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D3.1

METHODOLOGY for the INSPIRE PA PoC

INSPIRE PA – INtroducing Social Practices to Improve the
REsilience of Public Administration

PROJECT CODE: 2024-1-IT01-KA220-VET-000251313



DELIVERABLE DESCRIPTION

Deliverable

D3.1 METHODOLOGY for the INSPIRE PA PoC

Work package

WP3 - Proof of Concept training course and certification

Project start date

11/11/2024

Project end dated

10/11/2026

Concerned deliverable leader

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DOCUMENT REVISION HISTORY

Version	Submission	Description	Contributions
0.1	October 2025	First version of the deliverable	DIMITRA Education and Consulting SA.
02.	October 2025	Final Version	DIMITRA Education and Consulting SA.

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Introduction

This deliverable defines the methodological framework for implementing the Proof of Concept (PoC) training under Work Package 3 of the INSPIRE PA project (Introducing Social Practices to Improve the Resilience of Public Administrations). It serves as a shared reference for all partners to plan, deliver, and evaluate the PoC consistently across the three pilot countries—Greece, Italy, and Romania—and to ensure that results are comparable, traceable, and fit for scale-up.

The PoC represents a crucial experimental phase in which the Social Innovation Officer Curriculum developed in WP2 is tested, validated, and refined with real learners from public administrations. The training is designed to equip PA personnel with the knowledge, skills, and attitudes needed to: (i) foster social innovation inside their organizations, (ii) co-create public value with stakeholders, and (iii) strengthen institutional resilience through evidence-informed, participatory practices. In line with the project plan, the PoC will train at least 60 civil servants and managers (20 per country), while ensuring gender balance ($\geq 40\%$ women and $\geq 40\%$ men) and national coverage, so that insights reflect diverse administrative contexts.

Acting as a guiding reference, this document details the pedagogical principles, learning design, participant selection process, and evaluation mechanisms that will steer a harmonized, high-quality implementation of the PoC. The training format follows the consortium's plan for online synchronous delivery (16 hours per country), structured into eight interactive modules that blend conceptual input, case studies, and peer discussion, and are supported by an online learning repository and collaborative tools. These parameters align with the WP3 scope and timeline foreseen in the grant work plan.

Importantly, the PoC is not merely a test run; it is a transformative learning process that translates the project's theoretical outputs into practical learning experiences. Each module integrates case-based work, peer-to-peer exchange, and guided reflection, enabling participants to connect methods of social innovation to their day-to-day governance challenges (e.g., co-creation with citizens and NGOs, impact assessment, ethical and effective use of digital tools, and change leadership). The approach is competency-oriented and aligned with European quality references used in VET (e.g., EQAVET) and transversal competence frameworks (e.g., DigComp/GreenComp), as referenced in the project planning materials.

By combining evidence-based pedagogy, digital learning tools, and cross-border collaboration, the methodology laid out here ensures that the INSPIRE PA pilots produce measurable, transferable, and replicable results. The monitoring design (KPIs, satisfaction and learning surveys, trainers' logs, and learning analytics) makes outcomes auditable and actionable for curriculum fine-tuning. In turn, the consolidated evidence generated through the PoC will directly inform subsequent tasks on competence verification and certification and on replicability guidelines.

envisaged under later Work Packages, supporting broader EU-level uptake by public administrations and training providers.

2. Objectives of the PoC Methodology

The Proof of Concept (PoC) training methodology is designed to provide a structured, harmonized, and measurable approach for testing and validating the Social Innovation Officer Curriculum developed in Work Package 2 (WP2). Its objectives go beyond delivering a pilot course; they focus on generating empirical evidence about the curriculum's effectiveness, relevance, and transferability to real public administration contexts across Europe.

The methodology thus serves three main purposes:

- To test the pedagogical model and validate its suitability for diverse administrative systems;
- To measure learning outcomes and organizational impact;
- To refine and standardize the training approach for future large-scale implementation and replication.

More specifically, the PoC methodology aims to:

1. Establish a common and coherent framework

Provide a shared structure for planning, delivering, and monitoring the PoC training across all partner countries. This ensures comparability of processes and outcomes, facilitates coordinated management, and supports the evaluation of cross-country results under a unified methodological lens.

2. Define transparent selection criteria

Set clear, merit-based, and inclusive selection standards for both trainees (civil servants and managers) and trainers. This ensures that participation reflects the diversity of European public administrations and that trainers possess the necessary expertise in social innovation, VET education, and governance transformation.

3. Align with EU quality standards

Integrate European reference frameworks such as EQAVET, DigComp, and GreenComp to maintain coherence with the broader EU vision for skills development and lifelong learning. The methodology embeds quality assurance principles, ensuring that training delivery meets Erasmus+ standards of excellence.

4. Ensure inclusiveness and gender balance

Guarantee that recruitment and participation respect equality principles, aiming for at least 40% female and 40% male participants, while promoting the engagement of individuals from varied administrative levels, geographic regions, and socio-professional backgrounds.

5. Define measurable Key Performance Indicators (KPIs)

Identify and apply quantitative and qualitative metrics to monitor effectiveness, participant satisfaction, and learning progress. The KPIs also provide the foundation for internal evaluation, continuous improvement, and future certification processes.

6. Promote practical learning and behavioral change

Encourage participants not only to acquire theoretical knowledge but also to apply new skills and attitudes in their institutional settings. The PoC training emphasizes problem-solving, cross-sector collaboration, and the co-design of innovative governance models tailored to community needs.

7. Foster transnational cooperation and peer learning

Enable collaboration among civil servants from different EU member states, creating a Community of Practice that fosters cross-country dialogue, mutual learning, and the exchange of innovative solutions for public sector transformation.

8. Build evidence for replication and certification

Collect and analyze data to validate the curriculum's impact and scalability. The results of the PoC will directly inform the next deliverables—Verification and Certification of Competences (D3.5) and Post-Training Evaluation (D3.6)—and feed into WP4's Replicability Guidelines, ensuring the sustainability and transfer of results at European level.

3. Target Groups and Participation Framework

The Proof of Concept (PoC) training under the INSPIRE PA project targets a diverse group of professionals working within the public administration ecosystem, aiming to strengthen their competencies in social innovation, participatory governance, and institutional resilience. The approach emphasizes inclusiveness, gender balance, and equitable participation across partner countries, ensuring the validation of the curriculum in real public administration contexts.

3.1 Direct Target Group

The primary target group includes civil servants and managers operating at local, regional, national, administrative levels, who are directly or indirectly engaged in activities such as:

- Design and implementation of social innovation policies, programs, or initiatives within their institutions;
- Strategic planning and governance, particularly in the modernization of public services, citizen engagement, and evidence-based policymaking;
- Social service delivery and community participation, where innovation and co-creation contribute to greater public value and inclusivity;
- Institutional modernization and participatory management, focusing on reform processes, civic engagement mechanisms, and cross-sector collaboration.

Additionally, the PoC welcomes early-career or entry-level employees within public administrations who are eager to participate and interested in learning about social innovation, ensuring that the initiative also contributes to developing the next generation of innovative civil servants.

This inclusive targeting strategy ensures that participants represent both experienced professionals with applied insights and motivated newcomers with fresh perspectives, creating an environment of mutual learning and exchange.

3.2 Expected Participation

The pilot training aims to engage a total of 60 participants, evenly distributed among the three partner countries, ensuring both geographical diversity and gender equality in line with EU principles of inclusion and balanced representation.

Parameter	Target
Total number of participants	60 (20 per country)
Geographical distribution	Greece, Italy, Romania
Gender balance	≥ 40% women / ≥ 40% men
Rural-urban representation	Participants from both rural and urban administrations

Parameter	Target
Professional diversity	Representation from various administrative sectors (e.g., social policy, environment, education, digital governance)

This distribution ensures that learning outcomes and feedback will reflect multiple administrative realities across Europe.

The recruitment process will be managed by national partners (DIMITRA in Greece, Interella in Italy, AMR in Romania), who will collaborate with local authorities, ministries, and administrative networks to identify suitable candidates.

Open calls and direct invitations through institutional channels will ensure transparent, merit-based, and inclusive selection.

3.3 Participant Profile

The PoC seeks participants who can meaningfully engage with the training and apply its principles in their work environment. The ideal participant profile includes individuals who:

- Hold mid- to senior-level positions within public administrations, such as department heads, policy officers, project managers, or social program coordinators;
- Or are entry-level or junior staff members demonstrating a strong motivation to learn and engage with social innovation concepts as part of their professional development;
- Possess basic knowledge of public policy, administration, or management, ensuring they can contextualize training content within their work;
- Exhibit motivation and openness to experiment with new governance models, participatory approaches, and citizen-centered innovation;
- Have basic digital literacy skills and are comfortable participating in an online learning environment;
- Commit to completing the entire 16-hour synchronous training program and accompanying self-directed activities.

Participants are expected to contribute actively to discussions, group work, and reflective exercises.

The program encourages peer-to-peer learning and cross-sector collaboration, where experienced civil servants can share institutional challenges while early-career participants bring innovative ideas and adaptability.

3.4 Rationale for the Participation Framework

This participation framework ensures that the PoC training functions as a microcosm of the European public sector, capturing the diversity of its people, institutions, and practices. By combining experienced professionals and motivated newcomers, the project fosters an intergenerational and interdisciplinary learning environment that mirrors real-life teamwork in public administration.

Key added-value features include:

- Diversity of perspectives – ensuring that lessons and feedback reflect varied institutional levels and administrative contexts;
- Gender equality and inclusion – promoting balanced participation as a foundation for innovation and democratic legitimacy;
- Cross-country comparability – validating the Social Innovation Officer (SIO) curriculum in different governance systems;
- Peer learning and networking – enabling participants to exchange strategies, tools, and insights across national boundaries;
- Practical applicability – ensuring that learning outcomes are relevant to participants' day-to-day work challenges and institutional mandates.

This structured and inclusive framework guarantees that the PoC will not only validate the curriculum but also build a community of practice capable of sustaining the INSPIRE PA model beyond the project's lifespan.

4. Methodological Framework

The Proof of Concept (PoC) training under the INSPIRE PA – Introducing Social Practices to Improve the Resilience of Public Administrations project constitutes the pilot phase for testing, validating, and refining the Social Innovation Officer (SIO) Curriculum. It is conceived as a modular, blended, and participatory learning experience that transforms the theoretical framework developed under WP2 into practical, competence-based training.

The PoC aims to build the professional capacity of public administration (PA) personnel to foster social innovation, co-creation, and inclusive governance, equipping them with both theoretical insights and applied tools for institutional transformation. The methodology adheres to the principles of adult learning, experiential education, and competence-based assessment, ensuring that all activities are practice-driven, reflective, and inclusive across the three pilot countries — Greece, Italy, and Romania.

4.1 Training Design

The PoC training follows a two-phase blended learning model that strategically combines self-paced learning with synchronous group interaction, ensuring flexibility, accessibility, and meaningful engagement.

General Framework

Total Duration: 16 hours of structured training (8 modules × 2 hours each) complemented by approximately 8 hours of self-directed study per module.

Learning Phases: Asynchronous Learning Phase (Preparation): Conducted in English through the INSPIRE PA Learning Repository, this phase enables participants to explore core theoretical content, background materials, and case studies at their own pace. This preparatory period allows participants to build foundational understanding, reflect on key concepts, and familiarize themselves with the terminology and frameworks before attending the live sessions.

Synchronous Learning Phase (Engagement): Conducted in national languages (Greek, Italian, and Romanian) to maximize participation and inclusiveness. This phase focuses on interactive learning, group discussion, and application of knowledge through exercises, simulations, and collaborative problem-solving. The synchronous sessions take place after the asynchronous phase, allowing participants to actively exchange ideas, discuss local challenges, and apply concepts to their institutional contexts.

Structure: Each module integrates theory, case-based exercises, reflection, and peer dialogue.

Trainers: Experienced professionals in social innovation, governance reform, and adult education from partner organizations (DIMITRA, Casa Netural, Intellera, and Ashoka Romania).

Support Communication: Dedicated technical and pedagogical support is provided via the INSPIRE PA platform and project communication channels.

This sequencing — asynchronous first, synchronous after — ensures that participants arrive at the live sessions with an informed perspective and readiness to collaborate, thereby deepening understanding and fostering cross-national learning.

4.2 Learning Approach

The methodological design of the PoC is grounded in a learner-centered and competence-based approach, consistent with adult education theories and European reference frameworks (EQAVET, DigComp, and GreenComp). It follows four interconnected pedagogical pillars:

1. **Experiential Learning**

Participants engage in authentic problem-solving scenarios drawn from real administrative and societal challenges. Learning activities encourage experimentation, reflection, and adaptation.

2. **Peer-to-Peer Learning**

Facilitates dialogue between civil servants from diverse backgrounds, promoting knowledge exchange, collaboration, and mutual inspiration.

3. **Problem-Based Learning (PBL)**

Each module introduces a governance challenge that participants explore through structured problem analysis, ideation, and solution design using co-creation methods.

4. **Reflective Learning**

Every module concludes with reflection activities, encouraging learners to analyze their learning process, connect concepts to their own context, and identify ways to apply insights within their institutions.

Learning outcomes are structured across three competence dimensions:

- Knowledge: Understanding the principles, frameworks, and processes of social innovation.
- Skills: Applying participatory design, innovation management, and evaluation methods.
- Attitudes: Cultivating openness, creativity, ethical awareness, and systemic thinking.

Each session ends with a short reflection and a satisfaction micro-survey to assess engagement and comprehension.

4.3 Tools, Platforms, and Learning Resources

Digital and collaborative tools play a central role in ensuring accessibility, interaction, and consistency across the three national contexts.

Digital Infrastructure

- INSPIRE PA Learning Repository (Moodle):
A multilingual digital hub (EN, EL, IT, RO) hosting course materials, case studies, exercises, and reading resources for the asynchronous phase. It

enables participants to review theoretical content, complete preparatory activities, and access reference documents at their own pace. Recordings of the synchronous/live sessions will also be uploaded to the Repository, allowing participants to revisit key content, reinforce learning, and ensure inclusion of those unable to attend live.

- **Interactive Tools for Synchronous Sessions:**
During the live sessions, facilitators will use a range of digital and collaborative tools to enhance interaction and teamwork. These include applications for real-time feedback, idea mapping, and group exercises, supporting an engaging and inclusive learning environment.
- **Communication and Support:**
A combination of online forums, shared workspaces, and email support will ensure smooth coordination among trainers and participants. Technical and pedagogical assistance will be available throughout the process via the project's communication channels.

Core and Supplementary Learning Materials

The PoC training draws on a rich ecosystem of learning resources developed under Work Package 2 (WP2), ensuring both theoretical depth and practical relevance.

Material	Status	Reason for Status	Role in the Curriculum
D2.5 – Curriculum Core Modules (Theoretical content and structured training materials)	Mandatory	Defines competencies, frameworks, and methodologies required for the SIO role.	Backbone of the training program; all teaching, assessment, and certification are built upon these materials.
Case Study Book (Collection of good practices and real-life examples)	Mandatory	Central applied learning resource enabling contextual application of social innovation principles.	Used for exercises, group discussions, and assessment.
Workbook (Practical exercises, templates, and activity sheets)	Mandatory	Enables reflection, application, and documentation of learning progress.	Used throughout all modules for skill development and certification readiness.
D2.2 – E-Book on Social Innovation Practices	Optional	Provides broader conceptual grounding and theoretical insights.	Supplementary reading for independent study.
D2.3 – Skills Gap Validation Report	Optional	Contextualizes training design and competence needs.	Introduced in the welcome session to present rationale for curriculum design.

Material	Status	Reason for Status	Role in the Curriculum
Further Reading Resources (Articles, reports, additional case studies)	Optional	Encourages continued learning and professional growth.	Available as self-directed learning material post-training.

Integration and Use

- **Asynchronous Phase:** Participants use the Curriculum Core Modules, Case Studies, and Workbook as preparatory resources to gain familiarity with social innovation concepts and tools.
- **Synchronous Phase:** Trainers facilitate exercises using the same materials, now applied in local contexts through national languages.
- **Follow-up:** Participants are encouraged to revisit the E-Book and Further Readings for continued learning and institutional implementation.

This combination of resources ensures a coherent, evidence-based, and competence-driven learning environment, integrating theoretical knowledge with hands-on application and collaborative learning.

4.4 Detailed Module Overview

The PoC curriculum consists of eight interlinked modules, structured to progressively develop the competences of Social Innovation Officers:

Module	Title	Core Learning Focus
Module 1	Why Social Innovation and Why This Course	Introduces the concept and relevance of social innovation in public governance.
Module 2	Problem Basics Exploring	Guides participants to identify and analyze key societal or institutional challenges.
Module 3	Problem Advanced Synthesizing	Builds analytical and synthesis skills for problem definition and prioritization.
Module 4	Taking Action Self-Leadership	Focuses on self-awareness, motivation, and personal agency for initiating innovation.
Module 5	Solution Basics Exploring	Teaches ideation and creative problem-solving techniques for solution development.
Module 6	Solution Advanced Synthesizing	Develops co-design and prototyping competences for collaborative innovation.
Module 7	Taking Action Organisational Leadership	Strengthens leadership, communication, and team coordination for institutional change.

Module	Title	Core Learning Focus
Module 8	Adjusting Evaluation and Learning	Explores evaluation tools, impact measurement, and adaptive learning for sustainable innovation.

Each module includes:

- Theoretical input from the Curriculum Core Modules.
- Applied activities based on real European Case Studies.
- Workbook tasks for individual and team practice.
- Reflective and feedback exercises to consolidate learning outcomes.

4.5 Evaluation and Satisfaction Framework

To ensure continuous improvement and harmonized implementation, the PoC includes a structured, multi-level evaluation and satisfaction monitoring system, aligned with EQAVET principles.

Evaluation Stages

Pre-Training Assessment (Baseline): Participants complete a self-assessment questionnaire measuring their prior knowledge, experience, and expectations regarding social innovation.

Ongoing (Module-Level) Evaluation:

Each module concludes with a short feedback form (5–7 questions) assessing:

- Relevance and clarity of learning objectives;
- Trainer performance and facilitation quality;
- Usefulness and interactivity of exercises;
- Practical applicability to participants' roles;
- Overall satisfaction with the session.
- Quantitative results are tracked (Likert scale 1–5) and complemented by open-ended comments for qualitative insight.

Post-Training Evaluation:

Upon completion, a comprehensive survey measures:

- Achievement of learning outcomes;
- Knowledge and competence improvement;
- Quality and accessibility of materials and tools;
- Overall satisfaction and applicability in professional settings;
- Intention to apply acquired methods within their institutions.

Trainer Evaluation Reports: Trainers maintain logs documenting engagement levels, participant performance, and recommendations for improvement.

Evaluation data from all countries are aggregated by DIMITRA and analyzed against pre-defined KPIs (see Section 6). The findings will inform the refinement of the final curriculum, certification criteria, and replicability guidelines in WP4.

4.6 Quality Assurance

Quality is monitored through standardized tools and continuous partner collaboration. Key targets include:

- ≥ 80% course completion rate;
- ≥ 80% participant satisfaction;
- ≥ 75% measured competence improvement;
- ≥ 40% women and ≥ 40% men participation;

Each partner ensures compliance with the common Quality Assurance Plan (WPI) while maintaining contextual adaptability in national pilots.

5. Selection Criteria

The selection process for the Proof of Concept (PoC) training aims to ensure inclusiveness, transparency, and quality, while maintaining a balance between professional relevance, gender equality, and geographic diversity. The procedure follows clear eligibility rules and evaluation criteria to guarantee the participation of motivated and qualified candidates from all three pilot countries — Greece, Italy, and Romania.

5.1 Eligibility

Eligible participants must meet the following baseline criteria:

Employment in the public sector: Applicants must currently be employed in a public administration or an affiliated public institution (local, regional, national, or EU level). Both civil servants and managers are eligible.

Professional motivation and relevance: Demonstrated interest in innovation, governance improvement, or citizen participation, ideally with tasks related to public service delivery, policy design, or modernization initiatives.

Experience or education: Preference is given to applicants with at least two years of relevant work experience in administration, management, or community development. However, early-career professionals eager to engage with social innovation are also encouraged to apply.

Basic digital competence: Ability to participate in online sessions and use digital collaboration tools (e.g., video conferencing, shared documents, and learning platforms).

Language requirements: A good command of English is required for accessing the asynchronous materials and online repository. However, synchronous sessions will be delivered in national languages to ensure equal participation and comprehension.

Inclusiveness criteria: The selection will ensure that at least 40% of participants are women and 40% are men, and that participants represent both urban and rural areas, reflecting a diverse cross-section of the public administration landscape.

Recommendation or managerial approval (optional): While not mandatory, a letter of recommendation or formal support from a supervisor is encouraged to confirm institutional engagement and facilitate the application of acquired skills in the workplace.

5.2 Assessment of Applications

Applications will be assessed through a transparent and standardized scoring process. The evaluation will be conducted jointly by the national partners and coordinated by AMR to ensure consistency across all three countries.

Criterion	Description	Weight
Professional Relevance	Role, duties, or projects related to innovation, governance, or social impact within public administration.	40%
Motivation	Strength of the personal statement, clarity of learning objectives, and commitment to applying knowledge in practice.	30%
Diversity & Inclusion	Representation of gender balance, geographic diversity, and variety of public sector functions.	20%
Language & ICT Competence	Basic digital literacy and sufficient English language skills for participation in asynchronous activities.	10%

Applicants scoring highest across all categories will be invited to participate in the training, ensuring a balanced representation across gender, professional roles, and administrative levels.

5.3 Trainers' Selection

Trainers and facilitators will be nominated by partner organizations and selected based on a unified set of professional and pedagogical criteria to ensure excellence, diversity, and methodological alignment across the pilot countries.

Trainers must demonstrate:

- Professional expertise: Verified experience in social innovation, public sector transformation, change management, or related thematic areas.
- Educational background and training competence: Proven record in adult education, VET delivery, or non-formal learning facilitation with strong interactive and participatory methodologies.
- Inclusiveness and gender sensitivity: Commitment to equitable learning environments that value diversity, encourage open dialogue, and address potential barriers to participation.

All selected trainers will undergo a short alignment briefing led by DIMITRA to harmonize approaches, ensure methodological consistency, and align assessment tools prior to training delivery.

5.4 Educational and Professional Requirements for Certification

Participation in the PoC training also constitutes a preparatory phase toward the certification of competences under the Social Innovation Officer (SIO) professional profile. To qualify for certification, candidates must meet a combination of educational and professional experience criteria ensuring inclusiveness without compromising quality.

Case	Minimum Educational Level	Required Professional Experience in Public Administration	Training Requirement
Case 1	Bachelor's or Master's degree (EQF 6–8) in Public Administration, Social Sciences, Political Science, or related field	At least 6 months of relevant work experience	Participation in PoC training recommended but not mandatory
Case 2	Bachelor's or Master's degree (EQF 6–8) in another field	At least 1 year of relevant work experience	Participation in PoC training recommended
Case 3	Technical or Vocational certification (EQF 5) in Administration, Governance, or Social Sciences	At least 1 year of relevant work experience	Participation in PoC training recommended
Case 4	Secondary school diploma (EQF 4)	At least 2 years of relevant work experience	Participation in PoC training mandatory

Clarification of Relevant Experience

Relevant professional experience includes positions and tasks within:

- Local, regional, or national government structures;
- Public agencies, social welfare, or community development departments;
- Roles involving citizen engagement, innovation, strategic planning, or policy implementation.

This flexibility allows both mid- and senior-level civil servants and entry-level professionals with strong motivation and practical experience to access the certification pathway.

5.5 Rationale for the Certification Requirements

The criteria for participation and certification serve multiple objectives:

1. **Alignment with Programme Goals**
Ensures that participants are directly involved in fields where social innovation is applied, enabling immediate transfer of learning outcomes into practice.
2. **Competence and Relevance**
Balances educational background and professional experience to ensure participants combine theoretical understanding with practical insight.
3. **Inclusiveness and Accessibility**
Allows diverse professional profiles (from EQF Level 4 to 8) to participate, ensuring representation of different administrative levels, regions, and gender identities.
4. **Professional Development Orientation**
Promotes lifelong learning and continuous upskilling, recognizing participants' evolving roles in modern, innovation-oriented public administrations.

5.6 Required Documentation

Applicants must provide:

- **Proof of employment** in public administration (certificate of employment or self-declaration).
- **Curriculum Vitae** summarizing education, work experience, and relevant skills.
- **Motivation statement** outlining interest in social innovation and expected learning outcomes.
- **Copy of academic certificate(s)** or degree (if applicable).
- **Recommendation letter** from a supervisor or manager (optional).

All documentation will be collected and reviewed according to GDPR and the project's ethical and quality assurance standards.

6. Evaluation and Key Performance Indicators (KPIs)

Evaluation is an essential component of the Proof of Concept (PoC) training, ensuring that the implementation is effective, consistent across partner countries, and aligned with the objectives of the INSPIRE PA project. The evaluation system combines quantitative performance indicators with qualitative feedback mechanisms, offering a comprehensive view of learning effectiveness, participant satisfaction, and overall impact.

This framework follows the principles of EQAVET (European Quality Assurance in Vocational Education and Training) and is designed to enable evidence-based improvement of both the methodology and the Social Innovation Officer (SIO) curriculum.

6.1 Evaluation Dimensions and Key Performance Indicators (KPIs)

The PoC evaluation covers six key dimensions that measure participation, quality, inclusiveness, and learning results. Each dimension is supported by measurable KPIs and performance targets to ensure comparability and transparency across Greece, Italy, and Romania.

Evaluation Area	Key Performance Indicator (KPI)	Target Value	Purpose
Participation	Minimum number of trained participants	≥ 60 participants (20 per country)	Ensures sufficient participation for representativeness and cross-country learning.
Gender Balance	Equal representation between women and men	≥ 40% women and ≥ 40% men	Promotes inclusiveness and gender equality in participation.
Completion Rate	Percentage of participants completing all modules	≥ 80%	Reflects engagement and satisfaction with course design and delivery.
Satisfaction	Positive feedback in post-training surveys	≥ 80% satisfied	Indicates perceived quality, relevance, and usability of training content.
Learning Outcomes	Demonstrated improvement in knowledge and competences	≥ 80% improvement (self-reported or assessed)	Measures achievement of intended learning outcomes and competence development.
Engagement	Active participation in discussions,	≥ 80%	Reflects participant involvement and the

Evaluation Area	Key Performance Indicator (KPI)	Target Value	Purpose
	exercises, and online forums		effectiveness of facilitation methods.

These indicators serve as measurable benchmarks for the pilot evaluation and as references for the refinement of the final curriculum and training methodology in subsequent project phases.

6.2 Assessment Tools and Data Collection

Evaluation data will be collected through a combination of surveys, learning analytics, and qualitative observations, ensuring both numerical accuracy and contextual interpretation.

a) Pre-Training Questionnaire

Before the start of the PoC, all participants will complete a baseline questionnaire to assess:

- Their prior knowledge of social innovation and public sector transformation;
- Expectations regarding the training;
- Familiarity with digital tools and collaborative learning environments.

This serves as the foundation for measuring progress and identifying areas of improvement.

b) Module-Level Feedback

At the end of each synchronous session, participants complete a short feedback form (5–7 items) assessing:

- Clarity and relevance of learning objectives;
- Quality and interactivity of delivery;
- Applicability of content to professional practice;
- Satisfaction with the trainer and learning environment.

This continuous feedback allows for real-time adjustments and ongoing quality improvement during the PoC.

c) Post-Training Survey

After completing the full course, participants complete a comprehensive evaluation questionnaire capturing:

- Achievement of personal learning goals;
- Relevance and applicability of the training content to their professional role;
- Satisfaction with the course structure, methodology, and support tools;
- Suggestions for improving future editions and scaling the training model.

Responses will be analyzed to assess overall satisfaction and to identify key lessons for refinement of the SIO Curriculum.

d) Trainers' Logs and Observational Notes

Each trainer will maintain a qualitative log documenting:

- Attendance and engagement levels;
- Learner interaction and collaboration quality;
- Notable challenges, feedback, and reflections from sessions.

These observations provide valuable insights into participant behavior and the practical effectiveness of training methods.

e) Learning Analytics and Monitoring Data

Quantitative indicators will be derived from:

- Attendance records (per module and overall);
- Completion rates of workbook activities and asynchronous assignments;
- Participation in online discussions and collaborative platforms;
- Number of contributions in peer exchanges and reflection activities.

These analytics allow for objective tracking of engagement and performance trends across countries.

6.3 Evaluation Responsibilities

The evaluation process will be implemented collaboratively among project partners to ensure consistency and comparability of data across the participating countries. AMR (Association of Municipalities of Romania), as Task Leader, will oversee the evaluation and data collection process, ensuring the aggregation and analysis of evaluation data and the synthesis of feedback from participants and trainers.

DIMITRA Education & Consulting will support the process through overall coordination and quality assurance, while all partners will contribute to national-level data collection and feedback, as relevant.

All evaluation results will be consolidated into an Evaluation Summary Report, which will inform the refinement of the curriculum, certification procedures, and replicability guidelines in subsequent deliverables (D3.5 and D4.3).

6.4 Use of Evaluation Results

The findings of the PoC evaluation will serve multiple purposes:

1. Curriculum Improvement: Refinement of the Social Innovation Officer training content and structure.
2. Certification Framework Alignment: Validation of competence criteria and certification standards under ACTA.
3. Policy and Practice Feedback: Provision of evidence for the institutional adoption of social innovation training within public administrations.
4. Replication and Scalability: Adaptation of the methodology for broader implementation at EU level.

By systematically analyzing both qualitative and quantitative data, the evaluation ensures that the PoC training not only meets project objectives but also contributes to the long-term sustainability and impact of the INSPIRE PA initiative.

7. Implementation Steps

The implementation of the Proof of Concept (PoC) training will follow a structured sequence of steps designed to ensure methodological consistency, inclusiveness, and timely delivery across the three pilot countries.

Each phase involves specific responsibilities for consortium partners and produces tangible outputs that feed into the evaluation and final reporting stages.

Phase	Period	Responsible Partners	Main Outputs
Step 1: Development of the PoC Methodology	October 2025	DIMITRA Education Consulting	Draft version of the PoC Methodology (Deliverable D3.1) shared with all consortium partners for review and validation. Includes final structure, learning design, KPIs, and selection framework.
Step 2: Participant Selection and Validation	November – December 2025	AMR (Association of Municipalities of Romania), Intellera Consulting & DIMITRA	Coordination of the participant recruitment process in all three countries, validation of selection criteria, and confirmation of gender-balanced and geographically diverse participation lists.
Step 3: Implementation of the Pilot Training (PoC Delivery)	February – April 2026	DIMITRA, Casa Netural, Ashoka Romania, Ashoka Italy	Delivery of the PoC training through asynchronous and synchronous sessions in each pilot country. Continuous monitoring of participation, engagement, and satisfaction; collection of mid-course feedback.
Step 4: Evaluation and Data Collection	May 2026	AMR (Association of Municipalities of Romania)	Aggregation of evaluation data, analysis of learning outcomes, and synthesis of feedback from participants and trainers. Preparation of draft evaluation summaries.
Step 5: Final Reporting and Dissemination	June 2026	DIMITRA Education Consulting	Compilation of the Final Methodology and Evaluation Report (updated D3.1)

Phase	Period	Responsible Partners	Main Outputs
			deliverable), integrating quantitative KPI data, qualitative insights, and partner recommendations for curriculum refinement and future replicability.

8. Risk Management and Quality Assurance

Effective risk management and continuous quality assurance are central to the successful implementation of the Proof of Concept (PoC) training.

The consortium partners will jointly monitor progress, anticipate potential challenges, and apply corrective measures in line with the Quality Assurance Plan developed under Work Package 1 (WP1).

Risk	Mitigation Strategy
Low engagement during sessions	Incorporate interactive elements, group discussions, and mentoring support to maintain motivation and ensure participation.
Unbalanced gender participation	Implement inclusive outreach and targeted recruitment campaigns to guarantee balanced representation of men and women ($\geq 40\%$ each).
Technical difficulties in online delivery	Provide technical assistance, pre-session platform testing, and alternative access options to prevent disruptions.
Limited data for evaluation	Standardize monitoring tools (attendance sheets, evaluation templates) and ensure systematic data collection across all countries.

Quality Assurance Framework

Quality assurance will be continuously ensured through:

- Partner collaboration and feedback loops, enabling regular review of progress and consistency across the three pilot countries;
- Participant evaluations, capturing satisfaction and engagement at both module and post-training levels;
- Adherence to EQAVET principles and the Quality Assurance Plan of WP1, which define performance standards, data management protocols, and reporting procedures.
- DIMITRA, as the lead partner for methodology and evaluation, will coordinate the quality assurance process, supported by AMR, Casa Netural, and Ashoka Romania.

Together, partners will ensure that the PoC is delivered to the highest quality standards, aligning with the project's objectives and European frameworks for excellence in vocational and adult learning.

Conclusions

This methodological framework establishes a comprehensive, inclusive, and evidence-based foundation for the Proof of Concept (PoC) training under the INSPIRE PA project. It ensures that the training activities are harmonized across partner countries—Greece, Italy, and Romania—while allowing for contextual adaptation and responsiveness to local administrative realities.

The framework translates the **theoretical achievements of Work Package 2** (Curriculum Design) into a structured, implementable, and measurable training process. It bridges the gap between conceptual design and practical application, providing clear guidance for training organization, participant selection, evaluation, and quality assurance. By doing so, it operationalizes the project's overarching goal: to transform public administrations into dynamic agents of social innovation capable of driving participatory governance and sustainable policy innovation.

The methodology emphasizes four critical dimensions of successful implementation:

- **Consistency and comparability:** A unified methodological structure ensures coherence across countries, enabling meaningful cross-national analysis and validation of results.
- **Inclusivity and gender equality:** The framework guarantees equal opportunities for women and men, as well as representation from diverse administrative levels, regions, and institutional contexts.
- **Competence-based learning:** The PoC integrates experiential, reflective, and peer-learning approaches to equip public servants with applied competencies that foster creativity, collaboration, and responsiveness in their daily work.
- **Evidence-driven evaluation:** Through well-defined Key Performance Indicators (KPIs) and continuous monitoring tools, the methodology enables both quantitative and qualitative assessment of progress, ensuring transparency and accountability.

The Proof of Concept represents not only a testing phase but also a transformation process in itself—an opportunity to validate and refine the Social Innovation Officer (SIO) profile through real-world training experiences. The blended learning design, combining asynchronous preparation and synchronous collaboration, reinforces learner autonomy while fostering transnational dialogue and collective reflection.

The outcomes of the PoC will serve as the cornerstone for the next project phases. Specifically, they will directly inform:

- **D3.5 – Verification and Certification of Competences**, which will formalize the acquired skills and align them with EU qualification frameworks; and
- **D3.6 – Post-Training Feedback Analysis**, which will synthesize insights, identify lessons learned, and guide the large-scale transferability of the SIO training model across Europe.

Ultimately, this deliverable contributes to the long-term vision of INSPIRE PA: to strengthen the resilience, adaptability, and innovation capacity of public administrations through continuous learning and systemic transformation.

By aligning learning design, quality assurance, and evaluation with European standards, this methodology lays the groundwork for a sustainable, replicable, and scalable model of professional development that empowers public institutions to become true catalysts of social innovation and democratic renewal.

Annexes

Satisfaction Survey of Module 1 – Why Social Innovation and Why This Course

1. How well do you understand the concept of social innovation and its role in public governance after completing this module?
 - Not well at all
 - Slightly well
 - Moderately well
 - Very well
 - Extremely well
2. How confident are you in explaining why social innovation is essential for the modernization of public administration?
 - Not confident at all
 - Slightly confident
 - Moderately confident
 - Very confident
 - Extremely confident
3. How effectively can you identify examples of social innovation relevant to your institutional context after this session?
 - Not effectively at all
 - Slightly effectively
 - Moderately effectively
 - Very effectively
 - Extremely effectively
4. How useful did you find the module in helping you reflect on the current challenges of your organization and how innovation could address them?
 - Not useful at all
 - Slightly useful
 - Moderately useful
 - Very useful
 - Extremely useful
5. Reflecting on your experience with this module, what suggestions would you make to improve the introduction to social innovation and its relevance for public administration?

Satisfaction Survey of Module 2 – Problem Basics: Exploring

1. How well do you understand the process of identifying and defining social or institutional challenges after completing this module?

- Not well at all
- Slightly well
- Moderately well
- Very well
- Extremely well

2. How confident are you in applying basic problem-analysis tools introduced in the session to your professional environment?

- Not confident at all
- Slightly confident
- Moderately confident
- Very confident
- Extremely confident

3. How effectively can you explore different perspectives to understand the root causes of a problem after this session?

- Not effectively at all
- Slightly effectively
- Moderately effectively
- Very effectively
- Extremely effectively

4. How useful did you find the exercises and examples for improving your ability to frame public-sector problems?

- Not useful at all
- Slightly useful
- Moderately useful
- Very useful
- Extremely useful

5. What aspects of this module (content, tools, or exercises) could be improved to better support your ability to identify and analyze problems in your professional context?

Satisfaction Survey of Module 3 – Problem Advanced: Synthesizing

1. How well do you understand how to prioritize and synthesize complex problems after completing this module?

- Not well at all
- Slightly well
- Moderately well
- Very well
- Extremely well

2. How confident are you in your ability to distinguish between symptoms and root causes in public-sector challenges?

- Not confident at all
- Slightly confident
- Moderately confident
- Very confident
- Extremely confident

3. How effectively can you use the frameworks presented in this module to structure and communicate complex problems?

- Not effectively at all
- Slightly effectively
- Moderately effectively
- Very effectively
- Extremely effectively

4. How useful were the discussions and peer activities for enhancing your analytical thinking and synthesis skills?

- Not useful at all
- Slightly useful
- Moderately useful
- Very useful
- Extremely useful

5. What improvements could make this module more effective in helping you analyze and structure complex public-sector challenges?

Satisfaction Survey of Module 4 – Taking Action: Self-Leadership

1. How well do you understand the role of self-leadership and motivation in driving innovation within your organization after this module?

- Not well at all
- Slightly well
- Moderately well
- Very well
- Extremely well

2. How confident are you in applying the self-leadership strategies presented in this module to your own professional practice?

- Not confident at all
- Slightly confident
- Moderately confident
- Very confident
- Extremely confident

3. How effectively can you recognize and use your personal strengths to contribute to innovative processes?

- Not effectively at all
- Slightly effectively
- Moderately effectively
- Very effectively
- Extremely effectively

4. How useful did you find the reflective activities for understanding your professional motivation and agency?

- Not useful at all
- Slightly useful
- Moderately useful
- Very useful
- Extremely useful

5. What changes could be made to better support your personal development and self-leadership skills through this module?

Satisfaction Survey of Module 5 – Solution Basics: Exploring

1. How well do you understand the concept of creative ideation and its role in problem-solving after completing this module?
 - Not well at all
 - Slightly well
 - Moderately well
 - Very well
 - Extremely well
2. How confident are you in applying the idea-generation methods introduced during the session to your work context?
 - Not confident at all
 - Slightly confident
 - Moderately confident
 - Very confident
 - Extremely confident
3. How effectively can you contribute to group brainstorming and collaborative exploration of ideas after this module?
 - Not effectively at all
 - Slightly effectively
 - Moderately effectively
 - Very effectively
 - Extremely effectively
4. How useful were the examples and exercises for stimulating creativity and divergent thinking?
 - Not useful at all
 - Slightly useful
 - Moderately useful
 - Very useful
 - Extremely useful
5. What could enhance your learning experience when exploring creative problem-solving techniques in public administration?

Satisfaction Survey of Module 6 – Solution Advanced: Synthesizing

1. How well do you understand co-design and prototyping methods as tools for developing innovative solutions after completing this module?
 - Not well at all
 - Slightly well
 - Moderately well
 - Very well
 - Extremely well
2. How confident are you in applying collaborative design and testing methods within your organization?
 - Not confident at all
 - Slightly confident
 - Moderately confident
 - Very confident
 - Extremely confident
3. How effectively can you use the tools provided to turn ideas into actionable, testable solutions?
 - Not effectively at all
 - Slightly effectively
 - Moderately effectively
 - Very effectively
 - Extremely effectively
4. How useful did you find the examples and exercises in illustrating how to refine and adapt solutions?
 - Not useful at all
 - Slightly useful
 - Moderately useful
 - Very useful
 - Extremely useful
5. What improvements would you suggest to make the co-design and prototyping exercises more engaging and applicable to your daily work?

Satisfaction Survey of Module 7 – Taking Action: Organisational Leadership

1. How well do you understand the principles of organizational leadership and communication in innovation after completing this module?

- Not well at all
- Slightly well
- Moderately well
- Very well
- Extremely well

2. How confident are you in applying leadership and coordination strategies to foster innovation in your institution?

- Not confident at all
- Slightly confident
- Moderately confident
- Very confident
- Extremely confident

3. How effectively can you lead collaborative teams and manage change processes following this module?

- Not effectively at all
- Slightly effectively
- Moderately effectively
- Very effectively
- Extremely effectively

4. How useful were the examples and case studies in illustrating challenges and best practices in organizational transformation?

- Not useful at all
- Slightly useful
- Moderately useful
- Very useful
- Extremely useful

5. What suggestions would you make to improve the leadership and teamwork aspects of this module?

Satisfaction Survey of Module 8 – Adjusting: Evaluation and Learning

1. How well do you understand evaluation and impact assessment tools after completing this module?

- Not well at all
- Slightly well
- Moderately well
- Very well
- Extremely well

2. How confident are you in applying evaluation and feedback methods to assess social innovation initiatives?

- Not confident at all
- Slightly confident
- Moderately confident
- Very confident
- Extremely confident

3. How effectively can you integrate monitoring and learning processes into ongoing or future projects?

- Not effectively at all
- Slightly effectively
- Moderately effectively
- Very effectively
- Extremely effectively

4. How useful did you find the module in helping you link evaluation to continuous improvement and adaptive learning?

- Not useful at all
- Slightly useful
- Moderately useful
- Very useful
- Extremely useful

5. What additional tools or examples could improve your understanding of evaluation and learning in innovation contexts?