



Testing and Implementing EQF-Principles in Trade Organizations and Education

IMPACT- Analysis of dissemination and implementation strategies of partners of partners at European, national, regional or local level.

November 2010

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Education and Culture DG

Lifelong Learning Programme

Colophon

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Developed by:

EVTA – European Vocational Training Association

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Table of Contents

Colophon	3
Introduction on IMPACT	5
The format of the dissemination plan (used by all the partners):	6
PART I Overview of the impact activities of partners	7
Implementation possibilities and obstacles for the implementation of the project outcomes	7
Aims of the dissemination strategy and the involved target groups and stakeholders	11
Dissemination activities and the products which will be disseminated (regarding the target groups)	14
Expected results and foreseen impact of the dissemination and exploitation strategy	16
PART II Strengths, Weaknesses, Opportunities and Threats for the implementation of the project outcomes	18
Ranking of the strengths by the partners	19
Ranking of the opportunities by the partners	20
PART III Recommended actions to create impact	21
Ranking of the short term and long term recommendation by the partners:	22
what did they do and what will they do to create sustainability?	22
Ranking of the short term and long term recommendation by the partners.	23

Introduction on IMPACT

In order to have more insight in the impact strategies of the partners and to support them in their journey to create impact with the project outcomes on the direct beneficiaries and stakeholders of the project, the following strategy is used in the project.

1. All the partners have filled in the dissemination plan as described below. It can be filled in at national, regional, local or European level, depending on their target groups and capacity to create impact.
2. A synthesis is made of all the results;
3. Based on the results of the partners, a SWOT analysis is made (PART II). This is done in the beginning of the project;
4. At the end of the project, all the partners looked back at the strengths and the short term actions (what have they done) and forward to the opportunities and longer term actions (what will I do to create sustainability): This resulted in a ranking on the strengths, opportunities and long/short term actions per partner and totals show the common strong points of the project

The results of step 1- 4 are included in this report.

The format of the dissemination plan (used by all the partners):

The aim of this document is to help you with defining and carrying out the best strategy to create impact with the results of the TIPTOE project. Step by step you define for your own organization, region and or country what you can do for your target group. This document is a working document, as not all the products and possibilities are visible from the start of the project. So please keep this document up to date on regular basis. It is also important to list the possible barriers, so these can be taken into account during the project.

Implementation possibilities	<p><i>Please describe how you think the results of the TIPTOE project can be used/ implemented in your organisation (at the level of activities and policy)</i></p> <ul style="list-style-type: none"> ▪
Obstacles/ conditions for implementation	<p><i>Are there any conditions for the implementation of the results in your organisation, we have to take into account. Or do you foresee any obstacles?</i></p> <ul style="list-style-type: none"> ▪

The questions above are of major importance to create impact with the results of the TIPTOE project in your organization (or country). Impact is a result of different activities in your organization. Therefore it is important to start already in the beginning of the project and tune the planned activities/ strategy to the implementation possibilities as you have described above.

		Planned/ Realised d.d:
Specific aims	<p><i>Please provide a detailed description of the specific aims of your (planned) dissemination activities</i></p> <ul style="list-style-type: none"> ▪ 	<i>Not applicable</i>
Target group	<p><i>Who is the target group for your dissemination activities?</i></p> <ul style="list-style-type: none"> ▪ 	<i>Not applicable</i>
Activities	<p><i>Describe the dissemination and exploitation activities</i></p>	<i>Date of realisation</i>
Stakeholders	<p><i>Are there any stakeholders who have to be involved in the activities?</i></p> <ul style="list-style-type: none"> ▪ 	<i>Not applicable</i>
Products	<p><i>Describe the products you have disseminated</i></p> <ul style="list-style-type: none"> ▪ 	<i>Not applicable</i>
Results	<p><i>Describe the results of your dissemination activities</i> <i>If not yet visible, please describe the expected/planned results.</i></p> <ul style="list-style-type: none"> ▪ 	<i>Expected date</i>
Impact	<p><i>Describe the impact of your dissemination activities on your current activities/systems.</i> <i>If not yet visible, please describe the expected impact</i></p>	<i>Expected date</i>

PART I Overview of the impact activities of partners

Implementation possibilities and obstacles for the implementation of the project outcomes

Organisation:	Implementation possibilities	Obstacles/ conditions for implementation
CECOA (PT)	<p>By identify the differences between active occupations in the Labour market and related existing qualifications in the national VET system, the TIPTOE project results will create the conditions for CECOA to promote, if justifiable, the updating of 4 trade qualifications in the National Catalogue of Qualifications.</p>	<p>Since the National Agency for Qualifications (ANQ) – body responsible for elaborating the competences and training reference material to be integrated into the National Catalogue for Qualifications ANQ is a strategic partner in the TIPTOE project, CECOA can work closely with ANQ to integrate the TIPTOE results in the National Catalogue of Qualifications.</p>
BZSH (DE)	<p>Integration / transformation within the vocational training:</p> <ul style="list-style-type: none"> ▪ Finding adaptation opportunities for the KSC-Formats to the contents of the vocational training and the training schedules; ▪ Adaptation opportunities for practical trainings; ▪ Coordination of the vocational training concerning theory and practice based on KSC-formats; <p>In focus are the 4 German occupations (shop assistant, retail salesman (shop manager), warehouseman (Logistic assistant), Specialist for administration of inventory (Logistic manager))</p> <p>KSC-formats could be also the base for issues in terms of the further education of employees in retail</p> <p>To start the dialog around referencing the NQF to the EQF , based on the findings in TIPTOE.</p>	<p>Also, CECOA takes part of the <i>Sectorial Council for Qualifications</i> for the Trade sector within the National Qualifications System and is therefore responsible for identifying updated needs within the National Catalogue of Qualifications (integration of new qualifications and restructuration of reference materials) and for giving inputs to its restructuration.</p> <p>Germany still is in the phase of the formulation of the NQF. For this reason the implementation can only partly be carried out. As soon as the NQF is adopted in the parliament, a check (if necessary customization) of the results of the project must be carried out.</p>
CPI (SI)	<ul style="list-style-type: none"> ▪ The catalogue of standards of professional knowledge and skills is an expert document designed on the basis of the occupational standard. It constitutes a key element in assessment and certification procedures of national occupational qualifications. The outcome of this project can be used within the process of defining national catalogue. ▪ Outcomes of the project can be used as a help for national credit validation system and furthermore in constituting NQF; ▪ Direct influence on policy at national level and European level as a member of the EQF advisory group is possible; 	<p>CPI stands as a main national institute for accreditation of vocational standards. As a national coordinator, CPI has to take into account social partners opinions within the process of designing national standard as well as designing catalogue of standards of professional knowledge and skills. What follows is credit system.</p>
KCH (NL)	<ul style="list-style-type: none"> ▪ The TIPTOE results are being used by KCH to influence the discussion on the implementation of NQF-EQF-issues in the Dutch context, through its relations with social partners in the trade 	<ul style="list-style-type: none"> ▪ The process of the maintenance of the qualification structure takes a lot of time;

Organisation:	Implementation possibilities	Obstacles/ conditions for implementation
	<p>sector as well as KCH's contacts with VET-policy makers (e.g. MBO-raad and the Ministry of Education);</p> <ul style="list-style-type: none"> ▪ In addition KCH will use the TIPTOE results to influence the discussion on the allocation of EQF-levels to individual profiles and qualifications at EU-level, through other projects and networks and through KCH's contacts with organizations such as CEDEFOP. ▪ EU-EQF-maps will be used as a guideline for Dutch VET-professionals, the practice of (international) mobility, on-the-job learning and the VET-qualification system and training programmes. ▪ The results of TIPTOE will also be used to revise, update and refine the Dutch occupational profiles (if HBD and SOG as owners agree) and the Dutch qualifications for the trade sector in the 2011 update rounds. 	<ul style="list-style-type: none"> ▪ The level of awareness for EQF; ▪ The dissemination channel of the KCH-website will be totally renewed in the next months, which will result into improved availability of project information once the new website will be online;
POLITO (IT)	<ul style="list-style-type: none"> ▪ The results that Politecnico di Torino uses for the dissemination are not generally connected to the commerce outcomes: our organisation uses the methodology developed within the project to analyse the labour market and to define better training profiles, in order that they can better match companies' needs. However platform's data regarding the commerce sector are used during dissemination events. ▪ The TIPTOE competences mapping process could represent a prototype for the definition/evaluation/comparison of the training offer based on a formalization methodology 	<p>Our company does not implement dissemination activities basing on TIPTOE main results (related to commerce sector), but takes advantage of the formalization methodology developed by resorting to the UML notation.</p>
QA (LT)	<ul style="list-style-type: none"> ▪ The defined EQF map will make an input in to the national professional standards formulation process. ▪ The produced occupational profiles and KSC Formats for the trade sector could be used as key elements in preparation of the national professional standards and training contents. ▪ The lessons learned from fulfilling the occupational profiles with minimum of the human resources could be used in process of preparation of the professional standards in the crisis situation (in situation when little money could be allocated from the Government for preparation of the national occupational qualifications and standards). ▪ TIPTOE will help the referencing process as responsible competent body and results in a more clarification of the concepts of learning outcomes (KSC); 	<ul style="list-style-type: none"> ▪ The Government in Lithuania might make a decision to close the QA (LT) and it might be announced institutions, which will take over QA functions without allocation of any additional money for development of the NQS and EQF ideas in Lithuania. ▪ If a national coordinator of NQS development will be not announced in the few months period after liquidation of the QA, then it will be no continuation of the started process, which took more than 4 years. The collaboration between institutions and started networking might be lost as well, because most of the institutions involved in the process of development NQS in Lithuania might have only a fragmental elements of the qualification system. The key organization, which can be a bridge between education system organizations and social partners, should be in place. ▪ Social partners' opinions within the process of designing national standard as well as designing catalogue of standards of professional knowledge and skills could be taken into account only partly, because of the possible absence of the coordinating authority. ▪ The skilled staff (who can work on preparation of the professional

Organisation:	Implementation possibilities	Obstacles/ conditions for implementation
		<p>standards, which can produce the catalogue of standards, who can organize the implementation of the qualifications register and related databases and etc.) knowledge and learned lesson during implementation of the TIPTOE project might be lost after closer of the QA.</p> <ul style="list-style-type: none"> Lithuania is still is in the phase of the development of the NQF and for this reason the implementation of the project results can only partly be carried out. As long as the NQF is not adopted and all needed legislation is not in place the results of the project must be carried out properly.
Vision systems (RO)	<ul style="list-style-type: none"> Use the results of the project inside the applications which will be developed in the future for comparing and referencing NQF with EQF; The partners of our company will be informed to consider at developing their applications the EQF definition. 	It is possible to not be able to implement all the results inside our applications. Since our company is based more on the development of the technical part of the project it is not a directly implementation into our company of the results, but into the products developed by us.
EVTA (BE)	<ul style="list-style-type: none"> Europe is waiting for practical examples and implementation opportunities. EVTA is at different levels involved in European platforms, where there is a demand for this kind of practical information. (EQF advisory committee, EUCIS-LLL, Committee of the Regions, CEDEFOP, EVTA working group on certification.) EVTA has set up a working group at European level to work on concrete implementation possibilities of ECVET and EQF. The methodology of the TIPTOE project could very helpful for this working group in which more then 10 countries are participating. 	We have to foreseen that we are able to transfer the methodology to other sectors and countries and that it is not only a solution for this project team/ context
CPV (IT)	<ul style="list-style-type: none"> The TIPTOE project results will likely be able to give a useful input to the phase of developing the NQF in Italy, as the results will be information on the differences between active occupations in the Labour market and related existing qualifications in the national VET system. The methodological developments of TIPTOE on mapping professional profiles and comparing them with the help of EQF-maps can be put to use in other contexts also outside the trade sector, contributing to the work CPV is already doing on mobility and validation of qualifications. The experience of coordinating the project quality assurance and monitoring puts into practice competences gained in other projects' quality control, but also helps CPV to develop new tools. CPV's regular activities include also study groups for private sector representatives that organise seminars and meetings on innovative issues. The results of the project can also be presented as a part of the activities of the Trade Sector Study Group (Gruppo di studio Settore Commercio). As a VET provider, the methodology is interesting for the promotion, mainstreaming and recognition of mobility in VET in collaboration with regional authorities. 	In collaboration with the Italian strategic partner, the Regional Office of the Ministry of Education, CPV will be able to take active steps towards inserting TIPTOE results into the procedures currently under development.

Organisation:	Implementation possibilities	Obstacles/ conditions for implementation
USRV (IT)	<ul style="list-style-type: none"> ▪ The USRV- UFFICIO II – is a public body depending by the Italian Ministry of Education. Since the USRV have close relations with the schools operating in the Veneto Region, one implementation possibility is dealing with the mobility experiences. The aim is to promote the trainers' training. In particular, the Ufficio II will carry out activities to promote project results within the education and vocational training context. We will collect feedbacks provided by the teachers and VET providers about the project feasibility in order also to plan possible improvements. Our website will be an important tool to promote and valorise project materials. ▪ In Italy a reform of VET is taking place, the region is one of the 5 regions where a pilot is taking place, in close collaboration with the schools. The results could be tested in this pilot. 	<p>The Ufficio Scolastico Regionale per il Veneto as a public authority operating in collaboration with the Veneto Region will use all possible networks to promote and transfer project results.</p> <p>One obstacle could be the unwillingness of the schools to collaborate or their difficulty to promote the project results.</p>
AGEFA PME (FR)	<ul style="list-style-type: none"> ▪ Promotion of EQF and the concept of Learning outcomes, with the target the SMEs; ▪ Collaboration and dialog with the ministry of education; ▪ The promotion of mobility in VET; 	<p>The process of adaptation of programmes is time consuming.</p>
Albeda college (NL)	<ul style="list-style-type: none"> ▪ The better and more use of APL; ▪ The promotion of mobility 	<p>Actions will depend on the decisions at higher level;</p>
Edexcell (UK)	<ul style="list-style-type: none"> ▪ Implementation in collaboration and dialog with skills smart retail, who are responsible for the development and maintenance of the qualification standards for the trade sector; ▪ Setting up a dialog with the qualification authority in the UK , who are responsible for the implementation of EQF; ▪ Verify how the principles of learning outcomes (KSC) can be used in the current Biteq training programmes; ▪ Linking the outcomes of the TIPTOE project to labour market related projects in the UK. 	

Aims of the dissemination strategy and the involved target groups and stakeholders

Organisation:	Specific aims of the dissemination	Target group	stakeholders
CECOA (PT)	<ul style="list-style-type: none"> Creation of awareness about the project, its aims and expected results; Improvement of knowledge about 4 trade sector occupations; Improvement of knowledge about the respective 4 trade sector qualifications; Improvement of knowledge about EQF and ECVET principles and terms; Improvement of knowledge about KSC-occupation analysis; Improvement of knowledge about KSC-qualification analysis; Informing target groups and relevant stakeholders about work in progress in order to encourage the use of the project results at national level; Validation of the KSC-occupation analysis results by trade organizations; Improvement of knowledge about EQF, its principles and referencing methodology 	<ul style="list-style-type: none"> Employers (companies, representative associations, trade organisations); VET providers; Policy makers in VET; Public at general. 	<ul style="list-style-type: none"> Trade organizations; VET Policy makers.
BZSH (DE)	<ul style="list-style-type: none"> Make known of the aims of the project within the own company and also within the respective retail associations and organisations Make known of the aims of the project within retail companies Adoption / Transformation of the results in the respective 4 German retail occupations Creation of an awareness about the EQF / NQF / ECVET and the importance for the retail companies in Germany Network creation of people, which have interest for implementation of KSC-formats 	<ul style="list-style-type: none"> Decision makers regarding vocational training in retail companies Own staff of our company Entrepreneurs in retail sector Employees of retail companies who are responsible for the vocational training Managing directors of retail companies Decision makers of state institution, which are responsible for vocational and educational trainings 	<ul style="list-style-type: none"> Social partners (associations and organisations) VET Policy makers
CPI (SI)	<ul style="list-style-type: none"> As ECVET system is rapidly becoming mandatory, deepening colleagues' acknowledgment of ECVET system would be one of the major aims; Introduction of implicational guidelines for the interpretation of EQF in trade sector 	<ul style="list-style-type: none"> System level – Social partners (Chambers, Ministries) National working body for implementing NQF 	
KCH (NL)	<ul style="list-style-type: none"> Creation of awareness about the project, its aims and results, within KCH as well as with external partners and the general public Creation of influence in national and international discussions and 	<ul style="list-style-type: none"> Policy makers in VET Social partners in the trade sector Employers in the trade sector 	<ul style="list-style-type: none"> Social partners & Policy makers in VET The ownership of occupational profiles lies with the employers' organizations,

Organisation:	Specific aims of the dissemination	Target group	stakeholders
	<p>decision-making processes on EQF, NQF and ECET-issues</p> <ul style="list-style-type: none"> Practical information on EQF, Dutch qualifications and profiles and EU-referential qualifications and profiles (EU-EQF-maps and guidelines) for VET-professionals, teachers, workplace trainers/tutors, consultants and developers, in order to strengthen international mobility, on-the-job learning and the VET-qualification system in the trade sector 	<ul style="list-style-type: none"> HRM-officers in the trade sector VET-providers Employees and VET-students in the trade sector KCH-management and KCH-employees General public 	<p>e.g. HBD and SOG (employers' organizations for retail and wholesale respectively). Both organizations are strategic partners for KCH in the TIPTOE-project.</p>
POLITO (IT)	<ul style="list-style-type: none"> Project presentation in other Leonardo da Vinci projects Publication of project results on scientific journals and/or international conferences Presentation of project results to colleagues working on training offer planning 	<ul style="list-style-type: none"> Students, research bodies, education and training providers Politecnico staff and companies 	
QA (LT)	<ul style="list-style-type: none"> Introduction of the project guidelines for the interpretation of EQF at the trade sector in the different countries (sharing of the different practices between countries and presenting learned lessons within own country). Make known of the aims of the project within the own company and also within the trade sector associations and organisations. Make known of the aims of the project within trade sector companies. Creation network of people, which have interest for implementation of KSC-format 	<ul style="list-style-type: none"> Own staff of our company Entrepreneurs in trade sector Employees of retail companies who are responsible for the preparation of the occupation descriptions Managing directors of trade sector companies Decision makers of state institutions 	<ul style="list-style-type: none"> Social partners (associations and organisations) VET Policy makers
Vision systems (RO)	<ul style="list-style-type: none"> Publish the description and the results of the project on our company website; Create flyers, brochures, video presentations in which to present the result of the TipToe project; Present the results of the project in other Leonardo da Vinci projects which have a close thematic; 	<ul style="list-style-type: none"> Employers of social organizations; Students; General public 	<ul style="list-style-type: none"> Partners of our company; University Transilvania of Brasov, Romania; Trade organizations
EVTA (BE)	<ul style="list-style-type: none"> To create awareness of the problem situation and the possible solutions, To make people aware of concrete practices in a specific sector To make qualifications at EU level more transparent; To foster mobility (job and geographical); To expand the methodology to other sectors and countries; To visibility for the methodology at different EU levels/ platforms; To create synergies between different actors in vocational training; Brining EQF closer to the members, via practical examples; 	<ul style="list-style-type: none"> Policy makers at EU level; Training and employment organisations which are members of EVTA; More specific: the working at EVTA level; 	<ul style="list-style-type: none"> Policy makers at EU level <ul style="list-style-type: none"> EQF advisory group; Policy makers in ECET, EQAVET, etc.

Organisation:	Specific aims of the dissemination	Target group	stakeholders
CPV (IT)	<ul style="list-style-type: none"> ▪ Awareness on the project, its aims and expected results; ▪ Research on 4 trade sector occupations and qualifications; ▪ Research and developed awareness on EQF and ECVET principles and terms; ▪ Better awareness on KSC-occupation and KSC-qualification analysis; ▪ Informing target groups and relevant stakeholders of the project activities; ▪ Informing target groups and relevant stakeholders of the methodological developments of TIPTOE that can be used on other contexts, also outside the trade sector; ▪ Developing implementable results for supporting / facilitating professional mobility. 	<ul style="list-style-type: none"> ▪ Stakeholders (trade organisations, trade unions); ▪ VET providers; ▪ Policy makers in VET; ▪ Companies participating in the research of WP2; ▪ General public. 	<ul style="list-style-type: none"> ▪ Trade organizations; ▪ VET Policy makers
USRV (IT)	<p>The Ufficio Scolastico Regionale per il Veneto is a public authority. In particular the UFFICIO II manages the relations with the Veneto Region which awards the qualifications and deals with European projects.</p> <p>Specific aims are:</p> <ul style="list-style-type: none"> - awareness on the project, its aims and expected results - valorising project results - informing target groups and relevant stakeholders on project activities - carrying out dissemination activities. 	<ul style="list-style-type: none"> ▪ students ▪ VET providers and teachers ▪ relevant stakeholders ▪ regional and local authorities 	<ul style="list-style-type: none"> ▪ VET providers and teachers ▪ Local bodies

Dissemination activities and the products which will be disseminated (regarding the target groups)

Organisation:	Dissemination activities	Disseminated products
CECOA (PT)	<ul style="list-style-type: none"> ▪ Publication of Project information in CECO's website (PT and EN); ▪ Publication of articles about the project in CECO's website (PT); ▪ Publication of Project information in the Knowledge Resource Centre Network; ▪ Meetings/Interviews with several companies in the framework of the investigation carried out in WP2 - providing project general information; creating awareness about the project, its aims and expected results; ▪ Distribution of WP2 trade occupations analysis results to Trade organisations; ▪ Publication of WP2 Report in CECO's Website; ▪ Brain and Network Meeting – 28th October 2010 ▪ Seminary "The National Qualification Framework" – 17th November 2010 ▪ Publication of a News with the conclusions of the Brain and Network Meeting in CECO's Website (EN, PT) ▪ Publication of the project's Flyer in CECO's website ▪ Dissemination of the project's website in CECO's website. 	<ul style="list-style-type: none"> ▪ WP2 Trade occupations analysis results ▪ WP 4 Education and Vocational Training Analysis Results ▪ WP3 and WP5 Reference methodology ▪ Project Flyer
BZSH (DE)	<ul style="list-style-type: none"> ▪ Discussion of the implementation opportunities with responsible employees, managers (own company) ▪ Discussion of the implementation opportunities with responsible employees, managers (respective retail associations and organisations, retail companies) ▪ Carrying out of information events ▪ Participation at retail fairs ▪ Presentations of the aims (further then results) of the project within other different events ▪ Publishing of articles in respective journals and news papers ▪ Publishing of project related information within our own website ▪ Publishing of project related information within the website of the association of Saxon retail (Handelsverband Sachsen e.V. HVS) ▪ Distribution of project information material under using of all usual channels (advertising channels of the own company) 	
CPI (SI)	<ul style="list-style-type: none"> ▪ Publication of Project information in CPI's website (SI and EN); ▪ Publication of articles about the project in CPI's magazine (SI); ▪ Meetings/Interviews with several companies in the framework of the investigation carried out in WP2 - providing project general information; creating awareness about the project, its aims and expected results; ▪ Distribution of WP2 trade occupations analysis results to Chamber of Commerce; 	<ul style="list-style-type: none"> ▪ Awareness of project information in Chamber of Commerce ▪ WP2 Trade occupations analysis results
KCH (NL)	<ul style="list-style-type: none"> ▪ Partner in national stakeholders' discussion group about EQF-NQF ▪ Partner in international expert's discussion group about allocation of EQF-levels ▪ Publication on KCH-Intranet about TIPTOE kick-off meeting ▪ Publication on KCH-website about TIPTOE-project in general (including link to project website) ▪ Presentation for the BTG Handel general meeting on March 19 in De Bilt (BTG Handel = the Dutch association of trade education managers and teachers) ▪ Presentation for the extended working group on VET Work Placement ('BPV-werkgroep breed', including social partners) on March 20 	<ul style="list-style-type: none"> ▪ Partner in national stakeholders' discussion group about EQF-NQF ▪ Publication on KCH-Intranet about TIPTOE kick-off meeting ▪ Publication on KCH-website about TIPTOE-project in general

Organisation:	Dissemination activities	Disseminated products
	<ul style="list-style-type: none"> in Ede ▪ Inclusion of project information and its products in KCH's Google Mini system (project and product catalogue) ▪ Publication on KCH-Intranet about TIPTOE project meeting 2 ▪ Publication in KCH-magazine 'Handelsgeest' about TIPTOE project in general ▪ Publication of NL and EU-versions of occupational profiles on KCH-website ▪ Brain&Network meeting with stakeholders (trade education managers, educational researchers and qualification developers, and social partners) to sustain commitment and place results of TIPTOE in context. 	<ul style="list-style-type: none"> ▪ (including link to project website)
POLITO (IT)	<ul style="list-style-type: none"> ▪ Dissemination activity on "Seminario nazionale Buone Pratiche Leonardo da Vinci" – Roma (Italy) 21-22 October 2008 ▪ Dissemination activity on "EQF-SECTOR" kick-off meeting – Thessaloniki (Greece) 22-23 January 2009 ▪ Dissemination activity on "WAYS to Sustainability" project meeting – Turin (Italy) 12-13 February 2009 ▪ Dissemination activity on "S.E.S.A.M.O." project meeting –Nykoping (Sweden) 14-15 September 2009 ▪ Dissemination activity on "NQF-SQF" project kick-off meeting – Munich (Germany) 30-31 March 2010 ▪ INFORMATICS 2010 International Conference – "A Semantic-based Approach for Aligning Occupational and Educational Qualifications in the EQF Perspective" – Freiburg im Breisgau (Germany) 26-28 July 2010 ▪ I-KNOW 2010 International Conference – "A Semantic Matchmaking System for Job Recruitment" – Graz (Austria) 1-3 September 2010 Journal of Universal Computer Science (extended version "A Ranking Tool Exploiting Semantic Descriptions for the Comparison of EQF-based Qualifications" submitted) 	<ul style="list-style-type: none"> ▪
QA (LT)	<ul style="list-style-type: none"> ▪ Discussion of the implementation opportunities with responsible employees, managers (own company) . ▪ Discussion of the implementation opportunities with responsible employees, managers (respective retail associations and organisations, retail companies) . ▪ Presentations of the aims (further then results) of the project within events carried by QA and Association of the trade sector enterprises. ▪ Presentation of project related information within our own website and BNS. 	<ul style="list-style-type: none"> ▪
Vision systems (RO)	<ul style="list-style-type: none"> ▪ Publish information about the TipToe project on Vision-Systems website (the information will be also available in English language) – to be completed on 7 April 2009; 	<ul style="list-style-type: none"> ▪
EVTA (BE)	<ul style="list-style-type: none"> ▪ Implementing TIPTOE in the EVTA project catalogue; ▪ Announcing important milestones in the digital newsletter of EVTA; ▪ To report on the results in the general assemblies of EVTA; ▪ To bring in concrete expertise in the EQF advisory group, on behalf of EVTA and EUCIS-LLL; ▪ Input in developing brochure; ▪ Integrating results and outputs in the working group of EVTA on "certification"; ▪ Design and development of poster; 	<ul style="list-style-type: none"> ▪ The TIPTOE information in general; ▪ The TIPTOE methodology ▪ The outputs (EQF maps/ rulers) ▪ The TIPTOE website
CPV (IT)	<ul style="list-style-type: none"> ▪ Publication of Project information in CPV website (IT); ▪ Discussions on the project activities and aims among the staff of CPV; ▪ Meetings/Interviews with several companies as a part of the research in WP2 - providing general project information. 	<ul style="list-style-type: none"> ▪ General project information (aims and activities)
USRV (IT)	<p>We didn't carry out dissemination activities. We will start by now. In particular by September 2009 we will upload on our institutional website some materials describing the project and its results.</p>	

Expected results and foreseen impact of the dissemination and exploitation strategy

Organisation:	Expected results	Foreseen impact
CECOA (PT)	<ul style="list-style-type: none"> Letting people know about the existence of the project and its development; Involvement of target-groups in the project; Letting people know about this WP2 final report of the project Letting people know about WP 4 results Letting people know about WP3 and 5 referencing methodology 	<ul style="list-style-type: none"> Increase the number of persons(incl. target groups) who have contact with the project/project ideology; Increase the number of persons who have contact with WP2 Final Report; Better knowledge about 4 trade sector occupations; Better knowledge about EQF and ECVET principles and terms; Better knowledge about KSC-occupation analysis; Better about KSC-qualification analysis; Better knowledge about 4 trade sector qualifications. Better knowledge about WP 4 results Better knowledge about WP3 and 5 referencing methodology
BZSH (DE)	<ul style="list-style-type: none"> Letting people know about the existence of the project, its aims and its development; Involvement of target-groups in the project; Letting people know about the progress of the project Information about the possibilities to use the project results Awareness about the necessity of the adjustment of the different vocational systems of the EU 	<ul style="list-style-type: none"> The aims of the project are known within the own company and also within the respective retail associations and organisations The aims of the project are known within retail companies
CPI (SI)	<ul style="list-style-type: none"> Practical information for VET-professionals on management/development level as well as application level Practical information for national discussion and decision-making about EQF-NQF Practical information for Chamber of commerce on existence of professional competences among participating countries 	<ul style="list-style-type: none"> The aims of the project will be acknowledged within the trade sector associations The aims of the project will be acknowledged within trade sector companies Better knowledge about KSC-qualification analysis Enhanced corporation with sector associations
KCH (NL)	<ul style="list-style-type: none"> Direct influence in national discussion and decision-making about EQF-NQF Indirect influence in European discussion and decision-making about EQF-levels Informed stakeholders and KCH-partners, as well as KCH-management and employees on TIPTOE project results Practical information (EU-EQF-maps and guidelines) for VET-professionals on management/development level as well as application level. 	<ul style="list-style-type: none"> Informed EQF-NQF decisions will be made Informed EQF-level allocation guidelines will be given Practical information (EU-EQF-maps and guidelines) will help VET-researchers, developers and consultants in developing, adjusting and allocating profiles, qualifications and subsequent training programmes Practical information (EU-EQF-maps and guidelines) will help VET-coordinators, teachers and workplace trainers/tutors in implementing and applying qualifications and training programmes, especially in the context of international mobility and on-the-job learning
POLITO (IT)	<ul style="list-style-type: none"> Expected results: inform people about the project Inform people that it's possible to use the methodology in other sectors 	<ul style="list-style-type: none"> People will know that using EQF it's possible to better define training and work profiles Students will know how to present their learning outcomes to other countries in EU
QA (LT)	<ul style="list-style-type: none"> Ministries, trade sector organisations will be informed about the project main goals; 	<ul style="list-style-type: none"> The aims of the project are known within the own Authority and also within the trade

Organisation:	Expected results	Foreseen impact
	<ul style="list-style-type: none"> ▪ Involvement of social partners in the process of the project implementation; ▪ Trade sector organisations will be informed about progress of the project. ▪ Interested organizations will be informed about the possibilities to use the project results. ▪ Interested authorities will be informed about EQF and to present links between EQF and NQS. 	<ul style="list-style-type: none"> ▪ sector associations and organisations ▪ The aims of the project are known within trade sector companies
Vision systems (RO)	<ul style="list-style-type: none"> ▪ Inform the people about the existence of the project and it's goals. It will be done updates of the information during the project progress; ▪ Permit other companies interested on this domain to know about the existence of the EQF for integrate it's ideas on their activities; 	<ul style="list-style-type: none"> ▪ People will know about the existence of the EQF and the role which the framework have at the European level; it will encourage the people which want to work into the European community; ▪ The people will be better informed about the European qualifications; ▪ The students will know that it is a solution to present their level of qualification and in another countries of the European Community;
EVTA (BE)	<ul style="list-style-type: none"> ▪ Implementation of the results in the technical working group of EVTA; ▪ Transfer of the methodology to other sectors and countries; ▪ The involvement of more EVTA members in the project (final conference, Assemblée generale); ▪ Putting TIPTOE project in the spotlights in different EU platforms of an example of practical approach of EQF; 	<ul style="list-style-type: none"> ▪ Via testing and implementation more and better mobility and LLL; ▪ Transparency of qualifications; ▪ Direct implementation of EQF, instead of first developing NQF (in countries who are in this phase)
CPV (IT)	<ul style="list-style-type: none"> ▪ Raised awareness on the TIPTOE project; ▪ Raised awareness on the EQF and ECVET; ▪ Involvement of stakeholder groups in the project (collecting opinions and cooperation possibilities for implementation). 	<ul style="list-style-type: none"> ▪ Internal awareness in CPV on the trade sector occupations, EQF and ECVET principles, KSC-analysis; ▪ Raised awareness among the companies participating in WP2 on TIPTOE.
USRV (IT)	<ul style="list-style-type: none"> ▪ Meetings and events ▪ Promotion materials ▪ A link in our institutional website ▪ Involvement of relevant stakeholders 	<p>The planned dissemination and exploitation activities will be an impact on the relevant stakeholders and target groups by raising the awareness on the project topics and other European matters as EQF and ECVET.</p>

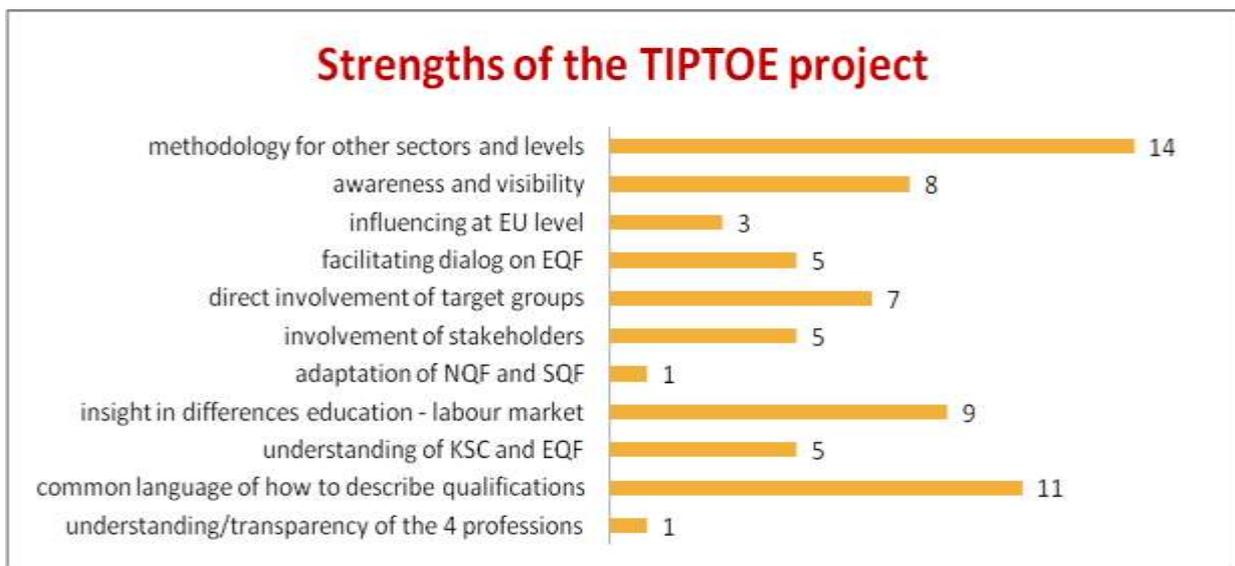
PART II

Strengths, Weaknesses, Opportunities and Threats for the implementation of the project outcomes

Strengths:	Opportunities
<ul style="list-style-type: none"> ▪ A better mutual understanding and transparency of the 4 professions/ qualifications at EU level. ▪ A better understanding of how to describe competence profiles in a way that referencing with EQF can be done easier and more reliable; ▪ A better understanding and promotion of the EQF principles and leads to a more clarification on the concept of learning outcomes (KSC); ▪ More insight in the differences between occupations in the labour market and existing qualifications from the NQF; ▪ Most of the partners can adapt the NQF or have close relations with the responsible bodies; ▪ Involvement of a broad range of target groups via the project partners (employers, employees, VET providers, policy/decision makers in VET, public/regional authorities, students, social/sectoral partners, HRM officers in the trade sector, trade organizations); ▪ The direct involvement of the target groups companies and Vet providers in the project via the interview rounds; ▪ The projects allows the partners to start the dialog on the importance of EQF as they have all contact with relevant stakeholders; ▪ In the project consortium are partners present who are representative in the EQF advisory group. This means that influence at EU level can be carried out in this way; ▪ The dissemination activities of the partners to create awareness and visibility; 	<ul style="list-style-type: none"> ▪ To update existing qualifications or develop new qualifications in the framework of the NQF, based on the 4 produced occupational profiles; ▪ To update existing training programmes using the EQF principles (for examples practical trainings, based on the LO (KSC)); ▪ KSC formats could also be the basis for further education or continuous education of workers; ▪ Use the experiences of the TIPTOE project in the process of the development and adaptation of the NQF and national credit validation systems, in order to be sure that the referencing of NQF-EQF can be done properly; ▪ Experiences will be used for the process of the allocation of EQF levels to the NQF; ▪ The methodology will allow the partners to analyse the labour market needs and define better training profiles; ▪ The mapping methodology can lead to a prototype for the definition, evaluation or comparison of training offers; ▪ The TIPTOE project can result in an innovative concrete practice, which can contribute to the process of the implementation of the EQF before 2010 (via the EQF advisory groups and National Coordination Points); ▪ The developed methodology can help institutes to promote mobility and facilitate the recognition of the learning outcomes gained in other contexts; ▪ Setting up structural networks of dialog on the implementation of EQF; ▪ The opportunity to transfer the methodology to other sectors and countries; ▪ EQF map and guidelines can help VET providers and workplace tutors in implementing and applying qualifications and training programmes in mobility and on the job situations;
Weaknesses:	Treats:
<ul style="list-style-type: none"> ▪ Not all the relevant stakeholders are part of the project, so the partners have to play a role as a “translation device” in the dialog on this theme in order to create impact; ▪ In the process of adaptation and development of standards, always more (social) partners are involved who have to be consulted as well; ▪ Not all the partners will play a role in the allocation/ referencing process of EQF-NQF as this will be a task of the National Coordination Points; 	<ul style="list-style-type: none"> ▪ Most adaptation processes are time consuming, which can be a threat for the continuity of the project and the foreseen impact; ▪ As the development of the NQF (in terms of LO) is in some countries still in progress, it can slow down the process of the creation of impact; ▪ Awareness raising, unwillingness of relevant stakeholders in the cooperation process; ▪ Visibility: European project are hardly visible outside the project team;

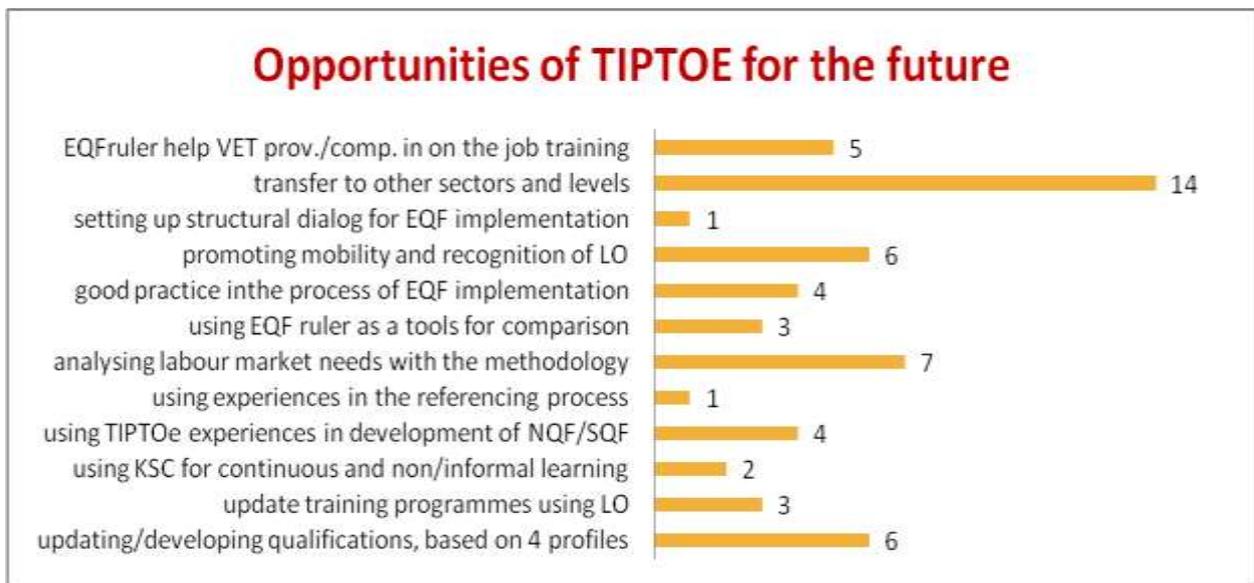
Ranking of the strengths by the partners

The strengths of the TIPTOE project	"My top 3"
A better mutual understanding and transparency of the 4 professions/ qualifications within the partnership.	1
A better understanding of how to describe competence profiles in a way that referencing with EQF can be done easier and more reliable; Opportunity of having in mind the EQF level before developing Pragmatic approach "best fit" for EQF: EQF ruler to explain (also for sectors)	11
A better understanding and promotion of the EQF principles (learning outcomes (KSC));	5
More insight in the differences between occupations in the labour market and existing qualifications from the NQF (difference between education and labour market);	9
Most of the partners can adapt the NQF or have close relations with the responsible bodies; Sectoral approach (methodology for referencing sectoral qualifications)	1
Involvement of a broad range of target groups via the project partners (employers, employees, VET providers, policy/decision makers in VET, public/regional authorities, students, social/sectoral partners, HRM officers in the trade sector, trade organizations);	5
The direct involvement of the target groups (companies and Vet providers) in the project via the interview rounds;	7
The projects allows the partners to start the dialog on the importance of EQF as they have all contact with relevant stakeholders;	5
In the project consortium are partners present who are representative in the EQF advisory group. This means that influence at EU level can be carried out in this way;	3
The ability of the partners to create awareness and visibility;	8
Development of the methodology which could be used in other sectors and levels	14



Ranking of the opportunities by the partners

The opportunities of the TIPTOE project	"My top 3"
To update existing qualifications or develop new qualifications (NQF), based on the 4 occupational profiles;	6
To update existing training programmes using the EQF principles (LO/KSC);	3
KSC formats could also be the basis for further education or continuous education of workers; Certification of non/ informal learning	2
Use the experiences of the TIPTOE project in the process of the development and adaptation of the NQF and national credit validation systems to be sure that the referencing of NQF-EQF can be done properly;	4
Experiences will be used for the process of the allocation of EQF levels to the NQF;	
The methodology will allow the partners to analyse the labour market needs and define better training profiles;	7
The mapping methodology can lead to a prototype for the definition, evaluation or comparison of training offers; Having a common tool for comparison	2
The TIPTOE project can result in an innovative concrete practice, which can contribute to the process of the implementation of the EQF before 2012 (via the EQF advisory groups and National Coordination Points);	4
The developed methodology can help institutes to promote mobility and facilitate the recognition of the learning outcomes gained in other contexts;	6
Setting up structural networks of dialog on the implementation of EQF;	1
The opportunity to transfer the methodology to other sectors and countries;	14
EQF map and guidelines can help VET providers and workplacement tutors in implementing and applying qualifications and training programmes in mobility and on the job situations;	5



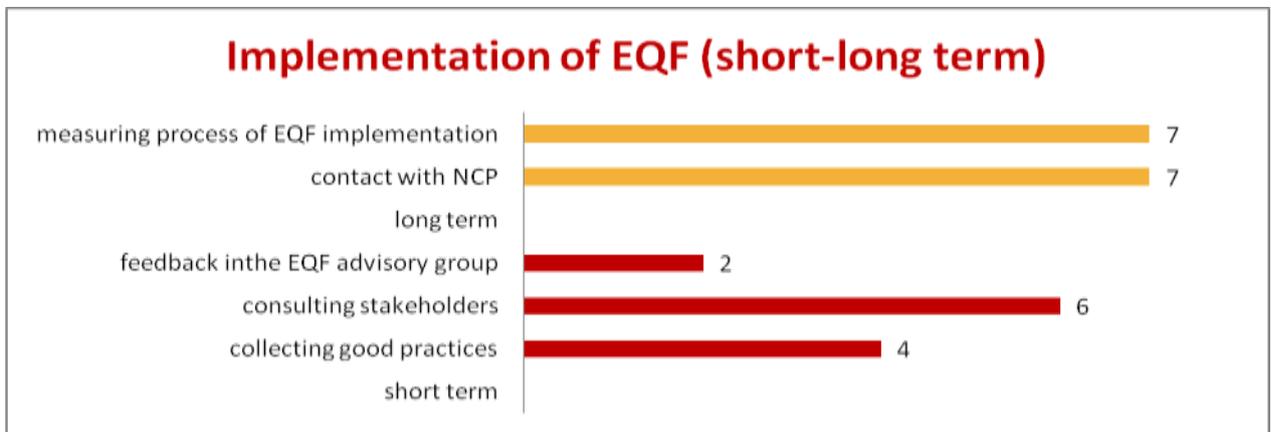
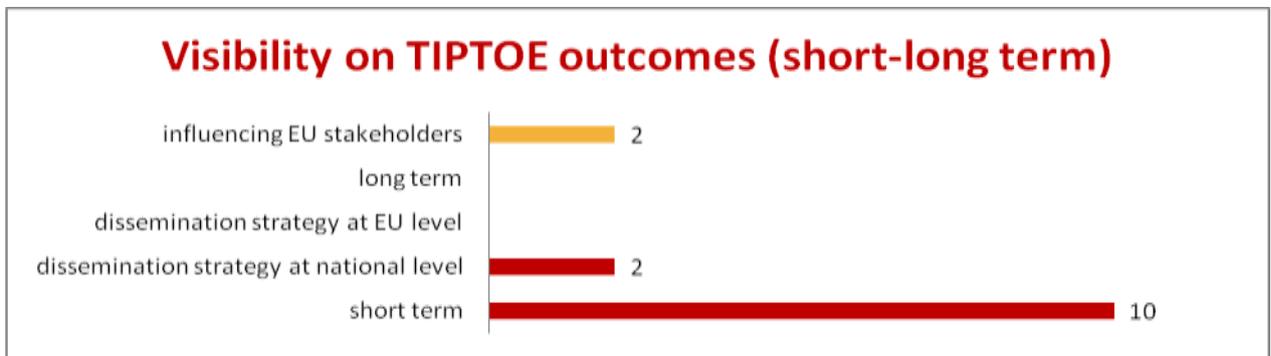
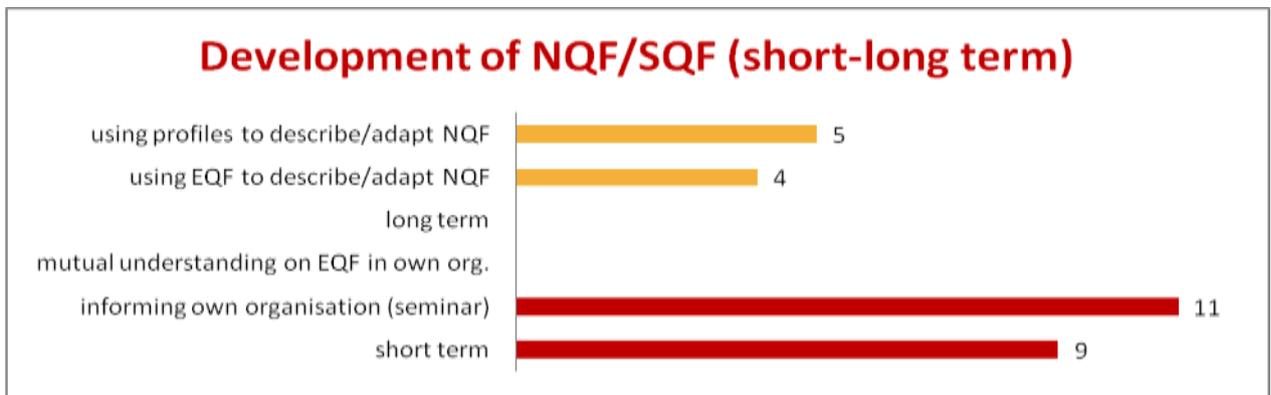
PART III Recommended actions to create impact

General recommendations	Short term actions (during the project)	Longer term actions (after the project duration)
Improving and promoting the involvement of stakeholders and target groups;	<ul style="list-style-type: none"> ▪ Via questionnaires/ interviews, workshops, national meetings and the EU conference; ▪ Informing more people in your organization about the project to create more commitment; 	<ul style="list-style-type: none"> ▪ Integrating the subject of EQF in a structural way in the dialog between your organization and the stakeholders and target groups;
Creating awareness on the opportunities of using the outcomes for the development of own NQF ;	<ul style="list-style-type: none"> ▪ Informing your own organization about the referencing exercise and conclusions (for example via a similar workshop as during the meeting in Vilnius); ▪ Informing your organization about the mutual understanding of the EQF principles (learning outcomes); 	<ul style="list-style-type: none"> ▪ Using the EQF principles in the description of national qualification profiles describe the competence profile in terms of KSC, using similar terminology as the; ▪ Using the developed profiles to enrich the national qualifications and training programmes;
Creating visibility on the project and the opportunities for the use of the outputs;	<ul style="list-style-type: none"> ▪ Setting up (and carrying out) a dissemination strategy at national level, taking into account your target group; ▪ Setting up (and carrying out) a dissemination strategy at EU level (EC, CEDEFOP), in order to make EU stakeholders aware of practical applications of EQF; 	
Contributing to the implementation of EQF , planned for 2010, including the referencing process of NQF-EQF;	<ul style="list-style-type: none"> ▪ Collecting good practices, (for example based on referencing exercises); ▪ Consulting stakeholders and target groups about the implementation process; ▪ Providing feedback in the EQF advisory group from a practical point of view (the TIPTOE project); 	<ul style="list-style-type: none"> ▪ Getting in contact with the National Coordination Points who will be responsible for the referencing process of the NQF-EQF at national level; ▪ Measuring the process of implementation and awareness on EQF (and monitor the effect/ consequences);
Transferring the developed methodology to other contexts ;		<ul style="list-style-type: none"> ▪ Transferring the methodology to other countries and other sectors; ▪ Using the methodology to analyze labour market needs and define better profiles;
Promoting mobility and facilitating the recognition of the learning outcomes;	<ul style="list-style-type: none"> ▪ Involving potential users of the guidelines and maps “vet professionals, workplacement tutors etc.) in the validation of the tools; ▪ Organize workshop for potential users in the practical use and opportunities of the tools in mobility situations; 	<ul style="list-style-type: none"> ▪ Setting up practical pilots between partner countries, using the same competence profile;

Ranking of the short term and long term recommendation by the partners: what did they do and what will they do to create sustainability?

General recommendations	Short term actions (during the project)	My actions	Longer term actions (after the project duration)	My actions
Improving and promoting the involvement of stakeholders and target groups;	<ul style="list-style-type: none"> Via questionnaires/ interviews, workshops, national meetings and the EU conference; Informing more people in your organization about the project to create more commitment; 	18 13	<ul style="list-style-type: none"> Integrating the subject of EQF in a structural way in the dialog between your organization and the stakeholders and target groups; 	13
Creating awareness on the opportunities of using the outcomes for the development of own NQF (And broader perspective) ;	<ul style="list-style-type: none"> Informing your own organization about the referencing exercise and conclusions (for example via a similar workshop as during the meeting in Vilnius); Informing your organization about the mutual understanding of the EQF principles (learning outcomes); 	9 11	<ul style="list-style-type: none"> Using the EQF principles in the description of national qualification profiles describe the competence profile in terms of KSC, using similar terminology as the; Using the developed profiles to enrich the national qualifications and training programmes; 	4 5
Creating visibility on the project and the opportunities for the use of the outputs;	<ul style="list-style-type: none"> Setting up (and carrying out) a dissemination strategy at national level, taking into account your target group; Setting up (and carrying out) a dissemination strategy at EU level (EC, CEDEFOP), in order to make EU stakeholders aware of practical applications of EQF; 	10 2	<ul style="list-style-type: none"> Setting up (and carrying out) a dissemination strategy at EU level (EC, CEDEFOP), in order to make EU stakeholders aware of practical applications of EQF; 	1
Contributing to the implementation of EQF , planned for 2012, including the referencing process of NQF-EQF;	<ul style="list-style-type: none"> Collecting good practices, (for example based on referencing exercises); Consulting stakeholders and target groups about the implementation process; Providing feedback in the EQF advisory group from a practical point of view (the TIPTOE project); 	4 6 2	<ul style="list-style-type: none"> Getting in contact with the National Coordination Points who will be responsible for the referencing process of the NQF-EQF at national level; Measuring the process of implementation and awareness on EQF (and monitor the effect/ consequences); 	7 7
Transferring the developed methodology to other contexts ;	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> Transferring the methodology to other countries and other sectors; Using the methodology to analyze labour market needs and define better profiles; 	12 11
Promoting mobility and facilitating the recognition of the learning outcomes;	<ul style="list-style-type: none"> Involving potential users of the guidelines and maps (vet professionals, workplacement tutors etc.) in the validation of the tools; Organize workshop for potential users in the practical use and opportunities of the tools in mobility situations; 	1 2	<ul style="list-style-type: none"> Setting up practical pilots between partner countries, using the same competence profile; Involving potential users of the guidelines and maps “vet professionals, workplacement tutors etc.) in the validation of the tools; Organize workshop for potential users in the practical use and opportunities of the tools in mobility situations; 	4 1 1

Ranking of the short term and long term recommendation by the partners.



Transfer of the TIPTOE methodology (short-long term)



Promoting mobility (short-long term)

