



BYOD-Learning

Co-funded by  
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# BYOD-Learning

**“LEARNING AT ANY TIME,  
AT ANY PLACE VIA ANY DEVICE”**

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## Exploitation Strategy and Plan

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# Contents

- Executive Summary .....3
- Introduction.....4
- Objectives .....4
- About the project .....4
- Methodology .....5
- Target Users.....6
- Key Exploitable Results.....6
- BYOD Exploitation Plan.....7
- Partners’ role in project exploitation .....9
- IPR Management .....14
- Conclusions.....14

## Executive Summary

An outline of the collaborative and individual exploitation paths designed to maximize the impact of the project outputs produced during and after the completion of the BYOD project, is provided in this Exploitation Plan.

P6 - SKYBRIDGE PARTNERS 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 finalised at the Final (transnational) project meeting held in Athens hosted by P2 (Doukas School). Discussion took place within the partnership and agreement was achieved on activities for exploitation of the project's results with specific emphasis on the sustainability of the project after its completion.

With the plan for exploitation, partners will use their contacts to promote and exploit the Key Exploitable Results (KERs), as well as help sustainability by offering the course. As leaders of R3, CYMS have the most relevant experience and qualifications to design the structure and content of it, and to run the courses within their organization, as part of the sustainability.

The BYOD project has generated profound impact, particularly evident in its utilization within the recently approved "STEAME TEACHER FACILITATORS ACADEMY" project. This initiative falls under the umbrella of the Erasmus+ TEACHER ACADEMIES programme, signifying a significant step forward in educational innovation. Commencing officially on June 1st, 2023, the project has already incorporated the results of the BYOD project into the development of the STEAME Teacher Facilitators Competence Framework. This framework, designed for both student and service teachers, stands as a testament to the tangible and immediate impact of the BYOD project on pedagogical practices. The University of the National Education Commission, Krakow, coordinator of the BYOD project, is the coordinating organization of the STEAME ACADEMY project. Other parts of the BYOD project are participating in the consortium of the new project.

## Introduction

One of the main ideas of European Erasmus Plus projects is exploitation. Dissemination seeks to make results known and accessible to others, whereas exploitation is about putting the results to practical use both during and beyond the project's existence. In order to take use of the outcomes once the project is over, this exploitation strategy plan has been created based on the BYOD project's results. This document contains a summary of the tangible and intangible exploitable results developed by the project partners and a straightforward strategy for their exploitation.

In order to provide for the potential for non-commercial exploitation of the outcomes, the exploitation strategy aims to ensure the broadest possible development and application of approaches and technologies. Our goal is to show how BYOD will impact the educational landscape going forward and to guarantee that the project's results are sustained when it concludes.

## Objectives

The exploitation strategy plan has the following specific objectives:

- Identify Key Exploitable Results (KERs) created by the BYOD project
- Present the exploitation actions and concrete activities to be implemented following the conclusion of the BYOD project, to ensure the implementation of project results;
- Use the findings from the BYOD project results and complement them with actions to make effective use of Key Exploitable Results (KERs) and solutions post-BYOD 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

BYOD-Learning project stands for “Learning at Any Time, at Any Place via any Device”. Because of the extreme relevance of online and blended learning programmes at the current time the BYOD project emphasizes the need for a digital transformation through development of digital readiness, resilience and capacity of Math Education. During 2019 Covid outbreak, schools around Europe were forced to implement a distance learning or a hybrid learning model. In order to help address this, the BYOD project developed a methodology which supports the life adaptability of teachers in the online teaching process in School Education so they can develop hybrid competencies as teachers.

The idea behind the project is to provide an alternative flip-classroom learning environment through video lessons covering the curriculum in support of two-fold solutions: (1) digital learning solution and (2) support to mix ability classes outside the classroom. The BYOD project focuses on students learning mathematics in secondary education, especially 7 graders.

Furthermore, the need to support the teachers and educators is met with the design of the European Platform of Video Lessons hosting videos accessible by teachers, students at any time and any place and through any device applying an approach of BYOD (Bring Your Own Device).

The main results of BYOD project are:

R1: European Platform of Video Lessons hosting videos accessible by teachers, students at any time and any place and through any device applying an approach of BYOD (Bring Your Own Device).

R2: Methodology and specifications for the design of the video lessons and set of digital tools and guidance on the digitalisation of the educational content to facilitate the learning process.

R3: Training course for supporting teachers and educators to digital transformation through development of digital readiness, resilience and capacity in mathematical education.

## Methodology

To enable the development of a BYOD exploitation plan for sustainability, three phases were established.

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 BYOD 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 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 BYOD 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 as they first need to adapt the teaching methodologies to the pandemic and student's needs.

Teachers as direct target group will have the following impact: - improved competencies in innovative and digital approach to teaching, facilitating the educational content; - improved competencies of addressing low achievement in mathematics through more effective teaching methods; - improved assessment of the key-competences (mathematics and digital skills); - increased level of digital competence, especially regarding access to and learning through digital Open Educational Resources (OER) with a new BYOD methodology, empowered to transfer part or the entire educational process in a digitally supported environment allowing them to implement distance/hybrid learning models.

The indirect target group of the project is represented by students that can benefit from the innovative learning material of the project.

Students as indirect target groups, that will be impacted: - reduced disparities in learning outcomes affecting all learners, especially underachievers; - improved 21st century skills, such as digital skills, critical thinking, cooperation, problem solving, innovative and analytical thinking; - improved accessibility and access (One of the most inspiring digital transformation trends visible in education is the improved accessibility to school, lessons and even degree programs for students of all ages); - personalized learning approaches (Offering adaptable solutions for students based on their own strengths and weaknesses, will result them absorb and retain critical information; personalization empowers students to move forward in their education);

## 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 license).

Results are defined as any tangible or intangible output of the BYOD Project, 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 with conferences and multiplier events.

Exploitation is the utilisation of results – at least three years after the end of the project:

- 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.

## BYOD 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.

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 e-learning platform will be connected. Furthermore, the project website will be kept active for at least three years 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.

Having a structured course to be delivered as a KA1 course to all Europeans is expected to be an added value to many European Educational and Commerce systems. Participants during the C1 implementation and potential participants during the exploitation of the project have had the opportunity to develop their competencies regarding the OER's and tools developed and provided through this project.

During and after the implementation period of the project, partnership will establish local, regional, national and international cooperation with schools or institutions that will provide dissemination of the results of the project. Having a network of institutions using the resources developed during the project will ensure the proper exploitation of results in the implementation period and after the project's completion.

In particular, the partnership will make sure to promote the Outputs and the relevant tools via social networking tools, since information nowadays travels faster through the Internet rather than any other channel of communication and is also a low-cost way of raising awareness and disseminating the results of the project. All partners are involved one way or another in school education, as well as have an already established network of stakeholders (Universities, Educational Institutions, National and local authorities, civil associations, parent's associations, teachers' organizations, school councils etc. with which they communicate and interact regularly.

With this in mind, the overall objective of the project will be pursued even after the completion of the project and its results communicated to the parties involved, as all partners believe that the added value of the implementation of the proposed Intellectual Outputs is extensive in the long term. Furthermore, the associated partners will be invited to attend some events and will be expected to act as ambassadors of the project after the completion of the project.

The partners will ensure the BYOD project results will remain available and can be used by others by publicizing the project's results in the project's website by ensuring their sustainability over the project's implementation period for at least 3 years.

This project sets the basis for the creation of a powerful result, addressed to schools and academic communities, which the partners aspire to be widely used and utilized as an accurate and credible benchmarking tool. It is the core idea of the project not to purely approach the end-users as end-users but as potential producers that can activate the learning cycle again and again breathing life into our resources and continuing after the end of the project implementation period. This project is considered by the partnership a crucial opportunity to create synergies with other implementing Erasmus+ projects fostering competences, enhancing teachers and educators professional profiles, fostering innovative and digital education. The fact being that the consortium has an already extensive network of stakeholders with which they interact regularly, the overall aim of the project will be promoted through various act.



## 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 BYOD. Exploitation means, for instance, direct use, technology transfer, 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.

Partner	<b>UNIWERSYTET KOMISJI EDUKACJI NARODOWEJ W KRAKOWIE - Poland</b>
Partner role	<ul style="list-style-type: none"> <li>- Maintaining the Social Network Platform for at least 5 years</li> <li>- Maintaining the website for at least 5 years</li> <li>- Continuing to provide future updates of the BYOD Methodology to be established through new projects, such as the STEAME Teacher Facilitators Academy Project which commenced on June 1st 2023.</li> <li>- The BYOD Training course will be published on the EPAL Electronic Platform for Adult Learning in Europe.</li> <li>- Continuing to promote the project results in future conferences</li> <li>- Using BYOD Methodology through new European projects planned for 2024-2026</li> <li>- Promoting the BYOD Platform nationally and internationally through its network of European partners</li> <li>- Develop new projects based on the BYOD project's results.</li> </ul>

Partner	<b>DOUKA EKPAIDEFTIRIA AE - PALLADION LYKEION EKFPaideuthria DOUKA - Greece</b>
Partner role	<p>Following the completion of the project, Doukas School will:</p> <ul style="list-style-type: none"> <li>- Keep promoting the project results through its communication channels (website, social media, etc.) that target the general audience</li> <li>- Keep promoting the project and its outcomes through the periodical newsletter sent to parents and stakeholders</li> <li>- Keep promoting the project in conferences that they attend</li> <li>- Maintain a communication with the participants of the multiplier event</li> <li>- Contribute to any update on the website if decided by the project consortium</li> </ul>

	<ul style="list-style-type: none"> <li>- Reply to any communication or inquiry about the project arising from the local audience and/or partner network</li> <li>- Promotion of the BYOD platform for the entire period the platform remains active and functional</li> <li>- Periodical promotion of the BYOD learning video development methods and techniques to new colleagues, members of the teaching staff</li> </ul>
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Partner	<b>Zdruzenie za evropska edukacija i mobilnost AMETA Veles - The Republic of North Macedonia</b>
Partner role	<ul style="list-style-type: none"> <li>- In order to exploit the results of the BYOD project after the end of the funding period, AMETA will use its network and various media channels. News on the BYOD course will be published online:  On AMETA Website under "Projects": <a href="https://sites.google.com/view/ameta">https://sites.google.com/view/ameta</a>  AMETA Facebook Page: <a href="https://www.facebook.com/AssociationAMETA">https://www.facebook.com/AssociationAMETA</a>  Promoting BYOD website in AMETA network through LinkedIn: <a href="https://www.linkedin.com/in/ameta-association/">https://www.linkedin.com/in/ameta-association/</a></li> <li>- Promoting the BYOD Platform nationally using its network of schools under the Vardar Region</li> <li>- Promoting the BYOD Platform internationally through its network of European partners</li> <li>- Continue disseminating the project results and future events beyond the project's completion, through means such as conferences, newsletters, email alerts, etc.</li> <li>- Using BYOD Methodology through new European projects planned for 2024-2026</li> </ul>

Partner	<b>Kypriaki Mathimatiki Etaireia - Cyprus</b>
Partner role	<ul style="list-style-type: none"> <li>- Promoting the BYOD Platform internationally</li> <li>- Conducting physical or online BYOD training courses and continuously updating and improving the material</li> </ul>

	<ul style="list-style-type: none"> <li>- Running the KA1 BYOD training course; The next KA1 workshop will be held in Rome during 12-16 March 2024, organized by the Cyprus Mathematical Society and is listed as an event on the SCIENTIX platform.</li> <li>- Continuing to hold sessions under the established and well-known EUROMATH &amp; EUROSCIENCE annual Conference (<a href="http://www.euromath.org">www.euromath.org</a>) expanding to more school representatives.</li> <li>- Making presentations after invitations to national Ministries' events; (Already the BYOD project has been presented to the following events: 9 Dec 2022 at Ministry of Education of Cyprus, 27 January 2023 at the Education in the 21st Century online Conference in Romania, 1 February at the eTwinning conference of the Cyprus ERASMUS+ National Agency, 25-26 February 2023 at the Cyprus National Mathematics Conference, Cyprus STEAME Festival during 1-2 December 2023).</li> <li>- Incorporating BYOD activities during STEAME Summer Camps, including the Cyprus STEAME Summer Camp scheduled for July 22 – 26, 2024, EUROMATH &amp; EUROSCIENCE ASIA in South Korea scheduled for August 2024.</li> <li>- Continue disseminating the project outputs and future events beyond the project's completion, through means such as conferences, newsletters, email alerts, etc.</li> <li>- Future updates of the BYOD Methodology &amp; Training Course may become available for consulting in order to generate income.</li> <li>- Develop new projects based on the BYOD project's results.</li> <li>- Create future updates of the BYOD Methodology through new projects. Proposals planned in 2024 will involve using the guidelines and platform for new activities.</li> <li>- Publish project results in relevant journals and periodicals to maintain their impact.</li> </ul>
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Partner	<b>5 OU Ivan Vazov - Bulgaria</b>
Partner role	<p>To provide the lasting impact of the BYOD project, <b>5 OU Ivan Vazov</b> – Bulgaria has devised a multi-faceted strategy for post-funding utilization:</p> <ul style="list-style-type: none"> <li>- Exploit various media channels and their network to disseminate news about the BYOD course.</li> <li>- Feature updates on the <b>5 OU Ivan Vazov</b> – Bulgaria website, specifically under the "Projects" section: <a href="https://www.5ou-ivanvazov.com">https://www.5ou-ivanvazov.com</a></li> <li>- Maintain an active presence on the <b>5 OU Ivan Vazov</b> – Bulgaria, Facebook page: <a href="https://www.facebook.com/">https://www.facebook.com/</a></li> </ul>

	<ul style="list-style-type: none"> <li>- Apply the successful BYOD methodology into our everyday work at school.</li> <li>- Actively promote the BYOD Platform among schools, colleagues from different schools, and different teacher groups on Facebook.</li> <li>- To ensure continuous dissemination of project outputs and updates on future events even after the project concludes. Utilize diverse communication channels, newsletters, and email alerts to keep stakeholders engaged and informed.</li> </ul> <p>This comprehensive approach not only highlights <b>5 OU Ivan Vazov's</b> commitment to maximizing the project's impact but also emphasizes strategic dissemination, collaboration, and continued innovation in future endeavors.</p>
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Partner	<b>SKYBRIDGE PARTNERS OUTSOURCING SERVICES I.K.E. – Greece</b>
Partner role	<p>In order to exploit the results of the BYOD project after the end of the funding period, Skybridge will use its network and various media channels. News on the BYOD course will be published online:</p> <ul style="list-style-type: none"> <li>- On Skybridge Website under “European Projects”: <a href="https://www.sbp.gr/index.php?lang=en">https://www.sbp.gr/index.php?lang=en</a></li> <li>- Skybridge Facebook Page: <a href="https://www.facebook.com/SkybridgePartnes/">https://www.facebook.com/SkybridgePartnes/</a></li> <li>- Promoting BYOD website in Skybridge network through LinkedIn: <a href="https://www.linkedin.com/company/skybridge-partners/">https://www.linkedin.com/company/skybridge-partners/</a></li> <li>- Skybridge Partners plans to maintain, monitor and support the BYOD e-learning Platform for 3 years after the end of the project.</li> <li>- Skybridge Partners will provide the resources required (human resources, hosting server) to maintain, support and monitor the BYOD e-learning platform for 3 more years after the project’s end.</li> <li>- Moreover, Skybridge’s website will be constantly updated, providing relevant posts and publications to the BYOD Project and its main outcomes.</li> <li>- Skybridge Partners will disseminate the BYOD results to its partners and their social media. Skybridge’s network consist of IT companies, VET Providers, HEIs, Local Authorities, Social Partners, Enterprises.</li> <li>- Skybridge Partners will also continue enlarging its network and keep informing its partners and collaborators about the main BYOD Project results.</li> <li>- Skybridge Partners aims to develop more synergies and promote the BYOD MOOC to relevant interested parties.</li> </ul>

	<ul style="list-style-type: none"> <li>- Skybridge Partners will promote the BYOD results to similar future EU projects and will liaise with other EU consortia, aiming to maximize the potentials of reaching the most appropriate target groups, thus further exploiting the project outputs.</li> </ul>
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Partner	<b>PLOVDIVSKI UNIVERSITET PAISIY HILENDARSKI - Bulgaria</b>
Partner role	<ul style="list-style-type: none"> <li>- In order to exploit the results of the BYOD project after the end of the funding period, Plovdiv University “Paisii Hilendarski” will use its network and various media channels. News on the BYOD course will be published online: <ul style="list-style-type: none"> <li>• On FMI Website under “Projects”: <a href="https://fmi-plovdiv.org/index.jsp;jsessionid=EA1EE2DE67FF6A6438855509C7B10E91?ln=1&amp;id=1867">https://fmi-plovdiv.org/index.jsp;jsessionid=EA1EE2DE67FF6A6438855509C7B10E91?ln=1&amp;id=1867</a></li> <li>• On FMI Facebook Page: <a href="https://www.facebook.com/groups/399834048700890/">https://www.facebook.com/groups/399834048700890/</a></li> <li>• On BYOD-Learning-Plovdiv University Facebook Page: <a href="https://www.facebook.com/groups/1089564415242423">https://www.facebook.com/groups/1089564415242423</a></li> </ul> </li> <li>- Continue disseminating the project outputs and future events beyond the project’s completion, through means such as conferences, newsletters, email alerts, etc.</li> <li>- Continuing to provide future updates of the BYOD Methodology to be established through new projects, such as the STEAME Teacher Facilitators Academy Project which commenced on June 1st 2023.</li> </ul>

Partner	<b>I.E.S. ARCEBISPO XELMIREZ II- Spain</b>
Partner role	<p>In order to exploit the results of the BYOD project after the end of the funding period, IES Arcebispo Xelmírez II will develop the following actions:</p> <ul style="list-style-type: none"> <li>- Updating the web page with relevant information about the project in the address: <a href="https://www.edu.xunta.gal/centros/iesarcebispoxelmirez2/">https://www.edu.xunta.gal/centros/iesarcebispoxelmirez2/</a></li> <li>- Promoting the project in our social media accounts from the Erasmus project and the other internal projects of the School (instagram: @moving.axii, X/twitter: @imaxiinaccion, @Fala_X2, @moving.axii,</li> </ul>

	<p>Facebook: <a href="https://www.facebook.com/imaxiinaccion">https://www.facebook.com/imaxiinaccion</a> and <a href="https://www.facebook.com/xelmirez2">https://www.facebook.com/xelmirez2</a>)</p> <ul style="list-style-type: none"> <li>- Continue disseminating the project outputs and future events beyond the project's completion, through means such as conferences, newsletters, email alerts, etc.</li> <li>- Keep promoting the project and its outcomes through the periodical communications to the educational community.</li> <li>- Maintain communication with the participants of the multiplier event.</li> <li>- Reply to any communication or inquiry about the project arising from the local audience and/or from the administration.</li> <li>- Promotion of the BYOD platform for the entire period the platform remains active and functional.</li> <li>- Promotion of the videos and produced material to the new teachers in the school and to the math teacher community.</li> <li>- Apply the successful BYOD methodology into our everyday work at school.</li> </ul>
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## 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 provides 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.