



Teacher training with specialization on life and information  
technology skills

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## ***6.4 Exploitation and Sustainability planning***

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*Prepared by SWU Team*



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## Project information

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**NOVEL**  
Group

 Klaipėdos  
universitetas



**BANASTHALI**  
UNIVERSITY



 深圳職業技術學院  
SHENZHEN POLYTECHNIC



SYMBIOSIS INTERNATIONAL (DEEMED UNIVERSITY)



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## **INTRODUCTION**

### **1. Introduction**

The 21st TS project comprises 9 organizations from 6 different countries and is motivated by the urgent need to bridge the growing disparity between existing educational curricula and the demands of 21st-century skills. Embedded within the project's overarching objective is the recognition that traditional teaching methodologies and curriculum frameworks are inadequate in preparing students for the challenges of the modern world. In response to this pressing need, our project aims to forge a new path by transferring expertise, best practices, and innovative teaching approaches from Higher Education Institutions (HEIs) in Programme Countries to Partner Countries. The ultimate aspiration is to cultivate a dynamic, student-centered learning environment capable of addressing diverse needs in China, India, and Cambodia.

This Exploitation and Sustainability Plan, situated within the framework of Work Package 6 (WP6) - Dissemination and Exploitation, serves as a cornerstone for ensuring the enduring success and impact of our project. Our conviction is rooted in the profound understanding that achieving transformative educational outcomes requires not only innovation but also a strategic blueprint for sustainability. Thus, this plan delineates a comprehensive set of strategies and actions aimed at a multi-faceted approach to fostering enduring impact. It underscores our commitment to continue refining and expanding the course programme, nurturing collaborative partnerships between European and Asian Higher Education Institutions, and harnessing the potential of the 21stcenturyTeachSkills Website and Platform as a conduit for extended collaboration and dissemination.

As our project unites old and new teachers, academics, tutors, and lecturers to collectively champion the infusion of 21st-century knowledge and skills across subjects, we embark on a journey that holds the potential to redefine education in the digital age. We have brought together a consortium of European and Asian HEIs to collaborate on this endeavor, and the success of this project extends beyond its initial implementation. This deliverable, the Exploitation and Sustainability Plan, has been developed with this broader vision in mind.

### **2. 21st TS, innovative training with specialization on life and information technology skills/ program for teachers**

21<sup>st</sup> TS Project's dissemination plan is designed to inform all the involved stakeholders about the project's objectives, the intermediate and final results, and to reach national and international networks to build participation and consensus around it.

The project aims to improve the skills of academic staff, and students in partner countries HEIs via the development of new modules. This innovative program integrates in a practical way the latest developments in applied research. The purpose is to provide stakeholders with knowledge, skills and competencies in the field of teaching and training. The long-term objective of the project is to make a viable contribution towards achieving sustainable and innovative training with specialization on life and information technology skills/ program for teachers in the project region. In addition 21<sup>st</sup> TS project aims to improve the quality of HE & enhance its relevance with labour market & society. Moreover, in the project the communication gap between experts, researchers and teachers will be bridged with the development of a virtual environment where all stakeholders meet and exchange opinions.

### **3. Target activities of the Exploitation and Sustainability Plan**

The main target of the exploitation strategy will be the continuation and further development of the course programme, the growth of the partnership between the European and Asian HEIs and expand the cooperation through the 21stcenturyTeachSkills Platform. The main target of the exploitation strategy will be:

- a. Continuation and further development of the 21st TS training curriculum and its principal outputs
- b. The spread and growth of the established partnership between the European and Asian HEIs as well as other stakeholders that will be involved during the project: The exploitation plan aims to facilitate the expansion and growth of the established partnerships between European and Asian Higher Education Institutions (HEIs), as well as other stakeholders engaged during the project. This involves nurturing existing collaborations, fostering new connections, and leveraging the 21stcenturyTeachSkills Platform to create a network of educational institutions and stakeholders committed to advancing teaching practices and cross-cultural understanding.
- c. Expanding cooperation between HEIs and relevant teaching practices.
- d. The exploitation strategy envisages the achievement of the aforementioned goals throughout the project region and beyond: The overarching ambition of the exploitation strategy is to extend the impact of the project regionally and globally. By disseminating

the 21st TS training curriculum and its outcomes, the project aspires to influence teaching practices and educational frameworks beyond the immediate project region. This broader reach aligns with the vision of creating a lasting and far-reaching impact on education, transcending geographical boundaries and contributing to the advancement of 21st-century teaching skills worldwide.

#### **4. Sustainability**

The sustainability of our project rests on a shared commitment among all partners to ensure the continued success of initiatives established during the project's duration. This joint dedication encompasses the provision of essential resources, including support, collective expertise, and the integration of technology to maintain and enhance the long-term impact of project outcomes.

As we look towards the future, the sustained maintenance of the project's website and platform remains a focal point of our commitment to enduring impact. Beyond the project's official conclusion, our collaborative efforts will extend to regular updates, technical support, and the continual enrichment of content to keep the platform dynamic and accessible. This commitment is not only about the technical aspects; it is a proactive step to preserve a valuable repository of educational materials, fostering continuous learning and serving as a collaborative space for educators and learners alike. All partners will be able to keep promoting and disseminating the platform, as well as using all the valuable materials that have been uploaded on the platform in their educational processes. Moreover, the sustainability plan acknowledges the importance of the partnerships cultivated during the project and the vibrant network of students created on the platform. These connections are integral to our commitment to long-term impact, ensuring that the knowledge exchange and collaborative spirit among partners and students remain vibrant and enduring.

Looking ahead, our sustainability vision extends beyond the digital realm. We aim to fortify the project's legacy by nurturing the partnerships forged over the years. This network of partnerships will contribute to ongoing collaboration, ensuring the project's benefits reach a broader audience. Simultaneously, the platform's role in fostering a dynamic student network will persist, promoting continued engagement, collaboration, and the exchange of ideas. Through these efforts, our sustainability plan becomes a holistic and forward-thinking strategy, fostering enduring educational impact and innovation even for the following years of the project.

## **5. Scope of the Exploitation Plan**

The exploitation plan encompasses a comprehensive approach to maximize the impact and utilization of project results. It delineates the following aspects:

### **a. Identification of Project Results to be exploited:**

The exploitation plan identifies specific project results that hold potential for further development and utilization. These may include the 21st TS training curriculum, educational materials, research findings, and technological innovations generated throughout the project duration.

### **b. Stakeholders Targeted per Result to be exploited:**

Each project result identified for exploitation is associated with a targeted group of stakeholders. These stakeholders may include educators, students, educational institutions, policymakers, industry partners, and other relevant entities involved in the field of education and training.

### **c. Techniques of Exploitation and Sustainability:**

The exploitation plan outlines various techniques and strategies to effectively exploit project results and ensure their sustainability. These techniques may include dissemination through workshops, conferences, online platforms, professional development programs, collaboration with industry partners, integration into educational curricula, and establishment of partnerships with relevant stakeholders.

### **d. Analysis of Fit between Results, Stakeholder Needs, and Exploitation Methods:**

A critical analysis is conducted to assess the alignment between project results, the needs and requirements of targeted stakeholders, and the chosen exploitation methods. This involves evaluating the relevance, applicability, and potential impact of project results on stakeholders, as well as determining the most suitable exploitation approaches to address their specific needs and maximize engagement and sustainability.

Overall, the exploitation plan aims to ensure a strategic and coordinated effort in leveraging project outcomes to address the needs of stakeholders effectively, foster collaboration and innovation in education, and create lasting impact and value in the educational landscape.

## **6. What are expected to be described by partners ?**

The success and sustainability of any project rely heavily on the commitment and engagement of its partners. In the context of the 21st TS project, partners are expected to play a crucial role in various aspects, ranging from identifying opportunities for exploitation to ensuring the long-term impact and viability of the project's outcomes. This introduction aims to outline the key responsibilities and actions partners are anticipated to undertake, emphasizing their integral role

in driving the project towards its objectives and fostering lasting benefits for stakeholders involved.

- a. Each partner specify its own exploitation plans to take advantage of the knowledge from project and tangible results
- b. To match key strengths of the project that canbe developed into competitive advantage
- c. To create active approach by identifying the most attractive opportunities for exploitation
- d. Planning to envisage the opportunities
- e. Partners will be involved in the exploitation activities, since the project will produce results that can be exploited jointly or separately by all partners. More precisely, the sustainability strategy refers to the planning and implementation of activities of mainstreaming and multiplication of the project results.
- f. In this frame, Partners will take a series of actions that will ensure the continued success of the 21st TS project in preparing participants for the challenges of the future:
- g. 1. Engagement of key stakeholders such as educators, students, counsellors, and policy makers in the 21st TS project's development and implementation after the end of the project. Their involvement will foster a sense of ownership and commitment, increasing the chances of long-term sustainability.
- h. 2. Integration of the project's content and objectives into the existing curriculum to ensure its alignment with educational standards. This will help embed the project within the educational system, making it more likely to be sustained over time. Furthermore, the project will be replicated in different educational settings. This will enable the project to reach a wider audience and increase its potential for long-term impact.
- i. 3. Providing ongoing professional development opportunities for educators to enhance their knowledge and skills related to 21st-century skills. This will enable them to effectively implement the project and ensure its continued success.
- j. 4. Collaboration and Partnerships with other educational institutions, organizations, or businesses that share similar goals.
- k. 5. Establishment of a robust monitoring and evaluation system to assess the project's impact and identify areas for improvement.
- l. 6. Discussion about the development of a sustainable funding model that includes both short-term and long-term financial strategies within the university. UOI will seek funding from various sources, such as grants, partnerships, or sponsorships, to ensure the project's long-living and financial stability.



m. The 21st TS website will be publicly accessible under the same url (<https://www.21stteachskills.eu/>) and will remain live after the project ends. The 21st TS platform and all the training materials will remain available for future training. UOI, has connected the material of the platform (Educational Programme and Capacity Building Course) with courses and seminars of the university curricula, so those directly involved in the training, will use and make reference to this material. Furthermore, future joint activities with the 12 experts that collaborated on building the 21st Educational Programme have been already scheduled.

## **7. Target group of Exploitation and Sustainability Plan**

The Exploitation and Sustainability Plan of the 21st TS project aims to engage and benefit various stakeholders involved in the educational ecosystem. The target groups identified for the plan include:

a. Teaching Staff:

Educators and instructors responsible for delivering educational content and facilitating learning experiences. They are crucial stakeholders in implementing the 21st TS training curriculum and integrating innovative teaching practices into their educational institutions.

b. Students:

Learners enrolled in educational programs offered by participating institutions. The plan seeks to enhance students' learning experiences by providing access to high-quality educational materials, fostering the development of 21st-century skills, and creating opportunities for hands-on learning and skill acquisition.

c. Trainees:

Individuals undergoing training programs or professional development activities related to teaching and learning. The plan aims to equip trainees with the necessary knowledge, skills, and competencies to effectively utilize the project outcomes and integrate them into their educational practices.

d. Administrative Staff:

Personnel responsible for the administrative functions of educational institutions, including management, coordination, and support services. The plan recognizes the importance of administrative staff in facilitating the implementation and sustainability of project initiatives through effective planning, resource allocation, and support.

e. Technical Staff:

Professionals responsible for maintaining and supporting technical infrastructure and resources within educational institutions. The plan addresses the needs of technical staff by providing access to relevant training and resources to ensure the successful integration and utilization of technological innovations and digital tools developed through the project.

f. Librarians:

Library professionals responsible for managing and providing access to educational resources and information materials. The plan includes librarians as key stakeholders in promoting access to project outputs, disseminating educational materials, and supporting research and learning activities within educational institutions.

By targeting these diverse groups of stakeholders, the Exploitation and Sustainability Plan aims to foster collaboration, promote knowledge sharing, and ensure the long-term impact and sustainability of the 21st TS project outcomes within the educational community.

## **8. Level of dissemination**

The dissemination of project outcomes and results plays a crucial role in maximizing their impact and reach. The Exploitation and Sustainability Plan of the 21st TS project outlines various levels of dissemination to effectively engage stakeholders and promote the adoption of project outputs. These levels include:

a. Department/Faculty:

Targeted dissemination within specific departments or faculties within educational institutions. This level aims to engage faculty members, staff, and students directly involved in relevant academic disciplines or areas of study.

b. Institution:

Dissemination activities conducted at the institutional level, involving the entire educational institution or organization. This level seeks to engage administrators, faculty members, staff, and students across various departments and faculties within the institution.

c. Local:

Dissemination efforts focused on the local community or geographic region where the educational institution is located. This level aims to engage stakeholders such as local educators, community leaders, policymakers, and businesses to promote awareness and uptake of project outcomes.

d. Regional:

Dissemination activities extended to a broader regional context, involving educational institutions, organizations, and stakeholders within a specific geographical region or area. This level aims to facilitate collaboration, knowledge sharing, and capacity building across multiple institutions and jurisdictions.

e. National:

Dissemination efforts targeting a national audience, involving educational institutions, government agencies, professional associations, and other relevant stakeholders at the national level. This level aims to influence policy, promote best practices, and foster innovation in education on a national scale.

f. International:

Dissemination activities conducted at the global level, engaging international partners, organizations, and stakeholders across different countries and regions. This level aims to promote cross-cultural exchange, collaboration, and the adoption of project outcomes on an international scale, contributing to the advancement of education worldwide.

By disseminating project outcomes at various levels, the Exploitation and Sustainability Plan seeks to create widespread awareness, foster collaboration, and facilitate the uptake and utilization of project outputs across diverse educational contexts and geographic regions.

## RESULTS ACHIEVEMENT OF THE PROJECT

### 1. modules and accreditation

#### a. modules continues improvement

- Modules is dynamic in both content and delivery. Thus, continues improvement is required.
- Implementation of modules as follows:

No	Partner	Keys strength	Time line of implementation				
			2019	2020	2021	2022	2023
1	P1	• Contribution to the development of the modules	■	■			
		• Seminars and workshops for module development	■	■			
		• Evaluation of the curriculum content before the final upload			■	■	■
2	P2	• Contribution to the development of the modules	■	■			
		• Seminars and workshops for module development	■	■	■	■	■
		• Evaluation of the curriculum content before the final upload			■	■	■
3	P3	• Contribution to the development of the modules	■	■			
		• Seminars and workshops for module development			■	■	■
4	P4	• Field survey, gap analysis	■				
		• Round table and workshop for developing module		■			
		• Draft version of the module			■		

		• Preparation of content						
		• Final upload						
5	P5	• Contribution to the development of the modules						
		• Seminars and workshops for module development						
		• Final upload						
6	P6	• Contribution to the development of the modules						
		• Seminars and workshops for module development						
7	P7	• Field survey, gap analysis						
		• Round table and workshop for developing module						
		• Draft version of the module						
		• Preparation of content						
		• Final upload						
8	P8	• Contribution to the development of the modules						
9	P9	• Contribution to the development of the modules						

b. Number of student enrollment

- Target number of student enrollment as follows:

No	Partner	Target number of student				
		2024	2025	2026	2027	2028
1	UOI	150	150	150	150	150
2	KU	12	12	12	12	12

3	NGS					
4	SCES	100	120	150	180	200
5	BV	100	120	150	180	200
6	SWU	50	100	150	150	200
7	SZPT	30	30	30	30	30
8	RUPP	50	50	50	50	50
9	NUBB	50	50	50	50	50

Note: \* present number of student enrollment

c. Accreditation acquisition

- Accreditation certificate will ensure the sustainability of modules.
- All modules of HEIs partners will be receive accreditation certificate from the authority.
- Accreditation will be in form of certificate.
- Time line to get certification in all HEIs partner as follows:

6 Partners	Keys strength	Time line of implementation				
		2020	2021	2022	2023	2026
NUBB	• Final preparation document					
	• Granted accreditation					
RUPP	• Final preparation document					
	• Granted accreditation					
SCES	• Final preparation document					
	• Granted accreditation					
SZPT	• Final preparation document					
	• Granted accreditation					

BV	• Final preparation document					
	• Granted accreditation					
SWU	• Final preparation document					
	• Granted accreditation					

## 2. International collaboration

### Asian partners

a. Southwest University (SWU).

With the support of the project, SWU has signed MoU with the BV and other partners. The focus of this collaboration is the student and scholar exchange program as well as knowledge transfer and sharing in the field of teacher training and capacity building in the field of higher education.

b. Shenzhen Polytechnic (SZPT).

In aligning with our strategic goals for international collaboration, our university plans to emphasize student and faculty exchange programs, primarily in the realm of TVET education. The core of this collaboration will be the exchange of best practices and innovative teaching methods in specialized fields. This exchange will not only enhance the global perspectives of our students and faculty but also contribute significantly to the development of cutting-edge curriculum and teaching methodologies in our TVET programs.

c. Symbiosis Centre for European Studies (SCES: SCES under the aegis of Symbiosis International (Deemed University) has initiated MOU's with the other 8 partner institutions. Through the MOU we intend to collaborate with partner institutions for student and faculty exchange programmes, Scholar in residence, Online Lectures, Skill Development Workshops, Joint Research and Publications.

d. Royal University of Phnom Penh (RUPP)

Within the 21<sup>st</sup> Century Teaching Skills, RUPP have been received digital contents (also joint development of digital content as well – Module 4) from other partners universities. And the contents have been recognized by Internal Quality Assurance (IQA) office, for using to all faculties, institutes, and other universities, as well. With these experiences, RUPP have been signed MoU with other universities in joint-development of some courses at the Faculties of Engineering, RUPP have been signed with Osaka Metropolitan University, in joining development curriculum, syllabi and course contents development, please check attached files.

## 3. New facilities

a. Southwest University (SWU).

With the support of the Erasmus+ 21st TS project, we developed the modern facilities and located at Southwest University. The equipment acquired with project funds has been successfully installed in the studio. This studio proved to be efficiently utilized during the 4th study visit. Moving forward, it will serve as the primary venue for all upcoming training programs and the delivery of modules to the beneficiaries. All equipment was installed for serving modules, and also project implementations.

b. Shenzhen Polytechnic (SZPT).

With the support of the project funding, the facilities will be designed to support advanced training and research in TVET, aligning with global standards and practices. The new infrastructure will include modern workshops, laboratories equipped with the latest technology, and collaborative spaces to foster international joint projects and exchanges.

c. Symbiosis Centre for European Studies (SCES): SCES has set up a modern innovative 21<sup>st</sup> Century Teach Skills Lab at Symbiosis Law School, Pune. Equipment's purchased through the project funds have been installed in the lab. This lab was efficiently and effectively used during the 2<sup>nd</sup> study visit. The lab will be used for all further training programmes and for delivery of the modules to the beneficiaries.

d. Royal University of Phnom Penh (RUPP)

Under facilities support of the project (21st Century Teaching Skills), RUPP have created a laboratories in creating digital content development (with IT Center – UNESCO Project establishment of smart class) which will be used for creating digital content for learning and teaching, and now RUPP have utilized the facilities in creating digital for Cyber University (which has been supported from Ministry of Education, Youth and Sport), as in attached file, RUPP is one of the member of Cyber University, thanks to the 21<sup>st</sup> Century Teaching Skills, that we have learned to create digital contents of Module 4, so that we (RUPP) can join the Cyber University of Cambodia. Thus, RUPP is still using the facilities for developing digital contents, toward to blended learning and cyber university environments.

## **EXPLOITATION STRATEGY**

### **1. Maintain opinion leader on Sustainable training issue**

- a. University and staff member have a major opportunity to embed sustainability issue and to communicate and disseminate its application of sustainability tools and approaches to government and private sector through seminar and policy brief recommendation.



- b. Develop newer tools and methods on teacher training that have emerged in recent years from private sector and non-government organization (NGO), universities, and other stakeholders.
- c. Building new relationships with thought leaders in multiple institutions to design innovative sustainability tools.

## **2. Maintain number of student enrollment**

- a. Number of student will be gradually increased to fulfill the total capacity.
- b. Promotion will be conducted through Student Day that is conducted at 3 months before time of new submission by inviting organization that able to provide most prospective candidates. Additional promotion will be carried out at two evens of national seminar in partner countries.
- c. Study program will collaborate with training companies/agencies to provide additional fellowship for 10% of beneficiary, co-funded by China Scholarship Council.

## **3. Broadening audiens of modules**

- a. There will be permanent collaboration with teachers, training providers so that activities can continue to occur with a focus on institutions that have collaborated. Gradually, the cooperation institutions will continue to be improved.
- b. At the regional level, there is a discussion on how to strengthen the use of the modules that has been made.
- c. Particular Asian HEI partner will organize ‘ASIAN Training’ using modules developed of all partners especially on topics related to regional and global issues such as advance drone application and commodities in order to strengthen the collaboration and continuous improvement after the end of the 21st TS Project.

## **4. Strengthen Regional and International Networkings**

- a. The realization of the established collaboration between universities will be filled with activities starting with student exchange activities.
- b. Promotion to public to affect job creation on teacher training. Develop intense aliance that promote implementation of 21st teaching skills at local, national, regional, and global levels, through job market developments and stakeholder leader vision.

- c. Each ASIAN HEIs partner will develop ‘a consortium’ through MoU agreement to strengthen networking. The consortium activities include student exchange, staff exchange, research collaboration, join seminar, join publication, extension services and promotion to implement sustainable 21st teach skills in each home country.
- d. To ensure that there is continuous cascading of the knowledge gained through the 21TS project to the direct and indirect beneficiaries. All Asian HEIs will strive to ensure widespread dissemination of knowledge and skills of 21st century skills to all beneficiaries at local, national, and regional levels. continuous cascading

## CONCLUSION

Results achieved by ASIAN HEIs are prospective to be exploited to envisage the modules sustainability after the termination of the 21<sup>st</sup> TS Project. Continuous improvement in the module followed by strengthening the collaboration with local, regional, national and international institutions will ensure that the modules maintained at high standard that connected with emerging job markets and training practices. Regular meeting with stakeholder including university members, government/decision making, and private sector will minimize the gap between education entities and user entities. In the long run, financial issue to run the program could be fulfilled from the both national and international funding agencies through developing research collaboration among European and Asian partners.