IN2RURAL Final Evaluation Report

Final evaluation of the project Erasmus+ project (KA203) IN2RURAL - Innovative Practices in Renewable Energies to Improve Rural Employability

Authors:

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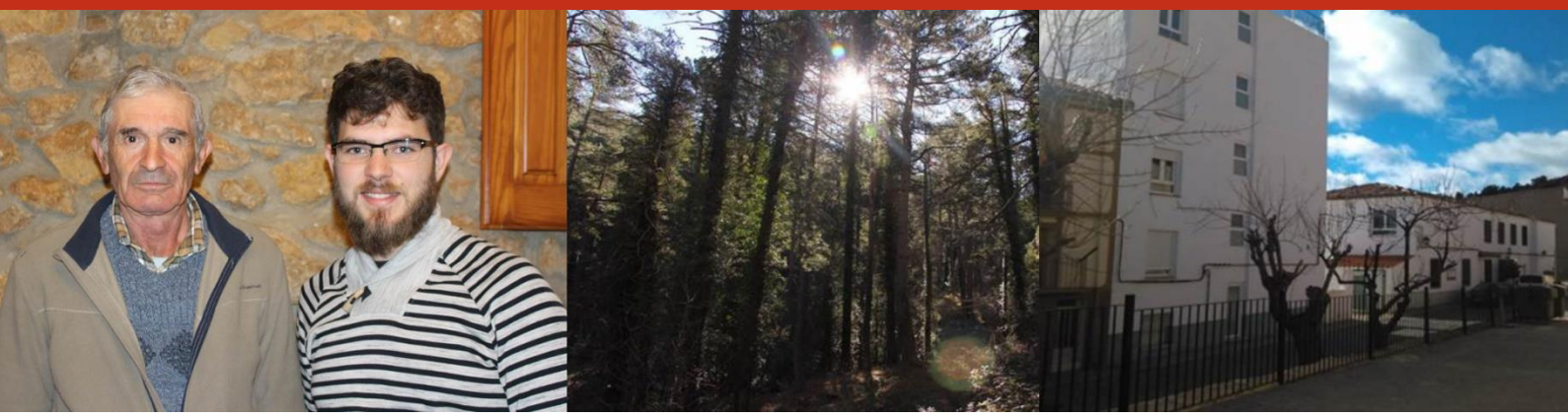

Co-funded by the Erasmus+ Programme of the European Union

IN2RURAL

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FINAL EVALUATION

PROJECT:
Innovative Practices in Renewable Energies to Improve Rural Employability (2014-1-ES01-KA203-004740)

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ACRONIMS

C	Learning, teaching and Training Activities
E	Multiplier Event
EU	European Union
KA2	Key Action 2
ICT	Information and Communication Technologies
IN2RURAL	Innovative Practices in Renewable Energies to Improve Rural Employability
ITFOREST	Innovative Training in Forest Biomass for Sustainable Rural Development
M	Transnational Meeting
O	Intelectual Output
OAPEE	Organismo Autónomo Programas Educativos Europeos (Autonomous Body European Educational Programs)
OER	Open Educational Resources
SEPIE	Servicio Español para la Internacionalización de la Educación (Spanish Service for the Internationalization of Education)
SME	Small and Medium Enterprise
UJI	Universitat Jaume I (Jaume I University)

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1. INTRODUCTION

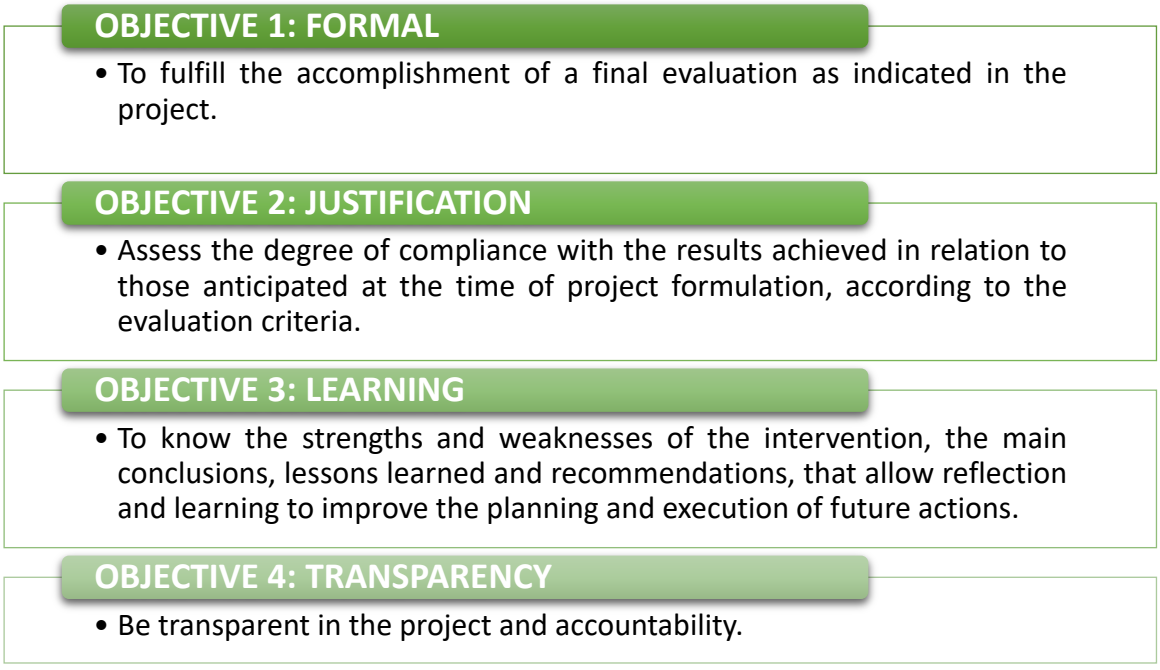
This document develops the final evaluation of the project: **"Innovative Practices in Renewable Energies to Improve Rural Employability"** (2014-1-ES01-KA203-004740) financed by the the European Union (Erasmus+ Programme).

The final evaluation has been carried out according to the description indicated in the project proposal:

> *"The project evaluation will involve all the project partners and the Terms of Reference will be the result of a joint debate and agreement within the Steering Committee. According to the characteristics of the project, it has been defined the convenience of carrying out two evaluations. The first one will be internal and it will take place at the midterm of the implementation. The final evaluation will be external and it will be made by an specialist during the last two months. It is planned that the results of this external evaluation represents an independent analysis and also guidance for the future project to be developed by the project participants."*

Thus, the final evaluation is intended to assess the actions carried out in relation to the proposal and, following the conclusions obtained, to draw lessons learned and to define some recommendations that may be applicable to future projects. For this, the evaluation is based on the following objectives:

Figure 1-1: Objectives of the final evaluation. Source: Own preparation.



In order to achieve these objectives, the following tasks have been performed:

1) In-depth study of the project to be evaluated (the approved proposal and the activities, products and results obtained).

2) Design of the evaluation methodology.

3) Collection of the documentation required to prepare the report.

4) Organization and analysis of the collected documentation from a quantitative and qualitative approach, based on the methodology designed.

6) Preparation of the preliminary version of the Final Evaluation Report, following the structure reflected in the previous section.

7) Presentation of the preliminary version to the partners for comments and suggestions.

8) Incorporation of comments and additional findings to the report.

9) English and format revision.

10) Presentation of the Final Evaluation Report.

For the purpose of a correct understanding of the evaluation, the methodology that has been used is first defined. Subsequently, a description of the project to be evaluated is made. From the third section, the different aspects of the project, evaluating them with the criteria defined in the methodology are analyzed. Subsequently, its diffusion, impact and sustainability are analyzed. Finally, the section of conclusions and lessons learned is developed in order to make this evaluation useful in future projects.

1.1. METHODOLOGY OF THE EVALUATION REPORT

The methodology for the evaluation is based on a set of quantitative and qualitative indicators that allow to determine the percentage of realization of each one of the aspects to be evaluated. These indicators have been determined taking into account different criteria that are intended to evaluate:

- Relation between the level of implementation of the project and the approved application.
- The quality of the activities carried out, the products produced and the results obtained taking into account: 1) the extent to which the project implemented effective measures of quality and evaluation of its results and 2) their consistency with the project objectives defined in the application.
- The results of the learning, teaching and training activities and their impact on the participants.
- The quality and scope of the dissemination activities undertaken.

- The impact of the project on people and organizations beyond the beneficiaries as well as the sustainability of the project.
- How the project has proved to be innovative / complementary to other initiatives and has generated value at European Union level.

The document follows these previously defined criteria as a guideline to facilitate the project evaluation.

2. PROJECT EXECUTIVE SUMMARY

The European project : **"Innovative Practices in Renewable Energies to Improve Rural Employability (IN2RURAL)"** (2014-1-ES01-KA203-004740) is part of the Erasmus + call: "KA2 - Cooperation and Innovation for Good Practices- Call: 2014".

The Erasmus+, Key Action 2 (KA2) is about cooperation for innovation and the exchange of good practices. So, the actions under KA2 make it possible for organisations from different participating countries to work together, to develop, share and transfer best practices and innovative approaches in the fields of education, training and youth.

2.1. CONTEXT AND PARTNER ORGANISATIONS

The IN2RURAL project, which aims to promote innovative practices in the renewable energies sector to improve the employability of university students in the rural areas, is developed in three rural areas of three countries of the European Union: rural areas of Bacau (Romania), Castellón (Spain) and Gyöngyös (Hungary).

The origin of this project is the Erasmus Intensive Prograg “IT Forest. Innovative Training in Forest Biomass for Sustainable Rural Development” (http://itforest.uji.es/), with a partnership integrated by Universitatea “Vasile Alecsandri” din Bacau, Károly Róbert University College and Universitat Jaume I. Thanks to this, the universities have identified the relevance to continue with this line of work and complement the initiative “IT Forest”, focused in biomass, with other renewable energies appropriated for local development.

The association that has realized the project is composed of universities and small and medium enterprises of these three countries. In particular, the following table shows the project partners. The two changes produced have been duly justified and count with the approval of all partners and the Spanish Service for the Internationalization of Education (SEPIE). The coordinating partner of the project is the Jaume I University of Castellón de la Plana (Spain).

Table 2-1: Partners participating in the IN2RURAL project.

NAME OF ORGANIZATION	TYPE	COUNTRY	Partnership Entry Date	Partnership Withdrawal
Jaume I University from Castellón de la Plana	University	Spain	01/09/2014	30/08/2017
Karoly Robert Foiskola	University	Hungary	01/09/2014	01/07/2016
Eszterhazy Karoly Egytem	SME	Hungary	01/07/2016	30/08/2017
Universitatea Vasile Alecsandri Dinbacau	University	Romania	01/09/2014	30/08/2017
"GEOLIN" Informatikai Oktató, Szolgáltató és Kereskedelmi Betéti Társaság	SME	Hungary	01/09/2014	30/08/2017
GENERAL ELECTRIC	SME	Romania	01/09/2014	30/08/2017
HELIOTEC 2006 SL	SME	Spain	01/09/2014	08/09/2016
"UMANS" Urbanisme i Medi Ambient Nebot i Segarra S.L.	SME	Spain	08/09/2016	30/08/2017

2.2. OBJECTIVES AND RESULTS

The general objective of IN2RURAL is to promote innovative practices in the renewable energies sector to improve the employability of university students in the rural areas of Bacau (Romania), Castellón (Spain) and Gyöngyös (Hungary). To achieve it, specific goals have been established:

OE1: To increase the applicability of the learning processes by strengthening the relationship between universities and SME working in rural areas.

OE2: To identify and improve the key-competences for the employability in the renewable energies sector, in collaboration with the main development actors (business sector, public administration, third sector).

OE3: To introduce educational improvements and innovations in the project knowledge areas (engineering, rural development, audiovisual communication, languages), such as quality blended learning and adoption of Open Educational Resources (OER).

OE4: To facilitate the professional development of the staff according to the identified needs (i.e. interactions between education and business, application of new ICT methods to education).

OE5: To strengthen the internationalization, project management procedures and sustainability of the universities and SMEs that participate in the project.

OE6: To promote the active participation in education of geographically disadvantaged groups by reducing the gap between remote rural areas and universities.

OE7: To improve the preparation of the students for the professional world by personalized and practical career guidance focused in the relevant areas of the project (including accompanying for the entrepreneurship).

OE8: To facilitate the effective access to the European labor market by increasing the knowledge about specific employment opportunities for young people and using recognized tools (Europass).

OE9: To create synergies between different levels and types of education, in close coordination with the university extension services and taking advantage of the already existing networks in rural areas.

The main results of the project for the beneficiary students are:

- Increased technical expertise in the field of renewable energy for rural development.
- Improving employability by strengthening the relationship between academic training and business at the international level.
- Improved top-level skills for active job search, including opportunities in the EU.

The main results of the project for the partners are:

- Better knowledge about the application of ICT to education and business practices.
- Strengthening skills to work at European level (reinforcement of language skills, contact with partners for future collaborations, etc.).
- Creation of networks between the interested parties promoting the internationalization of the local organizations.

2.3. BENEFICIARIES OF THE PROJECT

The direct beneficiaries of the project are the university students involved in degrees related to renewable energies and rural development. Efforts will be done to attract students coming from rural areas. Concerning the staff, three target groups have been identified: professors, technicians and administration personnel in both universities and SMEs.

Furthermore, the project will count with the participation of relevant stakeholders, such as vocational education centres, local governments and social enterprises.

2.4. PROJECT ACTIVITIES AND PRODUCTS

The following are the different products and activities that the project defines and are therefore evaluated in this document. All these results are grouped into the following types:

- Transnational meetings (M).
- Intellectual products (O).
- Multiplier events (E).
- Learning/teaching/training activities (C).

Table 2-2: Transnational meetings of the project.

TRANSNATIONAL MEETINGS (M)	
M1	First transnational meeting (February, 2015. Castellón, Spain)
M2	Second transnational meeting (July, 2015. Gyöngyös, Hungary)
M3	Third transnational meeting (February, 2016. Bacău, Romania)
M4	Fourth transnational meeting (September, 2016. Bacău, Romania)
M5	Fifth transnational meeting (March, 2017. Castellón, Spain)
M6	Sixth transnational meeting (July, 2017. Gyöngyös, Hungary)

Table 2-3: Intellectual products of the project.

INTELECTUAL OUTPUTS (O)	
O1	Management and project coordination methodology
O2	Methodology and study of prospective and training needs of renewable energies market for local development
O3	Project collaborators network: identification of local socio-economic needs and SME´s renewable energy capacities
O4	Network activities to attract students and recent graduates to the project
O5	Open Educational Resources for “Effective use of virtual learning platform and ICT tools for online courses”
O6	Open Educational Resources for online course of technical English for renewable energy

Table 2-4: Intellectual products of the project (continuation).

O7	Open Educational Resources for online course of renewable energy for local development
O8	Open on-line course of technical English for renewable energy
O9	Open on-line course of renewable energy for local development
O10	Compilation of case studies of applying renewable energies to local development nationally implemented along the project: stage 1
O11	Compilation of case studies of applying renewable energies to local development transnationally implemented along the project: stage 2
O12	Active job search open course for renewable energy in rural areas
O13	Independent external final evaluation of the project
O14	Survival kit for Erasmus+ K2 project application and management

Table 2-5: Multiplier events of the project.

MULTIPLIER EVENTS (E)	
E1	Seminars with results of first year of the project + case studies (six seminars, two per country)
E2	Seminars with results of second year of the project + case studies (six seminars, two per country)
E3	Seminars with results of third year of the project + case studies (six seminars, two per country)

Table 2-6: Learning/Teaching/Training Activities of the project.

LEARNING/TEACHING/TRAINING ACTIVITIES OF THE PROJECT (C)	
C1	Intensive programmes for teaching staff
C2	Intensive programmes for learners (biomass energy in rural áreas)
C3	Intensive programmes for learners (wind energy in rural áreas)
C4	Intensive programmes for learners (use of photovoltaic energy)
C5	Blended mobility of higher education students

IMPORTANT NOTE TO CONSIDER:

The intellectual products O1 and O4, as well as the learning activities C1, C2, C3 and C4, were not approved in the resolution of the call. Therefore, none of these actions are subject to evaluation in this report.

2.6. THE PROJECT BUDGET

The budget requested in the proposal was 301687 euros. The amounts of the various budget lines are shown in the following table:

Table 2-7: Requested project budget.

BUDJET LINE		REQUESTED BUDGET
Management Implementation		63000.00 €
Transnational project meetings		17950.00 €
Intellectual Ouptus		122187.00 €
Multiplier events		27000.00 €
Learning/teaching Actyivities	**Travel**	27680.00 €
	Subsistence	40870.00 €
Exceptional Costs		3000.00 €
TOTAL BUDJET		**301687.00 €**

However, it is important to take into account, as will be seen below, that there was a reduction in the approved budget. Thus, **the approved budget of the project was 238336 euros.**

2.7. SCHEDULE

The overall chronology of the project is summarized in the following chart (n the rows are the activities and in the columns the months).

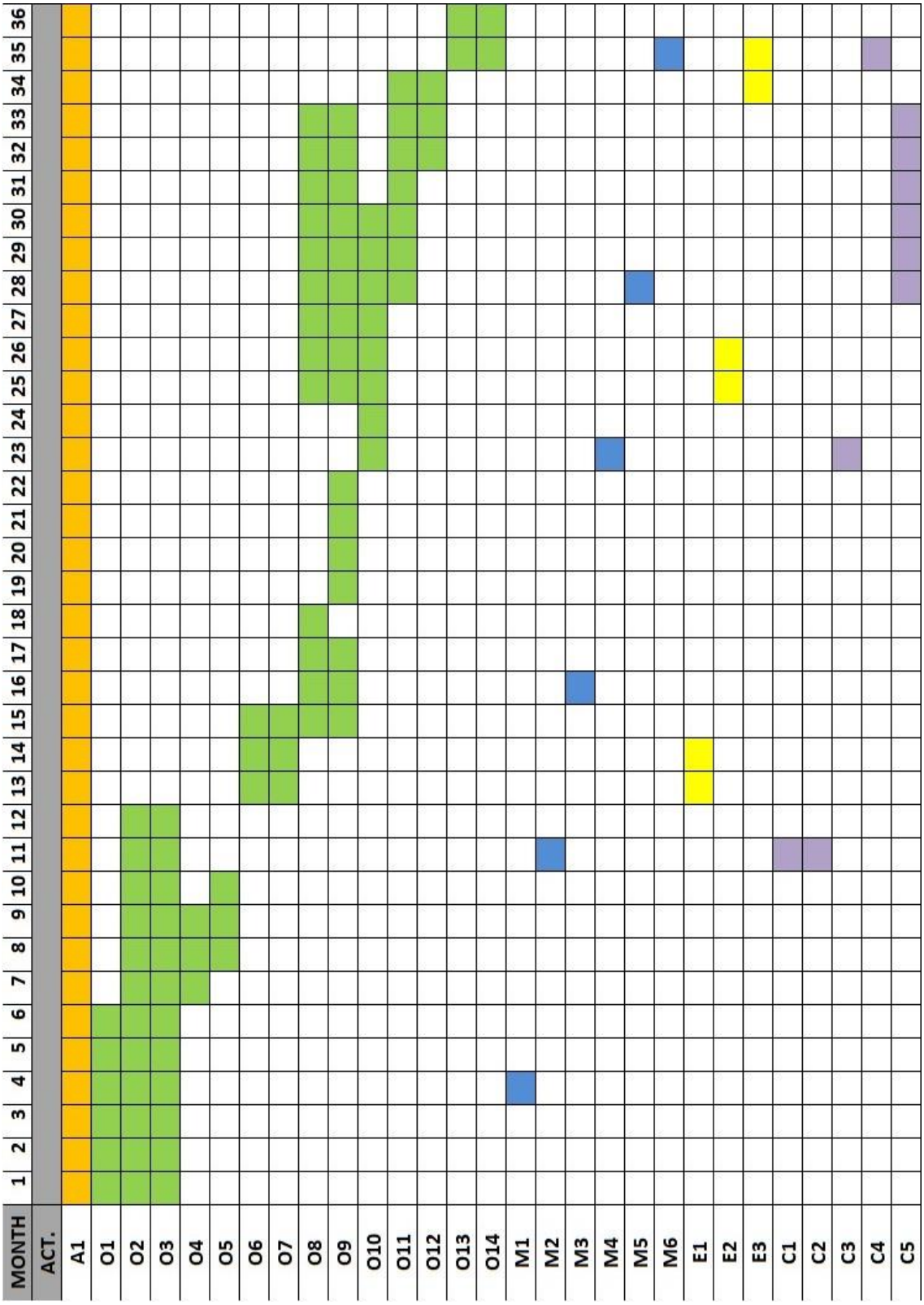


Figure 2-1: Schedule of the project.

3. EVALUATION OF THE PROJECT'S GENERAL MANAGEMENT

This section aims to evaluate the relationship between the level of implementation of the project and the approved application, taking into account the coordination between the participating organizations, the project management and the extent to which the project implemented effective quality measures and evaluation of its results.

For the correct development of the project, a series of management actions have been carried out. Among them, we can highlight:

- **INITIAL AGREEMENTS. Purpose:** To establish a protocol between project partners.
- **FOLLOW-UP REPORTS. Purpose:** to facilitate to the partners the organization of the work to carry out each month and to detect possible risks of delay with respect to the initial schedule.
- **VIRTUAL MEETINGS. Purpose:** to strengthen project monitoring and make joint decisions on relevant issues, such as redistribution of tasks, change of partners or budget transfers.
- **TRANSNATIONAL MEETINGS. Purpose:** To strengthen the relationship of trust between the partners and the emergence of new proposals of collaboration between the partners.
- **EVALUATION REPORTS. Purpose:** Interim evaluation to determine the progress of the project and possible improvements to be incorporated and final report (this document).

To assess all these actions, both quantitative and qualitative indicators are taken into account in order to determine the degree of achievement, quality and satisfaction, impact and benefits.

3.1. VERIFICATION INDICATORS

The good management of the project is fundamental so that all the actions of the same one are realized correctly and thus to be able to fulfill the objectives of the project. This is why a study of the quantitative indicators that justify the degree of accomplishment of the actions that are defined in the project is made. The following table shows the results obtained from these indicators.

Table 3-1: Project Management. Verification Indicators.

ACTION	INDICATOR	NUMBER ESTIMATED	NUMBER PERFORMED	PERCENTAGE OF COMPLIANCE
INITIAL AGREEMENTS	Number of protocols signed	5	7	**140%**
FOLLOW-UP REPORTS	Number of follow-up reports	36 (monthly)	25	**66%** (1)
VIRTUAL MEETINGS	Number of virtual meetings	18 (bimonthly)	12	**67 %** (2)
TRANSNATIONAL MEETINGS	Meetings carried out	6	6	**100%**
EVALUATION REPORTS	Number of evaluation reports	2	2	**100%**

(1) The start of the project was delayed some months (for justified reasons external to the project) so that those months were not made follow-up reports or virtual meetings. In addition, the follow-up reports for the months of August joined those of July and September (by closure of universities that month).

(2) The virtual meetings that coincided with the transnational meetings were suspended, since both meetings have the same objectives.

3.2. QUALITY INDICATORS

In order to evaluate the quality of the project management, the existence of tools that facilitate the execution of the project (risk control, time management, budget management) and the quality of the actions developed are taken into account. For this, both quantitative and qualitative indicators are used.

Table 3-2: Project Management Quality. Quantitative Indicators.

ACTION	INDICATOR	ACCOMPLISHED	COMMENTS
RISK CONTROL	Existence of a risk control protocol.	**Yes**	Emphasize that early warning mechanisms have been essential in risk management.
TIME MANAGEMENT	Existence of a time management protocol.	**Yes**	The initial schedule has been adapted to the needs of the project.
BUDGET MANAGEMENT	Existence of a budget management protocol.	**Yes**	The budget management protocol has been carried out with the help of the internal and financial control units of the partner organizations.

Table 3-3: Project Management Quality. Qualitative Indicators.

ACTION	INDICATOR	ACCOMPLISHED	COMMENTS
INITIAL AGREEMENTS	Protocols are sufficiently detailed.	**Very high**	The protocols cover all aspects for the correct management of the project.
FOLLOW-UP REPORTS	Reports are useful.	**Very high**	The reports have facilitated the organization of the work each month and to detect possible risks.
VIRTUAL MEETINGS	There are suitable meeting minutes.	**Very high**	The minutes have written down joint decisions on relevant issues.
TRANSNATIONAL MEETINGS	There are suitable meeting minutes.	**Very high**	The minutes have written down joint decisions on relevant issues.
	There are satisfaction questionnaires.	**Very high**	The questionnaires have made it possible to improve the organization of subsequent transnational meetings.
	Evaluation of the meetings by the attendees.	**Very high**	87% of the attendees valued it very high and the rest (13%) high.
EVALUATION REPORTS	There are conclusions and recommendations.	**High**	The conclusions and recommendations of the mid-term evaluation have helped to make improvements.
TIME MANAGEMENT	Planned actions have been carried out.	**Medium**	All actions have been carried out but there have been delays in some products compared to the initial schedule.
BUDJET MANAGEMENT	The budget has been met.	**Yes**	The general budget has been fulfilled and changes in budget items are in accordance with the SEPIE.

3.3. IMPACT INDICATORS

The management of the project has had an impact among those who have participated in it, especially the administrative staff of the Universities, improving their coordination and management skills in European projects. On the other hand, it has improved the internalization of universities and companies improving their experience in international projects with partners from other countries.

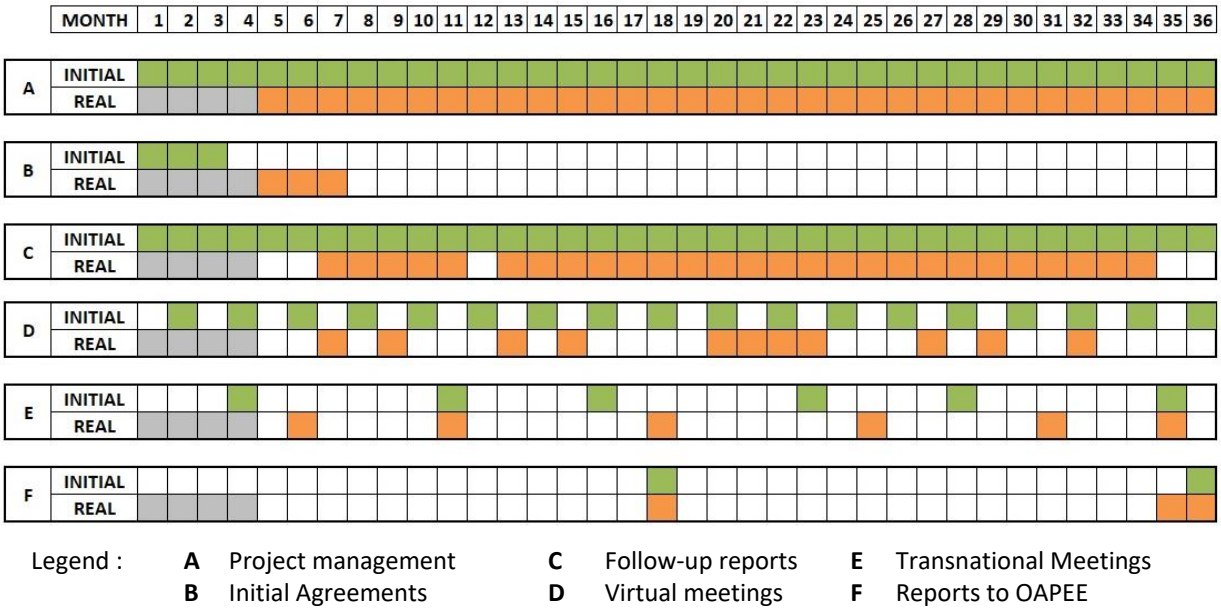
3.4. SCHEDULE

Project management has been carried out throughout the project, just as it is perceptive.

However, it is important to mention that there was a delay in starting the three-month project due to causes external to it (the signing of the agreement between OAPEE-SEPIE was on December 22, 2014).

That's why in the timeline those months are marked in gray. This fact caused the need to readjust the dates some actions like the signing of the initial agreements or the first virtual meetings. Other adjustments, such as the dates of the transnational meetings, were modified to better fit the needs of the project and always in consensus with all the partners. For all this, we value positively how the time management in the organization of the project has been carried out.

Figure 3-1: Project Management. Comparative schedule.



Legend :
A Project management
B Initial Agreements
C Follow-up reports
D Virtual meetings
E Transnational Meetings
F Reports to OAPEE

3.5. BUDGET

In the approval of the project, there were some items that were reduced so that the budget had to be adjusted from the requested 301687 € euros to the 238336 euros granted (this supposes a reduction of 63351 euros).

Thus, there were some actions that have been funded with part of the management budget. Some examples of these actions are: the final evaluation or a trip of a second person of the coordinating partner to a transnational meeting.

Table 3-4: Requested budget and budget granted.

BUDJET LINE		REQUESTED BUDGET	APPROVED BUDGET	COMMENTS
Management Implementation		63000.00 €	63000.00 €	No comments
Transnational project meetings		17950.00 €	15280.00 €	The trip of one of the two people of the coordinating partner was eliminated.
Intellectual Ouptus		122187.00 €	115816.00 €	The intellectual products O1 and O4 were not approved
Multiplier events		27000.00 €	27000.00 €	No comments
Learning/teaching Actyivities	**Travel**	27680.00 €	1820.00 €	The learning activities C1, C2, C3 and C4 were not approved
	Subsistence	40870.00 €	15420.00 €	
Exceptional Costs		3000.00 €	0.00 €	Exceptional cost associated with O13 (external final evaluation) was not approved
TOTAL BUDJET		**301687.00 €**	**238336.00 €**	

On the other hand, some unforeseen events have occurred during the execution of the project, so some transfers of budget lines have had to be carried out. This re-organization of the budget has always been definite and approved by all the partners in meetings (virtual or transnational) and they have been recorded in the corresponding minutes. Likewise, the changed amounts have always been in percentage less than the maximum allowed by the SEPIE.

With regard to the budget line for project management, there have been no changes, for which there has been 63.000 euros and as can be seen in the following table, has been executed at 99.91%.

Table 3-5: Project management. Executed budject.

BUDJET LINE	APPROVED BUDGET	EXECUTED BUDGET	EXECUTED PERCENTAGE
Management Implementation	63000.00 €	62943.00 €	**99.91%**

Accordingly, it can be said that budget management has been very efficient and efficient since, in addition to the activities under this heading, other expenses have been included, the budget of which had been cut in the approval of the project.

3.6. CONCLUSION

As evidenced by the verification indicators, the implementation of the actions directed to the correct management of the project have been satisfactorily fulfilled. The indicator that does not reach 100% satisfaction is adequately justified in the final report (indicated in the footnote). Likewise, the signing of more protocols than expected is due to the change of project partners.

As for the quality of project management, one can conclude that the relevant tools for this have been adequate. On the other hand, the small misalignments in the time that have occurred have been resolved in a coordinated way among all the partners that make modifications, creating a new schedule. Finally, as discussed above, budget management has been highly effective and efficient and the changes produced to improve project execution have been decided and approved by all partners.

Finally, the successful implementation of these project management actions has helped to achieve objective 5 of the project (*To strengthen the internationalization, project management procedures and sustainability of the universities and SMEs that participate in the project*) as all partners have expanded their network of international (and local) contacts and have improved the mechanisms for working with projects, establishing specific tools for Erasmus + KA2 (i.e. initial agreements between partners, calls for mobility aids).

Taking into account the values of the indicators and the conclusions presented here, it can be affirmed that at the close of the project management has been highly satisfactory.

— 4. EVALUATION OF PRODUCTS AND ACTIVITIES CARRIED OUT —

This section aims to evaluate the activities defined in the project, both in relation to its level of execution and the quality of the same. It also evaluates the benefits that have been obtained and the impact produced. The activities under evaluation in this section are:

- **Intelectual outputs (O).**
- **Multiplier events (E).**
- **Learning/teaching/training activities (C).**

4.1. INTELECTUAL OUTPUTS (O)

Intellectual outputs must be tangible products with a professional finish and sufficient in quality and/or quantity, and must also demonstrate their potential for wider use and exploitation, as well as for a significant impact. That is why, to evaluate the intellectual products of the project, will take into account, among others, these criteria.

The Intellectual outputs that have been carried out in the project are:

- **O2** Methodology and study of prospective and training needs of renewable energies market for local development.
- **O3** Project collaborators network: identification of local socio-economic needs and SME´s renewable energy capacities.
- **O5** Open Educational Resources for "Effective use of virtual learning platform and ICT tools for online courses".
- **O6** Open Educational Resources for online course of technical English for renewable energy.
- **O7** Open Educational Resources for online course of renewable energy for local development.
- **O8** Open on-line course of technical English for renewable energy.
- **O9** Open on-line course of renewable energy for local development.
- **O10** Compilation of case studies of applying renewable energies to local development nationally implemented along the project: stage 1.
- **O11** Compilation of case studies of applying renewable energies to local development transnationally implemented along the project: stage 2.
- **O12** Active job search open course for renewable energy in rural áreas.
- **O13** Independent external final evaluation of the Project.
- **O14** Survival kit for Erasmus+ K2 project application and management.

In order to carry out the evaluation of the outputs, the following considerations have been taken into account:

- The Intellectual outputs O1 and O4 were not approved in the resolution of the call, so they are not subject to evaluation.
- Orientation change of output 14. After SEPIE's evaluation of output 14, as well as evaluation of the partners during the project, a change in the focus of this output is considered becoming a guide for municipalities. This change has been made because it has been considered that this product would be more useful and with a greater impact and sustainability trajectory. This change was decided by all partners and To assess all these outputs, both quantitative and qualitative indicators are taken into

account in order to determine the degree of achievement, quality and satisfaction, impact and benefits.

4.1.1. VERIFICATION INDICATORS

They are quantitative indicators that justify the degree of accomplishment of the intellectual outputs of the project that were approved. In the following table, the degree of fulfillment of each one of the mis observed, being their value in all of them of 100%.

Table 4-1: Intellectual Outputs. Verification Indicators.

OUTPUT	INDICATOR	NUMBER ESTIMATED	NUMBER PERFORMED	PERCENTAGE OF COMPLIANCE
O2	Existence of the publication	1 (languages: english, spanish, romanian and hungarian)	1 (languages: english, spanish, romanian and hungarian)	**100%**
O3	Existence of network of online collaborators of the project	1	1	**100%**
O5	Created Open Educational Resources	1	1	**100%**
O6	Created Open Educational Resources	1	1	**100%**
O7	Created Open Educational Resources	1	1	**100%**
O8	Online course carried out	1	1	**100%**
O9	Online course carried out	1	1	**100%**
O10	Published national case studies	6 (two per country)	6 (two per country)	**100%**
O11	Published transnational case studies	6 (two per country)	6 (two per country)	**100%**

Table 4-2: Intellectual Outputs. Verification Indicators (continuation).

O12	Created Open Educational Resources and online course	1	1	**100%**
	Online course carried out	1	1	**100%**
O13	External final evaluation document	1	1	**100%**
O14	Existence of the publication	1	1	**100%**

4.1.2. QUALITY INDICATORS

In order to evaluate the quality of the intellectual products, the professional quality of the intellectual products and potential as well as the evaluation of the participants (qualitative indicators) have been taken into account.

Table 4-3: Intellectual Outputs. Qualitative Indicators.

OUTPUT	INDICATOR	ACCOMPLISHED	COMMENTS
O2	Publication fulfills the intended objective	**Very high**	Document includes a study of the prospective and formative needs of the renewable energy market for local development.
	Publication has a high quality	**High**	At the level of research and formal aspect is adequate.
O3	Network of partners willing to participate	**Very high**	All network partners have shown their agreement.
O5	Open Educational Resources have been useful	**Very high**	Open Educational Resources have been used in online courses.
O6	Open Educational Resources have been useful	**Very high**	Open Educational Resources have been used in online courses.
O7	Open Educational Resources have been useful	**Very high**	Open Educational Resources have been used in online courses.

Table 4-4: Intellectual Outputs. Qualitative Indicators (continuation)

O8	Technical English student skills have been reinforced with the online course.	**High**	The average score obtained in the satisfaction questionnaires is 3.89/5.
	Students global level of satisfaction with the online course	**High**	The average score obtained in the satisfaction questionnaires is 3.39/5.
O9	Renewable energy student skills have been reinforced with the online course	**Very High**	The average score obtained in the satisfaction questionnaires is 4.26/5.
	Students global level of satisfaction with the online course	**Very High**	The average score obtained in the satisfaction questionnaires is 4.1/5.
O10	There are satisfaction questionnaires	**Very high**	The questionnaires allow to know the difficulties in order to improve on future actions.
	Participants have positively valued the experience	**Very high**	The questionnaires shows that 100% of the students would recommend the experience.
O11	There are satisfaction questionnaires	**Very high**	The questionnaires allow to know the difficulties in order to improve on future actions.
	Participants have positively valued the experience	**High**	The questionnaires shows that 67% of the students would recommend the experience.
O12	Active job search skills have been reinforced with the online course.	**Very High**	The average score obtained in the satisfaction questionnaires is 4.44/5.
	Students global level of satisfaction with the online course.	**Very High**	The average score obtained in the satisfaction questionnaires is 4.42/5.
O13	Adequate and useful final evaluation	**Very high**	Final evaluation meets the objective described in the proposal and includes proposals for improvement.
O14	The document is useful for local development.	**Very high**	The document responds to the needs expressed by local governments.

4.1.3. IMPACT INDICATORS

One of the most important purposes of intellectual products is that they have an impact especially among the participants and beneficiaries. It is also essential to disseminate it so that the impact goes further and can reach a larger population. That is why special interest has been placed in measuring the impact of intellectual products through indicators.

Table 4-5: Intelectual Outputs. Impact Indicators.

OUTPUT	INDICATOR	NUMBER ESTIMATED	NUMBER PERFORMED	PERCENTAGE OF COMPLIANCE
O2	Number of online visits	500	658 (August 15th, 2017)	**132%**
O3	Number of online visits	500	513 (August 15th, 2017)	**103%**
O5	Number of online visits	500 (between O5, O6, O7 and O12)	1198 (August 15th, 2017)	**240%**
O6	Number of online visits	500 (between O5, O6, O7 and O12)	1198 (August 15th, 2017)	**240%**
O7	Number of online visits	500 (between O5, O6, O7 and O12)	1198 (August 15th, 2017)	**240%**
O8	Number of participants who have obtained a certificate of achievement	Maxium: 30	30	**100%**
O9	Number of participants who have obtained a certificate of achievement	Maxium: 24	26	**108%** (1)
O10	Number of participants who have successfully completed their international experience	6	6	**100%**
	Number of online visits	500 (between O10 and O11)	655 (August 15th, 2017)	**131%**

Table 4-6: Intelectual Outputs. Impact Indicators (continuation).

O11	Number of participants who have successfully completed their international experience	6	6	**100%**
	Number of online visits	500 (between O10 and O11)	655 (August 15th, 2017)	**131%**
O12	Number of participants who have obtained a certificate of achievement	Maxium : 24	9	**37.5%** (2)
	Number of online visits	500 (between O5, O6, O7 and O12)	1198 (August 15th, 2017)	**240%**
O13	Not applicable	-	-	The product of this intellectual output is this document
O14	Number of online visits	500	465 (August 15th, 2017)	**93%** (3)

(1) In the project a maximum number of students of 24 was foreseen, but later the partners agreed to extend it to maximum 30 students. The number of students who finished the course with satisfaction was 26.

(2) The number of students increased to the course was 27 (higher than originally planned). However, only 9 students were able to complete the three course modules and obtain their certificate. This was because it could not be delayed (by the end of the project) and the dates coincided with the final exams of the universities.

(3) Although the number of visits is slightly lower than expected, the forecast number is expected to be reached in the next few days. It has to be taken into account that it has been the last output done so the time that has been available on the web has been remarkably lower.

At the qualitative level, through the satisfaction surveys conducted to the partners and participants of the project, we can highlight some impacts of great interest:

- Partner universities have increased their visibility, especially at the local level.
- The university teaching staff has reinforced the interdisciplinary nature of the subjects taught.
- SMEs consider that they have acceded to a new business opportunity, being open to new possibilities of collaboration in the field of European projects.
- SME professionals have strengthened their capacities to work in international environments, while strengthening ties with universities. In addition, they have

strengthened their professional development by having had the opportunity to teach.

- The students who participated in the online courses (O8 and O9) and the carrying out of the case studies (O10 and O11) have been reinforced their competences.

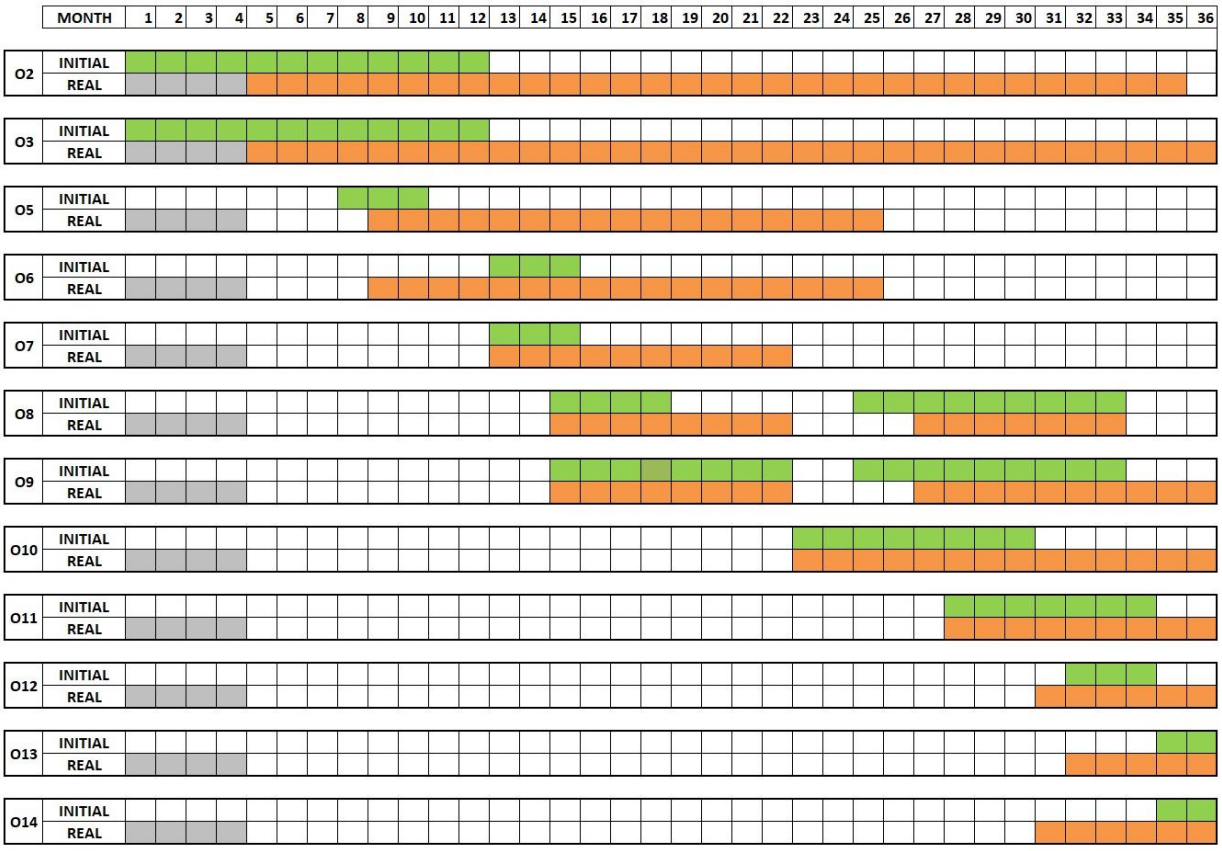
4.1.4. SCHEDULE

In general the beginning of the intellectual outputs has been the preisto in the schedule, even some has been advanced. The only exceptions have been intellectual outputs 2 and 3, due to the aforementioned delays in starting the project.

However, the completion of these has been delayed for several months, with some of them more than twice as long as expected. This implies that there has not been a good forecast of the time needed to perform the work of each output, a fact that should be reviewed by the partners in order to know the reasons and better calculate the times in future projects.

On the other hand, it is important to note that although the first intellectual outputs have been significantly delayed, the partners have managed to better manage the time in the latter and even start some of them ahead of schedule in order to finish all the intellectual outputs in time.

Figure 4-1: Intelectual Outputs. Comparative schedule.



4.1.5. BUDGET

During the realization of the outputs, it was necessary to increase the budget of this item so that part of the budget of the unused transnational meetings was changed to this budget item. This transfer is within the changes allowed by the SEPIE and has been decided among all the partners in virtual or transnational meetings.

Table 4-7: Intellectual Outputs. Executed budject.

BUDJET LINE	APPROVED BUDGET	EXECUTED BUDGET	PERCENTAGE
INTELLECTUAL OUTPUTS	115816.00 €	117013.00 €	**101.03%**

4.1.6. CONCLUSION

The intellectual outputs are a fundamental part of the project so the completion of all of them is necessary for a positive evaluation of the project. In this sense, as the verification indicators show, all intellectual products have been made at 100%, thus fulfilling this first requirement.

Regarding the quality of the intellectual outputs, most indicators show a "very high" value, the rest being of a "high" value which shows that the intellectual products requirement is met. In addition, it is important to emphasize the interest of the partners to internally evaluate the work carried out through satisfaction surveys in order to detect improvement points to be implemented in subsequent actions or future projects.

Another fundamental aspect of intellectual outputs is the impact they produce. In this sense, the intellectual outputs have had effects both on the participants and direct beneficiaries as well as on the wider population that has been able to access them thanks to the open dissemination via online. It should be noted that the visits to the project website and the downloads of the intellectual outputs have been greater than those foreseen in the project (in some cases more than twice), so the project's impact is clearly satisfactory.

On the other hand, as a point of improvement, it should be noted that there have been certain chronological mismatches that have led to delays in the completion of some intellectual outputs (especially O2 and O3). In spite of this, corrective measures have been taken in the schedule that have allowed the completion of all the products in the time of execution of the project.

In relation to the budget, this has been expanded to be able to realize the intellectual outputs with the appropriate quality. To this end, the partners have agreed to budget transfers always taking into account the limitations required by the SEPIE.

Finally, with the successful realization of the intellectual outputs, one can assure that several of the objectives of the project have been reached that are detailed below:

- **OE 1** (*To increase the applicability of learning processes by strengthening the relationship between universities and SMEs working in rural areas*) through the intellectual outputs 10 and 11 (case studies carried out by students in SMEs).
- **OE 2** (*Identify and improve the key competences for employability in the renewable energy sector, in collaboration with the main development actors*) through Intellectual outputs 2 (study on training needs), 8 and 9 (online courses on technical English and renewable energies).
- **OE 4** (*To facilitate the professional development of personnel according to identified needs*) through most of the intellectual products: 2, 3, 7, 8, 9, 10, 11, 12 and 14.
- **OE 6** (*Promote the active participation of geographically disadvantaged groups, bridging the gap between remote rural areas and universities*) through the intellectual outputs 2, 10, 11 and 14 in which rural people have participated.
- **OE 7** (*Improving the preparation of students for the professional world through personalized and practical guidance focusing on the relevant areas of the project*) through Intellectual outputs 10 and 11 (case studies in sector SMEs) and 12 (online course on Active job search).
- **OE 8** (*Facilitating effective access to the European labor market through greater knowledge of specific employment opportunities for young people and the use of recognized tools*) through the Intellectual outputs 10 and 12 (online course on active job search).
- **OE 9** (*Creating synergies between different levels and types of education, in close coordination with university extension services and making use of networks that already exist in rural areas*) through Intellectual outputs 2 (study on training needs) and 14 (guide for municipalities).

With all this it is possible to conclude that all the intellectual outputs have been realized to 100% reaching a professional level in quantity and quality. Likewise, the impact has been greater than anticipated in the call and the established objectives have been fulfilled. Therefore, this section is valued at a very high level.

4.2. MULTIPIER EVENTS

The multiplier events have as main objective to spread the intellectual outputs realized in the project so that these have the greater possible impact. Thus, this section will analyze the realization of the events proposed in the call, their quality as well as their impact. The multiplier events that have been carried out during the project have been:

4.2.1. VERIFICATION INDICATORS

This section verifies that all multiplier events have been performed. According to the proposal, there were 9 multiplier events (one per country each year) with two sessions each event (in total 18 sessions). In the following table it is verified its accomplishment indicating the title of the event, the place and the date.

Table 4-8: Multiplier Events. Verification Indicators.

MULTIPLIER EVENTS 1: Seminars with results of first year of the project + case studies			
E 1.1	"The contribution of renewable energy in rural development. Practical cases within the province of Castellon".	Segorbe (Spain)	21/10/2015
	"I renewable energy fair in Atzeneta".	Atzeneta (Spain)	31/10/2015
E 1.2	"Innovative practices in renewable energies to improve rural employability".	Gyöngyös (Hungary)	07/10/2015
	"Innovatív gyakorlatokkal a megújuló energiák terén a vidéki foglalkoztathatóság javításáért szakmai workshop".	Gyöngyös (Hungary)	30/10/2015
E 1.3	"Rural development through renewable energy".	Bacau (Romania)	28/10/2015
	"Renewable energy in rural areas".	Bacau (Romania)	30/10/2015
MULTIPLIER EVENTS 2: Seminars with results of second year of the project + case studies			
E 2.1	"Renewable energy for rural development. Challenges and opportunities in the province of Castellón"	Segorbe (Spain)	14/10/2016
	"II fira d'energies renovables d'Alzeneta"	Atzaneta (Spain)	29/10/2016
E 2.2	"Biomass as renewable energy resource".	Gyöngyös (Hungary)	20/10/2016
	"Innovative practices in renewable energies to improve rural employability".	Gyöngyös (Hungary)	26/10/2016
E 2.3	"Renewable energy - local development solution"	Bacau (Romania)	27/10/2016
	"Innovative practices in the field of renewable energies for rural environment growth"	Bacau (Romania)	28/10/2016

Table 4-9: Multiplier Events. Verification Indicators (continuation)

MULTIPLIER EVENTS 3: Seminars with results of third year of the project + case studies			
E 3.1	"Energias renovables, oportunitat rural en la provincia de Castello"	Castellón (Spain)	15/06/2017
	"Energias renovables, oportunitat per al desconvolupament rural a la provincia de Castello".	Vistabella (Spain)	17/06/2017
E 3.2	"Innovative practices in renewable energies to improve rural employability"	Gyöngyös (Hungary)	12/06/2017
	"Innovative practices in renewable energies to improve rural employability"	Debrecen (Hungary)	15/06/2017
E 3.3	"In2rural - achievements and perspectives"	Bacau (Romania)	14/06/2017
	"In2rural - ideas for a new generation"	Bacau (Romania)	15/06/2017

4.2.2. QUALITY INDICATORS

In order to evaluate the quality of multiplier events, it is taken into account whether they fulfill their purpose (dissemination of intellectual outputs) as well as the satisfaction of the participants (based on the satisfaction surveys carried out).

Table 4-10: Multiplier Events. Qualitative Indicators.

E	INDICATOR	ACCOMPLISHED	COMMENTS
E 1.1	O2 and O3 have been disseminated	**100%**	-
	Attendees have satisfied their expectations	**High**	49% (sesion 1) and 58% (sesion 2) of attendees have rated high or very high
E 1.2	O2 and O3 have been disseminated	**100%**	-
	Attendees have satisfied their expectations	**Very high**	81% (sesion 1 and 2) of attendees have rated high or very high
E 1.3	O2 and O3 have been disseminated	**100%**	-
	Attendees have satisfied their expectations	**Very high**	97% (sesion 1) and 91% (sesion 2) of attendees have rated high or very high

Table 4-11: Multiplier Events. Qualitative Indicators (continuation).

E 2.1	O8 and O9 have been disseminated	**100%**	-
	Attendees have satisfied their expectations	**High**	62% (sesion 1) and 89% (sesion 2) of attendees have rated high or very high
E 2.2	O8 and O9 have been disseminated	**100%**	-
	Attendees have satisfied their expectations	**Very high**	100% (sesion 1) and 92% (sesion 2) of attendees have rated high or very high
E 2.3	O8 and O9 have been disseminated	**100%**	-
	Attendees have satisfied their expectations	**Very high**	93% (sesion 1) and 100% (sesion 2) of attendees have rated high or very high
E 3.1	O10 and O11 have been disseminated	**100%**	-
	Attendees have satisfied their expectations	**Very high**	95% (sesion 1) and 92% (sesion 2) of attendees have rated high or very high
E 3.2	O10 and O11 have been disseminated	**100%**	-
	Attendees have satisfied their expectations	**Very high**	100% (sesion 1) and 87% (sesion 2) of attendees have rated high or very high
E 3.3	O10 and O11 have been disseminated	**100%**	-
	Attendees have satisfied their expectations	**High**	93% (sesion 1) and 50% (sesion 2) of attendees have rated high or very high

4.2.3. IMPACT INDICATORS

Since the fundamental purpose of multiplier events is the dissemination of intellectual outputs, the impact of these events is one of the fundamental factors for the evaluation of the project. To measure impact, the number of attendees to multiplier events is counted.

Table 4-12: Multiplier Events. Impact Indicators (I).

E	INDICATOR	NUMBER ESTIMATED IN BUDJET	NUMBER PERFORMED	PERCENTAGE OF COMPLIANCE
E 1.1	Number of attendees	30	196	**653%**
E 1.2	Number of attendees	30	36	**120%**
E 1.3	Number of attendees	30	33	**110%**
E 2.1	Number of attendees	30	150	**500%**
E 2.2	Number of attendees	30	48	**160%**
E 2.3	Number of attendees	15	68	**227%**
E 3.1	Number of attendees	15	35	**117%**
E 3.2	Number of attendees	15	47	**157%**
E 3.3	Number of attendees	15	68	**227%**

On the other hand, the proposal defines that in total, the number of attendees to multiplier events is 360 people (120 people per country) so it is also checked if this indicator has been reached.

Table 4-13: Multiplier Events. Impact Indicators (II).

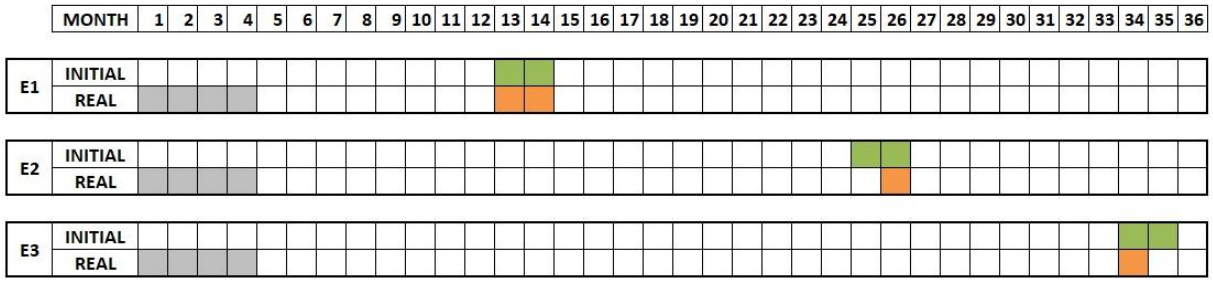
COUNTRY	INDICATOR	NUMBER ESTIMATED	NUMBER PERFORMED	PERCENTAGE OF COMPLIANCE
SPAIN	Number of attendees to E1.1, E2.1 and E3.1	120	381	**317%**
HUNGARY	Number of attendees to E1.2, E2.2 and E3.2	120	131	**109%**
ROMANIA	Number of attendees to E1.3, E2.3 and 3.3	120	169	**141%**
TOTAL AMOUNT		**360**	**681**	**189%**

On the other hand, it is important to mention that some of the presentations that were made in the multiplier events have been translated to the english and posted on the web. Likewise, some of the sessions were also recorded, which are also available online. These actions have managed to significantly increase the multiplier effect of these events both in number and geographically.

4.2.4. SCHEDULE

The intellectual outputs have been carried out according to the planned schedule, without any incidence to mention.

Figure 4-2: Multiplier Events. Comparative schedule.



4.2.5. BUDGET

The budget executed coincides with that granted for this item. This fact demonstrates the good management of the budget since the number of attendees to the events has been much greater than the one predicted in the project

Table 4-14: Multiplier Events. Executed budject.

BUDJET LINE	APPROVED BUDGET	EXECUTED BUDGET	PERCENTAGE
MULTIPLIER EVENTS	27000.00 €	27000.00 €	**100.00%**

4.2.6. CONCLUSION

Multipliers events are aimed at the dissemination of intellectual products made, so it is from this perspective from which these actions have been evaluated.

Accordingly, it can be seen that the 9 predicted multiplier events (18 sesiones) have been performed, thus fulfilling the first requirement. In addition, they have met their objective, to show the intellectual products made. Likewise, it can be confirmed that the quality of these events has been very high because in all events more than half of the attendees met their expectations high / very high, being close to 90% in many cases. In this sense, it is important to highlight the interest of collecting the opinions of the attendees since there have been surveys of satisfaction in all multiplier events that have served to detect improvement points that will be implemented in subsequent actions or future projects.

Given the very purpose of multiplier events, impact is one of the fundamental aspects to be evaluated. In this regard, it is important to highlight the interest of the partners in having a high participation in these events being the total number of attendees 189% of what was expected. In addition, an effort has been made to translate some of the presentations into English and facilitate their open access through the project website, so that their impact is multiplied. As a proposal for improvement and given the scope of work of the project, indicate that it would have been beneficial in order to increase the impact, that the multiplier events carried out in Hungary and Romania would have been carried out in different municipalities, including some small municipality in the rural area.

On the other hand, it should be mentioned that the budget management has been very good since with the budget foreseen, it has been possible to almost double the number of attendees to multiplier events.

Finally, it should be noted that the multiplier events have favored the achievement of the following objectives:

- **OE 1** (*To increase the applicability of learning processes by strengthening the relationship between universities and SMEs working in rural areas*) because the multiplier events (organized by universities) have involved SMEs.
- **OE 4** (*Facilitating the professional development of staff according to identified needs*) The network of contacts in the educational field and in the private sector have been facilitated as they have participated together in the multiplier events.
- **OE 6** (*To promote the active participation of geographically disadvantaged groups, bridging the gap between remote rural areas and universities*) because three multiplier events have taken place in rural municipalities with fewer than 1.500 inhabitants (Atzeneta and Vistabella, both in Spain). In this sense, it should be mentioned that it would have been advisable for some of the multiplier events in Hungary and Romania to have been carried out in municipalities with these characteristics.
- **OE 9** (*Create synergies between different levels and types of education, in close coordination with university extension services and making use of networks that already exist in rural areas*) since some multiplier events have been carried out in secondary education centers and centers professional deformation.

In the light of the foregoing, it can be concluded that multiplier events have been carried out with a very high level, being especially significant the impact they have had.

4.3. LEARNING/TEACHING/TRAINING ACTIVITIES (C)

In relation to learning activities, only activity C5: "Blended mobility of higher education students" of the project was approved, so it is the only one that has been carried out and is therefore evaluated here. However, parallel to these transnational learning activities, others have been carried out at the national level (but have been covered with the intellectual output 10 budget). Although these activities do not belong to the same budget line, it is decided to evaluate simultaneously, since they are similar activities.

The C5 activity itself was: Blended mobility of six higher education students to perform a study case in a transnational SME (during two months). National Student Practice itself was: Blended mobility of six higher education students to perform a study case in a national SME (during two months).

4.3.1. VERIFICATION INDICATORS

This section verifies that as many people have participated in the learning activities as those foreseen in the project.

Table 4-15: Learning Activities. Verification Indicators.

C	INDICATOR	NUMBER ESTIMATED	NUMBER PERFORMED	PERCENTAGE OF COMPLIANCE
C5	Number of students who participated	6	6	**100%**

Table 4-16: National student practices. Verification Indicators.

	INDICATOR	NUMBER ESTIMATED	NUMBER PERFORMED	PERCENTAGE OF COMPLIANCE
National Student Practices	Number of students who participated	6	6	**100%**

4.3.2. QUALITY INDICATORS

In order to evaluate the quality of the activity, the students who participated in the learning activities completed a satisfaction survey which is the basis for this section.

Table 4-17: Learning Activities. Qualitative Indicators.

C	INDICATOR	ACCOMPLISHED	COMMENTS
C5	Participants have positively valued the experience	**High**	67% of the students would recommend the experience.
	Participants indicated that they have improved their skills	**Very High**	100% of the participants indicate that most of the planned competences have been greatly improved.

Table 4-18: National student practices. Qualitative Indicators.

	INDICATOR	ACCOMPLISHED	COMMENTS
National Student Practices	Participants have positively valued the experience	**High**	100% of the students would recommend the experience.
	Participants indicated that they have improved their skills	**Very High**	100% of the participants indicate that most of the planned competences have been greatly improved.

4.3.3. IMPACT INDICATORS

The impact of learning activities has been established at three levels:

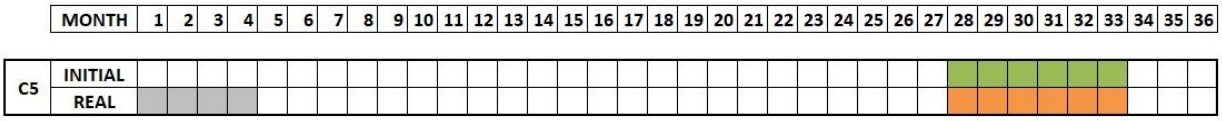
- **Students:** As shown in the satisfaction surveys, most of them confirm that they have improved their specific competences in relation to renewable energies and rural development, language competences (English), and management competences (work in international environment, time, ...) etc.
- **SMEs:** SMEs where students have made their stay have improved their international experience and multidisciplinary work.
- **Teachers:** The professionals who have guided the students have been able to improve their coordination skills and participation in European projects.

On the other hand, it is also important to note that the impact of these practices has multiplied since they have been written as case studies and incorporated into outpts 11 (international cases) and output 10 (national cases).

4.3.4. SCHEDULE

The learning activities have been carried out as scheduled in the schedule as shown in the following figure.

Figure 4-3: Learning Activities. Comparative schedule.



4.3.5. BUDGET

As already mentioned, learning activities are associated with the intellectual output O10, so the budget allocated to them has come from these two budget lines.

Table 4-19: Learning Activities. Executed budject.

BUDJET LINE		APPROVED BUDGET	EXECUTED BUDGET	PERCENTAGE
Learning Activities	Travel	1820.00 €	1820.00 €	**100.00%**
	Subsistence	15420.00 €	15420.00 €	**100.00%**
O10	-	19008.00 €	19008.00 €	**100.00%**

Likewise, the national student practices associated with the intellectual output O11 so the budget for implementation of the budget item obtained.

Table 4-20: National student practices. Executed budject.

BUDJET LINE	APPROVED BUDGET	EXECUTED BUDGET	PERCENTAGE
O11 -	19008.00 €	19008.00 €	**100.00%**

4.3.6. CONCLUSION

The project has carried out the transnational learning activities envisaged in the project for six students (as well as their replication at the national level). In addition, the quality of the project is demonstrated by the fact that the learning activities of the project have helped both students and faculty to acquire and improve skills not only in the subject matter of the project, but also in issues such as planning and time management, or linguistic competencies so that they are contextualized and justified in the context of achieving the objectives of the project. It should be noted, however, that there have been some pupils who have identified small shortcomings in coordination with project partners and this should be taken into account in future projects.

Regarding the impact, it should be noted that the inclusion of these activities as case studies in the intellectual output 10 and 11 has favored that the impact not only be on the project participants, but also expand to more people interested in the subject.

On the other hand, the schedule was carried out as planned and budget execution was adequate, maximizing the resources.

Finally, it should be noted that the multiplier events have favored the achievement of the following objectives:

- **OE 1** (*To increase the applicability of learning processes by strengthening the relationship between universities and SMEs working in rural areas*) because students have done case studies in energy-based SMEs that carry out their work in rural areas.
- **OE 3** (*Introduce improvements and educational innovations in the areas of knowledge of the project*) as the case studies prepared in the learning activity integrate diverse areas of knowledge and respond to the needs of the market.
- **OE 7** (*Improve the preparation of students for the professional world through personalized and practical orientation focused on the relevant areas of the project*) since the implementation of the case studies in SMEs in the sector has facilitated their transition to the work environment.

For all of the above, it can be concluded that the learning activities have been carried out at a high level, having a greater impact than expected.

5. DISSEMINATION, IMPACT AND SUSTAINABILITY

The dissemination of the project is one of the fundamental parts of it so that the impact is the maximum and thus extends the beneficiaries beyond the project participants. Also, for the impact to be real, it must be extended over time beyond the completion of the project, that is to say, that the project is sustainable. This is why it is considered to evaluate these

three aspects together: Dissemination, impact ans sustainability. Finally, a section is included to evaluate the transferability of the results, fundamental aspect in the European projects KA2.

To evaluate this part of the project, the following aspects will be taken into account:

- Existence of a dissemination plan and its suitability. That is, the quality of the measures aimed at the dissemination of project results inside and outside the participating organizations described in the initial plan.

- The products and actions carried out for the dissemination of the project and its results. At this point we will analyze:

  -The measures and tools used are appropriate and effective for the target groups for dissemination.

  - The planned dissemination and exploitation activities will ensure optimal use of results at local, regional, national or European level depending on the scope and magnitude of the project.

  -To what extent the materials, documents and media produced are offered free of charge through open licenses, without disproportionate limitations being included.

- The impact of the dissemination actions is the one indicated. Specifically, it will take into account:

  - The number of people who know the project is the number foreseen in the project.

  - All target groups are reached.

  - The institutions and people that are part of the project have improved the competencies provided in it.

- The sustainability of the project is adequate. To evaluate this point, it will be taken into account:

  - Existence of actions to favor the sustainability of the project.

  - Existence of materials that can be used after the completion of the project.

  - Quality of project media that can be maintained over time.

- The planned schedule for the dissemination, impact and sustainability actions foreseen in the project design has been fulfilled.

- Specific and appropriate resources are allocated for dissemination, impact and sustainability activities in each of the participating organizations.

The approved project has a draft outreach plan. In this plan, actions are established in the three fundamental phases of the project: before (dissemination plan), during (newsletter, website, videos, social media, etc.) and after the project (contact with media). This diffusion plan is adequate since it contains information about all the fundamental points such as: objectives of the project dissemination; target groups, activities and methods for the dissemination, etc. However, it would have been advisable to review this draft and write a dissemination plan during the project as well as disseminate it on the web, as mentioned in the proposal.

5.1. PRODUCTS AND ACTIONS FOR DISSEMINATION

In order to be able to professionally develop the dissemination of the project, it has had the support of the specialized units and services of the partner organizations, which, among others, have maintained contact with the local media and have integrated IN2RURAL communication in institutional channels. So that, numerous products and actions have been carried out in order to increase the impact and sustainability of the project, which are listed below, to assess the level of compliance with the project.

CORPORATE IMAGE

A design of the corporate image of the project has been made. For this, an acronym for the project name has been decided (IN2RURAL) that is easy to remember and a logo has been designed. This effort to realize a corporate image at the beginning the project values very positively since it is very useful to give unity to all the products and actions of the same, being easily recognizable by all the people.

Figure 5-1: Project logo.

Complete version Reduced version

WEB AND SOCIAL NETWORKS

The project stands out for its effort to be present online in a way that not only makes the project known, but also gives access to the materials and products generated, thus producing a greater diffusion. In particular the following actions have been carried out:

- Webs of the Project:Hay 2 webs una en el sevidor de Universitatea Vasile Alecsandri (http://www.in2rural.ub.ro/en/) and otra en el servidor de la Universitat JaumeI : (http://in2rural.uji.es/es/)
- Separated in the web of the partners (of those who have web) dedicated to the project.
- Social network profile: Facebook (https://www.facebook.com/in2rural/?fref=ts)
- Youtube channel (https://www.youtube.com/channel/uc1nt0gdvhimj-wg_faj0k4q) with 76 videos.
- The results of the project have been introduced in the Results Platform of the Erasmus + projects, which has made it possible to broaden the target audience and strengthen the European dimension of IN2RURAL.

In relation to the quality of these prodcuts, it is important to mention that these webs, especially those of the project, are updated and in them is all the information from the beginning of the project until the moment of elaboration of this report. It is also found in four languages (English and three local languages: Spanish, Romanian and Hungarian). Also the facebook page and youtube channel are up to date. With all this we can conclude that the quality of these products is high.

Regarding the impact, as it has been seen in the section on intellectual products, the web has had more visits than expected so the transfer of results has been very good. However, both the Facbook profile and youtube channel have not had many visits, so it is recommended that more effort be made to publicize these broadcast channels.

MATERIALS FOR THE DIFFUSION OF THE PROJECT AND OF THE ACTIVITIES

To expand the diffusion of the project some materials have been designed. Activities have also been disseminated, such as miltiplier events, in order to reach as many people as possible. The main materials are:

- **PROJECT BROCHURES.** Made in the three local languages (Spanish, Hungarian and Romanian) and distributed in meetings with collaborators, multiplier events and fairs or congresses.
- **VIDEO OF THE PROJECT.** There has been an explanatory video of the project (in English and translated in the three local languages) that has been used in the different activities carried out as well as disseminated through the internet (web, youtube, etc.).

- **NEWLETTERS.** During the duration of the project has been reporting on the progress of the project and the activities carried out through a biannual newsletter (6 in total), which has been translated into four languages (English and all three) materialized both in print and online version (posted on the web).

- **ACTIVITY ANNOUNCEMENT POSTERS.** These posters have been used to announce the multiplier events. These posters have been used for the online dissemination (web of the universities and the collaborating entities), for the presence in media as well as to hang the printed version in key sites of the place of realization (especially useful when these events have been carried out in small municipalities in which part of the population does not have internet access).

Sufficient dissemination materials have been generated in order to publicize both the project and the activities carried out. In addition, there has been an effort to reach all the target groups (from the local to the international) and for that reason different languages have been used (the three locals and the English) as well as different supports (online, printed, etc), increasing thus its impact. On the other hand, these products have been generated throughout the project, being constant in the diffusion and therefore has fulfilled the objective.

ACTIONS TO DISSEMINATE PRODUCTS AND ACTIVITIES

In order to increase the dissemination of the project and transfer of knowledge, the following actions have also been carried out:

- **CONTACTS NETWORK.** A contact database has been created (intellectual output 3) for more than 550 entities (public administration, SMEs, etc.) interested in the specific themes of the project and who have been regularly informed of the progress of the project. This list contains entities from the local to the European level.

- **DISSEMINATION OF MULTIPLICATOR EVENTS**. The presentations of multiplier events will be recorded, and the edited videos (subtitled in English if necessary) will be used as learning material in renewable energy online course (output 7 and output 9). In addition, most of these presentations (powerpoint and pdf) have also been translated into English to expand their circulation.

- **PARTICIPATION IN CONGRESSES AND FAIRS.** Universities have participated in different congresses (ie: 1st International Conference on Engineering Education for the XXI Century) and fairs (ie: Technical Committee of the University Extension Program in the Diputación de Castellón), expanding the scope of the project.

In this section it can be seen that the impact actions foreseen in the project proposal have been fulfilled and that these actions have been successfully carried out. As in previous occasions, there has been a special interest in achieving the greatest possible impact (translation into different languages, etc.) so that we can conclude that the intended objective has been met.

PRESENCE IN THE MEDIA

Another aspect in which the project has put special interest is in the presence in the local media of communication of the three countries participating in the project. In this sense, news has been prepared, at least two by country and year, which have been published in different media (press, local television, websites, etc). In addition, this news can be downloaded from the project website in its original format and language. In the following table you can see a summary of this presence:

Table 5-1: Presence in the media.

COUNTRY	NUMBER OF OCCASIONS OF PRESENCE IN MEDIA			
	2015	2016	2017	TOTAL
Spain	32	23	20	**75**
Romania	9	5	4	**18**
Hungary	3	3	3	**9**
TOTAL	**44**	**31**	**27**	**102**

The dissemination in the media has been important throughout all the project (an average of almost three news per month) which is valued positively. However, as an aspect of improvement, it should be noted that greater effort should have been made to ensure that this presence in the media is similar in the three project development countries.

5.2. OPEN ACCES

Another fundamental aspect for the impact and sustainability of the project is the possibility of access and use of the generated materials. This is why, from the Erasmus + program, it is recommended to promote open access to all possible products. The proposal indicates that both the final intellectual outputs and the tangible results of the project will be disseminated openly in a way that is accessible to both participants, collaborating entities and the general

public. To do this, during the execution of the project, these resources have been prepared in digital format and posted on the respective project websites. In addition, the videos made are available on the Youtube channel created.

It is then assessed whether the resources established in the project application form are openly available and approved:

Table 5-2: Open access resources

RESOURCE		PERCENTAGE OF COMPLIANCE	COMMENTS
O2	Prospective study and training needs in the renewable energy market for local development.	**100%**	Full version of the document in English and translated into local languages (Romanian, Spanish and Hungarian) the case studies of each country and the comparative among them.
O3	Report on the network of collaborators of the project.	**100%**	Report with the contact of more than 550 entities.
O5	Open Educational Resource for the effective use of the virtual learning platform and ICT tools for online courses.	**100%**	-
O6	Open Educational Resource for the online course on technical English in the field of renewable energies.	**100%**	-
O7	Open Educational Resource for the online course on renewable energies for local development.	**100%**	-
O11	Compilation of case studies on the application of renewable energies to local development, both national (O10) and transnational.	**100%**	-
012	Educational Resource Open for the course on active search for employment in the field of renewable energies for rural development.	**100%**	-
013	Final evaluation of the project.	-	It is this document that must be published once finalized.
014	Guide on renewable energy for small rural municipalities.	**100%**	-

Table 5-3: Open access resources (continuation).

RESOURCE		PERCENTAGE OF COMPLIANCE	COMMENTS
E	Material generated for multiplier events.	**100%**	18 seminars (6 per country): program, presentations and videos of the presentations.
-	Project brochure.	**100%**	Brochure in four languages (English, Romanian, Hungarian and Spanish).
-	Project newsletters.	**100%**	6 newsletters in four languages (English, Romanian, Hungarian and Spanish).

In addition, intellectual products are licensed under the BY-NC-SA license (it is possible for other persons to reuse, transform or construct the document for commercial purposes, provided authorship is indicated and contributions are distributed under it). Likewise, a DOI (Digital Object Identifier) has been generated correlative for each document, which allows to locate the document on the Internet, having the advantage of being permanent in time because it contains the information

On the other hand, there are documents with limitations on open access (agendas and minutes, documents with personal data of the participants, etc.). This fact is justified when they are internal work documents or are protected under the law of data protection.

5.3. IMPACT

The impact of the project can be evaluated from different perspectives. In our case, we have taken into account several aspects that are detailed below.

INDICATORS OF COMPLIANCE WITH THE PROPOSAL

First, we will analyze the degree of compliance with the indicators that appear in the proposal, in order to assess whether the expected impact level has been reached. To do this we have differentiated three areas of impact: impact on project partners, impact on participants and impact on collaborations.

Table 5-4: Impact on project partners.

INDICATOR	COMPLIANCE	COMMENTS
All universities have introduced at least 6 innovative practices to meet the expectations of students.	**YES**	Innovative practices are related to the intellectual outputs 02, 08, O9, O11, O12 and C5.
All universities have a better knowledge on the application of e-learning methodologies.	**YES**	All the universities have participated in the creation of materials for the online courses and s or impartición (O6, O7, O12 and O8, O9, O12).
All universities have recognized and certified the skills acquired in the project activities.	**YES**	The recognition associated with participation in the project has extended to both students and staff.
All universities have a better knowledge of the specific needs in the renewable energy sector in rural areas.	**YES**	IN2RURAL has been the first experience in all universities in which this subject has been approached from an interdisciplinary (technological, environmental, social and economic) and focused on rural development.
All SMEs have introduced at least 6 innovative methods	**YES**	Among the innovations introduced are the actions: O2, E1, E2, E3, O10, O11 and C5.
All SMEs have been involved in at least 6 new collaborations with project support entities.	**YES**	SMEs have participated in 6 multiplier events and in the development of case studies (O10 and O11) collaborating with local governments and other local development actors, such as agricultural cooperatives or educational centers.
SMEs have strengthened their skills to work at European level.	**YES**	IN2RURAL was the first experience in Key Actions 2 of the Erasmus + program.
SMEs have strengthened their relationship with rural communities.	**YES**	SMEs have expanded their network of contacts in rural territories and forged a network of stable trust over time thanks to activities such as O2, O10 and O11).
At least 3 international projects have been submitted to public or private organizations.	**YES**	Among others, the following projects have been developed: - "Diagnosis of needs and exchange of good practices for the reduction of energy poverty through the use of renewable energies in rural areas of Peru" Universitat Jaume I. - "NE (W) AVE - reNEWAble e-VEt learning", Erasmus + (KA2) in the vocational training sector. It has the participation in the UMANS team consortium. - "Strengthening the use of photovoltaic energy to promote sustainable local development in Ethiopia" Universitat Jaume I.

Regarding the impact of the participants in each of the actions of the project, they have been checked and evaluated in each one of the actions, being able to conclude that a greater impact has been reached than foreseen in the project.

Table 5-5: Impact on project collaborators.

INDICATOR	COMPLIANCE	COMMENTS
At least 9 collaboration initiatives have been developed with different educational centers (3 in Romania, 3 in Hungary and 3 in Spain)	**YES**	Collaborators: - Alto Palancia High School, Agrupado Rural Center of the Peñagolosa and Center for Occupational Training of Gardening and Nursery of Castellón (Spain). - Colegiului Tehnic de Comunicaţii N.V. Karpen, Margineni Elementary School and Universitatea "Stefan cel Mare" (Romania). - Debreceni Egyetem (university), Szent István Egyetem (university), Gaia Foundation (non-formal education) (Hungary).
At least 6 rural areas have a better knowledge of their needs and opportunities in the field of renewable energies (2 in Romania, 2 in Hungary and 2 in Spain).	**YES**	More than 6 municipalities have benefited from IN2RURAL, for example: Atzeneta del Maestrat and Vistabella del Maestrat (Spain), communes of Margineni and Vutcani (Romania), Kengyel and Zagyvarékas (Hungary).
At least 12 new opportunities for the sustainable development of rural areas have been identified (4 in Romania, 4 in Hungary and 4 in Spain).	**YES**	Completion of the 12 case studies (O10 and O11).
At least 6 rural territories have increased their internationalization (2 in Romania, 2 in Hungary and 2 in Spain).	**YES**	The 6 mentioned municipalities have increased their international dimension through O7, O10, O11 and C5.
At least 6 Open Educational Resources on renewable energies and rural employability are available on the project website.	**YES**	All intellectual products (a total of 12) and the presentations generated for the 18 multiplier events have been published on the project website.

TARGET GROUPS ACHIEVED

Secondly, the number of target groups to which the project has been involved or made known has been evaluated. In this case, it has come to have an impact from the local to the international, reaching broadly what was proposed in the proposal, as shown in the following table:

Table 5-6: Dissemination. Tarjet groups.

TARGET GROUPS IN DIFUSSION PLAN	TARGET GROUPS ACHIEVED
LOCAL TARGET AUDIENCE	
Students and the recently graduated students of related degrees.	Students in the following grades: -Eszterházy Károly University: Agricultural Engineering (specialization in Rural Development) and students of the Institute of Tourism, Regional Development and Foreign Languages whose degrees are related to the Regional Development sector. -Universitat Jaume I: Agro-food and Rural Engineering, Industrial Technologies Engineering, Mechanical Engineering, Electrical Engineering and Industrial Design Engineering. -Universitatea "Vasile Alecsandri": Engineering and Environmental Protection in Industry, Engineering in Sustainable Rural Development, Economic Engineering (Mechanical specialty) and Industrial Energy.
Personnel of the universities and SMEs that are members of the project but are not directly linked to the project.	- Teachers and researcher of the aforementioned engineering, as well as complementary areas (sociology, business administration, psychology). - Administration and services personnel that develops their work in units and services involved in the project, such as International Relations Offices or Communication Services. - Professionals of SMEs, mainly technicians (but also managers and administrators), who have participated in the different activities of the project.
Target audience outside the organisations: municipalities of rural áreas, enterprises that work in the área, educational centres from different levels, media located in the áreas and general public with sensitivity towards the needs addressed by the project.	- Town councils in rural areas with a view to promoting the use of renewable energies and employability (eg Comuna Margineni, Benlloch, Microregion de Gyöngyös). - SMEs and micro-SMEs, including social enterprises, developers and / or users of renewable energies (eg Cooperativa de Viver, Cooperativa Hangya). - Educational centers of various levels, such as vocational training or occupational training, active in local development (eg Colegiului Tehnic N.V. Karpen, High Palancia High School, Debreceni University). - Media (especially the press and internet) sensitized on the theme dealt with in the project (eg Ziarul of Garda, Mediterranean, GyTv Aktuális).

Table 5-7: Dissemination. Tarjet groups (continuation)

TARGET GROUPS IN DIFUSSION PLAN	TARGET GROUPS ACHIEVED
REGIONAL AND NATIONAL TARGET AUDIENCE	
Regional and National governments directly linked to youth employability, rural development and/or renewable energies.	Public administration bodies whose mandate includes the promotion of renewable energies, local development or youth employability. For example: - Regional Center for Ecology of Romania. - Castellón provincial council. - Ministry of Hungarian Education.
University associations and educational networks in which the partners are already participating.	Associations and university networks in which the partner universities of the project participate. For example: - REEDES - Spanish Network of Development Studies. - Cluster of Knowledge of Northern Hungary.
Professional forums and platforms in diverse fields..	Professional platforms and fora in fields related to the energy transition. For example: - Romanian Association for the Promotion of Energy Efficiency. - Platform for a New Energy Model, Hungarian Bioenergy Innovation Cluster.
EU TARGET AUDIENCE	
Complementary existing projects and the previous contacts of the organisations.	Networks, projects and initiatives that are complementary to IN2RURAL and with which the partner universities and SMEs collaborate. For example: - Erasmus + Dissemination Platform. - Climate-KIC - Community for Knowledge and Innovation on Climate - ECyS - European Ecocicles Society. - European Network for Rural Development. - PROFORBIOMED - Promotion of Renewable Energies in MED Areas through the use of Forest Biomass. - RURENER - Network of small rural communities for energy neutrality - Rural Communities 100% Renewable. At the international level, the target group has been formed mostly by colleges with which the partner universities cooperate, such as the Pontifical Catholic University of Peru or the Bahir Dar University of Ethiopia.

Also, to evaluate very positively that some of these actors have been involved in the project, becoming collaborators of the same. To disseminate this fact, there is a section of collaborators on the web where we can find 39 collaborating entities.

Table 5-8: Project collaborators.

SPAIN	ROMANIA	HUNGARY
Ayuntamiento de Segorbe	Bacau City Council	GAIA
IES Alto Palancia	Bacau Chamber of Commerce and Industry	DAVINO Bt
NETPLC	Bacau Local Development Agency	TARNA91 Kft
Centre d'Estudis Espada	Gheorghe Asachi Technical University of Iasi	GEOLIN Bt
ALBA Comunicacio	Ion Ghica Economic College, Bacau	ÉMAVI
La UNIÓ	Itesti Fruit Growing Association	CAMPUS
Cooperativa Viver	Karpen High School, Bacau	European Ecocycles Society
Forestal del Maestrazgo	National Environmental Protection Agency	
Parc Natural de la Serra D'Espada	Urbio Led	
Som Energia	Electrotehno	
Todolella	Electrostandard	
Miraelpardalet	DTV Proiect	
CO INCIDE		
Ajuntament de Benlloch		
Implica-T		
Ajuntament de d'Atzeneta		
Diputación de Castellón		
Conselleria de Agricultura, Medio Ambiente, Cambio Climático y Desarrollo Rural		
Ingevenci		
Umans		

YNERGIES

Third, the synergies that have been created with other projects or initiatives. It is important to highlight the attempt to establish partnerships beyond the project. This effort has created a very enriching network of contacts that will favor the sustainability of the project as well as

the transfer of good practices and future collaborations. These synergies are listed below to demonstrate that this aspect has been worked out in all project partner countries, from the local to the international level.

Table 5-9: Synergies with other projects

PROJECT	COLLABORATION
SPAIN	
Educational innovation project: "The integration of social responsibility in engineering subjects: challenge and opportunity for teaching", carried out in the course 2016/17 by the Educational Support Unit of the Universitat Jaume I.	IN2RURAL has reinforced this initiative by providing a practical training experience in the field of renewable energies for rural development.
University Extension Program of the Universitat Jaume I. Purpose: to facilitate collaborative network processes for the development of small rural municipalities in the province of Castellón.	IN2RURAL has facilitated innovation by introducing themes related to renewable energies, through the case studies (IO10, IO11) and the multiplier events held in Atzeneta and Vistabella.
HUNGARY	
Local Action Groups (LAGs) carry out rural development. In Hungary, the LAG of Mátra del Sur has focused its work on actions that promote environmental improvement and job creation in the area.	The Regional Knowledge Center for Agroinnovation of the Eszterházy Károly University has supported the creation of capacities in the members of the LAG applying the knowledge and experiences in IN2RURAL.
The Hungarian Solar Energy Association promotes projects to sensitize and educate the population on issues related to the use of photovoltaic energy.	The Association requested the collaboration of the company Geolin and the Eszterházy Károly University in the design of a formative program to increase the competences of the teachers of primary and secondary education. In this sense, the materials developed for the online course (IO7) were considered very valuable.
ROMANIA	
The Commune of Margineni, made up of eight rural municipalities in the province of Bacau, has carried out the project "Installation of public lighting in Margineniby using solar energy", co-financed by the European Regional Development Fund.	The Universitatea Vasile Alecsandri has complemented the implementation of this project through the IN2RURAL project, analyzing it in the online course (IO9), selecting it for one of the students to carry out its case study (IO11) and announcing the collaboration in multiplier events.
The Universitatea Vasile Alecsandri de Bacau carries out the "Student for a Day" project, where students from secondary schools visit the university facilities and attend classes for one day.	The experiences and materials generated within IN2RURAL have served to motivate these students and complement the university's offer in rural development material.

Table 5-10: Synergies with other projects (continuation).

INTERNATIONAL (1)	
Project: "Diagnosis of needs and exchange of good practices for the reduction of energy poverty through the use of renewable energies in rural areas of Peru" financed in the 2017 Call of the Office of Cooperation for Development and Solidarity of the Universitat Jaume.	The IN2RURAL project team is supporting the Pontifical Catholic University of Peru for the design of semipresential courses on renewable energies for rural development.

(1) *This table does not indicate the synergies at European level, as these will be analyzed in a specific section (section 6).*

5.4. SUSTAINABILITY

In order to evaluate the sustainability of the project, it is necessary to take into account the actions taken to maximize the potential of the activities so that the results are used beyond the life of the project. In this case, the sustainability of the project after its completion is based in:

- The intellectual products are available in the project websites (http://in2rural.uji.es/ and http://in2rural.ub.ro/). The presentations of the multiplier events are accessible in the project websites.
- The videos of the multiplier events can be seen in YouTube (https://www.youtube.com/playlist?list=PLg4VBgL4sO8_XhDDm1ogsqfDNwqwZMnr)
- The OER and online course of renewable energy for local development will be used in engineering subjects (bachelor and master level) imparted in the partner universities.
- The curricula of the engineering subjects involved in the project have been updated to the specificities of the market and the rural development.
- New mobility agreements (KA1) have been signed among the universities thanks to the relationship established during IN2RURAL life cycle.
- The results and experiences of the project are being presented in conferences, seminars and/or workshops, to facilitate that other organisations can use them.
- New collaborations and joint initiatives have been started among the partners and with other stakeholders that have collaborated in the project.
- Some options for the sustainability are the existing Erasmus agreements among the universities, the possible future MOOC (Massive Open Online Courses) and the dual training agreements (especially in Hungary).

In addition to the actions already implemented that have been indicated, the partners signed an agreement at their last transnational meeting (Gyöngyös, July 2017) in which they committed to implement the following actions:

- To send all the people who have participated in the realization of the intellectual products, the links to the web of the project that they can incorporate it in its curriculum and make it known to other people and / or organizations.
- Continue to maintain the project website on the official servers of the Universitat Jaume I and the Universitatea Vasile Alecsandri. Both universities have ratified the permanence of this space, whose guarantee is reinforced by the fact of being housed in two different servers.
- Continue disseminating results in new collaborations with entities that have taken part in IN2RURAL, especially public administration, educational centers and SMEs.
- Present the project in congresses, forums and seminars, such as the IV International Congress of Development Studies (Valencia, June 2018).

5.5. TRANSFERABILITY OF RESULTS

The transferability of the results intends to evaluate the potential of the project developed to be able to be used in other projects of larger scale or in a different field or area. In this sense, it is noteworthy that during the execution of the project, new possibilities have arisen to apply the project approach in new projects of different typology. The following table shows some initiatives that have just been launched and others are in the identification or formulation stage.

Table 5-11: Transferability of results.

PROJECTS FOR IMPROVEMENT AND EDUCATIONAL INNOVATION IN THE UNIVERSITY AREA
"Diagnosis of needs and exchange of good practices for the reduction of energy poverty through the use of renewable energy in rural areas of Peru". Project approved by Universitat Jaume I (2017 call) to initiate actions of university development cooperation with the Pontificia Universidad Católica del Perú.
"SEEDS - Service-based learning in engineering and architecture studies: an instrument for social transformation in Europe". This proposal is currently being defined, under the coordination of the University of the Basque Country, with the idea of being presented to the Erasmus + 2018 call.
Preparation of a proposal for the ENI CBC MED call, which aims to promote cooperation between Mediterranean countries close to Europe. Specifically, the project idea, led by Universitat Jaume I, is aimed at supporting energy rehabilitation in municipal buildings.

Table 5-12: Transferability of results (continuation)-

PROJECTS FOR IMPROVEMENT AND EDUCATIONAL INNOVATION AT OTHER LEVELS OF EDUCATION
"NE (W) AVE - reNEWAble e-VEt learning", the Erasmus + KA2 project in the field of vocational training selected in the 2017 (National Agency of Italy) call for improving the skills of FP students in renewable energies and with the participation of the UMANS team.
Collaboration with the Hungarian Photovoltaic Energy Association to adapt the materials of the online course on renewable energies for rural development (O9) and use them in a training action for schools in Hungary. Progress is now being made in establishing institutional arrangements and detailing the proposal.
"School energy transition, an opportunity for innovative dissemination in rural territories". It is a project presented to the Zaragoza City of Knowledge Foundation (pending resolution) in order to bring renewable energies and energy efficiency closer to rural education centers.
PROJECTS IN COMPLEMENTARY AREAS
- Search for funding to carry out the installation designed in the project "Design of a photovoltaic-wind hybrid system to provide energy to an isolated consumer", a case study carried out by student Mario Muñoz during his stay in Romania (O11, C5).
- Accompaniment to small rural municipalities interested in joining the Pact of the Mayors for Climate and Energy, in collaboration with the University Extension Program of the Universitat Jaume I. At this moment, several interested municipalities have been identified and is being given to the accompanying project.
- Identification of a project to promote the energy transition in rural municipalities, assessing their possible presentation to the LIFE Program (Area of Climate Governance and Information). At present, the relevance of the approach has been verified in a meeting held with the Ministry of Agriculture and Fisheries, Food and Environment.

5.6. SCHEDULE

The majority of actions of dissemination, impact and sustainability of the project have been realized of global form throughout the duration of the same, reason why they are not in the calendar of the project as such.

5.7. BUDJECT

In relation to the budget for the dissemination of IN2RURAL, the line of management and implementation has made possible the design of the logo, the website and the brochure, as well as the creation of a profile in the social networks Facebook and YouTube. In this line, universities have also used part of these funds to publicize the project at fairs (eg Technical Table of the University Extension Program at the Diputación de Castellón) and congresses (eg 1st International Conference on Engineering Education for the XXI Century). Likewise, this line has made it possible to finance the printing of some of the documents prepared

under the project whose paper version has been considered useful to increase its visibility and impact (brochures, posters, etc.).

With all of this, it is again demonstrated that budget management has been highly efficient since it has been possible to produce printed materials that were not foreseen in the proposal, thus improving the dissemination and impact of the Project.

5.8. CONCLUSION

As a conclusion, it should be noted that the diffusion of the project has become more relevant throughout its implementation adapting some of the intellectual outputs to have a greater impact and sustainability (as O14), which is positively valued. Also, all the activities and products defined in the proposal have been carried out and some more have been done to increase the visibility and impact even though those who have not participated directly in the project.

It is also appreciated that the dissemination of the project has been carried out throughout the development of the project, giving continuity to it (contacts of attendees have been collected to keep abreast of the progress of the project). With regard to the budget, the actions carried out have been financed with the budget line of project management, being very efficient in the expenses.

On the other hand, it is highly valued the emergence of synergies with other projects and public and private entities that favor the sustainability of the project as well as the possibility of future projects or collaborations.

With all the aforementioned, it can be concluded that the project has made remarkable efforts for the dissemination, impact and sustainability of the project. To do this, it has carried out more actions of the expected, reaching objective groups at all levels (from local to international) and that the objectives foreseen in the dissemination plan have been satisfactorily achieved:

- Raising awareness of the potential of renewable energies for rural development.
- The experiences and results of the project have been disseminated to other people and organizations interested in the subject matter.
- The creation of new partnerships with organizations related to renewable energies and rural development has been facilitated.

Finally, note that the transferability of project information is already being carried out and that future projects such as those mentioned have been started. This is the maximum indicator of diffusion, impact and sustainability of the project, so it can be concluded that

the project objectives and the end of the Erasmus + KA2 projects have been satisfactorily achieved.

6. INNOVATION AND EUROPEAN VALUE OF THE PROJECT

In this section it is tried to evaluate if the project has taken into account its European scope and How the project denera a value at EU level.

Firstly, it should be noted that the scope of the project is perfectly aligned with the guidelines of the European Union. Thus, at the time of launching IN2RURAL, the European Union had been responsible for 20% of the energy coming from renewable sources by 2020. Globally there is also a concern to promote energy transition and access. Among others, IN2RURAL is part of initiatives such as "Sustainable Energy for All" and the "Paris Agreement on Climate Change", both of the United Nations. Extending the impact of the project at international level, cooperation actions have been carried out with third countries (such as Peru and Ethiopia) and the competencies of international students who participated in O12 (Azerbaijan, Ghana, Russia and Kazakhstan). In addition, the European guidelines and guidelines for renewable energies have been envisaged in all phases of the project, especially through the intellectual products O2, O7, O9, O10, O11, O12 and O14.

Secondly, some European-level partnerships have materialized, as listed below:

- Creation of a European network of work in which it has been contacted with 37 institutions to enhance the impact, (see full relation in: http://www.in2rural.ub.ro/index.php/collaborators).
- Signing of 3 Erasmus KA1 agreements between UJI-KRF and UJI-UB.
- Participation in Climate-KIC (Program Pioneers in Action), through the stay of a pioneer in the UJI.
- - Participation in Erasmus Entrepreneurs, through stay of an entrepreneur in Heliotec.
- Visit of INRURAL team to pilot plant of LIFE Ecocitric project (http://www.lifeecocitric.eu/)
- Identification by KRF, UJI and Heliotec of an Erasmus + KA2 project on rural entrepreneurship.

Finally, work has also been done on the dissemination of the project at the international level. This dissemination has been channeled through the Results Platform of Erasmus + Projects, open to the general public, has defined as target audience those networks, projects and initiatives that are complementary to IN2RURAL and with which universities and SMEs partners of the project collaborate. Some of them are:

- Climate-KIC - Community for Knowledge and Innovation on Climate (http://www.climate-kic.org/)
- ECyS - European Society of Ecocicles (http://www.ecocycles.eu/)
- European Network for Rural Development (http://www.erdn.eu/)
- PROFORBIOMED - Promotion of Renewable Energies in MED Areas through the use of Forest Biomass (http://www.proforbiomed.eu/)
- RURENER - Network of small rural communities for energy neutrality (http://rurener.eu/)
- Rural Communities 100% Renewable (http://www.100-res-communities.eu/)

From the above, it can be concluded that the project has had a clear European scope, both in the field (renewable energies, rural areas, employability), and by the dissemination and collaboration with different European initiatives.

7. CONCLUSIONS AND RECOMMENDATIONS

This section aims to highlight the main conclusions obtained from this evaluation as well as some recommendations that can be taken into account in future projects.

In general, the project is considered to be very beneficial to all partners who have not only improved their experience in European projects but also on issues such as time and resource management, international collaboration, contingency solutions, etc. In addition, the participants in the same have improved many of their skills and the degree of satisfaction has been very high. It also highlights how the project has managed to encourage new entities to join it, resulting in a significant number of employees. In this sense, a great value of the project is its settlement in the territory that has achieved an implication and revitalization of rural areas to be protagonists of the project. Also, from that local level, it has reached the European and even international scope with collaborations in other projects.

In relation to the management of the project, the existence of mechanisms of control and quality that has allowed the evaluation of the actions carried out and thus to learn of the aspects in future initiatives is valued positively. These control mechanisms have been, among others: follow-up reports, virtual and transnational meetings, satisfaction questionnaires, etc. In this sense, the main difficulty that has had to be overcome has been the management of the time because in some actions (especially some intellectual outputs) the time required has been much more than planned. It is also presented as a challenge to adapt the different forms of work of each partner so that everyone follows the same way of doing. However, these difficulties have been overcome during the execution of the project

thanks to the collaboration of all the partners, so the project has managed to finish in the expected time with a high quality in all its actions.

In relation to the activities and products carried out during the execution of the project (intellectual outputs, multiplier events, learning activities, etc.) all have been carried out as planned in the proposal, adapted to improve its usefulness and impact (always with agreement of all the partners and the National Agency). The quality of all has been high and its impact mayos anticipated. In addition, it can be seen that there has been a very high efficiency of available resources. The point of improvement in this section would be the best time management, as some intellectual products have been finalized later than expected.

On the other hand, it should be noted that the greatest strength of the project has been the dissemination and impact of the project, which has impacted on its sustainability and on the possibility of an example of good practices. As has been seen in the evaluation, during the project there has been a major effort in these areas and more actions have been carried out than originally planned. This has meant that the impact indicators of the actions as well as of the project in general exceed in many cases 100% of the predicted. In this sense, among the main results of the project is the enhancement of networking between the main actors of local development. IN2RURAL has strengthened the relationship between universities and SMEs with other educational centers, local governments, associations and the business sector, favoring the development of new collaboration initiatives. These include the accompaniment of local governments and / or Local Action Groups to move towards the municipal energy transition, a process initiated in rural areas of the provinces of Bacau, Castellón and Gyöngyös. Likewise, the project meets the requirements of European value required of such projects.

The following is a series of recommendations that focus on finding solutions to the challenges and difficulties raised by the partners as well as some deficiencies detected in the evaluation of the project. These recommendations are always made from the propositional level so they can be used to make improvements in future projects.

- The first recommendation focuses on the design phase of the proposal. It should make an effort to specify the level of development of the actions and what parts each partner should develop. If possible, it is proposed to hold a face-to-face work meeting to discuss in depth the different components of the project. It is also advised that in the first months a special effort is made to readjust the project according to the approved proposal.

- A fundamental aspect when making the proposal is to make a realistic schedule that takes into account the calendar of different universities and vacation periods.

- Following the previous recommendation, a better forecast of the time that is necessary to carry out each of the actions (especially the intellectual outputs) should

be made, as well as to anticipate possible risks of delay in order to better comply with the initial schedule.

- Another recommendation is to better specify in the proposal how to evaluate internally the quality of actions (especially outputs) and then avoid difference of criteria between partners.

- In order to facilitate later work, and to ensure the durability of the project's effects, it is suggested to achieve a greater institutionality of the actions, seeking the commitment of the organizations.

- In this sense, it would be advisable that the project fit with the teaching or research lines of the teachers which would favor the involvement of the teaching staff as well as the sustainability of the project even after the subsidy is completed.

- Taking into account the guidelines of the Erasmus + program (Key Action 2), and although this project has not been a problem, it would be appropriate to allocate from the outset a budgetary amount under the management and implementation heading to carry out the activities related to diffusion, impact and sustainability.

- Finally, since the project complies with the requirements, it is suggested that the resources generated may be available over time. For this, it would be appropriate to look for some web site that is maintained in the future (such as the web of one of the universities).

As a final conclusion, it is concluded that the project clearly represents the aims and objectives of the action, has been correctly managed from the financial point of view and has had an evident potential for dissemination of its results, and is enduring over time. In addition, IN2RURAL has influenced the improvement of the positioning and the visibility of the partner organizations, which have become referents on this type of projects in their territory. In fact, a good part of the partners has received proposals to participate in new Erasmus + projects, contributing the experience and knowledge acquired during the IN2RURAL life cycle. That is, results are transferable to other contexts or sectors (in fact already being used), and sustainable. In addition, intellectual products are accessible and have a format suitable for communication and visibility for third parties and end users with potential impact to bring systemic, scalable and complementary changes to other actions or programs. For all this, the project can be qualified, as a whole, as good practice.

8. ANNEXES

8.1. ANNEXE I: RESOURCES USED FOR EVALUATION

In order to carry out the present final evaluation, the following materials have been consulted:

- General instructions for the presentation and submission of the final report of strategic association projects of the 2014 call. (Sepie, Erasmus +).
- Project submitted and approved project (including schedule and budget).
- Executed schedule and budget.
- Initial agreements.
- Internal intermediate evaluation of the project.
- Interim evaluation of the project prepared by SEPIE.
- Monthly monitoring reports.
- Minutes of bi-monthly virtual meetings.
- Internal material for transnational meetings:
    - Agenda and preparatorips materials.
    - Minutes and agreements between partners.
- Intellectual outputs generated during the project :
    - Methodology and study of prospective and training needs of renewable energies market for local development (O2).
    - Project collaborators network: identification of local socio-economic needs and SME´s renewable energy capacities (O3).
    - Open Educational Resources for “Effective use of virtual learning platform and ICT tools for online courses” (O5).
    - Open Educational Resources for online course of technical English for renewable energy (O6).
    - Open Educational Resources for online course of renewable energy for local development (O7).
    - Open on-line course of technical English for renewable energy (O8).
    - Open on-line course of renewable energy for local development (O9).
    - Compilation of case studies of applying renewable energies to local development nationally implemented along the project: stage 1(O10).

    - Compilation of case studies of applying renewable energies to local development transnationally implemented along the project: stage 2 (O11).
    - Active job search open course for renewable energy in rural areas (O12).
    - Independent external final evaluation of the project (013).
    - Guide for town councils (014).

- Multiplier events:
    - Multiplier event schedule.
    - Satisfaction questionnaries.
    - Supporting reports of multiplier events.

- Difussion materials made:
    - Corporate image.
    - Project websites and social networks.
    - Project brochures.
    - Video of the project.
    - Newsletters.
    - Activity announcement posters.
    - Presence in media.

- Learning/teaching/training activities :
    - Satisfaction questionnaries.
    - Supporting reports of learning, teaching and training activities.

8.2. ANNEXE II: TRANSNATIONAL MEETING. SATISFACTION QUESTIONNAIRE MODEL

IN2RURAL

Co-funded by the Erasmus+ Programme of the European Union

IN2RURAL

Innovative Practices in Renewable Energies to Improve Rural Employability

Agreement number: 2014-1-ES01-KA203-004740

Evaluation Questionnaire
6th Transnational Meeting

Eszterházy Károly University of Applied Sciences Gyöngyös (Hungary)

17th, 18th and 19th July 2017

The 6thTransnational Meeting of the Erasmus+ project IN2RURAL aims to monitor the status of the project activities, finalize its justification following Erasmus+ guide, systematize the advances of the partners in reference to the impact, dissemination and sustainability of the project and organize the tasks for the project closing activities. In addition, new collaboration possibilities among the partners will be explored.

With the objective of evaluating its validity, we acknowledge you for completing the following questionnaire[1].

Value the following aspects. Scale from 1 (lowest) to 5 (highest)					
Which is your opinion about this kind of meetings?	1	2	3	4	5
The previous information received in relation with the organisation of this meeting, has been appropriated?	1	2	3	4	5
The duration of the meeting, is it appropriated?	1	2	3	4	5
Do you agree with the structure of the meeting?	1	2	3	4	5
The facilities used in the meeting, have been appropriated?	1	2	3	4	5
The materials and resources used in the meeting, have been appropriated?	1	2	3	4	5
The meeting, has responded to you information needs?	1	2	3	4	5
The assistance provided by the organisation that has organised the meeting, has been appropriated?	1	2	3	4	5
Which is your level of personal satisfaction?	1	2	3	4	5
Comments and suggestions about the above mentioned aspects:					

[1] This questionnaire is based in the evaluation form used by the SEPIE in the workshop celebrated 3 and 4 of November 2014.

Universitat Jaume I · Eszterházy Károly University · Universitatea "Vasile Alecsandri" din Bacau · umans · GEOLIN · General Electric

Value the speakers and activities. Scale from 1 (lowest) to 5 (highest)						
Monday 17th July 2017						
Morning session. Minutes of last Virtual Meeting. Final report format. Bilateral meetings	Interest and use of the subject addressed	1	2	3	4	5
	Quality of the information provided	1	2	3	4	5
	Adequacy of the duration of the session	1	2	3	4	5
Afternoon session. Bilateral meetings	Interest and use of the subject addressed	1	2	3	4	5
	Quality of the information provided	1	2	3	4	5
	Adequacy of the duration of the session	1	2	3	4	5
Tuesday 18th July 2017						
Morning sessions. Bilateral meetings. Deliver of revised supporting documents	Interest and use of the subject addressed	1	2	3	4	5
	Quality of the information provided	1	2	3	4	5
	Adequacy of the duration of the session	1	2	3	4	5
Afternoon sessions. Deliver of revised supporting documents	Interest and use of the subject addressed	1	2	3	4	5
	Quality of the information provided	1	2	3	4	5
	Adequacy of the duration of the session	1	2	3	4	5
Wednesday 19th July 2017						
Morning sessions. Impact, dissemination and sustainability. Agreements, commitments and tasks distribution. Future collaborations. Evaluation of the TM6	Interest and use of the subject addressed	1	2	3	4	5
	Quality of the information provided	1	2	3	4	5
	Adequacy of the duration of the session	1	2	3	4	5
Comments and suggestions about the above mentioned aspects:						

Other positive aspects and suggestions to improve future meetings of this type *(structure, schedule, more and less interesting aspects ...)*

Thank you very much / Mulțumesc foarte mult / Köszönöm szépen / Muchas gracias

☺

8.3. ANNEXE III: ONLINE COURSES. SATISFACTION QUESTIONNAIRE MODEL

QUESTIONNAIRE FOR STUDENTS' ASSESMENT OF IN2RURAL LECTURERS' TEACHING ACTIVITY[1]

Co-funded by the Erasmus+ Programme of the European Union

The purpose of this questionnaire is to obtain students' assessments of the online course "ACTIVE JOB SEARCH OPEN COURSE FOR RENEWABLE ENERGY IN RURAL AREAS" and to know their satisfaction with it. Considering your experience as a student of this course, please indicate the extent to which you agree with the statements below about the course you are assessing. Please use the assessment scale presented to answer by selecting the option that best matches your assessment. There are no correct and/or incorrect answers – just choose the score that best reflects your experience in each case.

The answer pattern follows this scale:

1. I totally disagree
2. I disagree
3. Undecided
4. I agree
5. I totally agree
DK/NA. Don't know/No answer

1. At the start of the course, I received a clear guide of it (see "Start Here" section)
2. I was aware of the assessment criteria to be applied to this course
3. The course resources (pdf, videos, URLs) included are adequate
4. The course covers the syllabus as planned
5. The workload required is proportional to the number of module credits
6. The course implements adequate methodologies and teaching resources
7. The communication during the online course has motivated my participation
8. The follow up activities (forum, mails, online tutorial sessions) carried out are adequate
9. The evaluation activities are appropriate
10. I have increased knowledge and I have improved my skills
11. Level of satisfaction with provided material along the course
12. Level of satisfaction with the supervising teachers of the course
13. Global level of satisfaction with the course

COMMENTS
Feel free to write in this section all the remarks that you may wish to make to complete your assessment and proposals for future online courses.

THANK YOU VERY MUCH FOR YOUR COLLABORATION

[1] This questionnaire is partially based in the Questionnaire for Students' Assessment of Lecturers' Teaching Activity (OPAQ-UJI, 2011)

8.4. ANNEXE IV: CASE STUDY. SATISFACTION QUESTIONNAIRE MODEL

CASE STUDIES OF RENEWABLE ENERGIES FOR LOCAL DEVELOPMENT
SATISFACTION QUESTIONNAIRE FOR STUDENTS

Co-funded by the Erasmus+ Programme of the European Union

Please fill out this questionnaire to assess your work-based learning in a SME to develop a real life case of applying renewable energies for local development. The data will be strictly confidential and will not have any impact on your mark. This information will be very useful to improve the future management of similar experiences.

1. **In general terms, would you recommend to future students the SME where you have developed the case study?**

Select one of the following:
☐ Yes ☐ No

2. **Could you justify your answer to the previous question?**

3. **Assess the supervision received in the SME in relation to the following aspects:**

	1. I totally disagree	*2. I disagree*	*3. Undecided*	*4. I agree*	*5. I totally agree*
Monitoring of the tasks developed by the student					
Knowledge on renewable energies and rural development					
Time dedicated to guide the student					

4. **Assess the guidance received at university level by the team of tutors:**

	1. I totally disagree	*2. I disagree*	*3. Undecided*	*4. I agree*	*5. I totally agree*
Renewables energies guidance					
Rural development guidance					
English guidance					
Coordination among the tutors					

5. **Assess the SME of the work-based learnings in the following aspects:**

	1. I totally disagree	*2. I disagree*	*3. Undecided*	*4. I agree*	*5. I totally agree*
Previous information about the work-based learning (SMEs, tasks to develop)					
Relevance of the work-based learning to your degree					
System to evaluate the work-based learning by the tutors					
Duration of the work-based learning (total number of hours)					

6. **Assess the learning experience in the following aspects:**

	1. I totally disagree	*2. I disagree*	*3. Undecided*	*4. I agree*	*5. I totally agree*
Satisfaction with the activities and tasks					
Initial planning of the tasks to					

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develop					
Level of compliance of the training goals					
I have learnt new knowledge					
I have applied my theoretical knowledge					
I have learnt work methodologies					
I have improved my English competences					

7. Assess the conditions in the SME in the following aspects:

	1. I totally disagree	*2. I disagree*	*3. Undecided*	*4. I agree*	*5. I totally agree*
I have had access to the materials and equipment needed to develop my tasks					
I have had time to develop the study case					
The work that I have developed has been useful and recognized by the SME					
The work environment has been pleasant and motivating					
The SME was adjusted to my professional interests					

8. After completing the work-based learning, assess your level in the following transversal competences

	Very low	*Low*	*Medium*	*High*	*Very high*
Troubleshooting					
Ability to learn					
Capacity for analysis and synthesis					
Skills for information management					
Ability to work independently					
Ability to adapt to new situations					
Ability to apply knowledge in practice					
Planning and time management					
Teamwork					
Ability to communicate with people no expert on the subject					
Decision making					
Ability to generate new ideas (Creativity)					
Initiative and entrepreneurial spirit					

9. After completing the work-based learning, assess your level in the following specific competences

	Very low	*Low*	*Medium*	*High*	*Very high*
Know the scientific-technical language and the theoretical foundation of the technologies for the application of renewable energy					
Be able to evaluate the advantages and disadvantages of the various primary and / or final sources of					

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renewable energy					
Know how to calculate, measure and evaluate small installations for export and / or self-consumption of renewable energy					
Perform environmental impact studies of the various renewable energy technologies					
Analyse the role of energy as a production factor in the economic system					
Apply legal and tax issues affecting the renewable energy sector					
Identify the technical characteristics of the reception facilities of electricity in low voltage, consumer devices and its protection systems					
Understand and relate renewable energy to rural development from a social, economic and environmental perspective					
Have abilities and specific skills for installation and maintenance of small installations using renewable energy					

10. After ending the work-based learning, are there other complementary activities that could complete your learning process?

11. Other comments and/or suggestion to improve the work-based learnings

THANK YOU VERY MUCH FOR YOUR COLLABORATION

8.5. ANNEXE V: MULTIPLIER EVENTS. SATISFACTION QUESTIONNAIRE MODEL

"NAME OF EVENT IN LOCAL LANGUAGE"
FECHA: LUGAR:

"NAME OF THE EVENT IN ENGLISH LANGUAGE"
DATA: XXTH October 2016 PLACE:

EVALUATION QUESTIONNAIRE

Thank you for participating in this activity.

In order to improve our work and better respond your expectations on future occasions, I appreciate that you will fill out the evaluation questionnaire.

---

1. Level of compliance with program

☐ 1. Very high ☐ 2. High ☐ 3. Average ☐ 4. Low ☐ 5. Very low

2. Satisfying the expectations

☐ 1. Very high ☐ 2. High ☐ 3. Average ☐ 4. Low ☐ 5. Very low

3. How would you describe the overall impact of the activity at your job and / or studies? (Please tick the appropriate answer):

☐ It has been a source of inspiration.
☐ It has identified new possibilities for use of renewable energy for local development.
☐ It has allowed reflect on professional practice in this field.
☐ It has established contacts relevant to my work and / or studies.
☐ No benefits
☐ Other, please specify:

4. Overall consideration of presentations

☐ 1. Excellent ☐ 2. Very good ☐ 3. Sufficient ☐ 4. Insufficient ☐ 5. Very insufficient

5. Organizational aspects

☐ 1. Excellent ☐ 2. Very good ☐ 3. Sufficient ☐ 4. Insufficient ☐ 5. Very insufficient

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6. What do you like best about the activity?

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7. And the least?

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8. Are you interested in receiving information and / or training related to energy and local development issues? If so, could you say what kind?

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9. Any other comments, suggestions or observations:.....

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THANK YOU VERY MUCH FOR YOUR COLLABORATION!

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