



Final evaluation report

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1. Aims and sources of the evaluation

According to the WP7 of the TRAINCOM project, ECAP Consulenze was expected to manage the quality assurance and evaluation plan, dealing with:

- project management processes, as they emerge from practices, looking at what happens during the meetings and working at distance
- project achievements and deliverables.

TRAINCOM Project aimed at developing formative methods and tools (valuing e-learning) finalized at promoting the use of a learning outcomes oriented approach to the description of vocational profiles and training curricula (Competence Based VET – CBVET), particularly focusing on in-company training and assessment of learning achievements.

TRAINCOM should have been answering some crucial questions:

- what kind of teaching/learning arrangements are suitable to promote competence orientation?
- how can the role of teachers and trainers as a coach and adviser be characterized?
- how competence assessment procedures should be designed and which requirements (qualitative standards) do they have to fulfill?
- how can teachers and trainers be supported during the arrangement of competence oriented training?
- how does an internet based learning program have to be designed for this scope, in order to be affordable and effective?

The evaluation plan took into account the following crucial deliverables:

- **Quality standards** for competence oriented learning and teaching processes
- **User manual:** Guideline for utilization and practical application
- **Multilingual internet based learning platform**, providing an overview of project results and best practices related to CBVET enabling trainers and teachers in VET to arrange competence oriented learning and teaching processes

In addition the evaluation dealt with the *process* issues, fundamental in order to achieve project expected effectiveness. Therefore ECAP Consulenze accompanied the project in a formative way, providing the coordinator, and the partners, with data and information useful to adjust the management of the different WPs. The evaluator focused on the respect of the work-plan, the adaptations realized on the way, looking in a comprehensive perspective at processes, partnership and cooperation.

The evaluation followed a multi-perspective approach, considering how strategic priorities of the Call were coherently pursued by the project, as well as actors and stakeholders expectations were taken in account; project outcomes have been evaluated considering their global pertinence and coherence with project aims. The final evaluation report looks at the

achievement of the original / redefined goals (deliverables, timing, etc.), monitored step by step along the project lifespan, and in addition considers the **perceived quality of the results**, taking into consideration the satisfaction of the partners, of the stakeholders and of the final users (testing phases), and the **effectiveness and actual implementation of the bottom-up approach** (participation of the different actors to the elaboration of the products, including the evaluation of the involvement of the final users, through the assessment of their needs and reactions).

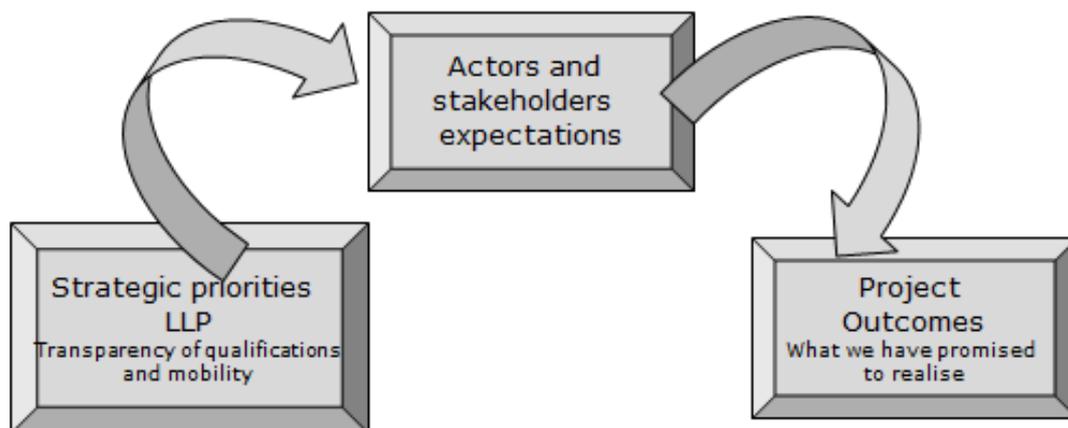
Three main criteria guides the evaluation, and have been measured against adequate indicators, in order to verify:

- **coherence** of results with respect to the original or *redefined* aims and specific goals of the Project;
- **pertinence** of deliverables to the contexts of application and to the different typologies of final users' needs (usability, added value provided by the tools, etc.)
- **sustainability** of results, considering opportunities and threats related to their implementation during and at the end of the Project.

Considering the priorities of the Call, TRAINCOM deliverables were expected to fit with the aims of the new EU program (Erasmus Plus), being coherent with EU Mainstream policies / tool (EQF, ECVET, etc.). At the same time, the project should have been helpful in order to reach partners' "specific" expectations, related to:

- ✓ Transfer the original Model on which TRAINCOM draws (EDGE)
- ✓ Agree on a comprehensive and shared view of what Learning Outcomes are and on how such an approach can be fostered and implemented, particularly considering in company training in the automotive sector
- ✓ Apply an action research method (Peer reviewing) in order to reach the expected results.

Summing up, project outcomes are evaluated against the strategic priorities of the Call, "filtered" through actors and stakeholders expectations, as they emerge taking in account first of all partner institutions, in charge of developing the project.



This final report is based on the results of 4 on-line evaluation surveys of the partners, realized immediately after the each meeting. Moreover it draws on the direct observation of the work and dynamics characterizing each meeting, as well as on the analysis of the results of the peer reviews realized during the first year of the project, in Germany, Spain, Czech republic and Wales (and in a couple of cases on the direct participation of the staff of ECAP Consulenze to these peer reviews). Finally, deliverables have been evaluated by external stakeholders, experts and trainers, through an on-line questionnaire, prepared in 4 languages.

The report includes:

- An **overview of the results** achieved by the project, in terms of deliverables, respect of the work and time plan, adjustments introduced along the process

- A section devoted to reactions and remarks of participants, related to the **quality and achievements of the meetings** (on-line surveys included 10 fix initial questions, and SWOT remarks, enabling to identify the evolution of partnership and management process)
- A section devoted to the evaluation of project deliverables, under the lens of partners' judgements and experts' opinions
- A final chapter summing up the results, **identifying some more general issues and challenges related to sustainability of project outcomes and opportunities of further development of the work done**, aiming at showing how the Consortium could bring forward actions undertaken during the following years.

2. Achievements of the project

According to the detailed work plan designed by the coordinator, and approved during the kick off meeting, the project was expected to use the first year to set up, implement and test on field the products to be transferred, dealing with the consolidation of a learning outcomes oriented training design and assessment. During this phase the project was expected to develop 4 peer reviews, implementing methods and tools for enhancing quality of VET developed in a previous initiative, and to be transferred and exploited in the new one. During the second year the project was expected to develop and test the Guidelines for CBVET, setting up a digital learning Platform ready to be exploited at a larger extent after the conclusion of TrainCom.

Fig.1 – Overview of project work-plan and achievements

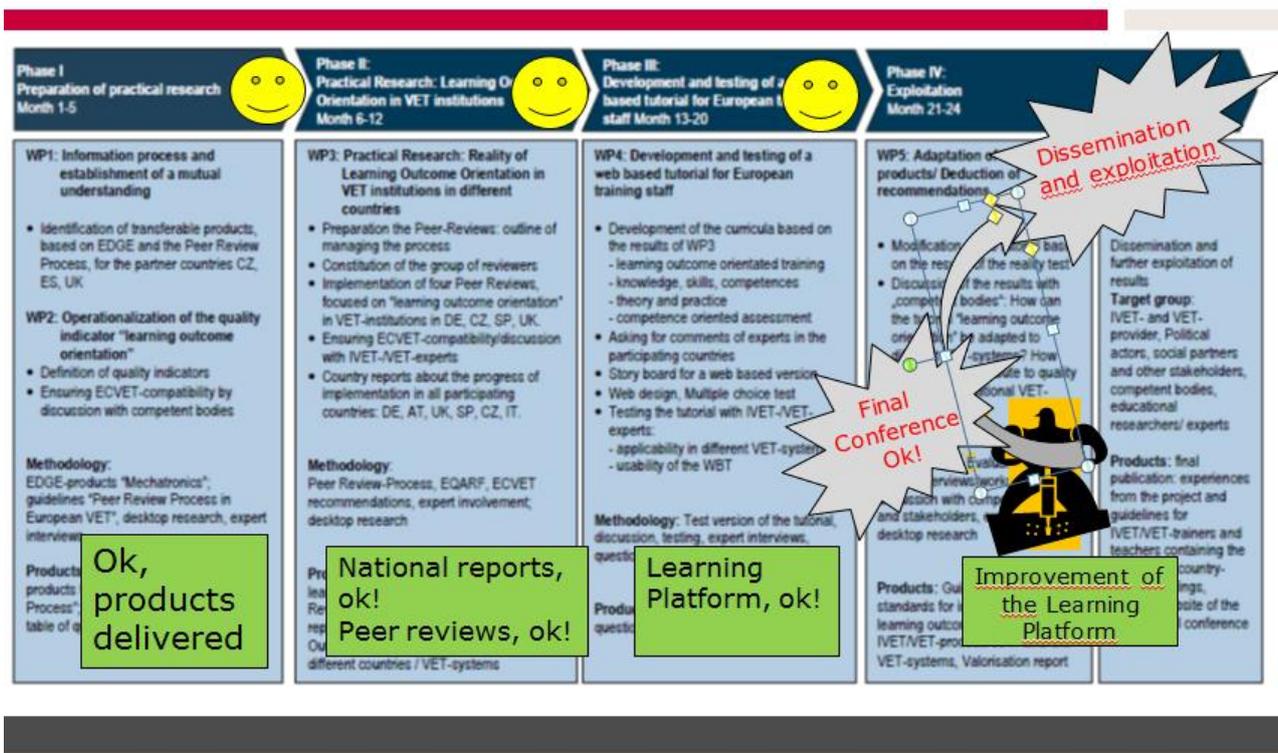


Fig. 1 provides an overview of the whole work-plan, with details on activities, expected outcomes and methodologies. Considering achievements we can easily say that the project realized all expected deliverables, paving the road for the final phase of dissemination, valorization and exploitation, actually based on the availability of the Learning Platform, open

to free access and consultation. More in details the project achieved the following key results in terms of tangible outcomes (fully available through the project web site and the Platform):

- A final synthetic report and 5 national reports on the results of WP3, aiming at defining the current status of national VET systems from the point of view of competence orientation, in the different partner countries; WP3 research on national contexts has been a bit anticipated; the results have been deeply discussed during the second transnational meeting in Vienna and it helped a lot develop a good knowledge of what's actually happening in Europe, pushed by conditional European policies aiming at consolidating learning outcomes orientation and a competence based approach to qualifications; this discussion has been fruitful, because it created the basis of mutual understanding, needed for a successful implementation of peer reviewing processes (participants have been provided with proper lenses to read and question what they were visiting on field)
- The implementation, slightly postponed with respect to the original time plan (see above), of peer reviews in Germany, Wales, Spain and Czech republic, all reported in details (using the structure grid provided by WP responsible) and summed up in a comprehensive report, providing evidence of the richness of the method, and of the impressive experience for all participants; the process took a certain amount time, overcoming the expectations, but enabled the partnership familiarize with the method, activating a real mutual learning process and exchange
- The setting up, testing and improvement of the Guidelines for CBVET, translated in a web tutorial which provided the basis for the TrainCom learning platform (WP4); the tutorial have been translated in 5 languages (adding also an Italian version), has been tested internally and also involving external experts and trainers, and after the final international conference held in Coburg (July 2015) has been improved on the basis of comments and remarks collected during the testing (WP5); actually the Learning Platform is fully accessible via the web site of the project.

Summing up, all the products and deliverables promised in the application have been realized. Basic dissemination tools, and particularly the dedicated web site, have been also set up, and all the partners developed a targeted information through their networks and channels.

On the other hand the exploitation of the platform should be enhanced by important progresses undertaken at the European and National levels in the field of learning outcomes orientation of VET systems. Both in Germany (country to which the results were expected to be transferred) and in the other countries, the implementation of National Qualification Frameworks inspired to a LO approach, and the consensus on ECVET principles, progressed a lot during the last 2 years. The setting up of actual measures implementing the "Youth Guarantee" policy and the focus on dual apprenticeship as an ideal benchmark for improving VET (Alliance for Apprenticeship) are also expected to enhance the need of instruments and methods facilitating the transition between education, training and work experience, which represents a focus point in TrainCom project. And last but not least the debate concerning the development of Quality assurance system in VET – according to the EQARF guidelines – creates the premises for a positive exploitation of methods (such as the peer reviewing) based on benchmarking and exchange between practices. All these positive external factors could consolidate the sustainability of project achievements beyond the conclusion of the initiative, if a successful dissemination and valorization effort will be made during the second year of the project.

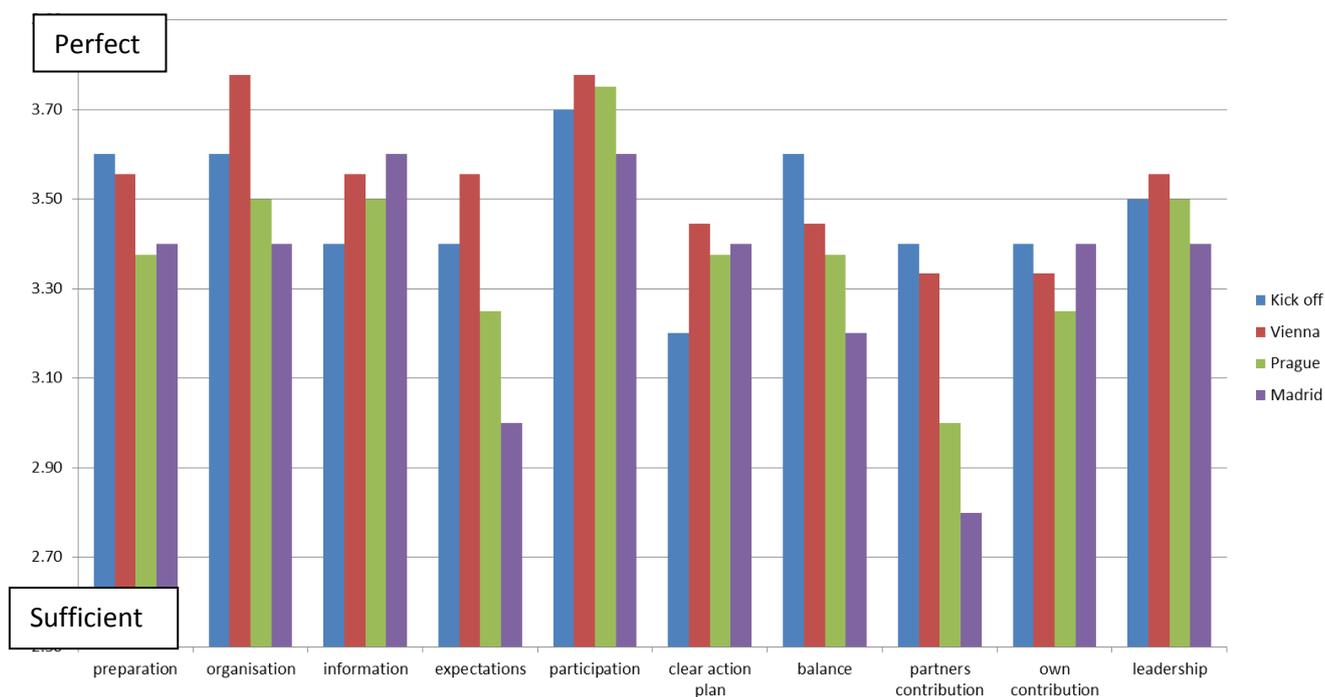
3. A committed and affordable partnership

The surveys developed after each meeting (except the last one, which has been directly evaluated on site) focused in their first sections on the satisfaction of participants with respect to a number of issues related to the organization, management and achievements of the

meetings. Representatives of all the partners concretely present at each meeting participated at the 4 surveys. This section of the surveys – repeated at each stage, after every meeting – included 10 closed questions (based on a Likert scale), plus 2 open questions, on strong and weak points of the event.

As from graph 2, practically no item scored - as an average - less than a satisfactory result (“quite good”, corresponding to level 3), and well above the line of sufficiency (corresponding to 2.5), despite a reduction of the scores obtained by a certain number of indicators during the last phase of the project.

Fig.2 – Partnership and process indicators: average scores for the 10 initial questions (min.1 – max. 4)



Organization and preparation of the meetings and the capability of the coordinator of enabling a good **participation** of each partner, ensuring at the same time a precise **information** on activities and tasks, were particularly appreciated. Also the participative **leadership** of the coordinating institution, as well as the **preparation of the meetings** has been highly appreciated. The good **balance amongst activities and socialization opportunities** played a very important role during the meetings, and particularly during the kick off one, in order to consolidate a new partnership, profiting also of informal exchanges and spaces of communication (the low score achieved in Madrid is mainly explained by the forced absence of 2 partners, which reduced the possibility of exchange and mutual understanding).

Nevertheless a couple of indicators, showing the decreasing satisfaction about the **contribution of each partner at project achievements**, and making visible a certain **disappointment concerning initial expectations of some partners**, provided during the final phase of the project a useful alarm. Discussed during the last Meeting in Nürnberg, together with some critical remarks emerging by the testing phase, these results played a positive role, enabling a relevant improvement of the main product of the project – the learning platform – before its definitive appearance on-line.

Open answers provided always an additional overview of strengths (and relative critical points) of the Meetings, confirming what we have already said. **Strong points** (emerging from open answers) can be summarized as follows:

- **Articulation and richness of the partnership:** The partnership itself is varied. The contribution made by partners; meeting the rest of partners, knowing their interests and strong points; Learning about new topics and methods regarding the project and the meeting itself...
- Good climate in the **partnership** and “**sense of belonging**” (despite a certain degree of delusion), thanks to the **progressive achievement of a good mutual understanding**: progressive understanding of activities and tasks to be undertaken; having a clearer understanding of our role and work involved, sharing knowledge and skills of how to proceed with the project; Partners' effort to understand and overcome a mess of national VET peculiarities
- **Professionalism, leadership of the coordinator and commitment:** Well researched and executed presentations by all partners. Excellent discussions throughout the duration of the meeting. Strong work ethic from all partners; - Partners clearly contributed with their expertise to the project progress (e.g. Peer Review in Austria, Qualification of assessors in England) - transparency on next steps, joint discussion of next steps - open atmosphere, with constructive management of doubts
- **A good management of the meetings and of the project more in general:** Very good organisation, excellent preparation of the participants, Good organisation of the meeting; Good input from partners; Sharing knowledge and skills of how to proceed with the project; clear time table, the aims of the project were focussed well, idea of peer review became clearer; clear time table, the aims of the project were focused well, idea of peer review became clearer...

Potential critical points / warnings:

In general critical points have been mentioned as warnings; considering open remarks provided by participants at the meetings, the most relevant critical points emerged during the project lifespan focused on some **risks of misunderstanding - about the role and tasks to be taken in charge** by each partner – and on some characteristics of the final products, considered by someone as too much **German centered**, and difficult to be exploited elsewhere. In addition recurrent remarks underscored **time constraints** which limited exchange and cooperation, and obstacles arising from the **different levels of language mastery** of the partners’ representatives.

4. Between priorities and expectations of the partners

As an EU funded initiative, TrainCom Project addressed the priority of the LLP Call to which it was referring (2013). Namely the project was expected **to promote ECVET principles in order to foster transparency and recognition of learning outcomes** acquired in VET, by formal, non formal and informal learning. On the other hand, as a Transfer of Innovation project, TrainCom was based on a set of **methods and tools designed and tested by a previous project, to be valued and transferred**. On the other hand, the partners joined the Consortium and the idea on the basis of their **specific expectations**, such as **consolidating an effective network**, or developing common concepts, methods and tools. The success of a project like TrainCom largely depends on the balance reached, since the beginning, between these different goals (see also the previous chapter, presenting the approach of the evaluation).

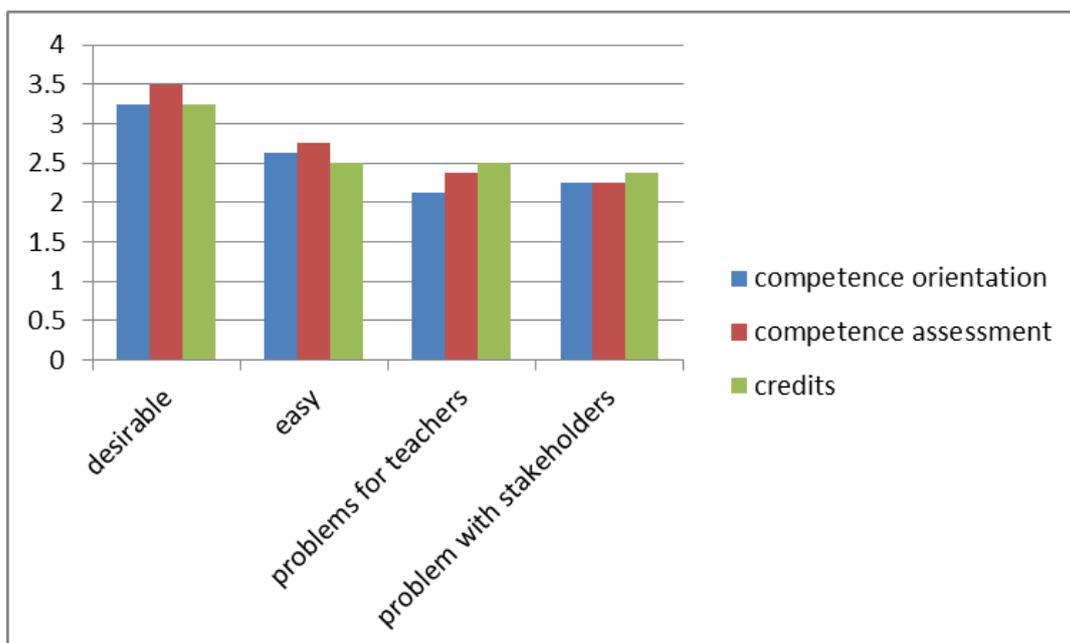
Therefore we devoted our on-line surveys to analyze not only project progresses, but also a set of questions correlated to that balance, evaluating step by step to which extent the partners were thinking that deliverables were coherent with their specific expectations, as well as with EQF and ECVET logics. Products and methods to be transferred – such as the EDGE Model, and the Peer review approach – has been inquired in order to understand to which extent they were providing transferable and valuable solutions. Furthermore, we tried to evaluate if expectations of the partners were constantly taken into account and respected, being at the same time in line with the priorities selected by the project.

Detailed results on the above mentioned points have been reported in the Interim report. For sure our surveys shows that the partners aimed at **enhancing and consolidating their network**, sharing at least a **common understanding of how a learning outcomes**

approach can be identified and implemented in different countries. Some operational objectives, however, required more problematic negotiations of meaning and intents, in order to be achieved. Particularly the development of e-learning and web based training tools addressed to improving the competence of teachers and trainers in applying a learning outcomes approach fed discussions, witnessing the different level of confidence of the partners in using web based didactical tools. Already in our Interim Report we underscored the need of focusing on the challenges embedded in the development of an innovative learning platform, providing the partnership with some hints and suggestions. At the end a realistic compromise has been reached, renouncing to interactivity and enabling the setting up of an informative tool, probably more similar to an e-book than to a proper Platform, but at the same time very reach, easy to be navigated, sustainable by differentiated final users (see comments in the next chapter). Complaints of some partners did not disappeared, but a common agreement has been reached, and it could pave the road to further developments in the framework of a follow up project.

Moving from expectations of the partners, to the broader level of coherence between project results and the priorities of the Call, we notice how the project contributes in a positive and clever way to the actual implementation of EU Mainstream principles. Consensus (and founded knowledge) about ECVET principles seems to be growing at the European level (see CEDEFOP, Working paper 18, *Monitoring ECVET implementation strategies in Europe*, EU publications, 2013), and our surveys confirm that diverse objectives related to the implementation of these principles in TrainCom encountered a good consensus by the partners. Nevertheless passing from internal expectations to the reality beyond, it becomes evident that many issues are still a matter of discussion in many countries. 37,5% of respondents think – for instance – that the consensus of stakeholders about the recognition and accreditation of learning outcomes deriving from informal learning is still limited, and one quarter of them states that also the unitization of learning is poorly accepted. Divergences clearly reproduce the gap between VET cultures based on holistic approaches to teaching and learning, and cultures in which the principles of accumulation of units and credits are largely accepted (such as the British one, influenced for sure by the familiarity of teachers and trainers with the National Vocational Qualifications model).

Fig.3 – Features of the model and their sustainability (min.1 – max. 4)



Therefore it's not a surprise that the most important features of the Model to be transferred – in order to develop a learning outcomes orientation of curricula and training design, enabling the unitization and more flexible arrangements – are generally considered “highly desirable”, but less evident and easy to be reached and implemented (fig. 3). The three fundamental elements deriving by the EDGE Model – coherent with ECVET principles – are clearly considered highly desirable by all the partners: they support the development of competence based assessment methods, based on competence based descriptors of profile and standards. They also trust in the principles of accumulation, and consequently they are open to the introduction of credits and accreditation systems. At the same time they are aware of difficulties that could hamper the implementation of the model: not an easy job, both considering difficulties encountered by teachers and trainers and the uncertain consensus of stakeholders. Confirming the results of the above mentioned monitoring report issued by CEDEFOP, the **introduction of credits seems to be the most challenging aspect**, as it emerges from fig. 3, even taking in account the opinions of motivated and prompt partners.

Partners finally shared the opinion that the **Peer Review method** – the second pillar to be transferred and implemented - could be a powerful means for defining common quality standards in VET. We evaluated during the project the reactions of the partners involved in peer reviewing, using an on-line questionnaire and discussing during the meetings. Two thirds of participants at these sessions strongly agreed on the added value provided by the method, no one manifested doubts, even if only one third of respondents declared to be perfectly at ease in dealing with reviewing tools. Nevertheless, after the deep discussion held during the second transnational meeting, which helped a lot build a common idea of what such a methodology implies, the Peer Review Methodology has been tested on field, proving to be effective. Peer reviewing enhances the value of a traditional exchange based on visits and encounters: It implies a careful preparation of the meetings on site, and the availability of both sending and receiving organizations to bring in ideas, points of view, insights, representing an added value for all participants. After all we are now aware of the potentialities of the method, which provided evidence of convergences and distances existing between the diverse VET systems from the point of view of the shifting to a learning outcomes approach.

Experience of peer review made evident the complexity of managing such a pathway. Particularly challenging seems to be:

- organizational issues considering time constraints, availability of the companies and resources: tight time schedule of the meetings, budget constraints to cover peer reviews travel costs, lack of external expertise in questioning peer reviewed institutions in a proper way;
- complexity of the preparation and management of reviewing processes: preparation of the peer review in regard to the specific situation of the peered institution needs a lot of information beforehand, which might be difficult to get; the peer review procedure is very complex, it's difficult to manage all the data in a short time;
- communication skills relevant to activate and manage peer reviewing processes: the use of a third language – such the so called Euro-English – can create additional difficulties, reducing interaction and deep understanding.

Peer reviewing can only succeed if benefits are shared by reviewers and reviewee, and in our case it seemed to be very effective when exchanges involved VET providers, experts and in company trainers. The peer reviewing process emerges by our experience as a complex and exigent process, but a powerful means to activate a profitable exchange between VET institutions and companies in order to improve training design, and build up a good consensus about the EU mainstream tools, largely depending from a more fluid relationship between the world of education and training and the world of work.

5. The Learning Platform under the lens

The web tutorial, or the TrainCom learning platform, represented the most important deliverable of the project, and has been focused by our final evaluation survey. The setting up of the learning platform aimed at answering to the need of making in-company trainers (and

VET staff in general) more sensitive and ready for the implementation of CBVET. It implies a strict and structured relationship between training developed at the workplace, and basic skills and theoretical knowledge focused by professional schools. Teachers in VET Institutions must dialogue with in company trainers, and of course in company trainers have to be capable of managing experiential and reflective learning settings. Both teachers active in VET institutions, and in company trainers or HR Managers must share concepts underpinning competence orientation.

The TrainCom Learning Platform has been conceived and designed first of all to provide a common basis of discussion and learning for all the relevant actors in the scenario. The tool aims at making them sensitive on the issues related to competence orientation. Moreover, it addresses in company trainers, in order to make them aware of specific abilities needed for acting as coaches and facilitators.

The TrainCom Platform can play an interesting role in this framework, as far as it is conceived as a means for consolidating self-directed learning processes in managing CBVET approaches. The project was expected to develop formative methods and tools (valuing e-learning) aiming at promoting learning outcomes orientation in VET, approaching the description of curricula and the design of in company training and assessment. Some crucial questions has been dealt with:

- which teaching/learning arrangements are suitable to promote competence orientation?
- how can the role of teachers and trainers as coaches and advisers be characterized?
- what can competence assessment procedures look like and which requirements (qualitative standards) do they have to fulfill?
- how can teachers and trainers be supported during the arrangement of competence oriented training? How does an internet based learning program have to be designed?

The platform includes:

- a Multilingual internet based learning program that enables trainers and teachers in VET to arrange competence oriented learning and teaching processes
- Quality standards for competence oriented learning and teaching processes
- A User manual, in forms of Guideline for utilization and practical application of CBVET concepts

Despite progresses made during the last years CBVET largely represent in many VET landscapes and institutions a practically unknown object. Resistences are still strong, and the lack of confidence of teachers and trainers with workplace learning, experiential and reflective methods in VET is a reality. The Platform largely represents a means for making teachers and trainers more sensitive and aware of the potentialities of CBVET. It's also a space of exchange, providing examples of practices, methods and tools useful for activating CBVET. It doesn't replace a proper qualification pathway, leading to cover functions like the ones presented above. However it can pave the road for in taking a professionalization process.

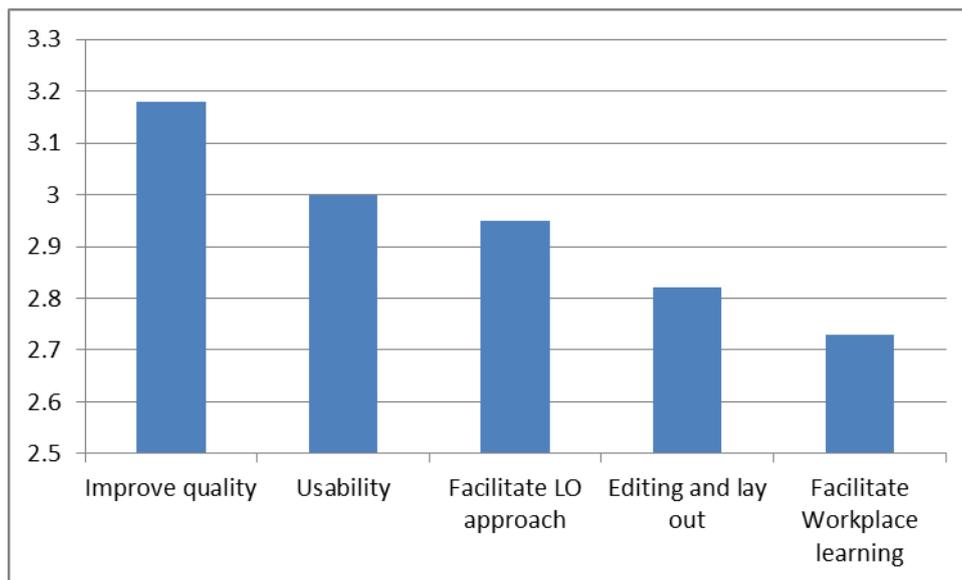
The effectiveness of the TrainCom Learning Platform, as well as spaces for improving it, have been focused by an on line evaluative survey ¹, which provided interesting feedbacks concerning project deliverables and their exploitation / development.

In a scale from 1 to 4 the Learning Platform scores as an average good results, considering its main features. **The great majority of respondents, no matter the country, are convinced that they will continue to use the Platform in their organisations**, in order

¹ An on-line questionnaire in 4 languages (German, English, Czech, Spanish) has been made available to experts, stakeholders and trainers involved in piloting the Learning Platform, asking respondents to evaluate the effectiveness and the added value provided by the Learning Platform according to a set of variables and indicators, both concerning contents, lay out and usefulness of the tool. The survey will be developed also during the exploitation phase (and enlarged to Italy), in order to facilitate the continuous improvement of the Platform, envisaging a follow up project, whose implementation emerged as relevant also during the final Conference organized in Coburg in 2015, both considering the needs of accompaniment of reforms undergoing in Germany, and the wider implementation of CBVET at the European level, under the umbrella of the overarching "*Alliance for apprenticeship*". About 30 experts in Spain, Germany, Czech Republic and UK participated at the first evaluation, including all categories mentioned above.

to improve the quality of training design and management, making it closer to the needs of a modern VET system. The usability of the Platform – a simple and understandable approach – is most appreciated. For sure the tools reaches one of its goals, facilitating the adoption of a Learning Outcomes approach, by teachers and trainers who sometimes pay difficulties in actually implementing mainstream principles of competence orientation. Spaces of improvement are at the opposite detected considering the lay out of the Platform (a very simple and traditional one, with no interactive functions and mainly textual explanations). Also the exploitation of contents in order to develop workplace learning arose as a limit, particularly underscored by respondents less familiar with methods and tools characterizing the dual apprenticeship, like Spanish interviewees.

Fig. 4 – The TrainCom Learning Platform under the lens: best features of the model



The TrainCom Learning Platform scores good notes also considering some indicators evidencing potential success factors. It is evaluated as extremely coherent with EU Mainstream policies, and particularly relevant for making teachers and trainers aware and sensitive towards reforms stimulated at this level. Structure and contents of the Platform fit the needs of potential users, bringing in some new ideas, even if in a context of solid principles, already practiced by professionals engaged in companies. From this point of view, the Platform seems to give an answer to the needs of socialization and sensibilisation of teacher and trainers with CBVET, more than providing a consistent added value with respect to existing tools. Therefore an effort for making available through the Platform a certain number of concrete tools should be considered in the next phase.

This effort should focus particularly on some areas, considering tools for designing workplace learning, monitoring and documenting the learning process, designing and managing formative and summative assessment, and more in general accompanying the learning process.

The evaluation of the experts makes on the other hand visible the correlation between judgements and differences embedded in the diverse learning cultures. Divergences are still playing a fundamental role in paving the road – or at the opposite hampering – the adoption of a competence based approach to training design. As far as CBVET implies a strict relationships between workplace experience and learning in the construction of competences, the countries of the dual system are naturally ready to adopt this philosophy, but more reluctant to integrate other principles, such as the unitization of training design and moreover the flexibilization of learning assessment. On the other hand countries which are discovering just now the potentialities of embedding learning at the workplace needs to develop a consistent experience and readiness in training design and management according to CBVET principles.

Summing up, and considering opinions of both partners' representatives and external experts, the TrainCom learning platform deserves a positive evaluation, mainly related to its **strengths**, laying in the following aspects:

- **Usability:** the tool is easy to be navigated, intuitive in its structure and comfortable to be exploited (above all after improvements introduced during the last months)
- **Information and contents:** the platform is rich, clear, to the point
- **Structure:** organization of contents is clear, solid, logic, inspired by coherent theories
- **Examples** and schemes, leading from theories to practice

Some limits has been partially overcome thanks to improvement made after the intermediate evaluation, held between Madrid and Nürnberg meetings; we would mention the **"German centered" approach** (emphasized in a first phase by a collection of reference practices almost limited to Germany...), and the **limited provision of proper tools**, complementing methodological suggestions and reference practices, and finally the **lay out and editing**, judged by some partners old fashioned, with too long texts, and a limited use of images and multimedia sources.

6. Summing up: some remarks and suggestions

Summing up, and considering more in general the characteristics of the project, we would like to conclude our final evaluation report with short remarks, including some suggestions, related to potentialities for exploitation and further development of project results.

TrainCom was an **ambitious and well-structured project**, promoted by a very **experienced** coordinator, strictly cooperating with key players of industry and entrepreneurial associations; therefore the necessary links with the world of work and in company training were ensured since the beginning and have been strongly confirmed during the two years of project lifespan, with the involvement of important players of the automotive sector like Audi and Brose. The project has been managed by a **solid, even if relatively new partnership**, covering different countries and learning cultures. It faced crucial challenges related to the implementation of ECVET, as they emerge by the recent monitoring report issued by the CEDEFOP. Results, in terms of deliverables and lessons learned, are from this point of view **fully coherent with the priorities of the Call**, and consistent with aims and operative goals defined by the application.

The heritage of TrainCom project is for sure valuable in a perspective leading to the actual implementation of CBVET as a mainstream for reforming and improving VET systems all over Europe, using the experience of the dual system as a reference, but safeguarding richness and diversity of learning cultures. CBVET principles can be applied in countries characterized by structured workplace learning or a by a mix between learning in schools or colleges and experience at the workplace. It provides a framework for designing learning at the workplace in an innovative way but at the same time it helps design structured and flexible learning path, well anchored at work processes, also in full time VET schools and colleges.

TrainCom leaves a consistent set of resources usable in a lifelong learning perspective, including:

- **peer reviewing** as a method for continuously improving the quality of VET, at different levels (macro, considering systems, and micro, considering teachers, trainers and VET institutions)
- the **learning Platform**, both in form of Guidelines and as a library / repository of tools for planning, managing, assessing learning.

The lay out and attractiveness of the Platform, could be made more appealing in time, but safeguarding the clear and easy fruition of contents actually characterizing the tool.

The project paves on the other hand the road to the **development of further results**, at the origin of a possible follow up project. It should be addressed at more ambitious goals:

- improve the lay out of the Platform, also using images, pics, videos, in order to complement texts and contents
- enable interactivity and exchange (social learning, community of practitioners); exploiting web 2.0 logics flexible fruition possibilities should be created and implemented
- focus on expanding resources, setting up a search engine and better link tools and examples to contexts of learning (enabling the same users provide references and methods adaptable to diverse sectors and learning cultures).

Furio Bednarz, October 2015