

Building Skills 4.0 through University and Enterprise Collaboration

SHYFTE 4.0

WP4: Dissemination & Exploitation

D4.2: Project Website

vs:2.1.0

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This document describes the design methodology adopted for the creation of the Shyfte website and the corresponding prototype which, in the final phase leading to the deployment of the official version of the Shyfte website. It also introduces the different project social networks and the social media management.

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Further Information

<http://www.shyfte.eu/>

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Project Partners:



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1. Executive Summary

This deliverable explains the purpose and methodologies adopted for the creation of the SHYFTE website. The presence of SHYFTE on the web aims at providing public information concerning the project, and to establish social media profiles. The present document documents the design methodology adopted for the creation of the SHYFTE website and corresponding prototype that, in the final stage conducted to the deployment of the SHYFTE website official version.

In the next sections of this document the strategy for the establishment of a SHYFTE presence on the web is developed along with the creation of social media profiles in referenced websites, specifically; LinkedIn, Facebook, Youtube, Wechat. The online presence of SHYFTE reasoning and developments it is built upon an initial paradigm design followed by the correspondent responsible management with the contribution of the project partners aiming to create awareness among the community including stakeholders In the participant countries and beyond. It is aimed to reach a wider community where scientific publications by the participant partners will promote the engagement of the scientific community.

2. Introduction

The European collaborative projects, aiming at the most diverse objectives, need to address diverse requisites and operation modes. The description of most aspects in developing a collaborative project would take us from the constitution of the consortiums to the specificity of the work to be done. But in overall, if the projects are not able to project themselves to the community and thus to make awareness and disseminate the achievements and results, then they lose the importance they could have.

In that view, it is important to create the proper channels for a project to make itself visible to the community and find ways to spread who belongs to it, its message, its ongoing work, and its relevant achievements. For that, a number of channels are available some consisting in local events but rapidly it becomes clear that online presence can reach a far larger audience. In that sense, projects must have their website, their presence in social media and take advantage of those channels to reach a much wider audience.

That is the logic adopted by the SHYFTE project. This deliverable focus on description of SHYFTE project website and social media profiles. It is related to the work package (*WP4*) entitled “Dissemination & Exploitation”, which main goal is to ensure maximum dissemination and exploitation, with the highest quality through all of the possible channels.

This document gives details about the content of SHYFTE website version, and the design methodology that conducted to its implementation. After that, some attention is dedicated to the social media profiles, which have been created in order to communicate SHYFTE information effectively.

3. Website Design

The conception of a project website is based on the need to ensure the presence of the project on the web taking the best practices for such instruments along with the need to present the project, in its essence and objectives and subsequently, present the developments, achievements and contributions to the knowledge in this field. The website is considered a privileged vehicle for community awareness and dissemination of the project, reaching a wider audience beyond what can be achieved with local activities by its independence from borders or regional settings.

3.1 Prototyping

For the design and conception of the SHYFTE website, taking the main requirements fast deployment and user engagement, lead to the elaboration of a prototype website. Prototyping was considered an appropriate methodology for the website development because it enables fast deployment and test so that a consistent presence is built from early stages. The adopted design methodology, allows the fast construct, explore, test and optimization of design features and ideas, in thus aiming to early obtain useful feedback from the user. Conducted collaborative work allowed to quickly generate many ideas. Specifically, prototyping allows:

- Testing and communicating user interface designs;
- Saving time and money;
- Bring users into the design process;
- Engaging stakeholders in a meaningful way;
- Designing across devices and platforms;
- Creating and testing with real content and data.

During the prototype process the following aspects have been taken into consideration:

- Ensure that stakeholders were heard;
- Schedule regular meetings;
- Clarify who will be in charge to approve the prototype;
- Find suitable improvements;
- Brainstorming on the concepts, contents and design;
- Keep timeline;
- Choose size of each version;
- Keep focus on most important features;
- Design for the least sophisticated user;

Information Architecture

In order to design an information content provider, it is important to establish the basic elements and its structure so that it becomes seamless to contribute, enrich the content and link contents in a harmonious way so that it becomes easy follow the contents. Information must flow from the project to the user audience without visual and structural barriers and for that a supporting architecture must be built to support the initial content and subsequent developments of the website. Thus the information architecture for SHYFTE website was designed for the target audience, allowing to navigate through the website in a logic and organized way as represented next in Figure 1.

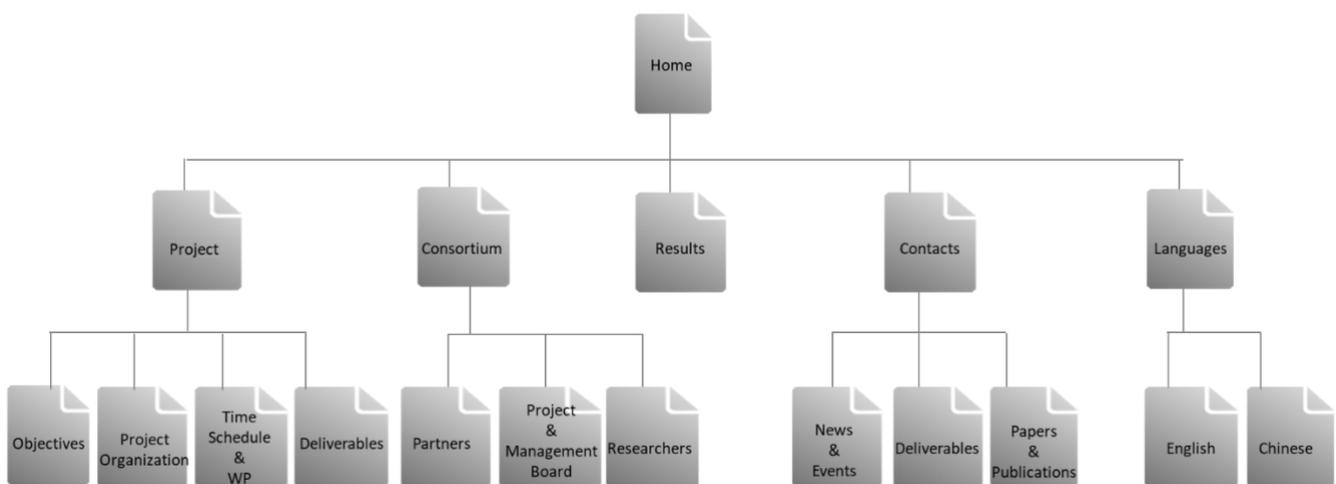


Figure 1 - SHYFTE website design structure diagram

3.2 Interactive Prototype

Prototypes permit to bridge the gap between ideas, sketches, and wireframes and the future stages, since they produce reliable visual designs with enough interaction to make user tests more relevant to the final outcome. Additionally, they allow users to explore and interact, and developers to review content, see results, and react in order to take the best decisions and advance to improved versions.

For this early deployment the JustInMind [1] tool was used to create an interactive prototype of the SHYFTE website. It allows to create simple models, and to test an implementation according to the requirements.

Early version of SHYFTE website

The result from requirements' analysis and subsequent development is the SHIFTE website prototype. The main page is presented next in *Figure 2*, followed by the other sections of the website according to the design structure previously mentioned.



Figure 2 - SHYFTE website structure diagram

The Center of Excellence Network link allows to navigate to this Network's webpage where the centres belonging to SHIFTE project are presented. (Figure 3).



Figure 3 - SHYFTE Center of Excellence website prototype

SHYFTE Centers of Excellence website allows to navigate to each of SHYFTE domains, i.e. Software Engineering and Big Data Analytics; Industrial Engineering and Management; Wireless Network Analytics; and Artificial Intelligence.

SHYFTE website design was discussed in a collaborative way, during design: colour, combination of features, in agreement and information passed to development with help of SHYFTE website prototype; which conduct to its improvement. However, Center of Excellence Network will be implemented for the next website development iteration. The remaining of the document describes the update from the early version of the SHYFTE website, which is currently the version online.

Second version of the SHYFTE website (www.shyfte.eu)

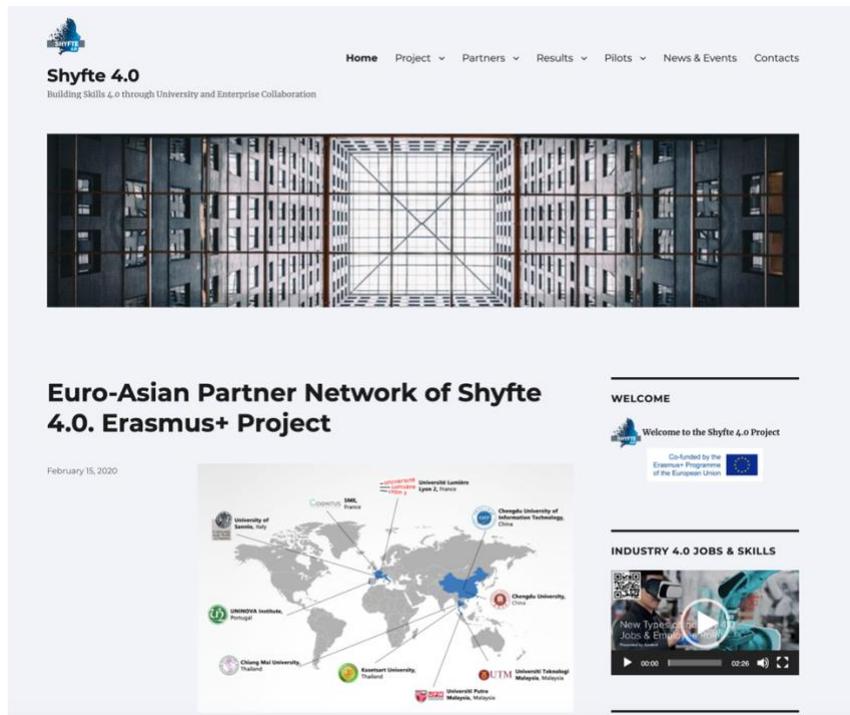


Figure 4 - SHYFTE website, the second version

In the next chapters the actual version of the website is presented in detail thus reporting the progress achieved so far and available online to create awareness of the SHYFTE activities and achievements.

4. Detailed structure and content of the website

Websites are on the most relevant elements of dissemination as they reach a wide audience independently of geographic location. SHYFTE, as an Erasmus+ project, requires specifically a website for dissemination purposes. The actual version was launched in July 2019 and is hosted by University Lumiere Lyon2 (ULL).

4.1 Structure

SHYFTE website has a streamlined structure that allows to the target audience easily navigate throw the website in a logic and organized way (*Figure 1*)

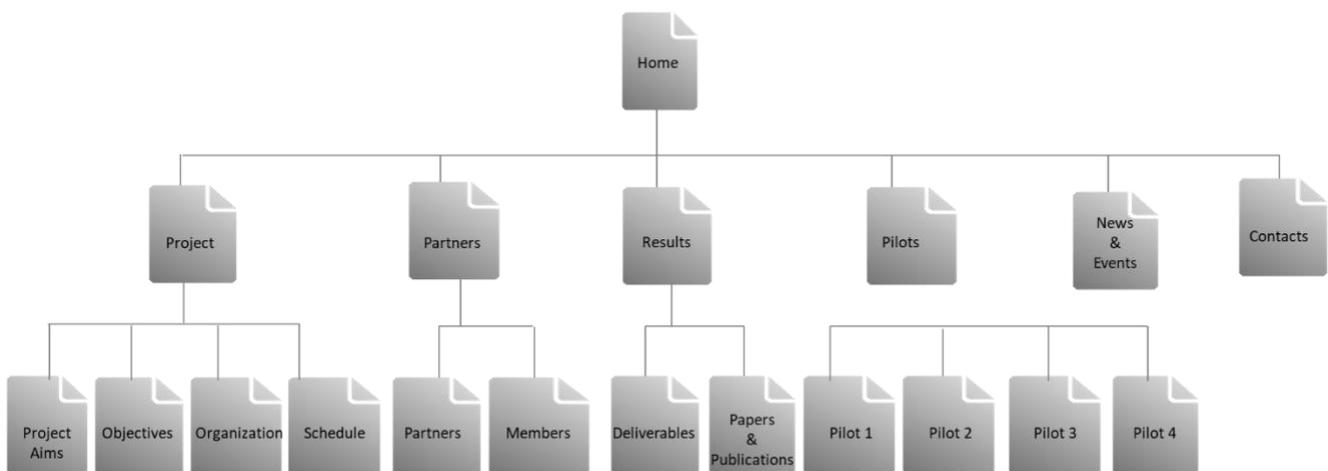


Figure 5 - SHYFTE website structure diagram

Home

The SHYFTE version 2.0 webpage displays general information about the project. It shows six elements, in the following order:

- Top bar menu, including categories: home, project, partners, results, pilots, news& Events, contacts that will be described in the next subsections, as in **Error! Reference source not found.**;
- SHYFTE logo with the title of the project "SHYFTE 4.0 - Building Skills 4.0 Through university and enterprise collaboration", on the top (*Figure 7*);
- Euro-Asian Partner Network of SHYFTE 4.0 Erasmus+ (*Figure 8*);
- List of the latest news of the project (*Figure 9*);
- Relevant videos;
- Recent Posts.

Next it is presented the image of the website (*Error! Reference source not found.*).

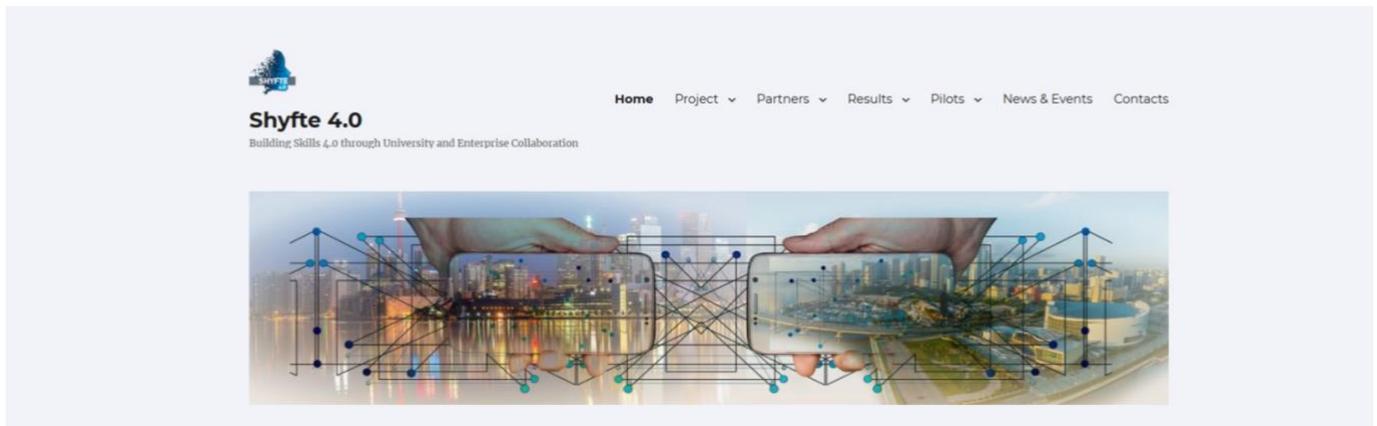


Figure 6 – Homepage of SHYFTE

The whole consortium is presented in the main page as depicted next in **Error! Reference source not found.** It has the countries and its participants. The image clearly highlights the cooperation between Europe and Asia.



Figure 7 – Euro-Asian Partner Network of SHYFTE 4.0 Erasmus+ with partners logo

The news section is one that can engage those who are interested in the project achievements and most relevant happenings. In this sense, the News are one of the most dynamic sections of

the website to promote awareness and engagement with the SHYFTE project as sampled next in *Figure 8*.



Figure 8 - News section of SHYFTE homepage.

Project

“Project” section is dedicated to the information concerning the SHYFTE project. A submenu (*Figure 9*) provides navigation related to the project topics and includes the following options:

- Project aims - presents the aims of the project (*Figure 10*);
- Objectives – presents the main objectives of the project, specifically (*Figure 11*):
 - Build and strengthen links – between Higher Education Institutions (HEI) and Industry 4.0 and promote the job market by minimizing the skills gap;
 - Support academic and administrative staff – in Asian HEIs to design and implement new methodology and learning materials;
 - Build Skills 4.0 Labs – or Learning centers of excellence in Asian Partner’s HEI to become the reference center in its country.
- Organization – describes the project organization entities, specifically: Advisory Board (AdB); Project Coordinator (PC), Management Board (MB); Technical Board (TC); and its organigram (*Figure 12*). Additionally, presents the project organization based on workpackages (*Figure 13*).
- Schedule – Presents the entire project timeline *Gantt Chart*, displaying information concerning workpackage (WP), WP leaders, task and deliverable (*Figures 14, 15, and 16*).

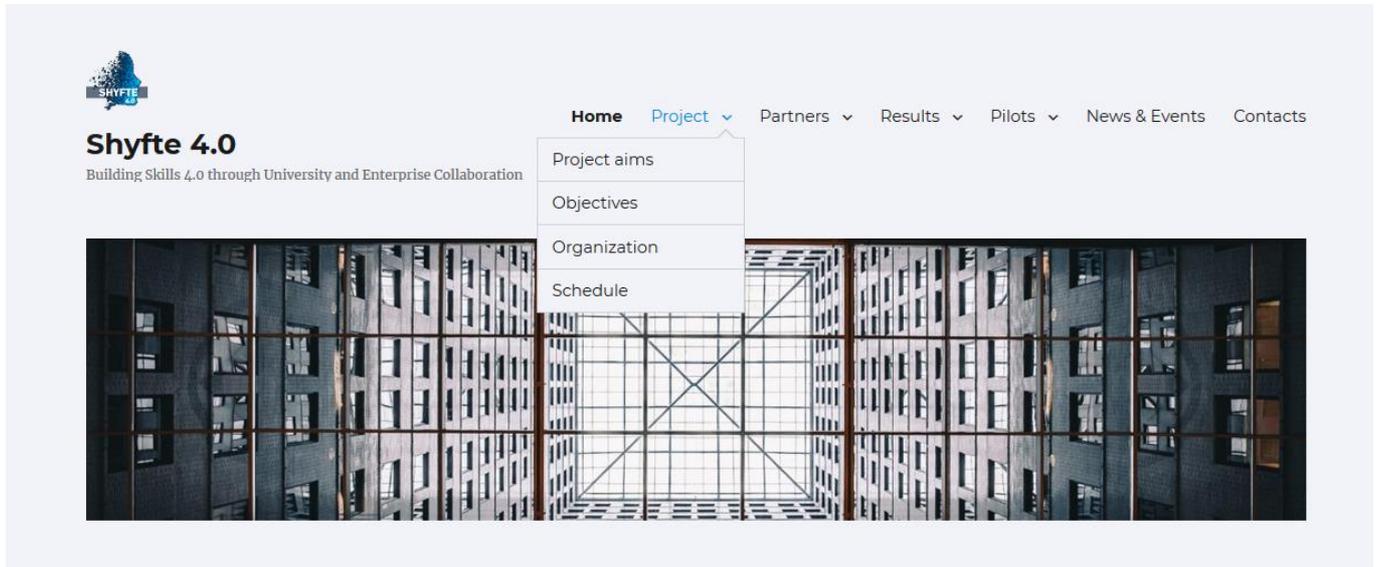


Figure 9 – SHYFTE website – menu Project

The section Project aims is self-explanatory of its contents as it enlightens about SHYFTE’s objectives.

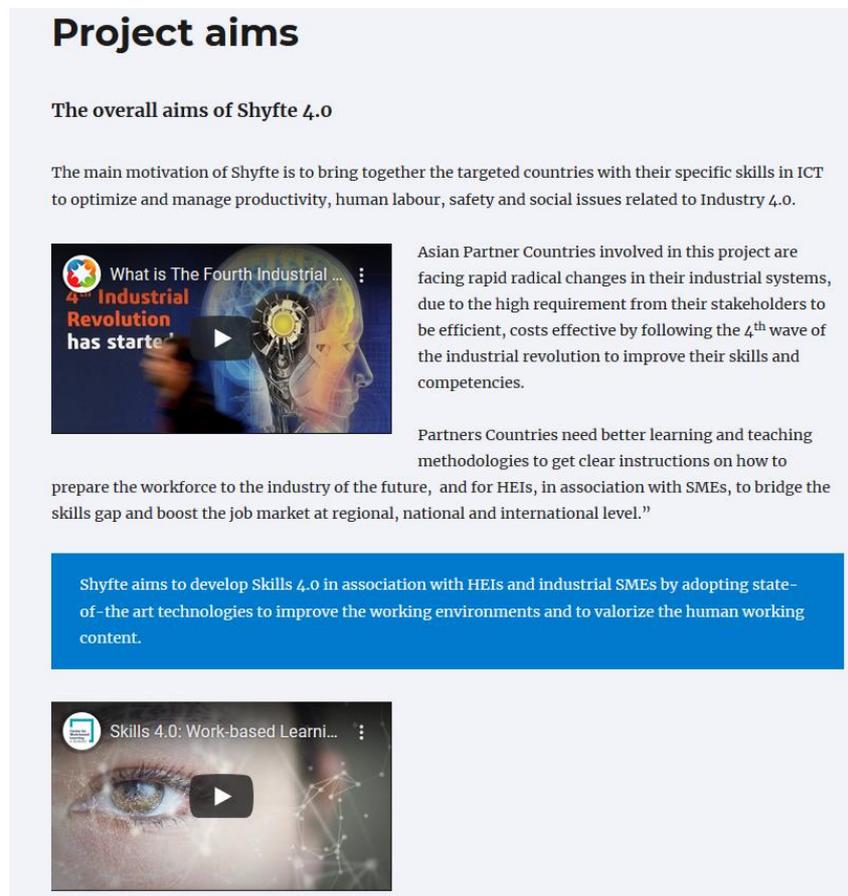


Figure 10 – Project aims submenu

The objectives as defined in the SHYFTE description of work are presented next in **Error! Reference source not found..**



Figure 11 – SHYFTE website: Objectives option of the Project menu

The next section of the submenu is the representation of the Organization in SHYFTE and includes the running boards. The Project Coordinator has the support of the Advisory Board and it is responsible by the Management Board that takes the operations related with the governance of the project, financial and executive and the Technical Board that takes care of all the scientific and technological developments. This is represented next in **Error! Reference source not found..** This kind of organization is usually adopted in the running of such projects and ensures the proper management of the project resources as well as the administrative and technical decisions that ensure the success of the project targeting its goals in a timely manner.

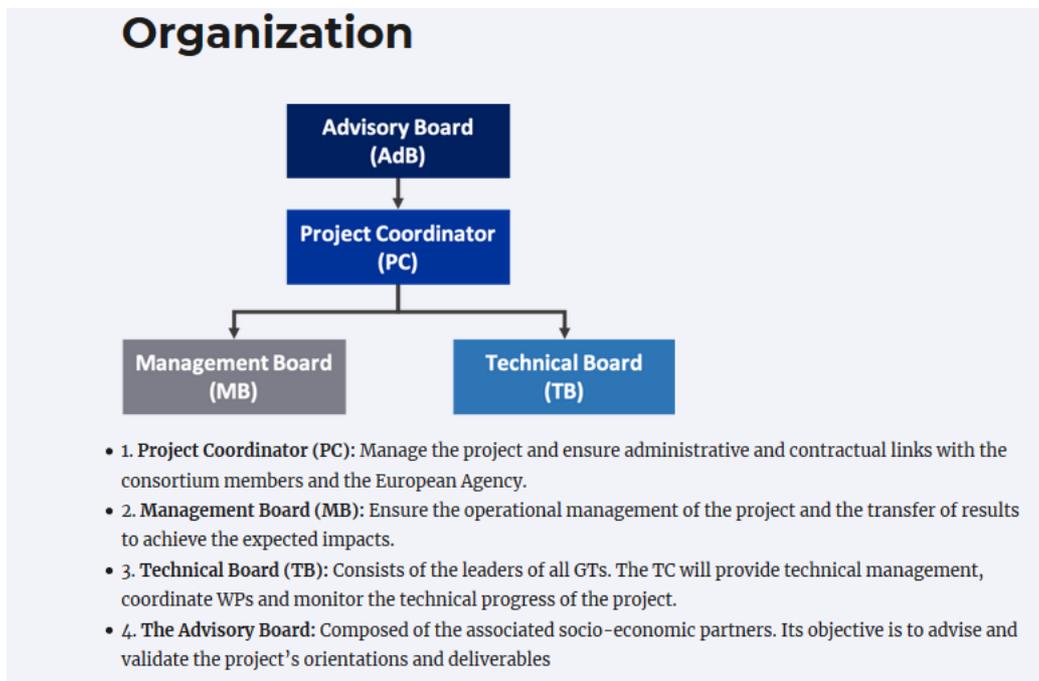


Figure 12 – SHYFTE website: Organization option of the Project menu - organigram

The rational of the project can be understood by observing its pert chart where workpackages and tasks are placed according to its presence and scope in the project.

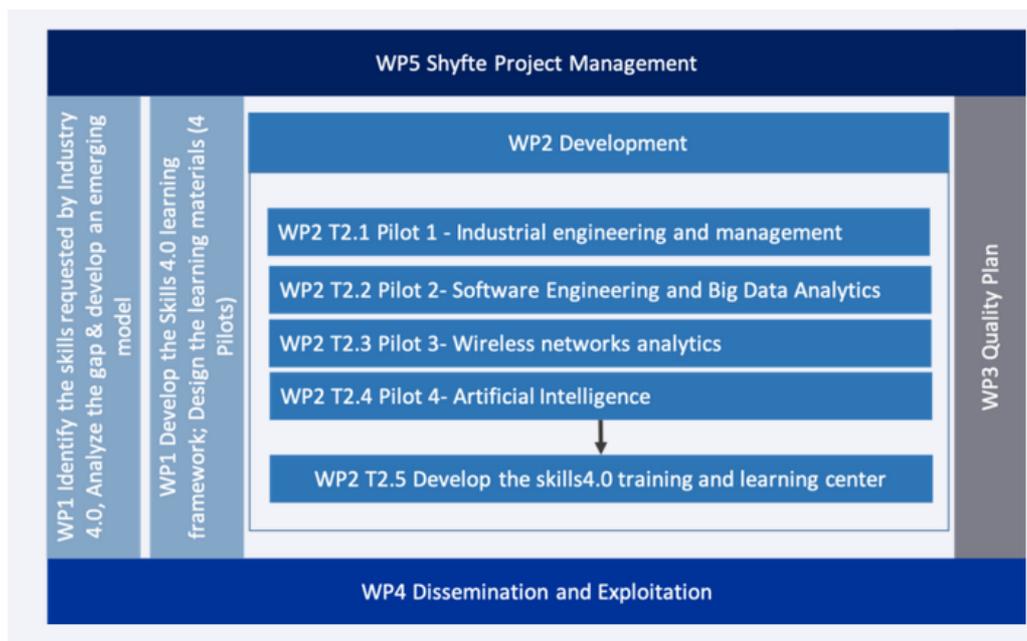


Figure 13 – SHYFTE website: Organization option of the Project menu – workpackages

The next step in understanding the project's works is to look at the Gantt chart where the timing of tasks and deliverables is presented. The Gantt is a management tool so that partners have the indication on how to prepare work for the execution on time and issue the respective deliverables.

Schedule



Timeline

Project start in November 2018 for three years

SHYFT 4.0				Year 1											
WP	WP LEADER	DELIVRABLE	WP/Task	1	2	3	4	5	6	7	8	9	10	11	12
				déc-18	janv-19	févr-19	mars-19	avr-19	mai-19	juin-19	juil-19	#####	sept-19	oct-19	nov-19
					WPS 1 ULL		WP1 2 CMU		WP1 4 UNL				WP1 3 CDU		WP1 1 UNS
WP1	CMU & COGNITUS		PREPARATION												
T1.1	ULL	D1.1	Literature review of Industry4.0 in Europe, Identify the skills requested by						D1.1 v1						
T1.2	UNS	D1.1	Analyse the gap by overlapping the skills4.0						D1.1 v2						
T1.3	UNL	D1.2													D1.2
T1.4	CUIT	D1.3	Develop the Skills 4.0 learning framework -												D1.3
T1.5	ULL	D1.4	Design teaching programs and learning												
WP2	ULL & UPM		DEVELOPMENT (implementation of												
T2.1	KU-CMU	D2.1	Pilot in Domain1- Industrial engineering												
T2.2	CUIT-CDU	D2.2	Pilot in domain2 - Software Engineering												
T2.3	UPM-CUIT	D2.3	Pilot in domain3 Wireless networks												
T2.4	UTM-UPM	D2.4	Pilot in Domain4 - Artificial Intelligence												
T2.5	UNL	D2.5, D2.6 & D2.7	Develop the skills4.0 training and learning												
WP3	CUIT & UNS		QUALITY PLAN												
T3.1	UNS	D3.1 v1	Strategic Quality Plan												D3.1 v1
T3.2	UNL	D3.1 v2	Formation Quality Plan (EQP)												
T3.3	CUIT	D3.2	Quality audits to analyse and evaluate the Sustainability assurance plan												
T3.4	CMU	D3.3													
WP4	UNL & CDU		DISSEMINATION AND EXPLOITATION												
T4.1	UNS	D4.1	Dissemination and exploitation strategy			D4.1									
T4.2	CDU	D4.5	Awareness dissemination and acceptance of												D4.5 v1
T4.3	UNL	D4.2, D4.3 & D4.4	Exploitation and dissemination for action				D4.2								D4.3 v1
T4.4	ULL	D4.6 & D4.7	Scientific and technical dissemination												D4.7 v1
WP5	ULL		MANAGEMENT												
TS.1	ULL	D5.1 & D5.2	Project management coordination and				D5.1 v1								
TS.2	UNS	D5.3	Quality, Risk and Innovation												D5.3 v1

Figure 14 – SHYFTE website: Schedule option of the project menu – year 1

In the second here it is expected that the project is flowing at full power, the eventual difficulties being addressed and the partners sharing experiences and knowledge take care of the proper execution of the project's tasks.

SHYFT 4.0				Year 2												
WP	WP LEADER	DELIVRABLE	WP/Task	13	14	15	16	17	18	19	20	21	22	23	24	
				déc-19	janv-20	févr-20	mars-20	avr-20	mai-20	juin-20	juil-20	août-20	sept-20	oct-20	nov-20	
						WP2 2 ULL	WP2 4 UNS		WP2 3 KU		WP2 5 CUIT		WP2 1 UPM		WP5 2 COG	
WP1	CMU & COGNITUS		PREPARATION													
T1.1	ULL	D1.1	Literature review of Industry4.0 in Europe,													
T1.2	UNS	D1.1	Identify the skills requested by													
T1.3	UNL	D1.2	Analyse the gap by overlapping the skills4.0													
T1.4	CUIT	D1.3	Develop the Skills 4.0 learning framework -													
T1.5	ULL	D1.4	Design teaching programs and learning					D1.4								
WP2	ULL & UPM		DEVELOPMENT (implementation of													
T2.1	KU-CMU	D2.1	Pilot in Domain1- Industrial engineering													
T2.2	CUIT-CDU	D2.2	Pilot in domain2 - Software Engineering													
T2.3	UPM-CUIT	D2.3	Pilot in domain3 Wireless networks													
T2.4	UTM-UPM	D2.4	Pilot in Domain4 - Artificial Intelligence													
T2.5	UNL	D2.5, D2.6 & D	Develop the skills4.0 training and learning												D2.5	
WP3	CUIT & UNS		QUALITY PLAN													
T3.1	UNS	D3.1 v1	Strategic Quality Plan Quality plan to verify													
T3.2	UNL	D3.1 v2	Formation Quality Plan (FQP)							D3.1 v2						
T3.3	CUIT	D3.2	Quality audits to analyse and evaluate the Sustainability assurance plan													
T3.4	CMU	D3.3														
WP4	UNL & CDU		DISSEMINATION AND EXPLOITATION													
T4.1	UNS	D4.1	Dissemination and exploitation strategy													
T4.2	CDU	D4.5	Awareness dissemination and acceptance of												D4.5 v2	
T4.3	UNL	D4.2, D4.3 & D	Exploitation and dissemination for action												D4.3 v2	
T4.4	ULL	D4.6 & D4.7	Scientific and technical dissemination												D4.7 v2	
WP5	ULL		MANAGEMENT													
T5.1	ULL	D5.1 & D5.2	Project management coordination and		D5.1 v2											
T5.2	UNS	D5.3	Quality, Risk and Innovation												D5.3 v2	

Figure 15 -- SHYFTE website: Schedule option of the project menu – year 2

The third year as represented next in **Error! Reference source not found.** is mostly a concluding here where the works will be concluded and the publications and dissemination actions are well established and create awareness of the project's results.

SHYFT 4.0				Year 3											
WP	WP LEADER	DELVRABLE	WP/Task	25	26	27	28	29	30	31	32	33	34	35	36
				déc-20	janv-21	févr-21	mars-21	avr-21	mai-21	juin-21	juil-21	août-21	sept-21	oct-21	nov-21
					WP2 6 UTM		WP3 1 UNS		WP2 7 ASIA		WP2 8 KU		WP2 9 CMU		WP4 1 UNL
WP1 CMU & COGNITUS				PREPARATION											
T1.1	ULL	D1.1	Literature review of Industry4.0 in Europe,												
T1.2	UNS	D1.1	Identify the skills requested by												
T1.3	UNL	D1.2	Analyse the gap by overlapping the skills4.0												
T1.4	CUIT	D1.3	Develop the Skills 4.0 learning framework -												
T1.5	ULL	D1.4	Design teaching programs and learning												
WP2 ULL & UPM				DEVELOPMENT (implementation of)											
T2.1	KU-CMU	D2.1	Pilot in Domain1- Industrial engineering				D2.1								
T2.2	CUIT-CDU	D2.2	Pilot in domain2 - Software Engineering				D2.2								
T2.3	UPM-CUIT	D2.3	Pilot in domain3 Wireless networks				D2.3								
T2.4	UTM-UPM	D2.4	Pilot in Domain4 - Artificial Intelligence				D2.4								
T2.5	UNL	D2.5, D2.6 & D2.7	Develop the skills4.0 training and learning							D2.6 D2.7					
WP3 CUIT & UNS				QUALITY PLAN											
T3.1	UNS	D3.1 v1	Strategic Quality Plan												
T3.2	UNL	D3.1 v2	Quality plan to verify												
T3.3	CUIT	D3.2	Formation Quality Plan (FQP)								D3.2				
T3.4	CMU	D3.3	Quality audits to analyse and evaluate the Sustainability assurance plan										D3.3		
WP4 UNL & CDU				DISSEMINATION AND EXPLOITATION											
T4.1	UNS	D4.1	Dissemination and exploitation strategy												
T4.2	CDU	D4.5	Awareness dissemination and acceptance of												D4.5 v3
T4.3	UNL	D4.2, D4.3 & D4.4	Exploitation and dissemination for action												D4.3 v3
T4.4	ULL	D4.6 & D4.7	Scientific and technical dissemination							D4.6					D4.7 3
WP5 ULL				MANAGEMENT											
T5.1	ULL	D5.1 & D5.2	Project management coordination and												D5.2
T5.2	UNS	D5.3	Quality, Risk and Innovation												D5.3 v3

Figure 16 – SHYFTE website: Schedule option of the project menu – year 3

The Partners menu (**Error! Reference source not found.**) aggregates the following submenus:

- Partners – Presents EU & Asia Partners countries information, i.e. institutional website links (Figure 18); and correspondent geographical location (**Error! Reference source not found.**);
- Members – list of members, organized by institution (**Error! Reference source not found.**).

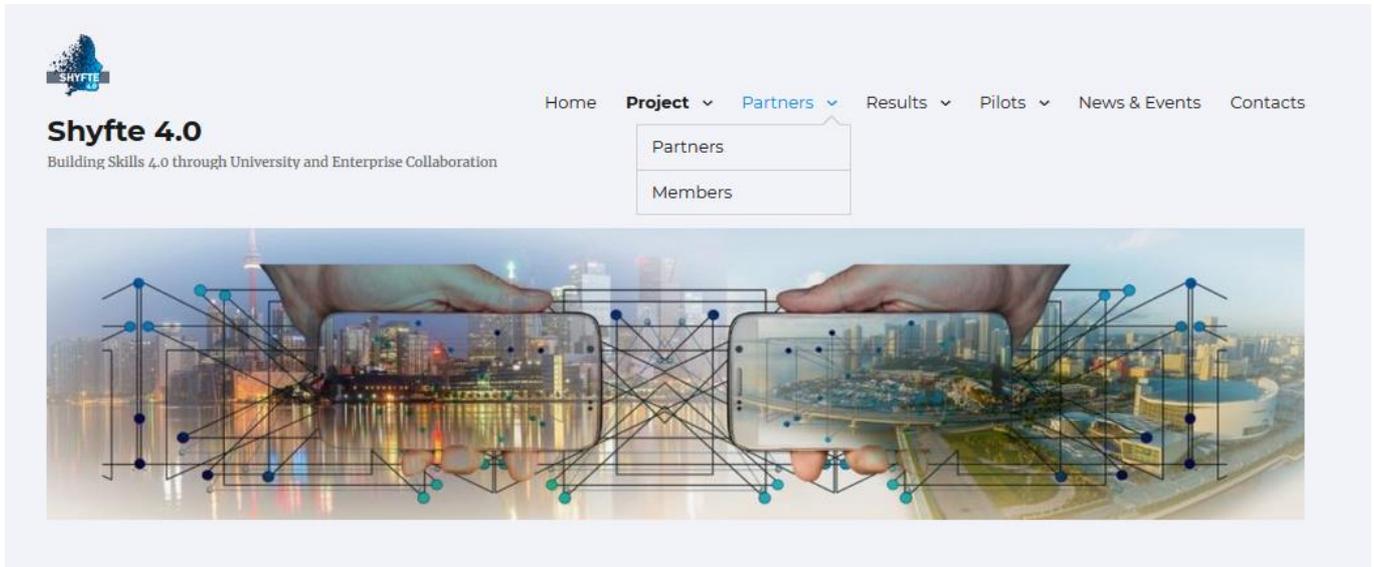


Figure 17 – SHYFTE website – Partners main menu option

The list of the SHYFT partners includes 4 European partners and 6 Asian partners, together they form a vivid and multicultural unity that develops the projects activities aiming the success of SHYFTE.

1. ULL – University Lumière Lyon 2 , France (coordinator)	
2. UNS – University of Sannio , Italy	
3. UNL – Universidade Nova de Lisboa , Portugal	
4. COGNITUS – SME, France	

	5. CMU – Chiang Mai University , Thailand
	6. KU – Kasetsart University , Thailand
	7. CDU – Chengdu University , China
	8. CUIT – Chengdu University of Information Technology , China
	9. UPM – Universiti Putra Malaysia , Malaysia
	10. UTM – Universiti Teknologi Malaysia , Malaysia

a) SHYFTE EU partners

b) SHYFTE Asian partners

Figure 18 – SHYFTE website – Partners main menu option

Those partners are presented next in their geographical distribution which evidences the multiculturalism and a collaboration that is a special case for the European funded projects.

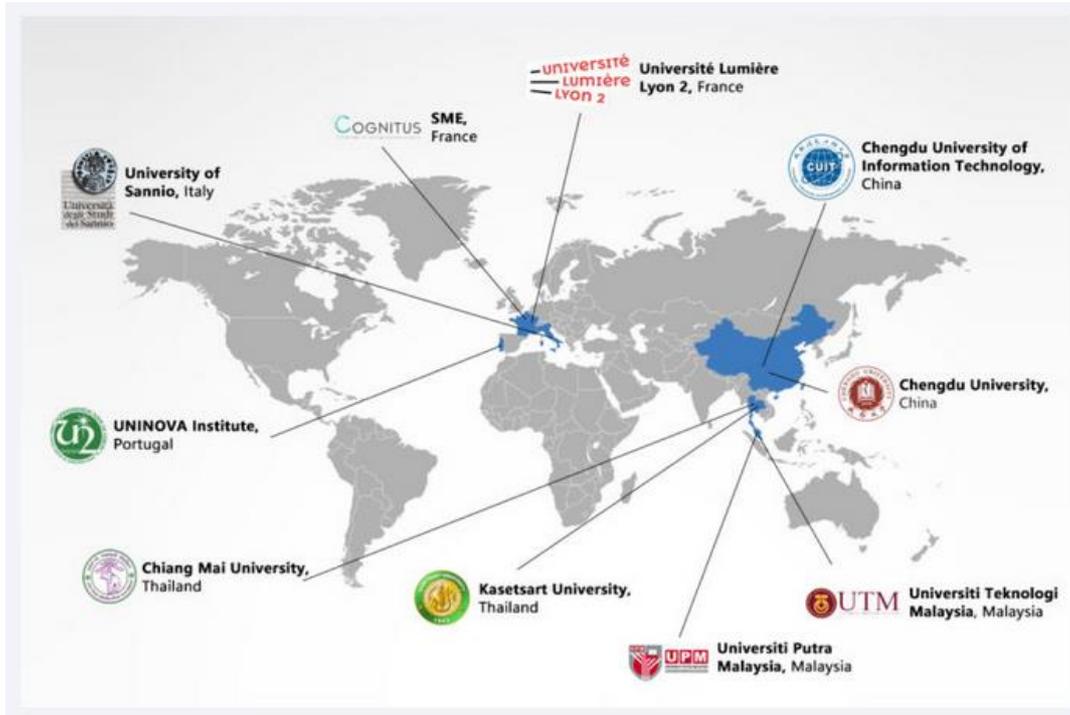


Figure 19 – SHYFTE website – Partners main menu option

The members of the institutions working in SHYFTE are also presented in the website as exemplified next for the University Lumiere Lyon 2, in France.

Members				
University Lumiere Lyon 2 (FR)				
	Mr Yacine Ouzrout	Professor	Coordinator	yacine.ouzrout@univ-lyon2.fr
	Mrs Aicha Sekhari	Assoc. Professor	Project Member	aicha.sekhari@univ-lyon2.fr
	Mrs Chantal Cheri fi	Assoc. Professor	Project Member	chantal.bonnercherifi@univ-lyon2.fr
	Mr Néjib Moalla	Professor	Project Member	nejib.moalla@univ-lyon2.fr
	Mrs Anne-Sophie Lelong	Admin. Staff	Project Member	anne-sophie.lelong@univ-lyon2.fr

Figure 20 - SHYFTE website – Members organized by institution, ex: Univ. Lumiere Lyon 2

An important section of the website is the Results menu where the result of the activities is highlighted. Those include the project Deliverables, the papers published and other publications. All those documents represent the project ongoing activities along with the scientific achievements published.

Results

“Results” menu (*Figure 21*) is composed by the following submenus:

- Deliverables – allows to access the SHYFTE project deliverable, specifically schedule and downloads (*Figure 22*);
- Papers & Publications – displays the list of SHYFTE papers and publication and allows its download.

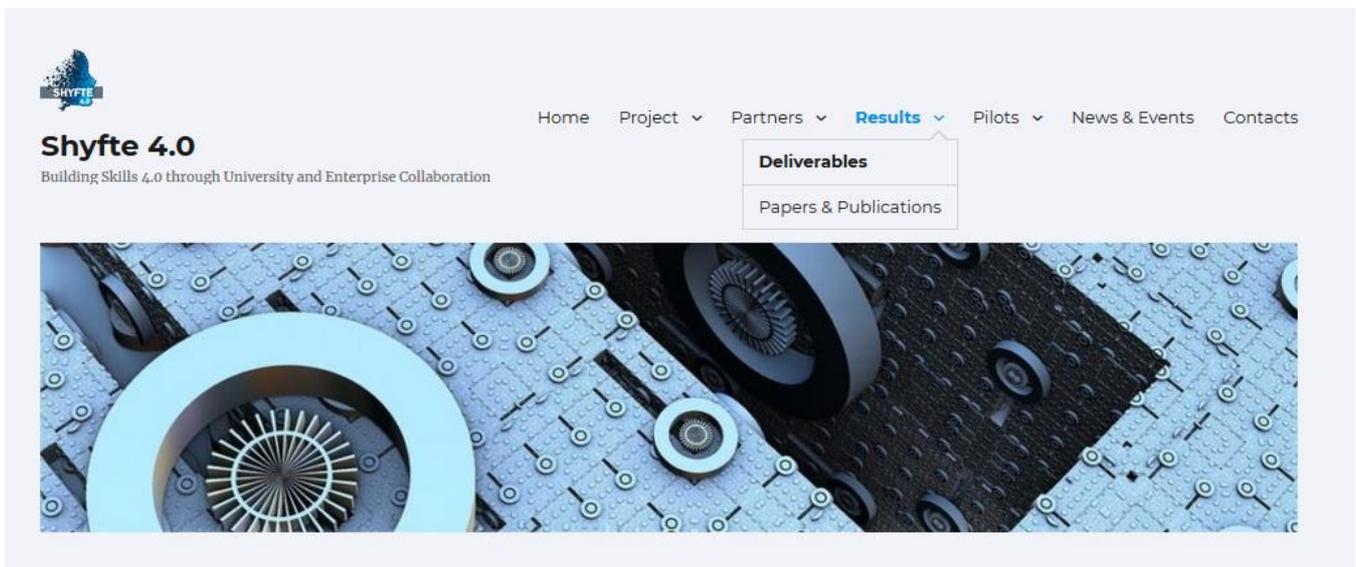


Figure 21 – SHYFTE website – Results main menu options

The deliverables are also an indicator of the project’s documentation. Its titles give a proper indication of the works performed by the different workpackages. It is also mentioned the dates for the start and end of the activities and the responsible for each of the tasks. From that it is possible to know which is the partner that is responsible for the ongoing (or concluded) works and thus makes easier to contact them, promote actions of exploitation and dissemination as sometimes joint actions are also promoted with other projects or stakeholders in the related domains.

The resulting deliverables are presented in their section along with the above mentioned aspects as depicted next in.

Deliverables

 Deliverables schedule

WP	WP/Task Leader	Delivrable	WP/Task	From Month	To Month
WP1	CMU & COGNITUS		PREPARATION	1	16
T1.1	ULL	D1.1	Literature review of Industry4.0 in Europe and Asia	1	6
T1.2	UNS	D1.1	Identify the skills requested by Industry4.0	1	6
T1.3	UNL	D1.2	Analyze the gap by overlapping the skills 4.0 with the existing skills in HEIs. Develop an emerging model	6	12
T1.4	CUIT	D1.3	Develop the Skills 4.0 learning framework	6	12
T1.5	ULL	D1.4	Identify the relationship between the skill4.0 and the SHYFTE 4 domains. Design teaching programs and learning materials for the 4 domains.	6	16
WP2	ULL & UPM		DEVELOPMENT (implementation of shyfte4.0 framework - Learning and training)	10	36
T2.1	KU-CMU	D2.1	Pilot in Domain1 - Industrial engineering and management	10	32
T2.2	CUIT-CDU	D2.2	Pilot in domain2 - Software Engineering and big data analysis	10	32
T2.3	UPM-CUIT	D2.3	Pilot in domain3 Wireless networks analytics	10	32
T2.4	TMU-UPM	D2.4	Pilot in Domain4 - Artificial Intelligence	10	32
T2.5	UNL	D2.5, D2.6 & D2.7	Develop the skills4.0 training and learning center	18	36
WP3	CUIT & UNS		QUALITY PLAN	1	36
T3.1	UNS	D3.1	Strategic Quality Plan - Quality plan to verify the effectiveness of the learning program	1	12
T3.2	UNL	D3.1	Formation Quality Plan (FQP)	12	36
T3.3	CUIT	D3.2	Quality audits to analyze and evaluate the transfer of skills4.0	24	36
T3.4	CMU	D3.3	Measuring the impact of these skills in SME	24	36
T3.5	UNL	D3.3	Sustainability assurance plan	24	36
WP4	UNL & CDU		DISSEMINATION AND EXPLOITATION	1	36
T4.1	UNS	D4.1	Dissemination and exploitation strategy (Create strategic plan)	1	18
T4.2	CDU	D4.3, D4.4 & D4.5	Awareness dissemination and acceptance of emerging skills4.0	4	18
T4.3	UNL	D4.2, D4.4 & D4.5	Exploitation and dissemination for action (Web site, flyers, ...)	4	36
T4.4	ULL	D4.6 & D4.7	Scientific and technical dissemination (Conferences, workshops, seminars, ...)	12	36
WP5	ULL		MANAGEMENT	1	36
T5.1	ULL	D5.1 & D5.2	Project management coordination and reporting	1	36
T5.2	UNS	D5.1	Quality, Risk and Innovation management	1	36

 The available deliverables

Figure 22 – SHYFTE website – Deliverables option Results menu

The next section in this roundup is the pilots section as presented next.

Pilots

The *Pilots* menu displays a list of submenu options for the 4 SHYFTE pilots (**Error! Reference source not found.** and **Error! Reference source not found.**):

- Pilot 1 – Industrial Engineering and Management;
- Pilot 2 – Software Engineering and Big Data Analytics;
- Pilot 3 – Wireless Networks and Analytics;
- Pilot 4 – Artificial Intelligence.

In the next figure it is presented the section with the Pilots. Those are essential for the development of the projects activities and to provide demonstrations of the concepts and results that are being produced by the project. The pilots are locally anchored and thus transport and adapt the results of the SHYFTE project to the local reality of the pilot. They are important to match theory and conceptualization with the local reality of each Pilot.

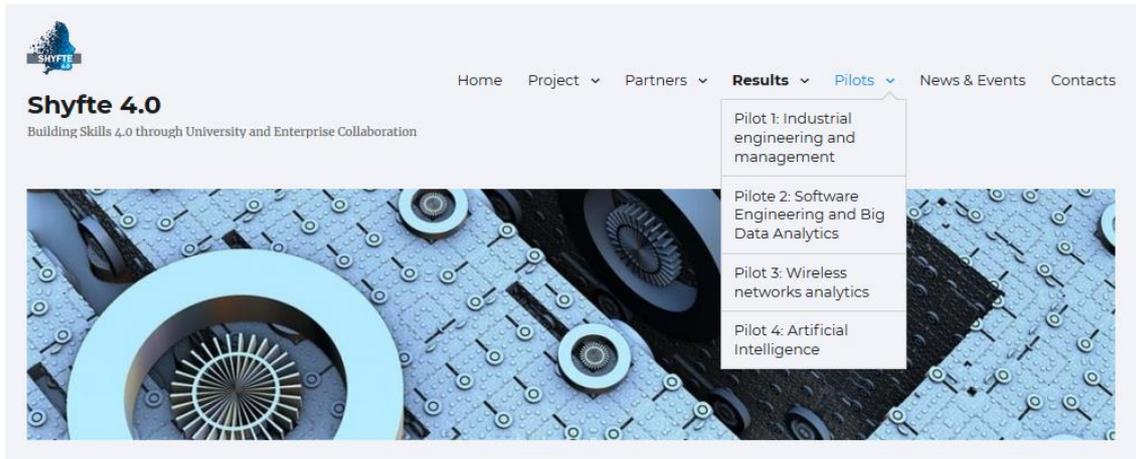


Figure 23 – SHYFTE website: Pilots menu

The pilots and its specificity are presented in the pilots' section as exemplified next in **Error! Reference source not found..**

Learning Materials & Learning Center

Partners Leaders KU - CMU

Shyfte proposes 4 meta-training programs:

1. Skills needed for Industry 4.0;
2. Skills to implement in HEIs;
3. Advanced teaching and learning strategies for trainers and for students,
4. Quality assessments (audits) for trainers and students.

These programs will be implemented in 4 specific pilots in respective 4 domains: Pilot 1: Industrial engineering and management in Thailand (CMU/KU) with all partners, Pilot 2: Software Engineering & Big Data analytics in China-CUIT with all partners, Pilot 3: Wireless Networks analytics – in China (CDU) and Malaysia and all partners, Pilot 4: Artificial Intelligence in Malaysia with all partners.

For each pilot, the European countries train skills 4.0 trainers (10/PCs) and certify them to be able to train and coach students (20 students/skills 4.0).

Methodology: The training programs address both "train-the-trainer", and "train-the-students" types training. The development will follow the appropriate adaptive learning approach for skills enhancement

During the project 90, students per PC will benefit from the Shyfte four programs. Each program will take 5 days. At least, 60 trainers/teachers and 300 students will be trained. With this approach, skills and knowledge transfer will be fast and efficient.

To achieve multiple effects and further enhancement in the contribution, 12 internal workshops will be conducted by trained around 250 colleagues and students in the universities of China, Malaysia, and Thailand.

A Skills 4.0 based Training and Learning Center of Excellence will be developed in each Partner country (WP2) to disseminate and sustain the outcomes of the project.

Figure 24 – SHYFTE website: Pilot 1: Industrial engineering and management option

The next section is aimed to create awareness of the project activities and organization or participation in related events.

News & Events

News & Events menu presents a list of the project news and events (*Figure 25*).



Figure 25 – SHYFTE website: News & Events main menu option

It is also important to make the project reachable to those aiming to know more or interact with the project. For that, a contact form is provided as depicted in the next section.

Contacts

The contacts menu displays a form to send a message to contact with SHYFTE team (*Figure 26*).

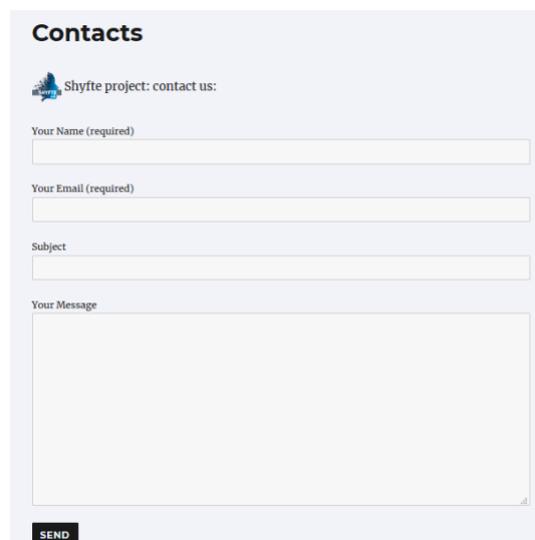


Figure 26 – SHYFTE website: Contacts menu



Co-funded by the
Erasmus+ Programme
of the European Union

5. Third and current version of the SHYFTE website (www.shyfte.eu)

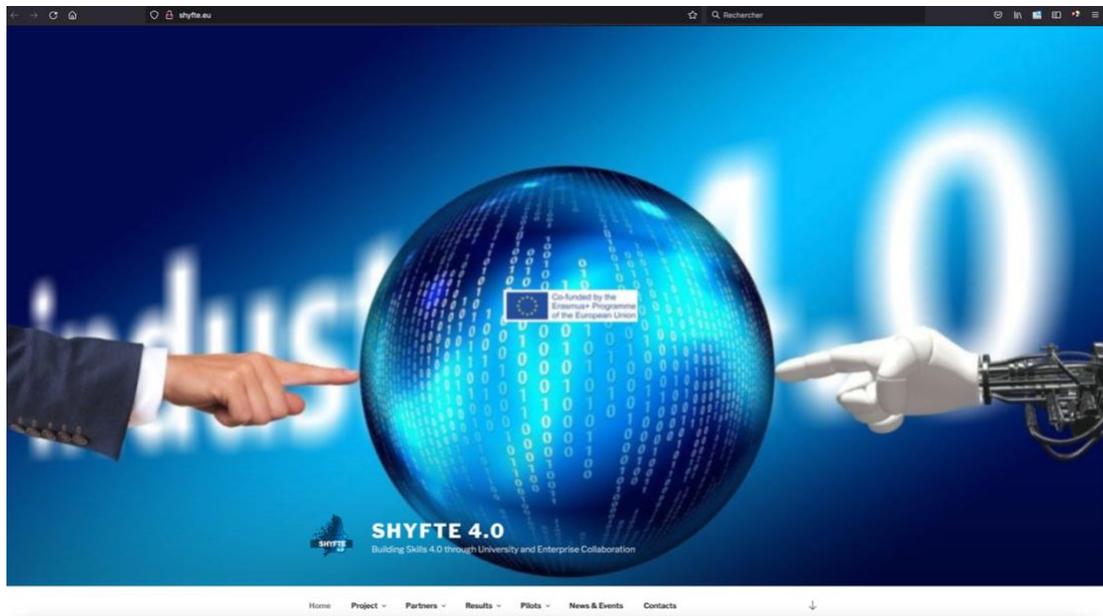


Figure 27 - SHYFTE website, the third version

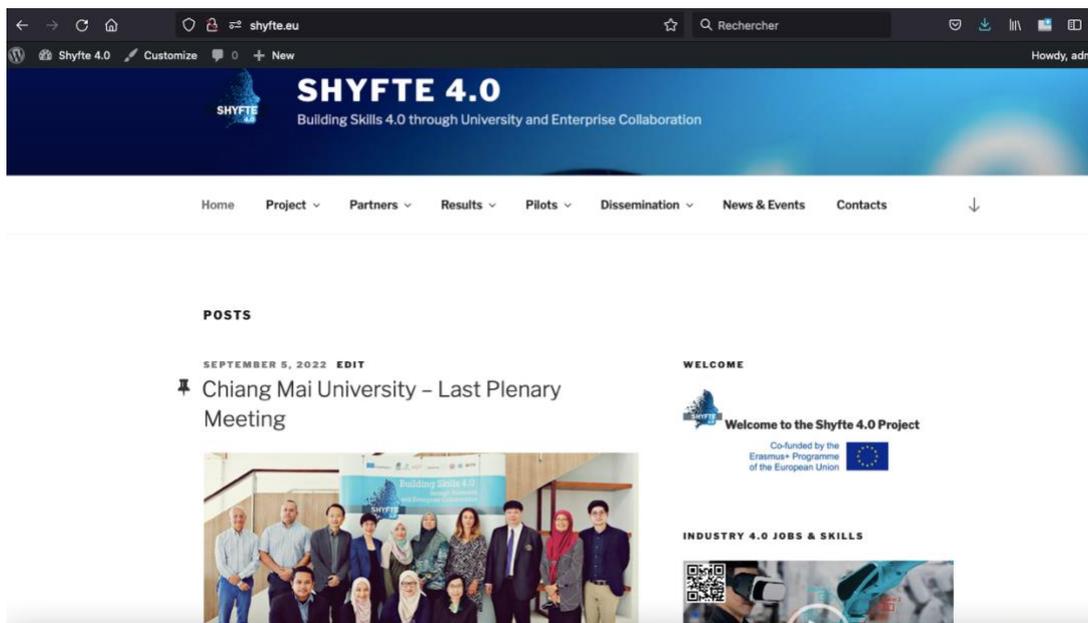


Figure 28 - SHYFTE website, the third version

In this last version of the website, we added:

- a "Dissemination" menu in order to summarize all the events that allowed to make publicity around the project (in the media, seminars, workshops, websites, social networks...)
- a submenu to the "Results" to highlight:
 - the main KPI's
 - the results of the Training of Trainers and Training of Students sessions
 - all the deliverables
 - all the papers & publications

6. Social Media Profiles

SHYFTE owns social media profiles that allow the project members to disseminate results and activities and generate communication channels for the interaction with the widest possible audience. They are fundamental to accomplish dissemination objectives, used to achieve interaction both to the research community and public in general.

6.1 LinkedIn

LinkedIn is a professional social network, used to reach business and scientific audience. It is one of the most relevant online environments to share news and articles concerning progress and project outcomes for professionals and the scientific community.

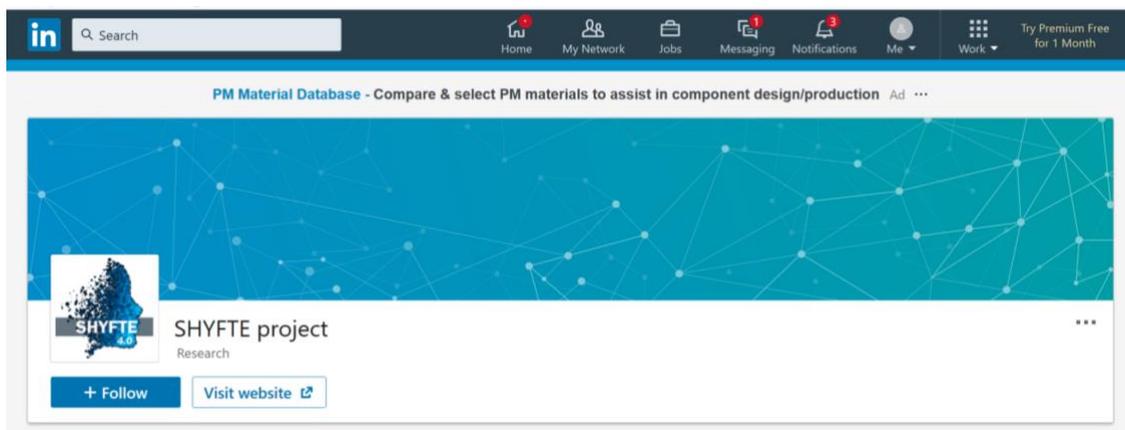


Figure 29 – SHYFTE LinkedIn

6.2 Facebook

Facebook is an interactive virtual social network, that offers to the users the function to easily search and review articles through the network. Additionally, it allows users to post messages on their friend's walls.

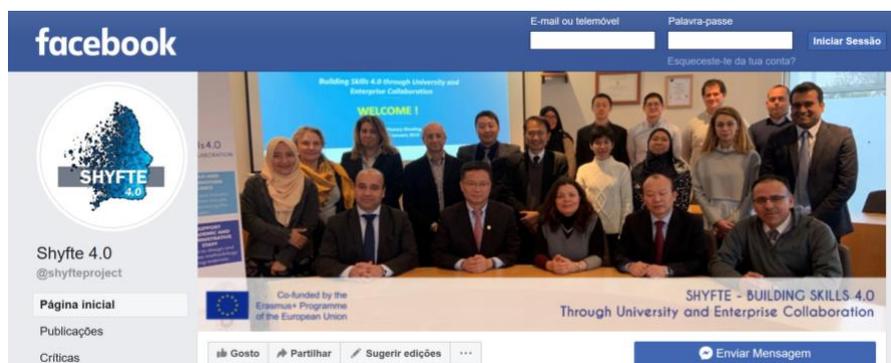


Figure 27– SHYFTE Facebook.

6.3 Youtube

Youtube is the social media network used to upload SHYFTE audio-visual contents, especially the Shyfte Training of Excellence training.

6.4 Wechat

WeChat offers a multiplatform service that allows to exchange messages, i.e. text and voice messaging, broadcast, in China.

6.5 Social Media Management

Information should include answer to the main questions: what? How? Who? When? Where? And add correspondent pictures.

Contents on SHYFTE social media will be updated by country's responsible to specific areas according to Table 1.

Table 1 - SHYFTE Social Media Profile contents update responsible countries.

Social Media Profile	Country
LinkedIn	Portugal
Facebook	China/Thailand
Youtube	Thailand
Wechat	China

7. Conclusion and Future Activities

The present deliverable presents the actual version of the SHYFTE website, and the social media profiles of the project. The main role of the website is to inform the public about the SHYFTE project's main characteristics and ongoing activities. Additionally, it is a tool to gather the related community and to attract potential synergies and collaborations with the project. The website will be continuously updated, adjusted and improved; with special emphasis to be provided in the next iteration to the section that explains the links between SHYFTE Centers of Excellence network for the Asian pilots.

SHYFTE partners have been engaged in dissemination activities concerning social media profiles contributing to have a visual identity and an online presence of the SHYFTE project.

In overall, the SHIFTE dissemination activities are going in a good pace corresponding to the description of work and fulfilling the objectives of the project in reporting and projecting for the exterior the project's works and achievements. The engagement of the project partners make the contents vivid and dynamic being the website a symbol of that evolution while preparing to debut the third version with continuous updates and improvements.



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Erasmus+ Programme
of the European Union



<http://www.shyfte.eu/>