

EuroDuaLE

INTELLECTUAL OUTPUT 6

Evaluation Report on EuroDuaLE Methodology and Implementation

EuroDuaLE

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1. Introduction

This report is created with the objective to analyse the data and activities carried out by the Erasmus+ KA2 EuroDuaLE project during the third year (Oct 2017 – July 2018). Its aim is to indicate the best solutions for the realization and resolution of certain aspects of the project.

This document was produced with regard to the activities carried out for Intellectual Output 6, whose leader is the University of Roma Tre, in order to assess the validity and transferability of the core elements of the EuroDuaLE framework.

The evaluation criteria of IO6 are the following:

- the effectiveness of the learning and training provided
- the adequacy of the EuroDuaLE curriculum in providing students with the right skills and competences to increase their employment possibilities
- the adequacy of the framework in intervening on existing migration flows offering a structured path and support services for migration
- the students and staff response to the model implementation
- HEIs' adaptability to transnational dual learning programmes
- the response of employers and training providers to the dual learning experience and their intentions to further pursue the possibility of transnational apprenticeship
- the administrative and regulatory compatibility

2. Methodology

The methodology adopted to carry out this Evaluation Report 3 is based on triangulating data from the analyses of all activities related to EuroDuaLE project carried out from 26 month (Oct. 2017). Evaluation Report 3 highlights the relevance of Output 5: Output 5 is the result of the operational phase of the project. Partners, after defining the methodological framework (O.3) and the practical handbook (O.4), foresee a piloting phase, where the cooperation framework for dual learning mobility is put in place and evaluated against the real experience (EuroDuaLE Project form, p. 73).

Given these assumptions, the Evaluation Report 3 is subdivided into four topics: O5 Activities Evaluation, Pilot Phase Report Evaluation, Meeting evaluation surveys and Final Event Participants Survey Evaluation.

Evaluation is crucial for the following objectives:

- to determine whether the partnership is working on the right track
- to ensure an optimal relationship between partners
- to analyse how project implementation can be improved
- to identify a common understanding of achievement of the expected results
- to conduct an internal evaluation of the project
- to guarantee high quality standards for the project
- to facilitate project's management

3. Activities Evaluation

The analyses of the activities related to O5 have been implemented by using **Self-evaluation forms** to assess participating perceptions, strengths and areas for improvement and they were administered to partners during the Outputs' activities. They represented an opportunity for all partners to express their opinion and to provide information about their experiences.

The Self-evaluation form for the evaluation of O5 activities is divided into 8 sections: role, leadership, administration and management, decision-making, communication, conflicts, member participation, member satisfaction. It is described in the following pages in which the results of the activities' evaluation of O5 are described.

A. ROLE

Name of the Partner _____

Output number _____

1. What tasks are included in your role?

2. How clearly were your tasks clarified by the project managers?
 - ☐ Completely clarified
 - ☐ Mostly clarified
 - ☐ Somewhat clarified
 - ☐ A little clarified
 - ☐ Not at all clarified
3. What are the main barriers you dealt with while carrying out these activities?

4. How satisfied are you with your role in the project?
 - ☐ Completely satisfied
 - ☐ Mostly satisfied
 - ☐ Somewhat satisfied
 - ☐ A little satisfied
 - ☐ Not at all satisfied

B. LEADERSHIP

5. Please, rate the effectiveness of leadership in the following areas:

	Excellent	Very good	Good	Fair	Poor
Taking responsibility of the project					
Motivating people involved					
Working to develop a common understanding and vocabulary					
Fostering respect, trust, inclusiveness and openness					
Combining perspectives, resources and skills of members					
Resolving conflicts among partners					

C. ADMINISTRATION AND MANAGEMENT

6. Please, rate the effectiveness of the staff carrying out the following activities:

	Excellent	Very good	Good	Fair	Poor
Explaining project objectives					
Coordinating communication between partners					
Clarifying roles to participants					
Coordinating partnership activities					
Preparing material that informs partners and helps them to take decisions on time					

D. DECISION MAKING

7. Please, rate the influence you have had in the following areas:

	A lot of influence	Quite influence	Somewhat influence	A little influence	No influence
Development of the project products					
Meeting's Agenda					
Group decision					

8. How comfortable are you with the way decisions are being made?

- ☐ Extremely comfortable
- ☐ Very comfortable
- ☐ Somewhat comfortable
- ☐ A little comfortable
- ☐ Not at all comfortable

9. How often do you feel left out of the decision making process?

- ☐ Always
- ☐ Most of the time
- ☐ Sometimes
- ☐ Almost never
- ☐ Never

E. COMMUNICATION

10. Please, rate your frequency of communication (by telephone, e-mail, etc.) with other project members?

	Very high frequency	High frequency	Somewhat frequency	Low frequency	Not at all frequency
With other project partners					
With the project leaders					

11. Please, rate the quality of your communication with other project members

	Excellent	Good	Fair	Poor	Very poor
With other project partners					
With the project leaders					

12. How effective is the communication?

- ☐ Strongly effective
- ☐ Very effective
- ☐ Somewhat effective
- ☐ A little effective
- ☐ No effective

13. How often is listened to your opinion?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Rarely
- ☐ Never

F. CONFLICTS

14. In your opinion, what (if any) have been the major points of conflict within the group members?

15. Please describe the way in which these conflicts have been resolved.

- ☐ Excellent
- ☐ Good
- ☐ Fair
- ☐ Bad
- ☐ Very bad

G. MEMBER PARTICIPATION

16. How often do you:

	Very frequently	Frequently	Somewhat frequently	A little frequently	Not at all frequently
Suggest new					

ideas					
Ask for additional information					
Provide information					
Express your opinion					

H. MEMBER SATISFACTION

17. Please, indicate your level of satisfaction in the following areas:

	Completely satisfied	Mostly satisfied	Somewh at satisfied	A little satisfied	Not at all satisfied
The way people in the group work together					
The general way in which the project is being developed					
The rate of progress the project is making in achieving its objectives					
The progress of the group since the beginning of the project					

3.1. O5 Activities Evaluation

Output 5 ("*EuroDuaLE Methodological Framework for International Cooperation for Dual Learning*") is the result of the operational phase of the project. In O5 partners, after defining the methodological framework (O.3) and the practical handbook (O.4) foresee a piloting phase, where the cooperation framework for dual learning mobility is put in place and evaluated against the real experience. Piloting is a crucial element for the

mainstreaming and sustainability of the project: its aim is to determine whether the model is realistic and workable, to assess the feasibility and adequacy of the implementation plan, to identify logistic problems which may not have been taken into account. Lastly, piloting results may convince HEIs, employers, regional and national funding bodies, European institutions and stakeholders in general that the EuroDuaLE approach is worth trying, funding, supporting, implementing and improving partners collected the reports and the data gathered in O.1 and O.2 in order to work on the definition of: the knowledge at the basis of the cooperation framework, the potential strengths and weaknesses of dual learning mobility programmes, to be taken into account developing the tasks (EuroDuaLE Project form, pp. 73-74).

European Foundation for Education (EFE) is the leader of Output 5. The other partners involved in this activity are: University of Modena and Reggio Emilia, Sophia R&I, Fondazione ADAPT, Otto-Von-Guericke-Universitaet Magdeburg, University of Southampton, Fondazione Politecnico di Milano, UC LEUVEN, University of Sevilla, University of Padova and Università degli Studi Roma Tre. All these partners had to fill in the Activity Evaluation Form – Self Evaluation Form for O5, except the output's leader, responsible for most of the activities. 9 partners filled the questionnaire

Respondents
Università degli Studi di Padova
Cofora International Projects BV
OVGU
Fondazione Politecnico di Milano
UNIROMA3
University of Southampton
UNIMORE
ADAPT
AHK-Italien

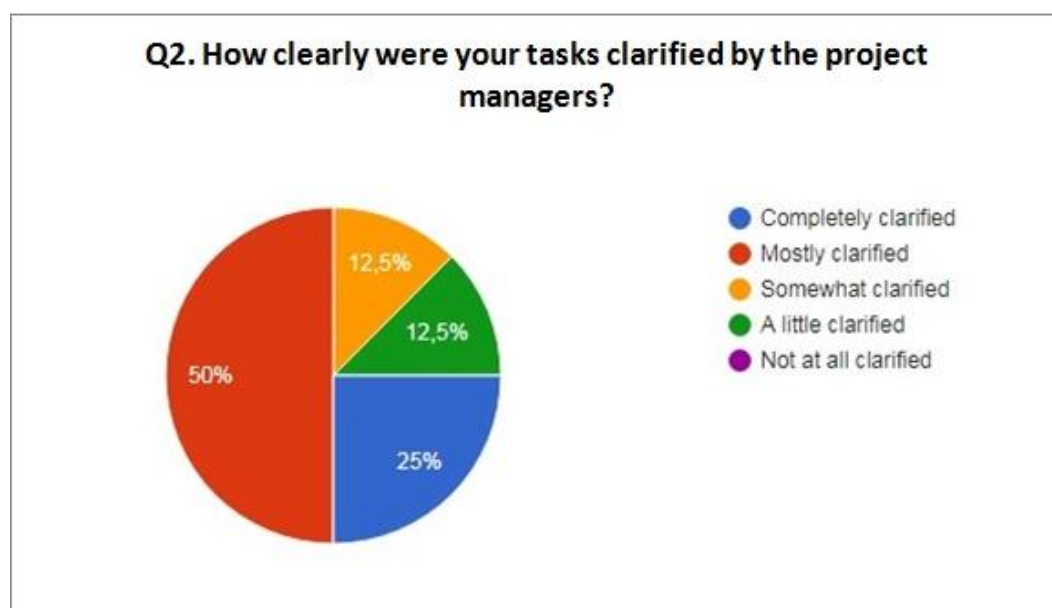
The evaluation results are shown below. They are structured following the various macro-areas of the inquiry. The tables and diagrams have been

produced and inserted in order to facilitate the interpretation of the data themselves.

A. Role

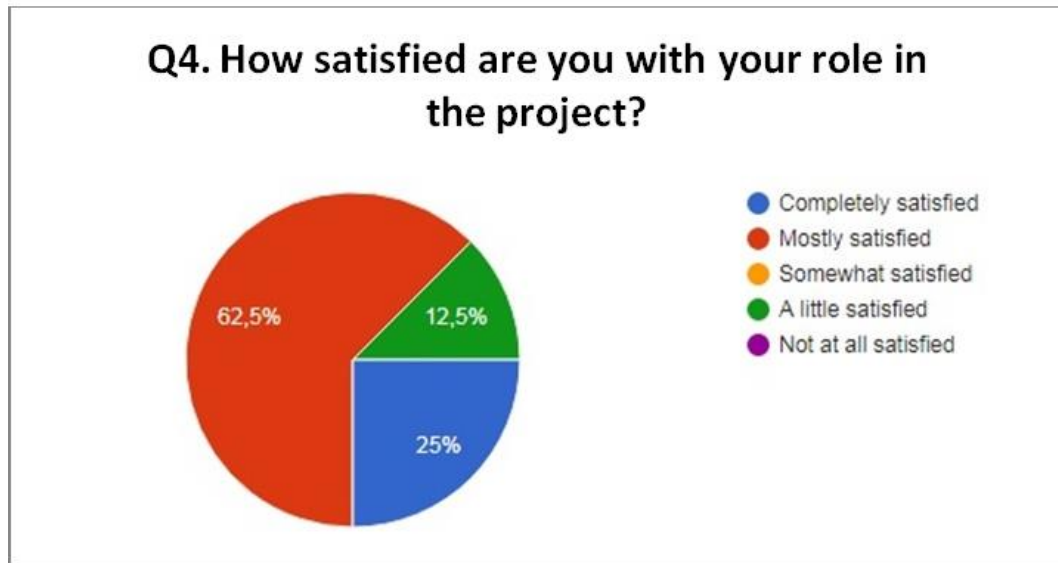
This section is composed of two open questions and two closed questions. In question 1, respondents were invited to name the different tasks that were included in their role. In O5, partners were intended to foresee a piloting phase, where the cooperation framework for dual learning mobility is put in place and evaluated against the real experience, so that each partner could give its contribution according to the various tasks the document includes, such as the transnational aspects of applicability of dual learning curricula.

In Q2, participating partners indicated to which degree the project managers clarified the output's tasks. As illustrated in the following chart, almost all partners believe that the tasks were completely clear and nobody thinks that the project coordinator proposed unclear tasks.



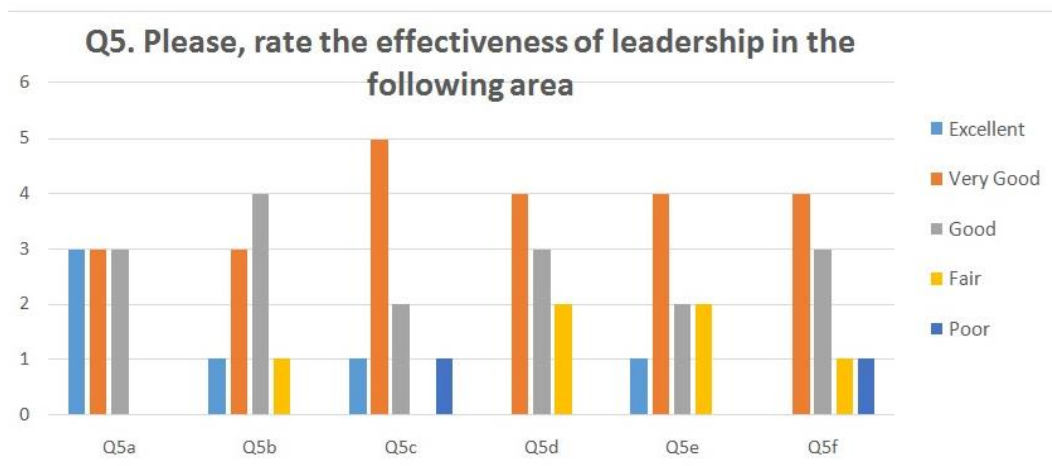
Q3 was an open question in which partners involved in Output 5 were invited to indicate the barriers they dealt with carrying out the activities. From an analysis of the results, the organising procedures of the project coordination were clear: there was a continuity in assigning the tasks from the leader and a complete cooperation among the partners during the O5 process.

The answers to Q4 show the degree of partners' satisfaction regarding their role in the project: five partners were mostly satisfied, two were completely satisfied while only one was a little satisfied.



B. Leadership

Q5 invites partners involved in O5 to rate the effectiveness of leadership in the following areas: (a) taking responsibility of the project, (b) motivating people involved, (c) working to develop a common understanding and vocabulary, (d) fostering respect, trust, inclusiveness and openness, (e) combining perspectives, resources and skills of members, and (f) resolving conflicts among partners.

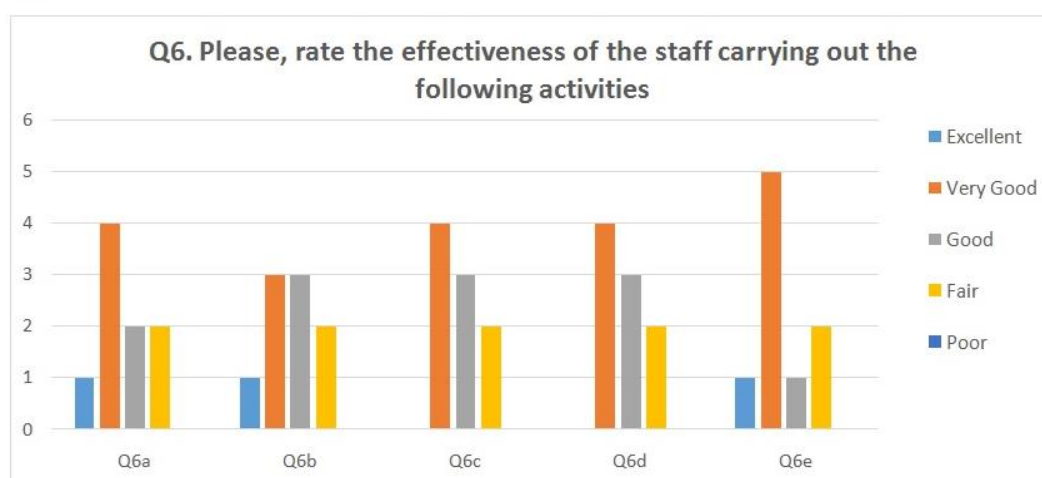


As the graphic above illustrates, the leadership demonstrates to achieve a very good value of effectiveness, especially in (c) working to develop a common understanding and vocabulary and (d) fostering respect, trust, inclusiveness and openness and (e) combining perspectives, resources and skills of members and (f) resolving conflicts among partners.

Moreover, partners evaluate a quite high level of leadership in (a) taking responsibility for the project and (b) motivating people.

C. Administration and Management

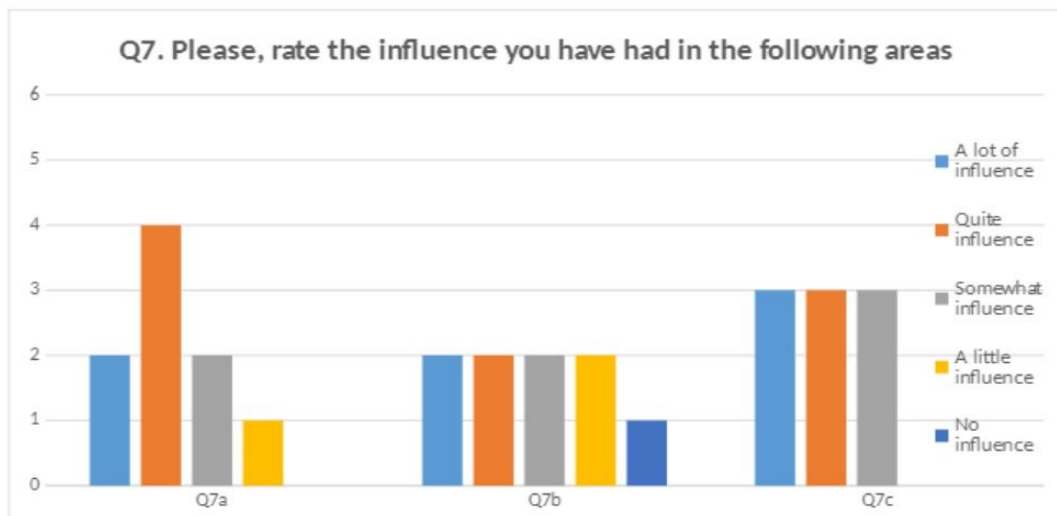
In this section, respondents were invited to rate the effectiveness of the staff carrying out the following activities: (a) explaining project objectives, (b) coordinating communication among partners, (c) clarifying roles to participants, (d) coordinating partnership activities and (e) preparing material that informs partners and helps them to take decisions on time.



As the diagram above shows, evaluation data are very positive, especially in (e) preparing informational material for partners and making decisions on time; respondents also scored very good (a) explaining the project objectives, (c) clarifying roles to participants and (d) coordinating partnership activities.

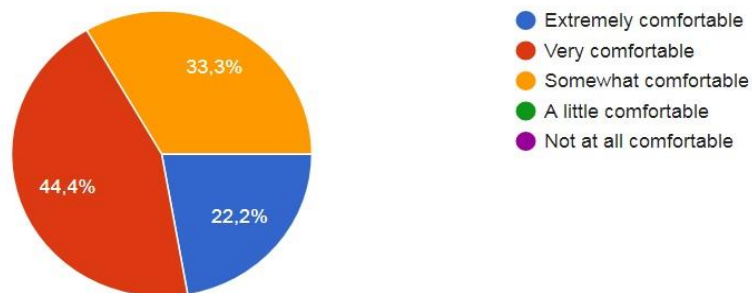
D. Decision-making

Qs7-9 regard the *decision-making* process in Output 5. Firstly, respondents were asked to rate their own influence in areas like (a) development of the project products, (b) meeting's agenda and (c) group decision. Most partners indicated the highest influence in (a) developing project products and the less in (c) group decision, producing positive results. In general, partners are comfortable with the way decisions are being made during the output and they have never been left out in the decision making process.



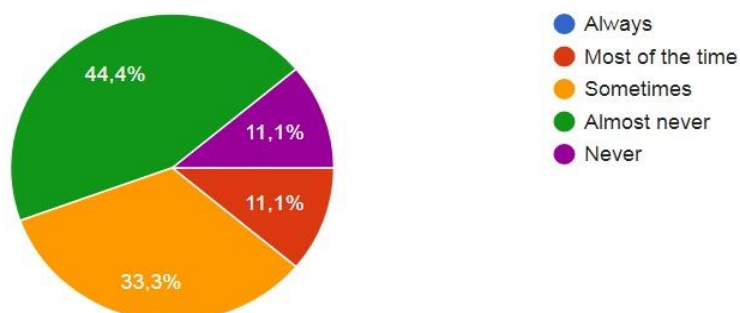
8. How comfortable are you with the way decisions are being made?

9 risposte



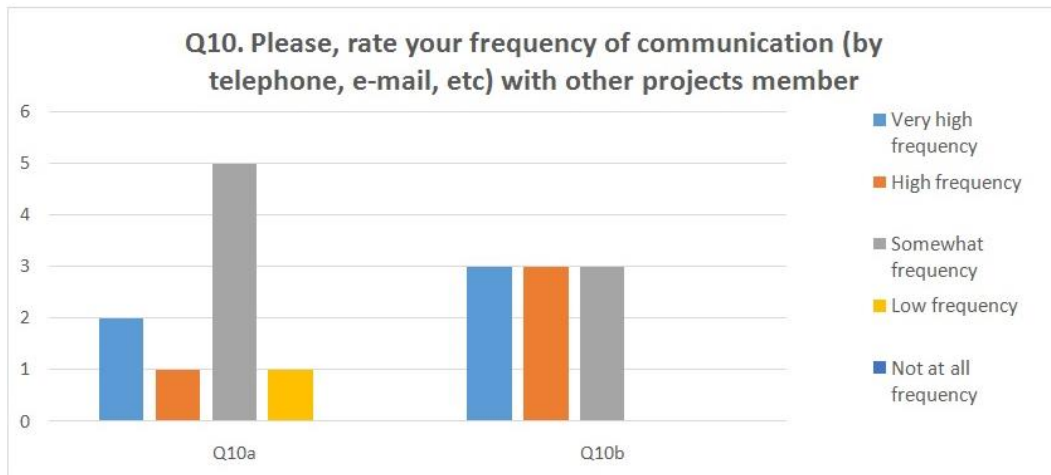
9. How often do you feel left out of the decision making process?

9 risposte

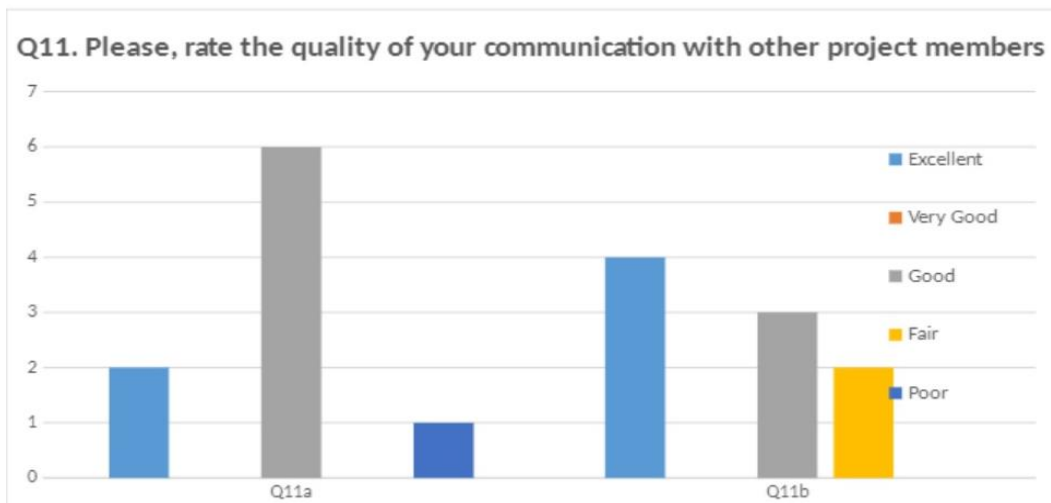


E. Communication

The following section refers to communication. In Q10, respondents were asked to rate how often they communicate with other project members. As revealed in the following graphic, participants communicated more frequently with project leaders than with other partners.



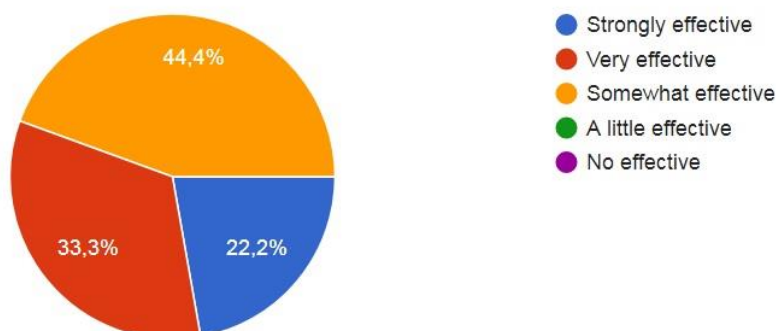
Instead, Q11 focuses on the communication quality, whose results illustrate a balance in the relationship with other project members and the output leader.



There are similar results for Q12 about the effectiveness of communication. Two out of five partners believe that internal communication is very effective, and the other three think it is a little bit less effective. Similarly, in Q13 respondents were asked to indicate how often their opinion was approved. Three partners crossed out "often" and two "always".

12. How effective is the communication?

9 risposte



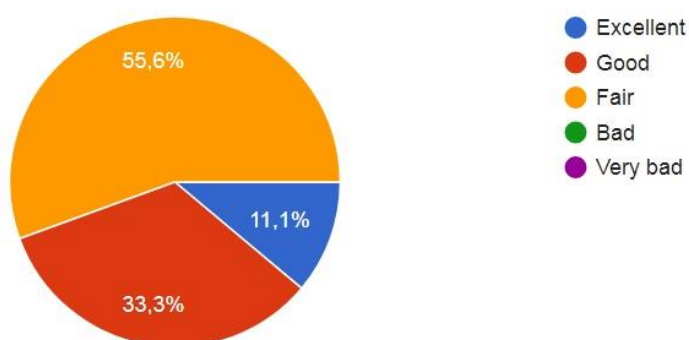
F. Conflicts

This section refers to the conflicts within Output 5. In Q14, partners were asked to indicate what have been the major points of conflict within the group members. Only one partner did not answer, while the other respondents noted some issues in understanding evaluation procedures and correct meeting of deadlines for the tasks assigned by the leader.

Furthermore, participants were invited to rate the way in which these conflicts have been solved. The following diagram shows Q15 results: two partners did not express their opinion, but it is quite clear that conflicts were always solved in a quick and fair way.

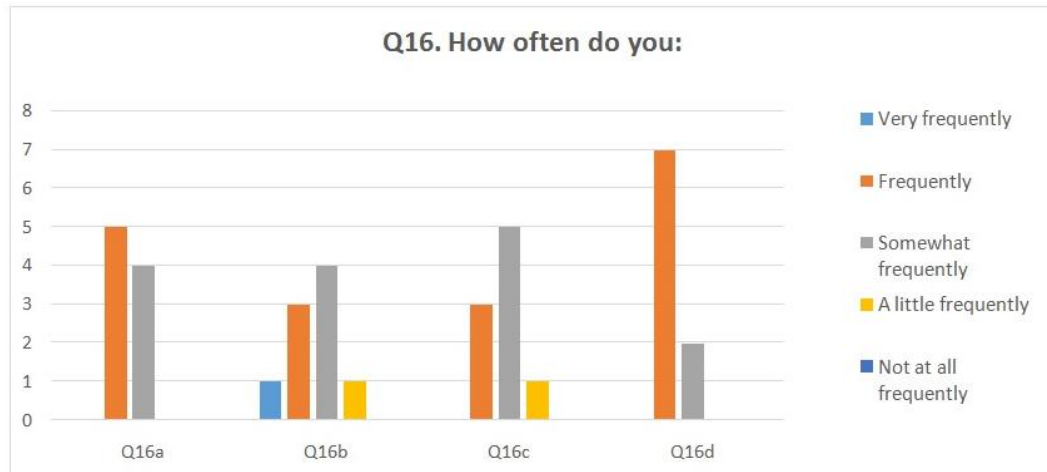
15. Please describe the way in which these conflicts have been resolved.

9 risposte



G. Member participation

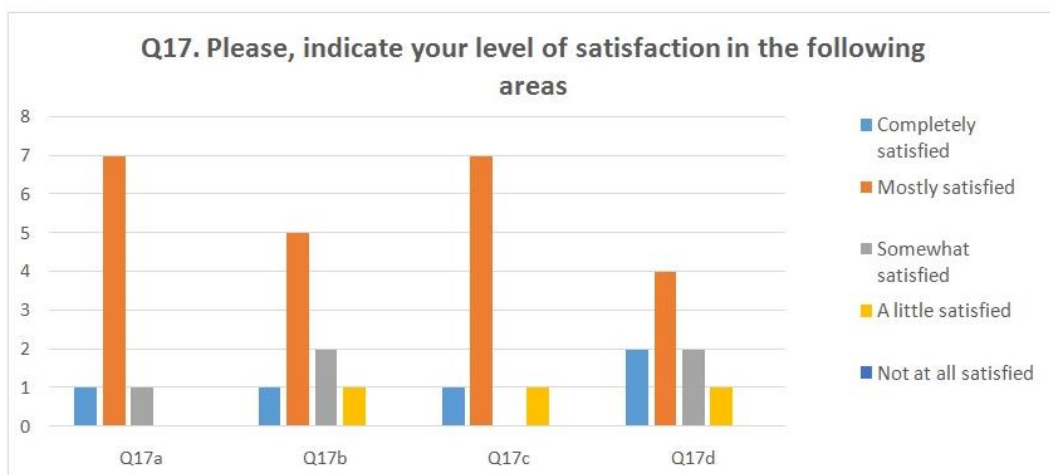
In Q16, partners were invited to indicate the frequency of (a) suggesting new ideas, (b) asking for additional information, (c) providing information, (d) expressing their opinions.



As you can see from the chart above, a high level of frequency was assigned by partners to (a) suggested new ideas, (c) provided information and (d) expressed their own opinion. In general, partners did not need to ask for additional information, highlighting the clearness of project objectives, roles and activities.

H. Member satisfaction

In this last section, partners involved in Output 5 were asked to indicate the level of satisfaction regarding the following areas: (a) the way people in the group work together, (b) the general way in which the project is being developed, (c) the rate of progress the project is making in achieving its objectives and (d) the progress of the group since the beginning of the project.



Participants answered to this question ranking very positively the options referring to (c) and (a). Moreover, questions (b) and (d) show a balance of results, suggesting that the project development methods and the project objectives achievement are led in a satisfying way from a global point of view.

4. Report Evaluation

Content Analysis is the type of analysis chosen to evaluate Report O3 and Report O4. This choice is based on the definition of content analysis, that is: “a set of methods aimed at controlling certain hypotheses on communication facts (emitters, messages, recipients and their relations) and to that effect it employs processes of analytical and classification decomposition, normally destined to statistics, of texts and other symbolic sets” (Rositi, 1988, p. 66). Therefore, this type of analysis is based on an activity of interpretation of the message through explicit and subjective processes of research, to be treated with systematic control.

The reports evaluations have adopted a deductive approach, where the analysis categories have been previously defined, based on the critical thinking encoding model devised by Newman, Johnson, Webb and Cochrane (1997), containing about ten categories and 46 positive and negative indicators and thus not easy to manage. It was therefore deemed necessary to simplify the said model.

On the basis of an adaptation of the above-mentioned model, the researchers proceeded to include the classification units in categories according to rules they had established. To that effect, a codebook was defined, i.e. a manual containing the criteria adopted to assign the report O5 production to the categories, in order to be able to render the analysis replicable by the same researcher or by others.

The presence of this manual is a prerequisite for the content analysis based on manual encoding to be reliable. Therefore, the codebook was constructed in the form of a table, which included the category name, its definition, and the rules to follow in encoding, as shown below.

Category	Definition	Encoding rules
Justification - Argumentation of one's own proposals and solutions	One's own statements and the solutions related to the issues under scrutiny are argued.	Proof or examples or justifications in favour of the solutions found or of the opinion expressed are present or not.
Relevance	The fundamental issue required by the question is mentioned.	Relevant or non-relevant statements or digressions from the requirement of the question are not present.
Importance	Important facts required	References to issues

	by the question are mentioned.	deemed important or non important to answer the question appropriately are present or not.
Critical Evaluation	The ideas expressed are evaluated critically	Critical evaluation of the idea proposed is present or not.

Within O5, a specific **assessment grid** was used to evaluate partners' reports. The assessment grid has been compiled developing the content analysis codebook indicated before.

Macro-indicators	Indicators	Descriptors	Marks	Score
Justification	Elaboration ability (thesis definition and elements of reasoning)	Elaboration is <input type="checkbox"/> rich and articulate <input type="checkbox"/> clear and ordered <input type="checkbox"/> too synthetic <input type="checkbox"/> quite consistent <input type="checkbox"/> inconsistent	Excellent Very good Good Insufficient Clearly insufficient	5 4 3 2 1
Relevance	Consistency (the topic under issue is mentioned)	The outline is <input type="checkbox"/> complete, deep and original <input type="checkbox"/> complete and correct <input type="checkbox"/> generic <input type="checkbox"/> partial <input type="checkbox"/> out of line	Excellent Very good Good Insufficient Clearly insufficient	5 4 3 2 1
Importance	Knowledge of the topic (main issues related to the topic are mentioned)	Knowledge is <input type="checkbox"/> critical and deep <input type="checkbox"/> complete <input type="checkbox"/> appropriate <input type="checkbox"/> superficial <input type="checkbox"/> not sufficient	Excellent Very good Good Insufficient Clearly insufficient	5 4 3 2 1

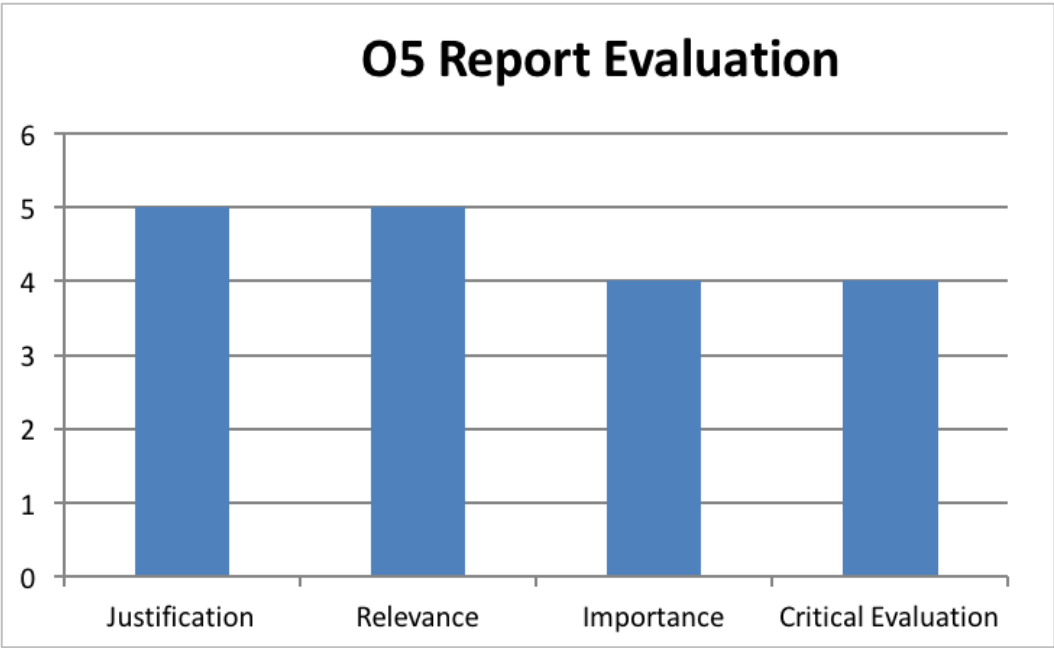
Critical evaluation	Personal and critical elaboration of sources and background	Elaboration is	Excellent	5	1-5
		<input type="checkbox"/> critical and well sounded	Very good	4	
		<input type="checkbox"/> wide and adequate	Good	3	
		<input type="checkbox"/> essential and simple	Insufficient	2	
		<input type="checkbox"/> partial	Clearly insufficient	1	
<input type="checkbox"/> contradictory					
Final mark			Total		20

4.1. O5 Report Evaluation

The document analysed is the “Methodological and Practical Handbook for European Dual Learning Mobility”. It has been produced to guide people through the many aspects of designing a degree programme based on the EuroDuaLE Dual Learning model. It was based on the Methodological Framework for International Dual Learning and on the EuroDuaLE Dual Learning Practical Handbook. The evaluation of the final O5 document was carried out by UNIROMATRE, leader of the project evaluation process. For this purpose, the critical thinking assessment grid was used. Assessments were made by two independent evaluators of UNIROMATRE, so that the results shown below represent the average between two scores.

The macro-indicators “justification” and “relevance” gained the maximum score because of the rich and articulate elaboration of the thesis definition and elements of reasoning; while, the macro-indicators “critical evaluation” and “importance” scored 4 points out of five thanks to its complete and correct consistency.

In conclusion, report O5 has been evaluated as excellent to very good, with a final mark of 18 out of 20.



5. Pilot phase report evaluation

The self-assessment survey gave a chance to all the EuroDuaLE parties (students, sending universities, receiving universities and company tutors) to express their opinion and level of satisfaction regarding the different phases and parts of the mobility experience during the pilot phase. The survey has three versions: student version, company tutor version and academic tutor version. The self-assessment survey was made available in two forms, pdf document and an online version (Google® forms). All three versions of the self-assessment survey were made available on the 19th of March 2018. This report includes the responses on the surveys which were collected from the 1st of April 2018 and including 26 students, 7 academic tutors and 7 company tutors.

The three questionnaires include both close questions on Likert scale (1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree) and open-ended questions. In the following table, it is described which sections are investigated by each questionnaire. Common sections among questionnaires allowed us to compare participants' perceptions about common themes (e.g. Virtual Mobility and Physical Mobility) in order to see whether there are coherent perspectives or not.

	Virtual Mobility – Digital platform and contents	Physical Mobility – Organizational aspects	Physical Mobility – Relevance of the experience	Skills self-assessment
Students	X	X	X	X
Academic tutor	X	X		
Company tutor		X	X	

5.1. Student Evaluation - self-assessment survey

Regarding the student self-assessment survey, 26 students participated in the survey (Average age= 22,8).

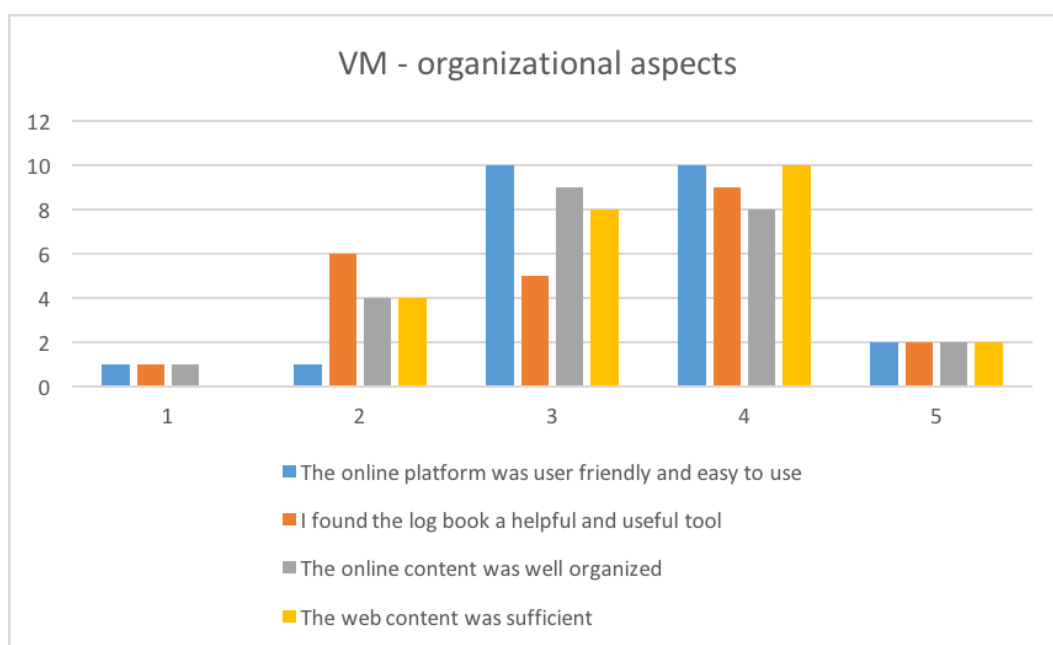
University	Number of undertaken mobilities
------------	---------------------------------

University of Padova	3
University of Modena	5
University of Sevilla	5
Otto-von-guericke universitat	3
Magdeburg	4
UCLL	6

A. Virtual mobility – digital platforms and contents

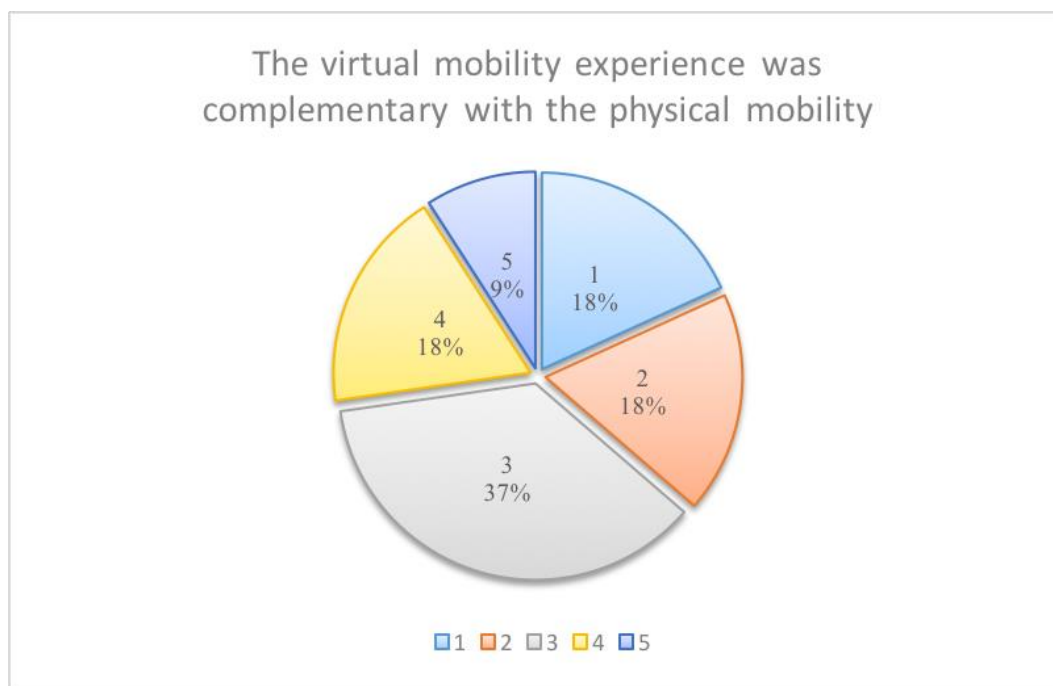
12 students found that the online platform was user-friendly, 10 were undecided about it, whilst 2 didn't agree. About the log book, 11 thought that it was useful, 7 didn't and 5 were undecided.

10 students thought that the contents were well organized while 10 were undecided and less than 2 thought that materials were not well organized. According to 12 students, the web contents were sufficient whilst 8 were undecided and 2 thought that they were not sufficient.



(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

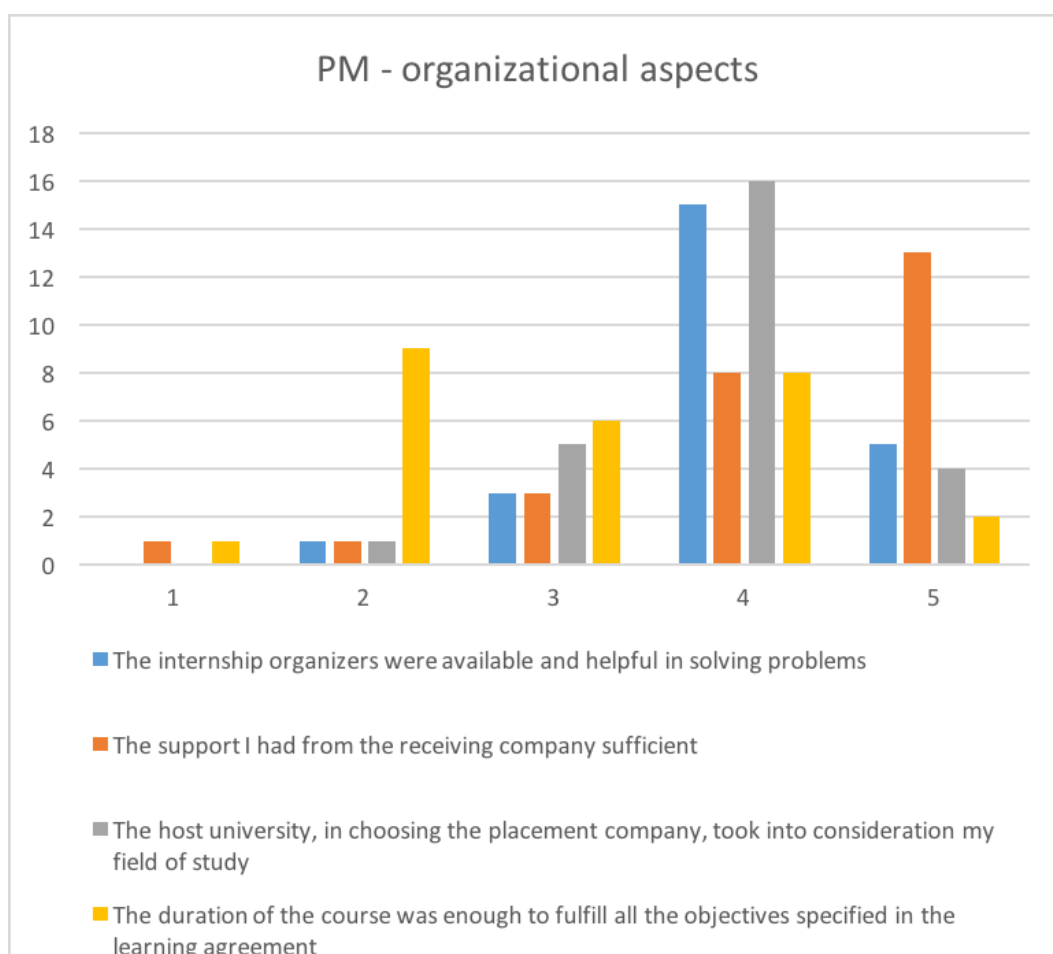
Eventually, only 27% of the students thought that the virtual mobility experience was complementary with the physical mobility. 37% of the students were undecided whilst 36 % didn't think that they were well integrated.



(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

B. Physical Mobility – organizational aspects

Regarding the placement phase, students were asked to express their opinion on the experience. Almost all the students agreed that the organizers of the placement (internship organizers, the company and the host university) were helpful in solving their problems and offered sufficient support to them.

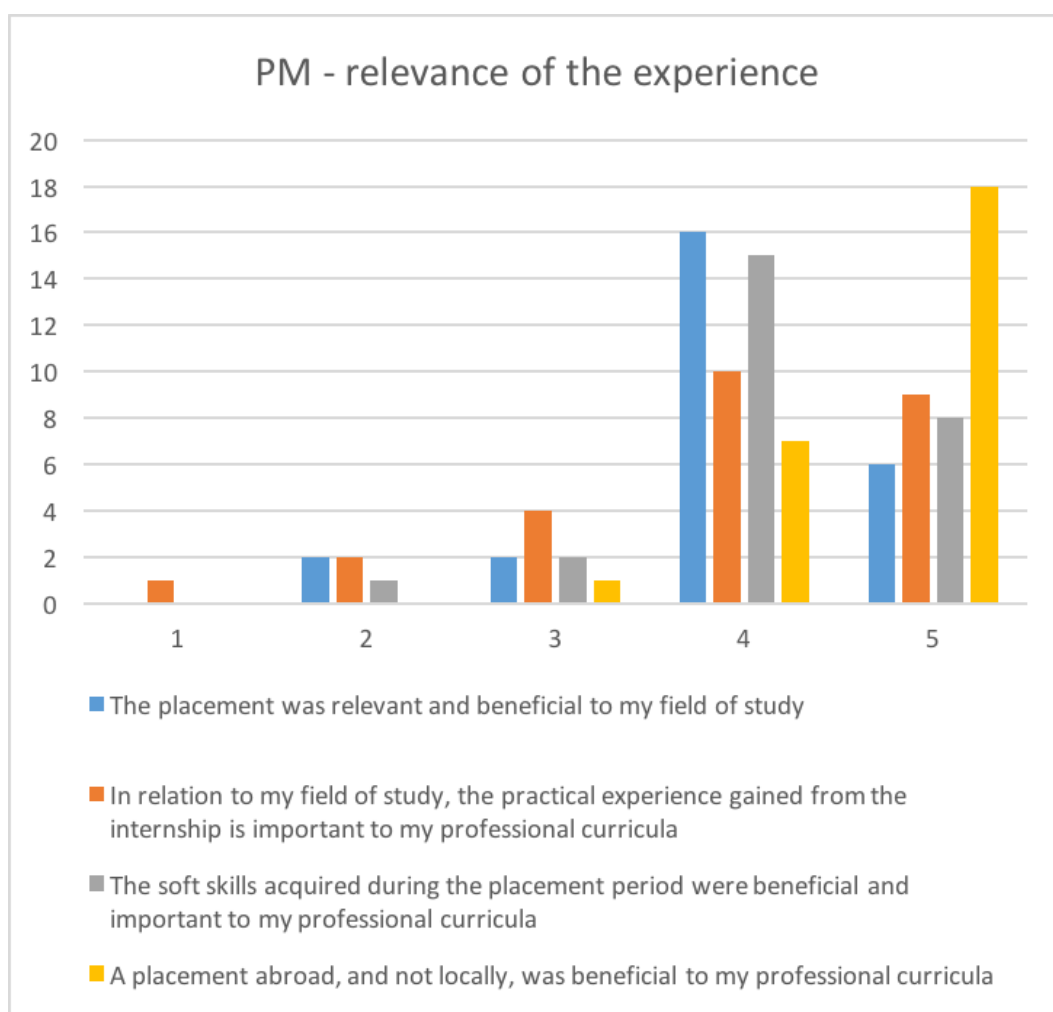


(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

There are some different opinions regarding the duration of the placement (15 days): 6 students were undecided on whether the duration of the placement was sufficient, and 10 students thought it was sufficient and fulfilled the objectives specified in the learning agreement, while 10 disagree.

C. Physical Mobility – relevance of the experience

From the charts, all the students had an overall positive placement experience, which can be seen in their expressed opinion on the statement “A placement abroad, and not locally was beneficial to my professional curricula”.



(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

The students felt the placement experience was beneficial to their field of study. Furthermore, they thought that having a placement abroad had improved their professional curricula more than what a local placement would have.

D. Physical Mobility – Skills self-assessment

Students were asked to self-assess their skills after the placement experience. The table shows that four skills are well developed ($3,5 < \text{average} < 4$) which are planning, collaboration, communication and attitude to research. Students perceive that communication skills are the most developed with an average of 3,84.

	Average	SD
Entrepreneurship	2,5484	1,17866
Creativity	2,7419	1,34084
Digital skills	3,1290	1,14723
Critical_thinking	3,1935	1,16674
Problem_solving	3,4194	,76482
Planning	3,5161	1,06053
Collaboration	3,5714	,99735
Attitude_to_research	3,7742	1,33441
Communication	3,8387	,77875

Three skills are sufficiently developed ($3 < \text{average} < 3,5$) which are critical thinking, problem solving and digital skills, while only two skills are poorly developed ($2,5 < \text{average} < 3$) that are creativity and entrepreneurship. The student perceptions are consistent with their professional experience. Indeed, they were not required to develop their own business idea but they were introduced into workplaces in a foreign country, where they needed to learn how to collaborate and communicate in an international work team.

E. Sentiment analysis

SERVICE	PREDICTION	CONFIDENCE
sentiment	★★★★☆	70%
concepts	project, company, language	

Regarding the open-ended question asked to students “Describe in few words your overall experience in the EuroDuale project”, with a 70% confidence

rate, students showed a very positive sentiment towards the EuroDuaLe project, while the concepts part shows “company, project, language” as the main talking points.

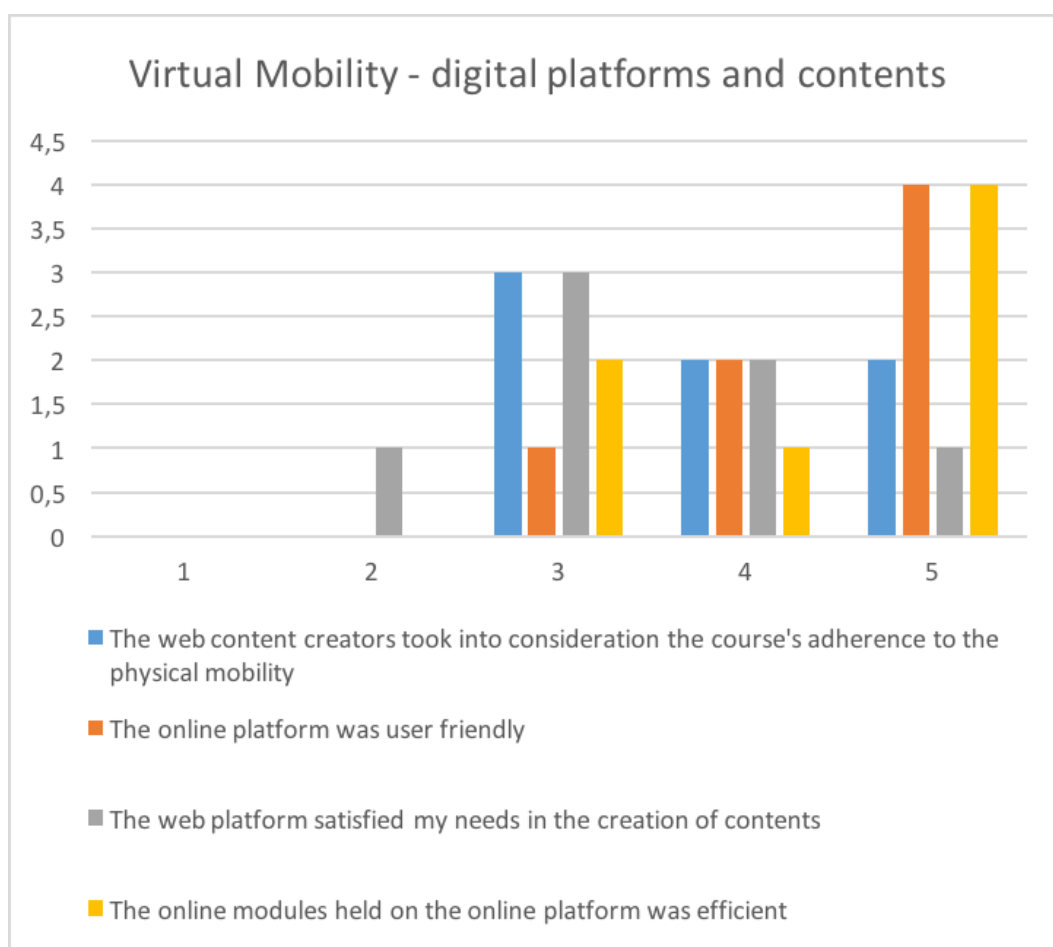
5.2. Academic tutors Evaluation - self-assessment

A. Virtual mobility – digital platforms and contents

Regarding the academic tutor self-assessment survey, 7 academic tutors participated in the survey.

University	Country
UniPadova	Italy
UCLL	Belgium
UCLL	Belgium
Magdeburg	Germany
Magdeburg	Germany
Seville	Spain
Modena and Reggio Emilia	Italy

According to 6 academic tutors, the online platform was user-friendly. 4 academic tutors thought that the content creators took into consideration the course adherence to the physical mobility, while others academic tutors were undecided or disagreed.

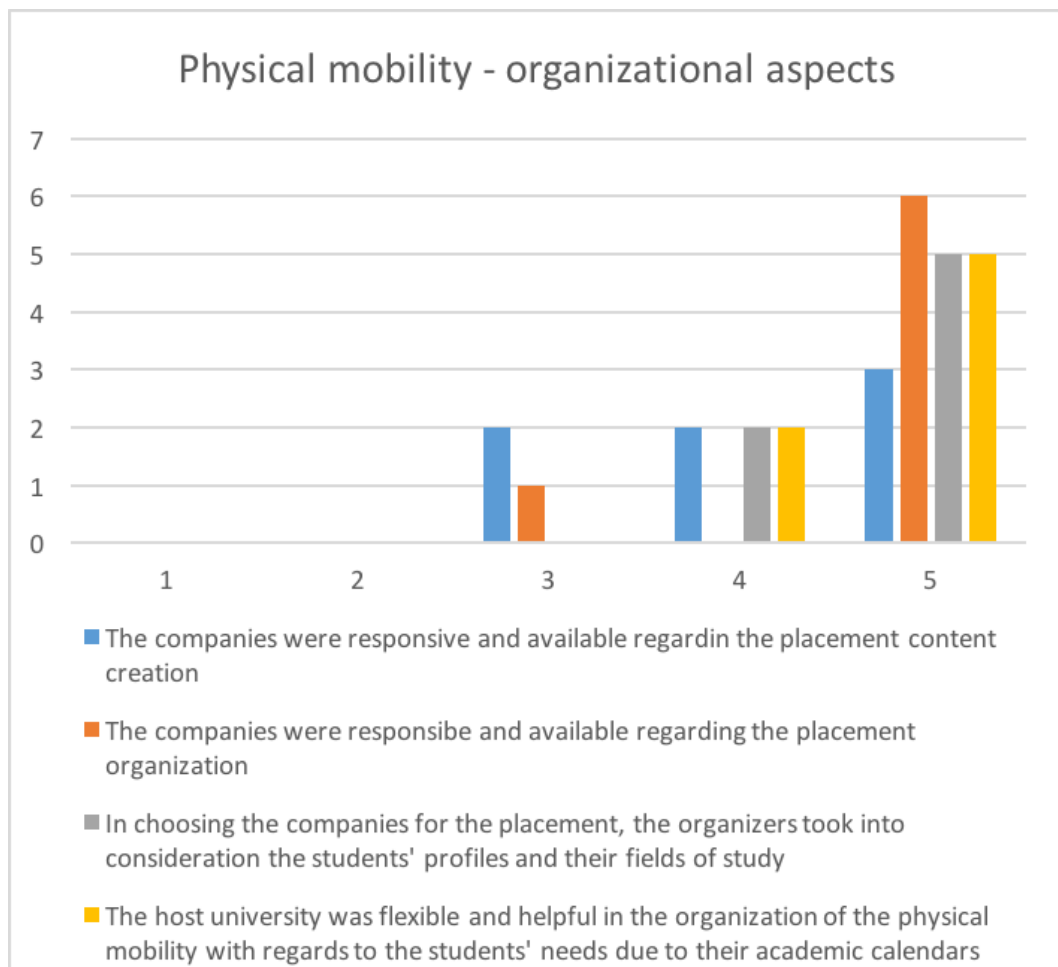


(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

5 academic tutors thought that the online modules were efficient. The web platform satisfies tutors' needs in the creation of contents for 3 tutors, while the others were undecided or disagreed.

B. Physical mobility – organizational aspects

All academic tutors agreed on the high level of cooperation and availability among all parties (hosting university, sending university and hosting company) shown regarding the organization of the physical mobility phase, taking into consideration the students' academic calendars to avoid conflicting dates, and focusing on the students' profiles and fields of studies in choosing the companies.



(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

C. Sentiment analysis

SERVICE	PREDICTION	CONFIDENCE
sentiment	★★★★☆	75%
concepts	student, project	

Regarding the open-ended question asked to academic tutors “Describe in few words your overall experience in the EuroDuaLe project”, with a 75% confidence rate, academic tutors showed a very positive sentiment towards the EuroDuaLe project, while the concepts part shows “student, project” as the main talking points.

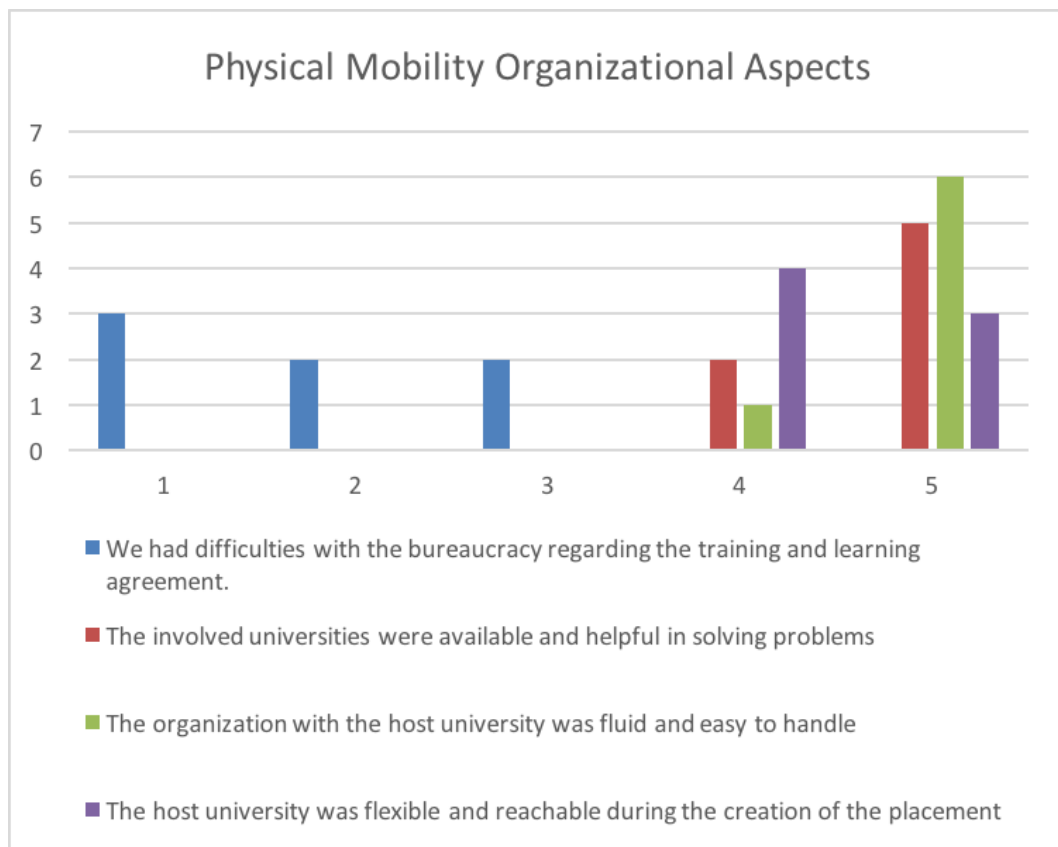
5.3. Company tutors Evaluation - self-assessment

Regarding the company tutor self-assessment survey, 7 academic tutors participated in the survey. The questionnaire was composed by 9 items on Likert scale (1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree).

Country	Company / institution name
Italy	Links Spa
Italy	Pallino
Spain	AAEL Central services
UK	Southampton - School
Belgium	EUROMEDIX
Belgium	Dynamo
Spain	Junta de Andalucia

A. Physical mobility – organizational aspects

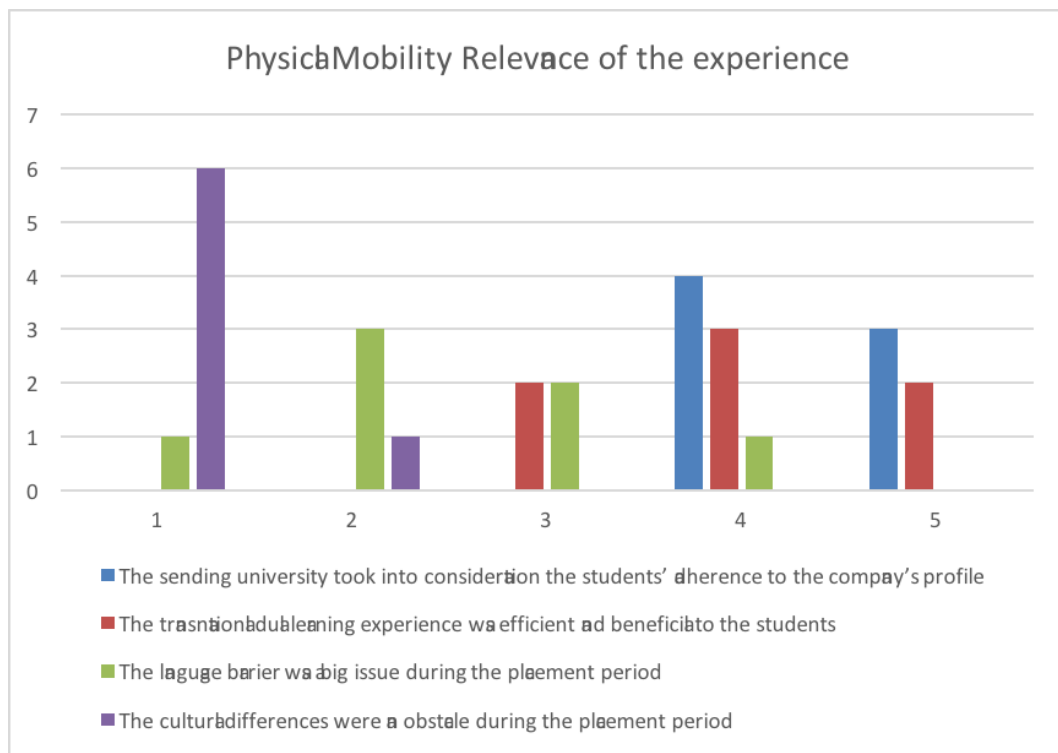
As the graph shows, 5 company's tutors did not have difficulties with the bureaucracy regarding the training and learning agreement, while 2 tutors were undecided. All the company tutors agreed that the involved universities were helpful in solving the problems, the organization with the host was easy to handle and the host university was flexible and reachable during the creation of the placement.



(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

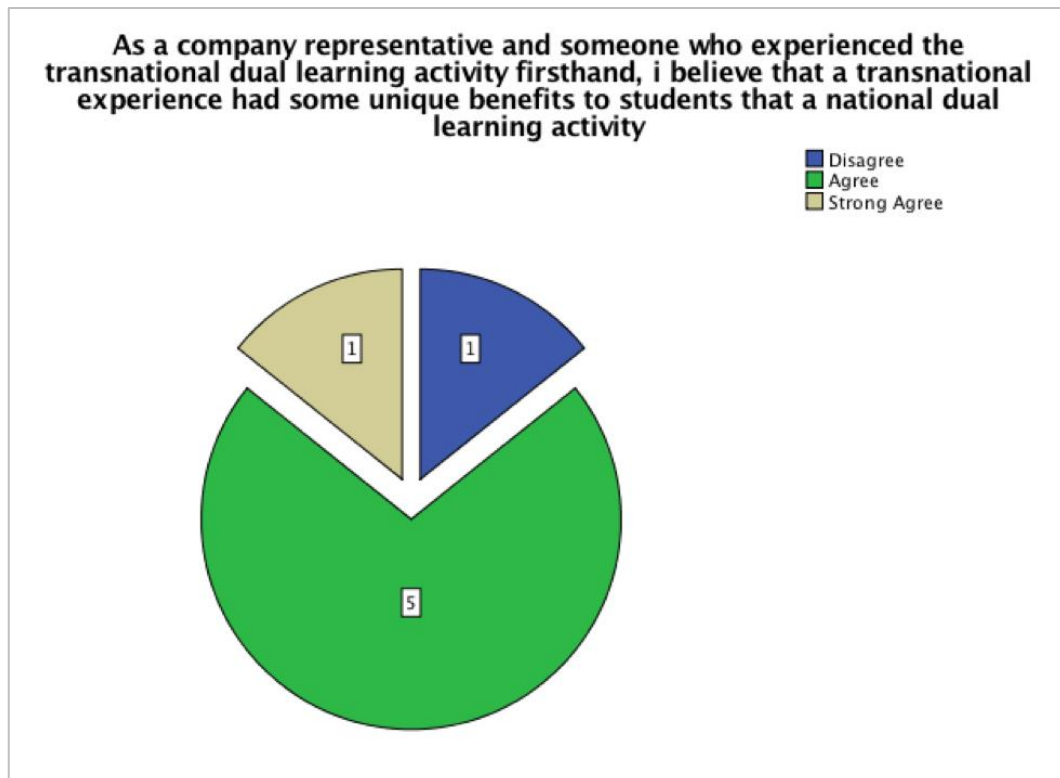
B. Physical mobility – relevance of the experience

The following graph shows that the cultural differences were not an obstacle during the placement period for all the company tutors. The language barrier was an issue for one company tutor, two were undecided whilst the most of them thought that it was not an obstacle. Five tutors thought that the transnational dual learning experience was beneficial to the students, while two tutors were undecided. All the company tutors said that the sending university took into consideration the students' profile adherence to the company field.



(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

In general, most of the company tutors thought that transnational experience had some unique benefits to students compared with national dual learning activities.



(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

C. Sentiment analysis

SERVICE	PREDICTION	CONFIDENCE
sentiment	★★☆☆☆	70%
concepts	student, opportunity, time	

Regarding the open-ended question asked to company tutors "Describe in few words your overall experience in the EuroDuaLe project", with a 70% confidence rate, company tutors showed a negative sentiment towards the EuroDuaLe project, and even though the company tutors viewed the EuroDuaLe as a positive overall experience, the short duration of the placement phase (15 days) was viewed negatively. The main talking points are "student, opportunity, time".

5.4. Conclusions about the pilot phase

The overall experience was assessed positively by all the participants, although there is room for improvement.

Both students and company tutors thought that the placement experience was relevant for students' curricula. Students recognized that the professional experience helped them to develop soft skills, more specifically communicative and collaborative skills. The organizational relationship among students, host universities, sending universities and companies worked without difficulties.

However, some challenges emerged from the participants' answers. First of all, the need to think about how to combine Virtual and Physical mobility in a proper way. In addition, it could be useful to think about the duration of the placement, because it was a critical aspect both for students and company tutors.

We can conclude that the placement allowed the students to be part of a meaningful professional and learning experience in a European prospection.

6. Meeting Survey Evaluation

EuroDuaLE Partners Meetings have been held in Amsterdam on 1-2 March 2018 and in Modena on the 25 June 2018. **Meeting Evaluation Survey** focuses on the organisation and contents of the meetings. It consists of the following Sections:

- General Aspects
- Logistic and Organisation
- Contents
- Suggestions

The aim of this analysis is to present strengths and weaknesses of the meetings' organization and structure and to define recommendations for future meetings. The Meeting Surveys are structured as follows:

PARTNER / PARTICIPANT DATA:

NAME: _____

ORGANISATION: _____

COUNTRY: _____

Please, rate the following aspects of the Meeting and add comments where relevant:

1. General aspect

Q1. What were your expectations in participating in the EuroDuaLE Meeting?

(please write your answer here)

Q2. The objectives of the Meeting were clear

☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree

Q3. The issues on the Agenda were consistent with the Meeting objectives

☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree

- Q4. The Meeting was useful for helping our organisation to carry out the expected project activities
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree
- Q5. The materials produced before and during the Meeting are clear and useful to develop the expected project activities
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree
- Q6. All the partners contributed to the success of the Meeting
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree
- Q7. The opinions of all the partners were taken into consideration in an equal and unbiased manner
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree
- Q8. The Meeting was useful for establishing good working relationships among the partners
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree
- Q9. The Meeting met my expectations
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree

2. Logistic and Organisation

- Q10. The Agenda (and related materials) were circulated to the partnership prior to the Meeting in adequate advance
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree
- Q11. Sufficient time was allocated to each issue on the Agenda
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree
- Q12. The Project Coordinators significantly contributed to achieve the Meeting objectives
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree
- Q13. The Project Coordinators significantly contributed to install a collaborative working environment/dynamics
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree

- Q14. The infrastructure provided was satisfactory (IT arrangement, PC, Internet, etc.)
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree
- Q15. The meeting took place in a suitable room
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree
- Q16. The meeting site was satisfactory (room, food, etc.)
☐₁ Strongly disagree ☐₂ Disagree ☐₃ Uncertain ☐₄ Agree ☐₅ Strongly agree

3. Contents

- Q17. After the Meeting, to which extent are EuroDuaLE expected activities and results clear to you?
☐₁ Not at all ☐₂ Very Little ☐₃ Somewhat ☐₄ To a Great Extent
- Q18. After the Meeting, to which extent are work plan and deadlines clear to you?
☐₁ Not at all ☐₂ Very Little ☐₃ Somewhat ☐₄ To a Great Extent
- Q19. After the Meeting, to which extent is each partner's role and responsibility within the next project activities clear to you?
☐₁ Not at all ☐₂ Very Little ☐₃ Somewhat ☐₄ To a Great Extent
- Q20. After the Meeting, to which extent are the decisions taken clear to you?
☐₁ Not at all ☐₂ Very Little ☐₃ Somewhat ☐₄ To a Great Extent
- Q21. After the Meeting, to which extent do you feel involved in the decisions making process?
☐₁ Not at all ☐₂ Very Little ☐₃ Somewhat ☐₄ To a Great Extent

4. Suggestions

- Q22. Is there any suggestion you would like to give to help the smooth and successful development of the project activities?

(please write your answer here)

Q23. Is there any suggestion you would like to give to help to improve the next partners Meeting?

(please write your answer here)

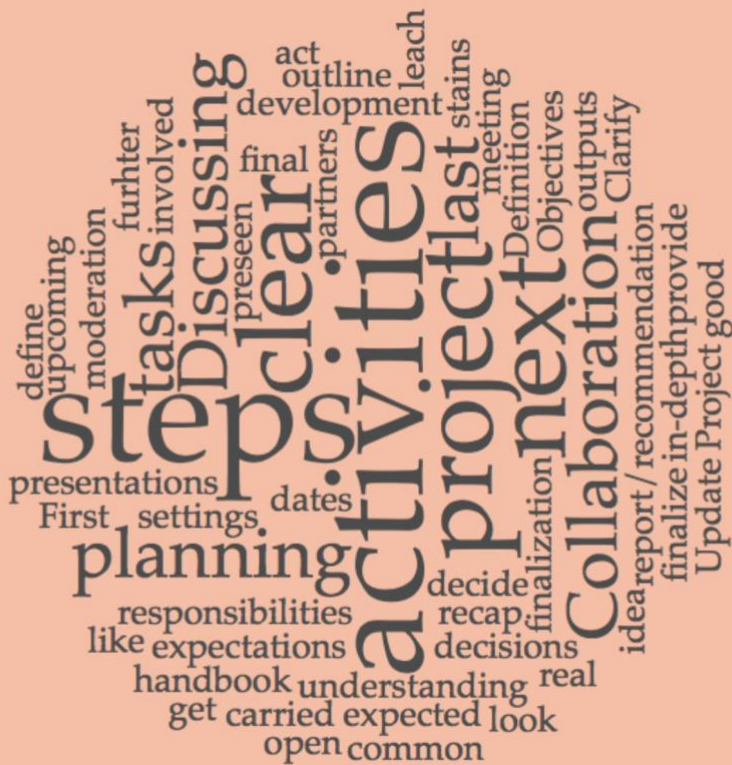
6.1. 5th Meeting Survey Evaluation (Amsterdam, March 2018)

10 participants, from different companies and universities, filled in the 5th Meeting Survey Evaluation.

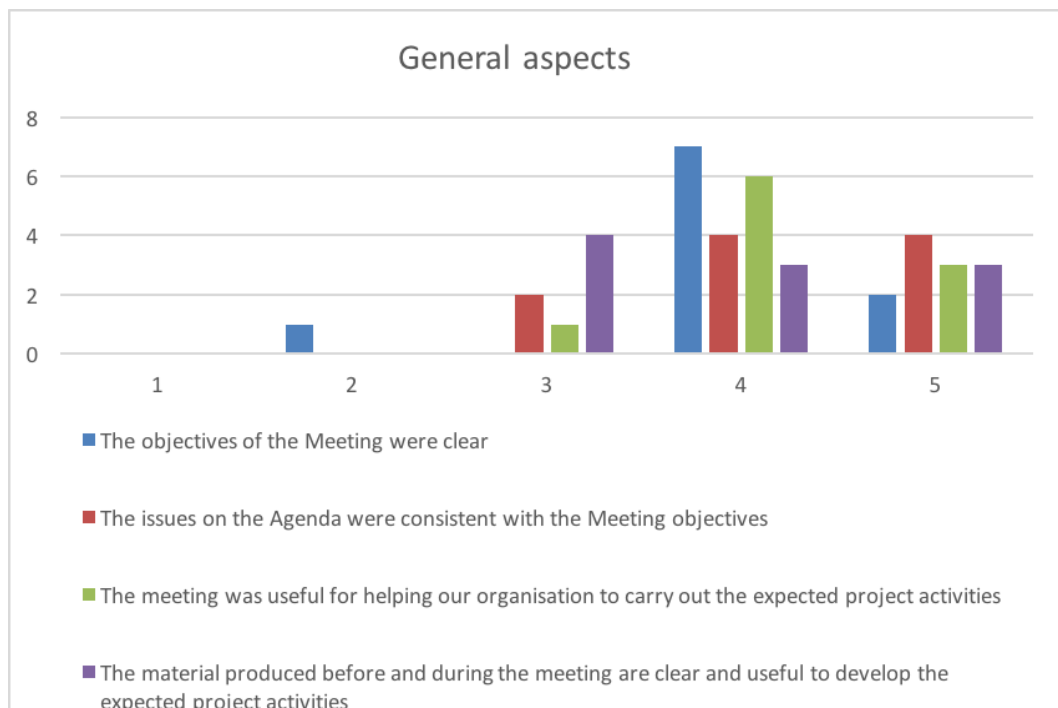
Name	Organisation	Country
Joana Franco	AHK-ITALIEN	Italy
Francesco Fedele	Sophia	Italy
Silvia Spattini	Unimore	Italy
Margherita Roiatti	Adapt	Italy
Mia Maticović	EFE	Germany
Alina Felder	EFE	Germany
Rigo van Rahi	Cofora	The Netherlands
Kai	OVGv	Germany
Juliana Hilf	Ougli Magdeburg	Germany
Nader Harb	Roma3	Italy

The first question was an open-ended question about the participants expectations.

The word cloud shows that stakeholders expected to plan the future activities of the project, defining clear objectives and steps.



The first section of the questionnaire investigated some general aspects. Partners were asked if the objectives of the meeting were clear (Q1), if the issues on the agenda were consistent with the meeting objectives (Q2), if the meeting were useful (Q3) and the materials were clear to develop expected project activities (Q4).



(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

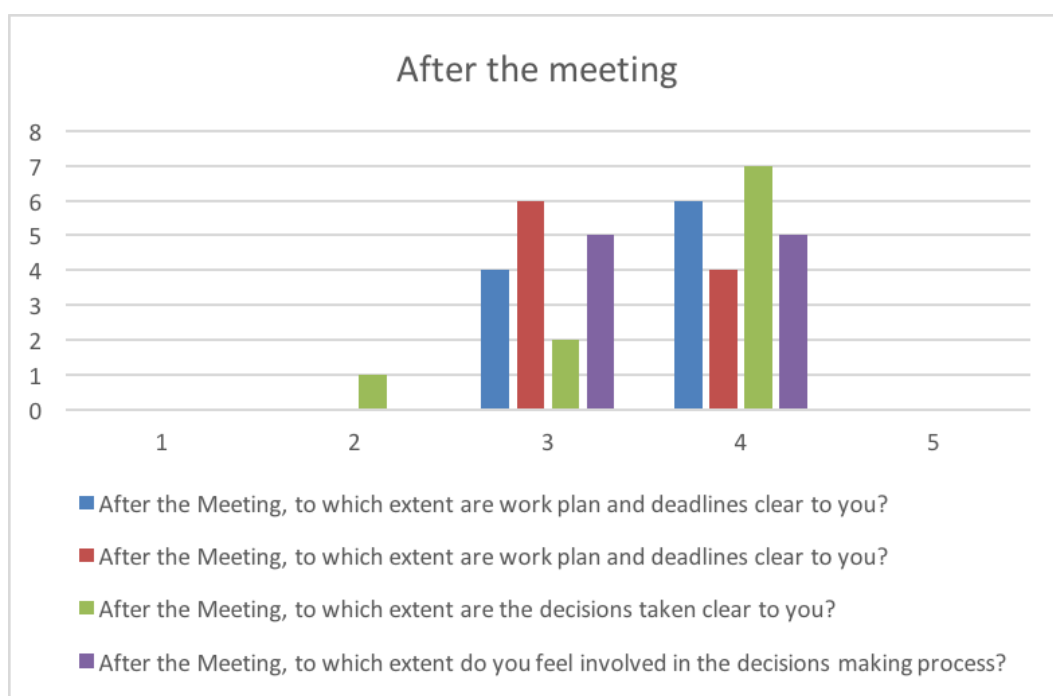
As the graphic shows, most of the participants were satisfied with the general aspects of the event in Amsterdam, assessing the four areas investigated with scores higher than 3. According to the participants, the meeting was useful for establishing good working relationships among the partners with scores from 4 to 5.



(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

Most of the partners thought that all the partners contributed to the success of the meeting and that all the opinions were taken into consideration in an equal way. Only for one partner the meeting did not meet his/her expectations while the other 9 partners thought that the meeting met their expectations.

The last section of the questionnaire named “after the meeting” was devoted to understand how much the meeting was useful for the project development.



(1= strongly disagree; 2 = disagree; 3 = undecided; 4 = agree; 5 = strongly agree)

Most of the participants assessed all the areas with scores from 3 to 4 which indicate a satisfactory usefulness of the meeting for the project continuation. Only for one participant, the decisions taken were not very clear after the meeting whilst the other 9 participants thought that the decisions were quite clear.

6.2. 6th Meeting Survey Evaluation (Modena, June 2018)

The 6th partner meeting took place in Modena on 25th June 2018. Initially, partners were supposed to answer during the meeting, but some timeline problems induced to unroll the questionnaire online.

12 participants, from different companies and universities, filled in the 6th Meeting Survey Evaluation.

Organisation	Country
University of South Hampton	United Kingdom
Univesidad de Sevilla	Spain
Fondazione Politecnico di Milano	Italy

Unipd	Italy
Unimore	Italy
Adapt	Italy
UC LEUVEN	Belgium
EFE	Germany
Cofora	The Netherlands
OVGV	Germany
Ougli Magdeburg	Germany
Roma3	Italy

The evaluation of Q.1 was made by a content analysis, as the tag cloud shows below, it is evident that partners focused on the aspects of *discussion* and *participation* in order to show their expectations about the meeting.

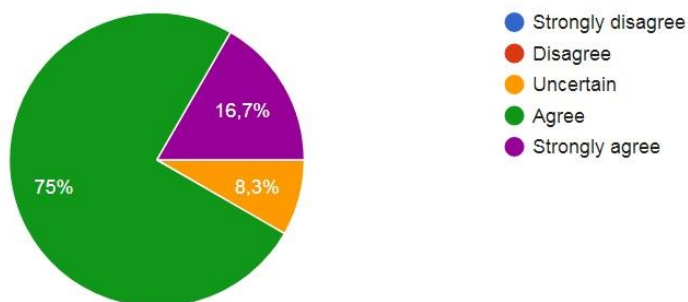
Looking at the closed questions (Qs2-9), respondents had the possibility to choose a score in a scale from 1 to 5, depending on the level of agreement with the sentence included in the proposed question. The points assigned to the scale have been divided according to the following modality: 1= Strongly Disagree; 2= Disagree; 3= Uncertain; 4= Agree; 5= Strongly agree.

The data analysis shows that 7 partners strongly agree about the clearness of Meeting objectives, while almost all of them gave a good score regarding to the Meeting expectations (Q2; Q9).

A similar score has been given to Q.3, showing that 3 participants agree and 5 strongly agree about the issues consistency of the Agenda with the Meeting objectives, while Q.4 and Q.5 show a good level of satisfaction about the Meeting utility and the supplied materials given for the realisation of future project plans.

4. The Meeting was useful for helping our organisation to carry out the expected project activities

12 risposte

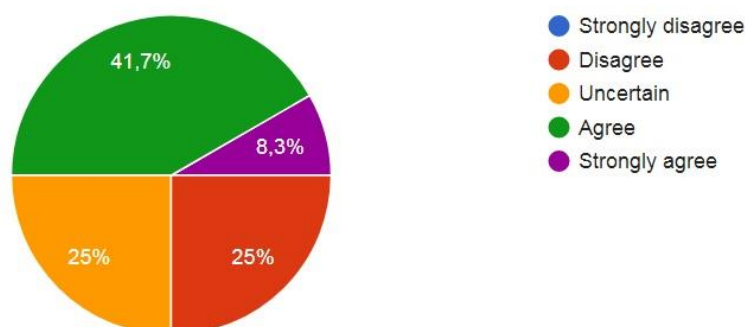


Questions from 6 to 8 focus more on the relational aspects and the working atmosphere of the Meeting, demonstrating that a relevant number of participants agree with the partners' contribution in making the Meeting successful (Q.6), while Q.8 shows that the Meeting favored the creation of good working relationships between the partners.

Finally, only in Q.7 an element of uncertainty arises about the possibility that all partners' opinions could be taken into consideration in an equal and unbiased manner, showing that there is a perception of limited decision sharing.

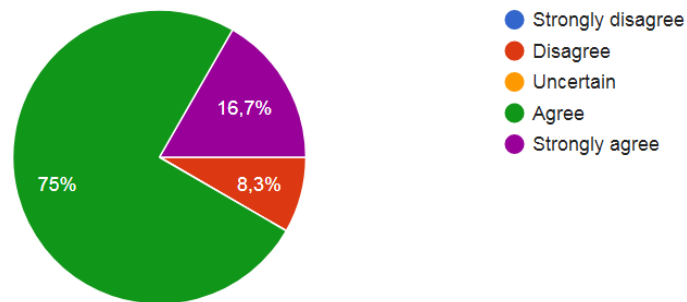
6. All the partners contributed to the success of the Meeting

12 risposte



7. The opinions of all the partners were taken into consideration in an equal and unbiased manner

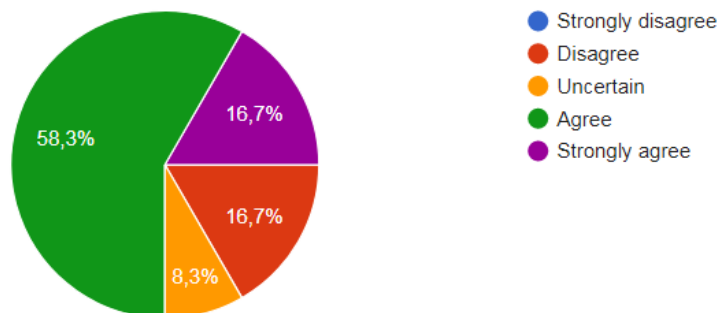
12 risposte



In the logistic and organisation area of the survey, it is evident that participants are very satisfied with the Agenda activities schedule which allowed the preparation to the meeting and the possibility to spend a sufficient time to discuss on each issue (Q10; Q11).

11. Sufficient time was allocated to each issue on the Agenda

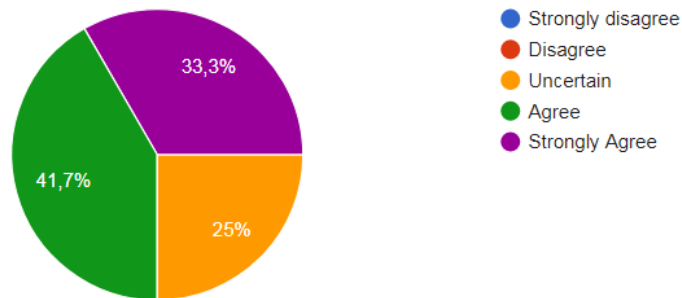
12 risposte



Furthermore, Q12 and Q13 show the important role of the Project Coordinators during the meeting: the former demonstrates that all the participants think that the Project Coordinators really contributed to achieve the Meeting objectives, the latter underlines their significance in making a stimulating and collaborative working environment, assuring the good development of the meeting.

12. The Project Coordinators significantly contributed to achieve the Meeting objectives

12 risposte



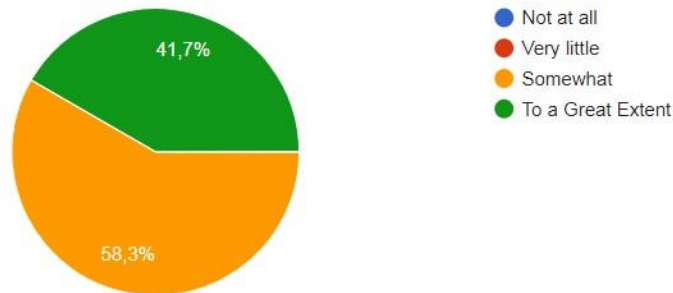
Finally, the last three questions of the present macro-area, that concentrate on the logistic effectiveness of the meeting infrastructures, shows a very good evaluation of the final meeting in terms of infrastructure, site and room.

Contents macro-area questions are composed of five multiple choice questions, with four choices organised following this subdivision: 1= Not at all; 2= Very little; 3= Somewhat; 4= To a Great Extent. The participants are expected to rate to which extent the meeting favored the discussion of project results and future plans, together with the responsibility of each partner in the next activities and their involvement in the decision-making process.

The data analysis results show that Q17 and Q18 are characterised by the same amount of answers: almost all the participants think to the fullest extent that the meeting facilitated the understanding of EuroDuaLE expected activities and results (Q17) and their planning through precise deadlines (Q18).

17. After the Meeting, to which extent are EuroDale expected activities and results clear to you?

12 risposte



18. After the Meeting, to which extent are work plan and deadlines clear to you?

12 risposte



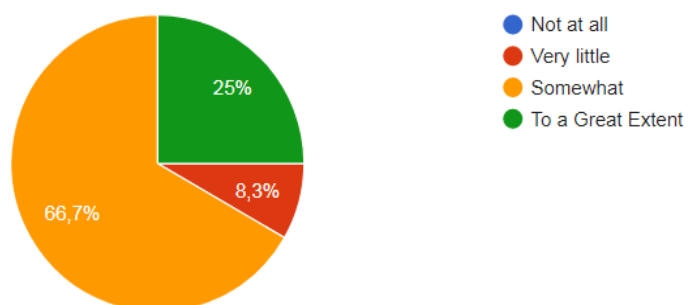
Only in Q19 reveals a minimum level of uncertainty about the future partners tasks in the development of EuroDuaLE project activities: 1 participant consider that each partner's role and responsibility in the advancement of new activities is very little clear.

On the other hand, Q20 show that the decisions made during the meeting are clear as a whole.

Finally, the feeling of involvement of each partner during the decision-making process has been rated at the maximum extent by 8 participants, underlining that there is a strong spirit of cooperation and dialogue between the partners.

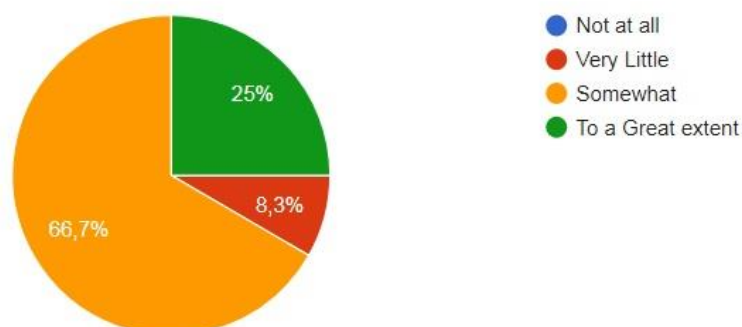
20. After the Meeting, to which extent are the decisions taken clear to you?

12 risposte



21. After the Meeting, to which extent do you feel involved in the decisions making process?

12 risposte



7. Final event participants survey evaluation (Modena, June 2018)

The final event survey evaluation questionnaire was created in order to gather information and evaluations on the final event of the project organised on 26 June 2018.

It consists of the following sections:

- General aspects
- Dual learning programmes
- EuroDuaLE pilot phase
- Suggestions

The evaluation tool was developed on the basis of the “Stakeholder Survey Evaluation” used to evaluate previous EuroDuaLE project events. The changes made were necessary in order to achieve the objectives of this evaluation activity. A total of 11 questions were asked to the final event participants, both closed or open-ended questions. The structure of the questionnaire is as follows.

Please, rate the following aspects of the event and add comments where relevant:

1. General aspects

- Q1. Has the event helped you better understand the project?
☐₁ Not at all ☐₂ Very Little ☐₃ Somewhat ☐₄ To a Great Extent
- Q2. How satisfied are you with the information provided during the event?
☐₁ Not at all ☐₂ Very Little ☐₃ Somewhat ☐₄ To a Great Extent
- Q3. How important is this issue to your organization?
☐₁ Not at all ☐₂ Very Little ☐₃ Somewhat ☐₄ To a Great Extent

2. Dual learning programmes

- Q4. Have you heard of existing dual learning programmes in your country?
☐₁ Not at all ☐₂ Very Little ☐₃ Somewhat ☐₄ To a Great Extent
- Q5. Do you think it would be possible to introduce the dual learning system in Universities in your country?
☐₁ Not at all ☐₂ Very Little ☐₃ Somewhat ☐₄ To a Great Extent
- Q6. To which university courses do you think dual learning should be offered?
☐₁ All ☐₂ Art&Humanities ☐₃ Business&Management ☐₄ Computing&IT ☐₅ Design

☐₆ Education ☐₇ Engineering ☐₈ Health&Social Care ☐₉ Languages ☐₁₀ Law

☐₁₁ Mathematics&Statistics ☐₁₂ Medical Sciences ☐₁₃ Psychology ☐₁₄ Science ☐₁₅ Social Sciences

Q7. By participating in this project I will acquire new knowledge and useful skills.

☐₁ Strongly disagree ☐₂ Disagree ☐₃ Agree ☐₄ Strongly agree

3. EuroDuaLE pilot phase

Q8. The EuroDuaLE project foresees a blended mobility experience for high education students, giving them the opportunity to participate in a work-based learning period in another European country. In your opinion, to which extent can this pilot phase help to

	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
Identify the student's personal strengths					
Verify and use the information acquired during the student's University studies					
Improve the student's own ability to take decisions					
Evaluate the pros and cons of different alternatives for the student's own future					
Define future professional objectives					
Strengthen important abilities and competences for the student's future					
Conduct mobility activities during the student's future work					

Q9. In your opinion, which skills can a student develop by participating in a European dual learning programme?

(please write your answer here)

Q10. In your opinion, what is the added value of European youth mobility?

(please write your answer here)

4. Suggestions

Q11. Is there any suggestion you would like to give help the smooth and successful development of the project activities?

(please write your answer here)

Results

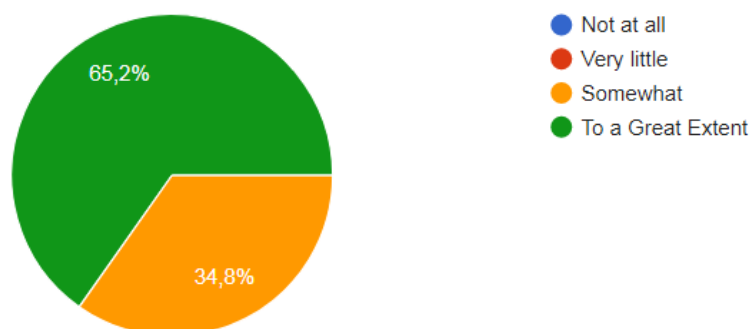
The evaluation results of the questionnaire are shown below. They are structured following the various macro-areas of the questionnaire. The tables and diagrams have been produced and inserted in order to facilitate the interpretation of the data.

General aspects

The first section referred to general aspects. Participants were asked if the event helped them to better understand the project (Q1) and how much they were satisfied with the information provided during the event (Q2).

1. Has the event helped you better understand the project?

23 risposte

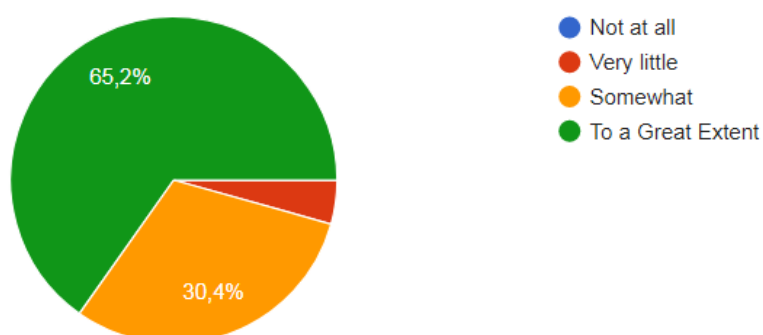


15 participants stated that the event helped them to better understand the project (Q1); and 13 were satisfied with the information provided (Q2).

Furthermore, the most of participants believed that the project's theme is important to them or to their organizations (Q3).

3. How important is this issue to your organization?

23 risposte



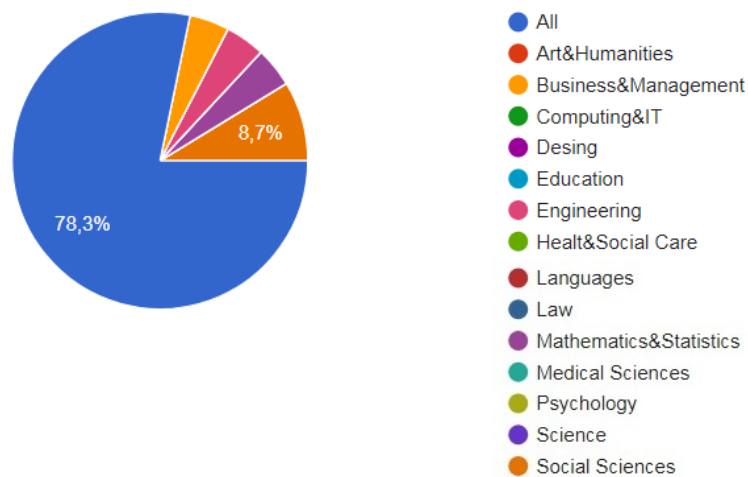
Dual learning programmes

Section 2 dealt with dual learning programmes. Most of the participants had heard of existing dual learning programmes in their country (Q4); the majority of the respondents also considered that dual learning could be introduced in universities in their country (Q5). As regards the field of study in which dual learning programme should be offered, respondents think that

all universities courses should organize and promote them, highlighting the intercultural dimension of dual learning activities.

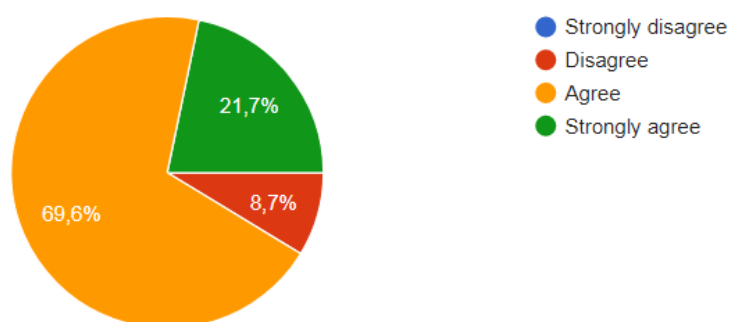
6. To which University courses do you think dual learning should be offered?

23 risposte



7. By participating in this project I will acquire new knowledge and useful skills.

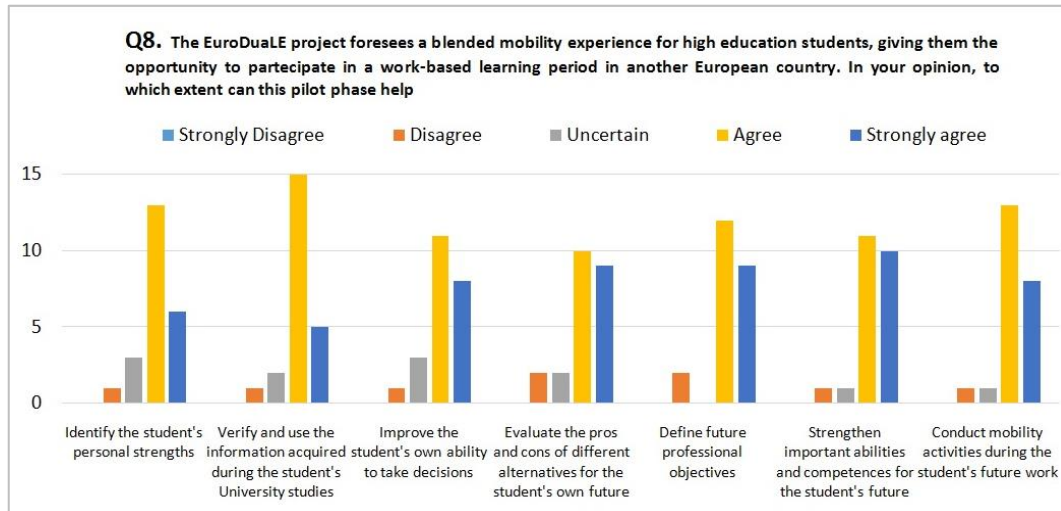
23 risposte



As shown in the chart above, the majority of participants believed in the possibility to acquire new knowledge and useful skills by participating in the project (Q7). These data are in line with the pilot phase evaluation results, which underline the connection between dual learning programme and technical and transversal skills promotion.

Pilot Phase

Regarding the Pilot phase, participants at the Final Event Meeting were asked to express their opinion on the experience. As shown in the diagram below, almost all the participants agreed that the pilot phase helped to verify and use the information acquired during the student's University studies (Q8).



The last two questions in this section were open ended. The evaluation of Q9 and Q10 was made by the tag clouds shown below, from which it is evident that partners focused on aspects related to transversal skills, communication and mobility in order to show their expectations about the dual learning programmes in higher education institutions at European level.



8. Conclusions

The evaluation of all the activities carried out during the last year of the EuroDuaLE project is very positive.

Despite the considerable complexity, all the activities carried out by the partners in the O5 have been concluded with clarity in terms of roles and objectives. The division of tasks of the O5 was carried out effectively by the output leader and project coordinator, thus enabling it to be achieved.

The O5 final document has been produced with the contribution of all the partners involved in O3 and O4; thanks to the results obtained from the project pilot phase was evaluated very positively not only in terms of clarity of language and structure, but also in term of practical use. The final handbook is effective for institutions that intend to design and implement dual learning pathways. It includes reflections on the various types of dual learning programmes that can be realized and a description of possible challenges related with the creation of new dual learning pathways: this will allow the reader to analyze risks and positive aspects of his/her own experience.

Despite the failure to reach the number of students defined in the project writing phase, the results of the pilot phase are extremely encouraging. The continuous support of the project coordinator and the availability shown by the universities involved have generally allowed the selected students to live an intense and highly formative dual experience. In spite of difficulties, the companies involved have globally appreciated their participation to the experience, although they considered it was too short. The students highlighted the possibility of developing transversal as well as technical competences, thus emphasizing the achievement of the project objectives. The virtual mobility experience should have been realized in a more effective way from the training point of view, selecting OERs connected to the objectives of the learning agreement drawn up with the company. The university partners involved in the pilot phase were well disposed in the dual learning experiences they had developed: difficulties were encountered in the selection of participating students due to different university regulations.

The final event of presenting the project results and disseminating the dual learning experiences was useful for the participants who had the opportunity to gain an in-depth understanding of the concept of dual learning and its potential in formal and vocational education.