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SEiSC
Sustainable
Entrepreneurship
in Smart Clothing

Sustainability and Exploitation Plan

Partner Coordinator

Lounais-Hämeen koulutuskuntayhtymä (LHKK)

October 2026

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Lounais-Hämeen koulutuskuntayhtymä, LHKK (FI)

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1. Introduction

SEiSC, Sustainable Entrepreneurship in Smart Clothing, is an Erasmus+ cooperation partnership in vocational education and training (KA220-VET, Grant Agreement No. 2023-1-FI01-KA220-VET-000160581). It is coordinated by Lounais-Hämeen koulutuskuntayhtymä (LHKK), a Finnish vocational education consortium based in Forssa. The project began on 1 November 2023 and closes on 31 October 2026, after 36 months.

Its starting point is a practical question: how can a vocational school teach its students to think like entrepreneurs, with environmental and social sustainability built in, at a time when the labour market is asking for ever more up-to-date green and digital skills? To answer it, SEiSC chose a sector in which these changes are already visible: sustainable fashion and smart clothing, where the circular economy, technology and new business models meet.

The project worked on two fronts. The first concerns students, who practise taking business decisions in realistic scenarios. The second concerns teachers, who learn to guide this process through an adaptive approach, one that can follow the different paces and levels within a class. The work unfolded in successive stages:

- **Analysis.** A review of good practice across Europe led to the final synthesis report on the Adaptive Teaching strategy (R2.5).
- **Competences.** The Framework of competences for a “sustainable entrepreneurial mindset” (R3.1) brings together the European GreenComp and EntreComp frameworks in three levels of progression. It was accompanied by workshops with students.
- **Teacher training.** The MOOC “Sustainable Adaptive Teachers” (R4.3), five hours long with Open Badges and certificates, was complemented by hands-on training in Helsinki.
- **Simulation.** The Agora Lake platform (R5.1, R5.2, R5.3) combines extended reality (XR) scenarios with artificial intelligence algorithms. The Adaptive Teacher's Guide (R5.5) explains how to use it in the classroom.
- **Community.** The Virtual Community of Practice (R6.6) brings together researchers, teachers and organisations that wish to keep exchanging experience after the project ends.

As the project closes, the question changes: what stays in use, who looks after it and with what resources. This plan answers that question.

2. Purpose of this document

This plan is result R6.4 of Work Package 6 (activity A6.4). The application form gives it three tasks: to identify possible developments of the project's activities, to integrate the use of the results effectively, and to describe the strategies that will secure their sustainability once the project has ended. It also requires each partner to present its own strategy, the plan to bring together at least ten of them, and the plan to be linked to the sustainability of the Virtual Community of Practice.

In practical terms, the document sets out to:

- establish which results the consortium commits to keeping in use, chosen from six key results;
- record how each partner will do so: strategies, actions, milestones at 12, 24 and 36 months after the project ends, resources and verifiable indicators;
- make responsibilities, monitoring arrangements and risks explicit;
- give anyone who wishes to reuse the results a clear picture of what remains available, where and on what terms.

It is written for three readers: the partners, for whom it is a formal and verifiable commitment; the Finnish National Agency for Education, EDUFI, and the project's evaluators; and the schools, training providers and project designers who wish to adopt SEiSC's results.

After this introduction, Chapter 3 summarises the consortium plan, Chapter 4 reproduces the eight partner plans in full and Chapter 5 draws the conclusions.

3. The SEiSC consortium plan

3.1 How the plan was built

Each partner completed a two-page plan using a common template in five parts: profile and role in the project, results to be sustained, implementation strategies, risks, and governance. The template asked partners to choose between four and six of the six results, putting the strength of each commitment before breadth of coverage. It also asked for concrete action verbs, SMART and verifiable indicators, and milestones running to at least 36 months after the end of the project, that is, to October 2029.

The strategies fall into three common families, plus an optional fourth:

- **A. Institutional integration:** the results become part of the partner's curricula, internal training and regular services.
- **B. Multiplier exploitation and knowledge transfer:** the results are passed on to other schools, organisations and networks.
- **C. Open knowledge and valorisation:** the results remain accessible and feed into new project proposals, publications and dialogue with policy makers.
- **D. Commercial or service-based exploitation (optional):** the results become part of a service offer, with due regard for intellectual property rights.

The eight plans were submitted between June and September 2026.

3.2 The results that remain in use

The table shows which results each partner has committed to sustain.

Result	LHKK	OC	EEB	Ortaköy	Praktica	3DBear	Cellini	USR	Total
R3.1 Framework of competences	✓	✓	✓	✓	✓	✓	✓	✓	8/8
R4.3 MOOC Sustainable Adaptive Teachers	✓	✓	✓	✓	✓	✓	✓	✓	8/8
R5.5 Adaptive Teacher's Guide	✓	✓	✓	✓	✓	✓	✓	✓	8/8
R5.1-R5.3 Agora Lake platform (AI and XR)	✓	✓	✓			✓	✓		5/8
R6.6 Virtual Community of Practice	✓	✓	✓		✓	✓		✓	6/8
R2.5 Synthesis report on Adaptive Teaching			✓	✓					2/8

Three results are covered by all eight plans: the Framework of competences, the MOOC and the Adaptive Teacher's Guide. This is no coincidence. They are the cheapest results to maintain and the easiest to reuse: the Framework is already published on Zenodo, the MOOC is hosted on openacademia.eu, and the Guide is a document that any organisation can build into its own training.

The Agora Lake platform is the project's main technological result, and also the most expensive to keep running. It rests on a single independent infrastructure, that of OpenCom, which maintains it on its own server and commits to annual availability of at least 95%, verified through server logs. Four other partners have chosen this result: 3DBear, which produced the XR scenarios, and LHKK, EEB and Cellini, which commit

to using the platform in their teaching and training activities. USR Toscana, the Regional School Office for Tuscany, will make the platform known to teachers taking the MOOC, but makes no commitment to its operation.

The Virtual Community of Practice has the explicit commitment of six partners. LHKK coordinates it together with OpenCom, which hosts it on the project website it developed, and USR Toscana will bring teachers, school leaders and other stakeholders from across the region into it. Ortaköy and Cellini did not select it among their results.

The synthesis report on Adaptive Teaching (R2.5) was chosen by two partners. EEB will draw on it when designing new proposals, and Ortaköy in its dialogue with the Mamak District Directorate of Education and the BOSEV Foundation. The other partners' choice is consistent with the template's advice to favour a few solid commitments over many weak ones.

3.3 The strategies

The eight partners have described 24 strategies across the three common families, plus 3 commercial or service-based strategies: 27 in total, against the minimum of 10 set by the application form.

Institutional integration (A). Each partner is bringing the results into its everyday work, in ways that reflect the kind of organisation it is. The schools are building them into their teaching: LHKK into its entrepreneurship and business modules; Ortaköy into the annual plans of at least three departments and into the induction of every new teacher, who takes the MOOC; Cellini into its extracurricular activities and its civic education curriculum. The training and consultancy organisations are adding them to what they offer: OpenCom to its training catalogue, EEB to its Erasmus+ mobility activities and Praktica to its training and consultancy services. 3DBear is adding them to the catalogue of its Simuna platform and adopting the Framework as the design standard for new scenarios. USR Toscana, the regional office of the Ministry of Education and Merit, will send every school in Tuscany an official information note each year, also published on its website, presenting the Framework, the MOOC, the platform and the Guide and updated with the results of their use in schools.

Multiplier exploitation and knowledge transfer (B). The transfer strategies build on each partner's own local and regional networks. LHKK works with schools, employers and municipalities in the Kanta-Häme region. Ortaköy runs Turkish-language workshops every year with the Mamak District Directorate of Education, whose network includes more than twenty vocational centres. Cellini works with USR Toscana, which will organise or support regional webinars for teachers and school leaders and bring further vocational institutions into testing and reusing the results. 3DBear will repeat the format of the Helsinki hands-on training every year and present the results at Finnish education events such as ITK and Educa. EEB, OpenCom and Praktica will use their networks of schools and European partners for demonstration events, webinars and stakeholder meetings.

Open knowledge and valorisation (C). The partners commit to keeping the results and the links to the materials accessible, to publishing content on their own channels and to reusing SEiSC in new project proposals. Three commitments go further: Ortaköy will publish Turkish summaries of the Framework and of report R2.5; 3DBear will publish on Zenodo, under a CC BY licence, an open technical note on how to produce and migrate XR scenarios without depending on proprietary tools; and USR Toscana will bring the results into the institutional dialogue on sustainability education, presenting them at least once a year in a regional, national or European education context.

Commercial or service-based exploitation (D). Three partners completed this section. OpenCom will offer Agora Lake and the related training pathways as a service, on request, to schools, ITS institutes and training providers. 3DBear will include the XR scenarios and the Guide in its commercial offer, charging for hosting,

integration and support but not for access to the results, which remain open. EEB will use them mainly in non-commercial activities, with the option of including them in future training offers. In every case, ownership of the results remains governed by the Consortium Agreement and the MoU, and no partner will make commercial use of another partner's content without its agreement. LHKK, Ortaköy and USR Toscana, as public bodies, have ruled this route out; Praktica and Cellini did not complete this section.

3.4 What will be measured over three years

Each partner has set its own indicators. The table shows the main ones, with October 2029 (M+36) as the target date unless otherwise stated.

Partner	Training of teachers and professionals	Transfer and dissemination	New project proposals
LHKK	At least 10 teachers complete the MOOC	At least 3 demonstration or dissemination events	At least 1 by M+24
OpenCom	At least 10 new MOOC enrolments a year; Agora Lake available at least 95% of the time	At least 2 demonstration events; at least 2 VET or ITS institutes adopt a result	At least 1 by M+24
EEB	At least 30 participants in learning activities based on SEiSC	At least 10 dissemination actions; at least 5 organisations use the results	At least 1
Ortaköy	At least 20 teachers certified through the MOOC	At least 4 workshops reaching at least 60 teachers; teachers from at least 8 other schools involved	At least 2 (the first by M+24)
Praktica	At least 60 VET professionals trained with SEiSC resources	At least 150 stakeholders reached; results used in at least 3 events, projects or initiatives	No numeric target; SEiSC resources to be included in future proposals
3DBear	At least 40 VET teachers trained	At least 3 workshops; at least 3 customer deployments; technical note published by M+12	At least 1 by M+24
Cellini	At least 10 teachers complete the MOOC	At least 3 demonstration or dissemination events; at least 1 regional provider or employer involved	At least 1 by M+24
USR Toscana	At least 40 additional Tuscan teachers accessing or enrolling in the MOOC and the platform	An official information note to all Tuscan schools each year; at least 3 regional dissemination initiatives; at least 4 additional institutions engaged	At least 1 new initiative or project proposal

Taken together, these indicators give three headline figures. Counting only the targets expressed as teachers or professionals trained or certified (LHKK, Ortaköy, Praktica, 3DBear and Cellini), the consortium is aiming for at least 140 people. OpenCom's new MOOC enrolments, EEB's participants and the 40 Tuscan teachers targeted by USR Toscana come on top of this, but are not added in because they measure different things. The partners plan at least seven proposal submissions that reuse SEiSC, and USR Toscana at least one further institutional initiative or proposal. The continuity of the platform is measured by OpenCom's availability indicator.

3.5 Resources

No partner makes the upkeep of the results dependent on new, dedicated funding. The activities are covered by ordinary resources: the time of existing staff, and servers and communication channels that are already in operation. LHKK, OpenCom and 3DBear have put a figure on their effort, at roughly 12 to 14 working days a year each. The other partners name the staff involved without quantifying their time. Further

developments, such as new scenarios or new platform functions, depend instead on future funding, which the partners say they are actively seeking. USR Toscana states explicitly that it takes on no financial or technical obligations: its contribution runs through the ordinary work of its staff responsible for the VET sector.

3.6 Risks

All eight plans address the four risks required by the template. The one felt most keenly is the loss of key personnel, rated as high impact by four of the eight partners (LHKK, Praktica, 3DBear and Cellini). The reason is plain: if sustainability rests on the time of existing staff, it depends on the people who give that time. The measures planned are shared documentation, archives accessible to more than one person, named deputies and proper handovers.

Funding discontinuity is rated by most partners as of medium likelihood and impact, and by USR Toscana as low, because the essential activities are already absorbed by ordinary resources. Against the risk of low uptake by stakeholders, the partners rely on guaranteed internal use and regular monitoring, with corrective action if targets are missed. The likelihood of problems with intellectual property is rated low by six partners and medium by 3DBear, whose commercial use of the results is the most extensive, while USR Toscana gives no rating and points out that it disseminates only open materials; for all of them, the Consortium Agreement, the MoU and the open licences of the Framework and the Guide apply.

3.7 Governance and monitoring

Each plan has a named owner and a review cycle linked to the partner's quality system. OpenCom includes the plan in the management review required by its ISO 9001:2015 system. Praktica reviews it every six months in line with ISO 9001 principles. Ortaköy builds it into its annual strategic performance monitoring, in line with the quality management standards of the Turkish Ministry of National Education. LHKK and Cellini link it to the self-evaluation of their national quality systems, 3DBear to its own product quality process and EEB to its internal procedures. USR Toscana assesses progress every year on the basis of documentary evidence, through the standard administrative procedures of a public authority.

At consortium level, LHKK, as coordinator, organises an annual joint review of the state of sustainability and compiles the final summary at M+36. Five partners share their annual summaries with the coordinator or the partnership, and two of them with the Community of Practice as well. The review points are therefore October 2027 (M+12), October 2028 (M+24) and October 2029 (M+36).

4. Partner sustainability plans

The following pages reproduce the eight partner sustainability plans in the language in which the partners wrote them. The content is as submitted. The template guidance and the column setting out the rationale common to all partners have been removed, obvious typing errors have been corrected, and the layout has been brought into line with the rest of the document.

4.1 Lounais-Hämeen koulutuskuntayhtymä (LHKK, Finland)

Partner legal name	Lounais-Hämeen koulutuskuntayhtymä
Partner acronym	LHKK
Plan owner (name, role)	Raija Salo, Senior Adviser
Date of submission	3.9.2026
Version	1.0

Partner profile and role in SEiSC

Lounais-Hämeen koulutuskuntayhtymä (LHKK) is a multidisciplinary educational consortium offering lifelong learning opportunities in vocational training and continuing education.

LHKK is the coordinator of the SEiSC project.

WP1: project management.

WP2: participation in the kick-off meeting in Dublin and in the needs analysis of strategies.

WP3: coordination of the students' workshops; participation in the meeting in Granada.

WP4: coordinator.

WP5: participation in the preparation of the Adaptive Teacher's Guide.

WP6: participation in dissemination activities and in the national conference.

Project results to be sustained

Result	SEiSC result	Commit	Partner-specific justification
R3.1	Framework of competences for students' “Sustainable entrepreneurial mindset” (GreenComp + EntreComp, 3-level progression)	✓	Integration into LHKK's curricula.
R4.3	MOOC platform “Sustainable Adaptive Teachers” (5 hours, Open Badges, certificates)	✓	Used by LHKK teachers in the orientation phase.
R5.1 + R5.2 + R5.3	Virtual simulation platform with AI and XR scenarios	✓	LHKK keeps Agora Lake integrated into entrepreneurship and business modules.
R5.5	“Adaptive Teacher's Guide”	✓	Available in LHKK's training materials.
R6.6	Virtual Community of Practice	✓	LHKK will contribute to and promote the Virtual Community of Practice, facilitating knowledge exchange among VET stakeholders.
R2.5	Final synthesis report on Adaptive Teaching strategy		

Implementation strategies

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
Objective	Embed the Framework of competences, the MOOC, Agora Lake and the Adaptive Teacher's Guide into LHKK's regular vocational curricula and staff development, and maintain LHKK's coordination oversight of consortium-wide sustainability follow-up.	Transfer SEiSC results to regional VET providers, employers and municipalities in Kanta-Häme, using LHKK's coordinating role to keep the wider partner and stakeholder network engaged.	As project coordinator, keep the consortium's open-access outputs (Framework, final synthesis report, MOOC, Guide) available beyond the project and use the SEiSC experience to inform new Erasmus+/ESR+ proposals in the Kanta-Häme region.
Target users	LHKK VET teachers and students, particularly in entrepreneurship and business-related study programmes.	Regional VET providers and teachers, municipal education and employment stakeholders, Finnish national VET networks.	Erasmus+ and ESR+ project designers and coordinators, Finnish VET policy stakeholders, EPALE/SALTO communities, Virtual Community of Practice members.
Concrete actions	Integrate the Framework into curriculum planning documents; enrol LHKK teachers on the MOOC; deliver Agora Lake simulation sessions within entrepreneurship modules; archive the Adaptive Teacher's Guide in LHKK's internal training materials; coordinate an annual consortium sustainability check-in as project coordinator.	Present SEiSC results at a national conference (as foreseen in WP6); deliver at least one Finnish-language demonstration or webinar on Agora Lake and the Guide; share results through LHKK's regional partner and employer network.	Maintain LHKK's archive of project outputs and links to the Framework (Zenodo), the Guide and the MOOC; publish at least one piece of content on LHKK's own channels; integrate SEiSC results and lessons learned into at least one new project proposal; coordinate the Virtual Community of Practice together with OpenCom.
Timeline M+12	Framework referenced in at least one curriculum area; first LHKK teacher cohort completes the MOOC; Agora Lake piloted in at least one course.	National conference presentation delivered; regional stakeholder contact list updated.	Project outputs archived and accessible; first content published; Community of Practice active together with OpenCom.
Timeline M+24	Agora Lake used in at least two courses or modules per year; second annual consortium sustainability check-in completed.	At least one additional demonstration event delivered; results shared with the regional employer network.	At least one new project proposal submitted that reuses SEiSC results or methodology.
Timeline M+36	Continued classroom use documented; decision taken on further curriculum embedding; final consortium sustainability follow-up compiled by LHKK as coordinator.	At least three dissemination or demonstration activities delivered in total; cumulative reach documented.	Outputs still accessible; three pieces of content published in total; consortium sustainability follow-up finalised.
Human and financial resources	Internal project management and teaching staff time (approx. 5 days/year for curriculum updates and coordination follow-up); no additional budget required beyond ordinary institutional resources.	Internal communications and teaching staff time (approx. 4 days/year); no external costs planned.	Internal communications and project development staff time (approx. 3 days/year); no additional costs, covered within LHKK's ordinary project development activity.
KPI 1	Agora Lake and the Framework referenced in at least one LHKK curriculum document per year until M+36, verified through curriculum records.	At least 3 dissemination or demonstration events delivered by M+36, verified through attendance records.	LHKK archive of SEiSC outputs and links online and accessible until M+36, verified through annual review.

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
KPI 2	At least 10 LHKK teachers complete the MOOC by M+36, verified through openacademia.eu enrolment records.	At least 2 regional VET providers or employers engaging with SEiSC results by M+36, verified through participation records or written confirmation.	At least one new project proposal reusing SEiSC results submitted by M+24, verified through the submission receipt.

Strategy D (optional): commercial or service-based exploitation, with IPR considerations

Not applicable. As a public vocational education consortium, LHKK does not pursue commercial or fee-based exploitation of SEiSC results; any further use of the results remains governed by the Consortium Agreement and the R4.6 MoU.

Risks and mitigation

Risk	Likelihood	Impact	Mitigation action	Owner
Loss of key personnel	M	H	Coordination documentation (WP1 management files, contact lists, reporting templates) kept accessible to more than one staff member; a deputy familiar with the coordinator role identified within LHKK's project team.	Plan owner
Funding discontinuity	M	M	Sustaining actions absorbed within LHKK's ordinary staff time and budget; further platform development contingent on new Erasmus+/ESR+ funding, which LHKK actively pursues as part of its regular project development activity.	LHKK management
Low stakeholder uptake	M	M	Use guaranteed internally within LHKK curricula; dissemination through LHKK's existing regional network of municipalities and employers; annual monitoring of teacher and student engagement with corrective action if targets are not met.	LHKK project team
IPR or licensing issues	L	M	Application of the Consortium Agreement and the R4.6 MoU; open licences respected for the Framework and the Guide; any reuse or further development of Agora Lake verified with the consortium (and OpenCom as technical owner) beforehand.	Plan owner

Governance and ownership statement

The plan is owned by Raija Salo, Senior Adviser, who is also responsible for monitoring its implementation. Progress is reviewed annually as part of LHKK's national quality system self-evaluation, with a summary shared with the SEiSC coordination team and consortium partners.

4.2 OpenCom i.s.s.c. (OpenCom, Italy)

Partner legal name	OpenCom i.s.s.c.
Partner acronym	OC
Plan owner (name, role)	Erina Guraziu, Head of the European Project Design Department
Date of submission	10.06.2026
Version	1.0

Partner profile and role in SEiSC

OpenCom is an Italian social enterprise specialising in non-formal training, the development of digital tools for education, and quality and risk management, certified ISO 9001:2015 for the design and delivery of training services. In SEiSC it co-coordinates WP5: it programmed the infrastructure of the Agora Lake virtual simulation platform, manages its server and domain, oversaw the integration of the scenarios, co-authored the Adaptive Teacher's Guide, developed Module 5 of the MOOC, built the project web platform, and supports the coordinator in risk management.

Project results to be sustained

Result	SEiSC result	Commit	Partner-specific justification
R3.1	Framework of competences for students' "Sustainable entrepreneurial mindset" (GreenComp + EntreComp, 3-level progression)	✓	Conceptual reference for OpenCom's training design, available on Zenodo at no cost.
R4.3	MOOC platform "Sustainable Adaptive Teachers" (5 hours, Open Badges, certificates)	✓	The course is hosted on openacademia.eu, a platform managed by OpenCom: maintained at zero marginal cost.
R5.1 + R5.2 + R5.3	Virtual simulation platform with AI and XR scenarios	✓	OpenCom owns the technical infrastructure and keeps the platform running on its own server using ordinary internal resources.
R5.5	"Adaptive Teacher's Guide"	✓	Co-author of the Guide, which can be integrated into OpenCom's training pathways at no maintenance cost.
R6.6	Virtual Community of Practice	✓	The dedicated section resides on the project web platform developed and hosted by OpenCom.
R2.5	Final synthesis report on Adaptive Teaching strategy		

Implementation strategies

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
Objective	Ensure the technical continuity of Agora Lake, the MOOC and the web platform, and integrate the results into OpenCom's regular training offering.	Transfer the SEiSC results to schools, ITS institutes and VET networks through demonstration and training activities.	Maintain open access to the results and drive their reuse in new European project designs and in dialogue with sector networks.
Target users	OpenCom's training staff and project designers; Italian VET and ITS teachers and students.	VET and ITS teachers, school principals, regional and national education networks.	Erasmus+ project designers and organisations, researchers, the EPALE and SALTO communities, members of the Community of Practice.
Concrete actions	Keep Agora Lake running on the OpenCom server (corrective maintenance, domain renewal); deliver the MOOC on openacademia.eu with Open Badges; integrate the Guide into the internal training catalogue; archive the technical documentation in the quality management system.	Deliver at least one demonstration event per year (webinar or in-person demo) on Agora Lake and the Guide; present the SEiSC results at OpenCom training events; transfer the Guide to participating teachers.	Keep the project web platform online with links to the Framework (Zenodo), the Guide and the MOOC; publish at least one piece of content per year on OpenCom's channels; integrate the SEiSC results into at least one new project proposal; participate in the Community of Practice.
Timeline M+12	Platform, MOOC and website active; Guide added to the training catalogue.	First demonstration event delivered; materials sent to the stakeholder network mapped during the project.	Project website active; first content published; active participation in the CoP with LHKK.
Timeline M+24	Annual technical review documented; at least one OpenCom training pathway uses the SEiSC results.	Second demonstration cycle; at least one institute uses the platform in teaching activities.	At least one new project proposal submitted that reuses SEiSC results.
Timeline M+36	Service continuity confirmed; documented decision on any further developments of the platform.	Three demonstration events delivered in total; at least four institutes reached cumulatively.	Website still active; three pieces of content published in total.
Human and financial resources	Internal technical staff (about 5 days/year for maintenance and review); hosting costs absorbed within OpenCom's ordinary server infrastructure.	One internal trainer (about 4 days/year); no external costs expected.	Internal communications staff (about 3 days/year); website hosting already covered by OpenCom.
KPI 1	Agora Lake availability of at least 95% on an annual basis until M+36, verified through server logs.	At least 2 demonstration events by M+36, verified through attendance records and published materials.	Project web platform online and accessible until M+36, with documented annual verification.
KPI 2	At least 10 new MOOC enrolments per year until M+36, verified through the records of the openacademia.eu platform.	At least 2 VET or ITS institutes adopting at least one SEiSC result by M+36, verified through platform registrations or proof-of-use statements.	At least one project proposal reusing SEiSC results submitted by M+24, verified through the submission receipt.

Strategy D (optional): commercial or service-based exploitation, with IPR considerations

Agora Lake and the related training pathways (MOOC and Guide) will be included in OpenCom's catalogue of training offers aimed at schools, ITS institutes and VET organisations, as a service available on request. IPR aspects: ownership of the results remains governed by the Consortium Agreement and the MoU (R4.6);

OpenCom exploits the technical infrastructure and training services within its own remit, without any commercial use of other partners' content in the absence of an agreement.

Risks and mitigation

Risk	Likelihood	Impact	Mitigation action	Owner
Loss of key personnel	L	M	Complete technical documentation of the platform archived in the quality management system; expertise shared between at least two internal technical staff.	Plan owner
Funding discontinuity	M	M	Maintenance costs absorbed within ordinary resources (server and staff already operational); further developments of the platform contingent on new funding that is actively sought.	OpenCom management
Low stakeholder uptake	M	M	Internal use guaranteed within OpenCom pathways; annual demonstration events; monitoring of MOOC enrolments with corrective actions in case of deviation.	Training area
IPR or licensing issues	L	M	Application of the Consortium Agreement and the R4.6 MoU; open licences for the Framework and the Guide; prior verification with the consortium before any commercial use.	Plan owner

Governance and ownership statement

The plan is owned by Erina Guraziu, Head of the European Project Design Department, who coordinates its implementation and monitoring within OpenCom's ISO 9001:2015 quality management system, with an annual review during the management review and a summary report shared with the LHKK coordinator and the Community of Practice.

4.3 Euro Education Bulgaria Ltd (EEB, Bulgaria)

Partner legal name	Euro Education Bulgaria Ltd
Partner acronym	EEB
Plan owner (name, role)	Ivan Gakev, Program Coordinator
Date of submission	23.07.2026
Version	1.0

Partner profile and role in SEiSC

Euro Education Bulgaria (EEB) is a partner in the Erasmus+ SEiSC project, contributing its expertise in vocational education and training (VET) and European project implementation. EEB supports the development, testing, and promotion of innovative learning resources focused on sustainable entrepreneurship, smart clothing, and digital skills. Through pilot activities and stakeholder engagement, the organisation helps bring the project's results into VET practice in Bulgaria.

Project results to be sustained

Result	SEiSC result	Commit	Partner-specific justification
R3.1	Framework of competences for students' “Sustainable entrepreneurial mindset” (GreenComp + EntreComp, 3-level progression)	✓	The competence framework will be used to strengthen entrepreneurship and sustainability skills in EEB's VET and Erasmus+ training activities.
R4.3	MOOC platform “Sustainable Adaptive Teachers” (5 hours, Open Badges, certificates)	✓	EEB will continue promoting the MOOC through its network of VET schools, teachers and international Erasmus+ partners.
R5.1 + R5.2 + R5.3	Virtual simulation platform with AI and XR scenarios	✓	EEB will integrate the virtual simulation platform into future pilot activities, training courses and Erasmus+ mobility projects.
R5.5	“Adaptive Teacher's Guide”	✓	The Adaptive Teacher's Guide will be incorporated into EEB's teacher training and professional development programmes.
R6.6	Virtual Community of Practice	✓	EEB will actively support the Community of Practice by engaging educational institutions and stakeholders from its national and European networks.
R2.5	Final synthesis report on Adaptive Teaching strategy	✓	EEB will use and disseminate the final report to support future project design, knowledge sharing and cooperation with education stakeholders.

Implementation strategies

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
Objective	Integrate SEiSC resources into Euro Education Bulgaria's VET activities, Erasmus+ mobility programmes and internal training practices.	Transfer SEiSC results to VET schools, teachers, learners and partner organisations through training, mobility activities and dissemination events.	Ensure the visibility and reuse of SEiSC results through EEB's European networks, future Erasmus+ projects and knowledge-sharing activities.
Target users	EEB trainers and staff; VET learners; teachers and educational organisations involved in EEB mobility and training activities.	VET schools, teachers, trainers, Erasmus+ partner organisations and stakeholders interested in sustainable entrepreneurship and digital skills.	Erasmus+ organisations, education stakeholders, project partners, VET networks and communities interested in green and digital transformation.
Concrete actions	Integrate the Sustainable Entrepreneurial Mindset Framework, Adaptive Teacher's Guide and MOOC resources into relevant EEB training activities; include SEiSC materials in future Erasmus+ learning programmes; document their use within internal project records.	Deliver dissemination sessions and workshops during Erasmus+ activities; present SEiSC resources to EEB's network of VET schools and partner organisations; transfer access to the MOOC and digital resources to interested stakeholders.	Publish SEiSC results through EEB communication channels; reference the project outcomes in future Erasmus+ proposals; participate in the Community of Practice and share results through European education networks.
Timeline M+12	SEiSC resources integrated into selected EEB training and mobility activities; internal staff familiarised with available materials.	First dissemination activities completed; SEiSC resources shared with EEB's existing VET and Erasmus+ partner network.	SEiSC results published on EEB communication channels; continued participation in the Community of Practice.
Timeline M+24	At least one EEB training pathway or Erasmus+ activity uses SEiSC resources.	Additional dissemination activities delivered with VET schools and partner organisations; new users introduced to SEiSC outputs.	SEiSC results included in at least one new Erasmus+ project concept or proposal developed by EEB.
Timeline M+36	SEiSC resources remain part of EEB's regular training and project development activities.	Three dissemination/training activities delivered in total; continued engagement with VET stakeholders using SEiSC outputs.	SEiSC results continue to be referenced in project proposals, publications and European cooperation activities.
Human and financial resources	EEB project managers, trainers and coordinators will integrate the resources within existing Erasmus+ activities and organisational processes.	EEB trainers and project staff will deliver dissemination activities using existing communication channels and partner networks.	EEB project and communication staff will manage dissemination and knowledge transfer through existing European cooperation activities.
KPI 1	At least 3 EEB training or Erasmus+ mobility activities incorporate SEiSC resources by M+36, verified through activity records and reports.	At least 30 teachers, learners or stakeholders reached through SEiSC-related dissemination activities by M+36, verified through attendance lists and communication records.	At least 10 dissemination actions (articles, presentations, online posts or events) completed by M+36, verified through published records.
KPI 2	At least 30 participants access or complete SEiSC-related learning activities through EEB by M+36, verified through participant records.	At least 5 VET organisations or Erasmus+ partners receive or use SEiSC resources by M+36, verified through cooperation records or feedback.	At least 1 new Erasmus+ project proposal developed by EEB includes SEiSC results by M+36, verified through proposal documentation.

Strategy D (optional): commercial or service-based exploitation, with IPR considerations

Euro Education Bulgaria will use SEiSC results mainly within non-commercial educational and training activities, including Erasmus+ mobility programmes, teacher development activities and VET cooperation initiatives. The organisation may include SEiSC-based resources within future training offers where relevant, while respecting the Consortium Agreement, intellectual property rights and licensing conditions established by the partnership. No commercial exploitation of other partners' materials will take place without prior agreement.

Risks and mitigation

Risk	Likelihood	Impact	Mitigation action	Owner
Loss of key personnel	L	M	Document SEiSC-related activities, resources and procedures internally; ensure knowledge transfer between EEB project coordinators and trainers involved in Erasmus+ activities.	EEB project management team
Funding discontinuity	M	M	Integrate SEiSC resources into existing Erasmus+ mobility, training and project activities using existing organisational resources; further activities will be linked to future funded projects and cooperation opportunities.	EEB management
Low stakeholder uptake	M	M	Include SEiSC results in EEB dissemination activities, training sessions and partner communication; monitor participation and adapt promotion methods to increase engagement among VET stakeholders.	EEB training and dissemination team
IPR or licensing issues	L	M	Apply the Consortium Agreement and project licensing rules; verify usage conditions before integrating SEiSC materials into external training activities or future projects.	EEB project management team

Governance and ownership statement

The plan is owned by the Euro Education Bulgaria project management team, responsible for coordinating its implementation and monitoring. Progress will be reviewed annually within EEB's internal project management and quality assurance procedures, with updates documented and shared with relevant project partners and stakeholders. The sustainability actions are aligned with EEB's internal quality management practices for Erasmus+ project implementation and VET activities.

4.4 Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi (Ortaköy, Türkiye)

Partner legal name	Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi
Partner acronym	Ortaköy
Plan owner (name, role)	Ahmet Okan Yavuz, Teacher/Project Manager
Date of submission	29.09.2026
Version	1.0

Partner profile and role in SEiSC

Ortaköy 80. Yıl Mesleki ve Teknik Anadolu Lisesi is a public VET school in rural Ankara with about 750 students, 70 teachers and weekend adult education in six departments. In SEiSC, Ortaköy contributed to WP2 research on active learning and AI, implemented WP3 student workshops and video pitch generation, piloted the WP4 MOOC curriculum, tested the WP5 virtual simulation platform with teachers and students, and hosted regional dissemination actions and the National Conference under WP6.

Project results to be sustained

Result	SEiSC result	Commit	Partner-specific justification
R3.1	Framework of competences for students' "Sustainable entrepreneurial mindset" (GreenComp + EntreComp, 3-level progression)	✓	Ortaköy will use the Framework's three progression levels to plan entrepreneurship and sustainability teaching in its Practice Enterprise firm and ICT department.
R4.3	MOOC platform "Sustainable Adaptive Teachers" (5 hours, Open Badges, certificates)	✓	Ortaköy will enrol its teachers, including new staff at orientation, and open the MOOC to schools of Mamak district with the help of local authorities.
R5.1 + R5.2 + R5.3	Virtual simulation platform with AI and XR scenarios		
R5.5	"Adaptive Teacher's Guide"	✓	Incorporate the Guide into Ortaköy's mentor teachers' pedagogical toolkit and share it across regional teacher-training clusters.
R6.6	Virtual Community of Practice		
R2.5	Final synthesis report on Adaptive Teaching strategy	✓	Ortaköy will use the report's adaptive teaching strategy in future project design and in dialogue with the Mamak Directorate and BOSEV Foundation.

Implementation strategies

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
Objective	Embed the Framework, the MOOC and the Adaptive Teacher's Guide in annual teaching plans and in-service training, so they stay in use without project funding.	Transfer the MOOC, the Guide and the Framework to teachers of other VET schools in Mamak, using Ortaköy's school network and the Mamak District Directorate of Education.	Keep the final synthesis report and the Framework visible in Turkish and use their evidence in local policy dialogue and in future project proposals.
Target users	Ortaköy's teachers (about 70) and students (about 750, including adult learners), and the team of the Practice Enterprise firm MisEsan.	Teachers and school leaders of the 20+ VET centres in the region reached through the Directorate.	Mamak District Directorate, BOSEV Foundation, school leaders, and coordinators of Erasmus+ and national education projects.
Concrete actions	Integrate the Framework's three levels into annual plans of entrepreneurship-related courses and Practice Enterprise activities; enrol every new teacher in the MOOC at orientation and record Open Badges and certificates in staff development files; deliver one in-service workshop per school year led by MOOC-certified teachers.	Deliver in Turkish at least one teacher workshop or webinar per school year on the MOOC and the Guide, agreed with the Mamak Directorate; share MOOC enrolment instructions and Turkish summaries through Ortaköy's regional school mailing channels; present the results to partner schools in other projects; collect feedback forms after each session.	Publish Turkish summaries of R2.5 and R3.1, with links to the originals, on the school website and social media; present the adaptive teaching strategy to the Mamak Directorate and BOSEV Foundation; reference R2.5 in the project design of new Erasmus+ or national proposals; submit at least one presentation or article on the results to a regional or national education event.
Timeline M+12	Framework used in the 27/28 teaching plans of at least 2 departments; at least 10 Ortaköy teachers hold the MOOC certificate; Guide filed and presented at a first in-service workshop.	First workshop delivered; MOOC enrolment instructions and Turkish summaries sent to the regional school mailing list.	Turkish summaries of R2.5 and R3.1 published; results presented to the Mamak Directorate and BOSEV Foundation.
Timeline M+24	Framework used in at least 3 departments; second in-service workshop delivered; MOOC included in the orientation programme for new teachers.	At least 2 workshops delivered in total; teachers from at least 4 other schools enrolled in the MOOC.	R2.5 cited in at least one new project proposal; one presentation given at a regional or national education event.
Timeline M+36	Continued use documented in the 29/30 plans; school management reviews the results and confirms further embedding; at least 20 teachers certified in total.	At least 4 workshops delivered in total; results shared with local authorities; feedback summary compiled.	At least 2 proposals submitted in total; 6 dissemination items published; links to the outputs checked and still working.
Human and financial resources	Erasmus+ coordinator, department heads and certified teachers within existing working time.	Ortaköy trainers and Erasmus+ coordinator; sessions held in Ortaköy or Directorate premises; no external costs planned.	Erasmus+ coordinator and project-writing team; costs covered within Ortaköy's ordinary project-development work.
KPI 1	At least 3 departments use the Framework in their annual teaching plans by M+36, verified through the plans.	At least 4 workshops or webinars delivered by M+36 reaching at least 60 teachers, verified through attendance lists and feedback forms.	At least 6 dissemination items (summaries, posts, articles, etc.) published by M+36, verified through links and event programmes.

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
KPI 2	At least 20 Ortaköy teachers hold the MOOC certificate or Open Badge by M+36, verified through OpenAcademia certificate checks and staff development records.	Teachers from at least 8 other schools or institutions enrolled in the MOOC or using the Guide by M+36, verified through written confirmation from the schools or the Directorate.	At least 2 new project proposals citing R2.5 or R3.1 submitted by M+36 (first by M+24), verified through proposal documents.

Strategy D (optional): commercial or service-based exploitation, with IPR considerations

Not applicable. As a public, non-profit VET school, Ortaköy does not pursue commercial or fee-based exploitation of SEiSC results.

Risks and mitigation

Risk	Likelihood	Impact	Mitigation action	Owner
Loss of key personnel	M	M	Name a deputy to the plan owner; train at least 2 teachers per department on the MOOC; keep the Framework and the Guide on file; certified teachers brief new arrivals at the yearly in-service workshop.	School management
Funding discontinuity	M	L	Run all actions within regular teaching time and existing channels; the MOOC and the Guide are online; fold extra costs (translation, events) into new Erasmus+ proposals prepared by the Erasmus+ coordinator.	School management
Low stakeholder uptake	M	M	Ask the Mamak Directorate to list the workshops in its teacher-development calendar; provide Turkish walkthroughs, as the MOOC is in English; pair new users with certified teachers; check enrolment each term and change the format if a session draws fewer than 10 teachers.	Erasmus+ project team
IPR or licensing issues	L	M	Strictly adhere to the project Consortium Agreement and Creative Commons open-licensing terms; verify that all distributed materials retain official EU funding acknowledgments and partner attributions.	Plan owner

Governance and ownership statement

The plan is owned by Ahmet Okan Yavuz under the supervision of the school directorate. Monitoring and evaluation of milestones are conducted annually by the Ortaköy 80. Yıl MTAL Project Coordination Team. Reporting on KPIs is integrated into the school's annual institutional strategic performance monitoring, aligned with the Turkish Ministry of National Education quality management standards.

4.5 Praktica Training and Consulting (Praktica, Spain)

Partner legal name	Praktica Training and Consulting
Partner acronym	PK
Plan owner (name, role)	Paula Medina Nieto, European Projects Coordinator
Date of submission	12/08/2026
Version	1.0

Partner profile and role in SEiSC

Praktica Training & Consulting is a Spanish consultancy specialised in vocational education, European projects, and international cooperation. Within the SEiSC consortium, Praktica contributes its expertise in VET innovation, stakeholder engagement, dissemination, and exploitation activities. The organisation supports the validation and transferability of project results and actively co-produces communication, dissemination, and sustainability outputs, ensuring their uptake by VET providers, trainers, and relevant labour market stakeholders across Europe.

Project results to be sustained

Result	SEiSC result	Commit	Partner-specific justification
R3.1	Framework of competences for students' "Sustainable entrepreneurial mindset" (GreenComp + EntreComp, 3-level progression)	✓	Praktica will integrate the competence framework into its VET consultancy, training activities and European projects, promoting its use among vocational providers and educators.
R4.3	MOOC platform "Sustainable Adaptive Teachers" (5 hours, Open Badges, certificates)	✓	The MOOC will be promoted among teachers, trainers and partner organisations involved in VET and Erasmus+ initiatives, supporting continuous professional development.
R5.1 + R5.2 + R5.3	Virtual simulation platform with AI and XR scenarios		
R5.5	"Adaptive Teacher's Guide"	✓	Praktica will use the Adaptive Teacher's Guide as a practical resource in teacher training, capacity-building activities and educational innovation projects.
R6.6	Virtual Community of Practice	✓	Through its European network, Praktica will actively contribute to and promote the Community of Practice, facilitating knowledge exchange among VET stakeholders.
R2.5	Final synthesis report on Adaptive Teaching strategy		

Implementation strategies

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
Objective	Integrate selected SEiSC results into Praktica's training, consultancy and European project development activities to ensure their long-term use beyond the project lifetime.	Transfer SEiSC methodologies and resources to external organisations through professional networks, European partnerships and dissemination activities.	Ensure long-term accessibility and visibility of SEiSC knowledge assets while contributing to discussions on innovation, sustainability and digital transformation in VET.
Target users	VET teachers, trainers, project managers, consultants, VET providers and Erasmus+ beneficiaries.	VET providers, schools, training centres, SMEs, project partners and educational stakeholders.	Policy makers, VET authorities, researchers, trainers, educational networks and European projects.
Concrete actions	Integrate the SEiSC competence framework (R3.1) into training and consultancy services. Deliver teacher training sessions using the MOOC (R4.3) and Adaptive Teacher's Guide (R5.5). Include SEiSC resources in future Erasmus+ project proposals and capacity-building activities. Maintain access links to project outputs through Praktica's communication channels.	Deliver dissemination workshops presenting SEiSC results. Publish practical case studies and good practices. Include SEiSC outputs in stakeholder meetings and Erasmus+ information events. Transfer project methodologies to new cooperation projects and training initiatives.	Publish references and links to SEiSC outputs through institutional channels. Present project results in conferences, seminars and thematic events. Contribute examples and lessons learned to European VET networks. Encourage the use of SEiSC resources as open educational materials.
Timeline M+12	Integrate R3.1 and R5.5 into at least two training or consultancy activities.	Deliver one dissemination event focused on SEiSC results.	Publish SEiSC outcomes through organisational communication channels.
Timeline M+24	Deliver training activities using SEiSC resources to external stakeholders and project beneficiaries.	Publish and present practical examples of SEiSC implementation to external stakeholders.	Present project experience in national or international educational events.
Timeline M+36	Maintain systematic use of SEiSC results in organisational training and European project development activities.	Transfer SEiSC methodologies to new European cooperation initiatives and professional networks.	Maintain public access to SEiSC resources and continue referencing results in professional and policy-related discussions.
Human and financial resources	1 project manager, 1 training specialist; integration costs covered through regular organisational training and consultancy budgets.	Communication officer, project manager and dissemination budget integrated into existing networking and project activities.	Project manager and communication team; activities embedded within existing dissemination and networking budgets.
KPI 1	SEiSC resources integrated into at least 3 training or consultancy actions by M+36..	Reach at least 150 external stakeholders through dissemination and transfer activities by M+36.	At least 5 publications, presentations or online communications referencing SEiSC results by M+36.
KPI 2	At least 60 VET professionals trained using SEiSC resources by M+36.	Use SEiSC results in at least 3 external events, projects or cooperation initiatives by M+36..	Participation in at least 2 regional, national or European events where SEiSC results are presented by M+36..

Strategy D (optional): commercial or service-based exploitation, with IPR considerations

Not completed by the partner.

Risks and mitigation

Risk	Likelihood	Impact	Mitigation action	Owner
Loss of key personnel	M	H	Create internal documentation for all SEiSC-related procedures, store resources in shared repositories, and ensure knowledge transfer through handover meetings whenever staff changes occur.	Praktica Project Manager
Funding discontinuity	M	M	Integrate SEiSC results into existing consultancy, training and Erasmus+ activities, ensuring their use does not depend on dedicated project funding.	Praktica Management Team
Low stakeholder uptake	M	H	Incorporate SEiSC resources into training events, webinars and stakeholder meetings, and collect user feedback to adapt dissemination and exploitation activities.	Dissemination & Training Team
IPR or licensing issues	L	M	Verify licensing conditions before reuse of materials, maintain attribution requirements, and keep a record of consortium agreements regarding ownership and use of project results.	Project Manager & Legal Representative

Governance and ownership statement

The sustainability plan is owned and coordinated by Paula Medina, SEiSC Project Coordinator at Praktica Training & Consulting. Progress and implementation will be monitored through the organisation's project management and quality procedures, with reviews conducted every six months. Sustainability actions and KPIs will be reported internally on a biannual basis and aligned with Praktica's Quality Management System and continuous improvement processes, based on ISO 9001 principles.

4.6 3DBear Oy (3DBear, Finland)

Partner legal name	3DBear Oy
Partner acronym	3DBEAR
Plan owner (name, role)	Pekka Salokannel, Co-Founder and Creative Director
Date of submission	17.09.2026
Version	1.0

Partner profile and role in SEiSC

3DBear Oy is a Finnish education technology company developing AI and XR learning solutions for vocational and higher education, and the operator of the Simuna learning platform used by Finnish VET and healthcare education providers. In SEiSC, 3DBear is the technical content partner in WP5: it produced and filmed the 360° and XR simulation scenarios used in Agora Lake (R5.2) and carried out the scenario integration work with OpenCom (R5.3). It contributes to the Adaptive Teacher's Guide (R5.5), developed MOOC course content (WP4.2), and hosted the A4.5 hands-on teacher training in Helsinki in May 2026.

Project results to be sustained

Result	SEiSC result	Commit	Partner-specific justification
R3.1	Framework of competences for students' “Sustainable entrepreneurial mindset” (GreenComp + EntreComp, 3-level progression)	✓	Designs its XR scenarios against the framework's three-level progression, keeping it in use as a production standard.
R4.3	MOOC platform “Sustainable Adaptive Teachers” (5 hours, Open Badges, certificates)	✓	Enrols Finnish VET and healthcare education teacher cohorts through 3DBear's customer base and staff onboarding.
R5.1 + R5.2 + R5.3	Virtual simulation platform with AI and XR scenarios	✓	Produced the XR scenarios and keeps a playable mirror on its own Simuna infrastructure, insuring them against authoring-tool end of life.
R5.5	“Adaptive Teacher's Guide”	✓	Ships the Guide as onboarding material delivered with every XR simulation deployment to education customers.
R6.6	Virtual Community of Practice	✓	Contributes the technology provider perspective and answers partner questions on XR scenario production.
R2.5	Final synthesis report on Adaptive Teaching strategy		

Implementation strategies

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
Objective	Integrate the SEiSC XR scenarios, the Guide and the competence framework into 3DBear's Simuna product line as maintained catalogue content rather than an archived project output.	Transfer the XR production method and teaching materials to VET teachers and trainers so that they create and run simulation sessions themselves.	Document the XR scenario production method openly so that other providers can reproduce and migrate simulation content without depending on proprietary tooling.
Target users	3DBear's Finnish VET, healthcare education and upper secondary customers; 3DBear's own content and customer success staff.	Finnish VET teachers and teacher trainers, digital pedagogy leads at education providers, and Nordic EdTech and XR-in-education networks.	Erasmus+ project designers, VET developers and XR producers in Europe; Finnish VET digitalisation networks; EPALE and SALTO communities; Community of Practice members.
Concrete actions	Integrate the scenarios into the Simuna 360 catalogue; maintain a playable mirror on 3DBear infrastructure; publish the Guide as in-product onboarding material; apply the R3.1 framework as the design standard for new scenario production.	Deliver one hands-on XR scenario workshop per year, reusing the A4.5 Helsinki format; train customer teachers to author their own scenarios; present the results at Finnish education events such as ITK and Educa; transfer the Guide to participants.	Publish an open technical note on XR scenario production and migration under CC BY and deposit it on Zenodo alongside R3.1 and R5.5; publish one article per year on 3DBear's channels; reuse the results in at least one new project proposal.
Timeline M+12	Scenarios available in the Simuna 360 catalogue; Guide published; mirror operational and documented.	First post-project workshop delivered in the A4.5 format; Guide distributed to participants.	Technical note published and linked from the project outputs; first article published; active in the Community of Practice.
Timeline M+24	Annual technical review completed; at least one customer deployment uses a SEiSC scenario.	Second workshop cycle delivered; at least one organisation runs a session without 3DBear present.	At least one new project proposal submitted reusing the results or the production method.
Timeline M+36	Continued availability confirmed; decision documented on further development or re-filming.	At least 3 workshops delivered in total; cumulative participant numbers documented.	Technical note still accessible; three articles published in total.
Human and financial resources	Internal technical and content staff, approx. 6 person-days/year; hosting absorbed within the existing Simuna infrastructure.	One trainer and one content specialist, approx. 5 person-days/year; travel absorbed within ordinary customer activity.	Internal communications and technical staff, approx. 3 person-days/year; no external costs.
KPI 1	Scenarios playable on 3DBear infrastructure with at least 95% annual availability until M+36, verified through platform monitoring records.	At least 3 hands-on workshops delivered by M+36, verified through attendance records.	Open technical note published by M+12 and accessible until M+36, verified through its Zenodo DOI.
KPI 2	At least 3 customer deployments include a SEiSC scenario or the Guide by M+36, verified through deployment records.	At least 40 VET teachers trained by M+36, verified through attendance records and issued certificates.	At least one proposal reusing SEiSC results submitted by M+24, verified through the submission receipt.

Strategy D (optional): commercial or service-based exploitation, with IPR considerations

3DBear includes the SEiSC XR scenarios and the Adaptive Teacher's Guide in its commercial Simuna offering for VET and higher education customers, as licensed catalogue content and as a paid scenario production service. IPR: ownership of the results remains governed by the Consortium Agreement and the R4.6 MoU. 3DBear's platform, player and production tooling are pre-existing background IP and remain proprietary; the scenario content, R3.1 and R5.5 stay under their open project licences. 3DBear charges for hosting,

integration and support, not for access to the open results, and any commercial use of another partner's content requires that partner's prior written agreement.

Risks and mitigation

Risk	Likelihood	Impact	Mitigation action	Owner
Loss of key personnel	M	H	Scenario source files, production pipeline and platform configuration documented in 3DBear's internal repository; at least two staff able to rebuild and redeploy a scenario; assets stored in company systems, not individual accounts.	Plan owner
Funding discontinuity	M	M	Maintenance absorbed within 3DBear's ordinary Simuna product budget, funded from customer revenue rather than project funding; further production contingent on customer demand or new funding, both actively pursued.	3DBear management
Low stakeholder uptake	M	M	Uptake secured internally by including the scenarios in the standard Simuna catalogue offered to every new customer; deployment and workshop figures reviewed annually against the KPIs, with content revision if targets are missed.	3DBear product team
IPR or licensing issues	M	M	Consortium Agreement and R4.6 MoU applied to all reuse; written record kept of which assets 3DBear produced and may license; third-party footage, music and imagery cleared or replaced before any commercial release.	Plan owner

Governance and ownership statement

The plan is owned by Pekka Salokannel, Co-Founder and Creative Director, who is responsible for its implementation and for the technical continuity of the mirrored scenarios. 3DBear's product team monitors progress against the KPIs and reviews them annually within the company's internal product quality and release process. A summary of the annual review is shared with the LHKK coordinator and the Virtual Community of Practice.

4.7 I.I.S. “Benvenuto Cellini” (Cellini, Italy)

Partner legal name	I.I.S. “Benvenuto Cellini”
Partner acronym	Cellini
Plan owner (name, role)	Carlo Stella, Member of the Erasmus Commission of Cellini
Date of submission	25.9.2026
Version	1.0

Partner profile and role in SEiSC

Cellini is a high school (vocational school and technical school) focused on many topics (mechanics, electronics, telecommunications, fashion, graphics and multimedia), which offers numerous work simulation activities in companies, company internships and projects with external associations.

Cellini is one of the partner organisations of the SEiSC project and has actively participated in all of the project's work packages.

Project results to be sustained

Result	SEiSC result	Commit	Partner-specific justification
R3.1	Framework of competences for students' “Sustainable entrepreneurial mindset” (GreenComp + EntreComp, 3-level progression)	✓	Integration into Cellini's curricula.
R4.3	MOOC platform “Sustainable Adaptive Teachers” (5 hours, Open Badges, certificates)	✓	Link available in Cellini's training materials.
R5.1 + R5.2 + R5.3	Virtual simulation platform with AI and XR scenarios	✓	Cellini will propose this activity as a training course (available for students) in the intermediate week between the two terms.
R5.5	“Adaptive Teacher's Guide”	✓	Available in Cellini's training materials.
R6.6	Virtual Community of Practice		
R2.5	Final synthesis report on Adaptive Teaching strategy		

Implementation strategies

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
Objective	Embed the Framework of competences, the MOOC, Agora Lake and the Adaptive Teacher's Guide into Cellini's extracurricular student activities and staff development materials.	Cooperate with USR partner to transfer SEiSC results to regional VET providers, employers and municipalities in the Tuscany region.	Promote the Framework of competences, the MOOC, Agora Lake and the Adaptive Teacher's Guide with other schools and use the SEiSC experience to promote new Erasmus+ proposals in the Tuscany region.
Target users	Cellini VET teachers and students.	Regional VET providers and teachers, municipal education and employment stakeholders, Tuscany region VET networks.	Erasmus+ project designers and coordinators, national VET policy stakeholders, EPALE/SALTO communities, Virtual Community of Practice members.
Concrete actions	Publish the Framework of competences in Cellini's repository. Promote the enrolment of Cellini's teachers through official school newsletters and presentations at teachers' meetings. Introduce Agora Lake simulation sessions in extracurricular student activities (afternoon courses, forums, etc.).	Present SEiSC results at a national conference (as foreseen in WP6); share results through Cellini's regional partner and employer network.	Support designers and coordinators of Erasmus projects with all the material produced and the experience acquired in the SEiSC project.
Timeline M+12	Share the Framework of competences with all Cellini's teachers. Promote an Agora Lake simulation session in a specific extra activity in Cellini's planning.	National conference presentation delivered; regional stakeholder contact list updated.	Project outputs archived and accessible; first content published; Community of Practice active together with OpenCom.
Timeline M+24	Introduce the use of Agora Lake simulation platform and the Framework of competences in the civic education curricula.	At least one additional demonstration event delivered in Erasmus week; results shared with the regional employer network.	At least one new project proposal submitted that reuses SEiSC results or methodology.
Timeline M+36	Stabilize the use of Agora Lake simulation platform and the Framework of competences in the civic education curricula.	At least three dissemination or demonstration activities delivered in total; cumulative reach documented.	Outputs still accessible through Cellini's archive.
Human and financial resources	Internal project management and teaching staff time; no additional budget required beyond ordinary institutional resources.	Internal communications and teaching staff time; no external costs planned.	Internal communications and project development staff time; no additional costs, covered within Cellini's ordinary project development activity.
KPI 1	Agora Lake and the Framework referenced in at least one extracurricular student activity and in the civic education curricula until M+36, verified through activity records and civic education curricula.	At least 3 dissemination or demonstration events delivered by M+36, verified through attendance records.	Cellini archive of SEiSC outputs accessible through internal archive until M+36, verified through annual review.

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
KPI 2	At least 10 Cellini teachers complete the MOOC by M+36, verified through openacademia.eu enrolment records.	At least 1 regional VET provider or employer engaging with SEiSC results by M+36, verified through participation records or written confirmation.	At least one new project proposal reusing SEiSC results submitted by M+24, verified through the submission receipt.

Strategy D (optional): commercial or service-based exploitation, with IPR considerations

Not completed by the partner.

Risks and mitigation

Risk	Likelihood	Impact	Mitigation action	Owner
Loss of key personnel	M	H	Share competences with new members of Cellini's Erasmus Commission to train new skilled personnel.	Cellini's Erasmus Commission
Funding discontinuity	M	M	Sustaining actions absorbed within Cellini's ordinary staff time and budget; further platform development contingent on new Erasmus+ funding, which Cellini actively pursues as part of its regular project development activity.	Cellini's Erasmus Commission
Low stakeholder uptake	M	M	Use guaranteed internally within Cellini's civic education curricula; dissemination through Cellini's existing regional network of municipalities and employers; annual monitoring of teacher and student engagement with corrective action if targets are not met.	Cellini's Erasmus Commission
IPR or licensing issues	L	M	Application of the Consortium Agreement and the R4.6 MoU; open licences respected for the Framework and the Guide; any reuse or further development of Agora Lake verified with the consortium (and OpenCom as technical owner) beforehand.	Plan owner

Governance and ownership statement

The plan is owned by Carlo Stella, member of Cellini's Erasmus Commission, who is also responsible for monitoring its implementation. Progress is reviewed annually as part of Cellini's national quality system self-evaluation, with a summary shared with the SEiSC coordination team and consortium partners.

4.8 Ufficio Scolastico Regionale per la Toscana (USR Toscana, Italy)

Partner legal name	Ufficio Scolastico Regionale per la Toscana
Partner acronym	USR Toscana
Plan owner (name, role)	Dott. Nicola Neri Serneri
Date of submission	30-09-2026
Version	1.0

Partner profile and role in SEiSC

The Ufficio Scolastico Regionale per la Toscana (USR Toscana) is the regional decentralised office of the Italian Ministry of Education and Merit in Tuscany. Within the SEiSC project, USR Toscana contributed to WP2 research activities, WP4 (teacher training and piloting) and WP6 (dissemination and sustainability). In terms of the project's sustainability, its distinctive value lies in its role in supporting Tuscany's schools in implementing national policies relating to the VET sector, and in drawing up their own training provision plans. It also plays an established role in developing regional policies on vocational training, in consultation with local authorities and all relevant stakeholders.

Project results to be sustained

Result	SEiSC result	Commit	Partner-specific justification
R3.1	Framework of competences for students' "Sustainable entrepreneurial mindset" (GreenComp + EntreComp, 3-level progression)	✓	USR Toscana will share the framework of competences with vocational schools in the region as a useful tool for designing school-to-work training programmes.
R4.3	MOOC platform "Sustainable Adaptive Teachers" (5 hours, Open Badges, certificates)	✓	The Regional School Office (USR) will disseminate the MOOC through school networks as a tool for teachers' self-directed learning.
R5.1 + R5.2 + R5.3	Virtual simulation platform with AI and XR scenarios		USR will raise awareness of the platform and how to use it, particularly amongst teachers taking the MOOC. It makes no commitment regarding hosting, maintenance or technical support.
R5.5	"Adaptive Teacher's Guide"	✓	Teachers taking the MOOC will be encouraged to use the teacher's guide as a supplementary teaching resource.
R6.6	Virtual Community of Practice	✓	The Regional School Office (USR) of Tuscany will contribute to the ongoing maintenance of the virtual community of practice by involving teachers, school leaders and other potential stakeholders at regional level.
R2.5	Final synthesis report on Adaptive Teaching strategy		

Implementation strategies

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
Objective	The Regional School Office (USR) will adopt the SEiSC framework, the MOOC, the platform and the Teacher's Guide within USR Toscana's initiatives relating to students' cross-curricular skills, school-to-work pathways and VET teachers' professional development.	Share the results of SEiSC, involving the widest network of vocational education and training (VET) institutions, centres for advanced vocational training and stakeholders from the world of work.	The results of the SEiSC project should be used in the institutional and stakeholder dialogue on sustainability education, transversal skills and adaptive teaching.
Target users	Headteachers, teachers, tutors on programmes of work-based learning, vocational education and training (VET) and upper secondary schools; stakeholders from the world of work.	Headteachers, teachers, tutors on programmes of work-based learning, vocational education and training (VET) and upper secondary schools; stakeholders from the world of work.	Headteachers, teachers, tutors on programmes of work-based learning, vocational education and training (VET) and upper secondary schools; stakeholders from the world of work and local authorities.
Concrete actions	Upon completion of the project, send and publish on the USR Toscana website every year an official information note to all schools in Tuscany and to stakeholders, setting out the framework, the MOOC, the platform and the teacher's guide, as well as how to use them. Each year, the note will be updated to include the results of the project's implementation in schools' activities.	Organise or provide support for regional outreach webinars aimed at teachers and school leaders; involve further vocational education and training institutions in testing and reusing the results of the SEiSC project; put interested users in touch with the Community of Practice.	Present SEiSC results in suitable regional, national or European contexts; contribute to the Community of Practice; use results, where relevant, in future European project design.
Timeline M+12	First official information note sent and published.	Organise at least one training webinar for teachers and headteachers. Checking the number of teachers who have completed the MOOC and registered on the platform. Sending them a final questionnaire to assess the implementation of the framework, the platform and the teacher's guide.	At least one documented presentation or dissemination of SEiSC results at regional, national or European level.
Timeline M+24	Second official information note sent and published. Addendum to the note setting out the results of the first year of the trial.	Organise at least one training webinar to present best practices for implementing the outcomes of the SEiSC project. Checking the number of teachers who have completed the MOOC and registered on the platform. Sending them a final questionnaire to assess the implementation of the framework, the platform and the teacher's guide. Gathering data on best practice of implementation.	Reference to the SEiSC project maintained in appropriate institutional and network activities; participation in at least one Community of Practice exchange.

Field	A. Institutional integration and mainstreaming	B. Multiplier exploitation and knowledge transfer	C. Open knowledge, policy uptake and scientific valorisation
Timeline M+36	Third official information note sent and published. Addendum to the note setting out the results of the second year of the trial.	Organise at least one training webinar to present best practices for implementing the outcomes of the SEiSC project.	At least one documented subsequent institutional initiative or project proposal referring to or building on SEiSC results.
Human and financial resources	Staff of the office responsible for promoting and supporting the VET sector. USR Toscana does not assume any financial or technical obligations.	Staff of the office responsible for promoting and supporting the VET sector. Collaboration with OpenCom to obtain data each year on the teachers who take part in the MOOC programme and register on the Agora Lake platform. USR Toscana does not assume any financial or technical obligations.	Staff of the office responsible for promoting and supporting the VET sector and Erasmus+ team working group. USR Toscana does not assume any financial or technical obligations.
KPI 1	One official information note sent and published on the official website each school year. The information note contains updates on outreach activities and the results from the previous year.	At least 3 regional dissemination initiatives delivered or supported by M+36, verified through programmes, communications or attendance records.	At least one documented presentation or dissemination of SEiSC results per year in a regional, national or European education context until M+36.
KPI 2	At least 40 additional Tuscan teachers accessing or enrolling in the MOOC and the platform by M+36.	At least 4 additional VET, upper-secondary, ITS-related or adult-education institutions engaged by M+36, verified through participation records or written evidence.	At least one new institutional or European cooperation initiative or project proposal referring to or reusing a SEiSC result by M+36.

Strategy D (optional): commercial or service-based exploitation, with IPR considerations

Not applicable. USR Toscana is a public education authority and does not envisage commercial exploitation of SEiSC results.

Risks and mitigation

Risk	Likelihood	Impact	Mitigation action	Owner
Loss of key personnel	M	L	Development of a shared repository, updated regularly, containing the project material and all documentation relating to activities carried out over the three-year period.	USR Toscana, Office III
Funding discontinuity	L	L	Sustaining activities carried out within USR Toscana's ordinary institutional tasks and existing communication channels, with no dependency on dedicated project funding.	USR Toscana, Office III
Low stakeholder uptake	M	M	Promotional activities integrated into existing regional channels and during specific events and initiatives in the VET sector (e.g. seminars and round-table discussions on school-to-work training). Involvement of vocational school consortia and networks.	USR Toscana, Office III
IPR or licensing issues			USR Toscana disseminates only open, freely accessible materials (Zenodo Framework, open MOOC, open Guide) under the Consortium Agreement and the R4.6 MoU; no commercial use is made of consortium content.	

Governance and ownership statement

The plan falls within the responsibility of the designated institutional representative for the VET sector at USR Toscana, with the support of the working group on the European dimension of teaching and internationalisation, and is implemented under the supervision of the Head of Office III at USR Toscana. Progress will be assessed annually up to M+36 on the basis of documentary evidence relating to the dissemination, participation and use of the tools developed as part of the SEiSC project. As a public administration body, continuity is ensured through standard administrative procedures, institutional planning, document management and reporting mechanisms.

5. Conclusions

The plan shows a consortium that has chosen to sustain its results through measured, verifiable commitments. Three results, the Framework, the MOOC and the Guide, are covered by all eight plans: they cost little to maintain and are easy to build into the everyday work of schools, training providers and companies. The Agora Lake platform, the most demanding result, rests on a single independent infrastructure, that of OpenCom. The Community of Practice has clear coordination, entrusted to LHKK together with OpenCom. The plan from USR Toscana adds an institutional channel that no other partner can offer: a note from the regional school authority to every school in Tuscany, each year until 2029.

The plan also has two points that need watching. The first concerns people: sustainability relies on the time of existing staff, a choice that makes the results independent of new funding but exposes them to staff turnover. That is why shared documentation and proper handovers matter as much as the activities themselves. The second concerns the Community of Practice: if it is to stay alive beyond the first twelve months after the project ends, the commitment of the six partners that chose it will have to turn into real members and real activity.

The first joint review, in October 2027, will show whether these choices stand up in practice. From then on, the plan becomes a working tool: each year the results are compared with the indicators and, where necessary, the actions are adjusted.

SEiSC
Sustainable Entrepreneurship in Smart Clothing

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Sustainability and Exploitation Plan

October 2026

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