EKFI PLUS:
Innovation through cooperation

Deventer 12th and 13th of December

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Program 12 December

09.00 hrs Welcome with coffee

10.00 hrs Introduction of partners/agenda/notices

10.30 hrs Presentation: Scope of the EKFI project

12.00 hrs lunch (on site)

13.00 hrs Presentation: E-tools

14.30 hrs Educational model

16.00 Creating Impact

17.00 hrs End of meeting day 1

19.30 hrs Social group dinner

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Program 13 December

09.15 hrs Start with coffee

09.30 hrs Presentation – Inventory Educational model

10.00 hrs Discussions - Inventory

12.00 hrs lunch (on site)

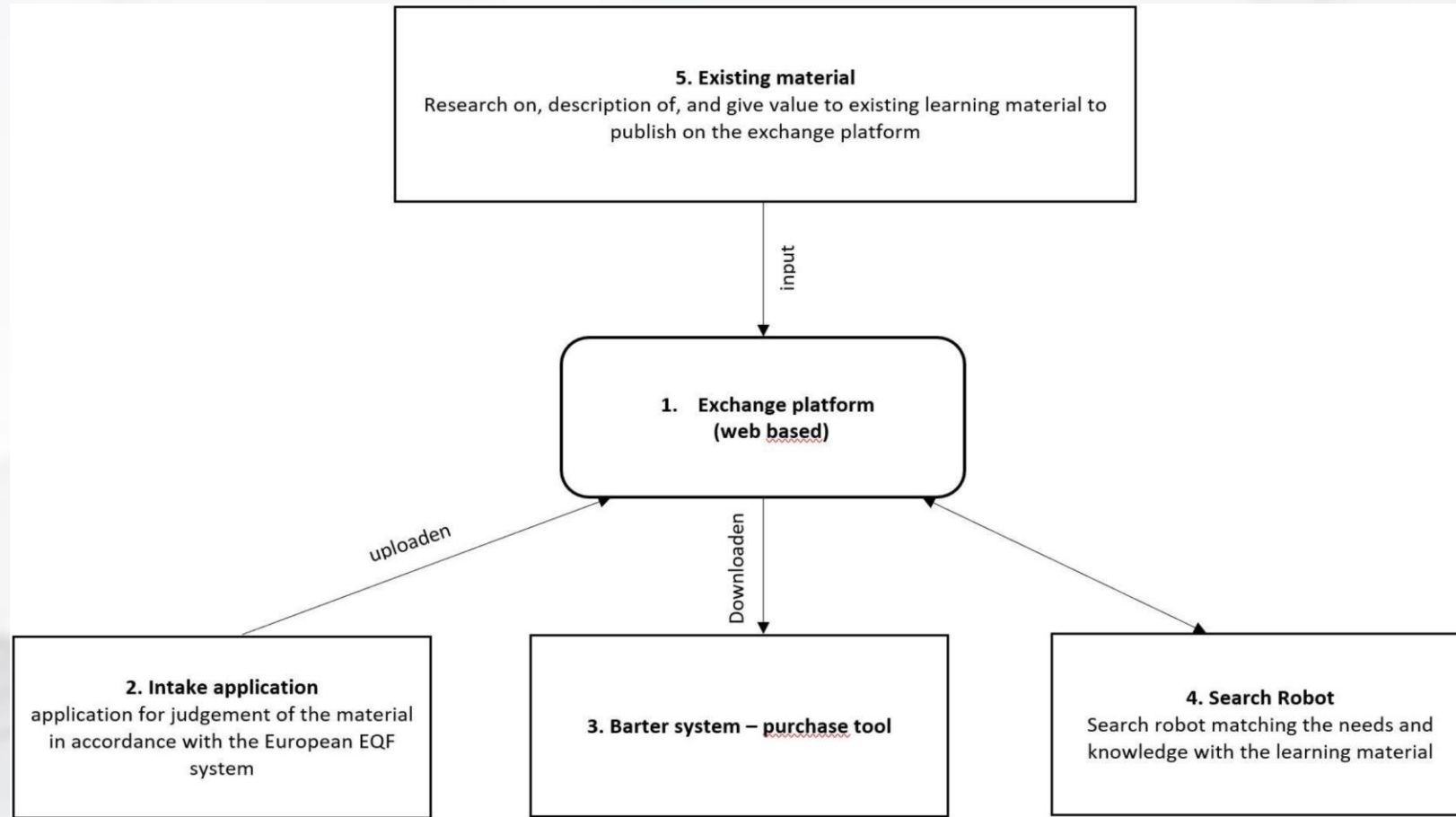13.00 hrs Discuss the tasks up and until June 2023

14.00 hrs Present & discuss: dissemination & impact

14.30 hrs Present & discuss: project administration

15.30 hrs Summary of tasks

16.00 hrs Closure of the conference

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EKFI-exchange platform

102 learning materials uploaded:
Hou 22
Arte 11
Esc 26
Poly 3
Stiv 12
UNIWA 3

Extern (9 org):
Helgramed 12
Rest 13
Aantal accounts:

Reaction EU on EKFI

Relevance – comments	12/20

Basically all objectives were met. However, relevance remain quite low because of the limited possibilities of ´free´ downloads. Although the Barter system is adapted and gives some more credits as foreseen at application phase, full use of the content will ask substantial effort for users by uploading and/or adapting material.

This limits the user friendliness and that seems a bit the bottleneck of the success of this project. Relevance could have been higher when material, uploaded in one of the partner languages, was also available in the other languages, or at least in the English language.

Also there could have been much more added value if materials were easier to access and/or some activities of users, e.g. qualitative reviews, were stimulated by receiving more credits. Clear and tangible signs, as was promised in the proposal, of how the gap between the needs of the educational field are met, could have increased the relevance, but are not encountered.

A strong point is that the educational material on the platform is suitable for as well Vocational Education and Training (VET) as Higher Education (HE). Another strong aspect is the classification methodology and the search engine. Without the *Barter restrictions this project could have been of high relevance.

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Regarding the Intellectual Outputs, all aims are reached. Some delay occurred due to Covid-19 restrictions and a 4 month extension of the project was approved by the National Agency. Project management is properly conducted and the minutes and to-do lists of the project meetings show a structured approach, clear progress monitoring and full involvement of all partners.

A strong point is that all partners and relevant stakeholders were involved in the evaluation of the activities and/or results. Indicators were established and relevant, but measurable target results per indicator are still missing. As a result, the monitoring of the quality level seems less structured and controlled than desired. Despite this, the partners managed to achieve a good level of results, which seems to be due to the high, but more informal, demands that the partners placed on the final quality. With a less strong partnership, this approach can come with risks. The information on evaluation is provided in quite a descriptive way. For a future project it is recommended to give a more smart report on evaluation activities, results, targets and involved parties.

The digital environment is created, 97 sets of educational material are uploaded conform design specifications such as classification methods and targets the EQF levels 2 to 6. Because these EQF levels are based on the evaluation of the uploader and do not have a formal status, it is necessary to state on the platform that this is an indicative level.

Some recommendations made by assessors during application and interim phases are taken into account. An example is the solution to provide interested parties with a ´start´ amount of

EFKI´s (the virtual ´currency´ used in the Barter system) and the possibility to earn more EFKI´s by simply translating the downloaded material in another language or reviewing downloaded material. However, more ´credits´ for users that cannot or will not upload documents, would increase the impact of the use of the materials.

The issue regarding legislation is not completely solved because of the implementation of new rules on EU level but will have the attention of the partnership. And last but least recommendations on evaluation made by assessors could have been taken into account more.

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Quality of the project team and the cooperation arrangements - comments	10/15

The quality of the partnership was strong on almost all activities, all partners contributed as foreseen in the activities and the expertise of the partners gave clear support to deliver the results. The division of tasks and means for coordination and communication were suitable within the partnership. During lockdown periods physical meetings were replaced by online meetings. However, in coordination and communication with external parties some obstacles were encountered due to the Covid-19 restrictions, regarding the final report. It would have been good to see some more effort to conduct other ways, e.g. more online workshops and conferences, more one to one communication, to involve and/or reach the relevant target groups. Reflection on other reasons of why stakeholders showed little enthusiasm to contribute to the project, could have led to other approaches. Such a reflection is lacking.

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Impact in general is assessed as not very high and seems to be more restricted to the partners themselves. Some dissemination activities were not conducted as foreseen because of Covid-19 but despite this fact, the final report states that 2500 persons were targeted. The most relevant target groups were reached in the hybrid Multiplier Event (88 participants). External stakeholders were involved in the research, development and evaluation activities as foreseen. Also teachers from VET and Higher Education were involved in the development of the system and its content. Not encountered is tangible information on who these external stakeholders were and what organisations they represent.

The reviews in the exchange platform are scarcely used, only 4 comments are encountered. These comments remain quite limited and are considered to as more general compliments but not as feedback of such quality level that the material can be improved or recommended for use to other interested parties or people. It may be of value if users give also information on the strong and less strong aspects of the material, and for example information on how they used and/or adapted the material, including target groups. Encouraging users to give higher quality feedback can be stimulated with a higher amount of credits for future downloads. Some uploads are made by non-partners, but the amount is still rather low. It is not possible to assess how many times material is used. A recommendation is to add data as amounts of downloads of a specific material.

Involvement of the one associated partner is positively assessed. This umbrella organisation played a subsistent role in dissemination. Another important associated partner, Intergraf, was not targeted during the project, only at the end of the project.

In December 2021 a reminder was send about the letter of intent and possible contribution of Intergraf. This was far too late and the Covid restrictions mentioned as a reason of the late contact is rather disputable. Also by online dissemination of (intermediate) results, support from Intergraf could have been of value.

The use of the Barter method lowers the impact. Although some solutions were found to give more access possibilities to persons that do not want to upload content, it´s still restricted. The EFKI exchange platform, https://ekfi.eu/ is online and shows a transparent and user-friendly interface. All other results, such as research findings and dissemination activities are available and downloadable from the project website https://www.ekfi-project.com/. Both websites will be available for at least 5 years. A good signal is that after the emission of the final report quite some uploads of new material are made on the exchange platform.

Overall comments to the applicant

The EFKI project reached the aims sufficiently. The project does not receive a very high score on all criteria because some concerns or less strong aspects detected at application or interim phase are partly solved, but do not lead to such improvements that the impact and relevance increase substantially. Strong points are the technical development of the exchange platform and quite some relevant material is uploaded. Also the continuing use of the platform, also after the emission of the final report, is assessed as positive.

Lessons learned?

What can we learn and apply in the new project?
10 minutes decentral GR-SP&B-EST-NL

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WHY EKFIPLUS?

This project aims to improve the development of new innovative learning materials for education and training. The project will extend the existing EKFI platform and add features that will support the development of learning materials. In this way it contributes to strengthening international cooperation between teachers and the use of each other's competences rather than developing alone and focused on the own (school) situation: Innovation through cooperation. It also provides an opportunity to approach educators in Europe after the COVID-19 pandemic and invite them during this new project to use the EKFI platform and the outputs to be developed in this project. This offers the opportunity to improve the existing platform if necessary on the basis of greater use and thus more user experiences. The partners from the EKFI project are going to invest in this project but they can't do it alone. The outputs to be developed are in principle focussed and accessible and usable for every school (certainly within the sector). The extended EKFI platform has been designed in such a way that it can also be used by users without or with few resources. Organizations with a lower innovation level also have access to the platform and are therefore able to make an innovation effort.

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Objectives EKFI PLUS

The main objective of "Innovation through cooperation" is to bring together educators, lecturers and teachers, scientists from various European countries that will work jointly in developing and authoring the learning material at a European/International level. Based on several studies mainly originating from the Graphic communication, Print and Media education, it is conducted that for the same topic there are several different versions of learning material, not only in different countries but also among education and training institutes at different schools in the same country. The actual learning material on specific subjects is produced individually by authors and lecturers. More corporation in the development process can be achieved with the extension of the existing EKFI Platform that will support authors to jointly develop learning material.
The extended platform will include innovative tools for enhancing and supporting the cooperation, so the teachers/authors will work together to develop the learning material. By organizing this development process learning material can be developed in groups which leads to an improvement in efficiency (saving time and money) and an increase in the quality and innovativeness of the teaching materials by using different competences of the participants.

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EKFI PLUS The intellectual outputs

O1-Management

O2-Educational model

O3-E-tools on the platform

O4-Learning material Technic

O5-Learning material Circular economy

Activities: proposal conceptual model, first evaluation and adjustments, development and realisation, second evaluation and adjustments, testing, adjustments, finalizing

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Other outputs per time period

- Workshops Kickoff, corporate identity, communication(plan), meetings
- Continuously: communication, dissemination and impact: articles, meetings, workshops, one-to one, fairs, congresses,etc
- Administration/finance

Target groups

VET and HE: management educational institutes, teachers
Social partners
Consultants related to the (print) media creative and communication industry
Small and Medium-sized Enterprises SMEs
Sector organisations

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Reaction EU on EKFI PLUS

Overall comments to the applicant

The strong points of the project are the relevancy for the teachers in the creative sector and the consistency of the partnership. Considering the scope and size of project, it is likely that the project will have a substantial impact on the participating VET-schools and HE-schools. To realise wider impact, make sure that a dissemination plan with concrete activities of each partner will be developed. Insufficient proof is mentioned how the VET and HE teachers will find he material. The project is not clear in the dissemination phase. This could be worked out better.

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Relevance of the project **Score: 19.0**

The main objective of the project "Innovation through cooperation" is to bring together lecturers, scientist and teachers from various European countries that will work jointly in developing and authoring the learning material at a European/International level. Based on several studies mainly originating from the Graphic communication, Print and Media education, it is assumed that for the same topic there are several different versions of learning material, not only in different countries but also among education and training institutes at different schools in the same country. The two horizontal and one VET-priority which the proposal addresses are explained adequately. The project background is supported by relevant statements coming from several studies and the evaluation results of the EFKI project. It is good to see that these have been included in and thought of when writing the application. Unfortunately, the references to studies are made in too general terms. Adding additional sources would strengthen the foundation of the needs analysis. The need analysis is done in the previous project and concludes that it is difficult for teachers to develop and exchange information and learning material. By developing the EFKI+ the exchange of informations and learning materials will hopefully be improved for teachers. There will be an e-platform that will provide this way of working for and with teachers. VET schools are involved in this project. It is not clear to what extent this platform will have an actual impact on the work of VET teachers. Over the last 25 years numerous projects have aimed for the same goal: To encourage working together to exchange material and good practices. Indeed, most teacher use a standard work method during their courses, with added personalized self-developed material. However, VET schools in particular seek their own way of using information and developing material for teaching purposes. Sharing with others has proven to be difficult. It remains unclear how this project aims to be of better use for the target group. The platform claims to be the first web-based platform where people from different institutes/countries can together develop learning material supported by development tools and exchange them between schools and available for companies and others especially developed for the Cultural Creative Industry (CCI) and education focussed on that sector in Europe. Most of the teachers use a method in their work. On top of that they use self developed material for teaching. Mostly actual material adjusted for the situation and the curricula of the school. In VET schools seek their own way of using information and developing material for use. Sharing is difficult and maybe this platform will be of some use.

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Quality of the project design and implementation   **Score: 22.0**

The quality of the work program is mostly clear and convincing. Methodologically speaking, the phases of the project have been designed adequately. A time schedule and a clear cost schedule are included. The project foresees in 5 transnational meetings several online meetings and 5 work packages. During the 5 meetings, the workplan, project progress and new commitments will be discussed. Unfortunately, the description of the content of the transnational meetings is a too general to get a clear picture of the objectives of meetings. The development of the learning material is claimed to be in line with the needs of schools for these educational materials. It remains unclear if the use of the EFKI+ will be useful to a broader educational VET public than only Graphic VET schools. The project foresees appropriate quality control, the corporation process and product will be monitored and evaluated. The project foresees in digital tools and learning materials to support teachers as an addition to an existing digital platform EFKI project. Insufficient proof is mentioned on how the VET and HE teachers will be able to find the teaching material.

Quality of the partnership and cooperation arrangements   **Score: 18.0**

The partnership is a renewal of the former EFKI project and aims to build further on the results of this project. The quality of the project team and cooperation arrangements are good. The participating partners seem all relevant when considering the goals for development and collaboration. The consistency of the partnership is well balanced with two HE-schools, a VET school, an educational centre, and an IT-small company. All partners are experts in the field of the graphic industry. Roles and tasks seem well distributed among partners and seem to be appropriate according to the partners expertise. Partners seem truly committed to the project. Letters of support of all participating organisations are included which is good to see. There are no newcomers in the project to the Erasmus+ programme, it is a mix of experienced and less experienced partners in the Erasmus+ programme which is good. There are a lot of online digital environments already developed. Most of them support the interaction between teachers and students and sometimes focus on development of learning materials but in a more general way. The extent of innovation is questionable because of the fact that in already existing tools these claims also are ready for use.

Impact   **Score: 19.0**

Considering the scope and size of the project, it is likely that the project will have a substantial positive impact on the participating organisations and teachers in the Creative industry. It is positive is that international networks like Egin and International Circle are involved in promoting the results of the project. Also positive is the high degree of consistency and commitment of the associated partners. This will be helpful in realising impact. Furthermore, means of monitoring and evaluation of the objectives are well described and appropriate. Unfortunately, the impact on a wider base outside of the partnership, is not convincingly stated. It is mentioned that promotion will take place through different channels such as a website, personal contact, press, and workshops, and that each partner will be responsible for dissemination in its own educational institute. However, it is not clear whether a promotional plan or promotion plan is being developed to ensure impact inside and outside of the partnership. Please make sure that a promotional plan will be developed with concrete activities by each partner. It is not clear how the translations, connections, and dissemination with mainstream VET schools in the Netherlands and the other countries will take place.

It is recommended that this connection is made before the start of the project so the dissemination and validation is better and sustainable. On top of that is it not clear if there is already an existing tool or platform. No research is done to acknowledge that. Therefore it remains unclear if the impact of this tool is that significant

Lessons learned?

What can we learn and apply in the new project?
10 minutes decentral GR-SP&B-EST-NL

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Planning & activities see Application

	B	C	D	2022				2023										
1	ACTIVITY TITLE	PARTICIPATING PARTNER	DEADLINE	S	O	N	D	J	F	M	A	M	J	J	A	S	O	N
2																		
3	**EKFI-Plus**			Online		Deventer			Online				Gent				Tallinn	
4	**Timeline 01-09-2022 t/m 31-08-2024**			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
41	Adjust and finalise the model and report on the educational model	Uni-WA																
42	Present final report in Tallinn meeting																	
43	**Online meeting, Feb. 2023**	**All**	**28-2-2023**															
44																		
45	**June 2023, 2 days - Gent / Belgium - partners meeting**	**Artevelde**	**30-6-2023**															
46	Discuss & present: WP3 Preperation ICT tools 3 modules	All	30-6-2023															
47	Discuss the draft report on results educational model (WP2)	All	30-6-2023															
48	Discuss the proposal preparation activities learning material (WP4 en WP5) Outcomes, rough design, outlines content.	All	30-6-2023															
49	Discuss other activities for the coming period	All	30-6-2023															
50	Discuss administration, dissemination, impact and other relevant activities	All	30-6-2023															
51																		
52	**June 2023, 2 days - Gent / Belgium - developmentteam meeting**	**Artevelde**	**30-6-2023**															
53	Discuss and evaluation Educational model	All	30-6-2023															
54	Discuss & present: WP3 Preperation ICT tools 3 modules	All	30-6-2023															
55	Discuss the proposal preparation activities learning material (WP4 en WP5) Outcomes, rough design, outlines content.	All	30-6-2023															
56	Discuss other activities for the coming period	All	30-6-2023															
57	Discuss administration, dissemination, impact and other relevant activities	All	30-6-2023															
58																		
59	**Development of a digital tools as a part of the EKFI platform**	**Muldis**	**31-1-2024**															
	Preparation: 3 modules M1 User management; M2 New Material Development; M3																	

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Questions?

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