D5.2 Establishing the EDSI

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Change Log

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0.3	21/11/2017	Ryan Goodman	Updating research and approach content to relevant sections
0.4	15/12/2017	Ryan Goodman	Outlining Sustainability plan and supporting content
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1.2	18/05/2018	Aneta Tumilowicz	Confidential appendix removed before publication

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1   Executive Summary

Deliverable D5.2 is aimed at how the project has established the European Data Science Academy (EDSA) to fulfil demand for Data Science training including how European Data Science Institute (EDSI) (renamed during the course of the project as EDSA for EDS 'Academy' to retain and develop the EDSA brand equity) will operate and scale over time.

This deliverable provides overview of the research methods applied to determine the learning needs and requirements of the Data Science community. Requirements and needs have been collected and assessed from a number of stakeholder groups, representing both private and public sector organisations.
D 5.2 also explores how EDSA is positioned in the overall competitive space and how it will evolve over time to become a go to market for both demand and supply for quality professional learning and talent sourcing. EDSA goal and mission is to become a self-sustaining entity for the new data talent development and supply in Europe. First design model we explored was for EDSA to become a self-revenue generating model, however following feedback on proposed model from the industry representatives, project agreed to refine and iterate the EDSA organization model by operating it as a commercial platform sustained by partner agreed in-kind contributions and from the business operations of EDSA.

These contributions have been outlined within a Memorandum of Understanding (MoU), which state that the online services 'Academy' will be maintained and promoted for at least one year beyond the end of the project by the relevant and voluntary partners. However, the Academy cannot be run by the project partners in the long term, resulting in a partner evaluation at the end of year 1 of the agreement to determine the next steps for the Academy.

EDSA core services will be enabled by intelligent insights and analytics from the EDSA Dashboard, with examples of related EDSA services provided below:
- A platform offering a snapshot of demand in the field of Data Science and related disciplines across Europe
- A practical tool helping to build and evolve Data Science curriculum
- A set of High-quality Data Science courses developed by the project partners, in addition to directing users towards equivalent courses from other institutions
- Data and analytics to monitor and analyse learner progress (learning analytics)

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2   Introduction

The following deliverable examines the steps taken by the EDSA partners to establish the EDSI - referred to as the 'Academy' (the EDSI was renamed during the course of the project as EDSA for EDS 'Academy' to retain and develop the EDSA brand). The deliverable will highlight how the online services provided through EDSA will provide Data Science training across Europe beyond the life of the project, and how these services compare with those of other similar initiatives or companies. The following pages will explain the various methods of market research applied, to derive the most viable option for the online Academy to continue its existence beyond initial funding. Furthermore, it will explore the stakeholders identified, and the various assumptions that have been tested within the community, including evaluating the most suitable option for EDSA to develop a sustainable model.

3   Discovery Phase

As outlined in the Grant Agreement, the objective of EDSA is to reduce the data literacy skills gap by improving Data Science training. In the Discover phase project focused on understanding the problem of skills gap, the needs of markets and community. Consortium partners collected data to make valid recommendations in line with the goals of EDSA[1]. This phase of work resulted in the partners deploying a mixed methods approach, guided by the collection of qualitative data, which was initially outlined in D1.4.

To gain a true understanding of the problem EDSA is trying to overcome and to ensure the services provided by the Academy meet these needs, the consortium focused on the collection of both primary research data i.e. survey results and interviews, as well as already existing secondary data. This was essential to our outcomes and aims for the Academy[2].

The partners initially pursued a pilot study (M1-M6), by conducting an extended evaluation to improve our data collection. This decision was influenced by the initial feedback and practical lessons learnt during this first collection of data. Consultation with the project partners then lead to the decision to concentrate on three different domains:

1. Increasing study reach
2. Improving the question design
3. Consolidating the key areas of Data Science

Following this initial domain study, the focus of the consortium was to understand whether there is a market fit for the Academy, what services would meet the needs of this market, and to identify opportunities to achieve its long-term vision of becoming self-sustainable.

4   Research

The partners have continually validated their findings over the duration of the project by engaging with relevant industry professionals and the demand trends via the Dashboard results.

Research work was performed to understand the services EDSA should provide to meet the underlying training needs of the Data Science community. By conducting industry relevant surveys and interviews with hiring managers, the consortium was able to understand the gaps within the market. Below detail the various assumptions derived from the primary and secondary research conducted, including; the various stakeholders and streams that have contributed to underpinning EDSA's offer.

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[1] European Data Science Academy Grant Agreement:
https://drive.google.com/drive/search?q=EDSA%20grant%20agreement
[2] D1.4 Final Report – Methodology: http://edsa-project.eu/edsa-data/uploads/2015/02/EDSA-2016-P-D14-FINAL-withouthPrivateAppendix.pdf

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4.1   Primary Research

Corporates (and SMEs) needing a workforce upskilled - insights from more than 690 Data Science professionals and managers across the EU suggested the need to have a focus on soft skills and basic data literacy training, as outlined in D1.4. Additionally, the consortium conducted four focus group workshops to test training demand patterns with practitioners[3].

Advisory board members are seeking improvements within their industry - The project partners constantly validated their results and outputs with the Advisory board. The board members underwent interviews to test and receive feedback on EDSA's intended services. The feedback received enabled the partners to make better informed decisions around what EDSA's business model and strategy should look like to improve Data Science training.

Dashboard results highlight trends in demand - Skill trends that are extracted from the user searches outline the skill demand within this community. This in turn validates the curriculum we are creating - and shows that EDSA's services will support this community.

4.2   Secondary Research

Academia want to promote courses and networks - Universities and academic institutions use promotion to build interest around the courses they curate and create. They undertake this form of promotion to increase the number of course participants, and then iteratively improve the quality of these courses through student feedback.

Individuals & students want to find curricula and courses - Individuals and students identify their needs in terms of Data Science. For them to maximise their learning experience, they will seek out the most relevant and beneficial curricula and courses to meet these needs.

Institutions want to monitor Data Science - Institutions look to use research and results to assess impact within this industry community. This in turn helps to improve job creation and skilled workers to serve the wider economy.

Data Science companies want to promote solutions and services - For companies working in the Data Science community to grow and provide continual services, they need a skilled workforce to undertake the work. This creates the need within the market for current and continual learning resources.

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[3] D1.4 Final Report - Conclusions & Potential Future Work: http://edsa-project.eu/edsa-data/uploads/2015/02/EDSA-2016-P-D14-FINAL-withouthPrivateAppendix.pdf

5 Service Needs Assessment, Competitive Landscape and EDSA positioning

5.1 Data Science Education offer

This section mostly covers non-profit and for-profit initiatives offering courses within the domain of Data Science. It is not possible to produce an exhaustive list that could for example include hundreds of Universities. For the sake of the positioning exercise, we have used key queries that would be used by learners to find educational resources in Data Science, combining skills as found in the Edison framework and additional search terms such as 'course', 'training', 'education' etc.

- Data Science Courses Europe
- Data Science MOOC's
- Data Science Education
- Data Science Training
- Data Science Online Education
- Machine learning course
- Machine learning MOOC
- Etc

We have stopped the analysis when (i) the main providers (i.e. being identified through several searches) had been identified and (ii) a satisfactory diversity of offerings (online, universities, for profit,not for profit, etc.) was obtained.

The Table below outlines course providers within the Data Science domain, whom should be compared to EDSA (full landscape analysis in Appendix 8.1), to understand how EDSA should position itself within the market (see Section 5.3). The table exhibits a summary of key service characteristics, helping to position them versus EDSA's intended offerings. Deliverable D5.1 had already mentioned other initiatives that were considered as potential partners or alternatives to the European Data Science Institute. They have not been re-included in this extended landscape analysis but are discussed in paragraph 5.2.

Table 1'Competing' Initiatives within the Data Science education domain

Organisation Name	Offers Online and Face to Face courses	Number of Courses (Data Science	Accredited courses	Pathway	Rating
edX	online	350+	Micromasters / Professional / XSeries certificates	Introductory / Intermediary / Advanced	User Reviews of courses
Coursera	online	40+	Certificates	Introductory / Intermediary / Advanced	User ratings - 5 Star system
University of Oxford	Online and F2F	224	Degree certificates	Pre-requisites	No ratings/reviews
Simplilearn	Online and F2F	100+	Masters certificates	Introductory / Intermediary / Advanced	Testimonials
Data Camp	Online and F2F	115	Does not specifiy	Does no specifiy	Testimonials

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Edureka	Online	100	Edureka's Certification	introductory / Intermediary / Advanced	User Reviews of courses
Study Portals	Online and F2F	41	None provided by themselves (third party)	Introductory / Intermediary / Advanced	Testimonials
Data Science Dojo	Online and F2F	25	Certificate of completion	Pre-requisites	User Reviews of courses
Microsoft	online	10	Verified Certificates from edX	Microsoft Professional Program	See edX
Udacity	online	10	Nanodegrees	Pre-requisites	No ratings/reviews
Cloudera	Online and F2F	10	Does not specifiy	pre-requisites	No reviews
Cognitive Class	online	50+	Badges	Beginner / Intermediate / Advanced	No reviews
Dataquest	online	50	Does not specifiy	Beginner / Intermediate / Advanced	No reviews
Imperial college	Online and F2F	7	Masters certificates	pre-requisites	No reviews
General assembly	Online and F2F	2	None	Does not specify level	Testimonials
Science to data science	Online and F2F	1	No details on certification	Introductory / Intermediary / Advanced	User feedback on courses
Data Science retreat	F2F	1	No certification	Does not specify level	Testimonials
Intellipaat	Online and F2F	1	Skill Certification	Does not specify level	5 star rating system
ASI Data Science	F2F	1	None	pre-requisites	Testimonials
Wharton - University of Pennslyvania	N	1	Masters certificates	introductory / Intermediary / Advanced	No reviews
London School of Economics	Online and F2F		Masters certificates	pre-requisites	No reviews
Data Science Academy	Online and F2F		None provided by themselves (third party)	Does not specify level	No reviews

The landscape analysis further supports our research conducted in section 4 of the document, in the following ways;

- Academia led initiatives (Stanford, MIT, Oxford, etc.) primarily focus on the promotion of their educational material & brand within the domain
- Supplier led initiatives such as Microsoft or SAS, focus on the upskilling of the workforce (and promoting their tools), in order to develop innovative tools and services for various industries
- For-profit initiatives such as Coursera, focus on the online education opportunity

With EDSA adopting a brokering role, it is not only able to offer 65 high quality courses supplied and created by EDSA partners, but also to provide access to over 20,000 semi-automatically curated Data Science related courses and video lectures.

Furthermore, the results suggest several aspects that can be exploited by the Academy such as the dashboard or the use of the Edison framework to fill a market gap and differentiate itself. By focusing on both the demand side (jobs) and supply side of content (courses), the Academy would for example be able to offer to users a practical link between where they can improve their literacy skills and see where these skills are in demand.

Further positioning of the Academy is discussed in the next sections.

5.2   Related initiatives and service characteristics

To ensure the relevance of EDSA's offer in line with its goal, a survey was conducted and reported in D5.1 on the major European Initiatives working on improving the accessibility to Data Science skills, therefore sharing some common objectives with EDSA. The goal of this was to understand the opportunity for EDSA to partner with related established initiatives within this domain, to help strengthen, sustain and position EDSA's offer.

The survey enabled the understanding of the related initiatives to approach for such partnerships. Conversations were held with the likes of EDISON and BDVA, to scope the opportunity for potential collaboration. The resulting conversations enabled EDSA to benefit from the EDISON skills framework, which has enabled EDSA to develop its own learning pathways, which can provide users with the understanding of skill specific related courses to undertake.

In addition to the survey conducted, partners engaged with a number of industry experts to understand the main service characteristics of such initiatives that were considered most important for clients. By understanding these needs, EDSA was able to determine the most relevant and widely used online training services. The analysis of the results lead to 10 different service categories, which were defined as:

Table 2 Service Characteristics

Service Characteristic	Description
1. Courses & Training	This category assesses whether the entity offers its own or third party Data Science courses or training (online, face-to-face or blended).
2. Online Portal	This category explores whether the entity offers a portal function which collects, edits and represents information from diverse sources, in this case on Data Science.
3. Dashboard	Dashboards are easily understandable, real-time user interfaces which visualize current and historical information relating to Data Science skills and their development.

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4. Tools & Solutions	This category evaluates whether entities offer structured, regularly updated information on specific Data Science tools and solutions, e.g. through a newsletter or blog.
5. Certification	For entities that provide courses and training, this category analyses whether participants can receive certificates for completed training.
6. Learning Analytics	This category indicates whether the entity collects detailed analytics on course interaction and completion from participants. This data allows training providers to gather feedback on the effectiveness of their courses and training to develop best practice approaches to training.
7. Research	This category marks whether an entity conducts its own research into Data Science and skills development.
8. Jobs	This category shows whether an entity offers users help to find Data Science jobs, e.g. though a job board.
9. Consulting	This category evaluates whether the entity offers consulting, advisory or professional services relating to Data Science skills development. (e.g. advice on the development of in-house Data Science training)
10. Networking	This category explores whether entities offer networking opportunities for interested learners and Data Science professionals, e.g. through online communities or a membership network.

From understanding the service characteristics of these related initiatives, the Academy was able to construct its initial market offer. To validate the relevance of this offer, it had to be further tested by market representatives, including understanding how the Academy should position itself within the market. By testing these assumptions partners could determine the level of appetite for this kind of service within an already crowded market.

5.3   EDSA online positioning

In the recent years 'Open Educational Resources' as well as for-profit initiatives have proliferated as seen in the previous paragraphs. The education space has quickly evolved in the recent years and in particular since the beginning of the EDSA project.

Our research (demand analysis, in depth-interviews) has shown that there is a strong market expectation in the Data Science domain for up-to-date, well-structured and quality-assured content. Although there is a growing offer, our demand analysis has shown that the professionals (HR, Chief Data Scientists, etc.) are seeking some clarity in an abounding, quickly evolving, complex offering.

The Academy / EDSA online can meet these expectations by offering the following characteristics:

1. A neutral, reliable brokering position focused on Data Science
2. A quick adaptation to the demand evolution
3. An informed learning pathway

1. A neutral, reliable brokering position focused in Data Science
Unlike most commercial or non-profit organisations which are addressing a wide scope of disciplines, ESDA has been focusing on one domain of strategic interest to the EU and has gathered industry / academic specialists to produce learning resources. Moreover, following a mid-project review, the EDSA consortium has shifted from its own development to curating, recommending and landscaping more than 20,000 courses, video-lectures and training resources, which are accessible at the end of the project.

2. A quick adaptation to the demand evolution
The development of the EDSA dashboard has produced a unique tool allowing users to match the demand evolution with educational content. Therefore, the EDSA online has the credibility to offer users the ability to discover opportunities to improve their data literacy skills, and where to utilise them.

3. An informed learning pathway
In relation with the necessity to offer a quick adaptation to the evolution of the demand, the learners need structured learning pathways that can be adapted, to meet competency requirements of quickly evolving disciplines. The EDSA project has therefore made the choice to build its skills framework on EDISON's Data Science Body of Knowledge
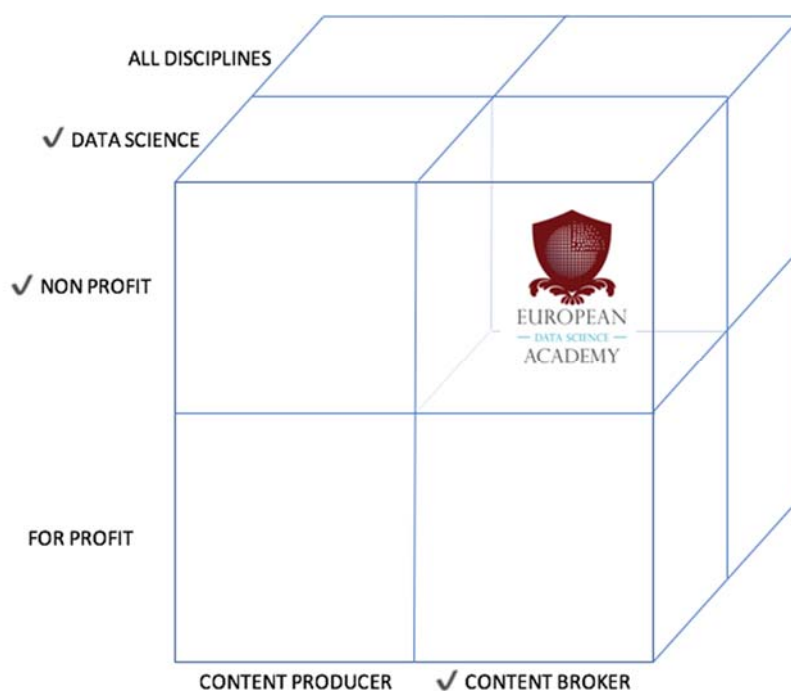

Figure 1 : EDSA online positioning

Consequently, the EDSA online has the potential to fill an important market expectation.

Two key success factors are required to ensure the sustainability of this positioning:
- Developing a relevant offer - this will be provided by maintaining a brokering position (with roles as stated in the MoU between voluntary partners) and benefiting from a strong coupling with the demand evolution (through the dashboard)
- Developing the EDSA brand - this will be ensured by, as stated in the MoU between voluntary partners:

  o sticking to the EDSA Values,
  o ensuring continuous content development / curation
  o EDSA brand communication
  o getting industry support from Letters of Intent

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6   Testing EDSA Sustainability Streams

The feedback received has provided valuable input into determining the most suitable option for an EDSA offer that could be sustained, along with ways that EDSA's offer may evolve.

To maximize the opportunities for the online Academy after funding ends, partners categorised stakeholders into sustainability streams. To understand the most suitable option, the partners committed to evaluating these workstreams. These consisted of:

1) Partnerships with existing initiatives
2) Product sales with private and public sector clients
3) Additional funding opportunities
4) Partner continuation of EDSA

From testing demand for the services within these streams, EDSA was able to determine how well received these services were, and what option for sustainability is most suitable for EDSA.

6.1   Partnerships with existing initiatives

The project partners looked at the opportunity to enter into partnerships with existing initiatives, as an initiative with a shared vision could be advantageous to the rapid growth of the Academy. By allowing other initiatives to take on parts of the service, the Academy could benefit from specific expertise within all aspects of the product.

By referring to the results of the survey conducted on the major European organisations providing accessibility to Data Science skills, the partners were able to asses and approach the most relatable organisations. However, the results from the analysis showed there is no single entity that provided a full coverage of the wide range of products, which limits the level of expertise within these organisations, but also strengthens EDSA market positioning.

6.2   Product sales with private and public sector clients

To validate EDSA becoming a revenue generating entity, a number of assumptions needed to be tested. These included:

- Number of subscriptions
- Pricing levels of the subscriptions
- Cost levels - these cost levels can be varied depending on the willingness of the EDSA project partners to commit in-kind contributions, in particular during year 1
- Badges for courses in the pipeline (during 2018-2019)

From discussions within the Consortium, it was agreed that partners would initially leverage their own professional networks to discuss and test the response to the proposed services. The Academy offered partners a membership subscription, which was based on a yearly renewable basis. By offering partners this service, they will be able to exploit the outputs from EDSA, including features such as the use of online courses created by EDSA (including curated content) and the ability to view the supply and demand of Data Science skills within Europe via the Dashboard tool. Furthermore, based on the type of organisation, EDSA would be able to offer a varying pricing level to subscribers to incentivise SMEs and public organisations to join (see table 3).

Table 3 Membership pricing levels

Membership Subscription	Type of Entity	Price (€)
Annual	Corporations	20K
Annual	Public Sector Organisations	5k
Annual	Small and Medium Enterprises (SMEs)	5k

The conversations were primarily held with Corporates (and SMEs) who need workforce upskilling and who have previously shown an interest in EDSA's services. These interviews were conducted by the Open Data Institute (ODI) and ideXlab.

Based on the feedback we received, these organisations stated the services are of interest to both their organisations and the Data Science community, although a wider offer than just a Data Science focus would be more appetizing. Additionally, these organisations suggested there is a lack of interest in committing to one course provider for the membership subscription cost EDSA is advertising.

6.3   Additional funding opportunities

We previously recognised that further development of specific services that benefit Europe may warrant further funding, and the partners intended to seek opportunities for feature-specific funding. Following this, individual partners have recognised a number of opportunities which will help partners continue lines of work initiated in EDSA. These include:

Data Innovation Academy: This Academy comes directly from the Data Pitch programme, which aims at exploring critical factors which impact the way organisations create value from sharing data. The aim of the Academy will be to develop a curriculum for data-driven innovation for a number of audience typologies, including; industry in general, open innovation researchers and practitioners. The curriculum will focus on Web-based training built upon a rich collection of learning materials available at Southampton University around Data Science topics, complemented by ODI's programme around data-driven innovation.

The Institute of Coding; Partners including the Open University and the University of Southampton have recently been announced as partners of the UK governments new £40 million initiative 'Institute of Coding'. The initiative is looking to train the next generation of digital specialists, including improving the employability of graduates in the fields of Computer Science and Data Science[4].

Strong Links with other European Initiatives: Partners have begun experimenting with micro accreditation, badging and certification in the Data Science space and have agreed to co-design a set of open badges for Data Science with an established initiative. The badges will take an input from our courses/curricula and the Dashboard.

European Association for Data Science - Partners have strong links with this association, including paid memberships. Based on these strong links, Southampton have been invited to keynote at their yearly

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[4] **Prime Minister announces £20 million Institute of Coding:**

https://www.google.com/url?hl=en-GB&q=https://www.gov.uk/government/news/prime-minister-announces-20-million-institute-of-coding&source=gmail&ust=1517387871985000&usg=AFQjCNFNqExQbE92wygENgsbZD-llwqOBg

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conference in July. This will allow for further dissemination of the project outputs and can help develop potential partnerships within the community.

The lines of work outlined above, represent future partner activities. These activities are aligned with EDSA, and due to this, partner continuation has appeared to be the most suitable option for sustainability.

6.4 Partner continuation of EDSA

To ensure sustainability, and in the event of the online Academy not achieving a revenue-generating model, the partners had to commit to a continuation strategy - this came in the form of the EDSI Charter.

The goal of the EDSI Charter was to describe the structures and relationships required to maintain EDSA's valuable offering beyond 2017. Early research, consultation with the market and industry input have suggested options for a minimum EDSA offer that could be sustained, along with ways that EDSA may evolve. The initial offer, or minimum viable product (MVP), the consortium should seek to maintain is the EDSA web presence, course portal and curriculum. This would then provide an opportunity for EDSA to evolve over time from an MVP to provide further services such as certifying skills and ongoing demand analysis.

This continuation would come from a partner agreement and would be resourced by in-kind contributions from all partners. This would then create the potential to make a long-term impact on EU economies by building skills and capacity in Data Science.

This cooperation between EDSA partners would act as a secondary aim to the initial revenue-generating model. Partners would commit to using relevant milestones by which to meet and discuss the strategic direction of the Academy. The results below offer an insight into the responses received, which has informed the consortium's decision for long-term continuation.

7 Results and Recommendations

This section outlines the results and recommendations that have been derived from the assumptions the partners have tested. The comments and responses from the relevant community members have been the basis for determining the most viable recommendation for sustainability.

From testing initial cost assumptions with the above channels and work streams, it has been established that there is indeed an appetite for an EDSI-like organization from (in particular) large companies needing to upskill some of their employees in Data Science. That organization would in particular be expected to:
- Help them identify relevant courses in Data Science among thousands of offers,
- Inform them about market trends, relevant tools and companies, etc.

To leverage the outcomes of the project, it has been determined from the feedback and testing phase that a revenue-generating model for EDSA is not the most suitable. Although there is indeed an appetite for an online service, industry representatives feel the space is quite crowded with competitors and with this choice, comes the ability to seek alternative training providers who offer multiple course topics, rather than specialising in one theme.

The most suitable option for online Academy is based on partner continuation, because EDSA is perfectly aligned with what the training providers in the consortium are already doing. The outputs can look to be preserved through the funding opportunities that the partners have identified.

Therefore, the online services will be maintained and promoted by partners following the end of the project, to create market opportunities for the EDSA project partners as well as for other interested parties. In-kind contributions from partners will ensure the maintenance and promotion of the tool (Dashboard) for at least one year beyond the end of the project. Partners will then commit to meeting to determine the success of this model (post project). During this meeting the strategic next steps for the online Academy will be decided. We describe below in detail EDSA's service offer.

7.1   EDSA Online Offer

Based on the results, recommendations, and decision by the partners to run the online service via in-kind contributions, this section defines the services that will be run by the partners. These services have been based on the outputs of the projects, as well understanding the needs within the Data Science community. This enables EDSA to provide the community with direct benefits such as learning resources, and utilising other project outputs, including the Dashboard to develop a fuller service based on the demand and trends of future needs. These services will comprise:

- A Dashboard offering a snapshot of demand in the field of Data Science,
- A practical tool helping to build Data Science curriculum
- A set of high-quality Data Science courses developed by the project partners as well as directing users toward equivalent courses from other institutions
- Tools to monitor and analyse learner progress (learning analytics)

Research suggested that no other European initiatives were offering these as a blended service. EDSA identified the opportunity to differentiate from competitors by extending the work on the project Dashboard to link data on Data Science jobs (demand), and available Data Science training (supply) to provide a unique service for industry. Moreover, the brokering role with semi-automated curation and the development of learning path using the Edison framework offer additional and relevant differentiation. Validating EDSA's outputs and establishing where those services can be most impactful results in the points above identified as the defined services.

7.2   EDSA Sustainability Stream

To ensure that each partner commits to their in-kind contributions, and to ensure a valid sustainability plan is discussed, a Memorandum of Understanding (MoU) has been drafted. This has been agreed and signed by all partners (with one exception still in discussion). In addition to the MoU, to ensure there is enough market representation and buy-in from corporates, the consortium have devised a Letter of Intent (LoI) for early service adopters. This agreement is aimed at corporate sponsors who are looking to utilise the services of the Academy. The agreement has been created to attain organisational users prior to the launch of the Academy on a conditional basis. By recruiting corporate sponsors, we ensure utilisation of the services provided, and in turn provide value to sponsors through promotion of the partnership. This will create brand awareness and affiliation with recognised organisations, further incentivising other organisations to use the same service. This will allow for EDSA's customer base to develop and grow.

We highlight below the key activities that will need to be managed within the consortium, the partner(s) responsible for each and details of the commitment expected from corporate sponsors, which will include details of how EDSA can be further promoted within peer networks.

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7.2.1   Memorandum of Understanding (MoU)

The MoU explains that to leverage the outcomes of the EDSA project and maximise its impact, the project partners have agreed to create and manage the online services. The Academy will be maintained and promoted for at least one year beyond the end of the project by the relevant and voluntary partners. From our discussions, the partners agreed that the following contribution will be required:

A.   website hosting
B.   Dashboard updates and maintenance
C.   New course development
D.   External courses' automated curation
E.   Learning analytics maintenance
F.   Community management / communication (including EDSA brand promotion)
G.   Promotion of the Online Academy via social networks, etc.
H.   Recruitment of sponsors (Letter of Intent signature)
I.   Coordination of partners

Based on the contributions that have been highlighted, each partner intends to contribute to the following tasks (based on the list above):

Table 4 Partner contributions to running the online services

	A	B	C	D	E	F	G	H	I
Open University	✓	✓		✓			✓		✓
Southampton			✓			✓	✓		
JSI		✓		✓			✓		
Fraunhofer									
KTH			✓				✓	✓	
IDEXLAB							✓	✓	
Persontyle Limited			✓				✓		
TU/e		✓			✓		✓	✓	
ODI			✓				✓		

To ensure that partners' activities are aligned to these commitments, it has been agreed that partners meet on a scheduled basis via online calls, as well as attending a virtual meeting to review success/outcome of year 1. This will allow for a discussion and decision on the strategic direction of the online Academy beyond the partner agreement. The duration of the partner commitment has yet to be agreed (this will be agreed once the project has finished).

7.2.2 Letter of Intent for Corporate Sponsors (LoI)

We have explored the commitment from consortium partners to ensure the long-term continuation of the online Academy, in order to support continuation EDSA requires customers/sponsors of its services. To ensure there is substantial representation from corporations, a Letter of Intent (LoI) has been drafted. The letter of intent will provide EDSA with pre-existing sponsors prior to launch who will support the promotion of the Academy. These sponsors will benefit from the services on offer, as explained in the EDSA online offer.

To benefit from these services, corporate sponsors must agree to a number of light commitments. These commitments are to ensure that the online Academy is promoted within its peer network, including receiving feedback to ensure the services are maintained and are relevant to the community. These light commitments include:

- Encourage employees to visit
- Promote EDSA through internal communication channels
- Appear as early joiner on EDSA website
- Authorise public communication about support / sponsorship
- Provide feedback after one year

By implementing these commitments from corporate sponsors, we ensure further exposure for the EDSA brand, including strengthening our market position through sponsor association.

Although we are yet to secure any commitments with corporate sponsors, efforts will continue to pursue these partnerships, including following up on promising conversations with both public and private organisations.