

Report on external process evaluation
for the Comenius project
"Netzwerk zur Entwicklung und Verbreitung eines
europäischen Wirtschaftsabiturs - EuroBacDiploma"

September 2013

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Project No. 510568-LLP-1-2010-1-DE-COMENIUS-CMP

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Universität zu Köln



1. Responsive process evaluation as the basic concept

From the perspective of the external evaluation team from University of Cologne, the process evaluation is based on the concept of 'responsive evaluation'. Following this concept the evaluation was perceived as an interactive process of exchange. An illustration of this process, consisting of an explanation of the conceptual backgrounds, procedures and instruments as well as a detailed description of the individual evaluation results, is verifiably documented in the process evaluation materials. The final report of the evaluation comprises a results-oriented summary of this process. The scope of the process evaluation takes into consideration two different process areas in the EBBD project. Firstly the core processes, which are basic activities supporting the key project tasks, and secondly the organisation of these processes by the management processes. The final process evaluation report includes both of these process areas.

1.1. Core processes

Taking the main concept of the responsive evaluation as the basis, curriculum development, implementation and dissemination were defined as the core processes of the EBBD project. Guiding questions were formulated to evaluate these core processes of the EBBD project. Additional substantiated dimensions were also defined and are shown in the following table.

Core processes	Guiding questions	Dimensions for the evaluation
Curriculum development	<ul style="list-style-type: none"> - What are the central objectives / intentions of the EBBD curriculum? - In which structure can the objectives be described? - Which indicators are used to describe the level and expected 'learning outcomes'? - What does the development process of the curriculum look like? 	<ul style="list-style-type: none"> - Approaches to the EBBD curriculum, - Structure of the EBBD curriculum and steering mechanisms in the curriculum, - Level indication in the EBBD curriculum, - Scope for the EBBD curriculum to be integrated into national traditions and curricular structures
Implementation	<ul style="list-style-type: none"> - Which implementation strategies can be shown? - How can the alignment of the EBBD curriculum to national education courses / systems be assessed? - What are the central limiting factors in the implementation? - Which adjustments are required for national partners? 	<ul style="list-style-type: none"> - Structural information about inclusion into the national course of education (national educational program, pupils, prognosis for graduates...), - Appeal of the EBBD curriculum (in its entirety and in particular, the differences with the respective national courses of education...), - Key innovative aspects of implementation, as perceived by the partners, - Advice on the planning processes to schools (scholastic curricular work, approach and governance of teaching...), - Constraints on implementation (personnel, in terms of material resources with regard to teaching and educational background work....), - Examination procedures and certification notes.
Dissemination	<ul style="list-style-type: none"> - Which strategies can be identified? - Which instruments and materials are 	<ul style="list-style-type: none"> - Potential and added values around which the dissemination is configured

	required as support? - What are the main aspects motivating schools to implement EBBD in their education courses? - Which factors influence the penetration of a transnational curriculum?	- Communication channels and actors - Instruments and means of dissemination, - Formulated need for support.
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This final process evaluation report is structured using these guiding questions and dimensions. The summarising documentation build upon the detailed portrayal of the process and instruments in the document 'Materials for the process evaluation' in this report.

1.2. Processes of project organisation and management

When it came to evaluating the processes of project organisation and management on the one hand standardized questions were used to evaluate all meetings regarding general aspects. On the other hand specific criteria, each respectively oriented to the individual phase, were used to facilitate monitoring of the project organisation processes. For this purpose, the following guiding questions and corresponding dimensions for ascertainment in concrete terms were defined.

Core processes	Guiding questions	Dimensions for the evaluation
Processes of project organisation	<ul style="list-style-type: none"> - Have clarity and transparency with regard to the goals and activities of the EBBD project been mastered? - Is the organisation of the project efficiently designed? - Is the participation of all project members in project processes supported? - Are the project processes effectively aligned to the overall project goals? - Is there adequate communication and interaction within the project? 	<ul style="list-style-type: none"> - Satisfaction with organisation - Goal- and scheduling transparency - Integration / participation of project participants, - Experienced support during the work - Phase-specific features

1.3. Instruments used in the process evaluation

Using a triangulation of methodical approaches which involved:

- Various dates (initial survey, surveys during meetings, inquiries during different project phases, concluding surveys)
- Various survey forms (verbal enquiries such as interviews and group discussions and written enquiries such as questionnaires, SWOT analyses as well as document analyses)
- And differentiated stakeholders (representatives of institutions, project participants, pupils, business representatives)

the individual dimensions of the interdependent core processes were approximated.

2. Process evaluation of the core processes

In the following section, the process evaluation of the three core processes will be explained using the respectively developed dimensions.

2.1. Core curriculum development process

A broad interpretation of curricula was used in the EBBD project, which encompassed the development and formulation of the key program elements. In particular, the following elements were used to define the EBBD curriculum:

- objectives (in the form of profile and competences),
- contents (integrated into the competence descriptions),
- the scope (the extent of differentiation and partially covering the technical specifications) and
- methodically (via explicit evidence of soft skills and the technical specifications) and
- further definitions given (on technical specifications).

These were compiled in the EBBD portfolio and will be subject to structural assessment by the product evaluation.

2.1.1. Approaches to the EBBD curriculum:

With regard to the approaches to the EBBD curriculum, some key topics regarding the core development process were identified.

Positioning with regard to the relevant future practical fields: the EBBD curriculum included both practical fields 'Working in Europe' and 'Studying in Europe' and further expanded the scope with the field 'Living in Europe'. By providing credentials to clarify the intended scope of evaluation and presenting requirements from practical fields in the graduate profile, the basis of a polyvalent and also integral perspective into curriculum construction was established. The derived requirements were then discussed and validated with representatives from the respective practical fields.

Understanding of European profile: the process of developing the profiles involved discussing the various perceptions of Europeanisation, ranging from an international orientation of various priority areas in the home country to focusing on a subsequent field of activity in another European country. Attempts were made to dovetail these varying perceptions in the developed curriculum. However, the discussions and ties highlight the continued absence of a shared Europe-wide understanding of the nature of Europeanisation; hence this remains a key constituent when it comes to constructing a European curriculum.

Assessments on occupational scopes of the profile: It was agreed for the EBBD curriculum that a targeted profile would be devised, using specific and identified profile areas of the economic orientation, but supplemented by numerous general and overall aspects. In terms of the European curriculum construction, this aspect reflected the relevance of the discussion and a decision on the 'scope' of graduate profiles.

Inductive vs. deductive approach: The EBBD project opted to construct a hybrid curriculum model, deriving requirements from both professional and social field of activity and involving the analysis of existing programs. This meant the development process proceeded in multiple loops and did not constitute a linear process, as was originally planned. It also meant this process took longer than expected. However, this also meant that different perspectives, feedback and interface themes were directly considered during the

development, which helped enhance acceptance in the project and meant the interface for implementation could be better prepared. From the process evaluation perspective, key to the critical relationship of the curriculum development process is consideration in the broadest sense, rather than a narrow outlook. Adopting this perspective and approach when interpreting events helps ensure the curriculum development and reception reflect the various European approaches and traditions and the need to aggregate the same when constructing a European curriculum.

Inclusion of actors in the curriculum construction process: Attempts were made when developing the EBBD curriculum to consider as many different perspectives as possible already in the development phase. This was taken on board by the various project partners in the form of cooperative development and expanded by including actors from companies and universities and considering their feedback on the curriculum drafts. Such participative curriculum construction facilitated acceptance and identification while it conflicted with resource efficiency. Here, the EBBD project aligned itself more closely to acceptance and identification, which was no easy task and also led to delays.

2.1.2. Structure of the EBBD curriculum and control mechanisms in the curriculum

Establishing the structure of the EBBD curriculum and the related control mechanisms applied within the same involved considering the competence structure and developing the internal curriculum structure.

Competence structure: it was clear in the curricular development process that representatives of the various European project partners were each working with country-specific notions of competence and competence structures derived from the same. The internal structure put forward by project partner Haaga-Helia, which structurally resembled the descriptors of the European qualifications framework in terms of knowledge, skills and competence, was selected as the starting point. What followed, however, was critical reflection on the associated problems of distinctions or redundancies, structural problems and relations. In this context, the consequences of this critical relationship in project terms saw a requirement-based focus adopted for the graduate profile, while at the same time came a refocus on the application of content via a structured description of the competences into separate main themes. The links are clarified via the lines of communication shown. Selecting the competence structure represented one of the key design elements of the curriculum development process. Discussions during the project showed that despite existing frames of reference and related predetermined structures, national notions of competence still impact on the development and desirability of a European curriculum. For this reason, a European curriculum should be designed such as to ensure the various competence structures are interconnected. Integrating these approaches into a curriculum represented the most challenging task faced by the project. It was necessary to examine the actual sustainability of the seemingly preexisting European consensus on competence orientation and to combine the various approaches with each other.

Internal curriculum structure: Special attention was paid to discussing the relationship of goals operating independently of each other, compared to a systematically interlinked structure of goal formulations. The proponents of independent formulations referred to the potential requirements of modularisation and respective adaptations to ensure alignment with the national curriculum. The proponents of an interdependent and integrated competence structure saw particular added value in links established among individual goal formulations. Within the EBBD project, the product of this discussion was included, which involved applying two different principles of integration. The first step involved describing requirements in the three applicable areas of working, studying and living in Europe, followed by establishing topic blocks and formulating content/behavioural components. Both these basic structures showed linkages and interfaces. When constructing European curricula, this aspect clearly highlights the need for in-depth reflection on the internal curriculum structure.

2.1.3. Level indication in the EBBD curriculum

When it came to determining the level for the EBBD curriculum, the discussion and development processes proved difficult and time-consuming, since the national educational programs in the relevant partner countries are respectively assigned at various levels of the EQF, leading to follow-up questions and problems. The EBBD project involved a constitutive issue; namely the question of the homogeneity of educational programs, not only on a respective national level but also using a European comparison, which remains unresolved. For the project, decisions were made about the formulations in the graduate profile and competence descriptions. A decision was also made on technical requirements from the institution perspective that the chosen level on which the respective national educational programs were based would be implemented in the EBBD curriculum. While this does not make for contiguous consensus on level in the EBBD curriculum, it does confirm the plausibility of the specified requirements and competences for levels four and five, which can be considered a pragmatic achievement and one which is needed to implement the EBBD. Still, the need for further work and action, with reference to the Europe-wide discussion, is apparent here.

2.1.4. Scope for the EBBD curriculum to be integrated into national traditions and curricular structures

The feasibility of integrating the EBBD curriculum depends on factors including the integration effort, interdependencies and the granularity of definitions.

Integration approach: With the development processes and decisions made with regard to profile, the internal curriculum structure and the internal competence structure, the experiences of the EBBD project highlight the need for an integration effort to guarantee that assimilation with national traditions and curricular structures is possible. This integration effort was pursued in the EBBD project, albeit at the expense of resource efficiency and simplicity of portrayal of the curriculum. In this respect, however, the process acts as a pilot for developing a European curriculum with consideration of transnational perspectives.

Interdependencies: The EBBD curriculum was developed with interdependence between individual competences for the modules defined from an internal perspective and national

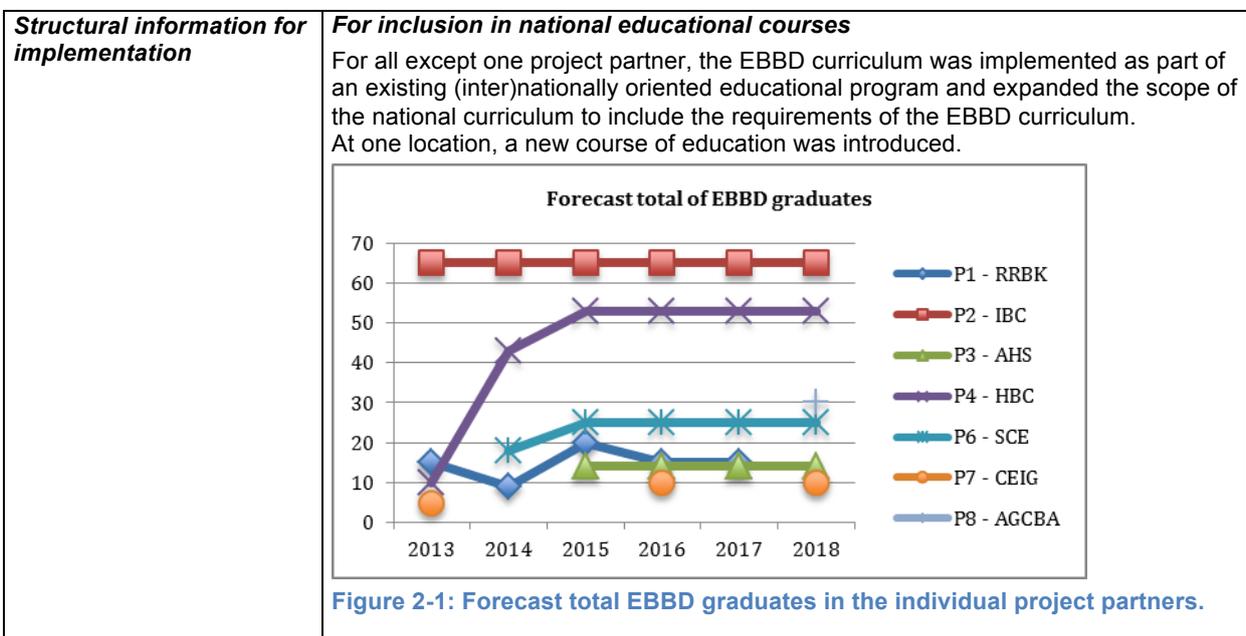
curricula and national and international frames of reference (e.g. European Qualification Framework, common European frames of reference for languages) from the external perspective. Balancing out these interdependencies proved an extremely complex task.

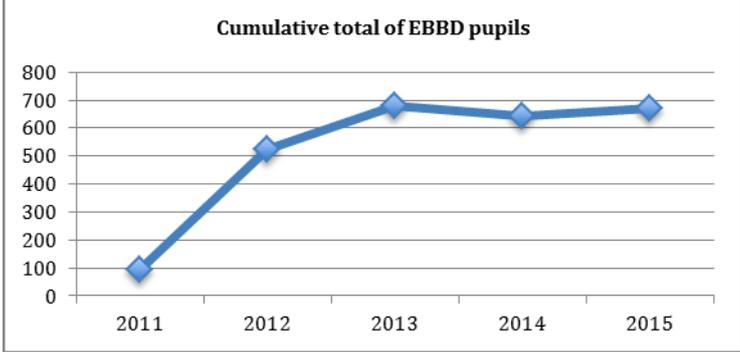
Granularity: The decisions that had to be taken concerning the degree of detail, the focus of consideration (respectively national or transnational) and the definition of entitlements (between minimum, regulatory and idealistic setting of standards) were recurring issues for discussion, which also had to be balanced out.

2.2. Core process of implementation

The various structures of the on-site educational courses, in which EBBD was introduced, featured very different starting points and required various adaptation and modification on the part of project participants. The perception of implementation in the EBBD project is thus not characterised by the belief that the model to be implemented should be virtually identical for all project partners – as in a trivial model of curriculum implementation – but the need for project partners to reconstruct curriculums for the specific context, based on individual desirability and interpretations. This led to a number of differing implementation options and the perception here underpins the approach to complex curriculum implementation.

The information used for the following interpretations reflects the decisions made on the status of surveys from spring / summer 2013 and no further changes which might have emerged at the beginning of the new academic year for individual project partners can be included.



	 <p>Cumulative total of EBBD pupils</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Cumulative total of EBBD pupils</th> </tr> </thead> <tbody> <tr> <td>2011</td> <td>100</td> </tr> <tr> <td>2012</td> <td>550</td> </tr> <tr> <td>2013</td> <td>700</td> </tr> <tr> <td>2014</td> <td>650</td> </tr> <tr> <td>2015</td> <td>680</td> </tr> </tbody> </table> <p>Figure 2-2: Cumulative total of EBBD pupils.</p>	Year	Cumulative total of EBBD pupils	2011	100	2012	550	2013	700	2014	650	2015	680
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<p>Desirability of the EBBD curriculum</p>	<p>The perceptions of the EBBD curriculum show that the project partners acknowledge the EBBD portfolio against the background of their national curricular traditions and that perceptions differ in terms of: the scope (namely the question as to what a curriculum regulates), the constitutive perspectives (namely the selected pivot) and the structure (namely the design of the curriculum).</p> <p>However, if we examine the process evaluation further, it is also clear that each project partner – despite the various national facets of identity – could find a way to accept the EBBD portfolio and thus construct the curriculum such as to facilitate its integration into national educational programs. This means the additional development effort would also reap an additional benefit.</p>												
<p>Key innovative aspects of implementation, as perceived by the partners</p>	<p>The project partners considered the EBBD portfolio requirements for implementation to be stringent: with the following areas seen as particularly challenging:</p> <ul style="list-style-type: none"> • Facilitating and supporting the implementation of complex methodical arrangements and experience-based learning; both as part of teaching (simulations) as well as at the learning site (internship overseas), • Developing methodical arrangements to promote the European dimension of competences, • Implementing specialised teaching in a foreign language (CLIL) and • Developing adequate materials in-house, which would integrate the European dimension into the business activity field. <p>Implementation surveys show the need for support and progressively increasing work, even at the stage of implementing the innovative elements, thus imposing still-greater challenges on the individual locations to meet all the requirements of the EBBD portfolio. Accordingly, assuming no comprehensive unified implementation has been possible to date. The emerging tendency instead shows specific constellations of factors at the individual locations, which tend to hinder the implementation.</p>												
<p>Advice on the planning processes to schools</p>	<p>During the EBBD project, two alternative approaches to planning were adopted by the project participants at their respective locations:</p> <ul style="list-style-type: none"> - Cooperative planning (communications-based planning), based on participative planning among the teachers involved and mainly implemented via their collective dialogue, - Document-based planning (material-based planning), which helps steer the implementation on-site, via school-specific documents on the EBBD portfolio. <p>The typical planning approaches determined by the school surveys show that – contingent on a non-trivial understanding of implementation – the working level of school-specific implementation planning should be considered a central element. Neither of the alternatives generally seems more advantageous for the implementation, on the contrary, the implementation is configured here in line with the prevailing form of teaching planning at each location. The EBBD portfolio is therefore not perceived as something 'external' but as a curriculum implemented in a customised manner in each case.</p>												
<p>Constraints on implementation</p>	<p>The relevant constraints on implementation in the EBBD project included consideration of material and human resources at the teaching level and concerning the administrative layers of the educational course. The following</p>												

	<p>section specifies the key constraints imposed on the EBBD initiative:</p> <ul style="list-style-type: none"> - Material resources: The lack of teaching materials, which saw the economic aspect of the European dimension emerge as a topic, particularly for instructional programs with Europe-wide competence objectives, which underlined the need for additional content development and was deemed to exacerbate the burden in terms of the teaching effort required. The complex teaching requirements, determined in turn by the technical requirements, are described as challenging and requiring additional expense to develop. The level of support required for experience-based learning phases in particular is seen as comparatively high. - Human resources: This aspect particularly focuses on the required ability for teachers to alternate between economic and foreign-language teaching and the fact that teaching skills in this field remained insufficient. - Administrative resources for overseeing the educational course: The expense on the planning and management is perceived as higher than national education courses, due to the complex goal formulations and technical requirements.
Testing methods and certification notes	<p>On the one hand, the EBBD portfolio includes an extensive specification based on minimum standards for testing methods, whereby all project partners can see extensive compatibility of testing methods with national programs and also eliminates the need for any repeat testing. On the other hand, the defined standard for the skills-based orientation of testing methods in this context imposes a content-based requirement which has only been implemented by some of the individual project partners to date.</p> <p>With regard to certification, the final form has been clarified for around half the project partners to date. For around one third, the certification should be processed via the EBBD association, while one project partner can process the certification in-house. The certification issue is closely tied to that of accreditation and accordingly, the final definitions were included in the concluding stage of the project, which is why at the time of the survey, there was no uniform clarification of certification among all project partners.</p>

2.3. Core process of dissemination

The evaluation of dissemination activities initially focused on the activities of partner schools to encourage the penetration of the EBBD portfolio among the parties directly on the receiving end. The information was portrayed by illustrating the specific potential and the aspects comprising the added value, the communications channels and actors used, the instruments and the assessed need for support structured and shown specifically for each group of actors.

2.3.1. Potential and added values, around which the dissemination is configured

For pupils: A broad-based European-oriented program will see additional competences acquired, based on ability and linked to an enhanced performance level, which will open up more options for school-leavers (both in terms of European studies as well as working options).

For businesses: The European orientation of the program gives companies access to an array of competences held by graduates, specifically focused on the European economic market and including initial international work experience. Experience-based competence development will be set up by applying content and thus closing the gap between educational programs and practical experience. The competence profile of the EBBD

program is thus considered to have particular appeal, in terms of the way it combines economic, linguistic and application-oriented elements with a European orientation.

For national educational administrations: Linkage to European developments is made possible thanks to the jointly developed European standard, while the additional EBBD program can further enhance the appeal of national educational programs, particularly for the best-performing pupils. This will also give individual school sites greater scope to differentiate themselves in terms of their European profile. The explicitly European dimension of the EBBD towards markets for labour and education and the social context means the EBBD program development catalyses other significant European developments within existing national programs as well as promoting connecting and overlapping common relationships among individual national programs.

2.3.2. Communications channels and actors

For the dissemination process at the project schools, both document- and communications-based dissemination methods were adopted. The document-based approach involved developing various products (flyers, brochures and homepages, customised for individual stakeholders), while the communications-based path was based on personal interaction with interest groups.

For potential pupils: They were notified of the potential options in preliminary consultations and counselling interviews. Individual locations had the chance to sit in on various phases of the EBBD program, while at other individual locations, this information were also be transferred during parent-teacher discussions.

For companies: In this case, existing contacts were used to pass on more details of the EBBD program as well as employing visits to companies as part of internship supervision or even additional projects. On the individual project school level, teachers who work in companies passed on details of the EBBD program.

For interested members of public: the EBBD association e.V. has functioned and will function as the means of communication here, with document-based communication preferred.

2.3.3. Instruments and means of dissemination

The surveys on dissemination clearly revealed a two-part structure among the project partners. On the one hand, direct personal contacts and specific meetings were particularly prioritised. On the other hand, standardised, anonymised forms of communication, mainly via the school and association homepages, also played a key role. The following figure shows how the respective instruments were deployed and the respective number of project partners in each case:

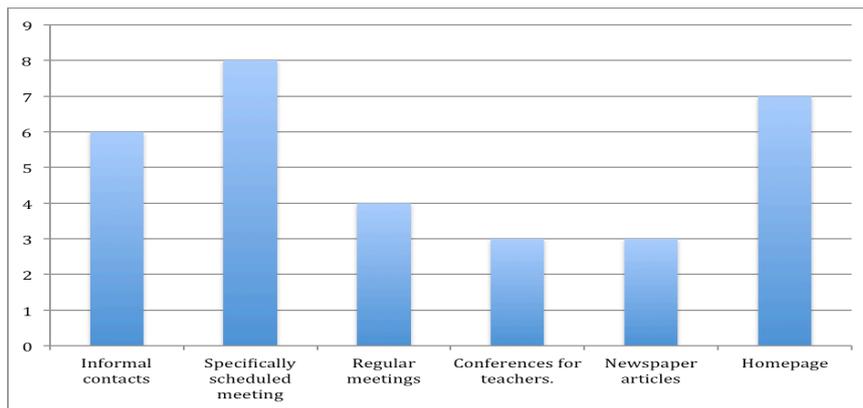


Figure 2-3: Instruments used for dissemination among project partners.

In the EBBD project, materials were developed for both priority approaches. However, the dissemination did not really get off the ground until the end of the project, meaning only a narrow form of dissemination could be confirmed.

2.3.4. Formulated need for support.

The need for support among schools wishing to implement the EBBD curriculum in their education courses is noted and required for the following aspects: passing-on of experiences and good practice examples in the concrete implementation, primarily for the innovative elements, such as CLIL teaching, integration of overseas internships and the European dimension of competences. This presumes an active network of EBBD schools, which continues to build on this pool of experience and can expand the same.

3. Processes of project organisation and management

In the following section, the process evaluation for the general aspects of process organisation is shown. This basically involved obtaining standardised feedback from all project meetings and conducting a special interview at the end of the project.

The evaluation on the project organisation and project management was performed firstly as an initiative following on from the project meetings and secondly expanded by including a specific survey as the project came to an end. The illustration of aspects on project management will, in turn, be implemented for the substantiated dimensions (see section 1).

Dimension	Result monitoring
Satisfaction with organisation	The survey to evaluate the processes of ongoing project management was divided into two parts: an initial section covering general aspects, with a standardised format applied to all project meetings. These included: communication of goals before meetings, organisation before and during the meeting, chairmanship with regard to the agenda and timing, presentations and talks, inclusion of participants, transmitted information, decisions made and the orientation of the meeting with regard to the overall project goals, as evaluated by the participants.

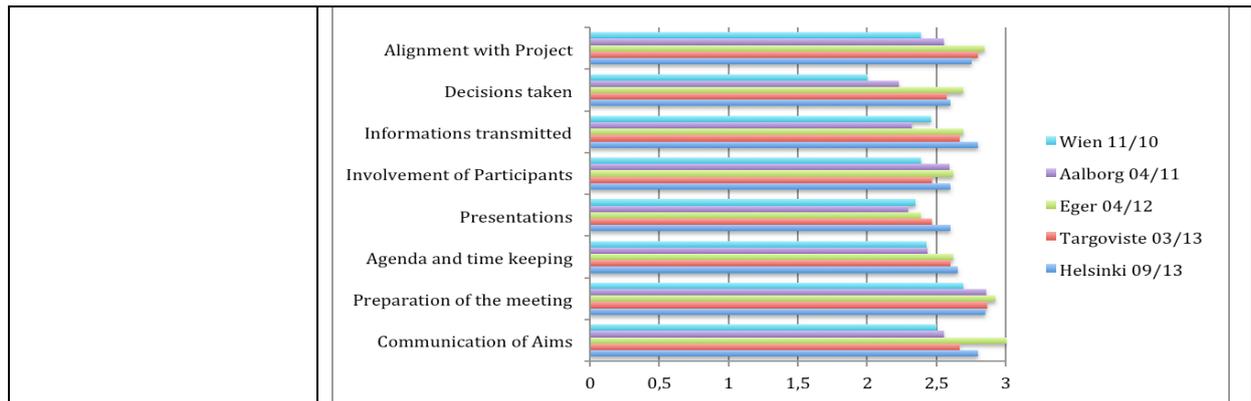


Figure 3-1: Satisfaction parameters for aspects of project organisation

The individual assessments of project members in terms of satisfaction at individual aspects were interpreted quasimetrically using a four-point scale (range of values 0= dissatisfaction – 3 complete satisfaction). The results show that during the project, a high level of satisfaction at the organisational aspects was declared by the project participants for all meetings and that even where there were areas of dissatisfaction, these were perceived as areas on which to focus in the next scheduled meeting, to further enhance the overall level of satisfaction.

As an overall assessment, the comparatively high levels of satisfaction with regard to project organisation seem to reflect effectively functioning project management among the project partners.

Goal- and scheduling transparency

With regard to transparency in the project, the final survey clearly showed that among project partners, the majority declared themselves completely or mostly aware of the deadlines and goals of the project. With regard to the individual work packages, comprehensive scheduling transparency was confirmed and the objectives set for individual work packages were fully or mostly known to all the project partners.

As an overall indication, these pointers were indicative of transparent and goal-oriented project organisation.

Integration / participation of the project participants

The integration / participation of the project members was enhanced in terms of aspects including self-confidence to meet requirements, personal involvement and transparency of roles. Here, a mostly positive image emerged. In response to the requirements imposed, they were perceived as wholly feasible by the project members. The degree of personal involvement also saw just under 80 % of respondees express that they were completely or mostly satisfied. Likewise, in terms of their individual role in the project, the vast majority of members were completely or mostly satisfied.

Experienced support for work

The assessments made on the information dealt with and support provided were conducted separately for each working level. The following diagram shows the related overwhelmingly positive assessments.

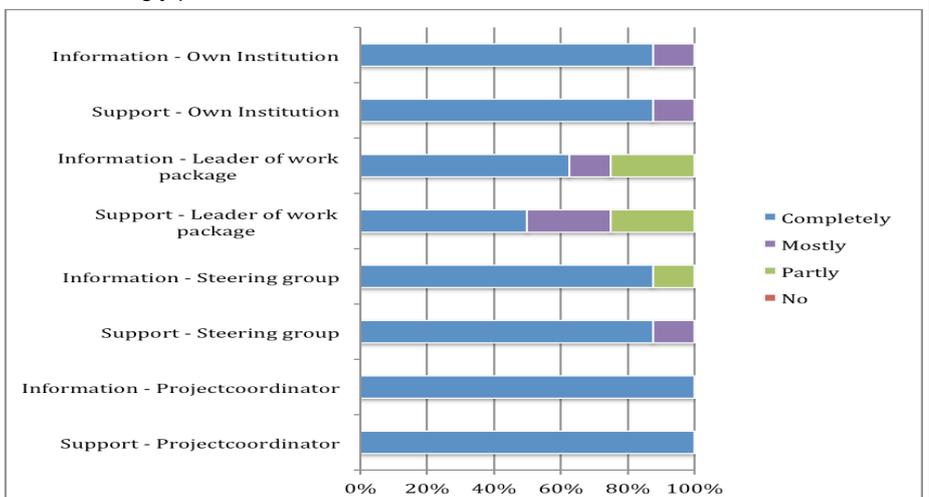


Figure 3-2: Assessed satisfaction with regard to the information and support

	<p>experienced separated by working level.</p> <p>The working level for work packages, however, was critically assessed. This verdict can be interpreted as meaning that finalisation of the EBBD portfolio meant differentiating the work packages for the project and project management became less important, since the majority of working tasks covered all aspects of the working packages. For the second half of the project, this meant that the working processes were actually not structured in accordance with the work packages as in the proposal, but expedited by individual project partners, the steering group and the project coordinators.</p>
Phase-specific features	<p>The second set of questions included in the survey on project meetings focused on the specific goals of the meeting and was reformulated based on an analysis of the agenda and also reflecting dialog with the project coordinator before each meeting. The feedback in this case facilitated the fine-tuning of the project, which is why it is not explicitly referred to in the final report.</p>

In terms of assessing the process evaluation of the overall project, it was clear that internal project participants had good to high satisfaction with the organisational and administrative processes. For the whole project, this evidence shows the adequacy of the proposed project organisational structure of the work packages, particularly during the project phase of curriculum development. In retrospect, the implementation phase appears in a more critical light and led, in particular, to time lags which affected the project planning. It also clearly shows that the need for support during the implementation phase was perceived as less important in the project proposal than other structural and organisational areas. This tended instead to be established around the activity of individual project partners in consultation with the steering group and project coordinator. The EBBD project experience thus suggests that the implementation processes may require reinforced support from the overall project perspective, despite being performed by the individual project participants on-site.

4. Overall assessment from the process evaluation perspective

The processes for developing, implementing and disseminating the curriculum were planned and implemented in the EBBD project in a logical, rational and goal-oriented manner as part of the overall project task. From the process evaluation perspective, the required complexity to manage the core processes was achieved within the project and the approaches developed were adequate for the purpose. At this point in particular, deviations from the project proposal emerged in terms of the scheduling. In this respect, it is important to note that the project proposal may not have adequately anticipated the process complexity involved in the task of developing a transnational curriculum.

Particularly when focusing on the curriculum construction process, it is legitimate to talk of added value in the development process of the EBBD portfolio compared to other European curricula, since this process involved designing an innovative curriculum structure to encompass transnational specifications and intended to combine perspectives from requirement profiles and areas of learning, which supported integration and sustainable implementation in various European countries.

Concerning the implementation task performed by the individual project partners on-site, it was also clear here that they embarked on a relatively challenging form of the

implementation, which was adapted to ensure suitability for its local conditions and over and above this firm basis, also promised a high degree of sustainability. However, the delays in the curriculum development process caused uncertainties in certain project phases regarding the stability of the EBBD portfolio. This hindered implementation activities at certain individual locations. In particular, those tasked with the implementation at the individual locations also had to confront ever-changing constraints, which also had to be taken into consideration for the on-site work. On the one hand, this indicates the dynamism which currently exists in European countries as far as educational systems are concerned. On the other hand it hindered anticipated efforts to portray the options opened up through implementation, as was envisaged in the project proposal.

The dissemination activities in the EBBD project were applied on multiple levels and managed using a range of suitable measures, which helped increase the scope of such dissemination. To ensure the penetration of educational programs, there is a particular need for the ability to obtain information on their impact from a graduate perspective, to leverage the questions and obtain additional information through assessment options covering sectors of further education or working society. For an educational course applied over a number of years, information on the curriculum which was first developed within the project can only be generated from isolated participants. With process evaluation in mind, there is therefore a need here for a greater degree of systematic monitoring, exchange of implementation performed and dissemination once the project is over, to facilitate assessment of the effects of this educational course at the handover point. This task could be tackled in a future project.

The processes of project organisation and management were performed in a goal-oriented and structured manner and characterised by high levels of satisfaction throughout the project team, for all working levels of the project.

Based on external process evaluation perspectives, the entire EBBD project team did not seek the easy option for the project in many places, but strove to meet the requirements in a European project (particularly when it came to balancing individual interests against the overall interests of the project). In particular, as far as the curriculum development process is concerned, a way forward was proposed, which has potential as a pilot project from the process evaluation perspective.