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BEEHIVE

External Evaluation Report

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1.0. Introduction

Entrepreneurship and entrepreneurial success are multidimensional phenomenon and its measurement is a multistage process. The dimensions can vary according to the phase of the entrepreneurship's life cycle (Van Gelderen et al., 2006). The construct of entrepreneurship and entrepreneurial success is complex. To evaluate it is necessary to conceptualize the thoughts and beliefs, the socio-economic context and illuminate all the processes involved.

But the success of a project devoted to entrepreneurship is mainly measured by its goals' achievement. After in-depth review and analyses of the project results, it can be concluded, the BEEHIVE project set up and achieved socially desirable and responsible outcomes useful on a local, national, regional and European level. Moreover, it exceeded its goals, because the project results will continuously receive public recognition during the post-project lifetime through the expanding and enriching the business of the established small gazelles start-ups, the continuous use of the Entrepreneurship for all MOOC, the inclusion of the entrepreneurship course in the educational programmes in all levels of study - Bachelor, Master and PhD, by its promotional events and materials for building and developing sustainable entrepreneurial mindset and culture beyond the project life-time and thus helping employment boosting in future as well.

The project vision could be defined as ongoing, future-oriented, multidimensional, interdisciplinary, leadership-driven that involves many stakeholders working to change the internal dynamics of the HEIs to respond and adapt appropriately to an increasingly diverse, globally focused, ever-changing external environment and prepare successful graduated entrepreneurs.

The aims and objectives of the project are set in line with the European Union flagship initiatives: Youth on the Move; Education and Training 2020 Agenda and the Renewed modernization agenda of Europe's higher education systems in compliance with the specific national and regional institutional needs and challenges. Entrepreneurship in globalized and digitalized world emerged as important "mega trend" affecting higher education institutions directly and the environment for which they are preparing graduates.

The BEEHIVE project addresses the most important topics of the agenda of the Bologna Process, mainly University & Business. Moreover, it aligns with the aim of the "Oslo Agenda for Entrepreneurship Education", which is to step up progress in promoting entrepreneurial mindsets in society, systematically and with effective actions. The Agenda is a rich menu of proposals, from which stakeholders can pick actions at the appropriate level and adapt them to the local situation. The Agenda is an outcome of the Conference on "Entrepreneurship Education in Europe: Fostering Entrepreneurial Mindsets through Education and Learning" — an initiative of the European Commission jointly organized with the Norwegian government - held in Oslo on 26-27 October 2006, which followed the Communication from Commission on the same topic.

Additionally, it precedes the Seoul Declaration 21-22 November 2017 Seoul, the Republic of Korea, adopted to enhance Collaboration between Asia and Europe in Education and Training – A vision for the Next Decade. Employment insecurity is likely to increase with the advent of the 4th Industrial Revolution. At the top of the Declaration Agenda is enhancement of skills development for better employability through improving the quality of education, including the active use of cyberspace for educational purposes by students, faculty and teaching staff.

The listed below 5 specific objectives of the BEEHIVE project are set in above stated initiatives and European Agendas and are fully meet and all the outputs are successfully produced. This is clear within the data published on the website of the project and in the social media. 4 Tasks Force Action Plans, Benchmarking Tool and National Benchmarking Reports for the Philippines and Indonesia, entrepreneurial

university concept; BEEHIVE Accelerators and a BEEHIVE app were developed in order to provide business start-up support to concise and clear entrepreneurship tips and give options for networking, interaction and exchange of information between the BEEHIVE partnership and the users.

Besides, were also developed: Entrepreneurship for All MOOC; BEEHIVE Label awards; 5 BEEHIVE Accelerators are set up, BEEHIVE Startups; Project Website; BEEHIVE Newsletters & Promotional materials; BEEHIVE Networking Events. The external evaluator highlights the good quality of the planned activities. All the activities are scheduled to benefit from the synergy of the results. Due to the tailor-made approach in tackling project management issue applied, each output transfers to input for the next documentation or deliverable development. The successful output of the previous work package leads to a snowball effect for the next ones and continues until the end of the last project outcome. The process that starts from the initial successful laying down the foundations of BEEHIVE through Task Force Action Plans and Project Target Groups Database development and with built upon next documentation, reports, concepts, as they are planned, becoming larger and larger. The project mascot is a good innovative idea and its effectiveness of spreading the entrepreneurial culture and extracurricular informal learning will help the new start-ups establishing and enhancing the self-employment of the young generation thus to continue boosting the employment – (questioning Gabbee, the Lead BEEHIVE project Ambassador at: <http://bit.ly/AskGabbee>. Gabbee is a third-year college student who loves sketching, skimboarding, creating mashup music and watching K dramas. Gabbee aspires to build a startup company someday.)

The methodology of the evaluation contains several components: review of the existing project documents, field visits, in-person discussions with the staff and with the participants during the 5th partner meeting. Evaluation Quantitative and Qualitative Criteria for BEEHIVE Project, based on Fundamental Concepts of Excellence of the EFQM Model of Excellence & Evaluation Questions were developed.

1.1. Brief information about the BEEHIVE Project

Duration: 36 months • Eligibility period: 15th October 2016 – 14th October 2019 Maximum grant approved: 792 510,00 EUR • Consortium structure: 11 partner institutions: 4 EU HEIs, 2 HEIs in ID, 3 HEIs in PH, 1 business incubator from IR and 1 foundation from PH • Project coordinating institution: Varna University of Management (BG) • 9 Work Packages: 1 PREP, 5 DEV, 1 D&E, 1 QUAL, 1 MAN.

Lead Partner - Varna University of Management, Bulgaria

Project Partners: Guglielmo Marconi University, Italy; University of Thessaly, Greece; Reykjavik University, Iceland; WestBIC, Ireland; University of Indonesia, Indonesia; BINUS University, Indonesia; Saint Louis University, Philippines; IdeaSpace Foundation, Philippines; University of Cebu, Philippines; Mapúa University, Philippines

Three Key priorities are addressed in the BEEHIVE project: curriculum development, governance reform and links with society at large. Region 6 Asia - Indonesia & Philippines

Primary target groups: students and graduates of the Partner Countries HEIs as well as their academic communities incl. their university senior management and faculty Secondary target groups: students, alumni, faculty and senior management of HEIs outside BEEHIVE, Partner Countries HEIs business partners, business investors, venture capitalists, civil society representatives, policy makers and public authorities supporting start-ups in ID and PH.

BEEHIVE addresses the regional priority for strengthening of relations between higher education and the wider economic and social environment through university-enterprise cooperation, entrepreneurship and employability of graduates.

BEEHIVE aims to build sustainable university-based entrepreneurial ecosystems at the Partner Countries' HEIs involved and to enhance their students' and graduates' employability and ability to create jobs; support Partner Countries HEIs' transformation into entrepreneurial universities

1.2. List of the Work Packages with the main Responsible Partners.

- WP1: Laying down the Foundations of BEEHIVE (UA&P, PH)
- WP2: Towards the Entrepreneurial University: National Benchmarking Reports (BINUS Uni, ID) WP3: Entrepreneurship for All (RU, IS)
- WP4: Setting Up the BEEHIVE Accelerators (MAPUA, IT, PH)
- WP5: BEEHIVE Accelerators Piloting (SLU, PH)
- WP6: BEEHIVE Label (Uni MARCONI, IT)
- WP7: Quality Assurance and Evaluation (UTH, GR & IdeaSpace Foundation, PH)
- WP8: BEEHIVE Dissemination and Exploitation (UI, ID)
- WP9: Project Management (VUM, BG)

1.3. List of the 5 specific objectives of the BEEHIVE project as set according the European initiatives as described above interrelated with their outputs and achievements are visualized below:

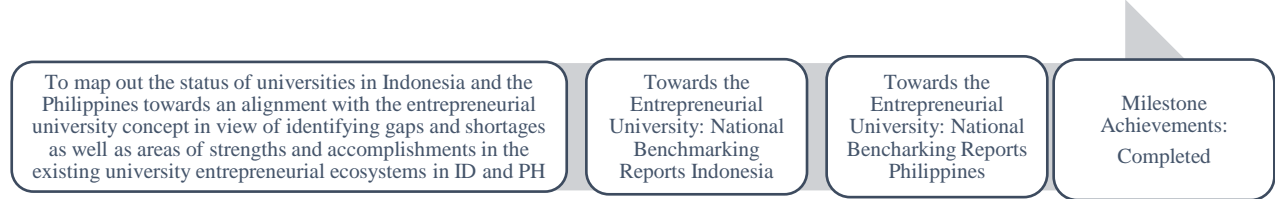


Figure 1 1st BEEHIVE Specific Objective

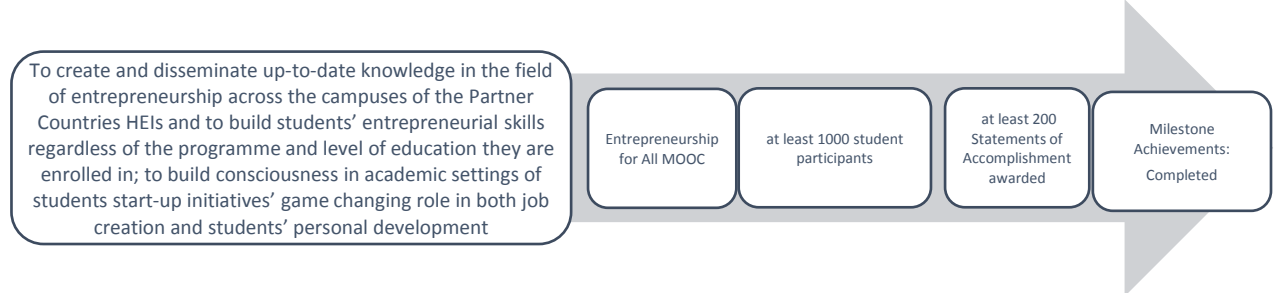


Figure 2 2nd BEEHIVE Specific Objective

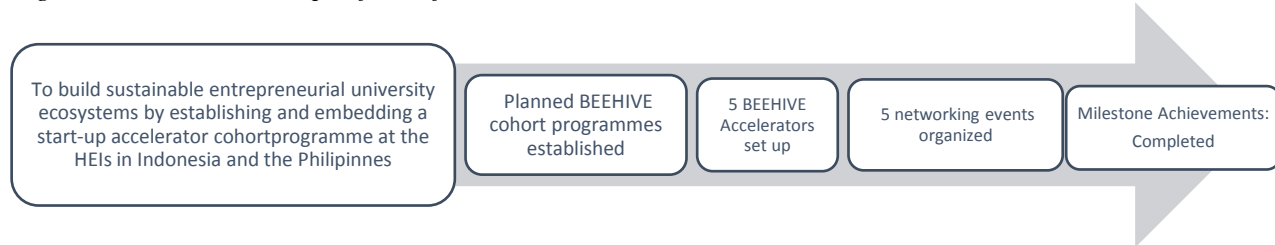


Figure 3 3rd BEEHIVE Specific Objective

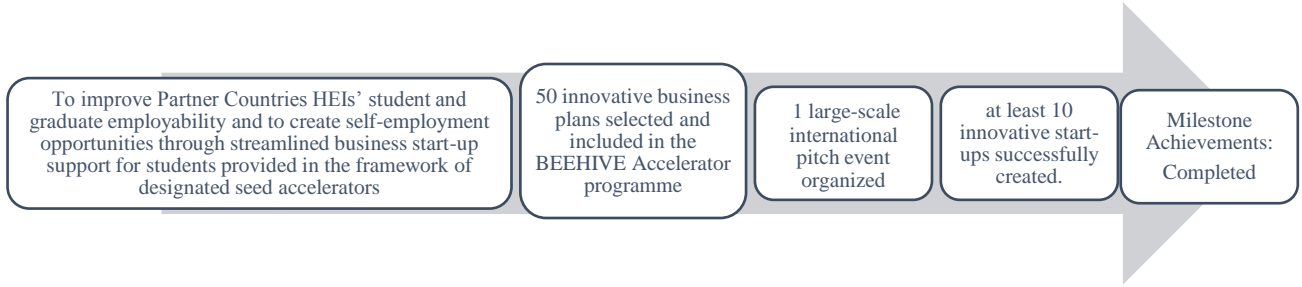


Figure 4 4th BEEHIVE Specific Objective

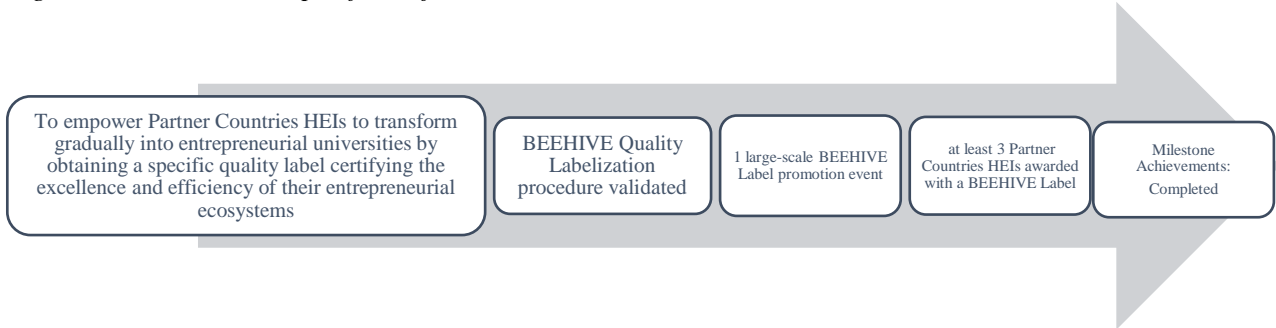


Figure 5 5th BEEHIVE Specific Objective

2.0. Methodology and evaluation criteria used

The external evaluator's prime purpose is to examine the extent to which the BEEHIVE project meets its objectives and emphasize the evidence for it in terms of successful outputs as it is planned in the project proposal and agreed by all the partners involved.

The EFQM Excellence Model (European Foundation for Quality Management) is the most widely used continuous improvement tool in the world. It can be applied by any project regardless of size or sector. The model allows to evaluate the current performance of the project, to identify strengths and promote sustainable successful results and good examples.

2.1. Evaluation Quantitative and Qualitative Criteria for BEEHIVE Project, based on Fundamental Concepts of Excellence of the EFQM Model of Excellence: Evaluation Questions.

Qualitative and Quantitative Criteria should be measured together to have a full integrated picture of the results, outputs and the expected impact of the project. The criteria are interrelated and inevitably overlap. Below are listed the set of Criteria and Evaluation questions used:

- Management, Change Management & Empowerment Leadership. What kind of an approach/communication strategy is applied for leading the BEEHIVE project team to ensure the fulfillment of the objectives and receiving the key results?

Here discussed, studied and evaluated will be the framework of processes, related performance/result indicators and process management, change management and improvement systems used, during the project lifetime. Quality and coherence of the implementation of the actions foreseen in the project - Effectiveness of communication and decision-making process inside the consortium - Working methods and conflict management within the consortium

The approach for leading the transition of individuals of various institutions having their own internal organisational culture and external national business and legislation environment, to a predefined, desired project results. It is the management process aimed at helping stakeholders affected to accept and embrace changes in their business environment. The process by which individuals or teams can take decision making responsibilities and operate with a degree of autonomy in their actions. To empower them to improve entrepreneurship/intrapreneurship spirit and skills development in both HEIs and businesses, to improve the general know-how for entrepreneurship in all stakeholders. To build entrepreneurship mindset in all: managing bodies, teachers, trainers, students and community decision makers.

- Partnership Organizational, Entrepreneurial Culture & Values: Do the partners share same values and organizational, entrepreneurial culture? What were the main benefits in the working on the geographic region?

A set of specific collection of values and norms shared by all the partners while interacting between each other and with the stakeholders in terms of timing, reporting, meeting deadlines, being active, responsible are must for each project team. Many words and phrases are used in the literature to describe the factors affecting entrepreneurship. But the differences between these various studies are often largely semantic; most agree for example that entrepreneurs and entrepreneurship are created by a combination of three factors: opportunities, skilled people and resources. These three factors are all affected by two important factors: the surrounding legislation framework and entrepreneurial culture. Resources reflect access to capital, R&D and technology. Most important is to lead the partnership culture chain in a way to create added value for each partner in the BEEHIVE project team. Moreover, the working relationship should

share their values, beliefs and mindset with the stakeholders. This is needed to support the specific objectives and the interaction with the target groups outside their organisations.

- Target Groups, Stakeholders & Society: Are the target groups as stated in the BEEHIVE project proposal on local, regional, national and European level reached? Is the social infrastructure outside the partner institutions impacted?

A lot of questions should be asked in order to evaluate the fulfillment of the stated benefits for each of the eight target groups. Let's put the questions.

- For the HEI researchers:
 - Do the HEI researchers benefit of Best education and increase in transversal skills on local level? Do the HEI researchers benefit of increase in employability in businesses, contacts with potential employers on regional and national level? Do the HEI researchers benefit of Facilitation of mobility on European level?
- For the HEI educators:
 - Do the HEI educators benefit from the increase in competences of business-related skills and interactions with companies on a local level; Participation in spin-off creation on a regional level; Involvement in the creation of value and new business on a national level and Implication in European top-level teaching and learning innovation on European level?
- For the HEIs:
 - Do the HEIs benefit of increase of competences, development of IP, facilitation of entrepreneurship in R&D teams on local level; Increase of influence, increase in number of contacts with regional businesses on regional level; Increase visibility and reputation, development of network on national level; Homogeneity of best practices, increase visibility and reputation on European level?
- For the Research institutes:
 - Do the Research institutes benefit of increase in competences for interaction with businesses and in innovation and knowledge transfer on local level; Participation in spinoff creation on regional level; Participation in national networks on innovation transfer on national level and Increase visibility and reputation on European level?
- For the R&D-active companies:
 - Do the R&D-active companies benefit of development of new competences and products / innovation transfer, develop internal entrepreneurship department on local level and Identification of new markets on regional, national and European level?
- For the Company researchers:
 - Do the Company researchers benefit of the best education and increase in transversal and intrapreneurship skills on local level and Increased levels of engagement, more promotion opportunities on regional, national and European level?
- For the National federations:
 - Do the National federations benefit of the development of local network on regional level; Development of national network on national level; Increase in influence on European level?
- For Funders/investors:
 - Do the Funders/investors benefit of identification of interesting projects /prospects/ promoters on local level and Identification of stakeholders' network, development of activity on regional, national and European level?
- Good Practice: Which are the good examples, including benchmarking and external learning; successful approaches, policies, processes or methods that lead to exceptional achievement in BEEHIVE Project?
- Innovation & Creativity: Which are the innovative ideas in terms of products, processes, including management practices in BEEHIVE?

- Key Performance Results: Meeting the set of internal evaluation criteria for the Outputs & Continual Improvement: Which are the achievements of each Work Package? How do the various activities interact with one another? How the transforming of the output of one activity into input of another Work package activity, adds value to the key project results? Are the Internal Evaluation Criteria set for MOOC; for the Accelerator, for the Start-Ups; for BEEHIVE Label, Building Entrepreneurial University Ecosystems Concept met?
- What is the progression towards employability or opportunity readiness?
- Key Recommendations. How do you expect the project to progress in the future? What roles each partner will perform to help in maintaining the sustainability of the project results?

To evaluate the on-going processes, improvements, outputs, project partnership and management, the evaluator performed number of tasks, including:

2.2. Desk-based review of project documentation

Important documents generated during the lifetime of the project were on-going studied, starting with the Project Proposal, Grant Agreement, Partnership Agreements and Amendment of the Partnership as of 1st of May 2017, based on a written proposal by the project coordinating institution to replace the University of Asia and the Pacific by the University of Cebu in the Philippines as a beneficiary in the project and including all the listed below main BEEHIVE Documentation for the activities indicated in the LFM:

Laying Down the Foundations of BEEHIVE

Task Force Action Plans

Project Target Groups Database

Towards the Entrepreneurial University: National Benchmarking Reports

Benchmarking Tool Template

University Respondents Feedback

Workshop Towards the Entrepreneurial University – documentation.

Towards the Entrepreneurial University: National Report Indonesia

Towards the Entrepreneurial University: National Report Philippines

Entrepreneurship for All MOOC

MOOC Platform

Workshop Entrepreneurship for All MOOC

MOOC Supporting Documentation

MOOC Core Components

Entrepreneurship for All MOOC

Setting Up the BEEHIVE Accelerators

BEEHIVE Staff Training

BEEHIVE Cohort Programme Bylaws

BEEHIVE Accelerator Roadmaps

BEEHIVE Networking Events

BEEHIVE Accelerators Piloting

BEEHIVE Accelerator Business Start-up Plans

BEEHIVE Accelerator Online Logbooks

Institutional BEEHIVE Demo Days

International BEEHIVE Pitch Event

Business Start-Ups Created with BEEHIVE Support

BEEHIVE Label

BEEHIVE Labialization Procedure Guidelines

BEEHIVE Label Promotional Event

BEEHIVE Label Awards

Quality Assurance and Evaluation

Quality Control Plan and Report

Feedback Tools Template
Milestones Achievements Reports
Midterm Internal Evaluation Report
Quality Control Workshop
Final Internal Evaluation Report
BEEHIVE Dissemination and Exploitation
Project Dissemination and Exploitation Plan
Project Website
BEEHIVE app
BEEHIVE Newsletters
BEEHIVE Promotional Materials
Press Conferences & Media Publications
Project Management
Project Management and Monitoring Plan
BEEHIVE Code of Conduct
Financial Management Progress Review
Year 1 Progress Report
Project Exploitation Plan
Year 2 Progress Report
Project Sustainability Roadmap
SC Online Meetings Minutes

2.3. Participation in the 5th Partner meeting in Galway, Ireland in October 2018.

Quality Control Workshop conducted by the external evaluator, according to the planned programme.

In accordance with the Oslo Agenda and in alignment with the project BEEHIVE aims and objectives and planned Quality Control Workshop the external evaluator prepared and conducted training for the partners involved in the project on the following themes:

- What are quality assurance and quality control?
- What is quality management?
- Difference between quality assurance and quality control
- Educating the next generation of entrepreneurs - quality control
- The changing role of the academic institutions.
- The importance of outreach.
- The importance of multi-stakeholders partnerships.
- Funding & support
- Individuals & intermediaries.
- Case studies and good examples from leading world universities have been presented.

2.4. Consultations & personal discussions with the partners of the project

During the 3-day intensive working meeting in Galway the evaluator used the opportunity to have personal discussions with the representatives of each of the Partner institutions.

Issues such as challenges, difficulties, strengths, organizational and entrepreneurial culture in their institutions, the internal rules, the methodology of teaching used, the possibility to embed the entrepreneurial courses in their programmes in all levels of study, the scoring system and the measuring of Learning outcomes of the learners as well as the communication with the coordinating HEI were discussed.

Field visits to the project coordinating HEI – Varna University of Management.

Two visits to the project coordinating HEI – Varna University of Management were realized during the Project's lifetime. The first one was in August 2018 and the second one in August 2019.

- Meetings with the coordinator of the BEEHIVE Project.

- Meetings with the Project team on behalf of the Varna University of Management.

Table 1 Summary of the Monitoring and Evaluation process of the BEEHIVE Project, as described above, developed according the “A Short Guide to Monitoring & Evaluation” - www.evaluationtoolbox.net.au

Evaluation	Monitoring			Evaluation	
Broad Evaluation Questions	Monitoring Question	Method/ Indicators	Data Source	Timeframe	Final Evaluation Report delivery
The external evaluator’s prime purpose is to examine the extent to which the BEEHIVE project meets its objectives and emphasize the evidence for it in terms of successful outputs as it is planned in the project proposal and agreed by all the partners involved.	What kind of an approach/communication strategy is applied for leading the BEEHIVE project team for each Work Package to ensure the fulfillment of the objectives and receiving the key results?	Method The EFQM Excellence Model Indicators Outputs according the LFM & Internal quality control plan.	Data Source 1. Desk review, based on the project website 2.Participation in the 5th meeting 3.Consultations & personal discussions with the partners of the project 4.Field visits to the coordinating HEI	Monthly review October 2018 October 2018 Twice – August 2018 & August 2019	Before end of August 2019

Additionally, quality criteria for the entrepreneurial university & HEIs entrepreneurship ecosystem were set up.

Due to increased complexity of the entrepreneurial university definition, mapping & profiling indicators is required:

Table 2 Quality criteria for the entrepreneurial university & HEIs entrepreneurship ecosystem

Descriptors	Measurable Indicators
Context	Analyses of the STIP factors, law & regulatory framework STATE OF THE ART- where HEIs stand in terms of entrepreneurial environment/ecosystem: National Benchmarking Reports
Organizational and support structure. Support system, information provision and infrastructure	HEI Strategy a) Measures for support the innovative student ideas & creation of start-ups, included in the university strategy
Quality of the University’ Entrepreneurial Concept	Research & innovative technology infrastructure, teaching quality, established links between career offices and technology

	transfer offices, internationally recognized and competitive, Create incubators and accelerators, student employability, networking on local, national and global level
Entrepreneurial Skills for all	MOOC, Training courses for trainers and courses embedded in the Curriculum at all study levels Extracurricular activities
Internationalization of the university curriculum	New & Innovative Teaching Methods – PBL, CBL, web-based education
Joint programs & International Collaborations	Joint Programme Number & Memorandums of Understanding, International Meetings and others
Awards, recognitions and memberships for entrepreneurship	BEEHIVE Label
International Dimensions of entrepreneurship research activities	Scientific Publications, Web platforms, e.g. SCOPUS, etc.
Measures for the promotion of entrepreneurial activities	Participation and organisation of International seminars, congresses, conferences organised by the HEI, social media, pitch events, video films, newsletters

2.5. Additional success quality criteria for HEIs entrepreneurship ecosystem evaluation

The Paramount criterion for entrepreneurship courses and activities of a HEI is considered to be the Student evaluation;

- The cross-disciplinary entrepreneurship educators' programme offered for improvement of entrepreneurship education quality is the second most important indicator. "Professors often introduced entrepreneurship education without having any training themselves in the subject or being able to rely on proven concepts".
- The progress in building entrepreneurial attitudes, perceptions and intentions of students passing entrepreneurship modules and changes in the image of and attitudes towards entrepreneurs are additional important evaluation factors.
- The Higher levels of entrepreneurial culture, entrepreneurial behavior and activities at the HEI - the higher is its evaluation quality.
- The level and quality of employment for students, who have taken entrepreneurship modules, for example, five years after completion of their studies (European Commission, 2008). Future measurements are important because there is often a substantial time lag between entrepreneurship education and its impact (Storey, 2003).
- The two indicators of special importance for measuring the performance of university-business links include commercialized inventions, the number of new patents or licenses, revenues and the number of workplaces created by the new start-ups. As a complement to the quantitative indicators, qualitative criteria such as the quality of the start-ups and new workplaces can be useful when evaluating the outcome and implication of entrepreneurial activities of universities - Favourable policies such as tax reduction or tax exemption granted to start-up businesses created by students.
 - Incubation bases or science and technology parks established for students
 - Entrepreneurship training courses offered.
 - Extra-curricular activities such as entrepreneurship saloons, business plan competitions, etc.(Report On Entrepreneurship Education World Economic Forum Switzerland, April 2009); National Benchmarking Reports.

2.6. List of quality standards for assessment of the website

But it should not be assessed isolated by the other social media, promotional events and follow up activities.

Having in mind that almost 80 % of the time of the project management is spent for communication and monitoring of the completion of the project activities and the main Promotion objective of the BEEHIVE project, the management approach is based on the communication tools. All types of communication are addressed to ensure that information flows to all stakeholders when they need it. The types of communication used are: website, Project team, Networking organizations, stakeholders (academics, students, business world, national authority, broader audience). Timely communication should be ensured by using different forms according the appropriate level of formality required to transfer knowledge. The considered communication vehicles utilized during the lifetime of the project are: email, informal word of mouth, team meetings, paper, web, newsletters, and articles, executive communication inside the team and with the networking organizations. The methodology used involves plenary sessions followed by group discussions, workshops, world café inspired by the idea of addressing all the cognitive types of the audience.

- As if the project website is considered as most important communication tool in the project lifetime as well as for the sustainability impact measurement the evaluator has developed a list of quality standards for assessment of the website as follows:

Assessing the content of the website	The quality of the content The clarity of the content Content of the articles The category of information provided (general, technical, expert)
Identification of needs	Purpose of use/reasons for visiting the site Type of information most searched for Content - which/if is missing
Assessment of the design and organisation	The presentation of the webpages The use of graphics to illustrate the articles. Whether the researched information is found easily and quickly

List of evaluation criteria for Entrepreneurship for all MOOC course

The objective of the Entrepreneurship for All MOOC as a specific statement of teaching intention and indication of the specific areas that the course intends to cover.
Type and Design of the Entrepreneurship for All MOOC.
Content of the Course – themes, hierarchy of the themes, duration.
Learning outcomes set up for the Entrepreneurship for All MOOC and ECTS credits awarded.
Learning outcomes are statements of what a student should know, understand and/or be able to demonstrate after completion of a process of learning. Learning Outcomes - Description - Syllabus Units.

3.0. Evaluation of BEEHIVE project activities and results

3.1. Quality evaluation of the results and projects outcomes of each of the eight work packages.

3.1.1. WP1: Laying down the Foundations of BEEHIVE

Assessment of the main achievements/outputs under WP1 as follows:

Laying down properly the foundation of BEEHIVE project is essential for the good quality of the development of the deliverables, implementation process and outstanding overall evaluation. The evaluator points out the prominent experience of the respective Package.

- The BEEHIVE Management and Monitoring Plan

The evaluator consider worth to highlight the well-structured and well-spelled out good examples of The BEEHIVE Management and Monitoring Plan as: the project organizational structure, the description of the tasks of the coordinating institution, the project manager, financial and administrative assistant and specified roles and responsibilities of the project partners. Distribution of responsibilities among project partners; Activity timeline; Benchmarks and mechanisms for continuous monitoring and control on implementation; Rules and procedures for subcontracting and purchase of goods and services. But special attention needs the Steering Committee and the Work Package leaders selected to support the Project manager in its high responsibility as stated in Work Package 9 related to main deliverables to be produced during the project lifetime:

Seven partner meetings: to discuss project management and administration issues, to monitor the progress made according to WPs, to assign tasks to partners in compliance with the project activity timeline; **Nine project webinars:** to discuss project progress, plan upcoming activities and to prepare the upcoming partner meetings' agenda; **Various project management related documents incl.** Financial Management Progress Review, Project Exploitation Plan and Project Sustainability Roadmap as well as Year 1 and Year 2 Progress Reports and Final Report Draft to benchmark progress made against the initial activity timeline and to report on the project financial management; **Progress report and final project report to EACEA:** to provide evidence and report on project implementation in line with the contractual requirements.

- Task Force Action Plans

The developed and presented during the kick-off partner meeting 4 task force plans is highly valuable for the future project process and its success.

Task Force Action Plan 1. Towards the Entrepreneurial University: National Benchmarking Reports for Indonesia and the Philippines. It addresses one of the basic outputs on which successful performance are build up the rest of the results and thus contributes to the overall distinguish achievements of the BEEHIVE project.

Its design includes objectives, 6 tasks and related 5 outcomes, the needed budget and the timeline and indicators as Number of questionnaires – 1; Feedback received from at least 30 university respondents (15 per PC); Number of participants in the 3-day Workshop – at least 25; Number of National Benchmarking Reports – 2 (1 for Indonesia and 1 for the Philippines); each of min. 20 p.

Task Force Action Plan 2. for the online course Entrepreneurship for All MOOC establishes the foundation of the ongoing processes related to development of the MOOC. Special attention needs the clear description of the objectives of the MOOC, the set-up indicators, namely Number of MOOC platform on project website – 1; Number of registered MOOC learners – at least 1000; at least 200 of them to receive a Statement of Accomplishment; MOOC learners' level of satisfaction: at least 60%.

The evaluator points out the well-spelled out 8 tasks and 5 outcomes including giving 3 ECTS credits upon completion of the course. The evaluator underlines also the links between the activities and the budget items and timeline.

Task Force Action Plan 3. BEEHIVE Accelerator Programme. It focuses on one of the highly valuable outputs, which is foreseen to boost the employability among the young generation. That is why it is considered that the well scheduled and assigned 12 tasks according the set objectives is crucial for the expected 8 outcomes. Financial resources needed and the timeline are clearly stated. The indicators are defined to measure the success accordingly: Number of staff members trained – at least 15; Level of trainees satisfaction – at least 60%; BEEHIVE Programme Bylaws – 1 document of min. 10 p.; Number of Accelerator Roadmaps – 5; Number of HEIs with BEEHIVE Accelerator Programme established – 5; Number of networking events – 5, with at least 250 participants in total; Number of business plans selected per PC HEI – 8 to 10; 40 to 50 in total at the 5 PC HEIs involved; Number of online logbooks – at least 40; attitude of the captured learning journeys; Number of Demo Days – 5, 1 per PC HEI; Number of participants in each Demo Day – at least 20; feedback and attitude from target audiences; Number of pitch events at consortium level – 1 with at least 50 BEEHIVE student participants (10 per PC HEI); Number of external stakeholders attending the pitch event – at least 40; Number of start-ups created with BEEHIVE support – at least 10.

Task Force Action Plan 4. BEEHIVE Label. It addresses one of the good examples outcome which is expected to empower the building of entrepreneurship environment of the HEIs in PC and award the best ones. Additionally, it is intended to reach the external stakeholders nationally and internationally. Thus, brings also to the internationalization of the universities. So, for its success is essential to have accurately developed Action Plan with clear stated objectives, 5 tasks and the needed financial resources to reach the 3 expected outcomes. Timeline is scheduled and indicators are defined: BEEHIVE Label Guidelines – 1 document of approx. 20 p.; Number of BEEHIVE Label promotional events – 1 with at least 50 participants; feedback from targeted audiences; Number of BEEHIVE Labels awarded – at least 3.

- Project Target Groups Database has been developed: <http://beehive-erasmusplus.eu/wp-content/uploads/2018/03/BEEHIVE-Stakeholder-database.pdf>

The University of The Future: The Entrepreneurial University Concept has been presented at the kickoff meeting. It is evident that thorough literature research has been done of the definitions and history as well as the applied models for Interactions between universities, industries and governments are studied. The Triple Helix model is presented as an opportunity to achieve innovation outcomes for the socio-economic good through collaboration with multi-stakeholders within academia, industry and government spheres. They are applied in the transformation of almost each institution to affect positive change in bringing the creators, implementers and enablers of innovation in social, economic and environmental issues together. But most important foundation was set for the future project deliverables with the properly defined:

Entrepreneurial conceptual characteristics:

- Research, knowledge transfer and exchange;
- Stakeholder relationship and partnership development at the local, regional and national level;
- Internationalisation processes;
- Enterprise and entrepreneurship pedagogy and knowledge organisation across the university;
- Mission governance, strategy, organisation design and leadership at all levels;
- Autonomy, steering core, funding system, culture;
- Non-linearity (time, negotiation with reality).

As a support to the evaluator's high assessment score for the Entrepreneurial University Concept and the suggested Triple Helix model, comes the info for forthcoming international conference on the topic: "The XVII Triple Helix Conference 2019, Triple Helix – a Catalyst for Change, to be held in Cape Town, South Africa, from 9-11 September".

3.1.2. WP2 Towards the Entrepreneurial University: National Benchmarking Reports

Assessment of the main achievements/outputs under WP2 as follows:

- Benchmarking Tool Template
- University Respondents Feedback
- Workshop Towards the Entrepreneurial University – documentation.
- Towards the Entrepreneurial University: National Report Indonesia
- Towards the Entrepreneurial University: National Report Philippines

Benchmarking tool targeted at senior university managers of higher education institutions in Indonesia and the Philippines was developed consisting of 49 questions based on the HEInnovate-eight dimensions for entrepreneurial self-assessment (<https://heinnovate.eu/en>) (Leadership and Governance; Organizational Capacity: Funding, People and Incentives; Entrepreneurial Teaching and Learning; Preparing and Supporting Entrepreneurs; Digital Transformation and Capability; Knowledge Exchange and Collaboration; The Internationalized Institution; Measuring Impact).

HEInnovate (<https://heinnovate.eu/en>) is an initiative of the European Commission and the OECD LEED forum that is supported by a panel of six independent experts. HEInnovate is intended for higher education institutions of all types and size, which are interested in assessing themselves against a number of statements related to the entrepreneurial and innovative nature of their higher education environment. On the other hand, the current Benchmarking Tool is based partially on the University Entrepreneurial Scoreboard developed by Allan Gibb and published, inter alia, as an Annex to the 2013 publication of the National Centre for Entrepreneurship in Education (NCEE) (<http://ncee.org.uk/>) entitled *The Entrepreneurial University: from Concept to Action* (<http://ncee.org.uk/wp-content/uploads/2014/06/From-Concept-To-Action.pdf>).

The Benchmarking Tool in WP2 was finalized in early April 2017 and was later circulated among various targeted universities in both Indonesia and the Philippines. The timing of the project has been respected accordingly. The number of the planned 30 universities to be investigated 15 per Partner country subjected to capacity building, Indonesia and Philippines has been exceeded up to 49, In Indonesia 22 HEIs and In Philippines 27 HEIs answered the questionnaire. The questionnaire includes all the key evaluation issues necessary to receive the required reliable data for in depth analyses of the HEIs entrepreneurship ecosystem state of the art in the Partner countries. It is obvious that the Benchmarking tool is developed by a highly experienced in the research methodology scholars – teaching staff. This is also an indicator for the excellent quality of the project team staff. The high quality of the Benchmarking Tool as an output is an essential input to the Benchmarking National Reports Development. The identification of the different groups of factors as entrepreneurial mindset; level of entrepreneurship education in all study programmes, or as an optional course, non-formal & informal education; up to date digitalized curriculum; promotion of law skills; organizational culture; internationalization; links between the HEIs and the business; technological and research infrastructure; models of funding, contributed to the achievement of the high quality expected outcome of the National Benchmarking Reports.

Both National Benchmarking reports step up on a blind spots and gap analyses, including also a statistical data from internationally renowned sources as: (Global Economic Monitor (GEM); The Global Innovation Index (GII) The World Bank research as "Easy in doing Business" and used them as a building blocks of their plan's development. It should be highlighted that both National Benchmarking Reports focus on a

students' entrepreneurship education as a catalyst for innovation. The determination of the country's status regarding the transition of the Indonesian and Philippine HEIs towards the "entrepreneurial university" concept. Research outcomes and conclusions feed into the 2 National Benchmarking Reports and are published and disseminated electronically.

3.1.3. WP3 Entrepreneurship for All MOOC

Assessment of the main achievements/outputs under WP3 as follows:

- MOOC Platform
- Workshop Entrepreneurship for All MOOC
- MOOC Supporting Documentation
- MOOC Core Components

Entrepreneurship for All MOOC

The Beehive MOOC is divided into several units designed to be taken over the course of six weeks. Each unit consists of a combination of short video lectures, digital stories, assignments and useful resources. During the second half of the course, expert mentors provided advice to students. The BEEHIVE Entrepreneurship for all MOOC had its initial run according to the timeline of the project for a total of 4242 learners registered from the 5 universities according to 1200 planned in the Application Form and 1469 according to 240 planned (34,6%) of those completed the MOOC and benefited from tailor made online support, online peer learning and access to electronic study materials. It included an option for a mentor to review a learner's idea and provide feedback. A total of 199 learners received mentor feedback. The plan for 20% of all registered students to complete the MOOC has been exceeded to 34,6% and students were awarded a Certificate of Accomplishment with 3 ECTS credit points.

Multi-dimensional outcomes of Entrepreneurship for all MOOC. Empirical results.

Assessing the effectiveness of entrepreneurship education is difficult to measure precisely, particularly in a shorter time, as if part of the outcomes leading to empirical results need years for the students to graduate to create ventures, start-ups, gazelles and see the results of their development. The Learning outcomes of Entrepreneurship for All MOOC is a large range of knowledge, skills, beliefs, intentions, attitude and behavior, which goes beyond the online open education platform.

The objective of the Entrepreneurship for All MOOC as a specific statement of teaching intention and indication of the specific areas that the course intends to cover is to provide a comprehensive introduction to entrepreneurship. The Beehive MOOC does not limit the scope of entrepreneurship to starting a new company – although start-ups are certainly a common outcome of entrepreneurship – but also views entrepreneurship as a mind-set and a process.

Type and Design of the Entrepreneurship for All MOOC

According to Admiraal W, Huisman B and Pilli O "Assessment in Massive Open Online Courses, depending on the used particular pedagogical approach, the Massive open online courses are divided into two types: the connectives – cMOOC, characterized as networking-connectivity with teaching material - Social media; wikis, blogs, social networking sites (Facebook, Twitter, Google +), learning management systems (Moodle), Student created videos and exercises and institutionally-focused – xMOOC, characterized as cognitive-behaviorist, video-lecture based.

The BEEHIVE Entrepreneurship for all MOOC tends to be defined as xMOOC.

Content of the Course – themes, hierarchy of the themes, duration.

Duration of the course is 6 weeks. The Syllabus consists of 18 units, hierarchized to meet the objectives of the course.

Learning outcomes set up for the Entrepreneurship for All MOOC and ECTS credits awarded.

Learning outcomes are statements of what a student should know, understand and/or be able to demonstrate after completion of a process of learning. The learning outcomes are defined to reach both the building of entrepreneurship mindset and to empower the learners to start new ventures. The workload of the students is properly measured in compliance with the content of the course and the learning outcomes expected - 3 ECTS credit points.

Table 3 Learning outcomes description according the Syllabus units for the BEEHIVE Entrepreneurship for all MOOC

Learning Outcomes	Description	Syllabus Units
Cognitive	To give students an understanding of the concept of Entrepreneurship;	<p><u>Unit 1:</u> Introduction What is entrepreneurship and why is taking the course beneficial? Introduction to the course environment and instructions on how to navigate and make the best use of the course materials. The Beehive MOOC Certificate and how to earn it.</p> <p><u>Unit 2:</u> Creativity and ideas What is creativity? How to be(come) more creative. How to generate and evaluate ideas. Obstacles to creativity.</p> <p><u>Unit 3:</u> Trends and opportunities Current trends in technology and the business world. Spotting trends and taking advantage of them</p>
Knowledge and Skills	Identify and quantify the pros & cons and of the business models	<p><u>Unit 4:</u> Customers and meaning Identifying and understanding customers. The importance of meaning. Establishing competitive advantage.</p> <p><u>Unit 5:</u> Design thinking and the lean startup Introduction to the design thinking process. The lean startup movement and similarities with design thinking.</p> <p><u>Unit 6:</u> Innovation methods Effectuation as a method to use the resources at hand to develop new products or services. Open innovation – involving customers in the development of new products or services.</p> <p><u>Unit 7:</u> Visualizing business</p>

		<p>Introduction to the Business Model Canvas. Canvas and Canvas walk-through.</p> <p><u>Unit 8: Marketing and selling</u> The four Ps of marketing. Helping buyers buy rather than helping sellers sell. Online/social media marketing. Using big data. Customer decision-making process.</p>
Affective	To build entrepreneurial mindset, needed to empower ideas, beliefs and attitude in order to encourage future entrepreneurs;	<p><u>Unit 9: Social responsibility</u> Taking „the greater good“ into account in entrepreneurship.</p> <p><u>Unit 10: Pitching</u> The art of pitching a new idea.</p> <p><u>Unit 11: The entrepreneurial team</u> The entrepreneurial team – composition and diversity. Key concerns for entrepreneurial teams. Stakeholders: Customers, entrepreneurial team, employees, investors, Board of Directors. Basics of corporate governance.</p>
Behavioral	ability to use learned material in new situations, e.g. put ideas and concepts to do need analyses of the business environment and create a new venture	<p><u>Unit 12: Financing new ventures</u> Introduction to financial modelling for startups – review of key financial assumptions, assessment of cashflow requirements, calculation of monthly burn rate, seed and venture funding requirements, scenario testing and preparation of key financial documents.</p> <p><u>Unit 13: Managing risk</u> Common categories of risks for entrepreneurs. Anticipating and dealing with risks.</p> <p><u>Unit 14: Working with a new business idea</u> During this unit, students prepare to work with their own new business ideas with input from Beehive’s expert mentors.</p> <p><u>Unit 15: Entrepreneurial strategy</u> Why should a business exist? Why should customers pay attention? Is there something that we really have to offer to them? How can a business become sustainable?</p>

		<p><u>Unit 16:</u> Industry 4.0 and the Importance of Creativity Introduction to Industry 4.0 and the related challenges and opportunities.</p> <p><u>Unit 17:</u> Entrepreneurship and the Cynefin framework Introduction to the Cynefin framework. Job possibilities reflected within the cynefin framework. The position of entrepreneurship in the cynefin framework.</p> <p>Unit 18: Wrap-up and summary Summary of the course.</p>
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To encourage more students to complete the BEEHIVE Entrepreneurship for all MOOC the project team developed a video – BEEHIVE MOOC Teaser. The MOOC teaser is one of the many new and innovative ideas of the BEEHIVE Project, strongly suggested as a good example.

The evaluator concludes that the objectives and outcomes of the BEEHIVE Entrepreneurship for all MOOC set up are reached and the results are exceeded. The evaluator would like to support the conclusion with one of the opinions of the students: The rest of them could be found on the BEEHIVE project Website: <http://beehive-erasmusplus.eu/courses/entrepreneurship-mooc/>

Dionaida Fontanilla says:

November 12, 2018 at 8:55 am

“Thank you very much for inspiring us and leading us to a wonderful opportunity! It is worth sharing to my kids, students and friends.

I find it also as an awesome avenue of greater platform of motivation to pursue start-up business. May God bless you more”

Benefits of online learning of the BEEHIVE Entrepreneurship for all MOOC for supporting student entrepreneurship served as a base for the BEEHIVE start-ups. It is set as a requirement to have a certificate for completion of the MOOC course for entrepreneurship in order to participate in the start-up competition. Lots of students have been inspired to create new ventures. It could be seen from the results in the next work packages evaluation.

3.1.4. WP4 Setting Up the BEEHIVE Accelerators

Assessment of the main achievements/outputs under WP4 as follows:

- BEEHIVE Staff Training
- BEEHIVE Cohort Programme Bylaws
- BEEHIVE Accelerator Roadmaps
- BEEHIVE Networking Events

All the planned activities as are described in the application form are completed on time and precisely. They contribute to the achievement of the project’s third specific objective, namely, to build sustainable entrepreneurial university ecosystems by establishing and embedding a start-up accelerator cohort-programme at the PC HEIs.

The efficient completion of the activities in the Work Package 4 BEEHIVE accelerator is a precondition for the start of the Work Package 5 BEEHIVE accelerator Piloting. Project partners developed and validated jointly the BEEHIVE accelerator internal bylaws to regulate the rules and conditions for student teams' participation in the accelerator programme, selection procedures and ethical code of conduct. EU partners trained 15 staff members 3 per each of the 5 Partner Countries HEIs to become BEEHIVE accelerator coordinators and mentors.

During the training the EU experts focused on techniques and pedagogies for coaching and holding workshops on themes linked to stakeholder management, knowledge and innovation management. Each of the PC HEIs developed an institutional BEEHIVE roadmap and published it on the website of the institution and on the website of BEEHIVE project. One large-scale networking event on institutional level per PC HEIs has been held to promote the BEEHIVE accelerator programme and to attract participants. Each of the events has been attended by more than the planned 50 participants.

BEEHIVE APP has been elaborated and presented during the 5th Partner meeting in Galway in order to provide business start-up support. It was foreseen to be used by at least 50 student users per PC HEI (250 in total). Thus, is additional innovative promotional material of the BEEHIVE project.

The well-done job at the Setting Up the BEEHIVE Accelerators work package resulted in the outstanding successes of the Piloting of BEEHIVE Accelerators.

3.1.5. WP5 Piloting of BEEHIVE Accelerators.

Assessment of the main achievements/outputs under WP5 as follows:

- BEEHIVE Accelerator Business Start-up Plans
- BEEHIVE Accelerator Online Logbooks
- Institutional BEEHIVE Demo Days
- International BEEHIVE Pitch Event
- Business Start-Ups Created with BEEHIVE Support

The planned activities have been over exceeded. This Work Package activities brings to fulfilling the project's fourth specific objective, namely, to improve PC HEIs students' and graduates' employability and create self-employment opportunities through streamlined business start-up support provided in the framework of designated seed accelerators. Each PC HEI assessed and selected the best suited business start-up ideas and plans eligible to join the BEEHIVE programme. Over the course of the 3-month BEEHIVE accelerator programme the PC HEIs' student teams (between 10 and 12 per PC HEI instead of planned 6-10) benefited from a range of tailor-made services.

During this period, students benefited from free-of-charge enhanced coaching services, tailor-made mentoring, general entrepreneurship knowledge provision, opportunities for consultations with professionals in the fields of marketing, finance, and human resource management, workspace use, peer learning experiences, and networking opportunities with external investors and business representatives. Students captured their progress in online logbooks. In total, 5 institutional BEEHIVE Demo Days and 1 international BEEHIVE Pitch Event were organized. As a result of the BEEHIVE accelerator programme,

55 business start-ups were created in 2 PCs instead of planned 10. The start-ups are in the following Business Categories: Health & Medicine; Information and Technology Communication (ICT); Advance Material (Raw Material); Energy; Art, Culture & Tourism.

In May 2019 additional extra event was conducted by the project team - BEEHIVE ACCELERATORS' MEETING. BEEHIVE Accelerators recent developments and updates and presentations of the selected

BEEHIVE Accelerator business ideas across the 5 PC HEIs: UC, Mapua, SLU, UI and BINUS were discussed. BEEHIVE International Pitch Event was presented: programming, planning, facilitating Workshop led by Mapua. The secret of successful pitching was shared and training for trainers facilitated by Idea Space were the additional themes of that extra event.

During the event BEEHIVE Label has been also promoted in terms of application and awarding procedure: the way ahead Workshop led by the coordinator - Varna University of Management. The Genesis Entrepreneurship Center of UC has been visited as a good example and meeting with UC BEEHIVE Accelerator students has been conducted. The evaluator consider it is worth to focus on the good example of the University of Cebu (UC) and its ten (10) startups for the 2019 UC BEEHIVE Accelerator cohort. Eligible applicants were UC college, graduate students, or alumni who form a team of 3-5 members. Applicants could belong to any of the following stages of the entrepreneurial pipeline:

- potential entrepreneurs who are considering the option to establish their own business;
- nascent entrepreneurs who are in the process of setting up a new business;
- new entrepreneurs running young business startups; and
- experienced entrepreneurs who need to innovate and make their businesses more competitive.

UC welcomed fundable Startup Ideas that fall in any of the following industry: Engineering & Technology; Cultural and Creative; Hospitality; Eco-tourism; Legal; Finance; Social Enterprise; Healthcare; Maritime. A total of 56 valid startup applications were received. The applicants went through 3 stages of screening: (1) Preliminary Elimination, (2) Judging by Experts, and (3) Final Interview. The top 10 startups were determined based on the following award criteria: Innovation (30%), Creativity (30%), Sustainability (20%) and Motivation (20%). The screening committee was composed of EU partners, experienced accelerator and incubator managers, startup ecosystem builders, and innovation consultants.

Ten startups were accepted into a 12-week acceleration programme and enjoyed the following services including: Trainings & Workshops; Mentoring and Coaching; Support Services for Legal & IP, Design and Accounting; Networking Events; Access to Investors & Partners (Demo Day and an International Pitching competition); Co-working Space

This year's batch is called the Genesis being the pioneer of the university-based accelerator programme. The cohort features startups from different verticals: Wearables (10%), On-demand Services (20%), FinTech (30%), LOHAS & wellness (20%), Real Estate Technology (10%), and Social Enterprise (10%). Moreover these startups enjoyed various benefits such as being part of an inspiring community of like-minded and self-driven young entrepreneurs, advice provision from committed mentors, access to business startup knowledge and education, hands-on support in the field of finance, taxation, marketing, advertising, human resource management and others, connections and networking opportunities to build business relations and partnerships, and links to potential investors. The 10 startups examples of best practice are listed below:

- **Abang++** is a mobile-based car rental application that recommends a wide array of cars for rent like an SUV, AUV, trucks, and the like; the application also allows real-time tracking of the cars once rented.
- **Algae Heroes** is a biodegradable drinking cup made of seaweeds to reduce waste from plastic.
- **E-Sinsilyo** is a smart coin changer machine that converts bills into coins and bigger value of coins into smaller ones.
- **Fluorescent Booster** revives and energizes busted fluorescent lamp/bulb to help reduce waste and toxicity of mercury.
- **Geosite** is a mobile-based geo locator helping brokers and developers search for a reliable and safe location.

- **Golden Drop** produces high-value mango seed kernel oil out of mango seed scraps for cosmetics, and mango oil for spas and salons.
- **Mangjuam** is an online barangay-led credit cooperative system that facilitates hassle-free loan application and low-interest rates for borrowers, and an investment platform for investors.
- **POWLET** is a mobile and IoT application that helps the PWD's, children and users who want to seek assistance in sending important messages, answering calls, sending alarms in times of danger, and notifying loved ones.
- **R's-Earn** is a reverse vending machine that collects recyclable paper and gives reward in return.
- **SugoPH** is an on-demand platform that helps people who have problems with running their errands, find people who can do on their behalf.
- Detailed information could be found here - <https://www.facebook.com/UCBEEHIVEAccelerator/>

3.1.6. WP6 BEEHIVE Label

Assessment of the main achievements/outputs under WP6 as follows:

- BEEHIVE Label
- BEEHIVE Labialization Procedure Guidelines
- BEEHIVE Label Promotional Event
- BEEHIVE Label Awards

The BEEHIVE Label was created with the aim to empower higher education institutions in Indonesia and the Philippines to transform gradually into entrepreneurial universities by obtaining a specific quality label certifying the excellence and efficiency of their university entrepreneurial ecosystems.

The BEEHIVE Label is based on the well-known certification scheme whereby the applying universities in Indonesia and the Philippine go through an external auditing procedure. The latter uses evidence of self-assessment and self-reflection collated and collected from the targeted universities.

The criteria established for The BEEHIVE Label awards are following the thematic paper prepared for the Entrepreneurship360 initiative of the Organization for Economic Co-operation and Development (LEED Programme) and the European Commission (DG Education and Culture).

The BEEHIVE Label awards the excellence of the applicant HEIs' entrepreneurial ecosystems. *For students the BEEHIVE Label identifies:*

- Quality of Entrepreneurship Education (qualified professors, instructors and courses).
- Availability of University Entrepreneurial Infrastructure (specific spaces, amenities and services useful for the development of start-up business ideas).
- Availability of University Entrepreneurial Business Advisors/Mentors (experts in business and entrepreneurship available to coach and guide students in their entrepreneurial ventures).
- Opportunities to be awarded for Entrepreneurship Merit/Innovation in Research (competitions and awards available to students that recognize innovative research, ideas and inventions).
- Enhanced employability opportunities (where students can take advantage of their entrepreneurial skills, university training, mentoring and infrastructure to build their own business or create new opportunities for existing ones).

For HEIs the BEEHIVE Label identifies the Innovative and Forward-thinking Identity:

- Advanced approach to Education (entrepreneurial features of HEIs, important benefits that are offered to students to advance their entrepreneurial skills and knowledge and to support their start-up business ideas).
- Commitment to Entrepreneurship and business cooperation.
- Participation in international project ventures.

EU project partners elaborated the BEEHIVE Labelization Procedure Guidelines to stipulate the rules and regulations of the procedure. The BEEHIVE Label was promoted among HEIs inside and outside the consortium willing to obtain recognition for excellence and efficiency of their entrepreneurial ecosystems. BEEHIVE Label Promotional Event on 10th April 2019 was organized, according the project plan.

The project team developed diagnostic grid. This is a tool to measure the excellence and progress in alignment with the entrepreneurial university model. HEI applicants fill it in based on self-assessment and self-reflection. It assists HEIs in the process of evaluation of student's entrepreneurship commitment and the BEEHIVE project's involvement. The diagnostic grid aims to evaluate entrepreneurial ecosystems and is designed according to the BEEHIVE Label. The BEEHIVE Label highlights outstanding HEIs that demonstrate commitment to entrepreneurship education and start-up assistance.

The diagnostic grid refers to the standards for quality of education and entrepreneurship recognized by HEIs from a global perspective. The student award criteria addresses entrepreneurial characteristics of the HEIs and has a positive impact in a student's perspective. The award criteria assesses all features in the entrepreneurial ecosystem.

The maximum number of points that can be allocated for each criterion is 3 and the maximum number of points that can be allocated overall is 24. To be awarded with the BEEHIVE Label a total of 18 points or more is required.

The BEEHIVE Label is valid for 2 years. The awarded HEIs can ask for a renewal no later than three months after the expiration date. The BEEHIVE Label is assigned together with an evaluation report which includes a description of strengths and recommendations to improve.

The BEEHIVE labelization procedure is open and free of charge until October 2019 when the BEEHIVE project comes to the end. After this date the BEEHIVE project will define an application fee for the BEEHIVE Label certification procedure which will cover expert staff costs.

According the project plan, 3 HEIs per PC were awarded a BEEHIVE Label as a result of the conducted comprehensive certification procedures.

The evaluator would like to focus on the following clearly stated and defined good examples of the Work Package 6 related to the BEEHIVE Label development, criteria, selection and awarding:

- Operational and technical capacity, and credibility of the awarding body.
- Predefined criteria for label award; principles of weighting and scoring, threshold of label award.
- Transparency and accountability of the methodology and the label award procedure.
- Mechanisms for reaching out to HEIs outside BEEHIVE, branding and promotion.
- Funding during and beyond the project lifetime.

In the framework of the BEEHIVE Label Conference, the newly created tool designed to certify the excellence and efficiency of HEIs in Indonesia and the Philippines was promoted for the first time to academic audiences outside the consortium as well as to higher education practitioners and policy makers, and to university business partners from Indonesia. The public event took place at BINUS Angrrek campus in Jakarta and was attended by over 60 internal and external stakeholders.

Furthermore, the BEEHIVE Label Conference was live streamed via BINUS TV with BEEHIVE partners striving to reach out to relevant project target audiences outside Jakarta and in the Philippines too. Additionally during the event were pointed out the three areas of the Entrepreneurship 2020 Action Plan for immediate intervention: 1. entrepreneurial education and training to support growth and business

creation; 2. removing existing administrative barriers and supporting entrepreneurs in crucial phases of the business lifecycle; 3. reigniting the culture of entrepreneurship in Europe and nurturing the new generation of entrepreneurs.

The activities of this Work Package contributed to the achievement of the fifth specific objective of the project, namely, to empower HEIs within and outside the BEEHIVE consortium to transform gradually into entrepreneurial universities by obtaining a specific quality label certifying the excellence and efficiency of their university entrepreneurial ecosystems.

3.1.7. WP7 Quality Assurance and Evaluation

Assessment of the main achievements/outputs under WP7 as follows:

- Quality Control Plan and Report
- Feedback Tools Template
- Milestones Achievements Reports
- Midterm Internal Evaluation Report
- Quality Control Workshop
- Final Internal Evaluation Report

Continuous achievement monitoring, evaluation and control over the quality of project is carried out by internal and external evaluation of

- 1) key project outputs,
 - 2) progress towards achieving project objectives in WPs,
 - 3) partner performance. 2 Internal Evaluation Reports and 1 External Evaluation Report are produced.
- Quality Control Plan streamlines all activities. Corrective measures are adopted by consensus by SC.

The internal evaluators defined a set of criteria for measuring the quality of different type of activities and outputs and applied in line with the project Logical Framework Matrix (LFM) and the activity timeline. Quality Control Plan has been developed and presented during the 2nd Partner meeting. The internal Quality control Plan identifies which Quality Standards are relevant to the project's main objectives and determine how they can be satisfied. It sets quality targets and ensure that all produced actions and deliverables are in accordance with the set project specifications. It also determines which structures are responsible for various quality control activities and lay out a communication plan for all involved. Moreover, it assures transparency a throughout the Project. Consortium members prepared Mid-term and Final Internal Evaluation Report on time. They regularly conducted quality panel during the meetings including the online as well. Good example is that internal evaluators with relevant expertise were appointed to monitor the quality of the intellectual products in order to ensure applicability of the project results to the needs and expectations of the target groups.

The external evaluator studied the project activities and analyzed, synthesized and cross-checked the existing documents published on the website of BEEHIVE PROJECT and during the visits in situ at the coordinating institution – Varna University of management – two times in August 2018 and inn August 2019. The main information for the objectives, activities and deliverables of the BEEHIVE project is acquired basically from its website: www.beehive-erasmusplus.eu.

In accordance with the “Oslo Agenda for Entrepreneurship Education” to step up progress in promoting entrepreneurial mindsets in society, systematically and with effective actions and in alignment with the project BEEHIVE aims and objectives and planned QUALITY CONTROL WORKSHOP, the external evaluator prepared and conducted the training for all partners involved in the project during the 5th Partner meeting in Galway, Ireland 1st to 5th October 2018, on the following themes:

- What are Quality Assurance and Quality Control?
- What is quality management?

- Difference between quality assurance and quality control
- Educating the next Generation of Entrepreneurs - Quality Control
- The Changing Role of the Academic Institutions.
- The Importance of Outreach.
- The Importance of Multistakeholders Partnerships.
- Funding & Support.
- Individuals & Intermediaries.
- Case studies and good examples from leading world universities have been presented.

In accordance with the Oslo Agenda and in alignment with the project BEEHIVE aims and objectives the evaluation questions and methodology for the final evaluation have been defined.

The external evaluator continuously monitored the BEEHIVE project results, outputs and evaluation of the quality of their implementation - Project events and Promotional Materials. Impact evaluation documents the extent to which the outcomes spelled out in the objectives for each target public and the overall communication goal were achieved. The criteria used with impact evaluation identify both the nature and magnitude of changes in knowledge, predisposition, and/or behaviors of internal and external publics. The dissemination activities that have been taken place and the post project intend to continue maintaining high levels of dissemination after the formal end of the project. The dissemination which started with the production of the website followed by reports and newsletters were examined – for the coordinator and for each partner promoting the project on their own website.

The evaluator could conclude that the project strong focus on Internal Quality Control is contributes to the received distinguished 48 deliverables, including a variety of types of outputs, outcomes and activities including outstanding intellectual products.

3.1.8. WP8 Dissemination and Exploitation

Assessment of the main achievements/outputs under WP8 as follows:

- Project Dissemination and Exploitation Plan
- Project Website
- BEEHIVE app
- BEEHIVE Newsletters
- BEEHIVE Promotional Materials
- Press Conferences
- Media Publications

WP8 combines a variety of dissemination and exploitation methods including organization of project promotional events, strong online project presence via the project website and app and on social media, media coverage through publications and press conferences, dissemination of project brochures, leaflets, newsletters etc.

All PR events are developed according the “Code” of the PR and are part of the communication strategy designed to meet the established overarching communication objectives. The events are planned including: A venue; A key message corresponding to the theme of the event and to the expected audience; Preliminary identified stakeholders who will participate actively with presentations, stands or exhibitions; An identified target audience and size of expected audience and registration lists; Promotional briefing packs which have been sent out and/or distributed during the events; Hospitality and logistics; A cost-effective budget; Potential speakers and Key questions for the on the spot survey.

There is an understanding of the types of the audience who are invited to participate/expected in the PR event, according the research that has been done into their needs and the target audience has been segmented by their needs.

- For part of the events there is specified attitude and knowledge level that the PR event should influence.
- The objectives that have been set for the event are SMART.

According the quality standards set for the website of the BEEHIVE project as one of the most important communication and promotional tools, the description for each of the preliminary set quality standards are as follows:

- Assessing the content of the website:

The quality of the content deserves the highest evaluation grade. Each article is written in a clear, easily readable language. The clarity of the content is the great asset of the website. The category of information provided could be divided into general, technical, expert. This means that the website gives information and targets all types of visitors: from those who need general information to experts who need detailed information in their professional work for example how to prepare Benchmarking report or to design a MOOC course for all Entrepreneurs or how to develop a start-up and even more it provokes and gives inspiration for entrepreneurial activities.

- Identification of needs

The needs of the targeted groups are studied and the purpose of use and reasons for visiting the site are reached. The content gives the opportunity to the visitor to find the type of information most searched for. It is obvious that the different groups are map out and reflected. The information and its presentation on the website could serve for regular, occasional and frequent users. It is easy to find the right information.

- Assessment of the design and organisation

Successful web site design includes many elements.

The appearance, layout, and structure of the website are well organized. The architecture of the website is done in a way that invites visitors to see, read and come back. The speed of the site is fast going from link to link and selecting various options. The colour and the graphics chosen to illustrate the articles are in easy to read format. The researched information is found easily and quickly within two or three clicks.

It could be concluded that what the project team reached what wanted to achieve with their website. With the newsletters they give brief information for visitors who want to know the main activities of the BEEHIVE project and need it for their daily working information. But at the same time a detailed and clearly stated information on each activity could be found for visitors who are deeply interested in the entrepreneurial ecosystem. Moreover, reading the websites inspires and provokes entrepreneurship mindset.

Additional promotional materials, developed by the Project team, which could be suggested as good examples are:

- BEEHIVE App is developed to reach the young target groups in Partner countries.
- For the help of future entrepreneurs, BEEHIVE Mascot has been developed. Its name is Gabbee, considered the Lead Ambassador for the BEEHIVE Project. Gabbee is a third-year college student who loves sketching, skimboarding, creating mashup music and watching K dramas. Gabbee aspires to build a startup company someday. It is designed to answer questions to new entrepreneurs. IT is modern, innovative and smart promotional tool.
- Other innovative great idea, well done and good example is the MOOC course teaser, which is designed to encourage and empower the students to follow massive open online course for Entrepreneurs.

- The Newsletters regularly published give information for the progress of BEEHIVE project and reach interested subscribers and followers.
- Beehive Brochure is published with description of the aims, activities and outcomes of the project to reach the broader audience.
- The project team members presented the Erasmus+ CBHE programme's main priorities and scope of action, the BEEHIVE project chief objectives, milestones and activities and the structure of the consortium at a Press Conference organized at the kick off meeting in 2017 in Varna, Bulgaria at Varna University of Management – the project coordinating institution.

In order to raise awareness about the main project themes of entrepreneurship, business startup support, the entrepreneurial university concept and creation of comprehensive entrepreneurial ecosystems universities and to promote Entrepreneurship for All MOOC, the project partners developed the following good examples for promotional and dissemination tools:

- BEEHIVE Brand Book and BEEHIVE Project Information Pack.
- BEEHIVE Swags Official Designs.
- BEEHIVE Campus Caravan (University of Cebu) targeted for 150 students.
- BEEHIVE Swags Design Contest information.

It could be concluded that all the activities in the comprehensive Dissemination Plan are fulfilled.

The project partners managed to conduct all the external and internal communication events and used all the digital media to reach their audience and meet the objectives set up on time and best quality results.

3.2. *Quality Evaluation of the Project management*

3.2.1. *WP9 Management*

Assessment of the main achievements/outputs under WP9 as follows:

- Project Management and Monitoring Plan
- BEEHIVE Code of Conduct
- Financial Management Progress Review
- Year 1 Progress Report
- Project Exploitation Plan
- Year 2 Progress Report
- Project Sustainability Roadmap
- SC Online Meetings Minutes

Different factors contributed to the achievements of the above described successful outcomes and impact set as objectives and according the documentation of the project results even over exceeding the expected ones. But the Project management process, change management and improvement systems used, during the project lifetime are crucial for the outcomes and impact. Quality and coherence of the implementation of the actions foreseen in the project - Effectiveness of communication and decision-making process inside the consortium - Working methods and conflict management within the consortium are must for the success story of the BEEHIVE project.

The used tailor-made approach and the communication tools, the BEEHIVE code of conduct should be highlighted for leading the transition of individuals of various institutions having their own internal organisational culture and external national business and legislation environment, to a predefined, desired project results. It is the management process aimed at helping the eleven partners' project team affected to accept and embrace changes whenever necessary and inspire them to give their best for the project activities and empower their university managing bodies, decision-makers and the stakeholders involved. The process by which individuals or teams can take decision making responsibilities and operate with a degree of autonomy in their actions is clearly defined. The well-done Project Management and Monitoring Plan;

BEEHIVE Code of Conduct and let's pinpoint also the Financial Management, empowered them to improve entrepreneurship/intrapreneurship spirit and skills development in both HEIs and businesses, to improve the general know-how for entrepreneurship in all stakeholders. To build entrepreneurship mindset in all: managing bodies, teachers, trainers, students and community decision makers.

Having in mind that almost 80 % of the time of the project management is spent for communication and monitoring of the completion of the project activities and the main Promotion objective of the BEEHIVE project, the management approach is based on the communication tools. All types of communication are addressed to ensure that information flows to all stakeholders when they need it. The types of communication used are: website, Project team, Networking organizations, stakeholders (academics, students, business world, national authority, broader audience). Timely communication was ensured by using different forms according the appropriate level of formality required to transfer knowledge. The considered communication vehicles utilized during the lifetime of the project are: email, informal word of mouth, team meetings, paper, web, newsletters, and reports, executive communication inside the team and with the networking organizations. The methodology used involves plenary sessions followed by group discussions, workshops, world café inspired by the idea of addressing all the cognitive types of the audience.

Communication channels differ from rich to lean, but the BEEHIVE project management uses both. Rich channels are more interactive they give opportunity for both sides communication and for reading the nonverbal messages as the tone of voice and body language. The evaluator underlines the effectively chosen by the BEEHIVE coordinator and project manager richest channels of communication as: face-to-face meeting: in-person oral presentations, online meeting and videoconference. But highly estimated are the complementarities of the lean channels used as reports; brochure; newsletter; flier; email; phone text; social media posts.

Sound project management and coordination is ensured by SC members and by the project manager and financial manager. Achievement monitoring is streamlined by 8 strategic management docs incl. the Project Management and Monitoring Plan. Decision making is consensus-based. Important decisions are adopted at 7 partner meetings and at regular SC online meetings. Communication among the partners relies on regular emailing and video conferencing. But the website is considered as the most effective mean of conveying large amount of information. Moreover, the project **website** is considered as most important communication tool in the project lifetime as well as for the sustainability impact. It is assessed by the content, identified needs and design and organization of the information.

Other asset of the good Project Management is the use of horizontal communication to share information, solve problems and collaborate within the team. It is more timely, efficient and direct. But when it is necessary to speed up communications directly, a diagonal communication is applied – as if the straight line is the shortest distance between two points.

The flexibility, complexity and complementarity of the approaches, tools and means of communication should be highly appreciated and considered as strong points of the BEEHIVE project management. The good quality of the Project management, including the causal links between the budget and the outputs and the financial discipline is an induce strengthening of the institutional capacities of the partner institutions.

3.3. Consolidation and raising awareness about the good practices in entrepreneurship education related to the innovative new tools, approaches and delivery methods developed and tested during the project lifetime.

Taking into account the extended definition of success diverse criteria reflecting the complexity of entrepreneurs' environment and the comprehensive framework indicators against which the BEEHIVE Projects results were measured internally and externally, based on the collected data and revised

documentation, the overall external evaluation strongly emphasizes the outstanding successful project outputs. All the set-up objectives and planned deliverables are executed timely and part of them exceeded the expected results.

It is worth to report and share the good examples of the BEEHIVE project and give the opportunity to other beneficiaries to use them or just for inspiration of new innovative ideas.

- Positive working climate among the international, multicultural and big enough project team and harmonious cooperation within the team is crucial for success. The Project management succeeded in building a “We” feeling in the participants, which empowers them to completely absorb in the project activities and provide the outstanding achievements.
- Entrepreneurship for All MOOC course – the professionally developed syllabus could be published in the Open Education Recourses database. It brings to dual aspects of internationalization of the entrepreneurial education across Borders and at Home, from regional to global. The evaluator underlines the major point of awarding Certificates of the successfully passed MOOC and ensuring recognition through giving 3 ECTS credit points upon completion.
- Project mascot – Some activities are support structure for the others. It is a good example for additional tool for sustainable promotion of the project and for helping the BEEHIVE startups and boosting employability. It also has the role to reach the external stakeholders.
- BEEHIVE Label – national and international application. It is designed to bring relative value attached to the HEI, to enhance its attractiveness for the students and increase its ranking by the external stakeholders.
- BEEHIVE App is additional support tool for the vitality of the entrepreneurial university education and reaching the external stakeholders.
- BEEHIVE ACCELERATORS and startups – the distinguished contribution of the project with socio-economic impact through boosting the employability.
- Benchmarking Tool designed to make a snapshot showing the entrepreneurial environment of the HEIs in the Partner Countries – Indonesia and the Philippines.
- Entrepreneurial University Concept developed to enrich the capacity of the HEIs of the Partner countries from region 6 – Indonesia and the Philippines. It is a good example of quality output which transferred to input for the other activities and significantly enhance the successful building of university entrepreneurial ecosystem in Partner countries and the provision of the attractive environment for the BEEHIVE start-ups.
- Task Force Plans - four. The lessons learned are the provision of clear stated and described plans and schedule developed and presented to the team is a must for the successfulness of the project. The Task force Plans are one of the evidences for the good quality project management and serve as a good example.
- Internal Quality Evaluation Plan. The meta evaluation shows its prominent characteristics are the lists of indicators. It is about gaining insight to improve its own quality in terms of benchmarking of self-evaluation.

4.0. Key recommendations

- To establish network of all the involved institutions and students involved and develop future project to upgrade your successful socially desirable and responsible results, related to entrepreneurship education and employability.
- To post project track of the start-ups of the students.
- To post project time series evaluation including a medium- and long-term effect of entrepreneurship university ecosystems. It could be part of a new project based on the past performance.
- To continue to offer the Entrepreneurial for all MOOC course.
- To include the Entrepreneurial for all MOOC course into the Open Educational Resources database.

Regarding the synergy of the European funded project outcomes, is recommended to find other ERASMUS+ funded projects dealing with the same subject and mutually benefit from the outcomes of your projects. For example, there is an ERASMUS+ project named T-challenge for Entrepreneurial education using challenge-based learning, it started a year after BEEHIVE project but ends in 2019 - <https://t-challenge.eu/en/contact/contact>

They have developed WebQuest platform, an open education resource with minimum of 36 WebQuests related to entrepreneurship, Training of trainers' curriculum and tutor manual. It is dealing with only one aspect of the BEEHIVE Project, but you could possible exchange your experience, data and outputs.

Although, there are several researches on scientific dimensions of ecosystem that facilitates entrepreneurship activities on innovation and help dynamisms of entrepreneurship environment, there is still a gap to be filled with studies on startup success in different stages of the startup lifetime, based on the entrepreneurial ecosystem elements, still are needed continuous and explicit studies to comprehend phenomenon to respond communications between entrepreneurship ecosystem and successful startup. That is why, a further research, addressing the factors that affect the success of startups at each stage: discovery of the business idea, its development and reaching the targeted market place is recommended to be done and to be published in national and international scientific magazines and web platforms in order the practitioners, accelerator program managers and investors as well as startup founders can benefit from the findings. Thus, the impact of the BEEHIVE successful project's results will be multiplied, post project lifetime will be extended, and you will spread the gathered highly valued conceptual and empirical contributions.

Do share the lessons of the entrepreneurial experience!

European Commission, civil society groups and others were increasingly advocating for the importance of entrepreneurship and the role that education plays in igniting it.

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