



Co-funded by
the European Union

IPVET

Feedback analysis of pilots Graafschap College, Netherlands 12 februari 2026

1.11.2024–31.10.2026

**Project number:
2024-1-FI01-KA220-VET-000253830**



Background of pilot

IPVET

Implementers: Frank Kockelkoren (Innovation teacher), Rick Kleinhesselink (Vitality Advisor), Nina Vaccaro-Palkina (Coordinator internationalisation), Lars Duistermaat (Coordinator Student Wellbeing)

Organisations involved: Graafschap College, EdugenAI, NPuls

Pilotgroup: 25 students, Healthcare education

Content of pilot: Aunt Geesje is a digital assistant of Graafschap College. She helps you with questions about school, for example about:

- Rules and rights
- Your programme and exams
- Where to go for support
- Documents such as the student charter
- Aunt Geesje is an AI (artificial intelligence). She is not a human.

Students were asked to test and give feedback.

Showcase!

3

IPVET

 EduGenAI Chat

My chats 

Projects

All Chats

 Geesje de Eerste

Geesje de Eerste
 Geesje de Eerste

 EduGenAI Chat

Hoi! Ik ben tante Geesje, een digitale assistent van het Graafschap College. Ik help je graag informatie te vinden over regels, regelingen en voorzieningen op school. Let op: ik ben een AI en geen mens. Ik kan fouten maken en mijn antwoorden kunnen onvolledig zijn. Controleer belangrijke informatie altijd via de officiële bronnen of neem contact op met je SLB-er. Waar kan ik je mee helpen?

Deze informatie komt uit het Studentenstatuut 2025-2026

251006 DEF Studentenstatuut 25-26.pdf

1

 EduGenAI Chat

Hei! Olen Tante Geesje, Graafschap Collegien digitaalinen avustaja. Autan sinua mielelläni löytämään tietoa koulun säännöistä, määräyksistä ja palveluista. Huomaa: olen tekoäly enkä ihminen. Voin tehdä virheitä ja vastaukseni voivat olla puutteellisia. Tarkista aina tärkeät tiedot virallisista lähteistä tai ota yhteyttä omaan SLB-ohjaajaasi. Missä voin auttaa sinua?

Let op: de oorspronkelijke informatie is in het Nederlands. Door de vertaling kunnen er kleine betekenisverschillen ontstaan. Bij twijfel kun je de Nederlandse versie raadplegen of contact opnemen met iemand van school.

Heb ik je hiermee geholpen?

Deze informatie komt uit het Studentenstatuut 2025-2026

Stel een vraag

gpt-5



How was feedback collected:

The students were given an assignment to test the chatbot, including a number of guidelines to ask realistic questions and to use student language and emojis. The questions they asked were based on realistic cases from their own programme. Afterwards, the students provided qualitative and quantitative feedback on their experience with the chatbot.

Questions used:

1. How many questions did you ask?
2. Did you receive answers to your questions?
3. Were the answers easy to understand?
4. What did you think of Aunt Geesje's tone?
5. Did Aunt Geesje indicate where the information came from?
6. What score do you give Aunt Geesje? (1 = poor, 10 = perfect)
7. Would you use Aunt Geesje more often?
8. What went well?
9. What could be improved?
10. Which question could Aunt Geesje not answer?

Quantitative results

Response (Number of questions asked)	Count	Percentage
3-5 questions	12	48%
6-10 questions	11	44%
More than 10	2	8%

Response (Future use)	Count	Percentage
Yes, definitely	7	28%
Maybe	13	52%
No	5	20%

Response (Did you get answers?)	Count	Percentage
Yes, mostly	15	60%
Sometimes yes, sometimes no	9	36%
No, mostly not	1	4%

Response (Answers easy to understand?)	Count	Percentage
Yes, clearly	16	64%
Acceptable	9	36%
No, too difficult	0	0%

Response (Tone of voice)	Count	Percentage
Friendly	12	48%
Neutral	10	40%
Too formal/stiff	1	4%
Other	2	8%

The feedback of participants

IPVET

Overview

- Participants: 25 students

Key Findings

- 96% received answers to their questions
- Answers were clear and easy to understand
- Friendly and supportive tone
- Good source referencing

Future Use

- 80% would or might use Aunt Geesje again

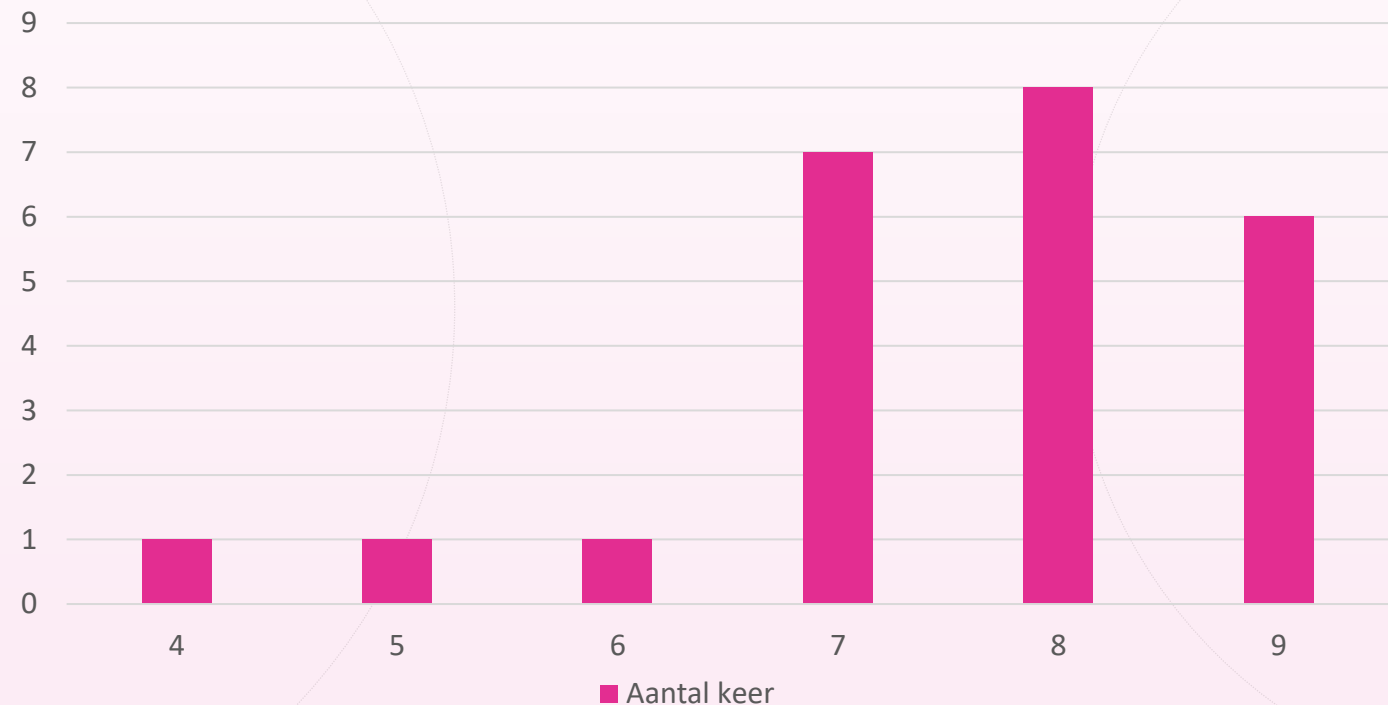
Main Improvement Point

- Response speed (most frequently mentioned issue)

Recommendations

- Improve response speed (priority)
- Shorter answers with option for more detail
- Expand school-specific knowledge
- Add follow-up questions

Overall rating of the chatbot



Student quotes

Positive student quotes (strengths)

“The answers were clear and easy to understand.”

“I liked that the information was explained in a simple and accessible way.”

“It was helpful to see where the information came from.”

“The tone was friendly and supportive.”

“A wide range of questions could be answered.”

“The chatbot often gave extensive and complete answers.”

Critical student quotes (areas for improvement)

Response speed (most frequently mentioned):

“It often took a long time before you got an answer.”

“The response speed is quite slow.”

“It loads for a long time, which is not very convenient.”

“It really takes a long time before you receive an answer.”

The feedback of pilot implementers

IPVET

- Npuls and Edugen act as technical sparring partners and do not provide substantive feedback on the use case.
- Marketing and Communications is enthusiastic about the possibilities and the initial pilot. A discussed risk is how up to date and well-organized the files are within the various source environments.
- There is room for broader organizational feedback during the further rollout of the chatbot.

Conclusions

Tante Geesje is generally received positively, with an average rating of 7.6. The chatbot performs well in terms of clarity and source referencing. The main area for improvement is response time — both written feedback and verbal comments clearly indicate that this is the most significant obstacle for students.

Various stakeholders within Graafschap College respond enthusiastically, see opportunities, and are eager to contribute to the further rollout of the chatbot within the college. It is noted that there is still a lot of work to be done, but the outlook is positive.

follow-up measures (WP4)

Key Considerations for Implementing a Chatbot in Education *(National & International Context)*

Technical Setup

- Choose a secure, scalable chatbot platform
- Define hosting location, security standards, and system boundaries
- Start with a clearly defined scope (information & guidance)

Privacy

- Conduct a Data Protection Impact Assessment (DPIA)
- Minimise personal data processing
- Ensure transparency, clear disclaimers, and data processing agreements
- Check local regulations

Content & Data Access

- Use validated, up-to-date documents and information
- Define clear limits on what the chatbot can and cannot answer
- Position the chatbot as a guide, not a decision-maker

Processes & Governance

- Assign clear ownership (content, technical, privacy)
- Establish feedback and evaluation cycles
- Align ICT, legal, education, and student support services

Goal

A safe, reliable chatbot that improves information accessibility, supports staff and students, and can be scaled across educational contexts.

Wild slide – brainstorming during workshop

11

Results of brainstorming during workshop 12th FEB 2026

Strengths

- The system organizes old files and documents, which is highly valuable.
- The chatbot aligns well with future developments and digital transformation.
- Language and tone are appropriate, including in foreign languages.
- The chatbot stays factual and does not hallucinate; it consistently links to formal source documents.

Weaknesses

- The costs are unclear and difficult to estimate, as they may vary by country and depend on factors such as subsidies and available infrastructure.
- The actual impact on student dropout rates is still unknown and needs further evaluation.

Opportunities

- The chatbot represents a future-oriented solution and supports innovation in education and information access.

Threats

- Differences between countries (e.g., regulations, funding, subsidies) may complicate implementation.
- Uncertainty about measurable outcomes (such as reducing student dropouts) could affect stakeholder support.