



D.5.1. Plan for the Exploitation and Dissemination of Results (PEDR)



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Table of Contents

Revision History	1
Project Abstract	3
Executive Summary	4
List of Abbreviations	5
List of Tables and Figures	6
1. Introduction	7
1.1. Terminology	7
1.2. Scope and Objectives of the Deliverable	8
2. Communication and Dissemination Strategy	9
2.1. Goals and Objectives	10
2.2. Stakeholders and Audiences	10
2.3. Messages.....	13
Frequency of Communication	13
2.4. Media and Means	14
2.4.1. Communication Channels	14
2.4.2. Visual Identity of the Project	15
2.4.3. FEWL website.....	16
2.4.4. Social media	17
2.4.5. Academic publications.....	17
2.4.6. Events.....	18
2.5. Key Performance Indicators	21
2.6. Risk and Issues	23
3. Exploitation plan.....	23
5. Conclusions	24

Project Abstract

The project aims to enhance scientific excellence and research potential in the field of research on integrating formal education and workplace learning (WPL) for students in basic and secondary schools. Facilitating multifaceted capacity building at the School of Educational Sciences (SES) at Tallinn University (TLU) in this field will be achieved through partnership with two internationally leading research institutions with complementary theoretical and methodological expertise: Finnish Institute for Educational Research (FIER) at the University of Jyväskylä (JYU), and Institute of Educational Sciences at Paderborn University (UPB).

Since the emergence of Industry 4.0, unleashed by the technological advances of the information age, there is an increasing research interest in enriched learning in various authentic environments. The proposed project will pay special attention to students' participation in authentic work environments outside the school.

In the context of integrating learning at school and work, previous research activities have internationally mainly focused on vocational education and professionally oriented higher education. The project intends to widen the scope of research on this area by extending the target group and including besides VET students also students in basic education and upper secondary general education.

The project's activities involve common research activities in the area as well as various forms of knowledge sharing and communicative activities such as training, guiding PhD students, workshops, conferences, common publications etc. The project will introduce novel approaches and methodologies in workplace learning research, and provide new insights by applying the social ecology approach for the research in the field of integrating learning at school and at work. The methodological knowledge and experiences gained will be applied in planning future international research projects within the framework of the EU research agenda.

Executive Summary

The present document gives an overview of the approach that the FEWL consortium adopts on Communication, Dissemination and Exploitation, elaborating on the original project proposal already presented. The plan is organised by the tasks and deliverables of Work Package 5 on Communication, Dissemination and Exploitation.

FEWL adopts a systematic approach to Communication that is aimed at communicating about the project itself and its results to specialised stakeholders as well as the wider public. The communication tools are specified according to each target group with dates and target values. This serves to raise awareness about the project, the societal challenges, which it addresses, and the benefits of collaborative research and funding. The Communication activities also support the Dissemination and Exploitation activities.

Dissemination activities serve to make the results of the project publicly available by any appropriate means, including publications addressed to scientific and non-scientific audiences. The dissemination plan has four goals:

- 1) identification of the results to disseminate to different stakeholders;
- 2) identification of the most suitable dissemination channels;
- 3) maximising the impact of the project by using open science principles;
- 4) monitoring and evaluating the effects of dissemination activities.

Exploitation has a wider scope than communication and dissemination activities aiming at using the project results in further research activities, developing, creating and marketing services and products or standardisation activities on the education and labour political level.

List of Abbreviations

FB - Facebook

FEWL – Enhancing Research on the Formal Education Programmes and Workplace Learning

ESR – Early Stage Researchers

SES – School of Educational Sciences

WP – Work Package

WPL – Work Package Leader

WP learning – Workplace learning

TLU -Tallinn University

UPB - Paderborn University

JYU – University of Jyväskylä

D – Deliverable

PI – Principal Investigator

KPIs – Key Performance Indicators

HR specialist – Human Resources specialist

OA – Open Access

List of Tables and Figures

<i>Figure 1: Communication steps</i>	9
<i>Table 1: Channels of communication and dissemination by target group</i>	15
<i>Table 2: Events for ESRs and FEWL senior team members</i>	18
<i>Table 3: Short staff exchanges</i>	19
<i>Table 4: Roundtables</i>	19
<i>Table 5: Conferences</i>	19
<i>Table 6: Academic impact measured in enhanced research excellence of TLU in the field of integrating formal education and WP learning</i>	21
<i>Table 7: Enhanced networking capability</i>	21
<i>Table 8: Capacity to compete successfully for future research funding</i>	22
<i>Table 9: Bridging the policy and research gap</i>	22
<i>Table 10: Involving stakeholders, experts and wider audiences</i>	22

1. Introduction

1.1. Terminology

The FEWL project uses the guidelines of terminology given by the European Commission for all beneficiaries of Horizon Europe and Horizon 2020 funding. To increase the impact of the project results, all projects must involve a strategy for communication, dissemination and exploitation of the results.

Communication activities have the purpose of informing, promoting and communicating the FEWL project actions and results to multiple audiences and stakeholders in order to

- Engage with stakeholders;
- Attract the best experts to our team;
- Generate market demand;
- Raise awareness of how public money is spent;
- Show the success of European collaboration.

It is important to have a well-designed strategy, convey clear messages and use the right channels and do so from the very beginning until the end of the project.

Dissemination means making the results public and available free of charge while adhering to the principles of open science. Beneficiaries must share research results with the scientific community, commercial players, civil society and policymakers. Dissemination serves to:

- Maximise research impact;
- Allow other researchers to go a step forward;
- Contribute to the advancement of the state of the art;
- Make scientific results a common good.

Publications related to dissemination activities should target scientific magazines, scientific or targeted conferences and databases. Dissemination activities should start as soon as there are any results.

Exploitation serves to make concrete use of the results for commercial, political and societal purposes to tackle societal problems or inform policymaking. Possible beneficiaries could be industry, including SMEs, authorities, industrial authorities, policymakers, sectors of interest, and civil society. The exploitation activities can:

- Lead to new legislation or recommendations;
- Contribute to innovation, the economy and the society;

- Help to tackle a problem and respond to an existing demand.

Exploitation activities are planned towards the end of the project and beyond, as soon as the action has exploitable results.

1.2. Scope and Objectives of the Deliverable

Communication, dissemination and exploitation of the project results are contractual requirements of Horizon Europe Twinning projects as well as important elements of the FEWL project, which can have several benefits. First, they help to raise awareness and promote the topic of the research – that is of the importance of integrating formal education and workplace learning already in earlier stages of education. Second, they help to strengthen and promote the research group itself for competing successfully for international project funding in the future in related fields. Finally, they will have an impact on the practices and attitudes of practitioners in the field who work with young people in schools and at workplaces, as well as inform policy makers on how to better facilitate the integration of formal education and workplace learning.

The aims of communication and dissemination of the FEWL project are according to WP 5:

- to raise the research profile of School of Educational Sciences at Tallinn University and its staff and research groups,
- to strengthen networking and cooperation capability, visibility and credibility;
- to promote the research group and network of workplace learning;
- to support Early Stage Researchers (ESRs);
- to integrate TLU into high-level international collaboration networks.

As can be seen from these aims, communication, dissemination and exploitation activities are interconnected and difficult to separate. Because all the deliverables of WP5 feed into the dissemination and exploitation plan, they are listed here.

The WP 5: Communication and Dissemination involves the following deliverables:

D5.1 – Plan for the Exploitation and Dissemination of Results (PEDR) by June 2023 -

D5.2 – Project website by May 2023

D5.3 – Updated Plan for the Exploitation and Dissemination of Results (PEDR) by February 2025

D5.4 – Presentations at academic and non-academic conferences

D5.5 – Academic articles submitted to open access journals

The initial Plan for Dissemination and Exploitation, including communication activities, will be drafted by June 2023 and will be periodically reviewed throughout the project lifetime. D5.3 will provide an update on the plan in the final year of the project.

Section 2 involves the initial communication and dissemination strategy of the project. Section 3 covers the initial exploitation plan of the results.

2. Communication and Dissemination Strategy

The current deliverable focuses only on the external communication and dissemination strategy of the FEWL project. Internal communication plan is elaborated in the D1.1. Quality guidelines.

External communication is very important to support the technical activities of the project, enhance the quality of the project as a process and increase the likelihood that the project meets its goals. It will also enlarge the circle of people that will benefit from its results. The aim of this chapter is to create a systematic approach to planning and managing external communication activities.

The communication strategy will define the goals and objectives, the stakeholders (target audiences), develop the appropriate messages for each stakeholder group, and select the appropriate media and communication channels to deliver the messages. Finally, effectiveness of the undertaken communication measures will be measured by means of key performance indicators (KPIs). The communication activities of the FEWL consortium will be guided by specifying the steps highlighted in the following figure.

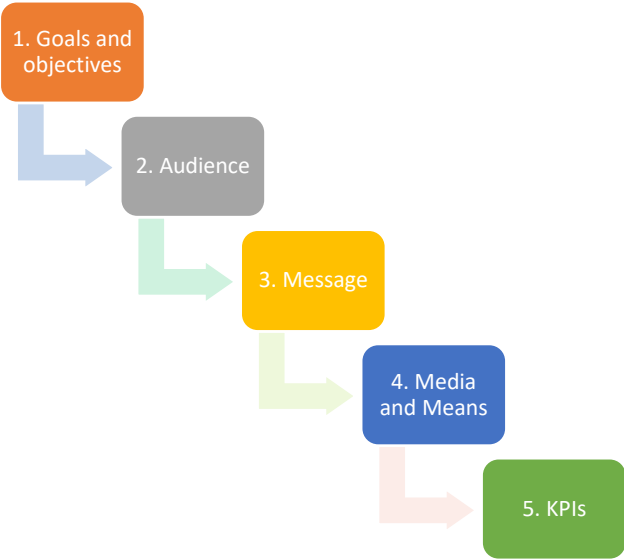


Figure 1: Communication steps

Since WP5 is led by Tallinn University, the communication manager of the project is Maria Erss from TLU. She will manage and monitor communication activities, outputs and enquiries and coordinate the analyses of communication outreach with the help of the communication specialist of the School of Educational Sciences (SES) at TLU, Margit Sellik.

2.1. Goals and Objectives

One of the main goals of the FEWL project is to enhance the scientific excellence and research potential of TLU in research on integrating formal education and workplace learning (WPL). This was identified as a way of meeting the societal challenge of achieving a better match of formal education and working life and fostering learner engagement through learning in authentic environments. It is important that the communication should also highlight the societal challenges of the programme within the Horizon Europe Twinning framework.

Above all, communication should appropriately inform several stakeholders – including the general public – about the project goals, its results, and how these contribute to increasing its visibility and increase the scientific excellence of the project team. The objectives of the FEWL communication plan are to:

1. Identify the stakeholders of the project and provide them with appropriate information and messaging;
2. Promote and enhance the visibility of the project;
3. Support dissemination and exploitation management measures as appropriate;
4. Establish an easily recognisable project identity (visual, language);
5. Establish a project website as a central channel for external communication and dissemination;
6. Establish and measure meaningful key performance indicators for the communication activities.

The communication plan is documented in the current deliverable and will be updated by May 2025. Actual activities will be visible on the project's web page and in social and print media channels. In the following, the steps are described that the project team will undertake to reach the objectives.

2.2. Stakeholders and Audiences

The communication and dissemination strategy aims to engage a wide array of stakeholders as target groups, and means to reach them are planned accordingly. The following list includes the main stakeholders and audiences:

- 1) Practitioners in schools – teachers and school leaders in primary and secondary education, including vocational education;
- 2) Work-related stakeholders such as employers, HR specialists and mentors;
- 3) Policy makers in Estonia and on European level;
- 4) Academic community in Estonia, the home countries of our partner organisations, Finland and Germany, as well as on a wider international level;
- 5) Early Stage Researchers (ESR);
- 6) General public.

Why are these stakeholders/audiences targeted?

To achieve the impacts of the project and to gather relevant input from stakeholders, FEWL plans various dissemination strategies.

1. Practitioners in schools

Teachers and school leaders in primary and secondary education, including vocational education are in the best position to help students value their work experiences by encouraging reflection on the skills and competences acquired outside of school and drawing parallels to general competences to be developed according to the National Curriculum (NC). They can also be pivotal in setting up and facilitating such learning experiences in authentic environments, including work settings. However, the potential of such out-of-school learning experiences in work settings is often underused. It is important to understand what barriers teachers face in doing so and what the potential solutions could be, as well as collect best practices. The input of school practitioners is needed on both national and international level. In Estonian context the following practitioner networks are considered:

- Network of schools that will be contacted through the Centre of Innovation in Education at TLU;
- Estonian Teacher Association

In Finnish context, the project aims its dissemination activities towards the following practitioner groups:

- Teachers in all educational levels through the national magazine Opettaja published by the Trade Union of Education in Finland OAJ

International networks means either regional or European stakeholder representation groups (e.g. teacher associations).

2. Work-related stakeholders

Employers' and HR specialists' opinions about hiring school-aged students or offering them opportunities for internships or short study visits have not been researched much in Estonian context, at least not in the general education context. However, from existing research in the field of vocational education, one of the problems during internships is often lack of good quality mentoring or little attention paid to the pedagogical aspects of WP learning. There is still a lot of unexplored potential for partnerships between formal education and employers but we need to understand better the concerns and ideas of employers regarding this topic, including the problems of mentoring. For dissemination purposes, the project results will be communicated besides Estonian employers' organisations such as Estonian Employer's confederation and PARE (Estonian HR Managers' Association) also to other employer associations in specific fields in the partner organisation countries (Germany and Finland).

3. Policy-makers

In order to achieve impact also on policy level it is of vital importance to involve policy makers already in the early planning stages of the project. This increases awareness of the benefits that integration of FE and WPL can have on developing student agency through active engagement and reflection. It may even lead to amendments to legislation which act as a structural facilitator, or barrier, to achieving *a seamless education space* as stated in the Estonian Education Strategy 2035. Policy makers could also have an influence on funding of future activities related to our project's aims and objectives in the field of integrating formal education and WPL. For example, the Cultural Committee of the Estonian Parliament, Riigikogu, will be briefed and invited to our dissemination events, as well as people from the Ministry of Education and Research. Furthermore, since our goal is to apply for future funding for large-scale projects on the European level, it is important to communicate with policy makers on the European level.

4. Academic community

Academic community could benefit from the new conceptualisations and methodologies of researching integration of formal education with WP learning developed by the FEWL project. The aim is also to widen our existing professional academic networks and academic excellence, so that mutual benefits would be achieved for the project team and the academic audience nationally and internationally.

5. Early stage researchers

ESRs will be involved in the project from the very beginning. FEWL project offers them opportunities for professional development and networking through various seminars, workshops and dissemination events while also benefiting from their contribution to

reaching the projects' aims. Seminars for ESRs are also open to these ESRs who are not immediately working in the project.

6. General public

The general public, including newspaper readers and social media followers will be notified about the projects' results as well, because the aim is to increase general awareness of the project's topic and the benefits of integrating formal education with WP learning. The general public will be targeted both on national (including those in all three participant countries) and international level in national languages and in English.

2.3. Messages

The **key messages** for the project dissemination will involve, first, sharing information about the project aims, the principles and nature of Twinning, to demonstrate excellence of the teams and researchers involved in the field in question; and, second, creating awareness among different stakeholders about the core questions in the focus of the project. Thus, whereas the **first strand of messages** will be targeting the partner organisations, other institutional stakeholders in the academia, and current and prospective academic cooperation partners in the given countries and beyond, **the second strand** is targeting wider audiences and stakeholders in the field of education and WPL.

The messages to both specialised and general audiences include the following:

1. Pointing out that students do work, what meanings they attach to it, and how it should matter also for formal education practices;
2. Stressing that students' work experiences and future work could be supported and reflected more and better at school level;
3. Promoting the contribution of employers and creating awareness about the need for workplaces to be better aware of pedagogical principles;
4. Information about the strategies and tools that the researchers in the consortium can provide to address the need of integrating formal education with WP learning.

As a contractual obligation, before engaging in a communication or dissemination activity expected to have a major media impact, the beneficiaries must inform the granting authority. What counts as major media impact will be decided in a Steering Committee meeting. Also, all consortium members have the obligation to notify partners of any planned dissemination activity while giving sufficient information on the results to be disseminated.

Frequency of Communication

To avoid unnecessary communication activities at random points, the communication will take place when certain events occur:

- An important milestone is completed
- A public project deliverable or dissemination item (journal paper, etc.) is published
- A communication or dissemination activity undertaken by FEWL should be advertised (e.g. presentation at a conference or workshop)
- A General Assembly meeting is taking or took place
- There are noteworthy news/results worth communicating

Updates on the homepage will be made following the Gantt chart activities, dates and locations of events and conference presentations. Furthermore, an online repository of project materials (e.g. public deliverables and links to open data) will be made available on the FEWL homepage.

Social media updates will be posted either prior to the events (notifying about workshops or webinars if wider attendance is expected), or after the events (e.g. publications).

All the communication activities will be recorded in the shared Google Drive folder: <https://docs.google.com/spreadsheets/d/1OdbhcQAJRUnQ2zezy311BxUw5TZirneit6N7sdN5FU/edit?usp=sharing>. All partners will regularly update the table of communication and dissemination activities for record keeping purposes and share links to their published activities while adding a short description of the activity in English. Additionally, the communication manager will review the records every two months, asking for the input of partners, if necessary.

2.4. Media and Means

2.4.1. Communication Channels

The key principles for the *Plan for dissemination and exploitation* involve employing **different strategies** across the project lifetime. In the beginning of the project, more emphasis will be put on using the **existing communication channels** the research teams involved in the project have: university level communication outlets, the partnerships the universities and respective research teams have developed earlier; professional, academic and stakeholder networks the teams have access to, etc.

Over time, as the team at TLU will get to know the practices employed at the Finnish and German partner institutions, the new **communication approaches** will be developed as new stakeholder networks and other relevant targets will also become available at TLU, for reaching local or international audiences. To approach the target groups a variety of strategies will be employed, including seminars and conferences as well as written messages delivered through specialised and general media.

The communication plan of FEWL is linked to the communication plan of TLU SES. The communication specialist of TLU SES is responsible for informing the print and audio-visual media about project activities and results.

Table 1: Channels of communication and dissemination by target group

Practitioners: teachers and school leaders	Teacher’s newspaper “Õpetajate leht”, TLU SES FB page, FEWL homepage, Estonian Education Forum FB page, as input for new research questions serve the previously collected interview and questionnaire data from teachers. Teacher and school leader roundtable will be used to get feedback on the suggestions of the FEWL project team on the interaction of school and WP learning.
Work related stakeholders	Stakeholder roundtable (in cooperation with Estonian Education Forum), business newspaper “Äripäev”, FEWL homepage, Estonian Employers’ Confederation (by personal communication over e-mail), Estonian HR Managers’ Association (interviews), LinkedIn.
Policy makers	Invitations to roundtables, webinars and discussions, briefings of government and parliament members, ministry officials; final event in Brussels, FEWL homepage
Academic community	OA academic publications, notifications and summaries of conferences and conference presentations and abstracts of academic publications in social media (Facebook, Twitter and LinkedIn, TLU blog), FEWL homepage.
Early Stage Researchers	Internal communication channels, seminars, workshops, summer schools, FEWL homepage, TLU SES FB page.
General public	Roundtables and discussions in cooperation with Estonian Education Forum; FEWL homepage, newspaper articles, social media, FEWL homepage.

2.4.2. Visual Identity of the Project

In order to fulfil the objective “to establish an easily recognisable project identity (visual, language)” a project logo was developed which will be used on all presentations and other media and communication activities. The logo was chosen among three options by the General Assembly during the kick-off meeting at TLU in January 2023. The project identity comprises of a project logo and the colour palette to be used in logo and documents.

The project logo looks like this:



2.4.3. FEWL website

The projects website was created in order to gather all important information about the project and its results and public deliverables as an online repository of project materials in one place. As one of the most important results, the website will involve novel methodological and conceptual tools for researching integration of formal education and WPL. The website is located on the TLU site: <https://www.tlu.ee/en/hti/research/enhancing-research-integration-formal-educational-programmes-and-workplace-learning> and provides information in two languages, in Estonian and English. The FEWL website will be regularly updated throughout the project.

The website has the following objectives:

- To present the FEWL project towards external stakeholders;
- To describe the main objectives and the structure of the project;
- To present the involved partners in the project (consortium);
- To engage interested stakeholders by providing links to other project communication channels, such as social media (LinkedIn, Facebook, Twitter);
- To share information about project progress and provide for download public documents/deliverables.

As users of the website, we have primarily other members of the academic community, including ESRs and teacher education students in mind. This way, the website can continue to be useful beyond the project period.

The website has the following structure:

- 1) startup page with information about FEWL project
- 2) FEWL project members
- 3) FEWL photos and videos
- 4) FEWL dissemination
- 5) FEWL events

The TLU FEWL website will be linked with the websites of partner organisations at the University of Jyväskylä and Paderborn University. The partners will notify the Steering Committee members of any communication and dissemination activities in their organisations or beyond during the Steering Committee meetings, or in case a larger media impact is expected, prior to the event.

2.4.4. Social media

The FEWL consortium is using the official social media channels of TLU such as the Facebook page of SES. Additionally, each member of the project is encouraged to use their own social media accounts such as LinkedIn, Facebook and Twitter.

Social media postings aim at addressing the wider audience but also academic audience through the university's social media channels. Social media postings need to be short, written in a simple, understandable language with an intention to inform about coming or recent events or publications related to the FEWL project. Pictures or links to videos are also important to share.

2.4.5. Academic publications

All academic publication of the FEWL project will follow the open access principles which means that the content of publications must be accessible with no charge. If possible (that is with permission of the owner of the database), also anonymised databases of empirical research must be made accessible in public repositories such as doi repository at the University of Tartu.

During the calendar year 2023 TLU has a contractual free access to publishing in the journals of SAGE. UPB and JYU have contracts for free publication in the following publishing companies: JYU: Elsevier, Emerald, Oxford University Press, SAGE, Springer Compact, Taylor & Francis, Wiley (but the contracts do not apply to all journals).

If necessary, funding for OA publishing is available in the FEWL project.

The FEWL consortium is considering publishing in the following journals:

- 1) Cogent Education (publication under review)
- 2) Vocations and Learning
- 3) Journal of professional and vocational education
- 4) The Nordic Journal of Vocational Education and Training
- 5) International Journal of Training and Development
- 6) Scandinavian Journal of Vocations in Development
- 7) International Journal for Research in Vocational Education and Training

2.4.6. Events

Project events are divided into:

- Seminars/workshops
- Webinars
- Roundtables
- Conferences
- Project staff exchanges
- Winter school
- Closing event in Brussels

The events target different audiences. In the table below, there is an overview of already planned events by target group and time, followed by events, which still have to be scheduled.

Table 2: Events for ESRs and FEWL senior team members

Target group(s)	Event	Purpose	Time and location	Organiser
ESRs and FEWL senior team members	Workshop	Training on: academic writing and publishing in scientific journals and book series; dealing with peer-review-systems; academic presentation at conferences; research project management; research methods	June 13-15, 2023 PBU, Germany	UPB
ESRs and FEWL senior team members	Workshop	Preparation of ESR publications; preparation of ESR conference contributions; discussion of ESR research; research methods; data analysis. Supporting ESRs, designing research applications.	2024 August (21-25) Jyväskylä	JYU
ESRs and FEWL senior team members	Workshop	Discussion of ESR research; preparation of ESR publications; preparation of ESR conference contributions; research methods; data analysis. Designing research applications.	2025 Tallinn June	TLU
ESRs	Closing event	The final event aims at presenting project results; presenting ESR research; connecting ESRs with stakeholders.	four days in October 2025 Tallinn	TLU

Table 3: Short staff exchanges

Target group(s)	Event	Purpose	Time and location	Organiser
ESRs	Study visits	Learning from each other, Sharing of best practices	Jyväskylä, Tallinn and Paderborn, 2024 & 2025	TLU and partners
Administrative staff	Study visits	Sharing of best practices	Jyväskylä and Paderborn, 2024	TLU and partners

Table 4: Roundtables

Target group(s)	Event	Purpose	Time and location	Organiser
Employers	Roundtable	To collect input (problem statements and research agenda as well as solutions for problems) for working papers and project applications	2024 Tallinn	TLU (in cooperation with Estonian Education Forum)
Teachers and school leaders	Roundtable	Same purpose	2024 Tallinn	TLU (in cooperation with Estonian Education Forum)
Policy makers	Roundtable	Same purpose	2024 Tallinn	TLU

Table 5: Conferences

Target group(s)	Event	Purpose	Time and location	Participant(s)
Academic community and academic networks	ECER 2023 Conference	To present research on student agency and work experience	August 22-25, 2023	Maria Erss (TLU)
Academic community and vocational teachers	Seminar "Tulevaisuuden työ" (Future of Work)	Keynote address on "Pedagogy of Future"	October 6, 2023	Päivi Tynjälä (JYU)
Academic community and academic networks	ECER 2023 Conference	Paper presentation in Double Symposium on Diversity in the Social Role of Colleges – Part 2	August 22-25, 2023	Maarit Virolainen (JYU),

Academic community and academic networks	Nordyrk 2023 Conference	Paper presentation Adults' conceptions of technology	June 7-9, 2023	Hanna Nygren (JYU), Maarit Virolainen (JYU), Kirsi Syynimaa (JYU), Raija Hämäläinen (JYU),
Academic community and academic networks	Nordyrk 2023 Conference	Paper presentation Methodological challenges for studying wisdom in practice	June 7-9, 2023	Maarit Virolainen (JYU), Eeva Kallio (JYU), Hannu L.T. Heikkinen (JYU), Päivi Tynjälä (JYU), Stephen Billet (JYU)
Academic community and academic networks	EARLI 2023 Conference	Paper presentation	August 22-26, 2023	Christian Harteis (UPB), Jana Schwede (UPB)
Academic community and academic networks	WERA	Paper presentation	November 22-24, 2023	Christian Harteis (UPB)

As one form of joint presentation activity we plan to organise a symposium on the integration of WPL and formal education research, i.e. in EARLI, ECER, or AERA by 2025. The symposium would involve researchers from all three partner organisations. Also we will facilitate cooperation between the ESRs to produce common contributions.

Further, another aim of the FEWL project is to enhance the networking of TLU and to get involved in existing research networks led by partners, e.g.

- EARLI SIG-14 Learning and Professional Development,
- AERA SIG Workplace learning,
- <http://nordyrk.net/>;
- Finnish Association for Educational Research;
- DGfE-Sektion Berufs- und Wirtschaftspädagogik.

In order to accomplish this task, the TLU project team plans to attend the following conferences:

- EARLI,
- ECER,
- EAPRIL,
- NordYrk Conference.
- Stockholm International Conference on VET, see <https://vetnetsite.org/conferences/>
- Crossing Boundaries (ECER VETNET)

The final dissemination seminar in Brussels will be organised in close cooperation with the Estonian Liaison Office for EU RTD in Brussels. The contacts of the Liaison Office are valuable for facilitating and enhancing the interaction, information exchange and cooperation with the European institutions and representatives of research communities of other EU member states. It is currently planned as a hybrid event with possibilities to attend in person or via online tools.

2.5. Key Performance Indicators

The communication and dissemination KPIs are closely connected to the project's overall measurable targets for impact and can be divided into academic and non-academic impact. Academic impact targets enhancing research excellence, networking capability and the capacity to compete successfully for future funding. The non-academic impact is measured by the indicators related to bridging the policy and research gap and involving stakeholders, experts and wider audiences.

Table 6: Academic impact measured in enhanced research excellence of TLU in the field of integrating formal education and WP learning

Academic papers published or accepted for publishing in high ranking open access journals by TLU research group/workshop working papers	15 individual or co-authored publications/10 working papers prepared for workshops
PhD dissertations/ FEWL joint PhD supervisions	3/ Min 2 PhD students
PhD students (in the budget): PhD students/ESR	5: TLU 4, JYU 1 PhD student and 1 ESR, UPB1 PhD student
ESRs and post-doctoral level researchers not involved in the budget working on integration of FE and WPL research attend FEWL project seminars	3 postdoctoral researchers from JYU, 2-4 postdocs from UPB, TLU SES PhD students
Blueprint of a methodological toolbox and web page for researching the integration of FE and WPL	Yes
Methodological workshops for ESRs and TLU team for studying the integration of FE and WPL	3 workshops, 2 days each: Tallinn, Paderborn, Jyväskylä

Table 7: Enhanced networking capability

Establishing and developing sustainable interdisciplinary network of committed researchers at TLU	One new network established
short-term staff exchange/short term virtual staff exchange between partner institutions	10

expert visits/virtual visits from partner institutions	at least 3
joint summer school activities	1
academic and policy conferences attended by TLU team/ joint FEWL conference presentations	8/ 8
workshops/virtual workshops to develop the project proposal and methodology workshops for ESRs	3/3
Integration of TLU into networks led by FEWL partners: EARLI SIG-14 Learning and Professional Development, nordyrk.net, AERA SIG Workplace learning, Finnish Association for Educational Research, DGfE-Sektion Berufs-und Wirtschaftspädagogik	5 new network memberships for TLU
ongoing international research projects/project applications (with at least 2 FEWL partners)	1/1

Table 8: Capacity to compete successfully for future research funding

RMA staff exchange to upgrade R&D management capacity to support proposal preparation/coordination	Min 2 visits on site, min 6 virtual meetings+consultations
international research project applications on integrating FE and WPL - TLU as partner/ as lead partner	1/1
research proposal (e.g. Estonian Research Council)	1

4. Non-academic impact

Table 9: Bridging the policy and research gap

FEWL presentations at policy events/ FEWL work- shops (incl virtual) with policy makers and officials	Min 4 / 1
policy makers in project mailing lists/ in workshops	Min 20/ Min 20

Table 10: Involving stakeholders, experts and wider audiences

FEWL seminars held by the NGO Estonian Education Forum with experts and stakeholders	Min 4
FEWL media presence: Estonia/Finland/Germany/EU	Min 4/ 4/ 4/4
FEWL website views/followers in social media	Min 500/Min 300

2.6. Risk and Issues

Some risks associated with the dissemination activities may include:

- Communication and dissemination initiatives are not reaching the proper audience.
- Poor dissemination towards relevant stakeholders, leading to potential lack of participation from key stakeholders.
- Low project visibility due to unsuccessful dissemination activities, e.g., low impact of dissemination activities, etc.
- Difficulties in translating the project results to (a wider) audience for dissemination

To mitigate these risks, the following actions are considered:

- Set clear objectives based on the knowledge of the target audience.
- Ensure a clear map of stakeholders and ensure clear message across all dissemination material.
- The dissemination activities of the project will start early.
- TLU's and all partners' networks and contact lists will be used for dissemination activities.
- Engagement and networking will be strengthened by facilitating wrap-up and synthesis from the stakeholders' meetings. Existing communication channels will be identified and the targeted types of audience extended. Where necessary, information will be translated into the local language (such as on the project website, in electronic newsletters, press releases, papers etc).

Project members have a strong record in organising different events with academics, industry and policy stakeholders and this will ensure interest in participation.

3. Exploitation plan

It is foreseeable that further exploitable innovations will be planned as follow-up activities when the project is finished. Since the materials created will be available for use internally in the institutions involved, especially at TLU, this has a clear future oriented impact in terms of academic excellence in the field of education sciences, as well as possibly in the field of management and HR studies where TLU has several study programmes. Further possible innovations involve targeting other stakeholders across the university and beyond, potentially resulting in pooled excellence creating further synergies. These can be commercialised in the form of short-term training programmes as part of or in addition to existing curricula.

Apart from scientific impact, which was described under communication and dissemination activities, the following opportunities for the exploitation of the project results are envisioned:

1) At the **national level**, FEWL will make a crucial difference as the research field of integration between formal education and WPL will be enhanced within the TLU which will influence **teacher education curricula** and thus lead to spill-over effects to school practices. FEWL will also **improve the methodological skills of academic staff, especially ESRs, from other universities in Estonia** by opening up the training courses and workshops organised during the project. In addition, through dissemination and outreaching activities, **FEWL will bridge the policy and research divide**, increase the policy relevance of research on the integration of formal educational programmes and WPL, provide policy tools for implementing and recognizing work experience in formal education at basic schools and general higher education level.

2) New programmes in teacher training, improved conceptualisation and application of workplace pedagogy both in general education and at workplaces can be developed and better feedback loops between employers and general schools can be arranged.

3) Stakeholder networks will be created to involve sectoral level employer associations, national HRM associations and providers of formal education training in management.

4) Using existing networks and links to leading research groups and academic associations in Europe, other Baltic and post-Soviet countries, the consortium can assure that other academic institutions will fully benefit from FEWL activities.

Arrangements for **management of intellectual property** are outlined in the Consortium Agreement and this concerns also the possible emerging marketable opportunities that the project might inspire for the future, e.g. (joint) curricula, training programmes, MOOC, textbooks, teacher guidelines, or toolboxes that can be used by workplaces and schools for management level planning and monitoring of individual learning experiences.

5. Conclusions

This document describes the FEWL project's communication strategy and communication and dissemination activities as well as a provisional exploitation plan. Since communication and dissemination activities are closely intertwined, the document does not present communication and dissemination as separate sections. The main difference between the two is that communication aims to present in addition to the project's results also the project's objectives by creating awareness of the existence of the project. Exploitation of the results will become clearer towards the end of the project but the consortium makes an effort as to create opportunities for continuous exploitation of the results beyond the end of the project. Communication and dissemination outreach will be monitored and evaluated throughout the project and when necessary, changes in the strategy will be made to increase the visibility and the impact of the project.