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“Be Competent in Entrepreneurship”:

**Knowledge Alliances for Developing Entrepreneurship
Competencies for the Benefit of Higher Education and Business**



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1 Introduction

This task includes the preparation of the project website and corporate logo and design templates for documents and presentations. For the website creation a professional website designer was involved. The website has public, limited and intranet space with different content and targeted for different target groups. Public area is targeted for the wider audience and all target groups. Public materials, the guidelines for teachers/trainers/coaches and self-evaluation tool for students, teachers/trainers/coaches, employees and employers, and contact information are available in project's website public space.

The project website is a central axis to give a public identity to the BeComE project, disseminate the news about the project, to make available supporting materials like Podcasts, Videos, and guidelines produced during the life-time of the project and the information on project's activities. The website is sharing the stories of the project itself and some interviews with policy makers, teachers, students, and employers

The project logo and corporate design was selected by project partners among different options offered by professional corporate design service provider. The decision was made based on the best representativeness of the project aims and activities by all project partners common decision considering the EU requirements.

The current report includes next the description of the content of project website and networks for dissemination of project outputs.

This report based on D8.4.

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2 Project website and social networks

To create a public identity, it defined as a Logotype and an image of the website congruent with the image that wants to be transmitted with the logotype. Furthermore, to make the experience of the website more vivid, a series of Podcasts planned and produced during the life of the project. Additionally, although not planned some videos also produced to support the guidelines for supporting the development of students' EC. In parallel to the website, the podcasts and videos were available on the Become YouTube channel. As planned the website was designed with a limited access area to receive the reports and internal documents, however partners instead of using it decided to use Google Drive since it allowed more cooperative work, which means that more than one person could work simultaneously on the same document.

The networks used as a dissemination tool targeting more easily the students, teachers, and employees that could be interested in the news, courses, reports, and materials. All partners have invited members of their own country to join and after some initiatives implement a snowball adherence. However, the adherence to the networks has not reached what was expected. The predicted outcomes were 200 members per country, however, only must adhere to 44 followers on Facebook and 38 on LinkedIn. The efforts were continuous, but the fact was that students and employees have not adhered, this could be attributed to the saturation of invitations on these networks and mostly because the information was redundant with the existing on the website

While regularly evaluating the outcomes of the dissemination was observed that adherences and visioning of the social networks were below from what was expected, conversely the visioning of the website was higher than what was forecasted. The main public was from partner countries and from outside Europe, particularly USA. The more visited website areas were related to the Presentation of the Project and with Reports and Publications, more specifically with Podcasts and Videos.

Initially it was expected to produce 10 to 15 Podcast, but we finished producing 14 Podcasts (Table 1) and 4 supporting Videos (table 2), also Guidelines to support Teaching and a Offline Course was designed (table 3). It was noticed that this was one of the more interesting ways to capture interest of public and disseminate the BeComeE experiences.

Table 1– Production of Podcasts

Initial Topic	Designation	Link
	PC 1 - Get to know the BeComE Project	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-1/
Critical Entrepreneurship Competences on students and workers	PC 2 - Critical Entrepreneurship Competences on students and workers	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-2/
Entrepreneurship and intrapreneurship on Small and Medium Enterprises (SMEs)	PC 4 Competences for Entrepreneurship and intrapreneurship in Small and Medium Enterprises (SMEs)	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-4/
Creating a learning environment on SMEs	PC 3 - Creating a learning environment on SMEs	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-3/
Self-assessment and personal development of employees	PC 12 - Demo of the entrepreneurship self-assessment tool	https://becomeentrepreneurial.org/report-publications/podcast-12/
Similarities and differences on entrepreneurship education	PC 6 Self-assessment and pedagogical strategies for the personal development of students at different levels	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-6/
idem	PC 7 The experience of an Italian professor in teaching Entrepreneurship competence	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-7/
Idem	PC 8 The experience of an Italian professor in non-entrepreneurship course”	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-8/
idem	PC 10 experience about implementing the development of entrepreneurship competence in non-	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-10/

	entrepreneurship courses by a teacher in Tallin University	
Entrepreneurship challenges for SME managers	PC 13 - Workplace learning environments - Challenges to managers	https://becomeentrepreneurial.org/report-publications/podcast-13-workplace-learning-environments-tool/
BeComE initiatives	PC 11 - Universities and companies into co-operation regarding workplace learning	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-11/
Entrepreneurship ventures and internationalization	PC 5 Competences for Entrepreneurship ventures and internationalization on SMEs	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-5/
Developing entrepreneurship competences on university programs	PC 9 The value of using Become Competence Model on Entrepreneurship courses	https://becomeentrepreneurial.org/report-publications/become-launches-podcast-9/
Future perspectives on Entrepreneurship in Europe	PC 14 - Contribution of BeComE Project to the Perspectives of Entrepreneurship Education	https://becomeentrepreneurial.org/report-publications/podcast-14/

Table 2– Production of Supporting Videos

Designation	Link
Video 1 - Video with Introduction to Entrepreneurship Competence Model	https://becomeentrepreneurial.org/report-publications/video-with-introduction-to-entrepreneurship-competence-model/
Video 2 - Video with an Introduction to the Self-management Competence Area	https://becomeentrepreneurial.org/report-publications/video-with-an-introduction-to-the-self-management-competence-area/
Video 3 - Video with an Introduction to the Managing Social Situations Competence Area	https://becomeentrepreneurial.org/report-publications/video-with-an-introduction-to-the-managing-social-situations-competencies-area/
Video 4 - Video with an Introduction to the Creative Thinking Competence Area	https://becomeentrepreneurial.org/report-publications/video-with-an-introduction-to-the-creative-thinking-competencies-area/

Table 3 – Guidelines to support teaching and self-learning

Designation	Link
Guidelines for Self-management area of Entrepreneurship competence	https://becomeentrepreneurial.org/report-publications/guidelines-self-management/
Guidelines for Managing Social Situations area of Entrepreneurship competence	https://becomeentrepreneurial.org/report-publications/guidelines-for-managing-social-situations/
Guidelines for Creative Thinking and Finding Solutions area of Entrepreneurship competence	https://becomeentrepreneurial.org/report-publications/guidelines-for-creative-thinking/
Guidelines for Acting upon opportunities and ideas area of Entrepreneurship competence	https://becomeentrepreneurial.org/report-publications/acting-upon-opportunities/
Offline course for Teachers	https://becomeentrepreneurial.org/report-publications/entrepreneurship-competences-offline-course/

As proposed in the Communication and Dissemination plan the website played a major role to give information to partners and their constituents, like teachers, students, managers, and employees. Additionally, the website allowed fruitful communication with a wider audience. It was noticed that we reached an average of 273 per month after the second year when the target was 200 visits per month. From the total of visits, it was noticed that 41% were from the 5 countries belonging to the project (total of 2681 visits), 19% from other European Countries (total of 1251 visits), and 40% from non-European countries (2638 visits) (see Figure 1).

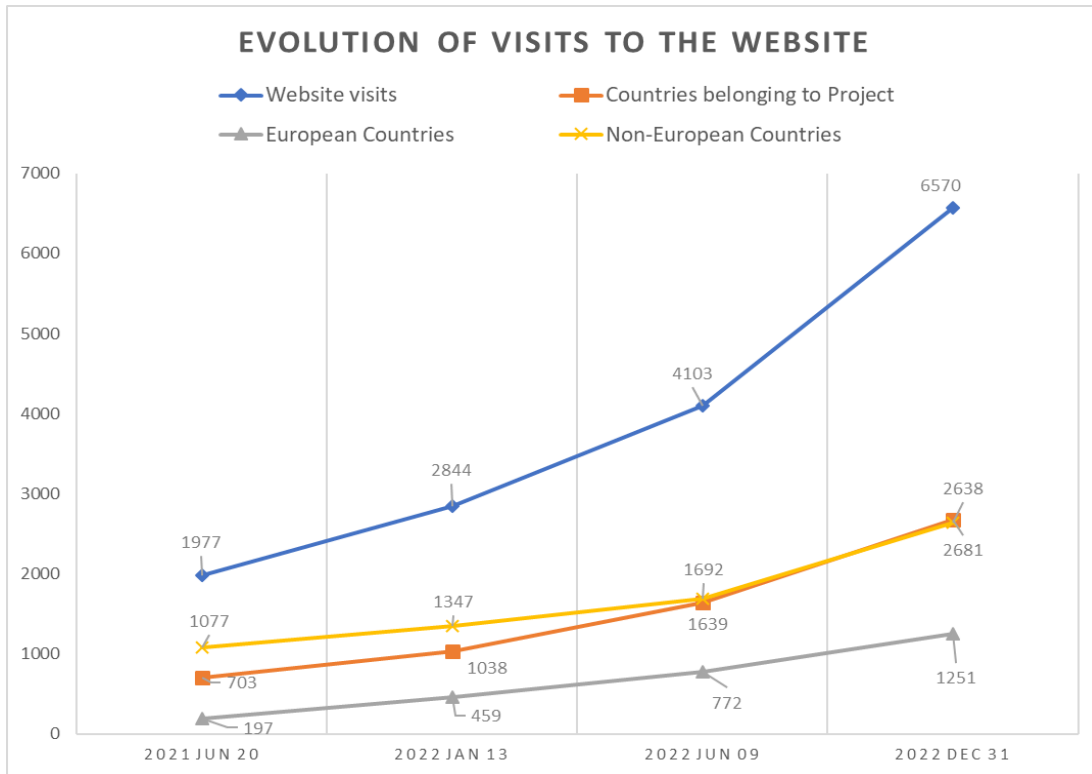


Figure 1. Number of visits to the Website during the last two years of the project

Looking at the main website sections that were visited it is observable that The Presentation of the Project (27%), News (29%), and Reports and Publications (27%). Indeed, as expected the Podcasts and Videos have captured significant interest (see Figure 2). We can observe that the public exhibits more preferences for supporting videos than for podcasts which could be attributed to the fact that supporting videos are directly related to the Guidelines for the development of Entrepreneurship Competences.

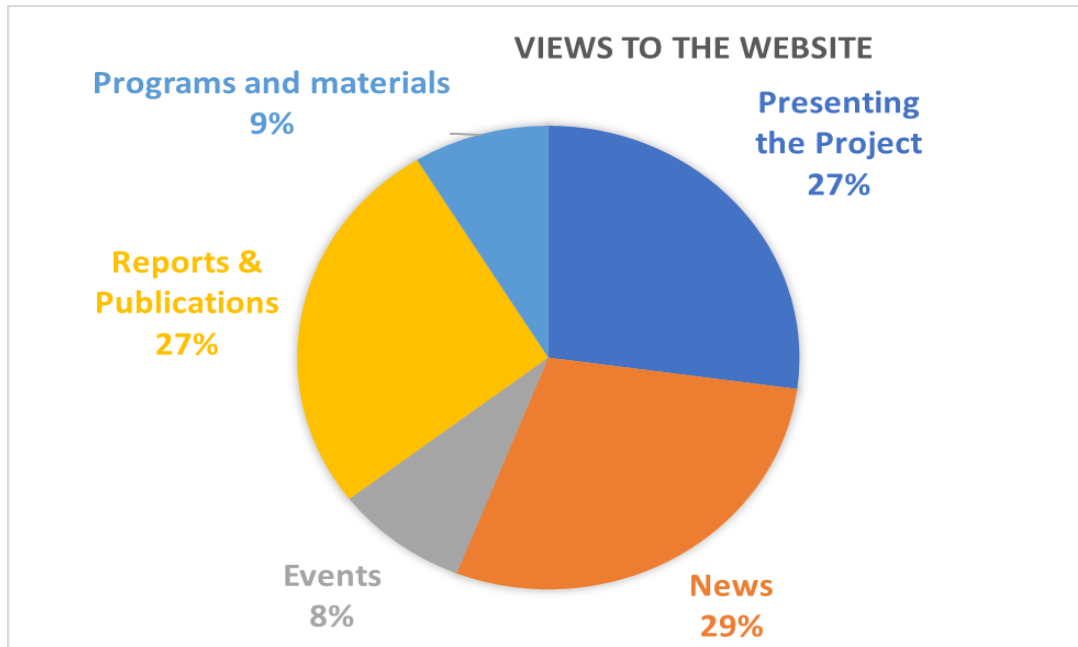


Figure 2. Number of views to the Website sections

In a nutshell the use of networks and the project website or important tools to maintain the constant exchange of ideas and knowledge between partners members but most of all to assure the dissemination of results to a wider audience.

The increased number of visits in the last semester and the large quota of visioning on the support materials section are good predictors of the impact that the BeComeE project might have on the European public (around 40% of the country members and 20% of other European countries). Many of the reports about the different work packages will be only uploaded during January and the site will be available after the finishing of the project turning it into a good library of Entrepreneurship knowledge for the different public: teachers, students, managers, and employees

3 Conclusion

While the presence in social networks underperformed, the website achieved the major purpose of disseminating results and be the support to the communication between partners, making available reports, guidelines, podcasts and supporting videos. The site over performed in terms of visits and is a good predictor that the uploaded materials were a strong legacy to European publics (teachers, students, managers and employees).

For project partners' Google Drive has been the internal communication and working platform actively used in sharing the information and experiences, writing guidelines, deliverables, articles and other reports.