

LIFELONG LEARNING PROGRAMME
Leonardo da Vinci Transfer of Innovation

Work Package 8: “Exploitation of the project results”

Task: 8.2. Exploitation Plan

Responsible partner: EOPPEP

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1. Aim of the exploitation plan

This exploitation plan was designed to serve as a guide for the use of INNO-CAREER project results. It seems that the pilot training programme can provide a variety of benefits to trainees as well as other possible stakeholders operating in the field of career guidance. Acquiring fresh knowledge, exchanging information, experiences and best practices, utilizing IT (e-learning platform, e-network) through the whole training process can be recognized as valuable assets of the programme. The above elements could serve as tools for the expansion of the training programme in the future among the partner countries and beyond. INNO-CAREER project as a whole could increase the attention on specific topics in regard to career guidance, establish further new partnerships, meet career guidance and counselling needs both in employment and education sectors.

The exploitation plan designed hereby reports the possible outcomes of the project both for the partnership as a whole and separately for each partner country. A variety of possible beneficiaries and stakeholders are identified. Furthermore, an array of strategies for the exploitation of the project's results are suggested along with specific actions that could be taken so that stakeholders make the most of the programme. A brief survey among partners was conducted as a tool to summarise ways, methods, best practices and actions that could be implemented in order to better exploit the project's products in the future.

2. Methodology

2.1. Survey

A survey was conducted to elicit thoughts, perceptions, ideas, opinions and suggestions for exploitation of the project's results in partner countries.

2.2. Participants

The survey was completed by the partner coordinators who expressed their own professional views and also the views and the policies followed by the agencies they represent. Moreover, the opinions conveyed reflect participants' experiences from career guidance practice in partner countries.

2.3. Questionnaire

A brief questionnaire with open ended questions (8 queries) was prepared by EOPPEP with the scope of collecting information on the (a) expected outcomes (e.g. commercial applications, scientific gains, policy making about career guidance issues etc.) as regards to the project results exploitation, (b) the possibility to capitalize on specific results both in each country separately and as a partnership, (c) sustainable outcomes in a future perspective, (d) possible target groups – beneficiaries, (e) stakeholders that could be involved in the exploitation process, (f) certain exploitation strategies and actions to be taken in the short and in the long term, (g) financing of the exploitation procedure. The questionnaire was sent in a pdf form by e-mail and was returned back to EOPPEP after a short period.

3. Results of the survey per partner

3.1. Expected outcomes of the project per partner

Cyprus – INEK - PEO

The Cypriot partner INEK-PEO underlined the importance to capitalize on the pilot training course in order to develop an innovative career guidance training programme. This programme could be implemented both at each partner country and at international level. In particular, Cypriot colleagues suggest that several training bodies could design and deliver trainings for career guidance counselors in Cyprus based on the final training course of the project. Furthermore, colleagues from Cyprus believe that the results of the synthetic report of Work Package 2 could be used by Cypriot researchers of the career guidance field who are interested in career guidance counsellors' training needs, existing training courses and career guidance counsellor's profiles around Europe etc. The Cypriot partner expressed the general need to protect the profession of career guidance counsellor by setting relevant legislation in Cyprus.

Finally informing the professional associations of career counsellors in national level and the relevant European bodies on the results of the project is according to INEK – PEO a necessary action to be taken for the exploitation of the results.

Czech Republic - NVF

Czech partner (NVF) shared the view that the most important element to be used in the future is the training course itself as it may support the enhancement of career guidance counsellors' skills in Czech Republic. However, it was noted that this requires having the copyright of the national versions as well as the right to continuously adjust course content to national conditions and new trends.

Career guidance counsellors are according to NVF the main target group of the project results. Stakeholders that can possibly be involved in the exploitation process are the Czech Labour Office and private and university career guidance providers as employers of trained career guidance counsellors. According to NVF necessary actions to be taken for the exploitation of the results is the distribution of the copyright among the partnership.

Greece - EOPPEP

Firstly EOPPEP highlighted the importance of exchanging knowledge, new approaches, methodologies and techniques among partner countries towards the improvement of the training course. EOPPEP also aims at recognizing and accrediting the training course, according with the procedures that will be set by the *“System of Accreditation of Competence of Career Guidance Counsellors”* (under development by EOPPEP), so that it can be offered both by EOPPEP or other private career guidance training services (e.g. KDVMs) as a continuous training program for career guidance counsellors and constitute recognized training for the specific modules (migrants, CMS, mobility, quality assurance, recognition of non-formal and informal learning, connection with labour market).

The most important outcomes for the whole partnership according to EOPPEP are: 1. The innovative training program - materials and tools responding to European requirements as far as continuous professional development of career guidance counsellors, which in different combinations and with adjustments can be used in other training actions (e.g. seminars etc.), 2. The common occupational profile for expanding further the INNO-CAREER training course, e.g. by adding in the future some more modules 3. The enhancement of common understanding on career guidance policies - methods – priorities in career guidance as well as new skills for career guidance counsellors

EOPPEP considers as sustainable after the end of the project INNO – CAREER the following results: occupational profile, training course, training material, e-learning platform.

Greece – EURICON

Euricon Consultants proposed that the training course is promoted to other bodies outside of the partnership with the aim of exploiting it financially. E.g. the course could be offered in the context of adult education courses that are held in Greece or in other countries.

Euricon also suggests that multilingual training digital materials and the training course could be exploited by other potential users of the project results such as schools, youth organizations, public organizations related to career guidance etc. as trained counsellors working in such bodies are expected to lean on the knowledge and skills acquired through

the attendance of the training modules. For this reason Euricon thinks that the training course and the e-learning platform will be sustainable after the end of the project.

Italy – USRV

The Italian partner USRV proposed the adaptation and use of the training programme and the e-learning platform developed in the the project in the Adult Education Centres of Italy called CPIA (Centri Provinciali per l’Istruzione degli Adulti) which provide adult education courses aimed at : A) achieving the compulsory education certification that is required for the access to the labour market; B) issuing certificates with the accreditation of non-formal and informal learning; C) vocational training guidance, especially for the retrain of the unemployed; D) letting migrants to acquire language and citizenship competencies and the certification related to the issuance of a residence permit. Furthermore the training programme will be available for teachers/trainers working in evening school courses who need to improve their competences in order to support adults. Promoting and disseminating the pilot training results to other regions of Italy is essential according to USRV.

Other project results that can be exploited both by the partnership and by each country is the common occupational profile, training materials and the e-network. These can be considered as sustainable after the end of the project as long as they are constantly adjusted to the national and regional context.

3.2. Possible beneficiaries - stakeholders

Below there are two tables showing which beneficiaries and stakeholders are likely to take advantage of the project’s results and/or get involved in the exploitation process according to the views of each partner.

As noticed in both tables a variety of agencies, individuals and training organizations are expected to benefit from the project’s results. Additionally, partners anticipate that a number of stakeholders can be involved in the exploitation process especially in regard to the improvement and refinement of the programme, the delivery of the training course and also its recognition and accreditation.

Table 1.

Possible beneficiaries of the INNO-CAREER project

Career guidance counsellors	Career Guidance Training bodies	Policy Makers	Researchers in the Career Guidance field	Career guidance trainees	Career guidance clients	Universities
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√,√,√,√ Cyprus, Czech Republic, Greece (EOPPEP, EURICON), Italy	√,√, √, Cyprus, Greece (EOPPEP, EURICON), Italy	√, √ Greece (EOPPEP), Italy	√, √, √ Cyprus, Greece (EOPPEP, EURICON)	√ Greece (EOPPEP, EURICON)	√ Greece (EOPPEP, EURICON)	√ Greece (EOPPEP, EURICON)
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Reasoning

- **Career guidance counsellors** will benefit from participating at the training course as they will upgrade their professional skills. The course will also support them in their continuous professional development. Counsellors may also use the accreditation they will gain for the total program or parts of it in order to advance or change their professional role. Adult trainers can also benefit from the training course by adaptation and use of its results in adult education courses.
- **Training bodies** will benefit from providing the course or designing and delivering similar trainings based on the INNO-CAREER training course. All these have as a prerequisite that the INNO-CAREER training course is first certified and the training bodies are licensed to provide it.
- **Policy makers** are anticipated to refine career guidance policies and trends as they get informed about the INNO-CAREER project and get feedback on the training features, the training material, new approaches, activities and tools in career guidance being used in the pilot training course, on the results and on the ways several parties are taking advantage of the projects' products. New policies and trends in career guidance will probably elaborate.
- **Researchers** may use results of the project e.g. training course, training platform, training material, occupational profile etc. to build on the existing knowledge or share new practices concerning career guidance priorities, new skills and competencies for career guidance counselors etc. They may also use the results of WP 2 (Synthetic report) in order to improve training methodologies and material. This would be possible by lying both on the studies of European Occupational Profile, career guidance counsellors' training needs, the existing continuous training programmes and by conducting further research on the previous issues. In the long term this sort of research could serve to improve the training course in total.
- **Career guidance trainees** as they can acquire or develop specialized career guidance knowledge and skills that in turn can benefit the end users of their services.
- **Career guidance clients** as they may receive better tailor-made services as a result of upgrading of career practitioners' skills.
- **Universities** are very likely to be benefited in the long term as through the delivery

and continuous improvement of the training programme scientific research on the career guidance field can be refined especially that relating to education and training of career guidance counsellors (training methods, tools, and materials). Moreover, parts of the program may serve as a model for university teachers of the field or they may also make use of some of the modules taught in the course or even a part of the scientific material produced to meet the needs of the course.

Table 2.

Possible stakeholders of the INNO-CAREER project

Ministries	National Authorities	Career guidance fora	Career Guidance Training Institutions	Accreditations Institutions	Scientific Organizations
√, √ Greece (EOPPEP, EURICON, Italy)	√, √, √ Czech Republic, Greece (EOPPEP, EURICON), Italy	√ Greece(EOPPEP)	√, √ Czech Republic, Greece (EOPPEP, EURICON)	√ Greece(EOPPEP)	—

Reasoning

- **Ministries** can benefit from the program mainly by providing specialized training to counsellors working in career guidance centres of the education or employment sectors. Presenting the program in various dissemination events is important in this effort. It would be also possible to adjust the programme in order to use it in adult education courses.
- **National authorities** especially those involved with career guidance, accreditation of continuous training institutions and programs (e.g. Accreditation Institutions like EOPPEP in Greece) could certify the training course and give permission to several training bodies to offer it to various interested parties. Perhaps, it would be also possible for the national authorities to provide the programme on their own.
- Both **national authorities and career guidance training institutions** could benefit from the training course by employing career guidance counsellors trained in the INNO-CAREER training course (e.g. Czech Labour Office or Private and University career guidance providers in Czech Republic)
- It is noteworthy that a great outcome of the training programme relates to the networking opportunities among stakeholders (e.g. ministries, organisations) and training institutions. This could result in better outcomes regarding training as various

stakeholders could play a consulting role in the development of training programmes and provide guidelines on their design. **National Career Guidance Fora** could support this cooperation and coordination process, where they exist.

- However, it should be mentioned that Cyprus doubted that Cypriot bodies, agencies and stakeholders would be able or willing to get involved in the exploitation process since the career guidance in Cyprus is still in very early stages.

4. Synthetic results on potentially exploitable outcomes of the project and relevant methodology

All partners recognized the value of the project in enhancing common understanding on career guidance policy methods across participating countries. However below there are specific proposals concerning the most important potentially exploitable results and relevant methodology.

4.1. Common Occupational Profile

The Common occupational profile is an important result of the project as it can serve two functions:

A. By analysing:

- the activities, job-tasks, professional qualifications and new challenges for career guidance counsellors in Europe
- the areas of knowledge – skills – and abilities of career guidance counsellors that need to be improved

it can support partner countries:

1. set common competence standards for the profession of career guidance counsellor.
2. develop national occupational profiles – standards
3. set the minimum requirements and necessary procedures for the accreditation of career guidance counsellors and the development of career guidance counsellors national registers
4. develop relevant national regulations / legislative requirements.

This way both the occupation will be protected and the quality of the career guidance services offered to the public will be raised.

- B. The occupational profile is describing most of the tasks and functions of the career guidance counsellor. However the INNO-CAREER training modules do not cover all of these tasks. In this context the occupational profile could be used as a reference in order to refine and possible expand the INNO-CAREER course by adding more modules

or replacing some of them. In this context it is important to have in mind that the occupational profile is not a static standard. It is an ever evolving tool that has to be constantly improved together with the profession itself. For this reason we propose that the partnership is in contact with organizations, networks etc. that work in the field of career guidance competence standards (e.g. NICE network), career guidance quality assurance standards and guidelines (ELGPN) so that both the occupational profile and the INNO-CAREER training course remain up to date.

4.2. Training Course “Guidance 2020”

The training course is probably the most important result of the project. Through its current and future implementation at training programs across partner countries, the career guidance counselors of public and private career guidance services of the education, employment and social sectors can improve their professional skills in new priorities in career guidance practice. These priorities are closely connected to the content of the training modules of the INNO-CAREER training course (Welcome services for migrants, Career guidance in connection with the labour market, Recognition of informal and non-formal learning, Career guidance for mobility issues, Development of career management skills of individuals, Quality assurance issues in career guidance).

Most partners highlighted the importance of taking the following measures:

1. **Accrediting at national level the training program and its corresponding tools and materials** (e.g. interactive tasks, blended learning methodology etc.). Accreditation can be done by responsible Accreditation Institutions (where specific legal certification frameworks exist)
2. **Offering of the program** both by the partners of the project themselves and by educational and career guidance training bodies (e.g. Continuous Training Providers, Ministries offering in house training to the career guidance counselors working in their career guidance structures (school career guidance services, PES structures etc) and by other training institutions like the Adult Education Centers.
3. **Promoting further the INNO-CAREER training course both at the partner and other European countries.**

The following promotional tools could be used: The E-network and website of the project, partner corporate websites, national scientific seminars and congresses etc. Simultaneously the partnership must disseminate the training course at European and International Networks and Organizations (e.g. Euroguidance, ELGPN, FEDORA (now merged with the European Association for International Education – EAIE), International Association for Educational and Vocational Guidance (IAEVG), the

European Centre for the Development of Vocational Training (Cedefop), the European Training Foundation (ETF) etc. asking for their feedback and cooperation on the improvement of the course. Every partner should use its role and position (e.g. membership at networks etc.) to promote the course at various opportunities (e.g. annual meetings of the above organizations etc.)

Care should be taken in this promotional strategy so that **all target groups** (career guidance counselors, training bodies, accreditation institutions, universities etc.) are aware of the training course.

4. **Delivering the INNO-CAREER training course in additional geographical regions** of every partner country in order to amplify benefits
5. **Providing the INNO-CAREER training course in an on-going basis.** The partnership must take extremely care so that the training course, the training platform and respective material do not go into abeyance.
6. **Adjusting the INNO-CAREER training course according to national career guidance training needs as well as to new trends, scientific findings and priorities in career guidance** (see 4.1. above). Alternatively the INNO-CAREER training course can be used as a pool for developing further other career guidance training courses. E.g. a training program that misses one the modules of INNO-CAREER training course could use the material of this particular module of INNO-CAREER only.
7. **Exploiting financially the training course** by giving permission to training bodies to deliver it. Potential training providers - beneficiaries of the program could be Career Guidance Continuous Training Providers (e.g. Private Centers of Life Long Learning (KDVMs) in Greece, Adult Education Centres, universities, Private Job Finding Offices, Career Offices of Colleges and Universities etc. However partners should investigate further if commercializing the training course for financial profit is allowed since some participating agencies represent public bodies. Exploitation of the course could refer to the whole or parts of it e.g. only one module, only the textbooks, only the platform etc. If financial exploitation is allowed partners could decide geographical zones in which everyone could exploit the training course.
8. **Contacting and recruiting new trainees and stakeholders.** This process can be facilitated by utilizing the e-network to exchange methodologies, ideas, material, tools and best practices and by enhancing communication among interested parties and members.
9. **Establishing robust connections between training institutions and other stakeholders** (scientific organizations, ministries of education, accreditation institutions, career guidance fora) aiming at improving the program or adding innovative modules, techniques, and approaches. Stakeholders would play a supportive role by sharing their expertise with training bodies as well as by setting specific guidelines on the basis of national career guidance policies.

10. **Quality assurance of the INNO-CAREER training course.** Inputs (trainers, materials and tools etc), processes (training methodology, promotion, evaluation of trainees etc) and outputs (learning outcomes etc) should be taken into account with ultimate aim the continuous improvement of the course.

4.3. E-learning Platform

The training platform of the project <http://www.inno-career.com> is one of the most innovative outcomes of the project since it provides the possibility for distance interactive e-learning and distance assessment of trainees. The following parts of the platform can be exploited:

- The digital training material
- The interactive tasks (both obligatory and non-obligatory)
- The e-platform itself as a mean for similar e-trainings or future adjustments of INNO-CAREER course with the possibilities it provides for distance elaboration of the tasks by the trainee, revision by the tutor on line through a class book session and approval or not by him.

Although the partners did not highlight enough in their answers the platform as an exploitable outcome we think that if the innovative features of the training platform (e-training, e-assessment) are combined with the innovative features of the training modules and materials then the attractiveness of the course is enhanced.

However in order to exploit the training course as a unity (platform – modules – materials) we must give more emphasis in the promotion of all these parts. So far the e-learning platform has not been promoted enough by the dissemination actions of the partnership.

4.4. E-Network

The E-network can serve as an appealing tool to attract new trainees, career guidance counsellors interested in the project as well as other stakeholders (e.g. career counselling associations, scientific organisations etc.) and foster collaboration and exchange of best practices among network members. It is the main dissemination tool of the partnership. According to the Network Specifications Guide the e-network will be composed of individuals that are professional career guidance counsellors working in different sectors. Members of the network will not be only the participants at the pilot training but also all career guidance

counsellors interested in project topics. In the future national, European, international scientific organisations / networks / institutions operating in the career guidance sector may also be accepted in the network as a measure to promote the actions of the project to a broader public, share knowledge and experiences and exchange good practices that will improve the results of the project.

It is important to take the following measures in order to make the most of the E-network of the project

- Apply the quality assurance procedure and measure the quality indicators described in the Network Specifications Guide in order to maintain the quality of the e-network and ensure transparency and respect for the principles.
- Apply the promotion and communication strategy described in the Network Specifications Guide and ensure its monitoring and evaluation by the Project Steering Committee of the partnership.
- Take precautions so that the E-Network does not fall do not go into abeyance. It is important that every partner invites the members of network in his country to take active role in the e-network by participating in the conversations, uploading topics etc.
- Protect the network from unauthorized users, spams, hacking etc

If the E-network does not play its genuine role as a recruitment and good-practice exchange tool then the training course and the project in general will not have the general recognition expected.

5. Financing

In the European level, the European Union could serve as a funding institution through programmes like Erasmus+. EU funding could refer to further scientific development, delivery of the program and accreditation of its results. This is important if the course is to be delivered in an ongoing basis. European funding could also be used for national exploitation of the results. E.g. the Euro guidance centre of a country could ask for European funding in order to provide the course to career guidance counsellors inside this particular country.

In national, partner level Ministries of the partner countries (e.g. the Ministries of Education). could use the training course for educational reasons and use government funds in order to exploit the project deliverables. INEK – PEO has referred to the Human Resources Development Authority of Cyprus as a possible financier of the training course, as long as it is first approved by the Authority.

Partnership should follow all European and national calls for funding in order to exploit every possible funding available.

6. Conclusion

All in all, the INNO –CAREER training programme is a promising project that may enhance the knowledge, the skills and the abilities of the career guidance counsellors in partner countries. In our opinion, there is also a great prospect to refine and provide the programme in the future to numerous counsellors and other interested parties with the aim to advance their services. Moreover, the network could be hopefully used as a tool of promoting the programme, advancing career counselling approaches by sharing expertise among members, attracting new trainees, and also continuously improving the training course.

EOPPEP will prepare in short term an exploitation agreement which will be discussed and signed during the final managerial meeting that will take place in Athens on 24 September 2015.