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*European Entrepreneurs Campus - Transfer, configuration and development of multidisciplinary model for promoting entrepreneurship in VET and higher education*



Project funded by European Commission LLP Programme – Leonardo Da Vinci – TOI – 2012-1-IT1-LEO05-02794 – CUP G12F12000080006

## Validation Report on the Implementation of EEC Project

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## Section I: Evaluation of the EEC Tools by participants and partners

### *1. Tracking System for the Evaluation of Results and Impacts of Campus Project.*

**The EEC Project provides for evaluation of results and impacts thereof, and control implementation phases designed in the proposal. For this, it was developed to apply a monitoring tool during the life of the project that will remain active, in order to provide the minimum, useful and necessary to develop this assessment.**

The monitoring of a project can be done with a model to provide qualitative and/or quantitative information through the development and completion of indicators, descriptors, periodic reports and other instruments. The most frequently used are the indicators and targets which have been applied to this experiment.

**Indicators are quantitative and/or qualitative expressions of reality under study, and those are one of the most important techniques to organize information. They show only partial aspects of the variables intended to measure, therefore no indicator is complete or perfect. However, it is more useful to have a measure that lack any estimate or valuation parameter.**

This does not necessarily imply that the indicators are designed to be sufficient to develop a comprehensive evaluation analysis of the results that may be obtained with the development and implementation of the project. However, they are, at least, the essential and are necessary.

With the formulation of the EEC indicators two functions shall be fulfilled:

- ▶ **Regulatory function.** Having benchmarks for evaluating the achievement of project objectives..
- ▶ **Descriptive function.** Having a collection element information to illustrate their situation and evolution.

In order to optimize the functions for which indicators have been defined, they had to meet certain postulated properties about those ones. These can evolve over time and even contradictory, hence the need for periodic review is imposed to maintain all their attributes.

Combining the demands on the use of sources and their characteristics and functional requirements allocated to the indicators that have been selected, these are intended to meet the following principles:



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- ▶ Relevance and relevance. The indicator is intended to measure the most significant elements of the Campus project, which are directly related to what you want to evaluate.
- ▶ Oneness. Each indicator should be used to measure a single target.
- ▶ Accuracy and consistency. The indicators provide exact measurements, providing the same measurements provided equal measurement procedure, regardless of the people who made use.
- ▶ Objectivity. Each indicator reflects facts and not subjective impressions, its definition is also marked by a neutral character.
- ▶ Be measurable. The reality that has been built is measurable indicators.
- ▶ Easy to interpret.
- ▶ Accessibility. The indicators are based on readily available data, so that it can be obtained by a quick calculation and at an acceptable cost, both in terms of money and human resources required for processing.
- ▶ Comparable, spatially and temporally.

Quantitative measures that are reflected by the corresponding indicators, are accompanied by qualitative information, each partner of the project will provide it for evaluation. This contribution should be allowed to incorporate all the clarifications and explanations necessary for the achievement of the objectives of the Campus Project, on the response of the target population and context on issues that affect the impacts generated by this achievement. Ultimately, this information, added to that arising from other performance indicators and results, involves a range of qualitative factors that will enable explain various aspects associated by causality, influence the timeliness, effectiveness and efficiency of the project. It is necessary, therefore, to be aware that the indicators are one of the most important ways to systematize information.

The monitoring system was designed to ensure the proper collection of information, and in this validation report it provides an initial submission and processing of the data of the project, so that has facilitated the interpretation and any further analysis.

To define indicators EEC project Tracking System, we have taken into account the aims and goals of the Campus Project, and three types of evaluation indicators that were designed:



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Indicators that measure what is being done or has been done. These are descriptive indicators for stocks, and their aggregation reports what is done or has been done in the framework of the Project. They are what the report called “**Performance Indicators**”.

Indicators that measure the direct results being achieved, or have been achieved with the implementation of the actions. These are “**Outcome indicators**”. The information collected by this way is used to assess the effectiveness of action, while the results obtained can be compared with the results achieved "ideal" (quantified a priori, or not, in the latter case must be defined benchmarks or criteria value).

Indicators that measure project impacts. These “**Impact indicators**” refer to variables related to the situation of the target population and intend to modify aspects of higher and general level (benchmarks or context, in economic and social terms).

The basic indicators are presented (without scoring a breakdown of each of them, known to the computer application that supports the model), grouped by category as they are listed in the Project Tracking System:

Achievement Indicators	Physical	Finance	Qualitative
	Activities with the tolos	Economic resources used by each tool implementation	Economic resources used by each tool implementation
	Dissemination activities carried out		Difficulty in adapting tools to the needs of each country
	Adaptations made on tools		Initial level of intended participants undertaking actions with tools
	People involved in the activities undertaken		
	Skills worked with each tool		



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**Achievement**

**Physical**

**Finance**

**Qualitative**

**Indicators**

**Persons who acquired key competencies**

Level of user satisfaction tools

Companies created with the project

Resulting level of intent venture

**Patents generated with companies created**

Companies associated with networks or that have been created

**Companies that have been submitted to competitions**

**Achievement**

**Physical**

**Finance**

**Qualitative**

**Indicators**

Average life span of companies created

Mercado en el que se han creado las empresas

Average size of the turnover of the companies created

Jobs that are held over a year for the companies established



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## 2. Performance data and first results of the EEC project.

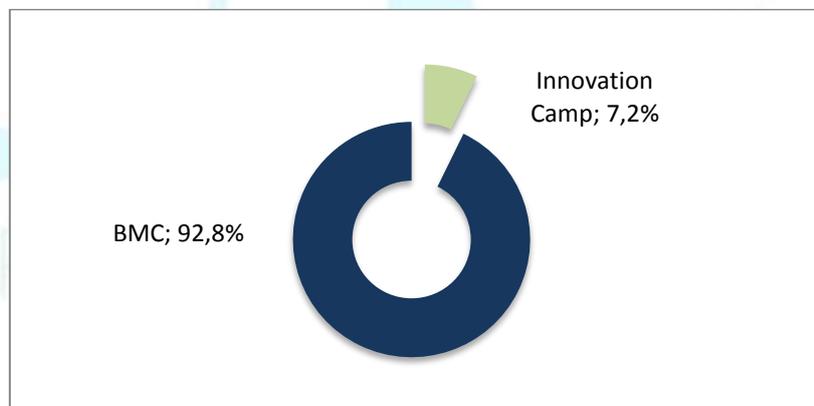
From active indicators on the Monitoring of the project can be presented early findings.

### 2.1. Number of activities Conducted With the tools.

During development of the EEC Project, it has been conducted a total of 97 shares of direct application of the tools IDEA working groups, specifically related Business Model Creator (hereafter BMC) and the Innovation Camp (in later, IC).

Most of these shares (>90%), were focused on testing the BMC tool, with students and other groups such as entrepreneurs and young entrepreneurs, especially because the characteristics of the tool were well suited for use in training sessions with the various universities involved, corresponding to Seville University, a higher degree of use in their classrooms discipline of Management, at the Faculty of Tourism and Finance. However, the lowest result yielded by the test conducted with the Innovation Camp is not due to reasons related to difficulties with the tool, as will be explained later.

Picture 1. Percentage of activities with tools..



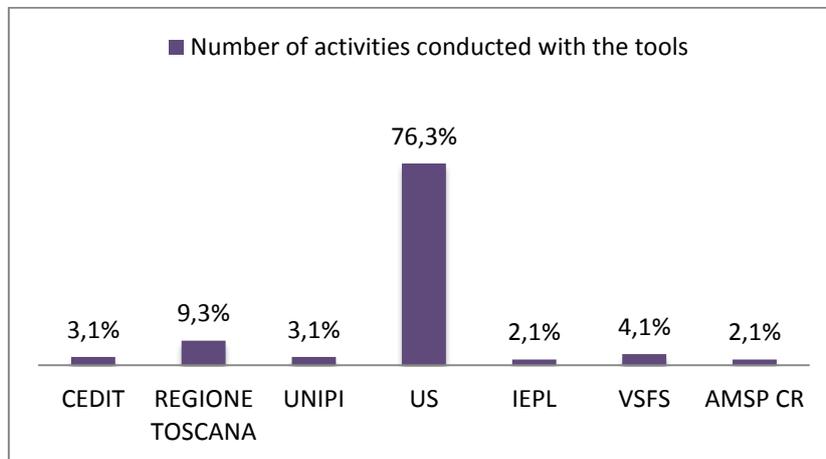
Source: own. Tracking System EEC.



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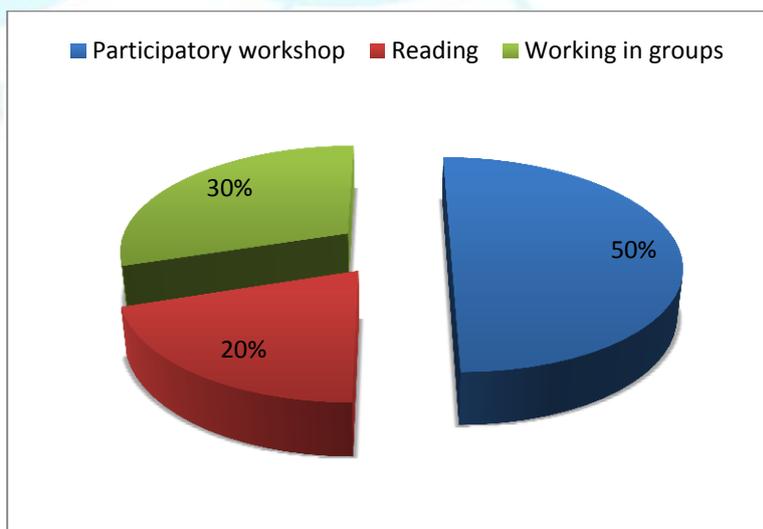
Picture 2. Application of tools for each partner.



Source: own. Tracking System EEC

With the implementation of BMC and IC, we have used different techniques of work that have supported its use. According to data provided by the partners, most of them have used the methodology of the workshop to perform the tests, although teamwork also has a high percentage that allows affirming its commitment to the development of this cross-competition users.

Picture 3.



Source: own. Tracking System EEC



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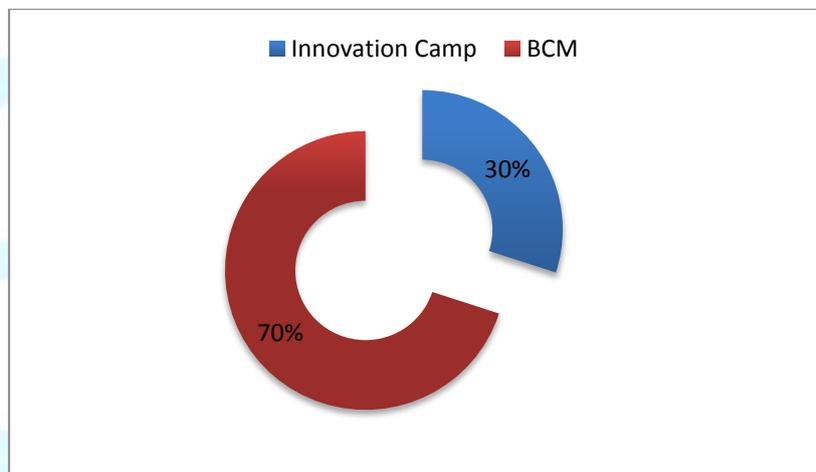


## 2.2. Dissemination activities carried out.

Logically the number of actions performed with BMC and IC tools, dissemination activities undertaken with respect thereto consistent figures, presents those results, the system of indicators throwing a total of 20 shares, of which 70% of them corresponded to the spread of BMC, compared with 30% of those on the IC.

Since the last meeting held in Pisa, in which these data were discussed, the partners are committed to spread a greater diffusion of IC from now on, for a higher use and deployment of the tool in their respective territories.

Picture4. Dissemination activities carried out.



Source: own. Tracking System EEC

With respect to the scope in which they were deployed efforts to give knowledge of project tools, it can be said that the local level has proved the most suitable from the point of view of the partners to carry out dissemination activities broadly. However the regional level also has a high percentage of actions undertaken and to a lesser extent, the national level, probably due to the policy areas of the partners of the project themselves.

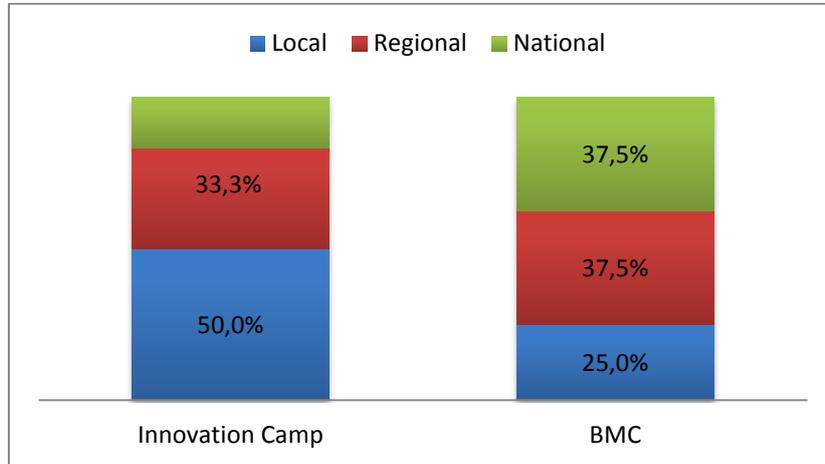
Have been disaggregated data according to each tool, in which are the following percentages:



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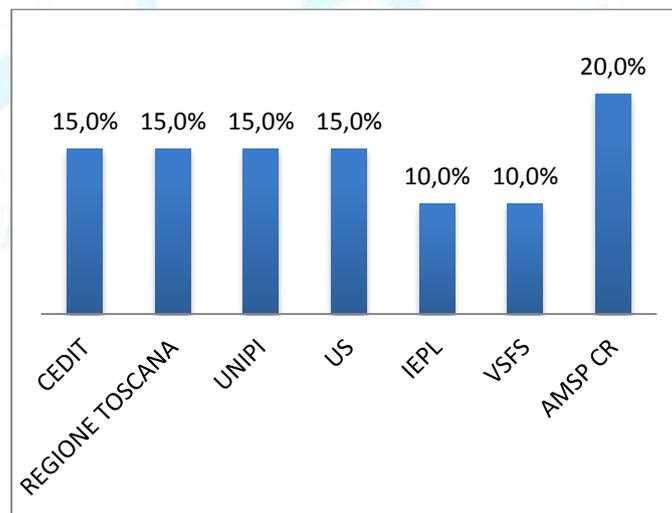
Picture 5. Dissemination activities by geographical area



Source: own. Tracking System EEC

It is noted that with respect to the BMC, there has been more widespread nationally, which is due in large part to the performance of Italian and Czech partners.

Picture 6. Dissemination actions by partners.



Source: own. Tracking System EEC

In the above graph the distribution of the total shares of dissemination of these tools is shown by each partner, with fairly even proportion of them.



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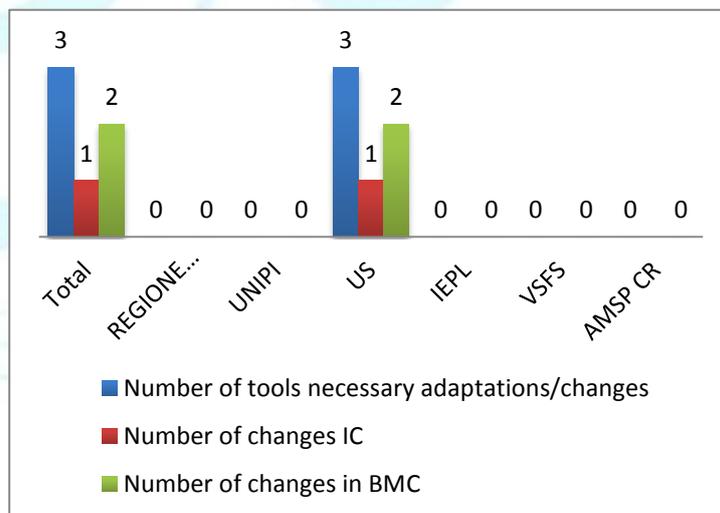
### 2.3. Number of tools necessary adaptations/changes

This indicator shows the change proposals that different partners have made to IDEA about the tested tools in their countries of origin. The data indicate that only the University of Seville proposed some changes, with the IC, namely the incorporation of the development of the business plan with Canvas model and two amendments to the BMC tool concerning, first, the opportunity to open some response options in each block of questions, the most versatile for all types of user needs tool and, secondly, also proposed to recover the work done in the first session with the tool in successive days or hours of work, even when different devices or IP address were used .

These proposals have been considered and are working to improve in those terms from the University of Southern Denmark.

Then this data is graphically observed:

Picture 7. Tools needing adaptations/changes



Source: own. Tracking System EEC

### 2.4. Number of people involved per activity.

Con respecto al número de personas que han participado en los talleres de trabajo para la aplicación de las herramientas, los resultados han sido muy alentadores, porque se ha podido testar en un total de 617 personas. Los datos indican que sobre todo se ha utilizado el BMC con un importante número de estudiantes



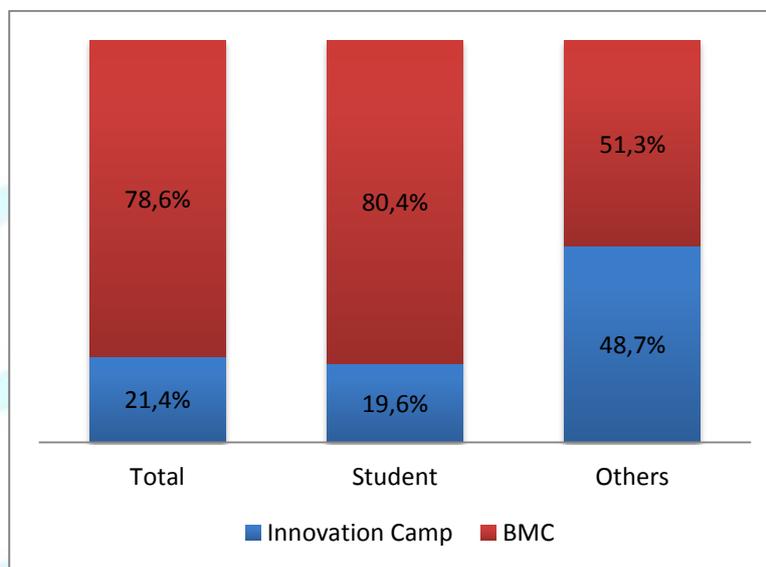
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(485, que suponen casi el 80%, lo cual es coherente con el número de acciones llevadas a cabo con esa herramienta y ya comentadas con anterioridad en el primer indicador.

A breakdown of the data shows, in percentage terms, for both good logic discussed above. However, it is worth mentioning the fact that other groups, such as entrepreneurs or already established business, have reached more equitable percentage of tests performed with both tools.

Picture 8. People workshop participants with HF and BMC, collective.

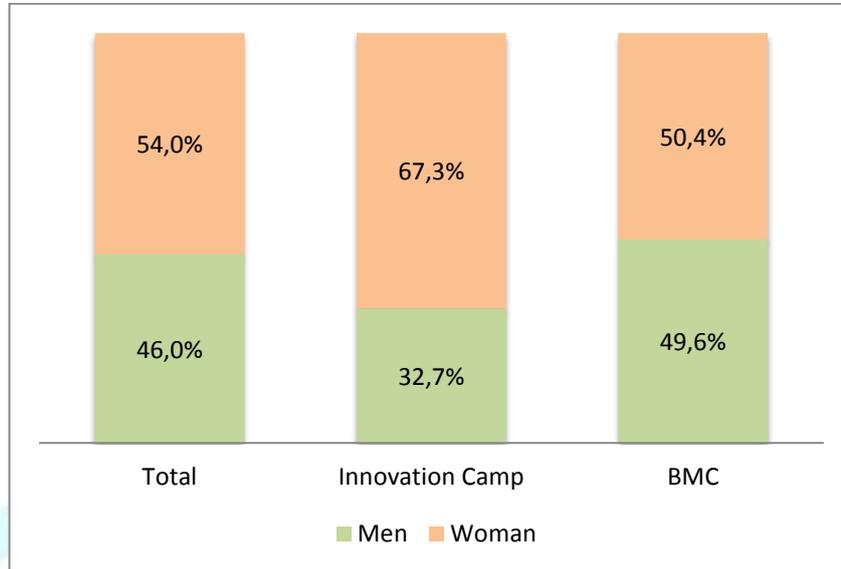


Source: own. Tracking System EEC

Since the project includes among its objectives the observation of the impact of gender and respect for equal opportunities throughout their speeches, it seems remarkable to show unbundling previous data, according to gender. Thus, it can be seen in the chart below a fair distribution with respect to the participation of women and men in implementation actions of the tools. However, women's presence in the workshops of the IC have been significantly higher, near 70%.



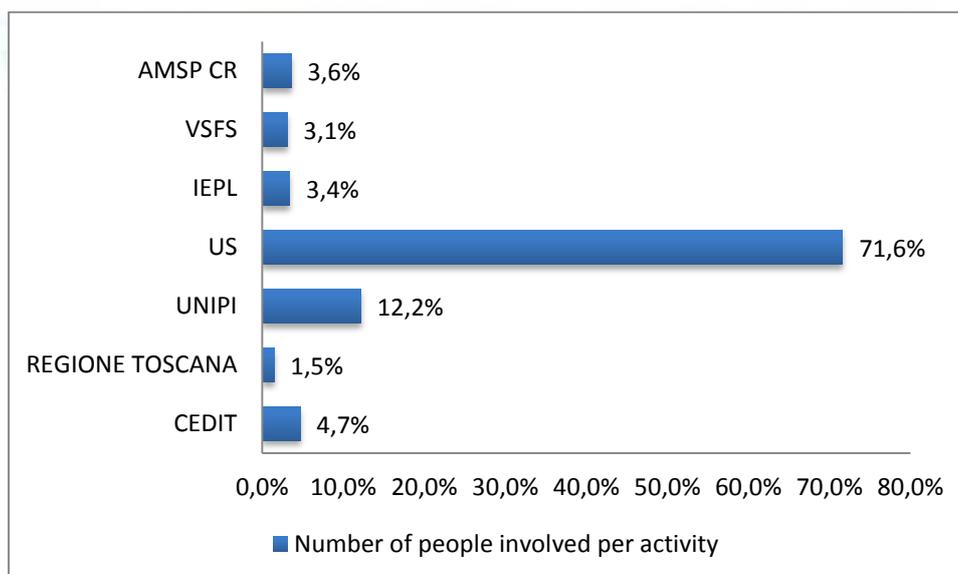
Picture 9. People workshop participants with HF and BMC, sex.



Source: own. Tracking System EEC

Finally, the distribution of the number of users of the tools for each of the partners, highlighting the University of Seville on the rest, basically represented in their classrooms because they included the test of the BMC, as previously discussed.

Picture10. People participating in workshops, distributed by partners.



Source: own. Tracking System EEC



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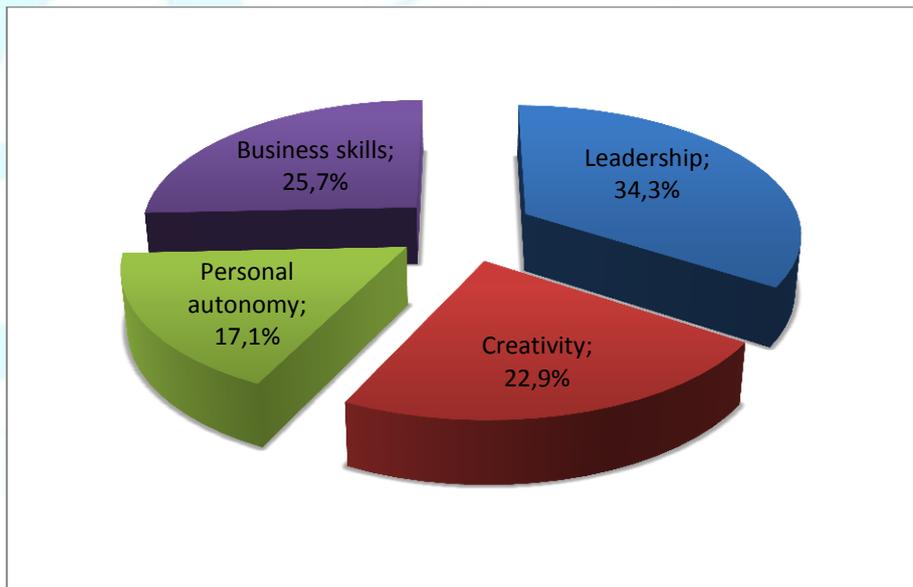


## 2.5. Skills worked

The EEC design project aimed at contributing to the development of basic and transversal skills in entrepreneurship on the people involved in it. Thus, the methodology focuses tools from the viewpoint of improving or incorporate these same powers. In this sense, the monitoring system allows the data reflect that each partner has managed to get the test IC and BMC in their respective fields whether users of those tools people have managed to work with at least the following powers: leadership, innovation and creativity, personal autonomy and business skills.

The main data in percentage terms showing that these four races, at least, were addressed in the workshops and to what extent did each of them represent:

Picture 11. Developed skills.



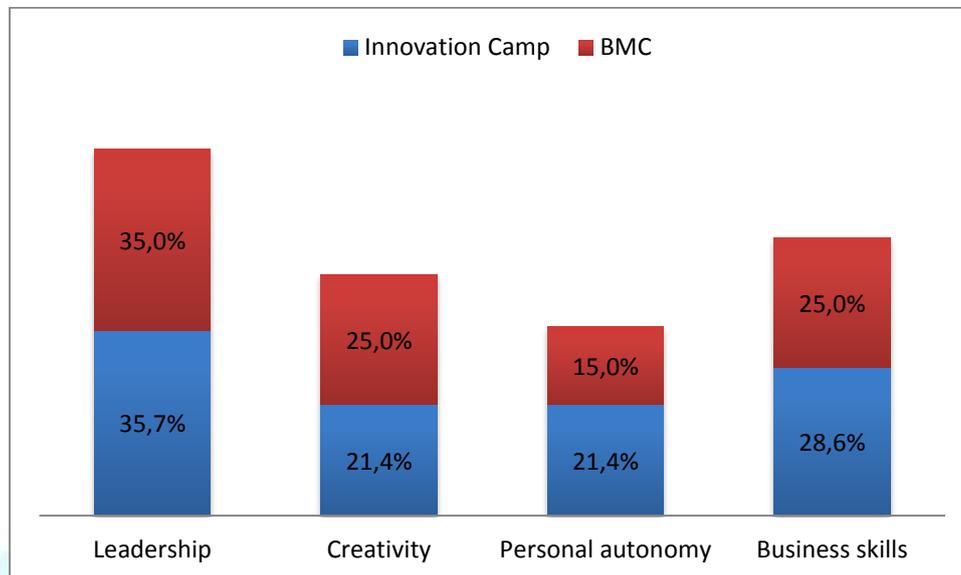
Source: own. Tracking System EEC

The higher rates, as has been seen, focus on leadership and innovation and creativity, while there is a noticeable difference between the development of the four skills, the result of the balance from its methodological tools provide design.

Looking at the distribution of skills in the use of each of the tools, we can pointed out the following:



Picture 12. Skills developed by the tools.



Source: own. Tracking System EEC

While leadership has worked in almost equal with both, personal autonomy and business skills have a relative higher percentage of IC use, which can save close connection with the workshop model, and allows more decision making outside of the responses provided by the BMC tool, which is more direct. However, the fact that they worked with more creativity with BMC, in the IC it was not an expected result, since precisely in IC idea generation tasks emphatically develop. In any case, there is no difference between the tools in the management of competencies mentioned that, ultimately, it is the objective.

## 2.6. Degree of suitability to transfer the know-how of the tools to partners

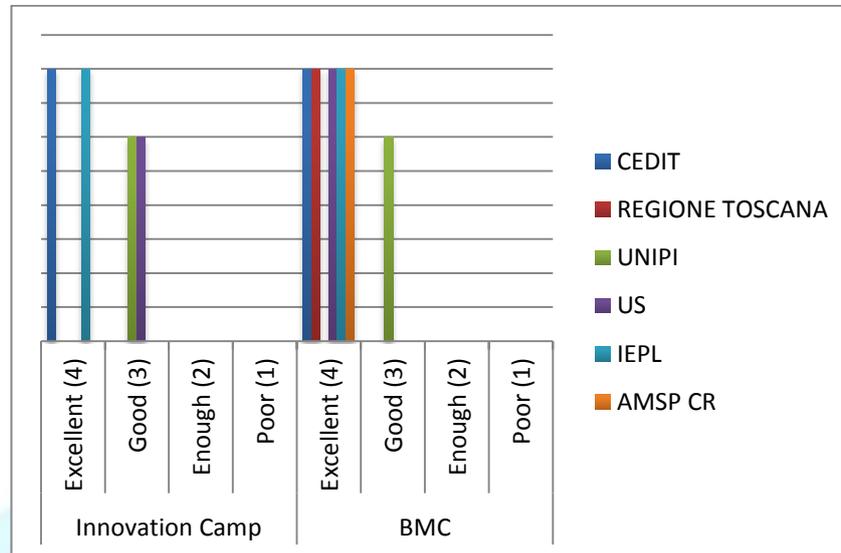
Monitoring indicators also possible to analyze the degree of appropriateness of the transfer of know-how of the tools to different partners and their respective identities and territorial and institutional peculiarities. The data allow to assert that knowledge transfer was comfortable for all of them, especially the BMC has transferred superbly in virtually all countries and partner organizations.



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Picture 13. Degree of suitability to transfer the know how.



Source: own. Tracking System EEC

### 2.7. Difficulty in adapting tools to the needs of each country.

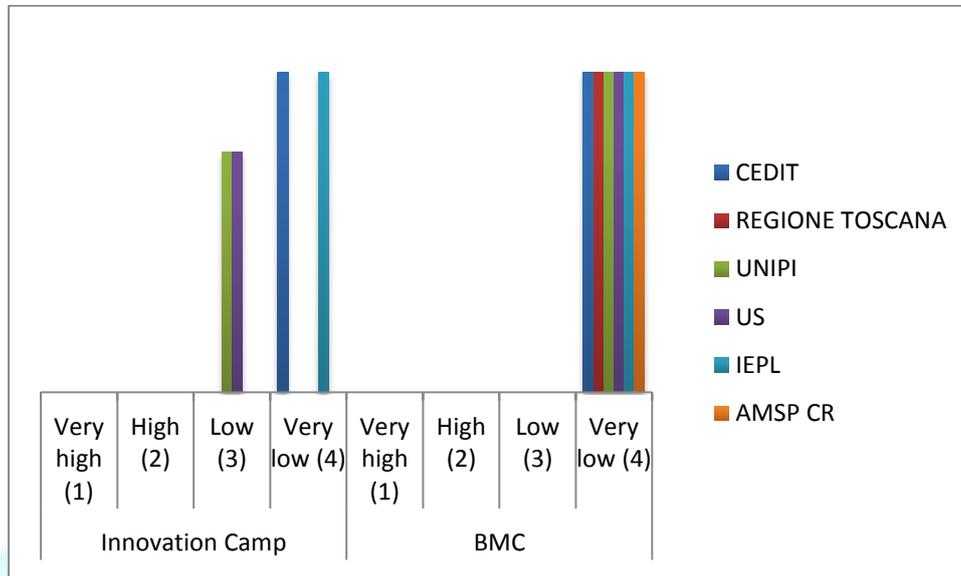
The above indicator keeps logical connection with this attribute, so it aims to illustrate about the difficulties that have been found by the partners in the tool implementation process. It is clearly seen how it has not brought them a considerable effort, as indicated, beyond the logical translation to respective language instructions BMC and IC and an issue isolated to the implementation of the IC, especially to suit working models with Canvas.



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Picture 14. Difficulty in adapting tools.



Source: own. Tracking System EEC

### 2.8. Degree of initial entrepreneurial intention students

The last of the qualitative indicators on project implementation is the degree of entrepreneurial intention of students / participants in the workshops that have been developed with the BMC and IC tools. This finding is interesting in so far as can be told with a comparable image starting with the information obtained in the subsequent evaluation of results and impacts of the EEC Project. Since one of the major aims was to promote the culture of entrepreneurship and thus the number of entrepreneurs in the European Union, it was important for partners to what extent the participants in the working sessions came with some intention to implement a business idea or start a business and subsequently the development of those, and throughout the life of the project and in the immediately following years, this intention could have changed and to what extent.

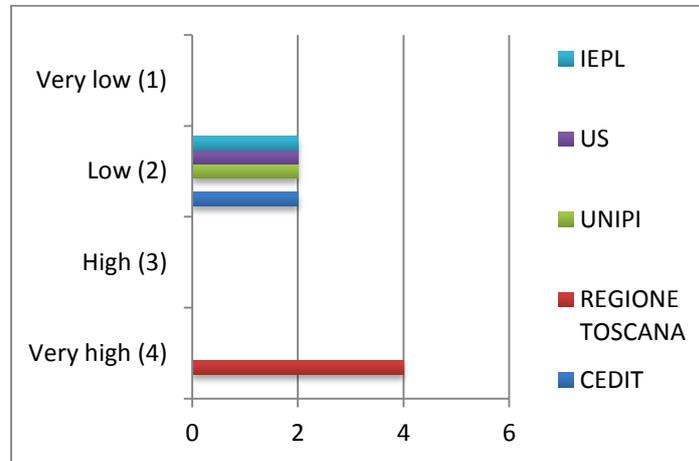
The data includes the monitoring system on the date of preparation of this report are:



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Picture 15. Degree of initial entrepreneurial intention.



Source: own. Tracking System EEC

With the exception of the Tuscany Region, the intention to start a business from those who have tested the tools over the course of the project life EEC has been low, ie, they were people who did not show much interest in joining or changing their situation in the labor market with the formula of entrepreneurship. This circumstance is consistent with the low entrepreneurial culture already discussed in the second work package EEC, where the different contexts of each partner in relation to this matter were compared. However, it is noteworthy that the Regione Toscana has been addressed on experience applying the tools of IDEA people with a very high level of entrepreneurial intention, perhaps this data needs to be addressed from a more qualitative perspective, in principle, with the information before it appears that due to the careful selection has been made by this organization to implement the BMC and IC, compared to the majority who have worked with other partners, have been aimed at students and other groups no need to refine the selection process, but trying to reach those not yet taking a close anticipation of starting a business, they might be subject to improvement in skills related with it.

## 2.9. Recursos económicos utilizados en la ejecución del proyecto.

Finally, with respect to the data of financial performance that aims to collect the indicator system, the truth is that was not collected information relevant to dump in this report, so we will be at their disposal standards of justification EU's own connection with the execution of the project to check these data, however, it would be advisable to introduce the system of monitoring the web to facilitate subsequent evaluation of the efficiency.



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## 2.10. Progress results.

In today's date there are no data available on the monitoring system for indicators of outcomes and impacts. Only one of the partners has provided some information, but it deserves to be highlighted in this report.

We refer to the experiment conducted by the University of Seville states that people who participated in the workshops with the BMC and IC tools have generated at least five companies, four of which were created by men and one by one woman.

These companies, in the period from birth (during the project) to the date of preparation of this report have generated a total of 15 jobs, which occupied 6 women and 9 men.

These companies are small and primarily dedicated to the service sector, except for one whose activity corresponds to the metal industry, automobile subsector, whose purpose is to convert gasoline engines in power.

These effects are undoubtedly positive to conclude some of the successes of the project undertaken, contributing to the improvement of the socioeconomic landscape on which it was intended to act with the promotion of entrepreneurial culture.

It should now continue feeding the system of indicators with data that are generated on the results and impacts of the project in order to be able to deal with serious guarantees a job evaluation.



### 3. Evaluation Approaches:

#### First approach

Assuming that, in general, an evaluation is a critical judgmental about a situation, the extensive and widespread use of this term and the difficulty of defining the object of analysis has meant that there is no consensus on the definition or on elements that make up the evaluation.

Rossi and Freeman formulated a definition that brings together different types of activities it has to answer evaluation: analysis of the conceptualization and design , program execution and assessment of the utility:

*"It is the systematic application of social research procedures for assessing the conceptualization and design, implementation and utility of social intervention programs ."* (Rossi and Freeman , 1989, p . 18).

In general terms, the evaluation seeks to answer questions such as:

- What is the nature and extent of the problem to be solved by modification, expansion or introduction of a new program or policy? Where is located and who are affected ?
- What possible interventions could significantly reduce the problem effects? What are the alternatives?
- What is the appropriate "Target population"?
- Are we taking out the program or policy as designed?
- What are the socio-economic context variables that influence the progress of the program? To what extent?
- Is effective the action taken? Is the program or policy reaching its target population?
- What are the impacts of the intervention on the target population? How do you perceive the beneficiaries?
- How much does it cost? What is the cost relative to the benefits and usefulness of it?
- Does the Evaluation comply with the legal rules frame?



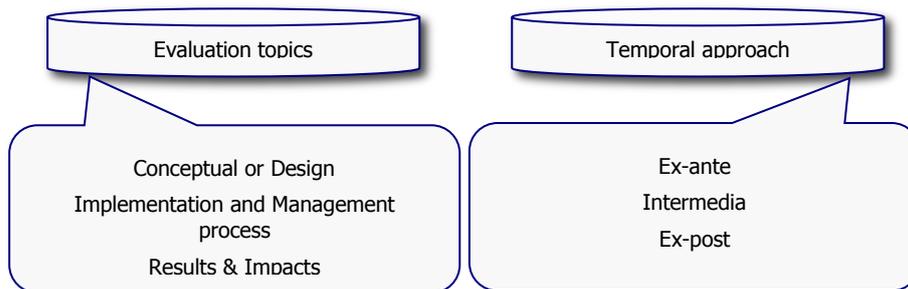
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Resuming:

• What are the functions of assessment are and what is their utility to the customer that the charge ?

Of the types of assessment in the literature, classified according to various parameters have been chosen according to content and timing. Both categories are not mutually excluded, encompass the set of variables to consider and the techniques applied by different approaches to evaluation.



### Evaluation of results and impacts

It's focus is to know the extent of policies and programs implemented, and how effective are to get the targets set ( when referring to goals ) or how effective are reaching the parameters or defined value criteria (when the evaluation is not focused on objectives), and what resources are used.

In the first case we have an evaluation of efficiency while when considering the assessment talk cost efficiency.

Usually it is carried out at two levels or different scales:

- Evaluation of results. This level refers to the more immediate and direct goals related with the performance. Evaluation is focused to analyze the effects on users/Program Beneficiaries (Businesses, unemployees, "special attention" groups, etc...).
- Assessment of the impacts. Impact refers to the general effects of the programs. It is focused to analyze the policy effects on macroeconomic indicators/variables (-GDP growth, income distribution, weight of sectors and production structure, activity and unemployment rates, etc.).

### Phases proposed for the evaluation

#### **1.- Formulation of research objectives – evaluation**

#### **2.- Exploratory Phase**

Query and document collection.  
Overall first contact or approach (key informants).

#### **3.- Research Design**



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Development of theoretical framework: assessment model definition.  
Election of methodological instruments.

#### 4.- Fieldwork

Determination and sample design  
Pre-testing instruments and procedures  
Data collection and information

#### 5.- Work Cabinet

Classification, analysis and interpretation.  
Preparation of the report (final outcome of the investigation).

#### Fieldwork:

**Data & Information Collection**

The main techniques of data collection are:

- The collection and documentary/register analysis.
- The survey.
- In-depth interviews.
- The direct observation.
- The discussion group.

#### Primary fonts - Secondary fonts

**Classification (Coding and tabulation)**

**Analisis and Interpretation**

**Evaluation Report**



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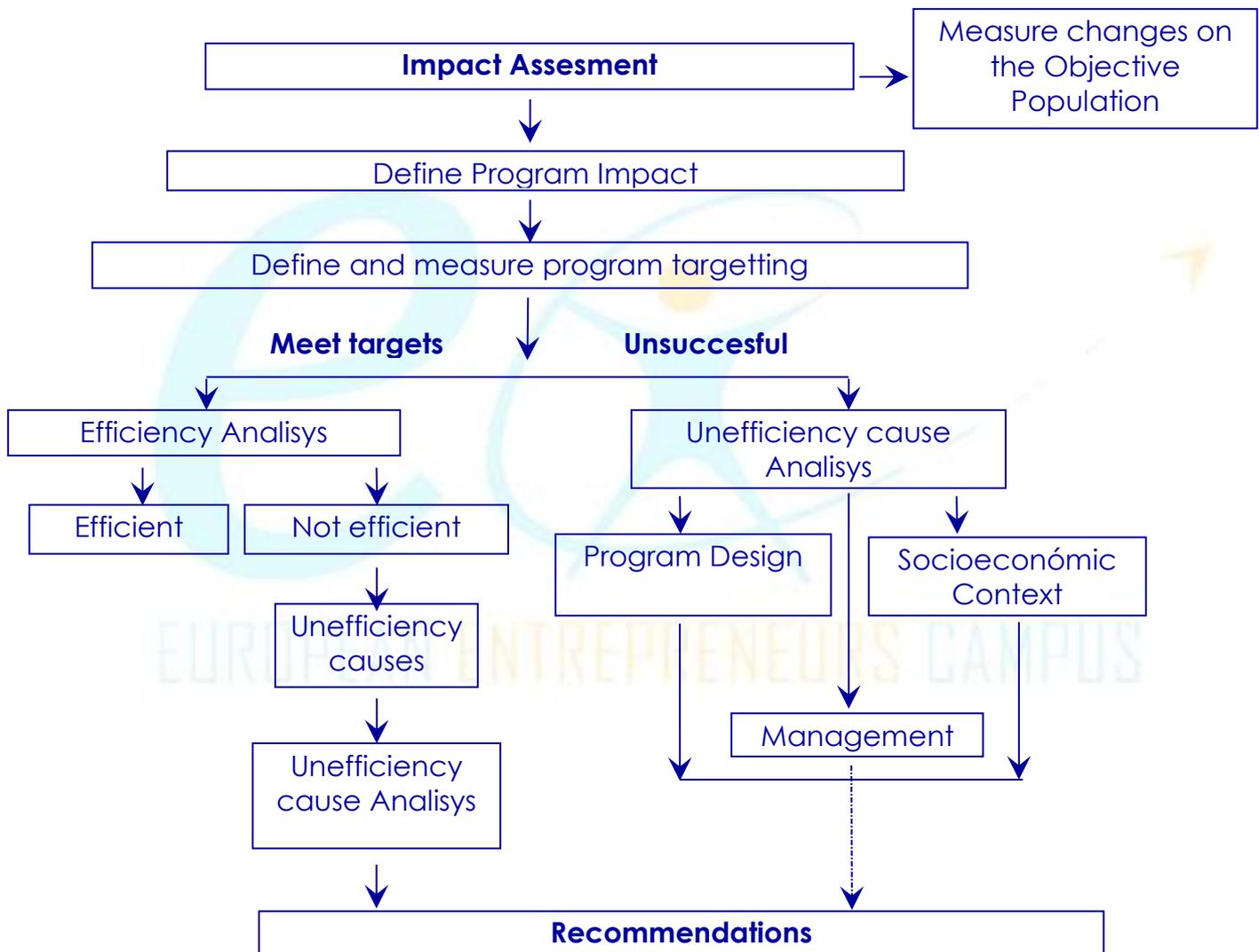
We must start from a definition of impacts to successfully address this type of evaluation:

**Impacts : “The more indirect effects that occur as a result of an action”**

It is also interesting to consider the structural effects, which can be defined as impacts that are maintained over the time and result in some changes in the economic and social structure of reality on which it operates.

These effects go beyond the economic sphere, entering the social and institutional fields.

The following logic to impact assessment is proposed:





## Evaluation of the EEC Tools by the Identified Target Groups

### *1 – Introduction*

The present section of the EEC Validation Report describes the investigation performed within the EEC Target Groups. The purpose is to assess their evaluation about the BMC Model and the Camp Guide and so the level of applicability within their environment.

### *2 – Methodology*

The investigated target groups are the following:

- Business Associations
- Private Companies
- Public Bodies
- Technology parks
- Universities
- VET organizations

The assessment methodology has been a structured interview through a questionnaire that included closed and open questions. The two questionnaires are reported in Appendix 1 and 2.

### *3 – Evaluation of the BMC tool*

The questionnaire reported in Appendix 1 has been filled to the organizations listed in Table. The charts reported in this paragraph summarize the results of the investigation. The description is organized in three sub-sections: Feedback on self-perception of met need; Feedback on use, relevance and accuracy of materials; Feedback on attitude towards the project results.

<b>Name of the organization</b>	<b>Sector</b>	<b>Country</b>
Andalucía emprende fundación pública andaluza (aefpa)	Public body	Spain
Ayuntamiento de sevilla	Public body	Spain
Cesie	Vet organization	Italy
Confederación de empresarios de sevilla (ces)	Business association	Spain
Consejo andaluz de relaciones laborales (carl)	Public body	Spain
Consorcio de turismo de sevilla	Public body	Spain
Confartigianato imprese toscana	Business association	Italy
Consorzio polo tecnologico magona	Tech park	Italy
Cátedra de emprendedores universidad de cádiz	University	Spain
Danmar computers	Vet organization	Poland
Escuela de organización industrial (eoi)	Vet organization	Spain
ERRE QUADRO srl	Private Company	Italy
Ferroni david - ce, dg ricerca & innovazione	Public body	Italy
Gaesa asesores	Private company	Spain
Garfagnana innovazione	Tech park	Italy

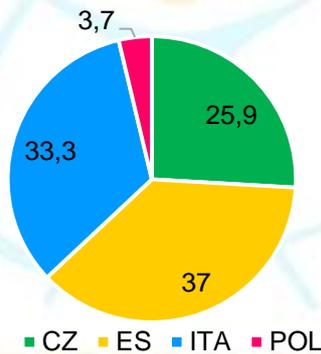


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GRADUA-CEGOS s.r.o.	VET organization	Spain
Incubatore firenze	Tech park	Italy
Incubatore di imprese di cavriglia	Tech park	Italy
Institut certifikovaného vzdělávání	Vet organization	Czech republic
MENDEL UNIVERSITY BRNO - vicedean Faculty of Business and Economics	University	Czech Republic
Newton college	University	Czech republic
Prodetur	Vet organization	Spain
Semis	Vet organization	Czech republic
Silesian university in opava	University	Czech republic
Universidad miguel hernández	University	Spain
Unioncamere del veneto - europortello	Vet organization	Italy
VŠB-Technical University of Ostrava, Faculty of Economics, Department of Management	University	Czech Republic

Country of origin of the target groups





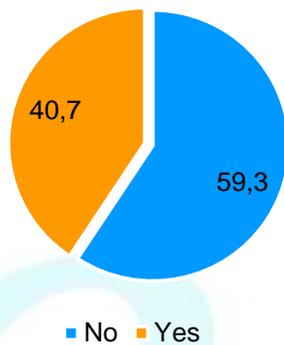
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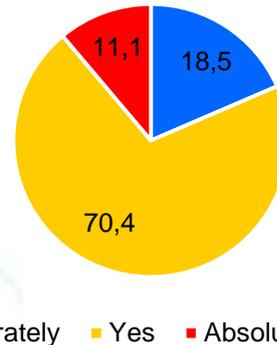
### Feedback on self-perception of met need

Although respondents had already used a tool similar to BMC, it is quite evident that they found the tool useful to meet their business modeling expectations.

Was it the first time for you using a tool for designing a business model?



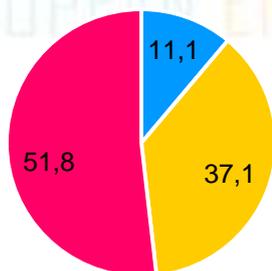
Did the tool meet your business modeling expectations?



### Feedback on use, relevance and accuracy of materials

As of its usability, BMC proved to be very friendly (100% of respondents had no difficulties with it) and useful to develop and implement business ideas. The majority of respondents (96,3%) considers the tool appropriate to defining a business model, although a small percentage (7,4%) suggests to provide more examples. A total approval was also shown for the final reports (both short and full) generated by BMC.

Is the BMC interface user-friendly?



Did you find any difficulties using it?

No: 100%

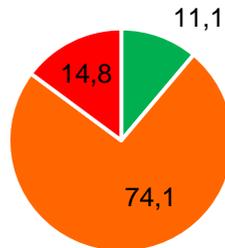
■ Moderately ■ Yes ■ Absolutely yes



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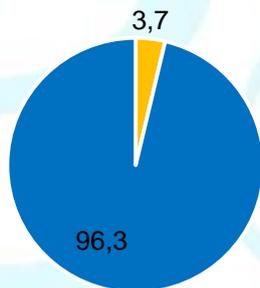


Do you think that BMC tool can help users to develop and improve business ideas?



■ Moderately ■ Yes ■ Absolutely yes

Do you think that the tool lacks any key element in defining a business model?

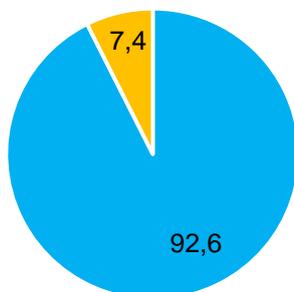


■ yes ■ no

if yes, explain:

*Financial and business aspects*

Do you think that predefined closed options are relevant?



■ yes ■ no

if not, explain:

*it would be useful to add examples*



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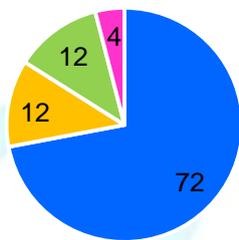
Did you find the reports (full/brief) generated by BMC tool useful?

Yes: 100%

### Feedback on attitude towards the project results

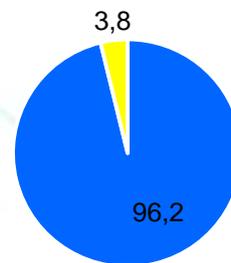
With regard to the tool implementation within their organizations, respondents, although recommending the use of BMC for students and entrepreneurs, seem to be less ready to adopt it, even if the percentage of those wishing to use it is quite high (72%).

Do you think you will adopt BMC tool in your organization in the future?



■ Yes ■ No ■ Maybe ■ N.A.

Would you recommend the use of BMC to student/entrepreneurs?



■ Yes ■ No

Do you have any suggestions to improve the tool?

*insert login, in order to be able to draft more than one BM for user; possibility to know how many characters we can still insert in each sector; - possibility of downloading draft of reports before finishing; - better explanation for the product/service cycle of life; - add a section for financial and economic aspects*



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#### 4 – Evaluation of the CAMP GUIDE

The questionnaire reported in Appendix 2 has been filled to the organizations listed in Table. The charts reported in this paragraph summarize the results of the investigation. The description is organized in three sub-sections: Feedback on self-perception of met need; Feedback on use, relevance and accuracy of materials; Feedback on attitude towards the project results.

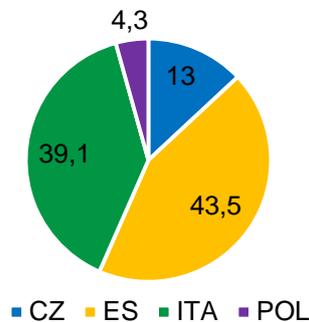
Name	Sector	Country
Andalucía emprende fundación pública andaluza	Public Body	Spain
Ayuntamiento de sevilla	Public Body	Spain
Cesie	VET Organization	Italy
Confederación de empresarios de sevilla (ces)	Business Association	Spain
Consejo andaluz de relaciones laborales (carl)	Public Body	Spain
Consortio de turismo de sevilla	Public Body	Spain
Csii - centro servizi incubatore di imprese caviglia	Tech Park	Italy
Confartigianato imprese toscana	Business Association	Italy
Consortio polo tecnologico magona	Tech Park	Italy
Cátedra de emprendedores universidad de cádiz	University	Spain
Danmar computers	Private Company	Poland
Escuela de organización industrial (eoi)	VET Organization	Sp
ERRE QUADRO srl	Private Company	Italy
Ferroni david - ce, dg ricerca & innovazione	Public Body	Italy
Gaesa asesores	Private Company	Spain
Garfagnana innovazione	Tech Park	Italy
MENDEL UNIVERSITY BRNO - vicedean Faculty of Business and Economics	University	Czech Republic
Newton college	University	Czech Republic
Prodetur	VET Organization	Spain
Pont-tech srl	Tech Park	Italy
Universidad miguel hernández	University	Spain
Unioncamere del veneto - europortello	VET Organization	Italy
VŠB-Technical University of Ostrava, Faculty of Economics, Department of Management	University	Czech Republic



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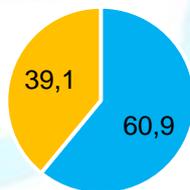
Country of origin of the target groups



### Feedback on self-perception of met need

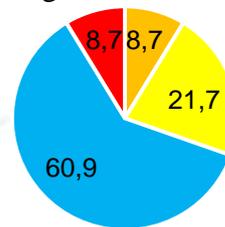
60% of respondents already approached guides for organization of entrepreneurship education initiatives, while a higher number, 82%, had a positive opinion about the Camp Guide usefulness. All the respondents, in addition, found the guide effective for its purpose.

Was it the first time referring to a Guide to organize an entrepreneurship education initiative?



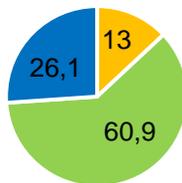
■ yes ■ no

Does the Guide meet the educational purposes of your organization?



■ Not much ■ Moderately  
■ Yes ■ Absolutely yes

Do you think that the EU Camp Guide help the organizers to put into practice an Innovation Camp initiative?



■ Moderately ■ Yes ■ Absolutely yes



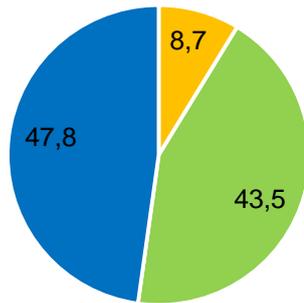
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### Feedback on use, relevance and accuracy of materials

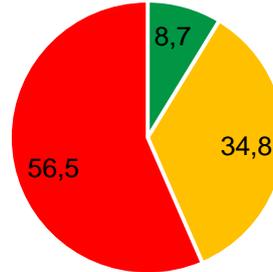
As of its usability, Camp Guide proved to be well organized and easily understandable (100% of respondents had no difficulties with it). A total approval was also shown on its completeness.

Is the EU Camp Guide well organized?



■ Moderately ■ Yes ■ Absolutely yes

Did you find it easily understandable?



■ Moderately ■ Yes ■ Absolutely yes

Did you find any difficulties reading it?

NO 100%

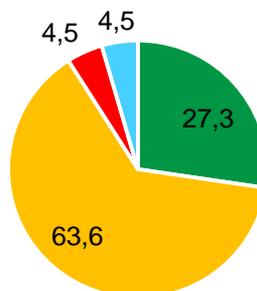
Do you think that the EU Camp Guide lacks any key element to put into practice an entrepreneurship education initiative?

NO 100%

### Feedback on attitude towards the project results

With regard to the tool implementation within their organizations, 63% of respondents seem ready to adopt it, stating its clear intention to organize or to be part in an Innovation Camp. A respondent also suggested the possibility to have a web space for this purpose.

Do you intend to organize an Innovation Camp, following the instructions contained in the EU Camp Guide?



■ No ■ Yes ■ Maybe ■ Not answered



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Do you have any suggestions to improve the EU Camp Guide?  
*creating a web space for discussing (like a forum/blog)*

## 5 – Conclusions

The investigation among target users provided a clear understanding of the applicability of the tools within the analyzed countries. The percentages of positive feedbacks on both the BMC tool and the Camp Guide were very high. A general willingness in adopting the tools by the target groups confirmed the effectiveness of the transfer process implemented by the partners.

In conclusion, it is possible to affirm that the BMC tool and the Camp Guide are ready to be successfully adopted by the planned target groups.





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## Appendix 1: Questionnaire for BMC Tool Evaluation by Target Groups

**Link to the tool:** <http://idea-bmc.eu/>

**General Information:**

**Organization:** \_\_\_\_\_

**Legend:**

1	2	3	4	5
Not at all	Not much	Moderately	Yes	Absolutely yes

### 1. FEEDBACK ON SELF-PERCEPTION OF MET NEED

- Was it the first time for you using a tool for designing a business model?

Yes  No

- Did the tool meet your business modeling expectations?

1  2  3  4  5

### 2. FEEDBACK ON USE, RELEVANCE AND ACCURACY OF MATERIALS

- Is the BMC interface user-friendly?

1  2  3  4  5

- Did you find any difficulties using it?

Yes  No

If yes, please explain them

---

- Do you think that BMC tool can help users to develop and improve business ideas?

1  2  3  4  5

- Do you think that the tool lacks any key element in defining a business model?

Yes  No

If yes, please explain

---

- Do you think that predefined closed options are relevant?

Yes  No

If not, please explain

---

Did you find the reports (full/brief) generated by BMC tool useful?

Yes  No



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If not, please explain

### 3. FEEDBACK ON ATTITUDE TOWARDS THE PROJECT RESULTS

- Do you think you will adopt BMC tool in your organization in the future?

Yes	No
-----	----

- Would you recommend the use of BMC to students/entrepreneurs?

Yes	No
-----	----

- Do you have any suggestions to improve the tool?

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### 4. How did you gain knowledge of BMC tool?

Please indicate:

EEC Project Partners	
Web Search	
Business Advisor/Mentor/Coach	
Teacher	
Colleagues	
Other	

EUROPEAN ENTREPRENEURS CAMPUS



## Appendix 2: Questionnaire for Camp Guide Evaluation by Target Groups

**Link to the tool:** <http://idea-camp.eu/wp-content/uploads/2014/01/EU-Camp-Guide-2.pdf>  
<http://idea-camp.eu/wp-content/uploads/2013/09/innovation-camp-modules-1-5.pdf>

### General Information:

**Organization:** \_\_\_\_\_

### Legend:

1	2	3	4	5
Not at all	Not much	Moderately	Yes	Absolutely yes

### 1. FEEDBACK ON SELF-PERCEPTION OF MET NEED

- Was it the first time referring to a Guide to organize an entrepreneurship education initiative?

Yes  No

- Does the Guide meet the educational purposes of your organization?

1  2  3  4  5

- Do you think that the EU Camp Guide help the organizers to put into practice an Innovation Camp initiative?

1  2  3  4  5

### 2. FEEDBACK ON USE, RELEVANCE AND ACCURACY OF MATERIALS

- Is the EU Camp Guide well organized?

1  2  3  4  5

- Did you find it easily understandable?

1  2  3  4  5

- Did you find any difficulties reading it?

Yes  No

If yes, explain

---



---

- Do you think that the EU Camp Guide lacks any key element to put into practice an entrepreneurship education initiative?

Yes  No

If yes, explain

---



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### 3. FEEDBACK ON ATTITUDE TOWARDS THE PROJECT RESULTS

- Do you intend to organize an Innovation Camp, following the instructions contained in the EU Camp Guide?

Yes	No
-----	----

- Do you have any suggestions to improve the EU Camp Guide?

---



---



---



---

### 4. How did you gain knowledge of EU Camp Guide?

- Please indicate:

EEC Project Partners	
Web Search	
Business Advisor/Mentor/Coach	
Teacher	
Colleagues	
Other	

