D4.3 – REPLICABILITY GUIDELINES

INSPIRE PA

***IN**troducing **S**ocial **P**ractices to **I**mprove the **RE**silience of **P**ublic **A**dministration*

Work Package 4 — Replicability Guidelines and Dissemination

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Disclaimer

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INSPIRE PA in a nutshell

What is INSPIRE PA?	The **INSPIRE PA** project, co-funded by the Erasmus+ Programme, aims to empower public administrations to become drivers of social innovation by developing and testing **a certified training Curriculum for Social Innovation Officers**. The curriculum equips civil servants with the skills and mindset to facilitate and implement social innovation practices, enabling them to co-design systemic solutions tailored to multifaceted social needs.
Problem addressed	Public Administrations face increasingly complex societal challenges — demographic change, social inequalities, environmental transitions, declining public trust — yet many of them still lack the specialized competences, organizational culture, and professional profiles needed to integrate social innovation into everyday policymaking and service design.
Innovative solution	Rather than treating social innovation as a process led exclusively by external actors, INSPIRE PA embeds innovation capacity directly within Public Administrations through the transdisciplinary profile of the Social Innovation Officer — an internal changemaker capable to connect departments, trigger alliances between the PA and the third sector, mobilize stakeholders, and introduce new approaches to policy design and public service delivery.

Key results and achievements

Mapping & Skills Gap	SIO Curriculum	Proof of Concept Training
Mapping of 30 social innovation practices co-designed by PAs across Greece, Italy and Romania, combined with a validated assessment of skills gaps among 200+ civil servants.	A certified European curriculum for Social Innovation Officers, including learning materials, assessment methodologies, and a certification framework.	Delivery of a pilot course involving 90+ civil servants from Greece, Italy and Romania, representing different levels of governance and policy fields.

INSPIRE PA Network	Replicability Guidelines	Policy Recommendations
A transnational Community of Practice with 500+ members among public officials, social innovators, researchers, training providers.	Replicability guidelines supporting the uptake and replication of the INSPIRE PA model in different territorial and institutional contexts.	Policy Briefs aimed at integrating social innovation competences into recruitment, training, and continuous professional upskilling in the PA.

Executive Summary

INSPIRE PA is an EU-funded initiative that brings together organizations from Greece, Italy and Romania with expertise in vocational education and training, certification, public administration, and social innovation. Its central goal is to contribute to embedding social innovation practices within the public sector, by developing and validating a **certified Curriculum for the Social Innovation Officer (SIO)**: a new professional profile of civil servant who supports public administrations in becoming more adaptive, collaborative, and capable to design solutions that respond more closely to citizens' needs.

The Inspire PA Curriculum is grounded in **real training needs and working conditions** of public officials, tested in a **multinational Proof of Concept pilot course**, and is now available to the wider public and VET community through these **Replicability Guidelines**.

These Guidelines are a practical resource for any organization wishing to replicate, adapt, and implement the Social Innovation Officer training model. Drawing on the methodological framework, operational architecture, and lessons learned generated by the Proof of Concept (PoC) pilot in Greece, Italy, and Romania, they aim to provide actionable guidance for diverse institutional and national contexts.

Document structure:

Section	Title	Content
1	Introduction	Target audiences and empirical skills gap evidence base.
2	Social Innovation Officer Profile	The SIO competence framework: knowledge, skills, attitudes.
3	Proof of Concept Pilot: key evaluation findings	PoC pilot course: key features and evaluation findings.
4	Implementation Roadmap	Step-by-step guidance for designing, delivering, evaluating, and sustaining the SIO program.
	Conclusions	
Annexes	Supporting Tools	Quick-Start Checklist; Final Tips for Replication

1. Introduction

1.1 Who these Guidelines are for, and how each audience should use them

These Guidelines address five primary audiences, whose needs differ in kind and not only in degree:

- **VET providers and adult learning institutions**
- **Public administration planning an in-house program**
- **Universities and research institutions**
- **Civil society organizations and social innovation intermediaries**
- **National and European agencies**

The document is designed to be read selectively. The table below directs each audience to the sections that carry the greatest practical weight for its purposes; the remaining sections provide context that can be consulted as needed.

If you are…	Your core decision is…	Start with
A VET provider or adult learning institution	Whether and how to add the SIO program to your training offer, and what it will take to deliver it to standard.	Section 3 (Evaluation of PoC), Section 4 (Implementation Roadmap) → All steps Quick-Start Checklist (Annex 1) Final Tips (Annex 2)
A public administration	Whether the SIO profile answers a real capacity gap in your organisation, and how to sustain it once the first cohort is trained.	Section 1 (Introduction) Section 2 (SIO Profile) Section 3 (Evaluation of PoC) Section 4 (Implementation Roadmap) → All steps Final Tips (Annex 2)
A university or research institution	How to integrate the competence framework and the underlying methodology into formal or continuing education pathways.	Section 2 (SIO Profile) Section 4 (Implementation Roadmap) → All steps Quick-Start Checklist (Annex 1) Final Tips (Annex 2)
A civil society organization or social innovation intermediary	How to position yourself as a credible capacity-building partner to public administrations rather than an external provider.	Section 2 (SIO Profile) → Step 3 (Mobilise and Deliver) and Step 5 (Sustain) Final Tips (Annex 2) Section 4 (Implementation Roadmap)
A national or European agency	Whether and how to embed the SIO profile in public-sector training	Section 4 (Implementation Roadmap) → Step 1 (Prepare); step 5 (Sustain and scale)

	systems and career frameworks at scale.	Final Tips (Annex 2)

For all five audiences the enabling conditions are the same: i) a clear mandate or commitment to training public administration professionals; ii) the capacity to mobilise facilitators who combine social innovation expertise, public governance experience, and adult learning skills; iii) access to a digital learning environment; iv) and a willingness to connect the resulting cohort of trained public servants to the wider European Community of Practice.

1.2 The role of Social Innovation in the PA: enabling factors and main challenges

Social Innovation in the public sector is not only about improving services — it is about **reimagining how systems function to produce more equitable, inclusive, and sustainable outcomes**.

Despite numerous efforts, most innovations co-designed by PAs remain localized, dependent on individual champions. To move from exception to norm, social innovation in the public sector must be **structurally supported, institutionally embedded, and culturally embraced**. This requires not only visionary leadership, but also enabling frameworks, long-term investment, and a shift in how public institutions understand their role in the society.

Dimension addressed	Key points
Enabling factors for implementation	→ **Leadership**: innovation is most sustainable when initiated and owned by the administration itself — local governments, regions, and ministries acting as first movers rather than adopters, embedded in a long-term policy vision rather than a single pilot. → **Stakeholder engagement**: multi-actor ecosystems combining civil society, academia, and the private sector, with the public institution acting as convener and coordinator rather than sole provider. → **Funding mechanisms**: diversified financing — public, EU, mixed public-private, and self-sustaining models — with EU funds enabling experimentation but raising sustainability questions once the funding period ends.
Gaps and barriers	→ **Policy and institutional**: legal and regulatory rigidity, fragmented governance across departments and levels, and political discontinuity tied to individual champions rather than institutions. → **Resistance to change**, risk aversion, limited managerial support for innovation and bottom-up ideas, a compliance-driven organisational mindset and limited openness to reflection and learning, which discourage initiative and reduce the willingness to try new approaches. → **Sustainability and scalability**: short-term project funding, weak institutional embedding, and the absence of national frameworks to support replication of successful local models, which hamper the capacity to design and sustain innovation. → **Participation and co-creation**: most initiatives remain at the "inform" or "consult" end of the engagement spectrum; genuine co-creation — shared vision and ownership — is still the exception.

Source: Mapping of 30 social innovation practices led by public administrations in Italy, Greece and Romania

→ **What comes next:** Section 2 introduces the Social Innovation Officer competence profile — knowledge, skills, and attitudes that the training develops.

2. The Social Innovation Officer: Skills gaps and competence framework

> *The SIO is not a formally designated job title — it is a functional role that any public servants at any level may assume, depending on their institutional position and individual levers for action.*

Public institutions often lack the specialized competences, organizational culture, and professional profiles needed to integrate social innovation into everyday policymaking and service design.

To ground the Curriculum in the **real training needs and working conditions** of public officials, INSPIRE PA conducted a comprehensive skills gap study (**D2.3 — Skills Gap Validation Report**).

The analysis – coordinated by the Association of Romanian Municipalities (AMR) - reached professionals from **public institutions across the three partner countries and beyond**, combining qualitative and quantitative methods.

The competency framework emerging from the study reflects the multidimensional nature of the SIO role and includes several key domains:

Key domains	Main Gaps Identified
Analytical and Decision-Making	Underdeveloped capacity for evidence-based problem framing and stakeholder analysis; limited use of structured analytical tools in everyday practice.
Strategic and Innovation	Strategic planning and institutional foresight suppressed by procedural ethos; limited capacity for anticipatory governance and long-term systems thinking.
Relational and Communication	Cross-sector collaboration and citizen engagement recognised as essential but poorly trained; limited facilitation skills for genuine co-creation processes.
Leadership and Management	Transformational leadership and change management underdeveloped, particularly among execution-level staff who rarely receive formal support for informal leadership roles.
Reflective and Lifelong Learning	Social impact assessment and applied financial literacy systematically underdeveloped; limited use of digital tools for innovation and evidence-based decision-making.

Source: Skills Gap Validation Report

> ***Key Finding**: The SIO is expected to contribute to the diagnosis of community needs, to the codesign of solutions, to the integration of citizen perspectives into policy cycles and to the evaluation of social impact, thereby enhancing the strategic orientation of public institutions.*

Building on the evidence-base provided by the Skills Gap Validation report, the INSPIRE PA Curriculum explores the SIO competence profile across three dimensions: **knowledge**, **skills**, and **attitudes**:

Dimension	Core learning outcomes
KNOWLEDGE	→ Understanding of the concept and types of social innovation and their distinction from social entrepreneurship. → Knowledge of the EU framework on social innovation, including ESF+ definitions and funding instruments. → Understanding of social transformation theory, including systems thinking, leverage points, and systemic change frameworks. → Familiarity with impact assessment tools, including the Impact Logic Model and evaluation chains. → Knowledge of principles of design for policy, including human-centred design and problem framing. → Understanding of the economic dimension of social innovation, including hybrid funding models and public procurement for social impact. → Awareness of the governance and institutional context of social innovation, including the 5R Framework.
SKILLS	→ Ability to identify, frame, and analyse complex social problems using the Problem Tree, stakeholder mapping, and the Cynefin Method. → Capacity to design co-created solutions, including formulation of impact goals and the Fast Idea Generator. → Ability to assess and manage innovation risks and apply risk-reduction strategies. → Skills in cross-sector collaboration and facilitation, distinguishing co-operation, co-ordination, and genuine co-creation. → Competence in impact storytelling and communicating the vision, process, and results of social innovation. → Practical application of participatory tools such as participatory budgeting and regulatory sandboxes.
ATTITUDES	→ Openness to systemic change and willingness to question existing institutional routines and assumptions. → Ability to work with uncertainty and to normalise iteration, learning, and adaptation. → Ethical awareness and commitment to public value creation, inclusive governance, and protection of vulnerable groups. → Collaborative mindset and the capacity to build trust across hierarchies, sectors, and communities. → Reflective practice: the habit of pausing, questioning, and learning from experience rather than defaulting to reactive responses.

→ **What comes next:** Section 3 summarizes participation data and learning outcomes of INSPIRE PA Proof-of-Concept pilot course.

3. Evaluating the Inspire PA pilot training

3.1 Pilot performance — Key Data

This section summarizes the key findings from the evaluation analysis of the INSPIRE PA Pilot Training Program (→ Data Source: **D3. Evaluation Report of the Pilot Training Program**).

What changed for participants after the training?

96.2% reported moderate or significant knowledge improvement	**75.0%** reported significant knowledge improvement	**88.5%** found the knowledge useful or very useful for daily work	**100%** intend to apply what they learned

After the training, 90.4% of respondents reported using at least one listed tool or framework. This shift indicates movement from general familiarity towards applied methodological engagement:

Tool / Framework	Baseline (% using)	Post-training (% using)	Change
Problem Tree	27.6%	73.1%	+45.5%
5R Framework	3.4%	53.8%	+50.4%
Stakeholder Mapping	37.9%	51.9%	+14.0%
Impact Logic Model	15.5%	26.9%	+11.4%
Cynefin Method	1.7%	23.1%	+21.4%

Data Source: ***D3. Evaluation Report of the Pilot Training Program***

From individual skills to institutional change - The table below shows the institutional barriers that – according to participants - persist beyond the direct reach of training:

Barrier	Pre-training	Post-training	Implication for Replication
Managing internal resistance	39.7%	32.7%	Remains the primary barrier. Training sharpened awareness of its scale. A dedicated institutional implementation component is needed.
Securing leadership support	17.2%	25.0%	Increased salience post-training — participants better understand what they need from management. Engage institutional leadership early.

Barrier	Pre-training	Post-training	Implication for Replication
Defining measurable impact	15.5%	19.2%	Slight increase — awareness of the challenge grew. Add applied exercises on outcome mapping and measurement routines.
Budget limitations	15.5%	7.7%	Reduced salience — training reframed budget as less central than organisational culture. Focus resources on culture change support.
Engaging stakeholders	12.1%	15.4%	Modest increase — participants more aware of relational complexity. Reinforce facilitation and co-design skills in delivery.

Data Source: ***D3. Evaluation Report of the Pilot Training Program***

Key implication for replication:

✓ *Future courses should preserve the practice-oriented structure and maintain tools-based learning.*

✓ *Replication should include follow-up moments to support implementation in institutions.*

✓ *Training should be linked to leadership engagement, impact measurement and organisational learning mechanisms.*

→ **What comes next:** Section 4 presents the INSPIRE PA Implementation Roadmap, a step-by-step guidance for setting up, delivering, evaluating, and sustaining the SIO training program.

4. Replicability Roadmap

4.1 Two scenarios for replication and scaling

The Inspire PA training program can be replicated in multiple ways, each differing in terms of the program's managing entity and procedure:

Dimension	Scenario A — Replication by the Inspire PA consortium partners and their networks	Scenario B — Broader scaling through external training providers
Managing entity	INSPIRE PA consortium partners, individually or jointly, together with the public administrations already associated with them.	Third-party VET providers, higher education institutions, national schools of public administration.
Main advantage	Direct access to the Curriculum, the assessment architecture, the trainer pool, and the pilot experience.	Reach beyond the three pilot countries and embedding of the SIO profile in established training catalogues and career pathways.
Main challenge	Sustaining the program will necessitate financial backing. → set up market-based fee for the training, ensuring the project can thrive and evolve over time. → explore EU or national funding schemes that support public administrations or their individual employees in on-the-job training.	Satisfying the pre-conditions at a distance: consistency of the program, uniformity of content, and depth of trainer expertise.
Key enabling actions	1) Update the curriculum on the basis of the PoC evaluation 2) run smaller cohorts of 20–25 participants 3) offer hybrid delivery where feasible 4) develop editions tailored to a single country, region, or specific sector.	i) Map the education landscape ii) run a needs and gaps analysis iii) Activate a collaboration strategy with educational providers iv) design a scaling protocol including a train-the-trainer program to keep the Curriculum relevant and impactful.
Quality assurance mechanism	Trainer alignment briefing, KPI monitoring, and certification results.	Readiness benchmarks and institutional adoption criteria; standardized assessment rubrics; periodic review by a standing committee of experts.

To effectively replicate and scale the Inspire PA curriculum across the EU, a structured approach is essential, starting with an update of the curriculum based on the collected feedback from the pilot. Ensuring the program's consistency and avoiding it being split up or cherry-picked requires

close collaboration between the Inspire PA Consortium and EU training providers willing to replicate the Inspire PA model.

This section provides external training providers and adopting organizations beyond the Inspire PA Consortium with a step-by-step guidance to set up, deliver, evaluate and sustain the Social Innovation Officer training program. The Toolkit is designed to be both adaptable and practical, ensuring usability across diverse institutional and national contexts.

The five-step sequence below is not a theoretical framework: it is a distillation of what actually worked during the INSPIRE PA Proof of Concept, what had to be adjusted, and what replicating organisations should plan for from the outset.

Replication Step	Focus
Step 1 **PREPARE**	Map the institutional context and secure enabling conditions for replication.
Step 2 **ADAPT AND DESIGN**	Adapt the SIO curriculum and training architecture to the local context.
Step 3 **MOBILISE AND DELIVER**	Recruit and onboard trainers and participants; establish partnerships; implement the training program
Step 4 **MONITOR AND EVALUATE**	Monitor outcomes, evaluate program's performance
Step 5 **SUSTAIN AND SCALE**	Secure continuity, embed the SIO profile, and scale the model

> → ***Each step presents***: *an introduction, key actions for replicating organisations, recommended tools and resource library.*

4.2 STEP 1 - PREPARE

Map the institutional context and secure enabling conditions

This step guides you through the preparatory work required before launching the SIO training. It provides a practical framework for assessing institutional readiness, securing the necessary enabling conditions, and establishing the partnerships and mandates that will sustain the program throughout its lifecycle.

4.2.1 Key Actions for Replicating Organizations

- Assess **institutional readiness** to host and deliver the SIO training program.
- Identify and engage **key internal and external stakeholders** required for a successful replication.
- Conduct a contextual **needs assessment** to confirm the relevance and feasibility of the model.
- Define the **target participant profile** and institutional partnerships required.

Confirm institutional mandate - Secure formal commitment from the organisation's leadership to deliver the training program. Identify the internal champion responsible for driving the replication. Without a clear institutional mandate, participants may struggle to attend sessions, apply what they have learned, or pursue certification. This step is non-negotiable.

Conduct a contextual needs assessment - Confirm the relevance of the SIO training model for your specific context by addressing key questions such as: *What social innovation challenges does my institution face? What competency gaps exist? What institutional conditions need to be in place? Are there existing training frameworks to align with?*

→ **Step 1** — Defining research objectives and data collection tools: drafting the interview guide for focus groups and the online questionnaire.

→ **Step 2** — Conducting focus groups, structured around social innovation needs, skills gaps, and training priorities.

→ **Step 3** — Launching and collecting data via online survey.

→ **Step 4** — Integrated analysis: triangulating qualitative and quantitative results to identify key themes, competence gaps, and training priorities.

Map target participants' profile - Define the profile of the intended participant cohort. The INSPIRE PA model is designed for civil servants and public administration managers at any governance level.

Professional background	Motivation	Digital and language skills
Current or recent employment in public administration or an	Genuine interest in social innovation; clarity of learning	Sufficient digital literacy to navigate a Moodle-based LMS and

adjacent professional field connected to governance, social policy, or public services.	objectives; commitment to applying acquired knowledge in practice within their institution.	videoconferencing tools. English language skills for asynchronous materials (where national language versions are not available).

Identify qualified trainers - Identify trainers who combine expertise in social innovation, experience in public administration contexts, and facilitation skills in adult learning:

Domain expertise	Facilitation skills	Digital literacy
Background in social innovation, public policy, governance reform, verified track record in public sector transformation, change management, or related thematic areas.	Proven experience in adult learning facilitation, non-formal education. Skills in participatory and co-design methodologies, Experiential Learning, Problem-Based Learning (PBL)	Proficiency with Moodle-based LMS or equivalent videoconferencing, and collaborative digital tools.

4.2.2 Resource Library

Needs Assessment Framework	
Description	Structured questions to confirm the relevance of the SIO model for the local context, assess institutional readiness, and identify enabling and constraining conditions prior to the SIO program's launch.
Target Users	Program coordinators, institutional decision-makers
Supporting Resources	D2.3 Skills Gap Validation Report

Participant Profile and Selection Criteria	
Description	Selection criteria for trainees ensuring diversity, gender balance, and institutional spread. Includes the four-criterion scoring rubric used in the PoC pilot.
Target Users	Program Coordinators, HR departments
Supporting Resources	D3.1 Methodology PoC → Section 3

Trainer Selection Criteria	
Description	Requirements for trainer expertise and facilitation profile, including domain knowledge, pedagogical approach, and digital literacy requirements.
Target Users	Program Coordinators
Supporting Resources	D3.1 Methodology PoC → Section 5

4.3 STEP 2: ADAPT AND DESIGN

Adapt the Curriculum and training architecture to your context

This step walks you through adapting the SIO curriculum and training architecture to your specific institutional and national context. The INSPIRE PA curriculum provides a complete and tested learning pathway; this phase ensures it is contextualized effectively without compromising the integrity of the SIO competence framework.

4.3.1 Key Actions for replicating organisations

- **Design a contextualised version of the SIO training program, translate and adapt** learning materials, case studies, and examples to the national and institutional context.
- **Define and shape the delivery format** (fully online blended, hybrid, or in-person intensive).
- Plan the **multi-layered assessment architecture** and define the **certification pathway**.

Contextualise the curriculum - The INSPIRE PA curriculum provides a complete and validated learning pathway that is simultaneously a fixed framework and a flexible resource. The competence framework and the certification pathway constitute the non-negotiable core; the case studies, examples, delivery format, and timetable are the adaptable elements.

→ Each module of INSPIRE PA's training program includes a structured case study exercise; replicators are strongly encouraged to replace or supplement INSPIRE PA case studies with locally relevant examples. This strategy would allow customization of the content and use cases to reflect administrative, sectoral, and national contexts.

Content translation - Equally non-negotiable is the translation of the curriculum and all training materials into the national language of the target participants. Evidence from the Proof of Concept pilot confirms that delivery in participants' native language is a prerequisite for meaningful engagement and learning outcomes. Replicating organisations must therefore budget explicitly for translation and cultural adaptation of all content from the outset of the planning phase, treating this as a fixed cost of replication rather than an optional enhancement.

Delivery format: options for replication

Delivery format	Description and when to use
Fully online blended (standard)	synchronous + asynchronous online lessons. Recommended for public servants with regular institutional responsibilities and timing constraints.
Hybrid (online + in-person)	Suitable where cohorts are geographically concentrated and in-person engagement is preferred for practical exercises.

In-person intensive	Condensed format. Appropriate where intensive delivery is feasible and preferred. Requires adaptation of asynchronous content.
Extended online format	Longer format with additional asynchronous content. Appropriate for cohorts of recent graduates or professionals seeking to enter public administration.

Assessment and learning evaluation architecture

Implement the **multi-layered assessment structure**. The Curriculum embeds assessment at every stage of the learning pathway to support progressive knowledge consolidation, self-reflection, and practical application:

Assessment / Evaluation Component	Description and Timing
Pre-training baseline questionnaire	Completed before the start of the program. Measures prior knowledge, familiarity with social innovation concepts, and professional expectations. Provides the baseline for measuring learning progress.
Self-assessment quiz (per module)	Completed at the end of each module. Tests comprehension of key concepts, tools, and frameworks. Immediate feedback supports self-regulated learning.
Workbook exercises	Structured practical exercises completed asynchronously, applied to participants' own institutional contexts. Serve as evidence of applied learning.
Mid-term exam simulation	Formative assessment at the mid-point of the program, designed to simulate the certification examination.
Final exam simulation	Full-scale practice examination prior to the official certification test. Mirrors the ISO 17024 certification examination in structure, format, and difficulty.
Certification examination (ISO 17024)	Official certification examination for participants who have met the attendance and completion threshold (≥70–80% of total training hours).

> *→ This layered assessment architecture provides continuous formative feedback to learners and trainers, generates quality assurance data for the implementing organization, and ensures that the path to certification is supported by structured preparation rather than a single high-stakes examination.*

4.3.2 Resource Library

SIO Curriculum and Training Program	
Type	Training Program | Manual
Description	The core Curriculum provides a comprehensive, step-by-step learning pathway across a modular structure and is the primary vehicle for knowledge acquisition and competence development.

Target Users	Trainers, program coordinators, trainees
Supporting Resources	**D2.5 Curriculum for Social Innovation Officers in the PA → Workbook** **D2.2 Mapping of Social Innovation Practices in the PA**

Module presentations and SCORM interactive lessons	
Type	Teaching and Learning Materials
Description	Slide decks for synchronous facilitated sessions and interactive SCORM lessons for asynchronous self-paced learning. Available for each learning module. Designed with placeholders for locally relevant examples.
Target Users	Trainers (presentations); Participants (SCORM lessons)
Access	Moodle Platform or similar — module sections
Supporting Resources	**D3.1 Methodology for the Inspire PA PoC → Section 4**

Workbook and practical exercises	
Type	Applied Learning Tool
Description	A structured workbook guiding participants through progressive practical exercises applied to a real social innovation challenge from their institution. Serves as a portfolio of evidence for the certification assessment.
Target Users	Participants; Trainers
Supporting Resources	**D2.5 Curriculum for Social Innovation Officers in the PA →Workbook**

Case Study Bank	
Type	Knowledge Resource
Description	A curated collection of social innovation case studies from public administrations across Europe. Replicating organisations are encouraged to contribute new national case studies to enrich the bank.
Target Users	Trainers; participants; adopting organisations.
Supporting Resources	**D2.2 Mapping of Social Innovation Practices in the PA** **D2.5 Curriculum for Social Innovation Officers in the PA**

Certification Framework (ISO 17024)	
Type	Certification Resource
Description	ISO 17024 certification procedures, exam format, and eligibility criteria for the Social Innovation Officer professional profile.
Target Users	Adopting organisations; trainers; participants.
Supporting Resources	**D2.4 Certification Scheme** **D3.1 Methodology for the Inspire PA PoC → Section 4 and Section 5**

4.4 STEP 3: MOBILIZE AND DELIVER

Recruit, onboard, and implement the training program

This step provides guidance on participants' recruitment, institutional partnership building, onboarding processes setting the conditions for successful delivery, and the operational management of the training cycle.

4.4.1 MOBILIZATION: Key Actions for Replicating Organisations

- Design and launch an effective **Call for Participation** aligned with the INSPIRE PA selection criteria.
- Manage the **selection process** and onboard participants effectively.
- Conduct a mandatory **trainer alignment** ensuring pedagogical consistency.
- Deliver the **modular training program** using the INSPIRE PA Replicability Guidelines and relevant resources produced by the project.
- **Monitor participation** and engagement throughout the program.

→ ***Secure institutional partnerships –*** *Institutional buy-in is a prerequisite: engage with HR departments, training units, or innovation offices within target public administrations to ensure the program is endorsed at managerial level and that participants have protected time for training.*

Launch the Call for Participation

- **Call design**: clearly communicating the aims of the program, the SIO profile, the structure and workload, the language of delivery, the certification pathway, and the commitments expected from participants and their institutions.
- **Application form**: a standardised form to collect information needed for assessment and selection.
- **Dissemination**: through institutional networks, professional associations, HR departments, and direct engagement with PAs, reaching participants from municipalities, regional authorities, ministries, public agencies, and public service providers.

→ *Experience from the Inspire PA pilot course shows that candidates respond positively to clear, concise communication that emphasizes professional development value and practical applicability.*

Apply selection criteria:

Selection Criterion	Description
Professional relevance	Current employment in public administration or an active professional role connected to public administration, with duties or projects connected to innovation, governance, or social impact.

Motivation	Quality of the personal statement; clarity of learning objectives; commitment to applying knowledge in practice, including description of a concrete institutional challenge.
Diversity and inclusion	Gender balance, geographic diversity, and variety of public-sector functions and institutional levels.
Language and ICT competence	Sufficient digital literacy and, where applicable, English language skills for asynchronous learning materials.

Carry out the trainer alignment briefing - Organise a mandatory trainer alignment briefing prior to program's launch. All trainers should review the curriculum together, agree on facilitation principles, harmonise the use of assessment tools, and establish communication protocols. In multi-trainer programs, this session is a critical quality assurance mechanism.

Tips for trainers:

Facilitate challenge-based learning to promote meaningful participation	Shift from passive to experiential learning	Give and receive Feedback
Guide participants in defining a real social innovation challenge from within their own institution. This challenge-based approach ensures that learning is grounded in professional reality and produces a concrete output that participants can present and use upon completion.	Replace lecture-heavy instruction with dynamic, hands-on exercises, simulations, and role-playing in a safe environment.	Systematically collect feedback during each session, adjust facilitation in response, and provide individual feedback to participants on their learning progression.

Onboard participants - Provide participants with clear onboarding instructions covering the platform, the training schedule, assessment requirements, and certification pathway. Conduct a pre-program **platform testing session** to reduce technical barriers. Collect the pre-training baseline questionnaire to establish the foundation for measuring progress.

4.4.2 DELIVERY: Key Actions for Replicating Organizations

Ensure technical readiness - The INSPIRE PA model requires a blended digital learning environment. Three accessibility requirements apply to all replications: (1) all materials must be downloadable for offline use; (2) session recordings must be easily accessible for end users with visual, auditory or cognitive difficulties; (3) technical support available throughout the program.

Manage the learning cycle - Deliver the learning modules in sequential order, combining synchronous facilitated sessions with asynchronous self-paced learning.

> **Accessibility requirement:** Conduct an accessibility assessment at the application stage to collect participants' support needs (visual, auditory, cognitive). Review platform and materials against accessibility standards before each edition launches. Ensure captions for all video content, screen-reader-compatible materials, and alternative formats for visual exercises.

Provide ongoing tutoring and support – Assign a dedicated tutor to provide ongoing support between synchronous sessions. Proactive communication between sessions reduces dropout risk significantly.

Monitor participation and engagement – Track participation data at module level using LMS analytics and trainers' logs. Identify participants at risk of falling below the completion threshold and reach out proactively. Collect module-level feedback forms at the end of each synchronous session to enable continuous quality monitoring and timely facilitation adjustments.

4.4.3 Resource Library

Call for Participation Template	
Type	Recruitment Tool
Description	Adaptable template for participants' recruitment communication, covering program's objectives, format, time commitment, selection criteria, and certification pathway.
Target Users	Program coordinators; dissemination officers
Supporting Resources	**Call for Participants**

Pre-Training Baseline Questionnaire	
Type	Evaluation Tool
Description	Measures prior knowledge, professional experience, and expectations at the start of the program, establishing the baseline for measuring learning progress.
Target Users	Program coordinators; trainers
Supporting Resources	**D3.1 Methodology for the Inspire PA PoC → Section 5** **D3.4 Evaluation Report**

Trainer Alignment Briefing Guide	
Type	Quality Assurance Tool
Description	Structured agenda and facilitation notes for the mandatory pre-program trainers' alignment session. Covers pedagogical approach, facilitation principles, use of the Workbook, and module objectives.
Target Users	Trainers; program coordinators.
Supporting Resources	**D3.1 Methodology for the Inspire PA PoC →Section 5**

Self-Assessment Quizzes and Exam Simulations	
Type	Assessment
Description	Module-level self-assessment quizzes and mid-term/final exam simulation exercises preparing participants for the ISO 17024 certification examination.
Target Users	Participants
Supporting Resources	**D3.1 Methodology for the Inspire PA PoC → Section 4**

4.5 STEP 4: MONITOR AND EVALUATE

Monitor and evaluate performance

This step provides mechanisms for performance monitoring and evaluation.

4.5.1 Key Actions for Replicating Organisations

- Administer the **post-training evaluation** and measure program's performance against KPI benchmarks.
- Document and communicate **program's outcomes** to institutional decision-makers.

Monitor data

Data collection is the monitoring process that allows the program to be followed and evaluated. Four dimensions should be covered, as shown in the table below:

Object	What is observed	Instruments	Frequency
Resources	Human and material resources, and their correspondence to the initial estimate	Budget monitoring report; trainer performance review; partnership assessment scale	Monthly for budget; mid-point for the others
Activities	Participant engagement and delivery performance: attendance, degree of participation, satisfaction per session	Attendance register; observation grid covering attitude, motivation, and participation; module feedback form	Per module
Service and product	Quantity and quality of what was delivered, and overall progress against plan	Post-training evaluation survey; implementation and execution report	Periodically and at closure
Results	The degree to which the intended competences were actually developed	Pre- and post-training self-assessment questionnaire; certification results; workbook portfolio; follow-up survey and interviews	Baseline, closure, and six to twelve months after certification

Administer the post-training evaluation survey – Conduct the comprehensive post-training evaluation measuring achievement of learning outcomes, competence improvement, quality of materials, overall satisfaction, and participants' intention to apply acquired methods within their institutions. Aggregate data at cohort level and compare against the KPI targets below.

Document and share outcomes – Complete a program outcomes report covering participant profiles, learning results, certification results, and key lessons learnt. Share with institutional decision-makers and with the INSPIRE PA Community of Practice.

Alternative formats to share results:

- Workshop with stakeholders or presentation event, which reaches institutional decision-makers more effectively than a document;
- Short slide deck, a poster, a video pitch, or a newsletter item, prepared from the same evidence for different audiences;
- Data visualization: infographics, word clouds, diagrams, and maps to make data more impactful.

4.5.2 Resource Library

Module Evaluation Forms	
Type	Quality Monitoring Tool
Description	Participant feedback forms completed at the end of each synchronous session. Assesses trainer performance, content clarity, and usefulness of exercises.
Target Users	Participants, program coordinators
Supporting Resources	**D3.1 Methodology for the Inspire PA PoC → Section 6** **D3.3 Pilot Course Execution Report**

Post-Training Evaluation Survey	
Type	Evaluation Tool
Description	Primary evaluation instrument to measure participants' self-assessed knowledge improvement, competence development, and satisfaction with the training experience. Its findings provide replicating organisations with the evidence base needed to assess program quality, identify areas for improvement, and document outcomes for institutional stakeholders and future funding applications.
Target Users	Program coordinators, trainers, institutional decision-makers
Supporting Resources	**D3.4 Evaluation Report**

KPI Monitoring Framework	
Type	Quality Assurance Tool
Description	Tracks program performance against minimum quality targets drawn from the PoC pilot, including benchmarks for participation rate, completion rate, satisfaction, knowledge improvement, and transfer intent.
Target Users	Program coordinators, institutional decision-makers
Supporting Resources	**D3.1 Methodology for the Inspire PA PoC → Section 6** **D3.3 Pilot Execution Report** **D3.4 Evaluation Report**

Evaluation Report	
Type	Documentation Tool
Description	Structured report documenting and sharing program results, including participant profiles, learning outcomes, certification results, and key lessons.

	Designed for sharing with institutional decision-makers and contributing to the European CoP.
Target Users	Program coordinators, communication officers
Supporting Resources	**D3.3 Pilot Execution Report** **D3.4 Evaluation Report**

4.6 STEP 5: SUSTAIN AND SCALE

Secure continuity, embed the SIO profile, and scale the model

This step sets out the pre-conditions that must be secured for the SIO model to remain consistent and credible across editions, the sustainability plan that keeps the program alive, the levers — certification, Community of Practice, and funding — that make that growth durable.

Plan this step first. Sustainability is a design decision. The sustainability plan, the funding pathway, and the intended direction of scaling should be drafted before the first call for participation is published.

4.6.1 Key Actions for Replicating Organisations

- Build a **sustainability plan** covering strategic options, promotion, and the direction of scaling.
- Choose a **scaling scenario**: replication led by the adopting organisation and its partners, or broader scaling through external training providers.
- Use the **ISO/IEC 17024 certification pathway** as a means of professional recognition for the SIO profile.
- Design **continuous education pathways** for certified SIOs and activate the **Community of Practice**.
- Secure the **financial resources** required for the editions that follow the first one.

Sustainability Plan

A sustainability plan should be devised to guarantee that the program remains available over time, keep it harmonized at the EU level across all providers, paving the way for continued excellence, and empower both learners and educators in establishing the SIO profession widely recognized across the EU.

Certification as a lever of sustainability

The INSPIRE PA certification scheme is built on **ISO/IEC 17024**, the international standard setting requirements for bodies that certify persons. While most ISO standards apply to organizations or products, ISO/IEC 17024 addresses the competence of individuals, ensuring that the certificate's holder genuinely possesses the competences claimed.

Feature of the standard	What it means for the SIO profile
Focus on people, not organisations	The certificate formally recognises the competencies of the individual public servant, rather than solely acknowledging the quality of the training provider.
Fair and transparent assessment	Certification bodies must apply clear, impartial, and consistent methods.
Credibility and trust	Administrations, employers, and citizens can rely on the certificate as evidence that a recognized standard has been met.
International recognition	Certificates are more readily recognized across countries and sectors, supporting the portability of the profile and the mobility of those who hold it.
Sustainability and exploitation	Linking the SIO competency profile to the ISO/IEC 17024 standard turns it into a lasting, recognized professional qualification rather than a project's output.

Scaling strategies

The strategies supporting scaling are largely common to all three directions listed in the table below: i) identify new funding lines; ii) establish licensing-type arrangements with partner organizations; iii) train experts and organizations to deliver the model themselves; iv) and disseminate a methodological guide.

Type of Scaling	Purpose	Possible Trajectories
Scaling deep	Strengthening impact by diversifying and improving what is offered to the same beneficiaries.	Advanced or thematic modules for certified SIOs; coaching and tutoring on live institutional challenges; higher-quality materials; more sophisticated approaches to program management.
Scaling up	Maximising impact by replicating or adapting the model to other contexts.	New regions and new countries; new target groups, such as recent graduates preparing to enter public service; adaptation to sectoral administrations.
Scaling out	Broadening impact by promoting the model to achieve deeper, more systemic change.	Integration of the SIO profile into national training catalogues and career frameworks; adoption of the curriculum by national schools of public administration.

Continuous education pathways for certified SIOs

A continuous education pathway should be designed alongside the training program rather than after it:

- **Refresher workshops** on the tools and frameworks of the curriculum, updated to reflect changes in policy and practice.
- **Mentoring and coaching** on specific institutional challenges, individually or in small groups.
- **Advanced and thematic modules** — for example impact measurement, participatory budgeting, or public procurement for social impact — reserved for certified SIOs.
- **Regular reassessment or recertification**, where the certification body provides for it, documenting that competences remain consistent and constantly updated.

Financial resources

Replication and scaling require resources, and the absence of a funding pathway is the most frequent cause of discontinuity after a successful pilot. Four options are available, and most sustainable programs combine more than one:

Funding option	Description	When it applies
Participation fee	A market-based fee, paid by the employing institution or by the participant, covering delivery costs and a margin for curriculum maintenance.	Where administrations hold training budgets and the certification is recognised as professional development.
Institutional training budgets	Inclusion of the SIO program in the annual training plan of a public administration or of a national school of public administration.	Where an internal champion and a formal institutional mandate are already in place.
EU and national funding schemes	Erasmus+, ESF+ Social Innovation Initiative, and national or regional funds supporting public administration capacity building and on-the-job training of public employees.	Where replication involves adaptation, translation, or extension of the model to new contexts.
A dedicated follow-up project	A subsequent EU-funded project dedicated to scaling, financing curriculum updating, partner mapping, train-the-trainer cycles, and community building.	Where broader scaling through external providers is the main trajectory.

Activating the Community of Practice

A key driver of sustainability is the **INSPIRE PA Community of Practice**, which already brings together more than 500 members and continues to grow beyond the project's formal activities:

Peer Support	Cross-Institutional Learning	Professional Identity
A peer support network for practitioners navigating institutional resistance and uncertainty.	A cross-institutional space where local micro-innovations can be identified, documented, and replicated elsewhere.	Ongoing reinforcement of the SIO professional identity and shared community of committed innovators.

***How to activate the CoP in your replication*:**

- Deliver a post-training closing event to introduce participants to the CoP, its governance, platforms, and activities calendar.
- Identify and appoint an ambassador from within the cohort of trainees before the program ends.
- Schedule the first post-training community event.
- Establish a minimum viable CoP structure: a designated facilitator, a communication channel, and a calendar of activities for at least the first 6 months post-training.

How to connect with the European INSPIRE PA CoP:

- Contact the INSPIRE PA Consortium through our **contact form** or via e-mail info@inspirepa.eu to introduce your organisation and share information about your replication initiative
- Join the INSPIRE PA Community on LinkedIn to stay connected with the network,, and engage with peers across Europe
- Contribute case studies to the shared repository of Inspire PA's Library
- Share documented outcomes to enrich the evidence base for all future replications.

4.6.2 Resource Library

Scaling Protocol and Train-the-Trainer Package	
Type	Scaling and Quality Assurance Tool
Description	Measures for maintaining program consistency, transdisciplinary expertise, and continuous updating when delivery is transferred to external providers, including the train-the-trainer cycle, readiness benchmarks, and the curriculum updating mechanism.
Target Users	Program coordinators; partner training providers; trainers
Supporting Resources	**D3.1 Methodology for the Inspire PA PoC → Section 5**

Conclusions

The INSPIRE PA Replicability Guidelines outline the main components of the Inspire PA training program: a distillation of the knowledge, experience, and evidence springing from two years of curriculum design, stakeholder research, pilot delivery, and evaluation across three European countries (Greece, Italy and Romania).

The INSPIRE PA Proof of Concept pilot course provided clear, measurable evidence that the SIO training model is effective in equipping civil servants with relevant knowledge, practical tools, and the mindset needed to initiate and sustain social innovation within their institutions. The pilot exceeded its quantitative targets, achieved high levels of participant satisfaction and engagement, and generated substantial evidence to support curriculum refinement and wider replication.

However, for the Inspire PA program to maintain its high level of quality, there are several pre-conditions and challenges to consider. These include the need for consistency of the program, for regular updates, potential customization and tailoring to specific national contexts and public administrations, the need for continuous education pathways, sustainability plans, and adequate financing mechanisms.

Replication is not an automatic process. To achieve durable results, replication efforts must be consolidated institutionally, resourced over time, and supported by long-term political and administrative commitment. Systems change is not a one-time event but an iterative process—one that requires persistence, collaboration, and a willingness to rethink how public value is created and shared.

ANNEX 1 — Quick-Start Checklist for Replication

Essential steps for organizations willing to adopt the INSPIRE PA SIO training model

This checklist is a summary tool, not a substitute for the detailed guidance in each section. Assign ownership of each step to a person within your implementation team. Steps overlap across phases and timelines should be adapted to your institutional context and program duration.

STEP 1: PREPARE

#	Action	Guidance
☐ 1.	Confirm institutional mandate	Secure formal commitment from leadership. Identify the internal champion.
☐ 2.	Conduct a needs assessment	Confirm the relevance of the SIO model for your context.
☐ 3.	Map your target audience	Identify public administration professionals to be trained. Confirm minimum cohort size (≥15 recommended)
☐ 4.	Assess trainer availability	Identify trainers with social innovation, public administration, and adult facilitation expertise
☐ 5.	Review the certification pathway	Confirm whether the cohort will pursue ISO 17024 or an equivalent internal recognition pathway
☐ 6.	Set up or access the LMS	Confirm access to Moodle or equivalent

STEP 2: ADAPT AND DESIGN

#	Action	Guidance
☐ 7.	Translate and adapt materials	Adapt core curriculum materials into the national language. Enrich the Case Study Bank with local examples
☐ 8.	Configure the platform	Set up the technical requirements for hosting the learning space (online modules, supporting materials, quizzes, evaluation forms, community forum)
☐ 9.	Design the timetable	Schedule synchronous sessions and map the asynchronous workload
☐ 10.	Draft the call for participants	Prepare the application form and dissemination materials
☐ 11.	Conduct the trainers alignment briefing	Hold a dedicated briefing with all trainers

STEP 3: MOBILIZE AND DELIVER

#	Action	Guidance
☐ 12.	Launch the call and manage applications	Disseminate through institutional networks
☐ 13.	Select participants with diversity in mind	Ensure diverse institutional backgrounds, governance levels, and gender balance
☐ 14.	Onboard selected participants	Send welcome communications, provide platform orientation, test technical access, distribute Workbook, administer pre-training baseline questionnaire
☐ 15.	Deliver training modules and monitor participation continuously	Deliver the learning modules in sequential order, combining synchronous facilitated sessions with asynchronous self-paced learning. Use LMS analytics. Reach out to at-risk participants proactively

STEP 4: MONITOR AND EVALUATE

#	Action	Guidance
☐ 16.	Collect module evaluation forms	After each synchronous session
☐ 17.	Administer the post-training evaluation survey	Immediately after the program's completion
☐ 18.	Measure performance against KPIs	Compare against minimum quality targets
☐ 19.	Document and share outcomes	Compile a full implementation report capturing participation data, KPI results, participant testimonials, and lessons learned. Share findings with institutional leadership and funding bodies, to contribute to the collective evidence base.

STEP 5: SUSTAIN AND SCALE

#	Action	Guidance
☐ 20.	Introduce participants to the Community of Practice	Formally present the Community of Practice (CoP) to certified SIOs at the close of the program. Explain its governance model, digital platforms, and calendar of activities. Identify ambassadors to bridge local cohorts with the national/European community.
☐ 21.	Advocate for institutional recognition of the SIO role	Start a dialogue with HR departments or professional bodies to position the SIO profile within job classification systems, career pathways, and performance evaluation frameworks. Where possible, formalise organisational mandates for certified SIOs
☐ 22.	Plan the next edition	Use the first replication as a showcase for subsequent cohorts. Refine the Case Study Bank with local examples, update materials based on

		participant feedback, and apply lessons learned to improve facilitation, scheduling, and recruitment.
☐ 23.	Build a trainer community	Identify certified SIOs or experienced trainers from the pilot cohort who can take on facilitation roles in future editions. Invest in train-the-trainer activities to expand the pool of qualified facilitators locally.
☐ 24.	Leverage EU and national funding	Map available funding mechanisms to support subsequent replications: Erasmus+ (VET and Higher Education strands), ESF+ programmes, Interreg projects, and national cohesion policy funds. The validated and ISO 17024-certified INSPIRE PA pathway is well positioned to attract this type of financing.
☐ 25.	Explore collaborative models	Consider co-organising future editions with other VET providers, universities, civil society organisations, or public administration networks. Consortium approaches enrich cohort diversity, and strengthen the territorial reach of the SIO profile.
☐ 26.	Align with national and EU policy agendas	Actively leverage the INSPIRE PA policy alignments — European Pillar of Social Rights, OECD Public Sector Innovation Framework, EQAVET, ESF+ — to strengthen institutional recognition of the SIO role and advocate for its systemic embedding in national and European reform agendas.

ANNEX 2 - Final Tips for Replication

#	Tip	Evidence Base	Operational Implication
01	**Secure institutional endorsement before participant recruitment is launched.**	Participants whose employing institutions had provided explicit endorsement and protected time showed significantly higher engagement and completion rates than those who had enrolled independently.	This means engaging HR departments and line managers — not just prospective participants — in the pre-program communication. A formal letter of institutional support is a recommended minimum requirement. Design the blended learning format for flexibility from the outset: record all synchronous sessions, ensure materials are downloadable, and maintain regular structured engagement with asynchronous activities.
02	**National language delivery is non-negotiable**	All synchronous training sessions were delivered in the national language of participants (Greek, Italian, Romanian). Attempts to supplement with English-language materials for complex theoretical content may generate accessibility barriers and reduced engagement	Translation and cultural adaptation of curriculum materials is a one-time upfront investment. Budget and timeline for translation should be explicitly planned in the replication preparation phase.
03	**Maintain the modular, practice-oriented curriculum structure**	94.2% rated quality good/excellent; 100% intend to apply learning at work.	Preserve the online modular format. Do not reduce the training to a shorter, purely theoretical version.
04	**Plan platform's accessibility in advance**	The INSPIRE PA PoC highlighted that the standard platform setup and materials require specific adaptations to ensure full and equitable participation.	Accessibility is a design principle, not an edge case. An accessibility assessment should be conducted at the application stage to collect participants' support needs. Platform and materials should be reviewed against basic accessibility. Ensure captions for all video content, screen-reader-compatible materials, and alternative formats for visual exercises.
05	**Avoid assuming that trainers with strong domain expertise will automatically share the same facilitation approach.**	In a multi-trainer, multi-country program, ensuring pedagogical consistency is a real challenge. The pre-pilot trainer alignment briefing — in which all trainers reviewed the INSPIRE PA curriculum together, agreed on facilitation principles, and harmonized the use of assessment tools — was reported as a key quality assurance mechanism	The trainer alignment session must be built into the program timeline as a mandatory step, with a minimum duration of one full day. For multi-country replications, a shared facilitation principles document should be developed and circulated before the alignment session.

06	**Strengthen guided practice with social innovation tools**	The shift from no tool use at baseline to active methodological engagement post-training was one of the strongest areas of progress.	Future editions should include additional guided exercises using the Problem Tree, 5R Framework, Stakeholder Mapping, Impact Logic Model, and Cynefin Method.
07	**Challenge-based learning requires dedicated facilitation time**	The challenge-based learning thread — in which participants identify and work on a real social innovation challenge from their own institution — is the most distinctive and high-value element of the INSPIRE PA SIO curriculum. It also requires the most dedicated facilitation time and was the element where quality varied most across cohorts.	Allocate explicit facilitation time for challenge identification and framing support. Consider adding optional one-to-one or small-group tutoring sessions for participants who need more scaffolding in the early challenge definition phase. The quality of the challenge framing determines the quality of all subsequent practical exercises.
08	**Reinforce social impact evaluation as a core applied module**	Only a small share of respondents reported consistent institutional social impact measurement at baseline or post-training — a systemic gap the curriculum must address more directly.	Add applied exercises on indicators, outcome mapping, and feasible measurement routines. Use real examples from Public Administrations of pilot countries.
09	**Add an institutional implementation component to the curriculum**	The main post-training barriers are internal resistance, leadership support, and defining measurable impact — implementation challenges, not knowledge gaps.	Develop a dedicated module or toolkit section on securing internal support, communicating the SIO value proposition to management, and managing organizational resistance.
10	**Plan and resource technical support explicitly**	Digital literacy gaps and platform access issues were identified as equity risks, particularly in smaller or rural institutions.	Budget a dedicated technical support role for each replication edition. Run a mandatory pre-program platform testing session. Ensure asynchronous fallback for all synchronous content.
11	**Introduce a post-training follow-up mechanism**	The evaluation captures immediate post-training perceptions; long-term workplace application is unmeasured — a methodological gap with direct practical significance.	Administer a follow-up survey 3–6 months after program's completion. Use the Community of Practice as a vehicle for reflective practice and impact tracking.
12	**Adapt national case studies and examples for each replication context**	Participants in all three countries responded positively to locally grounded examples; cross-national curricular resonance depends on	Allow adaptation to national administrative cultures, institutional responsibilities, and local needs while preserving the curriculum structure.

		contextualized case scenarios.	
13	**Avoid launching a Community of Practice without a governance framework**	Without a clear CoP governance framework and a designated facilitator, early post-training energy among participants tends to dissipate within weeks of program's completion.	CoP activation must be explicitly planned within the program timeline — not treated as a post-program activity. A minimum viable CoP structure — a designated facilitator, communication channels, and a first post-program event — should be established during the final module of the training. Use the network to fuel exchange among trainees, trainers, VET providers, and public administrations beyond the formal course period.
14	**Leverage EU funding mechanisms**	INSPIRE PA is a transnational initiative co-funded by the Erasmus+ program.	Identify relevant regional, national and EU funding mechanisms to support the cost of replication. Frame the SIO training as a public sector's modernization investment.