



### **D.5.3. Updated Plan for the Exploitation and Dissemination of Results (PEDR)**



Funded by the  
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## **Project Abstract**

The project aims to enhance scientific excellence and research potential in 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 has been 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 mainly focused on vocational education and professionally oriented higher education internationally. 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 updated 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, along with dates and target values. This raises awareness about the project, the societal challenges that it addresses, and the benefits of collaborative research and funding. The Communication activities also support the Dissemination and Exploitation activities.

Dissemination activities 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 broader 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

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# 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, 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 policymakers 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 the 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, was drafted in June 2023 and will be periodically reviewed throughout the project lifetime. D5.3 provides an update on the plan for the final year of the project.

Section 2 involves the updated communication and dissemination strategy of the project. Section 3 covers the updated 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. The 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, the effectiveness of the undertaken communication measures will be measured through key performance indicators (KPIs). The communication activities of the FEWL consortium will be guided by specifying the steps highlighted in the following figure.

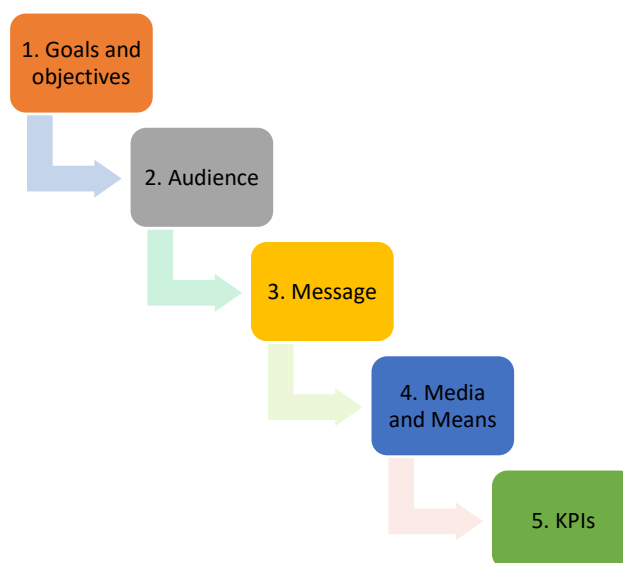


Figure 1: Communication steps

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

## **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 updated communication plan is documented in the current deliverable. Actual activities will be visible on the project's web page and in social and print media channels. The steps the project team will undertake to reach the objectives are described below.

## **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) Policymakers in Estonia and on the European level;
- 4) Academic community in Estonia, the home countries of our partner organisations, Finland and Germany, as well as on a broader 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 the Estonian context, the following practitioner networks will be invited to the FEWL conference and roundtables on April 25th at TLU:

- Estonian Teacher Association
- Estonian Subject Teacher Cooperation Network
- Estonian Primary School Teacher Association
- Estonian School Heads Association

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

- Vocational school students
- Workplace supervisors
- Teachers in vocational schools in the area of migrant integration through blog posts and the national magazine *Opettaja* published by the Trade Union of Education in Finland OAJ.

- Finnish Employers' Confederation <https://tyoelamanpelisaannot.fi/en/employers-confederations/> through links to the blog posts

In the German context, the dissemination activities involve the following practitioners:

- Teachers at vocational schools
- Company trainers or training supervisors
- Education policy stakeholders
- Representatives of chambers of crafts, industry, and commerce
- Representatives from associations as well as vocational guidance and advisory services
- Apprentices

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

We are planning to send an abstract to the European Association for Practitioner Research on Improving Learning (EAPRIL) conference 2025 which unites education practitioners on the European level.

## 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 a 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 the concerns and ideas of employers regarding this topic better, including the problems of mentoring. For dissemination purposes, the project results will be communicated to Estonian employers' organisations such as Estonian Employer's Confederation and PARE (Estonian HR Managers' Association) and also to other employer associations in specific fields in the partner organisation countries (Germany and Finland).

## 3. Policymakers

In order to achieve impact on the policy level, it is also of vital importance to involve policymakers. The initial plan was to involve policymakers already in the early planning stages of the project, but since collecting new data, writing and publishing articles and systematising the findings has taken most of the time so far, the policymakers will be targeted at the later stage of the project during the FEWL project's conference planned in April 2025 at Tallinn University. Involving policymakers in the roundtables during the conference 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 that act as a structural facilitator, or barrier, to achieving *a seamless education space* as stated in the Estonian Education Strategy 2035. Policymakers could also influence funding 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 and experts involved in Estonia's next National Curriculum development team. Since one of the Estonian FEWL team members was invited to join the National Curriculum Development team, she has access to the experts who could be seen in this case as policymakers.

Furthermore, since our goal is to apply for future funding for large-scale projects on the European level, it is important to communicate with policymakers on the European level. The final dissemination seminar in Brussels will be organised online or in a hybrid form 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.

#### 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. The 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 on 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 target 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** will target broader 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 also matter for formal education practices;
2. Stressing that students' work experiences and future work could be supported and reflected more and better at school level and out-of-school learning contexts such as in museums and science centres;
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 to integrate formal education with WP learning.
5. Emphasising that students' work experience enhances their agency in school and helps to develop various useful specific and general competences.

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 a 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 broader 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. At 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 various 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**

<b>Practitioners: teachers and school leaders</b>	Estonia: Teacher's newspaper "Õpetajate leht", TLU SES FB page, FEWL homepage, Estonian Education Forum FB page, as input for new research questions serves 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. Finland: 'Opettaja' magazine , blog posts on the website Integration.fi
<b>Work related stakeholders</b>	Stakeholder roundtable, business newspaper "Äripäev", FEWL homepage, Estonian Employers' Confederation (by personal communication over e-mail), Estonian HR Managers' Association (interviews), LinkedIn, blog posts to Finnish practitioners



<b>Policymakers</b>	Invitations to roundtables, webinars and discussions, briefings of government and parliament members, ministry officials; final event in Brussels, FEWL homepage, conferences (e.g. in the German context: "Hochschultage Berufliche Bildung (HTBB) which unites different stakeholders of education including policymakers"
<b>Academic community</b>	OA academic publications, notifications and summaries of conferences and conference presentations and abstracts of academic publications in social media (Facebook and LinkedIn, TLU blog), FEWL homepage, the JYU newsletter "Ruusupuisto uutiset"
<b>Early Stage Researchers</b>	Internal communication channels, seminars, workshops, summer schools, FEWL homepage, TLU SES FB page.
<b>General public</b>	Roundtables and discussions in cooperation with Estonian Education Forum; FEWL homepage, newspaper articles, social media.

#### 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 a project logo and the colour palette to be used in the logo and documents.

The project logo looks like this:



#### 2.4.3. FEWL website

The project's website was created 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 the 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 to external stakeholders;
- To describe the main objectives and the structure of the project;
- To present the involved partners in the project (consortium);
- To share information about project progress and provide public documents/deliverables for download.

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 helpful beyond the project period.

The website has the following structure:

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

The TLU FEWL website is linked with the websites of partner organisations such as JYU (<https://www.jyu.fi/en/projects/enhancing-research-on-the-integration-of-formal-educational-programmes-and-workplace-learning-fewl>) at the University of Jyväskylä and Paderborn University (<https://kw.uni-paderborn.de/institut-fuer-erziehungswissenschaft/arbeitsbereiche/harteis/forschung/fewl>). The links are provided under the section FEWL members/universities/local information about FEWL. 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 and Facebook. Initially, we planned to use Twitter as well but as this platform is losing importance in the academic community, we opted for other channels.

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.

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 has published six articles in the special issue of the journal *Social Sciences* (2024-2025):

1. Näkk, Anne-Mai & Timoštšuk, Inge (2024). Primary School Teachers' Perspectives on the Relationship Between Students' Learning and Work-Related Skills. *Social Sciences*, 13(12), 681. <https://doi.org/10.3390/socsci13120681>
2. Nurmik, Kaidi & Timoštšuk, Inge (2024). Integrating Work-Life and Student Work-Related Experiences in Classroom Learning—The Perspective of Primary Teachers). *Social Sciences*, 12(2), 649. <https://doi.org/10.3390/socsci13120649>
3. Loogma, Krista, Peterson, Birgit & Aasa, Maret (2024). Conceptualising the Learning of General Upper Secondary Students at Work. *Social Sciences*, 13(12), 686. <https://doi.org/10.3390/socsci13120686>
4. Uppin, Helene & Timoštšuk, Inge (2024). They Were Surprised That Such Jobs Even Exist... Supporting Students' Career Awareness During Learning Activities at Museums and Environmental Education Centres. *Social Sciences*, 13(12), 696. <https://doi.org/10.3390/socsci13120696>
5. Erss, Maria & Loogma, Krista (2025). Upper Secondary Students' Learning at Work: The Effect on Agency in School. *Social Sciences*, 14(1), 17. <https://doi.org/10.3390/socsci14010017>
6. Peterson, Birgit, Krista Loogma, and Maret Aasa (2025). Practices in Integrating Workplace Learning into Upper Secondary Education. *Social Sciences* 14(48). <https://doi.org/10.3390/socsci14010048>
7. Schwede, J. Heisler, D. & Harteis, C. (2025) Learning Location Cooperation in Dual VET. *Social Sciences*, 14(3), 117; <https://doi.org/10.3390/socsci14030117>

One article is pending to be published soon in the same special issue:

8. Kärkkäinen, K., Tynjälä, P., Virolainen, M., & Virtanen, A. (in print). Integrating workplace learning in migrant education: A case of Finnish vocational education. *Social Sciences*,

One article was published in *Cogent Education* (2024):

9. Erss, M., Loogma, K. & Jõgi, A.-L. (2024). The effect of teacher agency support, students' personal perseverance and work experience on student agency in secondary schools with Estonian and Russian instructional language. *Cogent Education*, 1181). <https://doi.org/10.1080/2331186X.2024.2314515>

One article was published in the Estonian journal *Mäetagused* (2024):

10. Uppin, Helene ja Timoštšuk, Inge (2024). "Eks me oleme kõik natuke idealistid." Muuseumite ja keskkonnahariduse õppeprogrammide juhendajad. ["We are all slightly idealistic": The on-site educators of museums, science centres, and other similar institutions]. *Mäetagused* 88(1), 53-94.

One article appeared in the INTED2023 Proceedings:

11. Nurmik, K. & Timoštšuk (2023). Supporting Primary Students' Agency at School through Life-World Experiences. *INTED Proceedings*, pp. 7259-7266. doi: 10.21125/inted.2023.1992

The preprint of one article is available in *Learning, Culture and Social Interaction* (2024):

12. Näkk, Anne-Mai and Timoštšuk, Inge, The Relationship between Learning Context and School Burnout at the End of Primary Education. *Learning, Culture and Social Interaction*. Näkk, Anne-Mai and Timoštšuk, Inge, The Relationship between Learning Context and School Burnout at the End of Primary Education. Available at SSRN: <https://ssrn.com/abstract=4733532> or <http://dx.doi.org/10.2139/ssrn.4733532>

The consortium is still considering publishing in the following journals:

- 1) Vocations and Learning
- 2) Teaching and Teacher Education
- 3) Children and Society
- 4) UAS Journal 3/2025: Diversity in higher education - as a resource for the learning individual and community, as well as for a sustainable society
- 5) Nordic Journal of Vocational Education and Training,

Manuscripts in preparation are currently:

13. Kärkkäinen, K., & Tarnanen, M. (revisions submitted). Exploring the professional identity and agency of Finnish vocational teachers teaching adult migrants.
14. Virtanen, A., & Tynjälä, P. (2025). Assessment of Work-Related Learning in Higher Education: A scoping Review.

15. Nurmik, K., Erss, M. & Timoštšuk, I. Students' Perceived Capacity of Agentic Behaviour at the End of Primary School: The Role of Enriched Learning Environment.
16. Näkk, A.-M., Timoštšuk, I. & Tynjälä, P., Professional knowledge and strategies in teaching: A case study using the Integrative Pedagogy model

## 2.4.6. Events

Project events are divided into:

- Seminars/workshops
- 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
Doctoral students' writing camp	Workshop	TLU ESR presented and discussed their FEWL-related research to University of Tartu PhD students and their supervisors at the TLU writing camp with the University of Tartu doctoral students	April 2023	TLU and University of Tartu
Spring symposium at PROFRES research school	Symposium	TLU ESRs networked with their Norwegian colleagues and, among other things, presented and discussed FEWL activities	March 2024	TLU and University of Stavanger, Norway
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.	August 19-21, 2024 Jyväskylä	UPB

ESRs and FEWL senior team members	Autumn school including workshops	Discussion of ESR research; preparation of ESR publications; preparation of ESR conference contributions; research methods; data analysis. Designing research applications.	September 15-19, 2025 Tallinn	UPB
FEWL project team members	Closing event	The final event aims at presenting project results; presenting ESR research; connecting ESRs with stakeholders.	December, 2025 Tallinn	TLU

**Table 3: Short staff exchanges**

Target group(s)	Event	Purpose	Time and location	Organiser
ESRs	Networking during conferences	Learning from each other, sharing best practices	Jyväskylä 2024, Paderborn, 2023, Bari 2024	TLU and partners
Administrative staff	Study visits	Sharing of best practices	Jyväskylä and Paderborn, 2024	TLU and partners
ESR	PhD Visit at the University of Antwerp	Jana Schwede visited the EDUBRON team from the University of Antwerp, sharing insights from the FEWL project.	10.-11.2024	UPB, University of Antwerp
ESR	Postdoc visit at University of Bologna, Italy	Katarzyna Kärkkäinen visited University of Bologna, Italy (ERASMUS+), during the visit she also advertised the project and shared some insights from the ongoing study on migrant students learning at workplaces.	5.-7.2.2025, University of Bologna, Italy	JYU, University of Bologna

**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	2024 Tallinn	TLU

		problems) for working papers and project applications		
Teachers and school leaders	Roundtable	Same purpose	April 25, 2025 Tallinn	TLU
Teachers, school leaders, parents, researchers and policymakers	Estonian Education Forum's forum "Future school in Estonia" in Viljandi	To build visions for future education in Estonia	November 22.-23. 2024	TLU (in cooperation with Estonian Education Forum)
Coaches in the Youth Centre Aurinkopaja in Jyväskylä supporting youth with refugee background	Roundtable	Introducing the FEWL project and its activities to Aurinkopaja and discussing possible cooperation in a future project		JYU
VET institutions	Meeting	Presenting the idea of the continuation of the current research realised under the auspices of the FEWL project to the collaborating VET institution	December 2024	JYU
Policymakers	Roundtable	To discuss problems and solutions in integrating school and work life	April 25, 2025 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" at Karelian University of Applied Sciences	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 Härmäläinen (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), Anne-Mai Näkk (TLU), Inge Timoštšuk (TLU)
Academic community and academic networks	EARLI JURE 2023 Conference	Paper presentations	August 20-21, 2023	Helene Uppin (TLU), Inge Timoštšuk (TLU)
Teachers, school leaders, parents, policymakers and researchers	Estonian Education Forum's 2023 Forum "Let's learn together" on the transition to Estonian language instruction in Narva	Paper presentation	November 17.-18. 2023	Maria Erss (TLU)
Academic community and academic networks	WERA	Paper presentation	November 22-24, 2023	Christian Harteis (UPB)
Academic community and	EARLI Sig 14 conference in Jyväskylä	Paper presentations and a FEWL	August 21-23. 2024	Inge Timoštšuk, Christian Harteis, Päivi Tynjälä,



academic networks		project symposium		ESRs: Kaidi Nurmik, Helene Uppin, Birgit Peterson, Stephan Drechsler, Jana Schwede
Academic community and academic networks	EARLI Sig 10, 21, 25	Paper presentations	September 11.-13.2024	Kaidi Nurmik, Helene Uppin, Inge Timostšuk, Maria Erss, Krista Loogma
Academic community	ETMU days 2024 in Finland, a conference organised by the Society for the Study of Ethnic Relations and International Migration (ETMU)	Paper presentation	November 2024	JYU team
Research community	AERA Annual Meeting 2024	Paper presentation	April 11.-14.2024	Christian Harteis, Jana Schwede
Academic community, practitioners, policymakers	Hochschultage Berufliche Bildung	Paper and poster presentations	March 17.-19.2025	Christian Harteis
Practitioners (teachers and school leaders), policymakers, employers, researchers	FEWL conference "The world of work in school" at Tallinn University	Paper presentations and roundtables	April 25, 2025	Krista Loogma, Birgit Peterson, Kaidi Nurmik, Helene Uppin, Maria Erss, Inge Timoštšuk, Anne-Mai Näkk
Researchers, networks	EARLI conference	Paper and roundtable presentation	August 2025	Jana Schwede, Christian Harteis
Researchers	ECER 2025 conference in Belgrad	Symposium "Exploring a children's rights perspective to agency in curriculum making"	September 2025	Maria Erss, Krista Loogma
Researchers, policymakers	EARLI 2025	Paper presentation (SIG 14 - Learning and Professional Development) "Student	August 25-29, 2025	Maile Käsper, Inge Timoštšuk, Anne-Mai Näkk

		teachers' professional learning experience"		
Researchers, policymakers	International VET workshop Shanghai & Qingdao	Paper Symposium "Integrating informal learning into formal vocational education"	October 2025	Jana Schwede, Christian Harteis
Researchers	Planned presentation at International Conference on Sociolinguistics of Immigration	Paper presentation	June 2025	JYU, Katarzina Kärkkäinen
Researchers	Abstract will be sent to Finnish Educational Days	Paper presentation	2025	JYU, Katarzina Kärkkäinen
Researchers	Pedaforum 2025 Conference	Paper presentation.	June 2025	Virtanen, A., & Tynjälä, P, JYU

As one form of joint presentation activity, we organised a symposium on the integration of WPL and formal education research at EARLI Sig 14 conference in Jyväskylä in 2024. The symposium involved researchers from all three partner organisations. Also, we facilitated 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,
- Finnish Association for Educational Research;
- DGfE-Sektion Berufs- und Wirtschaftspädagogik.

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

- EARLI,
- ECER,
- EAPRIL,
- Stockholm International Conference on VET, see <https://vetnetsite.org/conferences/>

However, during the project, the TLU team decided to prioritize the EARLI and ECER conferences since the collected empirical data was more in line with general education than vocational education.

Additionally, the TLU team will participate in a joint poster presentation of the FEWL project at the conference "Hochschultage Berufliche Bildung" (Higher Education Conference on

Vocational Education) at the University of Paderborn, from March 17-19 2025 which is organised by our partner university. Furthermore, the TLU team plans to send an abstract to the Finnish Educational Research Association's annual conference in 2025.

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. The event is planned to take place in November 2025.

## 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**

Form of impact	KPIs	Current status
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	11 peer-reviewed articles are published or accepted for publication, 4 more are in progress, 2 working papers are published on the FEWL webpage. For each steering committee meeting we prepared working papers on the current state of the project activities.
PhD dissertations/ FEWL joint PhD supervisions	3/ Min 2 PhD students	One PhD has defended her dissertation, two will have a predefence in 2025.
PhD students (in the budget): PhD students/ESR	5: TLU 4, JYU 1 PhD student and 1 ESR, UPB1 PhD student	TLU has four PhD students, UPB has one and JYU has a postdoctoral researcher instead of a PHD student.
ESRs and post-doctoral level researchers not involved in the budget working on integration of FE and WPL	3 postdoctoral researchers from JYU, 2-4 postdocs from UPB, TLU SES PhD students	The seminars for ESRs have been open to PhD students in Paderborn, Tallinn and Jyväskylä

research attend FEWL project seminars		
Blueprint of a methodological toolbox and web page for researching the integration of FE and WPL	Yes	Done: it is on the FEWL homepage
Methodological workshops for ESRs and TLU team for studying the integration of FE and WPL	3 workshops, 2 days each: Tallinn, Paderborn, Jyväskylä	Two workshops are done, one to come in autumn 2025.

**Table 7: Enhanced networking capability**

Form of impact	KPIs	Current status
Establishing and developing sustainable interdisciplinary network of committed researchers at TLU	One new network established	Done
short-term staff exchange/short term virtual staff exchange between partner institutions	10	3 done for academic staff, 3 for administrative staff during the FEWL project meetings in Tallinn, Paderborn and Jyväskylä. Two more to come in 2025.
expert visits/virtual visits from partner institutions	at least 3	One visit (C. Harteis visited TLU in November 2023), I. Timoštšuk met the partners in Helsinki in 2024 + virtual visits for preparing the synergy grant.
joint summer school activities	1	Is planned in September 2025
academic and policy conferences attended by TLU team/ joint FEWL conference presentations	8/ 8	TLU team has attended six conferences and one roundtable and plans to attend three more conferences. Joint FEWL conference presentations have been given at the symposium in Jyväskylä in August 2024 and a joint poster will be presented in Paderborn in March 2025. We focused on a joint special issue in the journal Social Science instead of joint presentations.
workshops/virtual workshops to develop the project proposal and methodology workshops for ESRs	3/3	Two have taken place (one in Paderborn in 2023, one in Jyväskylä in 2024 and one more to come in Tallinn in September 2025
Integration of TLU into networks led by FEWL partners: EARLI SIG-14 Learning and Professional Development, nordyrk.net, AERA SIG Workplace learning,	5 new network memberships for TLU	The TLU team participated in EARLI SIG-14 (Learning and Professional Development) and in a joint conference organised by three EARLI networks: 10 (Social Interaction in Learning and

Finnish Association for Educational Research, DGfE-Sektion Berufs-und Wirtschaftspädagogik		Instruction) , 21 (Learning an Teaching in Culturally Diverse Settings) and 25 (Educational Theory). TLU also participates in the EERA network 3 (Curriculum), 25 (Research on Children's Rights in Education), network 2 (VETNET)
ongoing international research projects/project applications (with at least 2 FEWL partners)	1/1	ERC Synergy grant proposal was submitted in November 2024. One Erasmus proposal will be submitted in March 2025. One Horizon application. TLU is planning to host and supervise MSCA postdoctoral fellowships.

**Table 8: Capacity to compete successfully for future research funding**

Form of impact	KPI-s	Current status
RMA staff exchange to upgrade R&D management capacity to support proposal preparation/coordination	Min 2 visits on site, min 6 virtual meetings+consultations	2 on site RMA staff visits and several virtual meetings and consultations have taken place.
international research project applications on integrating FE and WPL - TLU as partner/ as lead partner	1/1	Two applications have been submitted. One (Horizon application in 2023) was not successful, the other (ERC synergy grant) is waiting for the decision.
research proposal (e.g. Estonian Research Council)	1	We focused on international proposals.

#### 4. Non-academic impact

**Table 9: Bridging the policy and research gap**

Form of impact	KPI	Current status
FEWL presentations at policy events/ FEWL workshops (incl. virtual) with policymakers and officials	Min 4 / 1	2 have taken place in Estonia, 3 to come (in Estonia, Germany and Finland, respectively)
policymakers in project mailing lists/ in workshops	Min 20/ Min 20	Will be added to the invitation mail to the FEWL conference in April 2025 at TLU

**Table 10: Involving stakeholders, experts and wider audiences**

FEWL seminars held by the NGO Estonian Education Forum with experts and stakeholders	Min 4	2 have taken place, 2 to come
FEWL media presence: Estonia/Finland/Germany/EU	Min 4/ 4/ 4/4	Three newspaper articles in Estonia, two radio and one TV appearance have taken place in Estonia. One more newspaper article is planned in Estonia. Blogposts and a newspaper article are planned in Finland, videos and press releases are planned in Germany
FEWL website views/followers in social media	Min 500/Min 300	FEWL web page (Estonian version) has been viewed since 2024 309 times, with 109 active users, average time spent 54 sec.; the English version has been viewed 181 times, with 97 active users, average time spent 37 sec. TLU Facebook has 4100 followers in Estonia and 300 abroad. The last popular scientific article in Novaator (from Febr. 6) reached 5200 readers and through the link shared in social media 2019 readers (incl. 139 reactions).

## 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 on school practices. The FEWL team members, including ESRs, are involved in higher education teaching and implement examples and practices developed during the project in their courses. FEWL will also **improve the methodological skills of academic staff, especially ESRs, from other universities in Estonia** by opening up 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. This activity is in process.

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 also concerns 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 is already taking shape and the consortium makes an effort 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.