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Training Manual

Enhancing multi-stakeholders' capacity to engage in regional smart specialisation strategies

WP3

Co-funded by the Erasmus+ Programme of the European Union

RE-ACT

Self-reflection Tools for Smart Universities Acting Regionally

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Content

Introduction

This Manual, developed under WP3 of the RE-ACT project, is aimed at supporting RE-ACT's partners in the implementation of the course "Enhancing multi-stakeholders' capacity to engage in regional smart specialisation strategies" targeted at RIS3 stakeholders from the triple/quadruple helix, different from HEIs. The Training Manual is part of the WP3 training package (developed by SERN), which also includes the training contents and the dossier of resources for participants in the training, as well as the guideline for selecting trainers and trainees (prepared by UBB). Because of the restrictions introduced due to the SARS-Cov-2 outbreak and in order to ensure the future sustainability of the project's results, the materials associated to the training course are suitable for implementation in a virtual learning environment, e.g. via Moodle, Zoom, MS Teams or any other suitable platform. The duration of the training was adjusted to the online training environment, as well.

WP3 of RE-ACT is led by UBB and involves all partners. It is structured in four tasks and it comprises activities aimed at boosting collaborative processes between the actors of the triple/ quadruple helix at regional level. More aware, informed and willing to participate and contribute to regional development, key actors will work together, benefiting from the capacitation programmes in which they were previously involved and using as basis the joint positioning agreed among HEIs at regional level and refined with the inputs of local authorities leading RIS3 and other key actors. HEIs will play a pivotal role, linking and catalysing collaborative processes and affirming their positioning as smart universities regionally embedded and responsible.

The course starts by introducing stakeholders to the RE-ACT project and its goals, along with a short introduction to key concepts such as RIS3, smart specialization, triple and quadruple helix among others. The first module aims at enabling a first discussion around the challenges in designing and implementing effective RIS3- related collaborations while presenting innovative experiences already set up in the country HEI partners come from.

The second module describes the idea of quadruple helix in more detail, focusing on what actors and institutions represent in each part of the helix and how synergy exchanges could be a step forward towards regional innovation. The module also presents the HEInnovate tool and aims at explaining the eight dimensions for self-assessment, keeping the focus on how the tool and especially the new HEInnovate for RIS3 can be used to enhance effective collaboration and support HEIs in undertaking a key role in smart specialisation at regional level. In addition, information will be given on how other stakeholders can support HEIs self-assessment processes. Based on this information, participants are invited to reflect upon issues experienced in their region and explore how barriers to communication and collaboration could be overcome and how the cooperation with HEIs and other actors from the regional innovation (eco-)system could be enhanced and be made more effective.

The third and final module intends to spur a proficient debate on how to build long-lasting collaborative partnerships within RIS3 and provide a stepping-stone for better networking and collaborative strategies, reinforcing the key role of HEIs.

Due to the interlinks with other WPs, this manual may need to be updated and slightly changed depending on outputs and deliverables from different tasks under WP1 and WP2 which are not finalised yet.

	Synchronous training	**Self-study**
Duration	7 hours	5 hours
When	July/September 2021	July/September 2021
Content	Training package prepared by SERN	Dossier of resources prepared by SERN + country specific materials
Indicators	75 participants	75 participants

Results	Participants are more aware of their role on RIS3 and how to improve collaboration between stakeholders.	Participants understand key concepts and are able to reflect on best practices to enhance collaboration

TABLE 1: MAIN COMPONENTS AND INDICATORS FOR WP3 TRAINING AND SELF-ASSESSMENT

In the next pages, this manual provides a presentation of the course (Chapter 1), followed by a more detailed description of the content and resources per module (Chapter 2). Chapter 3 includes recommendations and support tools for the course implementation and Chapter 4 focuses on assessment and reporting. Annexes to this report are separate files and include: Guidelines for selecting trainers; Guidelines for selecting trainees; Practical exercises for module 1 and 2; Ppt slides for module 1; Ppt slides for module 2.

1. Presentation of the course

Title: Enhancing multi-stakeholders' capacity to engage in regional smart specialisation strategies

Duration: 12 hours (corresponding to 2 days of training, out of which 7 hours of synchronous training and 5 hours of self-study; split into 3 modules)

Target groups: In total 15 persons representing regional and local public authorities, RIS3 responsible organisations (i.e. regional and in some cases national authorities or organisations responsible for the elaboration and implementation of Smart Specialisation Strategies), representatives of business environment (Businesses, business organisations, associations, trade associations, clusters, chambers of commerce, etc.) and, additionally representatives of workers, consumers and citizens at large (NGOs, consumers' or workers' associations, student organisations, individuals, etc.). For addressing and gathering the stakeholders please see the Guidelines for selecting trainees.

Mode of delivery: each partner will choose the most suitable way of delivery in the country. Resources/support materials will be provided by SERN in electronic format.

Objectives: at the end of the training, participants shall:

- Be familiar with the key concepts related to RIS3 (research and innovation strategies for smart specialisation) and their relevance in the current and future context;
- Be able to identify the different types of stakeholders involved in the design and implementation of innovation-driven regional development strategies, their specific roles and benefits of multi-stakeholder cooperation;
- Be familiar with the HEInnovate tool and how it supports the role of universities and collaboration with other stakeholders of the innovation ecosystem;
- Be familiar with the HEInnovate for RIS3 new self-reflection online tool and how it supports the role of the various regional stakeholders for a successful innovation-driven ecosystem;
- Understand the potential of cooperating with HEIs and explore the most efficient ways to collaborate with HEIs, as well as with other regional stakeholders for the mutual benefit of all players from the regional innovation system;
- Be able to be involved in HEI self-assessment processes.

Structure/Programme:

I. Understanding the concepts and tools (training, debate, self-study) → **II. Enhancing regional collaboration**

Enhancing multi-stakeholders' capacity to engage in regional smart specialisation strategies	Duration (total)	Training session	Self-study
Module 1. About and around RIS3: What, Why, What for? 1.1. Check-in and expectations 1.2. Presentation of the course and follow-up activities 1.3. The RE-ACT project 1.4. RIS3 and its importance 1.5. RIS3 in … (each region/country)	**4h**	2h30	1h30
Module 2. The stakeholders of RIS3: Who? To whom?	**4h**	2h30	1h30

2.1. Roles and potential benefits for RIS3 stakeholders 2.2. HEInnovate: from self-assessment to bridging HEIs with the world 2.3. Best practices			
Module 3. Reach-out and benefit from RIS3: How? What now? 3.1 Introduction to the new HEInnovate for RIS3 self-assessment tool 3.2 Making the best out of RIS3 collaboration 3.3 Long lasting regional collaboration strategies 3.4 Next steps	**4h**	2h	2h

This training is the first major project activity involving other stakeholders than HEIs and has the objective to lay down the foundations for the participation of actors in other project activities, mainly workshops and events that will be organised as part of Task 3.3. More details on the follow up activities can be found in the Intervention Protocol of WP3.

2. Training resources and support materials

The tables in this chapter provide a description of the content and resources for each module, as well as complementary information to support their implementation. More specifically, for each module the following information is presented: duration (including synchronous sessions and self-study); chapters of the module; objectives; summary; recommended session plan and methodologies; materials for synchronous session; materials for self-study; additional resources. We distinguish “Materials for self-study” from “Additional resources” in the following sense:

- **Materials for self-study**: these materials are compulsory for participants to consult/read as they are counted as training time. These materials include information directly relevant to the course (i.e. not many or very long documents) and should not be seen as optional reading.
- **Additional resources**: these are extra materials that trainers consider interesting to share with participants in case they wish to further explore some of the themes. Still, trainers should avoid overwhelming participants with documentation that may become confusing considering the short time of the course.

As mentioned in the introduction, part of the information and resources are not available at this stage, as they relate to the tool HEInnovate for RIS3 that is not yet ready. Thus, complete information is provided for Part I. Module 1 and Module 2; partial information is provided for Part I. Module 3.

There can be one or more trainers involved in the delivery of the training. For certain practical exercises they should be assisted by facilitators. For further information please see the Guidelines for selecting trainers and methodological aspects linked to the exercises referred to on slide 6 in the .pptx for Module 1 and slide 31 of the .pptx for Module 2.

Enhancing multi-stakeholders’ capacity to engage in regional smart specialisation strategies

Module 1. About and around RIS3: What, Why, What for?	
Duration	2h30 training (synchronous)
Chapters	1.1. Check-in and expectations 1.2. Presentation of the course 1.3. The RE-ACT project 1.4. RIS3 and its importance 1.5. RIS3 in each… (region/country) 1.6. Conclusions
Objectives	- Understand key concepts related to RIS3 - Identify different types of stakeholders involved in regional development strategies - Get to know the respective regional innovation strategy - Reflect on benefits of multi-stakeholder cooperation
Summary	The course will start with welcome words from the trainer, presentation of the agenda and presentation of participants (for the whole group), followed by a practical exercise for participants to share their experience regarding cooperation with other actors and involvement in RIS3 processes.

	This will be the context to introduce the training and the activities that will take place after the training, as well as a benchmark for assessing the usefulness of the first two modules of training during an exercise under Module 2. Based on answers the trainers will also be able to decide what parts of the training material needs to be put more emphasis on. Then, the RE-ACT project is presented as a tool to support the engagement of the relevant stakeholders in RIS3 design and implementation. RE-ACT is providing this training for stakeholders to understand the relevance of their role and get to know tools to support their collaboration and the results they can achieve by enhancing their cooperation with HEIs. This will be followed by a presentation of the main concepts related to RIS3, its implications and challenges. The main types of stakeholders (of the quadruple helix) to be involved in RIS3 design and implementation are also introduced and their particular roles underlined. After having a better understanding of the RIS3, there will be a brief presentation of the regional RIS3 and its status. If adequate, region-specific relevant information from the interviews conducted with RIS3 responsible organizations in WP1 can be provided or relevant information gathered from the practical exercises conducted during the training for HEIs in WP2. This part can be closed with further discussions with participants. They can be asked to share brief sentences on how they see their regional RIS3 and cooperation - reality/experience, expectations - with regional HEIs.
Recommended session plan and methodologies	1.1 <u>Welcome and introduction</u> **Trainer and participants present themselves.** Trainers present themselves, as well as the objectives and agenda for Module 1. After this, participants shortly introduce themselves (name, organisation represented and position in the organisation). After presenting themselves for the group, participants are invited to share some ideas about their quadruple helix cooperation experience based on the methodology and questions provided in Annex 3 (slide 6 of the ppt). 1.2 <u>Course presentation</u> **Trainer presents based on .pptx** 1.3 <u>The RE-ACT Project</u> **Trainer presents based on .pptx:** - Main steps and expected results - What has been achieved - Next steps on the project 1.4 <u>RIS3 and its importance</u> **Trainer presents based on. pptx:** ○ Basic concepts related to RIS3, e.g. smart specialization strategies, regional development, quadruple helix, innovation. ○ Smart specialisation patterns: transition, diversification, modernisation, radical foundation of a new domain.

	○ Impact and challenges of RIS3 ○ Who is who in RIS3? Stakeholders of the Quadruple Helix **Debate/sharing experience (see ppt slide 25):** trainer invites participants to name one institution from each part of the helix, in their region (we suggest using a collaborative online platform so participants can add their answers). 1.5 <u>RIS3 in each region</u> **Trainer presents based on ppt (**present RIS3 with more transferability potential to your region and display the others as additional reading): ○ Brief presentation of the RIS3 main priorities, status of development and implementation in each partner country/region. ○ Relevant findings from the interviews performed by partners with each regional/national RIS3 responsible organization during WP1 and/or information gathered during training for HEIs under WP2. **Debate activity (slide 59 and 60):** Start a debate by asking the questions in slide 58 and then we suggest creating a poll with the statements in the table, so participants can vote on the ones representing challenges regarding collaboration in their region (to make a poll we suggest *mentimeter*). As an alternative, participants may just complete the table and share the results with the group. 1.6 <u>Conclusions and next steps</u> ○ Questions? Comments? ○ Presentation of additional reading (not compulsory) and repository of resources ○ Final reminders: sign attendance list/ ask participants to complete a *jotform* (see section 3.3. about support tools).
Materials for synchronous session	- .pptx presentation (EN) to support the implementation of the session: *react_course_M1_stakeholders.* We recommend sending/making available this file to trainees right after the synchronous session, together with the additional materials.
Materials for self-study	(according to each partner's decision, pdf documents for further reading can be provided on the RIS3 of the respective region, e.g. priority areas, action plan)
Additional resources	*M2 AR_S3 plat brochure Smart specialisation*: provides a definition of Smart Specialisation *and* examples of regions with "Smart specialisation in action", *M1_AR2_EC - DG Regional and Urban Policy (2021). Supporting Sustainability Transitions under the European Green Deal with Cohesion Policy. Toolkit for national and regional decision-makers. Luxembourg: European Union Publication Office. - chapters 2, 3, 4 and 5.*

Module 2. The stakeholders of RIS3: Who? To whom?	
Duration	2h30 training 1h30 self-study with additional materials
Chapters	2.1 Quadruple helix cooperation: Roles and potential benefits for RIS3 stakeholders 2.2 HEInnovate: from self-assessment to bridging HEIs with the world 2.3 Best practices 2.4 Conclusions and take-aways
Objectives	• Understanding roles and potential benefits for RIS3 stakeholders • Getting to know self-assessment tools to bridge gaps • Reflecting upon best practices in stakeholders engagement
Summary	The second module will go into more detail about the different stakeholders of the RIS3, their roles and potential benefits and what other stakeholders can expect from them. There will be a focus on the RIS3 responsible organisations, local/regional public authorities, the business sector, the citizens representatives, and HEIs. This focus on HEIs as key players in RIS3 will provide the bridge to introduce HEInnovate and highlight the benefits of cooperation with HEIs. Besides being a self-assessment tool for HEIs, HEInnovate challenges HEIs to "look around" and interact with other stakeholders. Thus, HEInnovate can also be a tool to support or initiate collaboration, as well as obtain feedback from other stakeholders in order for HEIs to improve their activity. This part will end with a presentation of good practices that illustrate the benefits of collaboration among regional stakeholders (RE-ACT is developing a tool to assess and enhance this collaboration around RIS3). To close this module, the main conclusions will point to the relevant role of each stakeholder in the RIS3 and on how conditions for a better involvement and interaction can be created in different regional settings. Considering all the issues addressed in the module, participants will be invited to define what are their expectations regarding the intervention of each type of stakeholder in the RIS3 design and implementation. Until the next module, participants are invited to better know their regional stakeholders in the RIS3, to explore/use HEInnovate and, if they wish so, to contact them and exchange views (something that will be actively promoted in the next module and upcoming activities) or, on a case-by-case basis, to support self-assessment of HEIs involved in the project with HEInnovate.
Recommended session plan and methodologies	<u>Welcome and introduction</u> ○ Questions or comments linked to the previous session ○ Overview of the module <u>2.1 Quadruple helix cooperation: Roles and potential benefits for RIS3 stakeholders</u> **Trainer presents based on .pptx:** ○ RIS3 responsible organizations ○ Local/regional public authorities ○ Business sector ○ The "fourth helix": NGOs, consumers, citizens, workers, students

	○ Higher Education Institutions: the role of Entrepreneurial HEIs in place-based and innovation-driven Regional Development: profile of HEIs, potential contributions to RIS3 and advantages of cooperation with HEIs for other stakeholders. ○ Value proposition for quadruple helix partners from RIS3 perspective (value proposition for each type of partner) **Brainstorming:** what could be the role of your organization in the innovation strategy in your region? (slide 16) 2.2 HEInnovate: from self-assessment to bridging HEIs with the world **Trainer presents based on .pptx:** ○ Purpose and main tools of HEInnovate ○ HEInnovate as a connection between HEIs and other stakeholders ○ Role of other stakeholders in the self-assessment process **Live demonstration on how to use HEInnovate**, from signing in as a guest to going through the eight dimensions reading at least one statement in each of them, so participants have a clear idea of what exactly is assessed. 2.3 Best practices in RIS3 **Trainer presents based on. pptx:** Best practices: HEIs engagement in the regional ecosystem (roles, benefits and added value of collaboration on the regional level) in line with their third mission. Examples or case studies of: Successful examples of HEIs developing their third mission. **Trainer refers to self-study materials** where participants can find more information on good practices already existent in RIS3 collaboration. **Debate activity** – pointing out what could be improved to enhance regional collaboration within RIS3 from each stakeholder´s perspective and specifically regarding cooperation with HEIs, at the same time assessing to what extent participants gained new knowledge during the training (change compared to answers given to ice-break exercise at the beginning of module 1). 2.4 Conclusions and take-aways **Activity**: Based on the information provided in the training, challenge participants to mention one thing each organization of the helix in their region should do to improve collaboration. Presentation of self-study materials and additional reading (not compulsory). Final reminders: sign attendance list/ ask participants to complete a *jotform* (see section 3.3. about support tools).

Materials for synchronous session	- .pptx presentation (EN) to support the implementation of the session: *REACT_course_WP3_M2_stakeholdersRIS3.* - .pdf file with description the good practise more relevant to respective region (see materials for self-study) We recommend sending/making this file available to trainees right after the synchronous session, together with the materials for self-study and additional materials.
Materials for self-study	Smart specialisation strategy for North-West Development region – Romania SmartPuglia2020 – Innovation and collaboration for RIS3 in Apulia Region Long-term commitment and leadership - South-Moravian region, Czech Republic Development of the third mission at the Transilvania University from Brasov - Centre (Centru) Development Region from Romania The Introduction of the Role of the Corvinus University of Budapest in Central Transdanubian Region as a RIS3 actor - Hungary, Central Transdanubia *(all documents available in the self-study folder)*
Additional resources	Edwards, J., Arregui-Pabollet, E., Biagi, F., Jonkers, K (2020). Factors influencing the potential of European Higher Education Institutions to contribute to innovation and regional development. EC. JRC. Retrievable from: https://publications.jrc.ec.europa.eu/repository/handle/JRC119771 Digital resources about HEInnovate: https://heinnovate.eu/en/resources/digital-resources Diverse reading materials on HEInnovate: https://heinnovate.eu/en/training-materials

Module 3. Reach-out and benefit from RIS3: How? What now?	
Duration	2h training 2h self-study with additional materials
Chapters	3.1 Introduction to the new HEInnovate for RIS3 3.2 Making the best of RIS3 with other regional stakeholders 3.3 Tools and tips for long-lasting regional collaboration 3.4 Next steps
Objectives	- Understanding the new HEInnovate for RIS3 - Making the best of RIS3 with other regional stakeholders - Reflecting on how to enhance long-lasting collaboration
Summary	This module will start by introducing RE-ACT's tool in the context of the themes addressed in the previous modules. The HEInnovate for RIS3 adds to HEInnovate the smart specialisation component along the eight existing dimensions by completing the

	tool with RIS3 specific content. After presenting the tool, participants will also be updated about the participation of HEIs of that region/country also engaged in RE-ACT and with whom there will be meetings and other interactions in the follow up activities. The second chapter of the module will be based on the results of the dynamic observed in Module 2, about the expectations of the various stakeholders of the RIS3. The results will be shared and there will be a discussion on the main roles of each stakeholder. In the third part, RE-ACT proposes to gather region-specific challenges and bottlenecks of quadruple helix cooperation, with emphasis on collaboration with HEIs. This will be put into practice in the upcoming stages of the project. Concretely, results will be used in developing institutional action plans in WP2 in line with regional needs, but can be channelled into other relevant deliverables as well.
Recommended session plan and methodologies	Welcome and introduction - Once this unit aims to support stakeholders promoting more effective partnerships, you can start with a quick icebreaker where participants are invited to share with the group two favourite things they like to do or two favourite objects. 3.1 Introduction to the new HEInnovate for RIS3 **Trainer presents based on .pptx:** ○ From HEInnovate to HEInnovate for RIS3: enhancing the RIS3 component in relation to each of the 8 HEInnovate dimensions ○ Concept and main features of the tool HEInnovate for RIS3: connection with HEIs involved in the project from that region/country that will use the tool 3.2 Making the best of RIS3 with other regional stakeholders **Trainers presents based on .pptx:** ○ Reaching out to others (namely HEIs), what can I get from it? (based on M2 dynamic's results). 3.3 Tools and tips for long-lasting regional collaboration **Trainer presents based on .pptx** 3.4 Conclusions and next steps ○ Questions? Comments? ○ Presentation of additional reading (not compulsory) and repository of resources ○ Final reminders: sign attendance list, ask permission to take a print screen as evidence of attendance, others.
Materials for synchronous session	- .pptx presentation (EN) to support the implementation of the session. We recommend sending/making this file available to trainees right after the synchronous session, together with the additional materials.

Materials for self-study	- pdf documents for further reading on the themes of the module. Support documents about the HEInnovate for RIS3 tool developed by the project. - Support information/tools for multi-stakeholder collaboration.
Additional resources	To be prepared

3. Training implementation

This section includes tips and tools for the implementation of the course.

3.1. Recommendations for the implementation of the synchronous sessions

- ✔ In preparation to the session, adjust the proposed lesson plan specific time slots allocated to each part. This will allow you to control time with the progress of the session.
- ✔ Make a technical check 15 min before the start of the session to make sure everything is set in place.
- ✔ If you do your session online, it is advisable that you record it (see slide 2 of synchronous session), so that you have evidence of the session and also to share the videos (if participants agree) with those who didn't attend the session. If you are not having your session online you can delete the slide about the recording but don't forget to take evidence (e.g. pictures) and have an attendance list.
- ✔ Besides the trainer/speaker, it is important to have a support person to take care of gathering evidence; answering participant's questions and doubts; support in technical issues, if needed.
- ✔ In the first session, have a moment for participants to get to know each other.
- ✔ It is important to generate an open and sharing environment in the sessions. Whenever possible, ask for participant´s feedback or impressions based on their experience. If you see you are not able to comply with time for the session to give more time for discussion, you can award less time to some powerpoint materials and ask participants to complement the reading during the self-study time. Alternatively, if you see you have little time to generate a debate during the session, you can adjust the question to "homework" reflection, etc.
- ✔ It often happens that participants feel more comfortable when providing written feedback rather than speaking online sessions. If you realize this is the case, use some of the tools proposed below to implement the exercises/activities during the sessions.
- ✔ Convey the message that all activities, debates and homework are meant to start building the work required for the next stages.

3.2. Recommendations for self-study and sessions follow up

- ✔ Send a follow up e-mail in the day of each synchronous session with information about the self-study and additional materials.
- ✔ Share the contacts of the trainers with participants and make sure someone of your team is available to address any questions, requests or technical issues.
- ✔ If possible, create an online area (e.g. blog, shared document) where participants can share their comments and questions or incentivise participants to do this with their colleagues from their HEI. Explain that this may be useful for upcoming stages of their participation in the project.
- ✔ Online repository of resources: SERN conducted a small survey among partners to understand what the preferable way of would be for sharing the course contents. It should be considered that training contents are not exactly the same to all partners, as one chapter of Module 1 is dedicated to the respective RIS3. Considering that partners will adopt different ways to make the course materials available to partners, at this stage SERN will make them available in the **project's google drive area, under WP3**. At a later stage, the contents can be uploaded on the project website.

3.3. Support tools and forms

Please consider the following tools available for the implementation of the course:

ADMINISTRATIVE FORMS:

Registration form: Google drive can be used to store registration forms (e.g. google forms)

Note: The implementation of the course should be preceded by the organisation of an ignition workshop with stakeholders (guidelines for the organisation of ignition workshops have been provided). We suggest registration in the course opens on the day of the ignition event.

Attendance list: For each synchronous session, please collect evidence of the participation of trainees. Depending on the way you will implement synchronous sessions (face-to-face or online) you can:

a) Have an attendance list to be signed by each participant. The attendance list should be developed based on RE-ACT's word templates (with project and EU logo) and include: Name of the course, name of the session, date and time, trainer. List of participants with respective signature.

b) Create an online registration form using Jotform, an online tool with various models of forms, including attendance sheets: https://www.jotform.com/form-templates/search/attendance. Please contact SERN in case you need support to set up a form.

ONLINE MEETING ROOMS FOR SYNCHRONOUS SESSIONS:

In the table below you can see a brief characterisation of some of the most popular online platforms for meetings/synchronous sessions and their main features.

	Zoom	Teams	Jitsi	Google Meet	Cisco Webex
Free version?	☺	X	☺	☺	☺
Time limit	40 min.	-	-	1h	50 min
Limit of participants	100	300	50	100	100
Chat	☺	☺	☺	☺	☺
Recording option	☺	☺	☺	X	☺
Screen sharing	☺	☺	☺	☺	☺
See participants during screen sharing	☺	X	X	X	☺
Breakout Rooms	☺	☺	X	X	☺

3.4. Tools for training:

To support some activities of the synchronous sessions and have more interactive ways of running the sessions, consider the use of the following tools:

JAMBOARD (https://jamboard.google.com/ - one of google's apps)

What Is It? A collaborative google tool that allows the creation of interactive boards, schemes, participation through post-its, like Miro style, but simpler.

Registration: A google account is required.

Free Version key features:

- It allows easy sharing via link, like all other google tools. It therefore allows you to specify sharing settings (view/edit)
- Users do not need to register to access (only the link)
- Allows you to download the result in PDF or Image
- Allows you to customize colors, fonts and background

Tools: Post-its; Text boxes; Mind Map; Brainwriting

MIRO (https://miro.com)

What Is It: Miro is a collaborative platform that allows the creation of interactive boards, schemes, participation through post-its, kind of on the basis of Design Thinking.

Registration: An account is required, but with a basic registration - name, email and password, both for those who create the board/ activity, and the ones who participate.

Free Version: allows the host to create only one work-team, use all the features of the White Board and use the templates already defined by Miro, such as: Mind Map; Brainwriting; Kanban; Charts and Diagrams.

Key Features:

- Participants need to register on the platform to participate; Email addresses of participants must be added to the workgroup (by the host) to be able to actively participate - edit, comment, etc;
- It is not possible to participate by sharing a link - it is possible to “see” the project / activity, but not to participate;
- Possibility to download the results, but with some limitations in the free version
- It is possible to explore a Miro library full of pre-made examples;

SLIDO (http://sli.do/)

What It Is? Slido is a Q&A and polling platform that allows live exchanges with audience.

Registration: An account is needed to set up questions/ polls. The audience do not need an account to answer the questions.

Key features: The audience may access the Q&A/ Polls through a link and code. Allows collaborative work with a team. Possible uses: brainstorming, voting, testing knowledge/attention, assess audience interests, meeting assessment.

Tools:

- Polls/Questions: Multiple choice, Word cloud, Quiz, Rating, Open Text , Ranking
- Live Q&A: audience can ask questions through Slido.

4. Evaluation and reporting

4.1. Satisfaction/reaction assessment

At the end of the training (including practical part, i.e. phase 2.) participants should complete an online questionnaire to assess their satisfaction about the course.

4.2. Learning evaluation

As for the learning evaluation, i.e. assess if and what participants learned, this evaluation will be continuous based on the participation and feedback of participants during the synchronous sessions and based on the results of phase 2.

4.3. Collecting evidences for reporting

Don't forget to collect evidences of all sessions and of the trainers' activities, including:

4.4. Use the registration form sent on the invitation e-mail (to check the attendees)

4.5. Remember participants to sign the attendance list in each session

4.6. Take a print screen of the session showing the participants that attended the event.

4.7. Record the session, if possible (if all participants agree).

5. Annexes

(annexes are separate documents)

1. Guidelines for selecting trainers
2. Guidelines for selecting trainees
3. Practical exercises for module 1 and 2
4. Powerpoint slides for module 1
5. Powerpoint slides for module 2

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