Project Management Plan

THE MISSING ENTREPRENEURS

This Plan has been developed by:

1. INTRODUCTION

Project details

Project Acronym	The Missing Entrepreneurs
Project Title:	Promoting capacity building, of Missing Entrepreneurs, for inclusive digital entrepreneurship and digital transformation of businesses
Project Reference	KA204-7145DFBF
Project Website	https://themissingentrepreneurs.eu/
Authoring Partners	Amaris France and APSU – Associação Portuguesa de StartUps
Document Version	1

Project context

The digital transformation of the economy is re-shaping the way people work and do business. New ways of working and doing business are affecting the types of skills needed, including innovation and entrepreneurship. Many sectors are undergoing rapid technological change and digital skills are needed for all jobs, from the simplest to the most complex.

As stated in the latest OECD report on "The Missing Entrepreneurs 2019 - Policies for inclusive entrepreneurship", digital entrepreneurship – the creation of digital businesses and the adoption of digital technologies by existing entrepreneurs – may hold potential for making entrepreneurship more inclusive. Under-represented population groups in entrepreneurship could be more likely to benefit from certain features of digital technologies for business creation and growth, including the lower start-up costs required for many digital businesses and the wider access to external markets offered by the internet. However, international surveys indicate that women, immigrants, youth and seniors are greatly under-represented among digital entrepreneurs in the EU (Eurostat, Labour Force Survey, 2019). For example, it is estimated that women accounted for only 15.6% of digital start-ups in 2018, which was essentially unchanged from 2016 (14.8%). This is well below their share among entrepreneurs.

As pointed by OECD, these gaps are due to many factors, including a lack of digital entrepreneurship role models and a lack of digital skills, which affects seniors and women. Moreover, several recent studies show that many obstacles to business creation (e.g. lack of skills, access to finance, small and ineffective networks) carry over into the digital economy. Data on computer usage clearly show that women and seniors have gaps in basic digital skills, as do

some groups of youth. These skills barriers reinforce the obstacles to start-up financing and networks.

Therefore, the policy recommendations outline the need for actions contributing to address the barriers to digital entrepreneurship through schemes that build digital and entrepreneurship skills, including through education, training programmes and facilitating peer-learning.

Project objectives

In the light of the above, our project - the Missing Entrepreneurs – arises with the ambition to contribute directly to these emerging challenges. Our aim is to build a more inclusive culture towards digital start-ups and support the development of digital and entrepreneurship skills among vulnerable and still under-represented population groups in digital entrepreneurship such as women, immigrants, youth and seniors.

To this end, a set of specific objectives have been defined, drawn from the "policy recommendations" of the OECD report "The Missing Entrepreneurs 2019" (pp.178-179), and completed with other objectives in order to form a coherent project structure. The specific objectives are:

- Develop a comprehensive framework of digital skill gaps of under-represented population groups (women, immigrants, youth and seniors) in digital entrepreneurship. This skill gaps mapping will be carried out in participating countries (France, Portugal, Spain, Italy, Cyprus and Austria) and on the European level, allowing to identify common trends and shared understanding against two EU competence frameworks for digital competences and entrepreneurship.
- Establish European Academy on Inclusive Digital Entrepreneurship composed of:
- Extensive database of online training courses that leverages all available e-learning resources on entrepreneurships and digital skills.
- Practical training modules and "training pills" on digital tools available for digital entrepreneurship and digital transformation of businesses.
- Enhance digital and entrepreneurial skills by deploying training courses and workshops to testing a set of innovative education materials and resources provided by European Academy on Inclusive Digital Entrepreneurship. This will allow to train at least 180 people that belongs to project target groups (women, immigrants, youth and seniors) on digital entrepreneurship by the end of the project.

- Develop far-reaching educational and raising awareness campaign to combat the stereotype that digital entrepreneurs are young males by showcasing a wide range of role models and success stories.

Objective of this plan

This Document outlines the Project Management Plan aimed at setting up rules for ensuring the overall progress of the project as well as monitoring, evaluation and quality assurance strategies. Therefore, this Plan is spilt into two parts:

- PART 1: Project Management Plan. It has been outlined by Amaris.
- PART 2: Quality Management Plan. It has been outlined by APSU.

2. PROJECT MANAGEMENT PLAN

The objective of the Project Management Plan is to provide key information about The Missing Entrepreneurs project and guidelines for the implementation of it, in order for stakeholders to have a common understanding of its objectives, involvement, delivering and communications. It is in fact intended to support the achievement of project objectives, the effective project management and delivery of project results.

This part contains the details on the following aspects:

- Project consortium and partners' roles, organization structure and responsibilities,
- Project Operations Management: tasks, deliverables, work plan and operations procedure,
- Project Financial Management: total budget, financial reporting and costs,
- Project Internal Communication: stating channels and documentation used,
- Project Risk Management: including risk assessment procedures.

2.1   Project Consortium

The Missing Entrepreneurs project gathers a highly complementary consortium which combines entrepreneurs, business development specialists, IT engineers, vocational training experts from both business, training and industry backgrounds with proven track record in projects related to entrepreneurship, digital transformation and trainings. Most of the partners have participated in a significant number of EU projects over the past decade and collaborate on innovation topics directly related to this project.

•   **AMARIS (FR):** Global consulting company providing services and technology solutions. It has more than 7000 talented people in more than 60 countries (in France more than 1000 employees). The entrepreneurship & digital transformation are key assets for the company and thus the solutions in these areas are offered by Amaris:

-      Economic & industrial models transformed through technological and digital solutions,
-      Empowerment of talent by digitalising their workplace with technologies,
-      By understanding the future of work and the impact of digital transformation that goes with it, Amaris helps to provide efficient working environment in line with the needs &expectations of future workers,
-      Services on online reputation & digital marketing.

•   **Associação Portuguesa de Startups (PT):** Association that brings the Portuguese Start-Ups together in order to create synergies that will ultimately support the implementation of these companies. To this end, APSU supports in a multitude of critical areas for starting companies, like legal and fiscal support, provides a legal address and temporary offices to the associates, networking between the companies, trainings and discussion forums, etc. APSU also intervenes in areas such as social entrepreneurship, connection of VET with the needs of the labour market, transfer of skills needed for the labour market of the future, support of NEETs for the transition to the self-employment and labour market.

•   **Blue Room Innovation (ES):** SME that responds to technological and social challenges with innovative solutions based on new technologies and helps companies to do more business, upgrade technology or obtain financing. We develop new concepts, follow state-of-the-art and

market trends and bring them closer to SMEs. We cover 3 main areas: Open Innovation, Digital Transformation and Innovation Financing. For this project, they will leverage their technological tool NIR-VANA (www.nir-vana.eu), which is an open and connected network for European business development piloted on Enterprise Europe Network and major SME associations.

- **Center for Social Innovation (CY):** R&D organisation which focuses on fostering social innovation that can bring about a positive change to local, national, regional and global contexts. CSI belief is that the four pillars of Social Interaction, Education, Development and Economic Rationalization coupled with fundamentally sound and sustainable solutions as well as disruption to streamlined solutions to systemic social problems can lead to creative solutions that impact significant change to the social fabric of every society. Their areas of expertise are Vocational Education and Training, e-learning, social entrepreneurship, among others.

- **EGInA (IT):** Private training agency and consultancy body. EGInA is devoted to deepening a real transnational cooperation in the field of lifelong learning, especially in the field of the digital and social innovation. We are accredited as a training agency for the implementation of training activities funded by the European Social Fund. We are responsible for the implementation of the Youth Guarantee initiative in the Umbria Region (more than 700 NEETs oriented).

- **die Berater (AT):** focuses on adult education, vocational training and human resources development. Organising staff-development and education programmes for around 20,000 participants each year, die Berater figures amongst the largest private educational institutes in Austria. Our services are aimed at private individuals, national and international companies and organisations in all sectors and of any size, as well as the public sector, including the Austrian Employment Service. Their main aims are to motivate and qualify people to make full use of their potentials in the labour market.

2.2 Roles and Tasks

2.2.1 Responsibilities

The project has 5 Intellectual Outputs (IO) and 6 partners. Each IO is coordinated by a different partner. There is also a role of co-coordinator, that is not only the proxy of the coordinator, but also a main discussion partner/supporter of the coordinating tasks. Each IO is co-coordinated by a different partner, with one exception: the only partner that did not have assigned a coordination of an IO, is co-coordinating 2 IOs. The distribution of these coordinating tasks followed a rationale for the allocation of the coordination role to the partner that has an optimal profile for that IO. The transversal activities are allocated as following:

1. The coordinator of the project (Amaris) will oversee the overall progress of the project and will lead the financial and administrative control as well as management of the contractual relation with the EC, including the delivery of the reports for the National Agency.

2. The coordination of the Quality Assurance and Evaluation will be done by APSU, given its large expertise of this partner in the field of entrepreneurship to be addressed in this project.

3. The coordination of the Dissemination will be carried out by Blue Room Innovation, on the following grounds:
   - due to the narrow relation between the activities of the Dissemination (Project website, branding, etc) and the training platform to be created in the IO2 that is coordinated by this same partner,
   - due to the high digital and business focus of this partner,
   - experience in communication and dissemination activities in EU projects by its team.

4. The Exploitation will be coordinated by Die Berater due to its training and social profile and given its perfect identification to the main target groups of this project: groups socially excluded from the digital entrepreneurship and training centres.

The project coordinator, the coordinators of each activity and the coordinator of the Quality Assurance will play a major role in defining the quality standards of each activity and intellectual outputs before their beginning and to clearly discuss it with all the partners in order to align the expectations on quality standards.

2.2.2 Project Coordinator

The Coordinating organisation – Amaris - will be in charge of the general coordination of the project. This includes budget control as well as time management. To this end, Amaris will develop the Project Management Plan with the objective of setting up rules for ensuring its overall progress. It will include a financial and technical control plan, an administrative plan as well as risk and contingency plans. These plans will be submitted for approval by all the partners within the Steering Committee.

2.2.3 Steering Committee

The Steering Committee will meet each 6 months during transnational meetings, to check the progress of the project as well as to set new objectives. This will ensure an efficient and on time implementation of the project. Between meetings and when relevant, videoconferences will be organized in order to overcome obstacles and issues that may arise. Each decision will be made by consensus; if the vote is tied, the coordinator will make the final decision. More specifically, the role of the Steering Committee is to:

- Improve project implementation by establishing strategies, priorities, and key actions.
- Manage and evaluate the progress and implementation of the project against time and budget.
- Organize and promote initiatives to engage and collaborate with key stakeholders.
- Agree on the Management Plan and ensure its effectiveness.
- Solve the problems encountered during the project and avoid their recurrence by finding suitable solutions and measures.
- Additional responsibilities may take place during the project.

2.4 Work Package Leaders (WPL) / Intellectual Output Leader (IOL)

Regarding the Work Packages (WP) / Intellectual Outputs (IO), the Work Packages Leaders or Intellectual Outputs Leaders (IOLs) will be allocated who will be responsible for the implementation of the planned activities and the delivery of IOs (determined based on the appropriateness of the work packages and intellectual outputs foreseen). They will manage the activities progress while respecting the timetable and the allocated budget. More specifically, the role of the Work Packages Leaders / Intellectual Outputs Leaders will be to:

- Coordinate the tasks of the WP or IO,
- Ensure the progress of the WP/IO over time
- Ensure that the WP/IO meet the set objectives,
- Be the intermediary between the partners and the Steering Committee,

- Inform the Steering Committee in case of any problem occurring during the implementation of WP.

2.3   Activities and Deliverables

The Missing Entrepreneurs is a 24-months collaborative project that combines both agile as well as systematic and progressive implementation methodology to achieve efficiently the goals pursued, to deliver expected outcomes at the highest quality, to maximise the project's impact and to ensure transnational outreach of the project results.

The project methodology will follow a bottom-up and participatory approach, which means that all decisions and activities will be based on the information obtained from the environment, with the active participation of representatives of the project target groups. This approach will ensure the appropriateness and the success of the project as well as the wide acceptance of the trainings amongst the participants.

To ensure the achievement of the project objectives and delivery of the planned results, the implementation of Missing Entrepreneurs project has been carefully planned and organised into 6 complementary work packages (WP) composed of the concrete activities.

- **WP1. Analysis and elaboration of skill training paths on digital entrepreneurship (IO1).**
    - Elaboration of a summary document on the main skill-gaps identified in the OECD report for each social target group that has been excluded from digital entrepreneurship.
    - In-depth assessment of further skill-gaps (country-specific, niche-specific, skills-gaps of the different social groups…) in the participating countries. Development of questionnaires, analysis, and elaboration of national reports.
    - Produce a comprehensive EU report on skill training paths for digital entrepreneurship, specific for each of the following social groups: women, immigrants, youth, and seniors.
    - Publications in peer-reviewed international journals on Education.

- **WP2. Development of a database on e-learnings (IO2), training modules on online tools (IO3) and awareness campaign (IO4) on digital entrepreneurship and digital Transformation of businesses**.
    - Desk research of existing good practices on training platforms and e-learnings as well as digital tools that can support digital entrepreneurship and digital transformation of business, followed by national roundtables for their validations.
    - Definition and development of an optimal training platform structure to accommodate the European Academy on Inclusive Digital Entrepreneurship, including a dynamic Skill Training Path.

- Collection of existing open-source training programmes for the skills identified in the Skills Training Path. Customization and organization of these trainings.
- Elaboration of training pills for each of the relevant tools identified.
- Elaboration of "how to" video tutorials.
- Definition of concrete plans and elements for a public raising awareness campaign.
- Elaboration of short testimonial videos of successful digital entrepreneurs. Elaboration of teasers consisting of extracts of the videos produced and a short description of the personalised training programme on Digital Entrepreneurship.
- Implement outreach activities to promote the potentials of digital technologies amongst the social groups under-represented in digital entrepreneurship.

• **WP3. Pilot implementation of training courses (IO5).**
- Organization and integration of the training pills, how-to videos, and testimonial videos into the training platform.
- Finalization of the personalized training programme on Digital Entrepreneurship and Digital Business.
- Elaboration of a local and national strategy plan to embed the materials and resources.
- Pilot-testing of the personalised training courses.
- Improvement of the training materials and training platform based on the feedback and suggestions collected by the participants in the pilot-test.
- Virtual roundtable with stakeholders on Entrepreneurship, Adult Education and on Social Support.
- Creation of a Transferability Manual as part of the Sustainability plan.

• **WP4. Dissemination, communication and sustainability of the project results.**
- Elaborate a dissemination plan.
- Develop diffusion materials: brochures, newsletters, press releases, etc.
- Create the project website and its updates.
- Implement dissemination activities to inform about the project though social networks, emailing, press.
- Organise a set of national Multiplier Events to disseminate the final project results in all participating countries.
- Outline the Sustainability plan.

- **WP5. Monitoring, evaluation and quality control.**
  - Elaborate the Monitoring and Evaluation Plan with the Quality Assurance Strategy, including evaluation tools.
  - Implement quality control measures and evaluation reports.

- **WP6. Project management and coordination.**
  - Elaborate a management plan, including timing and milestones, risks and contingency plans.
  - Organise transnational meetings of the Steering & Technical Committees.
  - Implement technical and financial control and monitoring of the project progress according to work plan, schedule and budget.
  - Elaborate intermediate and final reports.

2.4   Financial Management

In order to allow an efficient and continuous implementation of the project, the Project Manager will set up a financial control and activity monitoring plan. **Every 6 months, an analytical expenditure control will take place to measure financial performance as well as the reporting on activities and intellectual outputs implementation progress.** The Project Manager will prepare templates and guidelines in accordance with the financial rules outlined by the National Agency and Erasmus+ Programme so that the partners can send a financial report every 6 months. These reports will constitute a basis for drawing up an intermediate and final report to the national agency.

The templates are uploaded in the shared google drive:

https://drive.google.com/drive/folders/1o0rCm2UE2ls8yrpfYxqW85oIeVyUJcRP?usp=sharing

In addition, so that the consortium can anticipate and solve problems, the financial challenges/problems that the project may encounter will be listed in a risk and contingent plan.

By participating in the project, the partners and their organisations agree to comply with the rules and obligations resulting from the project: each incident will be reported to the Project coordinator and to the Steering Committee and will be penalised (if necessary). Contracts for performance and financial agreements in line with the Grant Agreement will be established between the Coordinating Partner and each Partner in order to guarantee the legal and financial responsibility of all partners.

The total budget of the project will be allocated as follow:

Country	ENTITY	Grant
FR	AMARIS CONSULTING	63.726,00 EUR
PT	ASSOCIACAO PORTUGUESA DE STARTUPS	41.142,00 EUR
ES	BLUE ROOM INNOVATION	46.018,00 EUR
CY	CENTER FOR SOCIAL INNOVATION	39.603,00 EUR
IT	EUROPEAN GRANTS INTERNATIONAL ACCADEMY	52.190,00 EUR
AT	DIE BERATER UNTERNEHMENS BERATUNGS GESELLSCHAFT	57.147,00 EUR

BUDGET ITEMS	GRANT
Project Management and Implementation	42.000,00 EUR
Transnational Project Meetings	31.710,00 EUR
Intellectual Outputs	214.166,00 EUR
Multiplier Events	12.000,00 EUR
Total Grant	**299.876,00 EUR**

2.5   Internal Communication

2.5.1 Management Structure

In order to ensure the smooth cooperation among partners, a hierarchical management structure will be established that will take into account specific functions of each person and participating organization involved in the project.

1. **PROJECT MANAGER (PM):** will be responsible for the overall and day-to-day project management.

2. **STEERING COMMITTEE (SC):** is main decision-making body responsible for the management and evaluation of the project implementation. Composed by one representative/contact person of each partner organisation.

3. **TECHNICAL COMMITTEE (TC):** will provide specific technical advisory at each step of the project to guarantee high quality of the project outputs.

4. **WORK PACKAGE / INTELLECTUAL OUTPUTS LEADERS (WPL/IOL):** will be responsible for coordinating activities for ensuring delivery of the WPs as well as the intellectual outputs.

5. **WORKING GROUPS:** there will be 5 working groups responsible for implementing 5 intellectual outputs foreseen in the framework of the project. It will include one person from each partner organisation assigned to the development of respective intellectual output.

2.5.2 Continued Communication

To ensure the permanent and effective communication and reporting, a concrete strategy for communication among all project partners will be developed through four main channels:

1. **Transnational meetings** to monitor the implementation of the work plan and to make the necessary decisions that will enable a smooth progress of the project.

2. **Online meetings** via video streaming (i.e. Skype) that will be held the first Monday of each month to discuss the concrete progress being made and to coordinate daily work between partners.

3. **Teleconference and videoconference** among the coordinator, the leaders of work packages or among other partners to manage any topic related to the actual project implementation.

4. **Emails** for the regular communication between partners, WP/IO leaders, working groups, etc.

Furthermore, there will be created an online project repository (To be selected amongst dropbox, google drive or MS Teams) where all technical, administrative and financial documents and drafts will be uploaded and shared within the partnership.

2.5.3 Transnational Meetings

The transnational meetings within our project will have the following schedule, venue and objectives:

1st TRANSNATIONAL MEETING

- Date: Month 1

- Place: Lyon, France

- Host: Amaris

Objective: Kick-off meeting. During this meeting the Management Plan will be presented which will ensure the general progress of the project. The financial, administrative and technical action plans will be discussed and submitted to the partners for their approval within Steering Committee. The IO1 and its activities will also be approached to define its concrete actions and anticipate its progress over agreed timeline within Technical Committee.

2nd TRANSNATIONAL MEETING

- Date: Month 7

- Place: Nicosia, Cyprus

- Host: Center for Social Innovation - CSI

Objective: The second transnational meeting of the Steering Committee will be dedicated to review to what extent activities and intellectual outputs are being developing against the planned schedule. Planning of the strategic work for the next six months of the project implementation will be made. The second transnational meeting of the Technical Committee will also be organised in parallel. The development of the database on e-learnings on entrepreneurship will be discussed.

3rd TRANSNATIONAL MEETING

- Date: Month 13

- Place: Girona/Barcelona, Spain

- Host: Blue Room Innovation - BRI

Objective: The third meeting of the Steering Committee will be dedicated to review to what extent the activities and intellectual outputs are being developing against the planned schedule. Planning of the work for the incoming months of the project implementation will also be made. The third meeting of the Technical Committee will take place at the same time, and will be dedicated to the evaluation of the training modules on practical online tools for digital entrepreneurship and digital transformation of businesses. The progress of the development of trainings on existing digitals tools will be discussed.

4th TRANSNATIONAL MEETING

- Date: Month 19

- Place: Foligno, Italy

- Host: EGIna

Objective: The fourth meeting of the Steering Committee will be dedicated to review to what extent the activities and intellectual outputs are being developing against the planned schedule. Planning of the work for the next months of the project implementation will be made. The fourth meeting of the Technical Committee will be held in parallel to the Steering Committee Meeting and will be focused on the educational campaign on inclusive digital entrepreneurship as well as revision of the pilot training courses.

5th TRANSNATIONAL MEETING

- Date: Month 24

- Place: Lisbon, Portugal

- Host: APSU

Objective: The fifth meeting will gather jointly the Steering Committee and Technical Committee to assess the impact of the project and to planning on further action for ensuring the project results sustainability, in particular organisations of the next training courses.

2.6   External Communication

Each partner will organise one multiplier event nationally to disseminate the project results and motivate the participants to adopt them in their organisations and disseminate them in their networks, thus enhancing the impact of the project. These events will be prepared with the grants support.

The Multiplier Event will be a half-day event for 20 participants in a workshop format. It will be organised after the conclusion of the project results from the 5 Intellectual Outputs, in October 2022.

The Events targets groups will be: women, immigrants, youth, seniors, representatives from adult education centres, school representatives, youth organisations representatives, ONGs, policymakers, career counsellors, teachers/trainers and SMEs representatives.

Objectives of the event:

• Provide an overview of the main activities and results of the project;

• Share the results with relevant stakeholders;

• Encourage the participants to adopt and implement the project's results thus enhancing its impact in the long run;

• Collect feedback from the participants;

• Strengthen networks.

Preparation of the Event:

• Constitution of the Event Secretariat;

• Definition of the date, the place and time of the event;

- Organisation of the agenda, speakers and presentations;

- Preparation of the list of possible participants and sending of invitations

- Creation of the communication materials: poster, programme and announcing posts for the social media;

- Organization of the catering;

- Organization of the participant folders, including the evaluation form of the event.

During the event:

- Reception of the speakers and participants;

- Delivery of the participants' folder, including the project's promotional materials;

- Photo coverage of the event;

- Note taking of the inputs of the participants;

- Evaluation and certificate delivery.

After the event:

- Preparation of a report with the event description and the lessons learnt.

Dissemination Strategy: The event will be disseminated through:

- The project's website and social media;

- Partners' organisations websites and communication channels

- Press-releases

- Posters

- Direct invitations and by e-mail to specific targets, including those on the mailing list and subscribed to the e-newsletter.

2.7 Risk Management

To avoid the risks and threats that could affect the proper implementation of the project, a hierarchical management structures will be established. Therefore, all partners, stakeholders and project participants will have assigned concrete roles and responsibilities.

A risk and contingency management strategy will be established in order to resolve any problem that may arise. To do so, a 5-steps system will be put in place:

• STEP 1: Identify risks

• STEP 2: Risk analysis

• STEP 3: Prioritize and map risks

• STEP 4: Resolve risks according to contingency plan

• STEP 5: Monitor risks

In addition, major possible risks related to the project (technical, external or organizational) will be assessed and foreseen mitigation plan in order to be anticipated:

1. Risk of partner leave: If a partner decides to leave the consortium during the project, the contingency would be to choose a new replacement partner. However, if the project approached the end, another partner member could take on the task of the leaving partner.

2. Risk of project delay: If there is delay, and a partner does not respect the deadlines, the Steering Committee will meet to agree on an appropriate strategy.

3. Risk of overspending: each partner has an assigned budget to carry out their task, if they exceed it the Steering Committee will meet to find a suitable solution.

4. Risk of lack of compliance by a partner: If this problem occurs, the Steering Committee will be informed of the problem and its impact. It will take the necessary measures to prevent the problem from occurring again, and if this is the case, the person responsible will be penalized.

5. Risk of mismanagement communication and dissemination: Each partner is experienced. If the target groups are not reached, the communication strategy will be modified.

6. Risk of staff turnover: This risk is minimized thanks to the commitment of people hired by participating organizations as well as a large number of staff involved.

7. Risk of conflict between the partner: If this happens, the WP/IO leader will act as a mediator. If this happens within the SC, it will maintain its commitments.

8. Risk of unforeseen events such pandemic, closing of borders etc.: The meetings will then take place by videoconferences. Activities may also be postponed or organised via online if possible.

2.8　Intellectual Outputs

Intellectual Output 1: Report of concrete digital skill gaps of under-represented population groups in digital entrepreneurship

- IO1: Activity 1 (A1) - Elaboration of a summary document (10-20 pages) on the main skill-gaps identified in the OECD report "The Missing Entrepreneurs 2019", for each social target group that has been excluded from digital entrepreneurship. This summary document will contain a summary table of skill-gaps and a summary of the main differences in skill-gaps between the countries of the partnership. Each partner will be responsible for the deep analysis of one section of the document. the IO coordinator will compile the information.

- IO1: Activity 2 (A2) - In-depth assessment of further skill-gaps in order to identify further country-specific, niche-specific, skills-gaps of the different social groups that have been restricted from digital entrepreneurship. This will be done through questionnaires with open questions for the following social groups: women, immigrants, youth and seniors. At least 5 per country for each social group for professionals unemployed or under risk of unemployment, and 5 per country per group for entrepreneurs and professionals working with digital marketing (40 questionnaires per country, 240 in total). Each partner will produce a national report of the questionnaire results, following a report template provided by the coordinator of the IO1. The coordinator of the IO1 will then pool these reports (France, Portugal, Spain, Italy, Cyprus and Austria) into a comprehensive EU report, and will update the "summary table of skill-gaps" and the "summary of the main differences in skill-gaps between the countries of the partnership" of IO1:A1.

- IO1: Activity 3 (A3) - Summary publication of Elaboration of a skill training path on digital entrepreneurship and digital marketing, specific for each of the following social groups: women, immigrants, youth and seniors. This publication will contain the pooled reports of IO1:A1 and IO1:A2, the novel "Skill Training Path" and will provide suggestions for the transferability of the "Skill Training Path" to other countries in Europe. This publication will be written in the format of a scientific publication, to be published in a peer-reviewed international journal on Education, in order to most efficiently reach academics and policymakers. A short publication containing an executive summary and the "Skill Training Path" will be written in English and translated to all partner languages, to be used as dissemination material for non-academics and will be disseminated to VET schools, NGOs, Social Workers, Policymakers and other relevant stakeholders in social inclusion through education and integration in the labour market.

Intellectual Output 2: Development of database on e-learnings on entrepreneurships

• IO2: Activity 1 (A1) - Desk research of existing good practices on training platforms, followed by national roundtables (1 per country), in which the results of the desk research will be discussed and further brainstorming will be made to come up for an optimal training platform to accommodate the "European Academy on Inclusive Digital Entrepreneurship", including a dynamic "Skill Training Path" (that results from the IO1:A3). The results of each roundtable will be presented to the partnership and will be discussed in order to determine an optimal training platform structure.

• IO2: Activity 2 (A2) - Development of the Training Platform of the "European Academy on Inclusive Digital Entrepreneurship". This will be a repository of online training materials on Digital Entrepreneurship, connected to a dynamic and personalised "Skill Training Path" (that results from the IO1:A3) that will guide each trainee through his/her own training path. All partners will participate in the design of the training platform that will be developed by the coordinator of the IO2 (BlueRoom), with the technical support of Amaris.

• IO2: Activity 3 (A3) - Collection of existing open-source training programmes for the skills identified in the "Skills Training Path". Customization and organization of these training courses in a comprehensive structure under the "Skill Training Path" will be carried out, so that the trainees can follow a specific flow of training courses along a training path to fill in their skill gaps in digital entrepreneurship.

The skills identified in the IO1 will be arranged in six groups, and each partner will be assigned to a different group of skills, according to its expertise. The partners will collect the current open-source training courses for those skills, mostly focusing on courses in a format of "how to do" videos. The partners will customise/adjust these training courses, taking into consideration the lessons learned in IO1 on the need to customise the training contents and materials to the specific needs of the different social target groups under-represented in digital entrepreneurship.

The training courses and the training platform will be available in all the national languages of the project partners as well as in English.

Intellectual Output 3: Training modules on practical online tools for digital entrepreneurship and digital transformation of businesses

• IO3: Activity 1 (A1) - Desk research on digital tools that can support digital entrepreneurship and digital transformation of business. In this Activity the partners will do a desk research on digital tools that can support the entrepreneurship skills identified in IO1 and other digital tools that can be relevant for the digital business. Each partner will focus on a different set of skills and will elaborate a table on the "skills or business action", "the available digital tools", "main added value" and "comments". The coordinator will compile it into a single document that will be uploaded into the training platform. This activity will take into account the training materials collected for the IO2 development to avoid duplication and ensure complementarities. A tentative list and fields of tools to be assessed are explained in the IO description.

• IO3: Activity 2 (A2) - Elaboration of training pills (maximum a 1h training) for each of the relevant tools identified in the IO3:A1. These training pills will be designed for at least 3 different complexity levels - basic, intermediate and advanced - in order to enhance their contribution to the personalised training path of each user. The partners will elaborate these training pills in English and translate them to all the partner languages.

• IO3: Activity 3 (A3) - Elaboration of "how to do" video tutorials available in all partner languages. The coordinator will provide the guidelines for the video and each partner will create videos for a different set of digital tools.

Intellectual Output 4: Missing Entrepreneurs: Educational campaign on inclusive digital entrepreneurship

• IO4: Activity 1 (A1) - Elaboration of short testimonial videos (up to 5 min each) of successful digital entrepreneurs. These videos will highlight the difficulties that these successful entrepreneurs had, how they overcame them and how they proved false the stereotype that digital entrepreneurship was only accessible to young males. Each partner will create one video in its national language with one of each under-represented social group in digital entrepreneurship: women, immigrants, youth and seniors (4 videos per partner). The variety of these testimonials will be sought to ensure the representativeness of major challenges, not only gender-based. For example the "youth" males are an under-represented social group in digital entrepreneurship (data from the OECD report "The Missing Entrepreneurs 2019") but still are

within the stereotype that they belong to the social group of successful digital entrepreneurs. In the end, each partner will create the 4 videos in its national language and will translate them to English.

• IO4: Activity 2 (A2) - Elaboration of short "teasers" consisting of extracts of the videos produced in IO4:A1 and a short description of the personalised training programme on Digital Entrepreneurship. The "teasers" will highlight that digital entrepreneurship is for everyone. Each partner will create 4 short "teasers" in its national language, each of the "teasers" targeted to each of the 4 social groups under-represented in digital entrepreneurship (women, immigrants, youth and seniors).

• IO4 Activity 3 (A3) - Mass dissemination campaigns, to attract the social groups under-represented in digital entrepreneurship to the personalised training, and to fight the existing stereotypes on digital entrepreneurship.

Intellectual Output 5: Personalised training courses

• IO5: Activity 1.1 (A1.1) - Organization and integration of the training pills and "how to do videos" (IO3:A2 and IO3:A3) into the training platform developed in the IO2.

• IO5: Activity 1.2 (A1.2) - Organization and integration of the testimonial videos of successful digital entrepreneurs (IO4:A1) into the training platform developed in the IO2.

• IO5: Activity 1.3 (A1.3) - Finalization of the personalized training programme on Digital Entrepreneurship and Digital Business Transformation, articulating the materials in a harmonious training pathway in the training platform.

• IO5: Activity 2 (A2) - Elaboration of a local and national strategy plan to embed the materials and resources produced in this project into digital entrepreneurship modules in entrepreneurship education being taught at different education levels. In this activity each partner will create a local and national strategy and during the project lifetime the plan will be implemented at least at local level.

• IO5: Activity 3.1 (A3.1) - Pilot-testing of the personalised training courses. Each partner will invite 5 national participants from each of the 4 social groups under-represented in digital entrepreneurship (women, immigrants, youth and seniors) - 20 participants per country - to follow the full personalised training path in digital entrepreneurship. Furthermore, at the pilot-testing phase each partner will engage schools and training centres to embed part of the training

materials of this project in their current curricula in entrepreneurship. The pilottesting of the embedded training materials in the already existing curricula in entrepreneurship will involve at least 10 participants in each country 10 participants and will focus not only on the quality of the materials, but also on their added value to the currently existing curricula. Together this totals 180 testers - 30 per country - of the training programme. The feedback of the participants will be collected in the form of evaluation questionnaires, that will include an open question on suggestions for improvements. Each partner will elaborate a national report of the pilot-test, which will be pooled into a general report, written by the coordinator of the IO. The pooled evaluation report will be available in English, with executive summary in all the partner languages.

• IO5: Activity 3.2 (A3.2) - Improvement of the training materials and training platform, based on the feedback and suggestions collected by the participants in the pilot-test.

• IO5: Activity 4.1 (A4.1) - Virtual roundtable with stakeholders on Entrepreneurship, Adult Education and on Social Support, resident in countries not represented by this partnership. This virtual roundtable will be composed by at least non-national stakeholders and it will be composed of two parts: Part 1 - Presentation of the project and of its results; Part 2 - Discussion on the transferability of the project results to the countries of residence of these stakeholders. Each partner will organize a virtual roundtable with at least 5 participants and will elaborate a short report on the feedback collected.

• IO5: Activity 4.2 (A4.2) - Virtual roundtable between the partners, to discuss the suggestions of the 6 virtual roundtables with non-national stakeholders (IO5:A4.1) and to discuss the evaluation results of the pilot-testing, highlighting the differences between the countries. The results of this roundtable will be the creation of a "Transferability Manual", highlighting the main factors to take into consideration when transferring the results of this project into other countries. This plan will be published in the project website and in the training platform and will be referred in the Sustainability plan.

3. QUALITY MANAGEMENT PLAN

The Quality Management Plan aims to define a strategy for evaluating the effectiveness and efficiency of all phases of the project regarding their purpose and their performance. Hence, it not only provides guidance on how quality will be guaranteed during all Intellectual Outputs (IOs), but it also seeks at verifying appropriate commitment of all partners, as well as the beneficiaries participating in the project.

➢ Evaluation will be undertaken in respect of the following Project activities:
➢ Partner Meetings;
➢ Progress and Implementation of individual Intellectual Outputs and Project Activities;
➢ Adherence to the Financial Guidelines; and
➢ Dissemination Events, including the formal Multiplier Events;

On the one hand, the plan suggests a clear understanding of how quality will be evaluated and what evaluation activities can be projected during the project lifetime. On the other hand, the strategy delineated in this document pursues to assess and strengthen the engagement of all parties, ensuring that this evaluation itself is an engaging process. Thus, all partners will be implicated from the beginning in shaping the evaluation strategy and will continue to be involved in the evaluation process and its results.

The **Evaluation Plan** comprises: Objectives; Principles; Strategy; Outputs; Timing.

This Plan has been developed by APSU.

3.1 Evaluation objectives

The specific objectives of the evaluation are:

- **Engagement**: evaluation is intended to make sure that all Partners are on-board and pleased with processes and (preliminary) results, as well as guaranteeing that beneficiaries have been properly engaged.

- **Accountability:** evaluation is used to explain the existence of the project, its work, and its continuance; it is consequently essential for the protection of the interest of all stakeholders.

- **Identifying activities for improvement**: evaluation can be perceived as a progressive process that helps underline problems and recognise good practices; it is a procedure that reduces the probability of repeating mistakes and uses them as a learning opportunity.

- **Quality assurance**: evaluation provides validation, based on evidence, that the partners, the funders (the EU), as well as the beneficiaries and other stakeholders have had their needs, expectations, and other requirements fulfilled; it guarantees the effectiveness of the process, procedures, and tools in order to make sure that the expected levels of quality will be reached to create valuable outputs.

It is important to consider that quality assurance ensures value for all stakeholders if it is:

- **effective** (product orientation) – achieving goals and delivering products that meet requirements; and

- **efficient** (process orientation) – proper planning, monitoring and following the most economical way of employing both human and financial resources.

3.2   Evaluation principles

To accomplish the objectives outlined above, an evaluation should adhere to the following principles:

- Focus on the users, the beneficiaries;
- Leadership from the project coordinator as well as each Intellectual Output leader;
- Engagement of all Partners;
- Process-oriented approach;
- Methodical approach to management;
- Permanent improvement;
- Factual approach to decision-making.

3.2.1 User Focus

Quality depends on guaranteeing that the users of a project's output can truly make use of those results. So, processes, procedures and tools should consider present and future needs of the beneficiaries, should meet their requirements and in fact make every effort to exceed their expectations. Likewise, in an international project such as The Missing Entrepreneurs, the evaluation should consider the context in which each user operates, so that its likely influences on the project can be identified and included in any analysis.

Key benefits:

- Increased value achieved through flexible and quick responses to situations and user requests;
- Expanded effectiveness in the use of resources to increase user satisfaction;
- Improved user loyalty leading to quality work.

Applying the principle of user focus usually leads to:

- Researching and understanding their needs, their expectations, and the context in which they operate;
- Ensuring that the objectives of the project are related to user needs and expectations;
- Communicating user needs and expectations throughout the project;
- Determining user satisfaction and acting on the results;
- Systematically managing user relationships;
- Ensuring a balanced attitude between satisfying users and other interested parties.

3.2.2 Leadership

Leaders determine harmony of purpose and direction in a project and in its sub-units, such as the Intellectual Outputs. The overall project coordinator, as well as each Intellectual Output leader, should build and maintain the internal environment in which people can become wholly involved in achieving the project's objectives.

Key benefits:

- People will comprehend and be motivated towards the project and each Intellectual Outputs goals and objectives;
- Activities are evaluated, aligned, and implemented in a unified way;
- Miscommunication between partners, stakeholders and people within the same organisation will be reduced.

Applying the principle of leadership typically leads to:

- Considering the needs of all involved parties;
- Establishing a clear vision of the project's progress;
- Setting challenging goals and targets;
- Creating and sustaining shared values, fairness, and ethical role models among partners;
- Establishing trust and eradicating fear;
- Providing people with the necessary resources, training, and freedom to act with responsibility and accountability;
- Stimulating, encouraging and recognizing people's contributions.

3.2.3 Engagement of all Partners

Individuals at all levels are the essence of a project and only with their full devotion and involvement the project will benefit from their capabilities.

Key benefits:

- Motivated, devoted and involved people within the project;
- Innovation and creativity in furthering the project's objectives;
- People being accountable for their own performance;
- People willing to participate in and contribute to continuous progress.

Applying the principle of commitment of people typically leads to:

- People understanding the significance of their contribution and role in the organisation;
- People identifying constraints to their performance;
- People accepting ownership of problems and their responsibility for resolving them;
- People evaluating their performance versus their personal goals and objectives;
- People vigorously seeking opportunities to enhance their competence, knowledge and experience;
- People freely sharing knowledge and experience;
- People candidly discussing problems and issues.

3.2.4 Process-oriented approach

A desired result is achieved more efficiently when activities and related resources are managed as a process.

Key benefits:

- Lower costs and shorter cycle times through effective use of resources;
- Improved, consistent and wide-ranging results;
- Focused and prioritized improvement opportunities.

Applying the principle of process-oriented approach typically leads to:

- Systematically defining the activities necessary to obtain a desired result;
- Establishing clear responsibility and accountability for managing key activities;
- Analysing and measuring of the capability of key activities;
- Identifying the interfaces of key activities within and between the functions of the project;
- Focusing on the factors such as resources, methods, and materials that will improve key activities of the project;
- Evaluating risks, consequences and impacts of activities on all interested parties.

3.2.5 Systematic approach to management

Identifying, understanding, and managing interconnected processes as a system, contributes to the project's effectiveness and efficiency in accomplishing its objectives.

Key benefits:

− Integration and alignment of the processes that will best achieve the desired results;
− Ability to focus effort on the key processes;
− Providing confidence to interested parties as to the consistency, effectiveness and efficiency of the project.

Applying the principle of system approach to management typically leads to:

− Structuring a system to achieve the project's objectives in the most effective and efficient way;
− Understanding the interdependencies between the processes of the system;
− Structured approaches that harmonize and integrate processes;
− Providing a better understanding of the roles and responsibilities necessary for achieving common objectives and thereby reducing cross-functional barriers;
− Understanding project capabilities and establishing resource constraints prior to an action;
− Targeting and defining how specific activities within a system should operate;
− Continually improving the system through measurement and evaluation.

3.2.6 Continuous improvement

Continuous improvement of the project's overall performance and of each IO should be a perpetual objective of the partners.

Key benefits:

− Performance advantage through improved project capabilities;
− Alignment of improvement activities at all levels to a project's strategic intent;
− Flexibility to react quickly to opportunities.

Applying the principle of continuous improvement typically leads to:

− Employing a consistent project-wide approach to continuous improvement of the project's performance;

− Providing people with training in the methods and tools of continuous improvement;

− Making continuous improvement of products, processes and systems an objective for every individual involved in the project;

− Establishing goals to guide, and measures to track, continuous improvement;

− Recognizing and acknowledging improvements.

3.3 Factual approach to decision making

Effective decisions are based on the analysis of data and information.

Key benefits:

- Informed decisions;
- An increased ability to demonstrate the effectiveness of past decisions through reference to factual records; and
- Increased ability to review, challenge and change opinions and decisions.

Applying the principle of factual approach to decision making typically leads to:

- Ensuring that data and information are sufficiently accurate and reliable;
- Making data accessible to those who need it;
- Analysing data and information using valid methods;
- Making decisions and play a role based on factual analysis, balanced with experience and intuition.

3.4   Evaluation strategy

A strategy is a plan of action designed to achieve a long-term or overall aim. Consequently, the strategy for this evaluation plan shall ensure the objectives above are attained following the principles previously outlined.

3.4.1 Process and output evaluation

The objectives of the 'Learning by Competing' project concern both implementation and outcomes; similarly, the evaluation will have to be both formative, or process- related, and summative, or output-related.

Process evaluation refers to all those things that are planned to be done during the project: it includes all the processes including project coordination and management, Partner meetings, communication, etc., and it leads to progress reports and quality assurance recommendations. Therefore, formative evaluation:

- focuses on ongoing project activities;
- provides clear and transparent benchmarks for measuring progress;
- begins at the start of the project and continues throughout the life of the project;
- aims to provide information to improve the project;
- points out unexpected developments before they have an impact;
- points out delays;
- assesses whether the project development is being conducted and delivered as planned;
- determines the impact of the activities and strategies used; and
- assesses whether some of the project activities need to be revised to improve the work.

Output evaluation compares what has happened as a result of the project to what we expected to happen, evaluates the project's success in attaining stakeholders' expectations, and leads to impact reports and quality assessment. It includes expectations about how the project will change beneficiaries' knowledge, skills, attitudes and/or awareness.

3.4.2 Methodology

The evaluation must include both objective and subjective evaluations by project Partners and beneficiaries. This means that the evaluation should include:

− an objective and factual assessment of the achievement of each Intellectual Output: this track record will cover both process and output aspects such as:

- the operationalization of concepts and principles and how far they are applicable to each case study;
- the selection of the beneficiaries;
- a description of the pattern and timing of engagement;
- a comparison between expected output and actual results.

− a subjective evaluation of the attainment of the Intellectual Outputs and project objectives, as well as of Partners' involvement. This assessment should cover issues such as:

- clarity of focus;
- engagement quality;
- efficiency of each Intellectual Output;
- effectiveness of each Intellectual Output;
- leadership of each Intellectual Output leader;
- quality of key deliverables;
- the problems encountered during the implementation of the project;
- suggestions for improvement and for solving the issues which have emerged during the project lifetime.

The evaluation of project deliverables will be a continuing process, based on standardised online questionnaires that all project partners and beneficiaries will be required to complete. The involvement of direct beneficiaries is essential to make sure that project deliverables have the same significance and applicability in different countries, in different settings. APSU will examine the completed questionnaires and distribute results with the project partner in charge of the specific Intellectual Output being assessed.

To clarify and contextualize outstanding or intricate issues, the assessment of the questionnaires will be accompanied by a qualitative evaluation, which may consist of individual or group interviews. The best methodology will be selected according to the nature of the issues in sight and other circumstances. As a minimum, the evaluation will include a telephone or a Skype/Zoom/Teams interview with one person from each project partner and a sample of direct project beneficiaries.

3.4.3 Tools

The tools used for the evaluation will be assessment forms for Intellectual Outputs, consisting of a series of pertinent questions each. The sets below give an example of the questions that may be included:

- Process questions:
  - Do the activities and strategies of the Intellectual Output match those described in the plan? If not, are the changes in activities justified?
  - Are activities conducted in line with the proposed aims and objectives?
  - Has a management plan been developed and followed?
  - Are the partners moving towards the anticipated goals for the Intellectual Output/project?
  - If no, what impedes the advance towards those goals?
  - If yes, which of the activities and strategies are aiding the partners to move toward the goals?
  - Could the Intellectual Output/project activities be easily implemented in your country/community as prescribed or are there specificities which influenced how the work was organized?
  - How could this evaluation process have been made more efficient?
- Output questions:
  - Has the Intellectual Output/project been successful in attaining its objectives?
  - Have the planned collaborative relationships been developed?
  - Are beneficiaries exhibiting the expected changes in knowledge, skills, attitudes, behaviours and/or awareness?
  - How could this evaluation process have been made more effective?

To ensure maximum transparency and smooth engagement, assessment forms and all other evaluation materials will be made available in the project Google Drive folders.

3.5   Outputs

The collection of qualitative and quantitative data about the project will be undertaken at various intervals during the project lifetime and will involve the use of questionnaires and/or interviews and be used to develop the Interim and Final Evaluation Reports.

Examples of qualitative indicators measured include:

- the effectiveness of the communication and cooperation among Partners;
- the involvement of the Partners in the project's activities;
- the organisation of the transnational meetings;
- the definition and meeting of deadlines of the activities in each output;
- the quality of the outputs;
- the scheduling and execution of the mobility activities;
- the scheduling and execution of the competitions;
- the quality of the project website;
- the quality and effectiveness of the online platform;
- the scheduling and execution of the dissemination activities;
- the level of satisfaction of the participants of the small-scale pilot testing activities;
- the level of satisfaction of the participants of the mobility activities;
- the level of satisfaction of the participants of the competition activities.

Examples of quantitative indicators measured include:

- number of questionnaires filled in for the needs analysis;
- number of interviews performed;
- number of best practices identified;
- number of participants at each Multiplier Event;
- number of resources produced for trainees and trainers;
- number of trainers and trainees involved in small-scale pilot testing activities;
- number of EU languages used for the display of the website and learning materials;
- number of VET providers willing to use the training materials and resources after the release of the final versions;
- number of visits to the project website (including hits);
- number of downloads of the project materials;

- frequency of mailing (including recipients of the project results - newsletters and presentations);
- frequency of posts in social media channels;
- frequency of press-releases, posts published and articles/news in other blogs/newspapers/media;
- number of contacts in the database.

An interim and a final evaluation of the project processes and outputs (based on the results of the qualitative and quantitative data as detailed above) will be undertaken and the corresponding reviews written and circulated.

3.5.1 Interim evaluation

The interim review will provide an overview of the evaluation of project deliverables in the first year of the project, a mid-term evaluation of project outputs and development processes, and recommended actions for improvement for the second year of the project. The review will also include suggestions for the improvement of project efficiency and effectiveness to be implemented in future projects.

3.5.2 Final evaluation

The final review will be prepared to provide an overview evaluation of processes and deliverables for the overall project implementation. The review will also include lessons to be taken forward beyond the end of the project so that the efficiency and effectiveness of the project outputs can be improved.

3.6 Timing

The timing for the different stages of the evaluation has been set to allow for each evaluation review to be included respectively in the Interim Project Report (M12) and in the Final Project Report (M24).