FINAL EVALUATION REPORT

MONICA TURRINI
SOPHIA R&I
JULY 2018

INTRODUCTION AND SCOPE OF THIS DOCUMENT

The present document aims at presenting the WOODual Evaluation and Monitoring results. It is divided into 4 sections.

◗ **Sections 1** present the Background and the Rationale of the WOODual Project and the Evaluation and Monitoring framework, aims and perspectives (More detailed information are available in the Evaluation and Monitoring Plan).

◗ **Section 2** presents the Matrix of the evaluation tools, its explanation and its meaning.

◗ **Section 3** is the core section of this document. In this section you can find the main results or outcomes of the project according to these three main areas: a) Evaluation of the piloting activities; b) Internal evaluation of the project;

◗ Finally, **section 4**, offers an overview and a reflection of possible recommendations for further intergenerational learning experiences.

1. EVALUATION FRAMEWORK

1.1 Introduction to evaluation approach and aims

The WOODUAL evaluation approach stems from a consolidated theoretical and operational tradition, developed through the elaboration on a European scale of models to develop, implement and evaluate innovative learning projects.
Evaluation in WOODUAL aims at:

◗ evaluating the co-evolutionary design process and providing formative and summative feedback on the process;

◗ providing a link between the different evaluation activities which are developed across the WOODual Intellectual Outputs, in order to assure feedback and coherence and constant reflection over the project activities and outcomes;

◗ supporting continuous improvement of methods and processes by applying a targeted monitoring approach;

◗ guaranteeing the correct fulfilment of projects tasks vs. project aims;

◗ establishing adequate procedures in order to face delays in the development of the outcomes or inappropriate partner performance, as an accompanying structure to project management.

1.2 Specific purposes

The evaluation approach incorporates three main purposes:

◗ A *formative* and *operational* purpose. This implies that evaluation is carried out on a regular basis throughout the project development, so to provide involved staff evaluative information and feedback useful in improving the project (processes and practices);

◗ A *summative* purpose, related to *decision making*. This focuses on the level of achievement, efficacy and quality of project outcomes. In this regard, summative evaluation activities take into account the outcomes and the stakeholders' opinions and feedback on them.

◗ An overarching *learning* purpose. This purpose stirs all the planned evaluation activities. Only by pursuing continuous improvement of processes and practices, based on feedback processing and its integration within the addressed fields, is it possible to 'learn from mistakes' and start virtuous cycles of self reflexion, peer-to-peer discussion and focus groups.

Based on these assumptions, evaluation will accompany the development of project activities and assess its outcomes.

The evaluation framework reflects a 'constructivist' approach which emphasises the importance of the *process* through which WOODual is developed and implemented as well as the assessment of the project *outcomes and impact*.

The project **WOODual** objectives are:

1. Contributing to adapt curriculum and qualification profiles by investigating the technological and soft skills gap in the professional profiles for the Wood Treaters, Cabinet Makers and related Trade Workers.
2. Contributing to overcome youth stereotypes and biased perceptions concerning skilled manual occupations and traditional economic sectors.
3. Increasing organizational, social, emotional, entrepreneurial and technological skills and competences in VET students and workers.
4. Proposing and testing a cooperation framework between different stakeholders (especially enterprises/employers and VET institutions) to define integrated transnational dual learning models: one model would not fit every situation, but a core concept can be proposed, accompanied by a "modelling engine" to support adaptation to several sectors and countries.
5. Supporting the implementation of 2013 Communication on Opening up education: promoting the development of new modes of delivery of training, including virtual mobility and e-learning.
6. Evaluating this first experience of model design and implementation, with the scope of identifying shortcomings and transferable solutions.

The evaluation activities will mainly focus on design and implementation of the new model, on processes, activities and outcomes which are related to design, implementation, valorisation, dissemination and exploitation, and they will use both qualitative and quantitative descriptors to evaluate these aspects, i.e. degree/modalities of implementation of the experience in other countries, degree of visibility, involvement of local stakeholders, etc.

1.3 The involvement of stakeholders and final users in the quality and evaluation system

The Key stakeholder analysis informs the evaluation plan at all stages: stakeholders' perspectives have to be strongly considered before defining quality and evaluations criteria and related indicators. The tables below provides us with the group of stakeholders who have been pinpointed as potential holders of a "stake" or interest in the project. The evaluation exercise consists of grasping which are their respective evaluation questions, in order to design a system allowing us to find a reply for each of their queries.

This analysis will be conducted in cooperation by all the partners who will be expected to expand especially:

◗ the range of questions concerning not only their own role but also the one of the other actors in the table;

◗ and to agree or disagree on the kind of questions which have been formulated.

At this stage, the direct involvement of the other actors composing the stakeholder group is not possible; therefore their questions can be only inferred and may be subject to a review process as they come into play.

This section will try to explain how stakeholders and users are being and will be involved in the quality and evaluation system of the WOODual project and the conceptual framework of which has been described above. In addition to the indication of the actors from time to time considered, the terms of reference used in this explanatory exercise will be: the evaluation levels, the lifecycles stages of the project, and the evaluation tools as well.

This because each of the above mentioned elements are dependent one another and come into play on talking about *to what extent* (levels) *when* (stages), *how* (tools) the different actors take part in the evaluation and monitoring activities.

Stakeholder Analysis

Mapping Criteria/ Stakeholder Group	ERASMUS plus Programme	National & Regional Ministries	Teachers and Trainers in Schools and Training Bodies	Research and Training Centre Managers	Project Partners	Learners and families	Companies and Association of companies
Organisational Interests Evaluation Questions and Criteria	Does the project maintain what promised? Does the project results match the aims and goals of Education 2020? Does it suggest any idea for the net development of EU Programmes and strategies?	Is there any benefit for our national/regional educational system? Are the project aims and results coherent/compatible with the existing systems?	Is the project making me learn anything useful or producing other benefits? Which are the implications of the use of model and results of WOODUAL in teaching and learning in dual learning programmes?	Is the project coherent with the policy and strategies of our organisation? Which are the implications of the use of model and results of WOODUAL in designing the learning paths alternating work and study?	Is the project contributing to our business/image/institutional objectives? Is it acceptable in organisational and economic terms? Do we learn anything useful from the project? Could we generate further activity through the project?	Does the project contribute to the employability of young people? Which are the implications for young people in terms of transnational mobility and learning opportunities?	Does the approach and the model proposed match the SMEs needs and expectations?
Degree of engagement in evaluation	Medium	High	High	High	High	High	High

1.4 Evaluation activities

In response to *operational purposes*, evaluation will focus on the following activities:

- Monitoring of project development, with particular attention to the respect of deadlines.
- Effectiveness of Project Management and coordination.
- Effectiveness of communication flows between partners.

In response to *summative purposes*, evaluation will refer to the following activities:

- Evaluation of overall project outcomes and results vs. planned objectives.
- Assessment of the website and community area
- Assessment of methodology and tools
- Evaluation of the impact of pilot activities in terms of: number of actors involved, number of participants, number of students/universities involved, number of sponsors and institutional authorities involved, etc.
- Evaluations of documents and mobility tool produced
- Evaluation of the Action Plan to guide the curricular reform of Postgraduate Programmes
- Evaluation of the dissemination and visibility of project activities / results (with particular attention to thematic workshops, dissemination events, press releases, and Final Conference)
- Evaluation of sustainability potential.

In response to *learning purposes*, evaluation will focus on the following activities:

- Assessment of the project partners' degree of satisfaction about project outputs and results.
- Assessment of the relationship between project partnership and external stakeholders.
- Added value of the project compared to similar initiatives.
- Strengths and weaknesses of the project.

2. EVALUATION TOOLS

This table summarises the evaluation tools that will be used to collect the feedback of the different stakeholders:

Project Partners			
Evaluation tool	*When*	*Kind of feedback collected*	*Notes*
Peer to peer assessment through discussion groups and on-line interaction through project web portal	Throughout the project lifecycle	Partners' views about processes and outcomes	The feedback will be collected and summarised by project Leader and responsible of monitoring and evaluation process.
Steering Committee Evaluation Questionnaire	After the Steering Committee Meeting	Partners' views about processes and outcomes	**Errore. L'origine riferimento non è stata trovata.**
Mid Term Review Questionnaire	After 12 months from the beginning of the project (mid-term)	Partners' views about processes and outcomes	**Errore. L'origine riferimento non è stata trovata.**
Final Evaluation Questionnaire	After the Final Meeting in Granada	Partners' views about processes and outcomes	**Errore. L'origine riferimento non è stata trovata.**
Conference Evaluation Questionnaire	After the international conference	Stakeholders' views about project aims and outcomes	**Errore. L'origine riferimento non è stata trovata.**
Dissemination Reporting Grid	After every dissemination event	Quantitative and qualitative information about the Dissemination event	**Errore. L'origine riferimento non è stata trovata.**
Piloting Reporting Grid	After the end of the piloting period	Quantitative and qualitative information about the piloting initiative	**Errore. L'origine riferimento non è stata trovata.**
Questionnaire for the Evaluation of the WOODUAL web-site and community area	To validate the prototype (month 14)	Website and community area	**Errore. L'origine riferimento non è stata trovata.**

Participants to the Final Conference

Evaluation tool	When	Kind of feedback collected	Notes
Evaluation session (open discussion)	During the Conference	Policy-makers and other stakeholders' feedback on WOODUAL project outcomes	The feedback will be collected and summarised by project partners.

3. EVALUATION OF THE PILOTING ACTIVITIES

3.1 Final evaluation results: INTELLECTUAL OUTPUT 4, 5 AND 6

The project's expected results were the following:

- ✓ increased cooperation and dialogue between VET institutions, experts, companies and employer's representatives across Europe. The cooperation will be extended also to other main stakeholders with a key role in training and education policies, especially policy makers and institutional actors.

- ✓ boosted and shaped common knowledge and vision on qualifications and training process in the wood and furniture sector thanks to data, investigation and comparison of qualifications and training process across all Europe.

- ✓ developed and tested new and transferable framework for work-based learning, facilitating youth integration in working environment and overcoming institutional and legal obstacles for transnational work-based learning experiences (especially apprenticeship)

- ✓ institutionalized and effective partnership and transferable framework applied to wood and furniture sector to be transferred and adapted to other important sectors in which dual learning is significant and represents an added value (we are thinking especially to other manufacturing sectors)

- ✓ strengthened and fruitful cooperation and experience acting as a springboard for bigger and more structured actions to be carried out at national level with structural funds dedicated to training and educational polices (especially ESF)

- ✓ innovative and effective strategy supporting a better school to work transition and facilitating young people entering in European labour market, improving their competences, qualifications and mobility across Europe.

WOODual Project has developed 7 intellectual outputs and run different piloting activities in terms of learning mobilities. A final event took place in each country of the project and the Final Conference takes place in Brussels, on August 30th 2018.

IO 6 Training course addressed to training specialists working in companies and VET institutions

The aim of this phase is to create useful and target-oriented training course aimed at easing the understanding and future application of the new model of dual learning system

dedicated to wood and furniture sector. This course will be complementary to the handbook, since it will be addressed to VET and company training specialists. The training module will be tested on a sample of VET institutions and companies (especially those involved in the previous phase of the project), aiming at broadening the application of this modules for other sectors across Europe.

IO 4 Public methodological guide on design framework for transnational work-based learning programme

The output 4 foresees both a theoretical and practical part, especially for the piloting of the new framework for transnational dual learning system which is a crucial part of output.

Firstly, the handbook realized for this output by AHK, the design framework for transnational work-based learning programme aims at the development of a common design framework for transnational work-based learning, describing the responsibilities of each party to regulate this process.

The model should also facilitate youth integration in the working environment reducing the gap between company's needs and the training system. This has been elaborated by following 3 different steps: 1. Know-how and networking; 2. Creation of a structure and elaboration; 3. implementation and realization.

The handbook is the results of analysis of stakeholders and target institution, recognition of transnational work based learning and development of implementation concept.

VET students and workers recruited by project's partners spent 25 days abroad and their learning stay will be organized as follow: they spend 5 days at VET centres/providers where they will be trained about regulations and all the issues related to the next learning experience. After this, students and workers will be hosted by the designed companies for 20 days which seems to be an enough period to develop required soft skills, doing a total of 150 working hours (corresponding with 6 EQVET).

It has been already decided the destination of VET students and workers aiming based on the existing relationship among partners coming from "experting countries" and those coming from "importing countries". Although, as the framework was a pilot and experimental output, the destinations changed according to the project's implementation and needs (see table below).

After the period of physical mobility, the project foresees a period of 20 days of virtual mobility (corresponding with 6 EQVET) in which students and workers will keep to learn new things regarding skills, competences in wood and furniture sector and also the training path and the methodologies developed for the newly designed transnational framework for dual learning experiences.

Students and tutors have agreed during physical mobility a workshop with the children to be developed and developed at the end of the mobility, so that the students show they have learned new skills and knowledge and used the new tools acquired during the exchange independently.

Adult education

In the context of Intellectual output 4 related to the new framework for transnational work-based learning programme, the partners involved in output 4 have been responsible to select VET institutions and employers to host students and workers and with them they will choose the training specialists to be involved in virtual conferences (each partner will select the stakeholder at national level). The participating organisations were in charge to organize the virtual conferences and chair the meetings, providing information to stakeholders involved.

The participants selected have been trained and they participated to virtual conferences thanks professional web conferencing software solution guaranteeing interaction for target groups, allowing them ask questions and interact with speakers. The virtual conferences were dedicated to give indication for hosting students and young workers during the pilot testing phase.

3.2 Countries involved

Sending Country	Hosting country	Students	Tutors/ Teachers	Manager
Greece	Netherlands	5		
Italy	Netherlands	4	1	1
Polonia	Italy	4		
Italy	Spain	5	4	2
Spain	Germany	Not possible, because the different country agendas		
Romania	Belgium	Not possible because the Romanian students gave up		
Italy	Germany	Not possible to find companies interested in hosting students, scepticism, language barriers, organisational issues		

3.3 THE MAIN PROBLEMS AND CRITICALITIES

The main problems and criticalities identified by the partners are:

- At the beginning, the development of mutual understanding on dual learning and the relation to international mobility took some time;
- Big differences between educational systems and standards as well as different approach of education in wood and furniture;
- A lot of time to finally reach the target group and involve them in the preparation of the output;
- Language, availability of stakeholders, time of participation;
- there are many differences in learning paths and competences assessment between the countries involved, as well as many differences in terms of cultural gaps and know-how;
- Language tools have not been properly provided before the start of the activities (something like a useful sectoral glossary, or so on);
- More time than anticipated devoted to find students and hosts;
- Language! Language is a rather big issues, also not knowing expectations the host (both company and hosting VET schools) has of the students, is leading to disappointments for the hosts: they expected more initiative from visiting students, new to both dual learning and international mobility.
- The limited budget, insufficient for 5 weeks abroad (OIGPM gave extra organization money for food of students, teachers in Valencia organized the transfer from the city to the companies and AIDIMME). A better financial support for mobilities is needed!
- Cultural barriers and cultural differences. in some countries sending kids abroad is not as natural as in others

3.4 THE MAIN SUCCESSFUL FACTORS OF THE PILOT ACTION

The main successful factors of the pilot action stressed by the partners are:

- Good impact on the students, company men and teachers involved. The students acquired soft and technical skills while they developed their practices into the companies;
- The students were involved in R&D project of packaging;
- Handbook and virtual training context are useful for those who have a new approach with dual learning and Erasmus mobility or for those who wants to have a framework of dual learning system;
- The partners have contributed in a satisfactory way to solve the problems;

- Flexibility by some partners to find solution in order to fulfil the WOODual aims, collaboration by partners involved, adaptability and capacity to adopt new perspectives during the various stages of the activities;
- Mapping the dual learning system in European countries involved in the project, developing partnership among the schools and companies, putting in evidence the new and innovative outcomes of the project;
- Setting up a European network composed by VET schools, companies, stakeholders in the wood and furniture's sector that will be the base for the future activities;
- Introducing experiences to other VET schools in order to be better prepared receiving students in dual learning path;
- Logbook files of the students give useful information for the practical handbook, as did the short comments of receiving teachers and coordinators;
- The methodology prepared for the Intellectual output 5 (Open educational handbook for students, young employed and young workers enrolled in VET programs) can be used for other sectors and activities;
- Mutual understanding of the professional context;
- Good discussions between partners (different cultures and experiences) before the mobility, so many differences where known from the beginning;
- This framework (Dual learning integrated by transnational mobility) should be put into practice and implemented with other VET schools and centers and companies.

3.5 PROJECT EVALUATION

A. Effectiveness of the project

The project has achieved a good level of effectiveness, regarding dual learning and involvement of students and stakeholders in wood sector. It has stressed the common elements among different countries, the synergies and collaboration plan of the project's countries. Also, the project has highlighted the differences and difficulties among different dual learning system and opened a way to find solutions or strategies to overcame them.

The project enabled the key actors and partners to setting up the issues in order to carry out a transnational dual learning system, carrying out a methodology that can be applied in all countries and sectors.
The effectiveness is good for most of the partners as new relationships between VET schools and companies were born: this is an essential premise for future dual learning experiences for European VET trainees.

The intellectual outputs produced are useful, but (for some partners) insufficiently adapted to the specific situation of woodworking and furniture sector. Example: health and safety issues are crucial to proceed international mobility. Without exact knowledge of these health

and safety rules and without a correct use of the PPE (personal protection equipment), receiving schools and firms will not be able to host foreign students. The insurance issue is also an important point, that has to be solved even before taking on all other practical organization. These issues are – for some partners - not sufficiently pointed out in the IOs.

The output and impact of WOODual is highly depending of the present use of international dual learning. When dual learning is new, the project achieved more the expected, not only showing possibilities and trying those, but in effect developing clear do's and don'ts for those starting dual learning.
As the main outputs received a good evaluation, remains to be define the sustainability strategies.
The main impact was on the students, but good connections between different countries and exchanges were made with good results.

B. Strengths and weakness Pros and Cons

The main strengths identified by the partners and actors are as following:

- The strong aspect of the project is the transnational mobility of students in different countries, hosted by foreign companies. This aspect can increase the ability of students to face international or different professional environment, by developing languages skills and matching different labour market needs and request;
- The project is empowered by the work and expertise of professional partners expert in dual learning and this has facilitated the elaboration of handbook and guidelines that explain dual learning system in European countries and help students and interested persons to join mobility and similar program in Europe;
- Capability to create a complex model that can be helpful to stimulate exchange of students in all sectors and not only in furniture sector;
- Capability to exceed the differences between systems of different country to reach the aims of the project;
- New insights in definitions, expectations and cultural expectations of dual learning;
- Initial study carried out at the beginning of the project.
- Good coordinator, structured and friendly;
- Good partnership, Collaboration, helpfulness and openness of all the partners. There was a strong team spirit, as well as solution-oriented actions. Overall interesting and hopefully useful outputs.There are partners coming from different profiles and countries, with different exp
- There are some partners with experience in the DUAL system and can transfer the experience.
- Construction of useful networks and local synergies.
- Duration, variety of partners involved in terms of professional experiences and origin
- Transferability to other sectors;

- A general view on transnational dual learning mobility of students;
- As often, a strong point is a weakness as well. The differences between countries and use of and experience with dual learning is a strong point, since it enriches the project outcomes, but a weak point as well, because you have to stay close the middle of knowledge. For partners with a lot of experience with international dual learning, that is a weakness as well.

The main weakness identified by the partners and actors are as following:

- For a partner, the Project management and organisational skills were weak. Leadership, orientation and structure were missing at times.
- The communication and overall planning could have been more transparent and well structured.
- The overall motivation for the project was rather low.
- The quality of the outputs could be strengthened.
- The model proposed works for some countries better than others; some of the students exchanges finally did not succeed to be organized because of some difficulties - the proposed experience was considered too much expensive for some families or partners of the project have problems to convince parents to leave their sons to go abroad because they did not trust companies abroad;
- The weak aspect is the small involvement of VET schools and it made difficult to have a direct channel with companies available to host foreign students;
- Different periods of mobilities between VET centres;
- Difficulties to find companies;
- The economic support for mobilities has not been appropriate for the realization of the transnational programme from some countries to others who are very expensive;
- The learning points from what did not succeed, should be taken into account in the IOs;
- More VET schools involved would have helped in the implementation of students' mobility.

C. MAIN INNOVATIVE ASPECTS

Innovation from a methodological and content view point:	• Generally speaking, the handbooks are perceived as very innovative because they're the results of the project partners collaboration that had a focus

	on their national wood sector, with all the local aspects and challenges and the objective to match the wood sector with dual learning to tackle innovation and appropriate solutions. IO4, the framework and IO5 the handbook:
	• IO4, because it provides a very good guide to everyone evaluating their system for dual learning or creating one from the start. Since it was derived from discussion between a good partnership with very different points of view, it is a great framework.
	• IO5, a rather simple and practical handbook is especially helpful for students new to international mobility, helping to convince them and show the big advantages of international (dual) learning.
	• The project developed a common design framework for work –based learning and succeed into design a transferable framework which creates an effective and institutionalized cooperation between VET institutions and the relevant actors of the labour market.
	• All the partners highlighted the *methodology for a transnational dual training experience* and *the focus on a specific professional sector*
	• *New teaching methods* affect the knowledge transfer and have an effect of learning results.
	• Innovative teaching concepts and teaching materials which have already been tested are important impulses for the implementation of other teaching ideas.
	• The webinars were finally identified as innovative component by some partner.
Innovation from an organisational/institutional view point:	• The partners stressed first of all the variety of partners involved as well as the involvement of international VET schools, companies, stakeholders that have been part of project core activities.
	• Connecting schools/training organizations with companies, providing learning that is focused on company needs

	• The documents used and created to allow students to carry out the dual experience abroad have received the approval of the institutions such as Regione Lombardia. • For some partner, both the insight in the sector as in the different approaches of dual learning is innovating since we adapted our approach to the subject. • Online-communication platform
From a socio-cultural view point:	• The fact that both partners from northern and southern European countries have been involved • Once again, the differences between countries (both in the approach of legal questions, positions of parents etc) showed to be of great influence. The methods on theory work very different in the partner's home countries, so needed to be adapted a lot. • Exchanges have given the possibility to students not only to meet a new culture, a new language and a different way of living but also to do a job experience in a new situation for them, to understand and know a different way of doing the job they are going to learn • The involvement of young students and workers at transnational level and offering a transnational opportunity to young people, as well as an opportunity to enter the work market early.

D. Learning mobility model

Generally speaking the partners appreciated the model, it's easy to implement once you build transnational partnerships with VET school and/or vocational training providers. It is interesting and useful model, can be reused in other sectors.

Great, although the concept at the middle of the project was even better.

The LM model seems very good because it is based on "learning by doing" and "learning on the job".

Only one partner does not agree with this evaluation because it is too generic and vague. Although good as a starting point, in terms of usability and transferability it will lack soon in relevance as it could be outdated in coming years.

The learning mobility model is well articulated and formulated. To strengthen it as much as possible, a wider involvement of Vet school and enterprises is necessary to increase the mobility and cooperation among different parts.

E. Collaborative working space

The **collaborative working space** received a general positive evaluation, even we could use more involvement on other alternative channels (like social channels).

Some partners stressed the lack of structure because it is very difficult to find documents and the latest comments, documents & feedbacks are always at the end of the platform. To be really effective and to reach its full potential, this platform should be more user-friendly**.** Also, not used to its full potential, mainly due to linguistic barriers.

The partners think that Moodle is not the best place to work with a project. It's better a repository of documents such as Dropbox or Google Drive.

F. Which strong and weak points could you identify regarding the schools and companies involved? and about the synergies established with local actors and initiatives in the hosting countries?

Considering Schools and Companies involved

Strong points: most of schools and companies involved already had a know-how about dual learning system and transnational learning programmes;

Weak points: more tutoring would have helped for schools and companies at their first experience in transnational learning programmes.

Too few schools and even fewer companies, although this is a pilot activity, but those who participated are very likely to participate again.

Synergies with Local Actors and Initiative in the hosting countries

Strong points: new partnerships were born thanks to the activities realized within the project;

Weak points: dealing with unforeseen situations has sometimes been difficult because of the cultural gaps among the partners.

Local actors and authorities established a good synergy and have established a good dialogue and collaboration.

The schools and companies outside the projects closed to project partners expressed their interests and sector and, in some case, established new partnerships that will be continued after the project.

The weak points are that companies are not always properly involved and encouraged to host young workers coming from other countries and have no direct contact with the sending institution before the real beginning of mobilities. This can make the process very slow before the mobility 'start.

A partner stressed the resistance and scepticism in participating at a transnational mobility and the distance of the project activities (too "far away") from the local and regional stakeholders and authorities.

G. General valorisation of the pilot activities

Generally speaking, the pilot phase gave the opportunity to identify the strong and weak points of the WOODual model and to show the difficulties for countries more or less new to dual learning to start. So, the piloting was a very important component of the project and allowed to rethink the key concepts and the components of the model after receiving the students.

Very important as the pilot activities create new paths for increasing collaboration and improvement of the project's objectives. Very interesting for the young people, a good opportunity to know the job market in another country. Globally speaking, the pilot phase has been well planned, organised, relevant and positive, also thanks to the attitude of students and mentors.

H. Satisfaction of partners about the online training resources

The partners are satisfied about the online training resources: the message is clear, the language is easy to understand. The online training resources gave several information and advice about the project, wood sector and mobility for young students in a quick and easy way. They are useful for students, teachers and tutors.

The main problem was the language (English) and the lack of interactivity.

I. Satisfaction about the participation in the Project: What did the partners learn or gain? (e.g. knowledge, etc.)

Globally speaking the partners are really satisfied: they acquired more knowledge of the sector, more links, more networking and gained an international experience joining this project. The partners had the opportunity to strengthen the team-working skills, develop research skills and communicative abilities. Acquiring new knowledge about the practical possibilities of ideas and products is very interesting.

Particularly, the partners gained in knowledge - dual VET systems in Europe, scenarios and approaches, legal constraints, dual learning programs, how others country are organized, how they act, the VET centres and the students had the opportunity to do an important experience for their future.

Transfer of knowledge between the partners and building good networking system in the field of VET EU-wide. Exchanging and transferring ideas and concept needs a structured road-map and patience.

During the learning mobility, the partners acquired practical skills related the issues of students coming from different (learning) cultures.

J. Main difficulties encountered during the project

The project suffered for the *many changes in project staff*: Welcome and introducing new project, Colleagues. Entering the project during the last year was really difficult, obstacles and practical issues to overcome and trying to put together the pieces of the running activities.

Respecting deadlines has been quite difficult since technical problems and different approach have been were present during the development of projects activities.

Language: although English is used and good enough, we all have the tendency to forget when we discuss, we relate to our knowledge of our own educational system, practice and

culture though forgetting the message 'sent' will be very different received by a partner coming from another context. Even within a country this occurs, for example between education providers and those representing companies.

Mobility. Also, being Germany one of the most active players in the VET system, we never thought that there would have been so much resistance and difficulties in finding interested companies willing to participate in the mobility. There were difficulties in finding German companies and it was solved by hosting in Spain students from Italy.

K. I would have preferred if the WOODUAL project would have been/ would have had...

- Longer pilot exchange duration

- More depth in dual learning: how to alter an existing program, transfer it to a company, ensure the results are valid in examination, etc.

- More straight contacts with companies, more involvement in dissemination activities

- better well structured (focus: better project management, organisation, orientation for the activities)
- more hands-on and active on higher **qualitative** outputs and outcomes.

L. Future use of WOODUAL results/outputs

The WOODual partners will capitalize this experience under different point of view (organisational point of view, administrative issue produced by participating at programs like this one) and will surely use the outputs of WOODual in the future:

- the public guideline for students' mobility and the handbook will be proposed to the students

- Training opportunities in the sector, using dual learning methodology and online resources and handbooks, applicable to different sectors and situations.

In the Netherlands the project results will be used to help Dutch VET schools in smoothening receiving students and to develop Dutch programs with international dual learning.

Some partners are intensifying contact to national stakeholders and networking and all information has been transferred to the VET centres for them to use it in the future, also the link of the WOODual official website.

M. Sustainability and future perspectives

Which services/future actions do you think the project should focus on in order to assure its sustainability beyond formal life-span of the project? (e.g. apply for a new calls, establishing a permanent network between countries, look for sponsors..)

- Building and extend the network between countries and people potentially interested in and making it permanent, in order to avoid the waste of time needed to plan and organise the students' mobility between countries.
- To be sustainable, visible and successful, the project outputs (e.g., recommendations, guidelines, handbooks, studies) should be revised and updated in terms of quality, target group and main purpose.
- Keep track of IO1 and 2, maybe renew them, or make relevant in more region.
- Improved the IO4 and IO5 after the student exchanges.
- Keeping update the Handbook and methodological contents to be readapted in some next or similar educational projects
- Building theoretical hypotheses on dual learning that can be tested and do so.
- After this, there is a good chance that the network could grow and be sustainable.
- Many partners are within the same sector (wood) so there could be a WOODual II in the future.
- More multiplier events will be necessary to promote good practices created within the project
- Creating of a VET centre network in order to ease the mobilities of students, through active organisations such as Innova Wood.
- Consultancy on creating and managing dual learning experiences.
- Continuation of the consortium's network.
- Guarantee the website and Facebook page updating.

What is the success driver of the WOODual ? What is the users value?

Success driver: The willingness to cooperate and overcome problems to allow the project to continue. Strong partnership with different experience. The combination of the sector representatives, consultancy, chambers of commerce and combining with educational providers. Finally, good communication formally (reporting and documentation) as well as informally, so all partners talked to each other.

Users value: The network created, the good practices experienced. A transferable model and useful tools created. The value of users is also related to the methodology generated, and

tested dual learning experiences certainly transferable, repeatable and readjusted to other contexts and sectors.

Exchange opportunity, value for companies in terms of access to a wider number of resources and resources specifically training on necessary skills. Give visibility and more importance to the wood sector EU-wide.

N. Future support by partners in the continuation/maintenance of WOODUAL outputs

In the future, the partners organisation will guarantee the support, for example in connection with other EU-projects to disseminate and give visibility. They also widen the wood network, in possible new projects and provide additional expertise on Dual Learning in the wood sector.

Some institution could be also interested in promoting dual experiences abroad also in other sectors and could be available to offer support in the communication activities of the project results as well as in disseminating results. Some partners would like to strengthen students and teachers' tr

4. LESSONS LEARNT AND RACCOMENDATIONS FOR FURTHER DUAL LEARNING EXPERIENCIES

4.1 Introduction

Following these outcomes, WOODual proposes a serial of points to take into consideration for the future steps of the project:

4.2 Recommendations

1. Higher presence of VET school: the presence of VET Schools facilitates the success of mobility, recognizing the fundamental role of VETs within the project.

2. Deeper involvement of companies for mobility's exchanges

3. Different budget for each partner joining the mobility (granted on the basis of specific and appropriated parameters): it would be useful to try to adapt it to the cost of living in different countries. A standard cost is insufficient for some countries and too much for others.

4. Extended piloting phase for mobility

5. Logistic: The organization of dedicated buses or common cars for travel, to facilitate the travels during mobility. It would be safer, comfortable and easy to organize.

6. Student life management: the introduction of "buddy system" for children abroad is suggested. Each person is followed by another who is tutor for life abroad.This would help to improve the management of children's life abroad.