Final Report of EKFIPLUS Inventory

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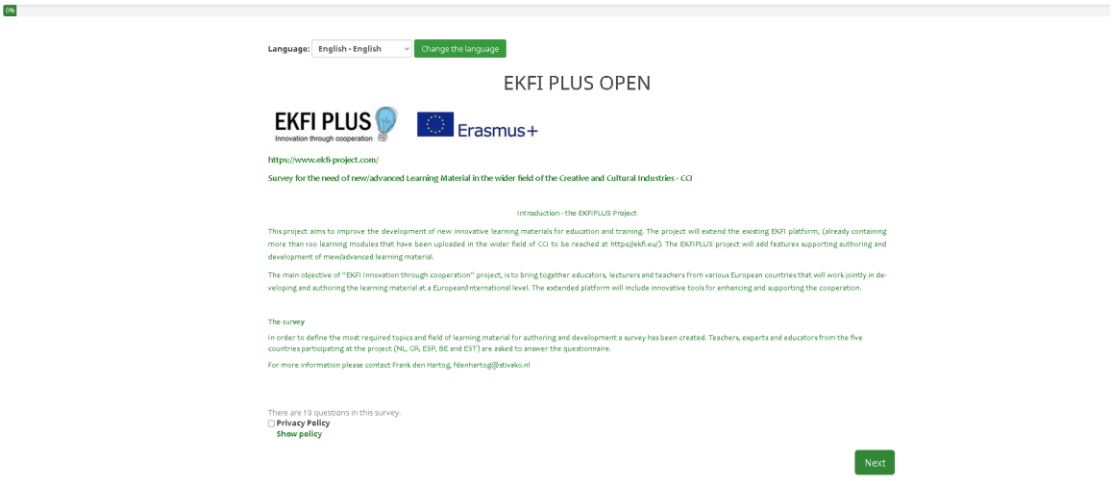
1. Leveraging LimeSurvey for Multifaceted Data Collection and Analysis

Utilizing the LimeSurvey platform, we developed a comprehensive questionnaire to gather valuable insights and feedback for our research endeavors. This versatile platform enabled us to create customized surveys tailored precisely to our research goals, ensuring optimal data collection. By leveraging LimeSurvey, we aimed to streamline the process, maintain respondent anonymity, and facilitate efficient analysis of responses. The questionnaire was available in five languages: English, Catalan, Dutch, Estonian, Greek, and Spanish, and distributed in two versions: an open format, garnering 114 responses, and a closed format with email invitations, yielding 16 responses.

Upon the culmination of data collection, our analysis revealed a wealth of valuable insights across diverse linguistic and demographic spectrums. The multilingual approach facilitated broader participation and enriched the depth of feedback received. Furthermore, the two survey versions provided nuanced perspectives, with the open format yielding a larger sample size, while the closed format with email invitations offered targeted responses from specific groups. The utilization of LimeSurvey proved instrumental in not only expediting data collection but also in enhancing the quality

and comprehensiveness of our findings.

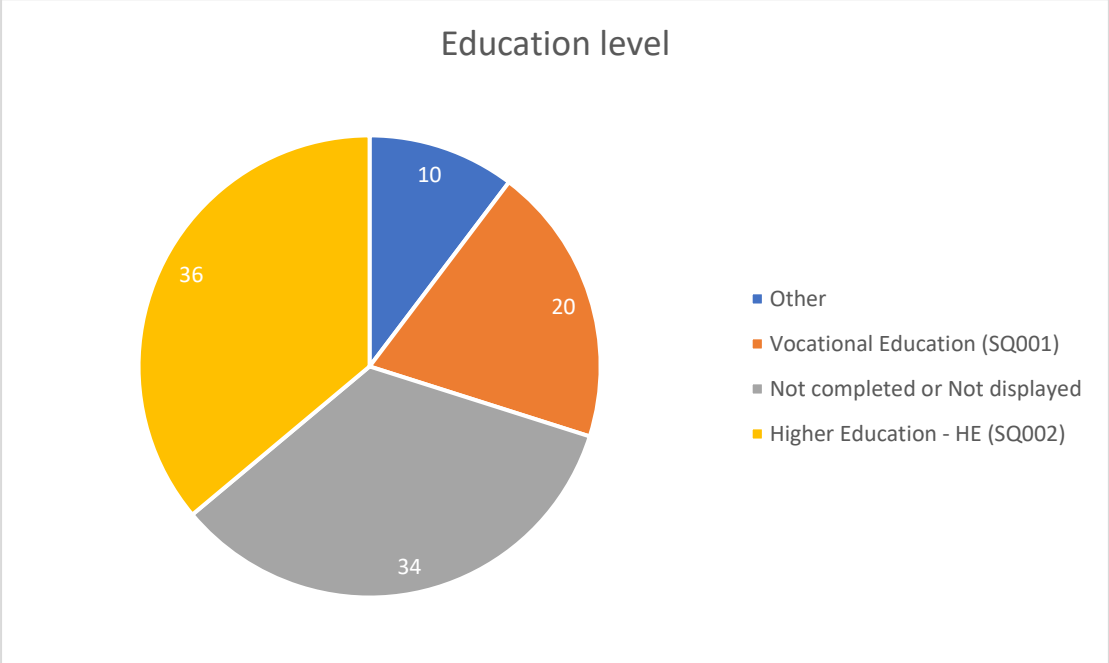


EKFI PLUS Survey introduction webpage

2. Educational Preferences: Insights from Pie Charts

This section of the report focuses on the diverse preferences and attitudes observed among respondents regarding various educational aspects. Through the analysis of several pie charts, we explore key areas such as educational attainment, willingness to engage in collaborative learning, preferred formats for learning materials, and language preferences. These insights provide valuable understanding into the nuanced needs and preferences within our surveyed population, shedding light on potential avenues for enhancing educational experiences and materials. By examining the distribution and patterns revealed in these charts, we gain a deeper understanding of the diverse landscape of educational preferences and attitudes, ultimately informing strategies for more effective and inclusive educational initiatives.

2.1 Education Level



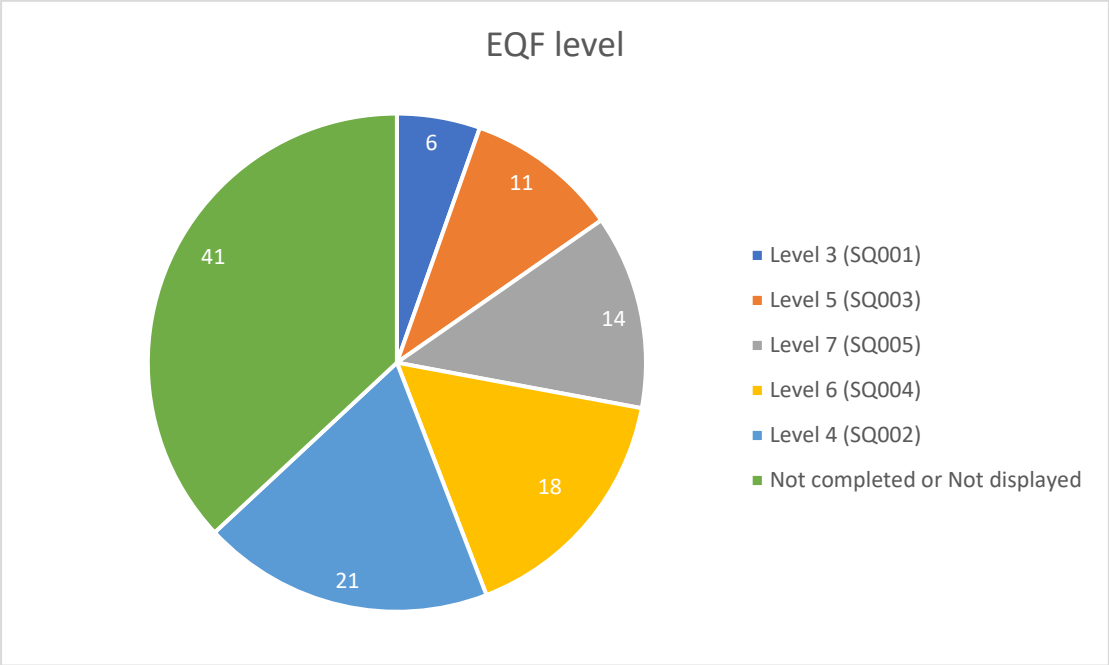
The pie chart presents a breakdown of educational attainment within a specific sample, with a total sum of 84 individuals. The distribution reveals that 10 individuals, or 11.9% of the sample, fall under the category of "Other," representing varied or unspecified educational backgrounds.

Vocational Education constitutes 20 individuals, or 23.8% of the sample, indicating a notable portion with specialized training in specific trades or professions.

A significant proportion of 34 individuals, or 40.5% of the sample, belongs to the "Not Completed" category, highlighting individuals who have not finished formal education.

Finally, 20 individuals, or 23.8% of the sample, are classified under "Higher Education," denoting those who have pursued tertiary studies beyond high school.

2.2 EQF Level



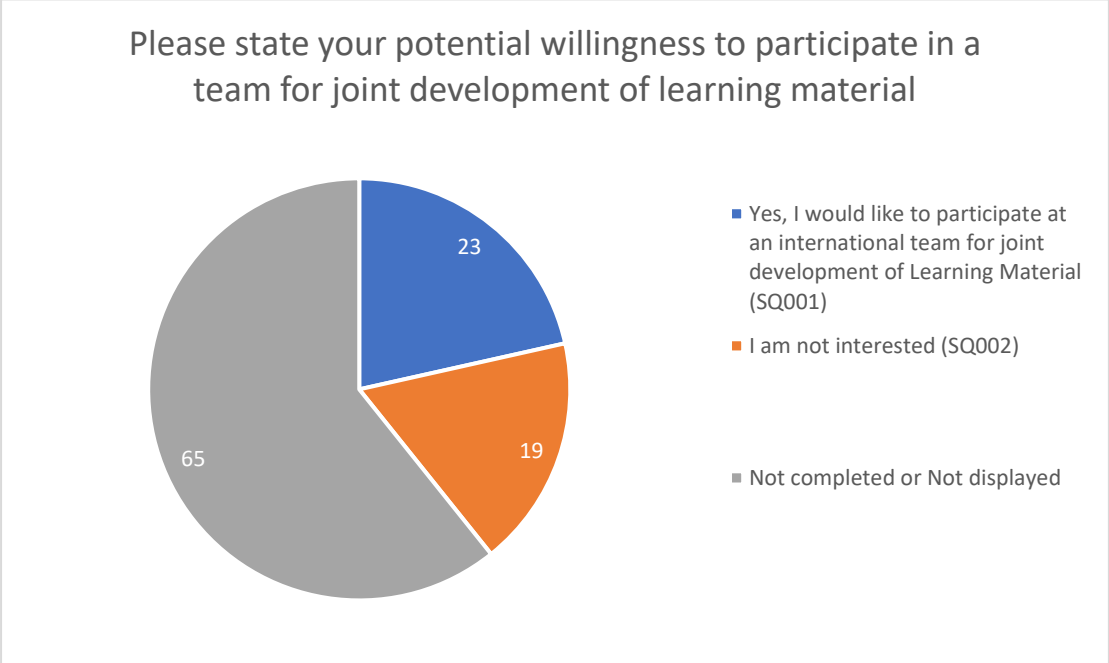
The EQF level pie chart provides an overview of qualifications within a specific sample, totaling 101 individuals. Among these, 6 individuals, or 5.9% of the sample, possess qualifications at Level 3, indicating basic knowledge and skills.

Level 4 comprises 21 individuals, representing 20.8% of the sample, denoting qualifications indicative of competence in a specialized area or field. Level 5 encompasses 11 individuals, or 10.9% of the sample, showcasing qualifications equivalent to further specialization or responsibility.

Level 6 constitutes the largest group, with 18 individuals, or 17.8% of the sample, possessing qualifications indicative of advanced knowledge and skills, often associated with undergraduate degrees. Level 7 follows closely, with 14 individuals, representing 13.9% of the sample, signifying qualifications at the master's level or equivalent expertise.

Notably, 31 individuals, or 30.7% of the sample, have qualifications that are not specified within the EQF framework, highlighting a need for clarity or standardization in reporting

2.3 Willingness to participate in a team for joint development of learning material

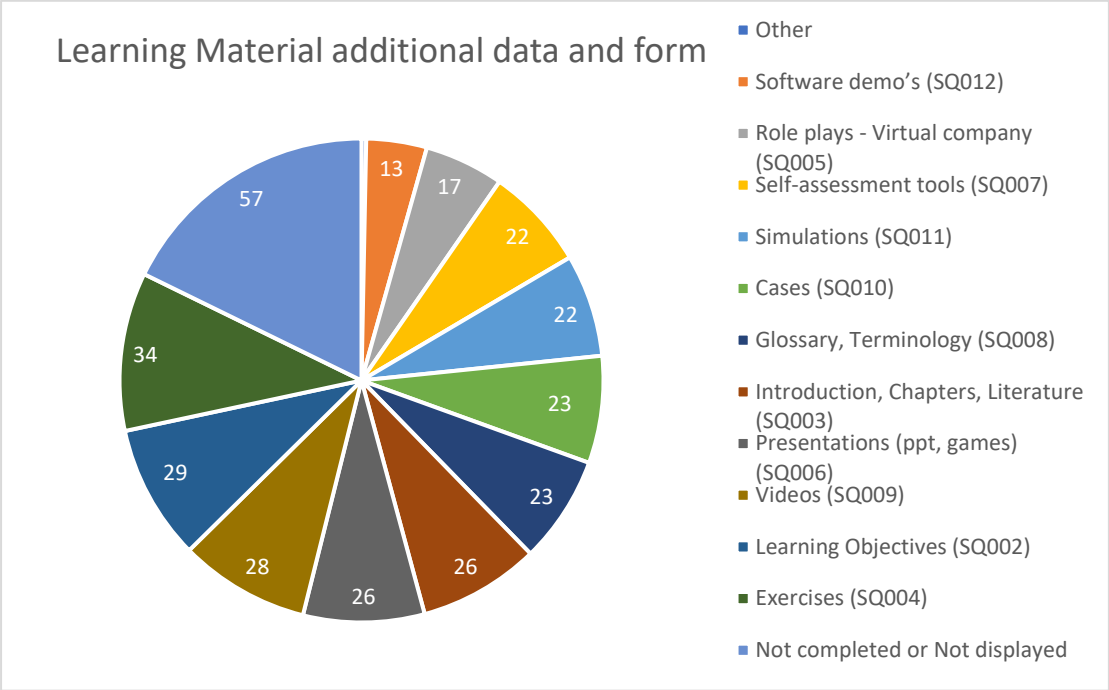


The pie chart titled "Willingness to participate in a team for joint development of learning material" portrays the attitudes of individuals within a specific sample toward collaborative learning material development. Among the respondents, 23 individuals, or 21.3% of the sample, expressed a willingness to participate ('Yes') in such collaborative efforts, indicating an openness to teamwork and collective learning endeavors.

On the other hand, 19 individuals, or 17.6% of the sample, indicated a lack of willingness ('Not') to engage in team-based learning material development, suggesting a preference for individual learning or potential reservations about collaborative work.

Notably, the largest segment comprises 65 individuals, representing 60.2% of the sample, who have not completed their response ('Not Completed'), indicating a need for further clarification or additional data collection regarding their willingness to participate in collaborative learning material development initiatives.

2.3 Learning Material additional data and form



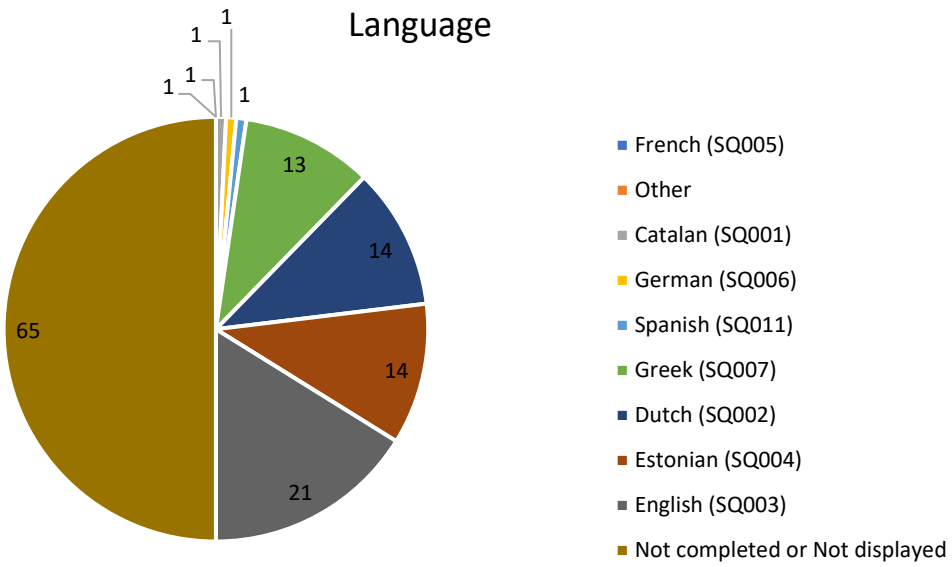
The pie chart titled "Learning Material additional data and form" presents a comprehensive view of the preferred additional data and forms utilized in educational materials among respondents. Among the options provided, "Cases" and "Exercises" are the most popular, each selected by 34 individuals, constituting 15.4% of the sample, indicating a strong preference for practical, hands-on learning experiences and real-world applications. "Videos" and "Learning Objectives" closely follow, with 28 and 29 individuals selecting each, respectively, representing 12.7% and 13.2% of the sample, indicating a preference for visual and goal-oriented learning methods.

Similarly, "Presentation" and "Introduction-Chapters-Literature" are each selected by 26 individuals, accounting for 11.8% of the sample, reflecting a desire for structured content delivery and comprehensive study materials. "Self-assessment tools" and "Simulations" both garnered the preference of 22 individuals, representing 10% of the sample, indicating a desire for interactive learning experiences and opportunities for self-evaluation. "Glossary-Terminology" and "Other" options are selected by 23 individuals each, constituting 10.5% of the sample, suggesting a need for clear definitions and supplementary resources.

"Role plays-Virtual company" and "Software demo's" are selected by 17 and 13 individuals, respectively, representing 7.7% and 5.9% of the sample, indicating a moderate interest in interactive and software-based learning tools.

Notably, 57 individuals, representing 25.9% of the sample, did not complete their response, underscoring the need for further clarification or additional data collection regarding their preferences for learning materials.

2.5 Language



The pie chart titled "Language" illustrates the distribution of language preferences among respondents within a specific sample. Among the options provided, "English" emerges as the most commonly preferred language, with 21 individuals selecting it, constituting 15.6% of the sample, indicating a strong inclination towards English-language content.

"Dutch," "Estonian," and "Other" languages closely follow, with 14 individuals selecting each option, representing 10.4% of the sample, suggesting a diverse range of linguistic preferences within the surveyed population. "Greek" is selected by 13 individuals, accounting for 9.7% of the sample, indicating a notable interest in Greek-language materials.

Additionally, "French," "Catalan," "German," and "Spanish" each have 1 individual selecting them, reflecting a smaller but still significant portion of the sample with preferences for these languages.

Notably, 65 individuals, representing 48.5% of the sample, did not complete their response regarding language preference, underscoring the need for further clarification or additional data collection in understanding their linguistic preferences.

3. Prioritizing Learning Material Development: Survey Outcomes in Seven Key Fields

The following tables outline the outcomes derived from the survey, delineating broader fields pertinent to learning material. These include Printing and Packaging, Entrepreneurship – Management, Sustainability – Circular Economy, Digital Media, Signage and Display, and Digitalization – Digital Transformation – Industry 4.0.

Applicants were tasked with analyzing these fields and prioritizing their selections by assigning numerical values, with "1" representing their most preferred topic, followed by subsequent numbers for additional selections. This method facilitated a structured approach to discerning preferences and guiding the development of new and advanced learning materials within these domains.

3.1 Printing and Packaging

Printing and Packaging	
Premedia-Prepress	1
Print management	2
Printing	3
Packaging printing	4
Typography & Layout	5
Holistic packaging design	6
Graphic design	7
Color management, workflow and measurement	8
Quality control	9
Finishing	10

Applicants were instructed to assign numerical values to prioritize their selections from a list of topics within Printing and Packaging, with "1" denoting their most preferred topic and subsequent numbers indicating additional preferences. At position 1, Premedia-Prepress encompasses preparatory stages before print production, while position 2 entails Print management, overseeing print production processes. Position 3 focuses on Printing techniques and best practices, while position 4 highlights Packaging printing for packaging materials. Typography & Layout occupies position 5, emphasizing design and visual arrangement, while position 6 involves Holistic packaging design for comprehensive packaging creation. Graphic design, at position 7, involves creating visual content for printed materials. Position 8 addresses Color management, workflow, and measurement, ensuring consistent color reproduction and workflow efficiency. Quality control, at position 9, maintains consistency and accuracy, while position 10, Finishing, covers post-printing processes such as cutting and binding.

3.2 Entrepreneurship – Management

Entrepreneurship – Management	
Workflow and production organization	1
Communication Skills	2
Marketing	3
Leadership skills	4
Health & safety	5
Entrepreneurship for art items and artifacts	6

Applicants were also tasked with assigning numerical values to prioritize their selections from a list of topics within Entrepreneurship – Management, with "1" indicating their most preferred topic and subsequent numbers representing additional preferences. At position 1, Workflow and production organization encompasses strategies for efficient workflow management. Position 2 entails Communication Skills, focusing on effective interpersonal and organizational communication. Marketing occupies position 3, highlighting strategies for product promotion and market engagement. Leadership skills, at position 4, involve techniques for effective team management and decision-making. Health & safety, positioned at 5, addresses protocols and practices to ensure workplace safety. Entrepreneurship for art items and artifacts, at position 6, focuses on business strategies specific to the art market.

3.3 Sustainability – Circular economy

Sustainability – Circular economy	
Environment, Sustainability, Circular Economy - Definitions and relation	1
Climate Change	2
Product Lifecycle	3
Energy Transition and Efficiency	4
Circular economy: definition, importance and benefits	5
Sustainable Value Chain	6
Carbon Footprint	7
Modular Technologies, recycling, short chain economy	8
Product-raw material life cycles	9
Business models in Circular Economy in relation with CCI	10
United Nations Sustainable World Objectives	11

Applicants were instructed to assign numerical values to prioritize their selections from a list of topics within Sustainability – Circular economy, with "1" representing their most preferred topic and subsequent numbers indicating additional preferences. At position 1, Environment, Sustainability, Circular Economy - Definitions and relation encompassed clarifications and relationships between these concepts. Position 2 focused on Climate Change, addressing its impact and mitigation strategies. Marketing occupied position 3, highlighting strategies for product promotion and market engagement. Energy Transition and Efficiency, at position 4, involved techniques for optimizing energy usage and transitioning to renewable sources. Circular economy: definition, importance, and benefits were positioned at 5, emphasizing the

principles and advantages of circular economic models. Sustainable Value Chain, at position 6, addressed the integration of sustainability principles throughout the supply chain. Carbon Footprint, positioned at 7, focused on quantifying and reducing environmental impacts. Modular Technologies, recycling, short chain economy occupied position 8, highlighting innovative approaches to resource management and waste reduction. Product-raw material life cycles, at position 9, emphasized the environmental impacts of product manufacturing and disposal. Business models in Circular Economy in relation with CCI, at position 10, focused on innovative business models aligned with circular economy principles. United Nations Sustainable World Objectives, positioned at 11, addressed global sustainability goals and their relevance to circular economy initiatives.

3.4 Digital media

Digital media	
App Development	1
Webdesign	2
User Interface Design (Usabilty)	3
Content management	4
Animation/Video/Film making	5
Audio-visual techniques	6
Game Development	7
UX/UI - Programming for digital media (PHP, XML)	8
Aspects of Sound	9
Database Management	10

Applicants were tasked with assigning numerical values to prioritize their selections from a list of topics within Digital Media, with "1" denoting their most preferred topic and subsequent numbers representing additional preferences. At position 1, App Development encompasses the creation of applications for various platforms. Webdesign, positioned at 2, focuses on designing and developing websites. User Interface Design (Usability), at position 3, involves designing interfaces for optimal user experience. Content management, occupying position 4, addresses strategies for organizing and managing digital content effectively. Animation/Video/Film making, at position 5, covers techniques for creating visual content. Audio-visual techniques, positioned at 6, involve the integration of sound and visuals for multimedia projects. Game Development, at position 7, focuses on the creation of interactive games. UX/UI - Programming for digital media (PHP, XML), at position 8, involves programming languages and techniques for digital media development. Aspects of Sound, at position 9, addresses techniques for sound design and editing. Database Management, positioned at 10, involves managing and organizing data for digital media projects.

3.5 Sign and Display

Sign and Display	
Sign and display design and production	1
Wide format digital printing	2
Display design & production	3
Materials and Substrates	4
Screen printing	5
Finishing and Assembly	6

Applicants were instructed to prioritize their selections from a list of topics within Sign and Display by assigning numerical values, with "1" representing their most preferred topic and subsequent numbers indicating additional preferences. At position 1, Sign and display design and production encompasses the conceptualization and manufacturing of signage and displays. Wide format digital printing, positioned at 2, focuses on printing techniques for large-scale signage. Display design & production, occupying position 3, addresses the design and fabrication of displays for various purposes. Materials and Substrates, at position 4, involve the selection and utilization of materials suitable for signage and display applications. Screen printing, positioned at 5, covers printing techniques using screens to transfer ink onto substrates. Finishing and Assembly, at position 6, involves post-production processes such as cutting, laminating, and mounting to complete signage and displays.

3.6 Digitalization – Digital Transformation – Industry 4.0

Digitalization – Digital Transformation – Industry 4.0	
History, terms, definitions	1
Virtual and Augmented Reality	2
The Smart Factory	3
Internet of things (IOT, IIOT)	4
Big data	5
Cyber-Physical Systems	6
Blockchains	7
Robots	8

Applicants were tasked with assigning numerical values to prioritize their selections from a list of topics within Digitalization – Digital Transformation – Industry 4.0, with "1" denoting their most preferred topic and subsequent numbers representing additional preferences. At position 1, History, terms, definitions encompassed the historical background and fundamental concepts of digitalization and industry transformation. Virtual and Augmented Reality, positioned at 2, focused on immersive technologies and their applications in industry. The Smart Factory, at position 3, involved the integration of digital technologies for enhanced manufacturing processes. Internet of things (IOT, IIOT), occupying position 4, addressed the network of interconnected devices and its role in industry transformation. Big data, at position 5, focused on large-scale data analytics and its impact on industry practices. Cyber-Physical Systems, positioned at 6, involved the integration of physical and digital systems for improved efficiency and automation. Blockchains, at position 7, addressed the decentralized ledger

technology and its applications in industry. Robots, occupying position 8, focused on automated systems and their role in Industry 4.0.