

SMACITE

Boosting the technical
and non-technical skills
and competences
of smart cities technicians
and engineers

WP7: Impact, Dissemination and Exploitation

D7.5: Exploitation and Sustainability Guide

Final Version



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DELIVERABLE FACTSHEET

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PROJECT SUMMARY

The project aims to address the skills gap of Smart Cities technicians and engineers, by designing and testing a vocational education and training program that is based on a novel and multi-disciplinary curriculum combining digital skills on Smart Cities enabling technologies, with soft, entrepreneurship and green skills.

The expected project outputs are:

- A Smart Cities competences map and ESCO-compliant Smart Cities job profiles.
- A Smart Cities curriculum combining both technical and non-technical skills and competences and promoting personalized learning pathways.
- Learning resources for Smart Cities enabling technologies and for building the soft, entrepreneurship and green skills of Smart Cities technicians and Engineers.
- A diagnostic tool to identify personalized learning pathways.
- A MOOC for Smart Cities enabling technologies.
- Virtual Worlds for building the soft, green and entrepreneurship skills of Smart Cities technicians and engineers.

The main project beneficiaries are Smart Cities technician and engineers either from the public sector (i.e. municipalities) or enterprises providing Smart Cities solutions, as well as HEI and VET students interested in Smart Cities.

The curriculum will be tested through 4 national pilots in Greece, Bulgaria, Spain and Italy with at least 160 trainees. The certification of the skills and competences will follow a two-fold approach: (a) using micro-credentials to recognize the knowledge and skills gained through the successful completion of each online training module at the MOOC and Virtual Worlds and (b) designing the “Smart Cities Specialization Certification” that will be awarded to those passing online certifications exams with e-proctoring after the completion of the training modules.

The project will create an ecosystem for the co-design and co-development of an innovative curriculum and technology-enhanced learning tools for the upskilling/reskilling of Smart Cities technicians and engineers.

1 Introduction

One of the key objectives of SMACITE WP7 Impact, Dissemination and Exploitation is to take actions ensuring that after the end of the project, the project results will keep alive and will be exploited by relevant stakeholders. Thus, the project will be considered sustainable, if its results are maintained and/or developed further after the end of the Erasmus+ funding.

Within WP7, Task 7.5 deals with the design of SMACITE's exploitation and sustainability guide (D7.6). This guide will provide a framework for the exploitation of project results by relevant stakeholders. Moreover, it will examine the landscape for the sustainability of project outputs, considering business models and Intellectual Property issues.

2 Scope of the Deliverable

This document sets the way forward for the exploitation of key project outputs and the sustainability of the whole SMACITE project. It serves as a roadmap for implementing exploitation activities, ensures the uptake of projects outputs and outlines preliminary ideas for establishing a financial and organisational structure to support the project in the post-funding period.

Specifically, the document:

- Explains the process through which the key exploitable assets produced by the project were identified.
- Presents the joint and the individual strategies developed by consortium partners for the exploitation of these key outputs.
- Outlines directions for activities that can be undertaken by the consortium to maximise the exploitation of the project's outputs.
- Provides concepts for designing the organisational structure and financial model required to sustain the project after the funding period.

3 Development approach

This chapter outlines the approach applied in the development of D7.6. Before going into details, it's important to clarify the definitions of sustainability and exploitation. While these two concepts are interconnected and mutually influential, they serve distinct purposes.

Sustainability refers to a project's ability to continue using its outcomes beyond the funding period. This entails ongoing use and exploitation of results, potentially through commercialisation, accreditation, or mainstreaming. A project is considered sustainable if its outcomes—or some of them—persist after the funding concludes. Not all aspects of a project may require sustainability; certain results may be maintained while others do not need ongoing support. Thus, a project can be considered sustainable if it actively pursues relevant results and maintains or develops products after EU funding ends.

Exploitation, on the other hand, refers to the use of a project's outcome at different levels (regional/national/European), both during and after its implementation. It involves actions aimed at enhancing the project's visibility to engage target groups, end-users, and stakeholders, while also ensuring that the project's results or products are integrated into their professional domains.

The concept of exploitation focuses on persuading key actors to adopt and use the project's main outputs. Additionally, it is closely linked to the project's long-term sustainability, as exploitation activities should ensure that the results continue to be used by the intended audience and potentially adapted to other contexts (e.g., different countries, educational fields, or sectors).

To summarise, exploitation refers to the adoption of results by key end-users and the shaping of national and European policies and systems. Sustainability, on the other hand, involves ensuring the project's long-term financial independence after the conclusion of EU funding and fostering a community of stakeholders committed to continuously utilising and updating the project's outcomes.

4 Exploitation

This section provides information on the project's Key Exploitable Results (KERs) that have been identified following partners' input. It encompasses both the individual and the joint exploitation plans, providing also information on the trends that emerged for the definition of partners' individual exploitation plans.

4.1 Key Exploitable Results (KERs)

To evaluate which of the project's outputs are most relevant for the long-term exploitation and sustainability of the project, SMACITE partners have analysed all project outputs and established a list of 14 Key Exploitable Results (KERs). The chosen KERs are those public outputs which have the highest probability of being used after the project, rather than serving purely project-focused goals.

To identify the KERs of the project and enable partners to determine their individual exploitation plans, a set of criteria was established to assess which project outputs were most relevant for the long-term exploitation of SMACITE. All KERs included in the selection, were evaluated against these criteria to ensure the long-term availability and accessibility of the produced results beyond the project's conclusion.

Criteria:

- Easily accessible results: materials are public and available for widespread use, they can be shared freely and without requiring additional financial resources.
- Easily transferable results: materials that can be utilised beyond the project's initial scope and timeline, allowing for application in various contexts (both national and organisational) without requiring additional funding.
- In-demand results: Materials developed in line with the needs of the stakeholders specifically tailored to the actual needs of stakeholders

They were shared with partners to provide input on how they will exploit them both as an individual organisation and, based on the analysis of these inputs, as a consortium. The preliminary list of KERs that was presented to partners for input encompassed 14 deliverables. 12 of them that were identified as KERs by the consortium:

- D2.1 Smart Cities competences map and emerging job profiles
- D2.2 The SMACITE curriculum for Smart Cities
- D3.1 Learning resources for Smart Cities key enabling technologies
- D3.2 Learning resources for soft skills development
- D3.3 Learning resources for entrepreneurship skills development
- D3.4 Learning resources for green skills development
- D4.1 Diagnostic tool to identify the training needs of Smart Cities technicians and engineers
- D4.2 MOOC for Smart Cities
- D4.3 Virtual Worlds for training on soft, entrepreneurship and green skills

- D5.1 SMACITE pilots plan
- D5.2 Trainer handbook
- D5.3 Report on SMACITE pilots

4.2 Partners' Individual Exploitation Plans

SMACITE's exploitation plan is guided by the Key Exploitable Results (KERs) identified in collaboration with project partners. The inputs from project partners about how they will exploit the KERs have been gathered through the following template:

Name of organisation	
Type of organisation	
Organisation focus areas	
How SMACITE is relevant for the organisation	
Which KERs could be exploited	
Type of Exploitation	
Approach to Exploitation	

Table 1 Example of Individual Exploitation Plan

All partners' individual exploitation plans are collected in Annex 1, at the end of the document.

4.3 Joint Exploitation Plan

Since each KER addresses the needs of distinct target groups, tailored exploitation pathways have been proposed to ensure the most effective and targeted use of the project outcomes during the course of the project and after its end.

Following a careful analysis of partners' individual exploitation plans, a total of 6 KERs representing the project's most significant outputs have been identified for joint exploitation plan. In fact, they have been identified as main KERs consistently in partners' individual exploitation plans:

- D3.1 Learning resources for Smart Cities key enabling technologies
- D3.2 Learning resources for soft skills development
- D3.3 Learning resources for entrepreneurship skills development
- D3.4 Learning resources for green skills development
- D4.1 Diagnostic tool to identify the training needs of Smart Cities technicians and engineers
- D4.2 MOOC for Smart Cities
- D4.3 Virtual Worlds for training on soft, entrepreneurship and green skills

To ensure consistency and efficiency across the exploitation of these KERs, a unified exploitation framework has been implemented. This framework follows a standardised process for identifying and utilising project outcomes effectively which encompasses

- Description of KER: explanation of what the KER is;
- Targeted stakeholders: Determining the primary groups that will benefit the most from this KER;
- Expected impact: details the purpose of the KER and the impact it aims to achieve;
- Exploitation activities: A detailed list of the key actions, partners can undertake to promote and exploit project's KERs.

D3.1 – D3.4 - Learning resources

Description: SMACITE Learning resources are a set of Open Educational Resources in the format of texts, short videos, and presentations for

- Smart Cities key enabling technologies (D3.1);
- building the soft skills of Smart Cities technicians and engineers (D3.2);
- entrepreneurship skills development (D3.3);
- green skills development (D3.4).

Expected impact

The SMACITE Learning Resources are expected to significantly enhance the skills and competencies of professionals in Smart Cities' key enabling technologies—such as IoT, AI, data analytics, and cybersecurity. By offering structured, hands-on, and competency-based education, these resources aim to bridge the skills gap, support workforce upskilling/reskilling, and accelerate the deployment of innovative smart city solutions.

Targeted stakeholders

Public Sector Authorities – Municipalities, city planners, and urban managers responsible for implementing smart city solutions.

ICT Professionals & Technicians – Individuals needing upskilling or reskilling in Smart City technologies.

Educators & Training Providers – VET institutions, universities, and training centres integrating smart city curricula.

Policy Makers – Those shaping digital transformation, education, and workforce development policies.

Industry & Private Sector – Companies developing or using smart city technologies seeking a skilled workforce.

Students & Job Seekers – Individuals aiming to enter or transition into the smart city domain.

Exploitation Activities

Exploitation activities for the SMACITE Learning Resources aim to ensure their sustainability, adoption, and impact beyond the project's lifespan. These activities typically include:

Integration into Educational Curricula – Collaborating with VET providers and universities to embed the resources into formal education programs.

Partnerships with Industry and Municipalities – Promoting the use of learning materials for workforce development and on-the-job training.

Open Access Platforms – Hosting the resources on accessible digital platforms to encourage widespread use.

Certification and Recognition – Offering micro-credentials or certifications to increase value for learners and employers.

Dissemination Events and Workshops – Engaging stakeholders through webinars, conferences, and multiplier events to raise awareness and foster uptake.

Policy Advocacy – Encouraging adoption through recommendations to policymakers at local, national, and EU levels.

Commercialisation or Service Models – Exploring licensing, consultancy, or training-as-a-service models for long-term viability.

Table 2 KER D3.1 – D3.4 - Learning resources

D4.1 Diagnostic tool to identify the training needs of Smart Cities technicians and engineers

Description: The diagnostic tool is an online self-assessment guide utilized by ICT professionals to pinpoint the training courses requirements for following a career as Smart Cities technicians and engineers.

Expected impact	Targeted stakeholders
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Personalised Skills Mapping: Helps ICT professionals identify their strengths and knowledge gaps in Smart City technologies, enabling tailored learning paths. Career Guidance: Supports informed career planning by aligning individual competencies with the skills required for roles such as Smart City technicians and engineers. Workforce Development: Facilitates targeted upskilling and reskilling, contributing to a more capable and future-ready digital workforce. Training Optimization: Enables educators and training providers to better understand learners' needs and adapt programs accordingly. Increased Employability: By linking users to relevant training, the tool boosts job readiness and enhances professional growth opportunities in the Smart Cities domain.	ICT Professionals – Primary users seeking to assess their readiness and identify training needs for Smart City roles. Aspiring Smart City Technicians & Engineers – Individuals planning to transition into or begin careers in Smart Cities. Training Providers & Educators – Institutions using the tool to design or tailor learning programs based on identified skill gaps. Career Counselors & Guidance Services – Supporting personalized learning and career development pathways. Public Authorities & Municipalities – Identifying workforce needs and planning reskilling/upskilling initiatives. Private Sector Companies – Employers assessing employee training needs for Smart City project implementation. Policymakers & Workforce Planners – Using aggregated data to shape skills strategies and inform digital policy decisions.
Exploitation Activities Integration into Training Platforms - Embed the tool into VET, university, and professional development platforms to guide learners toward relevant courses and learning pathways. Promotion Through Networks - Leverage the SMACITE consortium's networks to promote the tool among ICT professionals, training providers, and municipalities. Open Access Availability - Maintain the tool as a free, online self-assessment resource to ensure broad accessibility and uptake across Europe. Use by Career Services - Disseminate the tool to career advisors and employment agencies to support job seekers entering the smart city domain.	

Partnerships with Employers
Encourage companies involved in Smart City projects to use the tool for employee skills assessment and internal training planning.
Data-Driven Feedback for Training Design
Use aggregated, anonymized data to inform curriculum development and identify broader skills gaps in the sector.
Inclusion in Policy Recommendations
Advocate for the tool's use in national and EU-level digital and workforce strategies, positioning it as a practical mechanism for identifying training needs.

Table 3 KER D4.1 Diagnostic tool to identify the training needs of Smart Cities technicians and engineers

D4. 2 MOOC for Smart Cities	
Description: The MOOC for Smart Cities (D4.2) is an electronic web-based tool that will be used to identify the different training needs of learners, i.e., Smart Cities technicians and engineers, and support personalized learning pathways.	
Expected impact	Targeted stakeholders
Personalised Learning: Supports individualized learning pathways tailored to the skill gaps and goals of Smart Cities technicians and engineers. Upskilling & Reskilling: Enhances digital and technical competencies in key enabling technologies like IoT, AI, data analytics, and cybersecurity. Workforce Readiness: Contributes to a more skilled, future-proof workforce ready to implement and maintain Smart City solutions. Scalability & Accessibility: Offers an inclusive, scalable solution accessible across regions, promoting lifelong learning and cross-border mobility.	Smart City Technicians & Engineers – Primary users seeking to enhance their professional skills. VET Providers & Universities – Institutions integrating the MOOC into curricula or training programs. Municipalities & Public Administrations – Employers seeking to train staff for smart infrastructure management. Private Sector Companies – Tech firms and service providers requiring upskilled personnel. Policymakers & Education Authorities – Supporting adoption through education, workforce, and innovation policies. Job Seekers & Students – Individuals preparing for careers in the smart city domain.
Exploitation Activities	
Platform Promotion: Wide dissemination through educational and professional networks to ensure broad uptake.	

Curriculum Integration: Encouraging formal adoption in VET and higher education institutions.

Micro-Credentials: Issuing digital badges or certifications to recognize learning achievements.

Public-Private Partnerships: Engaging cities and companies to use the MOOC for workforce training.

Continuous Improvement: Collecting user feedback to iteratively enhance content and usability.

Policy Alignment: Advocating for the MOOC's inclusion in national and EU digital skills agendas.

Table 4 KER D4.2 MOOC for Smart Cities

D4.3 Virtual Worlds for training on soft, entrepreneurship and green skills	
Description: the Virtual Reality platform includes 3 Virtual Worlds for online training of learners, i.e., Smart Cities technicians and engineers, aiming to build their soft, entrepreneurship and green skills.	
Expected impact	Targeted stakeholders
Immersive Learning Experience: Enhances engagement and retention by offering interactive, gamified environments for skill development. Development of Key Transversal Skills: Strengthens essential soft skills (e.g., communication, collaboration, problem-solving), entrepreneurial mindset, and green competencies required for Smart Cities roles. Practical Scenario-Based Training: Allows learners to simulate real-life challenges and decision-making in Smart City contexts—supporting applied learning in sustainable urban development. Inclusivity and Accessibility: Provides flexible, scalable, and inclusive access to quality training, removing geographical and logistical barriers. Support for Future-Proof Careers: Prepares the workforce for cross-	ICT Professionals & Smart City Technicians/Engineers: End-users seeking to complement their technical knowledge with transversal skills critical for Smart Cities work. VET Providers & Educators Institutions integrating immersive and innovative digital tools into their teaching strategies. Students & Job Seekers Individuals preparing for careers in smart and sustainable urban development who benefit from experiential, skills-based training. Public Authorities & Municipal Training Programs City governments and public agencies aiming to train staff in green practices, entrepreneurship, and digital collaboration. Private Sector & Industry

disciplinary roles in Smart Cities that demand not only technical know-how but also environmental awareness and innovation-driven thinking. Innovative Education Practices: Promotes the integration of cutting-edge digital tools in VET and lifelong learning programs, setting a precedent for modernized, digitally enhanced education.	Employers looking to build a workforce with strong soft skills, sustainability awareness, and innovation capacity. Polymakers & Skills Agencies Decision-makers interested in promoting innovative educational approaches aligned with EU digital, green, and entrepreneurial agendas. EdTech Developers & Innovation Hubs Stakeholders exploring virtual environments and gamified tools to enhance learning engagement and impact.
Exploitation Activities Integration into VET and Higher Education Curricula Promote adoption by training centres and universities as part of blended or fully digital learning pathways for Smart Cities roles. Incorporation into Corporate and Municipal Training Offer the virtual worlds as a tool for internal upskilling in public administrations and private companies involved in digital and green transitions. Open Access Deployment Make the virtual training environments freely accessible online or through an educational platform to maximize reach and usability. Training of Trainers (ToT) Organize sessions to empower educators and facilitators to effectively use the virtual environments in their programs. Showcasing in Dissemination Events Present the tool at conferences, webinars, and policy forums to raise awareness among relevant stakeholders and decision-makers. Collaboration with EdTech and Smart City Initiatives Partner with educational technology providers and smart city programs to expand and contextualize use cases. Certification and Micro-Credentials Offer recognition of learning achievements through badges or certificates, enhancing motivation and employability.	

Table 5 KER D4.3 Virtual Worlds for training on soft, entrepreneurship and green skills

5 Sustainability

5.1 Securing sustainable funding

The SMACITE project seeks to secure long-term funding to extend its activities and ensure its impact continues beyond the initial funding period. To achieve financial stability and operational continuity with a combination of the following activities is needed:

1) EU Funding: Develop an EU funding strategy to ensure financial sustainability through a process of EU policy and programme tracking, pipeline development, and identifying opportunities to directly target new EU grants to support digital sustainability skills development.

2) Pursuing Funding with Partners: Build partnerships with a network of organisations to pursue EU funding opportunities together and integrate SMACITE resources into new EU-funded education, communication and capacity building programmes.

3) National & Regional Funding: This option focuses on identifying and categorising various training and educational institutions, analysing the unique characteristics, roles, and responsibilities of each stakeholder to develop a comprehensive national and regional funding strategy to integrate SMACITE programmes into national policies and training programmes while fostering their adoption at regional and local levels.

4) Train-the-Trainer programme: Develop a commercial model that motivates education and training providers to adopt and promote SMACITE learning programmes to their students' audience and charge a fee for delivering customised Train the Trainer Programmes and support to organisations and companies that want to uptake the programmes.

5) Freemium Model: Offer the learning programmes in two formats: a free "Basic" version providing essential materials to build a broad user base and establish the program as a standard for SMACITE skills and a "Premium" version which provides in-house training service for companies and organisations willing to pay a fee to receive a more customised training experience.

5.2 Joining the Pact for Skills and setting up the Smart Communities Working Group within the Digital Large-Scale Partnership

One of the key sustainability strategies of the SMACITE project lies in its alignment with broader European policy initiatives and collaborative frameworks. In this context, SMACITE has planned to take steps to join the **Pact for Skills**, a flagship initiative of the European Commission launched under the European Skills Agenda. This Pact brings together industry, education and training providers, and public authorities to support large-scale partnerships focused on reskilling and upskilling the European workforce.

By joining the Pact for Skills, SMACITE strengthens its long-term impact on digital skills development, particularly in the field of smart cities and communities. This engagement

positions SMACITE within a dynamic European ecosystem of actors dedicated to workforce transformation and continuous learning. It also ensures that the project's training programs, competence frameworks, and innovative educational practices contribute meaningfully to the Pact's long-term objectives.

Further building on these efforts, the SMACITE consortium is setting up a dedicated **Smart Communities Working Group within the Digital Large-Scale Partnership** (Digital LSP). This working group will serve as a collaborative platform for stakeholders from municipalities, technology providers, educational institutions, and civil society to continue the co-creation and exchange initiated during the project. Its mission is to ensure that SMACITE's results are not only preserved but actively developed, adapted, and reused in response to new urban and technological challenges.

In this regard, synergies with the SMARCO blueprint project are particularly relevant. SMARCO— SMART Communities Skills Development in Europe—is focused on developing a sectoral skills strategy and comprehensive training ecosystem for smart community engineers and public procurers. The **alignment between SMACITE and SMARCO** creates an opportunity to reinforce and scale the results of both initiatives, leveraging shared methodologies, stakeholder networks, and knowledge bases.

This collaboration enables a more coherent and strategic contribution to the Pact for Skills, with both projects addressing complementary dimensions of digital and green transformation within local communities. In fact, the Smart Communities Working Group also provides a natural bridge to SMARCO, which similarly aims to foster long-term cooperation in smart community skills development and foresees the creation of a sustainable community of stakeholders to discuss, share and scale training, upskilling and reskilling linked to smart communities' skills and relevant best practices.

Moreover, SMACITE's expertise will converge in **SMARCO's External Advisory Board**, body composed of different authoritative personalities and active organisations representing different stakeholders in smart communities' skills development, which will provide strategic and political guidance to the project consortium and recommendations regarding key project deliverables and milestones

Together, these actions—joining the Pact for Skills, establishing the Smart Communities Working Group and collaborating with the SMARCO blueprint project —form the cornerstone of SMACITE's sustainability and exploitation strategy. They move the project from a standalone initiative to an integral contributor to Europe's digital and green transformation agenda, embedded within an evolving ecosystem of practice and policy.

6 Roles and control procedures

6.1 Bodies and roles

To guarantee the successful implementation and monitoring of the project exploitation plan, following bodies will be in charge:

- The **Exploitation and Sustainability Manager (ESM)** as responsible for the Exploitation of the Project's results, will provide project partners with any eventual support or further explanation regarding exploitation-related issues. More in detail, the Exploitation Manager's responsibilities are
 - Coordinate and implement exploitation activities.
 - Propose IPR and exploitation strategies
 - Contribute to proper Exploitation of the results by helping Partners to prepare adequate business plans and/or to get, if required, auxiliary funds.
 - Monitor the use of resources for exploitation issues.

Moreover, an **Exploitation and Sustainability Committee (ESC)** will be established, formed by some of the original SMACITE partners – in particular WP leaders - and potentially new members of the Smart Community Working Group within the Digital LSP willing to dedicate resources to ensure continual progress of the project's outputs and actively help searching for external sources of funding. This committee will operate under a Memorandum of Understanding (MoU) to facilitate collaborative governance, benefiting from diverse insights and expertise to enhance the decision-making process.

The ESM and the ESC will be responsible for the effective exploitation and sustainability plan implementation, and in particular, of the updating of KERs. In fact, key project outputs will be reviewed by the WP leaders and the project coordinator, with updates made as needed. Factors such as the availability of the latest data, changes in EU policy and legislation, evolving stakeholder needs, new tools, and received feedback will be taken into account when determining whether updates are necessary.

These updates will be discussed annually at one of the Smart Communities Working Group meetings, coordinated by DIGITAL SME, to identify the key deliverables that require revision and to plan actions that ensure the ongoing relevance of the project outputs and alignment with current EU-funded projects.

6.2 IPR Management

In line with art. 14 of SMACITE Contractual Agreement and art. 16 of the Grant Agreement, the following key points for IP rights management have been identified:

- Ownership of Results:

All intellectual property rights (IPR) resulting from the project will belong to the beneficiary who generates them.

- **Joint Ownership:**

If Results are created jointly and cannot be separated for individual ownership, the parties involved will jointly own them. In case of need, a separate agreement will be negotiated to manage the joint ownership, including use and possible licensing.

- **Access Rights:**

Each party grants the other partners the right to use the project results for the purposes of the project exploitation. This includes free, non-exclusive access to use materials and tools needed to carry out their own tasks.

- **Exploitation & Dissemination:**

Any dissemination or exploitation of results must acknowledge the SMACITE project and respect confidentiality obligations.

- **Third-party Rights:**

If results incorporate pre-existing IPR or third-party materials, the owning partner must ensure they have the rights to use and share them within the project context.

- **Licensing & Public Use:**

The agreement allows for the open access licensing of materials (like educational tools) but may require consortium approval for broader public or commercial use.

7 Annexes

7.1 Annex 1 Individual Exploitation Plans

University of Patras – Coordinator

Name of organisation	University of Patras
Type of organisation	The University of Patras is a public university in Patras, Greece. It is the third-largest university in Greece with respect to the size of the student body, the staff, and the number of departments. The University of Patras is considered one of the top-ranked universities in Greece and has been placed in the top 200 universities in subject areas.
Organisation focus areas	Higher Education Research and Development Lifelong Learning
How SMACITE is relevant for the organisation	Alignment with University of Patras's Objectives: • Enhancing Educational Quality and Curriculum Modernization: Among the University of Patras's educational priorities is modernizing curricula to meet the evolving needs of the labour market. SMACITE contributes to this by developing ESCO-compliant job profiles for smart city professionals, designing a flexible training curriculum that includes technical, soft, green, and entrepreneurial skills, and offering innovative learning tools such as a MOOC and Virtual Worlds. These resources directly support the University of Patras's goal of providing forward-looking, employment-relevant education. • Promoting Interdisciplinary Research and Innovation: The University of Patras places a strong emphasis on advancing interdisciplinary research, particularly in areas of technological and societal importance. SMACITE's focus on smart city technologies—blending ICT, engineering, management, and sustainability—mirrors this interdisciplinary approach. The project encourages the creation of Smart Cities solutions that benefit society, aligning with University of Patras's commitment to impactful research. • Support for Sustainable Development. University of Patras promotes sustainable development, both in research and community engagement. SMACITE's

	mission to cultivate professionals for green and smart urban environments supports this agenda. The university's coordinating role in SMACITE reflects its regional commitment to smart, inclusive growth. • Internationalization and European Collaboration. The university actively seeks partnerships within Europe. By coordinating SMACITE, the University of Patras strengthens its international profile and fosters cross-border collaboration. This supports its mission to be a competitive, outward-looking institution engaged in EU research and education programs.
Which KERs could be exploited	D2.2 – The SMACITE Curriculum for Smart Cities D3.1 – D3.4: Learning Resources (Tech, Soft, Entrepreneurial, Green Skills) D4.1 – Diagnostic Tool to Identify Training Needs D4.2 – MOOC for Smart Cities D4.3 – Virtual Worlds for Training on Soft, Entrepreneurship, and Green Skills D5.2 – Trainer Handbook
Type of Exploitation	non-commercial
Approach to Exploitation	• Academic Integration. • Integrate the SMACITE training modules into existing undergraduate and postgraduate programs (especially in ICT and engineering). • Develop dedicated courses or specialization tracks on Smart Cities. • Leverage the MOOC and Virtual World platform as part of digital learning strategies or blended learning initiatives. • Research and Innovation • Build on SMACITE's results to propose new EU-funded research or innovation projects. • Regional and Industry Collaboration • Offer through the university's Lifelong Learning center professional training programs for public sector employees, city planners, and tech professionals in Western Greece. • Collaborate with the Region of Western Greece or the Municipality of Patras to pilot Smart City solutions, using SMACITE results as a foundation.

Table 6 Individual Exploitation Plan University of Patras

Apro Formazione S.e.a.r.l

Name of organisation	APRO FORMAZIONE
Type of organisation	APRO Formazione is a VET center operating in the training of young people for the job market and the professional upskilling and reskilling of workers, in response to the needs of the territory and its enterprises.
Organisation focus areas	• Vocational training for young students (EQF 3-4) • Upskilling and reskilling for working and unemployed adults and corporate training • Promoting digital innovation and internationalization within the territory • Enhancement of international mobility and skills recognition
How SMACITE is relevant for the organisation	Alignment with APRO Objectives: • Vocational Training for young students: By developing a multidisciplinary curriculum encompassing technical knowledge, soft skills, entrepreneurial abilities, and green competencies, the SMACITE project offers students the opportunity to familiarize themselves with technologies and concepts aligned with the demands of modern smart cities. It also contributes to the enhancement of their English language skills. • Upskilling and reskilling for working and unemployed adults and corporate training: The variety of training modules created within the project enables adults and professionals to find opportunities to update and supplement their skills in innovative technologies, concepts, and language proficiency. • Promoting Digital Innovation and Internationalisation: The project empowers APRO to offer public authorities and companies in the area valuable training resources and tools for accessing or improving their capacity to engage in smart city initiatives. • Enhancing Mobility and Recognition: By defining emerging job profiles in accordance with European standards such as ESCO, eCF, and DigComp, SMACITE facilitates the transferability and recognition of competencies across EU countries, thereby promoting workforce mobility and standardization. Most medium- and long-term adult education courses financed by the Piedmont Region include training modules on digital transition and environmental sustainability. The training resources developed within the SMACITE project can be leveraged in these

	courses due to their connection with the needs of the labour market and technological innovation. APRO is currently involved in several Erasmus+ projects focused on technological innovation, covering topics such as smart technologies, environmental sustainability, entrepreneurial skills, and soft skills. The combination of these factors ensures the sustainability and broader application of SMACITE's results.
Which KERs could be exploited	D3.1 – D3.4: Learning Resources (Tech, Soft, Entrepreneurial, Green Skills) D4.1 – Diagnostic Tool to Identify Training Needs D4.2 – MOOC for Smart Cities D4.3 – Virtual Worlds for Training on Soft, Entrepreneurship, and Green Skills D5.1 Pilot plan
Type of Exploitation	Building upon materials and lessons learned from this project for future endeavours in technological innovation and environmental sustainability in which APRO is involved (e.g., Digital Twin on Smart Manufacturing, Sustain-IT, and others being developed or evaluated). Employing learning materials to empower training activities for young people and adults.
Approach to Exploitation	Use of KERs in Internal Training of Teaching Staff and their Integration into Teaching Activities Promotion of KERs in our network of schools, companies and institutions Actions: - Identify core stakeholder groups: - VET/HEI institutions (implementers/end users) - SMEs (end users of training) - Innovation hubs & municipalities (collaborators) - Include all the learning resources in our Course Catalogue (https://coursecatalogue.international.aproformazione.it/) and in other catalogues and lists of useful resources

Table 7 Individual Exploitation Plan Apro Formazione S.e.a.r.l

BASSCOM

Name of organisation	Bulgarian Association of Software Companies - BASSCOM
Type of organisation	The Bulgarian Association of Software Companies (BASSCOM) is a non-profit industry association representing more than 120 leading companies developing software products and systems and offering comprehensive IT solutions, and over 150 associated members, among which universities, VET providers, foundations, venture capital funds, etc.
Organisation focus areas	BASSCOM promotes the growth and advancement of Bulgaria's software industry, focusing on professionalism, competitiveness, and innovation. The Association actively works to improve education, advance e-government initiatives, promote green and digital transformation, and foster the development of smart cities. These efforts aim to position Bulgaria as a prominent hub for software development and drive economic prosperity within the country.
How SMACITE is relevant for the organisation	BASSCOM's Individual Exploitation Plan strategically aligns with the core objectives and outcomes of the SMACITE project to enhance the Bulgarian software industry's capabilities and competitiveness within the burgeoning smart city sector. Our plan leverages SMACITE's initiatives in several key areas: • Strategic Workforce Development: Recognizing the critical skills gap in the smart city domain, BASSCOM will utilize SMACITE's multidisciplinary curriculum framework – encompassing technical, soft, entrepreneurial, and green skills – to inform and advocate for the development of future-ready talent within Bulgarian educational institutions and vocational training programs. This ensures our member companies, particularly SMEs, have access to a workforce equipped for the demands of smart city innovation and implementation; • Driving Innovation and Market Opportunities: BASSCOM will actively promote the training resources and tools developed by SMACITE among its member companies. This will empower them to enhance their digital innovation capabilities and effectively participate in the growing smart city market, creating new business opportunities and strengthening Bulgaria's position as a provider of cutting-edge smart city solutions; • Enhancing Global Talent Recognition: BASSCOM will actively advocate for the recognition and adoption of the emerging job profiles and competency standards defined

	by SMACITE (aligned with ESCO, eCF, DigComp) within the Bulgarian IT sector and beyond; Fostering Comprehensive Ecosystem Collaboration and Long-Term Sustainability: Building upon the multidisciplinary skills focus of SMACITE and the broader community scope of SMARCO project, BASSCOM will promote stronger collaboration between software companies, educational institutions, and other stakeholders across the entire smart and connected ecosystem. This integrated approach, informed by both projects, will foster a more cohesive and sustainable development pathway for smart solutions in Bulgaria, creating long-term value and opportunities for our members within the larger Large-Scale Partnership for the Digital Ecosystem. By strategically embedding the outcomes of the SMACITE project and proactively aligning with the extended scope of the SMARCO within our Individual Exploitation Plan, BASSCOM is not only addressing immediate skills gaps and fostering innovation in urban settings but also positioning Bulgaria as a key contributor to the broader smart and connected agenda, driving sustainable economic growth and enhancing the global competitiveness of our software industry within the wider European digital landscape.
Which KERs could be exploited	D3.1 – D3.4: Learning Resources (Tech, Soft, Entrepreneurial, Green Skills) D4.1 – Diagnostic Tool to Identify Training Needs D4.2 – MOOC for Smart Cities D4.3 – Virtual Worlds for Training on Soft, Entrepreneurship, and Green Skills
Type of Exploitation	Member-Centric Service, Foundational Input for SMARCO, and Ecosystem Contribution: - BASSCOM will primarily leverage the insights, methodologies, and developed resources from the SMACITE project as a non-commercial service offered to its member companies, empowering their engagement and innovation within the smart city sector; - Crucially, BASSCOM will also utilize the results and learnings from SMACITE as a direct and valuable basis for contributing to the development of outputs and initiatives within the SMARCO project, which extends the smart city concept to smart communities;

	The outcomes of SMACITE will serve as a key building block for BASSCOM's efforts in supporting its members' growth and contributing to the broader success of SMARCO and related smart initiatives.
Approach to Exploitation	Broad Adoption and Sustainable Integration: BASSCOM will drive the adoption of key project results (KERs) by: engaging SMEs and VET providers; advocating with policymakers; and collaborating with innovation hubs and municipalities.

Table 8 Individual Exploitation Plan BASSCOM

Comunidad Autónoma de Madrid

Name of organisation	Comunidad Autónoma de Madrid (CADM). Directorate of General Vocational Training (*). (*) The Information and Communication Technologies VET center in Getafe (Madrid), also Spanish National Reference Center in Computer Development and Communications and the Administration, Insurance and Finance Training VET center also National Reference Center located in Fuencarral, (Madrid) are the two Training Centers involved in this partnership project
Type of organisation	Regional Government Agency in the Community of Madrid under the Department of Economy, Treasury and Employment.
Organisation focus areas	- Improving professional skills of workers and students through specialized training, customized actions and active support in finding employment. - Contributing to the improvement of the national system of vocational training through research, innovation, certification and continuous update serving as reference to the national system of qualifications and vocational and adult training for the development of VET in Spain, enabling citizen's skilling, upskilling and reskilling. - Enhancing the alignment between vocational training and productive ecosystems to anticipate and define emerging occupational, and skills requirements.
How SMACITE is relevant for the organisation	Alignment with CADM's Objectives: - Defining emerging job profiles in line with European standards such as ESCO and eCF, and identifying the skills gap of technicians and engineers designing, developing, and operating Smart Cities infrastructures and services. - Developing an innovative training approach via a multi-disciplinary and learning outcome-oriented curriculum that combines digital skills on Smart Cities enabling technologies, with soft, entrepreneurship and green skills. - Promoting student self-paced learning using training resources (MOOC and Virtual Worlds) and tools (Diagnostic tool) that enable flexible and personalized learning pathways.

	- Enhancing project recognition with the design and implementation of a certification scheme that verifies learners' skill. - Improving sustainable development through technology while designing and implementing Smart Cities services an infrastructure is also an objective aligned with the overall theme of the GreenCo K2 project led by CADM with which we share a Memorandum of Understanding (MOU)
Which KERs could be exploited	- D2.1 - Smart Cities competences map and emerging job profiles - D3.1, D3.2, D3.3 and D3.4 - Learning Resources (key enabling technologies, soft skills, entrepreneurial skills and green skills) - D4.1, D4.2, and D4.3 - Diagnostic Tool, MOOC and Virtual Worlds (soft, entrepreneurial skills and green skills).
Type of Exploitation	Non-commercial: - Training resources for citizens (VET students, unemployed, workers). - CADM training offer update. - Possible addition to the Training Specialties Catalogue of the National Employment System
Approach to Exploitation	Mainly related to facilitating and disseminate resources to core stakeholders: - Promoting use of training resources by VET students and unemployed integrating access links within owned Websites and Social Media. - Validating training program for its addition to the National Employment System Catalog. - Keeping collaboration with municipalities involved in project - Liaising with tech companies (productive ecosystem) to anticipate skills evolution using SMACITE curriculum as reference.

Table 9 Individual Exploitation Plan Comunidad Autónoma de Madrid

European Digital SME Alliance

Name of organisation	European DIGITAL SME Alliance
Type of organisation	DIGITAL SME is a European non-profit organization (aisbl) that represents small and medium-sized enterprises (SMEs) in the digital technology sector
Organisation focus areas	• Digital policies and regulations • Funding opportunities and resources for SMEs • Promoting digital innovation and entrepreneurship • Supporting the growth and sustainability of digital SMEs in Europe
How SMACITE is relevant for the organisation	Alignment with DIGITAL SME's Objectives: • Addressing the Skills Gap: SMACITE aims to bridge the skills gap for technicians and engineers involved in designing, developing, and operating smart city infrastructures. By developing a multidisciplinary curriculum that combines technical knowledge with soft, entrepreneurial, and green skills, the project ensures that SMEs have access to a workforce equipped to meet the demands of modern smart cities. • Promoting Digital Innovation: The project supports DIGITAL SME's goal of fostering digital innovation among SMEs by providing training resources and tools that enable these enterprises to participate effectively in smart city initiatives. • Enhancing Mobility and Recognition: By defining emerging job profiles in line with European standards such as ESCO, eCF, and DigComp, SMACITE facilitates the transferability and recognition of competencies across EU countries, thus promoting workforce mobility and standardization Moreover, SMARCO project, coordinated by DIGITAL SME, builds upon SMACITE's outcomes to focus on smart communities, extending the smart city concept to rural and other communities. This continuation ensures the sustainability and broader application of SMACITE's results, even within the Large-Scale Partnership for the Digital Ecosystem, European initiative coordinated by DIGITAL SME.
Which KERs could be exploited	D3.1 – D3.4: Learning Resources (Tech, Soft, Entrepreneurial, Green Skills) D4.1 – Diagnostic Tool to Identify Training Needs D4.2 – MOOC for Smart Cities

	D4.3 – Virtual Worlds for Training on Soft, Entrepreneurship, and Green Skills
Type of Exploitation	non-commercial, offered to members as service or disseminated to DIGITAL SME's Focus Groups Smart Communities. Used as a basis for the development of SMARCO's outputs.
Approach to Exploitation	Mobilise DIGITAL SME's network and beyond to adopt and promote the KERs. Actions: • Identify core stakeholder groups: ◦ SMEs (end users of training) ◦ VET providers (implementers) ◦ Policymakers (influencers) ◦ Innovation hubs & municipalities (collaborators) • Organize matchmaking or info sessions in PartnerAll • Include learning resources, MOOC, virtual worlds, and diagnostic tool in the DIGITAL LSP's learning portal or knowledge hub • setting up a Smart City Skills Alliance or online platform to host and evolve the outputs beyond project lifetime.

Table 10 Individual Exploitation Plan European Digital SME Alliance

European Software Institute

Name of organisation	European Software Institute (ESI), previously known as European Software Institute - Center Eastern Europe (ESI CEE)
Type of organisation	Non-profit organisation providing training, research, innovation, and consulting services across Eastern Europe in digital transformation, cybersecurity, education technologies, and process improvement.
Organisation focus areas	• Digital transformation and smart specialization strategies • Cybersecurity skills development and resilience frameworks • Education technologies: e-learning platforms, MOOCs, and educational robotics • Competence frameworks (digital skills, sectoral skills, cybersecurity) • Applied AI, IoT, and Smart Cities innovation programs • Process improvement methodologies (CMMI, Agile, etc.) • Support for regional innovation ecosystems and smart city initiatives
How SMACITE is relevant for the organisation	Alignment with ESI Objectives: • Training offer expansion: SMACITE's curriculum strengthens ESI's professional development offerings with ready-to-use content tailored for smart cities. • Technology-enhanced learning Leadership: The SMACITE MOOC and Virtual Worlds expand ESI's technology-enhanced training portfolio with innovative formats. • Framework-based training: SMACITE's alignment with ESCO, e-CF, DigComp supports ESI's strategic positioning as a competence framework integrator. • Support for Smart Specialisation Strategies: SMACITE outcomes directly contribute to national and regional priorities, such as Bulgaria's Innovation Strategy for Smart Specialisation • Sustainability of Expertise: After the project is completed, ESI will continue offering SMACITE training modules to municipalities, universities, and businesses.

Which KERs could be exploited	D3.1–D3.4: Integration of digital, soft, entrepreneurial, and green skills learning materials into existing and future ESI training curricula. D4.1: Adoption and customization of the Diagnostic Tool to identify learning pathways for Smart Cities training clients. D4.2: Use of the MOOC platform for offering Smart Cities-related and other digital upskilling courses under ESI's training services. D4.3: Deployment of Virtual Worlds to deliver soft skills and sustainability training.
Type of Exploitation	• Non-commercial exploitation through ESI's Training Center. • Providing access to municipalities and regional development agencies using SMACITE training assets. • Integration of SMACITE-based modules into professional certification programs in cybersecurity, IoT, and smart cities. • Use of SMACITE deliverables in Digital Europe, Erasmus+, and Horizon Europe projects as proven training references. • Promotion of SMACITE training models to industry partners through ESI's regional and international networks.
Approach to Exploitation	• Embedding KERs into Training Programs: • Sustain and further develop SMACITE resources. • Tailor modules for public sector modernization and municipal employee reskilling programs. • Public Sector Cooperation: • Offer the Diagnostic Tool and learning programs to Bulgarian municipalities. • Develop "Train-the-Trainer" services for municipalities and public administrations using SMACITE learning resources. • Strategic Partnerships and Promotion: • Present SMACITE-based services at national events. • Collaborate with Digital Innovation Hubs to distribute the training among SMEs focused on smart city solutions. • Sustainability Actions: • Integrate SMACITE modules into new project proposals (e.g., Digital Europe, Erasmus+, Interreg).

	• Create micro-credential certification options based on SMACITE courses for ongoing professional development. • Internal Capacity Building: • Train ESI trainers on the usage of MOOC and Virtual Worlds to ensure internal expertise continuity. • Develop short, practical workshops based on SMACITE modules for rapid deployment during stakeholder training events.
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Table 11 Individual Exploitation Plan European Software Institute

GAIA

Name of organisation	GAIA
Type of organisation	GAIA is a non-profit organization that represents the digital sector in the Basque Country region
Organisation focus areas	• Funding opportunities and resources for SMEs • Promoting talent acquisition of member companies and upskilling and reskilling of cluster member company employees • Promoting innovative collaboration within GAIA members and fostering innovation • Supporting the growth and sustainability of digital SMEs in the Basque Region • Networking and foster internationalization through collaboration with other regions and countries at European and international levels. • Support the digital transformation towards Smart Territory, Smart Society and Smart Industry approaches
How SMACITE is relevant for the organisation	Alignment with GAIA's Objectives: • Addressing the Skills Gap: SMACITE aims to bridge the skills gap for technicians and engineers involved in designing, developing, and operating smart city infrastructures. By developing a multidisciplinary curriculum that combines technical knowledge with soft, entrepreneurial, and green skills, the project ensures that SMEs have access to a workforce equipped to meet the demands of modern smart cities. • GAIA is aiming to support the digital transformation of our cities (territories in our case) so that municipalities and cities can get a skilled workforce to develop their projects. Thanks to the project main outputs they can get these trainings. • GAIA supports the talent development and the definition of emerging job profiles such as technicians and engineers on smart cities might support in the development of these new job profiles. • The training provided in SMACITE will support SMEs working on the field of smart cities or those which are potential developers of solutions to be more prepared when developing their products/services based on real needs of cities.

	GAIA is participating in SMARCO project, coordinated by DIGITAL SME, builds upon SMACITE's outcomes to focus on smart communities, extending the smart city concept to rural and other communities. In case of the Basque Country, there are lots of rural areas and that is the reason why, GAIA defines the territory instead of city as the application areas of solutions.
Which KERs could be exploited	D3.1 – D3.4: Learning Resources (Tech, Soft, Entrepreneurial, Green Skills) D4.1 – Diagnostic Tool to Identify Training Needs D4.2 – MOOC for Smart Cities D4.3 – Virtual Worlds for Training on Soft, Entrepreneurship, and Green Skills
Type of Exploitation	Non-commercial exploitation. The contents will be offered to members as service and will be disseminated to the stakeholders set-up as target markets. GAIA is also very close to municipalities from the region which could be interested to get the trainings.
Approach to Exploitation	Disseminate the KERs from the project to within cluster networks and other stakeholders to promote the KERs. Actions: - Identify core stakeholder groups: - Company members, especially SMEs - VET providers - Municipalities - Send dedicated communication campaigns to stakeholders to inform them - Organize webinars - Include learning resources, MOOC, virtual worlds, and diagnostic tool in GAIA's talent hub Forward it to other ecosystems/alliances such as SmartCityTech in which GAIA is member so that it can reach more stakeholders in other regions/ecosystems

Table 12 Individual Exploitation Plan GAIA

Olympic Training and Consulting Ltd.

Name of organisation	Olympic Training & Consulting Ltd.
Type of organisation	OLYMPIC TRAINING promotes applied research and the introduction of modern and innovative educational methods in the field of adult education at local, national and European level and offers lifelong learning and vocational training services.
Organisation focus areas	• improvement of the qualifications of trainers • development of new skills for the digital era • entrepreneurship • social entrepreneurship • tourism • sustainable agriculture
How SMACITE is relevant for the organisation	Alignment with OTC's Objectives: • Addressing the Skills Gap: SMACITE aims to bridge the skills gap for technicians and engineers involved in designing, developing, and operating smart city infrastructures. Through the SMACITE project a multidisciplinary curriculum that combines technical knowledge with soft, entrepreneurial and green skills has been developed . OTC may benefit from the use of the developed training curriculum and adjust it so as to offer further structured training programs of high quality. • Enhancing Mobility and Recognition: By defining emerging job profiles in line with European standards such as ESCO, eCF, and DigComp, SMACITE facilitates the transferability and recognition of competencies across EU countries, thus promoting workforce mobility and standardization which is a core consideration in the development and delivery of training activities by OTC. • Promoting and improving the provision of digital skills in education and training by using technologies like MOOC and Visual Worlds for building the soft, green and entrepreneurship skills of Smart Cities technicians and engineers.
Which KERs could be exploited	D3.1 – D3.4: Learning Resources (Tech, Soft, Entrepreneurial, Green Skills) D4.1 – Diagnostic Tool to Identify Training Needs D4.2 – MOOC for Smart Cities

	D4.3 – Virtual Worlds for Training on Soft, Entrepreneurship, and Green Skills
Type of Exploitation	Policy-Level Exploitation - Engagement with public authorities to embed project outcomes into local/regional smart city strategies. Educational/Training Exploitation - Mainstreaming materials into teacher/mentor training programs. - Certification of training content under EQF frameworks. Institutional Exploitation - Integration of project results into curricula at vocational schools, universities, or training centres. - Adoption of training modules or certification systems by academic institutions or professional bodies.
Approach to Exploitation	Right after the identification of the exploitable results the focus has been placed on the different approaches that can be used to promote the adoption of the project outcomes and directing the exploitation efforts. Throughout our network key people and organizations/ institutions have already been reached and engaged through the dissemination activities in order to introduce the outputs of SMACITE project and address them with the potential to be involved in the SMACITE community, laying this way the groundwork for the exploitation of the project results. Those were: ICT Professionals, HEIs students, VET students HEIs / VET providers - Students of the Architecture Department and the School of Spatial Planning and development Engineer (Aristotle University of Thessaloniki) - University of Piraeus- Department of Informatics - M.Sc. in "Digital Culture, Smart Cities, IoT and Advanced Digital Technologies" - University of Peloponnese - University of Aegean - Aristotle University of Thessaloniki

	• VET Providers members of ELSEKEK and their students IT enterprises • Michanografiki • Singular Logic • Open Technology Services (OTS) • GlobiSmart-Smart City solutions • DOTSOFT (Smartiscity) • Smart Cities Solutions S.A. Public Organizations • municipalities of Pyrgos, Tripolis, Corinth, Kalamata, Piraeus, Thessaloniki, Trikala, Maroussi, Larissa Research organizations • Aristotle University of Thessaloniki, Department of Architecture, SPECIALIZATIONS, INSIGHTS, EXPERIMENTATIONS: DIGITAL CITIES: APPLICATIONS DESIGN & DEVELOPMENT • Aristotle University of Thessaloniki, School of Spatial Planning and development Engineer Certification Bodies • EOPPEP - National Organisation for the Certification of Qualifications and Vocational Guidance Policy Makers • SUSTAINABLE CITY network • Central Union of Municipalities of Greece • Hellenic Smart Cities All aforementioned organizations have been informed about the SMACITE activities; have been invited to the project workshops and suggested to liaise with SMACITE. SMACITE project and its results have been suggested as a source of inspiration for the expansion of such interventions in different sectors or popularize the achieved results through the initiation of new activities/projects/initiatives like: The Generative AI Skills Academy (GenAISA/2024-2027) project which is dedicated to addressing the skills gap in generative artificial intelligence (AI) by designing innovative curricula and training programs and empowering
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	individuals and organizations to leverage the potential of this transformative technology. The use of Artificial Intelligence in the Work of a Teacher (AIWOT) project concerned the real needs of Vocational Education and Training (VET) centres to adapt their services by means of adding Artificial Intelligence (AI) tools in the process of training content development and delivery of trainings.
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Table 13 Individual Exploitation Plan Olympic Training and Consulting Ltd.

Politeknika Ikastegia Txorierri

Name of organisation	Politeknika Ikastegia Txorierri, S. Coop. Ltda
Type of organisation	Politeknika Txorierri is a subsidized and Vocational Education and Training (both EQF levels 4 and 5) in the Spanish Basque Region.
Organisation focus areas	The centre provides: • High School education in the areas of Science and Technology • IVET and CVET education in the fields of Environmental Education, Electronics, IT, Mechanical Manufacture and Commerce. • Tailored support for SMEs: we offer SMEs our equipment and workshops as well as the know-how of our teachers to boost their innovation. The goal is to develop applied innovation projects with companies to promote innovation both in SMEs and in VET.
How SMACITE is relevant for the organisation	Alignment with Politeknika Txorierri's objectives: • Answering to the needs of the labour market: Politeknika Txorierri is a VET centre. We aim to provide training that meets the needs of the labour market. SMACITE aims to bridge the skills gap for technicians and engineers involved in designing, developing, and operating smart city infrastructures. By developing a multidisciplinary curriculum that combines technical knowledge with soft, entrepreneurial, and green skills, the project ensures that SMEs have access to a workforce equipped to meet the demands of modern smart cities. • Fostering innovation in SMEs: in addition to being present in the education of students, we also take care of offering personalized services to companies such as training, innovation projects, or job offers. The project fosters digital innovation among SMEs by providing them with training resources and tools. • Enhancing students' mobility and recognition: as an accredited centre to participate in Erasmus+ mobilities, our students will benefit from the definition of the emerging job profiles in line with European standards such as ESCO, eCF, and DigComp. SMACITE facilitates the transferability and recognition of competencies across EU countries, thus promoting students' mobility and standardization.

	Moreover, SMARCO project, where Politeknika Txorierri is a partner, builds upon SMACITE's outcomes to focus on smart communities, extending the smart city concept to rural and other communities. This continuation ensures the sustainability and broader application of SMACITE's results, even within the Large-Scale Partnership for the Digital Ecosystem, European initiative coordinated by DIGITAL SME.
Which KERs could be exploited	D2.2 The SMACITE curriculum for Smart Cities D2.3 The Methodology for learners' training and assessment D2.4 The Methodology for the certification of competences of Smart Cities technicians and engineers D3.1 – D3.4: Learning Resources (Tech, Soft, Entrepreneurial, Green Skills) D4.1 – Diagnostic Tool to Identify Training Needs D4.2 – MOOC for Smart Cities D4.3 – Virtual Worlds for Training on Soft, Entrepreneurship, and Green Skills
Type of Exploitation	Educational: offered to our IVET and CVET students and to the other VET centres in our networks. Used as a basis for the development of SMARCO's outputs.
Approach to Exploitation	Participate in different work groups and events organized by the different associations we belong to in order to share the project results. We will focus our efforts on: • Involving VET teachers by organizing free workshops with them in order to guide them in the use of our results. We will inform them about these workshops through the different working groups already set up in the HETEL network (https://hetel.eus/) and in TKNIKA (https://tknika.eus/). • Offering the training resources and tools to the companies we usually collaborate with. We will do so thanks to the face to face visits our teachers set up with the companies in order to offer them tailored support services and in order to organize and monitor our students' apprenticeships. • Running round tables and workshops in international forums and conferences like the ones organized by EfVET (https://efvet.org/) and INNOTECS (https://www.innotecs.eu/).

Table 14 Individual Exploitation Plan Politeknika Ikastegia Txorierri

Universal Certification Solutions

Name of organisation	UNICERT S.A.
Type of organisation	Private Certification Body (Accredited by E.SY.D. - National Accreditation Body of Greece)
Organisation focus areas	UNICERT S.A. focuses on the development and certification of professional competencies through: • Accredited training programmes • Certification of digital and professional skills • Design and delivery of vocational education and lifelong learning initiatives • Participation in EU-funded projects to promote innovation in skills development
How SMACITE is relevant for the organisation	SMACITE is directly relevant to UNICERT's mission of validating professional skills. The project's focus on smart city technologies and the development of a skills framework aligns with UNICERT's role in certifying emerging digital competencies. Participation in SMACITE allows UNICERT to: • Expand its portfolio with new certification schemes targeting smart city job profiles • Integrate validated skill sets into vocational training pathways • Position itself as a key player in certifying skills for the digital transition
Which KERs could be exploited	UNICERT S.A. aims to exploit the following KERs: • SMACITE Smart City Skills Framework • Training curricula for smart city job profiles (IoT Specialist, AI Expert, Cybersecurity Expert, etc.) • Certification schemes developed during the project • Assessment tools and digital learning resources
Type of Exploitation	• Commercial exploitation through integration of new certification schemes into UNICERT's service offering • Use in training activities and courses delivered by UNICERT and its partner training providers • Contribution to policy development by providing evidence-based certification practices

	Dissemination and promotion in professional networks and through national qualifications frameworks
Approach to Exploitation	UNICERT S.A. will take a phased approach: Internal integration of the smart city skills framework and training curricula into its certification design processes. Accreditation preparation, aligning new schemes with national and EU standards for qualification. Partnerships with training institutions to deliver SMACITE-aligned training courses. Promotion and marketing of new certifications to municipalities, smart city solution providers, and public administration bodies. Policy engagement to advocate for recognition of the SMACITE certifications at national and European levels.

Table 15 Individual Exploitation Plan UNICERT S.A.

University of Alcalá

Name of organisation	Universidad de Alcalá
Type of organisation	UAH is a Higher Education organization institution which offers a wide range of undergraduate and postgraduate degree programmes adapted to the European Higher Education Area.
Organisation focus areas	• Specific installations as hospitals, multidisciplinary university institutes, sciences and technology parks for some of the learning programs. • International relations, managing International Relations, promoting the mobility of students, teachers and administrative staff and the University of Alcalá Cooperation programmes. • Research based on promoting, informing and advising researchers in the search for funding and partners for the development and dissemination of R&D European and international projects.
How SMACITE is relevant for the organisation	The SMACITE project aligns closely with the mission and values of the University of Alcalá (UAH), particularly in its commitment to promoting innovation, sustainability, and social responsibility through education and research. UAH emphasizes the importance of preparing professionals who are not only technically proficient but also equipped to address the complex challenges of today's interconnected world. SMACITE's focus on defining and developing Smart City (SC) professional profiles through competence-based approaches and targeted training initiatives directly supports this objective. By fostering the digital and green skills required for the twin transition, the project contributes to UAH's goal of advancing knowledge and innovation that positively impacts society. Furthermore, SMACITE contributes to UAH's strategic objective of promoting digital transformation and environmental sustainability—two core dimensions of the Twin Transition that the university actively supports. By participating in SMACITE, UAH not only reinforces its commitment to European collaboration and excellence in research and innovation but also enhances its ability to generate impact through training programs that empower current and future professionals to contribute meaningfully to smart and sustainable urban development.

Which KERs could be exploited	• D2.1 Smart Cities competences map and emerging job profiles • D3.1 – D3.4: Learning Resources (Tech, Soft, Entrepreneurial, Green Skills) • D4.2 – MOOC for Smart Cities • D4.3 – Virtual Worlds for Training on Soft, Entrepreneurship, and Green Skills
Type of Exploitation	non-commercial, offered to researchers, professors and university staff, and students of all levels (undergraduate, graduate and PhD). The exploitation actions can include staff and students from other universities inside the EUGLOH alliance
Approach to Exploitation	Actions: • Organize summer courses recognized with transversal ECTS • Organize regular courses as part of transversal subjects • Explore the creation of an official micro credential by UAH • Organize courses for staff based on Training on Soft, Entrepreneurship, and Green Skills learning resources • Promote the learning resources in the annual conference on educational innovation (EIDU) • Promote the learning resources among the EUGLOH alliance so we can organize BIPs or other type of international courses • Promote the profiles and learning resources through associated partners (CEPIS) so we can reach a broader number of organizations. • Use the profiles for further I+D actions, for example, analysis of demand, further publications, etc.

Table 16 Individual Exploitation Plan Universidad de Alcalá

University of West Attica

Name of organisation	University of West Attica
Type of organisation	University of West Attica is a University (Higher Educational Institute) in Greece. UniWA, apart from its higher education activities has a Vocational educational Center whose activities target both the students,
Organisation focus areas	• Higher education teaching • VET teaching activities • Research and development activities • Digital policies and regulations • Funding opportunities and resources for HEIs • Promoting digital innovation and entrepreneurship
How SMACITE is relevant for the organisation	Alignment with DIGITAL SME's Objectives: • Addressing the Skills Gap: SMACITE aims to bridge the skills gap for technicians and engineers involved in designing, developing, and operating smart city infrastructures. By developing a multidisciplinary curriculum that combines technical knowledge with soft, entrepreneurial, and green skills, the project ensures that SMEs have access to a workforce equipped to meet the demands of modern smart cities. • Promoting Digital Innovation: The project supports UniWA's goal of fostering HEI, VET and research activities by providing training resources and tools that enable beneficiaries to participate effectively in smart city initiatives. • Enhancing Mobility and Recognition: By defining emerging job profiles in line with European standards such as ESCO, eCF, and DigComp, SMACITE facilitates the transferability and recognition of competencies across EU countries, thus promoting workforce mobility and standardization
Which KERs could be exploited	• D3.1 – D3.4: Learning Resources (Tech, Soft, Entrepreneurial, Green Skills) • D4.1 – Diagnostic Tool to Identify Training Needs • D4.2 – MOOC for Smart Cities • D4.3 – Virtual Worlds for Training on Soft, Entrepreneurship, and Green Skills
Type of Exploitation	non-commercial, offered to university members as service or disseminated to UniWA's academic, research and development partners.

	Furthermore, a VET program that will exploit tot SMACITE outputs is being designed. This program will allow the outputs sustainability and update, in case financial result is achieved.
Approach to Exploitation	Mobilise UniWA's network and beyond to adopt and promote the KERs. Actions: • Identify core stakeholder groups: ○ BSc and MSc Students ○ Trainers ○ SMEs (end users of training) ○ VET providers (implementers) ○ Policy-makers (influencers) ○ Innovation hubs & municipalities (collaborators) • Include learning resources, MOOC, virtual worlds, and diagnostic tool in the UniWA VET learning portal • setting up a Smart City VET program, possibly in cooperation with other SMACITE partners, to evolve the outputs beyond project lifetime.

Table 17 Individual Exploitation Plan University of West Attica



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