ECH as a research topic and one which they wish to pursue now MNEMOS has reached its conclusion;
- The project has shown an ability to adapt and integrate Open Source a & Social Media platforms successfully;
- The Case Studies and the internal testing greatly improved the MNEMOS final product and learning platform;
- In terms of the Logic Model, it is notable how important the Valorisation Plan has been in focusing marketing activity – this plan had been expanded to both maximise opportunity to disseminate research findings and to extend the scope of organisations which could benefit from the learning platform;

Main Concerns Emerging From the Evaluation

- Firstly there have been issues with project monitoring – which we understand are already well known to the project’s funders, but which would have been remiss if we did not restate them in this evaluation. The key point which has emerged is that the strength of the partnership and the progress made in achieving milestones earlier in project has meant that from a project delivery perspective, the impact of these external (to the project) obstacles were not a significant issue in delivering the project as anticipated;



- There were few SMEs which responded to the project's on-line survey (and still fewer who responded meaningfully), which made it difficult to consider the value of the project to small firms – except through use of the case studies which have been, on the whole, very favourable;
- In addition there are doubts about the impact the partners have had in engaging SME and business support networks to spread the word about MNEMOS. Though this is not to diminish the nascent efforts to use on-line tools to promote ECH, the linkages between MNEMOS and other, more traditional business support opportunities are not yet present, although the pattern has varied across the partner countries. One result of this is that the evidence suggests that at the moment MNEMOS is seen by businesses as a tool for owner-managers and not employees;
- Overall, there is a recognition that these issues may not have arisen had SMEs or representative organisations (e.g. a business network or major business support provider) outside of the project partners been involved at an earlier project design stage, perhaps through a external reference or project group. This approach is seen as good practice in other projects and programmes and for a project of this size and ambition, the evaluators were surprised to find there was no such Steering Group in place – perhaps this is a learning point for the fund itself. Note that this point was a recommendation in the Interin Report but has not been taken up. In fairness, following a similar observation in the Interim Report, the project did begin, through the Case Studies, to work with SMEs much more closely.
- Though the feedback suggest that, overall the web site is viewed positively, there were a number of design issues which, if addressed, would significantly enhance the user experience. Partners have begun to address these issues, a process which should be reviewed and continued – again this is an area where a Steering Group could be invaluable to a project;
- Partners should be aware of the value management information which can be integrated with the Open Source software housing MNEMOS – for example *Google Analytics* – can provide. If the project output (ie the web site as a business learning tool) is to be meaningful, the forward plan for MNEMOS needs to consider how to integrate this data into its decision-making. One example is in understanding why the UK's 'performance' (as per *Google Analytics*) data differs from other partners. As MNEMOS as a product matures and requires less maintenance (which can overwhelm the data 'hits'), this information becomes increasingly useful – any forward plan has to have arrangements in place to respond to any divergences from the norm.



Final Comments

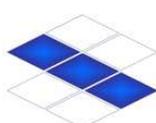
In the Interim report we gave the following summary statement of progress:

“Our overall conclusion is that so far this has been a well run project which has achieved its major objectives as planned whilst moving forward with a complex transnational partnership from both the private sector and University research departments. The project is well positioned, with partners excited about the potential of this research to deliver meaningful impact. However partners need to address on-going concerns about communication across partners during the development of the MNEMOS outputs. Partners also need to consider carefully how best to engage the target client group, especially through support agencies and networks”

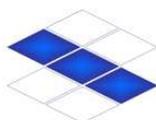
The project has moved through to completion and it is notable that the partnership has strengthened and the Case Study approach has meant that for most of those companies involved in developing the MNEMOS platform, there has been great value in working alongside the partners.

Partners have taken steps to address many of the concerns expressed in the Interim Report, though the issues of developing and fine tuning MNEMOS as an on-line tool, and in providing a sustainable, valued on-line resource will remain beyond the project funding – which is when the true impact of MNEMOS is likely to be achieved (as anticipated in the evaluation framework). Partners should continue to utilise the Evaluation Framework as a tool to monitor and continually improve MNEMOS, which would include a more consistent approach to engaging mainstream, existing business networks.

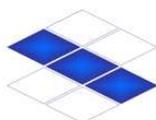
The success of the partnership bodes well for a MNEMOS 2 to take these comments (vis a vis developing and further improving the learning platform; using ECH as an employee training tool; issues around project monitoring and so on) forward.



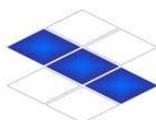
APPENDICES



Appendix I – Logic Model (taken from Evaluation Framework)



Appendix II– Phase II (Interim Report) Key Point Summary



The Key Points from the Interim Evaluation (March 2011) were as follows:

Key Point 1

Project management has progressed well, and mostly as timetabled: The Project Meetings have emerged as being key mechanisms for a partnership-based approach to the study.

Key Point 2

The project has not so far identified an “internal, collaborative web application” to promote collaboration. E-mail, telephone and Skype being the favoured mechanisms of communication

Key Point 3

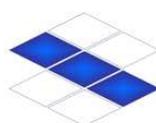
The survey of SMEs investigating ECH was successfully completed. The partners also produced a detailed survey of current ECH-Type activity, if anything this research has served to inform the absence of ECH from SME/entrepreneurial support, training and development as a coherent concept – even though some individual elements of ECH are more widely available.

Key Point 4

The key Valorisation Plan and Partnership Exploitation Agreement have now been agreed. With the clarity on issues such as IP, and post-funding project maintenance agreed, a MNEMOS concept can now be marketed and promoted to the target client group(s). Two MNEMOS newsletters have now been produced and circulated, and the project web site has now been launched. Both these elements will be key parts of this marketing activity

Key Point 5

The time profile will be analysed fully in the final evaluation once funded activities are at or near completion.



Key Point 6

The Valorisation Plan was identified as a major component of the study in the Evaluation Framework's Logic Model. The final agreed Plan reflects the objectives for this document as set out in the project methodology. The Plan sets out the target audience and the steps partners (collectively) will have to take to ensure the research is meaningful to the target audience and the final project output can be made available to that audience to make a genuine impact.

It is important to note that the Valorisation Plan is focused on practical SME support and delivery and not academic output.

Key Point 7

There were concerns expressed about progress of individual elements of the project, but overall, partners are "very satisfied" with both the progress being made, and how the project is being managed by the University of Salford

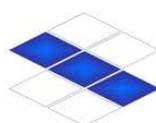
Key Point 8

Progress so far has served to secure the research partnership – research to date had been judged as thorough and was felt to have met the anticipated objectives. The overall effect of the work completed to date was that partners were now better placed to deliver a meaningful product

Key Point 9

The project has had, and will have to overcome some significant barriers in reaching out to engage the target SMEs. Some of these barriers are generic to any business support offer, namely the constraints businesses themselves face in accessing business support. Others will involve establishing ECH as a mechanism from which the target SMEs can generate a competitive advantage.

Partners found recruiting SMEs much more difficult than anticipated for reasons which reflect each of the above groups of barriers. There are lessons from this experience which should inform how partners can better engage SMEs in the future. This experience also highlights the importance of marketing MNEMOS to intermediaries and business support networks.



Key Point 10

Time pressures to achieve the MNEMOS goals and the overall academic rigour of the fieldwork means that not all partners are anticipating a stream of academic outputs to result from the project. However the project is seen as a pre-cursor to opening a potentially rich vein of research

Key Point 11

The key message is that partners remain enthusiastic about the research and believe the outputs remain on course to add value to existing business support provision. There is a clear task in communicating the project's objectives and outputs to stakeholders, which, going forward as the project is planned, may become a greater issue than at present.

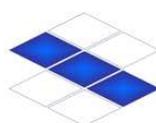
Key Point 12

The SME survey highlighted an interest among entrepreneurs in their own Enterprise Cultural Heritage and did see ECH as a source of competitive advantage. As such, this interest, together with the potential strategic 'fit' between area-based marketing for tourism and investment, makes ECH an area worthy of further research.

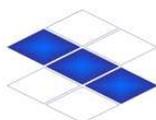
A key observation would be that MNEMOS will need to demonstrate to businesses that ECH is a wider concept than brand management.

Key Point 13

Though not a research-led project, academic outputs are beginning to be produced and disseminated as a result of MNEMOS research.



Appendix III– Survey of Project Partners (Pro-Forma)

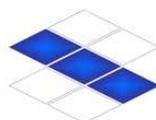


MNEMOS FINAL EVALUATION

PARTNER SURVEY: ALL PARTNERS (PRIMARY CONTACTS) TO COMPLETE

Do you agree with the following statements? Is there any evidence to support your opinion?

Tick One	Agree	Disagree	Mixed Views	Evidence/Comment
There was a clear, agreed common strategy among partners to achieve the aims and objectives of the project				
All Workpackages were completed to a high standard				
The right number of SMEs have been involved in developing MNEMOS				
I am confident the MNEMOS Web site and learning resources will be updated				
I am confident the MNEMOS web site will grow in terms of visits and usage				
ECH is a tool which will benefit SMEs across Europe				
This research partnership is stronger now than when MNEMOS was first approved				
I was happy with support given by the project management team at University of Salford				
The project has demonstrated the validity of ECH as a Vocational Education and Training (VET) subject				
The project furthered the integration of ECH in VET and business support services				
The project raised the skill base of employers/employees				
I genuinely believe this was a successful project which met its stated objectives				

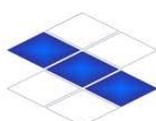


The below were the stated project objectives. How far do you think the project came to achieving those objectives on a scale of 1 to 5 (5 being a large impact on objectives, 1 being minimal)? Please comment briefly on your score

Project Objective	Tick one					Comments or evidence
	1	2	3	4	5	
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 [beneficiary] SMEs						

The below were the anticipated project impacts, as identified in the evaluation logic model. What do you think has been the scale of the achievement MNEMOS has made in achieving those impacts? Please comment briefly on your observations.

Anticipated Project Impacts	Tick one			Comments or evidence
	Low impact	Some impact	High impact	
Impact on project partners				
Impact on ECH research agenda				
Impact on ECH policy assimilation and adoption				
Impact on [Beneficiary] SMEs				
Impact on [Beneficiary] SME owner/managers				
Impact on [Beneficiary] SME employees				
Economic impacts				



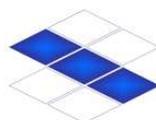
Do you, either in this research partnership, or elsewhere, intend to apply for further research/consultancy funds to develop ECH? Please give details

Are you aware of other research in ECH? Who/where? Perhaps they might cite your work in their research

Are there other ECH tools being developed elsewhere that you are aware of?

Looking back, what would you say were the most successful elements of the MNEMOS project – be they output or outcome - based?

And which were the least successful?



Could you give a specific, anecdotal example, of a company which has benefited from MNEMOS in your country – how has it benefitted? What does that company now do differently

Looking back what have been the main learning points of being a partner in this project

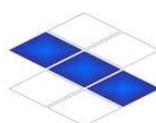
(a) In terms of project management and development

(b) In terms of engaging with SMEs

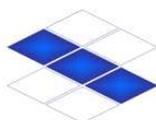
(c) The MNEMOS-specific outputs

Thank You

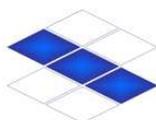
Once completed, please save this document and return to Nick Clay nick.clay@innovas.co.uk - External Evaluator of the MNEMOS project.



Appendix IV – Survey of SMEs (Question Sets)



Appendix V – EU ‘Objectives and Priorities’

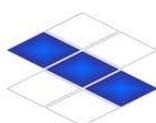


LLP-Based Objectives MNEMOS is Expected to Impact Upon

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>

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.
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



EU-PROGRAMME CODE	OTHER EU PROGRAMME OBJECTIVES & PRIORITIES ADDRESSED	ANTICIPATED IMPACT
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.

