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# Regio.Digi.Hub

Regional Development Digital  
Education HUB

Innovative Training  
Methodology & Learning  
Strategies Definition









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## PROJECT CONSORTIUM

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P3	BG	BUDAKOV FILMS EOOD	 <p><b>budakov</b> films</p>
P4	RS	REGIONALNA RAZVOJNA AGENCIJA BACKADOO NOVI SAD – RDA BACKA	 <p>THE REGIONAL DEVELOPMENT AGENCY BACKA</p>
P5	GR	AINTEK SYMVOULOI EPICHEIRISEON EFARMOGES YPSILIS TECHNOLOGIAS EKPAIDEFSI ANONYMI ETAIREIA - IDEC	 <p><b>idec</b></p>
P6	BG	RUSENSKA TARGOVSKO INDUSTRIALNA KAMARA - RCCI	 <p>RUSE CHAMBER OF COMMERCE AND INDUSTRY ESTABLISHED 1890</p>
P7	SL	BSC, POSLOVNO PODPORNİ CNETER, DOO – BSC	 <p><b>BSC</b> Business Support Centre Kranj Regional Development Agency of Gorenjska</p>
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# 1

## The idea behind the project



## 1. The idea behind the project

### 1.1. Background

The report of the ET 2020 Working Group on VET states that the social and economic contributions of VET have so far been under research and underestimation. VET institutions are assimilated with the provision of skills rather than having a wider role in the innovation ecosystem. VET systems are often not flexible enough to meet the changing needs of the labor market: in general, innovations in pedagogy and digital technologies tend to be implemented sporadically, forming a fragmented picture when VET systems are seen as an entire; and VET needs to respond to the growing demand for higher-level skills by expanding supply to higher levels. Also in the context of environmental crises, more needs to be done to develop the role of VET in the implementation of the UN Agenda for Sustainable Development, as achieving the 17 goals requires highly innovative approaches, many of which can be stimulated by VET skills. VET is in a world unprecedented change, but there is great potential for innovation and digitization to support high quality and higher VET.

Having in view the above, the project will complement the work of all partner organizations that need to be part of the solution, an engine of innovation and to be part of the Lifelong Learning in the EU Innovation Scoreboard, on the need to address in a structured way the delivery approach of the strategies to be followed by regional development bodies and regional ecosystems of business and innovation. The goal is to also shape the workers, professionals and stakeholders of the future. The Regio.Digi.Hub project aims to incorporate innovation and digitalization to create a more flexible and modern high quality VET system in Romania and at European level to expand access, to model how learners learn and student outcomes, as well as the efficiency and effectiveness of delivery and how learners' achievements will be recognized and validated. Mainly, these effects will have a major impact not only on individual learners, but also on educational institutions.

The first target group consists of workers in the regional development sector such as regional development agencies, innovation agencies, civil servants from local public administration, European Structural Funds consultancy companies, SMEs, trainers, researchers. The second target group consists of policymakers, senior technicians, and key socioeconomic actors in the regional development sector.

Given that partner organizations during the Covid-19 pandemic were not prepared to go online with regional development courses dedicated to local public administration, private companies and NGOs, because they had not previously prepared an e-learning platform, and staff and trainers did not have digital skills to run this online. Covid-19 crisis made evident in Europe the need to speed up the upskilling of VET staff and the development of innovative solutions in order to be able to provide distance and blended vocational education

### 1.2. Objectives

The Regio.Digi.Hub project aims to build the capacity of the VET system of regional development education at the European level by finding the best combination of bottom-up approaches and leadership involving teachers, trainers and learners with top-level strategy and direction.

The objectives of the project are:

(1) Development of an e-learning platform dedicated to innovation in regional development sector in order to better support the major economic, environmental and social shifts taking place and to place VET on regional development in a better position to address future developments through innovation by the end of the third quarter of 2024.


- (2) Building the capacity of regional development VET system to embed innovation and digitalization by the end of the project
- (3) Defining an own innovation and digitalization pathway for the regional development VET system appropriate to our stakeholders and especially to learners, employers and VET providers by the end of the project.
- (4) Developing an Innovative Training Methodology & define the Learning Strategies for new teaching and learning pedagogies in regional development education by the end of August 2022
- (5) Elaboration of the course development with 3 modules validated of the 130 staff and trainers of the VET Centers by the end of the first semester of 2023
- (6) Improvement of the educational skills of at least 24 staff from 8 partner organizations of 6 partner countries of the project by developing and conducting a Short-Term Joint-Staff Training in the second semester of 2024.





2

# European Framework of regional development competence for workers in regional development sector



## 2. European Framework of regional development competence for workers in regional development sector

The Innovative Training Methodology & Learning Strategies Definition is intended for the staff and trainers of the VET Centers.

This Innovative Training methodology and Learning Strategies is carried out by innovative features which will incubate, prototype and develop the relevant aspects for VET System in regional development sector and also facilitate staff and trainers of the VET providers to look for new alternatives, initiatives and programs (training, digitization initiatives, integration and participation processes), giving them easy access and navigate resources on a single site.

VET is the sector of education and training closest to the labor market. This tailored form of education and training is hugely important and effective, as it provides skills that prepare workers for specific careers and occupations, while also providing valuable transferable skills and responding effectively to economic needs.

As Europe goes through its green and digital transformations, high-quality vocational education, and training (VET) is key to ensuring people have the right skills for the jobs of today and tomorrow. The Council Recommendation on VET for sustainable competitiveness, social fairness, and resilience, adopted in November 2020, sets out the EU's comprehensive vision and strategic objectives for the future of VET.

The benefits of vocational education and training whether for young people getting started in their careers or adults looking to upskill and reskill:

- ❖ VET prepares young people to successfully enter working life;
- ❖ it helps people in employment continuously upgrade their skills;
- ❖ it enables them to adjust to the changing demands of the working world or negotiate job changes;
- ❖ it helps unemployed people acquire the skills they need to re-enter the labor market;
- ❖ more generally, it empowers learners with the knowledge, skills and characteristics to thrive in their professional, social and personal development.

Across the EU, recent graduates of VET programs tend to be significantly more employable than recent graduates of general education. According to Eurostat, the employment rate of VET graduates aged 20– 34 was 76.1 % in 2020, compared to just 58.3 % for general education graduates of the same age. This trend was also clear in individual countries, with 20 Member States displaying higher employment rates among recent VET graduates, and just five showing higher rates among general education graduates. These statistics demonstrate the effectiveness of VET programs in providing skills that make learners more employable and prepared to enter the labor market.

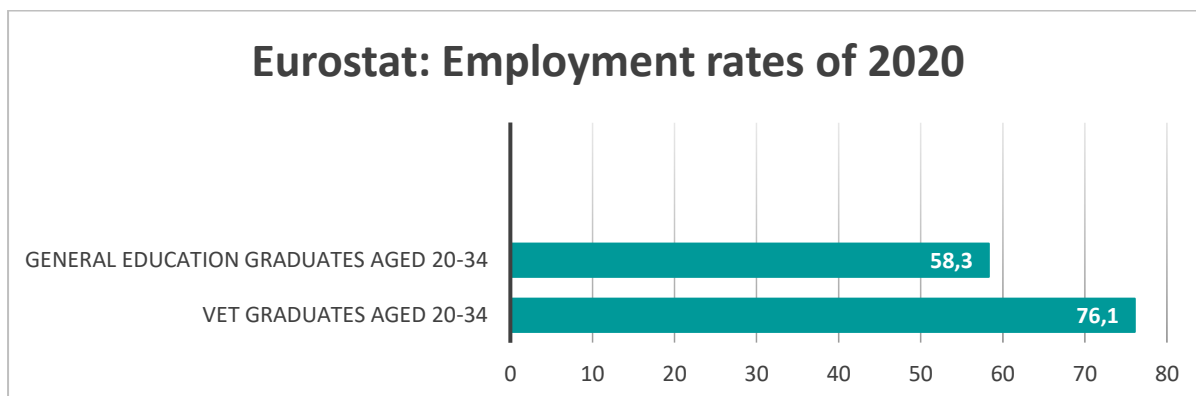


Figure 1 Eurostat: Employment rates of 2020

The EU Commission is working to modernize vocational education and training, in order to equip the workforce with the skills to support a fair transition to a green and digital economy as well as the post-COVID economic recovery.

Based on a Commission proposal, the Council has adopted a Council recommendation on Vocational Education and Training for sustainable competitiveness, social fairness, and resilience, which defines key principles for ensuring that vocational education and training is agile, adapts swiftly to labor market needs and provides quality learning opportunities for all age groups.

To promote these reforms, the Commission supports Centers of Vocational Excellence (CoVEs (Centres of Vocational Excellence) that bring together local partners to develop “skills ecosystems.” Skills ecosystems will contribute to regional, economic, and social development, innovation, and smart specialization strategies. <sup>1</sup>

This document presents the following components of the methodology: Description of the European Framework of regional development competence for workers in regional development sector and identification of at least 15 competences for the 3 fields that define the expert as “regional development competent”:

- ❖ Smart Specialization Strategies (1-5)
- ❖ Green And Digital Transformation (6-10)
- ❖ Innovation Entrepreneurship (11-15)

All partners agreed on the 15 competences that will be developed through the Training course

1. Lifelong learning for reskilling/upskilling, rapid adjustment to the needs of the market.
2. Understanding and identifying sectors in which smart specialization policies and concepts can be applied.
3. Identifying innovative development solutions and expansion of knowledge (sectoral, cross-sectoral, local).
4. Identifying the common elements between the smart specialization niches of each sector and major regional challenges.

<sup>1</sup> <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8450&furtherPubs=yes> (Vocational education and training: Skills for today and for the future, Luxembourg: Publications Office of the European Union, 2022)

5. Development of Smart Skills: T-shaped skills, smart solutions thinking, smart planning.
6. Green mindset and Sustainability's in innovation, leadership and corporation.
7. Adapting to digital communication and being familiar with digital literacy, IT education, Artificial Intelligence.
8. Green Strategy: Circular economy and low-carbon technologies.
9. Social-environmental-CSR, Sustainable consumption, Ecological footprint, Social Enterprises.
10. Adaptability and transferable skills to enable workers to learn and apply the new (low carbon) technologies and process required to make their jobs greener.
11. Leadership and Motivation.
12. Creating and applying an action plan.
13. Creative thinking and problem solving.
14. Identify new trends and market demands to produce new goods and/or services that appeal to its target audience and how they will affect your organization.
15. Understanding and applying Social Entrepreneurship principles.

## 2.1. The competences of a “regional development competent” expert

### 2.1.1 Smart Specialization Strategies



**(1) Lifelong learning for reskilling/upskilling, rapid adjustment to the needs of the market:** Due to major changes in EU policy and rapid changes in the market due to COVID 19, war, budget restrictions of the policy level it is at most urgent that regional development competences include the “knowledge” on how to quickly address the changes in the market.

The “regional development” expert will be able to raise methods and tools on how to address the unpredicted changes in the market and how to raise awareness of the stakeholders about the changes on the market and how such challenging changes can be addressed jointly with policy level.



**(2) Understanding and identifying sectors in which smart specialization policies and concepts can be applied :** Smart specialization is one of the key EU policy and national policies priorities. Since specialization branches are diverse it is essential to tackle the new policies of EU also in branches (e.g. green concepts, digitalization etc.).

The “regional development” expert will gain the knowledge about challenges in smart strategy branches and how to address innovative topics in connection with green transition in branches and value chains.



**(3) Identifying innovative development solutions and expansion of knowledge (sectoral, cross-sectoral, local):** Expansion of knowledge across sectors in one of the key role of development experts. Some new approaches, methods need to learned to address the challenge.

The “regional development” expert will gain the knowledge about challenges and how to address innovative methods in connection with cross sectoral sharing of knowledge.



**(4) Identifying the common elements between the smart specialization niches of each sector and major regional challenges:** Smart specialization and regional challenges are very much connected and interacted. Since specialization branches are diverse it is essential to tackle the new policies of EU also in branches (e.g. green concepts, digitalization,...) which are very much connected to regional challenges (climate change, CO2 reduction, circularity,...)

The “regional development” expert will gain the knowledge about how to connect smart specialization in branches and regional development challenges and how to address innovative changes in both parts of the society.



**(5) Development of Smart Skills: T-shaped skills, smart solutions thinking, smart planning:** Smart skills connect above mentioned fields of knowledge and are interlinked with smart approaches- how to approach challenging topics of regional development.

The “regional development” expert will gain the knowledge about challenges and how to tackle diverse challenging development topics of the future.

## 2.1.2 Green and Digital Transformation

According to the outcomes of the 4th European Education Summit, in December 2021, **the digital transformation and the green transition** were the main pillars of the descriptions offered by the representatives of the European forums, with regards to the changes that education will go through in the next decade.

Taking into account the above priorities, Regio.Digi.Hub consortium have chosen the most important competencies related to green and digital transformation, as follows:



**(1) Green mindset and Sustainability's in innovation, leadership and corporation:** The green transition will require new mindsets and new skillsets. A “Green Mindset” means taking account of sustainable aspects at all levels of action and understanding why they need high priority.”<sup>1</sup>

The “regional development competent” expert will be able to raise environmental awareness within the company by valuing and promoting model projects and providing comprehensive information about them in educational measures.

Sustainability is a global concept that affects every aspect of the organization. This is why employees should apply sustainability concepts daily, and should facilitate knowledge sharing in the field, thus creating a “Green Mindset”.



**(2) Adapting to digital communication and being familiar with digital literacy, IT education, Artificial Intelligence:** Digital communication is any type of communication that depends on the use of technology. There are many types of digital communication which can facilitate the work of a “regional development competent” expert, such as: e-mails, internal platforms, social media and many other digital tools.

A “regional development competent” expert will improve their working skills by participating in life-long learning programs, especially in IT field, digitalization, and artificial intelligence.



**(3) Green Strategy: Circular economy and low-carbon technologies:** “In a circular economy, manufacturers design out waste, re-use and recycle materials and regenerate natural systems to reduce industry's impact on the environment. It is a powerful idea and an essential part of sustainability today.”<sup>1</sup>

The “regional development competent” expert will understand how to implement a „greener strategy” at his workplace, taking into account the principles of the „European Green Deal” Program and will be able to apply the circular economy concepts.



**(4) Social-environmental-CSR, Sustainable consumption, Ecological footprint, Social Enterprises:** “Corporate social responsibility is a business model by which companies make a concerted effort to operate in ways that enhance rather than degrade society and the environment.”<sup>1</sup> The CSR together with the ecological footprint, sustainable consumption, and social enterprises, are becoming increasingly important for a sustainable future.

To become a “regional development competent” expert, employees should understand the social-environmental policies and concepts, so that they can tailor their work taking into consideration a set of sustainability measures.



**(5) Adaptability and transferable skills to enable workers to learn and apply the new (low carbon) technologies and processes required to make their jobs greener:** To become greener at workplace, a “regional development competent” expert, will have to apply the modern technologies in the field of sustainability to its particular position. To be able to do so, the expert will need adaptability and transferable skills.

These can be hard skills – technical knowledge like using specific software – and soft skills, the competencies and abilities that are harder to be taught, like active listening and communication.

The top transferable skills that an organization will value include leadership, teamwork, communication, interpersonal skills, dependability, organization, active listening skills, critical thinking, relationship building, team management, adaptability, analytical skills.

### 2.1.3 Innovative Entrepreneurship

We live in a rapidly changing society where it is essential that everyone has the capacity to act upon opportunities and ideas, to work with others, to manage careers and shape the future for the common goods and services. According to Entre Comp<sup>2</sup> three main entrepreneurs' competence areas are: *Into action*, *Resources* and *Ideas & Opportunities* of which the last one, on a large scale, related to Innovation.

The most important competencies related to innovative entrepreneurship are:



**(1) Creativity** (Creative thinking and problem solving) – This includes : Developing several ideas and opportunities to create value, including better solutions to existing and new challenges; Research and experimentation with innovative approaches; Combining knowledge and resources to achieve valuable effects.



**(2) Ethical & Sustainable thinking** (e.g. Understanding and applying Social Entrepreneurship principles) – This includes : Assessing the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment; Analyzing sustainability of long- term goals (social, environmental and economic) as well as the course of action chosen.



**(3) Leadership and motivation** – Leadership includes ability to mobilising others: Inspiring relevant stakeholders; getting support needed to achieve valuable outcomes; demonstrating effective communication, persuasion and negotiation while Motivation includes determination to turn ideas into action and satisfy your need to achieve.



**(4) Spotting opportunities** such as Identification of new trends and market demands to produce new goods and/or services that appeal to its target audience and how they will affect your organization – This includes Identifying and exploiting opportunities to create value by exploring the social, environmental and economic aspects of the market as well as identification of needs and challenges to be met. Additionally it includes ability forging new connections and bringing together disparate market elements to create opportunities for value creation.



**(5) Creating and applying an action plan** - It covers Financial and Economic literacy which means estimating the cost of turning an idea into a value-creating activity

<sup>2</sup> EntreComp into Action – Get inspired make it happen – A user guide to the European Entrepreneurship Competence Framework



**3**

# **The ECVET profile of a “regional development competent” expert**



### 3. The ECVET profile of a “regional development competent” expert

In general the common qualifications and skills of a Regional Development Expert are the following: University degree in one of the fields of administrative sciences, urban and regional planning, economics or social sciences or in the absence of such a degree at least 10 years of working experience in those fields; Full computer literacy; Excellent command of written and spoken English; Post graduate degree in regional development or any other related fields is an asset; General Professional Experience- Minimum 3 preferably 5 years’ professional experience in regional development fields; Specific Professional Experience- Minimum 2 years preferably 4 years of experience in preparation or implementation of regional development policies and plans; Having experience in data collection, regional analyses or modeling; Having experience in regional stakeholder relations and sectoral development is an asset; Having experience in projects or academic work or in public sector in the field of adaptability or regional economic transformation is an asset, etc.

The ECVET profile of the "regional development expert" aims to identify and select knowledge, skills and competences for the three areas: 1) Smart Specialization Strategies 2) Green And Digital Transformation 3) Innovation Entrepreneurship. This 3 modules will cover 15 regional development skills for the three areas that define workers in the regional development sector as “regional development skills” competent.

#### 3.1 Overview of the profile

The curriculum is structured in the following Learning Outcomes and Units:

#### **Module 1- SMART SPECIALISATION STRATEGIES**

- a. Chapter 1 – Lifelong learning for reskilling/ upskilling, rapid adjustment to the needs of the market
- b. Chapter 2 – Understanding and identifying sectors in which smart specialization policies and concepts can be applied
- c. Chapter 3 – Identifying innovative development solutions and expansion of knowledge (sectoral, cross-sectoral, local)
- d. Chapter 4. – Identifying the common elements between the smart specialization niches of each sector and major regional challenges
- e. Chapter 5. – Development of Smart Skills: T-shaped skills, smart solution thinking, smart planning

#### **Module 2 – GREEN AND DIGITAL TRANSFORMATION**

- a. Chapter 1 – Green mindset and Sustainability in innovation, leadership and corporation
- b. Chapter 2 – Adapting to digital communication and being familiar with digital literacy, IT education, Artificial intelligence
- c. Chapter 3 – Green Strategy: Circular economy and low-carbon technologies
- d. Chapter 4. – Social-environmental – CSR, Sustainable consumption, Ecological footprint, Social Enterprises

e. Chapter 5. – Adaptability and transferable skills to enable workers to learn and apply the new (low-carbon) technologies and processes required to make their jobs greener

### Module 3 – INNOVATION ENTREPRENEURSHIP

- a. Chapter 1 – Leadership and Motivation
- b. Chapter 2 – Creating and applying an action plan
- c. Chapter 3 – Creative thinking and problem solving
- d. Chapter 4. – Identify new trends and market demands to produce new goods and/or services that appeal to its target audience and how they will affect your organization
- e. Chapter 5. – Understanding and applying Social Entrepreneurship principles

### EUROPEAN EXPERT OF REGIONAL DEVELOPMENT (EERD)

NAME OF THE MODULE 1		SMART SPECIALISATION STRATEGIES	
<b>DEFINITION OF THE LEARNING OUTCOME</b>	The European Expert of Regional Development (EERD) can understand and apply the innovation policy concepts aiming to boost regional innovation, based on partnerships between businesses, public entities, and knowledge institutions.		
<b>EQF LEVEL</b>	5		
<b>ECVET CREDITS<sup>3</sup></b>	1 (25 hours)		
<b>TRAINING COURSE HOURS</b>	<b>ONLINE COURSE</b>	<b>SELF LEARNING</b>	
	10	15	
<b>Unit 1</b>	The EERD is able to adapt to the constant changes and needs of the market understands the lifelong learning for reskilling/upskilling, rapid adjustment to the needs of the market.		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>	
- The EERD has a comprehensive knowledge of the regional market and tendencies; - Understands the labor market trends and changes; - Understands how the changing market conditions can affect the regional business;	- The EERD is able to learn new skills and successfully apply the reskilling/upskilling process - Rapid adjustment to the needs of the market;	- Make an action plan; - set specific goals and formulate a timeline with specific tasks and steps; - Identify the current needs of the market and how to improve your set of skills in order to meet them;	
<b>Unit 2</b>	The EERD is able to understand smart specialization policies and concepts and how they can be applied		
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>	

<sup>3</sup> The convention used for the calculation of ECVET points is: 60 points are allocated to the learning outcomes expected to be achieved in a year of formal full time VET (one academic year of formal education). 1 ECVET credit point = formula of 25 learning hours

<ul style="list-style-type: none"> <li>- The EERD has a comprehensive knowledge of SMART Skills for Regional Development;</li> <li>- Understanding the Smart Specialization approach</li> </ul>	<ul style="list-style-type: none"> <li>- Knowing how to use the regional natural resources in a sustainable way;</li> <li>- Knowing how to identify sectors in which smart specialization policies and concepts can be applied;</li> <li>- Knowing how a region can select priority areas for knowledge-based investments by focusing on its strengths;</li> </ul>	<ul style="list-style-type: none"> <li>- Applying the principles of sustainable use the natural resources into practice;</li> <li>- Practical approach and using the smart specialization policies and concepts in work;</li> <li>- Using the smart specialization principles in practice</li> </ul>
<p><b>Unit 3</b></p>	<p>The EERD is able to Identify innovative development solutions and expansion of knowledge (sectoral, cross-sectoral, local).</p>	
<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>	<p><b>COMPETENCES</b></p>
<ul style="list-style-type: none"> <li>- The EERD has a comprehensive knowledge of innovations and developments in the region;</li> <li>- Knowledges about employed technology and R&amp;D capacity</li> </ul>	<ul style="list-style-type: none"> <li>- sectoral, cross-sectoral, and local analyses</li> </ul>	<ul style="list-style-type: none"> <li>- Abilities to combine creative thinking and problem solving</li> </ul>
<p><b>Unit 4</b></p>	<p>The EERD is able to Identify the common elements between the smart specialization niches of each sector and major regional challenges</p>	
<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>	<p><b>COMPETENCES</b></p>
<ul style="list-style-type: none"> <li>- The EERD has knowledge about the Key elements of Smart Specialisation Strategies;</li> <li>- Understanding 'niche' and 'domain' of specialization;</li> </ul>	<ul style="list-style-type: none"> <li>- Knowing the assets and resources available to regions;</li> <li>- Defying priorities for knowledge-based investments</li> </ul>	<ul style="list-style-type: none"> <li>- operating with proper and adequate information;</li> <li>- Analyzing data, results, and statistical information;</li> </ul>
<p><b>Unit 5</b></p>	<p>The EERD is able to develop Smart Skills: T-shaped skills, smart solutions thinking, smart planning</p>	
<p><b>KNOWLEDGE</b></p>	<p><b>SKILLS</b></p>	<p><b>COMPETENCES</b></p>
<ul style="list-style-type: none"> <li>- The EERD is able to indicate Smart Skills;</li> </ul>	<ul style="list-style-type: none"> <li>- T-shaped skills (extensive knowledge and expertise in specific areas);</li> <li>- Understanding the smart thinking;</li> <li>- Understanding the smart planning;</li> </ul>	<ul style="list-style-type: none"> <li>- Using a skills-based approach in work;</li> <li>- Organizing the team;</li> <li>- Working with the community;</li> <li>- Taking smart solutions;</li> <li>- Ability to solve new problems using one's current knowledge</li> </ul>
<p><b>NAME OF THE MODULE 2 GREEN AND DIGITAL TRANSFORMATION</b></p>		

<b>DEFINITION OF THE LEARNING OUTCOME</b>	The European Expert of Regional Development (EERD) is able to develop a green and sustainable mindset via using AR and VR software and tools and understand the principles and concepts of circular economy.	
<b>EQF LEVEL</b>	5	
<b>ECVET CREDITS<sup>4</sup></b>	1 (25 hours)	
<b>TRAINING COURSE HOURS</b>	<b>ONLINE COURSE</b>	<b>SELF LEARNING</b>
	10	15
<b>Unit 1</b>	The EERD understands the Green mindset and Sustainability's in innovation, leadership, and corporation	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
- The EERD understands the Green mindset principles; - Understands ecological sustainability entrepreneurship principles; - Understands how leadership and corporate entrepreneurship is related with the regional development;	- The EERD understands what the relationship between innovation and sustainability is; - able to implement "green" good practices;	- Managing a process of identifying, evaluating, and seizing entrepreneurial opportunities that minimize a venture's impact on the natural environment - Applying "green" good practices;
<b>Unit 2</b>	The EERD is able to adapt to digital communication and being familiar with digital literacy, IT education, Artificial intelligence	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
- The EERD has good digital communication and being familiar with digital literacy; - The EERD understands what Artificial intelligence (AI) means	- Independent research; - Familiarity with terms and common platforms; - Collaboration (ability to navigate without much trouble with digital tools and software); - Adapting to new technology; - Teaching or explaining technologies which are currently in use (the ability to teach a new recruit how to use the technical tools they will need on a daily basis)	- Use a platform or/and site that supports AR and VR software/tools - Stay up to date with existing technologies; - Properly communicate in an online environment; - Manage ideas in an online environment; - Manage teams leveraging technology;
<b>Unit 3</b>	The EERD knows the Green Strategy: Circular economy and low-carbon technologies	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
- The EERD has a comprehensive knowledge	- sectoral, cross-sectoral, and local analyses	Applying the principles of Circular economy into practice

<b>What is a low-carbon circular economy;</b>	- Understanding the principles of the Circular economy	
<b>Unit 4</b>	The EERD is able to Identify the Social-environmental – CSR, Sustainable consumption, Ecological footprint, Social Enterprises	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
- The EERD understands what Corporate social and environmental responsibility is; - The EERD is able to indicate Sustainable consumption; - The EERD understands what Ecological footprint and Social Enterprises are;	- Perspective (understand and embrace the perspectives of others) - Value; - Engagement and Communication - Measuring the ecological footprint	- Seek to understand before seeking to be understood; - creating value for the community; - identifying the stakeholders
<b>Unit 5</b>	The EERD is able to develop adaptability and transferable skills to enable workers to learn and apply the new (low carbon) technologies and processes required to make their jobs greener	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
- The EERD is able to indicate the Low and zero carbon technologies; - The EERD understands what Green Jobs and its impact on the economy are;	- Ability to indicate the Low and zero carbon technologies in the region - Ability to indicate the Green Jobs in the region	- Ensuring workers have the right skills for the Future - Indicating the future trends for skills and work
<b>NAME OF THE MODULE 3</b>	<b>INNOVATION ENTREPRENEURSHIP</b>	
<b>DEFINITION OF THE LEARNING OUTCOME</b>	The European Expert of Regional Development (EERD) is able to develop a motivational leadership mindset and implement an action plan using problem solving and creative thinking.	
<b>EQF LEVEL</b>	5	
<b>ECVET CREDITS<sup>5</sup></b>	1 (25 hours)	
<b>TRAINING COURSE HOURS</b>	<b>ONLINE COURSE</b>	<b>SELF LEARNING</b>
	10	15
<b>Unit 1</b>	The EERD understands Leadership and Motivation	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
- The EERD understands what Leadership and Motivation is;	- Knowledge about Motivational Theories; - Knowledge about Model of Motivation; - Leadership skills in practice	- To be able to motivate the colleagues; - Organizing the working process better
<b>Unit 2</b>	The EERD is able to create and apply an action plan	

<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
<ul style="list-style-type: none"> <li>- The EERD understands what an Action Plan is;</li> <li>- Understanding the benefits of Creating an Action Plan</li> <li>-The EERD understands the Key Elements of an Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>- The EERD is able to write an action plan</li> <li>- Is able to visualize the Action Plan</li> </ul>	<ul style="list-style-type: none"> <li>- creating, implementing, and monitoring the tasks related with the Action plan</li> </ul>
<b>Unit 3</b>	The EERD is able to apply creative thinking and problem solving	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
<ul style="list-style-type: none"> <li>- The EERD understands what Creative problem-solving is &amp; why it is important</li> <li>- Creative Problem-Solving and Design Thinking</li> </ul>	<ul style="list-style-type: none"> <li>- Ability to find creative solutions;</li> <li>- Ability to solve complex problems;</li> <li>- Ability to adapt to change;</li> </ul>	<ul style="list-style-type: none"> <li>- Applying the creative problem-solving tools in work;</li> <li>- Collaborate with others</li> </ul>
<b>Unit 4</b>	The EERD is able to Identify current trends and market demands to produce new goods and/or services that appeal to its target audience and how they will affect your organization	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
<ul style="list-style-type: none"> <li>- The EERD has knowledge of the Target Audience;</li> <li>- Understanding the difference between target audience and target market;</li> </ul>	<ul style="list-style-type: none"> <li>- The EERD is able to determine the target audience;</li> <li>- The EERD is able to conduct market research and identify industry trends;</li> <li>- The EERD is able to analyze competitors;</li> </ul>	<ul style="list-style-type: none"> <li>- to reach your audience at the right time;</li> <li>- Understand the customers better;</li> <li>- Identifying new opportunities</li> </ul>
<b>Unit 5</b>	The EERD understands and applies Social Entrepreneurship principles	
<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
<ul style="list-style-type: none"> <li>- The EERD is able to indicate the Social Entrepreneurship principles</li> </ul>	<ul style="list-style-type: none"> <li>- The leadership;</li> <li>- The Optimism;</li> <li>- The Creativity and innovation;</li> <li>- The Empathy;</li> <li>- Emotional and social intelligence;</li> </ul>	<ul style="list-style-type: none"> <li>- Building strong teams</li> <li>- Applying into practice</li> <li>- Networking;</li> <li>- Communication;</li> <li>- Marketing</li> </ul>

### 3.2. The ECVET framework and principles

The European Credit system for Vocational Education and Training (ECVET) aims to give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments. The system aims to facilitate the validation, recognition and accumulation of work-related skills and knowledge acquired during a stay in another country or in different situations. It should ensure that these experiences contribute to vocational qualifications.



ECVET aims for better compatibility between the different vocational education and training (VET) systems in place across Europe and their qualifications. It aims to create a technical framework to describe qualifications in terms of units of learning outcomes, and it includes assessment, transfer, accumulation, and recognition procedures.

## Flexibility

In ECVET, learning outcomes are assessed and validated in order to transfer credits from one qualification system to another or from one learning pathway to another. According to this approach, learners can accumulate the required learning outcomes for a given qualification over time, in different countries or in different situations. The system also allows the possibility to develop common references for VET qualifications and is fully compatible with the European Credit Transfer and Accumulation System (ECTS).

## ECVET is based on:

- ❖ Learning outcomes – statements of knowledge, skills and competence that can be achieved in a variety of learning contexts.
- ❖ Units of learning outcomes that are components of qualifications. Units can be assessed, validated and recognized.
- ❖ ECVET points, which provide additional information about units and qualifications in a numerical form.
- ❖ Credit for assessed Units. Credit can be transferred and accumulated to achieve a qualification.
- ❖ Mutual trust and partnership among participating organizations are expressed in the memorandum of understanding and learning agreements.

Although ECVET is underpinned by the European legislation, participation is voluntary and national protocols are respected.

## ECVET testing and implementation

ECVET is now in a phase of progressive implementation having created the necessary conditions and measures. The quality of ECVET testing is crucial. All stakeholders, such as awarding bodies, training and assessment providers, social partners, and employers, are encouraged to engage in ECVET testing through projects and networks, in particular under the Lifelong Learning Program.

## ECVET and validation of Non-Formal and Informal Learning


Countries around Europe are increasingly emphasizing the need to take account of the full range of an individual's knowledge, skills, and competences, not only those acquired at schools, universities or other formal education and training institutions. Recognizing all forms of learning is therefore a priority of EU action in education and training.

Learning that takes place in formal education and training systems is traditionally the most visible and recognized in the labor market and by society in general. In recent years, however, there has been a growing appreciation of the importance of learning in non-formal and informal settings. New approaches are needed to identify and assess and validate these 'invisible' learning experiences within the context of qualifications.



# 4

## **Training Manual: Fields that define an expert as “regional development competent”**





## 4. Training Manual: Fields that define an expert as “regional development competent”

### 4.1 Definition Of Objectives

The second result of the REGIO.DIGI.HUB project will be the development of a training programme for workers on the regional development sector aiming to grow or upskill their appropriate regional competences on the correct method of teaching through digital learning in VET. The objective will be to educate and create "digital regional development competent" experts by means of 15 specified skills on the themes of:

- ❖ Smart Specialization Strategies
- ❖ Green and Digital Transformation
- ❖ Innovation Entrepreneurship

The 15 skills mentioned have already been decided through prior research of the consortium.

The course will train workers in the regional development sector in the already mentioned themes, based on a Moodle-based learning Management system (LMS) with high quality online training.

The course will be structured as a personalized learning experience by offering an adaptative learning system. Furthermore, as evidence of completion of all levels of skills, a system of Badges will be implemented so the participant/learner can download them as proof of skill level acquisition.

More specifically, the objectives of the REGIO.DIGI.HUB training course are listed below:

- ❖ To bring awareness to the need of regional talent for the correct or efficient development of the regional sector
- ❖ To provide a more attractive and personalized education and training programme, which meets the needs of the regional development sector

### 4.2 Duration

This course will have a total duration of 75 hours, being 30 hours of online learning on the platform and the remaining 45 of self-learning. It is estimated that participants/learners can complete the course in a five to six weeks' period.

### 4.3 Target Group

This course is directly targeted to **professionals in the regional development sector**, in order to achieve innovative solutions to provide an efficient distance and blended vocational education. The project aims to incorporate innovation and digitalization to create a more flexible and modern high quality VET system at European level in regard to regional development skills.

The platform will be a free access system to ensure all materials are accessible. However, in order for the target group to participate in the assessment and gather the Badges, a log in or registration will be needed.

Direct Audience

- ❖ Regional development agencies
- ❖ Innovation agencies

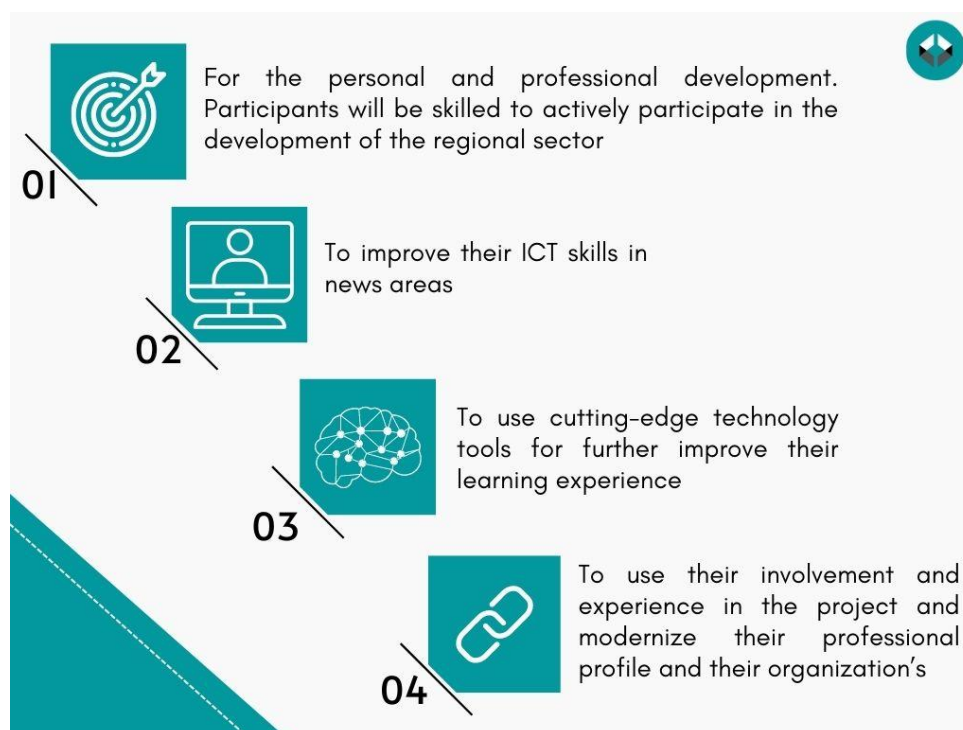
- ❖ Civil servants from local public administration
- ❖ European Structural Funds consultancy companies SMEs
- ❖ Trainers
- ❖ Researchers

#### Indirect Audience

- ❖ Policymakers
- ❖ Senior technicians
- ❖ Key socio-economic actors in the regional development sector

## 4.4 Learning Outcomes

The learning outcomes that the participants/learners will develop after taking on this e-learning course are:



## 4.5 Structure of The Programme

The course will be divided into 3 different **Modules**, being each one composed by **5 chapters**.

At first, a general description of the main skill should appear. Each chapter will have a **theoretical part**, where the description of the chapter will be provided. Afterwards, a more practical section with a set of diverse auto-evaluating “exercises” to achieve the skill will be created by the partner responsible of the chapter. For this purpose, a compilation of National **Best Practices** was conducted by each organization that will be implemented into the materials. All the aforementioned materials will be gathered in **PPT format**. Moreover, a **mandatory article** will also be included in **PDF format**.

External resources can be added to the modules if the partners view it necessary or interesting as the platform permit adding links to it. It is recommendable to find articles, videos, etc. that would provide more information on the theme.

In summary, **each module will constitute of a total of 10 online learning and 15 self-learning hours, being the duration of each chapter a total of 2 online and 3 self-learning hours.**

Ultimately, the whole course will be assessed provided by a total number of **30 questions**. To this matter, **2 questions will be referred to each chapter.**

Each partner will create the questions of their own chapters and all of them will have the form of a multiple-choice question. Moreover, it is important to remember that all correct answers need to have **the correct answer highlighted**. This would ensure the knowledge application of the learner.

Regarding the Badges system, **all participants will have free access to all materials, however only those registered in the platform will be able to receive a Badge**. For each module you pass, a Badge will be received. **In case all modules are passed, a personalized Certificate will be granted**. It must be highlighted that the Badges will not be personalized and will not be able implementable in the participants curriculums, in contrast to the Certificate.

A structure for the training course will be provided. The assessment is required in a separate document, without specific or fixed form as the questions will need to be introduced later on manually in the platform.

## 4.6 Evaluation of the Programme

This course will be evaluated through a set of **questions that will appear at the end of each Module**.

As previously mentioned, each **chapter will have a total of 2 questions, one in reference to the theoretical and best practices section, and the other question in reference to the mandatory article**.

Each partner will need to create the multiple-choice questions for their own chapters. A score system will be added for the acquiring of Badges. **A passing grade of 60%** will be required in order to receive a Badge. All Badges need to be gathered in order to receive the personalized Certificate.

## 4.7 Structure of the Material

MODULE 1: TITLE (Ex. SMART SPECIALISATION STRATEGIES)

- **Small introduction** of “SMART SPECIALIZATION STRATEGIES” (National research)

CHAPTER X: Name of the skill (Ex. Leadership and Motivation)

- 2 skills per partner, except TXORIERRI that is responsible for one.
- Description of the skill (THEORETICAL PART)
  - **Description of the main aim or objectives.** For example: Learn about ..., Did you know that ..., This part is about ...) + **Image**
  - An image that represents the activity. Use a site with open-source images and **copy paste here the link.** For example:
    - <https://pixabay.com/>
    - <https://unsplash.com/>
    - <https://www.pexels.com/>
    - <http://www.freeimages.co.uk/>
  - **Expected benefits / Learning Outcomes**
- Compilation of Best Practices (National Research)
- Introduction to Mandatory Article
- Time Required to complete Theoretical Part
- Resources Required (if needed)
- Externa Optional Resources (Links & Further Readings)

*\*\*It will be provided in PPT format, except the Mandatory Article in PDF format*

## Assessment

- At the **end of EACH MODULE**, a total of 10 questions will appear, 2 for each chapter (a total of 30 questions) that will test the user's knowledge on the modules. If the user answers correctly the questions of ONE module, a Badge will be gained. If the user gathers the 3 Badges (one per module) a personalized CERTIFICATE will be granted.
- The platform will be prepared to be accessible for everyone. This is, all individual interested will have access to the materials created. However, in order to do the assessment and receive the Badges, the person will need to register and log in in the platform. This way, our reach will be further extended.
- *Quiz with this type of questions: true-false and multiple choice (REMEMBER TO MARK THE CORRECT ANSWER)*
- *This part of the document will be afterwards inserted in the platform manually, therefore, take into account the length of the questions and choices, as you will be required to do this work.*



**5**

# **Evaluation & Validation system**

## 5. Evaluation system

### 5.1. Evaluation System Framework

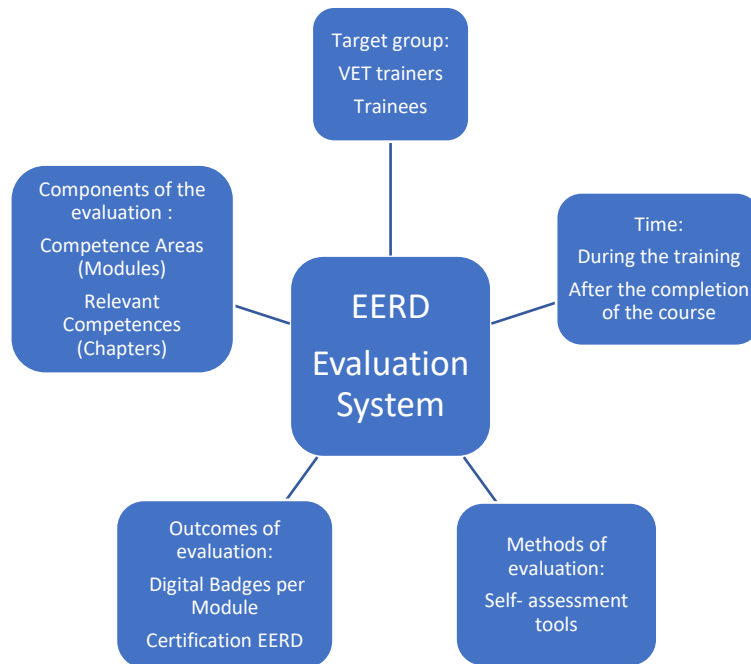
The purpose of the evaluation system is to facilitate the trainers and the trainees to the assessment of the reaching the learning outcomes and developing the competences based on selected indicators to show the degree of progress and achievements.

The system is designed according to the structure of the course, which includes 3 Modules that correspond to the Competence Areas and each module is subdivided in 5 Chapters that correspond to the competencies that need to be developed.

In specific the evaluation system that is proposed aims at assessing the acquisition of each of the 15 competences after the completion of each Chapter and will enable the trainer and the trainees to:

- Assess the competences acquired during the training period
- Identify the level of competence of the trainees per Module and define successful completion.
- Evaluate successful completion of the training course for European Expert of Regional Development (EERD).

The system is based on EQAVET quality principles and follows the European Credit system for Vocational Education and Training (ECVET), as described in Chapter 3. The evaluation framework can be depicted as follows:



## 5.2 EERD Self-Assessment tools

### 5.2.1. During the implementation of the EERD training

During the training period and after the completion of each chapter the trainee will have to assess the knowledge acquired through self- assessment tools. For each module a maximum of 10 multiple choice questions (where there is only one right answer) or/and True/False questions will be developed and integrated in the e- learning platform. The number of the correct answers determines the successful completion of each Chapter and determines the successful acquisition of the competence.

In case of failed attempt, the trainee will have the opportunity to retake the test as many times as they need until they achieve over 60% of correct answers. There is no limit to the number of times a trainee can take the test. The suggested threshold is 60% of correct answers.

The LMS will define the acquisition of the competencies as follows and the trainers can also use the following table to monitor the progress of the trainees:



<b>1. Module: Smart Specialization Strategies</b>			
<b>Competences per Chapter</b>	<b>Score 0- 59%</b>	<b>Score 60-100%</b>	<b>Status</b>
<p><b>1.1 Lifelong learning for reskilling/ upskilling, rapid adjustment to the needs of the market:</b></p> <ul style="list-style-type: none"> <li>- Make an action plan;</li> <li>- set specific goals and formulate a timeline with specific tasks and steps;               <ul style="list-style-type: none"> <li>- Identify the current needs of the market and how to improve your set of skills in order to meet them;</li> </ul> </li> </ul>			
<p><b>1.2 Understanding and identifying sectors in which smart specialization policies and concepts can be applied:</b></p> <ul style="list-style-type: none"> <li>- Applying the principles of sustainable use the natural resources into practice;</li> <li>- Practical approach and using the smart specialization policies and concepts in work;</li> <li>- Using the smart specialization principles in practice</li> </ul>			For score 0-59% Fail
<p><b>1.3 Identifying innovative development solutions and expansion of knowledge (sectoral, cross-sectoral, local).</b></p> <ul style="list-style-type: none"> <li>- Abilities to combine creative thinking and problem solving</li> </ul>	0-5 correct answers	6-10 correct answers	For score 60-100%
<p><b>1.4 Identifying the common elements between the smart specialization niches of each sector and major regional challenges</b></p> <ul style="list-style-type: none"> <li>- operating with proper and adequate information;</li> <li>- Analyzing data, results, and statistical information;</li> </ul>			
<p><b>1.5 Development of Smart Skills: T-shaped skills, smart solution thinking, smart planning</b></p> <ul style="list-style-type: none"> <li>- Using a skills-based approach in work;</li> <li>- Organizing the team;</li> <li>- Working with the community;</li> <li>- Taking smart solutions;</li> <li>- Ability to solve new problems using one's current knowledge</li> </ul>			

<b>2.Green and Digital Transformation</b>			
<b>Competences per Chapter</b>	<b>Score 0- 59%</b>	<b>Score 60-100%</b>	<b>Status</b>
<p><b>2.1 Green mindset and Sustainability in innovation, leadership, and corporation</b></p> <ul style="list-style-type: none"> <li>- Managing a process of identifying, evaluating, and seizing entrepreneurial opportunities that minimize a venture's impact on the natural environment</li> <li>- Applying “green” good practices;</li> </ul>			
<p><b>2.2 Adapting to digital communication and being familiar with digital literacy, IT education, Artificial intelligence</b></p> <ul style="list-style-type: none"> <li>- Use a platform or/and site that supports AR and VR software/tools</li> <li>- Stay up to date with existing technologies;</li> <li>- Properly communicate in an online environment;</li> <li>- Manage ideas in an online environment;</li> <li>- Manage teams leveraging technology;</li> </ul>			For score 0-59% Fail
<p><b>2.3 Green Strategy: Circular economy and low-carbon technologies</b></p> <ul style="list-style-type: none"> <li>-Appling the principles of Circular economy into practice</li> </ul>	0-5 correct answers	6-10 correct answers	For score 60-100%
<p><b>2.4 Social-environmental – CSR, Sustainable consumption, Ecological footprint, Social Enterprises</b></p> <ul style="list-style-type: none"> <li>- Seek to understand before seeking to be understood;</li> <li>- creating value for the community;</li> <li>- identifying the stakeholders</li> </ul>			For score 0-59% Fail
<p><b>2.5 Adaptability and transferable skills to enable workers to learn and apply the new (low carbon) technologies and processes required to make their jobs greener</b></p> <ul style="list-style-type: none"> <li>- Ensuring workers have the right skills for the Future</li> <li>- Indicating the future trends for skills and work</li> </ul>			

<b>3.Innovation Entrepreneurship</b>			
<b>Competences per Chapter</b>	<b>Score 0- 59%</b>	<b>Score 60-100%</b>	<b>Status</b>
<b>3.1 Leadership and Motivation</b> - To be able to motivate the colleagues; - Organizing the working process better	0-5 correct answers	6-10 correct answers	For score 0-59% Fail  For score 60-100% For score 0-59% Fail
<b>3.2 Creating and applying an action plan</b> - creating, implementing, and monitoring the tasks related with the Action plan			
<b>3.3 Creative thinking and problem solving</b> - Applying the creative problem-solving tools in work; - Collaborate with others			
<b>3.4 Identify latest trends and market demands to produce new goods and/or services that appeal to its target audience and how they will affect your organization</b> - to reach your audience at the right time; - Understand the customers better; - Identifying new opportunities			
<b>3.5 Understanding and applying Social Entrepreneurship principles</b> - Building strong teams - Applying into practice - Networking; - Communication; - Marketing			

#### 5.2.2. After the completion each Module of the EERD e-learning course

After the completion of the 5 Chapters of each module of the EERD e-learning course the trainees can assess their level of competence. According to the evaluation results of each Module the trainees will be awarded with 3 digital badges:

- Smart Specialization Strategies Expert Digital Badge
- Green and Digital Transformation Expert Digital Badge
- Innovation Entrepreneurship Expert Digital Badge

**Smart Specialization Strategies Expert:** The learner has completed successfully 5 Chapters and has acquired 5 competences for developing Smart Specialisation Strategies targeted at Regional Development.

**Green and Digital Transformation Expert:** The learner has completed successfully 5 Chapters and has acquired 5 competences for supporting Green and Digital Transformation targeted at Regional Development.

**Innovation Entrepreneurship Expert:** The learner has completed successfully 5 Chapters and has acquired 5 competences for promoting Innovation Entrepreneurship targeted at Regional Development.

The LMS will define the acquisition of the competencies as follows and the trainers can also use the following table to monitor the progress of the trainees:

1. Smart Specialization Strategies		
Competences	Fail (0 Points)	Success (1 point)
1.1 Lifelong learning for reskilling/ upskilling, rapid adjustment to the needs of the market		
1.2 Understanding and identifying sectors in which smart specialization policies and concepts can be applied		
1.3 Identifying innovative development solutions and expansion of knowledge (sectoral, cross-sectoral, local).		
1.4 Identifying the common elements between the smart specialization niches of each sector and major regional challenges		
1.5 Development of Smart Skills: T-shaped skills, smart solution thinking, smart planning		
Module's Total Score		

2. Green and Digital Transformation		
Competences	Fail (0 Points)	Success (1 point)
2.1 Green mindset and Sustainability in innovation, leadership, and corporation		
2.1 Adapting to digital communication and being familiar with digital literacy, IT education, Artificial intelligence		
2.3 Green Strategy: Circular economy and low-carbon technologies		
2.4 Social-environmental – CSR, Sustainable consumption, Ecological footprint, Social Enterprises		

2.5 Adaptability and transferable skills to enable workers to learn and apply the new (low carbon) technologies and processes required to make their jobs greener		
<b>Module's Total Score</b>		

<b>3. Innovation Entrepreneurship</b>		
<b>Competences</b>	<b>Fail (0 Points)</b>	<b>Success (1 point)</b>
3.1 Leadership and Motivation		
3.2 Creating and applying an action plan		
3.3 Creative thinking and problem solving		
3.4 Identify latest trends and market demands to produce new goods and/or services that appeal to its target audience and how they will affect your organization		
3.5 Understanding and applying Social Entrepreneurship principles		
<b>Module's Total Score</b>		

The digital badge is awarded to the trainees that acquire 5 points per module.

#### 5.2.3. After the completion of the EERD e-learning course

After the completion of the 3 modules of EERD e-learning course the trainees can assess their level of competence in a final quiz with 30 multiple choice questions- 2 per competence (where there is only one right answer) or/and True/False questions will developed and integrated in the e- learning platform.

The LMS will define the acquisition of the competencies as follows and the trainers can also use the following table to monitor the progress of the trainees:

<b>1. Smart Specialization Strategies</b>		
<b>Competences</b>	<b>1<sup>st</sup> question</b>	<b>2<sup>nd</sup> Question</b>
1.1 Lifelong learning for reskilling/ upskilling, rapid adjustment to the needs of the market	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
1.2 Understanding and identifying sectors in which smart specialization policies and concepts can be applied	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
1.3 Identifying innovative development solutions and expansion of knowledge (sectoral, cross-sectoral, local).	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point

1.4 Identifying the common elements between the smart specialization niches of each sector and major regional challenges	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
1.5 Development of Smart Skills: T-shaped skills, smart solution thinking, smart planning	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point

<b>2. Green and Digital Transformation</b>		
<b>Competences</b>	<b>1<sup>st</sup> question</b>	<b>2<sup>nd</sup> Question</b>
2.1 Green mindset and Sustainability in innovation, leadership, and corporation	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
2.1 Adapting to digital communication and being familiar with digital literacy, IT education, Artificial intelligence	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
2.3 Green Strategy: Circular economy and low-carbon technologies	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
2.4 Social-environmental – CSR, Sustainable consumption, Ecological footprint, Social Enterprises	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
2.5 Adaptability and transferable skills to enable workers to learn and apply the new (low carbon) technologies and processes required to make their jobs greener	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point

<b>3. Innovation Entrepreneurship</b>		
<b>Competences</b>	<b>1<sup>st</sup> question</b>	<b>2<sup>nd</sup> Question</b>
3.1 Leadership and Motivation	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
3.2 Creating and applying an action plan	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
3.3 Creative thinking and problem solving	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
3.4 Identify latest trends and market demands to produce new goods and/or services that appeal to its target audience and how they will affect your organization	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point
3.5 Understanding and applying Social Entrepreneurship principles	Correct 1 point/ False 0 point	Correct 1 point/ False 0 point

EERD e-learning course		
Total Score	Fail	Successful Completion
0-17 points	✓	
18-30 points		✓

### 5.3. Proposed Validation Process for the training course of the Innovative Training Methodology & Learning Strategies Definition

The proposed validation process is based on the European Guidelines for validating non-formal and informal learning by CEDEFOP (2015)<sup>6</sup> and Validation and open educational resources (OER) also by CEDEFOP (2016)<sup>7</sup>.

The validation system will be uploaded as a PDF file, it will be accessible by the learners online through the developed E-learning platform and it could be downloaded from various devices.

The stages of the proposed procedure are as follows:

#### 5.3.1. Validation of Entry level requirements

The partnership should decide upon the entry level requirements for participating in the course. The proposed criteria are:

- a) University Degree in the fields of environmental engineering, urban planning, production engineer
- b) Years of experience in sectors like European projects, cooperating with other European regions etc.

#### 5.3.2. Validation of the competences gained in the training course

According to the structure and the context of the training course the participants are going to acquire knowledge into 3 key modules which will include corresponding competence areas, as depicted in the table below.

Areas of Competence	Competencies
Smart Specialisation Strategies	Lifelong learning for reskilling/ upskilling, rapid adjustment to the needs of the market
	Understanding and identifying sectors in which smart specialization policies and concepts can be applied

<sup>6</sup> <https://www.cedefop.europa.eu/en/publications/3073>

<sup>7</sup> <https://www.cedefop.europa.eu/en/publications/4149>

	Identifying innovative development solutions and expansion of knowledge (sectoral, cross-sectoral, local).
	Identifying the common elements between the smart specialization niches of each sector and major regional challenges
	Development of Smart Skills: T-shaped skills, smart solution thinking, smart planning
<b>Green and digital transformation</b>	Green mindset and Sustainability in innovation, leadership, and corporation
	Adapting to digital communication and being familiar with digital literacy, IT education, Artificial intelligence
	Green Strategy: Circular economy and low-carbon technologies
	Social-environmental – CSR, Sustainable consumption, Ecological footprint, Social Enterprises
	Adaptability and transferable skills to enable workers to learn and apply the new (low carbon) technologies and processes required to make their jobs greener
<b>Innovation Entrepreneurship</b>	<b>Leadership and Motivation</b>
	Creating and applying an action plan
	<b>Creative thinking and problem solving</b>
	Identify latest trends and market demands to produce new goods and/or services that appeal to its target audience and how they will affect your organization
	Understanding and applying Social Entrepreneurship principles

To validate the knowledge acquired in the three Competence Areas (Modules) the following procedure is proposed:

After the conclusion of the EERD training course and based on the results of the evaluation process the trainee will be awarded with a Certificate issued by Regio.Digi.Hub Academy, that will include the acquired competences and the corresponding ECTS. The Certificate will be awarded only to the trainees that achieve to conclude successfully each module (threshold 60%).

In case of successful completion of individual modules and not of the whole course, badges will be awarded to the participants. In specific, after the completion of one module (competence area) and successful completion of all respective self-assessment tests per chapter (5/5), the trainee is going to be awarded the relevant badge issued by Regio.Digi.Hub Academy, i.e., badge for Smart Specialisation Strategies Expert, badge for Green And Digital Transformation Expert, badge for Innovation Entrepreneurship Expert.



6

# Regio.Digi.Hub Project e-learning platform

## 6.Regio.Digi.Hub Project e-learning platform

The main goal of the “REGIO.DIGI.HUB Academy” is to host the training resources that will be produced as well as encouraging knowledge exchange through transnational networking, facilitate social inclusion and introduce the users with some of the latest digital learning tools. A Moodle-based learning management system (LMS, e.g., synonym of ‘e-learning platform’) that aims to deliver high-quality online training will be established, developed, and maintained.

This e-learning platform aims at personalizing the learning experience by offering high-quality training. The “REGIO.DIGI.HUB Academy” will promote not only sophisticated design, but also a user interface that features a high-level of responsiveness, accessibility, and efficiency. In order to assure smooth interaction through a dynamic change to the appearance of the e-platform pages on a variety of screen types and gadgets, a responsive web design (RWD) will be employed.

### 6.1. Background information on E-learning platform design concepts

Nowadays, due to the pandemic, distance learning is more widely used than ever before and therefore students and teachers need to work closely together for the proper exploitation of e-learning platforms. Basically, the main purpose of the e-learning platform is to deploy and track e-learning activities and its type may vary depending on the organizational objectives and learner profiles. Therefore, the establishment and development of the “REGIO.DIGI.HUB Academy” would be of a significant importance which concerns numerous aspects, some of which refers to carrying out a solid investigation and analysis of the learning behaviors, considering the learning objectives set up by the consortium and designing an intuitive, user-friendly experience. Throughout the course of our research a few problems concerning the current e-learning platform user interfaces have been identified:

- ❖ Most of the LMS that our respondents have used feature confusing user interface which leads learners to disengagement.
- ❖ The LMS is inaccessible from a wide range of devices and browsers which means its design is not responsive.
- ❖ The LMS is unable to integrate a third-party tool.
- ❖ Students have to deal with numerous bugs and glitches, featured by the LMS.

Due to the widespread of Coronavirus disease COVID-19 in Europe, educational institutions have been rethinking the way they educate their students by adopting and testing new strategies. As a consequence of the corona virus pandemic, education has changed dramatically, with the distinctive rise of personalized e-learning activities.

Therefore, one of the “REGIO.DIGI.HUB Academy” goals is to personalize the learning experience by motivating and engaging each learner – a great challenge that requires well-conducted research, analyses, and recommendations and finally – to develop a full-fledged e-learning campus.

“REGIO.DIGI.HUB Academy” is the name of the learning management system (e.g., e-learning platform) that enables an effective delivery of knowledge, course management, evaluation as well as assuring the course participants with quick feedback and comments.

## The choice of LMS

Based on our primary analysis, our research team considered a few learning management systems that reflect the needs and demands that were identified. Finally, based on the LMS deployment options, customer and support types, licensing type and security features we limited the choice between Moodle and Blackboard.

Moodle was chosen because of its structure, which allows a significant number of users to access and navigate the platform. Moodle (Modular Object-Oriented Learning Environment) is an open-source learning campus- a software package for producing internet-based courses and websites. It is a Learning Management System (LMS) that allows effective and reliable cooperation among learners, instructors, and students. In addition, Moodle uses a role-based access mechanism, and promotes three major roles: administrator, teacher (manager), and student. A user can be given any of these roles anytime as well as changing them due to certain needs, for example, a user can be a student on one course, and a teacher for another. Since Moodle is an open source, it is not limited to particular technical requirements and can be installed almost from everywhere. The latest Moodle released in 2022 which fixes all previous bugs and technical glitches and has a secure sign-in feature to protect sensitive data will be installed. This LMS promotes useful features, such as: user-friendly interface, ease of access for all type of participants, numerous interactive digital learning activities, a large number of powerful plugins and an ability to integrate a variety of third-party learning tools. In addition, the course pages render well on a variety of devices and screen sizes.

One way this “REGIO.DIGI.HUB Academy” innovates is the fact that it is tailored-designed according to the current needs and learning habits of our target audience, e.g., especially to adults and other workers in regional development sector.

### 6.2. E-learning platform features, capacity and capabilities

Currently, most of the Moodle-based LMS which promote offline capability in Moodle Mobile only extends to quizzes and SCORM. The project LMS would enable users to private message other users, add a course note, complete a survey, create a new forum post or new wiki page, and even complete an assignment offline.

This online campus will be custom-designed by providing features and learning activities that promote adaptive learning - a delivery of custom learning experiences that address the unique needs of an individual through just-in-time feedback, pathways, and training resources.

Additionally, this LMS will provide its users with easy authorization via social networks through the integration of the OAuth 2 client. In order to ensure learners with prominent level of interaction the so-called "interactive quiz" will be implemented. Hence, the REGIO learners can revise their knowledge by receiving feedback based on their quiz answers. Questions will be randomized to retain learner attention and boost their engagement.

Furthermore, to boost the learner's motivational beliefs, the following key pillars will be integrated:

- Multilingual online interactive tools such as a forum, a blog linked to the homepage, if required by the scenario, as well as links to popular social media, online communities, and networks.

In addition, a chat activity module will be installed to enable participants to have text-based, real-time synchronous discussions.

The chat may be a one-time activity, or it may be repeated at the same time each day or each week. Chat sessions are saved and can be made available for everyone to view or restricted to users with the capability to view chat session logs.

Chats are especially useful when the group chatting is not able to meet face-to-face, such as:

- ❖ Regular meetings of students participating in online courses to enable them to share experiences with others on the same course but in a different location
- ❖ A student temporarily unable to attend in person chatting with their instructor to catch up with work
- ❖ Students out on work experience getting together to discuss their experiences with each other and their teacher
- ❖ A question-and-answer session with an invited speaker in a different location
- ❖ Sessions to help students prepare for tests where the teacher, or other students, would pose sample questions

The REGIO students can submit any digital content (files), such as word-processed documents or spreadsheets and can also type text directly into a field using the text editor (files should not exceed 200 MB).

Moreover, the quiz activity embedded into the “REGIO.DIGI.HUB Academy” enables a teacher to create quizzes comprising questions of several types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.

Each attempt can be marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.

The teacher can choose when and if hints, feedback, and correct answers are shown to students.

The “REGIO.DIGI.HUB Academy” Quizzes may be used:

- ❖ As course knowledge-test.
- ❖ As mini tests for reading assignments or at the end of a topic.
- ❖ As exam practice using questions from past.
- ❖ To deliver immediate feedback about learner performance.
- ❖ For self-assessment.

## User Interface Design

Moodle is a template-based by enabling developers to add and customize updated content easily which makes its interface very intuitive. The LMS user interface should be aesthetically designed in a way that assures smooth interaction between learners and the LMS content. The “REGIO.DIGI.HUB Academy” aims to promote not only sophisticated design, but also user interface that features a high-level of responsiveness, accessibility, and efficiency. In order to achieve these characteristics, an appropriate design of navigation, headers, footers, buttons, icons, search bars, user tour and other interface elements have been developed. It also refers to the right selection of colors, fonts, images, and some other visual interactive elements. However, in order to design the best possible learning-experience, we considered the following challenges and their related solutions:

### **Challenge 1: Increase the number of the REGIO learners.**

**Solution:** By employing the right UI/UX design approach, the REGIO e-learning platform would be easy to use, by encouraging new learners to enroll into our training. Since REGIO is an Erasmus+ co-funded project, the “REGIO.DIGI.HUB Academy” is an open, tuition-free e-learning campus, which aims to boost skills and employability, as well as modernizing education and fostering international cooperation to tackle the skills gaps we are facing in Europe.

### **Challenge 2: High level of user satisfaction.**

**Solution:** it refers to the design and development of an intuitive and user-friendly interface which reflects pure design and clarity. The interface should increase learner confidence by enabling them to get easy access and find the information within a maximum of 3 clicks. It refers to achieving at least 95% browsing satisfaction during the UX tests.

### **Challenge 3: Allow learners to get easily oriented into their training course.**

**Solution:** By creating an efficient layout based on the REGIO corporate identity, as well as making UI patterns that give our learners some grounds of familiarity to consume the training content effectively. By creating consistency and coherence between all UI elements – the user accessibility and responsiveness would be significantly improved.

### **Challenge 4: Enable learners to have access to the “REGIO.DIGI.HUB Academy” from smartphones and tablets.**

**Solution:** In order to assure smooth interaction through a dynamic change to the appearance of the LMS pages on a variety of screen types and gadgets, a responsive web design (RWD) will be employed.

However, a Moodle-theme that best matches with our needs, which were identified into our initial research, was selected. A thorough investigation was carried out and “Adaptable” was outlined as a theme which features satisfy all of the above-mentioned requirements. Adaptable is a highly customizable responsive two column theme which promotes an abundance of useful features. The concept behind “adaptable” is to have a common theme developed and tested by a community of users which can be branded and configured according to our needs. A custom layout by using drag and drop features may be defined for the following Moodle pages:

- ❖ Front page
- ❖ Course page
- ❖ Footer
- ❖ Dashboard

In addition, the theme of the “REGIO.DIGI.HUB Academy” offers fully customizable: fonts, colors, block styles (including icons) and buttons (including their radius). Alongside its high-level of customization, this powerful theme features the following functionalities: additional layout settings for width, slider width, padding of various elements, social icons, or Search box in header. Furthermore, it offers highly effective support for Social Wall Course Format, Support for Grid Course Format, many mobile settings, option to add login form in header on front page, Favicon uploader, Background image uploader, Activities status, additional block regions for Adaptable News Slider and other plugins developers may wish to add. By considering the above-mentioned characteristics, “Adaptable” was selected as a Moodle theme that significantly facilitates our UI/UX by matching our target audience preferences.

### **Conclusion**

The completion of “REGIO.DIGI.HUB Academy” would enable learners to obtain edge-cutting digital competences to facilitate the sustainability of the training program through continuous improvement. Since the development of this truly innovative platform focuses on the integration of digital learning tools and features that encourage learner intercultural collaboration and networking, the execution of “REGIO.DIGI.HUB Academy” will significantly improve the development of digital readiness, resilience, and capacity across Europe.



**7**

# **Learning Strategy Definition in Workplaces**

## 7. Learning Strategy Definition in Workplaces

Learning strategies are methods through which humans pick up new knowledge, skills, and attitudes. 30 workplace learning strategies have been identified in the literature. However, analysts have identified common areas of activity and reduced them to 9 in order to facilitate their analysis and presentation. Among them, it was observed that informal learning strategies such as completing new tasks and working with others were preferred over formal activities such as courses. Moreover, formal learning activities are adopted more by large business executives, while informal learning by small business managers. For example, it is observed that human resource development professionals prefer independent learning activities, while school teachers prefer interactive learning activities. Despite the fact that different groups have diverse preferences for learning activities, some of these groups still share some interests in common (Crouse, Doyle, and Young 2011).

*The most known learning strategies are:*

Strategy 1: Taking courses and programs

Strategy 2: Doing work/new tasks

Strategy 3: Working with others

Strategy 4: E-learning

Strategy 5: Observing others

Strategy 6: Trial and error

Strategy 7: Reading/researching

Strategy 8: Reflecting on action

Strategy 9: Feedback/replication/vision

### **Implementation of a Learning Management System (LMS)**

It might be challenging to successfully execute employee learning initiatives at scale. These programs frequently entail identifying individual requirements, monitoring development, and gaining access to resources that can fill in knowledge gaps. An integrated LMS enables companies to tailor the learning experience to the correct value while having access to world-class resources to provide training as required. An LMS assists HR executives and their teams in identifying training needs, creating personalized learning paths for each employee, and delivering mixed-mode training that includes online video courses, live webinars, written texts, and access to live events.

### **Create learning pathways for each member**

Through an LMS, every employee has the ability to create and deploy customized learning paths. Even if respective managers choose not to fully integrate technology for learning management, developing customized learning paths for each employee has several benefits. Employees are free to articulate what they would want to learn and then focus their professional development on specific objectives like improved performance, preparing them for new opportunities and setting



them up for long-term progress within the company. Managers can utilize monthly meetings to set goals and analyze progress after incorporating learning needs assessments into the annual review procedure.

### Use Data for Better Decision-Making

To create an effective learning program, using data is critical for better results. For example, the existence of knowledge gaps, the sectors of the company they affect, and the efficacy of certain learning initiatives and programs may all be swiftly determined with the use of data. By using data to validate the choices made about where to focus learning efforts, you can set clear performance metrics to improve overall ROI (return on investment).

### Think Processes Instead of Events

Instead of investing in one-day learning events, look at models like mentorships and coaching for long-term sustainable results. According to Forbes, It is not usually effective for the group to organize a one-day seminar or to be given a talk by a specialist. It is often observed that with this practice people forget what they learn, do not get to apply it or management never creates time to revisit the techniques and think about how to use them strategically.

### Request comments and feedback from the team

The best LMS will be the one that will address the needs of the target groups and will be structured according to these needs. Frequently, a worker is the best person to determine what they need to do their work more effectively, such as developing their statistical skills or learning about a upcoming trend in their sector. For example, businesses are achieving this goal in a variety of ways, including simply asking what employees want to learn through surveys or during reviews. Businesses may invest in the proper areas for future development with the support of employee input.

Of course, employee needs and the organization's long-term growth goals must be balanced in effective workplace learning programs. The respective managers provide the foundation for effective learning at all levels and sustainable growth across the organization by embracing employee-driven proposals and data when creating an integrated learning management program.

## 7.1. Organizing training programs in workplaces and training institutions

A training program is a well-thought-out series of tasks intended to provide employees with the information and skills they need to advance their careers. Achieving certain corporate objectives is the focus of each training program. Creating successful training programs is not an effortless process that is completed in one day. They are the end product of thorough planning and development. The steps for developing a successful training program that meets corporate goals and is interesting for learners are provided below (How to Develop an Employee Training Program n.d.).

### <sup>st</sup> **Step: Defining the task**

**Training Needs:** The first step is the analysis of training needs. At this stage one should look for why there is a gap in the current conditions and the desired result. Assessing employee training needs before hurrying into action increases the chances for success and reduces the risk of expensive mistakes. Therefore, a needs assessment is recommended, and the desired results are possible mostly through interviews with stakeholders and everyone who is interested in the success of the training.

**Training aims:** An important part of the process is setting the training goals so that it is clear what needs to be achieved, and they serve as a baseline that will be used to measure the results of the program after it has been launched.

**Targeted audience:** A necessary condition for the creation and organization of a training program, is to take into account for which learners it is made. The following features need to be clarified:

- ❖ Number of learners
- ❖ Job position
- ❖ Characteristics like average age, educational level, learning styles, computer literacy etc.
- ❖ If they are learners with disabilities

Also, their opinion regarding the following questions:

- ❖ *What topics are they supposed to be the most useful in their work?*
- ❖ Are there any special requests?
- ❖ What are their attitudes toward learning? Will anyone resist training? If so, why?

**Task environment:** It concerns topics like: Who is the decision maker, who are the stakeholders, who else knows about the project and can provide you with useful information. Also, if there are any preferences in the usage of certain technologies, tools, and delivery methods?

## **2<sup>nd</sup> Step: Creating a framework for the program**

After the needs analysis, the content should now be developed in a suitable format for distributing it, and some easily measurable metrics that help you monitor the course of the program.

**Learning objectives:** Effective learning objectives are frequently closely related to the outcomes of learners in the workplace. In other words, it should be defined what the learner will be able to do (skills) after completing the training program. You will also need to create subgoals for each of the modules or lessons as training programs typically have many of them. To educate staff members on how to operate a coffee machine, for example, the main learning aim may be:

For lesson 1 — learn the control switches

For lesson 2 — learn how to install the machine and make it ready for work

For lesson 3 — learn how to fill the machine with ingredients

For lesson 4 — learn how to sanitize the machine

### *Instructional tactics*

According to the book: “The Accelerated Learning Handbook” (Meier 2000), a four-phase learning cycle is suggested.

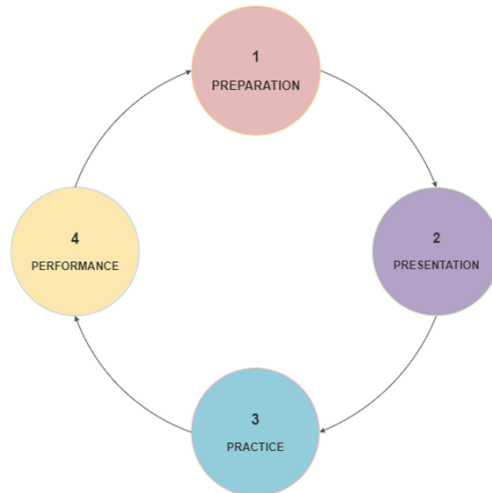


Figure 2: Learning cycle

**1 Preparation:** By giving the learners background, outlining the significance of the subject, and establishing objectives and expectations, this phase aims to pique their interest. You will also need to handle any negative emotions the learners may experience. A neglected preparatory stage results in boredom, inattention, and program failure.

**2 Presentation:** The next step concerns the delivery of the training content to the learners in a meaningful and engaging way. The role of graphic design is crucial, as there will be extensive use of attractive fonts, colors, and markings to attract the interest of learners. The material is then thoroughly revised, including the introduction of new vocabulary, the inclusion of comprehensive examples for each novel concept, and the consideration of various learning preferences. A weak presentation can be identified by a blank expression on the learners’ faces: the eyes see but the brain does not.

**3 Practice:** At this stage, you need to motivate participants to think about incorporating the training material into their daily life rather than just allowing them to passively consume it. Of course, this contains a variety of tests and interactive practical assignments but is not limited to these. You also need to help learners organize information by constructing mind maps and writing key takeaways; help them along the journey by generating analogies, metaphors, and creating storylines; and help the information stick by using mnemonic strategies and underlining the most important things.

**4 Performance:** of course, as always, to learn something you must apply it. Therefore ways should be sought to encourage students to use knowledge outside the classroom. Will you create training handouts to print and use in their daily routine? Provide learners with post-training performance evaluation and feedback? Or even run a post-training series of micro-lessons so the information has a higher chance of being retained? Before you start really developing the training, you must carefully plan out your concepts and incorporate a learning process framework.

### ***Step: Preparing the Content***

Lectures, e-books, video lessons, realistic simulations, interactive exams that resemble games, and an extensive list of other formats are all examples of eLearning material. To keep learners' interest and accommodate various learning styles, a successful training program incorporates a variety of activities. Although your program now has a framework, you still need to organize and deliver the material in each training module. The modular structure listed below is simple yet effective:

- ❖ Give an overall description
- ❖ Provide details
- ❖ Add concrete real-world examples
- ❖ Write a summary of the lessons learnt.

Additionally, a plan is required for each autonomous unit of the program, whether it be a module, lesson, or whatever name you want. The strategy will help you identify appropriate learning activities, give each module a clear emphasis, and ensure that the material meets the time constraints for each training session.

**Training materials:** The core of every training program is the creation of real presentations, handout materials, and training exercises. But if you have followed the preceding phases and are certain of your learners' identities as well as what they need to learn and why, creating training materials is just a matter of technique. Depending on your objectives, you may create e-courses on your own or ask for assistance from designers, video editors, and voice actors. However, even if you have the financial means to engage a whole team of specialists in several fields, we still advise having some familiarity with the most widely used writing tools.

Finally, it takes a lot of information collecting, research, decision-making, planning, and teamwork to create a training program.

# ANNEXES

## ANNEXES

### Learning and User Agreement

The **Regio.Digi.Hub Open Learning Platform** [hereinafter referred to as the platform] is an information service offered Regio.Digi.Hub.

#### The aim of this platform is to provide e-learning modules to:

- Professionals in the regional development sector (regional development agencies, innovation agencies, civil servants from local public administration, European Structural Funds consultancy companies, SMEs, trainers, researchers)
- Policymakers, senior technicians, and key socioeconomic actors in the regional development sector

Regio.Digi.Hub is a project funded by the European Commission which aims to incorporate innovation and digitalization to create a more flexible and modern high quality VET system at European level to expand access, to model how learners learn and student outcomes, as well as the efficiency and effectiveness of delivery and how learners' achievements will be recognized and validate.

#### The project consortium is formed of the following European organisations:

- North East Regional Development Agency – Romania (project leader);
- Politeknika Ikastegia Txorierrri – Spain;
- Budakov Films EOOD – Bulgaria;
- Backadoo Novi Sad Regional Agency – Serbia;
- IDEC – Greece;
- Rusenka Targovsko Industrialna Kamara – Bulgaria;
- BSC, Poslovno Podporni Center – Slovenia;
- Atlantis Engineering AE – Greece.

#### The learning outcomes of the course are:

1. Lifelong learning for reskilling/upskilling, rapid adjustment to the needs of the market
2. Understanding and identifying sectors in which smart specialization policies and concepts can be applied
3. Identifying innovative development solutions and expansion of knowledge (sectoral, cross-sectoral, local).
4. Identifying the common elements between the smart specialization niches of each sector and major regional challenges
5. Development of Smart Skills: T-shaped skills, smart solutions thinking, smart planning
6. Green mindset and Sustainability's in innovation, leadership and corporation
7. Adapting to digital communication and being familiar with digital literacy, IT education, Artificial Intelligence

8. Green Strategy: Circular economy and low-carbon technologies
9. Social-environmental-CSR, Sustainable consumption, Ecological footprint, Social Enterprises
10. Adaptability and transferable skills to enable workers to learn and apply the new (low carbon) technologies and process required to make their jobs greener
11. Leadership and Motivation
12. Creating and applying an action plan
13. Creative thinking and problem solving
14. Identify new trends and market demands to produce new goods and/or services that appeal to its target audience and how they will affect your organization
15. Understanding and applying Social Entrepreneurship principles

### Registration and user account

The password for the users' account has to be kept secret. It's not allowed to hand out this information to a third party. By completing the registration process and accessing the Platform, you accept these Learning and User Agreement.

During the processing of the Regio.Digi.Hub learning program you are responsible for everything what happens with the aid of your user name and your password.

### Valid E-Mail address

All personal data is treated with respect and protected from unauthorized access. The project team reserves the right to use anonymous data for project-related research or public relations.

### Copyright

When you agree to this learning and user agreement, you explicitly acknowledge that the Regio.Digi.Hub learning environment contains information, texts, software, pictures, videos, audios, graphics and other materials which are protected by copyright, trademarks or patents and that the copyright exclusively belongs to the Regio.Digi.Hub consortium and the European Union.

The right of use for the Regio.Digi.Hub products are not transferable and only refer to yourself. You may use, constitute, reformat, download and print the materials which are made accessible for you in Regio.Digi.Hub. These rights only refer to private, uncommercial use.

It is not allowed to duplicate, to use, to transfer or to publish the Regio.Digi.Hub materials for other purposes.

Please contact the consortium when you want to use the Regio.Digi.Hub materials for other than the named purposes.

### About this learning and user agreement

The learning and user agreement can be read online on the login page of the platform. The administrator of the platform could add or change the content of the user agreement any time. In case of relevant changes users will be informed as they will have to renew their acceptance. In case of disagreement with new regulations of the user agreement you are free to quit your

participation of the platform. Therefore please contact the administrator. With accessing the platform after a change on the user agreement was made will be seen as acceptance of the addition or changes.

## End of learning and user agreement

To terminate a user's participation in the platform, an informal message should be sent to the administrator or the user's account should be deleted. After the end of the project, the platform can remain online for a certain period of time, but will be closed one day. At the end of the project all user accounts on the platform will be deactivated. All data collected during the period the platform was online can be used as described above.

## Updates

It might happen that an update of the platform will be necessary to be done. For that reason the platform could be set offline. The administrator will keep the period of such an update as short as possible. During an update phase all or at least some of the functions of the platform could be out of work.

## Disclaimer

We are not liable for damages resulting from the use of this platform. We are not liable for any damage caused by malware or the installation or use of software when calling up or downloading data.

The operator expressly reserves the right to change, supplement or delete individual web pages, web services or the entire website without prior notice or to temporarily or permanently cease publication.

Please do not post any messages or add any documents to the platform that are not related to the aims of the project. If you do this all the same, these postings or documents could be deleted by the administrator and your account to this platform might be blocked. There is no warranty for the service of this website. If you have questions concerning this agreement or the service of the platform please contact the administration.

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

## GDPR

I agree to the use and processing of my personal data provided during the learning process, in the platform.

They will be used for the purpose of organizing and carrying out project-specific activities, for statistical purposes, as well as for archiving, in compliance with all legal provisions. The name and surname, telephone number and e-mail address will be processed and used, for the proper information of the participant during the project, for the issuance of participation certificates and for specific subsequent information.



I declare that I have been informed of all my rights under "Regulation (EU) 2016/679 on the protection of individuals with regard to the processing of personal data and on the free movement of such data", as well as on the fact that the data provided will be treated confidentially, will be protected, will not be transmitted to any third party except on legal grounds, at the request of public/control authorities, etc. and will be processed for statistical purposes within the project consortium with the application of all technical measures and adequate organizational for their protection and security, being stored and archived within the consortium, in accordance with the observance of all legal terms and provisions in the field.

I confirm that I have read and understand the conditions of the learning and user agreement and I understand that the course is dedicated to workers in regional development sector.

# Memorandum of Understanding

Project no.

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## Memorandum of Understanding

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**Circulation:** Confidential  
**Partners:**  
**Authors:**  
**Date:**

Memorandum of Understanding

**1 – General objective:** Through this Memorandum of Understanding (MoU), all organisations of the Regio.Digi.Hub consortium agree and recognize the 15 competences that the „regional development competent” expert will gather, by graduating the Regio.Digi.Hub online course, that will be available on the E-learning platform: [www.....](#)

**2 – Period of Eligibility:** The period of eligibility of the agreement set down in the MoU is from *Month/Year to Month/Year*.

### 3 – Information about the Partners

#### Partner 0

Name of the Organization:	Agentia pentru Dezvoltare Regionala Nord-Est
Type of Organization	Nonprofit Organization
Address	Str. Lt. Draghescu, nr. 9, 610125
City	Piatra Neamt
Country	Romania
Contact Person	Ana-Maria Paraschiv
Job Title	Project Manager
Phone Number	0040 233218071
E-mail	<a href="mailto:ana.paraschiv@adrnordest.ro">ana.paraschiv@adrnordest.ro</a>
Home Page	<a href="http://www.adrnordest.ro">www.adrnordest.ro</a>
Short description of Partner	NERDA has expertise in training activities throughout the Regional Studies Center and has already implemented several projects in the field of sustainability, digitalization and regional development.

#### Partner 1

Name of the Organization:	
Type of Organization	
Address	
City	
Country	
Contact Person	
Job Title	
Phone Number	
E-mail	
Home Page	
Short description of Partner	

#### Partner 2

Name of the Organization:
Type of Organization
Address
City
Country
Contact Person
Job Title
Phone Number
E-mail
Home Page
Short description of Partner
<b>Partner 3</b>
Name of the Organization:
Type of Organization
Address
City
Country
Contact Person
Job Title
Phone Number
E-mail
Home Page
Short description of Partner
<b>Partner 4</b>
Name of the Organization:
Type of Organization
Address
City
Country
Contact Person
Job Title
Phone Number
E-mail
Home Page

Short description of Partner
<b>Partner 5</b>
Name of the Organization:
Type of Organization
Address
City
Country
Contact Person
Job Title
Phone Number
E-mail
Home Page
Short description of Partner
<b>Partner 6</b>
Name of the Organization:
Type of Organization
Address
City
Country
Contact Person
Job Title
Phone Number
E-mail
Home Page
Short description of Partner
<b>Partner 7</b>
Name of the Organization:
Type of Organization
Address
City
Country
Contact Person

Job Title
Phone Number
E-mail
Home Page
Short description of Partner

*\*further tables can be added*

#### **4 – Information about the training program or qualification concerned**

The Regio.Digi.Hub project aims to incorporate innovation and digitalization to create a more flexible and modern high quality VET system at European level to expand access, to model how learners learn and student outcomes, as well as the efficiency and effectiveness of delivery and how learners' achievements will be recognized and validated. Mainly, these effects will have a major impact not only on individual learners, but also on educational institutions.

The main target groups of Regio.Digi.Hub have been identified as follows:

- Workers in the regional development sector (regional development agencies, innovation agencies, civil servants from local public administration, European Structural Funds consultancy companies, SMEs, trainers, researchers)
- Policymakers, senior technicians, and key socioeconomic actors in the regional development sector

#### **5 – General agreement on the Units of Learning Outcomes that can be considered under the present MoU.**

Units of Learning Outcomes:	
1	Lifelong learning for reskilling/upskilling, rapid adjustment to the needs of the market
2	Understanding and identifying sectors in which smart specialization policies and concepts can be applied
3	Identifying innovative development solutions and expansion of knowledge (sectoral, cross-sectoral, local).
4	Identifying the common elements between the smart specialization niches of each sector and major regional challenges
5	Development of Smart Skills: T-shaped skills, smart solutions thinking, smart planning
6	Green mindset and Sustainability's in innovation, leadership and corporation
7	Adapting to digital communication and being familiar with digital literacy, IT education, Artificial Intelligence
8	Green Strategy: Circular economy and low-carbon technologies
9	Social-environmental-CSR, Sustainable consumption, Ecological footprint, Social Enterprises
10	Adaptability and transferable skills to enable workers to learn and apply the new (low carbon) technologies and process required to make their jobs greener

11	Leadership and Motivation
12	Creating and applying an action plan
13	Creative thinking and problem solving
14	Identify new trends and market demands to produce new goods and/or services that appeal to its target audience and how they will affect your organization
15	Understanding and applying Social Entrepreneurship principles

No.	TRAINING MATERIALS THEME
1	Smart Specialization Strategies (1-5)
2	Green And Digital Transformation (6-10)
3	Innovation Entrepreneurship (11-15)

## 8 – Conditions for the establishment of the Learning Agreement

This MoU is subject to a valid Learning Agreement, agreed between the above Partners, and the participant, prior to the course, through the acceptance of the following points, before starting the online course:

- a) Identification of the Units concerned in the MoU;
- b) Assessment methods/tools developed by the consortium;
- c) Production of a Personal Transcript template in which are specified the number of ECVET points allocated to each Unit;
- d) Validation and recognition from the consortium of the competences acquired by the learner.

The acceptance of the Learning Agreement is a mandatory step to start the course.

## 9 – Signatures

By using this MoU, we accept each other's status as competent organizations, as well as each other's quality assurance, assessment, validation, recognition criteria and procedures as appropriate for delivering the final course.

Each member of the consortium agrees to provide the necessary means and resources to carry out the development of the project results.

The consortium under the coordination of the Quality Assurance Leader will guarantee the high quality of the outputs according to the contemporary needs of regional development.

IN WITNESS WHEREOF, the parties have executed this Memorandum of Understanding the day and year written above and here below.

*Partner 0: ADR NORDEST*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 1:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 2:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 3:*

*City, date:*



*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 4:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 5:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

*Partner 6:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*



*Role:*

*Partner 7:*

*City, date:*

*Signature and Stamp of the organization:*

*Name:*

*Role:*

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