

getir

EUROPEAN MANAGER
OF INTELLIGENT AND RESPONSIBLE
TERRITORIES

SUMMARY REPORT OF EVALUATION (I). WP3
FINAL RECOMMENDATION REPORT

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1. INTRODUCTION

The DOI European project “Manager of Intelligent and Responsible Territories” (GETIR) Ref: 510283-LLP-1-2010-1-ES-LEONARDO-LMP, is a Leonardo Da Vinci-funded action which consists in the design of a professional profile for the European Manager of Intelligent and Responsible Territories, as well as in the definition of a new curriculum and posterior development of a series of training modules by the partners involved in the project, namely: Folkuniversitetet (Sweden) Bulgarian Development Agency (Bulgaria) Romanian Institute for Adult Education (Romania) Dimitra (Greece), DOCUMENTA, Instituto Europeo para la Formación y el Desarrollo as project coordinator (Spain).

One of the outlined activities in GETIR project (Working Package 3) consisted in the assessment/testing of the Profile, curriculum and professional training contents, as well as the beta version of the Training Tool, the GETIR Social Community 2.0 and the future expectations and applicability of these outcomes and main products of the project in each participating country. The aim was to check the strengths of the GETIR profile and associated training materials and means of implementation, but also to detect issues to be improved prior to the final validation of the products.

For undertaking the testing phase, each partner was in charge of organising a meeting with experts (workshop) with a minimum of 5 local development experts (and similar areas of knowledge) to carry out the testing of the training modules elaborated by them, as well as to assess the quality, relevance and applicability of the rest of the project outcomes: GETIR professional profile, beta training tool and Social community.

- Experts’ participation –and other stakeholders– was facilitated through different means, such as the Internet (e-mail), telephone and face to face meetings. As a final result, all partners elaborated a summary report of evaluation, with the main results and suggestions arising from their local meetings and consultation with experts.

- The coordinator of the project (DOCUMENTA) was responsible of collecting of all the recommendations gathered by each partner organisation in order to elaborate a common report with the changes agreed among partners to be included in the BETA version on the training tool.

The testing procedure of the Training Tool and GETIR profile by the experts in each partner country was intended to follow a set of common guidelines in order to standardize and ease the development of the testing activities.

The specific categories of the testing procedure are shown below:

1. Assessment topics and evaluation guidelines

As the thematic areas included in the Professional Profile GETIR are diverse and digester at the same time, the promoter of the project proposed a testing procedure aiming to maintain the integrity of the Professional Profile and its associated curricular path in regards to competences, knowledge and skills, considering the fact that all knowledge areas have an equivalent importance for the whole training. The purpose was to complete an integral evaluation of GETIR agents training.

However, it should be emphasized that although the approach aims to offer a generic view on the profile and expertise and associated thematic areas, this approach is also focused on the specific evaluation of contents which have been developed in each partner organization.

As a consequence, the main evaluation issues were:

1. Evaluation of GETIR Professional Profile:

- Professional coherence of the profile, taking into consideration its global adequacy to a real profession/ career (**mission, functions, competencies, abilities, knowledge**)

- Adequacy of the 5 professional areas rose to the formation of a new professional profile (GETIR). Is it possible to add or remove some of them?
 - Relevance: In which way would be useful this profile in your territory?
2. Structure of developed curricula contents: Based on the general structure and common template of all the modules (content index) in the five different Areas of knowledge.
 - Clarity in the definition of modules and its sections
 - Internal coherence between different Modules
 - Is it possible to add new items in curricula structure, or to remove some of them?
 3. Training contents: Evaluation of the training modules developed by each partner
 - Are the explanations clear?
 - Quality of the contents, deepening in different knowledge areas
 4. Pedagogic aspects: Plan of implementation and use of the training tool for students and target groups, by checking:
 - The online training tool methodology: Appearance of the tool and the Virtual Campus, easiness and intuitive character of the access to contents
 - Adequacy of trainees' evaluation method
 - Dynamization tools and improvement ideas to increase the attractiveness of the training: tutored sessions, practical exercises, etc.
 5. Practical use of both Profile and Training tool: in which regional and specific issues can this professional profile have a positive influence? To whom and what kind of users should it be oriented to?

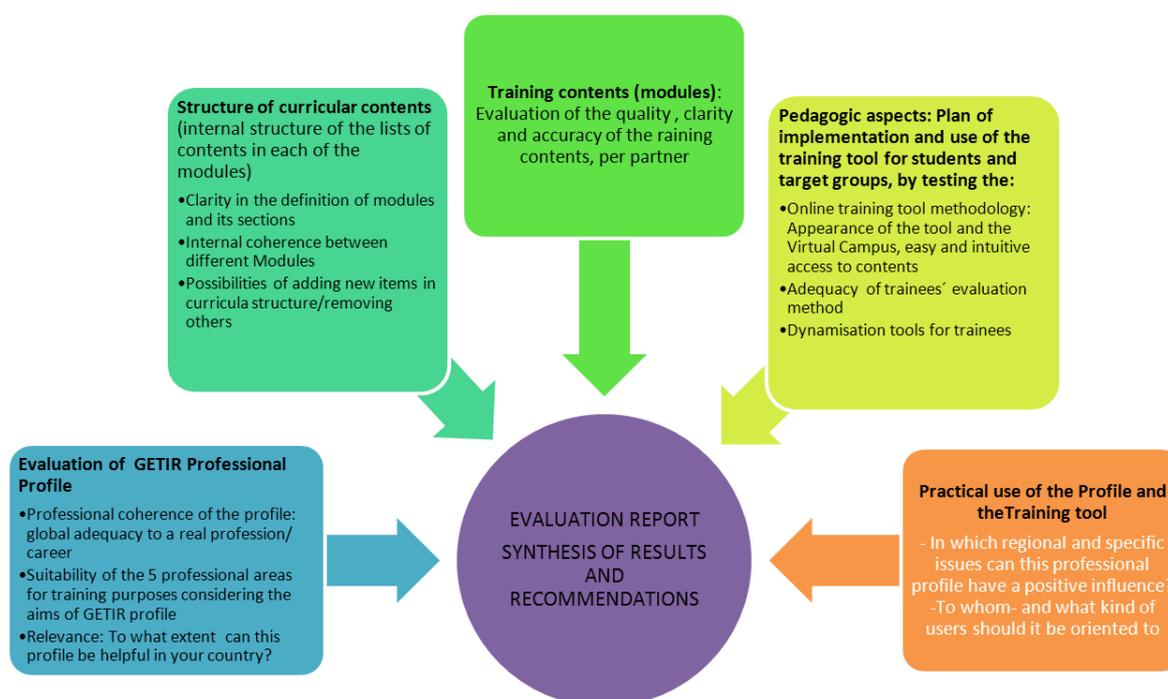


Figure 1. Assesment topics considered at the meetings with experts in each partnership country

2. Elaboration of the final recommendation report by the coordinator

Throughout this report are shown the most notable results and recommendations for improvement arising from this evaluation process carried out by the partners of the project: Folkuniversitetet Uppsala, Dimitra, Bulgarian Development Agency, IREA and Documenta, comprising:

- General results of analysis of the Professional Profile, training modules and online tool (Pedagogy, appropriate contents, online tool suitability, areas for improvement, possible changes in format, content clarity, depth, etc.)
- Specific recommendations to be included in the training modules developed in each partner organisation are only mentioned in brief. The exhaustive description of the detailed modifications in every module is widely explained throughout the five recommendation reports of the partners.

2. MAIN RESULTS AND RECOMMENDATIONS PER PARTNER ORGANIZATION

A very positive feedback and assessment rose from the meetings/consultations with experts that all participating entities performed in October and November 2012, for all the products and results of GETIR European project. To begin with, it must be highlighted the fact that all the experts in every country reached consensus on the appropriateness of this profile and educational material for their training and future professional performance.

- GETIR professional profile was seen as a very useful tool with a great potential for use in different fields, without being necessarily constraint to the local development area and related careers.
- Experts were also pleased of checking and assuring the appropriateness and relevance of the profile in their countries, in order to answer to nowadays needs of knowledge (and know-how) of LD practitioners, at first instance.
- The existence of a multilingual training tool will make much easier to transfer GETIR knowledge and skills to other countries.

Below are explained the main conclusion of testing in each partnership organization:

P1. DOCUMENTA

The evaluation of the GETIR products (profile, training contents and beta training tool) was carried out by DOCUMENTA during November 2012, in the form of a meeting with experts in the areas of Local Development and training.

Prior to the meeting consisted on an e-mail and snail mail contact process to get in touch with different experts with a long career in the field of sustainable local development, for the involvement of a homogenous and experienced group. This

workshop was attended by various experts in the fields of Local Sustainable Development and Territorial management, as well as experienced trainers.

1. Evaluation of the GETIR professional profile

Experts agreed on the structure and definition, in terms of clear internal coherence of the profile. The five areas of knowledge adequately meet the needs of training for future professionals in this area –Experts do not miss any other area of knowledge.

- 1st Suggestion: Although the general functions and competences of the GETIR agent are clearly defined, perhaps the associated skills are not as accurate as they should be. A review on them might be recommended.
- 2nd Suggestion: An adaptation of the specific competences will be necessary if we wish to transfer this profile to other professional areas. For instances, the competences will not be exactly the same for professional of local development than for those working in the touristic sector, and this is something that should be reflected also in the training modules.
- 3rd Suggestion: The profile needs to be certified at European level considering the European Qualification Framework.

2. Structure of the curricular contents: The structure of the modules is easy to follow, and the presence of introductory-summary paragraph at the beginning of the modules will be very useful for trainee. Materials are well structured but perhaps they are too extensive.

3. Evaluation of the training contents: Thematic area: “Corporate social responsibility and knowledge management in the territory: The information contained in this module is accurate and complete, but it is recommendable to fix common criteria between modules regarding the extension of Units and subunits:

Corporate Social Responsibility module has many units, whereas *Knowledge Management in Intelligent and Responsible Territories* shows the opposite problem.

- 1st Suggestion: Regarding Module 1: *Corporate Social Responsibility, Sustainable Development and Territory*: The information contained gives a general, but precise idea of what Corporate Social Responsibility is, but perhaps it might have been better to reduce the number of Units in each subchapter.
- 2nd Suggestion: Regarding Module 2 *Knowledge Management in Intelligent and Responsible Territories*: As these materials have a high level of abstraction, experts recommend splitting the second chapter of the module into more Units (“Intelligent and Responsible Territories”).

4. Practical use of the profile and training tool: From a generic point of view, all the participants in the meeting agreed on the great utility of the profile and training tool, with a special emphasis on the training materials. They thought that the training curricula would be easy used in other occupational sectors, but mainly oriented to 2 different kinds of users: Local Development agents and practitioners, and recent graduates aiming to develop their careers in this field.

- 1st suggestion: GETIR training course should include a practical work to conclude the course, focused on a specific territory.
- 2nd suggestion: The use of good practices and case studies as examples of ways to carry out sustainable and innovative initiatives for the management of Intelligent and Responsible Territories must be emphasised.
- 3rd suggestion: In connection with the previous aspect, experts suggested the incorporation of a Users´ manual for the training tool, as a guide for a better use of the blended/distance learning methodology both for trainers and students.
- 4th suggestion: The use of more dynamic learning tools, such as *storytelling*, video blogs with explanations and answers of Frequently Asked Questions, or

written posts on the Virtual Community related to certain items and questions contained in the tool

- 5th suggestion: For a successful exploitation of the Virtual community, its operational capabilities should be merged it together with the Training Tool. Other possibility might be to put a banner of the Virtual Community on the Training tool, to access them at the same time if they wish.

P2. Folkuniversitetet

In November 2012, Folkuniversitetet contacted consultants engaged in the *Good governance, Social participation and empowerment area* in Mälardalen (greater Stockholm area, Uppsala and middle Sweden) region. Folkuniversitetet Uppsala suggested doing the evaluation in form of telephone interview with a consultant for NGOs in Uppsala County regarding Empowerment and Social participation.

The evaluation was accomplished only for 2 modules; *Social participation and empowerment*.

The consultant expressed satisfaction that the material included the main theme of empowerment and social participation according to several strategic aspects of knowledge, such as: *Ownership, Inclusion. Democratic participation, Community knowledge, Evidence-based strategies, Accountability, Improvement, Social justice*

- 1st suggestion: Regarding *Social Participation* (Module one), it should be based on a different approach were a multilevel logistic model, with individuals at the first level and neighbourhoods at the second level, would be performed. The approach should be focused on analysing the effect (intra-area correlation and cross-level modification) of the neighbourhood on individual social capital after adjustment for compositional factors (e.g. age, sex, educational level, occupational status, disability pension, living alone, sick leave, unemployment)

and, finally, one contextual migration factor. In this way, the material would give an extra structure to the Social participation methods for European managers.

- 2nd suggestion: For the second module, the expert regarded various suggestions that were merely a point of view of practical usage of the steps suggested by the author: He pointed out that that a better step-by-step instruction and guidelines should be elaborated regarding how the Manager should conduct activities regarding empowerment:

Regarding key principals:

- Interviews/Discussions: Individual's households focus groups, community meetings.
- Mapping: community maps, personal maps, institutional maps
- Ranking: problem ranking, preference ranking, wealth ranking
- Trend Analysis: historical diagramming seasonal calendars, daily activity charts

Regarding key techniques

- Participation: local people serve as partners in data collection and analysis
- Flexibility: not a standardized methodology, depends on purpose, resources, skills, time
- Teamwork: outsiders and insiders, men and women, mix of disciplines.
- Optimal cost and time efficient, but ample opportunity
- Ignorance: for analysis and planning
- Systematic: for validity and reliability, partly stratified sampling, cross-checking

P3. Bulgarian Development Agency

For the pilot testing of the materials developed within the project Bulgarian Development Agency (BDA) organized a seminar (round table) on 10th Sept 2012 in Sofia, Bulgaria, following the guidelines developed by the project coordinator – DOCUMENTA. For participation in the seminar registered 15 experts representing 10 regional administrations in Bulgaria (out of 28 in total), 2 municipalities and 1 independent expert. The seminar was attended by 12 experts. To the other 3 experts, who were not able to attend the seminar, all materials were sent on the post.

The summary of the results is based on 9 opinions of regional development experts who provided them after revising all materials developed within GETIR project, focusing their attention on the following topics:

1. **Evaluation of GETIR Professional Profile:** All elements of the profile are coherently described, with the aim to cover all common areas and basic skills that give the possibility to further develop in detail specific aspects.
 - 1st suggestion: Although consistency exists between the missions, functions, competencies, skills and knowledge specific to the European Manager of intelligent and responsible territories, they suggested adding the knowledge of two foreign languages to the knowledge and skills necessary to fully carry out its functions.
 - 2nd suggestion: Some more types of skills can be added: Communication, to supplement verbal communication, to leadership and networking - ability to allocate key resources (human resources, financial, time), delegation of responsibility, ability to assess risk, etc
2. **Structure of the curriculum contents:** The modules are well structured and also the structure of the developed training content is clearly defined. There is a clear and logical connection between different modules:
 - Suggestion: Applying attractive graphics for the visualization and introduction to the thematic areas.

3. **Evaluation of the training contents: Thematic area “Social Capital: Prospection, Activation and Management” developed by BDA:** The content is clear, thoroughly presented and provide a good basis for thematic development and upgrading:

- 1st suggestion: To present good practices from Bulgaria (if possible), instead from other countries
- 2nd suggestion: Although social capital is presented as a theoretical concept, it can be measured and classified up to some extent. The main elements presented in the study can be measured by several indicators. The proposed indicators in the materials are mostly qualitative indicators to which can be added quantifiable, such as Civic engagement indicators (*number of settlements with strategies for integrated urban development; developed infrastructure in urban areas; number of projects to strengthen the relationship between the city and surrounding regions*), or Social trust indicators (*number of projects for networking and exchange of experiences between regional and local authorities*), etc.

4. **Practical use of both Profile and Training tool:** The profile of the European Manager of Intelligent and Responsible territories and the educational material could have a positive impact if introduced into the curricula of regional development planning, public administration, management in the public sector and others.

- Suggestion: The materials could be spread in 2 forms: concise form aimed at managers in the field of regional and local development and detailed form as a base for education and training for middle level experts and individual who wish to work in the related field.

P4. IREA

The evaluation of the GETIR products (profile, training contents and beta training tool) was carried out by IREA during September and October. Five experts were involved in the training, which were carefully selected in order to have representatives from different fields and institutions relevant for the GETIR project: university, local council, regional development agency, management sector, NGOs.

The overall evaluation of the GETIR products was positive, being highly appreciated in general by the experts. Nevertheless, several remarks were made by the Romanian experts regarding:

1. GETIR Professional profile

- 1st suggestion: Regarding the mission, it would be recommended to add some information about specific legislation frames, institutions, ways of working and communication
- 2nd suggestion: Regarding *Knowledge*: There is an exhaustive material, with too many categories and subcategories. Recommendation: try to simplify the material, by grouping the information in fewer categories.
- 3rd suggestion: The following skills were suggested to be introduced: Assertiveness, Stress management, Career and mentoring skills-developmental skills (Leadership and network)
- 4th suggestion: The following attitudes were suggested to be introduced: Plan and allocate the available resources, Coordinate interdependent and manage group performance (Implementation process); Respect for cultural diversity, diversity in general, social equity and inclusions, Respect for beliefs and values (Accountability).

2. **Structure of developed curricula contents:** The modules are well structured, with the same structure of the module and with a lot of information. As a general observation, in-depth development of some technical aspects is not recommended, and considering the developments in the field of responsible

and intelligent territories, it is most likely that new items will be added in the near future.

3. **Evaluation of the Training modules: Thematic Area: “Local Sustainable Development”**: As a whole, the material is informative, well-structured and clearly exposed. The information is comprehensive.

- 1st suggestion: Contents of the chapters are too detailed from theoretical point of view. Maybe is better to have explanations of the main concepts through exemplifications or good practices
- 2nd suggestion: There are a lot of definitions with not quotations, it is necessary to insert them in the text.

4. **Pedagogic aspects**: Regarding the implementation plan and use of the training tool for students:

- 1st suggestion: The campus is easy to use and access but the appearance is too serious. The tool could be more dynamic by adding the following options: a forum, participant’s profiles, a supervisor trainer, a FAQ section, and online exercises.
- 2nd suggestion: For the training tool, there must be made an introduction, like a “tour of the course” and “tour of the homepage”. This must explain how this tool works.
- 3rd suggestion: Some of the exercises are too short as compared to the quantity of knowledge presented in the chapters.

5. **Relevance: In which way would be useful this profile and training in your territory?**

- 1st suggestion: It could be possible to develop full-time university curricula and introduce the new profession into the market.

- 2nd suggestion: For the short time development period it would probably be more useful and easier to develop post-university training courses.

P5. DIMITRA

Although Dimitra did not have to carry out testing workshops with experts as an activity in Work package 3, the coordinator asked the Greek partners to do a “self-organization validation test”, considering their internal working experience in training and local development fields.

Dimitra asked a team of collaborated experts (5 people) in the ICT field to evaluate the developed training material in order to make the appropriate amendments and changes in their modules. They forwarded the material to the experts and we gave them a period of 3 weeks to complete their recommendation regarding the evaluation of the training contents.

Dimitra divided its testing report in three sections:

1. The first one tried to analyse and revise the whole area of ICT training to establish several general recommendations of improvement in this area.
2. The second one is more general, giving general recommendations with regards to the Training tool and the internal structure of training modules
3. The third part compiles the main recommendations and highlights topics by their experts.

Below are shown the contents in each section:

Summary of evaluation results regarding the training contents. Thematic area: “New Technologies”

This training content evaluation/recommendation report compiles the feedback and suggestions from the experts in the field of “NEW TECHNOLOGIES” regarding GETIR project.

1. Recommendations and suggestions regarding the following issues:

Thematic area “NEW TECHNOLOGY”: quantity and quality, clarity, depth and volume of contents, structure and design. Suggested improvements/changes.

- Experts think that the fact of doing an introduction to each module facilitates student learning as it gives them a basic knowledge of what the people is going to learn.
- The division of each module of the specific thematic area into sections, chapters, subchapters, allows the user to consult the summary of each section - either in advance for preparation, or afterwards for getting a summary of the acquired knowledge.
- All the modules of the educational material of the thematic area “NEW TECHNOLOGY” is highly full. It is prototype material that is hard to be found (all in one) in Greek literature at least. Moreover, the material is very well written and in a way that makes it easy to understood by people with low background in “New Technologies”. This of course is achieved in a scientific manner for all the presented technical issues. In any case all the educational material is a valuable tool for each student, regardless of the learning depth that he seeks to reach.
- The modules of the specific thematic area of study are quite updated and cover in a large extent the concept of the project regarding the “European Manager of

Intelligent and Responsible Territories”. However, the volume of each module varies considerably and this brings difficulties in terms of time management of each ones study.

- The separate posting of the self-assessment exercises, enabling users to browse the learning materials quickly.
- The online multimedia training tool it seems to be very user-friendly.

2. Suggested reccomendation / improvements

We present some suggestions that may improve the actual very good educational material:

- √ The educational material could be enriched with more photos and explanatory sketches and drawings
- √ The educational material could be enriched with simple practical work in specific Thematic Areas. For example (in New Technologies thematic area) how to create a blog, or laboratory exercises regarding evaluation software, GIS, ERP etc.
- √ The multiple choice self-assessment exercises could be posted on an online base and to cover the education material in a larger extent. In that case should be evaluated directly online, in order the participants to directly self-assess the level of assimilation of concepts..

3. Conclusions

- By the point of view of the experts the amount of information in the modules of “New Technologies” is complete, it deepens into the issue properly and gives a

“good idea” of the role that Information and Communications Technology (ICT) could play in promoting local and sustainable development.

- The material is well-structured a fact that assists people to understand how appropriate ICT can help regions – territories to improve their internal processes and provided services and the competitiveness of regions and territories as well.
- All the modules of the NT educational material is a valuable tool for each one, regardless of the learning depth that he seeks to reach.
- This project through the developed training material can help regions, people and economy in times of economic crisis.
- The issue of local and sustainable development is a big challenge regarding economic and social development. The developed modules cover aspects where can be applied widely innovative ICT tools in order to generate competitive advantages.

3. CONCLUSIONS

Experts in every partnership country agreed on the utility of the GETIR professional profile, training materials, Beta training tool, Social Community and rest of the outcomes of the project. They believe in its potential to upgrade the level of knowledge and skills of people working in different fields, mainly:

- Policy decision-makers from different institutions
- Continuing professional training system insiders at all levels
- Education management professionals
- Local managers and civil officers;

And also, they remark the utility of these training curricula to improve the employment opportunities of recent graduates (specially, taking into consideration the high unemployment rates among young people in Spain) and to compliment education at higher educational levels (mainly on the Touristic and Environmental sectors and related educational programs). This kind of training will be also especially useful for local administration professionals whose work is oriented to the territory, as a tool to help them to performance heir tasks more efficiently and face new challenges and development initiatives by using new demanded knowledge and skills –social participation, empowerment, social capital, knowledge managements-), besides their common knowledge on employment sources, Human Resources qualification, etc. , thereby increasing their job opportunities.

4. ANNEXES

- Summary report of evaluation: Training contents and GETIR professional profile, training tool and pedagogical approach (DOCUMENTA)
- GETIR Evaluation of the profile and training contents. Synthesis report of recommendations from the 5 experts involved in the testing (IREA)
- Report of evaluation of the training modules. Thematic AREA: “Good Governance, Social Participation and Empowerment” (Folkuniversitetet)
- Summary of the evaluation results (Bulgarian Development Agency)
- Evaluation report of training modules. Dimitra



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**EVALUATION REPORT (I). WP3 TESTING THE
BETA TRAINING TOOL FOR FINAL VALIDATION**

**GETIR PROFESSIONAL PROFILE, TRAINING
TOOL AND PEDAGOGICAL APPROACH**



Lifelong Learning Programme

Executive Agency

Education & Culture

Institute of Training
Development



documenta

INSTITUTO EUROPEO
DE ESTUDIOS PARA LA
FORMACIÓN Y EL DESARROLLO

EVALUATION REPORT (I). WP3 TESTING THE BETA TRAINING TOOL FOR FINAL VALIDATION. GETIR PROFESSIONAL PROFILE, TRAINING TOOL AND PEDAGOGICAL APPROACH (DOCUMENTA)

1. INTRODUCTION

The DOI European project “Manager of Intelligent and Responsible Territories” (GETIR) Ref: 510283-LLP-1-2010-1-ES-LEONARDO-LMP, is a Leonardo Da Vinci-funded action which consists in the creation of a professional profile and the development of a series of training modules by the partners involved in the project.

One of the planned activities within Working Package 3 of GETIR project is organizing a workshop of experts to carry out the testing of the training modules created by the partners. The evaluation of the GETIR products (profile, training contents and beta training tool) was carried out by DOCUMENTA during November 2012, in the form of a meeting with experts in the areas of Local Development and training.

- The first part of session aimed to test, from a general overview, **the accuracy, quality and pedagogical approach of the rest of the main products of the project, considering the GETIR professional profile (design and contents), to the structure of the training modules, the multimedia training tool and pedagogical approach of materials, as well as the future expectations of the partners.**
- The second part of the session was intended to evaluate **the training modules developed by DOCUMENTA¹.**

This meeting with experts was held in Santander on the 14th of November 2012. The workshop was convened by Documenta as leading partner; and it was attended by

¹ The procedure and results of the specific evaluation of the thematic contents is included in the first expert’s report: “SUMMARY REPORT OF EVALUATION OF THE TRAINING CONTENTS: “CORPORATIVE SOCIAL RESPONSIBILITY AND KNOWLEDGE MANAGEMENT IN THE TERRITORY”

various experts in the fields of Local Sustainable Development and Territorial management.

The process carried out prior to the meeting consisted on an e-mail and snail mail contact process to get in touch with different experts with a long career in the field of sustainable local development, until get a homogenous and experienced group. After our request procedure, finally 4 out of the 10 experts attended to our meeting.

List of attendance:

Name	Expertise area	Organisation
Javier Farto	Planning, Coordination & Management of European projects & networks. Local development projects	DOCUMENTA
Germán de la Riva	Human Resources Consultant. Titular Professor of Organizational Psychology	UNED, SEMFOR
Jorge Díez Cobo	Project technician (EU Projects) and trainer in Business and Economics area, trainer in blended learning courses (INMA project).	DOCUMENTA
Amaya Fernández	Member of the Local Development Agency of Santander municipality	LDA Santander
Mónica Gómez	Researcher, curriculum development, trainer. Project Manager (EU Projects). Planning, Coordination & Management of European projects & networks.	DOCUMENTA
Catia Jiménez	Researcher, curriculum development. Project Manager (EU Projects). Planning, Coordination & Management of European projects & networks.	DOCUMENTA

These experts received the materials (Professional Profile, structure of the training curricula, access to the training tool, and training materials of the Thematic area developed by DOCUMENTA) three weeks in advance, after being selected for their

participation within the workshop, to give them enough time to analyse in depth the matters raised in the formation.

The agenda of the meeting that we proceeded to send to our experts was as scheduled here:

Time	Activities
9:00-9:30	<i>GETIR Project presentation and presentation of experts.</i>
9:30-11:00	<i>General analysis of the Professional Profile, training modules and online tool. (Pedagogy, appropriate content, online tool suitability, areas for improvement, possible changes in format, content clarity, depth, etc.)</i>
11:00-11:30	<i>Coffee break</i>
11:30-12:45	<i>Detailed analysis of CSR Module (Detailed analysis of each unit. Clarity, depth and volume of content. Formulation and structure of the area and possible changes or improvements.)</i>
12:45-14:00	<i>Detailed analysis of Knowledge Management Module in the Territory. (Detailed analysis of each unit. Clarity, depth and volume of content. Formulation and structure of the area and possible changes or improvements.)</i>

Throughout this report are described the results of the Evaluation of the most generic-qualitative aspects of the **“General analysis of the Professional Profile, training modules and online tool. (Pedagogy, appropriate content, online tool suitability, areas for improvement, possible changes in format, content clarity, depth, etc.)”**. The specific analysis and recommendation to be included in the training modules developed by the coordinator were collected in a separate report: **“Summary report of**

evaluation of the training contents: Corporate social responsibility and knowledge management in the territory”.

2. SUMMARY RESULTS

A very positive feedback and assessment rose from the meeting with experts we held in November the 14th 2012, for all the products and results of GETIR European project. To begin with, it must be highlighted the fact that they reached consensus on the appropriateness of this profile and learning items for its professional performance.

GETIR professional profile was seen as a very useful tool with a great potential for use in different fields, without being necessarily constraint to the local development area and related careers.

Experts were also pleased of checking and assuring that the fact of creating such a transnational profile and training curricula was very appropriate, in order to answer to nowadays needs of knowledge (and know-how) of LD practitioners, at first instance. The existence of a multilingual training tool will make much easier to transfer GETIR knowledge and skills to other countries.

Below are presented the main conclusions and remarks extracted from expert’s opinion, considering the focus of interest of the Expert’s guidelines for testing. The issues raised were the following:

1. Practical use of the profile and training tool

“In which regional and specific issues can this professional profile have a positive influence? to whom and what kind of users should it be oriented to?”

From a generic point of view, all the participants in the meeting agreed on the great utility of the profile and training tool, with a special emphasis on the training materials. They thought that the training curricula would be easy used in other occupational sectors, but mainly oriented to 2 different kinds of users: Local Development agents and practitioners, and recent graduates aiming to develop their careers in this field.

- Local Development Agents and people working in the public administration in the fields of local development, sustainability, employments, entrepreneurship, etc. The obsolete kind of “Local Economic Development” professional approach must be overcome with an specific update of the training and associated skills, to cope with the new needs on the local sectors, far beyond from the unique consideration of economic growth and concerted actions of policymakers and communities to promote the standard of living and economic health of a specific area.

To this aim, GETIR training can be also a kind of re-training course for people that had been working during several years in the fields of local development

- But GETIR has also a great utility to increase the employment opportunities of the recent graduates wishing to work in this area (traditionally, people with studies on the branches of Economy and Administration and Business management, Sociology, Geography), to whom GETIR training will constitute a complement of their recently acquired knowledge.
- In regards of the utility and application in our region, experts thought that GETIR products can be immediately used in Cantabria, either in the form of specific course in the University of Cantabria for recent graduated and people in the last year of college, as well as for all the Local Development Agencies in our territory (with more than 31 offices) and training actions to be included under the Public Employment Services (for local development agents ‘training).

A second type of application was seen regarding training for practitioners in those work fields directly or indirectly linked to the territory and territorial-based activities, such as Tourism and touristic activities, and environmental sector.

For instance, people working in the touristic sector have their own knowledge and skills referred to this sector (for instance, knowledge of touristic resources and performance of services to satisfy customer needs), but they show a lack of formation to acquire a global vision on the territory, and have little knowledge in terms such as territorial management, and spatial/strategic land management. As Cantabria has a University

School of Tourism, further implementation of GETIR training surely would be a successful initiative.

To sum up, experts maintain that the GETIR profile and training curriculum will be an excellent tool to be applied in different areas and for different purposes, for instance:

- The upgrade the knowledge and skills of LD practitioners and local development agencies, to implement a more innovative approach of local development, based on sustainability, social participation, activation of social capital, network management, etc., to develop more efficient and useful local development projects and initiatives. A high turnover rate and mobility on the local development sector in Cantabria also implies a great interest and implication of a number of graduates aiming to work in this field.
- To complement the knowledge and skills of people whose work is connected directly or indirectly with the management of resources (both physical and intellectual) in the territory in the frame of degree studies such as Tourism, to facilitate them the access to a more-qualified professions related to this sector: (for instance, nowadays, these graduated have low-qualified careers, working as tour guides, receptionists, etc., but they do not have the right amount of knowledge and abilities to reorient their professional career to other areas, such as the detection, management and exploitation of touristic resources, quality management of destinations, etc. This will lead into an increase of their employability, in a similar way that may occur with those working in the environmental sector (biologists), also showing a lack of knowledge in the field of spatial management.

2. Evaluation of the GETIR professional profile

From a general overview, considering the professional coherence of the profile, taking into consideration its global adequacy to a real profession/ career

Experts agreed on the structure and definition, in terms of clear internal coherence of the profile. The five areas of knowledge adequately meet the needs of training for future professionals in this area –they do not miss any other area of knowledge-.

They only pointed out a certain lack of accuracy regarding the specific skills associated to the profile: although the general functions and competences of the GETIR agent are clearly defined, perhaps the associated skills are not as accurate as they should be. Experts also pointed out the possibility of adapting the specific competences of the Agent according to the needs of the different types of potential final users and the scope of application. Competences will not be exactly the same for professional of local development than for those working in the touristic sector), and this is something that should be reflected also in the training modules.

Other arising recommendation or contribution was the fact that our profile needed to be certified at European level, mainly considering the European Qualification Framework. However, experts were also concerned on how tough can be this qualification process, especially considering final implementation as a training course in different countries.

Experts remarked the importance of the implementation of courses for different training and job sectors: for instance, the elaboration of specific training modules to engage certain matters of different fields of expertise and different potential target groups to GETIRs training (for instance, specific training modules to link the Touristic or Environmental sector to spatial planning).

3. Recommendations for the future implementation and exploitation of the main outcomes of the project: practical use of the Training Tool and Social community

On the other hand, the experts also pointed out several recommendations for the improvement of the main products of the project, considering the future implementation of GETIR as a training course:

- Practical aspects and final practical work must be a crucial part of GETIRs training that must be boosted through the blended training methodology. GETIR

training course will include a practical work to conclude the course, with application in a specific territory.

- In-class sessions, with the support of the trainers and teachers must emphasise the use of good practices and case studies as examples of ways to carry out sustainable and innovative initiatives for the management of Intelligent and Responsible Territories: Theoretical and practical education must go hand in hand.

As the main recommendation regarding in-class sessions, experts suggest to implement 1 lecture session for each Thematic Area, distributed as follows:

- 1st session: GETIR training presentation and technological support. Presentation of the 1st thematic area and presentation of the students
 - 2nd session: Evaluation of the exercises of the first area, and presentation of the second thematic area.
 - Following sessions: Evaluation of the exercises of the previous area and presentation of the next thematic contents. Presentation of the Practical work on the last session.
- In connection with the previous item, experts suggested the incorporation of a Users´ manual for the training tool, as a guide for a better use of the blended/distance learning methodology both for trainers and students.
 - In-class sessions must be adapted to the specific context of each country. For instance, issues related to Agenda 21 have different particularities in each local and regional scenario, so it is logical to develop specific training materials for specific issues in each country.
 - To enhance the role of teachers/trainers in the frame of a pilot training course, as well as favouring the feedback from participants, a good and exhaustive selection of tutors must be made, by choosing people able to face training from a proactive, dynamic approach.

Trainers will contribute to the continuous knowledge transference and information, keeping always in mind that the training tool is more than a multimedia support for training, encouraging the active participants of trainees by using different and innovative methods to engage people to the online-based training: for instance with the use of *storytelling* (to introduce themselves, and for the trainees, to get to know them as a CVs), video blogs with explanations and answers of Frequently Asked Questions, or written posts on the Virtual Community related to certain items and questions contained in the tool.

- Strengthen the use and functionality of the GETIR Virtual Social Community, to promote the formation of transnational networks and the knowledge transference among countries. This social community, formed by experts, trainers and trainees will be undoubtedly useful to:
 - A pedagogical tool for the training and the exchange of knowledge among participants and trainers, a forum for debate
 - An instrument aiming to create networks, able to improve sustainability of the training course over the time and the exchange of knowledge, abilities, methods and know-how among countries.
 - The detection and prospection of new in-demand labour competencies and knowledge for the continuous improvement of knowledge cycle. Experts believe in the use of this Community for the detection and inclusion of new professional competencies in the profile.

Experts recommended, for a successful exploitation of the Virtual community, to merge it together with the training tool, to assemble the potentialities of both instruments for the benefit of the future students. From their concern, training tools cannot merely be containers of information, so they suggested the idea of creating a more dynamic training tool with the operational capabilities of the Social Community. Other possibility might be to put a banner of the Virtual Community on the Training tool, to access them at the same time if they wish.

Experts thought also necessary the compulsory registration of all participants in the training in the Social Community (for trainers and trainees)

3. FINAL CONSIDERATIONS

The experts attending to the meeting who reviewed GETIR material were very satisfied with the quality of the educational materials, focused on the new modern concepts in the field of regional and local development, and. All of them highlight usefulness of the materials for raising the qualifications of the professional involved at regional development, but also, they remark the utility of these training curricula to improve the employment opportunities of recent graduates (specially, taking into consideration the high unemployment rates among young people in Spain) and to compliment education at higher educational levels (mainly on the Touristic and Environmental sectors and related educational programs). This kind of training will be also especially useful for local administration professionals whose work is oriented to the territory, as a tool to help them to performance heir tasks more efficiently and face new challenges and development initiatives by using new demanded knowledge and skills –social participation, empowerment, social capital, knowledge managements-), besides their common knowledge on employment sources, Human Resources qualification, etc. , thereby increasing their job opportunities.

For the future implementation of GETIR as a pilot training course, experts highlighted the importance of the use of the training tool, in association with the Social Community. These two products should be reinforced by:

- Tutored sessions with trainers/lecturers: it would be necessary to make a proper selection of proactive, well-trained tutors.
- Pedagogical material adapted to different professional sectors, with linkage modules to establish the necessary relation between the vision on the territory and professional careers. Adaptation of the training materials to the real contexts of different countries, legislation, social and environmental issues.
- A continuous exchange of information, opinions and dialogue among students, trainers...: publishing news, online tutored sessions, practical activities..

getir

EUROPEAN MANAGER
OF INTELLIGENT AND RESPONSIBLE
TERRITORIES

SUMMARY REPORT OF EVALUATION (II). WP3
EVALUATION OF THE TRAINING CONTENTS: I
THE AREA “CORPORATIVE SOCIAL
RESPONSIBILITY AND KNOWLEDGE
MANAGEMENT IN THE TERRITORY”

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MARCADOR NO DEFINIDO.	
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EVALUATION OF THE TRAINING MODULES IN THE AREA “CORPORATIVE SOCIAL RESPONSIBILITY AND KNOWLEDGE MANAGEMENT IN THE TERRITORY” (DOCUMENTA)

1. INTRODUCTION

The Project European Manager of Intelligent and Responsible Territories (GETIR) Ref: 510283-LLP-1-2010-1-ES-LEONARDO-LMP funded by the Leonardo Da Vinci program, consist in the creation of a professional profile and the development of thematic modules for training by the partners involved in the project.

One of the planned activities within Working Package 3 of GETIR project is organizing a workshop of experts to carry out the testing of the training modules created by the partners.

The expert’s evaluation aimed to test:

- Evaluation of GETIR Professional Profile
- Structure of the curricula contents
- Practical use of both Profile and Training tool
- Training contents in the thematic are that Documenta was responsible for: “Corporate social responsibility and knowledge management in the territory”

The workshop was convened by Documenta as partner project coordinator; and it was attended by various experts in the fields of Local Sustainable Development and Territorial management.

These experts received the modules three weeks in advance, after being selected for their participation within the workshop, to give them enough time to analyze in depth the matters raised in the formation.

This report is devoted to test the results of the evaluation regarding the training contents. The rest of the topics were summarized in the second report of evaluation, entitled as “**Summary report of evaluation. Testing the beta training tool for final validation): GETIR professional profile, training tool and pedagogical approach**”. This workshop session with experts was held in Santander on the 14th of November 2012, in order to review and analyze the specific training modules developed by DOCUMENTA, namely: Corporate Social Responsibility and Knowledge Management in the Territory.

Accordingly, the main objectives of this topic of discussion during the meeting with experts were:

- a) Adapt the training modules to the real professional competencies and knowledge established in GETIR profile.
- b) Receive feedback from experts and discuss the improvements necessary for the training modules.
- c) Make the necessary changes to adequate the module after the testing.

2. SUMMARY OF EVALUATION RESULTS REGARDING THE TRAINING CONTENTS. THEMATIC AREA: “CORPORATIVE SOCIAL RESPONSIBILITY AND KNOWLEDGE MANAGEMENT IN THE TERRITORY”

The overall opinion expressed by the experts is that the training modules deepen enough in the thematic contents, in connection to the main learning outcomes of these modules, with an accurate quantity of contents, and with enough clarity and depth. In contrast, the main weaknesses found by the experts, as it can be seen throughout the report have been defects and failures in both format and structure of the contents.

Two were the main issues raised by the experts about the formal/technical dimension, so the arising matters were:

1. The indexes of the modules have word contractions. From the expert's point of view, it is not recommendable the use of acronyms in books or publications. The main reason is not only a poor image or the idea of giving a wrong impression of an "undefined chaos", but that some of the words are explained later than the acronym.

2. The training module entitled as" *Knowledge Management in the Territory*" as been written mostly in first person. At the beginning of the meeting, most of the experts were against this use of the vision of the author, as they consider that is might be confusing for the students. In this sense, experts should have been warned that most of the contents of the Second Module have been extracted form Documenta's publication so-called: "*Sustainable Local Development and Responsible Intelligent Territories*", which has been also the theoretical basis at the beginning of the whole project. After this clarification, they propose different formulations or possibilities to keep the author's vision so as not to be misleading

As a result, the easiest way was making a presentation of the book within the Second module's introduction, and that the module is based in the author's vision in the book so that students can have a preview of what are going to find in the module.

3. RECOMMENDATIONS AND SUGGESTED CHANGES

After this first introduction with general impressions of the experts, then we collected more detailed impressions on the different training units.

Module 1: Corporate Social Responsibility, Sustainable Development and Territory

Experts think that the fact of doing an introduction to each module facilitates student learning as it gives them a basic knowledge of what is they going to learn.

However, already in the index it can be seen a lack of uniformity with contractions and acronyms in the module, various titles use CSR and other Corporate Social Responsibility, from the point of view of a student would be recommended to at least in chapter titles and unit titles do not use acronyms. The use of acronyms in the title prior to the explanation of the concepts generates confusion in the students. These can be used later, once noted within the module that for example CSR stands for Corporate Social Responsibility.

In the introduction of the first module the experts recommend replacing the phrase in the penultimate paragraph, "taking in the core of its business", with a clarifier expression, as that phrase is not well written or explain what it wants to represent, which is that the organization must assume that all its business should be based on corporate social responsibility.

The last paragraph in the introduction should be deleted, since it seems to be out of context, would make sense only if you previously have defined the meaning of the concept.

1st CHAPTER SOCIAL, ECONOMIC, AND ENVIROMENTAL CHALLENGES

1st Subchapter: New social, economic and environmental climate

Unit 1: Environmental Challenges

Experts said that they will change the sentence "low income countries" for a sentence more appropriate like developing countries.

Unit 2: Economic Challenges

"The fast growth and poverty reduction in China, India and other countries that were poor 20 years ago", is more appropriate writing development countries or underdeveloped countries than poor countries.

"Three main dimensions of globalization; economic, social and politic." It should be given more visibility, in the expert opinion it should be changed to:

Three main dimensions of globalization:

- Economic
- Social
- Politic

Unit 3: Social Challenges

May consider and excess of data and statistics on the subject, but a lack of content regarding the title of the chapter.

Unit 4: The role of new information and communication technologies

This unit is well developed, containing consistent and sufficiently amount to be understood perfectly.

2nd SUBCHAPTER: Origin and Foundations of Corporate Social Responsibility.

Unit 1: From the traditional company to the socially responsible company

Unit 2: Construction of the foundations of CSR

The second paragraph beginning with "Olcese, et al. (2008) ", seems that may be missing a reference to the book or explain who is Olcese, the experts do not understand what they mean about it.

The rest of the unit has enough depth and proper development.

Unit 3: Values of the socially responsible company

Unit 4: Why is CSR necessary?

The development of the unit is fairly complete, but having to turn pages for reading is a bit chaotic and pictures are disordered, it would need to review how to adapt this comparison table for readability.

Graphics should be larger because several of their letters are so small that we are not able to read what is into them. Also some of them are not translated into Spanish.

Unit 5: History and evolution of CSR

This unit about history and evolution should be placed before, not once explained so much about the subject

The historical evolution is not very well defined and properly marked temporal development, it would be necessary to redefine.

2nd CHAPTER: CORPORATE SOCIAL RESPONSIBILITY AND SUSTAINABLE DEVELOPEMENT

Introduction: "not a single universally accepted definition neither only a single name to refer to the same concept." Please review this phrase, simplify it.

1st SUBCHACPTER: The concept of corporate social responsibility

Unit 1: Definition of Corporate Social Responsibility.

This unit is complete, the sum of all the information leads to a clear definition of Corporate Social Responsibility. The only issue is that for some experts is that this subchapter is advisable to be placed earlier in the module these concepts must be clarified before, not wait for a second chapter.

Unit 2: Definition of the European Commission

In this unit the font size is different from other units, it was not checked before sending to the experts. Furthermore the arrows in the graphics are completely disorganized and messy.

Unit 3: Creating shared value

For the experts this unit has little content, it would be appropriate to include it inside of another unit than create a unit with only half a page.

Unit 4: The minimum consensus

"CSR, by definition, and in most cases," would be advisable to remove in most cases it contributes nothing to the phrase, such information is irrelevant. As with the previous module is advisable fuse units because they are poor and emptied.

2nd SUBCHAPTER: Dimensions and aspects of CSR

Unit 1: Distribution of the European Commission

Unit 2: The triple Bottom Line

This unit is well developed and fairly complete

3rd SUBCHAPTER: To whom is the company responsible?

Unit 1: Stakeholders

It is a very short unit, would be advisable to fuse with the following unit, as the following also is a bit short of content.

Unit 2: Classification of stakeholders

Unit 3: Systematic management of interest groups.

This unit is complete with a development well suited to unit title.

4th SUBCHAPTER: Why is it of interest to be socially responsible?

In the document sent to experts had not been translated the title of this subchapter to Spanish.

Unit1: The drivers of the RSC

Expert would change the word in the title “drivers” for its corresponding word in Spanish, as this can lead to confusion. The rest of the module is well developed.

Unit 2: Market incentives

Unit 3: Competitive advantages

5th SUBCHAPTER: CSR and Sustainable Development

The introduction to the subchapter seems a good idea and helps to understand the subchapter as this is the more complex in the training. As an online training, in this subchapter each unit has too much workload compared to previous subchapters.

Unit 1: Definition and debates on CSR

Unit 2: Sustainable Development, CSR and business ethics

Unit 3 Sustainable Development and the persistent creation of value

Unit 4: Sustainable Development, CSR and territory.

Conclusions

In the experts point of view the amount of information in the module is complete, it deepens into the issue properly and gives an idea of Corporate Social Responsibility. The biggest issue detected in the module is that students can verify that there is an excess of units in the first sub-chapters with some of the units that are nearly empty. It is advisable to merge these units and offer a more compact view. The workload and material of the modules are decompensated because the last four units of the 5th subchapter: CSR and Sustainable Development have a lot of material in comparison with all previous modules.

Module 2: Knowledge Management in Intelligent and Responsible Territories

INITIAL INFORMATION FOR THE MODULE

Experts believe that one of the positive features of this module the fact of making an introduction to the training module. The student starts with a basic understanding of what will find and increases their willingness to learn. As an online raining module with a lot of new concepts, a first successful approach will cause a desire for knowledge of the students.

As experts commented on the CSR module, they advise to adopt an uniform approach regarding the use (or rather non-use) of abbreviations in the index, as this is the first impression that will find students on the topics to develop in the module. Therefore

abbreviations should not be used before knowing the module, that should be corrected because in some unit titles there are acronyms and in other not, it affects the view that students will have of the module.

As experts with extensive knowledge in the subject their advice is not use abbreviations in the titles or in the index.

1st CHAPTER: FROM LOCAL ECONOMIC DEVELOPMENT TO LOCAL SUSTAINABLE DEVELOPMENT

This chapter is conveniently developed and the workload is well distributed among different subchapters. The author when offers his views clarify concepts and improves understanding of the subject matter.

1st SUBCHAPTER: Tracing the European Employment Strategy

Unit 1: The European Employment Strategy

This module gives a complete overview of the European Union objectives in its employment strategy. It shows their ambitious and well defined objectives, despite of missing concretions and priorities to be carried out properly.

Unit 2: Acting locally for employment

In the second paragraph "local triad / local / new employment" the experts would recommend to rewrite it, instead of commas or backslashes as important concepts to highlighted they will separate them.

The would suggest something similar to

"The triad:

- *Local scale*
- *Local Economy*
- *New sources of employment*

Unit 3: Intermediate Evaluation of the European Employment Strategy

This chapter is clear and concise, as it briefly explains the need for clear objectives to achieve results.

Unit 4: The future of the European Employment Strategy

In this case, the contents seem appropriate, but the author includes their vision over the unit. In a training module first person should be avoided "I think, in my opinion, etc." A training module should have an impersonal writing, use third person instead of first person. Students do not know who the author of this module is.

2nd SUBCHAPTER: Previous considerations on the definition of a new Local Sustainable Development model (LSD)

Information is quite complete; perhaps it could have developed more the concept using different units.

3rd SUBCHAPTER: Conceptual redefinition of Local Development

The module has a large load of theoretical content, which despite is very complete; it can become difficult to assimilate.

A split in two units or include some graphics will improve assimilation of content.

2nd CHAPTER: Intelligent and Responsible Territories

It is of high relevance the lack of units in this chapter, as you can see in the index it breaks with the other training modules structure. This can disrupt the educational process followed by students.

The first person style that has been used throughout the subchapter affects the training module. Students do not know who the author and he is explaining his personal experiences. A training module that is going to be exported to different European countries should be developed third person and only use first person citing quotations and specific paragraphs of relevant authors.

Another possible solution would be to put the name of the author in the module, with an introduction with his work and career, issues regarding the module and their books or publications.

1st SUBCHAPTER: Intelligence of the mechanic and the gardener

Experts think that the expression "would be a hoot" is not suitable for a training module, it should be modified. Speaking of Goleman and Emotional Intelligence, student's need more information, only the title of the book is mentioned but not explained what is the argument of Goleman. It just moved to say "maybe I will prefer what JA Marine say" and then explain what this other author thinks.

The content of this subchapter contains much information that would be easier to follow if there are units to separate the training. A possible separation or reformulation of concepts will facilitate learning of the students.

2nd SUBCHAPTER: Knowledge Management and Intellectual Capital in the Company

This subchapter is quite complete, experts will not add nothing to the content. Again emphasize the importance of avoiding the use of the first person when developing training content: "I think many of the conceptual approach." (P 71). "*I would ensure*" (p.80).

Moreover, considering that the information in this subchapter is mainly theoretical, with definition of several abstract concepts like Knowledge Management and Intellectual Capital. It might be desirable divide the structure of the subchapter into units, in order to structure the contents and make easier to understand for students. At page 83, for example, where it begins to talk about the types of intellectual capital, a new unit could be created.

3th SUBCHAPTER: Endogenous Development and Territory

The information of the subchapter is well structured and each concept is well developed. The concepts imbrication and interface can lead to doubt or mistake among students, experts recommend replacing them for a clearer concepts.

4th SUBCHAPTER: Towards a theory of the Competences of the Region

This subchapter is quite complete, experts have nothing to add. (There is a footnote on the title page that in the module is in English instead of Spanish). On page 100 could create a subsection in relation to business/territory and the transposition of the economic theories of competences in the territory, to focus the student's attention to the theoretical framework of this theory "the competences of the region.

5th SUBCHAPTER: The Learning Region

The information is developed in a clear and concise manner that facilitates student learning. It develops two of the most important concepts in an intelligent way.

6th SUBCHAPTER: Intelligent and Responsible Territories

This Section contains fairly complete information. The author has endeavored to introduce more pictures and graphics that make information more visual, but thirty five pages for an online training module is too much, it should be divided into units or students will have problems in the assimilation of knowledge. These units have an easy division as the concepts are divided in 7 sections.

CONCLUSIONS

It's a good idea to join criteria among modules, in the module previously reviewed by experts: Corporate Social Responsibility perhaps there was too many units and in the second chapter of this module there are Subchapters but there are not units.

As for the online training tool, there is an excess of submenus to get downloadable content for students. Will be better if there are only one pdf with complete modules without downloading multiple files for each module, this can lead to confusion.

The amount of contents sometimes gives the impression of being a bit excessive, in online education where students have to assimilate the concepts without the help of a tutor the contents should be short and clear. Perhaps wanting perfectly clear concepts has led to an excess of content.



REPORT OF EVALUATION OF THE TRAINING MODULES

THEMATIC AREA: “Good Governance, Social Participation and Empowerment”

REPORT OF EVALUATION OF THE TRAINING MODULES “THEMATIC AREA:
“Good Governance, Social Participation and Empowerment” (Folkuniversitetet)

1. INTRODUCTION

Project: European Manager of Intelligent and Responsible Territories (GETIR)

Project Nr. 510283-LLP-1-2010-1-ES-LEONARDO-LMP

The main objective of the evaluation of the elaborated material is to address the

- i. Relevance and Reliability of the material
- ii. Applicability of the training materials

Add or modify the elaborated material

During November, Folkuniversitetet contacted consultants engaged in the above area in Mälardalen (greater Stockholm area, Uppsala and middle Sweden) region. The consultants are highly competent and recommended by the municipality or Uppsala.

During November 3 workshop dates (1, 7 and 15) were suggested by Folkuniversitetet. However, at each dates, the consultants failed to attend the workshop due to assignment.

The reason expressed by the consultants was that the assignment was paid highly by authorities but participation in the workshop was “not paid” and they had to prioritize the assignment.

However, in the end, Folkuniversitetet Uppsala suggested to do the evaluation in form of telephone interview. However, it was accomplished only for 2 modules; social participation and empowerment. The consultant, Mr Reza Yazdi, is at present consultant for NGOs in Uppsala County regarding Empowerment and Social participation. He has been working with NGO development and empowerment of disadvantaged groups since 1985.

The consultant expressed satisfaction that the material included the main theme of empowerment and social participation according to:

Ownership: describing the capacity and evaluating the organization's strategies within the organization

Inclusion: shows the methods for involvement of the representation and participation of key stakeholders.

Democratic participation The material shows in a good way methodology for collaborative process

Community knowledge: Practical steps for taking into account for using knowledge available in the community

Evidence-based strategies: Such strategies that can use community resources to select, implement, and evaluate strategies that have a high likelihood of promoting social participation and empowerment.

Accountability: The material gives Empowerment evaluation strategies that provide data that can be used to determine whether a strategy has achieved its goals.

Improvement: The material gives step by step instruction regarding strategy's design, process evaluation and outcome evaluation

Social justice Suggested Empowerment evaluation strategies give NGOs increased evaluation capacity to implement strategies that work to reduce disparities that affect groups marginalized

3. MAIN RECOMMENDATIONS AND CHANGES

The consultant thought that regarding social participation (Module one)

Social participation

The suggestion was that it should be based on a different approach were a multilevel logistic model, with individuals at the first level and neighbourhoods at the second level, would be performed. The approach should be focused on analysing the effect (intra-area correlation and cross-level modification) of the neighbourhood on individual social capital after adjustment for compositional factors (e.g. age, sex, educational level, occupational status, disability pension, living alone, sick leave, unemployment) and, finally, one contextual migration factor.

In this way, the material would give an extra structure to the Social participation methods for European managers.

While the approaches and methodologies included in the material are presented as separate modules, there is extensive overlap among many of them. The different methodologies are often combined in practice, using a selection of complementary participatory techniques.

Further regarding Stakeholder Analysis, which is the starting point of most participatory work or Social Assessments, the consultant had a view that it should be better explained how

- i. Analysing process addresses the fundamental questions of: Who are the key stakeholders in the project or study being undertaken or proposed?
- ii. What are the interests of these stakeholders?
- iii. How will they be affected by the proposed methods in the material?
- iv. How influential are the different stakeholders what effects they have?

Empowerment

Regarding empowerment module the expert regarded the following aspects as issues for improvement. The suggestions were merely a point of view of practical usage of the steps suggested by the author.

He point out that that a better step-by-step instruction and guidelines should be elaborated regarding how the Manager should conduct following activities regarding empowerment:

Regarding key principals:

Interviews/Discussions: Individual's households focus groups, community meetings

Mapping: community maps, personal maps, institutional maps

Ranking: problem ranking, preference ranking, wealth ranking

Trend Analysis: historical diagramming seasonal calendars, daily activity charts

Regarding key techniques

Participation: local people serve as partners in data collection and analysis

Flexibility: not a standardized methodology, depends on purpose, resources, skills, time

Teamwork: outsiders and insiders, men and women, mix of disciplines

Optimal cost and time efficient, but ample opportunity

Ignorance: for analysis and planning

Systematic: for validity and reliability, partly stratified sampling, cross-checking

However, the consultant pointed out that there are not standards for above activities but these should be clearly pointed out in the material but also in the best practises

GETIR Evaluation of the profile and training contents (IREA): Synthesis report of recommendations from the 5 experts involved in the testing

The evaluation of the GETIR products (profile, training contents and beta training tool) was carried out by IREA during the months September and October. Five experts were involved in the training, who were carefully selected in order to have representatives from different fields and institutions relevant for the GETIR project: university, local council, regional development agency, management sector, NGO. The following experts were involved in the testing:

Romiță Iucu is PhD. Professor at the University of Bucharest, Faculty of Psychology and Educational Sciences. Since 2004 he is Vice Rector of the University and throughout many years he owned several managerial positions within the University of Bucharest. His main expertise areas are covering teacher training and teacher education curriculum.

Daniel Crașovan holds a bachelor and master degree in Sociology and he is currently the manager of a company that activates in the field of tourism. Throughout the years he owned several management positions for public administrative companies. He has also a consistent experience in local administration, being municipal councilor between 2001-2004 and councilor of the Prefect and spokesman between 1998-2001.

Corina Grunfeld works as inspector within the Economic and Social Development Agency of Timis County. She is the author of the economic and social analysis part of the Timis County's Development Strategy (including SWOT analysis and diagnostic analysis) and in charge of its updating and improvement. She is also a member in the coordination group of the European Pilot Project "Timisoara-responsible territory for Social Cohesion and Sustainable Development".

Marian Tătaru activates within the Initiatives Resource Centre for Ethical and Solidarity – CRIES, an NGO that promotes social economy in Romania. He is currently Local Coordinator Timisoara (expert of social relationships) of the Local Group of Action Responsible communication and marketing in the strategic project *The Role of the Social Dialogue in Development of the Active Social Inclusion* of European Fund through

Sectorial Operational Programme Human Resource Development 2007-2013. The CRIES Association promotes the ethic and responsible initiatives by implementing projects on the topic responsible territories and sustainable development.

Romanița Jumanca is assistant professor at the West University of Timisoara, where she teaches English Language. Since a few years ago she activates as municipal councilor for Municipal Council of Timisoara. She is secretary of the committee for local and juridical administration, public policy, human rights and issues of ethnic minorities.

The overall evaluation of the GETIR products was positive, being highly appreciated in general by the experts. In this synthesis report will be included only the recommendations („negative” aspects) for changes and improvement. The other positive aspects or appreciations can be found in the evaluation reports of the experts. The experts evaluated based on the testing guidelines provided by DOCUMENTA (recommendations are in red font):

1. Evaluation of GETIR Professional Profile: From a general overview, considering:

- Professional coherence of the profile, taking into consideration its global adequacy to a real profession/ career (mission, functions, competencies, abilities, knowledge)

- the following skills were suggested to be introduced: Assertiveness, Stress management, Career and mentoring skills- developmental skills (Leadership and network);

- In regard of the “attitudes” listed, some are not clear (example: increase the positive thinking about the development of embedded applications – seems to be not so much as a general attitude but a specific technical one), some are actions (example: create networks and associations between different sectors”) and some are vague (“implement”). Some attitudes listed under the “accountability” caption are more related with coordination actions (example: respect for health, environment and security at work, respect for human rights, respect for cultural diversity), “initiative to propose actions and strategies” is action taking and not attitude having (please consider “initiative taking attitude” instead), and “analytical approach to European policies” could

be fitted in the “implementation process” category. In the “accountability” list could be included “responsibility taking” and “transparent decision making”, as well as “goal motivated”. The following attitudes were suggested to be introduced: Plan and allocate the available resources, Coordinate interdependent and manage group performance (Implementation process); Respect for cultural diversity, diversity in general, social equity and inclusions, Respect for beliefs and values (Accountability).

- While the functions listed are comprehensive, it is to be observed that a part of them could be considered means (tools) or requirements for the performance of certain functions rather than functions; for example:

- “Know the main techniques and tools to support and implement solutions based on the Knowledge management” it is rather a requirement for the adequate performing of the “Design; implement solutions tools, politics and process that help to development and effective use of knowledge in the territory” function
- “Give good examples of good practice and corporate social responsibility” (and its pre-requisite “Identify Good Practices”) it is rather a mean (a tool) for performing the function “Sensitize various stakeholders on good governance, social participation and empowerment”, and/or the “Start and promote the good governance, social participation and empowerment” one

The suggestion is to exclude these as functions, and mention them rather as requirements or tools for performing certain functions.

- in addition or completion (Communication section of the Skills) of the “ability to teamwork” include “ability to work with people from different economic and social backgrounds”. In regard of “project management” I would like to note that in my opinion it falls under the “knowledge” category rather than in the “skills” category, and should be eliminated from the skills list. Also, some skills are overlapping (example: “guide” and “give clear guidelines”; “Make and propose initiatives” and “initiative”) and others are rather actions to be taken than skills to be possessed or learnt (example: promote the network and the social interactions). Some skills are expressed rather laconically (example: “people”, “resources”, “working meetings”, “evaluation”) and not so easy to understand. Also, the skill listed as “communication and dialogue” while necessary for a good leadership, has been detailed in the previous “communication” skills list.

The “analytical” skill listed in the “leadership and network” list is better suited into the “analysis and problem-solving” list, while it could be important to include in the “leadership and network” list the “ability to syntheses” .

In the “Analysis and problem-solving” list has been included the skill to “propose justified solutions” which is rather an action than an ability. Also, “evaluation capacity/ability” has been included also in the “leadership and network” list.

In the “innovation” skills list has been included “identify NT” which is an action and not a skill, while the “flexibility” skill has already been included in the “leadership and network” list. Important for innovation is also the ability to adapt to changes, and the ability and wish to learn new things. The mention of “knowledge” is not clear and should be clarified as knowledge is different from skill/ability.

- there are two pairs of redundant functions:

- Sensitize various stakeholders on good governance, social participation and empowerment. *and* Start and promote the good governance, social participation and empowerment
- Give good examples of good practice and corporate social responsibility. *and* Identify Good Practices.

- There is an exhaustive material, with too many categories and subcategories. Recommendation: try to simplify the material, by grouping the information in fewer categories

- Too many subcategories for the Skills; try to reorganise them (EX Leadership and network: People, Resources, Lifelong learning etc).

- Try to synthesise the competences. The material is too long, and the competences and the units of competences are very extensive and sometimes overlapping (some of them are very concrete and irrelevant). The competences should be more general and covering. Sometimes the material is very hard to read and work with it.

• Adequacy of the 5 professional areas raised to the formation of a new professional profile (GETIR). Is it possible to add or remove some of them?

- Regarding the area Governance, Social Participation and Empowerment, we suggest to use Good governance because the word governance has been used regarding the ways of government, without taking into account their level of performance.

2. Structure of developed curricula contents: Based on the general structure of the modules (content index) that develop different Areas of knowledge and documents of introduction to each topic area (from which all partners have both English and in their own languages versions)

- Clarity in the definition of modules and its sections
- Internal coherence between different Modules
- Is it possible to add new items in curricula structure, or to remove some of them?

- Learning outcomes and objectives are two different things.

- In-depth development of some technical aspects is not recommended.

3. Training contents: Evaluation of the contents exclusively developed by each partner organization, but not on the contents of all partners (understood as the text developed in each chapter of the modules)

- Are the explanations clear?
- Quality of the contents, deepening in different knowledge areas

- **Module 1 – Local Development**

3.1.1. 1st Chapter – Local Development Theory:

In the 1st subchapter of Chapter 1 (“Definition and key concepts”), paragraph 2 and 3 (page 8) are complicated and not helpful for the subsequent definitions. Please consider revising or eliminating. In the 2nd Subchapter (“Characteristics of Local Development”), paragraph 2 (explanation for “it is bottoms up”) is not relevant for what exactly “bottom up” means. In the 3rd subchapter (“Local economic development”), the last paragraph (page 13) contains the explanation for the notion expanded in the subchapter, and should be placed at the beginning of the subchapter.

3.1.2. 2nd Chapter – Sustainability

Please consider changing the order of the 1st and 2nd subparagraph (page 25) in the introduction: the chapter should start with an explanation of what sustainability is and not the reasons for the invention of the concept. In the 2nd subchapter (“Principles and concepts”) the “Scale and context” paragraph does not contain relevant information for the following paragraphs or the concept as a whole. Please consider revising/eliminating.

The 2nd paragraph in the “Consumption – population, technology, resources” – regarding the attempts to express human impact mathematically (page 28) is better suited in the 3rd subchapter (Measurement).

The notions exposed in the 3rd chapter are clear and well-documented, but there is no relation between the notions explained and the sustainability measurements mentioned at the beginning of the subchapter (“corporate sustainability reporting, Triple Bottom Line accounting”, etc). Please consider explaining shortly how these systems of measurement take into consideration the concepts exposed below (population, carrying capacity, etc).

The 5th subchapter (“Economic dimension”) starts with a complicated definition and continues with a simple phrase. Please consider putting the simple phrase (“sustainability interfaces with economics through the social and ecological consequences of economic activity”) at the beginning of the subchapter, as it provides a more gradual introduction into the problem. Some phrases are complicated, presume the reader has previous economic knowledge, and are not specific to the problem approached (example: “However, the concept of sustainability is much broader than the concepts of sustained yield of welfare, resources, or profit margins”). The definitions at the beginning of the subchapter (sustainability “concerns the specification of a set of actions to be taken by present persons that will not diminish the prospects of future persons to enjoy levels of consumption, wealth, utility, or welfare comparable to those enjoyed by present persons” and Sustainability economics represents: “... a broad interpretation of ecological economics where environmental and ecological variables and issues are basic but part of a multidimensional perspective. Social, cultural, health-related and monetary/financial aspects have to be integrated into the analysis.”) should be placed at the end of the subchapter, after the reader has

familiarized itself with the introductory notions and can comprehend the rather complicated definitions.

3.1.3. 3rd Chapter – New sources of employment

The 2nd subchapter (“Areas of employment”) starts with a phrase that is not relevant for the subject (“The verification of the existence of a movement that emerged from the base, led to the European survey commissioned by the European Commission (Luxembourg, 1995) where first there were 17 NES which later would expand to 19 (1996)”). Please consider eliminating it. Please consider expanding especially the 2nd subchapter (with more detailed explanations for each NES, eventually).

Module 2 – Local development and strategic planning

3.2.1. 1st Chapter – Strategic and spatial planning.

The 3rd subchapter (Benefits and challenges of the strategic planning) is a list of benefits and challenges). Some benefits are complementary and/or overlapping (example: “serves as a bridge between the local authority and the broader community” is a result of “provides opportunity for local area participation that can generate broad agreement on strategic directions”). Please consider compressing the subchapter in a shorter list.

In the 4th chapter it is good that the SWOT method is explained, but it would be better if the explanation would be included in the subchapter at the point when the SWOT is first mentioned and not explained after the notions is used.

3.2.2. 2nd Chapter – Planning, design and development strategy formulation.

The 5th subchapter deals with monitoring and evaluation. It is my suggestion to include a description of what “SMART” objectives means and how to establish indicators that can be easy monitored. The subchapter describes the process of evaluation well, but it should be included a more detailed explanation of what exactly should be monitored and evaluated, in relation with the established objectives.

3.2.3. The 3rd chapter (Strategic Planning Tools) includes 2 subchapters, both related to Agenda 21. Therefore, though the title includes the designation “tools”, the contents

deals only with one tool (namely, Agenda 21). Please consider revising the title, or including a short description of some planning tools (other than Agenda 21). Also, subchapter 1 includes a very large introduction into the history of Agenda 21. Please consider shortening. In the subchapter 2 (“Methodology to elaborate a local agenda 21”) there is a large introduction related to strategic planning, a subject that has been previously approached already. Please consider revising.

Consider also moving the contents of the 3rd Chapter into the 3rd module that deals solely with Agenda 21.

Module 3 – Agenda 21

3.3.1. 1st Chapter – Social&Economic Dimension

The 1st chapter deals with the social and economic dimensions of Agenda 21. In the subchapters are described the main objectives of the Agenda 21 (also, the main challenges of today’s world). Suggestion: include a list of these problems, before examining each one separately in a sub-chapter.

In the 2nd Subchapter (“Poverty”) a definition of “poverty” should be included.

The 3rd chapter (“Changing consumption patterns”) contains only general data regarding the importance of consumption patterns, but no definition of what a consumption patterns is, and their relation with lifestyle.

3.3.2. 2nd Chapter – Conservation&Management of resources for development.

The 2nd subchapter (“Integrated approach to the planning&management of land resources”) explains the necessity of having an integrated approach but should give more details in regard of how this is achieved in the Agenda 21 context.

3.3.3. The 3rd chapter (“Strengthening the role of major groups”) has several subchapters related to actions to be taken by governments. While the chapters are well-structured and clear, it should be more clear for the students why these measures are to be taken (what is the final aim/objective).

3.3.4. Chapter 4 – Means of implementation.

The 1st subchapter (Financial Resources & Mechanisms) does not directly cover (list) the financial resources & mechanisms to be used, rather state the need to do it. Consider changing the title of the subchapter.

The 2nd subchapter (Transfer of Environmentally Sound Technology, Cooperation & Capacity Building) starts with a phrase that has no explanatory value (“This subchapter of Agenda 21 is without prejudice to specific commitments and arrangements on transfer of technology to be adopted in specific international instruments”). Please consider eliminating it.

The 3rd subchapter (Science for Sustainable Development) starts with a paragraph (page 52) that has no direct visible connection with the subject. Consider revising or eliminating.

- The materials are well explained, but overwhelming from theoretical point of view. The materials are too academic, too long; you need to take into accounts which are the trainers and trainees who will read and use this instrument.

- The content of each chapter is too detailed from theoretical point of view. Try to synthesize the information. For example is enough to present some paradigm, not to demonstrate it. The history of.....could be synthesize in one paragraph, not in a chapter.

- The material has a high level of abstracting and maybe is better to have explanations of the main concepts through exemplifications or good practices

4. Pedagogic aspects: The plan of implementation and use of the training tool for students and target groups, by testing:

- Online training tool methodology: Appearance of the tool and the Virtual Campus, easy and intuitive access to contents

- there must be made an introduction, like a „tour of the course and tour of the homepage,.. This must explain how this tool works. Secondly, the tool must be more dynamic

- For the self evaluation exercises I would recommend not to use Adobe Acrobat Reader (PDF) documents (and if doing so, at least to put the exercises and the answers on different documents). If possible, the exercises (at least the ones in form of True/False grids) should be completed directly online.

- The virtual Campus is easy to use, but has a very serious interface. It's too much 31 chapters. What is the time for reading, making evaluation and discussions?

- Adequacy of trainees' evaluation method

- the number of provided exercises is small

- the evaluation method are based on items too reproductive and not motivate the trainees to answers to its. The evaluations sessions should be based on practical and reflective items, or try to stimulate trainees to put into practice some of main ideas and then to discuss together on the forum about it.

- Tools intended to dynamise and improve attractive of the training period: sessions, practical exercises, etc. Evaluate whether they are suitable or if others may be considered

-Module 1 – Local sustainable development

Some self-evaluation exercises are very short and sketchy as compared to the quantity and quality of the knowledge exposed in the chapters (example: for the first chapter, the self-evaluation exercises have only 3 questions, and they regard only the main notions exposed in the chapter and not the explanations involved).

Self-evaluation exercises in Chapter 2 (module 1) are more comprehensive, but some questions regard details and should be considered for elimination (example : “mention the metrics used for the measurement of sustainability”).

Module 2 - Local development and strategic planning

The self-evaluation exercises in Module 2, chapter 1 are very few compared with the size of the chapter and the notions exposed. Please consider adding a few more exercises (at least one for SWOT, as this method is very important and used for many purposes).

The self-evaluation exercises in the 2nd chapter of module 2 are very few considering the comprehensive content of the chapter and should be extended to include at least one or two practical exercises (like formulating smart objectives for a local strategy, establishing indicators to be monitored and description of a monitoring process for that objectives).

Self-evaluation exercises in Chapter 3 of Module 2 are good, but there are areas of knowledge not covered in the exercises (for example: partnership, community-based issue analysis).

Module 3 – Agenda 21

Exercise 1 is poorly formulated, as the students should not be required to remember in which chapter a notion is but rather what the notion is (“name the main actions described in chapter one”).

Chapter 2 of the 3rd module has only 2 self-evaluation exercises. Please consider expanding to cover more subjects.

Chapter 3 includes 2 exercises, one of which is a True/False grid. Considering the size of the chapter, more exercises should be included (preferably in the form of true/false answer grids).

There are just 2 self-evaluation exercises for Chapter 4. Please consider including more, in order to cover for the whole area of information provided.

As a whole, the self-evaluation exercises are good, but they do not cover the very quantity of information. Also, the use of True/False grids should be encouraged, especially for more in-detail information, as it does not require in-depth memorization of materials.

There are no other tools provided in the materials. Practical training sessions should be organized (for example, the students could try to create the basic structure for a local development strategy, at the end of the study of the respective area of knowledge).

SUMMARY OF THE EVALUATION RESULTS: BULGARIAN DEVELOPMENT AGENCY

INTRODUCTION

For the pilot testing of the materials developed within the project EUROPEAN MANAGER OF INTELLIGENT AND RESPONSIBLE TERRITORIES (GETIR) (REF: 510283-LLP-1-2010-1-ES-LEONARDO-LMP) Bulgarian Development Agency (BDA) organized a seminar (round table) on 10th Sept 2012 in Sofia, Bulgaria, following the guidelines developed by the project coordinator – DOCUMENTA. For participation in the seminar registered 15 experts representing 10 regional administrations in Bulgaria (out of 28 in total), 2 municipalities and 1 independent expert. The seminar was attended by 12 experts. To the other 3 experts, who were not able to attend the seminar, all materials were sent on the post. Detailed information about the testing of materials in Bulgaria can be found in **Table 1** below.

Table 1: Detailed information about the experts' participation in the external evaluation

	Name	Organization	Position	Telephone number	Attending the seminar	Opinion received
1	Marin Kavrakov	Regional Administration - district Sliven	Governor of the District of Sliven	044-66-32-02/ 898628028	yes	no
2	Arch. Nevyana Yonova	Regional Administration - district Kyustendil	General Secretary	078/ 550680	yes	yes
3	Levent Nazim	Regional Administration - district Dobrich	Chief Expert in Regional Development	058/ 655430	yes	yes
4	Boryana Parvanova	Regional Administration - district Pleven	Department Director	064/ 880 109	yes	no

5	Veselka Antonova	Regional Administration - district Pleven	Senior expert	064/ 880 123 0879353123	yes	no
6	Desislava Obretenova	Regional Administration - district Vidin	Executive Director of „Administrative Control, Regional Development and State Property“	tel: +359 94 60 57 28, fax: +359 94 60 10 76	yes	yes
7	Galya Donova - Ivanova	Regional Administration - district Montana	Senior expert	096/399 130; 0885 940 401	yes	no
8	Orlin Orlinov	Regional Administration - district Montana	Expert in Directorate of „Administrative Control, Regional Development and State Property“	тел. 096 399 136	yes	no
9	Ognyan Kostadinov	Municipality of Haskovo	Senior expert "Projects and EU integration"	038 / 603317 0876 272474	no (materials sent on the post)	no
10	Sevdalina Peeva	Regional Administration - district Lovech	Senior expert in Directorate of „Administrative Control, Regional Development and State Property“	068 / 600 180 /151	yes	yes
11	Radiana Simeonova - Yonova	Regional Administration Sofia Region district	Senior expert in Directorate of „Administrative Control, Regional Development and State Property“, Department of Regional Development	02/9301825	yes	yes
12	Borislava Yordanova	Regional Administration - district Burgas	Specialist in "Regional development and spatial planning" Department	056 / 89 41 69	yes	yes

13	Stiliyana Dimova	Regional Administration - district Varna	Junior expert in Regional Development	052 / 688318; 0882 333 085	no (materials sent on the post)	yes
14	Lidiya Lecheva	Municipality of Ruse	Senior expert in the Department of EU Development	Phone: +359 82 506 767/ Mobile: +359 878 905 482	no (materials sent on the post)	yes
15	Georgi Koprivski	Expert in Regional Development	Bachelor in Regional Development	883307270	yes	yes

SUMMARY OF THE RESULTS

The summary of the results is based on 9 opinions of regional development experts who provided them after revising all materials developed within GETIR project, focusing their attention on the following topics:

- Evaluation of GETIR Professional Profile;
- Structure of the curricula contents;
- Evaluation of the training content: Thematic area “Social Capital: Prospection, Activation and Management” developed by BDA;
- Practical use of both Profile and Training tool;

1. Evaluation of GETIR Professional Profile

Aspects for evaluation by experts:

- *Professional coherence of the profile, taking into consideration its global adequacy to a real profession/ career (mission, functions, competencies, abilities, knowledge)*
- *Adequacy of the 5 professional areas identified for the formation of a new professional profile (GETIR). Is it possible to add or remove some of them?*
- *Relevance: In which way would be useful this profile in your territory?*

Opinion of the experts:

- The profile is developed very well; for GETIR it is very important to have knowledge both in the field of history and economy in order to be able to make adequate decisions;
- All elements of the profile are coherently described, with the aim to cover all common areas and basic skills that give the possibility to further develop in detail specific aspects;
- Development of the profile corresponds to the general legal basis, focusing on new policies related to social responsibility, commitment to social needs, public-private partnerships and ensuring the public interest; in the profile are explored the achievements of telecommunications technologies and software for real involvement of the social capital / social potential / for solving important social issues and participate in the process of formation of management decisions;
- The professional profile developed within GETIR project very well combines the knowledge, skills, competencies and attitudes in this area thus adequately meet the current needs in this area.
- The Professional profile of the European manager of intelligent and responsible territories has been developed precisely and takes into consideration all important elements.
- The mission described of the European manager of intelligent and responsible territories is areas formulated very carefully and is fully consistent with its functions. The following functions of the European manager of intelligent and responsible territories cover a wide range of activities that are relevant to the professional profile. They are adequate and consistent to the profession. It is right that it is first placed sustainable regional development, as it is essential. Overall, the five thematic areas of competence are consistent and appropriate to the professional profile. Consistency exists between the mission, functions, competencies, skills and knowledge specific to the European Manager of intelligent and responsible territories. I can only add knowledge of two foreign languages to the knowledge and skills necessary to fully carry out its functions.
- The profile is clear and precise; its elements are consistent and coherent. There is no need for further inclusion or exclusion of any of them.
- Regarding GETIR profile - 4.2 Skills can add more examples of different _ skills necessary for professionals in the field of regional development. For example, to communication, to supplement verbal communication, to leadership and networking - ability to allocate key resources (human

resources, financial, time), delegation of responsibility, ability to assess risk, etc.

1. Structure of the curricula contents

Aspects for evaluation by experts:

- *Clarity in the definition of modules and its sections*
- *Internal coherence between different Modules*
- *Is it possible to add new items in curricula structure, or to remove some of them?*

Opinion of the experts:

- The definition of the modules is clear as well as the coherence of the modules; the project is very well synthesized;
- The modules are well structured. It is possible to apply attractive graphics for the visualization and introduction to the thematic areas;
- The thematic areas are carefully selected and fully meet GETIR profile. The structure of the developed training content is clearly defined. There is a clear and logical connection between different modules.
- Different modules within the five thematic areas are clearly defined and consistent. I think that modules are developed in sufficient detail and cover a wide range of issues relevant to the profession European manager of intelligent and responsible territories.
- The five professional profile areas are adequately selected. Although the information for each professional fields has been developed by different countries, it follows a single scheme and each country contributes its experience in the presentation of topics.

Evaluation of the training content: Thematic area “Social Capital: Prospection, Activation and Management” developed by BDA

Aspects for evaluation by experts:

- *Are the explanations clear?*
- *Quality of the contents, deepening in different knowledge areas*

Opinion of the experts:

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- Very informative materials of high quality
- Very well developed and adequate
- The content is clear, thoroughly presented and provide a good basis for thematic development and upgrading;
- I think the module dealing with issues of social capital is adequate to the needs and the GETIR profile developed in this area. I appreciate the fact that the concept focuses on practical aspects in the context of regional development. There are clear definitions grounded formulations and well-structured information. Topics included in this module are arranged logically and naturally fit into the profile and needs of experts in the field.
- The module focused on social networks and group work is very interesting.
- The thematic area "Social capital: planning, activation and management" has been developed in detail. It presents a lot of information in and way that intrigues the reader from the outset. Self-assessment exercises then allows the reader to extract the most important information of the presented categories and concepts.
- Thematic area of "Social capital: planning, activation and management" was developed in three modules by the Bulgarian partner - Bulgarian Development Agency. The concept of social capital focuses on the relationships between groups and their impact on the socio-economic environment. The explanations in the modules are characterized by clarity. The information is very thorough.
- The content of the thematic area "Social capital: planning, activation and management" is presented clearly and thoroughly. Particularly useful is the information on aspects of social capital and the presentation of social capital in the context of the European Union. Social capital can be used as a tool for the development of the other modules.

Recommendations:

- To present good practices from Bulgaria (if possible);
- Although social capital is presented as a theoretical concept, it can be measured and classified up to some extent. The main elements presented in the study can be measured by several indicators. The proposed indicators in the materials are mostly _ qualitative indicators _ to which can be added quantifiable. For example:

Civic engagement:

- Number of settlements with strategies for integrated urban development;
- Developed infrastructure in urban areas;
- Number of projects to strengthen the relationship between the city and surrounding regions;
- Number of population positively affected by the project to strengthen the socio-economic integration between cities and their surrounding areas;
- Built and accessible infrastructure for disabled people (% of total building);
- Introduced greener transport (% of total);
- Number of projects to optimize the urban public transport;
- Number of projects promoting the use of urban public transport;
- Percentage of passengers carried by public transport (trolleybuses, trams, metro)

Level of knowledge about public affairs:

- Percentage of the regional and municipal administrations, providing administrative services through a single point of access (one point);
- Number of implemented best practice management approaches to regional and local development;
- Number of partnership projects implemented regional development / socio-economic cohesion, financed by the EU structural instruments;

Social trust – collaboration for the sake of common goals:

- Number of projects for networking and exchange of experiences between regional and local authorities;
- Number of established networks for the exchange of experiences between regional and local authorities;
- Proportion of local and regional authorities involved in the constructed networks and exchange of experience;

Educational and life inspirations

- Number of periodic surveys of public attitudes;
- Number of participants in the new training programs oriented to regional and local labor markets;
- Number of networks for vocational guidance and information (articles therein);
- Number of staff who have undergone training courses in the field of regional development;
- Number of joint projects between employers and students;

2. Practical use of the GETIR Professional Profile and the Training tool

Aspects for evaluation by experts:

- *In which regional and specific issues can this professional profile have a positive influence?*
- *To whom and what kind of users should it be oriented to?*

Opinion of the experts:

- The knowledge and understanding of the modern concepts for the role of social capital, social networks and the third sector will be definitely very useful for the experts in regional administrations and municipalities who work in the field of regional and local development planning and will support the process of implementation of policies with the agreed priorities and objectives.
- The materials could be spread in 2 forms: concise form aimed at managers in the field of regional and local development and detailed form as a base for education and training for middle level experts and individual who wish to work in the related field
- The materials can be used in all public administrations in Bulgaria
- The training materials are a good opportunity to upgrade the basic professional fields such as sociology, social pedagogy, regional development, urban and regional landscape planning; urban planning and others.
- The materials are suitable for further training for staff in the public administration, the private sector and "third" sector;
- The developed modules in the frames of GETIR project would be extremely useful to be applied in the training and qualifications of local experts and local partners in the social sphere in the provision of social services and in the implementation of social projects
- The profile of the European manager of intelligent and responsible territories GETIR model sets high standards for managerial positions, which could be the basis for creating training programs for regional development.
- The profile of the European manager of intelligent and responsible territories and the educational material could have a positive impact if introduced into the curricula of regional development planning, public administration, management in the public sector and others. They may be of use to managers and representatives of regional and local authorities on matters

related to strategic planning, regional development planning, socio-economic development, environment and innovation.

- Elaborated profile can be useful in education - represents a serious, well-structured database at European level that could be used to build a master program.

3. Other

Opinion of the experts:

- In the on-line tool for experts to have sections at the national languages

CONCLUSIONS

All regional development experts who reviewed GETIR material were very satisfied with the quality of the presented educational materials, focused on the new modern concepts in the field of regional and local development. All of them highlight usefulness of the materials for raising the qualifications of the professional involved at regional development in Bulgaria.

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EUROPEAN MANAGER
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TERRITORIES



SUMMARY REPORT OF EVALUATION OF THE
TRAINING CONTENTS:

“NEW TECHNOLOGIES”

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EVALUATION OF THE TRAINING MODULES REPORT. THEMATIC AREA: “NEW TECHNOLOGIES”

1. INTRODUCTION

The Project European Manager of Intelligent and Responsible Territories (GETIR) Ref: 510283-LLP-1-2010-1-ES-LEONARDO-LMP funded by the Leonardo Da Vinci program, consist in the creation of a professional profile and the development of thematic modules for training by the partners involved in the project.

The main objectives of the workshops foreseen of the project were:

- d) To evaluate the training material in order to adapt the training modules to the real professional competencies and knowledge according to GETIR profile.
- e) Receive feedback from experts and discuss the improvements necessary for the training modules.
- f) Make the necessary amendments and changes in the training material after the testing.

Regarding “DIMITRA”, even though has not foreseen budget in order to organize a workshop with the experts for the evaluation reason of the training contents, we asked from a team of collaborated experts (5 people) in the ICT field to evaluate the developed training material in order to make the appropriate amendments and changes.

For this reason, we forwarded the material to the experts and we gave them a period of 3 weeks to complete their recommendation regarding the evaluation of the training contents.

2. SUMMARY OF EVALUATION RESULTS REGARDING THE TRAINING CONTENTS. THEMATIC AREA: “NEW TECHNOLOGIES

This training content evaluation/recommendation report compiles the feedback and suggestions from the experts in the field of “NEW TECHNOLOGIES” regarding GETIR project.

Recommendations and suggestions regarding the following:

Thematic area “NEW TECHNOLOGY”: quantity and quality, clarity, depth and volume of contents, structure and design. Suggested improvements/changes.

- Experts think that the fact of doing an introduction to each module facilitates student learning as it gives them a basic knowledge of what the people is going to learn.
- The division of each module of the specific thematic area into sections, chapters, subchapters, allows the user to consult the summary of each section - either in advance for preparation, or afterwards for getting a summary of the acquired knowledge.
- All the modules of the educational material of the thematic area “NEW TECHNOLOGY” is highly full. It is prototype material that is hard to be found (all in one) in Greek literature at least. Moreover, the material is very well written and in a way that makes it easy to understood by people with low background in “New Technologies”. This of course is achieved in a scientific manner for all the presented technical issues. In any case all the educational material is a valuable tool for each student, regardless of the learning depth that he seeks to reach.

- The modules of the specific thematic area of study are quite updated and cover in a large extent the concept of the project regarding the “European Manager of Intelligent and Responsible Territories”. However, the volume of each module varies considerably and this brings difficulties in terms of time management of each ones study.
- The separate posting of the self-assessment exercises, enabling users to browse the learning materials quickly.
- The online multimedia training tool it seems to be very user-friendly.

3. SUGGESTED RECCOMENDATION / IMPROVEMENTS

We present some suggestions that may improve the actual very good educational material:

- √ The educational material could be enriched with more photos and explanatory sketches and drawings
- √ The educational material could be enriched with simple practical work in specific Thematic Areas. For example (in New Technologies thematic area) how to create a blog, or laboratory exercises regarding evaluation software, GIS, ERP etc.
- √ The multiple choice self-assessment exercises could be posted on an online base and to cover the education material in a larger extent. In that case should be evaluated directly online, in order the participants to directly self-assess the level of assimilation of concepts..

3. CONCLUSIONS

- By the point of view of the experts the amount of information in the modules of “New Technologies” is complete, it deepens into the issue properly and gives a “good idea” of the role that Information and Communications Technology (ICT) could play in promoting local and sustainable development.
- The material is well-structured a fact that assists people to understand how appropriate ICT can help regions – territories to improve their internal processes and provided services and the competitiveness of regions and territories as well.
- All the modules of the NT educational material is a valuable tool for each one, regardless of the learning depth that he seeks to reach.
- This project through the developed training material can help regions, people and economy in times of economic crisis.
- The issue of local and sustainable development is a big challenge regarding economic and social development. The developed modules cover aspects where can be applied widely innovative ICT tools in order to generate competitive advantages.