



Valorisation Plan

How to get the most benefit from the project results

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2015-5-22

E- DECO

**Developing teachers' skills
on coaching, e-
environments and
entrepreneurship**

2013-1-FI1-LEO05-12566



Attribute	Description
Document title	Valorisation plan How to get the most benefit from the project results
Date	8.09.2015
Partner(s) involved in task	HAAGA-HELIA Norton Radstock College
Author(s)	Annariikka Martikainen Marny Thompson
Document status	Final
Dissemination level	Public
Result	R15 Valorisation Plan
Contract reference	LdV-TOI 2013-1-FI1-LEO05-12566
File name	E-DECO_Valorisationplan_9_2015_Final
Document identifier	HH 9.1. Tulokset
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1 Introduction

The aim of the E-DECO project valorisation plan is to create a practical vision on how to get the most benefits and build on the project outcomes. The goal is to make visible E-DECO's achievements and increase the value and impact of the project. The overall aims of the project are according to the Lifelong Learning Leonardo da Vinci Programme 2007-2013. Also, for the European challenges which are in continuous change, the overall aims of ERASMUS+ 2014-2020 are also considered.

In general, the definition of valorisation is not entirely clear and agreed. However, in the context of this report, the definition presented by the UK National Agency is relevant:

“Valorisation is a process of enhancing or optimising project outcomes through experimentation and exploitation with a view to increasing their value and impact.”¹

In the in the context of the Leonardo LLP programme it may be seen as:²

- exploiting the results of projects;
- further developing project results in different contexts and situations (e.g. regions, countries, sectors);
- recognising good practice and encouraging relevant key players to do so;
- embedding project results into the practices of organisations; and
- mainstreaming project results into local, regional, national or European provision.

¹ the definition by the European Commission's Valorisation Strategy in Valorisation Guidance Note for Applicants and Projects (Procedure B) Leonardo, Leonardo UK National Agency, 2004, 10

² Valorisation Guidance Note for Applicants and Projects (Procedure B) Leonardo, Leonardo UK National Agency, 2004, 10

From the E-DECO point of view, it is noted that valorisation is understood as a process with an outcome. This definition also leaves space for trials and various testing methods. When valorisation is seen in that way, only the outcome matters. This plan presented in this document is a expected or potential part. ³

E-DECO Dissemination Plan was made and accepted in Project Meeting 2, Bilbao (Spain), June 2014. The valorisation plan is built on this dissemination plan, albeit allowing for some changes, mainly through changes in partnership circumstances (such as one college merging with another and other partner internal re-organisations). By effective dissemination, the partnership looks for the widest possible audience for the project and by valorisation, the sustainability and impact of the project results. The first draft of valorisation plan was presented in PM3 in Bristol (UK) in January 2015. The final version was collectively written during 2015 and agreed in PM4 in Netherlands Harderwijk, June 2015. The final adjustments (for example language check and some modifications) and the final document was approved by all partners. The basic premise of the planned valorisation however has been in existence since the first results of the project were available. This plan cements the existing practices and gives structure to the present and future but does not abandon the experimental and practical approach applied by the project team.

The valorisation of E-DECO project aims to:

- Build a consensus of what and how partners should act
- Assure the availability and visibility of the project outcomes
- Name the responsibility and owners for the process and sub-processes
- Describe the room for exploitation in a format that allows experiments, even improvisation.

Although the consortium exists only until the last date of the project, the aim is that partners feel responsible and wish to retain the ownership of the results and are willing

³ see: Van Drooge etc. 2011, 32

to develop them further. For that reason, one of the aims of the valorisation is to give ideas and input to benefit project results following on when the project has finished.

2 Important definitions

The definition of key concepts and key thematic areas is needed for valorisation purposes. The project target group is described in the project plan; the valorisation happens at a slightly different level. Also, other key elements such as entrepreneurial thinking, coaching and e-tools need to be discussed in the valorisation point of view.

2.1 Target groups

For sustainable valorisation, the target groups and organisations need to be involved. There are target groups of different levels. Besides of the obvious direct and indirect target groups, there are also other audiences (individuals, groups, organisations) and other elements (practices and structures) relevant to the valorisation of the project. The interests and potential benefits for each group vary. Also, the level and methodology of valorisation process should be different.

The primary target group are teachers of vocational education (or similar). Within the project life cycle there are 60 teachers involved in direct project activities and training. The first 10 of them are trained to be trainers and 50 to be trained by them.

There are two main secondary target groups for E-DECO project. The first ones are students; although they are not directly involved to the project activities, they will benefit from the raised awareness and new competences of their teachers. The teachers involved in E-DECO training meet students on a daily basis and it is expected that the valorisation of the knowledge has started already within these encounters. Another important indirect target group are colleagues of the teachers participating in E-DECO activities: they are likely to get the information of E-DECO project informally from their colleagues and also get the information by organisational dissemination channels E-DECO partners will be using throughout the project. Post-project activities are important for valorisation of the project within these two target groups.

The partner organisations are owners of the E-DECO results. At the same time they are targets for valorisation activities. The partner organisations are very different; some of them very large and geographically spread, others small and in one location only. One of the organisations has merged with another during the project and in a process of massive change. All of them are important actors within their area. Valorisation of the project has different challenges and opportunities in all the cases.

Apart from the internal audience, E-DECO has a potential external audience: other organisations and teachers in other educational institutions. Valorisation of the project for that audience is a long process. Their relation to the project is often more indirect and the potential impact is less obvious and most of all relatively difficult to measure.

2.2 Entrepreneurial thinking

The final aim of this project is to prepare the teacher of any vocational institution to meet the moment when their student tells them that they are planning to start a business. However, another real aim is wider and more abstract in nature. For example, the E-DECO interactive virtual game aims to motivate individual engagement and support entrepreneurial thinking and can be widely used in many educational contexts.

The partnership understands entrepreneurial thinking as a state of mind. The entrepreneurial teacher is willing to explore new things, tools and ways of thinking and is open to trust the student's own capacities to take action and responsibility. Therefore the goal of E-DECO is the 'Introduction to the Entrepreneurial Mindset'. The entrepreneurial mindset is also an innovative mindset – daring to do things differently; stepping outside of a personal comfort zone.

In an E-DECO context, entrepreneurial thinking is more than writing coherent business plans. It means the capacity to move from the comfort zone and explore new things,

take action and support others to do so. This definition is coherent in the European Commission communication “Rethinking education 2012”⁴

2.3 Coaching methodology within E-DECO

The goal agreed by partners in E-DECO project was to promote, improve and share e-tools and using coaching skills. As a tangible outcome, it offers a pool of essential coaching tools to support engaged learning and goal achievement – including entrepreneurial spirit and activity. For that aim to be achieved, it is essential to have a common understanding of what coaching means in E-DECO frame.

In a coaching process there is a coach and coachee. Both have different roles and it is important for both to understand. This relation gives a relevant point of view on E-DECO coach definition. E-DECO proposes a practical training offer for teachers who feel the need and urge to do things differently – to become ‘facilitators of engaged learning’ as opposed to delivering lectures and being all-knowing guides on a well defined speciality. Coaching allows teachers to support students set and reach their own development and learning goals, taking charge of their own learning and outcomes. Self Awareness, Personal Responsibility and Reflection are supported in coaching conversations.

The role can be improved on by allowing the student space and support to:

- establish their own goals and solutions
- recognise their behaviours, influences and values
- reflect on their successes (what works) and explore what doesn’t
- take action
- gain competences – authenticity, responsibility, planning, decision taking, risk taking

⁴ European Commission 2012, 3

This improves engagement, self esteem and competence development. A teacher-coach can support the student's initiative and resourcefulness (individually or as a group) in new classroom practices of discovery and problem solving.

A teacher-coach establishes an inspirational, supportive relationship; they offer authentic presence, professional commitment, personal attention, a quality pedagogical relationship inviting students own strengths, commitment and values to the learning process.



Picture 1: Understanding of coaching

A teacher-coach has a different attitude of belief in the student/coachee to reach their goals and uses powerful questions to stimulate reflection. They anchor the student by creating moments for progress review, accountability and support until the goal is reached. The student is always the protagonist of the learning process.

2.4 E-tools and e-environment

e-Environment (or virtual environment) is widely understood in this project. For E-DECO project, all the tools, platforms and online services (overcoming distance and, time differentials) and using possibilities made available in the digital era may be seen as e-environments or e-tools. They can be used to support coaching, learning or sharing information and ideas. The project partnership does not wish to limit the concept within the named phenomena, programmes or platforms but generally promote the openness and willingness to test them and use them with students. The goal of E-DECO is rather simple: the vast but basic introduction to E-environments and how to include them into everyday teaching practice. One e-tool however is developed within the project. The E-DECO game is fun and a simple sample of how e-tools and entertainment may be used for learning.

3 Results and other outcomes

Sustainability: the tangible outcomes of the project E-DECO project results are built on open-source principles, whenever it is possible or reasonable. That means that the materials are available to be modified in the future or to be used as resources by something new in the future, which is not planned or even conceived as yet. However, as will be noted, some of these resources already being used as part of these open principles.

The final results are available on the E-DECO web site in PDF or similar form. There will be notification of the open-source principle and its definition by E-DECO next to them. Partners will have text files in their archives that are easy to modify. The contact information of the partners is found in the end of this document.

- Pre-analysis is based on questionnaire of 140 teachers. The pre-analysis includes E-DECO competences and is available in E-DECO website. Note: the personal details of respondents are obviously not available in compliance with data-protection).

- E-DECO Game. The game is fun and an easy interactive tool that can be used to teach the students the principle of marketing – the Four P's. The target is students in vocational education and their teachers. It is openly available directly on the Interlude webpage (<http://in.fm/v/MdPYnM>) and the direct link is available in E-DECO website. One of the most sustainable elements of the game is not the amusement but the idea of it; this game may be seen as a prototype.
- Trainer pack, source of national training materials. A large set of tools that may be adopted for training in the future are available in English on E-DECO website.
- Explore E-DECO (Delivery handbook to trained trainers), The Explore E-DECO is available in English, Finnish, Spanish, Lithuania and Dutch. Explore E-DECO explains the philosophy behind the training and gives orientation to the training, trainer and learner packs.
- Trained trainers: There are total 65 trained teachers in partner countries, 11 in Finland, 17 in Spain, 15 in Lithuania, 14 in Netherlands and 8 in UK,
- Additionally, in Finland 11 people participated in E-DECO 'taster'. This type of 'taster' also occurred in the UK, at the end of 2014. Both of these events were a first step for most of the participants to understand the difference of coaching to teaching and to see how coaching may be used to support learning and to support business start-ups of students.
- The national training materials for Pilots (National versions): each country has selected the training material to be used in their own pilot training and to be promoted more widely in the country after the Pilot.

3.1 Promoting and utilising the results

Considering the sustainability of the project, the entire project team needs to create value for the results and reach potential users for products and outcomes. For that aim the products need to be promoted and used by target group. The promoting plan is described in more detailed matter in E-DECO dissemination plan.

The European channel for valorisation is EfVET, European Forum for Vocational Education and Training. EfVET has some 1500 members across Europe and beyond. They are a European-wide professional association which has been created by and for providers of technical and vocational education and training in all European countries. E-DECO has had articles in EfVET newsletters, has a page on the EfVET website (www.efvet.org) and was the subject of a 'round-table' dissemination event in conference in Portugal Porto 2014, where some 200 members attended, including some external to EU (Russia, Hong Kong and Canada). E-DECO will continue to be presented informally by the project team members in EfVET events after the project lifetime. E-DECO will also be presented at the EfVET conference in Cyprus, October 2015. Other international channels are used.

The results are available in E-DECO website. The final version of the website is simple to facilitate the visibility of the products. It must be supported by social media: like Twitter, Facebook and blogs. The promoting and supporting the utilisation of the products of E-DECO on the other hand is based on the everyday activities of the project team members, supporting staff of the partner organisations (spokesman, managers etc.) and most of all on the motivation of the 60 trained trainers (both Course 1 and Pilot) and learners and how they use and promote the skills and tools they achieved. This is vital to the sustainability. The project partners are already aware that this is happening and they will continue to promote.

The E-DECO team is aware that the target group is rather heterogeneous. Some teachers are quite advanced considering the tools E-DECO promotes and some of them are very shy with the e-tools, have not ever even considered the coaching as a

possible teaching method and see the entrepreneurial thinking very distant for them. For some, the information of the whereabouts and existence of the new useful tools and methods is enough and others need more hands on guidance. Also the point of interest varies, with some members of the target group benefiting simply by hearing of the developed or tested new practices and are happy to hear even about the mistakes, as all is useful to learn from them. Meeting these different needs and learning situations requires creativity and locally run action plans for the various situations in each partner country.

The project team is conscious of the fact that the good dissemination takes care of the involvement and makes a difference in the organisation. But how to make sure that organisation knows where the change came from (in this case European founded LLP TOI project called E-DECO) is a topic to be tackled as well.

3.2 Completing Course 1 (Train the Trainer) and the Pilots

E-DECO research in partner countries (ES, FL, LT, NL and UK) showed that teachers are on the way to embracing change, integrating new technology and methods for interaction as facilitators of learning; they also show some understanding of the entrepreneurial mindset. However, this is still uncomfortable territory for many teachers who feel they have little time to prepare and adapt their craft and teaching methods in their specific field. The completed training aims to tackle the needs seen in pre-analysis.

The courses - six in total: one to train the trainers (Course 1 Autumn 2014 Lithuania) and five national pilots (Course 2 during Spring 2015) - form the main channels to valorise the project findings and put into practice the tools that were developed by the project team.

For the valorisation of the project, the people participating to the courses are central. Each partner was given detailed instruction from Trainers of Course 1 in how to recruit the participants, their characteristics. During Course 1, participants were guided in

how to market the courses to their organisations. In partner meetings, it was decided that each pilot and also the participants for them should be chosen in a way that most valorise the project and would most benefit the participating organisation(s).

4 Methodology

The Commission has identified three aspects that are crucial to the success of the valorisation process:⁵

1. Developing quality criteria;
2. Improving dissemination strategies;
3. Analysing training needs.

The quality criterion has various aspects; in the simplest level the quality criteria concerns the project tangible outcomes. Also the quality criteria may consider the new potential and innovative use of the tangible outcomes:

- How useful are they for the project target group and how useful they are for other audiences?
- Is the outcome prototype or similar? In this case, the idea of the product may be analysed by quality criteria.
- The good practices or a lesson learned from the project operations may be observed by quality orientated approach.
- Also the relevant criteria to who need to be considered.

When the quality criterion is employed fully, the project valorisation has buoyancy. The setting of the quality criteria is supported by external quality assurance for this project; this will enable to identify good or even best practice, to decide what E-DECO outcomes can be disseminated and which projects products are worthy of further development or exploitation.

⁵ Valorisation Guidance Note for Applicants and Projects(Procedure B) , 11

The dissemination strategies of E-DECO are discussed in Dissemination Plan. The strategic approach to dissemination however requires the continuous monitoring of the existing plan and modification when needed. The demand-driven approach is the key methodology of E-DECO valorisation. The partnership made a pre-analysis to initiate the project to study the need and justify the possible differences in pilot. Additionally the results can be used to support the overall valorisation strategies and national plans. The Partnership agreed that each country has the right to decide how to deliver the best benefits of E-DECO. The complexity is more visible when all the key elements: coaching, entrepreneurial thinking and e-tools are observed separately or as complex unity.

Based on the need driven approach, one of the main assumptions behind the valorisation plan is that each partner knows best what fits best and what benefits it most. The tangible outputs are the same for all partners, but how to use them may vary. Also the importance of each result and learning outcome is different from one country to another.

The following methodologies are agreed among partners:

- The Pilot and the post project valorisation each country decide for themselves
- National action plans are synchronised by the goals presented in introduction and in the project plan.

5 National valorisation strategies

Meeting different needs and learning situations in each partner country requires local strategies and implementation. Each partner planned the dissemination locally. Also they planned the strategies how to support the sustainability and impact of the project outcomes locally; also decided how the target group of different levels and organisations are involved. Each partner considered how to gain the impact within the final beneficiaries (the students) and how support that process.

Partners also considered the following:

- There are minor and major changes within the project partner organisations. The turbulence within an organisation makes the valorisation process more difficult to plan. However while there are changes there also are opportunities and in these cases the plan may be seen as an orientation to the unknown.
- How the external audience (outside of the partner organisation) are met. The partnership is fully aware that the valorisation is always a long process and even more so for the audience one does not have direct everyday contact with. How to meet them and how to measure any impact?

5.1 Finland

The main strategy for valorisation and exploitation of E-DECO results in Finland was to bind the project goals to the Haaga-Helia Start-Up School and there are other strategies. The main instruments to support the valorisation are:

- a. Collaboration with Haaga-Helia Start Up school;
- b. Collaboration with Vocational teacher training program of Haaga-Helia;
- c. Collaboration with National Agency (CIMO); and
- d. Collaboration with local VET-sector

a. Collaboration with Haaga-Helia Start-Up school

Haaga-Helia Start-Up School was established 2012 and is a relatively new educational instrument of growing importance on guiding the students for an entrepreneurial pathway. There are around 200 students participating in Start-Up school activity annually; the school needs coaches with up-to-date skills on coaching to support these students.

The Start-Up school was the first choice for E-DECO team to be the main valorisation partner within Haaga-Helia organisation. Start-Up school program manager Tommo Kovusalo agreed on promoting the E-DECO pilot and agreed to hold ownership for results following initial meeting in spring 2014. From the beginning, the E-DECO activities were planned as close as possible to Haaga-Helia Start-Up School and the teachers were involved. This sub-strategy also brings almost immediate impact to the students (the secondary and most important target group).

With the support of Start-Up school, the E-DECO Pilot training was planned to meet the needs and reality of the unit. For the pilot, the Start-Up school network gathered 10 participants garnered from several units of Haaga-Helia. The full three days training was needed to ensure the deeper understanding on the topic within this target group.

For E-DECO valorisation, it is beneficial if trained teachers start and/or continue to work with Start-Up school.

Haaga-Helia as organisation is in a process of change which has some impact for the valorisation of the project; it is expected to be positive impact, as one aim of the organisational change is to dismiss many of the ‘silos’ the organisation has and allow more collaboration. One of the most active inter-silo units is the Haaga-Helia Start-Up school.

b. Collaboration with Vocational teacher training program of Haaga-Helia.

The Haaga-Helia Vocational teacher education programme combines a strong theoretical foundation with an investigative and developmental approach to teaching and the student-teacher experience. The Vocational teacher education programme comprises 60 credit points and it has intake of 310-350 per year.

Inviting the Vocational education teacher training unit to the valorisation process of E-DECO is an obvious choice. From the beginning, they were targeted by the dissemination activities; for exploitation they were invited in August 2015, once the materials and training plan were ready for use. The process has started and has the potential to be the most effective process in the long run. Strategy is to invite teachers and managers of the Haaga-Helia Vocational teacher training unit to use and further develop E-DECO results – the training materials and the training itself. The aim is to use the E-DECO results in Vocational teacher training program and continuous teacher training in Finland and Abroad⁶.

c. and d. Collaboration with National Agency (CIMO) and local VET

⁶ Haaga-Helia Vocational Teacher training program participates or aims to participate in many project of export of Education: in Latin America, in Asia and Africa

The collaboration of National Agency and local VETs is not less important but this activity is more likely uncertain and slower to gain impact. The aim is to invite teachers from outside the Start-Up school in Haaga-Helia and other institutions – hopefully from vocational education institutions local, regional and national level to familiarize with E-DECO results. Activities are assumed to have impact by active agents (trained teachers or similar) to their colleagues and friends in field of education and to their organisation.

Inviting the other educational institutions to explore E-DECO results requires more stamina to be completed. There are several channels for dissemination but the direct and personal contact has again proved to be the most efficient one. There was ‘E-DECO taster’ training organised; some 20 registered to the event and in total 10 people participated. The event was a first step for most of the participants to understand the difference of coaching to teaching and to see how coaching may be used to support learning. The event took place within the Start-Up school; part of the event pointed how the coaching can be used to support the student to analyse the possibility of opening the business of his own. For this target group, a short one day event with very limited number of participants was needed to be able to create trust needed in coaching training. There have been openings with three local VETs (SLK, Omnia and Keuda) to get the opportunity to present E-DECO results in a similar manner. For this target group the valorisation continues in events (informally mainly) even after project life-time.

National Agency is offering support for exploitation of the results. The support is welcome and actively used. The CAMI list and events CIMO organizes are used to gain more visibility for the project results in national level.

Other valorisation activities will continue:

- The Start-up school network seldom gets together for common training but the individual project team members have one-to-one daily or weekly meetings. During the last pilot training the possibility to continue the training (2-3 for

each semester) was discussed and supported by the Start-Up school management and trainees.

- There are e-mail addresses for the participants and registered members of target group. All will receive information of the final products and continuation of E-DECO
- The Pilot participants will be updated and informed whenever it is seen as necessary. The topics may be new tools or project related or new training planned
- The participants are invited to promote the results and to use the tools and share them. They are given the national toolset and also the complete trainer kit is introduced
- Silent partner MyCoach is source of general guidance on coaching and also serves as dissemination partner and supports networking of coaches.
- The Vocational teacher education unit are given the right to modify E-DECO materials. There is a plan to offer the materials in teacher training programs in the future and in teacher training unit's continuous training.
- There are about 20 Student Counsellors receive training each year
- Students with special needs – teachers are trained to help and support these students and it is likely that coaching can assist

5.2 Spain

Exploitation activities planned in Spain are as follows:

- Regular updated information about EDECO via the Politeknika Website www.txorierri.net (Latest News and “Projects” Section)
- Sustained promotion of E-DECO to pedagogical upper management and centre directors in Txorierri
- Promotion of E-DECO training offer and materials through invitations to the pilot workshops: these include pitching E-DECO in Spanish/Basque via HETEL network “*Berrikuntza*” weekly innovation updates, the Txorierri website and personal invitation mails to individual teachers
- Production and distribution of promotional material: leaflets with project logo, project description and link to the E-DECO website and the EXPLORE E-DECO glossy pitch describing the project objectives and offer in more detail. To be distributed at internal staff meetings, innovation and entrepreneurship management group meetings in HETEL, regional, national and international events, regional educational thematic events ...
- Invite teachers who participate in the project and pilot to share the materials and tools widely in their institutions and beyond.
- Provide information via appropriate channels about the pilot and final products available (project leaflet, EXPLORE E-DECO extra publicity material, **Trainer** and **Learner Packs** in Spanish). Channels include **links to e-deco website** (from partner website and emails) where final products will be uploaded; creation and invitations to an e-DECO pilot drop box

Targets include:

- Own institution - teachers, trainers
- Own institution - middle (heads of depts. and teams) and senior management both in the pedagogical department and policy directors
- Methodological groups of teachers/trainers/professionals through the HETEL network; especially the entrepreneurship focus group and the innovation focus group.

- Individual teachers responsible for the EIE obligatory curricular Module (Empresa y Iniciativa Empresarial) and FOL (Formación y Orientación Laboral) as well as tutors and team leaders
- Local, regional and national educational authorities
- International Partners via conferences
- Stakeholders' forums and organisations: public and private sector VET networks in the Basque Country

In Spain, the E-DECO Course 2 Training materials including coaching tools, e-tools and entrepreneurial profiling and innovative stimulation reached 21 VET staff; two from Politeknika Txorierra and 19 from without the centre who signed up for the training. 17 attended and completed the course.

14 of the teachers participating were from 6 HETEL schools⁷. One of these participants from the HETEL network is staff from the Campus of the University of Mondragon.

Having reached so many different departments in VET and University centres throughout the HETEL network and in the public sector means that this year approximately 6,000 VET students will come into contact with E-DECO trained staff and the entrepreneurial mentality and coaching approach promoted in the project.

Approximately 450 VET staff from the 7 pilot participating institutions directly and immediately received news of the pilot from their E-DECO trained colleagues and will be impacted to foster the same changes and progress in their institutions. As one pilot participant was the Director of Studies (in Goierri), the management team at that school will directly receive input from E-DECO and impact will be enhanced.

Politeknika Txorierra with 4 staff members from a total of 36 from 3 different departments now trained (two in Course 1 (e-DECO trainers) and two in course 2) using E-DECO tools to innovate in student support will spread the method to other colleagues

⁷ HETEL is the Association of 21 semi-private Vocational Training Centres in the Basque Country (www.hetel.org).

and departments indirectly and indirectly. More coaching training is planned in Txori-erri on 6th-7th July within the organisation for 9 further staff members as part of the initiative to support teachers move towards new models of supporting learning. E-DECO coaching tools will be used.

As partner in the E-DECO project Politeknika Txorierrri will also present the project pilot and results to the collective of HETEL centres at the HETEL Innovation Fair at the beginning of June 2015 and continue to exploit final materials in the form of the E-DECO Trainer Pack and Pilot Learner Packs to VET training institutions and colleagues regionally from without the HETEL network where they may infiltrate to management and to students.

Almost 15,000 students (including both VET and school leavers - 16-18 year olds) and 800 staff will be impacted by the E-DECO Spanish pilot one year from now and that this number could grow exponentially.

Politeknika Txorierrri will offer the same E-DECO training course through the HETEL network in 2015-16 and if there is interest the impact throughout the network will be improved.

There are also plans to repeat the E-DECO training in Spain with 20 staff from the VET Entrepreneur project (application proposal 2015) in Feb 2016. These staff would be from Spain, Slovenia, Finland and the UK.

5.3 Lithuania

The planned activities for the valorisation of the E-DECO results in Lithuania are following:

1. Use Marijampole VET centre website (www.mprc.lt) and project website <http://www.e-deco-project.eu/> as the major platform for dissemination and exploitation activities.
2. Embed the project results to Regional network/s that will continue existing once the project is over thus enlarging the geography of target groups.
3. Organize working meetings and practical shows of the training materials.
4. Participating in conferences and other events to introduce E-DECO project, disseminate leaflets, other possible material.
5. Promote the contact with the national & international networks where the main target group of E-DECO topic (VET systems, Chambers of Commerce, Company's Associations, etc.) can exchange their needs and requirements in terms of competences, requested by the labour market.

Various possible tools are and will be used in the project in order to make known and favour the results of E-DECO:

1. Internet
 - Project website <http://www.e-deco-project.eu/>
 - MPRC website www.mprc.lt
 - Chambers website www.chambers.lt
 - Regional news website www.regionunaujienos.lt
2. Media
 - Social media - Facebook
 - Regional papers- "Marijampoles laikrastis"; "Rūmų žinios"
 - Regional Marijampole TV
3. Leaflets, Trainer's Pack, Explore E-DECO

Considering the target groups the activities are planned as following

No.	Name of activity	Target group	Date
1	Inform local society about project progress, teachers' visits, project meetings in Marijampole VET centre website www.mprc.lt	Teachers and staff	Constantly
2	Upload the Lithuanian version of Trainer's Pack into Marijampole VET centre website www.mprc.lt	Teachers and staff	2015 May
3	Use the link with uploaded Trainer's Pack for sustainability of the project	All possible target groups	2015 May-December
4	Send E-DECO Trainer's pack to the administration of Marijampole VET centre, teachers Lithuanian VET schools	Teachers of Marijampole VET centre, staff	2015 April-June
5	Send E-DECO Trainer's pack to the Lithuanian VET schools-partners in other projects with introduction letter to use the results	Teachers of Lithuanian VET schools, staff	2015 April-December
6	Organize 5 meetings with vocational teachers (in Marijampole, Vilkaviskis and Kudirkos Naumiestis) to explain results of the project and encourage to apply them.	Vocational teachers- direct target group	2015 April-June
7	Disseminate Project leaflets to the target groups, potential users and other interested organisations during conferences and other events, visits to VET institutions and other institutions aiming to raise awareness and motivate the target group to use the project results	Target group depending on the event	2015 April-December
8	Organize open valorisation seminar in Chambers and present the final products to representatives of SMEs and other enterprises involved in the practical cooperation with our centre.	Representatives of business	2015 April-September
9	Organize coaching trainings/seminars for the teachers of Marijampole VET centre for their self-development	Teachers of Marijampole VET centre	2015-2016 school year
10	Promote the contacts with the national & international networks (LIPRIA, Chambers of Commerce, etc.)	Vocational teachers of VET, stakeholders	2015 April-September

5.4 UK

Exploitation activities planned in England (UK) do not follow the dissemination plan as other partners, but have to take into account the fact that Norton Radstock College no longer exists; Bath College (now the project partner) does not have experience in LLP projects and currently does not plan any involvement, so valorisation and exploitation depend more on the individuals working on the project rather than the institution.

This has caused some problems, but also opened new opportunities.

Exploitation activities planned in England (UK) are as follows:

- Promotion of E-DECO to all the staff at Staff Development Days (two in the academic year 2015-2016); this is a new opportunity, as Bath College teachers and other staff have not heard anything about the project (previous activity and dissemination were to Norton Radstock College staff)
- Production and distribution of promotional material: leaflets with project logo, with the link to the E-DECO website.
- Information developed for internal staff meetings; Bath College teachers have not heard about E-DECO, so this is a new opportunity
- Staff (teachers and trainers) who participated in the project and pilot have new roles in Bath College, or have left; there are therefore additional opportunities to share the materials and tools widely at their own department or a new organisation
- Collaboration with business organisations external to the college
- Collaboration with partners of other EU projects (mainly Erasmus+)
- Promotion of E-DECO materials to an regional educational network; this in turn will allow the materials to be passed on to other educational (mainly VET) organisations

Targets include:

- Own (new) institution - teachers, trainers, other support staff
- Own (new) institution - management

- External organisations, including businesses and business groups
- Other VET college staff via the educational network

The participants for the pilot training were working in different departments and they were from different field of study: Business, Landbased (Animal Care), Hair and Beauty, Health Care.

Teachers at Norton Radstock College were not familiar with coaching and entrepreneurial teaching; had the college not been undergoing major restructuring, there were many teachers expressing interest, which indicates the potential of this training and the project sustainability.

Bath College teachers are trained in a different manner; in fact, the teachers have their own internal training department. They also have staff who are Student Mentors and/or Teaching and Learning Coaches. This project has been discussed with the training department and sessions are planned towards the end of 2015, with the intention that they take the E-DECO materials and use in their internal training courses. Therefore, in 2016, many VET students will come into contact with E-DECO trained staff and the entrepreneurial mentality and coaching approach promoted in the project.

There is a planned visit to the regional education network centre, by a member of the project team. The intention is to demonstrate the E-DECO Training Pack to teachers and staff employed by the network. They will then be able to pass on the details to all colleges in their network (they have about 25 members); there will also be a consideration of their delivery of the actual training, using the E-DECO materials, as part of their role is training teachers.

Participants who have moved on to other institutions and organisations have taken copies of the E-DECO Training Pack, with the intention of sharing this with their new employers. It is not possible to determine how many will be able to deliver their intentions.

Participants also are partners in other EU projects, mainly Erasmus+. Some of the E-DECO materials (specially selected and adapted) are already being used with an inter-generational mentoring project, managed by a Spanish VET College. Other projects will continue to be informed of the availability of the E-DECO materials and the entrepreneurial mindset approach.

Bath College is in the process of forming a partnership with the local municipality in relation to creation of a business and entrepreneur centre on college premises. When this is finalised, the staff at the new centre will be approached with the E-DECO Training Pack and Exploring E-DECO material.

5.5 Netherlands

Exploitation activities planned in The Netherlands are as follows:

- Promotion of E-DECO to all the teachers at the Lanstede Innovation day (1500 Vet teachers)
- Promotion of E-DECO training offer and materials through invitations to the pilot workshops on the Landstede intranet and invitation mails to selected, 20 of the 45, teachers from the teachers' academy.
- Production and distribution of promotional material: leaflets with project logo, project information at the Monitor and a leaflet (EFVET) with the link to the E-DECO website.
- Information developed for internal staff meetings, Landstede innovation day and for the Global entrepreneurship week.
- Invite teachers who participate in the project and pilot to share the materials and tools widely at their own school.
- invitations to an e-DECO pilot drop box
- Collaboration with vocational teacher training program of Landstede

Targets include:

- Own institution - teachers, trainers
- Own institution - management
- Methodological groups of teachers/trainers/professionals from Landstede network; especially the entrepreneurship project groups and the drop out specialists.
- Teachers from the business and commercial department
- Connected Landstede secondary schools

In The Netherlands, The Explore EDECO brochure and an invitation was sent to 22 new teachers to be more entrepreneurial in how they motivate and support students in their education and development.

We finally had 14 participants for the training because 8 of them were not available for both trainings days and that was a requirement.

The teachers were working in different kind of departments and they were from different field of study, such as: geography, history, economics, Mathematics, ICT, health care, Dutch and English. These students are studying at Higher Education / Universities in Utrecht, Amsterdam and Zwolle.

All participants will give a presentation of the E-DECO training in their own team and at their own school. So approx. 280 teachers of VET and Higher Education received news of the E-DECO pilot and get informed in how to find (and use) the E-Deco materials.

Having reached so many teachers from different departments means that this year approximately 1400 VET students will come into contact with E-DECO trained staff and the entrepreneurial mentality and coaching approach promoted in the project.

Many Landstede teachers already followed a basic coaching course a several years ago, therefore a new factor in training for these teachers will make it more innovating. The idea is to do one course day with the target group concerning innovating learning and how to use E-tools, because they are young and educated with the newest skills on this part. So the project team members can learn from them and put this knowledge in the training for the “older” teachers.

This coaching training with emphasis on the use of E-Tools is planned for October 2015 as a result within the organisation for all VET teachers of Landstede as part of the initiative (and Government requirement) to support teachers in developing their skills and knowledge. Landstede Academy will be responsible for the exposition of the E-DECO training. The trained E-DECO trainers will give the training, and depending of interest the impact will be improved. When the training is a success it will also be offered to the teachers from the Secondary school (800) in 2016.

Finally, there were few issues during the project. In contrast to some other projects, everybody was very open and willing to cooperate to the E-DECO project.

6 Limitations and challenges

At an individual level, coaching is a beneficial tool only if one is willing and capable to take responsibility and action. Even the coach has no power over the individual who is not ready or willing to take responsibility of his/her own action. Continuous use of coaching methods gives students new opportunities, especially for those who are less capable to take responsibilities of their lives today. For the coaching philosophy includes the idea that they are likely to be able to take responsibility later in their lives.

To be a good and experienced coach is a long process. One learns to be good coach only by doing and practising and there is always room for further development. E-DECO training is a beginning of the process, an eye-opening experience which improves and updates professional skills of the teacher but most of all opens the teacher's horizon for further development. For this reason E-DECO project gives certificate for participation but not as a certified coach.

Involvement of participants and target groups can always be improved. The partnership has ensured the organisational support within the partner organisations to meet target groups. However, the target groups outside of the organisation however need more attention.

Usage and further development of the product will be aided by the availability of the E-DECO products in open-source principle, which ensures they may be used and further developed freely. The E-DECO team is aware that also could be used in a non-professional or even non-ethical manner. The partnership is taking responsibility in encouraging third parties to use and even further develop the tools. The partnership however, cannot dictate or ensure how the tools are used or how further developed by third parties. This is an accepted problem with open source products of any nature.

The commercialisation of the project results is not planned by any members of the partnership. Again, it is an accepted potential problem with any open-source materials that there is a possibility for anyone to take the resources and commercialise the prod-

ucts. This commercialisation may take form of post-pilot training courses for teachers or similar using the knowledge and training material developed within the project.

Student/learner engagement is essential and advantageous. The teacher/trainer or other staff who use coaching methods should find the learner more engaged and willing to take responsibility for their own actions.

It is also worthy of note that the teaching staff will find their own engagement empowering; engaged employees have passion and enthusiasm; this is part of the entrepreneurial mindset so important for teachers.

7. Overall recommendations

Personal development for staff and students is important; coaching methods and the entrepreneurial, open, innovative mindset are key. To be able to develop themselves and their learners will motivate staff; good teachers can sculpt the learners needs around their values and talents and empower them.

The partnership recommends the following:

- To define the goals and values of the learning to understand the right path
- To engage the learner in developing themselves
- To ask the right questions, listen to the answers
- Establish good communication and feedback; effective and appropriate action is essential for feedback to be felt effective
- Be open to change, focusing on results for both the coach and coachee (learner – student or other member of staff)
- Do what you say you are going to do (or don't say it)

The E-DECO Training Pack can be freely shared with colleagues and others.

7 Literature and reading

CIMO:

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