



European Design Training Incubator

Final Report

Public Part

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Project information

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Executive Summary

The project outlined:

The Vision

Supporting the European Economy through design-related education and training.

The Project

The European Design Training Incubator (EDTI) began as a 24-month project with 6 partners from Belgium, Bulgaria, Estonia, France, Germany and the United Kingdom. It has been funded and supported by the EU Lifelong Learning Programme, Leonardo da Vinci.

The Inspiration

At the heart of the EDTI project is the belief that there is much to be done in terms of Continuous Professional Development (CPD) to improve the employability of designers and to foster the use of design as an economic driver. Unfortunately, no single organisation has sufficient resources to achieve what needs to be done on its own.

The Idea

The six founding partners from six different backgrounds came together and agreed to set up a collaborative platform to foster exchange, share resources and benchmark Lifelong Learning in a wide variety of design-related areas.

The methodology

To understand this project and its evaluation, it is important to keep in mind that this was not intended to be at a 'final' stage after two-years but to establish a foundation for further actions. The over-riding action was to build a platform that will continue developing after completion of the project by providing further tools, plans and material.

This ambitious project sits within a logical framework as reflected in the various work packages:

- Audit training needs
- Audit the training provision
- Identify gaps in provision
- Incubate training courses to address the gaps and needs
- Set up a course description database

Although there is a chronological logic to these steps, partners did not start from scratch and therefore could work on the various work packages at the same time, refining their approach as the results were collected.

The EDTI audiences and stakeholders

EDTI core stakeholders are:

- Developers of training courses or educational programmes related to design
- Teachers and trainers, schools and organisations involved in design-related CPD
- Design and business support organisations
- Policy makers and influencers

The Beneficiaries

The direct beneficiaries of the outcomes of the EDTI project are design educators and trainers, design practitioners, design buyers, and students of design. Beyond these beneficiaries it is hoped that the European society and economy at large will benefit from the outcomes of the EDTI project because design is now seen a driving force for innovation and as such is in a very good position to address socially responsible and environmentally sustainable innovation.

After two years of active collaboration the partners have achieved: an initial benchmarking of training needs and provision; developed a database of stakeholders and course provision, the basis of a common language – a map of design; identified areas of expertise; and created new course descriptions. In addition, a collaborative platform to incubate courses and develop professional standards has been put in place. All of this will be accessible on-line. The EDTI project aims to be a major contributor to the future of the design industry.

Table of Contents

- 1. PROJECT OBJECTIVES 6**
- 2. PROJECT APPROACH 9**
- 3. PROJECT OUTCOMES & RESULTS..... 16**
- 4. PARTNERSHIPS..... 21**
- 5. PLANS FOR THE FUTURE 25**
- 6. CONTRIBUTION TO EU POLICIES 28**
- 7. EXTRA HEADING/SECTION 32**

1. Project Objectives

Main aims and objectives of the European Design Training Incubator:

- Benchmark the design-related VET organisations
- Audit and identify needs for continuous vocational training
- Develop a map of design domains, sub-domains and specialities
- Identify workers' profiles
- Identify competences related to design domains, sub-domains and specialities that are required for professional practice
- Develop a database of design-related VET organisations
- Promote best practice in design-related VET
- Foster curricula aimed at reinforcing designers' management skills to foster increase of their value added
- Foster curricula aimed at fostering integration of innovation and design within European companies
- Foster training to keep designers and companies in tune with new technologies and business development opportunities
- Foster curricula to encourage designers to become entrepreneurial and use their entrepreneurial spirit to develop the economy and create jobs
- Foster training for people working as designers without a design-related degree
- Foster training in the fields of sustainable development, export, citizenship, social integration (design for all), attractiveness of cities and regions, materials, traditional and new technologies, prospective.
- Foster training aimed at facilitating collaboration between designers and enterprises
- Foster training using e-learning technologies
- Foster training and actions facilitating language development and diversity
- Develop an ECVET system for design-related VET to facilitate sharing R&D and mobility of trainers and trainees
- Facilitate collaboration among education institutions, training-related organisations, professional associations, enterprises, R&D and promotional bodies
- Assess quality and output of actions implemented by partners
- Disseminate among design-related VET organisations, information on the European Design Training Incubator research and outcomes
- Foster development of a broader European network for design-related VET organisations

Overall objectives

The overall objectives of this project can be summarised as follows:

- Developing a collaborative database of design training partners can access and use for their own purposes
- Setting up the foundation of a European Design Training Incubator network

This project deals with development of curricula and not with their implementation. Implementation will be the partners' own responsibility.

Intermediate objectives

In order to achieve these overall objectives, intermediate objectives have been set up:

- Developing communication tools for dissemination and creation of a European community among design-related VET organisations
- Building a European database of design-related organisations involved in VET activities
- Benchmarking the European design-related VET sector
- Benchmarking the training needs as well as pertinence of existing trainings
- Developing trainings collaboratively
- Assessing quality of trainings
- Developing an ECVET credit system
- Establishing a collaborative database of trainings
- Exploring establishment of a broader European network

Final beneficiaries

Final beneficiaries are:

- Design students, teachers and trainers
- Designers in all domains
- Enterprises (managers and workers)
- Job seekers and employed designers.

Stakeholders

The project stakeholders are:

- EDTI Partners
- Continuous Professional Development (CPD) providers
- Business Support Organisations
- Design Support Organisations
- Educational Institutions
- Policy Makers
- Research & Development Centres

Beneficiaries and stakeholders have been involved in all various stages of project implementation. They have been reached through electronic newsletters and press releases, targeted workshops and symposia, online quantitative survey and qualitative interviews in order to identify their training needs, audit the existing training and indicate areas for training incubation.

EDTI - What's in it for me?

1. **Business incubation concept** as it applies to training development for the first time in Europe targeted upon designers and SMEs. Target groups can benefit from EDTI aiming to share this business development concept with designers and companies.
2. **Training skeletons and methodologies** – joint “incubation” of a number of training descriptors including teaching methods to help meet the needs of different audiences that training providers can use in your practice.
3. **Benchmarking** – EDTI has conducted one of the most comprehensive surveys ever on the design sector in Europe. The results of EDTI's quantitative and qualitative surveys has identified major gaps in the provision of design-related education and training, thus, helping training providers to address the expectations of design users, linked to the continuous improvement of designers' skills and competences.

4. **Online Database** of design-related educational and training organizations in 6 European countries.

5. **Network** – bringing the worlds of business, R&D and design together through a unique collaboration between business support and R&D organisations and design-related training and professional institutions.

2. Project Approach

The Business Incubation Concept Applied to Design Training

By initiating a project entitled the European Design Training Incubator it was probably the first time that the business incubation concept had been applied to training. In this sense it fits very well with the EDTI objectives contributing to innovation, as it is not just addressing any kind of training but one related to the world of design and the way companies use design in their development strategies. It is only natural that the problems of an innovation-oriented sector should be tackled in innovative ways.

One of the major contributions of EDTI in terms of adding value to EU policies is the clear demonstration how this concept can be applied to both the world of education and training and the design sector. It takes a certain kind of expertise and resources to develop new training and new curricula that address a variety of training needs targeted on a specific industrial sector. Moreover, the design sector underpins user-driven innovation in a great variety of industries. The requirements and expectations of the design profession are ever growing, including EU and national legislative pressure for more sustainable and eco-friendly new products and services. The issue is how to address the training needs of an industry that is so dynamic and forward-looking? EDTI's answer has been to gather together a variety of expertise – a professional designer, a technology research centre, a university, a business support organization, a skills centre and a design support centre. This multi-skilled team has then focused on developing new training and at the same time making the content, methods and structure easily adaptable for use in different training environments by nurturing the training providers with enough schematic guidelines or “skeletons” on new topics that can be further developed and used by training providers. Thus, EDTI is a nursery for new training “skeletons”, that meet carefully identified and analyzed training needs and which have been developed in a multinational, multi-disciplinary working environment.

Training Incubation Process

- Gather together people from different backgrounds
- Identify gaps and training needs through benchmarking and surveys
- Respond by working together on schematic guidelines -skeletons for training
- Incubate training
- Put the incubated skeletons online
- Training providers and others can then flesh out the skeletons according to their specific need
- Skeletons can also be added by external users.

Research

From September 2008 - October 2009 EDTI surveyed and benchmarked practice in order to map and analyse the knowledge and skills of designers and design stakeholders, audit their training needs and get input to incubate new training. The methodology was both quantitative and qualitative using online questionnaires and in-depth interviews. The quantitative questionnaires covered 25 topics ranged on different design-related target groups such as designers, design managers and design

students. By the end of September 2009 over 400 questionnaires had been completed. The EDTI qualitative surveys were carried out in 6 EDTI partner countries: Belgium, Bulgaria, Estonia, France, Germany and the UK. In all those countries the same methodology for interviews was used with 10 different qualitative questionnaires for different design-related target groups. Altogether approximately 700 in-depth interviews were carried out.

Added Value

Common Language

EDTI has worked at finding common ground and developing standards to facilitate international collaboration and to help foster the integration of design within European economy and society.

To do this 4 areas were prioritised:

- Mapping design
- Analysing design expertise
- Harmonising course descriptions
- Harmonising course evaluation

Mapping Design

Although design is higher on the agenda of companies and governments than any time before, it suffers from a lack of recognition. The very first step to gain recognition is to know what design encompasses and to present a comprehensive picture of the design sector. For the purposes of analysis and evaluation EDTI has identified a broad series of design domains covering: design strategy, communication/ Information/graphic design, environment design/architecture, fashion/textile design, product design and service/experience design.

They have then been organised into three levels of detail: domains, specialities and deliverables. While the map of design tries to be as comprehensive as possible, it is accepted that it cannot cover the totality of activities undertaken by designers. Nevertheless, it is hoped that it will provide a sound basis to identify those areas in which designers are active in order to analyse their training needs.

It is recommended that organisations, associations or educational institutions use this map to help present and promote their activities, membership, departments or organisations. It is further suggested that designers adopt this map to move towards a common language to help talk to world beyond professional design and designers.

Structuring Design Expertise

In developing new training courses and benchmarking training, EDTI faced another challenge – how to harmonise the topics and the areas of expertise designers need to develop. Within the framework of continuous professional development 9 major areas of expertise were agreed:

- Management of design business
- Management of design projects
- Methods, techniques and technologies
- Communication skills
- Creative thinking

- Future thinking
- Intellectual property rights
- Languages
- Materials

These areas of expertise were analysed in terms of training provision and training needs and each was described in details to help identify learning outcomes and objectives. These 9 topics were then used to categorise the training courses that comprise the collaborative course database. It is recommended that CPD providers and educators use these areas of expertise as a focus for further training course provision.

Harmonising Course Descriptions

EDTI harmonised their respective course descriptions to achieve a common format to meet the demands of short and long training courses. This common course description incorporates both design domains and the expertise areas. Such a common course description seeks to foster knowledge, best practice amongst those with responsibility for developing training courses. It may also help potential trainees or students.

Harmonising Evaluation Forms

EDTI also harmonised the format of evaluation forms in terms of EDTI training, existing training, stakeholders and for self-evaluation to help foster consistency in comment and feedback post course delivery.

Building up a collaborative platform for CPD development

After two years of intensive development, EDTI aims to be a useful online collaborative platform for:

- Developers of training courses or educational programmes related to design
- Teachers, trainers, educational establishments and organisations involved in CPD related to design
- Design and business support organisations
- Policy makers and influencers

The objective is that all EDTI stakeholders can access a central platform where they can access the information, material and tools they need in their daily practice. Although six partners initiated the EDTI project with the support of the EU, the initiative has now been broadened to all those organisations and individuals who want to benefit from the work of EDTI and want to contribute and share experience and expertise.

A Training Incubator

The core objective of EDTI is supporting the European Economy through design-related education and training. To achieve this objective and face the other challenges facing the design industry, EDTI is fostering the development or improvement of training provision using the incubation model. Although educators and trainers have been taught how to teach or train, some may lack skills in developing a training course or course module. EDTI has made recommendations on how to develop new training courses to answer training needs. EDTI proposes that its stakeholders share their course descriptions on a database from which colleagues can learn to develop their own provision or collaborate to implement these courses. Participants are also encouraged to present case studies with success and failures to encourage best practice and transfer knowledge through the various online facilities.

Benchmarking and Auditing Training Needs

The EDTI online platform offers a variety of tools and materials to benchmark and audit training needs. Its online surveys of training needs will be repeated so that CPD providers can evaluate the changing pattern of training needs. In addition to the priorities the design industry needs to address as a sector, it presents public European, national and regional priorities and their implications for designers, the areas they need to focus on, and the training they need to improve their employability. Qualitative surveys were conducted in 2008 and 2009. The outcomes and highlights have been published on the EDTI website to help trainers.

Benchmarking Training provision

Identifying training needs was one of the priorities for EDTI. Matching the needs with existing training provision was another focus. It allowed the gaps to be identified and recommendations to be made for future training development. This analysis was carried out at various levels: vocational, further education, university and lifelong learning.

The results are available online.

A Resource Centre Related to Design and CPD Topics Throughout the project, EDTI developed resources both in collaboration and individually, to be shared and used by

all EDTI stakeholders. It includes the Design Map, the Design Expertise Areas, a large database made of thousands of curriculum / course / department, information on e-learning, on quality assessment, on the European Qualification Framework (EQF), on the European Credit System for Vocational Education and Training (ECVET), as well as useful links and electronic documents.

A Database of Stakeholders

To foster contacts among those involved in design-related CPD, EDTI has developed an international database including thousands of educational institutions, skill centres, business support organisations, professional associations and promotional centres. It also includes Ministries of Education and bodies in charge of ECVET or EQF.

A News Centre for Design CPD Topics

The EDTI platform also offers a news area where articles on the development of EDTI are published and archived and where organisations involved in design-related CPD can contribute.

Evaluation strategy

New courses are not enough.

The courses developed by EDTI aim to be of a high quality in terms of content. But that is not enough. To achieve the objective of supporting the European Economy with design-related education and training, their delivery has also to be of high quality. Therefore, to attain course quality in both content and delivery a common quality assessment and evaluation strategy seems useful and advisable.

An important precondition for high quality training is the integration of a quality management with three main components: quality control, quality assurance and quality improvement; focused not only on product quality, but also the means on delivery.

EDTI is offering guidance on its evaluation strategy (www.edti.eu), using criteria based on an agreed set of standards. Evaluation is used to characterise and appraise the courses in a wide range of factors: utility, feasibility, and appropriateness on one hand, and on the other, to characterise and appraise the teacher, the organisation and/or the student experience.

Evaluation can be methodologically diverse, using both qualitative and quantitative methods. It is an in-depth analysis of answers. In education accreditation is a type of quality assurance process in which the services and operations of an educational institution or programme are evaluated by an external body to determine if applicable standards are met. If standards are met, accredited status is granted by the agency. In most countries in Europe, the function of educational accreditation is conducted by a government organization, such as a ministry of education. This is not necessarily the case for life-long learning.

This is one of the reasons EDTI is offering guidelines for the continuous improvement whether it be training, lecturer, management or even the organisation itself. It may be that informal reviews are sufficient but a formal evaluation, carefully planned, could have a beneficial effect on the life-long learning process. There are many different

methodologies and the selected method will influence the attitudes and behaviour of those involved.

To find the right evaluation strategy a number of factors have to be considered:

Factors in Evaluation:

Goals and Focus

- Issues to be evaluated
- Objectives and related indicators

Information

- Information needed
- Information about evaluation criteria

Methods

- Methods and instruments
- Self-evaluation

Evaluation Process

- Responsibility
- Time schedule

Evaluation Application

- Identifying outcomes
- Organizing the outcomes
- Analysis and interpretation
- Evaluating the evidence

Target Groups

- Target group(s)
- Learning environment

Privacy Agreement

Dissemination & Exploitation Strategies

The Education, Audiovisual and Culture Executive Agency carried out this programme by signing an Agreement '2007-1976/001-001 LE3-MULPRO' with Design innovation in September 2007 for a duration of 24 months. It started on 1 January 2008 and ends on 31 December 2009.

Design innovation has signed agreements with Cirtes, Biznes centar, Robert Gordon University, Estonian Design Center and Designkunst respectively.

Partners entered into a contract to decide on their respective Intellectual Property rights that relates to their own data and that shall arise from their common work and shall go beyond the strict duration of the aforementioned Agreement.

They agreed that they shall share, between themselves, information, data and all material collected, developed and financed within the framework of the EDTI project as defined in the project description approved by the EACEA and by the EU.

Each partner agreed to allow every other party to copy, in whole or in part, to mix with other database, to translate, to change, and to use the common database within its own organization and on its own web site, as well as with any other signatory of the present contract.

Partners shall prevent themselves from making the common database available to any third party (except the European Union), without the other parties' unanimous written consent.

Information published by EDTI partners will be accessible by all and can be used freely with the mention © EDTI and whenever appropriate, with the mention of the author and/or his/her organisation.

Partners agreed that information on EDTI website is free for non-commercial use and that contributors will keep copyright of the content they provide.

Link to the website: <http://www.edti.eu>

3. Project Outcomes & Results

1. Applying the business incubation concept to training

a) Specific know-how created and tested:

Partners believe this is the first time ever that the business incubation concept, in particular the “incubator without walls” version is applied to training. Thus, by developing and using this method partners have clearly demonstrated the inter-sectoral exchange and transfer of know-how and good practices that can exist between the world of education and training on one hand, and the business environment on the other hand.

b) Guidance on the methodology for use:

A short description of the business incubation concept has been developed to create a base of common understanding of what business incubation refers to and how it can be applied to the world of design-related education and training. The training incubation process has been demonstrated as a simple 7-step innovative approach to be used by all stakeholders for development of new curricula and ideas.

c) Demonstrated cooperation process and exchange:

Partners represent a design centre, a CPD provider, a university, a R&D centre, a business supporting organisation and a professional designer. Through this mix the project demonstrated how training curricula should be really developed – in sound cooperation with a majority of stakeholders in order to ensure that the training needs of target groups are answered while paying particular attention to potential employers or users of the designers’ services. The different experiences and background of the partners helped and fostered the exchange of experiences and good practices and improved the understanding between representatives of different economic actors.

2. The most comprehensive database of design-related education and training organisations in Europe

Within the frame of the EDTI project partners managed to compile and put online a database with design-related educational institutions, CPD providers and relevant stakeholders, containing information about more than 2500 organisations from Belgium, Bulgaria, France, Germany, Estonia, the UK and other countries with their contact details and description of the various design-related courses they provide. The database can be accessed on the EDTI website: <http://www.edti.eu>.

3. Benchmarking design-related training needs in the 6 partner countries

Target - Designers

Designers with different educational backgrounds working in a range of different design domains were selected for interview. Most of the respondents were practicing in domains that were not part of their initial training, although some were still practicing in their original design domains in addition to other areas. Some of respondents working as designers had not been trained as such. In the UK and Bulgaria the majority of designers were educated in more than one design domain.

Most of the designers thought that their education had provided only a basic knowledge for the start of their careers and they had had to learn on the job. The majority of designers were constantly adding new services and expanding their skills. These designers appeared to survive because of the diversity of services they provided.

Some of the improvements through training that were identified related to:

- Management of design business
- Marketing
- Software (in particular 3-D)
- Communication skills
- IPR
- Future thinking, scenario building
- Technologies and processes
- Languages
- Sustainable design

Target - Design Students

Students from different design degree courses were interviewed. Generally, students did not feel prepared to start their careers nor start up their own design businesses.

Some findings as to how Design students evaluated their courses were:

- Design project management was thought generally good
- There was not enough workplace-based training
- Software skills were to industry standard
- They were aware of IPR issues, but needed more information
- A business development/IPR advisor would be beneficial

Generally, students considered that their education provided them with only the basis for the start of a professional career and that they would have to learn on the job.

Target – recent design graduates

Designers with less than 3 years work experience were interviewed. Most had degree or postgraduate qualifications in a wide variety of domains. The majority were employed.

Recent designers evaluated their career starts thus:

- A major gap was lack of management of design business skills
- Some experienced difficulties working within the business environment
- Most thought work experience important during studies
- Most thought their education good or excellent as regards the use of software within their own design domains
- Graduates needed constant support and access to short, software tutorial sessions
- Graduates were not confident about IPR matters
- Graduates lacked selling and communication skills

Target - design buyers and design project managers

This group had mainly degree or postgraduate qualifications. The majority did not have any specific education in design management and lacked knowledge about design. Nonetheless, the majority considered that they could manage a design project successfully.

Design project managers saw designers as absent-minded artists with unrealistic ideas who were quite difficult to communicate with. However, respondents who had worked over a long period with designers saw them as inspiring and great to work with. Their overall opinion was that, "Hiring a good designer can have a positive impact on business".

Target - design business owners and managers:

The majority of this group were educated as designers and had not been trained to run a design business – they learned on the job. In the UK all design businesses had a business and marketing plan. Elsewhere the majority did not although they believed they had the skills for managing a design business. Their main business goals were related to internationalisation and exporting (specially in Estonia), despite the fact those skills were lacking.

The main conclusion from the surveys is that the design-related communities lack a common language and their understanding of design is variable. This means that in order to improve cooperation between designers and companies, designers themselves must create a common platform to talk about design. In addition, designers should learn to talk about design in business terms.

Recommendations to Business and design support centres

Key objective is to include design within business development strategy and Training for their own staff.

Development should include:

- Design basics
- Design management
- Design business management

They should develop for their clients:

- Design consultation package as part of innovation services
- Coaching services
- Training

Recommendations to Public authorities:

Key objectives:

- To transform public services
- To improve public procurement
- To incorporate design within policy

There are 2 key messages for public authorities, namely, that design needs more targeted support including training, technology, knowledge transfer, and access to finance, and education and training for policy makers and public authorities should include design Issues.

Recommendations to Design buyers

Key objectives:

- Optimise benefits of design for their businesses
- Increase the understanding of design and its link to innovation
- Increase the understanding of design process (how design works)
- Increase the skills of implementing design and managing design projects

- Increase understanding the benefits of design strategy

Recommendations to Designers

Key objectives to improve skills relating to:

- Developing a successful career
- Explaining what design is by developing a common language
- Understanding the client including business environment, language, objectives
- Communication skills
- Management of design business
- IPR
- Management of design projects
- Continually updating technical skills, including new technologies, materials and software

4. Design map and design-related competences

Partners have developed a design map and identified design-related competences which can be used as a reference for improvement of understanding and as basis for the NACE codes. The design map can be viewed in the 'Design. So what and who cares?' publication in EN, BG, EE, DE and FR (Download version at http://www.edti.eu/index.php?option=com_content&view=article&id=160&Itemid=110 or printed version, contact Partners) or at http://www.edti.eu/index.php?option=com_contact&view=category&catid=12&Itemid=113

5. Incubated training descriptors (“training skeletons”)

The EDTI course description database is a useful source of inspiration for those who want to develop new training courses or those who seek collaboration on specific topics. Content is provided by CPD providers or educational institutions who want to share ideas and experience.

No educational institution or CPD provider has the resources to address all the training needs of designers and entrepreneurs. The basic idea behind this concept is that if educational institutions and CPD providers agree to share, they will gain in return: if an organisation brings in, let's say, five course descriptions, and if 50 organisations do the same, each of them can access 250 course descriptions they can learn from for their own use.

Clearly, the course descriptions are skeletons that need to be fleshed out by trainers and educators. These skeletons have to be used as guidelines and indicators. Two educational institutions or CPD providers could use the same skeletons. It is the specific content, which requires to be developed that will make the difference for the student or the trainee. This means that educational institutions and CPD providers should be encouraged to share material.

Course descriptions are available at:

http://www.edti.eu/index.php?option=com_content&view=article&id=159&Itemid=109.

For more information

Enter Project title here

Partners contact details are available at

http://www.edti.eu/index.php?option=com_contact&view=category&catid=12&Itemid=113

4.Partnerships

Under the coordination of 'design innovation', the 6 partners were chosen because of their specific expertise in the field, they are:

P1 – design innovation (Belgium)

Project coordinator: Thierry Van Kerm

'design innovation' is a skill centre dedicated to design based in Wallonia, the French speaking part of Belgium. Its main activities include training, benchmarking design careers, dissemination of information about design careers, and the development of design-related training. The aim of 'design innovation' is fostering development of employment and value-added in the design-related domains.

'design innovation' has identified the following priorities for the development of its actions:

- Management of design business
- Design management
- Communication skills
- Creative thinking
- Methods/tools/technologies for conception, presentation and production
- Materials
- Intellectual properties
- Languages

P4 – Cirtes (France)

Project leader: Jérôme Thabourey

The CIRTES, European Research Centre for Rapid Prototyping and Rapid Tooling, has been located in the heart of the industrial area of Saint-Dié-des-Vosges (France) since 1991. The CIRTES team is more than 20 persons (doctor, engineer, and technician), dedicated to the rapid product development area. The CIRTES offers a process research and technology platform equipped with the latest powerful numerical rapid development product chain (3D scanning, CAD/CAM, 3D modelling, rapid prototyping, tooling and manufacturing processes, high speed machining and 3D control). These, with the research and transfer team of the CIRTES, are at the disposal of industrial companies for R&D contract on new process research and rapid product development. Research and Technology Organization (RTO, member of EARTO), the CIRTES aims at developing Research and Development projects around its two fields: Rapid Prototyping and Tooling with its patented and trademarked process Stratoconception® and Machining monitoring with its patented and trademarked process Actarus® . Its contracts relate to various branches of industry. Among its current contracts, it is necessary to quote PSA and MECACHROME for the automotive branch, DAUM and BACCARAT for the crystal manufacture branch, SAINT-GOBAIN PAM for pipes manufacturing, AIRBUS and CEA DAM for aeronautics and the army, La POSTE,...

P5 – Business Support Center for SMEs – Ruse (Bulgaria)

Project leader: Katya Goranova

Business Support Centre for SMEs – Ruse (BSC SME) has been registered in 1996 as a non-government no-profit organisation aiming at fostering economic and regional development in North Central Region of Bulgaria. Through the years it gained reputation as being one of the biggest organisations in support of the business in the country. It specialized in developing pilot projects for Bulgaria with great sustainability. It established the first business incubator in Bulgaria back in 1997 in hostile business environment and proved that the idea works in Bulgaria. In 1998 it opened a second business incubator along with a virtual incubator and since then the Bulgarian Government has used the expertise of the Business Centre in order to open similar structures all over the country. The Business Centre has developed as well financial instruments for SME support such as a start-up loans scheme, credit line for established companies, machine leasing line, a guarantee fund, an agricultural loan scheme for environment friendly agriculture. Together with the department of industrial design in Ruse University it has started the initiative for business incubator JUNIOR, preparing young entrepreneurs for the real business environment. BSC SME has hosted the Euro Info Centre BG812, part of the official EU network in support of the business and innovation, for 9 years. Since 1st January 2008 the Euro Info Centres Network merged with the Innovation Relay Centres Network to form the largest information and consultancy network in Europe supporting SMEs and innovation - the Enterprise Europe Network. It provides consultations to companies in the field of innovation, technology transfer, business cooperation, EU legislation, participation in EU funding schemes, opportunities for foreign investors, etc.

P6 – Gray’s School of Art, Robert Gordon University (United Kingdom)

Project leader: Professor Stuart MacDonald

The Robert Gordon University (RGU) is a Higher Education Institution, which was founded in 1750, and received full University status in 1992. It has 3 faculties, 8649 full-time, 4643 part-time students and 2500 students of eLearning. It has been developing its international profile for a considerable number of years now, and has been involved in EC funded Programmes for a minimum of 16 years. It provides professional degrees at Bachelors, Masters and Doctorate level which are very industry focussed and are regularly updated to ensure students gain the most relevant skills for employability. This has been proved over recent years, being placed top for graduate employment in the UK. The project was located in Gray’s School of Art in the Faculty of Design and Technology.

P7 – Estonian Design Centre (Estonia)

Project leader: Ruth-Helene Melioranski

The Estonian Design Centre is a not-for-profit organisation aiming to increase the application and knowledge about design in Estonia. The centre was founded by the Estonian Art Academy, Tallinn University of Technology, Estonian Association of Designers and Estonian Institute of Design as one of the results of the successful campaign Year of Design 2006/2007. The main activities of the Estonian Design Centre

are developing design awareness, design education and utilisation of design at all levels and spheres of life.

P8 – designkunst (Germany)

Project leader: Sybs Bauer

designkunst is a design studio based in the centre of Hamburg. It works for national and international clients within three main areas: product design, visual communication and design education. Product design ranges from furniture, consumer products to technical and ergonomic industrial products. Visual communication ranges from CD development, packaging design to brand strategy. Design education is an interdisciplinary and intercultural experience and provides a basis for new strategies, methods and holistic projects. The philosophy of “designkunst” comes from the German word “FormBildung”, which suggests both the active design process and its final outcome as well as the associated learning.

Added value of partnership

Partners included organisations from old and new member states, thus providing the possibility to enhance exchange of experience in different economic and regional development working contexts. Moreover, good coverage in terms of including countries from Western and Eastern, Northern and Southern Europe adds value to the results of the EDTI project, and is validated for various training environments.

The wide range of Partners’ organisations’ expertise covering most stakeholders profiles has proved extremely useful in terms of considering all stakeholders’ points of views in the process of design-related training incubation. It also helped to develop training descriptors targeted on different groups – professional designers, design students and graduates, business support organisations, teachers and trainers, SMEs, public institutions.

The EDTI team was well balanced in terms of gender equality. Language diversity was respected as most of the material was developed and available in 5 partners’ languages.

The EDTI project also paid attention to the cultural diversity and addressed successfully cross-cultural issues not only in the management of the project, which involved collaborative work of 6 different cultural environments each with its own perceptions, but also by the development of specifically targeted training descriptors in the incubation process.

External Partnership:

EDTI project would like also to express its gratitude to all additional external partners who contributed to the project’s implementation:

1. UK Design Council, providing a lecturer for the EDTI symposium in Estonia and contributing to the EDTI final booklet;
2. Ruse University for providing its premises free of charge for the EDTI Board and workshop meetings in Ruse; for getting the team acquainted with the problems of its

Industrial Design Department and for hosting the EDTI local symposium meeting in Ruse;

3. Ecole des Mines de Paris for hosting the EDTI local symposium meeting in Paris;

4. Armines, for providing its premises free of charge for the EDTI board and workshop meetings in Paris;

5. EURADA for featuring the EDTI partners as speakers in a dedicated panel on neglected innovators to its 9th CEEC Congress, held in Ruse;

6. IFAPME for hosting the EDTI local symposium meeting in Charleroi

EDTI partners are confident that the external collaborators' interest shows that the EDTI project results are valuable and useful for their target audiences.

5.Plans for the Future

The future vision of EDTI is to move towards the integration of creativity, design, innovation and skills development at the European level. This is predicated on the belief that the design of goods, services, experiences and environments is an essential driver of technological and non-technological innovation and that skills is an ineluctable element in that process. The same process can be a socially responsible and environmentally sustainable tool. It is EDTI's aim to use design-led education and training to help break down the barriers to improving European competitiveness and social cohesion.

Administration and finances

Each partner will continue to handle administrative issues in its own language, except 'design innovation' which will take care of FR and EN.

EDTI is no longer funded by the EU.

At this stage, EDTI became a practical daily tool for those involved in developing and implementing design-related CPD issues. It is expected that interested stakeholders will use it on their respective budget and time, outcomes being expected to be of higher value than time invested in the project.

Communication

The EDTI website is up and running and available in 5 languages. 'design innovation' is responsible for maintaining the 5 versions.

Content in EN and FR will be managed by 'design innovation', designkunst will manage the DE version, EDC the EE version and BSC-Ruse the BG version.

EDTI eNews and Press Release will continue to be circulated on a regular basis. Frequency might be different for each language according to needs.

'design innovation' will continue acting as the communication officer for international issues and each partner is free to develop specific content for its own audience.

Database development

The database is up and running. EDTI applicants are invited to add and/or update the data of the organisation he/she works for. Contributors can easily add information about new stakeholders.

'design innovation' will contact public authorities and design-related organisations that are in the database to inquire whether they can contribute with additional data (design schools for example) in countries. These data will continue to feed the database.

Benchmarking

The online surveys are maintain on the website for consultation and remain open for participation.

Audit of training needs

The first rounds of training needs managed in the framework of the EDTI project included quantitative online questionnaires and qualitative interviews. This approach allowed highlighting major training needs and better understanding and structuring the approach to CPD development.

The EDTI website now allows more refined ways to address the training needs through recommendations on the course descriptions, through presentation of case studies and through exchange of practice through the Forum.

Audit of training provision

Partners audited training provision in the respective country or region. By doing so, they set up templates. EDTI network participants will be invited to contribute similar audit in other regions and countries.

Curriculum development and collaborative database

Development and sharing of course descriptions is at the centre of the EDTI project and it is expected that this action will grow steadily as the network will develop and contributions flow in. This will be reflected in the 'course description database.'

e-learning development and provision

As for the audit of existing training, EDTI network participants will be invited to contribute information on e-learning that will be included in the resource area of the EDTI website. This can include link to e-learning provision.

Quality assessment

Among the discussions in the Forum, EDTI Network participants will continue sharing information and best practice in quality assessment, with the objective of harmonizing quality assessment procedures through CPD providers.

ECVET

EDTI will continue report on the ECVET implementation as it develops. Current development are already taken into account by linking the number of hours to a proposed Credit in the course description.

Network expansion

EDTI Partners looked into development models. The two options that were looked into in more details are the establishment of a specific NGO and the development of an open collaborative platform.

After debate, they opted for an open platform that better matches the spirit of collaboration that was developed throughout the project. Partners agreed to re-evaluate this option after one year.

Individuals and organisations can join the EDTI collaborative platform by registering on the EDTI website. They are requested to express their interest in the EDTI and the areas they can collaborate on. As stated in the IPR Agreement, input is shared for non-commercial purposes and copyright remains the property of the contributor.

Training implementation

Apart from actions covered by previous Work Packages, because they regularly face the difficulty to convince designers and stakeholders to take part in trainings, participants to the EDTI Symposia expressed their interest in adding one major topic to the EDTI, the implementation and marketing issues related to training implementation and promotion.

EDTI Founding partners will seek into the best way to address this topic, for example through Forum discussions and case studies.

6. Contribution to EU policies

Cooperation in a multicultural working environment

The 6 partners represent 6 different specific cultures with their working styles, customs, and perceptions – Belgian, German, French, Estonian, British and Bulgarian. The European cross-cultural diversity has been informally put to practice by making these partners work together on a content that can be used and further developed in each country. The WP paid particular attention to cross-cultural issues by developing 2 training descriptors specifically dedicated to cross-cultural working environment for designers.

Answering the European Policy Agenda

1. Lisbon Strategy Integrated Guidelines

The EDTI project answers the following Guidelines of the Lisbon Agenda:

Guideline No 8 - To facilitate all forms of innovation

Design is recognised as a form of innovation. However, it falls within the range of “neglected innovators”. The project will bring to light the problems of the industry and its needs for recognition and life-long learning.

Guideline No10 - To strengthen the competitive advantages of its industrial base

The design sector brings added value to businesses and improves their competitiveness. Thus, the project directly contributes to creating competitive advantages to the EU industrial base.

Guideline 11 - To encourage the sustainable use of resources and strengthen the synergies between environmental protection and growth

EDTI is also focusing attention on topics related to training in sustainable design and especially eco-design, for example, through encompassing the whole life cycle of the product which directly contributes to the sustainable use of resources;

Guideline 15 - To promote a more entrepreneurial culture and create a supportive environment for SMEs

The EDTI project not only fosters continuing education in the design field but it is focusing as well on management of design business which is directly linked to promote entrepreneurship among design practitioners thus leading to more quality jobs and a business environment supportive to innovation and knowledge-based growth in SMEs;

Guideline 24 - Adapt education and training systems in response to new competence requirements

EDTI uses and adapts a well-known established business methodology in order to promote life-long learning in the design industry. Moreover, the project is strongly linked to the business sector, as it pays special attention to the needs of the SMEs which are in fact among the main buyers of design. EDTI focuses its attention on ‘incubating’ specific targeted trainings to SMEs related to the design field so that design

practitioners and their clients understand each other better and foster each others' development. EDTI partners have interviewed representatives of companies and design buyers as part of the benchmarking survey;

2. EU Innovation Strategies and Policies

The project is strongly linked to the following key elements of the EU Innovation Policies: regional innovation, design and creativity, clusters, innovation in services, knowledge and technology transfer, eco-innovation.

Regional innovation

As growth is increasingly associated with the capacity of regional economies to change and innovate EDTI project is linking its activities as well on regional level, helping educational and training institutions exchange information, interrelate and adapt their training activities to the real training needs of designers from one side, and SMEs and design buyers on the other side. Moreover, EU innovation policy has placed a strong emphasis on networks which link the business to the surrounding environment (other firms, universities, research institutes, etc.) and are active mostly at regional level, which EDTI is directly addressing.

Design and Creativity

EDTI project is directly addressing the needs of the design industry which is falling more and more within the scope of EU innovation policies. There is political agreement in Europe that to ensure competitiveness, prosperity and well-being, all forms of innovation need to be supported, and that the progressive shift in emphasis of European innovation policy from exclusive reliance on technology towards more demand- and user-driven innovation must continue. Design is a tool for innovation that has been more or less neglected in EU support measures for innovation. EDTI project is uncovering problems within the industry that can be addressed by future support measures.

Knowledge and Technology Transfer

Design is about generating new knowledge and turning it into new products and services, which is extremely important to maintaining and enhancing Europe's competitiveness. It is fundamental that designers as bearers of specific knowledge and industry work closely together and maximise the social and economic benefits of new ideas.

EDTI project is facilitating this transfer of knowledge through benchmarking the needs of the industry and the designers and establishing an innovative platform for training for both groups so that this transfer becomes more efficient and creates growth.

Eco-innovation

Eco-innovation is increasingly relevant not only in eco-industries, but in all sectors of the economy. Eco-industries involve both process management (including environmental R&D, waste management and recycling) and resource management (including water supply, recycled materials, renewable energy production, nature protection and eco-construction).

Through its benchmarking activities the EDTI project is addressing the training needs in sustainable design, focusing as well on eco-design, which is strongly linked to the development of sustainable products and services.

Clusters

Clusters are powerful engines of economic development and drivers of innovation in the European Union. They provide a fertile business environment for companies, especially SMEs, to collaborate with research institutions, suppliers, customers and competitors located in the same geographical area.

By its activities EDTI indirectly is fostering the development of clusters, as it creates links among education and training, design practitioners and design buyers through its collaborative database of incubated design courses structures of use for all these groups. In addition, EDTI platform is an excellent tool for networking and interrelation between all these stakeholders.

Innovation in Services

The service sector in the EU creates about 2/3 of the EU employment. However, the share of companies in the service sector that innovates is low in comparison to the level of innovation in manufacturing, with the notable exception of the ICT sector. In addition, non-technological innovation plays a very important role in the service sector.

EDTI project is relevant to this point of the EU innovation policy in the following ways:

1. It focuses on and benchmarks the training needs of designers dealing with service design;
2. The central purpose of the project is to develop a healthy service sector; design is a service industry in its own right.

3. EU Sustainable Consumption and Production Policies

Design is strongly linked to sustainable consumption and especially to the product life-cycle management. Thus, life-long learning about these issues links the project to the Integrated Product Policy and Environmental technologies action plan which are the main pillars of the EU Sustainable Consumption and Production Policies.

4. LLP Horizontal policies

a.1 – Cultural and Linguistic diversity

- Most communication tools are translated in the 5 partners national languages
- Deliverable like the list the surveys, the lists of domains, of topics, etc, are translated in the 5 partners' languages

5. Complementarity with other policies

R&D Research Framework programme

The outcomes of the European Design Training Incubator will, through education and training, foster innovation, entrepreneurship, competitiveness by developing collaboration –this is a truly collaborative project– and by fostering circulation and exchanges of ideas, people and capacities.

Employment

- By fostering growth in size in the design sector thanks to appropriate 'Management of Design Business' courses
- Dedicated 'Management of Design Business' and 'Design Management' courses will be dedicated to job seekers and unemployed designers. These will include specific courses on how to be more efficient in job seeking
- Regular surveys and benchmarking as well as quality assessment will be carried on all through the project to ensure pertinence and relevance of trainings as well as reinforcing employability of workers

Enterprise

- Design is directly related to enterprises that will be one of the main targets for the trainings to be developed in the streams 'Design Management' and 'Design Practice'.
- Design is a tool to foster innovation and raise competitiveness within enterprises
- The project has strong link to the industry through dissemination of information on the project among members of the Enterprise Europe Network – the largest European information and consultation network for SMEs, supported by DG Enterprise and Industry of the European Commission. The network has members in more than 40 countries (EU27 + candidate and potential candidate countries, Russia, Chile, USA, etc.)
- Some of EDTI surveys have also been developed for design buyers, among which SMEs, to match design trainings to their needs.

Environment

Design being at the outset of the product development, it will play a major role in the coming years to bring answers to current and future challenges faced by the global warming. Sustainable design – Eco-design– is envisioned as a driving force, a red thread, throughout courses to be developed and more specifically for the 'Design Management' and 'Design Practice' streams.

European Year of Creativity and Innovation 2009

EDTI project has obtained permission from the responsible DG of the European Commission to use the logo of the European Year of Creativity and Innovation 2009 for its events and communication products as a recognition that its activities are directly contributing to enhancing creativity and innovation in Europe.

7.Extra Heading/Section

Not applicable.