D6.6 Initial Exploitation Plan

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Introduction

Deliverable 6.6 Initial Exploitation Plan (M12) is a public project deliverable that provides an initial model for how project results will be exploited and sustained after the end of the project. The deliverable supports Task 6.6 that reads as follows:

Task 6.6 – MenSI Exploitation and Sustainability (M10-M24M)

> *Development of Initial and Final project Exploitation Plans outlining how key MenSI results and outcomes will be sustained and further developed under the EUN Future Classroom Lab.*

This initial plan is divided into two sections: the first, we present the related initiatives that will guarantee the economic viability of the MenSI outcomes and its dissemination during and after the project's lifetime; the second, focuses on the exploitation strategies, this is, how the related initiatives are linked to the project and how project actions are developed within a sustainability perspective.

The document supposes that the reader is familiar with the MenSI project, its core activities and objectives. If not, relevant information can be found at the MENSI website[3].

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[3] https://MenSI.eun.org/

Related initiatives

A key objective in the exploitation of the MenSI results is to ensure a close integration with the strategic plan of European Schoolnet and its supporting Ministries of Education (MoEs) to build a much larger pan-European teacher portal and develop the Future Classroom Lab initiative within which practitioners, policy makers, industry partners and European Commission DGs can come together to rethink 21st century teaching and learning. The following initiatives and projects will play a key role in finding sustainable ways to exploit and sustain the MenSI outcomes.

Future Classroom Lab

From the beginning the MenSI project has been part of a 'family' of related projects under the umbrella of the EUN Future Classroom Lab (FCL) initiative[4]. The FCL has been developed as a self-sustaining initiative that is not dependent on project funding. Over 30 industry partners are already supporting the Future Classroom Lab. The FCL enables companies to showcase their own ideas for new learning spaces and how their technology can support innovative pedagogical approaches to 21st century teaching and learning.

As of October 2021, there are related activities under development or planning, the EUN Academy and the EUN Teacher Community. It is not yet specified under which of these initiatives certain activities will take place, e.g. face-to-face workshops. However, the EUN general strategy around these services will be further elaborated during 2021-2022 and more specifications will be provided in the final exploitation plan due in October 2022.

EUN Academy

The European Schoolnet Academy (EUN Academy)[5] is a shared initiative between European Schoolnet and its member MoEs. The objective is to develop a bottom-up mainstreaming process through widespread adoption by teachers of some new approaches experimented within the projects developed by EUN. The European Schoolnet Academy was launched in 2014 in response to the need to scale up professional development opportunities for teachers, so as to help them with the growing number of challenges they face in the classroom. The European Schoolnet Academy therefore primarily offers massive open online courses (MOOCs), which are entirely free

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[4] https://fcl.eun.org/
[5] https://www.europeanschoolnetacademy.eu/

of charge and open for anyone to join, with no limit to the number of participants. This focus on openness, and the pedagogical approach that goes alongside it, is based on three premises:

1. The need to cost-effectively scale professional development offers to larger numbers of teachers, so as to give more teachers the opportunity to access and benefit from these.
2. The conviction that teachers need to be self-reflective practitioners, willing to interact with peers and with a high level of self-efficacy.
3. The fact that successful professional development encourages the development of learning communities where teachers share their expertise, according to research results.

EUN/FCL teacher community

Linked to the FCL and the EUN Academy is the aim to establish a long-term, sustainable online community for teachers. This community will build-on the teacher communities and experiences already in place such as the FCL and eTwinning[6]. A long-term, non-project specific community platform is seen as the keyway to guarantee the existence of a "meeting point" for teachers from various projects and a place to share resources and best practices across countries and interest areas. The EUN teacher community will host teachers participating in the FCL and EUN Academy training courses and other EUN ongoing projects[7].

FCL Website and the MenSI community

The MenSI website (community platform) is created as a sub-website of the European Schoolnet's Future Classroom Lab platform and it is available in English, open to all visitors. The website was launched in May 2021 (month 7 of the project) with initial content which is mostly static. More content and the interactive functionalities described in *D6.3 Community Platform* will be available during fall 2021 in parallel to the launch of the school pilot activities. Web platform enhancements will happen throughout the project to support different stages of the project.

The MenSI community platform will also use the FCL resource directory as central repository which will be used to add all new resource items. The MenSI directory will display all resources that are tagged with a specific topic "school-to-school mentoring" and the partners will collect relevant resources which feed into the directory, as well as the MenSI own outputs to be included.

eTwinning

eTwinning promotes school collaboration in Europe through the use of Information and Communication Technologies (ICT) by providing support, tools and services for schools. eTwinning also offers opportunities for free and continuing online Professional Development for educators. Launched in 2005 as the main action of the European Commission's eLearning Programme,

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[6] https://www.etwinning.net/
[7] http://www.eun.org/projects/current

eTwinning is co-funded by the Erasmus+, the European programme for Education, Training, Youth and Sport, since 2014. Operated by European Schoolnet and supported at the national level by 38 National Support Organisations, eTwinning offers the possibility of further dissemination and collaboration within its community of schools as well as the potential for spill over initiatives lead by teachers via the eTwinning projects.

SELFIE

SELFIE (Self-reflection on Effective Learning by Fostering the use of Innovative Educational technologies)[8] is a free tool designed to help schools embed digital technologies into teaching, learning and assessment. SELFIE was developed based on the European Commission framework on promoting digital-age learning in educational organisations.

As part of task 4.1 and tasks 5.1/5.4 of the MenSI project, school clusters are invited to explore new tools that are available to schools in Europe (including the EC's SELFIE school self-assessment tool and new approaches to online mentoring). In order to obtain a picture of where schools are starting from in the project (their e-maturity), they will all be invited to complete the SELFIE questionnaire in their language. At the end of the project, all schools will again complete the SELFIE survey, with the aim of helping them objectively determine to what extent attitudes to and use of digital technologies in the school as whole has changed.

MenSI will collaborate and support the SELFIE team at the Joint Research Center (JRC) in its efforts to collect the initiatives (e.g. MOOCs, Guidelines for the construction of action plans, pedagogical tool kits…) and put them together in order to make them available to the larger public. For this purpose, the operational plans developed at the level of MenSI will build up and coordinate with Erasmus+ projects such as the SHERPA[9] and ASELFIE. In this regard, the project has also been closely involved in the preparations and development of the SELFIE Forum[10] that took place on 7-8 October 2021.

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[8] https://ec.europa.eu/education/schools-go-digital_en
[9] https://sherpa4selfie.eu/
[10] https://www.selfieforum.eu/

Exploitation strategy

This chapter presents the concrete actions to be developed for an effective exploitation and sustainability of the MenSI outcomes.

Expanding the network

The MenSI project has been designed to maximise impact mostly via two ways: on schools and education ministries participating in project activities and through dissemination actions. Impact is expected to be both quantitative (numbers of countries/policymakers and schools/practitioners receiving project outputs, networked and exchanging best practices) and qualitative (improvements resulting from the digital innovation actions, whole-school approach to implementing ICT, policymakers provided with guidance on mainstreaming an innovation culture).

The project includes a network of 24 mentor schools (4 per country) and 96 mentee schools (16 per country). The current schools will develop the regional hubs and the Community of Practice, understood as the online platform. In addition to the CoP, the project will continue engaging teachers through open CPD events (MOOCs, webinars, small training events, online discussions, etc.) which will be promoted through the MenSI public website.

The six ministry of education partners all have established mechanisms to reach, raise awareness and influence other policymakers, regional authorities, teacher educators and school leaders, and classroom teachers; these include websites, social media channels, newsletters, events and networks that are coordinated under the MenSI Community Platform. This approach has been defined within the *Communication and Dissemination strategy (D6.1).* Sustainability plans at the national level will be included in deliverable 6.7 – Final exploitation plan, due October 2022.

The challenge is to encourage the growth of the network in a sustainable way, i.e. acquiring new members that are interested to invest in the community long-term, not just as "one-time" login members. This requires both interesting and relevant content and solid dissemination processes to reach the target numbers. Table 1 (included in the DoW) describes the projects' communication, dissemination and exploitation actions.

Table 1: MenSI key communication, dissemination and exploitation actions

DISSEMINATION/ EXPLOITATION			COMMUNICATION		
ACTIVITIES	CHANNELS	AUDIENCE	ACTIVITIES	CHANNELS	AUDIENCE
School Mentoring Report (WP2)	Platform, Email, EUN policy/FCL newsletter, EUN publications' gallery	Policy makers, MoE Researchers, Stakeholders	**Project launch**	EUN website project page, Partners' channels, EUN Teachers'/FCL newsletter	Policy makers MoE General public
Guidelines for schools (WP2)	MenSI platform, Email		**Guidelines for schools (WP2) & Infographic**	EUN publications' gallery Partners' channels, EUN Teachers'/FCL newsletter	Teachers, School leaders, ICT staff
Online training	EUN Academy, Facebook Group	CoP Stakeholders	**Open call for school clusters**	Platform, Partners' channels, EUN/FCL newsletter & websites	Teachers, School leaders
Reports (WP5) Effective whole school mentoring & activities	Platform, Email, EUN policy/FCL newsletter, EUN publications' gallery, FTF events	Policy makers, MoE Researchers, Stakeholders	**Platform launch**	Partners' Social media, EUN Teachers'/FCL newsletter, FCL&EUN websites	Teachers, School leaders, Policy makers, MoE
National videos	Platform, EUN policy/FCL newsletter, Partners' channels		**MOOC (public)**	EUN Academy + FB Group, Platform, Partners' channels, EUN Teachers'/FCL newsletter and websites	Community of Practice (CoP), Teachers, School leaders, ICT staff
Presentation and keynote speeches	Face to face events		**Poster**	Face to face events, at the FCL space	CoP, Teachers, School leaders, General public
Mentoring Policy	Email		**Video for teachers**	EUN Teachers' Newsletter,	CoP, Teachers, School leaders

DISSEMINATION/ EXPLOITATION			COMMUNICATION		
ACTIVITIES	CHANNELS	AUDIENCE	ACTIVITIES	CHANNELS	AUDIENCE
Exchange facilitation and (e.g. at EMINENT meetings)	Online meetings MenSI platform Face to face meetings			Newsletter Partners' channels, EUN YouTube Platform, FCL	
			Video for Policy makers	EUN Policy Newsletter, Platform, FCL Newsletter Partners' channels, EUN YouTube	MoE Policy makers

CPD and training

CPD is an important part of the MenSI project. The *MenSI Whole-School Mentoring MOOC (D6.4)* that will be put in place by the end of the project, will provide training in whole school mentoring and promote the MenSI results to a wider community of between 1500 to 3000 school leaders and teachers, as well as to a wider audience of policy makers in regions and other interested stakeholders. Its content will be based on the project results and on the feedback of the participants from the dedicated online training for mentor schools (*see D3.1 Online training*[11]).

The course will be developed in an iterative way in collaboration with the partners as well the schools involved in the exercise. It will also build on the online training developed under WP3, the mentoring workshops and the feedback received by its participants.

Advisory members

Following models successfully applied in previous projects, the project consortium is extending its reach by inviting additional ministries of education and other relevant stakeholders to participate in MenSI as unfunded Advisory Members. Unfunded means they are unable to receive project funding under the terms of the contract with the European Commission. While application will remain open throughout the lifetime of the project, the current organisations have already joined the Advisory Board of the MenSI project (see Table 2):

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[11] https://mensi.eun.org/results

Table 2: MenSI Advisory Members

Organisation	Country
Ghent University, Research Group 'Teacher Education & Professional Development'	Belgium
Croatian Academic and Research Network - CARNET	Croatia
ZS Dr. E. Benese – Cakovice	Czech Republic
Masaryk University	Czech Republic
Centrum Robotiky	Czech Republic
Dublin West Education Centre	Ireland
Ufficio Scolastico Regionale per l'Emilia-Romagna	Italy
Associazione EPICT Italia - European Pedagogical ICT Licence	Italy
Another Step	Portugal
Instituto de Educação da Universidade de Lisboa	Portugal
Foundation Tempus	Serbia
JOINT RESEARCH CENTRE - European commission	Spain
Ministry of Education. INTEF	Spain
Jacobs Foundation	Switzerland
IRIS Connect	UK/Republic of Ireland

The recruitment of the first MenSI Advisory Members in this period has been an important initial step in developing the project's exploitation and sustainability strategy. The Advisory Members will contribute to this purpose with actions such as:

- taking part in the sessions linked with the strategical development of the project;
- proposing relevant resources and best practices on school-to-school mentoring to be used in the deliverables and/or on the MenSI platform;
- participating in the events linked with the 'Mentoring Policy Exchange' mechanism, e.g. sessions during the Eminent conference (self-funded attendance);
- contributing to local level trainings and events for schools in the project countries;
- promoting MenSI and give it visibility in relevant occasions and to relevant audiences.

The CoP and the Mentoring Policy Exchange

Since it opened in 2012, the EUN Future Classroom Lab has been developed as a self-sustaining initiative that is not dependent on project funding. For example, FCL Lead Ambassadors in 15 countries are currently nominated and supported by education ministries and annual fees from over 30 industry partners are an important part of the FCL economic model. Ministries participating in the Interactive Classroom Working Group (ICWG) which operates under the FCL umbrella also pay an annual fee to fund recommendations and guidelines related to specific policy challenges that they mutually wish to address. A number of ICWG guidelines (e.g. BYOD for Schools: Technical Advice for School Leaders and IT Advisers) have also been developed with the assistance of funding from FCL industry partners.

The aim is that the MenSI platform, including the Community of Practice and the Mentoring Policy Exchange, will be sustained as an additional service for ministries under the Future Classroom Lab ecosystem in a similar way to which the Validation Service[12] developed in the previous LSL project has been successfully integrated as a permanent FCL activity. To achieve this, ministry partners and advisory members will support the development of the final MenSI Exploitation Plan to ensure the sustainability of the major project results.

Intellectual Property Management

The Consortium Agreement identifies ownership or IP rights in relation to any foreseen results from the project, together with mechanisms to deal with IPR claims that arise during the project in respect of unforeseen results. It is the intention, however that the project will favour mainly open-source modalities for the exploitation of major project deliverables such as the *Report: Effective whole school mentoring: evidence from the MenSI project (D5.2)*; the *Whole-School Mentoring MOOC (D6.4);* and the *Final brochure (D6.8)*. Generally, the exercise of IP restrictions over access to project results will be kept to a minimum to maximise potential exploitation of the outcomes and publications.

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[12] Since 2014, the LSL Validation Service has completed several validation school pilots funded by companies including Acer, Google, Texas Instruments, Triseum, Samsung. http://fcl.eun.org/validation-service
[13] https://creativecommons.org/licenses/by-sa/4.0/

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