



A. GENERAL INFORMATION

Please send this report duly completed and signed to your National Agency within 2 months following the closing date of the action specified in Article II.2 of the grant agreement. Once this report and the supporting documents are submitted and approved, the National Agency will either pay the balance of the grant or recover any unspent funds.


B. SUBMISSION

Programme	LIFELONG LEARNING PROGRAMME
Sub-programme	LEONARDO DA VINCI
Action type	TRANSFER OF INNOVATION
Action	LEONARDO DA VINCI Transfer of innovation
Call	2012
Project duration (months)	24 months
Report Type	FINAL (Final)

B.1. PERIOD COVERED BY THE REPORT

From (dd-mm-yyyy)	01-10-2012
To (dd-mm-yyyy)	30-09-2014

B.2. PROJECT IDENTIFIERS

Grant agreement no.	2012-1-ES1-LE005-49316
Grant agreement period start (dd-mm-yyyy)	01-10-2012
Grant agreement period end (dd-mm-yyyy)	30-09-2014
Project title	Tool to Promote Mobility of Students
National Id	
Beneficiary name	Fundación Eifor de la Comunidad Valenciana, ES - SPAIN
Beneficiary legal representative	Antonio Mir Montes
Submission id	1199261
Form hash code	 6F1AC5D47DD2885B



B.3. NATIONAL AGENCY

Identification	ES1 LLP (OAPEE)
Postal address	Organismo Autónomo Programas Educativos Europeos Gustavo Fernández Balbuena, 13. 28002 Madrid
Email address	informatica@oapee.es
Helpdesk	informatica@oapee.es
Website	http://www.oapee.es



C. IDENTIFICATION OF THE BENEFICIARY

C.1. BENEFICIARY ORGANISATION

Partner number	PO
Role	Applicant co-ordinator (CO-APP)
Full legal name (national language)	Fundación Eifor de la Comunidad Valenciana (Centro de formación Profesional Xabec)
Full legal name (latin characters)	Fundación Eifor de la Comunidad Valenciana
Acronym	EIFOR
National id (if requested by the NA)	G97201685
Type of organisation	Vocational training centre or organisation (EDU-VET)
Commercial orientation	Not for Profit (NP)
Scope	regional (R)
Legal status	private (PR)
Economic sector	P85.41 - Post-secondary non-tertiary education
Size (staff)	staff 21 to 50
Legal address	Calle Arquitecto Rodríguez 54-56 Bajo
Postal code	46022
City	Valencia
Country	ES - SPAIN
Region	ES52 - Comunidad Valenciana
Telephone 1	+34 963 389 882
Telephone 2	
Fax	+34 963 389 881
Email	international@xabec.es
Website	www.xabec.es



C.1.1. CONTACT PERSON

Title	Mr.
First name	Antonio
Family name	Mir Montes
Department	Management
Position	Director
Work address	Calle Arquitecto Rodríguez 54-56 Bajo
Postal code	46022
City	Valencia
Country	ES - SPAIN
Telephone 1	+34 963 389 882
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Mobile	+34 637 801 795
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Email	antonio.mir@xabec.es



C.1.2. PERSON AUTHORISED TO SIGN FOR THE ORGANISATION

Title	Mr.
First name	Antonio
Family name	Mir Montes
Organisation	
Department	Management
Position	Director
Work address	Calle Arquitecto Rodríguez 54-56 Bajo
Postal code	46022
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Telephone 1	+34 963 389 882
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Mobile	+34 637 801 795
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D. IDENTIFICATION OF THE PARTNERS

D.1. PARTNER ORGANISATION

Partner number	P1
Role	Core partner (PA-CORE)
Full legal name (national language)	ROC West Brabant
Full legal name (latin characters)	ROC West Brabant
Acronym	
National id (if requested by the NA)	
Type of organisation	Vocational training centre or organisation (EDU-VET)
Commercial orientation	Not for Profit (NP)
Scope	regional (R)
Legal status	public (PB)
Economic sector	P85.32 - Technical and vocational secondary education
Size (staff)	staff 2.001 to 5.000
Legal address	Trivium 76
Postal code	4873 LP
City	Etten-Leur
Country	NL - NETHERLANDS
Region	NL41 - Noord-Brabant
Telephone 1	0031 76 5048043
Telephone 2	0031 76 5048052
Fax	0031 76 5048010
Email	internat@rocwb.nl
Website	www.rocwb.nl www.letsgoabroad.nl



D.1.1. CONTACT PERSON

Title	Mr.
First name	Wim
Family name	Appels
Department	Engineering Construction and Maintenance
Position	Manager Department Engineering Construction and Maintenance
Work address	Nobellaan 50
Postal code	4600 AE
City	Bergen op Zoom
Country	NL - NETHERLANDS
Telephone 1	0031 164 281750
Telephone 2	0031610961815
Mobile	
Fax	0031 164 281777
Email	w.appels@rocwb.nl



D.2. PARTNER ORGANISATION

Partner number	P2
Role	Core partner (PA-CORE)
Full legal name (national language)	İzmit Teknik Lise ve Endüstri Meslek Lisesi
Full legal name (latin characters)	İzmit Teknik Lise ve Endüstri Meslek Lisesi
Acronym	ITEML
National id (if requested by the NA)	
Type of organisation	Vocational training centre or organisation (EDU-VET)
Commercial orientation	Not for Profit (NP)
Scope	local (L)
Legal status	public (PB)
Economic sector	P85.32 - Technical and vocational secondary education
Size (staff)	staff 251 to 500
Legal address	Karabas Mh. Ataturk Cd. Izmit
Postal code	41100
City	Kocaeli
Country	TR - TURKEY
Region	TR4 - DOGU MARMARA
Telephone 1	0090 262 321 13 80
Telephone 2	
Fax	0090 262 331 16 69
Email	kemlproject@gmail.com
Website	http://www.izमितeml.k12.tr/



D.2.1. CONTACT PERSON

Title	Mr.
First name	Hasan Burçin
Family name	MENTEŞ
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Mobile	0090 505 566 08 36
Fax	0090 262 331 16 69
Email	hbmentes@meb.gov.tr



D.3. PARTNER ORGANISATION

Partner number	P3
Role	Associated partner (PA-ASC)
Full legal name (national language)	Dudley College
Full legal name (latin characters)	Dudley College
Acronym	DC
National id (if requested by the NA)	
Type of organisation	Vocational training centre or organisation (EDU-VET)
Commercial orientation	Not for Profit (NP)
Scope	international (I)
Legal status	public (PB)
Economic sector	P85.32 - Technical and vocational secondary education
Size (staff)	staff 501 to 2.000
Legal address	The Broadway, Dudley, West Midlands
Postal code	DY1 4AS
City	West Midlands
Country	UK - UNITED KINGDOM
Region	UKG3 - West Midlands
Telephone 1	01384 363519
Telephone 2	01384 363413
Fax	01384 363311
Email	matthew.hyde@dudleycol.ac.uk
Website	www.dudleycol.ac.uk



D.3.1. CONTACT PERSON

Title	Mrs
First name	Krishna
Family name	Singh
Department	International Department
Position	International Operations Manager
Work address	The Broadway, Dudley, West Midlands
Postal code	DY1 4AS
City	West Midlands
Country	UK - UNITED KINGDOM
Telephone 1	01384 363519
Telephone 2	01384 363413
Mobile	
Fax	01384 363311
Email	krishna.singh@dudey.co.uk



D.4. PARTNER ORGANISATION

Partner number	P4
Role	Core partner (PA-CORE)
Full legal name (national language)	Associazione Lepido Rocco
Full legal name (latin characters)	Lepido Rocco Association
Acronym	
National id (if requested by the NA)	
Type of organisation	Vocational training institute tertiary level (EDU-HEIVoc)
Commercial orientation	Not for Profit (NP)
Scope	regional (R)
Legal status	private (PR)
Economic sector	P85.32 - Technical and vocational secondary education
Size (staff)	staff 51 to 250
Legal address	Via Lepido Rocco, 6
Postal code	31045
City	Motta di Livenza
Country	IT - ITALY
Region	ITD3 - Veneto
Telephone 1	+39 0422 867511
Telephone 2	
Fax	+39 0422 863065
Email	lepidorocco@lepidorocco.com
Website	http://www.lepidorocco.com/



D.4.1. CONTACT PERSON

Title	Dr.
First name	Valter
Family name	Giacomini
Department	International Project Manager
Position	Project Manager
Work address	Via Lepido Rocco, 6
Postal code	31045
City	Motta di Livenza
Country	IT - ITALY
Telephone 1	+39 0422 867525
Telephone 2	+39 0422 867511
Mobile	
Fax	+39 0422 863065
Email	v.giacomini@lepidorocco.com



D.5. PARTNER ORGANISATION

Partner number	P5
Role	Core partner (PA-CORE)
Full legal name (national language)	Handwerkskammer Koblenz
Full legal name (latin characters)	Handwerkskammer Koblenz
Acronym	
National id (if requested by the NA)	
Type of organisation	Chamber of crafts (ENT-CHCrft)
Commercial orientation	Not for Profit (NP)
Scope	regional (R)
Legal status	public (PB)
Economic sector	P85.41 - Post-secondary non-tertiary education
Size (staff)	staff 251 to 500
Legal address	Friedrich-Ebert-Ring 33
Postal code	56068
City	Koblenz
Country	DE - GERMANY
Region	DEB - RHEINLAND-PFALZ
Telephone 1	+49 261/398-0
Telephone 2	
Fax	
Email	Stefan.Gustav@hwk-koblenz.de
Website	www.hwk-koblenz.de



D.5.1. CONTACT PERSON

Title	Herr
First name	Stefan
Family name	Gustav
Department	Vocational training
Position	Head of training centres "Ahr-Akademie" and "Berufsbildungszentrum Rheinbrohl"
Work address	Friedrich-Ebert-Ring 33
Postal code	56068
City	Koblenz
Country	DE - GERMANY
Telephone 1	+49 2641/9148-114
Telephone 2	+2635/9546-701
Mobile	
Fax	+49 2641/9148-112
Email	Stefan.Gustav@hwk-koblenz.de



D.6. PARTNER ORGANISATION

Partner number	P6
Role	Associated partner (PA-ASC)
Full legal name (national language)	Associazione degli industriali del Nord Sardegna (se retira del proyecto)
Full legal name (latin characters)	Associazione degli industriali del Nord Sardegna (se retira del proyecto)
Acronym	Assindustria Nord Sardegna
National id (if requested by the NA)	80002470906
Type of organisation	Non-profit associations (NFP-ASC)
Commercial orientation	Not for Profit (NP)
Scope	local (L)
Legal status	public (PB)
Economic sector	S - OTHER SERVICE ACTIVITIES
Size (staff)	staff 1 to 20
Legal address	Via Alghero 49
Postal code	07100
City	Sassari
Country	IT - ITALY
Region	ITG2 - Sardegna
Telephone 1	0039 079 275171
Telephone 2	
Fax	0039 079 280711
Email	sassari@confindustriannordsardegna.it
Website	http://www.confindustriannordsardegna.it/asp/default.asp



D.6.1. CONTACT PERSON

Title	Mr
First name	Giansimone
Family name	Masia
Department	
Position	Official
Work address	Via Alghero 49
Postal code	07100
City	Sassari
Country	IT - ITALY
Telephone 1	0039079275171
Telephone 2	
Mobile	
Fax	
Email	masia@confindutrianordsardegna.it



D.7. PARTNER ORGANISATION

Partner number	P7
Role	Associated partner (PA-ASC)
Full legal name (national language)	Maintenance Education Consortium
Full legal name (latin characters)	Maintenance Education Consortium
Acronym	MEC
National id (if requested by the NA)	
Type of organisation	Schools associations (ASC-SCH)
Commercial orientation	Not for Profit (NP)
Scope	regional (R)
Legal status	public (PB)
Economic sector	P85.32 - Technical and vocational secondary education
Size (staff)	staff 1 to 20
Legal address	Princenhagelaan 13
Postal code	4813 DA
City	Breda
Country	NL - NETHERLANDS
Region	NL41 - Noord-Brabant
Telephone 1	0031 76 531 1081
Telephone 2	
Fax	
Email	e.bakker@wcmec.nl
Website	www.worldclassmaintenance.com



D.7.1. CONTACT PERSON

Title	Mrs.
First name	Emmy
Family name	Bakker
Department	
Position	Director
Work address	Princenhagelaan 13
Postal code	4813 DA
City	Breda
Country	NL - NETHERLANDS
Telephone 1	0031 76 531 1081
Telephone 2	
Mobile	
Fax	
Email	e.bakker@wcmec.nl



E. CONSORTIUM

Are there any changes to the initial consortium or in the distribution of tasks and Budget amongst partners?

Note: changes to the consortium or substantial changes in the allocation of tasks require an amendment of the grant agreement.

Yes

If you answered YES, please fill in the following table:

E.1. CONSORTIUM CHANGES

No.	1
Name of partner organisations which have withdrawn (including co-ordinator)	Associazione degli industriali del Nord Sardegna
Replacement partners	Partner's activities are being carried out by partners of the consortium: 1. Maintenance Education Consortium: this organisation gathers a large number of training centres and companies from industrial maintenance which makes them the best partner to perform a wide dissemination of the project results in the business environment and education. 2. Fundación Eifor de la CV: As the coordinator organisation it is our responsibility to guarantee the effective dissemination and exploitation of the project's result
Has the amendment request been approved by the NA?	Yes
Reasons for withdrawal	Because of its relationship with the business world and its location in Brussels, the Associazione degli Industriali del Nord Sardegna (Confindustria Nord Sardegna) was the leader of Work Package 6 "Valorisation, Dissemination and Knowledge Transfer". Due to reorganization of the internal staff of the Association and the necessity to reinforce the union department, they closed the office in Brussels and therefore they weren't able to develop the activities of dissemination and exploitation of results. (Annex 1: Letter of resignation of Confindustria)

E.2. CONSORTIUM MEETINGS

Send the minutes of the consortium meetings with the duly signed paper version of this report and do not forget to list them in section Annexes to the Report.

No.	1
Title	Project meeting 1
Place (country)	UK - UNITED KINGDOM
Place (city)	Dudley
Date (dd-mm-yyyy)	08-11-2012
Partners not attending (explain the reasons)	
No.	2
Title	Project meeting 2
Place (country)	TR - TURKEY



Place (city)	Izmit
Date (dd-mm-yyyy)	18-04-2013
Partners not attending (explain the reasons)	

No.	3
Title	Project meeting 3
Place (country)	IT - ITALY
Place (city)	Motta di Livenza
Date (dd-mm-yyyy)	03-10-2013
Partners not attending (explain the reasons)	P7 - This meeting was only technical to develop the common learning outcomes and to discuss the mobility documents and MEC was not included in the technical design of learning outcomes.

No.	4
Title	Project meeting 4
Place (country)	NL - NETHERLANDS
Place (city)	Bergen op Zoom
Date (dd-mm-yyyy)	10-04-2014
Partners not attending (explain the reasons)	

No.	5
Title	Project meeting 5
Place (country)	DE - GERMANY
Place (city)	Bad Neuenahr-Ahrweiler
Date (dd-mm-yyyy)	25-09-2014
Partners not attending (explain the reasons)	



F. RESULTS

F.1. PROJECT ACHIEVEMENTS

Did the project meet the initial objective(s) specified in the application form? Comment on any over/under objectives' achievements.

The Tool to Promote Mobility of Students (ToP-MoSt) project was able to establish a consortium of European partners from both, industry and educative sectors that will collaborate to transfer a mobility strategy in VET developed in Xabec: "The Mobility Handbook". Doing so, it has reached the aims and objectives stated in the application:

- The requisites for and process of qualification recognition in all countries of the partnership were explained by partners
- A catalogue of Learning outcomes for Student Mobility was developed for all partners. As a consequence, the possible students mobility between partners were defined.
- Partners agreed on the criteria for validation and recognition of learning outcomes resulting a Memorandum of Understanding signed by all the partners
- A general Learning agreement adapted for all partners was built

As a result, this project implemented the first phase (Before Mobility) of the guide "Using ECVET for Geographical Mobility"

The Mobility Handbook breaks down each subject of the different specialties into "units of learning outcomes" and each unit in its learning outcomes. In this way, each of the Vocational Training Centres participating in the mobility project makes available to all partners its "training offer" in a schematic and clear document.

Based on the existing learning outcomes, partners defined a procedure to build Common Learning Outcomes which are the base for students and teachers mobility and they are presented in the mobility matrix. The mobility matrix facilitates the creation of the documents required for mobility - the Memorandum of Understanding and Learning Agreement - reducing the workload of mobility officers.

Using this tool, together with the individual students, schools can design personalised mobilities, choosing the units of learning outcomes that fits best to each student in order to complete his/her training path.

As it can be seen, the project addressed in a direct way the Operational Priority "Development and transfer of mobility strategies in VET" because the Mobility Handbook and the Mobility Documents will allow the recognition of the competences acquired making more attractive the mobility for both Schools and Students.

How did the experience and know-how of each partner and the practice of each country contribute to the achievement of the project objectives?

Each partner in the ToP-MoSt consortium contributed with his/her specific competence, experience and networks:

P0 - EIFOR, the project promoter, transferred their mobility manual which was enhanced by the rest of partners.

P1 - ROC West Brabant, being a member of extensive VET networks and an experienced VET provider in industrial maintenance, provided excellent input to the project. In particular, with mobility documents as a result of their experience on students mobility.

P2 - Due to IZMIT teachers' experience, they were in charge of WP2 (i.e. Research & Analysis) Their know-how on database set up and management was key for the implementation and access to the information generated at the project.

P3 - The international department of Dudley College contributed with a vast experience on student mobility that was a key factor in the development of WP3, in particular in the determination of students mobility requisites.

P4 - Lepido Rocco Association participated actively on the development of common Learning outcomes.

P5 - Handwerkskammer Koblenz are experts on Dual Formation. Their experience was key to develop industry on-demand learning outcomes.

P7 - MEC has an excellent relations with local industries and it is also involved in a number of important networks that have been used for communicating and disseminating ToP-MoSt results. MEC also proved to be experts in quality control, due to their experience on previous industrial maintenance projects.

All the schools involved in the project brought their expertise in different fields of Industrial Maintenance to build the Common Learning Outcomes. Accordingly to their experience, each one of the six schools was in charge of the definition of a set of the Common Learning Outcomes in terms of Knowledge, Skills and Competences and the definition of an assessment grid.



Comment on any unanticipated benefits derived from the above mentioned trans-national work.

• on-line database

At the beginning of the project, one of the expected objectives was to define a mobility matrix based on the learning outcomes defined by partners.

As the project was executed, the technical department realised that the amount of information gathered was so big that they would need an software tool: a data base. Firstly we developed a local database, but when we started the collaborative building of common learning outcomes it was clear that we needed an on-line tool that allowed all partners to access and update the information. The on-line database became a flexible tool, reducing overall work load.

Once the team started to work on the on-line database it was clear that it would be helpful in other aspects like the dynamic construction of the Memorandum of Understanding and the Learning Agreement, therefore it will be a key factor for the sustainability of the project

Since the beginning the database was designed to include more partners and more learning outcomes, making it a facilitating element for the growth of our network.

• Competence development for teachers: not just language and cultural skills, but knowledge about European educational systems including one's own national educational system and knowledge about mobility procedures and quality standards.

• Participating in an international project opens up for organisational development:

- Mobility and internationalization of each partner has been already enhanced by preparing a first phase (Before Mobility) part of the project.

- established competences for applying and running EU-funded projects,

- discovered new ideas/needs for pedagogical development in VET



F.2. RESULTS OF THE PROJECT

Describe the results/products of your project.

Note: In case of tangible results/products send with the duly signed paper version of this Final Report two copies of each tangible result/product. Also do not forget to list these tangible results/products in section Annexes to the Report.

Where possible, electronic copies should be provided rather than hard copies (CDROM, links to websites). When applicable include also login and password details.

No.	1
Result/Product title	Project's Website
Result/Product description	<p>Website: http://www.topmost.es The website is divided in two: a public and a private websites</p> <p>Public website: Contains general information about the project, and is available for all audiences. The public home is divided in 8 sections:</p> <ol style="list-style-type: none"> 1. Summary of the project, 2. Information about partners, 3. Project work program, 4. Meeting newsletters, 5. Pictures and video of activities, 6. A comprehensive list of project results and their deadlines 7. All the dissemination material and activities, 8. Contact details. <p>Private website: www.topmost.es/intranet</p> <p>It contains all the documents, results, images and all the information of the project., and can only be accessed by partners and OAPEE. Private website is divided in six sections</p> <ol style="list-style-type: none"> 1. Application form: All the information submitted in the proposal, including budget. Also the amendment approved by OAPEE 2. Meetings: This tab contains all the information related to meetings: Call, List of Participants, Documents, Meeting Newsletters, Images & Videos and Evaluation Each meeting is identified by three letters: DUD for the kick-off meeting, KOY for the second meeting and MdL for the Third meeting. 3. Results: All the results of the project are displayed on a table and can be downloaded by a click 4. Reports: The interim report is available before and after being sent 5. Dissemination: Dissemination activities and materials are displayed by partner 6. Database: All the information related to the learning outcomes can be accessed by partners. At the end of the project the mobility matrix will be extracted from the Common learning Outcomes. User can search by Colleges, Qualifications, Modules or Learning Outcomes. It also generates reports that are part of the results of the project <p>To reach one document you go to the Intranet website http://topmost.es/intranet user: oapee password: oapee Then go to meetings. DUD=Dudley, KOY=Izmit, MDL=Motta di Livenza, BoZ= Bergen Op Zoom KOB=Koblenz</p>



	<p>Each document discussed or presented in the meeting is identified by three letters and a number. For example DUD 03 To locate the document you go to the "Meetings" tab, you go to Dudley Meeting and then go to documents. In that moment a table displays all the documents of the meeting and you click on the one you want. In this case DUD 03 Participants List</p> <p>To locate each one of the results presented in this list, please go to http://topmost.es/intranet/results/</p>				
<p>How did the Result/Product contribute to achieve the project objective/s</p>	<p>The public site: www.topmost.es has served as external information portals with news about the project progress. The idea of the website was to inform and inspire other stakeholders and target groups to make practical use of the ToP-MoSt results. In this way, the public website helps target groups to be engaged to project achievements.</p> <p>The private website helps partners to monitor the overall progress of the project, monitor their own performance and the database is the key element for the development of both Mobility Handbook and the Mobility Matrix</p> <p>The overall aim of the website was to promote European co-operation and European cohesion.</p> <p>All ToP-MoSt partners were responsible for thinking about new contents and supporting the communication coordinator in ToP-MoSt with inputs to the Media section and articles to the Dissemination section.</p> <p>A logotype for the project was also developed by partner P0 and used at both the public and the private websites.</p>				
<p>Deviations from initial proposal or subsequent amendments, including reasons for change</p>	<p>In the original plan we intended to have a simple website where people from target groups could be informed about the project advances. However, as we started working on Learning Outcomes we realised the benefits of including a database to display all the information of the Mobility Handbook and the Mobility Matrix.</p> <p>Therefore the website we have now is more complex and handles more information than it was initially foreseen.</p>				
<p>Result/Product Type</p>	<p>Others (PR25)</p>				
<p>Target group(s) / potential beneficiaries</p>	<p>Project Partners, VET Teachers and Students, School administration, Policy makers, Industrial Maintenance organizations</p>				
<p>Target sector</p>	<p>Education</p>				
<p>Result/Product language/s</p>	<table border="1"> <tr> <td data-bbox="639 1718 1536 1765">EN - English</td> </tr> <tr> <td data-bbox="639 1771 1536 1818">ES - Spanish</td> </tr> <tr> <td data-bbox="639 1825 1536 1872">DE - German</td> </tr> <tr> <td data-bbox="639 1879 1536 1926">IT - Italian</td> </tr> </table>	EN - English	ES - Spanish	DE - German	IT - Italian
EN - English					
ES - Spanish					
DE - German					
IT - Italian					



	TR - Turkish
	NL - Dutch
Medium used	Website (WEB)
Availability date (dd-mm-yyyy)	01-02-2013
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	The website has been used since the beginning of the project. The design and content of the website were evaluated by an internal project team (lead partner, project manager, communication coordinator, and financial coordinator). All project partners have been responsible for providing input to the website and along the project.
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	PO-Fundacion Eifor de la CV was in charge of subcontracting the design of the website. All partners contributed with the information of the different sections of the portal: dissemination, meetings, pictures and in particular with the information of the on-line database
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	No comments made by NA



No.	2
Result/Product title	Quality Management Plan
Result/Product description	The QMP is a work document in which all actions and activities, roles and tasks are described and put in a time frame. The main objectives of the QMP were guaranteeing the quality of the project and guaranteeing the communication between partners by stimulating a cooperative environment. The QMP was drafted during the Kick Off Meeting, afterwards each workpackage leader detailed the Key Performance Indicators and the time when they were going to be measured. The QMP can be downloaded from the intranet website: http://topmost.es/intranet/results/ and then select "Quality Management Plan"
How did the Result/Product contribute to achieve the project objective/s	Quality Management Plan helped to establish a support mechanism for project management in order to ensure smooth cooperation and high quality of project outputs. Quality Management ws on two levels: process and project deliverables. Therefore, it was the guideline for monitoring the project development and measure the quality achieved.
Deviations from initial proposal or subsequent amendments, including reasons for change	The document was reviewed and updated in the second transnational meeting (April 2013) to include partners input after the first version
Result/Product Type	Others (PR25)
Target group(s) / potential beneficiaries	Project Partners
Target sector	Initial VET Education
Result/Product language/s	EN - English
Medium used	Text (TXT) Website (WEB)
Availability date (dd-mm-yyyy)	01-11-2012
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	Partners reviewed the QMP before the second transnational meeting.
Findings, conclusions and lessons of evaluation and testing	The plan was updated changing some key quality indicators.
Was the result/product/process modified respectively adapted after evaluation and testing?	Yes. The final version is in Annex 4.02
Involved partners	The building of this plan was coordinated by MEC and all the partners were involved
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	No recommendations were made by NA



No.	3
Result/Product title	Quarterly Reports
Result/Product description	<p>Each partner had to present a report about the costs and expenditures including the following cost categories:</p> <ol style="list-style-type: none"> 1 Staff Cost 2 Travel and Subsistence 3 Subcontracting 4 Other Costs <p>They had to fill the templates suggested by Spanish National Agency (OAPEE) and which were presented during the Kick-off Meeting. See Document DUD 016 on the Intranet website.</p> <p>The reporting periods were set on the Kick Off Meeting. See Document DUD 016 on the Intranet website</p> <p>Each partner submitted its financial information and the supporting documents to Fundación Eifor de la CV. The financial manager reviewed all the information. When it wasn't complete or accurate partner had to make the correspondent changes.</p> <p>All the quarterly reports were used to complete the financial tables of the interim report and the final report</p>
How did the Result/Product contribute to achieve the project objective/s	This periodical reports were suggested as a good practice by the National Agency. They help both partners and Fundación Eifor to control the budget execution and helps to collect all the support documents.
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	Others (PR25)
Target group(s) / potential beneficiaries	Project partners
Target sector	Initial VET education
Result/Product language/s	EN - English
Medium used	Text (TXT)
Availability date (dd-mm-yyyy)	15-01-2013
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	Each partner delivered its quarterly report that was reviewed by Xabec's financial manager. Xabec asked the partners any changes needed.
Findings, conclusions and lessons of evaluation and testing	N/A



Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Lepido Rocco Association Handwerkskammer Koblenz Maintenance Education Consortium
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	<p>The person responsible of our project in the NA was very helpful when we had doubts regarding the situation of MEC staff. He helped us to clarify all the EU rules about staff and subcontracting. As a consequence, MEC adapted their team to follow the suggestions of the NA.</p> <p>The information provided by the National Agency in the follow-up meeting before the interim report was very useful to clarify important issues regarding financial reports.</p>



No.	4
Result/Product title	Interim Report
Result/Product description	<p>This report captured the specific and detailed progress after the first year of execution in terms of the project implementation including the deliverables, outcomes and products.</p> <p>The interim report also eas as a formal budgetary reporting point, leading to a review of budgetary expenditure and progress to date, reporting on any variances, and with appropriate actions or reallocations as required.</p> <p>In addition it helped to identify areas of weaknesses or strengths within our project.</p>
How did the Result/Product contribute to achieve the project objective/s	Evaluation at project level is was crucial step since it allowed a mid-term review and a qualitative and quantitative assessment of the results achieved and of the means used to accomplish these results in relation to the contractually agreed budget.
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	Report (PR01)
Target group(s) / potential beneficiaries	Project partners and officers at the National agency (OAPEE)
Target sector	Initial VET education
Result/Product language/s	EN - English
Medium used	Text (TXT)
Availability date (dd-mm-yyyy)	30-09-2013
Number of copies (if applicable)	2
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	All workp ackage leaders contributed to the interim report with input about the progress and results of each work package.
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	All partners were involved in the development of the Interim Report by sending information about their activities, problems and solutions. They also sent the financial information for the templates. Fundación Eifor coordinated the elaboration of the report



Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)

Recommendations regarding the analysis of financial documents and tables (i.e. Table A2, Table A4 and Table A7) have been taken into account and they are included in the final report



No.	5
Result/Product title	Final Report
Result/Product description	Final report of the results and progress of the ToP-MoSt project This report captures the specific and detailed progress in terms of the project implementation including the deliverables, outcomes and products. It also stands as a formal budgetary reporting point,
How did the Result/Product contribute to achieve the project objective/s	Evaluation at project level is a important, as it serves as a self evaluation at project level and it allows a final review and a qualitative and quantitative assessment of the results achieved and of the means used to accomplish these results in relation to the contractually agreed budget.
Deviations from initial proposal or subsequent amendments, including reasons for change	-
Result/Product Type	Report (PR01)
Target group(s) / potential beneficiaries	Project partners and officers at the National agency (OAPEE)
Target sector	Initial VET education
Result/Product language/s	EN - English
Medium used	Text (TXT)
Availability date (dd-mm-yyyy)	30-11-2014
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	All partners contributed to the final report with input about their own experiences, insights, gained competences, and new ideas for the future. The WP leaders contributed with input on the progress and final results of each work package.
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	All partners were involved in the development of the Final Report by sending information about their activities, problems and solutions. They also sent the financial information for the templates. Fundación Eifor coordinated the elaboration of the report
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	Financial tables were modified following the suggestions of the National Agency.



No.	6
Result/Product title	Public presentation event on each country
Result/Product description	<p>Presentation of the project to target groups.</p> <p>1. International Presentation On May 15, 2013. Mr. Antonio Mir presented the main features of the project during the first InnMain Annual Conference that was held in Palma de Mallorca. The meeting was attended by Mr. José Ramón Bauzá, President of Balearic Islands, and other relevant representatives of the Government and Companies of Mallorca.</p> <p>Local Events</p> <p>1. Valencia: On May 30, 2013 the project director, Mr. Antonio Mir, led the Public Presentation of ToP-MoSt project in Valencia. This event was attended by teachers, parents and students from Xabec Vocational Training Centre as well as educational authorities from Valencia Region and representatives from the Companies that work with the school. Mr. Mir, presented the objectives and results of the project and the impact it will have on the quality of the mobility of students and teachers.</p> <p>2. Bergen op Zoom: April 10 2014. Markiezaat College hosted the fourth international meeting of the project, and they use this occasion to present the project to teachers and students of their academic community. Also they publishd an article to present</p> <p>3 Izmit: Izmit Technical and Vocational High School prepared a series of meetings prior to the second international meeting to present the project to local authorities and to general public. (April 2013) Mr. Antonio Mir and Mr. Ozcan Bedel (director of Izmit VHS) attended meetings with Mr. Nevzat ISPIRLI - Director of Kocaeli Provincial Directorate of National Education; and with Mr. Enver DÜZ - EU Coordinator, Governorship of Kocaeli. In addition they participated in the TV program "About Life" with Mrs. Tülay YAZICI from KocaeliTV</p> <p>4.Dudley: As hosts of the kick-off meeting, Dudley college used this occasion to present the project its academic community by displaying relevant information of the project in their information panels.</p> <p>5. Motta di Livenza: On October 2, 2013 Lepido Rocco Association using the occasion of the third international meeting, L organised a meeting Meeting with Veneto Region Labour Department Authorities. In this meeting project representatives presented the main objectives and the results.</p> <p>6. Koblenz: HwK presented the ToP-MoSt project by publishing an article on the regional newspaper "Blick Aktuell".</p> <p>Evidence these events can be seen in the public site of the project www.topmost.es under the dissemination tab or in the Intranet, dissemination activities are displayed by partner.</p>
How did the Result/Product contribute to achieve the project objective/s	Public presentation of the project was a relevant activity to inform all target groups about the objectives and activities of the project, and the results achieved until the moment.



Deviations from initial proposal or subsequent amendments, including reasons for change	After the first events it was clear to partners that a public event to present the project is not that easy to organise and it is better to present a project when some relevant results are achieved and not in the initial stage.
Result/Product Type	General information (DISS01)
Target group(s) / potential beneficiaries	Local authorities VET students and teachers Industrial Maintenance Organisations Citizens
Target sector	Education Industry Policy Makers
Result/Product language/s	<input type="checkbox"/> EN - English <input type="checkbox"/> ES - Spanish <input type="checkbox"/> TR - Turkish <input type="checkbox"/> DE - German <input type="checkbox"/> NL - Dutch <input type="checkbox"/> IT - Italian
Medium used	<input type="checkbox"/> Event (EVENT) <input type="checkbox"/> Paper Brochures (BRC) <input type="checkbox"/> Television (TV)
Availability date (dd-mm-yyyy)	15-05-2013
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	All Partners
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	7			
Result/Product title	Project Brochure			
Result/Product description	<p>ToP-MoSt brochures describe and explain the project to external stakeholders and target groups. They present the main objectives of the project, the name of the partners and a short description of the main products. Also, they provide contact details for the interested people.</p> <p>In Annexes 5.01 to 5.07 you can find the project brochure made by Fundacion Eifor de la CV in Spanish and English., the project brochure made by Handwerkskammer Koblenz (in German and English) and a project brochure designed by MEC and available for all partners.</p> <p>They are available also in the public website under the dissemination tab, in the intranet under the results tab and in ADAM database.</p>			
How did the Result/Product contribute to achieve the project objective/s	The brochure is an opportunity to get more people interested in the project. It is a good mean to promote high quality mobility			
Deviations from initial proposal or subsequent amendments, including reasons for change	On the proposal we foresaw brochures in partner's languages, but partners decided that a brochure in English was useful to disseminate the project locally. Fundación Eifor and HwK shared the original files of their designs to partners, so they were able to print it locally saving the cost of the design.			
Result/Product Type	General information (DISS01)			
Target group(s) / potential beneficiaries	Local Authorities VET providers VET students and teachers Industrial Maintenance Organisation			
Target sector	Education Policy Makers Citizens			
Result/Product language/s	<table border="1"> <tr><td>ES - Spanish</td></tr> <tr><td>DE - German</td></tr> <tr><td>EN - English</td></tr> </table>	ES - Spanish	DE - German	EN - English
ES - Spanish				
DE - German				
EN - English				
Medium used	<table border="1"> <tr><td>Paper Brochures (BRC)</td></tr> <tr><td>Website (WEB)</td></tr> </table>	Paper Brochures (BRC)	Website (WEB)	
Paper Brochures (BRC)				
Website (WEB)				
Availability date (dd-mm-yyyy)	13-06-2013			
Number of copies (if applicable)	500			
Evaluation type and testing (if applicable)				
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	The content of the general brochure (Annex 15) was agreed by partners and the design and final content was evaluated locally by partners.			



Findings, conclusions and lessons of evaluation and testing	Some of the initial pictures were changed as they didn't reflect the knowledge area (Industrial Maintenance) or the objectives of the project
Was the result/product/process modified respectively adapted after evaluation and testing?	Yes. The final version is the one available on the website.
Involved partners	Fundación Eifor de la CV (designed own brochure) Handwerkskammer Koblenz (designed own brochure) MEC: designed general brochure All partners: gave information for contents and pictures of general brochure
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	8
Result/Product title	Newsletters
Result/Product description	<p>Newsletters were issued after each transnational meeting. The newsletters provided information about project results, meeting results and relevant activities that had taken place between meetings.</p> <p>Newsletters were disseminated in electronic format on the project website. The newsletters are available either on the public and private website of the project under the Meetings tab.</p> <p>In addition, Newsletters are available under the results tab (http://topmost/intranet/results)</p> <p>The five project's newsletters are in Annex 4.08</p>
How did the Result/Product contribute to achieve the project objective/s	Newsletters were one of the media to reach different target groups and inform about the project development and results achieved. They promote European VET cooperation, ECVET implementation
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	Others (PR25)
Target group(s) / potential beneficiaries	<p>Project partners</p> <p>VET teachers and students</p> <p>School administration</p> <p>Policy Makers</p> <p>Industrial Maintenance Organizations</p>
Target sector	Education
Result/Product language/s	EN - English
Medium used	Website (WEB)
Availability date (dd-mm-yyyy)	15-01-2013
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	All partners send information and the newsletter were designed and written by Fundación Eifor de la CV



Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)



No.	9
Result/Product title	Catalogue of courses that will be included in the Mobility Handbook by each Training Centre - New name: Catalogue of Qualifications and Units
Result/Product description	<p>We have changed the name of this result to be coherent with the ECVET definitions. On the proposal it was called "Catalogue of courses that will be included in the Mobility Handbook by each Training Centre".</p> <p>This document is an intermediate result obtained after the kick-off meeting. Each training centre decided the Qualifications they want to include in their Mobility Handbook. Each qualification was broken down into the modules that compose them.</p> <p>All the information is available on the Intranet of the project. Go to database tab and select "Units". Then press "show".</p> <p>This generates a report that includes all training centres. For each training centre appears the qualification and the units that compose the qualification.</p> <p>To see the list of all qualifications and all units from all colleges go to http://topmost.es/intranet/database/units/</p> <p>If you want to see a particular training centre or certain qualification, you can make the selection in the correspondent boxes.</p> <p>The complete catalogue is available at the website under the "Results" tab and then click "Catalogue of Qualifications and Units". A sample of the catalogue can be seen on Annex 4.09</p>
How did the Result/Product contribute to achieve the project objective/s	<p>The first step to build the Mobility Handbook of each training centre was to decide the relevant Qualifications and Modules.</p> <p>A relevant qualification is that one that can be included in a mobility.</p>
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	Co-operation processes and methodologies (METHO2)
Target group(s) / potential beneficiaries	Project partners
Target sector	Initial VET Education
Result/Product language/s	EN - English
Medium used	Website (WEB)
Availability date (dd-mm-yyyy)	31-12-2012
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	N/A



Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	Fundación Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Lepido Rocco Association Handwerkskammer Koblenz
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.		10
Result/Product title	Research and Analysis Report	
Result/Product description	<p>This report is the result of the work of each partner and it is focused on the generalities of validation of learning outcomes. To produce this report, ECVET documentation was studied and at the end each partner completed a document with the most important information.</p> <p>This document is one of the results of the WP2 of the ToP-MoSt project. Following the indication of the European Commission that does not want to homogenise the educations systems, partners tried to understand the situation in each country.</p> <p>Partners have presented and discussed the VET educative system, existing legal requisites for assessment, validation, certification and formal recognition of Learning Outcomes gained through mobility experiences of learners.</p> <p>This document is the result of the collaborative work done by all the training institutions involved in the project.</p> <p>The complete document is available at the website under the "Results" tab and then click "Research and Analysis Report" and in Annex 4.10</p>	
How did the Result/Product contribute to achieve the project objective/s	To be aware of the differences of the systems involved in the project help partners to visualize the requisites of assessment, recognition and validation of LO when designing the Mobility Matrix	
Deviations from initial proposal or subsequent amendments, including reasons for change		
Result/Product Type	Increased knowledge of the participants within a certain field and topic (METH01)	
Target group(s) / potential beneficiaries	Project partners, VET teachers, VET headmasters, VET school administration, International coordinators, Mobility Officers	
Target sector	Initial and Higher VET	
Result/Product language/s	EN - English	
Medium used	Website (WEB)	
Availability date (dd-mm-yyyy)	29-03-2013	
Number of copies (if applicable)		
Evaluation type and testing (if applicable)	The base for the report was a questionnaire designed by the technical team and each partner studied and analysed the situation in its country.	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	The Research and Analysis report was carried out by partners, each one analysed the national situation of VET system and requisites for assessment, validation and recognition of Learning Outcomes. Partners presented the information during the first and second project meetings.	
Findings, conclusions and lessons of evaluation and testing	The result was evaluated internally by MEC and it accomplished the requisites stated on the QMP.	



Was the result/product/process modified respectively adapted after evaluation and testing?	The result was consistent with the QMP.
Involved partners	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Lepido Rocco Association Handwerkskammer Koblenz
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.		11
Result/Product title	Catalogue of Units of Learning outcomes. New Name: Catalogue of Learning Outcomes	
Result/Product description	<p>We changed the name of the result after the results of the Research and Analysis report. Partners found out that a Learning Outcome is the unit that is suitable for mobility and not an Unit of Learning Outcomes.</p> <p>A catalogue of Learning outcomes (LO) for Student Mobility was developed by each training centre in the project. As a consequence, the possible students mobility between partners were defined.</p> <p>It includes the time required to achieve each LO as well as a LO code and the module and course where it belongs at that specific partner school.</p> <p>This catalogue is produced by the on-line database (http://topmost.es/intranet/database/learning-outcomes/) and it is automatically updated when a partner updates its educational offer.</p> <p>The complete document is also available at the website under the "Results" tab and then click "Catalogue of Units of Learning outcomes". The learning outcomes of each partner are part of its Mobility Handbook.</p> <p>A sample of the catalogue is presented in Annex 4.11</p>	
How did the Result/Product contribute to achieve the project objective/s	This catalogue is a "window" that allows a sending institution "to see" what happens in a hosting institution.	
Deviations from initial proposal or subsequent amendments, including reasons for change	<p>After working with the learning outcomes to determine the Common Learning Outcomes (CLOs) within the partnership, it was clear that partners have to create the CLOs as no two schools name the LO in the same way and the database wasn't able to find any CLOs. As a result partners started to build CLOs which lead to an early start of WP 4 (Mobility Matrix)</p> <p>Furthermore, although all the LO are in the Mobility Handbook of each school, not all the identified Learning Outcomes (more than 2.000) were included in the mobility matrix.</p>	
Result/Product Type	Report (PR01)	
Target group(s) / potential beneficiaries	Project partners	
Target sector	Education	
Result/Product language/s	EN - English	
Medium used	Website (WEB)	
Availability date (dd-mm-yyyy)	16-04-2013	
Number of copies (if applicable)		
Evaluation type and testing (if applicable)		



Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	Technical Management team in Xabec reviewed all the Learning Outcomes identified by partners.
Findings, conclusions and lessons of evaluation and testing	Each national education system consider a "Learning Outcome" in a different way, although the definition set by ECVET is the base for all of them. In addition, the way to define a Learning Outcome changes from country to country. Not all of them use the knowledge-skill-competence scheme
Was the result/product/process modified respectively adapted after evaluation and testing?	No. We kept the catalogue in its original way. However, the findings produce a change of approach in our work: instead of matching learning outcomes from two schools, partners classified the learning outcomes by affinity and from that classification they built the common learning outcomes
Involved partners	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Lepido Rocco Association Handwerkskammer Koblenz
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	No recommendations made by NA of this result



No.	12
Result/Product title	New Name: Document with the Criteria for Validation and Recognition of Learning Outcomes in each partner's country
Result/Product description	<p>In the proposal the name was Document with the criteria for validation and recognition of learner's credit in each partner's country. We changed the name of the document, after learning that the concept of "credit" is not currently used in real life. Instead, we found out that what can be validated and recognised among partners of this project is the "Learning Outcome"</p> <p>This report is the result of the work of each partner and it is focused on the generalities of recognition and validation of learning outcomes. To produce this report, ECVET documentation was studied and at the end each partner completed a document with the most important information.</p> <p>Each partner has answered the following issues</p> <ol style="list-style-type: none"> 1. Name and status of the body awarding the certificate. The awarding body is the body issuing qualifications (certificates, diplomas or titles) formally recognising the learning outcomes (knowledge, skills and/or competences) of an individual, following a assessment and validation procedure 2. Name and status of the national/regional authority providing accreditation/ recognition of the certificate. This is the relevant legislative of professional authority that accredits the quality of a program of education or training. 3. Pass requirements: Requirements that each student need to pass each course in the school. 4. Examining Board: How the school examines the students 5. Grading Scale 6. Partial recognition of the qualifications: modules and/or learning outcomes: If there is partial recognition of the qualifications, each partner describes the procedure that has to be followed. <p>The complete document is available at the website under the "Results" tab and then click "Document with the criteria for validation and recognition of learning outcomes in each partner country" and in Annex 4.12</p>
How did the Result/Product contribute to achieve the project objective/s	To be aware of the differences of the systems involved in the project help partners to visualize the requisites of assessment, recognition and validation of LO when designing the Mobility Matrix
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	Report (PR01)
Target group(s) / potential beneficiaries	Project partners
Target sector	Education
Result/Product language/s	EN - English
Medium used	Website (WEB)



Availability date (dd-mm-yyyy)	29-03-2013
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	After a conference by an ECVET expert in Kuopio, the promoter of the project found out that the concept of "learner's credit" is used less and less. After discussing the issue with partners, we decided that what can be validated and recognised is a learning outcome This issue arose also during the third transnational meeting at a conference by an expert of ISFOL and she also confirmed what the Finnish expert said.
Was the result/product/process modified respectively adapted after evaluation and testing?	Yes. We didn't consider "Learner's credit" as it was initially proposed. Instead of that, our project is focused on "Learning Outcomes"
Involved partners	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Lepido Rocco Association Handwerkskammer Koblenz
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	13
Result/Product title	Mobility Requirements
Result/Product description	<p>This document contains useful information for sending organisations in mobility actions.</p> <p>Each partner had described the linguistic requirements for mobility of students and the special requirements when mobility is in a company (internship).</p> <p>In addition, each partner gave practical details so the sending institution and the student can have a clear idea of what he/she will find: VET system, accommodation, living, cultural offer and welcoming activities.</p> <p>This information will be included in the Mobility Handbook of each training centre.</p> <p>The complete document is available at the website under the "Results" tab and then click "Document with the requirement for mobility to and from each partner's country" and in Annex 4.13</p>
How did the Result/Product contribute to achieve the project objective/s	<p>It clarifies the linguistic requirements, important for non-anglophone students and VET schools.</p> <p>For VET students, this document helps overcome natural fear and FAQs related with studying abroad.</p>
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	Report (PR01)
Target group(s) / potential beneficiaries	<p>Project partners</p> <p>VET teachers and students</p> <p>School administration</p> <p>Companies</p> <p>Industrial Maintenance Organizations</p>
Target sector	Initial and Higher VET Education
Result/Product language/s	EN - English
Medium used	Website (WEB)
Availability date (dd-mm-yyyy)	01-04-2014
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	Internal evaluation was made by MEC and the result accomplishes what it was expected by partners
Findings, conclusions and lessons of evaluation and testing	N/A



Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Lepido Rocco Association Handwerkskammer Koblenz
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.		14
Result/Product title	Mobility Handbook of each school	
Result/Product description	<p>Each document contains useful information for sending organisations interested in organising mobility actions to a specific Vocational Training Centre</p> <p>P0 Xabec Mobility Handbook P1 Markiezaat Mobility Handbook P2 Izmit Mobility Handbook P3 Dudley Mobility Handbook P4 Lepido Rocco Mobility Handbook P5 HWK Mobility Handbook</p> <p>Each document is structured ad follows:</p> <p>In the first part we have a general presentation of the college including practical details in such way that the sending institution and the student can have a clear idea of what he/she will find: VET system, accommodation, living, cultural offer and welcoming activities. If necessary, the training centre describes the linguistic requirements for mobility of students and the special requirements when mobility is in a company (internship).</p> <p>In the second part the process of validation and recognition of the qualifications included in this Mobility Handbook are described, including the pass requirements, the examining board or the grading scale.</p> <p>The third part presents the mobility matrix of the specific Vocational Training Centre. This mobility matrix is made of the Common Learning Outcomes between the Vocational Training Centre and the other training centres involved in the ToP-MoSt project.</p> <p>These documents are automatically generated by the web based tool. You can go to http://topmost.es/intranet/database/mobility-handbook/ and select the college you want. The mobility handbooks are also presented in Annex 4.14</p> <p>This mobility handbook is a living tool. It can grow with the addition of new qualifications from both current and new partners of the mobility network. The information we present in this handbook was last updated on September 2014. The complete document is available at the website under the "Results" tab and then click "Mobility Handbook of each school"</p>	
How did the Result/Product contribute to achieve the project objective/s	The mobility handbook of each school contains all the necessary information for a sending institution that want do to a student's or teacher's mobility to one of the colleges of the partnership.	
Deviations from initial proposal or subsequent amendments, including reasons for change		
Result/Product Type	Report (PR01)	
Target group(s) / potential beneficiaries	<p>Project partners VET teachers and students School administration Companies Policy Makers</p>	



	Industrial Maintenance Organizations
Target sector	Education
Result/Product language/s	EN - English
Medium used	Website (WEB)
Availability date (dd-mm-yyyy)	01-09-2014
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	The contents were agreed by partners following the suggestions of the International Department of Dudley College that has a wide experience in hosting international students. Internal evaluation was done by MEC.
Findings, conclusions and lessons of evaluation and testing	After practical experiences from partners, linguistical skills are a key factor for a successful and high quality mobility experience. Sometimes schools focused more in the academic contents, taking for granted the linguistical skills of the student
Was the result/product/process modified respectively adapted after evaluation and testing?	Yes. Following the suggestions, partners included information about the requisites of linguistic skills, cultural offer of the city and activities each school does to welcome incoming students
Involved partners	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Lepido Rocco Association Handwerkskammer Koblenz
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.		15
Result/Product title	Partnership mobility matrix:	
Result/Product description	<p>The Partnership Mobility Matrix is a Web-based tool that generates a matrix with common Learning outcomes between schools. Partners created 78 learning outcomes, all in the knowledge area of Industrial Maintenance and each one of them includes:</p> <ul style="list-style-type: none"> -Definition -Knowledge -Skills -Competences -Time of the year where it is taught -Assessment Guidelines <p>The Mobility Matrix generates the Annexes I and II of a Learning agreement.</p> <p>To produce the mobility matrix please go to http://topmost.es/intranet/database/crossed-common-learning-outcomes/</p> <p>The 78 Common Learning Outcomes are listed on the Annex I of the Multilateral Memorandum of Understanding that partners signed in the final conference of the project.</p>	
How did the Result/Product contribute to achieve the project objective/s	<p>The mobility matrix is one of the key results of the project, as it is the core of mobility experiences.</p> <p>The mobility matrix reflects the work of these two years as it includes the common learning outcomes that arose from the analysis of the learning outcomes of all partners.</p> <p>It facilitates the creation of the documents required for mobility - the Memorandum of Understanding and Learning Agreement - reducing the workload of mobility officers.</p>	
Deviations from initial proposal or subsequent amendments, including reasons for change	<p>In the proposal partners thought that the Mobility Matrix will be a document produced after studying the mobility handbook of other partners. However, after gathering more than 2.000 learning outcomes it was clear that the proposed procedure wasn't adequate.</p> <p>The solution to this problem was to use a database to collect all the information and support the analysis process to create common learning outcomes and define them in terms of skills, knowledge and competences.</p> <p>After that process, the database helped to easily find the common learning outcomes between two schools, the time of the year where they are taught and any important requisites for the mobility.</p>	
Result/Product Type	assets created with the intention to be used by the participants or targets (PRD)	
Target group(s) / potential beneficiaries	<p>Project partners</p> <p>VET students and teachers</p> <p>School administration</p> <p>Policy makers</p> <p>Industrial Maintenance organizations</p>	
Target sector	Education	
Result/Product language/s	EN - English	



Medium used	Website (WEB) InteractiveResource (INT_RES)
Availability date (dd-mm-yyyy)	03-09-2014
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	Evaluation of the mobility matrix was an on-going process. Technical board evaluated the common learning outcomes produced by partners and suggested changes to accomplish ECVET quality standards.
Findings, conclusions and lessons of evaluation and testing	The definition of Common Learning Outcomes changed during the developing process, including the statement of knowledge, skills and competences of some of them.
Was the result/product/process modified respectively adapted after evaluation and testing?	Yes. Leading partners included the suggestions in the final version of Common Learning Outcomes.
Involved partners	All partners send information and the local and on-line databases were designed and implemented by Fundación Eifor de la CV
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	16
Result/Product title	Memorandum of Understanding
Result/Product description	The Memorandum of Understanding aims to establish mutual trust between the partners of the ToP-MoSt project. In the Memorandum of Understanding it is explicitly stated that the partner organisations mutually accept their respective criteria and procedures for quality assurance, assessment, validation and recognition of knowledge, skills and competence for the purpose of transferring credit. Annex 4.16 contains a copy of the signed version of the Multilateral MoU.
How did the Result/Product contribute to achieve the project objective/s	The Memorandum of Understanding itself was an objective of the project. It is an example of how to use ECVET and it is par of the framework for cooperation between the competent institutions. Now that it is signed, it facilitates transnational mobility of teachers and students of partners involved in the project.
Deviations from initial proposal or subsequent amendments, including reasons for change	No allocation of ECVET points to the units. No use of learner's credit. Assessment guidelines are based only in observation
Result/Product Type	Co-operation processes and methodologies (METHO2)
Target group(s) / potential beneficiaries	Project partners VET teachers School administration Policy makers
Target sector	Initial and Higher VET
Result/Product language/s	EN - English
Medium used	Text File (TXTFL)
Availability date (dd-mm-yyyy)	03-09-2014
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	Evaluation was made by partners. WP leader (ROC-WB) presented a draft version that was enriched by partners suggestions.
Findings, conclusions and lessons of evaluation and testing	In the begining it was proposed to sign bilateral MoUs, but partners agreed to sign a multilateral MoU that reflects the unity of the partnership
Was the result/product/process modified respectively adapted after evaluation and testing?	Yes, All common learning outcomes were included in the MoU in the Annex 1 and the MoU was signed by all partners.
Involved partners	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Lepido Rocco Association Handwerkskammer Koblenz



Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)



No.	17
Result/Product title	Learning Agreement
Result/Product description	<p>A The Learning agreement (LA) is an agreement between the mobility student, receiving VET school and sending VET school. It lays down the principles of the mobility experience, the responsibilities of each party, the learning outcomes to be achieved and the assessment method.</p> <p>It gathers the following information:</p> <ul style="list-style-type: none"> - Information about the participants (home and hosting institutions, learner, parents...) - Duration of the learning period abroad - The qualification being taken by the learner – including information on the learner's progress (knowledge, skills and competences) - Assessment and documentation - Validation and recognition - and three more fields for signatures, additional topics and annexes <p>A model is provided in Annex 4.17. It can also be downloaded from the results tab.</p>
How did the Result/Product contribute to achieve the project objective/s	<p>Together with the annexes generated with the web-based tool is one of the official documents required to generate the mobility.</p> <p>The Learning Agreement (LA) is a practical example of how to utilise ECVET. The LA template makes it easier for students to understand what learning to achieve during a transnational mobility experience in order to have the right expectations. As such, it facilitates and promotes transnational mobility and contributes to the development and implementation of ECVET at European, national, and local level.</p>
Deviations from initial proposal or subsequent amendments, including reasons for change	No allocation of ECVET points to the units nor learner's credit
Result/Product Type	Co-operation processes and methodologies (METHO2)
Target group(s) / potential beneficiaries	<p>Project partners VET Students and teachers School administration Policy makers</p>
Target sector	VET Education
Result/Product language/s	EN - English
Medium used	Text File (TXTFL)
Availability date (dd-mm-yyyy)	03-09-2014
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A



Findings, conclusions and lessons of evaluation and testing	<p>It is very important that the LA content is kept simple and understandable by youngsters. If the students don't understand what learning outcomes to achieve and assessment to be done during a mobility, they may end up going away with wrong expectations on both their own and the receiving organisations performance/contribution.</p> <p>However, if the LA is created, introduced and used in a pedagogical way it may be a very powerful tool. Students have proved to become more engaged in their own learning process when they understand what learning to expect and achieve. They also become more in control of their own competence since it becomes easier for them to communicate to others what they are actually able to do.</p>
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	<p>Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Lepido Rocco Association Handwerkskammer Koblenz</p>
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	18
Result/Product title	Final Document: ToP-MoSt guide
Result/Product description	<p>It is the final document of the project.</p> <p>The guide summarizes all the information, documents and annexes to guide present and future partners in the design of personalized mobility actions for their students.</p> <p>The main tool is a web-based matrix made of transferable learning outcomes. The guide explain how ToP-MoSt project has successfully developed the tool as well as its proper use.</p> <p>Annex 4.18 present the final version of the ToP MoSt guide that was given to partners during the fina document.</p>
How did the Result/Product contribute to achieve the project objective/s	<p>The document summarizes the way each tool, application and annex generated within this project contributes to generate a successful mobility based on common learning outcomes between VET centres.</p> <p>This guide is part of the sustainability tools of the project. New partners have the templates and procedures they have to follow in order to join our mobility network.</p>
Deviations from initial proposal or subsequent amendments, including reasons for change	In the proposal it was said that the final document will contain the mobility matrix and the mobility documents. However, after finishing the project and having an on-line tool it proved to be important to have a document that explain the project's approach to ECVET and a guide to use the database.
Result/Product Type	Co-operation processes and methodologies (METHO2)
Target group(s) / potential beneficiaries	<p>Project partners</p> <p>Stakeholders</p> <p>VET providers</p> <p>VET Students and teachers</p> <p>School administration</p> <p>Policy makers</p> <p>Educational authorities</p>
Target sector	VET Education
Result/Product language/s	EN - English
Medium used	<p>Text File (TXTFL)</p> <p>Website (WEB)</p> <p>Book (BOOK)</p>
Availability date (dd-mm-yyyy)	20-09-2014
Number of copies (if applicable)	500



Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	All partners sent information and the booklet was designed and written by Fundación Eifor de la CV
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	19
Result/Product title	Meeting Schedule
Result/Product description	<p>Now that we have worked during 2 years, we realise this is not a proper result of a Tol project. However, as it was included in the approved proposal we include this on this section. Only the date of the Kick-off meeting was decided by the promoter of the project</p> <p>Schedule of the transnational meetings of the consortium was agreed during the kick off meeting. (See Annex 4.19)</p> <p>Partners decided to have the second meeting the 18th and 19th of April 2013 in Turkey and for the autumn meeting in Italy the 3rd and 4th of October 2013. Then partners met again in Netherlands the 10th and 11th of April 2014 and finally in Germany 25th and 26th of September 2014.</p>
How did the Result/Product contribute to achieve the project objective/s	To have an agreed meeting schedule facilitates the coordination for these events. Partners can book the time for the meetings and conciliate the travels with their activities at the organisation. In addition, knowing the exact dates in advance allow partners to find best prices both in flights and hotels.
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	General information (DISS01)
Target group(s) / potential beneficiaries	Project partners
Target sector	Education
Result/Product language/s	EN - English
Medium used	Website (WEB)
Availability date (dd-mm-yyyy)	07-11-2012
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	<p>Fundacion Eifor de la CV - Centro de Formación Xabec</p> <p>ROC West Brabant - Markiezaat College</p> <p>Izmit Teknik Lise ve Endüstri Meslek Lisesi</p> <p>Dudley College</p> <p>Lepido Rocco Association</p> <p>Handwerkskammer Koblenz</p>



	Maintenance Education Consortium
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	20			
Result/Product title	Dissemination material			
Result/Product description	<p>Following a list of the material used by specific partners to disseminate the aims and results of the ToP-MoSt project:</p> <p>Fundacion Eifor de la CV - Centro de Formación Xabec</p> <ul style="list-style-type: none"> - Project Banner - Project leaflet in English - Project leaflet in Spanish <p>Lepido Rocco Association</p> <ul style="list-style-type: none"> - Project Banner <p>Handwerkskammer Koblenz</p> <ul style="list-style-type: none"> - Project Flyer in German - Project Flyer in English - Banner in German - Banner in English <p>MEC</p> <ul style="list-style-type: none"> -General Project Brochure <p>Project Banners are used in all the international meetings and in relevant dissemination events . Partners that produced a banner made only one copy. Due to the impossibility (it would be really expensive) of sending two copies of it, and following the suggestions of our contact person in OAPEE we send the pdf files of them. Pictures of their use can be seen in the Dissemination Tab</p> <p>Annexes 5.01 to 5.09 present the evidences of the dissemination material produced during the project.</p>			
How did the Result/Product contribute to achieve the project objective/s	Communication and dissemination of ToP-MoSt project promotes international mobility, ECVET implementation, cooperation between industry and VET providers, and European co-operation in VET			
Deviations from initial proposal or subsequent amendments, including reasons for change				
Result/Product Type	Marketing (EXPL08)			
Target group(s) / potential beneficiaries	Partners' networks VET providers Policy makers Industrial Maintenance organizations			
Target sector	Education			
Result/Product language/s	<table border="1" style="width: 100%;"> <tr> <td>ES - Spanish</td> </tr> <tr> <td>DE - German</td> </tr> <tr> <td>EN - English</td> </tr> </table>	ES - Spanish	DE - German	EN - English
ES - Spanish				
DE - German				
EN - English				



Medium used	Paper Brochures (BRC)
Availability date (dd-mm-yyyy)	01-02-2014
Number of copies (if applicable)	400
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Lepido Rocco Association Handwerkskammer Koblenz Maintenance Education Consortium
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	21
Result/Product title	Monitoring and evaluation forms
Result/Product description	The forms developed by Maintenance Education Consortium allowed periodical monitoring and evaluation of meetings and work packages. These forms helped to build the Quality Management Plan which is focused on results and it allowed a complete quality monitor of the project This forms are presented on Annex 4.21
How did the Result/Product contribute to achieve the project objective/s	The tforms provide a practical example of how to organise the quality assurance process in a Leonardo da Vinci Transfer of Innovation project. As such, it supports transnational cooperation and it the long run European cohesion.
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	Methodology (PRO5)
Target group(s) / potential beneficiaries	Project partners
Target sector	VET Education
Result/Product language/s	EN - English
Medium used	Website (WEB)
Availability date (dd-mm-yyyy)	01-11-2012
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	The templates were used when running the ToP-MoSt project for cooperative evaluation.
Findings, conclusions and lessons of evaluation and testing	The Quality Management Plan was a road map designed by WP leaders. However it was difficult to follow.
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	Maintenance Education Consortium Fundación Eifor de la CV
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	22
Result/Product title	Periodical monitoring and Evaluation reports
Result/Product description	<p>All participants of each one of the transnational meetings had answered the monitoring questionnaire.</p> <p>In addition, people in charge of the organisation of the different workshops had also evaluated the quality of the tasks done by partners to prepare the work during the meeting.</p> <p>With all this information, our partner MEC elaborated a report of the quality of the transnational meetings the project had had.</p> <p>This reports can be seen and downloaded from the private website, under the meeting tab. Then go to the Meeting Name and then to Meeting Evaluation.</p> <p>Meeting evaluations:</p> <ul style="list-style-type: none"> • Dudley meeting • Kocaeli meeting • Motta di Livenza • Bergen op Zoom meeting • Koblenz meeting <p>In addition, when Work Packaged was finished, our partner MEC elaborated a report about the quality of the process. This Report can be downloaded from the Intranet, on the Quality tab.</p> <p>The periodical monitoring and evaluation reports are in Annex 4.22</p>
How did the Result/Product contribute to achieve the project objective/s	Meetings and Work Package quality reports are part of the quality assurance of the project. Based on the evaluation reports, both processes and products can be improved. Our aim is to obtain excellence in all the outcomes of the project
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	Report (PR01)
Target group(s) / potential beneficiaries	Project partners National agency
Target sector	VET Education
Result/Product language/s	EN - English
Medium used	Website (WEB)
Availability date (dd-mm-yyyy)	15-01-2013
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	



Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	All partners coordinated by Maintenance Education Consortium
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	23
Result/Product title	Valorisation Plan
Result/Product description	<p>The structure of the dissemination plan allowed the reader to see the key activities related to the dissemination of each one of the partners. Each partner was in charge to describe the activities that was going to perform.</p> <p>The result is represented by a document containing all dissemination activities that the project partners were expected to perform .</p> <p>In addition other tools and material were developed like project logo, project website, leaflet promoting knowledge and awareness on the project, presentation template, results template, and project poster.</p> <p>This plan can be seen on the private site of the project under the Dissemination Tab. In addition it is also in Annex 4.23</p> <p>Furthermore, partners worked on the sustainability of the project: it is guaranteed because the main results will allow partners to implement mobility of students and teachers under the KA1 of Erasmus + program</p>
How did the Result/Product contribute to achieve the project objective/s	The dissemination plan was used internally by the organisations involved in the activities planned.. It is was important for a smooth, coordinated and efficient performance of the dissemination activities of the results obtained during the project.
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	Others (PR25)
Target group(s) / potential beneficiaries	Project partners
Target sector	Education
Result/Product language/s	EN - English
Medium used	Website (WEB)
Availability date (dd-mm-yyyy)	01-03-2013
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	Partners reviewed dissemination activities in all transnational meetings of the project. A follow-up of the activities was easy to make as they were listed on the intranet and classified by partner.
Findings, conclusions and lessons of evaluation and testing	Although each partners wrote its own plan, we discover that it was difficult to get evidence of many of them. In addition, not always partners communicated the dissemination activities they did, making difficult keeping updated the website
Was the result/product/process modified respectively adapted after evaluation and testing?	The plan was kept in its original form



Involved partners	All partners coordinated by MEC and Fundación Eifor de la CV
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	24
Result/Product title	Media Publications
Result/Product description	<p>Information about the project has appeared in different communication media:</p> <p>1. InnMain Annual Conference 2013: Mr. Antonio Mir presented the main features of the project during the first InnMain Annual Conference that was held in Palma de Mallorca on May 15, 2013. The key issue discussed in the conference was the relationship between educative institutions and VET schools. The meeting was attended by Mr. José Ramón Bauzá, President of Balearic Islands, and other relevant representatives of the Government and Companies of Mallorca. In one of the workshops, Mr. Ignacio Ferrer presented the methodology we are following to develop the Mobility Handbook as well as the outcomes and expected impact of the project. He invited all InnMain Partners to join the project. Representatives from all partners participating in the project attended to this conference. The video can be seen on the video channel of the Balearic Government in Youtube: http://www.youtube.com/watch?v=2Cb7updVoC4</p> <p>2. TV Program "About Life" of KocaeliTV Taking advantage that Izmit Teknik Lise ve Endüstri Meslek Lisesi was the host of the second international meeting, our partner prepared an interview in the TV program VHS About Life of Kocaeli TV presented by Mrs. Tülay YAZICI. In this interview participated Mr. Antonio Mir, director of the Project, Mr. Ozcan Bedel director of Izmit Teknik Lise ve Endüstri Meslek Lisesi and Mr Haluk Giray teacher of the school involved in the project. The program presented the project and mobility opportunities for Turkish students and the benefits ToP-MoSt brings them due to the methodology developed in the project.</p> <p>3. Newspaper article The article was published on May 22, 2014 in the Regional Newspaper "Blick Aktuell" and it describes the main objectives of the ToP-MoSt project.</p> <p>4. Newspaper article The article was published in September 22, 2014. It is about the presentation of the project during a vocational training fair called RITA (Regional Information day for Training) with those responsible for the regional economy, teachers and pupils of local schools, parents and owners of companies.</p> <p>Pictures of the TV program and a copy of the newspaper articles can be found on Annex 4.24 an in the results tab on the intranet (http://topmost.es/results)</p>
How did the Result/Product contribute to achieve the project objective/s	Appearing in communication media is a great opportunity to reach a wider audience: authorities, people in industry and in schools that might be interested in the development of the project or participate in a mobility
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	General information (DISS01)
Target group(s) / potential beneficiaries	Policy makers VET teachers and students Industrial Maintenance Education



	Citizens
Target sector	Education Authorities Citizens Industry
Result/Product language/s	<input type="text" value="TR - Turkish"/> <input type="text" value="DE - German"/> <input type="text" value="EN - English"/> <input type="text" value="ES - Spanish"/>
Medium used	<input type="text" value="video (VID)"/> <input type="text" value="Press (PRSS)"/>
Availability date (dd-mm-yyyy)	20-04-2013
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Lepido Rocco Association Handwerkskammer Koblenz Maintenance Education Consortium
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	25
Result/Product title	Video footage of the project
Result/Product description	<p>Project's meeting were recorded in video:</p> <p>1^a Dudley College http://topmost.es/intranet/meetings/dudley-college/pictures-and-videos/Dudley (UK) 07-08 Noviembre 2012</p> <p>2^a Izmit Vocational High School http://topmost.es/intranet/meetings/kocaeli-meeting/pictures-and-videos/Izmit (Kocaeli) (TK) 18-19 Abril 2013</p> <p>3^a Associazione Lepido Rocco http://topmost.es/intranet/meetings/mota-di-liveza/pictures-and-video/Motta di Livenza (IT) 03-04 Ottobre 2013</p> <p>4^a Markiezaat College http://topmost.es/intranet/meetings/bergen-op-zoom/pictures-and-videos/Bergen op Zoom (NL) 10-11 Abril 2004</p> <p>5^a Handwerkskammer Koblenz http://topmost.es/intranet/meetings/koblenz/pictures-and-videos/Bad Neuenahr-Ahrweiler 25-26 Septiembre 2004</p> <p>Also a general video of the project, including the team involved, objectives, results and the impact the project had in partners' organisation. The video can be seen in http://topmost.es/intranet/dissemination/general-video-of-the-project/</p>
How did the Result/Product contribute to achieve the project objective/s	One useful tool to keep alive the project after the end of the funding and to engage new partners is to have a visual tool to present the project aims, results and activities developed.
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	General information (DISS01)
Target group(s) / potential beneficiaries	Policy makers VET providers Industrial Maintenance organizations
Target sector	Education
Result/Product language/s	EN - English
Medium used	video (VID)
Availability date (dd-mm-yyyy)	30-07-2014
Number of copies (if applicable)	



Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	All partners sent recordings and the videos were designed and edited by Fundación Eifor de la CV
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



No.	26
Result/Product title	Advertising Material
Result/Product description	bange holders t-shirts usb sticks
How did the Result/Product contribute to achieve the project objective/s	The advertising material was designed to make target groups remind the project name and logo. They are materials that are used daily by people, making the project visible.
Deviations from initial proposal or subsequent amendments, including reasons for change	
Result/Product Type	Others (PR25)
Target group(s) / potential beneficiaries	VET Teachers and students Individuals General public
Target sector	VET Education
Result/Product language/s	EN - English
Medium used	Merchandising (MERCH)
Availability date (dd-mm-yyyy)	15-03-2013
Number of copies (if applicable)	
Evaluation type and testing (if applicable)	
Where, when and how the evaluation and testing were carried out (e.g. scope, method, tools, sample, etc.)?	N/A
Findings, conclusions and lessons of evaluation and testing	N/A
Was the result/product/process modified respectively adapted after evaluation and testing?	N/A
Involved partners	Fundación Eifor de la CV
Explain how the recommendations of the National Agency were taken into consideration after the Interim Report and/or the Monitoring Visit (if applicable)	



G. TYPE OF TRANSFER

Describe which transfer strategy you used in your project and also any positive/negative experiences during the implementation of that strategy.

The Project consisted in transferring from Xabec to the rest of the partners a tool for the mobility of students according to the quality standards required. The tool was called "Mobility Handbook" to remark that the tool is a guide to manage the educational aspects of student mobility. The tool is very innovative because was designed according to the ECVET system principles: based in learning outcomes and including all the steps that are enclosed in the quality standards required by the European Commission during mobility (Assessment, Validation and Recognition). Moreover, a complementary tool to the Mobility Handbook has been also transferred: the Mobility Matrix, a tool to find common learning outcomes between the sending and hosting institution in a mobility. So, the transference has mainly been geographical.

The first step was the selection of the qualifications that partners wanted to include in the mobility handbook. After the kick off meeting in Dudley, the partners sent the whole information to the coordinator of the project. 37 qualifications were selected for the project with a total of 409 units of learning outcomes and 2019 learning outcomes. All the information sent by partners was loaded in a database designed by Xabec. This strategy has shown to be one of the keys of the success of the project.

At the end of the analysis and research step, the technical department realized that the transfer strategy proposed in the project was not sufficient to implement the tool. The main reason was that the concept of learning outcome was not understood with the same meaning in all the countries –most of them are competence-based VET systems– so, strictly, the qualifications are not based on learning outcomes, but in competences. Then, finding common learning outcomes from the official curricula becomes totally not possible. So the first change of the strategy was to create new learning outcomes according to the ECVET definition that is, in terms of knowledge –knowledge competences-, skills –skills competences- and competence/attitude –attitude competences-. The second change of the strategy was forced by the quantity of information received. Instead of constructing a "static mobility handbook" – in paper-, a dynamic mobility handbook was proposed by designing a database available at the ToP-MoSt web site. Thus, the transference would be achieved also in a technology perspective.

How did your project implement the transfer of innovation from a sectorial, geographical, or other perspective? In case you used different strategies for different project results, please describe these separately.

As previously stated, the transfer of innovation of this project was geographical. From Spain to the rest of the partners.

The following strategies were used:

Strategy 1: A database to collect and analyze data.

A database was created by the technical department to collect and analyze the information and to seek common learning outcomes. The database was divided in four levels: Colleges, Qualifications, Units of Learning Outcomes and Learning Outcomes. Then, the learning outcomes were analyzed with the aim of identifying learning outcomes that could be common to some colleges.

Strategy 2: Creation of common learning outcomes

This strategy is a consequence of the difficulty to find exact common learning outcomes –CLO from now- between all partners. Therefore, the technical department developed a procedure to create CLO which included the classification of all Learning Outcomes according to knowledge and activity criteria, then partners created CLO linked with a knowledge, and only the CLO linked with the most interesting activities for student mobility were selected. The result was the creation of 78 CLO.

Strategy 3: On-line database

Strategy 1 was very useful for the initial part of the project, because the database let us analyze the data for the classification. But it was not sufficient, because the database was local and not available for a collaborative work. Then, the technical department decided to develop a new database that could be shared through the ToP-MoSt website. The mobility matrix is a report that shows for the selected hosting and sending institutions the learning outcomes that are common to both and the calendar in which is taught in each college. Also a report was developed for the Learning Agreement. The learning agreement is composed by an static part –a template with the contact data required for institutions and students involved in the mobility- and a dynamic part that depends on the learning outcomes selected for the mobility. The second part is included as a report generated by the on-line database. The Mobility Handbook has been also implemented in the database. It shows all the qualifications, units of learning outcomes, learning outcomes and CLO of the selected training centre



We consider this strategy a key point of the success of the geographical transfer, as the tool can be easily updated and maintained by each school according to the annual changes of the educational offer. So, it ensures the sustainability of the project

Comment on the suitability and success of your strategies.

Having a pre-defined procedure for each step of the project gives confidence to all partners. Of course, it is important to be flexible and be open to changes when situation requires it.

In general, the atmosphere of the team work has been very positive, and it has been one of key factors for the success of the project. In fact, the mutual trust between the partners -an important requirement for doing student's mobility- has highly increased during the project. The transfer strategy has strongly contributed to the creation of a positive atmosphere: the creation of common learning outcomes and the on-line database has invited us to work in a collaborative way.

The collaborative work between the partners has contributed to greatly improve the tools that Xabec proposed at the beginning of the project. The change of the strategies agreed during the project has contributed to the effective implementation of the mobility tools. The idea of designing a on-line database has shown to be a very robust tool for the sustainability of the project. This tool lets the school to update the educational offer and also to add new partners to the project. In fact, some schools have shown a strong interest in joining the partnership.

Since the project has been developed by schools focused in Industrial Maintenance, the learning outcomes are related with this area. However, the tool is very flexible and can be adapted and developed in another knowledge area as health, Construction, Arts, ...etc. So it can be easily transferred to other sectors.

An important contribution of the Project is the way in which the differences between national VET systems have been overcome. By considering the learning outcomes in terms of "knowledge competences", "skill competences" and "attitude competences", the groups of competences identified during the first stage of the project were very useful to create the new learning outcomes and to establish the assessment, validation and recognition procedures.



H. DISSEMINATION AND EXPLOITATION OF RESULTS

Describe clearly and briefly the activities for the dissemination and exploitation of results.

No.	1
Activity description	<p>Dissemination activities with VET providers</p> <p>04-12-2012 Lepido Rocco Association organised a first dissemination meeting with the participation of the Director of the Association, one teacher and two companies representatives in Mota di Livenza</p> <p>20-03-2013 Lepido Rocco Association organised a dissemination meeting in Pramaggiore (Italy)</p> <p>19-09-2013 Mr. Wim Apples from Markiezaat College presented the ToP-MoSt project during the conference of the Euriac project in Kungsbacka (Sweden)</p> <p>20-09-2013 -Lepido Rocco Association organised in Treviso a dissemination meeting with representatives of different Veneto Region VET centres</p> <p>15-05-2014, Xabec presented the ToP-MoSt project to the partners of the Safe Arrival Project. GTI vocational training centre from Ireland was interested in the mobility tool.</p> <p>02-07-2014. Three teachers from the School Francisco Franco of Funchal, on the island of Madeira (Portugal), visited Xabec, accompanied by the Director of Vocational Training and with the Erasmus Coordinator of Juan Comenius school (Valencia). In Xabec the director of the project explained the objectives, results achieved and future impact of the ToP-MoSt project, and the possibility of joining the network we were creating.</p> <p>13-06-2014. Izmit Technical and Vocational High School present Top-MoSt in "Izmit Best Educational Practices Conference – 2014", an important regional conference for educational organisations from Izmit.</p>
Activity start date (dd-mm-yyyy)	04-12-2012
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	<p>Fundacion Eifor de la CV - Centro de Formación Xabec</p> <p>ROC West Brabant - Markiezaat College</p> <p>Izmit Teknik Lise ve Endüstri Meslek Lisesi</p> <p>Lepido Rocco Association</p> <p>Handwerkskammer Koblenz</p>
Country	IT - ITALY
Region	ITD3 - Veneto
City	Mota di Livenza, Pramaggiore, Treviso
Targeted sectors	P85.32 - Technical and vocational secondary education



Targeted groups	<p>Vocational training centre or organisation (EDU-VET)</p> <p>Teachers, trainers and other staff involved in any aspect of lifelong learning (TCH)</p>
Activity number of participants	250
Which institutions/organisations were targeted?	
Organisation type	Vocational training centre or organisation (EDU-VET)
Why have these institutions been chosen, and what is their relevance towards the project objectives?	VET providers are one of the target groups that could benefit from the results of the project. In particular those related to Industrial Maintenance.
No.	2
Activity description	<p>Dissemination with VET teachers, students and their parents of partners</p> <p>22-04-2013 İzmit Technical and Vocational High School organised a seminar to disseminate ToP-MoSt project among students. About 250 people attended the seminar.</p> <p>30-05-2013 The project director, Mr. Antonio Mir, led the presentation ToP-MoSt project. This event was attended by school teachers, parents, students and educational authorities. Mr. Mir, presented the objectives and results of the project and the immediate impact it will have on the quality of the mobility of students and teachers, and the long-term impact that these mobilities have on the employability of Xabec's students.</p> <p>18-06-2013 Dissemination meeting with Associazione Lepido Rocco's teachers in Caorle. Three of them are labour union representatives.</p> <p>02-09-2013 İzmit Technical and Vocational High School organised a conference to inform about the benefits of ToP-MoSt to the school's Teachers. More than 200 people attended the event.</p> <p>29-05-2014 During the Graduation Ceremony of Xabec, the director Mr. Antonio Mir presented the international department and the ToI projects in which Xabec is involved. In his presentation Mr. Mir stressed the importance of the international dimension of the school, and how the ToP-MoSt project will allow Xabec's students and teachers to participate in high quality European mobility project.</p> <p>20-09-2014 (Handwerkskammer Koblenz) Presentation of the project ToP-MoSt during a vocational training fair called RITA (Regional Information day for Training) with those responsible for the regional economy, teachers and pupils of local schools, parents and owners of companies. About 400 pupils of classes 8, 9 and 10 participated.</p>
Activity start date (dd-mm-yyyy)	22-04-2013



Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Lepido Rocco Association Handwerkskammer Koblenz
Country	TR - TURKEY
Region	TR1 - ISTANBUL
City	Izmit
Targeted sectors	P - EDUCATION
Targeted groups	Trainees (STD-TRNee) Apprentices (STD-APP) General Public (GPU) Teachers, trainers and other staff involved in any aspect of lifelong learning (TCH)
Activity number of participants	400
Which institutions/organisations were targeted?	
Organisation type	Vocational training centre or organisation (EDU-VET)
Why have these institutions been chosen, and what is their relevance towards the project objectives?	Teachers from partners of the project need to know in detail the benefits of this mobility tool, so they can encourage students to go abroad in mobility programs Students, apprentices and trainees are the final users of the mobility tool we created and they need to know the benefits of high quality mobility Parents and general public has to be informed of the benefits of the EU funded projects. Regarding ToP-MoSt they need to know why it is important that students participate in this kind of programs.
No.	3
Activity description	News about ToP-Most in Newspapers, Newsletters and webpages January 2013 Dudley: International Newsletter (http://topmost.es/intranet/wp-content/uploads/2013/04/International-Newsletter-January-2013.pdf) 11-02-2013 Dudley: International Briefing (http://topmost.es/intranet/wp-content/uploads/2013/04/International-Briefing-27-topmost-International-visitors-wc-11-February-2013.pdf)



	<p>15-04-2013 ToP-MoSt is on the first page of Izmit Vocational School website</p> <p>10-04-2014 Markiezaat College hosted the fourth international meeting of the project, and they use this occasion to publish an article to present the project to teachers and students of their academic community. The article is available here: http://topmost.es/intranet/wp-content/uploads/2013/04/newletter.pdf</p> <p>22-05-2014 An article about ToP-MoSt project was published in the regional newspaper "Blick Aktuell". This newspaper is published weekly with an edition of 11.000 copies and distributed in the region.</p> <p>22-09-2014. A Newspaper article was published about RITA training fair in which the ToP-MoSt Project was presented (German) (http://topmost.es/intranet/wp-content/uploads/2013/04/Result-24-Newspaper-article-RITA.pdf)</p> <p>17-10-2014. Maintenance Education Consortium published an article in its newsletter informing about the results and main benefits of the ToP-MoSt project. To read the article: http://www.worldclassmaintenance.com/nl/nieuws-weergave/148-topmost-project-om-mobiliteit-van-studenten-te-vergroten-afgerond</p>
Activity start date (dd-mm-yyyy)	11-02-2013
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Handwerkskammer Koblenz Maintenance Education Consortium
Country	UK - UNITED KINGDOM
Region	UKG3 - West Midlands
City	Dudley
Targeted sectors	<input type="text" value="P - EDUCATION"/>
Targeted groups	<input type="text" value="General Public (GPU)"/> <input type="text" value="Teachers, trainers and other staff involved in any aspect of lifelong learning (TCH)"/> <input type="text" value="Vocational training centre or organisation (EDU-VET)"/>
Activity number of participants	11000
Which institutions/organisations were targeted?	
Organisation type	<input type="text" value="Vocational training centre or organisation (EDU-VET)"/> <input type="text" value="Enterprises, social partners and their organisations at all levels, including trade o"/>



<p>Why have these institutions been chosen, and what is their relevance towards the project objectives?</p>	<p>For partners was crucial to reach students, teachers and general public related to VET centres in order to promote the importance of high quality mobility.</p> <p>Quantification of the number of people reached by websites, newspapers and newsletters is very difficult, however they are one of the most effective means of dissemination at a reasonable cost.</p>
<p>No.</p>	<p>4</p>
<p>Activity description</p>	<p>Annual conference of International Networks (InnMain and Global College Network)</p> <p>15-05-2013 Mr. Antonio Mir presented the main features of the project during the first InnMain Annual Conference that was held in Palma de Mallorca. The key issue discussed in the conference was the relationship between educative institutions and VET schools. The meeting was attended by Mr. José Ramón Bauzá, President of Balearic Islands, and other relevant representatives of the Government and Companies of Mallorca.</p> <p>22-11-2013. Xabec Vocational Training Center presented the ToP-MoSt project at the Annual Conference of the Global College Network. This network consist of a group of VET centres from different countries around the world that deliver a wide range of qualifications.</p> <p>16-05-2014 During the Annual Conference of the InnMain network held in Dudley (UK) the main results achieved by the ToP-MoSt project were presented to all partners. The presentation was done during the report of the president of InnMain Network. InnMain's partners will have access to the mobility tool developed in the project to plan future students and teachers mobility experiences. Annual conference minutes are available: http://www.innmain.eu/home/annual-conferences/2014-dudley/</p> <p>27-10-2014. Antonio Mir participated presented the results of the ToP-MoSt project at the Annual Conference of the Global College Network. The conference was held in Kyoto-Japan and it was attended by representatives of colleges from Europe, North America and Asia.</p>
<p>Activity start date (dd-mm-yyyy)</p>	<p>15-05-2013</p>
<p>Deviations from initial proposal or subsequent amendments, including change reasons</p>	
<p>Implementing partners' names</p>	<p>InnMain Annual Conference: Fundacion Eifor de la CV - Centro de Formación Xabec , ROC West Brabant - Markiezaat College Izmit Teknik Lise ve Endüstri Meslek Lisesi Dudley College Handwerkskammer Koblenz</p> <p>Global College Network: Fundacion Eifor de la CV - Xabec and ROC - WB Markiezaat College</p>
<p>Country</p>	<p>ES - SPAIN</p>



Region	ES53 - Illes Balears
City	Mallorca
Targeted sectors	P85.32 - Technical and vocational secondary education
Targeted groups	VET providers associations (ASC-VET) Public authority (regional) (PUB-REG)
Activity number of participants	125
Which institutions/organisations were targeted?	
Organisation type	VET providers associations (ASC-VET)
Why have these institutions been chosen, and what is their relevance towards the project objectives?	Participating in associations annual conference is a good way to reach a wide audience of different countries. InnMain association is focused on industrial maintenance, and the VET schools can join our mobility network without any effort and their teachers and students could benefit from EU funded mobility programs Global College Network gathers colleges from three continents and they could participate in mobility experiences to different European Countries
No.	5
Activity description	Attendance at the EFVET conference in Porto Ms. Annejet Goede from ROC-WB participated in the 23rd Annual international EFVET Conference that was held in Porto, Portugal from the 22nd to 15th October 2014. Ms Goede organised a round table about the European Projects ROC-WB is involved. She presented the objectives and results achieved of ToP-MoSt.
Activity start date (dd-mm-yyyy)	22-10-2014
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	ROC - WB - Markiezaat College
Country	PT - PORTUGAL
Region	PT11 - Norte
City	Porto
Targeted sectors	P85.32 - Technical and vocational secondary education
Targeted groups	European network (NFP-NET)



Activity number of participants	200
Which institutions/organisations were targeted?	
Organisation type	European network (NFP-NET)
Why have these institutions been chosen, and what is their relevance towards the project objectives?	EFVET is a unique European-wide professional association which has been created by and for providers of technical and vocational education and training (TVET) in all European countries. Its mission is to champion and enrich technical and vocational education and training through transnational co-operation by building a pan-European network of institutions.

No.	6
Activity description	Mr. Antonio Mir, Director of the project had a meeting with Ms. Emilia Torán, she is the CHIEF OF THE MANAGEMENT SERVICE OF VOCATIONAL TRAINING of the Department of Education, Training and Employment of the Valencia Region. During this meeting, Mr. Mir presented the objectives of the project as well as the partners involved in it. Ms. Torán is a key person in the development of the educative policies in the Valencia region and she was very interested in the results of the project.
Activity start date (dd-mm-yyyy)	30-09-2012
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	Fundacion Eifor de la CV - Centro de Formación Xabec
Country	ES - SPAIN
Region	ES52 - Comunidad Valenciana
City	Valencia
Targeted sectors	P85.32 - Technical and vocational secondary education
Targeted groups	Public authority (regional) (PUB-REG)
Activity number of participants	2
Which institutions/organisations were targeted?	
Organisation type	Public authority (regional) (PUB-REG)
Why have these institutions been chosen, and what is their relevance towards the project objectives?	Ms Torán is the highest responsible for VET in the Valencia region. She coordinates more than 55 civil servants who organise the public education within the Valencia region
No.	7
Activity description	The President of the Valencia Region, Mr. Alberto Fabra and the Regional Ministry of Education Mrs. Ma Jose Catalá visited Xabec Vocational Center for the



	opening ceremony of the academic year in Vocational Education. In this framework we made a brief presentation of the ToP-MoSt project with the aim to show the advantages of high quality mobility based in the common learning of the training centers involved in the project.
Activity start date (dd-mm-yyyy)	30-09-2013
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	Fundacion Eifor de la CV - Centro de Formación Xabec
Country	ES - SPAIN
Region	ES52 - Comunidad Valenciana
City	Valencia
Targeted sectors	P85.32 - Technical and vocational secondary education
Targeted groups	Public authority (regional) (PUB-REG)
Activity number of participants	3
Which institutions/organisations were targeted?	
Organisation type	Public authority (regional) (PUB-REG)
Why have these institutions been chosen, and what is their relevance towards the project objectives?	The president of the Valencia Community and the educational councilor are the highest political authorities in the Valencia Community
No.	8
Activity description	During the meeting "We mean business" held in Brussels Mr. Antonio Mir had an interview with Mr. Paul Tzimas from the DG Education and Culture at the European Commission and Ms Alison Crab Deputy Head of Unit, Vocational Training and Adult Learning at European Commission. In the interview, Mr. Mir explained the aims and outcomes of the ToP-MoSt project, which fitted perfectly with the objectives of the meeting. As a result, Mr Tzimas asked Mr Mir to present the project to the whole audience of the "We mean business" meeting.
Activity start date (dd-mm-yyyy)	18-06-2013
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	Fundacion Eifor de la CV - Centro de Formación Xabec ROC West Brabant - Markiezaat College
Country	BE - BELGIUM
Region	BE10 - Région de Bruxelles-Capitale / Brussels Hoofdstedelijk Gewest
City	Brussels



Targeted sectors	P85.32 - Technical and vocational secondary education
Targeted groups	European network (NFP-NET)
Activity number of participants	20
Which institutions/organisations were targeted?	
Organisation type	Enterprises, social partners and their organisations at all levels, including trade o Vocational training centre or organisation (EDU-VET)
Why have these institutions been chosen, and what is their relevance towards the project objectives?	Paul Tzimas has a directive position in the General Direction of Education in the European Commission, and informing him about the objectives of our project and the results expected could lead to have a high impact at European Level
No.	9
Activity description	<p>meetings with public authorities and a TV interview in Kocaeli (Turkey)</p> <p>1.- Mr. Antonio Mir, director of the Project; Mr. Ozcan Bedel, director of İzmit Teknik Lise ve Endüstri Meslek Lisesi and Mr. Haluk Giray teacher of İzmit Teknik Lise ve Endüstri Meslek Lisesi attended a Meeting with Mr. Enver DÜZ – EU Coordinator, Governorship of Kocaeli. Mr. DÜZ office is in charge of promoting EU funded projects in Kocaeli Region. He showed great interest in the Project objectives and he stressed the importance of high quality mobility for Turkish VET students.</p> <p>2.- Mr. Antonio Mir, director of the Project; Mr. Ozcan Bedel, director of İzmit Teknik Lise ve Endüstri Meslek Lisesi and Mr. Haluk Giray teacher of İzmit Teknik Lise ve Endüstri Meslek Lisesi attended a Meeting with Mr. Nevzat Isprili- Director of Kocaeli Provincial Directorate of National Education.</p> <p>3.-Mr. Antonio Mir and Mr. Ozcan Bedel (director of İzmit Teknik Lise ve Endüstri Meslek Lisesi) participated in the TV program “About Life” with Mrs. Tülay YAZICI from KocaeliTV. During the interview, participants explained in common language objectives of the project and how students from Kocaeli could benefit from a high quality mobility.</p>
Activity start date (dd-mm-yyyy)	07-04-2013
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	Izmit Teknik Lise ve Endüstri Meslek Lisesi Fundacion Eifor de la CV - Centro de Formación Xabec
Country	TR - TURKEY
Region	TR1 - ISTANBUL
City	Izmit - Kocaeli



Targeted sectors	P85.32 - Technical and vocational secondary education
Targeted groups	Public authority (regional) (PUB-REG)
Activity number of participants	6
Which institutions/organisations were targeted?	
Organisation type	Public authority (regional) (PUB-REG)
Why have these institutions been chosen, and what is their relevance towards the project objectives?	Reaching regional education authorities is important to increase the chance to impact regional policies. Regional authorities are one of the most important target groups in Turkey in order to get a good dissemination for our mobility tool, the media, the ministry of education and the European National Agency.
No.	10
Activity description	Meeting with Veneto Region Labour Department Authorities (https://www.youtube.com/watch?feature=player_embedded&v=1huam7eRthg)
Activity start date (dd-mm-yyyy)	02-10-2013
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	Lepido Rocco Association Fundación Eifor de la CV
Country	IT - ITALY
Region	ITD3 - Veneto
City	Venice
Targeted sectors	P - EDUCATION
Targeted groups	Public authority (regional) (PUB-REG)
Activity number of participants	5
Which institutions/organisations were targeted?	
Organisation type	Public authority (regional) (PUB-REG)
Why have these institutions been chosen, and what is their relevance towards the project objectives?	They are the responsible for the Labour Ministry of the Veneto region, responsible of providing courses and other activities aimed to give skills to unemployed people reducing the unemployment rate



No.	11
Activity description	Mr. Stefan Gustav -from Handwerkskammer Koblenz- presented the ToP-MoSt project in Sofia in the First international meeting for establishing an expert group in the field of vocational education and training. Slides: http://topmost.es/wp-content/uploads/2013/03/Sofia13-05-16.pdf
Activity start date (dd-mm-yyyy)	16-05-2013
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	Handwerkskammer Koblenz
Country	BG - BULGARIA
Region	BG41 - Yugozapaden
City	Sofia
Targeted sectors	P85.32 - Technical and vocational secondary education
Targeted groups	Vocational training centre or organisation (EDU-VET) Teachers, trainers and other staff involved in any aspect of lifelong learning (TCH) Public authority (national) (PUB-NAT)
Activity number of participants	20
Which institutions/organisations were targeted?	
Organisation type	Vocational training centre or organisation (EDU-VET) Public authority (national) (PUB-NAT) The persons and bodies responsible for systems and policies at local, regional ar
Why have these institutions been chosen, and what is their relevance towards the project objectives?	Mr Gustav participated as an invited expert on Dual System in Germany. He participated in the foundation of a working group to force in these countries an alternating training and also the development of common training modules. In this context, he presented ToP-MoSt project

No.	12
Activity description	World Maintenance Forum in Lugano René Strijbosch of MEC did a presentation of the ToP-MoSt project in a workshop at the World Maintenance Forum in Lugano (Switzerland). The workshop was about the maintenance education framework that has been realised by MEC and the impact of the international project results on the structure of the LifeLong Learning programs. ToP-MoSt has been presented as one of the projects that will make Maintenance more interesting for youngster because of the aim of the



	project to increase the quality of mobility of students. Besides the Mobility Handbook will improve the transparency of the maintenance programs in the countries.
Activity start date (dd-mm-yyyy)	04-09-2013
Deviations from initial proposal or subsequent amendments, including change reasons	
Implementing partners' names	Maintenance Education Consortium
Country	CH - SWITZERLAND
Region	CH07 - Ticino
City	Lugano
Targeted sectors	M - PROFESSIONAL, SCIENTIFIC AND TECHNICAL ACTIVITIES P - EDUCATION
Targeted groups	Company (services) (ENT-COMPser) Educational Institution (EIN) Individuals (IND)
Activity number of participants	60
Which institutions/organisations were targeted?	
Organisation type	Company (services) (ENT-COMPser) University or higher education institution (tertiary level) (EDU-UNIV) Adult education provider (EDU-ADLT)
Why have these institutions been chosen, and what is their relevance towards the project objectives?	The implication of the companies in the project can open in the future new fields for mobility including the allocation of the students in those companies for the internships using our common Learning outcomes.

Describe the results and feedback received from stakeholders (target group or sector) of implemented dissemination activities.

The feedback we received by all target groups was positive.

- Feedback was received from managers and teachers of Training centres in the different events where ToP-MoST was presented. Many of those centres have qualifications related to industrial maintenance and they expressed their interest in the final results of the project and the possibility of joining the network in a close future. They were very interested because our tool helps out with mobility planning and enhance quality in VET. In particular, due to the flexibility of the tool, the reduction of administrative workload and the transparency between the different trainings offered by the partners.



- Institutions, companies and colleges agreed with project partners on the specific characteristics of the mobility tool. Amongst others, they realize it is a flexible tool able to plan from short stays (2-3weeks) to longer ones (3 months). Also, the standardize process to build up the mobility tool makes it transferable to other areas.
- Since it is a specific tool for industrial maintenance, new partners may easily join ToP-MoSt network and update the mobility web-based tool
- Authorities expressed their appreciation for making them part of the project. As usual, they would have liked to have more time to know in a deeper level all the activities of the project. As a token of that, the educational authorities of the region of Valencia (Spain) have shown great interest in the project: the director of Xabec received the highest authority in January 30m 20120. The news appeared at all media in the region highlighting the work that the school is doing internationally
- During the meeting "we mean business", the representatives of OAPEE (Spanish National Agency) expressed great interest in the project results, the network working in and the mobility of students they will promote

Describe the aims of your dissemination activities and comment on the suitability and the success of these activities.

- Partners that attended international events used this opportunity to disseminate project results and products and to engage to the project development different target groups like VET providers, local authorities, VET students and teachers and industry. Hence thanks to all partners, expected targets were informed. Moreover, thanks to partners' networks and relationships, institutions and both political and public authorities were reached at local, National and European level.
- With the dissemination activities we were able to explain to stakeholders how the Mobility Handbook, Matrix Mobility and Mobility documents are "living instruments". In this sense, each year they may be modified and adapted to the demands of the labour market which assures the success and suitability of these activities.
- Due to the quality (and user friendly) of the developed tool and the effort to disseminate ToP-Most results, partners perceived
 - an increase in the interest for mobility,
 - an increased attractiveness for VET in industrial maintenance and
 - an increase in the cooperation between VET organisations, and Educational authorities



I. IMPACT AND SUSTAINABILITY

I.1. TARGET GROUPS AND SECTORS

Please describe the impact on target groups and sectors.

The following impacts have been identified:

- In the participant organizations there was an increased interest for mobility because of the developed tools, handbooks and -as a consequence- transparency between the different trainings offered by the partners
- A validation of learning outcomes acquired abroad
- Increased attractiveness for VET in industrial maintenance
- Increase cooperation between VET organizations and educational authorities

In the long term we expect to promote students and teachers mobility between partners and with colleges from InnMain Network

Which qualitative and quantitative indicators did you use to measure this impact?

At individual level (users of project results):

- Number of bilateral agreements for recognition of units of learning outcomes
- Periodic monitoring and evaluation was performed during the course of the project through: questionnaires, monitoring and target group interviews

VET systems and practices:

- Transferability of project experiences and results to other sectors and target groups due to executed dissemination plans
- The possibility to accumulate common learning outcomes to reach a higher level of education (ECVET approach was practically applicable and recognizable for teachers and trainers)
- Number of attendants to the dissemination activities
- Feedback received from personal communications of individuals belonging to target groups and sectors

I.2. GEOGRAPHICAL TARGET AREAS

Please describe the impact on geographical target areas.

The following impacts have been identified:

- Use of common learning outcome for mobility of students and teachers accros Europe in the Industrial Maintenance area.
- Improved transparency between different educational systems. Hence, the results of this project are totally transferable to other geographic and sectorial surroundings within the EU.
- This kind of project where the training providers and the industry cooperate will also help to reduce the gap between VET students' knowledge, skills and competence and the Industry's skills needs. This will improve the industry's opportunity to find and recruit personnel that match its needs.
- Will improve mobility of Europe's labour potential as well as the competitive position of EU industrial maintenance industry.
- The Mobility Handbook is transferable to any VET centre within the EU.

Which qualitative and quantitative indicators did you use to measure this impact?

- Number of VET providers having Mobility Handbook based on Learning Outcomes. All the results of the project are available on-line for interested parties.
- Number of countries, institutions and colleges directly involved in the project or reached by dissemination activities.
- More transparency between the qualifications regarding maintenance personal and transparency of knowledge, skills and competences (KSC) needed for the concerning professions

I.3. NATIONAL VET SYSTEMS

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

As the project is just only but finshed, it is too early to judge the impact on national VET systems. Following list of expected impact



(Some partially fulfilled):

- 1.- The project allows increasing the transparency of competences that are developed during the vocational training. All of them are related to industrial maintenance in this project.
- 2.- Promote the recognition of competences, skills and knowledge acquire abroad, in such a way to be effective and transcends a merely cultural exchange.
- 3.- The fact of having international experience increases the attractiveness of vocational training
- 4.- The international experiences increase the chances of employability of those students who are involved in such projects.
- 5.- The work performed for the recognition of qualifications promotes cooperation between training centres and local and regional educational authorities.
- 6.- The fact of having the mobility based on the Units of Learning Outcomes benefits to the educational system, as the educational content is determined and the time of the year in which the stay is known in advance. This facilitates all the work of the administrative section of the training centres reducing also the workload of mobility officers

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

As stated before, it is too early to determine the impact. However, we must be aware that this project represents a real experience of mobility of students with high quality. It is not a theoretical but a practical reality. Countries in Europe are working on the transparency of their educational systems, so the education authorities were interested in the results. As it has been said, this model can be applied to other areas of knowledge.

During the project, partners gained knowledge and experience with the use of Learning Outcomes, in particular the use of them for mobility purposes. Therefore, the project will produce recommendations for the use and implementation of ECVET for students and teachers mobility.

The project addressed -as well- the validation of competences acquired during mobility. In this respect, the project partner gained knowledge and experience working with different education systems and he/she can make practical recommendations for both educational authorities an other VET providers.

All the results of the project were integrated in strategies of how to use ECVET for mobilities in the participating country and it will help the development of ECVET on a European level.

1.4. IMPACT STATISTICS

Indicate on which target groups the project had impact and quantify. Indicate to which educational field, educational level and economic sector the respective target group belonged.

No.		1
Target group	Apprentices (STD-APP)	
Educational field	Electricity and energy (522)	
Educational level	ISCED 3VOC - vocational or technical programmes	
Economic sector	C33 - Repair and installation of machinery and equipment	
Number of people directly addressed	80	
No.		2
Target group	Teachers, trainers and other staff involved in any aspect of lifelong learning (TCH)	



Educational field	Electronics and automation (523)
Educational level	ISCED 3VOC - vocational or technical programmes
Economic sector	P85.32 - Technical and vocational secondary education
Number of people directly addressed	200
No.	3
Target group	Enterprises, social partners and their organisations at all levels, including trade org
Educational field	Electronics and automation (523)
Educational level	ISCED 2VOC - vocational or technical programmes
Economic sector	C33 - Repair and installation of machinery and equipment
Number of people directly addressed	20
No.	4
Target group	The persons and bodies responsible for systems and policies at local, regional and
Educational field	Education science (142)
Educational level	ISCED 3VOC - vocational or technical programmes
Economic sector	O - PUBLIC ADMINISTRATION AND DEFENCE; COMPULSORY SOCIAL SECURITY
Number of people directly addressed	20

I.5. POTENTIAL SUSTAINABILITY

Which institutions/organisations (other than the partners) have expressed serious interest in using the results?

Some institutions have shown interest in the project. A list of them is presented:

Public administrations:

After the meeting in Mota di Livenza, the Italian National Agency (ISFOL) contacted the Italian partner to get more information about project results, in particular the web-based database.

Partners of the transfer of innovation project "one teacher and one student working with ProjectX" - One2One have used some of the results of the ToP-MoSt project. They are all VET providers from across Europe and they have shown interest in joining ToP-MoSt:

- Savo Consortium for Education (Kuopio, Finland)
- University of Pitesti (Pitesti, Romania)
- Val do Rio Vocational School (Oeiras, Portugal)
- South and City College Birmingham (Birmingham, United Kingdom)
- Meram Technical and Vocational High School (Turkey)
- Lycée Polyvalent Isaac Newton (Clichy-La Garene, France)

Partners of the INNMAIN association are interested in implementing the tool for managing student's and teacher's mobility:

- Centre des Formations Industrielles (France)
- ibW College of Higher Education and Training (Switzerland)
- I.T.C.G. Attilio Deffenu Olbia (Italy)
- Teknisk Erhvervsskole Center (Denmark)



How many people in which target group will benefit from the project results in a year from now in each of the partner countries? Explain how you calculated/estimated these numbers.

We have defined two main target groups that could benefit from project results: Teachers and students of Industrial Maintenance VET schools.

One of the unexpected project's results is that partners already signed a multilateral Memorandum of Understanding they agreed to carry out. Partners agreed in the Memorandum of Understanding (See page 29 of Result 16) to carry out between 5 to 15 students mobility and 4 teachers/trainers mobility per year from each other's institutions during the Erasmus+ program lifetime. So, this group will benefit directly from the project.

Also, schools from the InnMain network that want to do student's mobility together with a ToP-MoSt partners will use this tool. So, the total number of students who will benefit of the project is potentially around 20 students during the first year and we expect the number will increase during the whole period of Erasmus+ program, as InnMain partners participate in the KA1.

Explain the project partnership, the activities and the results that are planned to be maintained after the end of the EU funding.

The main activity for maintaining the project's results is to carry out student and teacher's mobilities between project partners and new partners

The ToP-MoSt tool –the web-based database- is open and flexible. The tool is designed to grow step by step with each mobility.

In the last meeting, Xabec assumed the coordinator role of the database for the future. Xabec can edit all the data, their qualifications –units and learning outcomes- and also the relationships between the local learning outcomes and the common learning outcomes.

However, each school can also add and/or edit their own qualifications and learning outcomes if needed. Also, they can update the educational offer of the school Each partner has a "user name" and a "password" to modify their own data. In this way, the tool can be periodically updated with the participation of all the partners. The edition panel is also available within the intranet of ToP-MoSt website –see label, "edit" at the upper part-.

Which resources do you intend to use to maintain them?

The maintenance of the tool is assumed by the INNMAIN association. Xabec as coordinator of the mobility tool will fund with its own resources the management of the database for the addition of new partners, qualifications, etc..

Note that the maintenance of the tool was taken into account in the design phase, so, the partners are in charge of maintaining updated their educational offer. In this particular, each college will fund the tool update with their own resources. Partners are involved in KA1 students and teachers mobility and they intend to use the tool developed to plan and execute those mobility experiences. In addition, partners will present in 2015 a project for the KA2, focused on the development of practical projects related to the common learning outcomes in such way that all the activities of students and teachers mobility are already planned.

Explain whether results will be exploited on a commercial basis or shared free of charge.

The philosophy of the partnership is to share the tool as much as possible with the interested institutions. So, the exploitation will be free of charge.

In the future, the ToP-MoSt tool will be used together with the tool developed in the One2one project, to develop projects based in common learning outcomes.



J. CONTRIBUTION TO EU POLICIES

J.1. EUROPEAN PRIORITIES

Which European priority has your project addressed?

Development and transfer of mobility strategies in VET (LEO-TraInno-10)

Describe how your project has contributed to this European priority?

The ToP-MoSt project has elaborated a Mobility Handbook and a Mobility matrix based on ECVET principles in the knowledge area of industrial maintenance. They are based on common learning outcomes and industry skills needs, providing students transparent & recognizable international VET opportunities. Doing so, it has reached the aims and objectives stated in the application and become a brick in the wall supporting the realization of the following:

- European cohesion
- Youth on the move and Agenda for new skills & jobs (EU 2020)
- Support participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development, employability and participation in the European labour market. (LLP)
- To improve the quality and to increase the volume of mobility throughout Europe of people involved in IVET and in continuing training. (LdV)
- To improve the quality and to increase the volume of co-operation between institutions or organisations providing learning opportunities, enterprises, social partners and other relevant bodies throughout Europe. (LdV)
- To improve the transparency and recognition of qualifications and competences, (LdV)
- ECVET for transparency and recognition of learning outcomes and qualifications. (LdV)

There are still few projects using ECVET for transnational mobility at European and national levels. ToP-MoSt created a tool and designed mobility documents to support transnational mobility based on units of learning outcomes that will lead to recognition and accumulation of learning experiences gained abroad. Therefore, it has provided important input to the ECVET process and partners are ready to share with VET providers in Europe interested in carrying out transnational mobility that is possible to recognise.

J.2. NATIONAL PRIORITIES

If applicable, which national priorities has your project addressed?

Our project is focused on the second national priority published by the Spanish National Agency: "Transfer of Mobility Strategies in Europe for Vocational Training: Support for stays of quality, support for location of host partners, maintenance of cooperation structures with the participation of intermediary organizations"

Describe how your project has contributed to these national priorities?

The final product of this project allows future students mobility with high quality standard. The Mobility Matrix facilitates the validation and recognition of the knowledge, skills and competences the learner gained abroad, improving the quality of the exchange. In particular, the sending institution will be able to use the evaluation made by the receiving institution as part of the student's record.

In addition, the on-line tool is a step forward to the recognition and transfer of qualifications all over Europe. It presents the units and the learning outcomes of different qualifications related to the field of knowledge of Industrial Maintenance, based on the ECVET. With this tools, the head of studies of each training centre will be able to design a personalised student mobility fitting the needs of each particular student.

J.3. HORIZONTAL ISSUES



If applicable, which horizontal issues has your project directly addressed?

- Promoting an awareness of the importance of cultural and linguistic diversity within Europe, as well as of the need to combat racism, prejudice and xenophobia (Div)
- Cultural and linguistic diversity (CulDiv)
- Fight against racism and xenophobia (RacXen)
- Making provision for learners with special needs, and in particular by helping to promote their integration into mainstream education and training (SpecNeed)
- Promoting equality between men and women and contributing to combating all forms of discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation (Discr)
- Equal opportunities men and women (Equal)
- Sexual discrimination, orientation (SexDis)
- Racial or ethnic origin (RacEth)
- Age (Age)

Describe how your project has contributed to these horizontal issues?

VET teachers have been provided the opportunity to cooperate and participate in a European project ie to work together to create new tools for mobility in a European setting that would not have been possible just staying at home. It has provided them excellent opportunities to not only practice their language skills, but also to:

- become aware of different learning strategies and educational systems and how cultural differences affect the learning situation
- increased their cultural awareness in general and improved their intercultural skills, i.e their ability to adapt to different cultures.

J.4. LISBON KEY COMPETENCES

If applicable, to which Lisbon Key Competences has your project directly contributed?

Describe how your project has contributed to these Lisbon Key Competences?



K. EVALUATION

Please provide an evaluation on the following aspects.

K.1. INFORMATION USEFULNESS

How useful was the information you received (including guidance notes) about the action type 'Transfer of Innovation'?

ASPECT	RATING
At application stage (UseFul-AppSta)	Excellent (Excel)
During the lifetime of your project (UseFul-LifeTime)	Good (GooD)

K.2. APPLICATION AND REPORTING FORMS

How did you find the completion of the following forms?

ASPECT	RATING
Application Form (Compl-App)	Good (GooD)
Interim Report (if applicable) (Compl-Interim)	Good (GooD)
Final Report (Compl-Final)	Good (GooD)

K.3. QUALITY OF SERVICE

ASPECT	RATING
In general, how would you rate the quality of service provided by the national agency? (Qos-NA)	Good (GooD)

K.4. FUTURE PARTICIPATION AND RECOMMENDATION

ASPECT	RATING
Would your organisation consider participating in other European co-operation activities in the future? (FutPart-Org)	Yes
Would you recommend participating in this type of action to other organisations? (FutPart-Comm)	Yes



L. LESSONS LEARNED

L.1. PROBLEM HANDLING

Describe any difficulties encountered during the implementation of the project, and what solutions you found to overcome those difficulties.

The difficulties we faced are of two types: Technical meaning that they are related with the development of the mobility handbook and Managerial related with the management and reporting of the project.

1. Technical Challenges

The description of the LO has been one of the biggest challenges this project have faced. We had the following problems:

- a. Quality of information: Each partner made the description accordingly with what they do in their school, and often the description did not include all the aspects that must appear when stating a LO. In addition some didn't include all the information asked or didn't use the agreed codes.
- b. Duration: We found very general LO and other very detailed, making difficult the comparison for the Mobility Handbook.
- c. The information was not send in the agreed deadline or in the template proposed

The first thing we did was to talk with all the partners and explain them the situation and the consequences all these issues were having on the building of the database. Some problems were easily solved, for example when the information was not complete we requested again the information to partners. Others, like the description itself of the LO took more time and dedication from the Technical Manager. He had to talk with each school, send them examples and help them to re-write the LO.

The answer from all partners was extraordinarily positive. All of them work hard, in particular when we had to classify and describe the common learning outcomes following the procedure described in the final document

2. Managerial Challenges

This consortium is made of 7 institutions from 6 different European Countries. The main challenge is to manage the diversity of organisational practices. Issues included:

- a. Confidentiality: We found that in one partner contracts and payslips are confidential Therefore we had to assure that all this information was going to be kept confidential and was going to be reviewed by the minimum people possible.
- b. Monthly payslips: two of our partners didn't have monthly payrolls. Fortunately they changed their policy to comply the EU rules
- c. Delays on the documentation: All the templates and regulation was presented during the Kick-off meeting. However, we found mistakes during the whole project life with the templates and supporting documents. What we had to do was to talk partner by partner and ask to re do the job.

L.2. COMMENTS AND SUGGESTIONS

Please provide any further comments you might wish to make to the National Agency or the European Commission on the management and implementation of Leonardo 'Transfer of Innovation' Projects.

- Although the templates given by Spanish National Agency simplify and homogenise the reporting process, it requires a lot of time. In particular when one thinks of a possible audit. Project promoter and partners spend a lot of time (administrative category) fulfilling all the requirements instead of focusing on the project development to achieve all results

-It would be great to have a common tool for project management such as Projectplace. In the ToP MoSt project, we used cloud tools (dropbox) and the project's website for internal communication, sharing and archiving documents.

-All products and project documentation can be found in the project website <http://topmost.es/results> user: oapee, password: oapee



M. ANNEXES TO THE REPORT

Please enumerate here the annexes to the duly signed paper version of the report to be sent by post. Annexes should include for example:

- Minutes of consortium meetings
- Lists of participants (in consortium meetings, seminars, ...)
- Copies of tangible results/products (online, electronic versions, ...)
- Dissemination materials (publications, leaflets, posters, ...)

Also attach any related documents to the report and mark them with the right reference (e.g. Consortium Meeting No. 1, 2, 3, ... = numbering of the table/s "Consortium meetings"; e.g. tangible Result or Product No. 1, 2, 3, ... = numbering of the table/s "Results").

Annex 2 Financial tables
Annex 3 Meeting Minutes
Annex 4.01 Result 01: Project's website
Annex 4.02 Result 02: Quality Management Plan
Annex 4.03 Result 03 Quarterly Reports
Annex 4.04 Result 04 Interim Report
Annex 4.05 Result 05 Final Report
Annex 4.06 Result 06 Public Presentation on each country
Annex 4.07 Result 07: Project Brochure (available at Annex 5)
Annex 4.08 Result 08: Newsletters
Annex 4.09 Result 09: Catalogue of Qualifications and Units
Annex 4.10 Result 10: Research and Analysis Report
Annex 4.11. Result 11: Catalogue of Learning Outcomes
Annex 4.12 Result 12: Validation of Learning Outcomes
Annex 4.13. Result 13: Mobility Requirements
Annex 4.14 Result 14: Mobility Handbook of each school
Annex 4.15 Partnership Mobility Matrix
Annex 4.16 Result 16: Memorandum of Understanding
Annex 4.17 Result 17 Model of Learning Agreement
Annex 4.18 Result 18 Final Document of the project
Annex 4.19 Result 19 Meeting Schedule
Annex 4.20 Result 20 Dissemination Materials (available at Annex 5)
Annex 4.21 Result 21 Evaluation Forms
Annex 4.22 Result 22 Periodical Monitoring Reports
Annex 4.23 Result 23 Dissemination Plan and Activities
Annex 4.24 Result 24 Media Publications
Annex 4.25 Video-footage of the project
Annex 4.26 Advertising materials (available at Annex 5)
Annex 5.1 EIFOR Leaflet – English
Annex 5.2 EIFOR Leaflet – Spanish
Annex 5.3 HWK Koplentz Leaflet – English
Annex 5.4 HWK Koplentz Leaflet – German
Annex 5.5 MEC general brochure
Annex 5.6 EIFOR Banner
Annex 5.7 LEPIDO ROCCO Banner
Annex 5.8 HWK Koplentz Banner – German
Annex 5.9 HWK Koplentz Banner – English
Annex 5.10 USB sticks – (ROC WEST-BRABANT Markiezaat)
Annex 5.11 USB sticks – (MEC)
Annex 5.12 T-shirt – (Izmit School)
Annex 5.13 Badge holder – (Lepido Rocco)



Annex 6 Bank transfers to project partners
Annex 7.1 P0 - EIFOR Timesheets and staff cost statements
Annex 7.2 P1 - ROC WEST-BRABANT Timesheets and staff cost statements
Annex 7.3 P2 - IZMIT Timesheets and staff cost statements
Annex 7.4 P3 - DUDELY college Timesheets and staff cost statements
Annex 7.5 P4 - LEPIDO ROCO Timesheets and staff cost statements
Annex 7.6 P5 - KWK Timesheets and staff cost statements
Annex 7.7 P7 - MEC Timesheets and staff cost statements
Annex 8 Subcontracting template and invoices

The following documents **MUST** also be submitted with the original paper version of the report to be sent by mail:

- Evidence of bank transfers between the beneficiary and ALL project partners
- Copies of sub-contracting agreements and invoices, including all tender documents.



N. FINANCIAL REPORT

N.1. PARTNER

Partner number	PO
Partner name	Fundación Eifor de la Comunidad Valenciana
Partner country	ES - SPAIN

N.1.1. EXPENSES INCURRED

Staff costs		80508.10
Operating costs	Travel and Subsistence	11540.50
	Equipment (up to 10%)	0.00
	Sub-contracting costs (up to 30%)	8651.83
	Other	184.25
Direct costs		100884.68
Indirect costs (up to 7%)		6958.00
Total costs		107842.68

N.1.2. GRANTS

Leonardo da Vinci		59991.18
Other funds	National funds	0.00
	Own contribution	47851.50
	Other sources	0.00
Total grants		107842.68



N.2. PARTNER

Partner number	P1
Partner name	ROC West Brabant
Partner country	NL - NETHERLANDS

N.2.1. EXPENSES INCURRED

Staff costs		28632.25
Operating costs	Travel and Subsistence	5288.61
	Equipment (up to 10%)	0.00
	Sub-contracting costs (up to 30%)	499.73
	Other	0.00
Direct costs		34420.59
Indirect costs (up to 7%)		2409.44
Total costs		36830.03

N.2.2. GRANTS

Leonardo da Vinci		25398.04
Other funds	National funds	0.00
	Own contribution	11431.99
	Other sources	0.00
Total grants		36830.03



N.3. PARTNER

Partner number	P2
Partner name	İzmit Teknik Lise ve Endüstri Meslek Lisesi
Partner country	TR - TURKEY

N.3.1. EXPENSES INCURRED

Staff costs		9300.00
Operating costs	Travel and Subsistence	8169.52
	Equipment (up to 10%)	0.00
	Sub-contracting costs (up to 30%)	1020.95
	Other	583.77
Direct costs		19074.24
Indirect costs (up to 7%)		1314.00
Total costs		20388.24

N.3.2. GRANTS

Leonardo da Vinci		11336.40
Other funds	National funds	0.00
	Own contribution	9051.84
	Other sources	0.00
Total grants		20388.24



N.4. PARTNER

Partner number	P3
Partner name	Dudley College
Partner country	UK - UNITED KINGDOM

N.4.1. EXPENSES INCURRED

Staff costs		45333.71
Operating costs	Travel and Subsistence	6515.72
	Equipment (up to 10%)	0.00
	Sub-contracting costs (up to 30%)	0.00
	Other	600.00
Direct costs		52449.43
Indirect costs (up to 7%)		3671.46
Total costs		56120.89

N.4.2. GRANTS

Leonardo da Vinci		32446.54
Other funds	National funds	0.00
	Own contribution	23674.35
	Other sources	0.00
Total grants		56120.89



N.5. PARTNER

Partner number	P4
Partner name	Lepido Rocco Association
Partner country	IT - ITALY

N.5.1. EXPENSES INCURRED

Staff costs		44317.50
Operating costs	Travel and Subsistence	6086.99
	Equipment (up to 10%)	0.00
	Sub-contracting costs (up to 30%)	238.71
	Other	747.55
Direct costs		51390.75
Indirect costs (up to 7%)		3597.35
Total costs		54988.10

N.5.2. GRANTS

Leonardo da Vinci		31028.28
Other funds	National funds	0.00
	Own contribution	23959.82
	Other sources	0.00
Total grants		54988.10



N.6. PARTNER

Partner number	P5
Partner name	Handwerkskammer Koblenz
Partner country	DE - GERMANY

N.6.1. EXPENSES INCURRED

Staff costs		36859.33
Operating costs	Travel and Subsistence	6593.53
	Equipment (up to 10%)	0.00
	Sub-contracting costs (up to 30%)	654.65
	Other	0.00
Direct costs		44107.51
Indirect costs (up to 7%)		2994.00
Total costs		47101.51

N.6.2. GRANTS

Leonardo da Vinci		25819.19
Other funds	National funds	0.00
	Own contribution	21282.32
	Other sources	0.00
Total grants		47101.51



N.7. PARTNER

Partner number	P6
Partner name	Associazione degli industriali del Nord Sardegna (se retira del proyecto)
Partner country	IT - ITALY

N.7.1. EXPENSES INCURRED

Staff costs		0.00
Operating costs	Travel and Subsistence	0.00
	Equipment (up to 10%)	0.00
	Sub-contracting costs (up to 30%)	0.00
	Other	0.00
Direct costs		0.00
Indirect costs (up to 7%)		0.00
Total costs		0.00

N.7.2. GRANTS

Leonardo da Vinci		0.00
Other funds	National funds	0.00
	Own contribution	0.00
	Other sources	0.00
Total grants		0.00



N.8. PARTNER

Partner number	P7
Partner name	Maintenance Education Consortium
Partner country	NL - NETHERLANDS

N.8.1. EXPENSES INCURRED

Staff costs		18925.75
Operating costs	Travel and Subsistence	438.48
	Equipment (up to 10%)	0.00
	Sub-contracting costs (up to 30%)	5917.27
	Other	0.00
Direct costs		25281.50
Indirect costs (up to 7%)		1769.71
Total costs		27051.21

N.8.2. GRANTS

Leonardo da Vinci		18925.75
Other funds	National funds	0.00
	Own contribution	8125.46
	Other sources	0.00
Total grants		27051.21



N.9. PROJECT TOTALS

N.9.1. EXPENSES INCURRED

Staff costs		263876.64
Operating costs	Travel and Subsistence	44633.35
	Equipment (up to 10%)	0.00
	Sub-contracting costs (up to 30%)	16983.14
	Other	2115.57
Direct costs		327608.70
Indirect costs (up to 7%)		22713.96
Total costs		350322.66

N.9.2. GRANTS

Leonardo da Vinci		204945.38
Other funds	National funds	0.00
	Own contribution	145377.28
	Other sources	0.00
Total grants		350322.66

The detailed self-calculating (excel) financial tables must be completed for all projects at the Interim and Final report stages. Refer to the website of your National Agency for a link to the financial tables.



O. FINAL PAYMENT

Please indicate here if you request the final payment.

Yes

Yes, I request the payment.



P. DATA PROTECTION NOTICE

PROTECTION OF PERSONAL DATA

Processing this form may involve the recording and processing of personal data. Such data will be processed pursuant to Regulation (EC) No 45/2001 on the protection of individuals with regard to the processing of personal data by the Community institutions and bodies and on the free movement of such data. Any personal data requested will only be used for the intended purpose, i.e.:

- In the case of grant application forms: the evaluation of your application in accordance with the specifications of the call for proposals,
- In the case of report forms: statistical and financial (if applicable) follow-up of the projects.

For the exact description of the collected personal data, the purpose of the collection and the description of the processing, please refer to the Specific Privacy Statement accompanying this form.

You are entitled to obtain access to your personal data on request and to rectify any such data that is inaccurate or incomplete. If you have any queries concerning the processing of your personal data, you may address them to your National Agency. You have the right of recourse at any time to your national supervising body for data protection or the European Data Protection Supervisor for matters relating to the processing of your personal data.

You are informed that for the purposes of safeguarding the financial interest of the Communities, your personal data may be transferred to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel and/or to the European Anti-Fraud Office (OLAF).

http://ec.europa.eu/dgs/education_culture/calls/dpo_en.htm

Q. DECLARATION OF CONFORMITY

I, the undersigned, hereby declare that the attached information is accurate and in accordance with the facts. In particular the financial data provided in this report correspond to the expenditure actually incurred by the project partners for carrying out project activities. This information has been approved by the authorities representing the partners involved in the activities set out in this report.

Furthermore, I declare that based on the information provided in this report I have entered respectively update, data on this project in the ADAM Project and Product Portal for Leonardo da Vinci.

Place: _____ Date: _____

Name of the beneficiary legal representative: _____

Position within the beneficiary organisation: _____

Original signature of the person legally authorised: _____

Please send signed copy + supporting documents. It is this authentic version that will be evaluated.



R. SUBMISSION

Before submitting the form electronically, please validate it. Please note that only the final version of your form should be submitted electronically.

R.1. DATA VALIDATION

Validation of compulsory fields and rules

R.2. SUBMISSION SUMMARY

This table provides additional information (log) of all form submission attempts, particularly useful for the National Agencies in case of multiple form submissions.

Number	Time	Event	Form hash code	Status
1	2014-11-28 17:53:37	Online submission	6F1AC5D47DD2885B	OK (1199261)

R.3. STANDARD SUBMISSION PROCEDURE

Online submission (requires internet connection)

Submission status

OK

Submission ID

1199261

Submission Local Date (Brussels)

2014-11-28 17:53:37

Hash code

6F1AC5D47DD2885B

This is a confirmation that you have successfully submitted your form. Now, you should print, sign and send the form to your National Agency. Please save the form for future reference.

Please also note that only an electronically submitted form should be printed, signed and sent to your NA.

R.4. ALTERNATIVE SUBMISSION PROCEDURE

Creates a file to be sent by email to the National Agency

(To be used ONLY if online submission is not available. Please see instructions about this procedure in the "Applicant Guide")