



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



## **“ONLIFE: Empower hybrid Competences for Onlife Adaptable Teaching in School Education in times of pandemic”**

Reference Number: 2020-1-PL01-KA226-SCH-095529

# **Exploitation Strategy and Plan**

(Approved by the project consortium on 25 May 2023)

This project has been funded with support from the European Commission. This document reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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## Executive Summary

This Exploitation Plan gives an overview of the joint and individual exploitation paths aimed at increasing the impact of all the Key Exploitable Results (KERs) developed during the ONLIFE project lifetime to May 2023. The Plan is aligned with the contractual obligations defined in the ONLIFE Grant Agreement.

Together with all partners EUROGEO (P3) developed the exploitation plan and the strategy for the further development, improvement and sustainability of the project outcomes in terms of efforts, resources and activities necessary to be undertaken. This was initiated at the 5<sup>th</sup> (transnational) project meeting held in Brussels hosted by P3 (EUROGEO). It was done in coordination with the multiplier event in Brussels (organized by P2- DLearn). During the final events, the project partners revised the outputs and appointed a project manager to be in charge of the project sustainability and results exploitation.

The Key Exploitable Results from ONLIFE make available evidence for implementation and offer recommendations to enable exploitation through sustained use and/or re-use in other activities and also in future funding opportunities. As such, exploitation is instrumental in concretizing the value of the KERs for diverse stakeholder groups and how they will be exploited.



## Introduction

Exploitation is a key concept for European Erasmus Plus projects. While dissemination aims at informing about and ensuring results are available for others to use, exploitation concerns making concrete use of the outcomes during and beyond the project duration. As such, this exploitation strategy plan has been developed based on the outcomes of the ONLIFE project to exploit the results following the conclusion of the project.

This document contains a summary of the tangible and intangible exploitable results developed by the project partners and a straightforward strategy for their exploitation.

The goal of the exploitation plan is to achieve the widest possible development and use of methodologies and technologies to enable the possibility for non-commercial exploitation of the results. More specifically, it is our intention to ensure the continuation of the project's results beyond the project end and to demonstrate how ONLIFE will influence the educational landscape in the future.

## Objectives

The exploitation strategy plan has the following specific objectives:

- Identify Key Exploitable Results (KERs) created by the ONLIFE project
- Present the exploitation actions and concrete activities implemented following the conclusion of the ONLIFE project, to ensure the implementation of project results;
- Use the findings from the ONLIFE project results and complement them with actions to make effective use of Key Exploitable Results (KERs) and solutions post-ONLIFE developed by the partners and involving their networks;
- Develop a set of recommendations that the partners can apply to overcome any barriers to exploitation of the identified KERs;



## About the project

The ONLIFE Project stands for “Empower hybrid Competences for Onlife Adaptable Teaching in School Education in times of pandemic”. The project has been undertaken during the emergence of Covid-19 as a pandemic which compelled many governments around Europe to take extreme lockdown measures, including the closure of schools. As a result, millions of Europeans were forced to stay at home for an extended period of time. The closure of schools meant teachers were forced to adapt to online teaching and the application of online techniques and tools to provide learning to students at a distance, for the first time and parents had to support their children. This new reality found most teachers were not sufficiently prepared to adapt their teaching.

In order to help address this, the ONLIFE project develops a methodology which will support the life adaptability of teachers in the online teaching process in School Education so they can develop hybrid competences as teachers.

ONLIFE aims at empowering teachers and school leaders to face the digital transformation of the educational system in a time of crisis. Indeed, the goal has been to reinforce the schools to provide high quality and inclusive digital education to their students through the development of four outcomes:

1. A Guidebook “Pattern for enhancing digital technologies in School Education
2. A Training course for teaching in School Education
3. An ONLIFE Learning Paradigm (OLP): Teacher Competences, Methods and Approaches in School Education
4. Recommendations and guidelines for School System bodies in providing useful framework instruments to improve teaching quality.

The main goal of ONLIFE project is to:

- MODERNIZE the educational training system supporting teaching practices in terms of knowledge sharing (according to the paradigm technology, pedagogy, and content – TPC) and development
- EQUIP teachers and educational leaders with the right competences to answer to the digital transformation accelerated by the COVID-19 pandemic
- Increase the BUILDING CAPACITY to implement online, blended, and distant learning solutions



## Methodology

Three steps were devised to allow an ONLIFE exploitation strategy for sustainability to be developed.

The first step towards the identification of exploitation opportunities requires the identification of Key Exploitable Results (KERs). KERs are defined by the European Commission as: *“any tangible or intangible output of the action, such as data, knowledge and information whatever their form or nature, whether or not they can be protected”*. They are results that emerged during the project, selected for their high potential to be exploited by project partners or, in some cases, by external stakeholders.

Once the ONLIFE KERs have been defined, the relevant characteristics of each KER were detailed, with the ultimate goal to bring a clearer view on how to organise post project activities.

A KER characterization table (Annex 1) was used as a tool to summarize the main characteristics of each KER and provide information on the selected exploitation route. The table focuses on the dimensions to be considered when dealing with the use of a result. Partners completed the table and the results were used as basis to devise and implement an exploitation strategy at consortium and at partner level.

An appropriate exploitation strategy was developed by partners to detail and describe the actions to be followed for the sustainability of results. Once the KERs are identified and their characteristics documented, exploitation routes can be tailored to each. These routes may revolve around:

- The use for further research
- Developing and exploiting new projects/products/services/activities
- Spin-off actions
- Cooperation agreements
- Standardisation activities

As part of the plan, each partner elaborated their own exploitation activities consisting of their own individual exploitation intentions in their action area and fields of expertise.

## Target Users

The identification of target users is crucial to successful exploitation of the results and ONLIFE outcomes. Dissemination activities were designed to pave the way for exploitation by building a good network of stakeholders and keeping them engaged.

As referenced in the Dissemination and Communication Plan, the consortium has developed a plan that ensures positive engagement and the main target audiences for dissemination were defined as:



The DIRECT TARGET GROUP of the project is represented by teachers and educational leaders as they first need to adapt the teaching methodologies to the pandemic and student's needs.

The INDIRECT TARGET GROUP of the project is represented by STUDENTS and their FAMILIES that can benefit from the innovative learning material of the project.

## Key Exploitable Results

This part of the exploitation plan examines the issues related to the potential exploitation of KERs (Key Exploitable Results).

The European Commission defines exploitation as the utilisation of results in further activities other than those covered by the action concerned, or in developing, creating and marketing a product or process, or in creating and providing a service, or in standardisation activities:

- Make use of the results; recognising exploitable results and their stakeholders.
- Concretise the value and impact of the R&I activity for societal challenges.

Exploitation can be commercial, societal, political, or for improving public knowledge and action. Project partners can exploit results themselves, or facilitate exploitation by others (e.g. by making results available under open licence).

Results are defined as any tangible or intangible output of the ONLIFE Project action, such as data, knowledge and information whatever its form or nature, whether it can be protected.

Communication: the promotion of the project and its results to a multitude of audiences (including the media and the public/society) in a strategic and effective manner.

Dissemination: the public disclosure of the results by any appropriate means (other than resulting from protecting or exploiting the results), including by scientific publications in any medium.

Exploitation is the utilisation of results – up to four years after the action:

- in research activities other than those covered by the action concerned, or
- in developing, creating and marketing a product or process, or
- in creating and providing a service, or in standardisation activities.

## ONLIFE Exploitation Plan

The strategy for sustainability and results exploitation is largely based on what was described in the proposal and grant agreement, but with some refinements arising from project activities and work undertaken. It is based on a clear distinction between dissemination, communication, exploitation and sustainability.



There has been extensive dissemination and communication activities in the project, including the establishment of an active website with outcomes targeted at different groups, use of social media and production of regular newsletters.

Towards the end of the project, individual partner interests and opportunities will drive ONLIFE exploitation. To this end, ONLIFE partners met, discussed and shared ideas for the future exploitation of the results after the project ends. The exploitation was explored jointly but also reflecting each partner's position.

In order to ensure project sustainability and visibility after the end of the project, each partner will guarantee the availability of results from on their own website, to which the platform will be connected. Furthermore, the project website will be kept active to report all the initiatives undertaken by the consortium partners in relation to digital readiness within their own contexts and training courses linked to the project topic in various countries.

In particular, both the training content in digital format and the community of practice will be kept active and, above all, monitored. The project coordinator (P1) in collaboration with all the partners, will keep a community of practice active, thus using it as an exchange space also and especially after the end of the project, when the first impacts of the project on participants will come to the surface.

Possible continuation forms of ONLIFE include: engagement of new innovative educational projects (for example EU-funded) and the engagement of commercialisation opportunities of existing outputs.

Moreover, the results of the project can stimulate further innovation and technological progress in education and learning and therefore, collaboration with other agencies is also an option and the engagement of secondary implementers from external networks, such as NGOs, Ministries, schools and expert groups willing to adopt the KER after the project. These secondary implementers might need to be supported in the adoption of the training or new modules could be offered as a service associated with a fee. Furthermore, school partners and NGOs could integrate the project findings and methodologies into school education activities.

To guarantee a high level of exploitation, partners will:

- Attend sector-specific conferences where the project can be disseminated (such as the European Annual Conference of the EU Digital Learning Network, European Learning & Teaching Forum by the European Association, ERACON Congress organized by European Erasmus Coordinators' Network hosting every year some 400 representatives, etc.)
- Set up a "digital readiness observatory" to lobby public institutions for the adoption of project outcomes as best practice.



## Partners' role in project exploitation

This section details how each of the consortium partners envisages their role in the future exploitation of the results of ONLIFE. Exploitation means for instance direct use, technology transfer, license, publication, standard, secondary audiences etc.

Each partner defines their individual plan as per their own strategy and resources. This plan includes a description of target organisations and groups, where relevant early adopters, competitors and "alternative solutions", the results expected and how the partners will advance them. External factors should be mentioned for example the Identification of any legal, normative, or ethical requirements to implement/exploit or commercialize the KER. One goal would be that all Key Exploitable Results should reach an uptake or continuation phase.

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| Partner      | <b>Digital Learning Network ETS (DLearn), Italy</b>   |
| Partner role | <p>DLearn is a pan-European network counting on 31 members from 21 EU member states. The organisation can count on a stable network of partners and stakeholders with whom it has a formal memorandum of understanding for mutual cooperation. This enlarges even more its capacity in engaging different partners in all the actions required during the dissemination and exploitation phases of the ONLIFE project. Dlearn is the dissemination and quality leader of such a project and has the following network of stakeholders to whom it disseminates the results and IOs of ONLIFE.</p> <p>Among others:</p> <ul style="list-style-type: none"> <li>- LIFELONG LEARNING PLATFORM <a href="http://www.lllplatform.eu">www.lllplatform.eu</a></li> <li>- EUROPEAN OFFICE OF CYPRUS: <a href="http://www.eoc.org.cy">www.eoc.org.cy</a></li> <li>- EU PARENT'S ASSOCIATION <a href="http://www.euparents.eu">www.euparents.eu</a></li> <li>- DIGITALEUROPE <a href="http://www.digitaleurope.org">www.digitaleurope.org</a></li> <li>- DIGITAL LEADERSHIP INSTITUTE <a href="http://www.dlii.org">www.dlii.org</a></li> <li>- EBN (EUROPEAN BUSINESS CENTERS) and its members <a href="http://www.ebn.eu">www.ebn.eu</a></li> <li>- EUROPEAN SCIENCE FOUNDATION <a href="http://www.esf.org">www.esf.org</a></li> <li>- EUROPEAN UNIVERSITY FOUNDATION <a href="http://unifoundation.eu/european-university-foundation">http://unifoundation.eu/european-university-foundation</a> a network of 18 EU universities</li> <li>- European Association of Institutes for Vocational Training <a href="http://evbb.eu/">http://evbb.eu/</a></li> </ul> |



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|  | <p>- ORGANISING BUREAU OF EUROPEAN STUDENT SCHOOL UNIONS<br/><a href="https://www.obessu.org/">https://www.obessu.org/</a></p> <p>- EC DGs: CONNECT; EMPLOYMENT (UNIT A3 APPRENTICESHIP, VET AND ADULT EDUCATION); EAC (UNIT A2 EIT and FUTURE OF EDUCATION).</p> <p>In detail, the IO1-Handbook - will be exploited by DLEARN as a best practice example for further projects and activities focusing on higher education and will be presented in DLEARN' events and roundtables as well as informally at an internal level by handing out hard copies of it.</p> <p>Training course on Moodle - The didactic material dedicated to teachers and educators will be re-used by DLEARN as a source of inspiration for its internal, members-only dedicated training. The Moodle will be shown and explored face-to-face as well as via online calls and meetings allowing educators, trainers and teachers to have open access to the courses.</p> <p>Self-assessment tool/competencies model - DLEARN will exploit such results by using it during the courses for members and as a theoretical basis for new projects and activities. The model of competencies created by ONLIFE can also represent a stable theoretical basis from which to start new research activities on education during crisis and surveys such as the ones already conducted and published by DLEARN on Digital Footprint; Future of Digital Education and Barriers to the employment of people with disabilities.</p> <p>Policy recommendations for School System Bodies -DLEARN as leader of this IO will promote and spread it within its European network and stakeholders helping policy and decision makers to come in contact with the recommendations produced by ONLIFE consortium. In its role as an expert organisation in many European Commission working groups, DLEARN will ensure the exploitation and dissemination of the policy recommendations at the policy level among experts and decision-makers on education matters. Also, DLEARN will exploit its belonging to other Brussels-based organisations and umbrella associations such as the LifeLong Learning Platform (LLL) to promote the policy recommendations at European and international levels.</p> |
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| Partner      | <b>European Association of Geographers (EUROGEO), Belgium</b>   |
| Partner role | <p>EUROGEO is a large network organisation connecting to researchers, teachers, educators, NGOs and inter-governmental agencies.</p> <p>The role will be to exploit each of the KERs:</p> |



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|  | <p>Handbook - EUROGEO will seek to reference the report in its publications and consider writing a publication on digital technologies and post-pandemic education</p> <p>Training course - EUROGEO will seek to run training for teachers through a Webinar introducing ONLIFE and the Moodle training modules, allowing teachers open access to the course</p> <p>Self-assessment tool/ competence model - EUROGEO will promote the self-assessment tool and competence model in its conference, courses and activities. Through its participatory status, EUROGEO will connect to the Education Commission at the Council of Europe and members of the education committee of the European Parliament</p> <p>Policy recommendations - EUROGEO will advise the Education Commission at the Council of Europe and members of the education committee of the European Parliament of the key recommendations from the ONLIFE report. In its role as an expert organisation EUROGEO will promote the recommendations to European networks and organisations.</p> |
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| Partner      | <b>European Association of Career Guidance (EACG), Cyprus</b>  |
| Partner role | <p>The European Association of Career Guidance (EACG) supports the enhancement of education and professional standards and quality within the EU and contributes to European employment and vocational education and training policies.</p> <p>Its role will be to exploit each of the KERs:</p> <p>Handbook - EACG will consider publishing an article focused on education in the aftermath of the COVID-19 pandemic.</p> <p>Training Course/Learning Environment - EACG will continue to promote the ONLIFE Training Course by featuring it in its newsletters and by organizing workshops during the annual EUROMATH and EUROSCIENCE Conference, as well as the annual STEAME Conference.</p> <p>Self-assessment tool - EACG intends to continue the promotion of the self-assessment tool through its monthly newsletters, reaching large teacher networks. It also intends to promote it at the annual ERACON Conference, which is attended by educators and HE Professionals. It can also be promoted among school partners in other EU-funded projects, where EACG is a partner.</p> |



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|  | <p>Policy Recommendations - EACG plans to send the executive summary of the policy recommendations to Ministries of Education in Europe and to present these recommendations to stakeholders in future conferences and events.</p> <p>Further to the above, EACG intends to carry out the following actions:</p> <ul style="list-style-type: none"> <li>- Promoting the ONLIFE Training Course and Self-assessment tool internationally</li> <li>- Continuing to provide future updates on the ONLIFE outputs to be established through new projects, such as the STEAME Teacher Facilitators Academy</li> <li>- Making presentations after invitations to national Ministries' events; (Already the ONLIFE project has been presented to the following events: 9 Dec 2022 at the Ministry of Education of Cyprus, 1 February 2023 at the eTwinning Conference of the Cyprus ERASMUS+ National Agency, 11 May 2023 at the eTwinning Conference of the Cyprus ERASMUS+ National Agency</li> <li>- Utilising other competence-related project activities to promote the self-assessment tool and the ONLIFE Training Course to involved teachers</li> <li>- The ONLIFE self-assessment and Training Course will become part of the learning tools under the newly approved project STEAME Teacher Facilitators Academy that will begin on 1st June 2023. EACG is a partner in this centralised big project, with other partners of the ONLIFE Consortium also participating. The Pedagogical University of Krakow, Poland, partner in the ONLIFE project is the grant holder and coordinator of the STEAME Teacher Facilitators Academy.</li> </ul> <p>Along with the sustainability actions mentioned above, EACG will:</p> <ul style="list-style-type: none"> <li>- Continue to disseminate the project outputs beyond the project's completion through conferences, newsletters, social media, etc. The Policy Recommendations could be presented at these events.</li> <li>- Publish project results in relevant journals and periodicals to maintain their impact.</li> </ul> |
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| Partner      | <b>Liceul Teoretic "Tudor Arghezi" Craiova, România</b>   |
| Partner role | <p>Handbook – LTTA is considering writing articles in different publications</p> <p>Training Course/Learning Environment – LTTA is planning to promote the Learning Environment to the Romanian educational community and to its school community</p> |



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|  | <p>Self-assessment tool – LTTA is considering creating interactive activities with teachers, using the self-assessment tool</p> <p>Policy Recommendations – LTTA is planning to mail/ write a formal letter to ISJ Dolj, Ministry of Education about IO4</p> <p>LTTA is also considering holding presentations in various Conferences or round tables that they participate in, or in new project teams related to the intellectual results</p> |
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| Partner      | <b>Pedagogical University of Krakow, Poland</b>   |
| Partner role | <p>Pedagogical University of Krakow as the coordinating institution and host of the web page of the project will keep the web page alive and open for Partner’s reports of all initiatives undertaken in order to promote the ONLIFE paradigm and exploit project results.</p> <p>As the host of the training platform, PUK will keep it accessible and working properly, regardless of software updates which will occur within the next five years after the end of the project. PUK will make sure that all partners will be able to update modules they developed. Any individuals or organisations interested in utilising the self-assessment tool or the training will be guaranteed access to all available resources.</p> <p>The outcomes of the project will be promoted by PUK in a variety of events, especially events addressed to preservice and in-service teachers. They will be also presented during meetings with national and local government officials, as well as education policies enforcing and monitoring bodies.</p> <p>Furthermore, PUK is a partner in EU funded project building upon results of the present project and will utilise its results within these new projects. It is also a proposer in a number of new applications. It can be expected that at least part of them will be granted, providing additional space for the exploitation of results of the present project. Additional proposals are expected to be submitted on a regular basis.</p> |

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| Partner      | <b>Doukas School, Greece</b>  |
| Partner role | Doukas School, as a partner school promotes and supports the teachers’ continuous professional development. For this reason, Doukas will keep sharing the results of the project both inside and outside the school. Also, it |



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|  | <p>is intended to present the project to teachers that will be visiting the school in the context of other European projects (KA1, KA2).</p> <p>The self-assessment tool will frequently be used to assess teachers' digital preparedness and be promoted through news items on the website and as part of the newsletters that Doukas' R&amp;I department prepares and sends to a community of 2000 stakeholders in the field of school education.</p> <p>The training platform will be used by teachers who are interested in broadening their knowledge on the field of online education and especially during times when the online teaching will be obligatory (e.g. in Greece online teaching is mandatory during extreme weather conditions).</p> <p>Finally, it is intended to write more articles based on the ONLIFE results in order to promote the results to the school community in Greece.</p> <p>The policy recommendations could be presented to events that policymakers and education consultants participate in.</p> |
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| Partner      | <b>University of Barcelona, Spain</b>  |
| Partner role | <p>The University of Barcelona is the largest higher education institution in Spain providing teacher education as well as teacher training in all curriculum areas, with more than 7000 participants. The IDP (Institute for professional development) provides many training courses.</p> <p>Additionally, UB holds a strong network of Latino-american Universities through staff and student exchanges, Postgraduate courses. The ONLIFE resources will be present in the teacher education programmes our university is offering to the future educational leaders in these countries.</p> <p>In general, the different outcomes of the project will be exploited by the University of Barcelona in educational events addressed especially to teacher education. They will be also presented during meetings with national and regional government offices, as well as in education policies meetings.</p> <p>ONLIFE MOOC</p> <p>At the University of Barcelona, the ONLIFE MOOC training course will be used as a resource in different teacher education courses as e.g.</p> |



“Educational environments and resources for learning”, “Virtual Teaching and Learning”, “Foundations of online education”

Additionally the MOOC will be a resource in the different Master’s programmes for Teacher Education, and the Master’s Programme “Virtual Teaching and Learning” to in-service education, to be implemented in different course modules. The course will be offered to the network of Master’s Degrees in Teacher Education, which have annual meetings, since it is freely available in the ONLIFE portal

The different training programmes devoted to digital education in the Spanish Universities organise an annual meeting in which lecturers involved in this are present practical innovations and research results. The ONLIFE package of outputs will be promoted and presented in this professional meeting, so the Spanish Universities will have information and access to the MOOC course and other project outputs.

The MOOC will be also promoted in national networks of innovators and teacher’s networks, e.g. <http://dimglobal.net/dimnewagenda.htm>, who organises education meetings and demonstrations in all Spanish regions on a regular basis. Several ONLIFE presentations are to be done in these meetings.

#### COMPETENCE FRAMEWORK AND SELF-ASSESSMENT TOOL

Together with the above-mentioned plans, the competence framework and self-assessment tool will be available to the different research and implementation groups of our Faculty, as well as to the Institute of Educational Research.

With the participation of other ONLIFE partners, the University of Barcelona will lead a publication about the competence framework model developed.

#### POLICY RECOMMENDATIONS

There are several digital education and digital competencies initiatives at both the University of Barcelona and in the Catalan region, which will be informed about the outcomes of the ONLIFE project. All the Spanish Educational Department in the different regions (17) will be informed by providing a full package of outputs to be distributed among teachers’ professional organisations and networks. The policy recommendations document will be distributed among the Offices of Educational Innovation of



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|  | <p>the regional Departments of education, to be considered in the implementation of teachers' training programmes.</p> <p>A report will be also sent to the Central Ministry of Education's institute for digital education, named <a href="https://intef.es/tecnologia-educativa/">https://intef.es/tecnologia-educativa/</a></p> |
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| Partner      | <b>Liceo Statale Ettore Majorana, Italy</b>   |
| Partner role | <p>Training Course/Learning Environment – LSEM is planning to promote the training course to new teachers joining the school, as well as to the wider community in Rho, Italy.</p> <p>Self-Assessment: LSEM is planning to create interactive activities with new teachers by using the self-assessment tool</p> <p>In addition to the above, LSEM will maintain the school website page dedicated to ONLIFE. The school will also consider holding presentations in teachers' board meetings, or in new project teams, regarding the project's intellectual outputs.</p> |



## IPR Management

Effective exploitation of the KERs depends, among others, on the proper management of intellectual property. There are several activities related to IPR, namely, assessment of pre-existing rights of the project partners, assessment of the results generated during the project, proposition of the optimal IPR protection options, ownership and proper implementation of IPR protection measures.

Access rights to the project results and deliveries are granted to the original project partners since all have participated in its implementation, i.e. its conceptualization, creation, testing, piloting etc. Therefore, all partners will have the right to use and exploit the project results without any fee or charge, including the right to sublicense to its affiliates. Partners will ensure that knowledge is shared as open access. The consortium will encourage any further publications, information on Websites, blogs etc. to be made in open-access journals, news sites, social media, magazines and conferences so that they can be made available free of charge.

## Conclusions

The exploitation plan and strategy outlined provide the basis to enable the consortium to understand and identify exploitable results. The document will help partners to incorporate their own and some new exploitation strategies. The plan has been created at the end of the project to establish and implement a strategy.



## Annex 1: KER Characteristics Table

In the table, each element should be described in a simple way highlighting the most important features that distinguish the KER from other current solutions.

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| <p><b>KER: ONLIFE Guidebook</b></p> <p>Description of the result, problem it solved, Unique Selling Point (competitive advantage or innovativeness introduced compared to already existing products)</p>                           | <p>Development of a Guidebook with focus groups and interviews both at national and international level</p> <p>Unique research of state of the art</p>    |
| <p>Market:</p> <p>The result and its market, trends, product/service Position, competitors, prospects</p>  | <p>Researchers, Educators</p> <p>It will be relevant and up-to-date for approximately 5 years</p>   |
| <p>External factors:</p> <p>Legal or normative or ethical requirements (need for authorisations, certification, standards, curricula etc.</p>  | <p>None needed as published by the consortium- agreement to reference all partners and the project</p>  |
| <p>Market aspects:</p> <p>cost of exploitation, time to market, estimated price, adequateness of expertise involved;</p>   | <p>Free to exploit, open access available online</p> <p>Wide relevant to all sectors of education</p>   |
| <p>▪ IPR Status:</p> <p>Ownership of result</p>  | <p>Owned by the consortium, open access</p>   |
| <p>▪ Exploitation Strategy:</p> <p>Exploitation forms (direct use, licence agreement, publications, standards, etc.)</p> <p>Which partner?</p> <p>Sources of financing foreseen after the project (loans, other grants, etc.).</p> | <p>Reference KER in other papers/chapters</p> <p>Follow-up publications on post-Covid education</p> <p>University partners and NGOs</p> <p>Not needed</p> |



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| <p><b>KER: ONLIFE Learning Environment</b></p> <p>Description of the result, problem it solved, Unique Selling Point (competitive advantage or innovativeness introduced compared to already existing products)</p> | <p>The ONLIFE Learning Environment is an innovative tool developed in response to the COVID-19 pandemic's challenges. It equips educators with digital competencies and skills to effectively utilize digital technologies for online and blended teaching in school education.</p> <p>The output's unique selling point is its focus on the pandemic's challenges and the lack of online training resources aimed at equipping educators with adaptable teaching skills. Its competitive advantage is that it offers a comprehensive online learning environment that addresses the specific needs of educators in the digital landscape.</p>  |
| <p><b>Market:</b></p> <p>The result and its market, trends, product/service Position, competitors, prospects</p>  | <p>The output mainly targets school education teachers and higher education professionals. The prospects for the output are promising given the growing trend towards digital education and the continued need for educators to adapt to the digital landscape.</p>   |
| <p><b>External factors:</b></p> <p>Legal or normative or ethical requirements (need for authorisations, certification, standards, curricula etc.)</p>   | <p>The ONLIFE Learning Environment is free and open-access and is hosted on the Moodle Platform. However, registration is required to access the course. While there may not be any legal or normative requirements associated with this registration process, it ensures that only interested parties access the course, which can help to maintain its quality and effectiveness. Additionally, it is a common practice for online courses to require registration, especially if they are offered for free, as it helps with course management and ensures that learners can receive necessary support and resources.</p> <p>In addition, the ONLIFE Training Course offers a certificate of completion, which is automatically issued by the project's coordinator, the Pedagogical University of Krakow, once a module is completed. This certificate provides evidence of the learner's participation and completion of the module/course, which could be useful for professional development or employment purposes.</p> |
| <p><b>Market aspects:</b></p> <p>cost of exploitation, time to market, estimated price,</p>   | <p>Free to exploit, open access available online</p>  |



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| adequateness of expertise involved;   | Widely relevant to all sectors of education and particularly school education.   |
| ▪ IPR Status:<br>Ownership of result  | Owned by the consortium, open access   |
| ▪ Exploitation Strategy:<br>Exploitation forms (direct use, license agreement, publications, standards, etc.) | <ul style="list-style-type: none"> <li>- Promote the ONLIFE Training course through newsletters, conferences and social media</li> <li>- organising workshops during annual Conferences</li> <li>- Sharing the ONLIFE Learning environment with other stakeholders through presentations given at various events</li> <li>- Publish output results in relevant journals and periodicals to maintain their impact.</li> <li>- Utilising other project activities to promote the ONLIFE Training Course to involved teachers</li> <li>- Promoting the ONLIFE Learning environment to teachers and educators in other Erasmus+ projects</li> <li>- Promoting it through the school community by sending group emails</li> </ul> |
| Which partner?  | University Partners, NGOs and School Partners  |
| Sources of financing foreseen after the project (loans, other grants, etc.).                                  | Not needed   |

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| <p><b>KER: ONLIFE Learning Paradigm</b></p> <p>Description of the result, problem it solved, Unique Selling Point (competitive advantage or innovativeness introduced compared to already existing products)</p> | <p>The output mainly targets school education teachers and higher education professionals. The prospects for the output are promising given the growing trend towards digital education and the continued need for educators to adapt to hybrid digital education.</p> <p>The OLP competence model is a step beyond the DigiCompEdu, SELFIE and L-CLOUD competency models, and can be considered a natural evolution of them, introducing those competencies that were identified during the pandemic.</p> |
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|   | <p>Beyond that, this model is a starting point for cloud education, as it is notable that most of the education system in Europe has consolidated the practices and tools necessary for digitally intensive education or hybrid learning. It will be relevant and up-to-date for approximately 5 years.</p> <p>Additionally, The ONLIFE consortium developed a self-assessment tool <a href="https://onlife.up.krakow.pl/test/">https://onlife.up.krakow.pl/test/</a>, which should help the broadly understood school community stakeholders to diagnose their hybrid competencies for ONLIFE Adaptable Teaching in School Education. The tool is based on the ONLIFE Learning Paradigm and is available on the project-dedicated website.</p> |
| <p>Market:<br/>The result and its market, trends, product/service Position, competitors, prospects</p>                                      | <p>Educators, practitioners, policymakers. The model can also be used to update the contents and methods of teacher training programs, whether initial or continuing education.</p> <p>On the basis that it is difficult to foresee the future, we believe that the model can help teachers, principals, and schools as a whole to make a diagnosis in order, with the help of digital technologies, to be prepared for any disruptive or complex situation that may occur in the future of educational systems.</p>  |
| <p>External factors:<br/>Legal or normative or ethical requirements (need for authorisations, certification, standards, curricula etc.)</p> | <p>None needed as published by the consortium- agreement to reference all partners and the project</p>  |
| <p>Market aspects:<br/>cost of exploitation, time to market, estimated price, adequateness of expertise involved;</p>                       | <p>Free to exploit, open access available online<br/>Wide relevant to all sectors of education</p>  |
| <p>▪ IPR Status:<br/>Ownership of result</p>  | <p>Owned by the consortium, open access</p>   |
| <p>▪ Exploitation Strategy:</p>   | <p>Reference KER in other papers / chapters</p>   |



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| <p>Exploitation forms (direct use, license agreement, publications, standards, etc.)</p> <p>Which partner?</p> <p>Sources of financing foreseen after the the project (loans, other grants, etc.).</p> | <p>Follow up publications on post-Covid education</p> <p>University partners, schools and NGOs</p> <p>Not needed</p> |
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| <p><b>KER: Recommendations and Guidelines for School System Bodies</b></p> <p>Description of the result, problem it solved, Unique Selling Point (competitive advantage or innovativeness introduced compared to already existing products)</p> | <p>This output is oriented to provide School System Bodies with a useful framework and guidelines to improve teaching quality by enhancing digital tools and environment in School Education, as requested by all European documents which confer to School System Bodies the responsibility of quality policy in teaching, research and third mission. The document focuses on defining a Quality Assurance framework for School Education with special attention towards e-learning quality standards for online learning:</p> <ul style="list-style-type: none"> <li>- training for teachers’ professional development</li> <li>- the enhancing of digital tools and environment for inclusion, diversity and innovation</li> <li>- innovative assessment methods for empowering teaching quality.</li> </ul> <p>The Report is articulated in a general introduction and three sections which are 1) Theoretical Framework, 2) Guidelines and 3) tools for implementation and recommendations.</p> <p>The Policy recommendations and Guidelines for School System bodies are a very innovative product whose aim is to boost School Systems’ capacities related to e-learning skills and teaching practices for teachers and teacher trainers for hybrid learning environments. The IO4 contains in fact suggestions for and from project partners, ONLIFE project results and know-how as well as best practices for e-learning quality standards, teachers’ professional development, digital tools and teaching quality. The</p> |
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|   | principal target of this Report will be School System Bodies and EU policymakers with the mission of improving their micro-policies referring to both digital learning environments and tools and teachers' professional development for adaptability in pandemic/crisis/emergency hybrid contexts.  |
| Market:<br>The result and its market, trends, product/service Position, competitors, prospects                                      | School Education authorities (Ministries of Education or Municipalities); local stakeholders in the field of higher education and for extension of education at all levels; teachers, educators, trainers, school management personnel and policy as well as decision-makers at local, national and EU level in the field of school management and digitalisation strategies.  |
| External factors:<br>Legal or normative or ethical requirements (need for authorisations, certification, standards, curricula etc.) | There is no need for authorisation in order to have access to the Policy Recommendations created by the ONLIFE consortium; however the references and quotations rules must be followed when referring to those.   |
| Market aspects:<br>cost of exploitation, time to market, estimated price, adequateness of expertise involved;                       | Free to exploit, open access available online<br><br>The Policy Recommendations mainly target school System bodies, teachers and higher education professionals as well as Ministries of Education and local policymakers in the field of schooling and higher education. The School Education authorities (Ministries of Education or Municipalities) in the partner countries and beyond will be able to have access the recommendations, access to examples/ guidelines written down and toolkit, ready to be adapted and tailored to their own school systems: the prospects for the output are hence very promising given the growing trend towards digital education and hybrid teaching/learning settings and the embedded adaptability of the policy blueprint to different contexts and landscapes. |
| ▪ IPR Status:<br>Ownership of result  | Owned by the consortium, open access   |
| ▪ Exploitation Strategy:<br>Exploitation forms (direct use, licence agreement,  | Direct use and spreading of the publications done.   |

