

TAMTAM Project
Exploiting the TIPTOE pIAforM by transferring ECVET and EQF
semAntic tools in a Multi-sectoral perspective
2011-1-IT1-LEO05-01969 CUP G12F11000600006

R22. WP6 Testing report

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Exploiting the TIPTOE pIAforM by transferring ECVET and EQF semAntic tools in a Multi-sectoral perspective (2011-1-IT1-LEO05-01969 CUP G12F11000600006) Website: www.tamtam.polito.it

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Lifelong
Learning
Programme

Result:	22	Testing report
Work package:	6	Exploitation
Description:	The report summarizes the outcomes of the testing phase. A SWOT analysis allows to organize the feedback from the Slovenian and Spanish partners as well as from the strategic actors in the national contexts. Information collected was exploited for tuning project achievements to match the expectation of ECVET operators according to the guidelines established in the context of the monitoring and evaluation plan.	
Edited by:	P10.CPU	
Contributing partners:	Other partners, according to the work programme	
Public/Confidential:	Public	

Introduction to exploitation activities

Exploitation is associated with the use of the TAMTAM project's results at different levels, during and after the implementation of the project. It is related with the necessary actions that are capable to bring further visibility onto the project and to involve the target groups, end-users, stakeholders and transfer the results/products into their professionals' scope.

Exploitation is mostly related to the idea of convincing the key actors to use the main products of a project. It is also closely associated with the sustainability of the project after its conclusion, since exploitation activities should ensure that the results of the project are used by its target groups and, as expected, are transferred to other contexts (e.g., other countries and networks, at the international and/or European level).

For a successful exploitation one should have thought-about some key factors, bearing in mind the importance of creating outputs that can survive after the end of the project as witnesses of the project itself.

To guarantee the transfer of project results beyond its life, an all-inclusive exploitation strategy for *multiplication* has been planned. The strategy describes:

- 1) measures for exploitation of results during and beyond the lifetime of the project;
- 2) timing;
- 3) target groups (final end-users).

By sticking to TAMTAM project's work programme, the exploitation started on April 2013 and ended at the beginning of October 2013. The main goal was therefore to *initiate* this exploitation process. Taking into account the fact that the transfer activities of the project involves Anglo-Saxon and neo-Latin countries, it was considered of paramount important to focus the exploitation activities onto Slavic and Spanish countries as well as onto strategic partners, possibly representing also other sectors with respect to those considered in the transfer steps, i.e., ICT, fashion/textile, mechanics/mechatronics and energy efficiency/green building (e.g., logistics, tourism, agro industry, etc.).

With respect to the TAMTAM methodology, the objective was to present it to the new actors above in order to verify its applicability to selected countries in the mentioned sectors.

Regarding contents, starting from a sectoral example, involved partners were invited at evaluating the intelligibility of the standard description in the perspective of mobility and ECVET applicability, as well as the possibility of exploiting the common parts of the qualifications and their innovations considered

in the project in the new countries (though the latter was an opportunity, rather than a result actually expected from the project, since the aim was in fact to show the example and gather the reaction of the partners involved in the action).

With respect to the technological tool implemented, known as the TAMTAM platform, the goal of the exploitation has been to make new users aware of the benefits associated with its usage. The action had also to allow gathering possible difficulties concerning interface usability.

The action was addressed to the Slovenian and Spanish partners as well as to several strategic partners (who participated to the kick-off meeting and to the meeting devoted to the presentation of the testing phase). The contents, the functionalities and the usage possibilities of the platform were examined and analysed (especially with respect to the information on national systems and on the standards, as well as on the common parts which can be exploited, together with the tools, for the application of ECVET) with the support of an expert. National/local workshops were then organized. The presentation material was prepared in order to facilitate the exploitation process.

Exploitation material

As mentioned above, exploitation describes all the activities which are performed in order to: promote, exploit and commercialise (if applicable) the research results that were achieved during the project lifetime. Hence, for a successful exploitation it is essential to create outputs that can survive after the end of the project, thus proving the necessity of the project. For this purpose it has been important to prepare material which will help promoting the results of the project.

Partners involved in the exploitation created a dedicated brochure. An informative package was also prepared, including the documentation to be shared during the exploitation workshops in order to illustrate the TAMTAM project objectives, explain the main methodological results achieved as well as present the functionalities and the usage possibilities of the technological platform developed. The package included some basic information about exploitation of TAMTAM project, the proposed agenda for the workshops, several hints for organizing workshops, some questions to be possibly asked to participants, a number of annexes and a questionnaire for the evaluation.



Table 1. Proposed agenda of the workshops (to be possibly reviewed by organizing partners)

1	Short presentation of participants	9.00 – 9.30
2	Presentation of ECVET technical components: MAJ, Learning Agreement and Personal Transcript and short presentation of the project TAMTAM	9.30 – 10.10
3	Presentation of the methodological approach, common parts of the qualifications identified, guide on ECVET and TAMTAM platform (PPT presentation/interactive demonstration/workshop, etc.)	10.10 – 10.50
4	Testing/exploring platform by participants	10.50 – 11.50
5	Break	11.50 – 12.20
6	Discussion on results of TAMTAM project and on the possibilities of the platform in your country/in Europe	12.20 – 14.20

Possible questions, see Annex 1
Working in groups
SWOT analysis
Possible form to be used, see Annex 2

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Annex 1: Questions for moderator of the workshop
Questions for discussion about the impact of the TAMTAM methodology and related technological platform in your country / in Europe at the workshop

- How useful do you think the TAMTAM platform will be in helping users?
- Who will **benefit** from the TAMTAM platform? (Education provider, Adult education provider, Training center, Recruitment agency, Employment office, Public institution, Private enterprise...)
- Which can be **other** organizations/users that could be interested in the platform?
- Do you think that **methodology** for presentation of standards/profiles is transparent and enables comparison between standards?
- Do you think that TAMTAM platform would help you in organization of **mobility**?
- Do you think that **common parts** are clear and understandable for organization in the perspective of the **mobility and ECVET**?
- How can the platform help in the implementation process of **ECVET and EQF** in your country?
- Do you think that the **platform gives you enough information about national systems**?
- Do you think that the **platform gives you enough information about standards/profiles for organization of mobility**?
- Do you think that the **description of your standard** is clear in adequate presented?

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Annex 2: SWOT table for moderator of the workshop
SWOT analysis of project's methodological outcomes and of the technological platform

Strengths	Weaknesses
Opportunities	Threats

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Annex 4: Questionnaire for all partners (not linked exactly to the workshops)
Project impact and sustainability

- Target groups and sectors
 - Describe the impact on target groups and sectors to include:
 - To what degree have your target group been involved in the development and project.
 - Can you demonstrate how their involvement has influenced the effectiveness as project.
- Geographical target areas
 - Describe the impact on geographical target areas
- National VET systems

What was the project impact on the national VET system of your country?

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Annex 3: Questionnaire for workshop participants
Evaluation of the workshop

Version, date: _____

Organization of the workshop	1	2	3	4	5	6	7	8	9	10
Location of workshop	1	2	3	4	5	6	7	8	9	10
Duration, date and timing of the workshop	1	2	3	4	5	6	7	8	9	10
Appropriateness of agenda, value relative to established ones	1	2	3	4	5	6	7	8	9	10
Clarity of administration process, quality of presentation	1	2	3	4	5	6	7	8	9	10
Quantity and efficiency of work methods	1	2	3	4	5	6	7	8	9	10
Quality of documents, working materials	1	2	3	4	5	6	7	8	9	10

Moreover, Politecnico di Torino prepared a video demonstration of the TAMTAM platform, and created guest accounts to be possibly used by workshops participants to test the tool by themselves. In addition, in order to efficiently spread the project, a cartoon video, inspired by the video prepared for the ECVET has been produced by Politecnico di Torino. The video is targeted at different end-users, teachers, students, etc. For this reason, it contains information about ECVET, mobility, etc. The motivation behind the insertion of textual information in the video is to allow viewers to better understand the key concepts embedded.

Exploitation workshops

The exploitation took the form of a consolidation of the transfer action, as well as a means for propagating and spawning its effects both at the geographical and sectoral level. With the aim of strengthening this action, a cluster (or tour) of exploitation workshops focusing on TAMTAM application for the implementation of ECVET in partner countries has been organized. In particular, project partners organized six workshops, which are described in details in the following.

Exploitation workshop in Oviedo (Spain), May 23, 2013

This exploitation workshop was targeted to Spanish stakeholders. The workshop has been organised by Camara Oficial de Comercio, Industria y Navegación de Oviedo, Spain. Ufficio Scolastico Regionale per il Veneto, Italy and Chamber of Commerce and Industry of Slovenia, Institute for Business Education, Slovenia participated and were responsible for presenting project outcomes to the audience, by illustrating how the TAMTAM methodology and semantic platform could support the analysis of information regarding national system, the reading of the standards as well as the extraction of the common parts that could be used, in combination with the ECVET tools, for strengthening mobility. The discussion that emerged was also focused on EQF and the links with the TAMTAM platform.

Although the usefulness of the TAMTAM platform depends on final users, all the participants agreed on that these kinds of tools are very useful for all of them and the actors involved in the overall process in order to manage related information.

Workshop participants were from vocational training schools, labour market, public administrations (education and employment), trade unions (training Area), human resources management, foundations (training area). There were also other people dealing with with occupational training (for employment). All of them agreed on the fact that during last 10 years a lot of changes have been produced on training, qualifications and mobility systems. Thus, the adaptability to these changes is complicated without tools that provide information concerning the system. Moreover, a common semantic help is important in order to facilitate the mobility, at geographical and functional level. Hence, the possibility to search by semantic meaning is basic for an effective work.

Nevertheless in order to use any platform is necessary to invest time in its knowledge before starting its management. In the case of the TAMTAM platform this effort is compensated because it saves a lot of time on the posterior use of it.



Exploitation workshop in Ljubljana (Slovenia), June 20, 2013

This exploitation workshop was targeted to Slavic stakeholders. The workshop was organized by Chamber of Commerce and Industry of Slovenia, Institute for Business Education, Slovenia. Camara Oficial de Comercio, Industria y Navegación de Oviedo, Spain participated.

At the beginning of the workshop, the representative of the Chamber of Commerce and Industry of Slovenia, Institute for Business Education with an expert from the Institute of the Republic of Slovenia for Vocational Education and Training (CPI) made a short presentation about Slovenian educational system and vocational programmes in the country. EQF has been presented as an instrument for harmonisation of Slovenian qualifications subsystems. The Slovenian Qualification System (SQF) has been presented too. ECVET has been illustrated as an instrument for supporting students' mobility. Criteria and procedures for inclusion of qualification in SQF have been discussed. Credit system in VET is used:

- to promote flexible and comparable curricula,
- to open space for more individualisation and specialisation, and
- to form a basis for recognition of prior and non-formal learning,
- thus placing more responsibility on the learner.

From the presentation some recommendations on the application of ECVET have been derived.

Then, a representative of the Centre of the Republic of Slovenia for Mobility and European Educational and Training Programmes (CMEPIUS) presented opportunities for mobility in Slovenia and the value of the TAMTAM project to improve it. It was emphasized that results from the project could help to improve mobility and through this, people could get new knowledge, skill, and competences, improve opportunity for employment, get new soft skills and have good opportunities for personal/professional

growth. Thus, all can have benefits, i.e., participants in mobility, organizations taking part into it, local communities and sectors.

The main part of workshop was dedicated to presentation of the methodological approach, of the tools and the results of TAMTAM. Participants (most of Slovenian attendees were from education providers and vocational training schools, then private and public enterprises, chambers of commerce and independent consultants) were very interested in the results of the project, especially on the guide describing the adapted methodology (because of its illustrative overview) and on the guide on ECVET and also in the platform. Participants were also interested in using guest accounts for the platform in order to test it by themselves.

The workshop ended up with a discussion. Participants and experts talked about challenges for the future and how to improve and use the results of TAMTAM.



Exploitation workshop in Ede (The Netherlands), June 24, 2013

This exploitation workshop was targeted to national stakeholders in the selected country. The workshop was organized by KCH International, Netherlands. Ufficio Scolastico Regionale per il Veneto, Italy participated.

Firstly, KCH International, Netherlands presented the TAMTAM project, the semantic approach for dealing with qualifications and the TAMTAM platform. Then, time was devoted to exploring the platform. After that, the discussion focused on the learning outcome-based approach, in relation to EQF, ECVET and ECTS. In particular, the role of learning outcomes in the context of mobility and EQF level 5 was analysed. At the end, the added value of TAMTAM for supporting geographic mobility and qualifications design was explored.

It was realized that such discussion between VET providers about mobility takes a lot of time and effort. It was pointed out that the workshop was a good suggestion on what is possible. Changes in structures of national qualifications might hinder those innovations and many schools are even not working with internationalisation.

It was agreed that the TAMTAM platform is a very interesting tool, a very innovative idea and a good example for the groundwork on mobility. It is sector-specific which is also very helpful. Developers would be the one to manage and fill the platform, teachers would then use its outcomes.

Beside this, it was mentioned that there would still be concerns about who is going to manage and maintain the system, e.g., by inserting information and assuring quality.



Exploitation workshop in Paris (France), June 28, 2013

This exploitation workshop was targeted to French stakeholders. The workshop was organised by Centre Regional pour le Develop. local, la formation et l'Insertion des Jeunes, France and Ufficio Scolastico Regionale per il Veneto, Italy participated.

The workshop has been implemented with a focus on the platform and the methodology. Experts from different economic sectors were invited. Participants said that the platform could help in the comparison of qualifications. They were interested because they heard about semantic tools and were surprised that the platform used it. Some of them were human resources managers. They were curious especially about which elements were not common. They recognized that the platform could be useful also as a window on jobs in foreign countries (e.g., for the planning of human resources management).

Some criticalities also emerged during the workshop. Participants asked about the validity of information in the platform: they used the platform and wanted to be sure that information is correct. Hence, a major concern was on who will check the information inserted and who has the right to validate it. The profiles inserted should be the official and appropriate ones. Moreover, in France ECVET is only accepted as experimentation, i.e., it is not (at the moment) officially introduced in the system. Also, in France few teachers can speak English. Basic English is taught, but for mobility it is a problem.



Exploitation workshop in Munich (Germany), July 17, 2013

This exploitation workshop was targeted to German and Austrian stakeholders. The workshop was organized by 3s research laboratory, Austria and DEKRA Akademie GmbH, Germany. Ufficio Scolastico Regionale per il Veneto, Italy was participated.

The workshop dealt with how TAMTAM focuses on the description of qualifications in units of learning at the interface between vocational and higher education. It was presented how standard vocational qualifications in the ICT, automotive (mechanics/mechatronics) and energy efficiency/green building sectors were taken as a starting point by the German-speaking partners. Beside this, it was presented how the project, by following the definitions provided in the EQF and ECVET recommendations, attempts to facilitate mobility between countries based on common learning units within qualifications.

It was found that the platform is an interesting tool, though still a little bit too technical. It does not have a completely user-friendly interface in some parts; therefore, one might need a good training/introduction to become acquainted with the it. The platform is a good tool for enabling mutual recognition of qualifications. The vision of use of the TAMTAM platform is that of an

information device/thesaurus of information. In the current form, it could be used by education providers, adult education providers, training centres (to support mobility experiences).



Exploitation workshop in Rome (Italy), October 1, 2013

This workshop was organized by Ufficio Scolastico Regionale per il Veneto, Italy, and participated by Politecnico di Torino, Italy and Rectorat de Paris, GIP Formation Continue et Insertion Professionnelle. It represented the last exploitation activity carried out according to project proposal. Beside Italian and French partners, the workshop was attended by the deputy director of the Directorate General for Education System, the deputy director of the Directorate General for post-secondary education, ISFOL representatives, representatives from CRUI Foundation, RUI Foundations, representatives of several ITS foundations (EQF level 5) from different Italian regions and, finally, most of the associated partners involved in the project.

The workshop began with the speeches of the two deputy directors about the ongoing reforms in the Italian education and training system. Then, ISFOL representatives presented ECVET with a view to the European dimension. In particular, Ms. Manuela Bonacci described the tools and processes aimed at promoting the transnational mobility, whereas Ms. Anna Butteroni illustrated the results achieved in different European projects and, in particular, those dealing with mobility (PLM, IVET and VETPRO). The representative from RUI Foundation, Mr. Luca Lantero, focused his presentation on the interesting relation between ECVET and ECTS and on how ITS courses can and/or should be considered as part of higher education.

Afterward, Mr. Fabrizio Lamberti from Politecnico di Torino described the project and presented the TAMTAM platform, by also showing the cartoon video. Ufficio Scolastico Regionale per il Veneto considered appropriate to compare in this context the TAMTAM platform with the results achieved in other European projects such as ERMES, Be-TWIN and ECVET MOTO.

The workshop represented a great opportunity to promote the project and the platform as well as to inform the participants of the national fair Job&Orienta 2013 that will take place in November in Verona, where a workshop on the TAMTAM project will be organised by Ufficio Scolastico Regionale per il Veneto.

With respect to project sustainability, Ms. Anna Laura Marini and Mr. Giovanni Desco (DG for post-secondary education) showed a great interest and highlighted the strengths of TAMTAM platform in supporting and facilitating ITS foundations in organizing the transnational mobility. They also appreciated the standard of the qualifications agreed and used in the project.

Participants analysed the platform and its functionalities. They found some concerns regarding the procedure to allocate ECVET points: in the Italian education system, the allocation of credits will be regulated by a law implementing the act no. 240/10 dealing with the reform of the university system. It is not certain, however, that ECVET points will be adopted at a systemic level, nor it is clear who will have the competence to allocate them (Ministry, Regions or training provider).



Ufficio Scolastico Regionale per il Veneto organized some extra activities where the results of the TAMTAM project were presented. Its exploitation strategy was targeted to the final users, i.e., ITS foundations that offer EQF level 5 courses (and were involved in the testing phase on the simulation of the transnational mobility) and stakeholders, in particular policy makers.

In the frame of the above strategy, Ufficio Scolastico Regionale per il Veneto:

- analysed the right meaning of the term "exploitation";
- focused on the differences and shared features between exploitation and dissemination;
- analysed the needs and expectations of the target audience;

- carried out a strategy in line with needs identified;
- evaluated the strategy's effectiveness;
- optimised human and financial resources in order to integrate the activities with those carried out in the testing phase.

On the one hand, all the above activities allowed to implement a more clear and effective strategy. On the other hand they caused a postponement of the work package scheduling.

Ufficio Scolastico Regionale per il Veneto exploitation strategy has been addressed to target groups having different needs:

- Veneto ITS (associated partners) that are designing the courses for the triennium 2013-15; they are interested in using TAMTAM results to plan mobility experiences for the new courses;
- Italian ITS, in particular Veneto, Friuli and Piemonte Regions, interested in knowing the opportunities provided by TAMTAM platform (some of them have already inserted their qualifications in the platform and others are willing to do this);
- Veneto policy makers, i.e., Ufficio Scolastico Regionale per il Veneto itself (project partner) and the Education Directorate of Veneto Region responsible for ITS management and to issue the authorisation to organise an internship abroad;
- national policy makers, in particular the Ministry of Education (Directorate General for post-secondary education).
- stakeholders, i.e., companies, universities, training providers, Provinces and local authorities as partners in the ITS foundations.

It would have been difficult to organise only one meeting involving the different target groups. Therefore Ufficio Scolastico Regionale per il Veneto decided to organise preparatory meetings aimed at filling the needs of each target group (anticipating the exploitation workshop in Rome, which was targeted simultaneously to a larger number of stakeholders).

A first preparatory meeting took place on July 3, 2013. The meeting was held at Ufficio Scolastico Regionale per il Veneto and targeted to Veneto ITS. Some key-materials of TAMTAM project were presented: the standard of the professional profile, the national qualifications inserted in the platform, the platform and its functionalities, ECVET technical components by highlighting their usefulness in designing new courses (triennium 2013-15). All representatives from Veneto ITS foundations and an official of Veneto Region participated at the meeting. Simonetta Bettiol from Ufficio Scolastico Regionale per il Veneto showed and explained the video prepared by Politecnico di Torino. The contents of the platform were mainly appreciated by those ITS directly involved in the project (in the sectors fashion/textile, mechanics/mechatronics and energy efficiency/green building). Ufficio Scolastico Regionale per il Veneto moved for the insertion of qualifications pertaining to other sectors. The appreciation was mainly expressed by those participants who have already used the methodology

to describe their qualifications, whereas the platform was less clear and understandable to those who have designed the courses in terms of modules. Furthermore, the participants suggested to create a functionality to better identify a correspondence between the units of learning outcomes and the learning activities. Indeed in the platform there is a functionality like the one above, that nonetheless allows only to insert the number of hours per each learning activity (lessons, internship, etc.). The feedback on the Google translator and the possibility to compare the qualifications of the same sector was positive. The participants would like to get more information on the procedures used to create the common profile (maybe through a visual representation that makes evident the relation among units and also between the units and the qualifications to allocate ECVET points). Finally they did not fully understand how the innovation needs can be identified. The discussion focused also on ECVET technical components. It is not clear who is in charge of filling in and signing the Memorandum of Understanding (see preparatory meeting on July 10); the Learning Agreement is similar to the "Patto formativo"; the Personal Transcript should include the learner's attendance sheet.

Another meeting was organized on July 4, 2013. The meeting was held at Confindustria Veneto (Confederation of Italian industries) located in Padova. Representatives from this confederation and ITS foundations participated at the event. Simonetta Bettiol showed the TAMTAM platform to Confindustria representatives. They were mainly interested in the possibility to compare the activities and the units of the different national qualifications and to use the information to carry out internships abroad. They would consider appropriate to detail more the description of activities and tasks. In their opinion the platform does not help yet to allocate ECVET points.

A further meeting was implemented on July 9, 2013. Simonetta Bettiol participated at the event on ECVET that took place in Trieste. During the event, several European projects were presented and Simonetta Bettiol gave information on TAMTAM and ERMES projects.

Another preparatory meeting took place on July 10, 2013. The meeting was held at the Directorate for Education (Veneto Region), with the aim of presenting TAMTAM project to the Director and other officials. With regard to the filling in of the Memorandum of Understanding the representatives agreed that it should be completed and signed by each ITS foundation and then referred to the national framework for credits allocation which was not already implemented (Act 240/2010). The Directorate Director and Ufficio Scolastico Regionale per il Veneto representatives suggested to jointly fill in the Memorandum of Understanding whereas one of the Region representative said that the Veneto Region has not a specific competence to do this. Definitively the participants agreed to contact ISFOL experts in order to analyse the matter. Furthermore the platform might be used to facilitate the transnational mobility organised by ITS foundations.

A final preparatory meeting was organized on July 11, 2013. The meeting took place at Veneto Region and was aimed at evaluating the opportunity to draw up an agreement between Ufficio Scolastico

Regionale per il Veneto and Veneto Region to implement TAMTAM and ERMES platforms. Furthermore the participants agreed to use the qualification of the mechanics/mechatronics sector (already inserted in the platform) in the Leonardo project Be-TWIN2 (case study) and verify if ECVET points and credits have been right allocated (application of the Be-TWIN matrix).

Participants at the workshops

The exploitation workshops have been organised with the aim of sharing results of TAMTAM. Partners that were responsible for organising the workshops invited different stakeholders in order to give them detailed information about the project and results. Participants who attended the workshops were also invited to share their experiences.

The workshops were attended by various stakeholders operating at different levels:

- Institutions;
- education providers;
- vocational training schools;
- training centres;
- private enterprises;
- trade unions;
- chambers of commerce;
- human resources managers;
- foundations and independent consultants operating in the area of training.

There were 120 participants, 26 in Oviedo, 19 in Ljubljana, 41 in Rome, 11 in Ede, 11 in Munich and 12 in Paris.

For the project team it has been very important that so many participants from different groups were able to get more information about TAMTAM. They became familiar with the results of the project in order to split the word among their colleagues. Beside this, they witnessed the work done on semantics of qualifications and on the TAMTAM platform, became familiar with the principles of learning outcomes approach, in relation with EQF, ECVET and ECTS as well as with mobility and EQF level 5. Lastly, they recognised the value of TAMTAM for geographic mobility and design of qualifications. All of this information which they have got would be crucial to the further use of the results the TAMTAM project.

Programme of the workshops

Every workshop had a common part aimed at presenting methodological outcomes (summarized in public documents (like the guide on the adapted methodology, the common parts of the qualifications identified, the guide on ECVET, etc.) and technological results (basically, the semantic platform).

Nonetheless, each partner responsible for the organization of a workshop also included some specific parts specifically designed to cope with the needs of local stakeholders/target groups.

Some partners included the video demonstration of the platform or gave guest passwords to their participants for testing/exploring platform. Participants of workshops got also documents developed as results of the project, such as the guide developed in phase devoted to methodological adaptation, the platform's user manual developed in the phase aimed at technological adaptation, the deliverables prepared in phase on transfer of innovation, the ECVET guide produced in the testing phase, etc.

To support an effective valorisation action, each partner prepared discussions on results of TAMTAM and on the possibilities for the use of the platform and other results in its country/in Europe.

Topics of the workshops

The main focus of workshops was on:

- TAMTAM project, with presentation of project details;
- semantic approach of qualifications and the TAMTAM platform;
- exploring/testing the platform;
- learning outcomes approach, in relation with EQF, ECVET and ECTS as well as mobility and EQF level 5;
- added value of TAMTAM for geographic mobility and design of qualifications.

Activities implemented

Activities encompassed presentations, demonstrations, group discussions, problems posing and solving as well as evaluations. Presentations were supplemented by active involvement of the audience and discussions with the presenters. The workshops were closed with an open discussion. Participants could discuss new challenges and show where they see the barriers for implementing the results of the project.

Key aspects discussed

Through the workshops, the goal was to find out if the TAMTAM platform will be able to help users as planned. The platform enables comparability between countries and systems, saving time on the management and providing high level of security and effectiveness on the final results.

The TAMTAM platform could be a tool for supporting operators in dealing with issues such as permeability, recognition of qualifications, evaluation of informal knowledge, and what is more, it might be helpful for enabling mutual recognition of qualifications. The benefit is also seen in the TAMTAM platform helping to find a common ground among involved stakeholders (on the basis of the semantic criteria implemented).

In general, the platform is very useful, but differences can be found between individual users. For instance, for teachers it is a bit complicated to insert profiles, learning outcomes, etc. They are also not in a position to change anything in an official qualification (profile). For teachers, a frozen version (like the one that can be accessed with guest passwords) is useful. For qualification designers, the TAMTAM platform offers a lot of opportunities. When qualification designers are responsible for more than one qualification or more sectors, the platform provides them the opportunity to avoid different verbs for the same action. Moreover, they can compare the learning outcomes of different qualifications; thus, the qualifications are more in line with each other, using the same language. Beside these points, some partners saw a problem in the lack of special skills (e.g., in the fashion/textile sector skills such as logical thinking, creativity, etc.), which nonetheless could be added when needed. They also found some challenges on how to extract the common parts of profiles, which is an operation to be carried out only by qualified operators.

At the beginning of TAMTAM it was assumed that the project could produce benefits for a large number of people. After the workshops it was pleasantly realized that the groups of representatives who are interested in the results of the project are even larger. The functionalities offered by the TAMTAM platform are useful for: education providers, adult education providers, training centres (especially to support mobility), recruitment agencies, employment offices, public Institutions, private enterprises, etc. Some organisers of the workshops think that qualification designers are the first target group to benefit from the platform and also teachers, if the platform is offered in a frozen and easy to use way. For sectors, the labour market, the common parts of qualifications offer the unique opportunity to compare the national scenario with the trans-national picture.

What is more, one of the objectives of the exploitation was to know which organizations/users could be also interested in the platform. In its current form, the platform might be of special use for education providers, adult education providers and training centres, as well as for other organizations and companies that have direct relation with mobility and even for publishers of learning materials.

Right now the platform uses the language of education: knowledge, skills, and competences. This does not fully match with the language of enterprises (referring to terms such as processes, tasks, activities, etc.). In order for the platform to be rightly of interest for enterprises as well, it would need a even more user-friendly interface and would have to use the language of companies. It would need to be subdivided in the world of vocational education and training and the world of work. Right now the platform could be seen to be still too technical, as an operator needs a good training/introduction to become acquainted with its functionalities.

Beside this, it was interesting to know if the methodology for presentation of standards/profiles is transparent enough and enables comparison between standards. It was found that the methodology

itself is transparent, but the platform and its methodology for presentation of results appear still a bit complicated. It will not be a practicable tool for the praxis in helping to categorize a training to make it comparable. People who work with the tool must get an intensive training on how to use it. Another challenge is the different understanding of terminology that is used in the platform by employers or trainers. The use of a clear terminology is important, e.g., to clarify the difference between qualification and occupational profile. All of the above indicate that there are still challenges for the future.

One of the goal of the TAMTAM platform was also to help people organize mobility. In order to support mobility, ECVET is expected to improve the possibilities for recognition of learning outcomes and, thus, to enable people to build on what they have learned abroad, in a different education and training institutions or in different situations. It is good that there are a lot of projects and new tools that help in mobility. The results and tools (like platform) of TAMTAM may be useful in encouraging mobility. However, participants at the workshops highlighted also some problems. If the qualifications are already inside the system, the platform is useful; but, if the qualification is lacking, it is too much work to insert it. Hence, here is a task for the authority responsible for qualifications to insert them in the platform and provide the teachers a user-friendly version.

In TIPTOE, the former project TAMTAM is based upon, the analysis was based on a study of the labour market of one sector with the goal of generating a Europe-wide profile. In TAMTAM, the creation of a common profile (or, slightly differently, the extraction of common parts) is based on national standards. This could be challenging for mobility, because competences might be on different EQF levels within countries (e.g., EQF level 4 in the one country, which is EQF level 5 in another country). It is also challenging due to the different use of ECVET in the partner countries. Also, it is possible that there are competences of different EQF levels within one occupational profile. The question is how to deal with that? So one could say that common parts are quite understandable. In fact, that is the information necessary to build a Memorandum of understanding (MoU) and Learning Agreements. For the common parts, sending and hosting partners can meet each other. The use of common parts depends on the context of mobility:

- mobility in training or in job;
- mobility for staying abroad;
- mobility for job (which is also about activities).

The TAMTAM platform is a tool, not an exhaustive but an interesting tool. Its usability depends on a user-friendly interface and on training in the various application scenarios foreseen/identified. It would be important to extend the platform information to the part of activities, so that is also might be of use for other forms of mobility. So one could say that for the first steps, the Learning Agreement,

agreement about learning outcomes between sending and hosting providers, the platform already provides enough information.

At workshops, it was also discussed whether the platform can help in the implementation process of ECVET and EQF in European countries.

From the workshop in the Netherlands it emerged that for EQF and ECVET the platform cannot be particularly useful. The EQF and NQF process is almost finished. ECVET is still "under construction". The platform is useful for mobility and to support the designers of qualifications of the fashion sector, to find out which parts of their qualifications are common in Europe and which parts could be considered to include in the new profiles 2014-2015. The platform is useful also as a starter for the discussion on the design and implementation of approaches based on learning outcomes.

Partners from Germany and Austria pointed out the following arguments: the platform could help to support compatibility of EQF, ECTS and ECVET. But they also found one problem: who evaluates ECVET points, if not done already? Beside this, they mentioned, that the platform might help as tool for students, it might be useful for them to compare the knowledge, skills and competences in their study program with the same information in occupation profiles, to see whether these match or not. Lastly, they pointed out that it would be a great result to having tested single national elements in terms of the allocation to the EQF, what works with the EQF and what not?

Regarding Slovenia, all lectures should be in Slovenian language. The platform is useful for transfer of practice and it can help responsible stakeholders to get more information about similarities of programmes for implementations of EQF and ECVET. Currently, Slovenia is in the phase of preparation of a referencing report and the final coordination for the NQF is between the various social partners.

Regarding Spain, ECVET and EQF systems implementation has started already, but it is not general implemented due the heterogeneity of laws and systems between regions. The platform could be a tool more effective in the next phase of mobility management than on systems implementation.

ECVET is not yet generalized in France. The implementation is in progress and this could perhaps be a problem for a real experimentation just now.

In the Italian education system the allocation of credits will be regulated by a law implementing the act no. 240/10 dealing with the reform of the university system. It is not certain, however, that ECVET points will be adopted at a systemic level, nor it is clear who will have the competence to allocate them.

At workshops it was discussed whether the platform gives enough information about national systems. The comparison of national systems and qualifications is still challenging, but partners agreed that the aim of the platform should not be to inform national systems, with all their peculiarities and different approaches, different definitions. It did not appear to be necessary to increase this information, because each system has a specific page including all details.

It was also discussed whether standards entered in the platform are clear and adequate. All partners tried to make the description of their standard as clear and adequate as possible, but some interesting questions emerged: is the translation really correct and, beside this, who will be responsible for checking the standards in the future.

Moreover, one of the goals of the platform TAMTAM was to improve mobility, employability and up-to-dateness of occupational and educational profiles. Hence, during the workshops one of the objectives was to find out if goals had been reached and what are the plans for the future.

From the workshops in Ede it emerged that organizers and participants will be using the results of the platform to inform the sector representatives responsible for the professional competence profiles and the committee that is used as a reference group for the design of the qualifications. In autumn, they have already planned to give a presentation in their meeting and the results will be used for the qualifications 2014-2015.

At the workshop in Ljubljana it was found that especially teachers are interested in the platform. Participants said that it could be a good help to quick look what is similar and what is different in European profiles. Unfortunately, the representative from the companies' side did not see enough benefits, considering it a little bit too technical for using in practice.

At the workshop in Munich it was emphasized that the platform offers some advantages for identifying outcomes and activities, but it is still unclear how readily comparisons across countries and qualifications can be made. This needs to be obvious for possible end-users of the platform.

Lastly, at the workshop in Oviedo, it was recognized that the possibility to compare systems, profiles and information between different countries facilitates, without doubts, mobility. On mobility management there exist obstacles either idiomatic or semantic in many occasions. Concretely in languages as Spanish, where its semantic is extensive, to have access to this kind of platforms could provide an important help.

It was found that user-friendliness is crucial. It could mean that this platform is available for designers of qualifications, but a different new platform (or new parts of the existing one) might have to be released for the end-user like teachers. A suggestion could be to think about the difference between

Apple-apps and Windows applications. For an end-user it should be clear, understandable and usable without a guide. According to one participant of a workshop, "the way is the destination". All the facts that have been discovered in the project will be helpful for a better acceptance procedure.

Strengths, weaknesses, opportunities and threats for TAMTAM and its results

Basic principle of SWOT analysis is identification of strengths weaknesses together with external opportunities and threats. When one makes a SWOT analysis, he or she separately assesses each of the four components which lead to a detailed analysis of the current situation of the subject considered (in this case, the TAMTAM project and its platform).

Strengths and weaknesses are internal values that create resources, which can be either available or not. Strengths and weaknesses can also be measured using other tools, such as internal and external benchmarking and other forms of audit. Opportunities and threats are external, that means that are not created by the system that it is being assessed, but occur as a result of competitive dynamics caused by the "gaps" on the market and in the environment. Opportunities and threats arise as a result of the external macro-environment factors, such as technological, economic, political, social, legal, customers acting, competition and cultural factors.

In the context of TAMTAM, results of the SWOT analysis will be used for identification of future steps/actions/strategies for improvement of the methodological and technological outcomes, which will enable to prevent impact of internal weaknesses and external threats and maximize the benefits of internal and external opportunities. The goal is to make TAMTAM results, like the methodology and related guides developed, together with the platform, more user friendly and to foster their diffusion, impact and sustainability.

At the workshops, attendees pointed out many strengths of TAMTAM platform. Beside this, they were talking about how to improve its weaknesses and where it shows opportunities and threats.

<p>Strengths</p> <p>The Netherlands:</p> <ul style="list-style-type: none"> - Comparability of national profiles - Transparency for trans-national mobility - Improvement of description of learning activities <p>Germany/Austria:</p> <ul style="list-style-type: none"> - Good tool for supporting/enabling mutual recognition of qualifications 	<p>Weaknesses</p> <p>The Netherlands:</p> <ul style="list-style-type: none"> - Technical approach <p>Germany/Austria:</p> <ul style="list-style-type: none"> - Special skills are sometimes missing - Information about the educational pathways not included - User-friendliness not always developed enough
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- All the facts that are discovered in the project are helpful for a better acceptance procedure for the platform
- it is a good result to compare individual profiles (besides of creating new profiles)

Slovenia:

- Results of the project can help to improve transparency of different profiles
- One can see the common parts of knowledge, skills and competences in different countries

France:

- The platform allows the transcription of the standards of different countries, because of the similar descriptors linked to EQF
- The system allows a comparison between the standards, the activities the skills and competences of a specific trade or of different trades in the same sector
- The system is based on semantic tools and is efficient because of that methodological approach, which reduces ambiguities linked to vocabulary and translation
- The standards are translated to multiple languages, and this is very important for the use of the platform

Spain:

- Better comparability between countries and systems
- Save time on the management
- High level of security and effectiveness on the final results

Italy:

- Possibility to find out information that usually are not available
- Information are systematically organized and can be easily inserted
- National qualifications are described

- The platform is still a bit too technical (interface)
- The platform methodology for the presentation of contents appear to be a bit too complicated

Slovenia:

- It takes a long time to enter all profiles in the platform
- One can get information about similarity of profiles, but not information for the implementation of mobility (e.g., about providers)
- In Slovenia platform will be useful for recognition of practice

France:

Not really weaknesses of the platform, but some questions about the way to use it:

- Who has the ability / the right to validate the information in the platform?
- Which validity and which value for the data, according to the type of organization that has entered them on the platform?
- Which possible comparisons if the information comes from a national / regional level or from a school?
- Trades are changing (evolution): who will be able/allowed to modify the standards?
- Who will be in charge of the system and guarantee the "good use" of it?

Italy:

- Learning activities are described in a generic way and so they should be integrated with other information
- There are no information that can help completing the Personal Transcript
- No correspondence between activities and units of learning outcomes in the methodology/platform

<p>according to a specific and common standard</p> <ul style="list-style-type: none"> - The platform is useful to complete the Memorandum of Understanding and partially useful to fill in the Learning Agreement 	<ul style="list-style-type: none"> - Lack of a framework/matrix to relate the units of learning activities and the learning activities in the methodology/platform - No criteria to allocate ECVET points due also to a lawlessness
<p>Opportunities</p> <p>The Netherlands:</p> <ul style="list-style-type: none"> - Easier exchange for teachers - Common language for exchange - Comparability of national profiles <p>Germany:</p> <ul style="list-style-type: none"> - Referring in a stronger way to the language of companies - Using the platform as information device / thesaurus of information for students, trainers and employers - Project could be relevant for employers, e.g., to see similarities between occupations in different countries - The platform could be used to test the allocation of single national educational elements to the EQF <p>Slovenia:</p> <ul style="list-style-type: none"> - One could use results achieved also in different sectors and different countries - For individuals, the results of the project will improve opportunities to find new job - For companies, they can find their new co-workers/employees - Opportunities for partnerships <p>France:</p> <ul style="list-style-type: none"> - The platform could be a sort of window on trades and sectors in Europe and would allow measuring what skills and competencies are expected in other countries, which could be an indicator for recruitment and training in their company, or 	<p>Threats</p> <p>The Netherlands:</p> <ul style="list-style-type: none"> - Lay-out and user-friendliness of the platform - National VET systems <p>Germany:</p> <ul style="list-style-type: none"> - The platform could sometimes fail to extract the common parts of profiles - Different understanding of terminology (e.g., from trainers, employers, etc.) - Competences might be on different EQF levels within countries - Possibility of different EQF levels within one occupational profile - Users have to be trained in the use of the platform - Unclear how readily comparisons across countries and qualifications can be made <p>Slovenia:</p> <ul style="list-style-type: none"> - People will not use it in practice the platform after the end of the project (it is targeted to qualified operators, e.g., qualification designers) - The existence of a wide variety of platforms - Understanding of terminology in many different ways <p>Italy:</p> <ul style="list-style-type: none"> - Becoming one of many platforms available - Being used without the appropriate support of an expert

even for strategic orientations

- Mobility could be based on differences and not on common parts, so that the students could get a "more European view of the job", the problem to solve would be the validation of the mobility in that case
- If the mobility could be planned on good basis (such as the ones thought in the project), there would be a real added motivation and value for the students to practise a technical foreign language

Italy:

- Facilitating the mutual trust among organizations
- Promoting and enhancing transnational mobility
- Being a good prototype for authorities and other institutional bodies (for example, the Region)
- Becoming a useful tool for training the trainers
- If further simplified and enriched, being a prototype to be used also by students

Evaluation of the workshops

After completion of each workshop, participants filled an evaluation questionnaire. All participants who returned the questionnaire were extremely satisfied with the event concerned.

They answered 7 questions on the level of satisfaction about:

- Organization of the workshop;
- Location of workshop;
- Duration, date and timing of the workshop;
- Appropriateness of agenda, clear relation to established aims;
- Clarity of information given, quality of presentations;
- Quality and efficiency of work methods;
- Quality of documents, working materials.

They could choose among 7 scores: excellent (+3), very good (+2), good (+1), not good, not poor (0), poor (-1), very poor (-2), unacceptable (-3).

Participants were satisfied because they chose only three different scores, i.e., good, very good or excellent. Comments were focused on date/timing of the workshop, because June/July is not the best point of time for a workshop, due to many people being/going on holiday.

Future perspective and challenges

Each partner in charge for the organization of an exploitation workshop got also questionnaire on project impact and sustainability. One of the tasks was to describe the impact on target groups and sectors to include.

Partners from Italy, Germany, Austria and the Netherlands were connected with several national stakeholders from different backgrounds. They organized some meetings with stakeholders to inform them about the project, present the platform and discuss about its functionality in the context of the project with regard to national and European developments in VET.

In the Netherlands co-operation was especially with teachers of VET schools, developers of national qualifications, members of branch organisations, also responsible for educational and vocational qualifications, experts from Centres of expertise, BTG Handel (Association of Dutch Training Centres for retail and wholesale).

In Italy it was found that the impact on target groups has been very positive because the strategy was targeted and differentiated. Regarding the involvement of ITS foundations, Ufficio Scolastico Regionale per il Veneto took the opportunity to use the platform both as a mobility tool, but also as an information instrument for the design of the learning pathways. In particular the companies, partners of ITS foundations, have considered useful the implementation of the platform (list of activities and tasks) to support the carrying out of internships abroad. The Veneto Region has appreciated the platform, but it has considered it as a prototype by highlighting the difficulty to use it at institutional level since it should be connected to other databases created for example by Veneto Lavoro (body supervised by the Veneto Region). Finally, the Ministry of Education has expressed the same kind of doubts and it would consider appropriate to analyse the matter with the body INDIRE which manages a database containing the data of all Italian ITS.

Spain and Slovenia did not participate to the testing phase, but local target groups were involved in the dissemination of results and project activities.

Regarding the impact on geographical target areas, in the Netherlands the project has been considered as capable of offering potential benefits for trans-national mobility. In the current situation, teachers compare for mobility parts of curricula for the exchange of students. These parts of educational programs are partly linked to learning objectives, partly to educational support. For the assessment, learning outcomes are given to participants, who are sent to companies, but this is one-way. When profiles are imported into the TAMTAM platform, this offers the possibilities to determine learning outcomes based on common profiles, both horizontally within the same EQF level, as well as vertically between VET and HE. This would lead to a strengthening of the contents (quality) of mobility. An additional advantage is that teachers will speak each others' language; the comparison does not take place on the basis of curricula but based on learning objectives (outcomes). This also makes time savings, since for each individual mobility learning outcomes and curricula have to be analysed.

In Spain the impact was concentrated mainly in their Asturias region. Nevertheless, through the participation to the workshop of José Luis García Molina, a reference person in Spain on ECVET, dissemination and exploitation have been spread to the whole country and to other organizations where he often collaborate with.

Also partners from Slovenia have plans to spread results of TAMTAM at the national level.

In Italy the impact was very positive both in Veneto and Friuli Regions. ITS foundations from Friuli Region were also willing to use the platform; in particular the ITS on "information and communication technologies) – ITST "J.Kennedy" – was involved in the testing phase.

Partners prepared a list where it has been indicated which institutions/organizations have expressed a serious interest in using the results of TAMTAM.

In Slovenia, in Spain and in the Netherlands, especially the teachers were interested in the use of the platform. In Slovenia only participants from companies expressed some concerns, as they asked who would be responsible for entering profiles in the platform. The same situation was found in the Netherlands, where stakeholders were very interested, but they were critical on the issue of how and by whom the platform will be managed. In Italy, many institutions/organisations were identified willing to use project outcomes, namely:

- 6 Veneto ITS Foundations: ITS COSMO (fashion), ITS mechatronics, ITS RED (energy efficiency/green building), ITS Cerletti (agricultural and food), ITS (tourism) and ITS LAST (logistics).
- 2 Friuli ITS Foundations: ICT (Kennedy) and Mechanics and aeronautics (Malignani).
- USRV and USRFVG
- Veneto Region
- MIUR (Ministry of Education)

To sum up, exploitation activities are essential to implement and transfer the technology adapted within the project as well as to maximise the benefits for the project partners. Carefully planned dissemination and exploitation strategies are an imperative for a successful project lifecycle. During exploitation, a significant amount of information has been gathered from stakeholders and it will depend on the partners what will be done of it in the future. Such participation has drawn attention to the potential value of a project, and had even helped to spread the news about the work to other interested parties throughout Europe. In the last months, workshops on a local basis have been organised so as to bring together current and potential future key users of the developed platform and to meet representatives of institutions – deans, professors, headmasters of schools – potentially interested in using the project outcomes in the future years. Maybe results could be upgraded again, new projects could be prepared, new users included, e.g., by spreading activities towards new sectors and new countries. The possibilities are many, so there are still challenges for the future.