

Projet ERASMUS+ Yabda (يبدأ)

**“Strengthening of relations between higher education and the
wider economic and social environment”**

586418-EPP-1-2017-1-MA-EPPKA2-CBHE-JP

Evaluation Report (M6 and M12)

WP 4	Quality and evaluation plan
Task 3	Quality assurance and evaluation reports
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1st Evaluation Report

Projet ERASMUS+ Yabda

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Introduction

The Evaluation of the Yabda project employs two main evaluation categories, namely process evaluation, which is assessed through a) continuous monitoring and b) assessment of partners' satisfaction, and effect evaluation, which c) evaluates the quality of the project's deliverables, and d) identifies the project's impact on those who participate in the project.

The quality assurance and evaluation reports of the Yabda Project are short biannual reports intended to outline the progress of the project implementation, reveal potential problems and allow project partners and the management board to discuss during project meetings and proceed with corrective actions. These reports are developed in the frame of WP4, which foresees quality assurance ensured through the Quality Assurance Committee¹, the Quality Assurance and Evaluation Plan, the Evaluation Compendium and the process of continuous quality control.

The remaining of the current document concerns a compilation of the 1st and 2nd evaluation report, which presents the findings of the evaluation activities performed for the first 12 months of the project and recommendations for the improvement of the project implementation.

It should be noted that reason of providing an annual instead of two biannual reports resides in the time-plan of the implementation of the project (according to which the majority of the deliverables of WP1 were due from M6 to M12) and reflects an effort to provide a better picture of the progress of implementation.

¹ The Quality Assurance Committee consists of 14 members, one member par partner institution, as described in the Quality Assurance and Evaluation Plan. Specifically, the members of the QAC are: Hanane NAHID, UH2C; Leila LOUKILI, UHP; Brahim ELAFQIH, UCA; Naoufal SEFIANI, UAE; Mostefa MEDJAHED, UMAB; Imane OUAHIB, UB2; Rida MASMOUDI, UB1; Noureddine METENANI, UC3; Yassine AYDI, US; Khaoula KEFI, UTEM; Olivier LISEIN, LENTIC; Carole BECQUET, AMU; Erifili CHATZOPOULOU, AUEB; Vassiliki CHATZIPETROU, ReadLab.

1. Objective of the 1st Evaluation Report

The 1st evaluation report is intended to support the Yabda project partners to evaluate the progress of the implementation of the project and proceed with corrective actions if necessary.

Since the approach employed for the evaluation of the Yabda project uses process and effect evaluation, this report will be structured along the process and effect evaluation activities; that is: a) monitoring, b) assessment of partners' satisfaction, c) deliverables quality assessment, and d) impact evaluation undertaken during the first 12 months of the project implementation.

It is important to note that this report is a working document that will be further updated once data from all the partners (concerning their contributions) will be obtained, in accordance with the project Evaluation Compendium.

The main references used for the development of this evaluation report are the Project Evaluation Compendium (deliverable R4.2) and the Quality Assurance and Evaluation Plan (deliverable R4.1)



2. Monitoring

Monitoring concerns the production of deliverables that were due in the first 12 months of the project implementation, thus referring to WP1, WP4, WP5 and WP6. Specifically monitoring assesses what deliverables has been produced, in what sequence, what was the contribution of partners. It been performed in cooperation with the project coordinator UH2C, with the working package leaders (LENTIC for WP1, AUEB for WP4, AMU for WP5) and with the deliverables' associated partners.

2.1. Framework

For performing the monitoring of the first 12 months of the project the framework presented in Table 1 has been used (which based on the one described in the Project Evaluation Compendium – R4.2):

Table 1: Monitoring Framework

Evaluation targets:

Production of deliverables (R1.1, R1.2, R1.3, R1.4, R1.5 R1.6, R1.7, R4.1, R4.2, R4.3, R5.1, R5.2; R5.3, R6.1). Sequence for the deliverables as compared to the proposed sequence. Achieved deliverables' deadlines as compared to proposed deadlines.

Evaluation questions:

What deliverables have been produced? When were delivered? What was the sequence in which they were produced? Has this sequence been in line with the design? What was the input of the associated partners in producing these deliverables?

Evaluation methods:

Overall assessment of the entire process of producing deliverables performed by communication held with the project coordinator and with the working packages leaders. Discussions with the associated partners.

Data sources:

Project coordinator, working packages leaders, for general project data; the associated partners for their contributions.

Timing for data collection:

- Continuously for data concerning deliverables in general and collected through communication via email, skype meetings and project meetings.
- In M12 (January 2019) for data concerning partners' contributions. To that aim an online version of the Progress Report (which is provided in ANNEX 2 of the Project Evaluation Compendium) was developed and sent to the project coordinator, working packages leaders and associated partners on January 11th, 2019.

Evaluation indicators:

Number of deliverables delivered; Sequence of deliverables; Partners' contributions for every deliverable.

2.2. Findings

In the reported period the following deliverables (together with their pertaining milestones) have been produced as per Table 2, below:

Table 2: Deliverables and milestones

Del/able Number	Deliverable Name	WP	Name of lead org	Level of achievement	Intended Deadline	Achieved Deadline
R1.1.	Yabda Entrepreneurship Centre model	1	AUEB	Completed	M7 (July 2018)	M7
R1.2.	Specifications of the Yabda Virtual Learning Environment	1	ReadLab	Draft (not yet in the yabda partners area)	M8 (August 2018)	M8
R1.3.	Yabda Guide of Best Practices: University-led Entrepreneurship and Innovation	1	LENTIC	Completed	M4 (April 2018)	M8
R1.4.	Gap analysis Report	1	AMU	Completed	M6 (June 2018)	M10
R1.5.	Yabda Training Material and Trainers' Guide	1	LENTIC	Completed	M9 (September 2018)	M11
R1.6.	Yabda Train the Trainers workshops	1	LENTIC	Completed, as scheduled	M10-12 (December 2018)	M11-12
R1.7.	Yabda Institutional Strategies	1	UH2C	Draft	M12 (December 2018)	M12
R4.1	Quality Evaluation Plan	4	UH2C	Completed	M3 (March 2018)	M6
R4.2	Project Evaluation Compendium	4	AUEB	Completed	M4 (April 2018)	M7
R4.3	Quality Evaluation	4	AUEB	Completed (an annual report)	M6, M12	M14

	Reports			is provided instead of 2 biannual reports)		
R5.1.	Dissemination and exploitation Plan	5	AMU	Completed	M3(March 2018)	M7
R5.2.	Yabda website	5	ReadLab	Completed	M3 (March 2020)	M7
R5.3.	Portfolio of dissemination material	5	AMU	Completed	M6 (June 2018)	M7
R6.1.	Partnership Agreement	6	Project Coordinator	Completed	M3 (March 2018)	M3

2.3. Conclusions and recommendations

- Numbers of deliverables delivered: As it can be seen from the above table, the deliverables intended for the first 12 months of the project were achieved; even though in some cases delays occurred. The majority of the deliverables has already achieved its final form, whereas a few deliverables are still in their draft version and need to be finalized. Most of the deliverables are already uploaded in the Yabda partners' area.

- Sequence of deliverables: Considering the sequence and relationships among deliverables it is also important to note that the deliverables delayed had no massive impact to other deliverables in the sense that they did not exert a serious delay in other deliverables and the overall implementation of the project.

- Partners' contribution: Concerning partners' contribution in producing the deliverables it is apparent that the associated partner provided input according to their roles. Some delays happened mainly due to delays in communication among partners, which had, however, no massive impact in the development of the deliverables.

An overall recommendation would be linked to the introduction of a more systematic plan of communication (through e.g. more frequent skype meetings among partners) in order to avoid delays and succeed with better sequencing in the future.

3. Assessment of project partners' satisfaction

Evaluation of partners' satisfaction concerns the general managerial function and the horizontal dimensions of the project implementation such as the leadership exercised by the project management, communication among partners, and coordination of activities. It allows the project management to steer the project taking into account the partners' opinions. Specifically, evaluation of partner satisfaction assesses whether partners are satisfied, meetings are properly organized, and communication is effective. It has been performed in cooperation with all partners. Data was collected through questionnaires at the end of the project meetings (Casablanca M2 and Tunis, M7), as well as through discussions with partners.

3.1. Framework

For assessing partners' satisfaction during the first 12 months of the project the framework presented in Table 3 has been used (which is based on the one described in the Project Evaluation Compendium – R4.2):

Table 3: Partners satisfaction assessment framework

Evaluation questions:

Are the project partners satisfied with the way the project is being managed? Are the meetings organized properly? Is the communication effective? Are the partners considering that they learn something while the project is being implemented?

Evaluation methods:

- Overall assessment of the partners' satisfaction concerning the management of the project performed by communication held with them and by analysis of data collected through questionnaires during the project meetings (Casablanca M2 and Tunis, M7).
- Analysis of data collected through the Partners' Satisfaction Questionnaire (provided in ANNEX 3 of the Project Evaluation Compendium) in M18 will serve to update the report.

Data sources:

All associated partners

Timing for data collection:

- Continuously through communication with associated partners
- At the end of the project meetings in Casablanca, M2 and Tunis, M7
- In M18 for data concerning partner's overall satisfaction (through the Partners' Satisfaction Questionnaire)

Evaluation indicators:

Number/percentage of associated partners satisfied with the way various project management processes are organized (deadlines management, communication, decision making etc).

3.2. Findings

In the reported period the following meetings have been realized as per Table 4 below:

Table 4: Project meetings

Meeting Number	Type	Participating partners	Place	Date	Partner's level of satisfaction
1	Kick-off meeting	All partners	Casablanca	M2	High
2	Skype Meeting	Project Manager, WP leaders and associated partners	online	M2	High
3	Skype meeting	Project Manager, WP leaders and associated partners	online	M5	High
4	1 st Project meeting	All partners	Tunis	M7	High
5	Skype meeting	Project Manager, WP leaders and associated partners	online	M9	High
6	Skype meeting	All partners	online	M12	High

As it can be seen from the Table above, 3 meetings have been organized in M2, M7 and M12. Participation of all project partners in those meetings resulted in good communication among partners and high levels of satisfaction from the leadership exercised by the project management, even though some partners would be inclined to more frequent communication. Another 3 meetings have been organized in M2, M5, M9, for the coordination of the tasks of WP1. The project manager, the WP1 leader as well as the associated partners participated in these meetings, which assisted the efficient implementation of the tasks (deliverables, “train the trainers” workshop, e.t.c.), even though in some cases delays occurred posing challenges to deliverables sequencing and coordination.

3.3. Conclusions and Recommendations

The majority of the project partners are satisfied with the way the project is being managed, the leadership exercised by the project management, the supervision and coordination as exercised by the project manager and the WP leaders. In some cases coordination faced challenges mainly due to the frequency of communication.

An overall recommendation would thus be linked to an increase of the frequency of meetings among partners (e.g. skype meetings) in order to avoid delays and succeed with better coordination of the project activities in the future.



4. Quality assessment of the deliverables

The assessment of the quality of the deliverables focuses both on presentation and content issues. It concerns all the deliverables produced in the frame of WP1, WP4, WP5 and WP6 during the first 12 months of the implementation of the project, thus deliverables R1.1, R1.2, R1.3, R1.4, R1.5 R1.6, R1.7, R4.1, R4.2, R4.3, R5.1, R5.2; R5.3, R6.1. It has been performed in cooperation with the project manager, the WP leaders and the members of Quality Assurance Committee.

4.1. Framework

The process followed for the assessment of the quality of the deliverables (based on the process described in Project Evaluation Compendium) is presented in Table 5:

Table 5: Assessing the quality of deliverables

Assessment process:

- The author of the deliverable provides a first draft of the deliverable to one among the appointed internal reviewers (shown in the Project Evaluation Compendium) at the latest two weeks before final submission;
- The internal reviewer provides his/her overall assessment of the deliverable and send it to the author within a week;
- The author implements the changes and sends the final version back to the reviewer and the WP leader no later than 2 days before the deadline;
- Once last comments are resolved among all players and taken on board by the author, the deliverable is submitted to the Project Coordinator.

Timing:

Starting two weeks before the final submission of the deliverables

Partners involved:

Deliverables, authors, internal reviewers, WP leaders, project manager

Evaluation indicators:

Number of deliverables with high quality in terms of presentation and content.

4.2. Findings

In the reported period the following deliverables have gone through the process of internal review and have been produced as per table below:

Table 6: Deliverables evaluated

Del/able Number	Deliverable Name	WP	Name of lead org	Type	Achieved deadline	Internal reviewers	Deliverable Quality
R1.1.	Yabda Entrepreneurship model	1	AUEB	Report	M7	All partners/ members of the QAC	Good
R1.2.	Specifications of the Yabda Virtual Learning Environment	1	ReadLab	Report	M8	All partners	Good
R1.3.	Yabda Guide of Best Practices: University-led Entrepreneurship and Innovation	1	LENTIC	Report	M8	AUEB AMU	Good
R1.4.	Gap analysis Report	1	AMU	Report	M10	LENTIC, AUEB	Good
R1.5.	Yabda Training Material and Trainers' Guide	1	LENTIC	Training material	M11	LENTIC AUEB, AMU, UH2C, All partners	Good
R1.6.	Yabda Train the Trainers workshops	1	LENTIC	Product	M11-12	LENTIC AUEB, AMU, UH2C, associated partners	Good
R1.7.	Yabda Institutional Strategies	1	UH2C	Reports	M12	UH2C, all partners	Good
R4.1	Quality Evaluation Plan	4	UH2C	Report	M6	All partners/ members of the QAC	Good
R4.2	Project Evaluation Compendium	4	AUEB	Product	M7	All partners/ members of the QAC	Good
R4.3	Quality Evaluation Report	4	AUEB	Report	M14	LENTIC	Good
R5.1.	Dissemination	5	AMU	Report	M7	All partners	Good

	and exploitation Plan						
R5.2.	Yabda website	5	ReadLab	Product	M7	All partners	Good
R5.3.	Portfolio of dissemination material	5	AMU	Product	M7	All partners	Good
R6.1.	Partnership Agreement	6	Project Coordinator	Product	M3	All partners	Good

The process of the quality assessment of the deliverables has been in most of the cases successfully implemented, although deviations occurred especially concerning the utilization of internal reviewers, who were in most of the cases not the ones appointed in the Project Evaluation Compendium. Also deviations occurred in terms of timing since delays occurred from both the authors (sending the deliverables) and the internal reviewers (providing feedback). Despite such deviations, the end result of the implementation of this process has resulted to a set of quality deliverables, which comply with both the deliverables presentation guidelines (as described in the Quality Assurance and Evaluation Plan) and the deliverables content requirements (as described in the detailed description of the project).

4.3. Conclusions and Recommendations

The process of assessment of the quality of the deliverables, although not always adequately implemented, resulted in the production of deliverables of good quality that comply with the project's standards.

An overall recommendation would concern the minimization of the deviations concerning the utilization of internal reviewers, and the improvement of the coordination among partners producing deliverables and/ or acting as internal reviewers.

5. Impact evaluation

Impact evaluation refers to the measurement of the impact of the project activities during the reported period.

5.1. Framework

Impact has been evaluated on the basis of the evaluation questionnaires administered and filled-in by the participants of the three “train the trainers” workshops that were held in Banta, Marrakesh and Tunis, during months M11 and M12 of the project implementation. The evaluation questionnaire presented in Annex 4 of the project Evaluation Compendium was used to measure participants' views.

5.2. Findings

The results of the analysis of the data collected are presented herein.

a. Evaluation of the 'train the trainers' workshop in Algeria

The results of the evaluation questionnaires that were filled-in by **19 participants** in the 'train the trainers' workshop in Algeria show that the participants had in their majority an overall positive opinion regarding the workshop. This is reflected also in the comments of the participants, who found the workshop as interesting, very useful, and very well organized.

In general, the participants found the workshop interesting, while enhancing at the same time their interest for entrepreneurship, and their knowledge on the concepts of entrepreneurship. Participants were also satisfied, but to a lesser extent, with the training methods and techniques used for the presentation of the concepts at hand, and the extent to which the training contributed to their entrepreneurial competencies and skills. Overall, participants mostly appreciated the sessions were they were given the opportunity to discuss practices to boost entrepreneurship (i.e. sessions with interactive debates).

In regards to the concepts presented during the workshop, the participants were mostly interested in the concept of financing strategies - European financing, and least interested in the concept of family business management, in terms of enhancing their ability to contribute to the establishment of the Yabda entrepreneurship center in their university. This could be related to the level of adaptation of the training methods and techniques (used to present the concepts) to the objectives of the workshop, which was perceived as satisfactory for the presentation on financing strategies - European financing, as well as for the training actions, and less satisfactory for the presentation of the concept of family business management.

A graphical representation of the responses to all questions is provided in the Appendix .

b. Evaluation of the 'train the trainers' workshop in Morocco

The results of the evaluation questionnaires that were filled-in by **16 participants** in the 'train the trainers' workshop in Morocco show that the participants had in their majority an overall neutral to positive opinion regarding the workshop. This opinion is elaborated by the comments of some of the participants, who found the workshop to be rather theoretical, and in need of integrating more practical issues regarding the establishment and organization of an entrepreneurship centre. On the other hand, it should be noted that participants participation and implication (at least for some parts of the training) was found to be relatively low (by the trainers), which could moderate their opinion of the training.

As is shown in the questions regarding the general evaluation of the workshop, the rather neutral opinion may be attributed to the fact that participants did not find the workshop as reinforcing their interest regarding entrepreneurship, nor as enhancing their entrepreneurial competences. This can be attributed to the fact that among the participants were professors of management, marketing, and entrepreneurship, who had already been familiar with the concepts presented in the workshop. On the other hand, however, participants were quite satisfied with the ability of the instructors to effectively convey the concepts at hand, as well as with the organization of the workshop time-wise, and its overall duration.

In regards to the concepts presented during the workshop, the participants were mostly interested in the financing strategies - European financing, and the actions for supporting start-ups' market entry, and least interested in the concept of family business management, in terms of the topics enhancing their ability to contribute to the establishment of the Yabda entrepreneurship centre in their university.

In terms of the level of adaptation of the training methods and techniques (used to present the concepts) to the objectives of the workshop, participants were mostly satisfied with the financing strategies, and least satisfied with the concept of family business management.

A graphical representation of the responses to all questions is provided in the Appendix.

c. Evaluation of the 'train the Trainers' workshop in Tunis

The results of the evaluation questionnaires that were filled-in by **9 participants** in the 'train the trainers' workshop in Tunis show that the participants had in their majority an overall positive opinion regarding the workshop.

As is shown in the questions regarding the general evaluation of the workshop, participants in their majority found the workshop interesting, while also re-enforcing their interest in entrepreneurship. The participants also found the instructors as positively contributing to the effective transmission of the concepts at hand, and the programme well-organized time-wise.

In regards to the concepts presented during the workshop, the participants seemed mostly satisfied with the presentation of actions for the sensibilization, training, and support of start-ups market entry, and least satisfied with the concept of family business management and the financing strategies, in terms of the topics enhancing their ability to contribute to the establishment of the Yabda entrepreneurship centre in their university.

In terms of the level of adaptation of the training methods and techniques used to the objectives of the workshop, participants were mostly satisfied with the presentation of the actions on awareness and sensibilization, and least satisfied with the presentation on financing strategies, the European financing, and the concept of family business management. Overall, participants mostly appreciated the interactive rather than the theoretical sessions, where they had more time to analyze their own practices and exchange with local / European colleagues on good practices to implement within their universities

A graphical representation of the responses to all questions is provided in the Appendix.

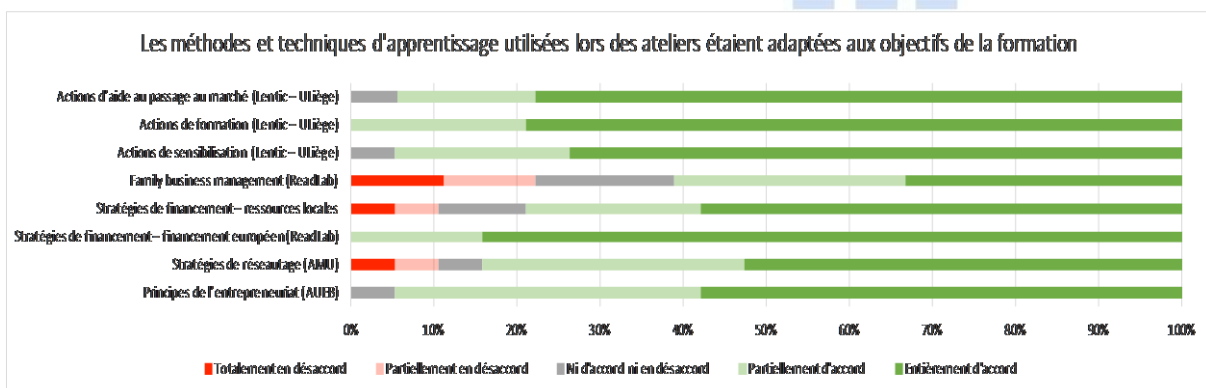
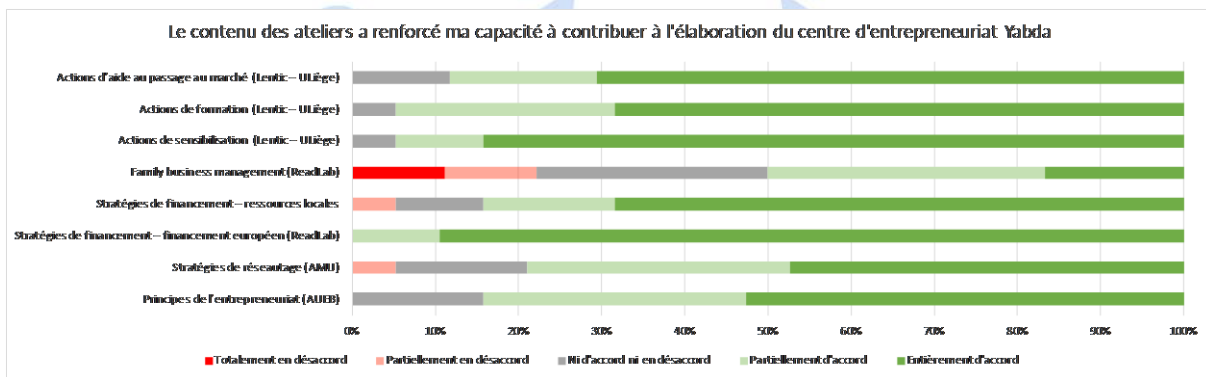
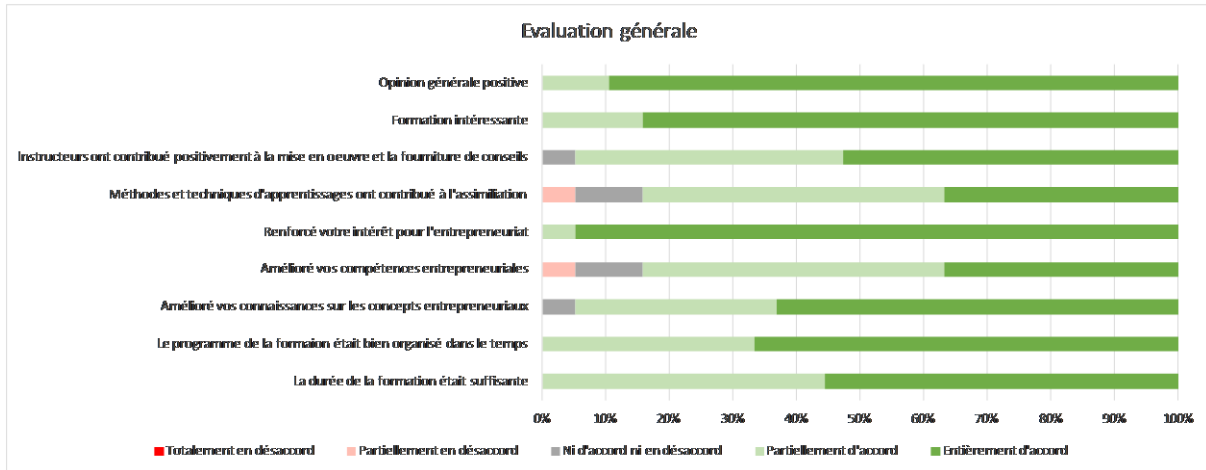
5.3. Conclusion and Recommendations

In sum, 44 participants attended the “train the trainers” workshop held in Algeria, Morocco and Tunisia. Overall, the participants found the workshop interesting, enhancing their knowledge on the concepts of entrepreneurship and contributing to their entrepreneurial competencies and skills to a higher or lesser degree. In regards to the content of the workshop, the training material and the teaching methods, the participants found them mostly appropriate enhancing their ability to contribute to the establishment the Yabda entrepreneurship center, even though deviations occurred concerning the specific workshop sessions among universities.

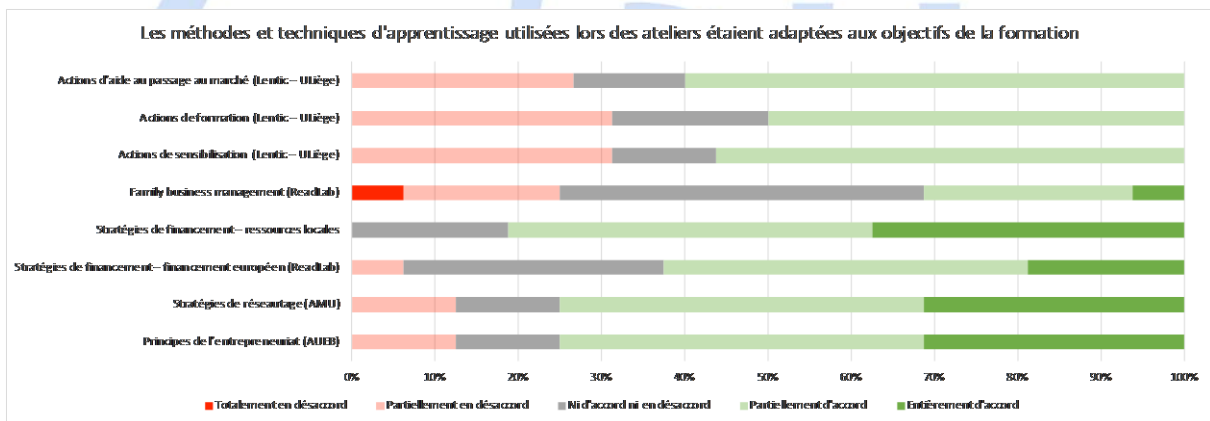
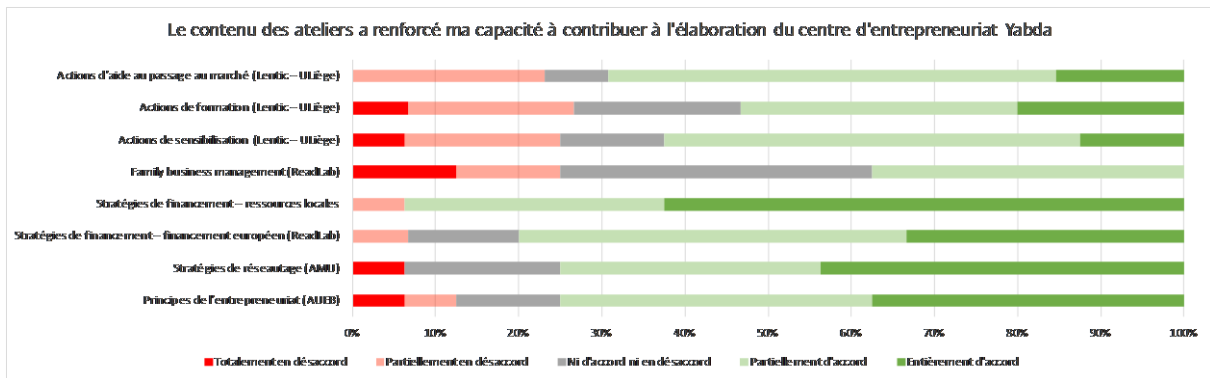
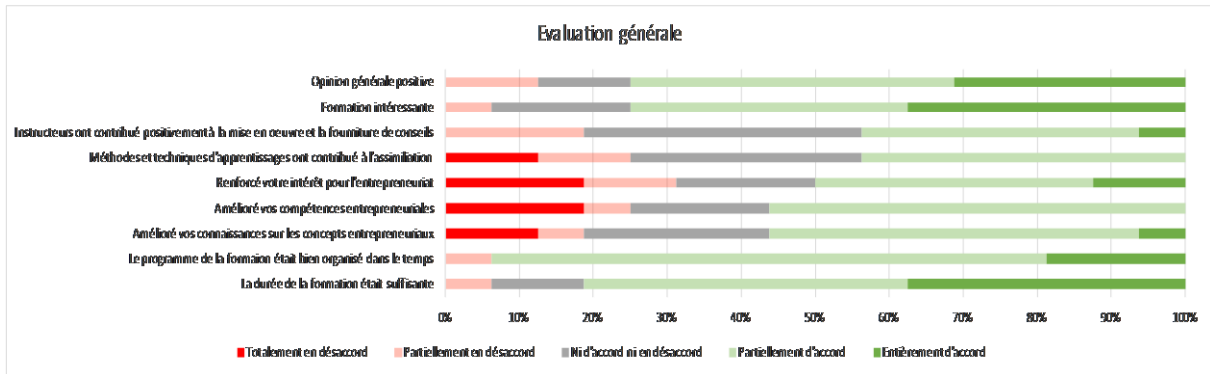
A major recommendation would be for each partner university to adapt the teaching material and methods taking into consideration their specific needs for an effective operation of the Yabda entrepreneurship center.

Appendix: Graphical representation of responses from evaluation questionnaires

A.1 'train the Trainer' Workshop, Algeria



A.2 'train the Trainer' Workshop, Morocco



A.3 'train the Trainer' Workshop, Tunis

