Evaluation of the European Training Foundation Pilot Project

Entrepreneurship in Education and Training in the Russian Federation and Ukraine

Final Report March 2005
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<td>ETF Eastern Europe and Central Asia Department</td>
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<td>EFMD</td>
<td>European Foundation for Management Development</td>
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<td>ESEE</td>
<td>ETF Enlargement and South Eastern Europe Department</td>
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1. Executive Summary

1.1 Purpose of the Evaluation

The purpose of this evaluation is to assess the relevance, efficiency, effectiveness, impact and sustainability of the 3-year, transnational ETF pilot project “Entre-preneurship in Education and Training”, which took place in North Western Russia and Ukraine between 2001 and 2003. The findings and recommendations of the evaluation will be used in the process of designing and defining future ETF pilot projects as well as informing the potential future continuation of the EET project in other partner countries.

In addition to this report, the evaluation project constitutes a learning process and learning opportunity for ETF as well as a wider network of stakeholders from the VET and other communities in the EU and the partner countries. A feedback seminar was organised in Turin in March 2005, which allowed for sharing information and findings on the EET Project as well as the general process of project evaluation. The project Inception Report made a first attempt at defining an evaluation framework for the field of EET in the VET sector. This report has been translated into Russian and disseminated to stakeholders in the EU and the partner countries.

1.2 Background of the Evaluation

The European Training Foundation is an EU agency promoting vocational education and training reforms in the Partner Countries of Eastern Europe and Central Asia, Southern Eastern Europe and the Mediterranean region, mainly through the EC Tacis, Phare, CARDS and MEDA programmes. ETF’s work is based on the fundamental contribution that education and training makes to competitiveness, employability and mobility in modern economies.

ETF assesses VET reform progress and future priorities partner countries and designs, monitors and assesses projects at the request of the European Commission. ETF also builds capacity so policy makers and practitioners in partner countries take full part in modernising their VET systems. In particular ETF draws on relevant experience in the EU to pilot innovative approaches such as EET Project to reform in partner countries. ETF facilitates dialogue amongst stakeholders by developing international, national and local networks and provides technical assistance to the EC Tempus Programme.

This evaluation constitutes the first project evaluation implemented by ETF’s Planning, Monitoring and Evaluation (PME) Unit. The Terms of Reference for the EET pilot project specified that an external evaluation would be implemented during the course of the project. With the completion of the third phase of the EET project in 2003, an evaluation was scheduled in the following year.

An internal evaluation team comprising six ETF staff members from the PME, EECA, ESEE and Tempus departments was formed to draft the Terms of Reference, coordinate the work of the external evaluators as well as assure dissemination and learning within the Foundation.

1.3 Evaluation Methodology

The evaluation began with a site visit of the external evaluators to the Foundation in October 2004. In addition to discussing the project methodology, the evaluators were able to review project documentation and other information.

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¹ www.etf.eu.int
Two site missions were implemented: St. Petersburg and Moscow in November 2004; Kyiv in January 2005. Following the missions, the Final Report was drafted and a Feedback Seminar held in Turin in March 2005 to discuss the results.

The evaluation methodology was developed based on two criteria (a) the need to receive a balanced, qualitative mix of opinions from project participants and stakeholders, and (b) the resources available for the evaluation project itself, which limited the work on site in Russia and Ukraine to a single site visit of 5 working days per country. The main methodological tools in the evaluation included document reviews, questionnaires used in structured interviews, direct observation, and benchmarking against control schools.

A detailed methodology, the “EET Evaluation Framework” (see Annex III) was developed to assess project impact. The Framework was developed based on anticipated impacts in a pilot region, school and classroom that would emerge from a successful EET project. The sources for drawing up the Framework included relevant policy documents, research on entrepreneurship and assumptions based on experience from successful training institutions in the EU and NIS.

During the site visits, it was possible to assess a total of five of the nine pilot schools, as well as two “control” schools: institutions that had not participated in the project, but offered a chance to benchmark the progress of the pilot schools against a “normal” school from the same region. Interviews with a total of 54 different respondents were carried out with a variety of participants and stakeholders (see Annex V). These included both group and individual interviews, and in some cases the same respondents were interviewed or observed a number of times, were repeated, allowing for a cross-check of key findings.

It was found during the site visits and subsequent reporting that the assumptions made in designing the methodological framework as well as the situation on the ground did not enable a detailed application of the EET Framework to be made. There are three main reasons for this:

- There is a lack of basic data collected by institutions and the wider project on project/training effectiveness or impact. A baseline survey, for instance, of trainers, training materials, curricula and training institutions was not made at the outset of the pilot project. Information on key issues, for instance the number of classes to include entrepreneurial aspects of training, or the number of students that had followed such courses, is not recorded. Many of the documents referred to in the project reports—for instance the School Strategic Plans—exist in the form of general commitments and agreements rather than specific objectives or reports.

- The allocation of 5 days per country for the site mission was insufficient to develop a full awareness of the activities of the pilot institutions. Even though two consultants worked for a full day in four of the pilot institutions, it was not possible to gain a comprehensive picture of operations, given the size of the institutions involved.

- The requirements of a “standard” EC/DAC evaluation exercise involves an established approach in terms of structure and outputs. State-of-the-art in impact evaluation in the training field or policy cannot easily be integrated into this framework, which may also be better suited to larger technical assistance programmes rather than small pilot projects.

This illustrates the need for a methodology specifically adapted to ETF, which takes into account the requirements of the VET sector as well as ETF’s role in defining and implementing pilot projects. Moreover, attention should be paid to the impact assessment and effectiveness of projects at the identification/formulation stage of the project cycle, that takes into account state-of-the-art in training as well as institutional monitoring. Detailed information on the methodology is presented in Chapter 3 as well as the Annexes to this Report.
In designing the methodology, the evaluators and ETF have adhered as closely as possible to the requirements of objectivity and impartiality, within the constraints imposed by an evaluation project of this scope and nature. Full support and access to information was offered to the evaluators by the Foundation, the National Observatories and all project participants and stakeholders.

1.4 Analysis and Main Findings

The EET Project has succeeded in bringing about and/or accelerating a fundamental transformation of operations, management and culture in the 5 pilot schools analysed. This transformation affects primarily the quality and methodology of teaching; the management of the school; the relations between students and teachers; and the teaching of entrepreneurship as a core or elective subject. In addition to changes at the school level, the project has made important contributions to the raising awareness among policy makers of the importance of entrepreneurship in education and training. This has been expressed through the drafting of VET policies on EET, some of which have been accepted in principle by individual policy-makers of the Steering Committees in each country. However, changes in the formal VET policies and regulations have not occurred.

At the policy level, the project has been able to raise awareness at the regional level in Russia (St. Petersburg) and the national level of Ukraine. Specific policy changes have not been achieved, due in part to competing policy initiatives in the field of regionalisation of VET as well as to the complexity involved in changing national regulations. Further, strategic changes in schools or at the system level have not been possible for a variety of reasons, including:

- The fact that key elements, such as the application of approved VET curricula and standards are set at the national level, and which cannot easily be changed;
- The lack of resources within the pilot project or school level to engage in activities such as intensified consultancy support in schools (rather than restricted to group training of teachers from many schools);
- The fact that this evaluation takes place following the third phase; the remaining two phases have not taken place.

The main impact of the project is therefore seen at the school level among the institutions covered by the analysis. Similar changes in orientation, culture, teaching methods and teacher training are seen among the pilot institutions in both countries. The impact of the project can be seen both when comparing the pilot institutions to control schools, as well as in one case where a pilot school had not had any other technical assistance inputs.

The pilot project results to date provide a worthwhile basis for continuation at the national and transnational levels. It has succeeded in doing so despite the limited amount of assistance available for direct support of the schools themselves as well as the limited resources for overall consultancy support and technical assistance.

1.5 Conclusions and Main Recommendations

The EET pilot project has resulted in several important, sustainable deliverables at the local, school level in Russia and Ukraine:

- It has developed a motivated, credible team of teachers, administrators and experts who are capable of implementing future projects in the same field;
- It has created training materials, manuals and processes which can be used to support future initiatives;
- It has resulted in nine schools adopting the EET approach, which can serve as sites for dissemination and learning for other institutions;
• It has rendered important insights into the links between donor projects as well as national policies in the field of entrepreneurship and VET.

The project is seen as highly relevant to national needs at the multiple levels of the project – policy, institutional, teacher, student and employer/labour market. Key national policies of both Ukraine and Russia, as well as the European VET objectives as expressed in the Lisbon Agenda and the European Charter for Small Enterprise confirm the relevance of the EET approach as defined in this pilot project. Interest in EET has been expressed by a number of other NIS countries, while clear applications are also seen in South Eastern Europe and possibly the Mediterranean partner countries. Specific recommendations for future EET projects, for ETF pilot development projects and for ETF evaluations are given here.

1.5.1 Recommendations for EET Projects

The European Training Foundation is encouraged to build on the results of the first three phases of the EET project by:

• Completing Phases IV and V of the project in Russia and Ukraine as originally envisioned;
• Capturing the knowledge of EET within the Foundation by improving the project documentation available as well as organising direct contacts between key ETF staff members and the EU and NIS experts who have worked on the project;
• Preparing the basis for a wider national EET project in Russia and Ukraine, linked to ongoing donor assistance such as Delphi or VET Reform projects;
• Supporting the further transnational dissemination of the approach through pilot projects in the EECA, ESEE and MEDA partner countries.

Future EET projects should incorporate the following general principles:

a. Projects would benefit from having a clear guideline, or “road map”, for the preparation of interventions at the school level. This necessitates an understanding (a) of the VET qualifications into which EET courses will be developed, (b) an in-depth view of different class types and structures within general degree programmes. EET interventions should be tailored to specific class levels and types as well as student ages and professions. Entrepreneurship is a mentality as well as a business skill: it should not be applied in a uniform way or a “one-size-fits-all” approach.

b. Projects would benefit from drawing inspiration and knowledge not only from VET teachers or EU consultants, but from the many “local” businesspeople and entrepreneurs who have succeeded in the national context. It is important that students learn from practitioners, not only “theoreticians”. Other sources of expertise, for instance bankers, NGO representatives, representatives of Chambers of Commerce, could also play a role here.

c. Projects targeting the policy level should consider very specific and focussed interventions that address the key leverage points in the VET system. For instance, the field of teacher training and certification constitutes a critical area: interventions here have the potential to change future generations of teachers, who in turn will influence future generations of citizens and entrepreneurs. Another key system area constitute standards and certification methods, including adult education and continual vocational education and training and/or re-training.

d. The EET pilot project approach combined a “bottom-up” and “top-down” approach: the “bottom-up” activities focussed on the pilot schools; the “top-down” activities focussed on policies. Today, the greatest results are seen at the “bottom-up” level:
the schools have changed; policies have not. Future EET interventions should include a careful selection and support of dynamic VET institutions that understand and accept the need to change.

e. It is highly likely that future projects will require extensive resource commitments in order to be successful. The process of change is long and complicated, and there is a widespread sentiment that national resources for VET are lacking.

1.5.2 Recommendations for ETF Pilot Development Projects

Pilot projects are an integral part of ETF operations, and have been expressly included in Article 3(c) of ETF’s Charter. Some recommendations for improving the effectiveness and sustainability of pilot projects include:

a. ETF should clearly define the objectives of the pilot project within formal project documentation (e.g. the Logical Framework) but also within the Foundation. There should be a coherent institutional reason for undertaking the project: to develop best practise, to provide technical expertise for policy development, etc. Expectations should be clearly defined and realistic. These factors should translate into a clear institutional awareness and support for the project.

b. Projects should not be closely tied to a single project manager, but supported by internal teams and a knowledge management system. Institutional project ownership should prevail so that in the case of staff rotation or departure, continuity and effectiveness are maintained.

c. The knowledge, resources, contacts and processes gained during pilot projects are highly valuable. These should be analysed and captured by a knowledge management system. While the current ETF document management system is a good start, it should be expanded to include experts, lessons learned, methodologies and resources in all languages, not only English. The Russian-language resources developed in the EET project, for instance, are invaluable, but are not available on the ETF website.

d. Pilot projects should build in a dissemination and analysis component from the outset. A key objective of pilot projects should be the sharing of lessons learned to national institutions and donors, and particularly the EC Delegations and EU technical assistance programmes (Tacis, Cards, etc.) This reinforces ETF’s mission as a centre for expertise in VET within the EU system, and ensures that best practise is spread not only within a specific country, but within regions. Resources and lessons from Russia, for instance, could prove highly useful in Kosovo, Egypt and even within the EU.

e. Pilot projects should include a more effective monitoring and evaluation system. There are a wide array of project management, training/HR, and other metrics that could be used to evaluate project effectiveness and efficiency. While these will vary from project to project, it is important that greater emphasis is given in this area.

1.5.3 Recommendations for Future ETF Evaluations

This exercise constituted the first systematic evaluation of an EU project implemented by the PME Unit. Some recommendations for future evaluations include:

a. ETF should develop evaluation criteria and methods specifically suited to small-scale pilot projects in the VET field. These could include current practise in training, for instance ROI monitoring or similar methodologies. These criteria should refer to the AIDCO/DAC model, but take into account the experimental nature of pilot projects.
b. The role of evaluation in ETF activities should be intensified. Research in the training and HR fields, for instance, indicates the benefit of integrating evaluation into project-based activities, e.g. training events, as well as annual programmes. The adoption of such an approach would accelerate the learning effect of projects, support dissemination of best practice, and strengthen the link between ETF activities and its objectives.

c. Evaluation indicators should be built into ETF activities and pilot projects, enabling a more comprehensive ex-post evaluation.

d. The Foundation should consider means of expanding its competence in the field of evaluation. This is a critical part of both human resources development as well as VET. Given the scale of investment among donors in this field, there is a clear potential of activity here. This is also part of ETF’s mandate, as seen in its Founding Regulation Article 3(f).

Further detail on these recommendations are given in Chapter 5 of this report as well as at several points in Chapter 4.
2. Introduction

2.1 Entrepreneurship in Education and Training

The concept of entrepreneurship in education and training (EET) refers to the need for workers and managers to incorporate new skills and abilities in order to be competent in the knowledge economy. Today, economic growth is characterised by a rapid product development cycle, fast technological change and high competition among competing firms on a regional or global basis. The services or tertiary sector constitute a dominant share of GDP in most countries, while business customers and individual consumers expect higher levels of service and attention. The role of small- and medium-enterprises (SMEs) as a source of innovation and employment has been extensively documented: their support comprises a key policy objective of the European Commission.²

Within this context, managers and workers are challenged to develop competencies and engage in lifelong learning in order to maintain their performance in an era of continual economic change. In addition to competencies aimed at working effectively within enterprises, specific knowledge and skills are needed to be able to establish an enterprise or for self-employment. These two priorities characterise the approach of the EET project, which focussed on:

- Core skills and knowledge, such as communications ability, personal initiative, creativity, critical reasoning, and adaptability;
- Skills and knowledge assisting the learner to establish a personal enterprise or succeed in the process of self-employment, such as business planning, risk analysis, opportunity analysis, etc.³

The project’s Final Report summarises the definition of EET utilised as follows:

“By “entrepreneurship” we understand activities targeted at the development and implementation of innovations under the conditions of constant change in the society as a means of achieving personal fulfilment. This kind of activity is based upon the special attitude and requires certain skills and personal qualities. … Entrepreneurship in education and training counts on the student’s potential as the innovator, who is able to plan his (her) actions. This approach is targeted on the development of capacity to adapt to the market needs and requirements both as an independent initiative, creative wage employee (intrapreneur) and as an employer (entrepreneur).” (Final Report, p. 5).

2.2 Context of the Project

The EET project occurred at an opportune time in the development of VET systems as well as the regional and broader economic development in Russia and Ukraine. Given the complexity of the situation in each country, it is useful to review the general context at different levels of development:

² c.f. the European Charter for Small Enterprises; the Green Paper on Entrepreneurship in Europe; or the Lisbon Agenda.

³ A concise summary of the core skills approach to entrepreneurship in education and training is found in the ETF report Core and entrepreneurial skills in vocational education and training: from concept and theory to practical application (ETF, Turin 2003).
The National Level

By 2001, economic development and investment in NW Russia and Ukraine have recovered from the financial shocks brought about by the Asian financial crisis of 1997 and subsequent rouble devaluation and Russian debt default. Despite the relative recovery in macroeconomic indicators, however, extensive challenges remained, which persist until today. These include the unequal distribution of wealth within society; the low GDP per capita; resource limitations at government levels to fund the VET system; and a business environment often hostile to enterprise development and formal entrepreneurial activity in general. Despite the challenges in the national environment, or perhaps due to them, Russian and Ukrainian companies had been forced to become entrepreneurial in order to survive, and were thus well aware of the need to recruit competent staff, to support VET schools and to support continued staff training.

The Regional Level

The regions of NW Russia and the region of Kyiv Oblast are different from other national regions in terms of the intensity of foreign direct investment and national business development. Both regions share a high growth rate and commensurate competition for qualified staff. St. Petersburg forms the magnet region of NW Russia, with high shares of FDI, tourism and trading activities. Kyiv City and Oblast shares a similar role, and in addition comprises the administrative and financial centre of the country. Employment options in these two regions, while difficult, are nevertheless better than those in many other parts of each country. Interestingly, the EET Project has included schools from outside these magnet regions, which has allowed the evaluation of results in regions and small towns more representative to the general country.

The VET System

The vocational education and training systems in both countries are in a state of reform, as has been extensively documented in relevant ETF publications. The EET Project’s impacts at the policy levels in each country were supported by synergies with the ETF’s VET Reform Project in NW Russia and the Ukrainian VET Reform Project. In addition, the fact that the ETF National Observatories played an important role in all three projects constituted a critical success factor. Both the ETF as an institution as well as Observatory staff had gained the necessary credibility, awareness of the local situation and direct contacts with policy makers and other stakeholders. It is doubtful if a similar result could have been assured without this participation.

The VET systems in each country suffer from chronic shortages of national funding for critical factors such as school infrastructure, equipment and teacher salaries. This has forced VET institutions to become more entrepreneurial in order to survive. Examples of entrepreneurial activity include charging tuition fees to certain categories of students; working with enterprises for fee-based continual training; adapting curricula to labour market needs; introducing new curricula based on market demand; supporting job placements of students; and participating in donor-funded projects. The fact that the EET Project specifically addressed the needs of schools was regarded in a very positive way by these beneficiaries, even despite the lack of direct funding to the schools.

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5 The National Observatories comprise centres for labour market and VET observation and analysis. They have been established and are funded by the ETF in each NIS partner country.
**VET Schools**

Successive rounds of VET reform, and particularly in the fields of curriculum reform, funding and regulatory authority, have created a powerful need for self-sufficiency and self-reliance in all VET institutions encountered in this project. This is seen at the collective level of staff, teacher and management mentality, as well as in facility and equipment investment and financial resources. The EET Project has served a powerful resource for schools in that the it has been seen as supporting their own ability to adapt to changing times and requirements, thus ensuring their survival.

**VET Administrators and Teachers**

The importance of a European and transnational project should not be under-estimated. VET administrators and teachers are genuinely eager to share experience with and learn from their counterparts in Europe as well as the NIS. In many cases, links between VET schools in the NIS were severed after 1991, while links with Europe have been restricted due to resource constraints. Participation in this project was seen as an important opportunity to improve individual performance, knowledge and self development, and in particular to introduce new forms of teaching. The possibility of developing new relations between teachers and students on the one hand and teachers and the administration on the other was also welcomed.

**Students and Employers**

The needs of students and employers constitute the critical link in the project context. Employers in both Russia and Ukraine are well aware of the necessity for well-qualified staff. Many companies directly fund students, for instance with stipendia during their military service, in order to ensure their recruitment upon labour market entry. Other companies fund continued training of their staff at VET institutions. There is an active and growing link between companies and VET institutions, and employers are represented in the examination and assessment of vocational qualifications. Students are critically aware of the need to find employment upon graduation (or completion of military service). While most of them prefer employment in the initial stages of their career, many of them expressed an interest in starting their own entrepreneurial activity if circumstances permit or later, when they have acquire enough experience.

2.3 **Description and Intervention Logic**

The EET Project was the outcome of a series of expert meetings and National and Regional Roundtables in 1999 and 2000. The conclusions were further developed in a International Workshop in Almaty, Kazakhstan in March 2000 provided the basis for an international exchange of experience and knowledge in the field of entrepreneurship in education and training. Following this meeting, ETF began a process of consultation with the National Observatories to determine the structure and objectives of a potential pilot project. The outcome of these consultations were that Russia and Ukraine would form the two countries covered by the pilot project. The Observatories participated in the drafting of the project terms of reference, while missions by the ETF project manager to the two countries enabled the inputs of stakeholders into the project definition.

The development objective of the EET Project was to contribute to the “development of a VET system which opens itself both to wage/salary employment and self employment, so that graduates are capable of responding to the demands of the market, both as an employee and an employer”. This objective was to be supported through the project objective: “Integrating entrepreneurship in vocational education and training in Russia and the Ukraine by:

- Developing an overall EET approach to VET
- Revising curricula and develop EET-based learning processes
Introducing an entrepreneurial approach to teacher/trainer training

Supporting the development of an entrepreneurial culture in schools; to create conditions, opportunities and the right environment for the implementation of an entrepreneurial approach in schools.”

The project objectives and Logical Framework offer a highly ambitious set of development and project objectives. These objectives as stated lead the reader to believe that a fundamental restructuring of the VET system would take place within the framework of the pilot project. This is not possible, and is clarified by the outcomes and indicators of achievement. The evaluators have used the Logical Framework as the basis for this evaluation, taking into account the central role played by work within pilot institutions.

Based on these objectives, a 5-phase transnational pilot project was defined that would support both initial and continuing VET as follows:

**Initial VET**

Year 1 (2001)  Personal enterprise and development of general business understanding

Year 2 (2002)  Provision of insight into working in an “intrapreneurship” driven organisation

Year 3 (2003)  Creation of capacity to start a new venture

**Continuing VET**

Year 4 (2004)  Training measures and incubator space to develop graduates’ ideas to commercial products/services

Year 5 (2005)  On-going consultancy focusing on adding value to graduates’ business outside the incubator

Of these five phases, only the first three were completed by the time of the evaluation and are addressed in this report.

The budget allocated at the outset for the first three phases of the project was EUR 425,000. A review of the actual disbursements and budget allocation indicate that EUR 388,825 were disbursed.

The project design featured project management directly by ETF, supported by national project groups and project Steering Committees in each country. The project managers were drawn from the National Observatories and their associated national experts. A total of six individually-chosen short-term EU experts supported the project with six targeted training programmes. The transnational dimension was important to the definition, implementation and success of the project.

The overall intervention logic followed a bottom-up approach for the main aspects of technical assistance, while ensuring a supplemental network approach involving top-level policy makers and stakeholders. Thus, the first phase of the project focussed on changing the entrepreneurial culture and organisation of schools and teachers. The second phase introduced Change Agent Teams in schools and worked on the issues of personal enterprise and training of trainers. The third phase focussed on the entrepreneurial approach in an organisation as well as the basis of entrepreneurial ideas and business planning. Throughout the three phases, regular contact with key stakeholders and policy makers was maintained. This enabled specific policy recommendations to be made, which were adopted at the national level in both countries.

Within the first phase of the project, a competitive tender was held in which VET schools were invited to participate in the project as pilot schools. In St. Petersburg, invitations were sent to some 20 schools: 6 responded with applications. In Ukraine, the level of interest was much higher: 24 schools expressed interest in participating; 4 were chosen. The criteria for
selection were established in advance of the call through a consultative process between the Project Manager and the National Observatories. The schools covered both different levels of VET (secondary, upper secondary, higher) as well as different regions in each country. The schools selected comprised:

**Russia**
- Nevsky Polytechnic Lyceum of Nebolsin No. 54 (Initial VET)
- Petrovsky College (Secondary VET)
- St. Petersburg Technical College of Management & Commerce (Secondary VET)
- Karelian State Pedagogical University (Petrozavodsk) (Higher VET)
- Institute of Pedagogical Management and Labour Resources (Veliky Novgorod) (Higher VET)

**Ukraine**
- Kyiv Professional-Pedagogical College named after Anton Makarenko
- Higher Art Vocational School No. 5 (Vinnitsa)
- Higher Vocational School No. 12 (Billa Tserckva)
- Vocational School No. 29 (Kyiv)

Four broad types of activities were implemented within the EET Project:

- **Training Programmes**: A total of six action-learning programmes were held for the VET schools by EU trainers. Subjects included *Fostering entrepreneurship in the organisation of schools; Fostering entrepreneurship in the classroom work of teachers,* and others. The schools were given the chance to work on action-learning assignments between two training modules in each programme. The complete list of programmes is seen in Section 4.2.3 of this report.

- **Policy Consultation and Advice**: Extensive consultations, workshops and sessions with policy makers and stakeholders were held to further define the concept of entrepreneurship in the VET system. This was supported by conferences, steering group sessions and transnational meetings. This resulted in concrete achievements in regional and national policy recommendations in each country.

- **Methodological Development**: Detailed project work was implemented in the field of methodology development. These ranged from training approaches to new curricula to class organisation. Examples include the manual *Principles of entrepreneurship,* developed by the Karelian State Teacher Training University, or Nevsky Polytechnic’s manual *How to set up own business,* which was developed for its students. A large body of Russian- and Ukrainian-language materials have been developed by the project in the first instance, and by individual schools in the second.

- **Surveys and Labour Market Analysis**: Small surveys and labour market analyses were carried out by some schools to determine methods of working more effectively internally, with employers, etc.

As seen from the Logical Framework as well as the training activities and other project inputs, the approach taken is that entrepreneurship form a core skill within the VET schools. This is seen in the emphasis on business-related issues, such as how to start a business, as well as on personal issues, such as encouraging personal initiative, communications, teamwork, conducting a job interview, etc.
2.4 Purpose of the Evaluation and Main Questions Asked

The purposes of this evaluation are to assess the relevance, efficiency, effectiveness, impact and sustainability of the EET project and make recommendations that (a) improve the design and definition of future ETF pilot projects and (b) inform the potential future continuation of the EET project in other partner countries. The evaluation raises the following main questions:

**Relevance**

Was the project relevant to the needs of national and regional VET systems, providers and labour markets?

Was the transnational approach relevant to achieving the project objectives and wider ETF purposes?

**Efficiency**

Were the project components implemented efficiently? These are defined as: project management, training seminars, pilot school approach, and change agent teams.

**Effectiveness**

Did the project succeed in effectively creating an entrepreneurial approach to teacher training in the pilot schools? Were the schools able to integrate an entrepreneurial approach in their organisational culture and administrative systems?

Was the quality of training seminars offered by international experts appropriate? What was the satisfaction and opinion of the main beneficiaries and stakeholders of the usefulness of the project and its results? Did the project improve links with employers, enterprises and the business world?

How was the project implemented over the three-year period? Were there any unexpected results?

**Impact**

What are the results of the project in terms of capacity building and learning among the beneficiaries? Has close cooperation been established between enterprises and schools?

What was the mutual impact of the transnational approach? To what extent did the EET project affect national policies in the two countries?

What are the adaptability and applicability of this pilot project model to other countries? Should the EET approach be integrated in other EC projects?

What are the added value and unexpected impacts of the project?

**Sustainability**

What is the sustainability of changes in terms of curriculum development, CATs, in-service training, class training, agreements with companies, etc.? What are the future roles of CATs and capacity building? Did the project achieve structural changes in pilot schools?

What sustainability would be encountered without future ETF or EC support? What is the usefulness of ETF continuing this kind of pilot project? Should such an approach be integrated into future EC programmes?

Was national and international dissemination achieved by the project?
3. Methodology

The project methodology was designed using analytical tools most appropriate for work in the target region, taking into account the time and resources available for the evaluation. This section describes the evaluation team and structure, the methodological tools employed, the outputs of the evaluation and the team utilised.

3.1 The Evaluation Team

Given the importance of this evaluation project as a learning and knowledge-sharing experience within ETF, an internal evaluation team was established to ensure the appropriate participation and dissemination within the Foundation. The internal evaluation team acted as the interface between ETF and the evaluators, and supported the organisation of the Feedback Seminar and commented on the Inception and Final Reports. The ETF’s Planning, Monitoring and Evaluation Unit served as the coordinator of the internal evaluation team and the overall project. The external evaluation team comprised two EU evaluators and two local experts (see Annex VIII).

3.2 Project Structure

The evaluation project was designed to run over a short time period, from September – December 2004. The national elections in Ukraine, however, made it impossible to implement the site mission originally planned for late November, with the result that the project had to be extended to March 2005. The project was divided into six distinct phases:

a. Document Review: This involved a review and assessment of the documentation produced by the project, including the training materials, budget, reports, steering committee minutes and all other relevant information.

b. First Site Visit to ETF: The First Site Visit took place from 6-7 October 2004 and allowed the evaluators to meet the internal evaluation team, interview ETF members involved in the EET project, review documentation and establish the project methodology and scope.

c. Site Visit to Russia: The Site Visit to Russia took place from 14-20 November 2004, and included 4 days of work in St. Petersburg and one day in Moscow.

d. Site Visit to Ukraine: The Site Visit to Ukraine took place from 16-21 January 2005, and included a site visit to Billa Tserkva, some 80 km outside Kyiv.

e. Feedback Seminar: A Feedback Seminar was held at ETF on 2 March 2005. The findings of the evaluation were presented, and the draft Final Report review-ed and commented upon (see Feedback Seminar Notes, Annex V).

f. Final Report: At the conclusion of the Feedback Seminar, comments were incorporated into the Final Report, which was translated into Russian for further dissemination.

3.3 Methodological Tools

The evaluation methodology was developed based on two criteria (a) the need to receive a balanced, qualitative mix of opinions from project participants and stakeholders, and (b) the resources available for the evaluation project itself. In developing the methodology, an extensive literature search was performed to assess the contribution and applicability of existing methods and research on entrepreneurship, education and training.

The initial expectation on the development of the analytical methodology had to be adjusted during the course of the research on site. It was found that an analytical approach could not
be extensively developed due to the lack of time on site and the lack of many types of data kept by schools and teachers. Therefore, the evaluation is a qualitative one based on interviews, documentation review and direct and indirect observation. The evaluators feel that it is necessary to work on the general framework for evaluating entrepreneurship in education and training, as well as on a specific methodology for evaluating project effectiveness and impact. Additional recommendations have been given in Chapter 5 of this report as well as its Annexes.

The main methodological tools in the evaluation included:

- **Document Review**: A comprehensive review of documentation produced by the EET project was undertaken, including planning documents, Steering Committee minutes, training materials, the Logical Framework and others. In addition, related documents, such as various national policies, related project documentation from Delphi or other donors and materials developed by the participating VET schools was reviewed and assessed.

- **Questionnaire Development**: Structured interview guidelines and questionnaires for the main project participants were designed and used. These are for: Policymakers, VET Administrators, VET Teachers, Students and Employers. The guidelines were designed primarily for individual interviews, although they also proved useful in small groups. The questionnaires have been provided in the Annexe IV.

- **Interviews**: Using the questionnaires, a number of individual and group interviews were implemented, with a total of 54 individual respondents. The interviews were intended both for specific project evaluation, but also to confirm statements, findings or knowledge raise in the document review or other interviews.

- **Direct Observation**: Direct observation of classes and activities, together with tours of institutions, proved to be a useful tool during the site visits.

- **Benchmarking against Control Schools**: In both countries, it was possible to visit “control schools”—schools which had not participated in the project—for the purposes of comparison with the pilot schools. While it was not possible to undertake a comprehensive analysis of control school operations, the visits did support the conclusions drawn on the progress made by the pilot schools.

During the site visits, it was possible to assess a total of five of the nine pilot schools, as well as two control schools. While working in St. Petersburg, the Director of the Karelian State Pedagogical University (Petrozavodsk) visited the project team, allowing coverage of a sixth pilot school. In addition, numerous interviews with Steering Committee members, donors and other stakeholders in both countries were implemented. Detailed information on the methodology is presented in the Annexes to this Report.

In designing the methodology, the evaluators and ETF have adhered as closely as possible to the requirements of objectivity and impartiality, within the constraints imposed by an evaluation project of this scope and nature. Full support and access to information was offered to the evaluators by the Foundation, the National Observatories and all project participants and stakeholders.
4. Assessment

4.1 Relevance of the Project

The EET project is seen as extremely relevant to the needs of national and regional VET systems, providers and labour markets. It has supported schools in working more closely with employers to define continuing education opportunities. It has enabled them to take a different approach to classroom teaching and to the individual roles and needs of the student. By introducing interactive teaching methods, group work, presentations and other methodologies, it has helped increase the self-confidence of students as well as the skills needed to compete in the labour market, either as an entrepreneur or intrapreneur. The project has also helped schools become more entrepreneurial as organisations through encouraging a different approach to school management and the relationships between administration and teachers.

4.2.1 Relevance to National and Regional VET Systems

Successive reforms have been enacted in Russia and Ukraine to make VET more responsible to labour market needs and to promote employability and economic development. This process is today culminating in a policy of regionalisation, designed to make VET curricula more integrated and responsive to specific regional requirements. The EET project is highly relevant to the objectives of national VET reform through its emphasis on:

- Changing teaching methods in order to increase student self-confidence, self-expression and ability to act on own initiative;
- Strengthening student capacity for successful employment or entrepreneurship through job preparation, presentation skills and analytical ability;
- Strengthening the capacity of VET teachers and administrators to react to changing conditions, customise their offerings, introduce new degree programmes, and develop new sources of income.

The high degree of relevance of the EET project is seen in the acceptance of key elements of the EET approach at the political level in St. Petersburg region as well as the national educational policy of Ukraine. However, in the case of Ukraine a shifting policy focus to regionalisation as well as a change in government will probably marginalize EET as a policy concept.

4.2.2 Relevance to VET Providers

Three types of VET providers are distinguished: schools (as institutions); administrators; and teachers. The relevance to each type is explored in further depth.

Schools (Institutions)

The project is relevant and necessary to the institutional capacity of VET schools. The key elements are:

- EET supports the development of new sources of income through working more closely with employers and companies. Until now, this has been an implicit and explicit understanding of the national VET system: government funding, for instance, is widely acknowledged as being insufficient to meet institutional needs or provide living wages for teachers. The supplementary funding needed to renew the technological and equipment infrastructure of schools is often generated from corporate income. EET strengthens the
capability of schools to develop closer links with companies, on an income-generating basis.

- Schools also need to be able to compete in regional markets. EET supports this capacity by introducing new priorities and training methods, enabling competitive differentiation with the “traditional” schools.

The project was therefore highly relevant to school needs. In future projects, it may be necessary to focus on the “business” or operations of a VET school, and which measures the school should take to improve profitability and competitiveness. This will require a different approach than the general, group training approach taken by the first three phases of the project, and will involve additional work at the level of individual schools. For instance, the development of school strategies to promote entrepreneurial activities will require a close attention to the school’s sources of income: today, approximately 40-60% of school income derives from private activities in each of the pilot schools analysed.

**Administrators**

EET as implemented in Russia and Ukraine is highly relevant to the skills and competencies required by school administrators. This is manifested through the following points:

- EET emphasises the need for cultural and organisational change in order to develop the school as a business in a market economy, than through a command economy management style. This calls for consultative decision-making, the ability to analyse the financial or business impact of decisions, and the necessity of working with diverse “customer” and stakeholder groups.

- Administrators as individuals must come closer to the needs of students and employers in order to adapt curricula, services and offerings. Evidence from the project shows that administrators have been able to adapt themselves. For instance, many have become sensitised to demands from students, which previously may have ranked low in priority when compared to the need to comply with educational standards. This is seen in the interest of administrators in promoting school competitions, as well as in promoting their schools towards wider audiences.

**Teachers**

The project has proven very relevant to the needs and requirements of teachers, as expressed both by teachers as well as students:

- It has made teachers more responsive to individual student needs and has placed the student at the centre of attention.

- It has contributed towards a better atmosphere in the classroom through the use of creativity and problem-solving and has broken through the traditional reserve which separated students from teachers.

- It has increased the self-confidence and self-esteem of both students and teachers.

- It has provided teachers with new methodological tools to use in their work.

There were various responses to the issue of who should teach entrepreneurship. Teachers and administrators agreed that broader exposure to employers and businesspeople would support their own understanding of entrepreneurship, and could also constitute an important source of knowledge and learning for students. One school, Higher Vocational School No. 12 in Billa Tserckva, Ukraine, announced that following the presentation of this concept, they would made efforts to include graduates and businesspeople as sources of learning and expertise.

**4.2.3 Relevance to the Labour Market**

The project is highly relevant to the labour market due to three main reasons:
• It increases the capacity of students to function in creative and responsible ways. As a result of the EET project, the pilot schools have introduced or strengthened functions such as job placement, virtual companies, business simulations and exercises promoting presentation skills and group work. This is of major benefit to students, and by extension to employers. It promotes a type of learning which is concerned not solely with theoretical knowledge, but the application of this knowledge in the job market. Whether this knowledge is applied in own business start up or more effective performance as an employee, the benefit to the country will remain.

• In the schools where entrepreneurship has been more intensively taught as a core subject, e.g. in learning how to establish a business, the project will support the capacity of students to start their own businesses, or at least to be in a position to analyse and explore this possibility.

• Most importantly, the project has demonstrated to all participants the need to be more proactive and responsive to professional needs. This is extremely important for the future of VET institutions as businesses in a market economy, as well as to teachers, administrators and students.

However, the relevance of curricula are determined not only by creativity or classroom training methods, but also by the "state-of-the-art" knowledge transmitted to students. While employers working with pilot schools as well as alumni can testify to a “difference” in terms of student creativity and preparation, they also express a need for more up-to-date curricula and training content. The emphasis of the EET project on training methods should not engender a sense of complacency among policy-makers or institutions: there is still important work to be done in curriculum modernisation.

4.2.4 Relevance of the Transnational Approach

The project participants attached a high degree of relevance and utility to the transnational approach. This was differentiated between two areas:

• Learning from European counterparts was seen as highly relevant, useful and interesting. The possibility to learn from high qualified and experienced EU experts was very highly rated, and learning how German or English institutions were coping with curricular change and entrepreneurship development was a rare opportunity.

• Learning from NIS counterparts was seen as more limited, possibly because there were fewer opportunities for direct learning and exchange of experience. All participants, in both countries, expressed the desire for additional links with NIS countries, re-establishing the traditional exchanges that existed in former times.

ETF has therefore developed a highly relevant transnational approach. In future projects, it may wish to strengthen this through:

• Increasing school-to-school contacts, enabling for instance construction schools in Ukraine and Russia to exchange their experience and compare best practise.

• Increase the intensity and effectiveness of transnational learning through the use of study tours, which would constitute a lifetime opportunity for many VET trainers as well as promote an intensive learning effect which cannot be replicated in the classroom.
4.2.4 Relevance to ETF and the European Union

The project is highly relevant to the ETF’s activities. It was a direct outgrowth of policy consultations made at ETF and a decision to emphasise EET as a key work priority. It is also within the framework of ETF’s organisation for pilot projects, as expressed in Article 3(c) of the ETF Founding Regulation.

The EET project is also highly relevant to the European Union. The Lisbon Agenda emphasises the need for making Europe a global reference for education and training by 2010, and links progress in VET towards overall progress towards building a competitive, knowledge-based society. This has been reinforced in the Copenhagen Declaration, which states that:

Strategies for lifelong learning and mobility are essential to promote employability, active citizenship, social inclusion and personal development. Developing a knowledge based Europe and ensuring that the European labour market is open to all is a major challenge to the vocational educational and training systems in Europe and to all actors involved. The same is true of the need for these systems to continuously adapt to new developments and changing demands of society. An enhanced cooperation in vocational education and training will be an important contribution towards ensuring a successful enlargement of the European Union and fulfilling the objectives identified by the European Council in Lisbon.  

The EET is also highly relevant in terms of the European Charter for Small Enterprise, and particularly Action Lines 1 Education and training for entrepreneurship, and 4 Availability of skills. Line 1 states that:

Europe will nurture entrepreneurial spirit and new skills from an earlier age. General knowledge about business and entrepreneurship needs to be taught at all school levels. Specific business-related modules should be made an essential ingredient of education schemes at secondary level and at colleges and universities.

This links in with additional EU policies, such as the Green Paper for Entrepreneurship as well as other initiatives of DG Enterprise.

Finally, the EET project is relevant in terms of the relations between the European Union and Russia / Ukraine, in the context of socio-economic development and bilateral relations. It reinforces initiatives under the Tacis programme as well as other reform efforts underway in each country.

4.2.5 Reasons for Relevance

The high degree of relevance in EET Project objectives, services delivered and results is attributed to three major factors: Project preparation, participant selection, and focus on the institutional level as a means of assuring change. The transnational dimension is also seen as highly effective in contributing to project relevance, as seen below.

Project Preparation

The Foundation prepared extensively for the launch of this project. An expert meeting at ETF in 1999 established the importance of entrepreneurship in education and training as a core policy area. This was then built upon through a series of national consultations through National Roundtable Meetings in NIS partner countries in 1999, followed by a Regional
Roundtable Meeting in Almaty in December 1999. In March 2000, a 3-day workshop entitled “Increasing employability by integrating entrepreneurship in education and training” was held in Almaty, during which the core concepts of EET were explored. Many of the participants in this meeting would later act as project experts, allowing for a common state of awareness and knowledge to develop.

In addition to general preparation, the design of the EET project Terms of Reference was carried out in an inclusive and comprehensive manner. The ETF Project Manager visited both Ukraine and Russia during the ToR preparation, including site visits to many of the institutions and other organisations that later participated in the project. Moreover, the National Observatories were comprehensively consulted in the drafting of the ToR. This enabled critical suggestions to be made, such as the decision to use short-term EU consultants rather than a single long-term EU project manager/consultant.

Finally, the ETF’s extensive background knowledge on the VET institutions and reform areas in each country contributed significantly to the relevance of the project design. As has been noted earlier, ETF and the National Observatories were heavily engaged in VET reform by 2000-2001, and had already published a significant body of research on the subject. The Foundation had long-term relationships with policy makers, stakeholders and managers in each country, and had the requisite familiarity and understanding of the national situation.

Participant Selection

The method of selecting participants contributed to the project’s relevance. In implementing this pilot project, ETF relied extensively on in-house expertise, established resources in the National Observatory Network, and a small group of specialised, EU consultants with whom the Foundation had worked with in the past. The national project management teams were consulted at all stages of the selection process, and were able to make targeted recommendations for inclusion of Steering Committee members, training programmes and other inputs. The participants were empowered and trusted partners, rather than acting in a secondary capacity.

Focus on the Institutional Level

The fact that the project focussed on the level of VET schools enabled concrete progress to be made, resulting in a cascading effect of commitment and credibility of the project. By focussing on areas where decisions could be made, implemented and evaluated, the project established its utility to the stakeholders of the project. A project solely focussed on policy reform, for instance, may not have been able to achieve the same results with the same timeframe and resource allocation.

4.2 Efficiency

The term “efficiency” is defined as a measure of how economically project resources or inputs are converted to results. This section will review general cost effectiveness in financial resources, but will also take into account the time, structure and composition of the project to determine additional efficiency factors.

The EET project was based on three annual work programmes or phases, each of which combined extensive local activities, such as networking, coordination, development, with short-term EU expertise in the form of training and action learning workshops. Throughout the project, links were made with other ETF initiatives, and to a lesser extent larger EC and other donor projects. The project relied on extensive networks of local stakeholders in each country, organised in National Steering Committees and National Project Groups. Project activities are divided into four main categories: project management, training seminars, pilot school approach, and change agent teams. Each activity, together with the utilisation of general means and costs and synergies and interactions, is reviewed here.
4.2.1 General Means and Costs

The EET Project disbursed a total of EUR 388,825 over four years (2001-2004): this is significantly less than the EUR 425,000 planned in the original project Logical Framework. Given the level of achievement of project objectives, as outlined in Section 4.3 Effectiveness, this can be considered a cost-effective and efficient project. Some major elements of cost efficiency can be briefly illustrated here:

- The project did not include any direct compensation or resources for VET schools, apart from travel costs and minor dissemination costs (e.g., costs of conferences or training events organised on site). This means that the project was able to achieve a significant impact on school operations solely on the basis of service quality, rather than equipment subsidies or staff payments.

- There were high costs for organisation of meetings, workshops, publications and other expenses which were not directly related to expert fees or compensation. Taking into account an average ratio in large-scale technical assistance projects of 80% compensation : 20% expenses, it is likely that the ratio achieved by the EET project is significantly lower.

- The amount actually disbursed is lower than either the formal budget of EUR 425,000 in the project Logical Framework. It is significant that the total initial amounts were not absorbed.

It is, however, difficult to make more informed judgements about financial efficiency without a more comprehensive project cost accounting system that monitors ETF pilot projects. Three suggests are made here for future projects:

a. The Foundation should review the possibility of instituting a standard project accounting framework to readily track and analyse costs per activity (e.g., training, workshops, preparation) as well as cost types (e.g., airfare, consultancy fees, publications, communications). It would then be possible to benchmark financial efficiency across pilot projects as well as other activities through financial ratios. This would also contribute to a better understanding of issues such as the return-on-investment of training, which is currently impossible to track on the basis of standard EC accounting procedures.

b. The Foundation may wish to review the practise of calendar-year budgeting. When viewed from the experience of actual projects for ETF, it might be more efficient to implement a project based on a longer-term budget commitment, avoiding the need for repetitive cost accounting, technical and financial tendering and the general uncertainty for all parties that comes from resolving and managing annual contracts. The Foundation should review whether a multi-year pilot project could be structured under a different contracting procedure, allowing ETF staff as well as consultants to focus on delivering results, rather than contract administration.

c. The Foundation may also wish to review the overall resources allocated to pilot projects. While it has been able to achieve results with extremely limited resources, future engagements may not be as effective. In the specific project, for instance, it is doubtful that the effectiveness of policy advice would have been possible without extensive synergies between the ETF VET Reform projects and the EET Project. In other words, the ETF may be under-estimating the resource requirements for achieving results. This is particularly the case when it launches projects in geographic or thematic areas where it does not have a significant prior experience or local contacts.

4.2.2 Project Management

Project management was provided by a Project Steering Committee, comprising the Deputy Director of ETF and two high ranking officials from Russia and Ukraine. Two National Steering Groups (NSGs) coordinated activities in each country. The Group in NW Russia had
4 participants; the Ukrainian Group had 10 participants. Daily project management was assured from the ETF Project Manager, supported by ETF staff. Two National Project Groups (NPGs) supported the daily management of the project in each country. The Russian NPG comprised three members, all staff of the NW Observatory; the Ukrainian NPG comprised three members, of whom the coordinator was the Head of the National Observatory, and two other members were affiliated with other organisations. The structure of the project team is shown below:

Despite the apparent complexity of this organisation, there are indications that it functioned efficiently:

- The Project Steering Committee comprised senior figures who were able to commit their respective organisations at a political level to the project. While this Committee did not have to meet often, the communications and personal relations between the members provided an adequate and necessary basis for gaining key stakeholder support.

- The National Steering Groups played a vital role in committing and energising senior stakeholders. This led to a direct impact in terms of providing an EET-related input into national policy making. The EET Project was able to make a direct impact on national policy in each case. The fact that the Ukrainian NSG was large was a function of the structure of policy-making in the national Government: despite the large number of participants, the Ukrainian NSG functioned effectively and played a vital role.

- The National Project Groups functioned efficiently. A key difference between the two groups appears to be the extent to which they played a technical versus an administrative role. The Russian NPG appears to have been heavily engaged in both technical support as well as administration, while the Ukrainian NPG may have been more administration-focused. In both cases, the NPGs were able to ensure a smoothly functioning project. For instance, in the case where Pilot Schools dropped out of the project, the NPGs were able to continue work and maintain the number of four schools per country. They also played a very significant role in organising the different training and dissemination events.

The overall project management was able to resolve the different incidents that arose. For instance, key decisions had to be made early in the project on the composition of the NPGs as well as the role of long-term versus short-term consultants. These issues were resolved successfully and to the mutual agreement of all members. When a tragic automobile accident
resulted in the death of the Ukrainian member of the Project Steering Committee and National Steering Group, the project was able to regroup and continue operations.

When the evaluators appeared in late 2004, they were able to communicate with all key members of the organisation, review data and materials, receive up-to-date information on current developments and dissemination efforts, and otherwise check progress. There is a strong level of continuity and commitment in the project participants, which is a further sign of a well-functioning project team.

An unexpected difficulty in the evaluation was caused by the lack of staff within ETF with direct experience with the EET Project. The ETF Project Manager retired prior to the arrival of the evaluation team. The ETF Deputy Director who was a member of the Project Steering Group was absent on medical leave. Only one ETF staff member, a former Project Assistant, was present, and her contract ended one month after the first evaluation mission to ETF. The absence of continuity in project staff, together with the absence of a formal knowledge management system, is seen as a key weakness within the Foundation. For instance, the National Observatories were fully up-to-date with EET activities, and were able to function as the “institutional memory” of the project in their respective countries. The same could not readily be said of the Foundation’s headquarters. This detracts from the efficiency of ETF as an organisation capable of initiating VET reform in the partner countries, and from the EET pilot project as a whole.

4.2.3 Training Seminars

A total of six training seminars were held by six European trainers. Each seminar had the following structure: an initial training period, usually 4-5 days, would be held with groups of pilot schools. At the end of this period, a development subject would be assigned, and each school would work on this subject over a period of 2-3 months. A second training period would then occur, in which schools presented their development subjects and engaged in further training. Each seminar was repeated in Ukraine and Russia, except for the seminar entitled Enterprising VET Teacher, which was delivered only in Kyiv with participation of Russian trainers. The list of subjects and trainers is shown below.

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject &amp; Trainer</th>
<th>Location</th>
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<tbody>
<tr>
<td>September – December 2001</td>
<td>Fostering entrepreneurship in the organisation of schools.</td>
<td>Russia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ukraine</td>
</tr>
<tr>
<td>October – December 2001</td>
<td>Fostering entrepreneurship in the classroom work of teachers.</td>
<td>Russia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ukraine</td>
</tr>
<tr>
<td>June – September 2002</td>
<td>Introducing the work of change agent teams. Personal enterprise development and the development of business understanding.</td>
<td>Russia</td>
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<td></td>
<td></td>
<td>Ukraine</td>
</tr>
<tr>
<td>November 2002</td>
<td>Enterprising VET teacher.</td>
<td>Ukraine</td>
</tr>
<tr>
<td>December 2002 – March 2003</td>
<td>Intrapreneurship: developing and using the entrepreneurial approach inside an organisation.</td>
<td>Russia</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ukraine</td>
</tr>
<tr>
<td>May – October 2003</td>
<td>Entrepreneurship: idea creation, development and refinement.</td>
<td>Russia</td>
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<td></td>
<td></td>
<td>Ukraine</td>
</tr>
</tbody>
</table>

Without exception, the teachers who have participated in the training have expressed their satisfaction with the content, methods and results. Schools nominated teachers to participate, who would later form the members of Change Agent Teams (CATs) in each school. During the site missions, the evaluators were able to see both primary CAT teachers as well as other teachers who had been trained by CAT members apply innovative training

7 With participation by Russian teachers.
methods in their work. In addition to using materials developed by the EET project, many schools have continued the CAT model, and have continued the development of materials, methods and in-school training.

The efficiency of this approach is therefore accepted in the current context. By focussing resources on a motivated group of CAT members, who were supported by the administration of the pilot schools, the EET project was able to assure a real change in teacher attitudes, skills and mentality with a relatively small input in training activities. There are, however, some recommendations ETF may wish to take into account in designing future training activities and pilot projects which emphasise training:

- Seen from the viewpoint of a teacher or administrator, the net delivery of 6 training programmes over a period of three years may be insufficient. Furthermore, the fact that only 5 teachers per school could participate in each training seminar constitutes a limiting factor.

- The training appears to have occurred at the level of individuals. It is difficult to evaluate the extent to which the training could have addressed the business or organisational aspect of VET at the school or institutional level. For instance, it may have been effective to combine group training (which included the participants of all four pilot schools) with a period of concentrated training and consultancy within individual VET schools, designed to improve their specific competitive advantages and operational challenges.

- Some teachers indicated that the uniform approach of training – project – training was interesting in the first couple of iterations, but by the end of the project had become monotonous. Other action learning methods could be developed in designing training programmes.

- The training methods utilised appear to be rather basic. It would be interesting to see whether advanced technologies or interactive digital learning methods could be employed in subsequent training programmes. The link between general training and personal guidance and development should be explored.

- Apart from a reaction – satisfaction level of assessment, no other assessment method was used to determine the effectiveness and efficiency of training. No method was used to link personal and corporate training needs. A formal training needs assessment at the pilot school level was not conducted.

- Future training sessions may consider incorporating a study tour to further participant motivation and learning. As additional step may include utilising some of the current pilot schools as national study tour destinations in the case of large technical assistance programmes (such as Tacis Delphi).

Despite these points, there is a tremendous value in the experiential knowledge currently held by those National Observatory and pilot school members who have participated in the project and implemented the EET approach. It is vital that this knowledge be codified in usable form, in order to promote its wider dissemination and utilisation. While certain materials have already been translated into Russian and Ukrainian, it is important that the complete set is formalised in order to promote its further use.

4.2.4 Pilot School Approach

The pilot school approach is seen as particularly efficient in terms of the potential for seeing results in a short time frame and in a visible, measurable way. By focussing on a small group of directly and indirectly competing institutions per country, the EET project isolated a consistent, measurable area in which the training and development activities could take place. Furthermore, the schools were chosen in such a way as to reflect different levels of development. For instance, in North West Russia only two schools were in St. Petersburg;
the other two were located in Petrozavodsk and Veliky Novgorod. There was also a good mix of secondary and higher VET institutions.

The evaluators were impressed by the level of friendly competition engendered by the involvement of different schools in the same project. This had the effect of encouraging an active participation in the development projects and presentations, as each group of teachers wanted to show the other teachers how good their institution was. The competition was healthy, and was a major motivational factor. Experience from projects involving other educational institutions, for instance in the management or higher education field, indicates that the competitive spirit may have been more pronounced and possibly counterproductive.

There were some factors which affected the efficiency of pilot school participation:

- In many cases, the demands of school curricula on teachers are extensive, leaving little time for project participation. Future projects should review methods of inserting technical assistance into the work schedule and annual calendar of schools in such a way as to minimise the impact on daily operations. For instance, the project structure of intense, full-day seminars in a single week could be changed to focus on evening classes or morning classes, working around teaching schedules.

- The project was not able to remunerate teachers or provide for extensive development of materials. This may have reduced the ability of teachers to participate and later to fully develop their skills, curricula and knowledge. The evaluators saw, for instance, schools which had developed innovative training materials in a clearly low-cost manner. Future projects may wish to provide a level of support to schools and / or teachers in order to maximise their benefit from their involvement.

- The professional exposure of teachers to employers appears to be more limited than that of other professions, for instance, school administrators or managers. Future projects in the EET field may wish to utilise local managers and entrepreneurs as trainers or speakers, furthering the understanding of entrepreneurial needs.

- In several schools visited, the evaluators had the feeling that there was a gap between a powerful administrator and the teaching staff. This was particularly pronounced in North West Russia. While this does not seem to have affected the project efficiency (particularly as the Deputy Directors seen have all been heavily committed to the project), ETF may wish to consider how active measures of cultural and organisational change could support future projects in this area.

There are also some factors affecting pilot schools which affect the efficiency of the project, but may be beyond the ability of ETF to influence:

- Budgets of the pilot institutions are limited. With the regionalisation of VET administration and funding in Russia, and similar efforts underway in Ukraine, it is likely that resources will become even scarcer in the future. Future, larger-scale initiatives may therefore be hindered by the lack of resources for direct support of schools and teachers.

- The state VET curricula allow only selective flexibility in integrating EET. For instance, many schools integrated EET-related subjects in the elective courses open to students. The long-term impact of such a policy may affect the efficiency of EET as a subject.

- Some subjects may be more conducive to an EET approach than others. It is important to gain a more comprehensive understanding of where EET can be introduced based on subject matter of courses.

- The post-school track of male school leavers is inevitably affected by the mandatory requirement of entering military service. This may affect the efficiency of EET as a core curricular subject. In other cases, students graduating from a secondary institution are not considered fully qualified to enter some protected professions. Further study is
necessary, including a period of practical training. Future EET initiatives should be
tailored to the degree path of different VET institutions and levels.

- In order to fully promote EET, it would be useful to examine future projects in the field of
formal, i.e. system-established, teacher training and qualifications as well as in-service
training. This would ensure the take-up of EET at the system level.

4.2.5 Change Agent Teams

The Change Agent Team model has been successfully implemented during the course of the
EET project. The evaluators were able to meet with members of the original CATs as well as
the teachers they had trained through cascade training. This methodology was seen as
highly innovative, and fits into the general culture of teacher training and pedagogical
councils present in the Russian and Ukrainian VET systems. Several of the CAT trainers are
now applying this model in other schools on a contract basis, while most of the pilot schools
claim to continue the model in various forms. For instance, the Karelian State Pedagogical
University is advising and training staff of two other VET schools in Russia on setting up and
running CAT groups. The CAT model was therefore highly efficient, as it enabled a large
scale multiplication effect using a relatively small group of initial CAT members per school.

Some factors which may be taken into account in future EET programmes:

- The number of teachers in the initial CAT group should be reviewed, particularly in terms
of the total teacher enrolment in an institution, whether the CAT members are permanent
or part-time staff, and the compensation of the CAT groups. It may be possible to
accelerate the process of EET integration by enlarging the initial pool of CAT trainers
and/or intensifying their preparation.

- In Ukraine, feedback from the teachers indicates that in schools with stable CAT teams –
i.e. the same teachers participated in all 6 training seminars and led CAT activities in their
schools – the results were better. This could be an example of best practise for future
projects. However, in Russia, a strong example was seen of a pilot school in St.
Petersburg, where a well-organised internal workshop and dissemination process led to
good results, even with changing CAT members. It is likely, however, that in addition to
providing a core group of stable CAT members, each training session could include some
“elected” members relevant to the specific training subject.

- It is highly likely that intensified training and CAT activities by EU and NIS trainers within
each individual pilot school will accelerate the impact of training and will be more efficient
in terms of results per training or CAT hours expended.

- Future projects may wish to differentiate CAT professions or practises according to (a)
the sector and/or subject taught, and (b) the profile of the CAT teacher, in order to
achieve higher efficiency. However, the involvement of a wide range of teachers and
specialisations in the CAT process is seen favourably.

- Future CAT projects may wish to include organisational change projects in order to
enhance the position of the school as a business.

4.2.6 Synergies and Inter-relationships

The EET Project directly fostered synergies with a number of complimentary programmes,
while the schools themselves developed a number of additional inter-relationships and
cooperation on their own account. The most direct example of linkages were between the
EET project and the ETF VET Reform projects. In many cases, directly complimentary
activities were established, often addressing the same group or overlapping groups of
stakeholders. According to Steering Group members and other participants, the EET
project’s impact on national stakeholders and policymakers would not have been possible
without the parallel VET Reform Project.
There were a number of indirect linkages established, often by the schools themselves:

- Schools in Russia and Ukraine established relationships with German bilateral programmes in VET reform. They were often able to gain material assistance (e.g. equipment, training in technical fields) for their institutions as a result.

- Schools in both countries have increased their participation in national programmes. In St. Petersburg, for instance, the pilot schools have expanded their work in retraining workers or disadvantaged social groups under training programmes sponsored by the Employment Service of St. Petersburg. In both countries, schools are participating in dissemination and pilot projects of various sorts established by the Ministries of Education and/or Labour.

There were some linkages anticipated by the evaluators which were not readily apparent in the project:

- Schools did not and for the most part still do not have an organised system of managing relationships with alumni or employers. The interface with students after graduation occurs sporadically, e.g. at “Open School” days, and is often at the initiative of the students. Relations with employers tend to be restricted to job placement activities and negotiation of contracts for training: employers (or entrepreneurs) do not act as trainers, mentors or advisors in any capacity. In the case that the EET project is continued in Phases IV and V, a major objective should be the systematic development of alumni and employer relations for fundraising, networking and related activities.

The project did not develop extensive links with Tacis or other larger-scale technical assistance projects to any meaningful extent. Nevertheless, there is a clear interest on the part of other EC programmes to share in the results. The EC Delegation in Moscow has expressed an interest in receiving specific recommendations and findings from the project, while the Delphi programme has expressed an interest in more detailed sharing of information, materials and experience. The National Training Foundation of Russia, in its management of World Bank programmes for educational reform, is highly interested in the links between EET and the regionalisation process occurring in Russia. ETF should immediately promote the results of the project to the wider EC and Tacis community, and explore ways to maximise transfer of results and methods, particularly through large-scale programmes such as Delphi or the upcoming Tacis Strengthening Regional Vocational Education and Training project in Ukraine.

### 4.2.7 Conclusions and Recommendations

The first three phases of the EET Pilot Project have been efficient in terms of the results achieved at the school level and the resources invested. In designing and planning future EET initiatives, ETF should focus on improving a few core aspects of the EET approach to promote greater efficiency:

- The context in which EET reforms are made in specific schools and professions should be reviewed to enhance efficiency. Some subjects and some VET tracks are more conducive to EET than others. It would be useful to have a roadmap of how the concept of entrepreneurship as a core skill could be introduced into different classes within a specific degree track or course of study.

- The material resources available for schools and teachers should be increased in future programmes, particularly given the regionalisation reforms in both countries, and the present (and anticipated) lack of resources available for teacher stipends, budgets, etc.

- The structure and delivery of training sessions should be reviewed. Options to assess include strengthening the links between school strategic priorities and individual teacher training, as well as the frequency, intensity and focus of training. Future programmes
should increase the proportion of training and action learning that occurs directly within schools, rather than in general groups.

- Future training sessions should be expanded to include a stronger presence by national entrepreneurs and employers in order to further teachers’ understanding of real labour market needs.

- The process of EET training should be codified or fully compiled, and appropriate knowledge resources developed. The ability of ETF headquarters to learn from pilot projects and to develop a knowledge management system should be improved.

- Future initiatives in this field should require cooperation with larger EC and other donor programmes in order to promote efficiency, reduce redundancy and overlap and promote the optimal of resources.

- Methods to optimise and standardise the organisation of pilot projects should be considered, such as the use of longer-term contracting (rather than calendar year contracting), standardised financial analysis and reporting, and

In terms of efficiency, excellent results have been achieved at the school level. Important reasons for this include the Foundation’s preparation and prior knowledge of the subject area and target group, the selection of participants and the inclusive method of project management. The results were achieved with very limited resources. Whether or not further pilot projects should take the same risks is an open question.

4.3 Effectiveness

Effectiveness measures the extent to which the project’s objectives have been met in terms of the results set out in the Logical Framework. In this section, the project results in the four main LogFrame objective fields are assessed.

4.3.1 Objective 1: To develop an overall EET approach in VET

The EET project has played a significant role in creating a common awareness and vision of the subject of entrepreneurship among key stakeholders, as well as the development of specific policy recommendations:

- All project stakeholders interviewed during the course of the project affirmed their familiarity and awareness of the main themes and objectives of EET. Even in the case where individuals had changed during the course of the project, there was a concrete awareness by their successors of the project objectives. There were, of course, the inevitable differences in interpretation, judgements about different roles and responsibilities, and competing priorities. The role of regionalisation in Russia and Ukraine, for instance, is claiming both resources and attention of public officials, and may distract from furthering EET in the immediate future.

- One of the main contributions of the project was the development of a common vision and understanding of entrepreneurship. Particularly in St. Petersburg, it was necessary to change the emphasis from “entrepreneurship” to “innovation” as a means of counteracting a negative impression left from private sector activity. A breakthrough in St. Petersburg occurred when a political declaration on the definition, role and importance of EET was made by the National Steering Group.

- Formal mention of EET has been made in the Employment Strategy of St. Petersburg as well as in draft national policy in Russia. EET has been mentioned at the national level in Ukraine, although recent decisions by the Ministry of Education and Science have emphasised regionalisation.
While the vision may be present (in various degrees) among policy-makers and members of the National Steering Committees, it should be emphasised that this has not thusfar translated into operational measures in national policy, funding or curricula.

A major reason for effectiveness at the level of policy-makers was the synergy between the EET project and the VET Reform projects in both countries. In each case, the National Observatories played critical roles in mobilising project resources and working with stakeholders. ETF supported this activity through the activities of the Advisory Forum\(^8\) and other conferences and events.

It is therefore likely that future efforts will have to be made to further introduce EET in specific national policies and regulations. Some issues that can increase future effectiveness of EET projects include:

- Resources for EET are currently very limited in Russia and Ukraine. However, donor-financed resources exist. The Tacis Delphi programme and the National Training Foundation’s *Educational Reform Project* in Russia have both affirmed the importance of EET and the desirability of promoting it. In Ukraine, Tacis projects such as the *Strengthening Regional Vocational Education and Management* of the World Bank’s *Private Sector Development Programme* provide resources which could be used to support EET integration at the policy level.

- It is highly likely that regionalisation will negatively affect the opportunity for funding and further development of EET in an organised, sustainable sense. All estimates point to declining funding for VET as a consequence of different resource availability within different regions. The anticipated funding shortfalls, however, create an urgent need for schools to become more entrepreneurial and move closer to the labour market in order to develop additional sources of income. This is therefore a further opportunity to promote EET.

- Unless systemic changes are made, such as the specific composition and structure of degree programmes, or the system of teacher qualification and in-service training, a uniform and sustainable introduction of EET is unlikely to happen. Future projects and initiatives should therefore focus at key system points in order to influence change.

- Future projects, perhaps in the accession countries or the new EU member states, could benefit from integrating EET initiatives in the framework of broader policies, such as the Lisbon Agenda and the European Charter for Small Enterprises.

### 4.3.2 Objective 2: Revising curricula and developing EET learning processes

This was arguably the greatest impact of the pilot project. Significant changes have been made in teaching methods in the pilot schools. This includes changes or additions to curricula, changes in teaching materials and teaching methods.

- Schools have changed curricula to include entrepreneurial components in certain fields. For instance, business planning and entrepreneurial skills have been introduced in some degree tracks, primarily through offerings during elective courses.

- Training methods have changed to focus on interactive teaching and training. Students are put at the centre of discourse and are challenged to link the subject matter they are learning with its relevance to their future careers. More extensive use is being made of case studies, problem solving, presentations and group work. The evaluators were able to observe “idea fairs”, presentations, and other methods used in practise.

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\(^8\) The ETF Advisory Forum is a network of some 120 vocational education and training institutions in the EU Member States, associated countries, and partner countries.
The training materials developed by the project are at a basic but highly functional level. They tend to emphasize psychological and personal factors required for developing entrepreneurship and entrepreneurial characteristics. The role of business planning, costing or business set-up is not as well developed, at least in the materials shown to the evaluators. This would be one area where future EET project activities could focus on as a means of developing additional materials.

New teaching materials were developed. These tend to be interactive and intuitive, using new learning processes. However, schools often do not have budgets extensive enough to develop new materials, and as a result these are sometimes limited in number, quality and scope.

From a methodological viewpoint, there are several factors that affect the validity of the results in Objective 2:

- It is impossible to quantify or quality in which fields, classes, grades and subjects the EET-based approach has been implemented in any given VET school. While the basic approach or philosophy taken by the project was that of EET as a core subject, it was not possible to track in which subjects/classes or to which extent these have been intensified.
- Furthermore, it is impossible to qualify or assess the effectiveness of the EET method in a systematic way. Statistics for instance on successful qualifications rates, competencies or skills attainment are difficult or impossible to obtain on a systematic and/or historical basis.
- Greater effectiveness could have been achieved had resources been available for material support to schools. The widely divergent material and equipment base of schools affects the take-up and adoption of the EET approach.
- The dominant share of state curricula are determined by state qualifications councils, and it is therefore difficult to revise curricula extensively. As one administrator put it, EET has been integrated into curricula “illegally” (as a replacement of an elective programme). Teachers and administrators state that there is little room for EET under the state-certified degree programme.
- The effectiveness of adoption of EET-based curricula is also determined by the number of teachers who could participate directly in the project, and the effectiveness of CAT-driven cascade training. The project accepted a total of 5 teachers per module per school, with responsibility for subsequent CAT activities left at the discretion of each school. The precise extent to training, as measured by the number and type of teachers who have participated in this training, is unknown.

Despite these caveats, the EET project has made a real and significant change in the classroom work of teachers. This has been confirmed by students, alumni and teachers, and verified through class observations. The evaluators were struck by the extent to which, in an open session, students were willing and able to express themselves honestly in small group sessions as well as before their teachers. None of these elements were apparent in the “control school” visits or interviews, where the administrative and teaching methods continue to be in the traditional style.

### 4.3.3 Objective 3: To introduce an entrepreneurial approach to teacher training

The pilot institutions have made significant progress in introducing an entrepreneurial approach to teacher training, particularly when compared to the control schools. All teachers interviewed expressed their satisfaction at the approach and the usefulness of EET, and stated that they have participated in regular teacher training sessions at the school level. By this, they primarily referred to the use of interactive pedagogical and learning methods which offer a personalised relationship between teacher and student. This has also been confirmed through class observation, review of training materials, and interviews. The subject of
entrepreneurship, i.e. business start-up, has been less extensively integrated into teacher training or general training curricula. However, it is difficult to determine the precise extent to which the EET approach has been implemented into the core curricula, or even the integration of interactive training methods in the full course programme. The record of adoption is necessarily different from school to school and subject to subject. Some issues affecting project effectiveness:

• The effectiveness of the entrepreneurial approach is acknowledged by the teachers in both the CAT teams as well as the recipients of cascade training. However, this effectiveness is defined in terms of the relationship between the teacher and student and the self-confidence and motivation of the student. Quantitative or qualitative methods of assessing the effectiveness, such as student pass rates, time to master subjects, or other means, are not systematically kept by school administrations.

• Similarly, the extent and intensity of teacher training is not systematically recorded or managed by the pilot schools. Most training systems are heavily dependent on voluntary motivation and participation: schools do not have the means to motivate teachers based on quality of training – the main method is usually based on volume of work. Only one school, the St. Petersburg Technical College of Management & Commerce, claimed to regularly assess and incentivise teacher performance through peer review and student review.

• The formal system of primary teacher qualifications are largely unaffected at the system or other level, and is outside the remit of the pilot VET institutions. Two Russian higher pedagogical institutions participated in the project: the Karelian State Pedagogical University (Petrozavodsk) and the Institute of Pedagogical Management and Labour Resources (Veliky Novgorod). According to the Departmental Director from Karelian State Pedagogical University, who was interviewed during the course of the analysis, changes have been made to curricula as a result of the EET project, but these have been at the initiative of the school, rather than VET system. This constitutes an important area where further reforms could be implemented.

• The formal system of in-service teacher training remains unchanged at the school level, again due to the fact that the VET system establishes certain norms for this area. Each school has taken its own approach to in-service training: the specific effectiveness could not be measured in terms of total number of teachers trained, subjects taught, training methods utilised, etc.

• Some subjects are more inherently suited to an entrepreneurial (or interactive) approach than others. Despite this, the evaluators were informed that even classes such as calculus or physics had become more interactive. It was not possible to verify or qualify this finding independently.

Despite these points, it is interesting to note that many of the teachers have continued their own development of interactive and entrepreneurial training methods. Schools have made an effort to involve all teachers, not only those teaching within business-oriented disciplines. Within the pilot schools, this tends to occur in the framework of methodological or pedagogical councils. This involves the wider dissemination or the research and demonstration of new or improved teaching methods and materials. A further important channel is that of state competitions and conferences: schools in both Russia and Ukraine were actively participating in regional or national councils through teacher presentations and competitions. Finally, many schools and teachers are now acting as paid trainers or consultants to other schools or in government-sponsored development and dissemination projects.

In the future, it will be necessary to systematically address the issue of teacher training in order to assure future effectiveness of EET. Issues such as formal teacher qualification systems, the role of in-service or continued teacher training, and the resources and
assessment methods available per teacher and per class must be assessed and improved. While the approach may have been effective on the basis of four pilot schools, it is uncertain whether a similar approach is possible on a large scale.

4.3.4 Objective 4: To support development of entrepreneurial school culture

The EET project actively and effectively contributed to the partial development of an entrepreneurial culture within schools. Teachers and administrators state that communications are now easier between groups. During planning meetings, different ideas are raised and discussed: in the case where good ideas are expressed, an effort is made to bring these into practise. In some cases, this was a direct output of the project and the interaction between different groups. For instance, the presence of the St. Petersburg Employment Service in the National Steering Group was a primary motivation for some pilot schools to introduce continuing education curricula and qualify for financial support to implement job training and retraining programmes.

The project was effective in the following terms:

- It provided additional confidence among teachers and administrators to innovate in terms of their classroom activities. This in turn boosted the reputation of the pilot schools among potential students. It should be noted, however, that the success of the pilot schools in job placements was an important factor in school reputation, but this performance record cannot be directly attributed to the project.

- The project provided a basis for a new form of cooperation and cooperation between teachers and administration. It enabled new energies, new creativity and new initiatives to be undertaken. The organisational culture improved, decision-making changed and relationships changed.

- The project reinforced the importance of cooperation with employers and companies. It should be mentioned that this cooperation was already in place prior to the EET project, in the form of contracts for continuing training, job placements, internships and similar contacts.

- The fact that the pilot schools introduced some form of entrepreneurship as a subject – e.g. job applications, presentation skills, business plans, learning how to register companies, etc. – has certainly contributed to the school’s importance in the eyes of students and possibly employers.

However, there are no systematic indicators or assessments in place. The School Strategic Plans, for instance, that have been often mentioned in project documentation, do not exist in written form and are not systematically organised. No evidence is seen of employers, corporate managers or entrepreneurs playing a role in teaching classes. When entrepreneurs and employers were interviewed during the course of the project, they continually stated that the vocational system did not adequately prepare students for the job market, that subjects were outdated, and that major improvements were required in state-of-the-art subjects. For instance, an entrepreneur in the field of textiles and garments stated that while basic education was sufficient, there was no training available on new fabrics or new designs.

In defence of the project, it should be noted that two major components in developing the entrepreneurial culture – Phases IV and V – did not take place.

The project was therefore effective in terms of developing a partial change in the entrepreneurial culture of schools. This change built upon and reinforced ongoing changes and the need for schools to become entrepreneurial, or suffer dramatic funding shortfalls. Significant changes have been seen internally in organisational culture and cooperation, particularly when the pilot schools are compared to the “control” schools. It is likely that future programmes should focus on the “business” or operational aspects of VET and emphasize
the strategic transformation of schools as a priority. This calls for a greater in-school focus and the development of real strategic plans for institutions. The use of existing models, such as TQM or Balanced Scorecard could be one method of qualifying and planning an entrepreneurial approach across an entire organisation.

**Focus on Entrepreneurial Culture: The Case of the St. Petersburg Construction Professional Lyceum No. 50.**

The Professional Lyceum No. 50 is a secondary institution for training construction professions such as builders, bricklayers, plasterers, electricians, carpenters, and related trades. It was one of the schools that applied to participate in the EET project, but was not selected. It functioned as a “control” school, enabling the evaluators to compare the results of the EET project in pilot schools.

The Lyceum has made significant progress in adapting to the new economic conditions in the region:

- It has signed a number of contracts with companies for both the initial training (e.g. through internships) but also continual training of staff. The resources from these contracts are used to compensate teachers, renovate facilities and otherwise contribute to the school budget.
- It has agreements with companies which contribute western-standard building materials, which the school uses in its classes. This constitutes an interesting form of marketing and training for builders, since these materials are in high demand among regional home-owners, but cannot be found in the traditional VET curricula.
- It participated in the German bilateral “Transform” Project, which was developed for the building industry. From this project, it has upgraded and gained equipment and training materials.
- It is in the process of launching adult education for unemployed and disadvantaged individuals. These classes are financed by the Federal State Employment Service, St. Petersburg, and participation is on a tender basis.
- It has launched new degree programmes in confectionery and bakery trades, including store managers.

The Lyceum is therefore quite entrepreneurial as an institution. The difference seen with the EET project is in two key areas:

- The Lyceum remains a very centrally-managed institution. Its Director, a highly effective and charismatic individual, makes all strategic decisions for the institution. He plays a major role in all areas, such as interfacing with companies, mediating with government officials, determining building programmes, etc.
- The classroom work remains dominated by the teacher, using a lecture-style or demonstrative approach.

This example illustrates some of the main benefits of the EET project in the pilot schools: its contribution to the decentralisation of school management and to the development of a different school culture and a change in classroom teaching methods. As this example shows, however, all schools have had to make the transition to a more entrepreneurial approach in terms of funding and activities.

**4.3.5 Quality and satisfaction levels of the participants**

The participants have expressed high levels of satisfaction with the overall project, the quality of the training, the quality and suitability of international experts, and essentially all aspects of
the project. For many, this was their first direct experience with donor-funded programmes; others had prior experience.

There were two areas where a wish for improvement was expressed by the participants:

- There was a strong preference for additional resources and more intense training in the first three phases of the project. Resources referred to included material support for schools, e.g. for computers and training materials, as well as more possibly some form of support for teachers. Others expressed the desire for a stronger presence of EU trainers in each individual school, an extension in the number of school teachers who could take part in courses organised by EU trainers, and greater amounts of training.

- There were some comments that the value of the transnational partnership, while important, did not offer enough chances for mutual learning or knowledge sharing. There was an expressed desire to learn from additional countries and regions, and to restore the links of cooperation and knowledge sharing between the NIS as well as other regions.

The school participants expressed a desire to continue the project, which was confirmed by policy-makers and other stakeholders. There was a real interest in continuing work with ETF in this field. The project was judged to be useful and relevant to the needs of each region.

4.3.6 Unexpected results

The project was implemented largely as planned over the three year period. There were at least two unexpected results:

- The degree of continuing work in the EET field by the teachers and pilot schools is impressive. Teachers from the pilot schools are currently serving as advisors or trainers in others schools, even in distant regions. Pilot schools are receiving contracts to train other schools and introduce the EET approach.

- The quality of entrepreneurial education offered is certainly impressive, even when compared with equivalent VET schools in Western Europe. This includes both interactive training methods as well as entrepreneurship as a subject. The evaluators were often left with the impression that change had taken root more firmly and more quickly in Russia and Ukraine than in many EU countries, and under much more difficult circumstances.

4.3 Impact of the project

An impact is defined by the OECD\(^9\) as “positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended”. This evaluation study occurs one year after the end of activities on Phase III, and has focussed on the project participants. When evaluating the impact against the development objective of the project (Development of a VET system, which opens itself both to wage/salary employment and self-employment, so that graduates are capable of responding to the demands of the market, both as an employee and an employer), it should be unequivocally stated that this objective is extremely ambitious and cannot be met through this pilot project. It is doubtful whether this can be the objective of a pilot project, given the resources invested and scale of activities.

Nevertheless, the EET project has made a significant short-term impact across all four project objectives at the level of the pilot schools in Russia and Ukraine. The impact has been most pronounced in Objective 2, To revise curricula and develop EET-based learning processes. Furthermore, there is clear evidence that the impact of the project has lasted until

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today, and that there is now a self-sustaining momentum to the process of EET development: the pilot schools and teachers are themselves acting as speakers, trainers and multiplicators at conferences, educational events, and schools in Russia and Ukraine, but also other NIS countries. At the policy level, key stakeholders have become informed and familiarised with the subject of EET, while key policy recommendations for integrating EET into national legislation have been produced. These are significant results for a project of this size.

However, the initial number of pilot schools selected, as well as the number of policymakers, teachers and students who have participated, are unfortunately too small to make a sustained difference at the system level in each country. Resources are too limited under the current state of affairs, and there are too many challenges to adaptation. Without additional support designed to bring the lessons of EET to a significantly larger population of schools, teachers, administrators and companies, the societal and economic impact of the project on the two target countries will be necessarily limited.

This Project illustrates the transformation role that ETF can play in the larger world of VET. ETF has been able to leverage resources and define a small-scale pilot project that has (a) correctly identified a thematic area with critical application to the NIS; (b) mobilised the energy and resources of experts in the EU and in two target countries and implemented a three-stage project; (c) gained valuable experience and knowledge on the institutional adaptation of schools and the personal adaptation of teachers and administrators in the VET system.

At present, however, the pilot project itself is incomplete, with two of the five phases unfinished. ETF’s institutional knowledge of EET is reduced by staff departures, the lack of a knowledge management system, and the implicit lack of recognition of the achievements made by the project. The organisational, methodological and knowledge resources of the project are currently concentrated at the level of the National Observatories. And finally, while there is near unanimity at the national level on the project utility, and while key stakeholders such as the Tacis Delphi Programme or the Russian National Training Foundation are struggling with the issues of curriculum adaptation, innovation and entrepreneurship, there are no active links between the pilot project and these larger-scale initiatives.

The major questions raised by this evaluation of impact, therefore, are directed primarily towards ETF’s self-definition of its role within the VET community and wider European Community framework, as well as its strategic priorities and organisational capacity.

4.5 Sustainability of the project

Sustainability reflects the continuation of benefits from the project after the period in which major assistance has been delivered. In the case of the EET project, the evaluation has taken place approximately one year after the termination of the project, and the results are assessed with this timeframe in mind.

The EET project has clearly indicated its sustainability, in terms of (a) the institutional changes which continue to manifest themselves and the pilot school level and the work of teachers in classrooms, and (b) the role of teachers and pilot schools in continuing the work of dissemination and training of trainers from other schools. In evaluating the role of five principle sustainability factors\(^{10}\), the picture that emerges is one of significant potential, providing that future resources and support can be defined.

\(^{10}\) Environmental sustainability has not been evaluated, as it is not a major issue.
4.5.1 Policy support

Policy support had been demonstrated through the acceptance and initial policy recommendations made by the National Steering Committee members. However, this acceptance has not yet been translated into specific policies for integrating EET into the respective national VET systems. The current policy focus in both countries is on regionalisation, which has important implications for EET. Some additional factors to consider:

- In order to assure stronger national policy support in Russia, it is necessary to make the link between NW Russia and the central government in Moscow. The main decision makers during the pilot project were from the city or regional administration of St. Petersburg.
- In Ukraine, the death of the Head of the Department for VET Development, the election of the new government, and the inevitable change in political and permanent personnel has created the need for a renewed engagement in the field of EET. The basis for this is in place; measures are needed by ETF.
- In both countries, the role of regionalisation of VET funding and authority will create a competing pressure for EET implementation. However, this may also constitute a major driver for the process of adaptation to EET at the school level, as these schools will have to compete for resources and develop alternative methods of funding.

It is therefore necessary to build upon the level of support already achieved in the framework of the EET Project as well as the networks developed during the VET Reform projects. ETF should continue its work in both countries, as this is likely to play a catalytic role.

4.5.2 Economic and financial sustainability

It is unfortunately impossible to present a detailed cost-benefit analysis at the level of VET schools or the teaching profession. There was no baseline data available at the school level, and as seen during the analysis, there are no formal means of assessment in areas such as educational attainment, business start-up, tuition fees or other issues which could be used to establish a cost-benefit or return on investment framework.

What is interesting to note is that the pilot schools have made tremendous progress towards implementing the requirements of EET without direct material support. This is nowhere more clear than in Higher Vocational School No. 12 in Billa Tserckva, Ukraine, for which the EET Project constituted its first participation in a donor-funded initiative. The project demonstrated that significant organisational and cultural change is possible even with limited resources and in areas which can be classified as economically disadvantaged. The EET Project has therefore contributed to the general competitiveness of VET schools, and therefore strengthened their ability to survive and develop in the current economic climate of Ukraine.

While cost-benefit is therefore difficult to prove in quantitative terms, the evaluators are appreciative of the efficiency of the project in terms of results achieved for resources invested. When combined with the relevance of the project for national requirements and the effectiveness of the interventions used, and the project’s impact of the pilot groups, economic sustainability at the local, school level of the project becomes apparent.

Focus on the Higher Vocational School No. 12, Ukraine

The Higher Vocational School No. 12 is located in Billa Tserckva, approximately 85 km outside Kyiv city. It is one of the few institutions with no prior or subsequent experience in donor-financed technical assistance projects. Between the end of the EET project in December 2003 and the evaluation visit, which occurred in January 2005, the school has been operating without any further external inputs. It therefore offers an interesting focal point in which to evaluate sustainability as well as impact.
The main impacts of the EET project have been:

- A change in the classroom teaching approach. The former approach was based on specific examples or norms, and lectures. This was largely unchanging from year to year, and was based on educational norms but also older industry standards. The new approach is based on small group work, virtual training companies, open discussion sessions, case studies, and problem solving, putting the student at the centre of debate. Individual expression is also encouraged in the practical courses, for instance, tailoring. School competitions for “best design” are held.

- Students are encouraged to communicate more, and to defend their views. This is seen as critical for later communications with clients as well as effective work during corporate internships.

- The virtual training companies are used to focus more intensively on economic and market demands of the region. Students are using this opportunity to learn; the school is using the companies to produce a small revenue stream.

- A change in the relations between teachers and administrators. There is a collaborative approach, where ideas are expressed, evaluated and applied. According to both administrators and teachers, this is different from previous times.

Some of the impacts and sustainability factors at the School include:

- The innovative teaching techniques have been assimilated into the School's Pedagogical Council. They are now continually taught extensively during in-service teacher training sessions. A small financial incentive has been introduced for teachers who introduce entrepreneurial teaching approaches.

- The School was recently upgraded to become the College of Service and Design. The changes brought about by the EET project are attributed as one key factor in achieving this change in status. The School has also received higher evaluation marks based on Ministry of Education standards: these are directly attributed to the EET project by teachers and administrators.

- In 2005, the School became a reference point for the entrepreneurship approach in the oblast. They have held two master classes for setting up and implementing CAT teams to other schools in the oblast.

4.5.3 Socio-cultural embedding and gender issues

The project has been well-designed from the viewpoint of socio-cultural embedding and gender mainstreaming. The majority of teachers and administrators in the pilot schools participating in the EET project are women. While there is a clear gender imbalance in certain professions, e.g. building trades versus hairdressers, the same imbalance is not seen at the level of instructors: many of the building school teachers encountered were female.

The EET Project, if expanded, has the potential to redress a potential socio-cultural issue by contributing to gender mainstreaming of entrepreneurship. While precise figures are difficult to access, it was clear from the visits to pilot schools that some trades, e.g. hairdressing, clothing design, building trades, are more appropriate for entrepreneurial activities than others. By integrating entrepreneurship into secondary and higher VET curricula, it should be possible to increase the rates of business start-up or successful employment in both gender categories, and therefore contribute to the enhanced socio-economic development of the target region.
4.5.4 Technology

The training and development technologies used by the project have been “low tech” in nature, and perhaps therefore better suited to dissemination and use in the current material base of the pilot schools. In the future, it may be desirable to introduce modern training technologies, such as webcasts or digital video presentations on CD ROM, as a means of reaching larger numbers of teachers and administrators. Similarly, it might be possible to introduce a range of digital business simulations oriented towards students for self-study or as a teaching aid.

Future projects may also examine the possibility of increasing the direct support to participating schools for the acquisition of training materials, or could perhaps procure materials for a large groups of schools.

4.5.5 Institutional and management capacity

There has been a very marked impact on institutional and management capacity at the level of National Observatories and pilot schools. This is seen in a number of domains:

- The National Observatories have kept extensive inventories of materials developed by the project. Beyond this, they are engaged in various forms of dissemination and further development of the EET approach in projects financed by ETF as well as from other sources.

- The pilot schools have in many cases incorporated the key lessons of the CAT groups and measures to improve entrepreneurial culture into school pedagogical and management councils. Both schools and teachers are continuing the curriculum changes introduced by the EET project as well as disseminating the results to other schools.

The sustainability among the five pilot schools visited is therefore high, and given the current state of school development in Russia and Ukraine, it is likely that this success can be replicated.
5. Lessons learned for future ETF initiatives

The evaluation reveals a pilot project that has had a wide-ranging impact, both on the limited target population of 4 pilot schools as well as, to a lesser extent, the wider VET communities and systems in Russia and Ukraine.

Relevance

The EET Project has been highly relevant to the needs and aspirations of all stakeholders who participated in the pilot project in Russia and Ukraine. It has correctly defined the need for a supporting entrepreneurship as a key focus of national economic development. It has targeted the correct intervention level (the pilot schools) where results could be achieved within a short time frame. It has defined the need to reform VET schools as a key driver of change, and within the schools correctly focussed on administrators, teachers and students. Finally, the project’s external emphasis on relations with employers as well as creating a common vision and understanding of entrepreneurship are highly relevant to actual development needs and potential in both countries.

Efficiency

The project has been efficient. There has been a strong delivery of results, and even in the area of Objective 1, the EET project was able to utilise synergies between its activities and those of the VET Reform Projects in both Russia and Ukraine to achieve its necessary results. While the initial focus on personal change is stressed throughout the project, core skills such as business planning or business start-up can and should be added to the basic curriculum, and it should be remembered that only phases I-III of the five phases originally-planned were implemented. It is also noteworthy that the total budget disbursed was only EUR 388,825, and that in fact a higher budget allocation of EUR 425,000 had been planned. Future pilot projects should integrate this level of cost-efficiency with a stronger definition of resources required for developing materials and supporting the pilot institutions and teachers, as the financial situation of these stakeholders should not be taken for granted. Future project efficiency should review the possibility of developing a financial monitoring framework that include cost efficiency and benchmark ratios between pilot projects. The overall time allocated to a pilot project should also be reviewed.

Effectiveness

The project effectiveness is seen by the progress made in achieving the project objectives. It has achieved breakthrough results within three years, within the pilot schools, the area of Objective 2: Revising curricula and introducing EET-based learning processes, as well as Objective 3: Introducing an entrepreneurial approach to teacher training. Future project effectiveness should be monitored more comprehensively through definition and analysis of key performance indicators. Future effectiveness initiatives should include the establishment of a knowledge management system to ensure continuity of performance and learning within ETF in order to assure that staff turnover does not affect organisational performance.

Impact

The project impact has been very strong on the pilot institutions and individuals involved. There has been a real change of mentality, of course and curriculum structure, and of school operations. Schools and teachers continue to work with EET development, both internally, through their Pedagogical or Methodological Councils, as well as externally, through projects, dissemination initiatives or contracts with other schools. In order to assure a broader, societal or system impact, it will be necessary to actively link the EET project with larger technical assistance projects, such as the World Bank-supported Educational Reform Project, or the various Tacis initiatives. At the system level, it will be necessary to continue the project of policy reform, and focus on key points in the system, such as teacher training and
certification. EET does not feature extensively in the current national policy reforms of either Russia or Ukraine.

**Sustainability**

The sustainability of the project is well-established at the school level. The policy initiatives have met with general agreement, but limited support, from national and regional policy-makers. Changes in governments and competing VET priorities resulting from regionalisation play a role here. Financial sustainability is high: the project results and methods have been integrated into VET school operations without extensive funding, and with no external financial changes (e.g. tuition raises, funding from other donors). The training materials and methods are still be used in the schools and further afield. Gender mainstreaming has been assured: the VET professions reviewed have a high participation rate of female students and teachers, even through traditional gender preferences for certain professions persist. The role of creativity, personal interaction and personal analysis should strengthen the ability of both women and men in the national labour market, as well as the national development capacity of the country.

In short, the EET project has rendered highly relevant and useful results, which make a real contribution to the pilot schools. Valuable information and best practise has also been developed for the wider teaching profession, the VET system, and the labour markets in each country, although the impact in these fields is limited. The resources, results and best practise of the EET project should not be lost: the ETF, together with other international donors and national authorities, should extend the work on a national scale in Russia and Ukraine, and begin activities in other partner countries.

5.1 ETF EET policy initiatives

The ETF’s decision to support entrepreneurship as a key priority in vocational education and training is in line with wider EU policies, and is highly relevant to the situation in Russia and Ukraine. However, it will be necessary to implant the EET concept more firmly in educational as well as cross-cutting policies than is currently the case. The following conclusions and recommendations are made:

1. The decision to link VET reform with activities at the pilot schools initiated two highly interesting approaches: a top-down and a bottom-up approach. While traditional VET reform programmes focus on the policy level, the EET project provided an interesting demonstration potential by working with specific pilot schools, where the impact of reform could be demonstrated to policy-makers and other national stakeholders. This is a highly interesting dynamic, and future VET policy projects should take such a demonstrative effect into account.

2. Nevertheless, the evaluators believe that the resources allocated to this pilot project would not have been sufficient to deliver results in LogFrame Objective 1 *(To develop an overall EET approach to VET)* of the project if (a) ETF did not have a long record of prior experience and the associated credibility with policy makers, and (b) had the synergies between the VET Reform projects and the EET projects not been fully utilised, meeting Objective 1 would have been impossible. The evaluators also note that while synergies with other ETF projects were fully utilised, joint work with other technical assistance projects, was not effective. There is an urgent need to improve cooperation between EC initiatives in this field.

3. ETF has a major window of opportunity to fully integrate EET in national policy in Russia and Ukraine due to the regionalisation initiatives launched in both countries. This has created a widespread expectation in both countries that funding for VET schools will be reduced, necessitating the development of entrepreneurial activities and a much closer reliance on the private sector for resources. The concept of EET has a significant role to play in supporting this transformation. Beyond this, all the major elements are in place – experienced consultants and teachers, materials, methods,
knowledge and 9 schools that can function as demonstration sites. The potential utility of the EET concept has been confirmed by the Delphi Programme, the EC Delegation in Moscow, and the management of the World Bank’s Educational Reform Project.

4. Future EET policy initiatives should address the critical systemic issues that act as a barrier to reform. These include: (a) the potential of introducing EET in the formal teacher training and certification systems as well as in-service training, (b) the potential of designing EET initiatives as formal curricular modules in the state curricula, (c) the placement of EET modules within VET levels: different forms of EET components are needed at different levels and classes, and (d) the adjustment and adaptability of EET components to different professional requirements: some professions are more suited to entrepreneurial activities than others.

5. It is likely that large-scale policy reforms in the EET field will encounter difficulties in achieving results without a fundamental re-thing of project design. For instance, unless direct support to schools, teachers, and teacher training institutions, can be assured, it may be very difficult to motivate effective participation, particularly in regions outside the magnet areas of Kyiv and St. Petersburg. Furthermore, effective VET policy reform requires a very careful and detailed analysis, tailoring specific interventions to specific areas of curricula and VET tracks in specific professions, labour markets and regional contexts. Thus, it is necessary to change not only occupational profiles and the curricula and certification system that defined a profile, but also ensure that state-of-the-art knowledge is introduced into the learning system. This level of detail may be difficult to achieve given the current method of defining and tendering projects.

6. Future ETF projects in this field should demonstrate the applicability of EET to some form of effectiveness monitoring. A dynamic model of EET interventions and consequences in specific areas should be constructed, in order to assess the utility and effectiveness of the intervention. For instance, an EET intervention in the building profession should monitor resulting graduation rates, employment rates and business start-up rates over time, possibly a 5-year period, in order to understand how initial and continuing training in the EET field should work, and how the VET system really supports labour markets.

7. Further ETF projects should from the outset develop synergies with other projects or initiatives.

8. Further ETF projects should fully utilise the pilot schools, National Observatories and associated human resources that have been established in Russia and Ukraine as a result of this project.

9. The ETF should continue and intensify its efforts to develop EET as a mainstream component of VET reform. This is highly relevant to the ETF’s (and EU’s) core activities under the Lisbon Agenda and the European Charter for Small Enterprises. The lessons learned from this project are strongly applicable to other regions, and a concerted effort should be made to apply this knowledge quickly and effectively.

5.2 Design and management of ETF pilot projects

The ETF’s EET pilot project had a catalytic effect in defining, demonstrating and testing key concepts in vocational and management education at the school level. The Foundation has a critical role to play in the VET community through (a) identifying key thematic areas for the economic and social transition process in the NIS and other partner regions; (b) mobilising and supporting an effective team of EU and NIS consultants; (c) gaining and documenting the knowledge needed for this critical concept. The ETF should continue the development of such projects, taking into account some key issues:

1. The objectives of pilot projects in terms of their effects on other EC and national programmes should be carefully defined in advance and followed up systematically. In
the EET project, the evaluators saw a significant interest among EC and national authorities for a link between projects. This is an important opportunity for ETF to demonstrate its relevance as a centre of excellence for training and vocational education. The danger is that knowledge and experience remain highly localised and fragmented unless pilot projects can be followed up and leveraged within the larger EC technical assistance community as well as national authorities.

2. The design of the EET project was highly effective due to the personal role played by the ETF project manager, the inclusive role offered to the National Observatories and the high degree of preparation of the project. This approach should be analysed and its applicability to other projects assessed.

3. The design of pilot projects should be made more efficient from the viewpoint of multi-annual contracting. While it is clear that EC disbursement and budgeting requirements should be observed, internal procedures should be streamlined to reduce reporting requirements while at the same time making them more efficient. This could be accompanied by a financial reporting system designed to improve oversight over project spending, enabling benchmarking between different projects and different activities.

4. In the case where a multi-annual contract is foreseen, it is recommended that (a) the intensification of project activities occurs, and (b) the effectiveness of pilot projects over 5 years is reconsidered. It is likely that the 5 phases of the EET project could have taken place within 3 years. Furthermore, if multi-annual contracts are continued, care should be taken to enhance dissemination and knowledge sharing at each meaningful stage of the contract, rather than at the end.

5. The ETF’s ability to manage relationships and knowledge appears to be highly reliant on individual initiative. The departure of four staff members from the Foundation who had a direct contact with the EET project has resulted in a potential vacuum of knowledge. At this point in time, the two National Observatories have a much greater knowledge of how to implement EET projects and what happened in the specific project than ETF. Measures should be taken to address this situation if ETF is to uphold its commitment as a centre of excellence for training. A knowledge management system, and clearer project documentation system, a project contact database, and intensified briefings of other ETF staff should be considered as minimum elements.

6. Overall funding of pilot projects appears to be very low when compared with the results they are expected to achieve. In the EET project, for instance, issues such as funding for participating schools and teachers should have been considered as a means of promoting effectiveness. This does not have to be large-scale funding, but it plays a real role in effectiveness. In the case that funding is available, measures should be taken to disburse it directly with the end beneficiaries, e.g. teachers in classrooms.

7. In multi-annual pilot projects of this type, it is recommended that a study tour be undertaken. Study tours have a real demonstrative effect, and may be a unique opportunity for many of the beneficiaries. In selecting the participants and schedule of the tour, it would be useful to include direct beneficiaries, rather than intermediaries or people who have already had the chance to participate in this kind of activity.

8. Greater efforts in effective dissemination should be defined. At present, the main forms of dissemination tend to involve a project web site, a brochure and a final conference. The utility of direct briefings of key contact people, such as the EC Delegations and other programme managers, should be reviewed. The potential for methodological workshops with experts as a targeted means of knowledge sharing may be more useful than a general project conference. It is likely that efforts within the entire EC technical assistance community are necessary to improve intra-EC technical cooperation and dissemination of knowledge.
9. Future work of ETF should take into account the business aspects of VET. Schools, universities, training centres and other training providers in the NIS have become extremely entrepreneurial in order to survive. They have extensive experience with pioneering new curricula or working with companies. Reforms will be heavily dependent on financial capability. It is recommended that future projects take this into account, and develop more effective ways of working with VET institutions and managers.

10. The design of pilot projects should be made with a view towards evaluating effectiveness and impact. Recommendations to this effect are given in the next section.

5.3 ETF project evaluations

This was the first project evaluation carried out by ETF’s PME unit. The experience is necessarily valuable and lessons should be drawn on how to structure more effective interventions. Some recommendations follow:

1. The current design of pilot projects, together with the wider institutional framework of ETF and the context in which projects occur, reduces the effectiveness of evaluations. Within the EET project, for instance, no baseline data exists on fundamental aspects of school operations, graduation or attainment rates, employment rates, curricular hours employed or other evaluation indicators. This reduces the opportunity for ex-post project monitoring. It also detracts from understanding the general cost-benefit or return-on-investment of ETF projects. While the evaluators understand that it is very difficult to quantify many aspects of technical assistance, it should also be clear that ETF is working in the broad area of training and vocational education, and that some method of evaluating project effectiveness and wider intervention effectiveness should be defined. The necessity of such an approach is informed by the interviews with various teachers in Russia and Ukraine. When asked, for instance, what the impacts of the EET project on student learning were, teachers were often unable to answer this question beyond generalities such as “the students are more interested” or “the atmosphere is better”.

2. There is a good deal of research and experience available today on return-on-investment of training, on cost-benefit analysis, on impact assessments and a range of other tools for evaluating effectiveness. Unfortunately, such tools are almost never utilised in ETF or wider EC projects, beyond the most basic type of satisfaction analysis. Unless measures are integrated into project design, however, the chances of improving the effectiveness of technical assistance may be limited.

3. The structure recommended for evaluation projects leaves little room for methodological development, or rather, too much room for “qualitative” interpretations. It would be useful for ETF to develop a specific evaluation framework that is suited to the education and training field, as well as to the specific aspects of ETF projects.

4. A project documentation and knowledge management system should be developed. In the EET evaluation, for instance, it was necessary for the PME project coordinator to print off materials from the former ETF Project Manager’s files. It was also found that key Russian-language documents were not available at ETF, but were located at the National Observatories. A standard documentation system would support efforts to capture critical knowledge and make subsequent evaluations as well as other activities easier.

5. The budget for the evaluation was sufficient for a 5-day engagement on site in each country. With this type of resources on hand, the results of the evaluation will necessarily be “qualitative”. Alternative methods of evaluation could be considered, and measures taken to standardise evaluation and data collection (a) throughout the duration of pilot projects, and (b) across multiple pilot projects in a specific theme or geographic region, could be considered.
Annexes:

1. Terms of Reference of the evaluation
2. Project Logical Framework
3. EET Evaluation Framework
4. Questionnaires
5. List of persons/organisations interviewed
6. Literature and documentation consulted
Annex I   Terms of Reference

Terms of Reference for the Evaluation of the “Entrepreneurship in Education and Training”-project in Russia and Ukraine

1. INTRODUCTION

Partner countries need to foster the entrepreneurial spirit in their people. It is recognised that education and training can greatly contribute to creating a more entrepreneurial culture starting with students and schools.

In a broad sense, entrepreneurship should be considered as a general attitude that can be usefully applied in all working activities and in life. Therefore, the objective of education and training should be to develop the personal qualities that form the basis of entrepreneurship, such as creativity, spirit of initiative, responsibility, capacity of confronting risks, independence. But to be able to introduce such a new approach in education and training, the competences of teachers have to be developed accordingly.

In February 2001, the European Training Foundation (ETF) launched the transnational teacher training project ‘Entrepreneurship in Education and Training” (EET) in Russia and Ukraine. Its overall objective was to prepare directors and teachers of VET schools for a new mission of the VET system, i.e. to open itself both to wage/salary employment and self-employment, so that graduates are capable of responding to the demands of the market, both as an employee and an entrepreneur. The four main components of the project were:

- Development of an entrepreneurial approach in VET
- Implementation of an entrepreneurial approach in the contents of VET. Revision and up dating of educational curricula and syllabi. Development of the entrepreneurial educational process.
- Introduction of the entrepreneurial approach to teacher/trainer training. Training and retraining of VET teaching staff.
- Creation of conditions and opportunities promoting entrepreneurial initiatives of students and graduates.

The project ended in December 2003 with a final conference in St. Petersburg.

These Terms of Reference are for the ex-post evaluation of the EET project. The budget of the evaluation is 29,000 €.

2. OBJECTIVES OF THE EVALUATION

The evaluation aims at assessing the relevance, efficiency, effectiveness, impact and sustainability of the pilot project in order to provide useful findings and recommendations for future ETF pilot development projects and input to a possible continuation of the EET project in other partner countries. It is to be a learning process and learning opportunity for a maximum number of stakeholders in the ETF and in the partner countries. A feedback seminar will be organised in the ETF to share and discuss the findings and recommendations of the evaluation. The final report itself will be translated to Russian and widely disseminated to stakeholders of the partner countries.

3. BACKGROUND

The EET project was implemented by the Russian North-West Regional Observatory and the Ukrainian National Observatory. Separate National Steering Groups were set up both in Ukraine and in Russia. Representatives of relevant ministries, research centres, employers and social partners represented the Steering Groups. In Russia the project had a regional character. In Ukraine it was implemented at national level. The Chairs of the National Steering Groups and the ETF representative formed the Steering Committee of the Project. The Steering Committee was responsible for the coordination and cooperation between the components of the project and national and transnational programmes. National Project Groups were organised for the operational management in each country. The Heads of the National Project Groups and the ETF project manager formed the Project Management Team.
Four vocational institutions from North-West Russia and four vocational schools from Ukraine were selected to participate as pilot schools. Small teacher training projects aimed at creating the conditions for introducing innovations into the organisational and educational process were implemented in each school. Russian and Ukrainian pilot schools representatives exchanged experience and information on the project implementation during the study visits to the other participating country.

One of the most important methodological concepts of the project was the idea of creating change agent teams (CATs) in each pilot school. The main task of a CAT was to master skills necessary to introduce the entrepreneurial approach in the school, to assist their colleagues in the development of these skills and their introduction in the educational process and to disseminate the entrepreneurship concept to non-participating schools. CATs consisted of teachers, methodologists, vice-principals and principals. They organised training sessions for their colleagues in various entrepreneurial aspects. During the training and implementation some change agents were trained as dissemination experts who disseminated the project results and continue this activity now.

The participants got training in:
- Fostering entrepreneurship in the organisation of schools
- Fostering entrepreneurship in the classroom work of teachers
- Introducing of the work of change agent teams
- Developing personal enterprise business understanding in general
- Developing and using the entrepreneurial approach inside an organisation
- Creating the capacity to start a new venture

The dissemination process started immediately with the launch of the project. The web sites of the project were developed in both countries. The results of the work were described in Progress Reports every half a year and analysed in the meetings of the Project Management Team. The Steering Committee met twice a year. The Project's budget was about 360.000 € and it lasted three years.

4. ISSUES TO BE STUDIED

ETF undertakes pilot development projects. They are experimental and in some cases pave the way for larger scale EU projects. Therefore, the main emphasis, without excluding other relevant issues, of the study should be on:

Relevance
- Design of the project and its appropriateness in the national/regional VET and labour market context
- Transnational approach and its appropriateness both for the participating countries and for further ETF purposes

Efficiency
- Project management
- Training seminars
- Pilot school approach
- CATs

Effectiveness, impact and sustainability evaluation should look at the EET project at different levels of the whole process: CAT model → ETF pilot project → policy → EC level.

Therefore the effectiveness evaluation should focus on:
- Did the project succeed in creating an entrepreneurial approach to teacher training in the pilot schools and how well? Were approach and process effective?
- Pilot schools: change in entrepreneurial culture, organisational change, curriculum development, entrepreneurial education process, CATs
- Quality of the training seminars provided by international experts
- Satisfaction/opinion of the main beneficiaries (teachers and students) and stakeholders on the usefulness of the process and project results
- Link with the business world and enterprises/demand
- How did the process of the pilot project develop during the three-year period from the beginning?
- Unexpected results?

Impact
- Capacity building and learning among the beneficiaries?
• Transnational approach and exchange: what was the mutual impact?
• Establishment of close cooperation between enterprises and schools?
• Adaptability and applicability of this pilot-project model to other partner countries?
• Integration of the EET approach into larger scale EC projects?
• How far did the project reach the policy level in the partner countries?
• Added value of the project?
• Unexpected impact?

Sustainability
• Sustainability of changes achieved (curriculum development, training (CATs), agreements with companies etc.)
• Sustainability of the results without any further ETF, EU or other project
• Usefulness of continuation of this kind of pilot projects for ETF
• Could such an approach be integrated into EC programmes/projects?
• Capacity building and CATs’ in the future?
• Did the project achieve structural changes in the pilot schools?
• National and international dissemination

5. METHODOLOGICAL ASPECTS
The evaluation is based on a desk study of all the available documents, and meetings and interviews with the main stakeholders and beneficiaries both in the ETF and in the partner countries. The short listed organisations’ tender proposal should include a short methodological proposal on how do conduct the evaluation. Quantitative and qualitative methods can be combined. The evaluation criteria such as relevance, efficiency, effectiveness, impact, sustainability will form a basis for the evaluation. The expert is also required to redraft a logical framework of the project.

6. REPORTING AND FEEDBACK
1. Inception report in English based on documentation sent by ETF beforehand and the interviews at ETF in Turin, including further developing the methodology to be used (4 pages).
2. Draft report after the field studies in Russia and Ukraine in English (maximum 30 pages + about 10 pages of Annexes).
3. Second draft report after comments from ETF and partner countries’ main stakeholders.
4. Feedback seminar on the findings of the evaluation at ETF in Turin. The expert should present the main findings and participate/animate the discussion. He/she will present a short note (about 3 pages) on the outcomes of the seminar 10 days after the seminar has taken place. This note will be included in the final report.
5. Final report in English and in Russian in electronic format and 5 hard copies.

The report structure (maximum 45 pages):
1. Executive summary (not more than 3 pages)
2. Main text including project description, analysis, assessment and illustrative case studies, as well as the outcome of the feedback seminar (about 25 pages)
3. Conclusions and Recommendations (about 3 pages)

Annexes:
1. Terms of Reference of the evaluation (4 pages)
2. Methodology applied for the study (about 2 pages)
3. Logical Framework matrix (about 1 page)
4. List of persons/organisations consulted
5. Literature and documentation consulted

7. EXPERTISE REQUIRED
EU Expert: Senior level expert with
• at least 15 years of experience in project planning, implementation, monitoring and evaluation in education and training
• expertise of VET and VET systems, teacher training, curriculum development
• knowledge of and experience in the NIS
• Russian language an advantage
Local experts (2): One Russian and one Ukrainian local expert with experience in education and/or VET sector and experience with EU or other international projects
8. WORK PLAN AND TIME SCHEDULE

Indicative planning:

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</thead>
<tbody>
<tr>
<td>Task</td>
<td>Home-work</td>
<td>Visit to ETF</td>
<td>Inception Report</td>
<td>Field visit preparation</td>
<td>Field visit</td>
<td>Field visit</td>
<td>1st Draft Report</td>
<td>Final Report</td>
<td>Feedback Seminar</td>
</tr>
<tr>
<td>Location</td>
<td>EU</td>
<td>EU</td>
<td>EU</td>
<td>EU, RU, UK</td>
<td>Russia</td>
<td>Ukraine</td>
<td>EU</td>
<td>EU</td>
<td>EU</td>
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<tr>
<td>EU Expert</td>
<td>2</td>
<td>2</td>
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<td>2</td>
<td>5</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Local Expert 1</td>
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<tr>
<td>Local Expert 2</td>
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<td>TOTAL</td>
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<td>2</td>
<td>6</td>
<td>10</td>
<td>10</td>
<td>5</td>
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</tbody>
</table>

**Homework:** ETF will provide project-related documents by Email. This will include ToRs, Final Project Report, reports by external experts, and possibly manuals etc. in Russian.

**ETF visit:** One day visit. The interviews in Turin in the Foundation will take place with the project managers and the Head of the Department. Some further documentation research.

**Field visits:** Five day visit. EU expert will go to Russia and Ukraine with the local expert in each country. The tenderer is responsible for interpreters. Visits are to paid to a maximum number of stakeholders and beneficiaries:

**Russia (St. Petersburg)**
- North West Agency of International Projects + Regional Observatory
- Project Management Team
- Chair of the National Steering Group and a maximum number of other SG members
- Head of the National Project Group and a maximum number of other PG members
- Regional education authorities from Republic of Karelia
- Possibly educational institutions from Petrozavodsk and Novgorod
- Maximum number of employers and enterprises
- Four pilot school + one partner school
  - Principals and teachers of the pilot schools, in particular members of the CAT-Group
  - Current students and/or graduates

**Ukraine**
- National Observatory
- Project Management Team
- Chair of the National Steering Group and a maximum number of other SG members
- Head of the National Project Group and a maximum number of other PG members
- Ministry of Education and Science, Department on vocational Education
- Unemployed Retraining Organisation of the State Employment Centre of Ukrainian Ministry of Labour and Social Policy
- Maximum number of employers and enterprises
- EC Delegation official in charge of education sector
- Four pilot schools
  - Principals and teachers of the pilot schools, in particular members of the CAT-Group
  - Current students and/or graduates

ETF will provide an official letter for the evaluators to facilitate their contact with the stakeholders in the partner countries. Regional and National Observatories will help and facilitate the contacts and the organisation of meetings.
## LOGFRAME MATRIX


<table>
<thead>
<tr>
<th>Project Number</th>
<th>ETF</th>
<th>Project Title</th>
<th>Date of drafting: December 2000</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ETF</td>
<td>Entrepreneurship in Education and Training in Russia and The Ukraine</td>
<td>Date of revision: April 2001</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Planning period: ½/2001- 31/12/2003</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Total Budget of Programme: 425,000 Euro (to be confirmed)</td>
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</table>

### NARRATIVE

#### INDICATORS OF ACHIEVEMENT

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
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</thead>
<tbody>
<tr>
<td>Development Objective</td>
<td>Development of a VET-system, which opens itself both to wage/salary employment and self-employment, so that graduates are capable of responding to the demands of the market, both as an employee and an employer</td>
<td>On-going and sustainable national VET policy reform</td>
<td>National policy documents National VET legislation National VET budget</td>
</tr>
<tr>
<td>Assumptions and Risks</td>
<td>Commitment of partner country Russia and the Ukraine ministries, governments and social partners; Continued commitment of ETF and (possibly) bilateral donors; Sufficient partner countries regional/national budget allocations</td>
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</table>

### PROJECT OBJECTIVE

<table>
<thead>
<tr>
<th>(1)</th>
<th>(2)</th>
<th>(3)</th>
<th>(4)</th>
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</thead>
<tbody>
<tr>
<td>1. To develop an overall EET approach in VET</td>
<td>Development of common vision on the policy level and other interest groups engaged in VET and labour market issues</td>
<td>Project proposal for EET-related policies and strategies, project reports, internal documents</td>
<td>Ability, willingness and mutual interests of regional/national policy level and stakeholders</td>
</tr>
<tr>
<td>2. To revise curricula and develop EET-based learning processes</td>
<td>Implementation of revised curricula in each pilot VET institution (4 in RU and 4 in UKR), based on an active learning approach</td>
<td>Project reports, internal documents of pilot VET schools</td>
<td>Ability and willingness of teachers/trainers and students, based on mutual interests</td>
</tr>
</tbody>
</table>

### Indicators of Achievement

- **Development Objective:** On-going and sustainable national VET policy reform
- **Measuring:** National policy documents, National VET legislation, National VET budget
- **Assumptions and Risks:** Commitment of partner countries, regional/national budget allocations.

### Project Objectives

- Integrating entrepreneurship in vocational education and training in Russia and the Ukraine.
- Reaching this objective will be necessary to solve such tasks as:

## Assumptions and Risks

- **Assumptions:** Ability, willingness, and mutual interests of regional/national policy level and stakeholders.
- **Risks:** Commitment of partner countries, regional/national budget allocations.
### PROJECT OBJECTIVE

<table>
<thead>
<tr>
<th>PROJECT OBJECTIVE</th>
<th>INDICATORS OF ACHIEVEMENT</th>
<th>MEASUREMENT (SOURCE OF INFORMATION)</th>
<th>ASSUMPTIONS AND RISKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. To introduce an entrepreneurial approach to teacher/trainer training</td>
<td>Upgrading of teachers’ knowledge and skills and revised courses that emphasise entrepreneurial teaching/learning methods. Revised TTT programme for in-service training, based on entr. Approach</td>
<td>Project reports, exchange of worked-out documents among different pilot VET schools from Ru and Ukr via established network; publications</td>
<td>Inadequate ability and lack of willingness of TTT centres to absorb the reform, lack of genuine interest of universities, colleges, schools and enterprises</td>
</tr>
<tr>
<td>4. To support the development of an entrepreneurial culture in schools; to create conditions, opportunities and the right environment for the implementation of an entrepreneurial approach in schools.</td>
<td>Development of an entrepreneurial spirit and a strategy of each pilot VET institution according to entrepreneurial needs. Setting up of development plans for the pilot institutions.</td>
<td>Project reports, internal documents of pilot VET schools on vision and strategy of their development in the near (5-10 year) future according to regional and local preconditions</td>
<td>Ability and willingness of teachers/trainers and students, based on mutual interests</td>
</tr>
</tbody>
</table>

### Outcomes of

<table>
<thead>
<tr>
<th>1 objective: Policy makers oriented towards the entrepreneurial approach in VET</th>
<th>Proposal for national policy and strategy for developing entrepreneurship in education and training submitted; contacts between pilot VET institutions, business organisations and companies established</th>
<th>Project reports, analytical papers, exchange of working documents, contacts with social partners,</th>
<th>Stakeholders’ willingness to participate in the project</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 objective: Entrepreneurial learning processes in pilot schools established, implemented and disseminated</td>
<td>Students develop personal enterprise and business understanding in general; they get an insight of working in an “intrapreneurship”-driven organisation; they create the capacity to start a new venture</td>
<td>Student projects,</td>
<td>General resistance to change; lack of adequate support to teachers during the process of change</td>
</tr>
<tr>
<td>3 objective: Entrepreneurial approach is introduced into the revised further teacher training concept.</td>
<td>Teachers’ attitudes are more positive toward EET; number of trials of entrepreneurial methods in classroom or other real learning situations</td>
<td>Manuals developed by teachers themselves, exchange of working documents via established national network system among pilot VET schools</td>
<td>Pilot VET schools community. TTT centres</td>
</tr>
</tbody>
</table>
### 4 objective:
Entrepreneurial culture introduced into the pilot schools

- Head and senior teacher/trainers actively involved in the planning process; the values of the organisation examined and held up against entrepreneurial values; staff and managers involved in the process of planning the new roles; key stakeholders informed and involved in the process.

- Development plans of pilot institutions, interim and final reports

- Promotion scheme at schools

### Activities related to

**All outcomes:** Identification of schools and training centres; putting national project teams in place; regular project management and steering committee meetings for guidance and process evaluation; workshops on teacher training; dissemination conferences, newsletters and website

**Outcome 1:** Local VET stakeholders to be involved in the project; regular information seminars for partner country stakeholders to secure policy relevance and impact; establishment of task forces to prepare proposals for EET-related policies and strategies

**Outcome 2:** Establishment of change agent teams in pilot institutions; revision of profiles and curricula; introducing an entrepreneurial learning approach

**Outcome 3:** Design of a new programme for pilot institutions for the practical training of teachers and trainers through mentoring on the basis of the entrepreneurship approach; implementation of this approach in continuing training; development of new learning forms stimulating the co-operation between pilot institutions and SMEs in the region

**Outcome 4:** Design of shared vision and strategy of pilot institutions according to entrepreneurial needs; organisation of workshops for the elaboration of development plans for the pilot institutions.

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Costs (EURO)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- National Project Staff</td>
<td>2001</td>
</tr>
<tr>
<td>- Co-ordination and Steering Committee</td>
<td></td>
</tr>
<tr>
<td>- Fieldwork, development of tools and guidelines</td>
<td></td>
</tr>
<tr>
<td>- Operational costs and overhead</td>
<td></td>
</tr>
<tr>
<td>- Production of materials</td>
<td></td>
</tr>
<tr>
<td>- Dissemination</td>
<td></td>
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<tr>
<td>- Workshops</td>
<td></td>
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<tr>
<td>- International meetings, travel, study visits</td>
<td></td>
</tr>
<tr>
<td>- External evaluation and self-assessment</td>
<td></td>
</tr>
<tr>
<td>- Midterm</td>
<td>37,500</td>
</tr>
<tr>
<td>- Final</td>
<td></td>
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<tr>
<td>- ETF consultants</td>
<td>50,000</td>
</tr>
<tr>
<td>Total</td>
<td>125,000</td>
</tr>
<tr>
<td>2002</td>
<td>150,000</td>
</tr>
<tr>
<td>2003</td>
<td>150,000</td>
</tr>
</tbody>
</table>

- National Project Staff
- Co-ordination and Steering Committee
- Fieldwork, development of tools and guidelines
- Operational costs and overhead
- Production of materials
- Dissemination
- Workshops
- International meetings, travel, study visits
- External evaluation and self-assessment
  - Midterm
  - Final
Annex III The EET Evaluation Framework

The EET Evaluation Framework is an attempt to correlate the expected outputs of the project Logical Framework with the wider impacts expected of an EET approach in VET. We have split the anticipated EET impacts through the four main components of the LogFrame. We intend to evaluate these different components as comprehensively as possible given the limited time frame for work on site.

The extent to which the different activities or expected results have been achieved can be measured based on a number of factors, or indicators. For instance, activity 1.1 can be measured as follows:

<table>
<thead>
<tr>
<th>Activity or Expected Result</th>
<th>Factors or Indicators to be Verified or Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Raising the awareness of policy-makers on the importance of EET</td>
<td>Interviews w/policy makers confirm EET awareness at national and EU level</td>
</tr>
<tr>
<td></td>
<td>Confirmation of cooperation with authorities (e.g. Min. Employment, Min. Economics)</td>
</tr>
<tr>
<td></td>
<td>Confirmation of cooperation with other projects (e.g. Small Business Development)</td>
</tr>
<tr>
<td></td>
<td>Understanding of importance in encouraging initiative, private sector involvement, flexibility and innovation (versus traditional central control, funding and standards)</td>
</tr>
</tbody>
</table>

The level of achievement itself is to be evaluated by the project consultant. We are starting out with a 5-level framework:

- 5=Strongly positive
- 4= Slightly positive
- 3= Average or unchanged
- 2= slightly negative
- 1= strongly negative

This is clearly not an optimal framework, for a number of reasons. The main reason is that we were not present at the beginning of the project, and baseline surveys among participants or institutions have not been implemented. While we are trying to adapt an approach that includes pilot and control institutions, it is by no means certain that the “control” institutions will indeed be willing to share information, or that we will be able to get this information during the relatively short time on site.

Nevertheless, we feel that this represents a good first attempt at defining project outputs with an EET-specific evaluation system. Together with the related Questionnaires (Annex IV), it will guide our approach.
### Component 1: Development of the Entrepreneurial Approach in VET

#### 1.1 Proposal for the implementation of EET-related policies and strategies in VET developed and discussed with policy-makers

<table>
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<th>Activity or Expected Result</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Factors or Indicators to be Verified or Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Raising the awareness of policy-makers on the importance of EET</td>
<td></td>
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<td></td>
<td></td>
<td>Interviews w/policy makers confirm EET awareness at national and EU level</td>
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<td></td>
<td>Confirmation of cooperation with authorities (e.g. Min. Employment, Min. Economics)</td>
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<td></td>
<td>Confirmation of cooperation with other projects (e.g. Small Business Development)</td>
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<td></td>
<td></td>
<td></td>
<td>Understanding of importance in encouraging initiative, private sector involvement, flexibility and innovation (versus traditional central control, funding and standards)</td>
</tr>
<tr>
<td>1.2 Formulation of strategic plans and coherent policies on EET at the national level</td>
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<td>Review of documentation produced by project</td>
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<td></td>
<td>Review of documentation produced as multiplication by authorities or stakeholders (^a)</td>
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<td>Degree of formal approval or ratification by national authorities</td>
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<td>Degree to which plans and policies are in the process of execution</td>
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<td>Degree to which plans and policies are adequately resourced, supported, prioritised</td>
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<td>Evidence of incorporation in policy reforms of key EET-VET system points, e.g.</td>
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<td>• The role of the state in the context of economic change and decentralisation</td>
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<td></td>
<td>• The role of VET systems in promoting self-employment and employability</td>
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<td></td>
<td>• The focus of VET systems on individualisation and customisation</td>
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</table>

\(^a\) Specify whether this is a direct or indirect result of EET project. If unrelated, specify if it is an independent national or regional initiative or an initiative from other donor programmes and/or technical assistance.
<table>
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<tr>
<th>Activity or Expected Result</th>
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<th>4</th>
<th>3</th>
<th>2</th>
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<tbody>
<tr>
<td><strong>1.2 (continued) Formulation of strategic plans and coherent policies on EET at the national level</strong></td>
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<tr>
<td><strong>Factors or Issues to be Verified or Evaluated</strong></td>
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<tr>
<td>- The strengthening of lifelong learning and adult education in VET</td>
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<tr>
<td>- The incorporation of key elements of technological change and IT in VET</td>
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<tr>
<td>- Increasing synergies between small business support and the EET system</td>
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<tr>
<td>- The reform of the legal VET framework, including the role of the private sector</td>
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<tr>
<td>- The reform of teacher qualification standards to reflect EET priorities</td>
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<tr>
<td>- The reform of school organisation &amp; funding standards to promote EET</td>
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<tr>
<td>- The reform of certification and assessment processes for EET/core skills</td>
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<tr>
<td>- The active social partner involvement in EET processes at the system level</td>
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<tr>
<td><strong>1.3 Establishment of task forces on EET</strong></td>
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<tr>
<td>Organisation, resourcing and operation of formal Task Forces during project</td>
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<tr>
<td>Extent to which formal Task Forces continue operation after project</td>
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<tr>
<td>Effectiveness of task forces in implementing ToR in terms of resources, authority, membership</td>
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<tr>
<td><strong>1.4 Creation of a network for disseminating EET approach on the entire VET system</strong></td>
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<tr>
<td>(general information needed)</td>
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<tr>
<td>General objectives and goals of the dissemination effort (i.e. to build a consensus? to educate?)</td>
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<tr>
<td>Dissemination activities implemented during project</td>
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<tr>
<td>Dissemination activities taken over/funded by national authorities/stakeholders after project</td>
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</tr>
<tr>
<td>Extent to which this network is adequately resourced, particularly in terms of expertise, management and financial resources</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Effectiveness of the dissemination in light of its objectives</td>
<td></td>
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</tr>
</tbody>
</table>

b Specify the intended recipients of these initiatives (VET institutions, national authorities, enterprises/entrepreneurs, unemployed, etc.)
<table>
<thead>
<tr>
<th>Activity or Expected Result</th>
<th>Factors or Issues to be Verified or Evaluated</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5 Active coordination at the national, regional, local and institutional levels</td>
<td>(general information needed)</td>
</tr>
<tr>
<td></td>
<td>Evidence of active coordination during project (participant feedback, SC minutes)</td>
</tr>
<tr>
<td></td>
<td>Evidence of active coordination following project (participant interviews)</td>
</tr>
<tr>
<td></td>
<td>Effectiveness of the coordination</td>
</tr>
<tr>
<td></td>
<td>Evidence of active coordination following project (participant interviews)</td>
</tr>
<tr>
<td>1.6 Involvement of local VET stakeholders in the project</td>
<td>Degree to which local stakeholders selected were representative of EET needs</td>
</tr>
<tr>
<td></td>
<td>Degree to which stakeholders made a substantial contribution to the project</td>
</tr>
<tr>
<td></td>
<td>Degree to which stakeholders continue EET-related activities</td>
</tr>
<tr>
<td></td>
<td>Degree to which stakeholder capacity to self-develop EET has been achieved</td>
</tr>
<tr>
<td>1.7 Regular information seminars for partner country stakeholders</td>
<td>(general information needed)</td>
</tr>
<tr>
<td></td>
<td>Review of seminars and other training/coordination events implemented during project</td>
</tr>
<tr>
<td></td>
<td>Degree to which the seminars achieved their objectives</td>
</tr>
<tr>
<td>1.8 Evidence of EET as a national priority vis-à-vis international technical assistance programmes</td>
<td>Evidence of incorporation of EET as a priority in bilateral or general multilateral programmes</td>
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<td></td>
<td>Evidence of incorporation of EET as a priority in EU/Tacis national programme planning</td>
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</tbody>
</table>
Component 2: Implementation of an entrepreneurial approach in the contents of VET. Revision and up-dating of educational curricula and syllabi. Development of the entrepreneurial educational process

The IR provides two expected results for this component: 2.1 Curricula and syllabi revised in accordance with the entrepreneurial approach in education; 2.2 Elements of the entrepreneurial education process developed and implemented. Because it is difficult to differentiate these two results, they are presented here as a single framework.

We would like to differentiate between an awareness or knowledge at the “theoretical” level, as seen among many policy-makers or administrators, and the “real” level, as seen at the level of entrepreneurs or managers struggling to perform in the Russia or Ukrainian business context.

Cross check with strategic and organisational analysis of institution, e.g. career guidance centre, alumni services, participation of social partners.

Establish the extent to which (a) revisions are the result of the EET project or other factors, and (b) extent to which revisions continue to take place after project

Establish value through (a) interviews with stakeholders (teachers, students, alumni, employers, authorities, etc.) and (b) enrolment, tuition fees, recruitment if possible

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<th>Activity or Expected Result</th>
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<th>Factors or Issues to be Verified or Evaluated</th>
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<tbody>
<tr>
<td>2.1 Increased awareness of general entrepreneurial considerations and decision-making factors (business start up and competitive analysis)(^{c})</td>
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<td>VET policy-maker fluency and understanding of business cycle and environment</td>
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<tr>
<td>2.2 Increased awareness of requirements of employers, especially SMEs (intrapreneurialism)</td>
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<td>VET school administrator fluency and understanding of business cycle and environment</td>
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<tr>
<td>2.3 Revision of existing curricula introducing new elements into content to improve student entrepreneurial behaviours, skills and attributes to act as an employee and employer(^{d,e}) (see also factors below)</td>
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<td>Degree to which curricula have changed over 3-year project (internal historical comparison)</td>
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</table>

\(^{c}\) We would like to differentiate between an awareness or knowledge at the “theoretical” level, as seen among many policy-makers or administrators, and the “real” level, as seen at the level of entrepreneurs or managers struggling to perform in the Russia or Ukrainian business context.

\(^{d}\) Cross check with strategic and organisational analysis of institution, e.g. career guidance centre, alumni services, participation of social partners.

\(^{e}\) Establish the extent to which (a) revisions are the result of the EET project or other factors, and (b) extent to which revisions continue to take place after project

\(^{f}\) Establish value through (a) interviews with stakeholders (teachers, students, alumni, employers, authorities, etc.) and (b) enrolment, tuition fees, recruitment if possible
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<td>2.3 (continued) <strong>Revision of existing curricula introducing new elements into content to</strong></td>
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<td><em>improve student entrepreneurial behaviours, skills and attributes to act as an employee and employer</em> (see also factors below)</td>
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<td>Degree of alumnus recognition of curriculum value</td>
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<td>Degree of administrator / policy-maker recognition of curriculum value</td>
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<td>Degree to which stakeholders are involved in establishing and certifying curricula</td>
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<td>2.4 <strong>Development of training courses on entrepreneurship for different years of studies</strong></td>
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<td>Development and offer of stand-alone entrepreneurial training courses</td>
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<td>Incorporation of entrepreneurial aspects into different course offerings (core skills)</td>
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<td>Incorporation of entrepreneurial aspects into different degree/qualifications frameworks</td>
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<td>Degree to which the courses are still being offered</td>
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<td>Degree to which institutions and teachers are continually adapting courses</td>
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<td>2.5 <strong>Modernisation and further development of the existing curricula aiming at students’ enterprise behaviours and attitudes</strong></td>
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<td>Degree of business start up skills incorporated into curricula</td>
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<td>Degree of business management skills incorporated into curricula</td>
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<td>Inclusion of personal-employability skills</td>
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<td>Inclusion of tools and methods for personal career growth and success</td>
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<td>Degree to which curricula are linked to a personal competence framework</td>
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</table>

* Cross check with strategic and organisational analysis of institution, e.g. career guidance centre, alumni services, participation of social partners.

* Establish the extent to which (a) revisions are the result of the EET project or other factors, and (b) extent to which revisions continue to take place after project.

* This can include factors such as the ability to define own professional needs, public speaking and presentation skills, personal accountability, self-motivation, etc.

* This can include factors such as job job analysis, familiarity with recruitment methods, CV development, job search, interview skills, salary negotiations, etc.
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<th>Activity or Expected Result</th>
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<td>2.5 (continued) Modernisation and further development of the existing curricula aiming at students' enterprise behaviours and attitudes</td>
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<td>Degree to which students are able to determine own competencies requirements</td>
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<td>Degree to which lifelong learning concepts are incorporated into student values</td>
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<td>Inclusion of tools and methods for improving problem-solving capacities</td>
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<td>Inclusion of tools and methods for promoting corporate social responsibility</td>
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<td>Inclusion of tools and methods for strengthening personal ethics and morality&lt;sup&gt;h&lt;/sup&gt;</td>
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<td>Inclusion of tools &amp; methods fostering student ability to analyse and assess risk</td>
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<td>Inclusion of tools &amp; methods developing self-confidence, motivation &amp; empowerment</td>
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<td>Inclusion of tools &amp; methods promoting networking and interpersonal relations</td>
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<td>Inclusion of tools &amp; methods developing teamwork and people management</td>
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<td>Inclusion of tools &amp; methods for work organisation, prioritisation &amp; task management</td>
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<td>Inclusion of key lessons from national policy, business environment and culture</td>
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<td>Inclusion of key lessons from EU policy, practise, business environment and culture</td>
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<td>Degree to which curricula are relevant/applicable to labour market &amp; business culture</td>
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<td>Degree to which EET-related curricula support certification in same institution</td>
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<td>Degree to which EET is incorporated into other qualifications fields in same institution</td>
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<td>Evidence of acceptance or change of student/alumni behaviours/attitudes</td>
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<td>Evidence of curricula change compared to starting point of project (internal analysis)</td>
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<td>Evidence of change of curricula in pilot schools compared to control school</td>
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</tbody>
</table>

<sup>h</sup> This makes the assumption that the generally-agreed Western ethical code is a precondition for success in Russia or Ukraine today. A realistic appreciation of the business environment and "standard" corporate organisational culture would be useful.
### Activity or Expected Result

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<tr>
<th>5</th>
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<tbody>
<tr>
<td><strong>2.6 (continued) Implementation of new learning methodologies in the education process (see in conjunction with 2.7, below)</strong></td>
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<td>Utilisation of action learning methods</td>
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<td>Utilisation of interactive training (as opposed to lecture)</td>
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<td>Utilisation of case studies</td>
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<td>Utilisation of simulations and/or student projects</td>
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<td>Utilisation of business plans or similar start-up and management activities</td>
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<td>Utilisation of role-playing</td>
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<td>Utilisation of new materials (texts, articles, literature etc.)</td>
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<td>Utilisation of audio-visual technologies</td>
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<td>Utilisation of information technologies</td>
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<td>Utilisation of guest lecturers</td>
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<td>Utilisation of corporate/external visits</td>
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<td>Utilisation of competition</td>
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<td>Utilisation of teamwork</td>
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<td>Utilisation of one-to-one and small group learning</td>
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<td>Utilisation of coaching and mentoring</td>
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<td>Utilisation of career guidance and counselling</td>
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<td>Utilisation of adult learning methods¹</td>
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</table>

¹ The EET project as defined incorporates continual training, but as implemented focuses in initial (secondary) VET. An examination of adult learning methods will be necessary for evaluating the future roles and capabilities of the VET institution.
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<td>2.6 (continued) Implementation of new learning methodologies in the education process</td>
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<td>Utilisation of distance learning methods</td>
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<tr>
<td>(see in conjunction with 2.7, below)</td>
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<td>Incorporation of lessons &amp; best practise from business education &amp; mgmt training</td>
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<td>Incorporation of lessons and best practise from NIS context</td>
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<td>Incorporation of lessons and best practise from EU context</td>
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<td>2.7 Reshaping of students' practical training organisation</td>
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<td>Utilisation of networking, business angels and other contact/networking events</td>
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<td>Utility of apprenticeship schemes as a factor in skills development</td>
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<td>Utilisation of virtual training companies or other simulations</td>
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<td>Effectiveness of student practical training organisation</td>
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<td>2.8 Development of Change Agent Team model in VET institutions</td>
<td>(general information needed)</td>
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<td>Objectives &amp; work programme of each team</td>
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<td>Resources, incentives and authority of each team</td>
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<td>Effectiveness of CAT team selection</td>
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<td>Effectiveness of teamwork of the CAT teams</td>
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<td>Participant self-evaluation of the CAT team work and outputs</td>
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<td>Partner evaluation of the CAT team work and outputs</td>
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<td>Effectiveness of cascade training strategy utilised by CAT teams</td>
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<td>Activity or Expected Result</td>
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<tr>
<td>2.8 (continued) Development of Change Agent Team model in VET institutions</td>
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<td>Current roles and operations of the CAT teams</td>
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<td>Contribution of the CAT teams to development of teachers and trainers</td>
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<td>Contribution of the CAT teams to changing organisational culture</td>
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Component 3: Introduction of the entrepreneurial approach to teacher training. Training and retraining of VET teaching staff

### 3.1 The modular training course on entrepreneurial approach introduced into the teachers’ further training curriculum

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<tbody>
<tr>
<td><strong>3.1.1 Design of new programmes for the practical training of teachers and trainers based on mentoring on the basis of the entrepreneurship approach</strong></td>
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<td>Objectives, structure, content and design of programmes</td>
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<td>Inclusion of business start-up skills</td>
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<td>Inclusion of management skills</td>
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<td>Evaluation of suitability of teachers &amp; trainers for teaching entrepreneurialism</td>
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<td><strong>3.1.2 The implementation of this approach in continued training</strong></td>
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<td>Objectives, structure, content and design of programmes(^1) and intended target group</td>
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<td><strong>3.1.3 The development of new learning forms stimulating cooperation between pilot institutions and SMEs</strong></td>
<td>(more information needed)</td>
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<td></td>
<td>Design, content and implementation record of cooperation</td>
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<td>Usefulness of approach in light of teacher training curricula (see 3.1.1)</td>
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<td>Usefulness of approach for SMEs</td>
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<td></td>
<td>Evaluation of lasting cooperation between institutions and SMEs following project end</td>
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</tbody>
</table>

\(^1\) This is a source of some confusion, as the current approach appears to focus on initial VET and mentoring as the main pedagogical approach.
### 3.1.4 The contribution of mentor training to the formation of local experts who will be able to disseminate results of the project to non-participating schools

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<thead>
<tr>
<th>Activity or Expected Result</th>
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<th>Factors or Issues to be Verified or Evaluated</th>
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<tr>
<td>(more information needed)</td>
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<td>Objectives, structure, content and design of programmes and intended target group</td>
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<td></td>
<td>Evaluation of mentor training implemented during EET project</td>
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<td></td>
<td>Evaluation of current work of mentors or local experts</td>
</tr>
</tbody>
</table>

### 3.1.5 Development of the modular training approach

- Evaluation of training modules developed in project
- Evaluation of modules adapted since end of project

### 3.2 The group of teachers trained for the development of entrepreneurial educational process

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<tr>
<th>Activity or Expected Result</th>
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<td>Objectives, structure, content and design of programmes and intended target group</td>
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<tr>
<td>Application of Kirkpatrick 4-level methodology</td>
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<td></td>
<td>Degree to which EET has achieved its training course project objectives</td>
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<tr>
<td>Capacity of teachers to continue CAT model</td>
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<td></td>
<td>Degree to which CAT training establishes change management skills and approach</td>
</tr>
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</table>

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Does this refer to the CAT teams or other experts? Is mentoring the most suitable approach for expert training?
### 3.2.2 Initial training and development offered by the consultants to other groups of trainers and teachers

<table>
<thead>
<tr>
<th>Activity or Expected Result</th>
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<td>Application of Kirkpatrick 4-level methodology</td>
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<td>Degree to which EET has achieved its training course project objectives</td>
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<td>Capacity of teachers to continue CAT model</td>
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<td>Degree to which CAT training establishes change management skills and approach</td>
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</table>

### 3.2.3 The Cascade Training implemented by the CAT teams

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<th>Activity or Expected Result</th>
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<td>Objectives, structure, content and design of programmes and intended target group</td>
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<td>Application of Kirkpatrick 4-level methodology</td>
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<td>Degree to which EET has achieved its training course project objectives</td>
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<td>Capacity of teachers to continue CAT model</td>
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<td></td>
<td>Degree to which CAT training establishes change management skills and approach</td>
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</tbody>
</table>

### 3.3 The group of school principals trained to create the right environment of their schools and training institutions to motivate and stimulate teachers and students to become entrepreneurial

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<tr>
<th>Activity or Expected Result</th>
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<td>Application of Kirkpatrick 4-level methodology</td>
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<td>Capacity of principals to lead change</td>
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<td>Recognition of teachers of principal leadership</td>
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<td>Recognition of students of principal leadership</td>
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<td></td>
<td>Evidence of changes established in schools (see Section 4, below)</td>
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</table>
Component 4: Creation of conditions and opportunities promoting entrepreneurial initiatives of students and graduates

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<tr>
<th>Activity or Expected Result</th>
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<th>1</th>
<th>Factors or Issues to be Verified or Evaluated</th>
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</thead>
<tbody>
<tr>
<td>4.1 Special consultative services established within pilot schools to support students, graduates, in their entrepreneurial initiatives</td>
<td>(more information needed)</td>
<td></td>
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<td></td>
<td></td>
<td>Objectives, structure, content and design of consultancy and intended target group</td>
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<td></td>
<td></td>
<td></td>
<td>Profitability of consultancy service</td>
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<td></td>
<td>Scale of consultancy service (# enterprises supported, successful launches, etc.)</td>
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<td></td>
<td>Evidence of positive impact on school funding</td>
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<td></td>
<td>Evidence of positive impact on student learning</td>
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<td></td>
<td>Growth potential of consultative services</td>
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<td>Positive evaluation by principals</td>
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<td>Positive evaluation by teachers</td>
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<td></td>
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<td></td>
<td>Positive evaluation by students</td>
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</tbody>
</table>

<p>| 4.2 A climate developed fostering entrepreneurship in pilot schools | (more information needed) | | | | | Objectives, structure, content and design of change management programme |
| | | | | | | Evidence of achieving internal change management programme |
| | | | | | | Evidence of positive impact on school culture |
| | | | | | | Evidence of consultative mechanisms in organisational structure |
| | | | | | | Evidence of specific entrepreneurial activities (see also Sections 2, 3) |
| | | | | | | Positive opinion of principals |
| | | | | | | Positive evaluation by teachers |
| | | | | | | Positive evaluation by students |</p>
<table>
<thead>
<tr>
<th>Activity or Expected Result</th>
<th>5</th>
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<th>1</th>
<th>Factors or Issues to be Verified or Evaluated</th>
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</thead>
<tbody>
<tr>
<td>4.3 Links of pilot schools with social partners, SMEs established</td>
<td>(more information needed)</td>
<td>Objectives, structure, content and design of links developed</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td>Positive contribution of links on teaching (e.g. participation of non-academic teachers)</td>
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<td></td>
<td></td>
<td>Positive contribution of links on situated learning</td>
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<td></td>
<td></td>
<td>Positive contribution of links on simulated projects or other in-school learning activity</td>
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<td></td>
<td></td>
<td>Positive contribution of links on post-education employment</td>
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<td></td>
<td></td>
<td>Positive contribution of links to SME performance</td>
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<tr>
<td></td>
<td></td>
<td>Positive contribution of links to school financing and service development</td>
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<tr>
<td>4.4 Consultative support for students and graduates provided for their entrepreneurial activities</td>
<td>See 4.1, above.</td>
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</table>
Annex IV    Questionnaires

The following questionnaires have been developed for use by the project team. Each questionnaire is oriented towards a specific stakeholder group.

- Policy-maker / Government Official
- VET School Administrator
- VET School Teacher
- Students
- Alumni
- Employer

These questionnaires are designed to related to the EET Evaluation Framework (see Annex III). The questionnaires are intended as a discussion guide: it may not be possible to ask all of the questions. Separate hand-outs will be issued for the Agreement Questions. These will be translated into Russian and printed out on separate A4 sheets so they can be placed in front of each respondent.
My name is Philip Ammerman. I am a consultant implementing an evaluation of the European Training Foundation’s project on “Entrepreneurship in Education and Training”, which took place in Russia/Ukraine from 2001 to 2003. This evaluation is being implemented independently – our team is not part of ETF or the European Commission. I understand that you were an important participant in the project, and I am very interested in gaining your opinion on the project. This evaluation will be used to improve future ETF projects, which is in the interest of both the European Union as well as Russia/Ukraine.

During this interview, I will be asking you a series of questions that will help us understand your role in the project and your evaluation of it. If you do not understand the question, please feel free to ask for more information. This is not a test of your knowledge or an evaluation of your performance, but a conversation between friends. Your opinions will be treated confidentially, and will not be attributed specifically to you unless you give us permission to do so.

**General Information – “Ice-breaker”**

Could we please start with an introduction of your position and your responsibilities?

In this capacity, what are some issues of entrepreneurship in education and training that you deal with? Could you please recount any specific policies or projects your organisation is working on?

How do you define entrepreneurship in education and training?

Is Russia/Ukraine an entrepreneurial country? What are some barriers to entrepreneurship in Russia/Ukraine? (check for references to VET system)

**Project Participation and Outcome**

What was your role in the ETF’s EET project?

How has this project helped your organisation in terms of developing policies or strategies? Can you point to any specific examples?

Was this project relevant to your needs? Did it support you in ways that were necessary and on-target? What are some specific examples?

What would you describe as the main outcomes of the project for Russia/Ukraine?

What has changed in Russia/Ukraine as a result of the project? What remains to be done?

**Incorporation into Government/National Policy**

What would you say is the future of the VET system in Russia/Ukraine?

Which other ministries or agencies do you cooperate with on a regular basis in order to make entrepreneurship policies a success? Other stakeholders?

What is the role of the private sector in developing an entrepreneurial VET system? What responsibilities do employers have? What benefits should they expect?
In terms of the documentation and training materials produced by the project, can you identify any that are particularly useful? Are you still using some in your work? Have you used any of these materials in order to develop your own policies or documents?

The project provided recommendations for EET-related policies. Could you comment on these recommendations? Were they practical/useful? Are they being incorporated or further developed in Russia/Ukraine?

Has there been a formal ratification or Government/Parliamentary approval of EET activities? Please describe.

Has Government/Parliament approved the necessary resources?

Is it a priority to establish CAT groups and EET curricula in other schools? If so, could you please inform us how many schools are now involved? What percentage of the total does this amount to?

The EET pilot project focused on initial and secondary VET, as well as a few tertiary institutions. What measures need to be taken for continuing education and training and adult learning?

VET System Elements (Component 1)

Could you please help us evaluate the national VET priorities of Russia/Ukraine and the role of EET? Below, you will find twinned statements. Based on your national policies, we would like you to indicate your level of agreement with either of the statements. If you agree with both equally, please mark the central column “<>”. There are no right or wrong answers to this exercise!

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</thead>
<tbody>
<tr>
<td>The rapid rate of economic and social change makes strong state planning and control essential</td>
<td>The rapid rate of economic and social change makes it imperative to decentralise planning and control</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Government takes the lead in planning VET requirements</td>
<td>Employers take the lead in planning VET requirements</td>
<td></td>
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<tr>
<td>Our VET system focuses on providing students with subject knowledge</td>
<td>Our VET system focuses on developing student competencies and work skills</td>
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<td></td>
<td></td>
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<tr>
<td>VET programmes achieve common standards for all students and age groups</td>
<td>VET programmes meet individual learning needs and offer customised options</td>
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</tr>
<tr>
<td>VET programmes focus on achieving a standard set of technical skills and competencies</td>
<td>VET programmes focus on achieving a sectorally-specific set of technical skills and competencies</td>
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<td></td>
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</tr>
<tr>
<td>The VET system prepares its graduates for self-employment and business start-up</td>
<td>The VET system prepares its graduates to find jobs with companies as fast as possible</td>
<td></td>
<td></td>
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<tr>
<td>The VET system protects specific groups and professions in the labour market</td>
<td>The VET system supports flexibility in the labour market and entry of new specialists</td>
<td></td>
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<tr>
<td>Entrepreneurship is taught in the classroom</td>
<td>Entrepreneurship is taught in the workplace and through experience</td>
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<tr>
<td>Entrepreneurship is an independent subject or degree programme</td>
<td>Entrepreneurship is part of all VET curricula and courses</td>
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</tr>
<tr>
<td>Teachers in the VET system are only recruited from state-organised teacher training institutions</td>
<td>Teachers in the VET system are recruited from a wide range of backgrounds regardless of their initial diploma</td>
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<tr>
<td>Work experience in the private sector is important for recruiting VET teachers</td>
<td>Diplomas and academic qualifications are important for recruiting VET teachers</td>
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</tr>
<tr>
<td>The preparation and certification of VET teachers is the sole responsibility of the State</td>
<td>The preparation and certification of VET teachers is the sole responsibility of employers or VET schools</td>
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</table>
VET schools focus on achieving excellence in initial and secondary education and certification exams

VET schools offer a wide range of services, including adult learning, business incubation and consultancy

VET schools are financed solely by the State, in order to maintain standards and quality and avoid irregularities

VET schools are financed solely by the private sector, in order to ensure that they meet specific market requirements

Examinations are administered and evaluated solely by the Ministry of Education

Examinations are administered and evaluated by many representatives, including companies and employers

The Ministry of Employment sets VET standards and curricula

The Ministry of Education sets VET standards and curricula

**Project Evaluation**

*What would you describe as the main outcomes of the project for Russia/Ukraine?*

*What could have been done to improve the project itself and make it more effective?*

*We understand that a Project Task Force was established to coordinate activities among stakeholders and policymakers. Could you please describe how this Task Force operated? Did it provide an adequate level of coordination? Is the work of this Task Force continuing?*

*In the framework of the project, were you able to learn more about VET policy for EET from Europe or other regions? Were you able to undertake any study tours, or participate in any fora, conferences or exchanges?*

*What was your impression of the Russian/Ukrainian experts? The EU experts? Would you work with these people again?*

*Did ETF support you appropriately during the project? Have you ever visited ETF? Who were you in contact with?*

**Training Evaluation**

*Did you participate in any training? Please describe.*

*What would you say was your reaction to this training? Was it satisfactory? Was it sufficient to meet the objectives that were set in the training programme?*

*Would other training inputs or non-training elements have been useful for the project?*

*What have you learned as a result of the training? Can you recall some specific main lessons or conclusions you drew from the training event?*

*Would you say that this learning has led to a lasting change in how you approach your work? Have you been able to work more effectively? Are you open to new ideas? Are you able to work more effectively with different stakeholders or participants?*

*Have you seen a business impact on your work in entrepreneurship, education and training, school organisation, VET policy or other areas? Has your department changed its method of working or its priorities? Have there been EET elements inserted into VET policy or programmes?*
School & Teacher Evaluation

Did you visit the pilot schools during the project? Can you describe any differences among the pilot schools following their participation in the programme? Have they become more competitive or entrepreneurial?

Is it a good idea for schools to develop their own entrepreneurial activities? What are some activities that could be useful for Russia/Ukraine? Are legal/statutory changes needed to achieve this?

Is there a method of evaluating schools? Do you use a self-evaluation or a central inspectorate? In the case that EET becomes a national priority, how could this school assessment method change?

Are you familiar with the Change Agent Team (CAT) model? How do you evaluate this model?

Do you think such a model could be used on a national basis in Russia/Ukraine? What would be needed to make this a success?

What resources do teachers and administrators need to make EET a success?

What kinds of changes are needed in the recruitment, preparation and certification of administrators and teachers? How could this best be achieved?

Sustainability

How often do you meet with private sector employers? Are you in contact with them on a regular basis? Are there any consultative mechanisms for regular meetings and information-sharing?

As a result of this project, have other EET initiatives been developed through national means?

Can you point to any other projects ongoing in the EET field which are successful?

What priority does EET have for your programming with other donors and organisations?

What kinds of future projects should ETF undertake to promote EET?

What should the Russian/Ukrainian Government do to promote EET?

What should other stakeholders in Russia/Ukraine do to promote EET?

Conclusions

This concludes my questions. Could I ask you if you have any additional remarks or questions that were not raised so far?

Thank you once again for your time and support. It will really make an important difference in our evaluation. We will send you a copy of the evaluation report, and I am sure ETF will be in contact with you for further work.
My name is Philip Ammerman. I am a consultant implementing an evaluation of the European Training Foundation’s project on “Entrepreneurship in Education and Training”, which took place in Russia/Ukraine from 2001 to 2003. This evaluation is being implemented independently – our team is not part of ETF or the European Commission. I understand that you were an important participant in the project, and I am very interested in gaining your opinion on the project. This evaluation will be used to improve future ETF projects, which is in the interest of both the European Union as well as Russia/Ukraine.

During this interview, I will be asking you a series of questions that will help us understand your role in the project and your evaluation of it. If you do not understand the question, please feel free to ask for more information. This is not a test of your knowledge or an evaluation of your performance, but a conversation between friends. Your opinions will be treated confidentially, and will not be attributed specifically to you unless you give us permission to do so.

General Information – “Ice-breaker”

Could you please tell us a little more about your school? How many students do you have? What degree courses do you offer? How many teachers/trainers do you have?

Could you please give us a short review of the pilot project in your school? What actually happened? Who was involved? What were the results?

Is Russia/Ukraine an entrepreneurial country? What are some barriers to entrepreneurship in Russia/Ukraine? (check for references to VET system)

Strategic Development Plans

I’d like to take some time to review the strategic development plan and the process of strategic change implemented in your school. This is always an interesting process, anywhere in the world, because it involves challenging our own assumption and business model, and seeing how we can improve not only our organisation, but our ways of teaching and ultimately ourselves.

Could you tell us the main points of your development plan?

How far along are you in achieving the plan? What results have you seen?

What are some of the challenges you face? Were there any areas where you and the teachers or other stakeholders found yourselves unable to agree on key issues?

Do students have a say in developing this plan? Employers? Government officials?

Were there any assumptions you made at the beginning of the process that you later found to be untrue?

What comes next?

How do you motivate your teachers and staff to achieve the plan? How do you motivate yourself?

Teacher Recruitment, Qualification and Assessment

What has been done with the CAT model since the pilot project? Has it been extended to the entire school? Is it being applied in other schools?
How/where do you recruit your teachers? Are there state qualifications involved? Are there state regulations involving recruitment and employment of teachers in the VET system?

Do you feel that the teacher qualification system encourages an innovative or entrepreneurial attitude towards education and training? If not, what needs to change?

What motivates your teachers?

What else is needed to promote effective teacher performance? How do you measure this?

Training Methods and Materials

In your opinion, who should teach entrepreneurship?

How should it be taught?

Let’s talk a little bit about the student projects or ventures created. What were some of the main initiatives taken by your students?

Were the ventures successful? Are students working in this area now?

Would you consider investing school or personal resources in a student venture?

What changes have been made to apprenticeships or work-based learning as a result of the EET project?

What changes were made in the classroom teaching and course organisation as a result of the EET project?

How was this different from the previous system? Please give specific examples

What other EET-based methods of training and pedagogy did you find particularly successful? (Mention simulations, incubators, case studies, etc. if administrator does not mention on own initiative)

How do you evaluate the EET materials produced as a result of this project? Are they still being used? Have they been adapted to other modules or qualifications programmes as well?

Are there any components of EET you felt were not appropriate?

Student Qualifications and Assessments

Let’s talk a little bit about your students? Why are they here? What do they want? Are they here because they have to be here? Are they here to find a job or learn a trade? To become famous? What motivates them?

How are students formally assessed and qualified in your school?
Who is responsible for developing the assessment systems and evaluations? Are employers represented here?

Have there been changes in student attainment or certification results due to EET? What are they, and why has such an effect been established? Is this change seen on total attainment in the school, or only in classes and professions which participated in the EET project?

What needs to be changed in the assessment/qualification system to make it more conducive to EET?

Have there been changes in student assessments, qualifications rates or attainment as a result of EET? Can this effect be tracked on the school as a whole, as well as to specific classes, modules or professional qualification programmes?

School Assessment and Impact

Does your school have a business plan or strategic development plan for developing entrepreneurship? Could you please describe its main points?

Two years from now, how will you know if this plan has succeeded?

Have there been changes in school assessments, as seen through student or teacher assessments, peer reviews or official institutional evaluations?

Have there been changes in enrolment – either in the school as a whole, or in classes and teachers that have switched to an EET-based approach?

Are there any other indicators that attest to improvement in the school’s competitive position as a result of EET? For instance, has enrolment gone up? Are more employers recruiting at the school? Are you able to raise your tuition fees as a result of this innovative approach? Is the school mentioned more often in press?

What happen to your alumni? Do you remain in contact with them? Do you use a database?

Is there any correlation between alumni who participate in EET modules and their degree of entrepreneurship, as indicated by (a) own business start-up, (b) employment rates, and/or (c) salaries/responsibilities?

Relations with Government

Which ministries or agencies do you cooperate with on a regular basis in order to make entrepreneurship education a success? Other stakeholders?

What steps has the Russian/Ukrainian Ministry of Education (or Employment, or Economy, or Industry) taken to learn from the EET experience in your school? Has the appropriate level of interest been shown? Have delegations from ministries or other agencies visited your school? What were the results?

Have the lessons of EET been learned at the senior levels of Government? Can you point to any specific changes you have seen as a result of the EET pilot project in regional or national policy?

What should the Government do to ensure that the lessons of EET are learned and implemented in the entire country? Does the Government have the resources for this?
Relations with Employers and General Market Position & Development of School

Have there been any impacts of the EET project on your position in the market? If not, what is needed to assure a business impact?

Who are your clients? (Check whether a differentiation is made between (a) students, and (b) employers. Check also the role of Government – is this the main client?)

How do you measure or analyse what your corporate clients/employers want? Do you meet with employers regularly? Do you implement training surveys?

Do clients (employers) want entrepreneurs? Or good workers? Or both?

What are some of the main barriers in the labour market and among employers to developing entrepreneurship or intrapreneurship?

As a result of the project, have you been able to increase your enrolment? Your tuition fees?

Have you marketed the incorporation of EET as a strategic advantage to your clients?

Who are your competitors?

What differentiates you from your competitors?

As a result of the EET project, have you been able to introduce new products or services?

What is your opinion on adult learning and continuing education? Could your institution offer programmes here? Could you work more closely with companies?

Do you offer job and career counselling to your students? Do you maintain an alumni network?

What steps has the local private sector or employers taken to learn from the EET experience in your school? Has the appropriate level of interest been shown? Have you seen a greater interest in recruiting students from your school?

What would you say is the future of the VET system in Russia/Ukraine?

VET School Elements (Component 2)

Could you please help us evaluate the following statements about your school, teachers and the wider VET system? Please indicate your level of agreement with either of the statements. If you agree with both equally, please mark the central column “<>”. There are no right or wrong answers to this exercise!

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<tr>
<th>Statement</th>
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| The rapid rate of economic and social change makes strong state planning and control essential |    |   |    |   |    | The rapid rate of economic and social change makes it imperative to decentralise planning and control
<table>
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<tr>
<th>Our school is able to innovate in curriculum development and course offerings</th>
<th>All course offerings and curricula are established by other authorities</th>
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<tbody>
<tr>
<td>Our educational system focuses actively supports innovation and entrepreneurship at the school level</td>
<td>Our educational system focuses actively on maintaining centrally-established educational standards and curricula</td>
</tr>
<tr>
<td>Our courses focus on providing students with subject knowledge</td>
<td>Our courses focuses on developing student competencies and work skills</td>
</tr>
<tr>
<td>Our courses achieve common standards for all students and age groups</td>
<td>Our courses meet individual learning needs and offer customised options</td>
</tr>
<tr>
<td>Our degree programmes and certification methods are flexible and respond to labour market needs</td>
<td>Our degree programmes and certification methods are based solely on meeting examination requirements</td>
</tr>
<tr>
<td>Our school has the resources needed to implement entrepreneurial activities</td>
<td>Our school requires additional resources from external partners to implement entrepreneurial activities</td>
</tr>
<tr>
<td>Our budget system allows us to raise funds from private sources and our own initiative</td>
<td>Our budget system requires us to rely only on public funds to assure transparency</td>
</tr>
<tr>
<td>We are able to charge competitive tuition rates based on our own priorities</td>
<td>We are restricted in charging tuition rates by legal statute or regulations</td>
</tr>
<tr>
<td>Entrepreneurship is taught in the classroom</td>
<td>Entrepreneurship is taught in the workplace and through experience</td>
</tr>
<tr>
<td>Entrepreneurship is an independent subject or degree programme</td>
<td>Entrepreneurship is part of all curricula and courses offered by our school</td>
</tr>
<tr>
<td>Teachers in our school are recruited only from state-organised teacher training institutions</td>
<td>Teachers our school are recruited from a wide range of backgrounds regardless of their diploma</td>
</tr>
<tr>
<td>Work experience in the private sector is important for recruiting VET teachers</td>
<td>Diplomas and academic qualifications are important for recruiting VET teachers</td>
</tr>
<tr>
<td>The preparation and certification of VET teachers is the sole responsibility of the State</td>
<td>The preparation and certification of VET teachers is the sole responsibility of employers or VET schools</td>
</tr>
<tr>
<td>Our school must focus on achieving excellence in initial and secondary education and certification exams</td>
<td>Our school must offer a wide range of services, including adult learning, business incubation and consultancy</td>
</tr>
<tr>
<td>Our school is financed solely by the State, in order to maintain standards and quality and avoid irregularities</td>
<td>Our school is financed solely by the private sector, in order to ensure that they meet specific market requirements</td>
</tr>
<tr>
<td>The educational authorities take an active interest in promoting innovation and designing new courses and offerings</td>
<td>The educational authorities focus on fulfilling their own requirements and are not interested in innovation or change</td>
</tr>
<tr>
<td>Our alumni are entrepreneurial, and often start their own businesses or become managers</td>
<td>Our alumni are technical specialists – they often become workers in a large company</td>
</tr>
</tbody>
</table>
Project Evaluation

Was this project relevant to your needs? Did it support you in ways that were necessary and on-target? What are some specific examples?

What could have been done to improve the project itself and make it more effective?

In the framework of the project, were you able to learn more about VET policy for EET from Europe or other regions? Were you able to undertake any study tours, or participate in any fora, conferences or exchanges?

What was your impression of the Russian/Ukrainian experts? The EU experts? Would you work with these people again?

Did ETF support you appropriately during the project? Have you ever visited ETF? Who were you in contact with?

How could ETF or other international organisation support you and your work in EET?

Training Evaluation

Did you participate in any training? Please describe.

What would you say was your reaction to this training? Was it satisfactory? Was it sufficient to meet the objectives that were set in the training programme?

Would other training inputs or non-training elements have been useful for the project?

What have you learned as a result of the training? Can you recall some specific main lessons or conclusions you drew from the training event?

Would you say that this learning has led to a lasting change in how you approach your work? Have you been able to work more effectively? Are you open to new ideas? Are you able to work more effectively with different stakeholders or participants?

Have you seen a business impact on your work in entrepreneurship, education and training, school organisation, or other areas? Has your school changed its method of working or its priorities?

Conclusions

This concludes my questions. Could I ask you if you have any additional remarks or questions that were not raised so far?

Thank you once again for your time and support. It will really make an important difference in our evaluation. We will send you a copy of the evaluation report, and I am sure ETF will be in contact with you for further work.
My name is Philip Ammerman. I am a consultant implementing an evaluation of the European Training Foundation’s project on “Entrepreneurship in Education and Training”, which took place in Russia/Ukraine from 2001 to 2003. This evaluation is being implemented independently – our team is not part of ETF or the European Commission. I understand that you were an important participant in the project, and I am very interested in gaining your opinion on the project. This evaluation will be used to improve future ETF projects, which is in the interest of both the European Union as well as Russia/Ukraine.

During this interview, I will be asking you a series of questions that will help us understand your role in the project and your evaluation of it. If you do not understand the question, please feel free to ask for more information. This is not a test of your knowledge or an evaluation of your performance, but a conversation between friends. Your opinions will be treated confidentially, and will not be attributed specifically to you unless you give us permission to do so.

**General Information – “Ice-breaker”**

Could you please tell us a little more about your school? How many students do you have? What degree courses do you offer? How many teachers/trainers do you have?

What is your position? How many classes do you teach per week?

Could you tell us a little about yourself? Where did you receive your teaching qualification? Where did you receive your specialist qualification? How long have you been teaching?

What are your career plans? Where would you like to be 5 years from now?

Have you ever worked as an entrepreneur or in a company?

**Project Evaluation**

Could you please give us a short review of the pilot project in your school? What actually happened? Who was involved? What were the results?

Was this project relevant to your needs? Did it support you in ways that were necessary and on-target? What are some specific examples?

What could have been done to improve the project itself and make it more effective?

In the framework of the project, were you able to learn more about VET policy for EET from Europe or other regions? Were you able to undertake any study tours, or participate in any fora, conferences or exchanges?

What was your impression of the Russian/Ukrainian experts? The EU experts? Would you work with these people again?

How could ETF or other international organisation support you and your work in EET?

Do you feel that you were adequately rewarded from this experience? What is the benefit for you?
Training Evaluation

Did you participate in any training? Please describe.

What would you say was your reaction to this training? Was it satisfactory? Was it sufficient to meet the objectives that were set in the training programme?

Would other training inputs or non-training elements have been useful for the project?

What have you learned as a result of the training? Can you recall some specific main lessons or conclusions you drew from the training event?

Would you say that this learning has led to a lasting change in how you approach your work? Have you been able to work more effectively? Are you open to new ideas? Are you able to work more effectively with different students and administrators?

Have you seen a business impact on your work in entrepreneurship, education and training, school organisation, or other areas? Have you changed your method of working?

Training Methods and Materials

In your opinion, who should teach entrepreneurship?

How should it be taught?

Let’s talk a little bit about the student projects or ventures created. What were some of the main initiatives taken by your students?

Were the ventures successful? Are students working in this area now?

Would you consider investing school or personal resources in a student venture?

What changes have been made to apprenticeships or work-based learning as a result of the EET project?

What changes were made in the classroom teaching and course organisation as a result of the EET project?

How was this different from the previous system? Please give specific examples

What other EET-based methods of training and pedagogy did you find particularly successful? (Mention simulations, incubators, case studies, etc. if administrator does not mention on own initiative)

How do you evaluate the EET materials produced as a result of this project? Are they still being used? Have they been adapted to other modules or qualifications programmes as well?

Are there any components of EET you felt were not appropriate?
Teacher Recruitment, Qualification and Assessment

Could we discuss the CAT model implemented in your school? What were the positive elements of this approach?

What are some of the challenges you faced in developing this model? Were there any areas where you and your colleagues found yourselves unable to agree on key issues?

What has been done with the CAT model since the pilot project? Has it been extended to the entire school? Is it being applied in other schools? Have you been able to visit other schools?

Do you feel that the teacher qualification system encourages an innovative or entrepreneurial attitude towards education and training? If not, what needs to change?

What else is needed to promote effective teaching performance? How do you measure your own performance?

Student Qualifications and Assessments

Let’s talk a little bit about student qualifications. How are students formally assessed and qualified in your school?

Who is responsible for developing the assessment systems and evaluations? Are employers represented here?

Have there been changes in student attainment or certification results due to EET? What are they, and why has such an effect been established? Is this change seen on total attainment in the school, or only in classes and professions which participated in the EET project?

What needs to be changed in the assessment/qualification system to make it more conducive to EET?

Have there been changes in student assessments, qualifications rates or attainment as a result of EET? Can this effect be tracked on the school as a whole, as well as to specific classes, modules or professional qualification programmes?

School Culture, Organisation

Do you feel your school has adapted to an entrepreneurial mind-set? What has changed as a result of this project?

Does your school administration support EET? What are some of the strong points of the school’s approach?

What could be done to improve the situation? What do you need in order to succeed in your job? (confirm remuneration, culture, decision-making)

Do you feel that your voice is heard in this school? Are your suggestions welcome? Are they acted upon?

Has anyone ever said “Thank you” or “Well done” in the past 6 months? Are you officially recognised for your achievements?
Does your school have a business plan or strategic development plan for developing entrepreneurship? Could you please describe its main points?

Two years from now, how will you know if this plan has succeeded?

What are your roles and responsibilities in this plan?

School Assessment
Do you assess your school in terms of self-evaluation, peer reviews or official institutional evaluations?

Do you see any changes in enrolment – either in the school as a whole, or in classes and teachers that have switched to an EET-based approach?

Are there any other indicators that attest to improvement in the school’s competitive position as a result of EET? For instance, has enrolment gone up? Are more employers recruiting at the school? Are you able to raise your tuition fees as a result of this innovative approach? Is the school mentioned more often in press?

What happen to your alumni? Do you remain in contact with them? What lessons do they tell you about what they have learned in the workplace?

Is there any correlation between alumni who participate in EET modules and their degree of entrepreneurship, as indicated by (a) own business start-up, (b) employment rates, and/or (c) salaries/responsibilities?

Government
What steps has the Russian/Ukrainian Ministry of Education (or Employment, or Economy, or Industry) taken to learn from the EET experience in your school? Has the appropriate level of interest been shown? Have delegations from ministries or other agencies visited your school? What were the results?

What should the Government do to ensure that the lessons of EET are learned and implemented in the entire country? Does the Government have the resources for this?

Relations with Employers and General Market Position & Development of School
Have there been any impacts of the EET project on your school’s position in the market? If not, what is needed to assure a business impact?

Who are your clients? (Check whether a differentiation is made between (a) students, and (b) employers. Check also the role of Government – is this the main client?)

How do you measure or analyse what your corporate clients/employers want? Do you meet with employers regularly?

Do you clients (employers) want entrepreneurs? Or good workers? Or both?

What do your students want? What motivates them?
Who are your competitors? What differentiates you from them?

As a result of the EET project, have you been able to introduce new products or services?

What is your opinion on adult learning and continuing education? Could your institution offer programmes here? Could you work more closely with companies?

Do you offer job and career counselling to your students? Do you communicate with alumni?

Have you seen a greater interest in recruiting students from your school?

What would you say is the future of the VET system in Russia/Ukraine?

VET Teacher Elements (Component 2-3)

Could you please help us evaluate the following statements about your school, teachers and the wider VET system? Please indicate your level of agreement with either of the statements. If you agree with both equally, please mark the central column “<>”. There are no right or wrong answers to this exercise!

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<tr>
<td>Our school is able to innovate in curriculum development and course offerings</td>
<td>All course offerings and curricula are established by other authorities</td>
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<tr>
<td>I am able to actively propose and implement new curricula and offerings in our school</td>
<td>I am required to teach a standard course offering based on a specifically-established curriculum</td>
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<td>Our courses focus on providing students with subject knowledge based on a set curriculum</td>
<td>Our courses focuses on developing student competencies and work skills</td>
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<tr>
<td>My teaching is designed to achieve common standards for all students and age groups</td>
<td>My teaching is designed to meet individual learning needs and offer customised options</td>
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<td>Our degree programmes and certification methods are flexible and respond to labour market needs</td>
<td>Our degree programmes and certification methods are based solely on meeting examination requirements</td>
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<td>Our budget system allows us to raise funds from private sources and our own initiative</td>
<td>Our budget system requires us to rely only on public funds to assure transparency</td>
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<tr>
<td>If I could, I would define a training programme for company staff and charge the company for this</td>
<td>I prefer to fulfil my normal teaching requirements and focus on daily work</td>
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<tr>
<td>If I could, I would charge a higher fee and tuition rate to students, reflecting my superior teaching skills</td>
<td>We are restricted in charging tuition rates by legal statute or regulations, and I do not want to</td>
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</table>
I feel well-paid and motivated working at my school. I am a valued member of the team and have important responsibilities.

| Our school promotes a culture of trust, responsibility and a shared commitment to excellence. There are opportunities here for everyone. |
| I feel underpaid and overworked at my school. I feel that I am one of many teachers and cannot make a difference. |

| Entrepreneurship is taught in the classroom |
| Entrepreneurship is taught in the workplace and through experience |

| Entrepreneurship is an independent subject or degree programme |
| Entrepreneurship is part of all curricula and courses offered by our school |

| Teachers in our school are recruited only from state-organised teacher training institutions |
| Teachers in our school are recruited from a wide range of backgrounds regardless of their diploma |

| Work experience in the private sector is important for recruiting VET teachers |
| Diplomas and academic qualifications are important for recruiting VET teachers |

| The preparation and certification of VET teachers is the sole responsibility of the State |
| The preparation and certification of VET teachers is the sole responsibility of employers or VET schools |

| Our school must focus on achieving excellence in initial and secondary education and certification exams |
| Our school must offer a wide range of services, including adult learning, business incubation and consultancy |

| Our school is financed solely by the State, in order to maintain standards and quality and avoid irregularities |
| Our school is financed solely by the private sector, in order to ensure that they meet specific market requirements |

| Examinations are administered and evaluated solely by the Ministry of Education |
| Examinations are administered and evaluated by many representatives, including companies and employers |

| Our alumni are entrepreneurial, and often start their own businesses or become managers |
| Our alumni are technical specialists – they often become workers in a large company |

Conclusions
This concludes my questions. Could I ask you if you have any additional remarks or questions that were not raised so far?

Thank you once again for your time and support. It will really make an important difference in our evaluation. We will send you a copy of the evaluation report, and I am sure ETF will be in contact with you for further work.
This questionnaire can be adapted for focus group use.

My name is Philip Ammerman. I am a consultant trying to learn more about your school and your own plans for the future. During this interview/focus group, I will be asking you a series of questions that will help us understand your motivations, reactions and opinions. If you do not understand the question, please feel free to ask for more information. This is not a test, but a conversation between friends. Your opinions will be treated confidentially, and the results of this interview will be kept only by me – they won’t be released to the teachers or administrators of your school.

**General Information - Employment**

Could you please tell me a little bit of information about yourselves? Are you all natives of St. Petersburg/Kyiv? How long have you been studying? How many more years do you have to go?

What are you studying? Is there a good market for this degree in St. Petersburg/Kyiv?

What made you decide to choose this school?

What are your plans for the future? Where would you like to be 5 years from now?

What kinds of people are employers looking for in St. Petersburg/Kyiv? What do they want when they hire someone?

Do they pay well? What kinds of companies pay well? What kinds of positions have good salaries?

What’s a living wage in St. Petersburg/Kyiv? What does a family of four need per month to survive?

How much income tax do you pay on a salary? Social security tax?

What are some things your school is doing to help you find work and prepare for the job market?

Are there any things you think should be done in addition to what is being done now to help you?

**Teaching**

Confirm that students have participated in EET-curricula – get lists of courses taught during the pilot project or subsequently that incorporate the EET approach and as specifically about this.

I’d like to discuss your impressions about the course _______. What are your general impressions? What is different about this course, compared to other courses?

Are you using any special learning techniques in the class? (identify learning projects) What subjects are you choosing for your in-class projects?

How has this learning project approach helped you? How has it challenged you?

What are some other ideas for making teaching more effective?
During the course of your studies, have you ever met a banker? A company owner? A manager?

What could you learn from these people? If you could ask them three questions, what would they be?

Starting a Company

How many of you think of starting your own company? If you could start a company, what would you do?

What are some advantages of having your own company?

What are some disadvantages of having your own company?

How long do you think it would take to break even? What are some challenges you would face along the way?

Would your clients in St. Petersburg / Kyiv pay on time? What would you do if they don’t pay on time?

The School

Do you participate in any committee or bodies that support the management of the school? Please discuss this.

Have you seen changes in the school over the last years? What have these been?

Does the school prepare you or support you to find a job?

If you finish this school successfully, are your chances of finding a job higher than if you had finished another school? Does it have a good reputation in the market compared to other schools? Can you give specific examples of this?

Have you ever met alumni, or former students, of the school? Can you learn from them?

Does the school prepare you or support you to start your own company?

What are some things you think could be done to make the school more effective as an organisation?

What are some things you think could be done to make teaching more effective?

VET Student Elements (Components 2-3)

Could you please help us evaluate the following statements about your school, teachers and your experience? Please indicate your level of agreement with either of the statements. If you agree with both equally, please mark the central column “<>”. There are no right or wrong answers to this exercise!

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<tbody>
<tr>
<td>My school prepares me for the future. It gives me confidence in my abilities to work successfully and enter the job market.</td>
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<td>I focus on my studies and coursework. As a student, my task is</td>
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<td>My school prepares me for completing my course of studies and learning the official curriculum</td>
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<td>I participate actively in the development of the school through</td>
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<td>Statement</td>
<td>Your Opinion</td>
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<tr>
<td>To learn and follow the official curricula.</td>
<td>proposing different ideas. My voice is heard.</td>
<td>My teachers treat all students in the same way. The priority is to complete the academic curriculum.</td>
<td></td>
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<tr>
<td>My teachers listen to me as an individual and to their best to prepare me for the challenges of life as a professional</td>
<td>My teachers and other staff in the school prepare me for completing the exams</td>
<td>My teachers and other staff in the school prepare me and advise me in finding a job.</td>
<td></td>
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</tr>
<tr>
<td>This school will prepare me for the state exams. I will have the same preparation as all other schools in Russia/Ukraine</td>
<td>This school will prepare me for the state exams, and gives me an important competitive advantage compared to other schools in Russia/Ukraine</td>
<td>My teachers have worked in the job market and are able to answer my questions about professional life.</td>
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<tr>
<td>My course of study focuses on developing my professional competencies and work abilities</td>
<td>My course of study focuses on transferring large quantities of knowledge.</td>
<td>My teachers have worked in the academic system and are able to answer my questions about completing my degree.</td>
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</tr>
<tr>
<td>My teachers and other staff in the school prepare me for completing the exams</td>
<td>My teachers and other staff in the school prepare me and advise me in finding a job.</td>
<td>My teachers have worked in the job market and are able to answer my questions about professional life.</td>
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<tr>
<td>Once I complete my degree, I will probably have to change professions often</td>
<td>Once I complete my degree, I will be in a single profession for the rest of my life</td>
<td>Based on my studies in this school, I will be ready to start my own company or become self-employed as soon as I graduate.</td>
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<tr>
<td>Our school examinations are an important part of my degree</td>
<td>Our school projects are an important part of my degree.</td>
<td>Employers in St. Petersburg/Kyiv are interested in well-motivated workers who take the initiative.</td>
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<tr>
<td>My teachers have worked in the job market and are able to answer my questions about professional life</td>
<td>My teachers have worked in the academic system and are able to answer my questions about completing my degree.</td>
<td>Employers in St. Petersburg/Kyiv are interested in well-motivated workers who take the initiative.</td>
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<tr>
<td>Based on my studies in this school, I will need to work for some years to gain real experience before starting my own company</td>
<td>Based on my studies in this school, I will be ready to start my own company or become self-employed as soon as I graduate.</td>
<td>Employers in St. Petersburg/Kyiv are interested in well-motivated workers who take the initiative.</td>
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<td>Employers in St. Petersburg/Kyiv are interested in well-motivated workers who take the initiative</td>
<td>Employers in St. Petersburg/Kyiv are interested in well-motivated workers who follow orders correctly and faithfully</td>
<td>I meet potential employers through my studies or other activities at my school.</td>
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<tr>
<td>I meet potential employers only through external job fairs and web sites</td>
<td>I meet potential employers only through external job fairs and web sites.</td>
<td>In St. Petersburg/Kyiv, you need to know how to follow orders and work hard to survive.</td>
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<td>In St. Petersburg/Kyiv, you have to be entrepreneurial in order to survive</td>
<td>In St. Petersburg/Kyiv, you have to be entrepreneurial in order to survive.</td>
<td>In my profession, most people are employed by large companies or other employers.</td>
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<td>In my profession, most people are employed by large companies or other employers</td>
<td>In my profession, most people are employed by large companies or other employers.</td>
<td>In my profession, you can start a company with a good idea; you can always find people to support you.</td>
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<td>In my profession, you can start a company with a good idea; you can always find people to support you</td>
<td>In my profession, you need political connections and lots of money to get ahead; good ideas don’t count</td>
<td>In my profession, you can start a company with a good idea; you can always find people to support you.</td>
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<tr>
<td>In five years, I plan to be the director of my own company, or self-employed</td>
<td>In five years, I plan to have a good, secure job with a large company.</td>
<td>Employers in St. Petersburg/Kyiv are interested in well-motivated workers who take the initiative.</td>
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<td>Once I graduate, the skills and knowledge that I learn in this school will last me a lifetime.</td>
<td>The job market is changing so fast, that five years from now I’ll be back in school, updating my knowledge.</td>
<td>As the future manager of a company, I leave finance, accounting and customer service to the professionals whom I’ll recruit.</td>
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<td>As the future manager of a company, I need to know the basic about finance, accounting and customer service</td>
<td>As the future manager of a company, I leave finance, accounting and customer service to the professionals whom I’ll recruit.</td>
<td>As the future manager of a company, I leave finance, accounting and customer service to the professionals whom I’ll recruit.</td>
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**Conclusions**

*This concludes my questions. Could I ask you if you have any additional remarks or questions that were not raised so far?*

Thank you once again for your time and support. I wish you all the best in your future careers. You may want to check the ETF web site [www.etf.eu.int](http://www.etf.eu.int), which has some interesting materials in English and Russian which may be of interest to you.
This questionnaire can be adapted for focus group use.

My name is Philip Ammerman. I am a consultant trying to learn more about your work, your profession and the school that you attended. The school has recently participated in a programme to develop entrepreneurial studies. We’d like to see what the results are, and what could be improved. During this interview/focus group, I will be asking you a series of questions that will help us understand your motivations, reactions and opinions. If you do not understand the question, please feel free to ask for more information. This is not a test, but a conversation between friends. Your opinions will be treated confidentially, and the results of this interview will be kept only by me – they won’t be released to the teachers or administrators of your school.

General Information - Employment

Could you please tell me a little bit of information about yourselves? Where are you working? What is your position/responsibilities? How long have you been on the job? (Or, when did you start your company? What are some challenges you face?)

Are you happy in your profession?

What does the future hold for you? Where would you like to be 5 years from now?

If employed: Do you feel like an entrepreneur, or “intrapreneur”? Can you give examples in your work where you need to take the initiative and develop the business? (Is it too early to speak about this?) Are your employers interested in your point of view?

If employed: Do you ever think of starting your own company?

What are some elements you would take into account in making this decision?

What are some benefits of being self-employed or having your own company?

What are some of the challenges involved?

Do you feel prepared to become self-employed? What kind of preparation would you need?

Your School

Let’s talk a little bit about your school. What made you decide to choose this school?

Did the school prepare you or support you to find a job?

Do you feel that the school has helped prepare you for actual work? How did the lessons you learned in school correspond to the reality of working life?

What were some of the strong points of your education?

What were some of the weak points?
If you could change five things about your school to make it more effective for students entering the labour market, what would these be?

Do you remember any specific things the school did to help you find work and prepare for the job market? Please evaluate. (Alternatively: did the school prepare you for self-employment?)

What's more important in work today: specific skills (i.e. technical skills) or general skills? Do you need both?

How important are aspects such as networking, social skills and your mentality for succeeding in the labour market today?

Are you in contact with the school now? Do you return for any special events? Do you participate in any committee or bodies that support the management of the school? Please discuss this.

Have you seen changes in the school over the last years? What have these been?

Would you recruit new staff from your school? Why or why not?

Do you feel that your position is stronger because of the school you attended? Does it have a good reputation?

Your Teachers

Confirm that students have participated in EET-curricula – get lists of courses taught during the pilot project or subsequently that incorporate the EET approach and as specifically about this.

Do you remember your teachers at all? Do you feel they prepared you for the labour market? Why/why not?

From what you've learned in the ___ years since starting work/starting your company, how do you evaluate your teachers now? Were they aware about the real demands of work? Please list some strengths and weaknesses?

How do you evaluate your degree and your course of study? Did it prepare you for working life? What percent of the knowledge that you learned are you using?

Looking back, what did you enjoy most about your course of study? Why?

Were there any teachers that really made a good impression on you? Why?

During the course of your studies, have you ever met a banker? A company owner? A manager?

Given what you've learned since graduating, are there any people you wish could have acted as your teachers?

What are some things you think could be done to make the school more effective as an organisation?

What are some things you think could be done to make teaching more effective?
Starting a Company

**How many of you think of starting your own company? If you could start a company, what would you do?**

**What are some advantages of having your own company?**

**What are some disadvantages of having your own company?**

**How long do you think it would take to break even? What are some challenges you would face along the way?**

**Would your clients in St. Petersburg / Kyiv pay on time? What would you do if they don’t pay on time?**

**VET Student Elements (Components 2-3)**

*Could you please help us evaluate the following statements about your school, teachers and your experience? Please indicate your level of agreement with either of the statements. If you agree with both equally, please mark the central column “<>”! There are no right or wrong answers to this exercise!*

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<th>Statement</th>
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<td>After graduating, and having worked, I find that my school prepared me very well for the challenges of working life</td>
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<td>My school prepared me for completing my course of studies and learning the official curriculum; the job market is totally different</td>
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<td>My teachers made a major difference in my education and who I am as an individual</td>
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<td>My teachers were academics who understood the state curriculum and were able to pass this on</td>
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<td>This school prepared me for the state exams. I now have the same preparation as all other schools in Russia/Ukraine</td>
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<td>My teachers and other staff in the school prepared me for completing the exams</td>
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<td>I would definitely recruit other graduates from my school: they are a strong resource and can contribute to my company</td>
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<td>I am not interested in contributing to my school: I don't have time, and whatever I say won't make any difference</td>
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<td>Now that I've completed my degree and gotten some work experience, I see that I will probably have to change professions often</td>
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<td>The school project was really a minor part of my degree; the most important part were the examinations</td>
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<td>Now that I've had my initial work experience, I see that I will need to work for some more years before starting my own company</td>
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- 93 -
Employers in St. Petersburg/Kyiv are interested in well-motivated workers who take the initiative

Employers in St. Petersburg/Kyiv are interested in workers who follow orders correctly and faithfully

In St. Petersburg/Kyiv, you have to be entrepreneurial in order to survive

In St. Petersburg/Kyiv, you need to know how to follow orders and work hard to survive

In my profession, most people are employed by large companies or other employers

In my profession, most people are self-employed or start their own companies

In my profession, you can start a company with a good idea; you can always find people to support you

In my profession, you need political connections and lots of money to get ahead; good ideas don’t count

In five years, I plan to be the director of my own company, or self-employed

In five years, I plan to be the manager of a company

Now that I’ve graduated, the skills and knowledge that I learn in this school will last me a life time.

The job market is changing so fast, that five years from now I’ll be back in school, updating my knowledge

As the future manager of a company, I need to know the basic about finance, accounting and customer service

As the future manager of a company, I’ll leave finance, accounting and customer service to the professionals whom I’ll recruit

Conclusions
This concludes my questions. Could I ask you if you have any additional remarks or questions that were not raised so far?

Thank you once again for your time and support. I wish you all the best in your future careers. You may want to check the ETF web site www.etf.eu.int, which has some interesting materials in English and Russian which may be of interest to you.
These questions are more indicative that ones in other categories. Further work will be needed to determine the most effective approach. Much of the interview will depend on whether the person recruited is a line worker or specialist/management staff. It is also important to determine the background of the manager, as this will heavily influence his/her own perception.

My name is Philip Ammerman. I am a consultant evaluating the activities of the ___ School, from which you have recruited Mr/Ms _____. Thank you for your time, and for seeing me. I’d like to talk to you about what you are looking for in your employees, and how you evaluate the school in question. The school has recently been supported by the European Training Foundation, so we’d like to see what your impressions are. During this interview, I will be asking you a series of questions that will help us understand your requirements, reactions and opinions. If you do not understand the question, please feel free to ask for more information. We do not want any confidential information, so please tell me if you are not comfortable answering a specific question. Your opinions will be treated confidentially.

Could you please tell me a little bit more about your company? What are the main fields of operation? How long have you been in existence? Are you a main owner?

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>Is it easy to manage a company of this kind in Russia/Ukraine? What are some of the challenges you face in your job as manager? (confirm discussion of staffing, environment. Relate to entrepreneurial start-up)</td>
</tr>
<tr>
<td>How long have you worked with Mr/Ms.______? Were you involved in the recruitment?</td>
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<tr>
<td>When you recruited Mr/Ms._______. what position did you intend for him/her? Are they still in this position?</td>
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<td>What career plan do you foresee for this person? How high could this person rise?</td>
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<tr>
<td>Would you trust this person with a task involving high responsibility and trust? What does a person need to do to gain your trust? (check age, length of work term, etc.)</td>
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<td>In your company, are you in the process of launching new products, services or sites? What kinds of people are you looking for to manage these initiatives?</td>
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<tr>
<td>What are the main elements you are looking for in a manager?</td>
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<tr>
<td>What are your impressions on this School? Do they produce good graduates?</td>
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<tr>
<td>Could you list five factors you look for when recruiting a new technical worker with a profile?</td>
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<tr>
<td>Do you differentiate between recruitment of managers or specialists and workers? Could you discuss your own recruitment system? Do you use external recruitment agencies, or do you handle this in-house?</td>
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<td>Do you have a corporate HR system? Do you use competencies? How do you evaluate staff performance?</td>
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<td>Do they have good teachers? Have you ever met any of them?</td>
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<tr>
<td>In your opinion, what are the most important contributions a teacher can make to a student? Is this achieved regularly?</td>
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<tr>
<td>What could this school do to support your work?</td>
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</tbody>
</table>
Are there any ways this school could improve the quality of its education?

Would you be willing to support the school in improving its educational quality? If so, what would you be interested in doing?

Conclusions
This concludes my questions. Could I ask you if you have any additional remarks or questions that were not raised so far?

Thank you once again for your time and support. I wish you all the best in your future careers. You may want to check the ETF website www.etf.eu.int, which has some interesting materials in English and Russian which may be of interest to you.
Annex V  Feedback Seminar Notes

The Feedback Seminar to present the findings of the Evaluation Project took place at ETF on 2 March 2005. The meeting was attended by 20 staff members of the Foundation. The format of the meeting was a 1-hour presentation of the report, followed by a discussion and question-and-answer session. This note includes the responses mentioned during the Seminar itself as well as additional feedback from the evaluators. Some questions asked during the seminar were repetitions on the same theme, and in this case have not been repeated here.

A summary of the main points of discussion follows here:

1. **Was the training delivered during the project effective? How was the role and input of the EU trainers perceived?**

A total of 6 training modules were implemented, with a standard format of 4-5 days of training/workshops, followed by an interval in which the trainees worked on assigned projects, and then concluding in a second 4-5 day workshop session. Each module was held in both Russia and Ukraine, with the exception of one module, which was held in Kyiv, with participants arriving from Russia. Each module was attended by up to 5 trainees per institution, so the group of trainees numbered 20-25 people per module.

The training was perceived to be effective based on the following criteria: (a) a Level-1 assessment was implemented at the end of Phase III, in which five of the six training sessions were evaluated as satisfactory (EET Project Final Report, p. 20); (b) individual assessments during the site missions confirmed the utility of the courses as well as the satisfaction of the participants; (c) training materials developed by each school during the training modules were reviewed and assessed.

Some negative comments expressed by the participants included:

- The training was not enough: additional training inputs were desired, particularly at the level of each institution (to supplement training to groups of teachers).
- The structure of assigning class projects in each module became repetitive; a more flexible approach would have been possible in later modules.

The EU trainers were uniformly perceived as being of high quality, real experts in their profession. Many of the training materials developed by the schools subsequent to the project (and observed during class observations or materials reviews) contain quotes and examples from the EU trainers. In one case, participants in Russia felt that an EU trainer did not suitably address some issues: when asked about this on site, the Russian participants stated that this difference had been resolved.

In future projects, it is recommended that:

- A mix of group training, with participants from different institutions, is combined with a more intensive approach of training and consultancy within individual VET schools. This will enable more targeted training addressing specific institutional needs. Such an intervention at the school level should take place once group training of school managers and teachers has already taken place.
- If possible, future projects in Russia, Ukraine or other partner countries could utilise the EET project participants as trainers, given their extensive exposure to the process. Local trainers could be utilised in conjunction with EU trainers.
- The materials developed during the EET project are collated and utilized in other projects, where possible.
- ETF consider means of supporting school and teacher involvement in training, given the expenses of

2. **What was the impact at the policy/system level? Was this a real VET reform or something “under the table”?”**

The impact at the system level in formal terms is non-existent or “under the table”, in that individual VET schools are trying to implement EET systematically. The only area at the system level where an impact is seen is in the work at the regional level in St. Petersburg. National level impacts in Ukraine or Russia are limited to policy suggestions, but which have not been incorporated into national law. In Ukraine, a Presidential Decree was signed by President Kuchma in the turbulent time between the first and second elections (October – December 2004), but this has not translated into tangible
results. The main policy priority in both countries at present is regionalisation: while this policy implicitly offers great potential for EET, no formal component on EET is present.

3. What is the right point in time for a pilot project to be launched? Is this implemented at the right point in the history of VET reform?

The evaluators do not have enough insight in the process of VET reform in Russia or Ukraine to be able to answer such a question. The process of policy reform is extremely dependent on a number of external factors, including the relative position or strength of Ministries of Education among the wider ministerial framework in a country, as well as the emphasis and visibility given to VET.

It is extremely important to differentiate how reforms are crafted and supported. Considering the EET Logical Framework, the delivery of a system reform was not part of the Terms of Reference. Nevertheless, a number of general factors for consideration can be identified here:

The large majority of stakeholders in the EET project were Ministry personnel or representatives of the “supply” side. While the “supply” and “regulatory” sides of the equation were strongly represented, the “demand” side was less visible. The evaluators did not get the impression that real employer concerns were represented by the university or other representatives on the Steering Committees. The EET project tried to link with employers or perform small-scale labour market surveys, but these efforts are (a) small in scope, (b) limited by the system requirements of VET, and (c) limited by the resources of the project and the schools themselves. It is important that employer voices are heard, and the experience of other projects, such as the Russian Presidential Programme, tend to support this.

VET reform efforts could usefully take into account a stronger understanding of the nature of the VET “business” in Russia or Ukraine today. Each of the VET schools seen in the course of the project are heavily dependent on private sources of funding and have already understood the necessity to become “entrepreneur-ial”. This position is implicitly understood by Ministries of Education in each country, who are perfectly aware that Government resources are inadequate to maintain 100% of the operating costs of a VET institution. It is likely that future VET reform efforts could more widely include the school administrators, rather than relying exclusively on a Ministerial environment to define and enact reforms.

Entrepreneurship education is seen as highly significant within the overall process of economic transition and reform at the employer level. This is dependent on the state of transition within individual companies, as well as the presence of a critical mass of companies able to lobby for reforms. Despite this, VET reforms often focus on the supply of services, with very superficial links with “the labour market”.

Based on prior experience with Tacis and other technical assistance and/or private-sector projects, there is clearly a role for VET reform in the EET field at several stages of Russian and Ukrainian national and sectoral economic growth. For instance, EET could have been introduced at the mass-privatisation stage of development in the early- and mid-1990s, encouraging small shareholders to utilise their resources and build a more equitable society. EET could have been utilised in efforts such as retraining of military officers or enterprise restructuring, both of which included policy reform components.

4. Where should an intervention take place? The school level or the policy level? These are different types of projects, and appear to be contradictory, without a direct link. What kinds of projects are needed?

The evaluators are not making the case for either policy reforms or school reforms. The findings are that the results of the EET level are very pronounced at the school level, and not pronounced at all at the policy or system levels. Again, the Logical Framework does not call for system-level reform, but only for suggestions for reform. In designing future interventions, the ETF and wider donor community may wish to consider the following suggestions:

There have now been successive waves of VET policy reform attempts from multilateral and bilateral donors. Without commenting on the success or sustainability of these efforts, the evaluators recommend that future interventions target the key points in the system, rather than the system as a whole. Regarding EET, we can identify three key system points: (a) teacher training, (b) student certification (examination) processes, and (c) the composition of curricula and syllabi. Focussed work in each of these three system level elements offers considerable potential for a policy “breakthrough”.

Future policy reform projects should be adequately resourced. This implies a real level of material support, possibly tied to successful policy implementation. The experience of the National Training
Foundation in Russia and the World Bank’s Education Reform Project is illustrative. Comparing this to the Tacis Delphi Programme offers further insight into the requirements for VET reform.

When designing future EET projects involving schools, it is helpful to have a deeper understanding of the type of school and the key levels where an EET-type intervention will have the maximum effect. For instance, graduates of the initial VET system cannot become licensed for self-employment without further educational certification. The EET approach can mean different things at different levels and types of courses (e.g. theoretical courses versus applied learning; accountancy qualifications versus building trades). There has been a large volume of practical research and experience gained through the EET pilot project which should be properly documented and analysed within ETF.

The “bottom-up” versus “top-down” approach of the EET project was particularly effective in that reforms at the school level could be implemented within waiting for wider reforms from the VET system, Ministerial approval, additional resources or other decisions. This approach could be usefully incorporated into future projects.

5. **Entrepreneurship in education can mean a lot of things. What was the most effective in the project?**

The most effective aspect of entrepreneurship in Phases I-III of the EET project was the (a) interactive approach to teaching in the school, and (b) the underlying, but more limited, emphasis on entrepreneurship as a personal attitude and core skill.

6. **Is it possible to isolate the impact of the EET project versus other changes or influences in the pilot schools?**

There are a number of factors and examples which highlight the unique impact of the EET project in the pilot schools:

- The Higher Vocational School No. 12 in Billa Tserckva, Ukraine, has only participated in the EET project; no other technical assistance has been rendered. The main impacts seen in this school are those outlined in the report: a switch to interactive training methods; a different approach to school management; a change of curricula and training methods.

- The St. Petersburg Technical College of Management & Commerce, arguably one of the most advanced schools in terms of its management capacity and professionalism, used the EET project to change curricula and management style, but also to introduce a highly effective, ongoing CAT model which is still functioning today.

7. **According to the presentation, in the initial VET schools graduates are not allowed to start businesses. How was the project effective?**

The EET project provided initial VET schools with the tools necessary to change their teaching styles and training methods which improve their graduates’ capacity to work more effectively as employees, or “intrapreneurs”. The “typical” graduate of an initial VET institution will work as a plumber, bricklayer, seamstress or other trade. However, the wider VET system in the two regions (St. Petersburg and Kyiv) is characterised by a low take-up of VET positions, with a trend towards higher education and/or management education (similar to most EU countries). In addition to training graduates for the labour force, initial VET schools have training contracts with “Teknikums” or technical universities (higher VET schools), such as the Avionics University or the Construction and Electrical College. Vertical movement within the VET system is a real possibility for many graduates of initial VET.

8. **Was there a difference in the project impact between secondary, upper secondary and higher VET institutions participating?**

The project impacts were quite similar in all institutional types. The one difference with higher institutions was that they were able to integrate subjects on entrepreneurship as a subject, i.e. how to start a business, more effectively. The demand for such courses is higher at this level, because graduates have the possibility to start a business based on national legislation. Furthermore, the higher institutions are often more active in participating in continuing training or retraining opportunities offered by the Ministries of Employment or Labour, which often mandate that secondary or higher institutions participate. Other elements, such as training methods, teaching styles, contract training for companies, technical training, has had a very similar impact.

9. **How do should ETF assess sustainability? There has been no policy impact or definition of a larger project.**
This question is extremely significant, as it defines the nature of ETF pilot projects. If the output of an ETF pilot project is going to be a change in national legislation or the definition of a larger project, then the EET project was a failure.

Nevertheless, the evaluators have seen that the project is highly sustainable on the ground, at the level of the pilot schools. The schools are at present disseminating the approach both internally as well as to other schools and projects at the national or regional levels. They continue to use the EET approach, and in some cases have continued the work of the CAT teams in very great depth.

10. **What is understood as an efficiency factor?**

Efficiency factors are metrics that should be defined by ETF to measure the effectiveness and efficiency of its pilot projects. While it is difficult to define these without an analysis of multiple projects, some basic parameters might include:

- Ratio/share of project resources dedicated to travel, administration & management versus direct project operations
- Ratio/share of project resources dedicated to training courses led by an EU trainer versus time spent by training participants on own work/homework
- Ratio of project training/consulting hours to total people trained
- Ratio of project training/consulting hours per person or per school
- Cost per person or school trained/consulted
- Total number of people trained/consulted
- Ratio/cost of work done by EU consultants compared to NIS consultants
- Time contribution and cost of ETF staff time to total project time
- Ratio of ETF financial contribution versus co-financing
- Other project or donor funding gained or other links developed in the project

Training Return-on-Investment (if applicable)

The challenge in defining such a system will be to (a) qualify and quantify relevant factors, and (b) assure that pilot projects are working towards objective results, rather than working to fulfil an efficiency monitoring system.

11. **Why should ETF launch a development project? Somewhere in environment there is a policy or approach we should test in partner countries to see where we can draw lessons out for larger scale projects? ETF wants to improve project design for commission based on these lessons. Did the evaluators see this dimension in this project? Is what the project has created relevant for this process?**

This question is highly relevant. The evaluators found that the EET project design and lessons learned during the project can play a major contribution to future projects, either of the Commission or other donors. This has been directly confirmed by the National Training Foundation (World Bank); the Tacis Delphi project; and the EC Delegation in Moscow. Unfortunately, the EET project did not build extensive links with these or other programmes. We believe that ETF should build upon its successful experience and focus on:

- Distilling the lessons learned from EET into a practical guide to similar projects.
- Disseminating these lessons to a wide range of national (Russia/Ukraine) and international organisations and bodies.

Such an approach should be in place during the life of a pilot project, not only at the end stages. ETF can add significantly to its relevance to the EU system by interacting more effectively and frequently with the AIDCO, the various technical assistance programmes and the Delegations in this respect. Pilot projects should definitely include a requirement that links with other projects will be developed and fostered.

12. **Should the time of the project be minimised? Continuation and dissemination involves time. ETF has had pilot projects running for 5-7 years. Longer time frames are needed if you want to make deep roots.**

The comment on the time of the project was made from the viewpoint of the training institutions and a general consultancy approach. Between 2001 – 2003, a pilot school will have received a total of 4 weeks direct training/involvement per year, and this only in terms of general (group) training. It should be possible to speed up the course of implementation from this viewpoint, particularly as the preparatory work dates back to 1999.
Nevertheless, this is not to say that ETF should utilise a “just-in-time” delivery method. Clearly, reforms and new ideas take time to implement. In this case, however, it will be necessary to assure a continual take-up and circulation of analyses and ideas throughout the project, rather than focussing a project conclusion on a national conference or dissemination programme. To put this another way: a 10-year project could be effective if in every year, it produces replicable results which lead to a systematic change in policies, programmes or other activities. If the 10-year project relegates this function to the last year, then the question will be asked: what has changed in the meantime?

List of Feedback Seminar Participants

ANSTEY, Jo
BAATI, Mounir
BONDURI, Gianluca
CALLEJA, James
CORRADINI, Milena
DAVID, Andrevon
DUNBAR, Muriel
GREENWOOD, Peter
GRIBBEN, Anthony
JOHANSEN, Jens
KARKKAINEN, Outi
KOSANOVIC, Milan
LENNAN, Deidre
MCBRIDE, Vincent
NIKOLOVSKA, Margareta
SORENSEN, Bent
STEFANI, Sandra
TEUNISSEN, Robert
TAURELLI, Siria
VOS, Arjen
Annex VI  Interview List

The following individuals were interviewed during the course of this project. A number of other students, teachers and other stakeholders were met in the course of conversations, shorter meeting and class observations, but are not mentioned here.

### RUSSIA

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<tr>
<th>Name</th>
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<td>ANDREEVSKA, Anna</td>
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**UKRAINE**

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<td>GAMILIA, Nina</td>
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<td>State Centre of Employment, Ministry of Labour</td>
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<tr>
<td>ZAYTSEVA, Olena</td>
<td>ETF National Observatory</td>
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Annex VIII  The Evaluation Team

FORMAPER assembled a team of four evaluators for the evaluation project:

- Mr. Carlos Talamas acted as Project Director and participated in all stages of the project. Mr. Talamas is director of International Relations at FORMAPER, and has extensive experience in the field of entrepreneurship through EFMD, including the EISB and ARPENT projects, as well as EU and national programmes.

- Mr. Philip Ammerman acted as Senior EU Expert. Mr. Ammerman is a Partner with NAVIGATOR Consulting Group Ltd. and has in-depth experience in management training, VET and institutional development in Russia and Ukraine as well as the EU and other countries.

- Dr. Peter Soukhov acted as Local Expert in North West Russia. Dr. Soukhov is the Chairman of OMIS, a leading vocational and management education institute in St. Petersburg, and has far-reaching experience with national and EU-funded VET programmes as well as institutions.

- Dr. Galina Zerova acted as Local Expert in Ukraine. Dr. Zerova is Associate Partner with NAVIGATOR Consulting Group Ltd. in Ukraine. She has extensive experience in corporate management, VET development and training, and has advised a number of institutions and companies in HR development.