Ref. Ares(2026)7532590 - 31/07/2026

inspire
SMART VILLAGE LABS

D4.1 Capacity-building programme and workshop results

Koç University (KOC)

31/07/2026



Funded by
the European Union

Document Information

Issued by:	Koç University (KOC)
Issue date:	31/07/2026
Due date:	31/07/2026
Work package leader:	Koç University (KOC)
Dissemination level:	PU - Public

Document History

Version	Date	Modifications made by
0.1	13/07/2026	First draft prepared by KOC
0.2	20/07/2026	Quality review by MedINA and the Wheel
0.3	23/07/2026	Updated version by KOC
0.4	27/07/2026	Final quality check by WR
1.0	31/07/2026	Final version by KOC ready for submission

Authors

Name(s)	Beneficiary
Esin Çalışkan	KOC
Burak Gürel	KOC
Basak Can Bulut	KOC

In case you want any additional information, or you want to consult with the authors of this document, please send your inquiries to: basakcan@ku.edu.tr or bgurel@ku.edu.tr

Quality Reviewers

Name(s)	Beneficiary
Athina Koutsouki	MedINA
CathyAnne Fox	WHEEL
Thomas Bakratsas	WR

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Executive Summary

The INSPIRE capacity-building programme was developed under Task 4.1 of the INSPIRE project to strengthen the capacity of rural stakeholders and local communities in vulnerable situations to design, implement, and sustain socially innovative solutions addressing local needs. Coordinated by Koç University and implemented collaboratively with the project partners, the programme constitutes one of the principal educational outputs of INSPIRE. It connects the participatory Smart Village Lab process with structured capacity-building activities that support the implementation of locally developed initiatives.

The capacity-building programme builds on the wider intervention logic of the INSPIRE project. Territorial analysis under Work Package 1, the review of social services innovation and social-economy practices under Work Package 2, and the establishment and operation of the Smart Village Labs under Work Package 3 provided the evidence, examples and locally grounded priorities that informed Task 4.1. Rather than functioning as a standalone training activity, the capacity-building programme was designed to extend the participatory process by linking local solution development and implementation planning with targeted educational support.

The programme consists of two complementary components. The first was a three-workshop-capacity building sequence implemented by the pilot partners across the seven Smart Village Labs and coordinated by Koç University. Workshops 1 and 2 were implemented jointly under Tasks 3.3 and 4.1, combining user innovation with participatory capacity building. Workshop 1 focused on engaging Smart Village Lab members and other stakeholders in identifying local services needs and generating potential Social Economy (SE)-based solutions. Workshop 2 supported participants in preparing initial implementation roadmaps for the selected SE-based solutions by examining governance arrangements, stakeholder responsibilities, implementation activities, resource requirements, and sustainability considerations. Workshop 3 introduced the MOOC modules through the MOOC platform and encouraged participants to identify educational resources relevant to the ideas and initiatives developed during the previous workshops.

The second component is 16 Modules of the INSPIRE MOOC programme. The curriculum addresses topics including entrepreneurship, employability, digital transformation, sustainability, accessibility, artificial intelligence, community development, climate resilience, marketing, intercultural communication, mental wellbeing, and inclusive governance. Rather than functioning as a fixed sequence of courses, the curriculum was designed as a modular learning framework that allows participants to select educational resources corresponding to local initiatives, target groups, and learning needs.

Development of the MOOC portfolio involved the transformation of partner-provided thematic materials into structured, interactive and reusable self-paced courses. The production process included instructional restructuring, SCORM development, multimedia and interactive activities, assessment and certificate configuration, localisation, subtitle and transcript integration, functional testing and publication. The wider MOOC environment was configured to support enrolment, assessments, completion tracking, learner feedback, discussion forums, certification and multilingual course organisation. Learner and instructor facing support materials were also produced to facilitate onboarding, continued platform use and long-term programme continuity.

Implementation of the capacity building workshops and MOOC modules across the seven pilot territories demonstrated a common methodological framework combined with contextual adaptation. Although the Smart Village initiatives addressed different thematic areas—including inclusive mobility, sustainable entrepreneurship, migrant inclusion, women's entrepreneurship, digital public innovation, and accessibility—all pilot partners followed the same overall progression from participatory solution development to initial implementation planning and targeted educational support. Workshop formats, facilitation methods and levels of direct platform engagement were adapted according to local circumstances, participant composition, accessibility requirements, digital confidence and technical conditions. This combination of methodological consistency and contextual adaptation represents a defining characteristic of the INSPIRE capacity-building programme.

Introducing the MOOC curriculum during the third workshop after participants had identified local priorities and prepared initial implementation roadmaps for priority SE-based solutions, strengthened the relationship between educational activities and implementation planning. Rather than presenting online learning as a standalone training activity, facilitators introduced the INSPIRE MOOC platform as a resource to support the implementation of initiatives developed through the Smart Village Lab process.

Task 4.1 resulted in the development of a multilingual online learning environment, a portfolio of sixteen MOOC Modules, a common Smart Village Lab capacity-building methodology, and educational resources supporting the implementation of locally developed initiatives. Together, these outputs constitute a durable educational and methodological foundation that will support upcoming INSPIRE activities and future initiatives promoting rural social innovation, inclusion and community-led development.

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List of Terms and Definitions

Table 1. Terms and Definitions

Abbreviation	Definition
AI	Artificial Intelligence
DIGIMONT	Digital innovation initiative supporting rural communities (Romanian pilot initiative)
EC	European Commission
EU	European Union
GA	Grant Agreement
KOC	Koç University
LearnX	Koç University Online Learning Management Platform
MIA	Mobilité Inclusive Active (French pilot Smart Village initiative)
MOOC	Massive Open Online Course
NGO	Non-Governmental Organisation
Rețeaua Binelui	The Network of Good (Romanian pilot community platform)
WP	Work Package

1. Introduction

1.1 Background

Rural areas across Europe face a range of interconnected demographic, economic, environmental, and social challenges that affect their long-term sustainability and quality of life. These challenges include population aging, youth outmigration, limited employment opportunities, unequal access to services, digital exclusion, and social isolation. Although these issues affect rural communities generally, they often have a disproportionate impact on vulnerable population groups, including women, migrants, refugees, older adults, and people with disabilities.

At the same time, rural communities possess important local knowledge, social capital, and organisational resources that can support locally driven development. Increasing attention has therefore been given to social innovation and social entrepreneurship as approaches that enable communities to respond to local needs through collaborative, community-based solutions. Successful implementation of such initiatives, however, depends not only on innovative ideas but also on the knowledge, competencies, partnerships, and organisational capacity required to transform ideas into sustainable action.

Against this background, capacity building is an important component of the INSPIRE project. Rather than functioning solely as a dissemination activity, Task 4.1 was designed to support the implementation of Smart Village initiatives developed through participatory processes by strengthening the competencies of the stakeholders.

This deliverable documents the design, development, implementation, and outcomes of the INSPIRE capacity-building programme developed under Task 4.1.

The report first describes the development of the educational programme, including the pedagogical principles underpinning the MOOC curriculum and the MOOC platform. It then explains the Smart Village Lab capacity-building practices across the participating pilot territories using evidence from the workshop reports. Finally, the deliverable synthesises the principal implementation findings, identifies lessons learned from the project, and presents recommendations for future rural capacity-building initiatives for the development of the INSPIRE capacity-building programme.

Task 4.1 was designed to develop a capacity-building programme that supports implementation of the Smart Village initiatives emerging from the INSPIRE project. The programme should be understood as a broader capacity-building intervention rather than as a set of online courses alone. It brought together the project's pedagogical framework, locally facilitated learning activities, and digital learning resources designed to support stakeholders in translating Smart Village ideas into practice.

1.2 Methodology and objectives of Task 4.1

The programme was developed in response to needs and challenges identified through the project's earlier research, mapping and local engagement activities. Task 4.1 combines educational resources with locally implemented capacity-building workshops to support the development and

implementation of initiatives emerging through the Smart Village Labs. Work Packages 1 and 2 generated evidence on the circumstances, barriers and skills needs affecting rural residents and groups in vulnerable situations across Europe. Work Package 3 then supported the establishment of Smart Village Labs and the collaborative development of locally relevant solutions and implementation roadmaps in the seven pilot territories. The capacity-building programme was designed to translate these earlier findings into practical learning opportunities. Its purpose was not only to provide information, but also to support participants in developing knowledge, confidence and skills relevant to local social-economy initiatives, community participation, entrepreneurship, digital inclusion and sustainable rural development.

Detailed evidence on needs analysis, stakeholder consultation and local solution development is presented in the relevant WP1–WP3 deliverables. D4.1 focuses on how these findings were operationalised through the INSPIRE capacity-building programme, including the development of the MOOC portfolio, the MOOC learning environment and the implementation of the three-workshop model across pilot areas.

Figure 1 illustrates the relationship between the earlier work packages and the capacity-building activities implemented under Task 4.1.

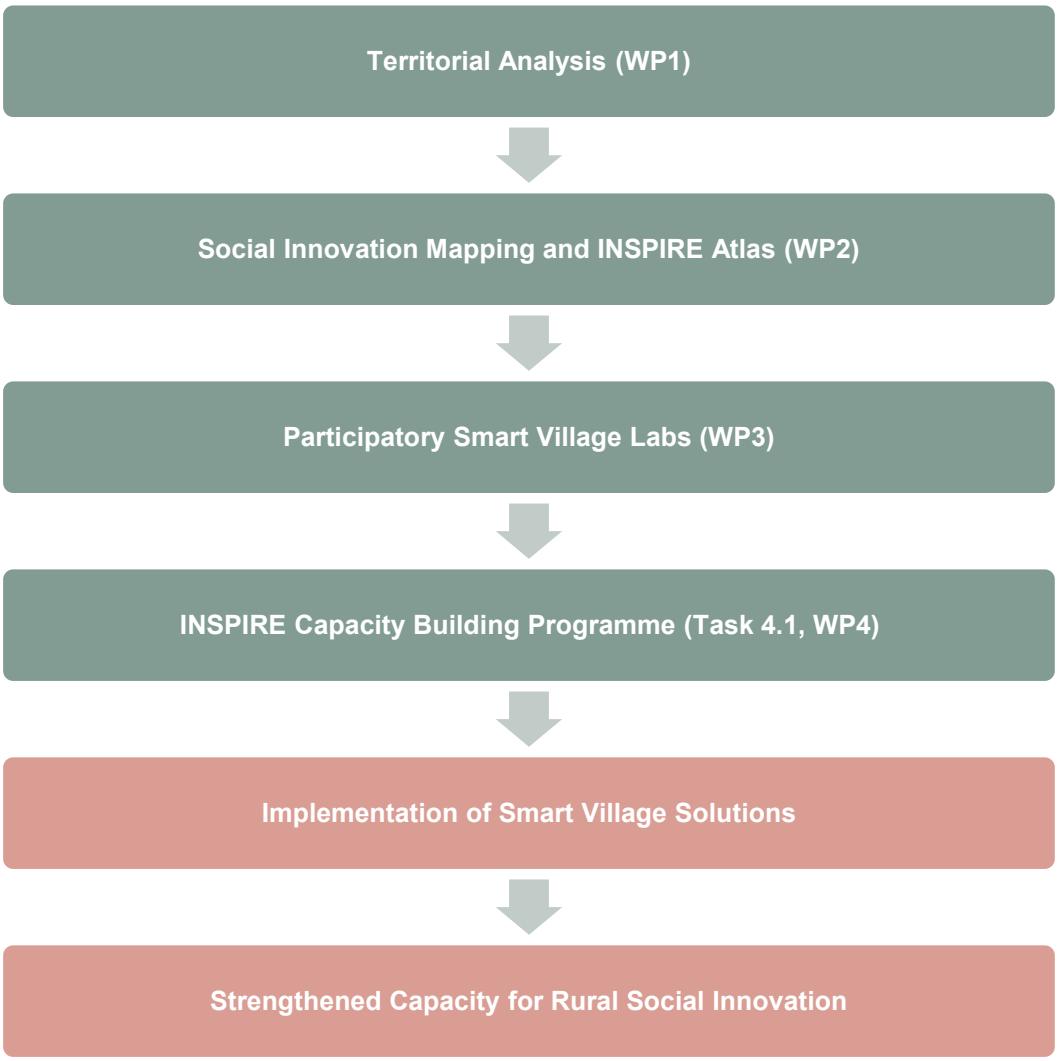


Figure 1. INSPIRE intervention logic

The programme comprised two interconnected strands. The first was 16 Modules of the INSPIRE MOOC programme. The curriculum addressed competency areas relevant to rural social innovation, including entrepreneurship, employability, digital transformation, sustainability, accessibility, artificial intelligence, governance and community development. The second strand consisted of a three-workshop capacity-building sequence implemented by the pilot partners across the seven Smart Village Labs. Rather than being delivered as a standalone training activity, the first two capacity-building workshops were integrated with the User-Innovation Workshops under Task 3.3. Through this integrated approach, targeted capacity-building components were embedded within the user-innovation process to strengthen participants' knowledge and skills and support the development of locally relevant SE-based solutions. The sequence concluded with Workshop 3, a dedicated capacity-building workshop that introduced the MOOC platform and connected selected MOOCs to the solutions and initial roadmaps developed during the earlier workshops.

The overall objective of the INSPIRE capacity-building programme is to strengthen the implementation capacity of stakeholders participating in the Smart Village Labs by providing educational resources that support the implementation of locally developed initiatives.

More specifically, the programme aims to:

- strengthen competencies related to social entrepreneurship and innovation on social services for people in vulnerable situations;
- support implementation of Smart Village initiatives developed through the participatory workshops;
- improve knowledge of topics relevant to rural development, including entrepreneurship, digital transformation, governance, accessibility, sustainability, and community participation;
- provide flexible multilingual learning opportunities through the MOOC platform; and
- contribute to the long-term sustainability and transferability of the educational resources developed under Task 4.1.

These objectives emphasise practical implementation rather than academic instruction. Accordingly, the workshops were designed to complement participatory planning by providing learning opportunities directly connected to locally identified priorities.

1.3 Needs-based development process

The development of the capacity-building programme followed the overall intervention logic of the INSPIRE project. Educational priorities were not identified independently at the beginning of the project; rather, they emerged progressively from the evidence, practices and participatory processes developed through the earlier work packages.

First, the territorial analyses completed under Work Package 1 identified a range of recurring challenges affecting vulnerable rural populations across the participating territories. These included issues relating to employment, entrepreneurship, accessibility, digitalisation, demographic change, community participation, and institutional capacity.

Second, Work Package 2 complemented this territorial evidence by identifying social innovation and social entrepreneurship practices that addressed comparable challenges in other European contexts. The review of these practices demonstrated that effective rural social innovation often depends on a combination of entrepreneurial capacity, collaborative governance, digital tools, community participation, and long-term organisational sustainability, rather than relying on any single intervention.

Third, the Smart Village Lab activities under Work Package 3 translated these wider findings into locally grounded priorities. The combined T3.3–T4.1 workshops further clarified the solutions, initial implementation pathways and associated competencies required within each pilot territory.

Task 4.1 drew on the findings of Work Packages 1 and 2, partner expertise and the needs of the intended target groups to develop the MOOC curriculum. The subsequent workshop process did not generate the entire curriculum retrospectively; rather, it enabled facilitators to connect selected MOOC modules to locally developed ideas and solutions and initial roadmaps and to identify additional onboarding, accessibility and support needs.

Figure 2 summarises the relationship between these stages of project implementation.

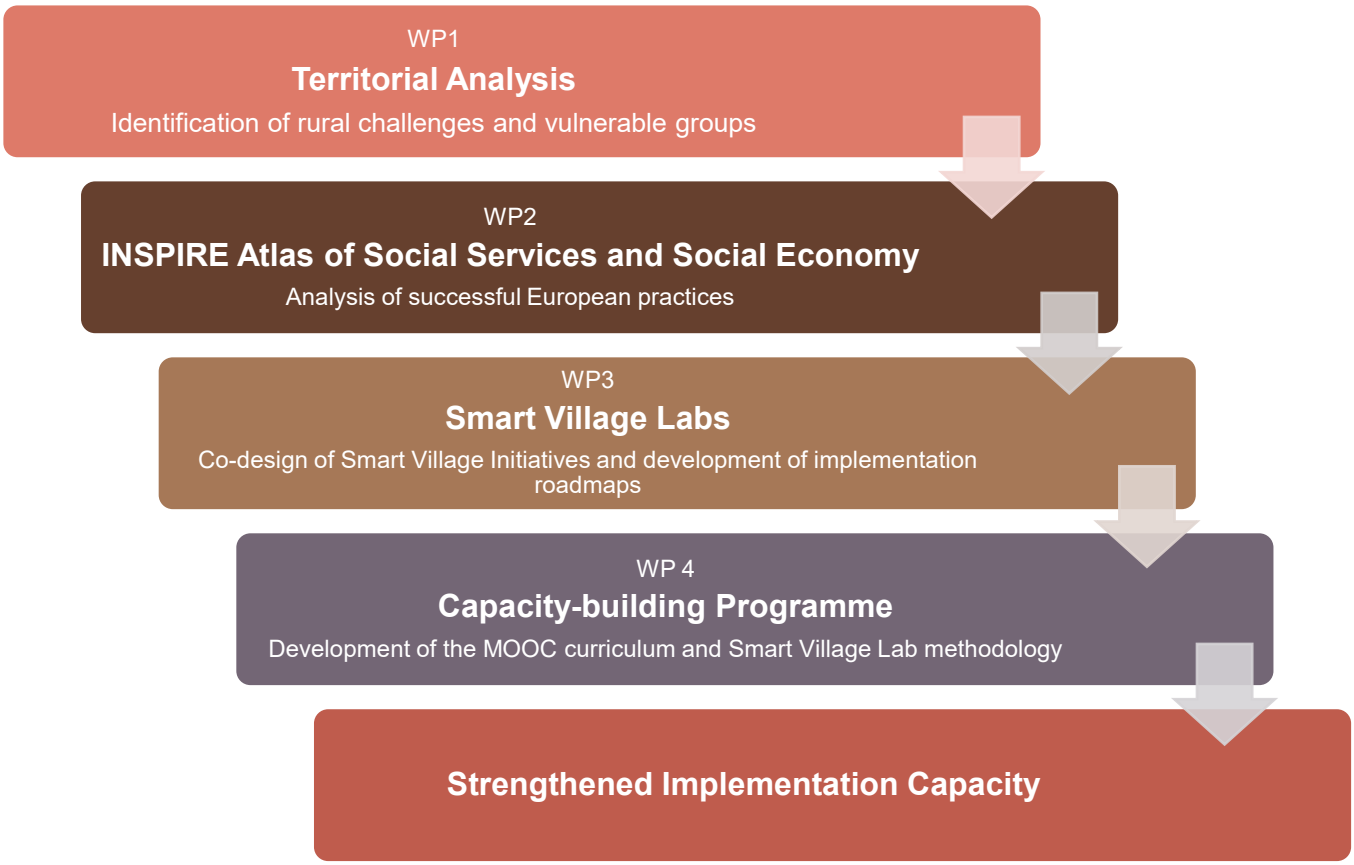


Figure 2. Development of the INSPIRE capacity-building programme

1.4 Educational design principles

Several principles guided development of the capacity-building programme. These principles influenced both the curriculum and the workshop methodology and contributed to maintaining a common educational framework across the consortium:

Practice-oriented learning: The curriculum was developed to support implementation of Smart Village initiatives rather than academic study. Course content therefore emphasises practical application by combining conceptual explanations with examples, implementation scenarios, and activities intended to help learners relate course content to their own organisational or community contexts.

Modular organisation: Instead of requiring participants to complete a fixed sequence of courses, the curriculum was organised as a collection of independent modules. This structure enables participants to select educational resources that correspond to their own implementation priorities while allowing facilitators to recommend different learning pathways depending on the Smart Village initiatives developed within each pilot territory.

Accessibility and inclusion: The educational resources were developed for participants representing diverse backgrounds and stakeholder groups, including local authorities, civil society organisations, researchers, entrepreneurs, community organisations, and representatives of vulnerable populations. This principle directly addresses the needs of the key target groups of the

project: local communities and people in vulnerable situations across rural Europe. Accordingly, the curriculum was designed to provide accessible learning materials without assuming specialised academic knowledge. Course videos, transcripts, and platform materials were developed and informed by WCAG 2.1 accessibility principles to support learners with diverse accessibility needs.

Flexible learning: The online component of the programme allows participants to complete courses asynchronously and revisit educational materials when needed. This flexibility supports participation by stakeholders whose professional, organisational, or personal responsibilities limit opportunities for scheduled classroom-based training.

Sustainability: Although developed within the INSPIRE project, the educational resources were intended to remain available beyond the formal implementation period. The curriculum and MOOC learning environment therefore constitute project outputs that may continue to support future educational activities and capacity-building initiatives.

2. The MOOC curriculum

2.1 Introduction

Based on the implementation priorities identified during the earlier work packages, Koç University coordinated development of a multilingual curriculum comprising sixteen MOOC Modules. The curriculum was designed as the digital learning strand of the wider INSPIRE capacity-building programme and was organised around competency areas relevant to the implementation of rural social innovation, rather than around traditional academic disciplines.

Partners and subject-matter contributors provided thematic input, practice examples and local context for the individual modules. Koç University coordinated the development of the overall curriculum framework and the operationalisation of the MOOC portfolio through the MOOC platform, while language focal points and relevant project partners supported the review of localised course versions.

The courses collectively address soft skills, digital skills, entrepreneurial skills and green skills. They cover topics including entrepreneurship, employability, community development, digital transformation, accessibility, artificial intelligence, job market access, sustainability, climate resilience, governance, marketing, intercultural communication, wellbeing and resilience and related topics identified during project implementation. The learning programme includes a dedicated module on the principles, practices, and resources of Smart Village Labs, providing a distinctive educational resource on a topic that is largely absent from comparable online rural development programmes. This thematic range reflects the diverse needs identified across the participating pilot territories and the different stakeholder groups involved in the Smart Village Lab process.

The curriculum was designed as a modular learning offer. Participants were not expected to complete the full set of sixteen modules. Instead, facilitators and learners could select modules corresponding to locally identified needs, target groups and Smart Village roadmap priorities. This allowed the programme to maintain a common educational framework across the consortium while remaining adaptable to the specific priorities of each pilot territory.

English served as the common language across the entire MOOC curriculum. Selected modules were translated into the languages of the participating pilot territories in accordance with the official INSPIRE MOOC Matrix developed under Task 4.1. The allocation of translated versions therefore reflected both the overall curriculum structure, and the educational priorities identified within individual pilot areas.

Table 1 provides a summary of the MOOC curriculum with language availability, duration and direct links to the courses. The full list of MOOC descriptions, target groups, relevant pilot areas, skills categories and difficulty levels is provided in the Annex.

Table 2. INSPIRE MOOC Curriculum

Module Title	English	French	Romanian	Polish	Slovak	Greek	Duration
Building resilience and wellbeing of rural immigrants in new communities	✓ Open	—	—	—	—	—	35-45 min
Soft skills for people with intellectual disabilities for rural community participation and leadership	✓ Open	✓ Open	—	—	—	—	80-90 min
Inclusive rural training strategies for trainers	✓ Open	—	—	—	—	—	35-45 min
Strengthening the social fabric: intercultural awareness in rural communities	✓ Open	—	—	—	—	—	35-45 min
Staying connected and resilient: mental wellbeing for people in remote communities	✓ Open	—	✓ Open	—	—	—	60-70 min
Building your own Smart Village: foundations, strategies, tools	✓ Open	✓ Open	—	—	—	—	60-70 min
Digital skills for independence, self-esteem and connection	✓ Open	—	—	—	—	—	35-45 min
Using assistive technology to promote rural social inclusion of people with disabilities	✓ Open	—	—	—	✓ Open	—	60-70 min
Leveraging AI technologies for social services accessibility	✓ Open	—	—	—	✓ Open	—	60-70 min
Farm to market: strengthening digital skills of farmers for competitive marketing	✓ Open	—	—	—	—	✓ Open	60-70 min
Entrepreneurial competences for women-led rural innovation	✓ Open	—	—	✓ Open	—	✓ Open	45-55 min
Digital skills for rural youth entrepreneurship	✓ Open	—	✓ Open	✓ Open	—	✓ Open	45-55 min
Skills for accessing successfully the job market	✓ Open	—	—	—	—	—	35-45 min
Sustainable business development for farmers	✓ Open	—	—	—	—	✓ Open	60-70 min
Sustainable mountainous entrepreneurship: building greener and competitive businesses	✓ Open	—	—	—	—	✓ Open	45-55 min
Digital and transversal skills for climate-resilient farming in islands	✓ Open	—	—	—	—	✓ Open	35-45 min

2.2 MOOC production process and roles

The development of the INSPIRE MOOC programme followed a structured production process designed to transform partner-developed subject-matter materials into consistent, interactive, and reusable digital learning resources. Although the individual MOOCs addressed different thematic

areas and target groups, they were developed according to a common instructional framework coordinated by Koç University. This ensured consistency across the curriculum while allowing pilot partners and subject-matter contributors to provide content reflecting local needs, thematic expertise, and implementation priorities.

2.2.1 Source content, coordination and roles

The process began with the identification of 16 priority learning themes within the wider INSPIRE capacity-building programme. The thematic scope of the portfolio reflected the capacity-building priorities emerging from the project's earlier work packages and Smart Village Lab process. Within Task 4.1, these priorities were operationalised into a modular digital learning offer that could be linked to locally selected Smart Village initiatives and initial implementation roadmaps.

Koç University, as the partner responsible for Task 4.1, coordinated the operationalisation of this material into a coherent online learning programme. A dedicated MOOC developer reviewed and restructured the source content for self-paced learning; developed the interactive SCORM-based courses and supporting multimedia assets; configured the associated learner journey and course environment in MOOC; coordinated localisation, quality assurance and publication activities; and prepared learner-facing and instructor-facing resources.

Table 3. Main contributions to MOOC development and publication

Activity	Main contributor(s)	Main output
Thematic input and source content	Partners and subject-matter contributors	Presentations, supporting materials, practice examples and local context
Capacity-building programme coordination	Koç University / Task 4.1	Common programme framework, MOOC portfolio and development workflow
Instructional design and interactive SCORM development	MOOC Developer, Koç University	Structured online learning content, interactive activities, videos and SCORM packages
MOOC configuration and publication	MOOC Developer with MOOC platform support	Course environments, access conditions, assessments, certificates and enrolment settings
Translation and language review	Language focal points and relevant project partners	Reviewed localised course versions and language assets
Quality assurance, learner guidance and handover	MOOC Developer, Koç University	Functional testing, learner-support resources, final course links and stored source assets

2.2.2 Production workflow

Each module was reviewed and restructured as a learner-centred digital course, designed to support both independent study and use within facilitated workshop contexts.

Interactive SCORM (Sharable Content Object Reference Model) packages were developed using Articulate Rise 360 and deployed through Koç University's LearnX learning-management platform. SCORM is an industry-standard format that enables online learning content to be delivered consistently across learning-management systems while supporting features such as learner progress tracking and assessment. **Its interoperability ensures that the learning materials can be**

readily transferred, reused, and maintained across different institutional platforms, supporting the long-term accessibility and sustainability of the educational resources. The standard production workflow included the following stages:

1. Review of source content and confirmation of the module scope, intended audience and learning focus;
2. Restructuring of materials into a clear, self-paced online learning sequence;
3. Development of interactive SCORM-based course content;
4. Integration of videos, visual learning elements, reflection prompts, self-practice tools and interactive activities, where relevant;
5. Preparation and configuration of course overview pages, discussion forums, assessments, certificates and further learning resources;
6. Translation and localisation of prioritised module versions in accordance with the INSPIRE MOOC Matrix;
7. Integration of translated video subtitles and transcripts;
8. Functional testing of SCORM packages, assessments, access conditions, certificates, downloadable resources and course links;
9. Publication of finalised modules on LearnX; and
10. Preparation of learner-facing guidance and onboarding resources.

Localisation involved more than translation of source text. It required the preparation and integration of translated SCORM packages, subtitles, transcripts, learner-facing materials and platform content, followed by language review, functional checks and publication of the localised course versions. This process was coordinated in accordance with the INSPIRE MOOC Matrix and required close collaboration among the MOOC developer, language focal points and relevant project partners.

Learner-support resources were developed iteratively alongside implementation. During the third capacity-building workshop, pilot partners used different combinations of live demonstrations, presentations, video materials, interim local guidance and hands-on facilitation; the final consolidated learner-support package was completed after the workshop cycle, based on feedback received by pilot partners.

The scale of the multilingual production, localisation, testing and publication process meant that course finalisation continued into the Workshop 3 implementation period. The consolidated learner-support materials were therefore finalised once the course structure and LearnX learner journey had stabilised.

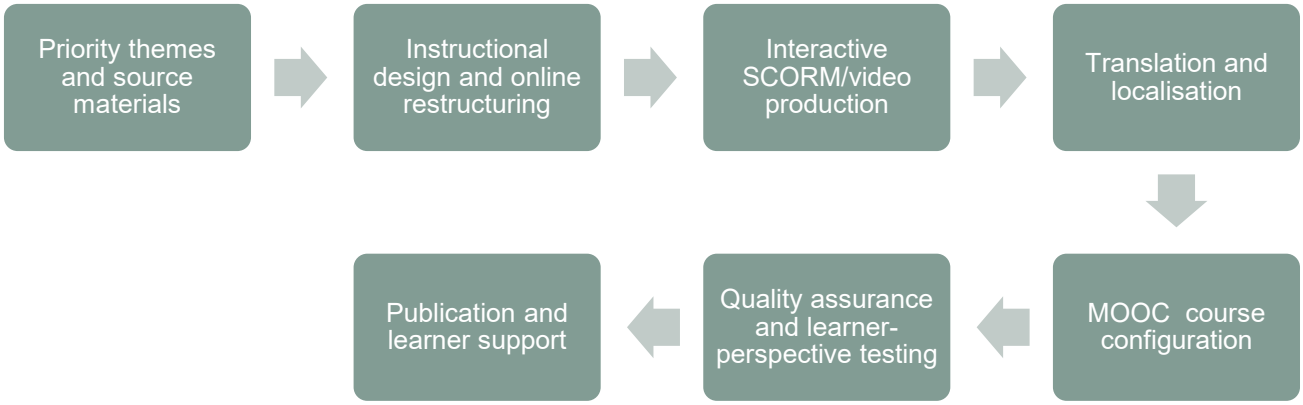


Figure 3. MOOC development and publication workflow

The resulting MOOC modules were designed as structured digital learning experiences that combine subject-matter knowledge with guided interaction, self-paced progression, opportunities for reflection and practice, assessment feedback and certification.

2.2.3 Instructional design approach and quality assurance

The MOOCs were developed according to common instructional-design principles to provide learners with a coherent experience across the programme. Course content was organised into manageable sections and presented through a combination of concise explanatory text, visual material, videos, interactive elements and practical activities, depending on the topic and target group.

This approach was intended to make complex subject matter accessible to learners with diverse educational, professional and digital backgrounds. The courses were designed for flexible self-paced learning, with estimated completion times varying between approximately 35 and 90 minutes depending on the scope and complexity of the individual module. This enabled learners to engage with courses independently, revisit materials when needed and use selected resources alongside local Smart Village Lab activities.

Where appropriate, modules included reflection prompts, self-practice tools, scenario-based activities, downloadable resources and videos reinforcing key messages. These elements were included to support active engagement and practical application rather than passive consumption of information.

Quality assurance formed an integral part of implementation rather than a single final review stage. Functional and content-related checks were undertaken throughout development, localisation and publication to verify learner progression, platform behaviour and consistency across course and language versions. Testing covered SCORM functionality, navigation, access conditions, assessment settings, completion tracking, certificate generation, discussion forums, downloadable resources, videos, subtitles, transcripts, translated assets, course links and learner-facing pages. This iterative process helped ensure that the published MOOCs provided a coherent learner journey and were ready for both independent use and facilitated introduction during Workshop 3. Please see Annex 8.1 for Quality Assurance Checklist.

2.3 MOOC learning platform and learner journey

The online component of Task 4.1 was implemented through Koç University's MOOC learning management platform. MOOC provided the digital environment through which participants access the multilingual curriculum, enrol in courses, complete learning activities, and receive certificates upon successful completion of course requirements. The INSPIRE learning environment is available through the dedicated landing page at:

https://MOOC .hub.ku.edu.tr/course/index.php?categoryid=302

Figure 4 presents the landing page appearance.

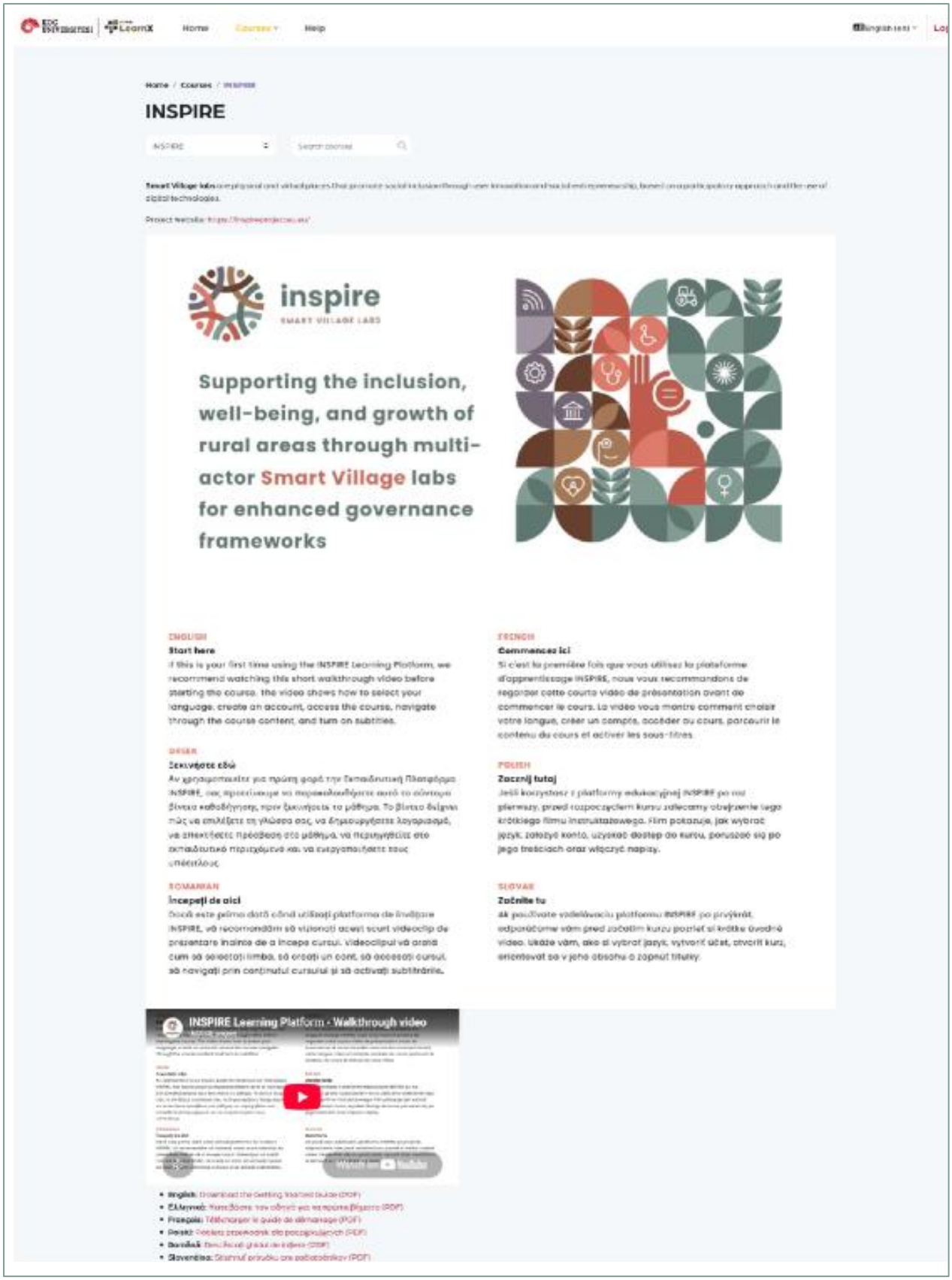


Figure 4. The Inspire Learning Environment

The use of MOOC modules enabled the programme to operate as a dedicated learning environment rather than as a temporary repository of project materials. The platform supported SCORM-based interactive content, user registration, course enrolment, multilingual course delivery, assessments, certificates, learner feedback and progress monitoring. It also enabled facilitators to introduce selected MOOC module during the third workshop, while allowing participants to continue accessing the learning resources independently after the facilitated sessions.

Beyond hosting the course content, implementation required configuration of the wider MOOC learning environment, including course enrolment, access conditions, assessments, completion tracking, certificates, learner feedback, discussion forums, multilingual course organisation, navigation and course visibility. These elements ensured that the modules functioned as a coherent learning programme rather than as a collection of separate digital learning objects.

The INSPIRE MOOC programme was designed to support flexible participation across diverse stakeholder groups. Following registration, participants may access courses according to their own schedules, interrupt and resume learning activities, and complete modules independently. The asynchronous learning model complements the participatory workshop process by allowing continued learning beyond the scheduled workshop sessions.

2.3.1 LearnX as the programme delivery environment

LearnX was selected as the delivery environment because it provided an established institutional platform capable of supporting the technical and pedagogical requirements of the INSPIRE MOOC programme. The platform was made available through a no-cost institutional hosting arrangement at Koç University and offered the prospect of continued availability beyond the core project implementation period, subject to Koç University's institutional arrangements.

To facilitate access to the programme, a dedicated INSPIRE landing page was developed as the single-entry point to the multilingual learning environment. In addition to providing access to the MOOC catalogue, the landing page includes learner guidance materials, the multilingual video walkthrough of the platform and supporting resources intended to simplify onboarding for new users.

By combining course management, multimedia learning materials, assessments, certification, feedback collection and learner progress monitoring in a single environment, LearnX supported both individual self-paced learning and workshop-based implementation. Participants could register on the platform, review the available course catalogue, enrol in relevant modules, complete the learner journey and obtain certificates. Facilitators could also use the platform to introduce educational resources linked to the Smart Village Lab process and locally identified initial roadmap priorities.

2.3.2 Standard course structure and learner progression

To provide a consistent learning experience, the MOOC modules followed a common course structure. Although the thematic content differed across modules, learners encountered similar navigation and progression logic throughout the curriculum. This reduced the need for participants to learn different course formats and supported facilitators in providing a single platform orientation during the third capacity-building workshop.

The majority of courses followed the standard structure below:

1. Course Overview;

2. Pre-Test Assessment;
3. Discussion Forum;
4. Interactive Course Content (SCORM package/video);
5. Further Resources, where applicable;
6. Final Assessment;
7. Certificate of Completion; and
8. Satisfaction Survey.

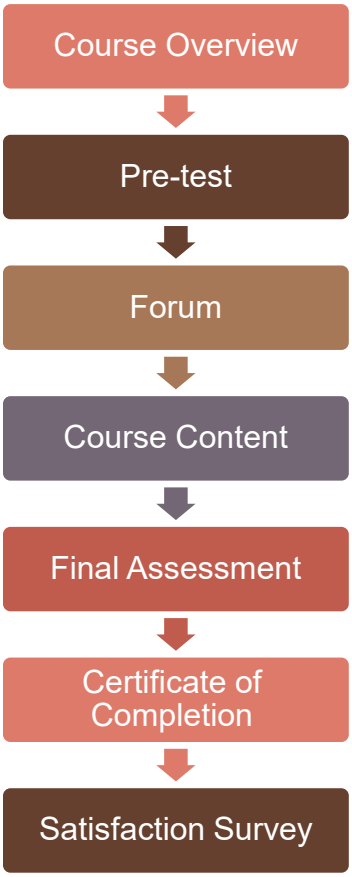


Figure 5. Standard learner journey in the MOOC Platform

The Course Overview introduced the module topic, learning objectives, target audience and course requirements. The Pre-Test was available immediately on entry to the course and required learners to submit one attempt before accessing the interactive course content. This configuration was intended to establish a baseline for assessing learning progression, while also encouraging learners to reflect on their existing knowledge before beginning the module.

After completing the Pre-Test, learners could access the main interactive course content. For completion-tracking purposes, the SCORM activity was configured as complete when viewed. This approach was selected to support both self-paced use and workshop-based participation. It ensured that learners who opened the course content during a limited workshop session were not prevented

from progressing to the Final Assessment solely because they had not completed every element of the SCORM package during that session.

Following access to the course content, learners can proceed to the Final Assessment and obtain a Certificate of Completion upon satisfying the completion requirements, with the option to complete a Satisfaction Survey that is entirely voluntary and not linked to receiving the certificate. The assessment, certification and feedback components of this learner journey are described in the following section. Figure 6 presents the course structure on the platform:

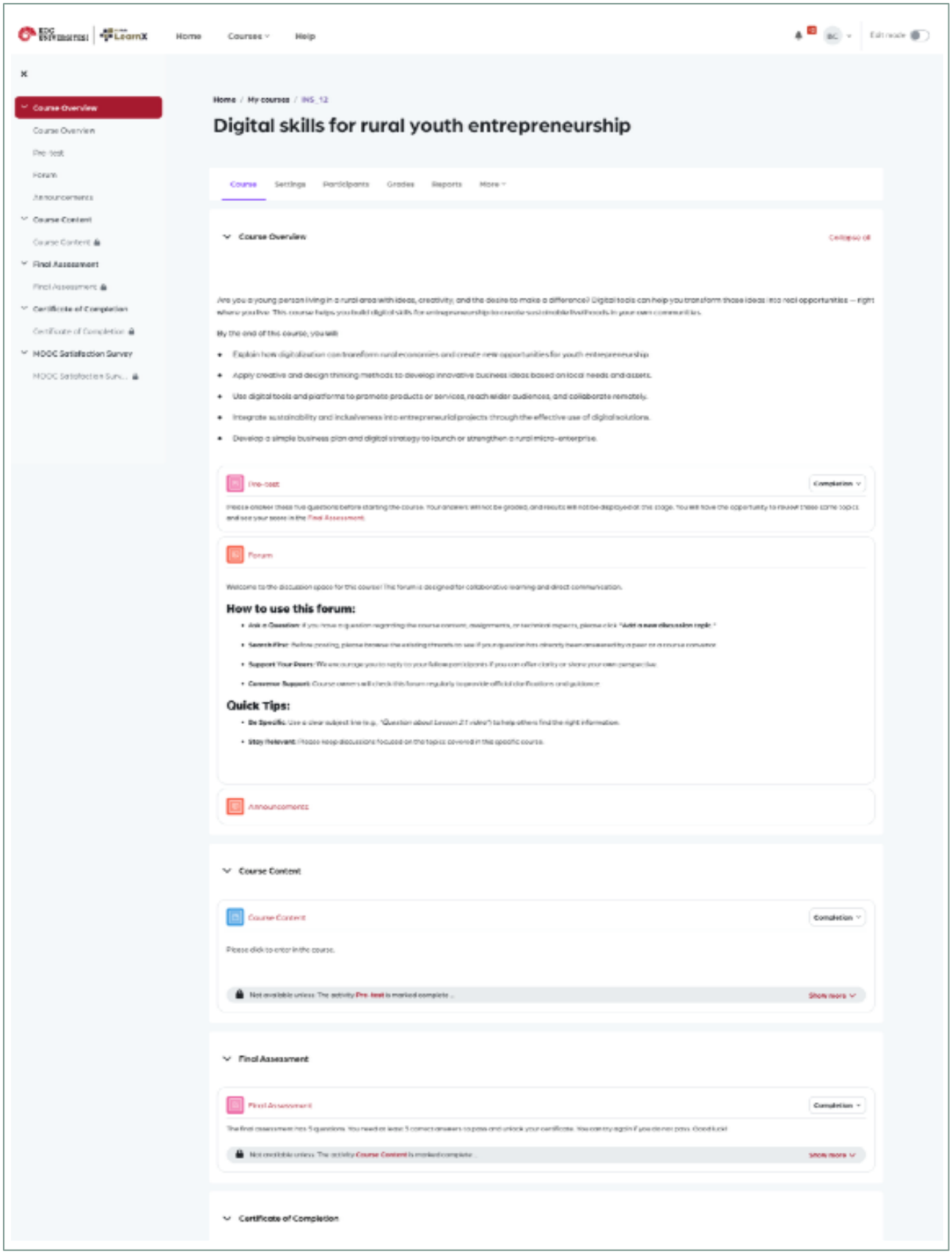


Figure 6. The Course Structure on the Platform

2.4 Assessment, certification and learner feedback

Assessment within the INSPIRE MOOC modules was designed primarily to support learning and monitor learning progression, rather than to evaluate academic achievement. The courses therefore combined a non-graded Pre-Test, formative learning activities, a Final Assessment, feedback, certification and learner satisfaction data.

The Pre-Test was not graded and was intended to provide a baseline for assessing learning progression. The Final Assessment became available after learners had accessed the interactive course content. Successful completion required a minimum score of 60%, after which the Certificate of Completion became available.

To maintain a learner-centred approach, participants were able to review their answers and feedback and retake the Final Assessment as needed. This configuration was intended to encourage learning, persistence and improvement rather than treating assessment as a one-off barrier to certification. The approach of allowing multiple attempts to gain the minimum score in the Final Assessment was seen as a way to motivate and empower people who come from disadvantaged backgrounds or are in vulnerable situations, who are considered the primary target groups of the MOOC programme.

The Pre-Test and Final Assessment were aligned to support the assessment of learning progression. By the time this deliverable was written, the MOOC programme was just launched, with only few learners enrolled in and completed the modules. As such, a detailed analysis of learning outcomes and related data will be analysed under Task 4.4, allowing in the meantime enough learners to complete the modules, and is therefore outside the analytical scope of this deliverable.

Each course also included a Satisfaction Survey – not to be confused with the formal assessment quizzes – through which learners could provide feedback on course organisation, instructional materials, platform usability and perceived relevance. The Satisfaction Survey became available once learners had submitted an attempt at the Final Assessment, regardless of whether they had passed. This ensured that feedback could be collected from learners who had progressed meaningfully through the course, including those who required further assessment attempts before achieving the passing score. Similar to the assessment of learning progression, detailed analysis of satisfaction survey results will be analysed under Task 4.4.

2.5 Learner onboarding and support resources

Learner-support resources were developed to reduce barriers to access and support participants with varying levels of digital confidence. During the third capacity-building workshop, learner onboarding was supported through different combinations of live platform demonstrations, slide presentations, video materials, locally prepared guidance and hands-on facilitator assistance, depending on the timing and context of each pilot workshop.

A multilingual video walkthrough was subsequently developed and placed on the INSPIRE Learning Platform landing page. The video is also available on INSPIRE YouTube channel. The walkthrough explains how users can select their preferred language, create an account, enrol in a course, navigate the learning environment, complete assessments, access certificates and submit the satisfaction survey. Subtitles were prepared in the relevant project languages.

A downloadable step-by-step guidance document was also prepared and made available through the platform. The guidance provides practical instructions for new learners on account creation, language selection, course enrolment, course navigation and completion of the learner journey. See Figure 4 above for the learner guidance on the landing page.

In addition to learner-facing materials, guidance was developed for future module owners and instructors responsible for supporting continued use of the platform. These resources covered key functions such as monitoring learner activity, accessing course reports, reviewing enrolments and managing notification preferences. Together with the learner guidance and handover documentation, these materials supported continuity of the programme and reduced reliance on informal knowledge held by individual project staff.

The final consolidated learner-support package, comprising the video walkthrough and the downloadable guidance, was completed after the third workshop cycle. It therefore complemented the different forms of onboarding support provided during the workshops and established a reusable resource for participants continued learning and for future platform users. As the final package was not used uniformly during the third workshop, the participant observations collected through the workshop reports should not be interpreted as an evaluation of the completed video walkthrough or step-by-step guidance.

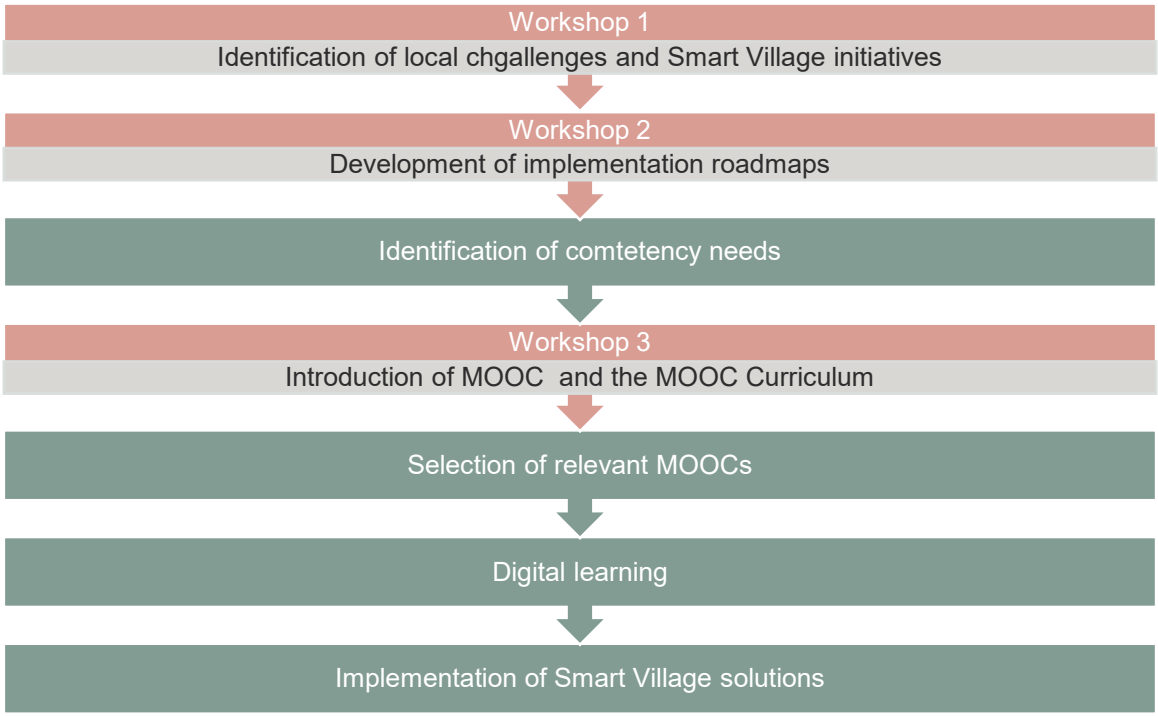


Figure 7. Integration of the Capacity-building Programme within the Smart Village Lab Process

2.6 Summary

The development of the INSPIRE capacity-building programme reflects the broader intervention logic of the project by connecting territorial analysis, participatory planning, and educational support within a common implementation framework. The curriculum, INSPIRE MOOC platform, and instructional methodology constitute durable outputs of Task 4.1 that remain available beyond the formal

implementation period. With the continued support of Koç University's IT Department, the LearnX platform will be maintained to ensure the sustained accessibility of the INSPIRE courses beyond the project's lifetime.

The INSPIRE consortium developed a structured, multilingual and locally adaptable capacity-building programme and introduced it through coordinated pilot workshops. The programme was designed to support rural communities and vulnerable groups by linking educational resources to locally identified needs, Smart Village initiatives and initial roadmap priorities.

The courses were designed to complement, rather than replace, local expertise, facilitation or face-to-face engagement. They enabled participants to revisit key topics, learn at their own pace and access resources beyond the limited duration of workshop sessions. They also created a common learning framework across the seven pilot territories while allowing pilot partners to select modules that were relevant to local needs and roadmap priorities.

The programme therefore combined three levels of learning support:

- **local facilitated learning**, through the Smart Village Lab workshops;
- **individual self-paced learning**, through the MOOCs on LearnX;
- **ongoing practical application**, through the connection between selected modules and initial local implementation roadmaps.

The following chapter examines how this common educational framework was implemented through capacity building workshops across the participating pilot territories.

3. Smart Village Lab capacity-building methodology

3.1 Introduction

The capacity-building methodology implemented in the Smart Village Labs was designed to strengthen the knowledge, skills and capacities of SVLs members and local stakeholders to support the development and implementation of locally relevant SE-based solutions. Rather than functioning as a standalone training programme, Task 4.1 was closely integrated with the user-innovation process developed under Task 3.3. The user-innovation methodology guided participants through the identification of local service needs, the generation and prioritisation of SE-based solutions, and the preparation of initial deployment roadmaps. Building on this process, the capacity-building methodology introduced targeted learning components within each workshop to support participants throughout these successive stages. Workshop 1 incorporated the Services and Social Economy Atlas and inspiring examples to broaden participants' understanding of potential solutions, while Workshop 2 strengthened implementation planning through the Initial Deployment Roadmap methodology. The process concluded with Workshop 3, a dedicated capacity-building workshop that introduced the multilingual MOOC platform and curriculum, enabling participants to further develop the knowledge and skills required to support the implementation of their selected solutions.

The capacity-building methodology implemented across the pilot areas consisted of three interconnected workshops that collectively supported the transition from problem identification to implementation planning and capacity building. Although workshop discussions were adapted to local contexts, all pilot partners followed the same overall methodological sequence.

The methodology is based on several complementary principles. First, local stakeholders possess knowledge and experience that should inform development of Smart Village initiatives. Second, implementation planning benefits from collaboration among organisations representing different sectors and stakeholder groups. Third, educational activities are most relevant when they respond to implementation needs identified through participatory planning. Finally, capacity building should support implementation rather than function as an independent training activity.

3.2 Structure of the three-workshop cycle

The capacity-building process followed a progressive sequence in which the outputs of one workshop provided the foundation for the next. Participants first examined local challenges and opportunities, then prepared implementation roadmaps for selected initiatives, and finally explored educational resources that support implementation of those initiatives.

Workshops 1 and 2 developed participants' capacities through collaborative solution design, participatory prioritisation and implementation planning. Workshop 3 subsequently introduced the formal digital learning resources developed under Task 4.1, enabling facilitators to relate the available MOOCs directly to locally identified priorities and implementation needs.

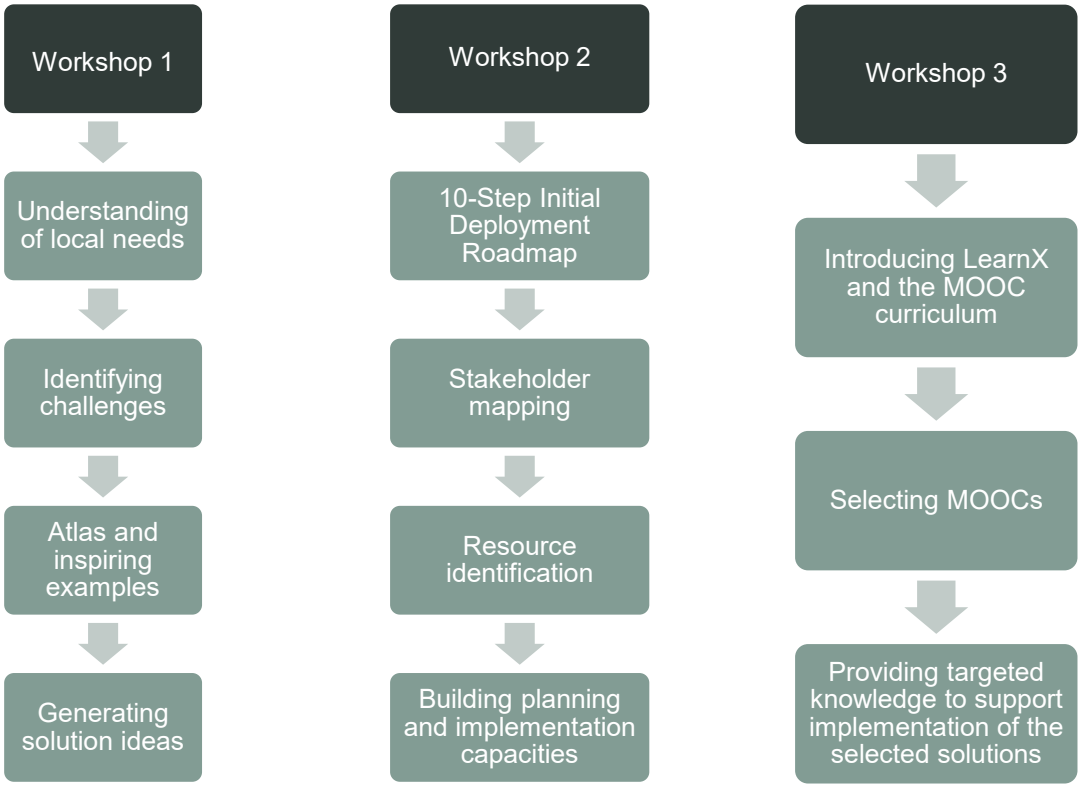


Figure 8. The INSPIRE Smart Village Lab Capacity-building Methodology

3.2.1 Workshop 1: Identification of local service needs and generation of SE-based solutions

Workshop 1 constituted the first combined user-innovation and capacity-building workshop. Building on the local needs and challenges identified through earlier Smart Village Lab activities, participants explored and generated potential SE-based solutions to address the identified local service needs and priorities. Through collaborative discussion, exploration of relevant examples, structured prioritisation and collective decision-making, the workshop also strengthened participants' capacities in problem analysis, solution design and participatory planning. Workshop reports indicate that facilitators typically introduced the objectives of the INSPIRE project and the Smart Village Lab process before guiding participants through discussions concerning local strengths, challenges, stakeholder needs, available resources, and opportunities for innovation. Participants also reviewed selected examples from the INSPIRE Atlas and, as part of the workshop's capacity-building component, were introduced to its purpose and use as a practical tool for exploring approaches that could be adapted to their own territorial contexts.

The INSPIRE Services and Social Economy Atlas constituted the principal capacity-building component of Workshop 1. Rather than serving as a catalogue of good practices, the Atlas was introduced as a pedagogical tool designed to strengthen participants' capacity to independently identify, analyse and adapt smart solutions for their own rural contexts. Facilitators first familiarised participants with the structure and purpose of the Atlas, demonstrating how to navigate its examples, interpret the information provided and critically assess the relevance of different initiatives. This

process aimed to equip participants with a transferable method for using the Atlas beyond the workshop itself, enabling them to draw inspiration from a diverse range of rural experiences and to continue exploring potential solutions as local needs evolved.

Building on this introduction, facilitators selected examples that were particularly relevant to each pilot context and used them to stimulate discussion, encourage critical reflection and illustrate how successful initiatives could be adapted rather than replicated. Across the pilot regions, facilitators reported that the Atlas helped participants move beyond familiar solutions by exposing them to practical examples from other rural contexts. Participants compared cases, identified contextual similarities and differences, discussed enabling conditions for success and reflected on how individual practices could be modified to fit their own territorial realities. In this way, the workshop used the Atlas not only to inspire ideas but also to develop participants' analytical skills and confidence in independently identifying and evaluating future Smart Village opportunities, such as SE-based solutions and smart and innovative social services.

Following these capacity-building activities, participants generated potential Smart Village ideas and initiatives and collectively evaluated them through structured prioritisation exercises. The selected initiatives subsequently formed the basis for implementation planning during Workshop 2.

The common methodology was supported by the INSPIRE Services and Social Economy Atlas, locally adapted Inspiration Cards, the Impact-Feasibility Matrix and participatory voting or ranking methods. The Inspiration Cards presented concrete examples of Smart Village initiatives to stimulate discussion and help participants generate ideas relevant to their local context. These tools helped participants move from broad discussion to the assessment and collective selection of priority solutions, while allowing facilitators to adapt the specific decision-making format to participant needs and local circumstances.

3.2.2 Workshop 2: Development of initial implementation roadmaps for priority SE-based solutions

Workshop 2 built directly on the outcomes of the first workshop by supporting participants in transforming their selected SE-based solutions and initiatives into structured implementation plans. The Initial Deployment Roadmap was designed not only as a planning tool but also as a learning instrument, enabling participants to systematically reflect on the practical, organisational and governance requirements associated with implementing their selected solutions. As the second combined user-innovation and capacity-building workshop, the session aimed to strengthen participants' capacity to move from ideas to implementation by developing practical competencies in planning, stakeholder coordination, governance, resource mobilisation, risk assessment and implementation sequencing.

The workshop's core capacity-building component was a common ten-step Initial Deployment Roadmap template developed by PEDAL as Task 4.2 leader. Rather than simply completing the template, participants were guided by facilitators through each stage of the roadmap to encourage critical reflection on the decisions and practical considerations involved in implementing a SE-based solution and initiative. Facilitators used the roadmap as a structured learning framework, prompting participants to consider the objectives and expected outcomes of their proposed solution, assess its level of maturity, identify target groups and relevant stakeholders, define implementation activities,

estimate the financial, human and technical resources required, explore potential funding opportunities, establish realistic implementation timelines, anticipate risks and identify opportunities for future development. Throughout the process, participants discussed these elements collectively, compared alternative approaches and considered how implementation strategies needed to be adapted to their local institutional and territorial contexts.

By learning how to use the roadmap as a structured planning framework, participants became familiar with the practical requirements associated with translating ideas into action. The hands-on application of the roadmap fostered planning, governance and implementation skills while encouraging participants to think systematically about the organisational, financial and collaborative dimensions of Smart Village development. The resulting deployment roadmaps therefore represented not only initial implementation plans for the selected initiatives but also evidence of strengthened local capacities to independently design, evaluate and manage future Smart Village actions.

Across the pilot territories, the roadmap template provided a common structure that enabled participants to move from general ideas to practical implementation planning. By working through the same sequence of questions, participants strengthened their capacity to anticipate implementation challenges, clarify stakeholder roles, identify resource requirements and develop more realistic action plans, while allowing flexibility to reflect local priorities.

The resulting roadmaps subsequently became an important reference point during Workshop 3, where facilitators connected educational resources to the competencies required for implementation; these competencies are covered through the rich diversity of the MOOC Modules.

3.2.3 Workshop 3: Capacity building for implementation

Workshop 3 represented the MOOC-based and digital learning component of the Smart Village Lab capacity-building methodology. Having developed and prioritised SE-based solutions and prepared initial deployment roadmaps during the first two combined user-innovation and capacity building workshops, participants were introduced to the MOOC learning platform and the multilingual MOOC curriculum developed under Task 4.1.

Workshop reports indicate that facilitators generally reviewed the implementation roadmaps prepared during Workshop 2 before discussing the competencies required to support implementation. Participants were then introduced to the MOOC platform, explored the available MOOC catalogue, and discussed which educational resources were most relevant to the initiatives developed within their own pilot territories.

This implementation sequence enabled facilitators to relate specific courses to locally identified priorities rather than presenting the curriculum as a general training programme. Participants were therefore able to identify relevant MOOC Modules and, in some pilot territories, explore indicative learning pathways linked to the implementation needs documented during the earlier workshops.

Workshop 3 also provided an opportunity to collect participants' initial observations regarding the learning platform, course content, accessibility, and overall learning experience. These observations constitute one of the evidence sources considered later in this deliverable.

3.3 Facilitation

Although all partners implemented a common methodological framework, workshop facilitation remained responsive to local circumstances. Facilitators were responsible not only for organising workshop activities but also for supporting discussion, encouraging participation, documenting workshop outputs, guiding initial roadmap development, and introducing the educational resources available through the INSPIRE MOOC platform.

The workshop reports demonstrate that facilitators adapted workshop delivery to reflect differences in participant composition, local priorities, and implementation contexts. These adaptations did not alter the overall methodology but enabled each Smart Village Lab to address locally relevant issues while maintaining methodological consistency across the consortium.

3.4 Evaluation and assessment

To assess the effectiveness of the capacity-building activities delivered through Workshops 1 and 2, a common evaluation and impact assessment methodology was implemented across all pilot territories. As Task 4.4 leader (the task responsible for the impact assessment), WR developed a series of standardised survey questionnaires based on a pre-/post-workshop comparison approach to capture quantified changes in participants' knowledge, confidence and perceived competencies resulting from their participation. Separate questionnaires were developed for each workshop to reflect their distinct learning objectives and capacity-building components.

The survey instruments were reviewed, approved and translated by the pilot partners to ensure linguistic accuracy and contextual relevance prior to implementation. Participants completed the questionnaires before and after each workshop, enabling a consistent assessment of learning outcomes across the consortium. WR collected through SurveyMonkey and securely stored all anonymised survey responses in digital format, providing a harmonised dataset for cross-pilot analysis while ensuring participant confidentiality.

For Workshop 3, the assessment quizzes embedded already in each MOOC module and the self-satisfaction survey were considered adequate tools of evaluation. No additional pre-/post-workshop comparison tool was introduced to avoid participant’s fatigue.

The evaluation findings will be analysed alongside the qualitative evidence generated during the deployment of SE-based solutions under T4.3 to assess the contribution of the workshops and engagement activities to participants' capacity development. A detailed description of the evaluation methodology, survey instruments and assessment results will be presented in Deliverable D4.4.

3.5 Methodological outputs

The capacity-building process generated a series of complementary outputs throughout the three-workshop cycle. These include documented analyses of local challenges, SE-based solutions and initiatives developed through participatory discussions, implementation roadmaps, identification of capacity-building priorities, introduction of the MOOC learning environment, and participant observations regarding the educational resources developed under Task 4.1.

Taken together, these outputs illustrate that the workshops served not only as consultation activities but also as an implementation-oriented capacity-building process. The integration of participatory planning, implementation roadmaps, and modular digital learning constitutes one of the principal methodological characteristics of the INSPIRE capacity-building programme. Workshops 1 and 2 combined user innovation with participatory and implementation-oriented capacity building, while Workshop 3 complemented this process through structured engagement with the MOOC platform and multilingual MOOC curriculum.

Table 4. Outputs of the Smart Village Lab Workshop Series

Workshop	Primary objective	Main outputs
Workshop 1	**Identifying local challenges and Generating Smart Village Initiatives**	Identification of local challenges, exploration of the INSPIRE Atlas; generation and prioritisation of Smart Village initiatives using the impact-feasibility matrix.
Workshop 2	**Developing initial implementation roadmaps**	Smart Village implementation roadmaps; stakeholder mapping; governance arrangements; resource planning; implementation sequencing; risk analysis.
Workshop 3	**Strengthening implementation capacity**	Identification of learning needs; introduction to MOOC platform and the MOOC curriculum; selection of relevant MOOCs; participant feedback; support for implementation.

3.6 Summary

The capacity-building process provides the operational framework for introducing the educational resources developed under Task 4.1. Through this framework, these resources are linked to implementation activities across the participating pilot territories. The following chapter examines how this common methodological framework was applied across the individual pilot territories and analyses the similarities and differences observed during implementation.

4. Implementation of the INSPIRE capacity-building programme across the pilot areas

4.1 Introduction

Pilot partners across the seven pilot areas implemented the same overall Smart Village Lab methodology and introduced the INSPIRE MOOC learning platform during the third workshop. Rather than prescribing identical local solutions, the project provided a common implementation framework that enabled each pilot territory to develop Smart Village initiatives reflecting its own priorities while maintaining a shared educational and methodological structure.

The three workshops differ not only in their outputs but also in their **pedagogical purpose and facilitation approach**. Workshop 1 taught participants how to identify and adapt solutions using the Atlas; Workshop 2 taught them how to plan implementation through the Roadmap; and Workshop 3 taught them how to use the MOOC portfolio as a self-directed learning resource to support implementation.

Workshop 1 – INSPIRE Atlas of Services and Social Economy

- **Learning focus:** Participants were introduced to the INSPIRE Atlas as a learning and inspiration tool, developing the skills to independently identify, analyse and adapt good practices from other rural contexts rather than simply browsing examples.
- **Facilitation approach:** Facilitators selected Atlas examples relevant to local priorities and guided participants through structured discussions comparing cases, assessing their relevance, and reflecting on how solutions could be adapted to their own territorial context.
- **Workshop outcome:** Participants generated and prioritised Smart Village ideas informed by the Atlas, while simultaneously developing the capacity to use the Atlas as an ongoing resource for identifying future social innovation opportunities.

Workshop 2 – Initial Deployment Roadmaps

- **Learning focus:** Participants learned how to transform selected SE-based ideas into implementable initiatives by using the Initial Deployment Roadmap as a structured planning and governance framework.
- **Facilitation approach:** Facilitators guided participants step by step through the common roadmap template, prompting reflection on objectives, stakeholders, governance arrangements, resources, funding, risks, timelines and sustainability considerations.
- **Workshop outcome:** Participants produced initial implementation roadmaps while strengthening practical competencies in planning, stakeholder coordination, governance, resource mobilisation and implementation sequencing.

Workshop 3 – INSPIRE MOOC Portfolio

- **Learning focus:** Participants were introduced to the INSPIRE MOOC platform and learned how to identify educational resources that addressed the knowledge and competency needs emerging from their implementation roadmaps.
- **Facilitation approach:** Facilitators demonstrated the MOOC platform, explained its modular structure and navigation, and helped participants match relevant MOOC modules to their selected initiatives, using presentations, live demonstrations and locally adapted guidance where appropriate.

Workshop outcome: Participants became familiar with the MOOC platform as a flexible, self-directed learning environment and identified personalised learning pathways to support the implementation of their Smart Village initiatives beyond the workshop.

The following sections examine how this common methodology was implemented within each pilot area. Participant figures cited in this chapter are those officially reported by the responsible pilot partners in the workshop reporting templates; where partners included facilitators or project-team members among attendees, the reported totals are retained as documented.

4.2 Implementation in pilot areas

4.2.1 France

The French Smart Village Lab, coordinated by LADAPT and implemented in the peri-urban communes of Monéteau and Sougères-en-Puisaye in the Yonne department of the Bourgogne-Franche-Comté region, focused on improving inclusive mobility and strengthening community participation through better coordination among local stakeholders. Participants were drawn directly from the groups the initiative seeks to serve, including people with disabilities, older people with associated disorders (such as Alzheimer's disease) and socially isolated residents. Workshop discussions examined barriers affecting mobility, social participation, and access to services while considering opportunities for collaborative approaches involving municipalities, community organisations, transport providers, and local residents.

During the first workshop, which was held on the 30th of April 2026, 10 people attended physically. The workshop was organised in the premises of the SVL and documented local mobility challenges and generated several potential responses before participants progressively developed the concept that later became the Mobilité Inclusive et Active (MIA) initiative. Rather than representing a single transport intervention, MIA was discussed as an integrated platform combining mobility assistance, social inclusion activities and a coordination network for local associations and volunteers, intended to improve accessibility, strengthen social participation and provide easier access to information and local support services.

In the French Smart Village Lab, the Atlas of Solutions functioned as an effective capacity-building resource by exposing participants to existing social innovation initiatives from across Europe and informing the co-design of their own solidarity mobility platform. Participants described the beta version of the Atlas as a valuable source of inspiration, particularly for discovering comparable

European projects and identifying practical approaches that could be adapted to their local context. The Atlas also reinforced the value of collective knowledge sharing, with participants welcoming the contribution of local associations to the future resource centre. The workshop demonstrated that the Atlas was most effective when used as a catalyst for collaborative discussion rather than as a standalone repository of good practices. At the same time, facilitation revealed the importance of allowing flexible, participant-led discussions, particularly when working with diverse stakeholder groups that include volunteers and participants with cognitive disabilities, for whom administrative and procedural issues required additional explanation and adaptation.

During the second workshop, which was held on 19 May 2026, nine participants attended in person. The workshop was organised in Monéteau. Participants prepared an initial implementation roadmap addressing governance arrangements, institutional responsibilities, implementation activities, partnerships, and sustainability considerations. The roadmap defined a pilot test area covering Auxerre, Monéteau, Appoigny and Gurgy, and recorded the decision to partner with the existing Atchoum carpooling platform rather than developing a new system, in order to limit insurance-related risks for the coordinating organisation. The roadmap reflects an implementation-oriented approach in which organisational coordination is considered as important as the proposed services themselves.

During the third workshop, which was held on 1 July 2026, eight participants attended in person. The workshop was organised at LADAPT in Monéteau. introduced the MOOC learning platform and multilingual MOOC curriculum to representatives of the municipality and volunteer network, Restos du Cœur, socially isolated residents and people with disabilities. The platform was presented through a live demonstration, video walkthroughs and an extended discussion rather than through hands-on activities. Participants showed particular interest in the French-language methodology module, *Building Your Own Smart Village*, because it offered practical, step-by-step guidance for adapting Smart Village and Social and Solidarity Economy approaches to their local context. Participants preferred not to undertake account creation during the workshop and requested time to explore the platform afterwards. However, the report also identified high and varied digital-support needs, suggesting that independent exploration should be complemented by French-language guidance and targeted human support.

4.2.2 Greece

The Greek implementation, coordinated by MedINA, included Smart Village Labs conducted in Konitsa and Kythera, enabling the project methodology to be applied within two geographically different rural contexts: a mountainous mainland municipality and an island community. While both Labs followed the same three-workshop methodology and addressed sustainable local development and long-term community resilience, the workshop documentation shows that their thematic priorities differed considerably and are therefore presented separately below.

During the first workshop, which was held on 17 May 2026, 19 participants attended in person. The workshop was organised at the Public Central Library of Konitsa. The workshop generated six solution ideas relating to women’s wellbeing, gastronomic heritage, traditional crafts, community film nights, women’s entrepreneurship and local storytelling, and selected “Traditional Recipes of Konitsa and Digital Storytelling” as the core initiative through participatory voting. In the Konitsa Smart Village Lab, the INSPIRE Atlas functioned as a capacity-building resource by exposing participants to examples

of community-led rural initiatives and demonstrating how local cultural assets could be transformed into viable social innovation projects. The inspirational cases presented through the Atlas helped participants move beyond identifying local challenges towards envisioning practical, place-based solutions centred on Konitsa's cultural heritage and women's knowledge. Drawing on these examples, participants co-developed and ultimately prioritised the Traditional Recipes of Konitsa & Digital Storytelling initiative, which combines the documentation of traditional recipes and personal memories with digital storytelling, recipe videos and a potential digital or printed recipe book. Complementary actions—including women's empowerment group sessions, entrepreneurship and storytelling seminars, and community film nights—were also identified to strengthen social cohesion and support the initiative's long-term sustainability. Participants particularly valued the way the Atlas demonstrated how traditional knowledge and local identity could be creatively promoted through digital tools, reinforcing confidence in the potential of their own ideas. The workshop showed that the Atlas was most effective when used as a facilitated learning resource that stimulated discussion, adaptation and collaborative design, while also highlighting the importance of introducing digital tools gradually and allowing sufficient time for reflection and dialogue.

During the second workshop, which was held on 24 May 2026, 19 participants attended in person. The workshop was organised at the premises of the Women's Association "Myrtali". The workshop developed the corresponding implementation roadmap, combining recipe documentation, digital content production, women’s empowerment sessions, community film screenings and an entrepreneurship seminar; participants viewed the selected solution as a first step towards broader women-led activities linked to local heritage, entrepreneurship and community development. The second workshop was deliberately scheduled alongside the Association’s elections to reach women who would otherwise have been difficult to engage.

During the third workshop, which was held on 22 June 2026, 10 participants attended in a hybrid format. The workshop was organised at the Public Central Library of Konitsa. The workshop introduced the MOOC platform in both territories through preparatory guidance documents in Greek and live demonstrations and encouraged participants to identify MOOCs corresponding to their implementation priorities. Facilitators focused on the courses addressing entrepreneurial competences for women-led rural innovation and sustainable mountainous entrepreneurship. Beginning with a recap of the earlier workshops and linking the MOOCs directly to the implementation roadmap helped participants understand their practical relevance and supported a more implementation-focused discussion.

During the first workshop in Kythera, which was held on 13 May 2026, 18 participants attended in person. The workshop was organised at the premises of the Agricultural Beekeeping Cooperative of Kythera in Frigkilianika. The workshop examined challenges relating to the abandonment of agricultural activity, weak promotion of local products, limited cooperation among cooperatives and climate adaptation, and selected a common agricultural narrative and basic marketing concept as the main solution, complemented by a collective policy brief advocating stronger institutional support, including the establishment of permanent agricultural support services on the island. During the Kythera Smart Village Lab, the INSPIRE Atlas served as a capacity-building instrument by introducing participants to examples of social innovation and rural development initiatives from other European regions, helping to shift discussions from problem identification towards solution-oriented thinking. The presentation of inspirational cases encouraged participants to reflect on how successful practices

could be adapted to the island's agricultural context and contributed to the development of locally appropriate proposals. This process supported the prioritisation of two concrete initiatives: the creation of a Kythera Agricultural Narrative and Basic Marketing Concept, including a common brand identity ("Kytherian Land"), an interactive map and QR code system for local producers, and shared product displays at key locations, alongside the development of a collective policy brief advocating stronger institutional support for the agricultural sector. Participants noted that exposure to examples from other rural areas fostered greater optimism about the feasibility of local action and helped transform discussions from a focus on challenges to one centred on practical opportunities. While the introduction of multiple facilitation tools within a single session proved demanding for some participants, particularly those less familiar with digital technologies, the experience demonstrated that the Atlas is most effective when presented through facilitated discussion and accompanied by sufficient time for reflection, adaptation and collective learning.

During the second workshop, which was held on 27 May 2026, 11 participants attended in person. The workshop was organised at the premises of the Agricultural Olive Oil Cooperative of Potamos, Kythera. The workshop translated these priorities into the “Kytherian Land” roadmap, structured around identity and promotion, governance and collective organisation, and advocacy and policy dialogue; during the roadmap discussion, the proposal to establish a Social Cooperative Enterprise (SCE) as a common coordinating structure for producers, cooperatives and other actors involved in the island’s agri-food system emerged directly from the participants. The Kythera workshops were hosted on a rotating basis by the island’s agricultural cooperatives to strengthen inclusiveness and cooperation among local actors, and both Greek Labs followed the common Smart Village Lab methodology adopted throughout the project.

During the third workshop, which was held on 24 June 2026, 10 participants attended in person. The workshop was organised at the premises of the Agricultural Cooperative of Livadi, Kythera. The discussion prioritised courses on digital marketing of farm products, climate-resilient island farming, sustainable business development for farmers and sustainable mountainous entrepreneurship, linking them to the roadmap and to the organisational capacities required for a possible Social Cooperative Enterprise. In both territories participants valued the availability of free courses in Greek, while attendance was affected by the beginning of the summer season.

Facilitators linked the MOOC portfolio directly to the implementation roadmap developed during the previous workshops, helping participants identify the knowledge and skills required to implement their selected initiatives. The courses were presented not as standalone training resources but as practical tools for strengthening entrepreneurial, digital, organisational and sustainability competencies relevant to the Smart Village Lab's priorities. The greatest interest centred on the Greek-language modules addressing sustainable agriculture, digital marketing, climate-resilient farming and business development, which participants considered directly applicable to promoting local products, strengthening farmers' digital skills and supporting the potential establishment of a Social Cooperative Enterprise. Overall, the workshop demonstrated how the multilingual and modular MOOC portfolio can provide ongoing educational support for the implementation and long-term sustainability of locally developed Smart Village initiatives.

4.2.3 Ireland

The Irish Smart Village Lab, known locally as the “Moate Hub” and coordinated by The Wheel, addressed issues relating to migrant inclusion, employability, and participation within rural communities. All three workshops were held at the Tuar Ard Arts Centre in Moate, County Westmeath. Workshop documentation demonstrates that participants approached these topics from both social and economic perspectives, recognising that successful integration depends upon employment opportunities, community participation, and collaboration among local organisations.

During the first workshop, which was held on 6 May 2026, 10 participants attended in person. The workshop was organised at Tuar Ard Arts Centre, Moate, County Westmeath. The workshop examined barriers affecting migrants and other newcomers while encouraging participants to identify locally appropriate Smart Village initiatives. Participants generated five solution ideas and, through participatory voting, prioritised an online local work hub, a community language corner, and a local sports dashboard. Discussions emphasised cooperation among community organisations, public authorities, educational institutions, and support services as an important element of implementation.

The Atlas was used as a capacity-building methodology to stimulate creative thinking, broaden participants' understanding of community-led solutions, and support the co-design of locally relevant initiatives. The workshop began by introducing examples from the Atlas, which provided participants with concrete models of rural innovation and encouraged them to consider how existing initiatives could be adapted to their own community. For example, reviewing projects in the Atlas prompted participants to explore how a proposed skills exchange could build on existing local activities such as the "Knit and Natter" group, illustrating how new ideas could complement rather than duplicate existing community assets. The use of AI-generated visualisations further enhanced this learning process by transforming emerging ideas into tangible concepts in real time, enabling participants to refine proposals through guided discussion about target users, implementation and sustainability. Drawing on the inspiration provided by the Atlas, participants collaboratively developed and critically evaluated a range of initiatives, including a sports dashboard, language corner, skills exchange, local work hub, rural lift-sharing scheme and "Have a Tea on Me" programme, while carefully considering issues of accessibility, inclusion and practical implementation. The workshop demonstrated that the Atlas was most effective when integrated with facilitated discussion, visualisation tools and peer learning, creating an interactive capacity-building process that enabled participants not only to generate ideas but also to adapt, challenge and improve them based on their own lived experiences and local context.

During the second workshop, which was held on 20 May 2026, 11 participants attended in person. The workshop was organised at Tuar Ard Arts Centre, Moate, County Westmeath. The workshop translated these discussions into three initial implementation roadmaps – an education, training and employment hub; the Language Corner; and a local sports dashboard – describing proposed activities, stakeholder responsibilities, governance arrangements, and implementation priorities. Facilitation was adapted for the multilingual group, including real-time translation tools to support a participant with limited English. The resulting roadmaps reflect a collaborative approach to implementation consistent with the overall Smart Village Lab methodology.

During the third workshop, which was held on 3 June 2026, 12 participants attended in person, including a representative of Irish Rural Link. The workshop was organised at Tuar Ard Arts Centre,

Moate, County Westmeath. The workshop introduced the MOOC platform and explored educational resources supporting employability, digital skills, intercultural awareness, and inclusive training. Rather than prescribing a fixed sequence of courses, facilitators encouraged participants to identify MOOCs Modules corresponding to their own implementation priorities and organisational responsibilities. Participants attempted account creation and undertook hands-on exploration of selected courses, often supporting one another in pairs. They also provided detailed observations on usability, language coverage and course content, which are considered further in Chapter 5.

Follow-up feedback also provides limited but concrete evidence of post-workshop course use: participants who completed selected modules reported positive experiences concerning practical relevance and course content, while identifying difficulties relating to initial navigation, language accessibility, progress visibility, video playback and activity instructions.

4.2.4 Poland

The Polish Smart Village Lab, named the “Women’s Development Zone” and coordinated by the European Rural Development Network (ERDN) in the Parczew District, focused on women’s entrepreneurship and community-based enterprise development, with workshops hosted by the District Labour Office in Parczew. Workshop discussions explored opportunities to combine local cultural resources, traditional knowledge, and entrepreneurship within initiatives capable of generating both economic and social benefits.

During the first workshop, which was held on 5 May 2026, 12 participants attended in person. The workshop was organised at the District Labour Office in Parczew, Poland. The INSPIRE Atlas served as a capacity-building resource by introducing participants to integrated rural development approaches and demonstrating how multiple community initiatives could be combined into a coherent local development strategy. The Atlas inspired participants to move beyond considering individual projects in isolation and instead develop the concept of a Social Services Hub in Dębowa Kłoda as a central platform integrating educational, social, cultural, tourism and entrepreneurship-related activities. This led to the establishment of a Social Services Hub in Dębowa Kłoda – supported by premises offered free of charge by the municipality for a period of five years – together with women-led educational, culinary and handicraft workshops and digital promotion and communication activities supporting the visibility of the Hub and local initiatives. During roadmap development these priorities were consolidated into the Integrated Ceramics and Culinary Workshop Studio, which combines entrepreneurship, vocational learning, cultural heritage, and community participation within a single implementation concept.

During the second workshop, which was held on 26 May 2026, 8 participants attended in person. The workshop was organised at the District Labour Office (Powiatowy Urząd Pracy) in Parczew. The workshop produced an implementation roadmap describing governance arrangements, stakeholder cooperation, implementation activities, resource requirements, and sustainability considerations. The roadmap also identified opportunities for cooperation with local institutions and organisations supporting implementation of the proposed initiative and foresees a structured international capacity-building training visit to Greece for a core group of Smart Village Lab women, covering ceramics production, culinary arts and social-enterprise management and drawing on contacts within the INSPIRE consortium.

During the third workshop, which was held on 8 June 2026, 10 participants attended in a hybrid format. The workshop was organised at the District Labour Office (Powiatowy Urząd Pracy) in Parczew, Poland, with additional participants joining via Microsoft Teams. The workshop introduced participants to the MOOC platform and connected educational resources with implementation of the proposed enterprise. Two Polish-language courses –on digital competences for rural entrepreneurship and on entrepreneurial competences for women leading innovative rural initiatives– were mapped directly to the roadmap. Entrepreneurship, cooperative management, and digital competencies were considered particularly relevant to implementation of the Smart Village initiative.

4.2.5 Romania

The Romanian Smart Village Lab, named “Rețeaua Binelui” (“The Goodness Network”) and coordinated by ROMONTANA from a permanent Lab location in Vatra Dornei, placed particular emphasis on digital public innovation, accessibility, and community cooperation across pilot communes in Suceava and Maramureș counties. All three workshops were implemented in hybrid format and used electronic participatory voting. Workshop documentation indicates that participants consistently focused on implementation-oriented solutions capable of improving interactions between citizens, public institutions, and community organisations.

During the first workshop, which was held on 19 May 2026, 23 participants attended in a hybrid format, with 15 participating in person and 8 joining online. The workshop was organised in Vatra Dornei, Suceava County, with online participation also available. In the Romanian Smart Village Lab, the Atlas functioned as a capacity-building methodology by demonstrating how digital mapping and territorial data can support more integrated and evidence-based approaches to rural social inclusion. Through interactive map visualisations and examples from other European regions, participants explored how social services, community assets and territorial vulnerabilities can be represented within a single digital interface and discussed how similar approaches could be adapted for the mountain communities of Suceava and Maramureș. The Atlas directly informed the development of several priority initiatives, including the digitalisation of disability assessment services, the DIGIMONT Mountain Digital Inclusion Centre, and the "Rețeaua Binelui" community application, conceived as a map-based platform to identify local needs, coordinate support services and strengthen collaboration among local authorities, NGOs, volunteers and community members. The examples presented through the Atlas also inspired proposals for entrepreneurship and AI training programmes, an online employment platform, and digital support mechanisms for local businesses. Participants particularly valued the interactive mapping component, recognising its potential to improve the visibility of available services, identify underserved areas and facilitate coordinated interventions in geographically dispersed mountain communities. Overall, the workshop demonstrated that the Atlas was an effective capacity-building tool for stimulating strategic thinking about digital innovation and helping participants translate European examples into locally adapted solutions for social inclusion and regional development.

During the second workshop, which was held on 3 June 2026, 23 participants attended in a hybrid format, with 8 participating in person and 15 joining online. The workshop was organised in Vatra Dornei, Suceava County, Romania, with additional participants joining via Zoom. The initial deployment roadmaps translated the priority ideas identified in Workshop 1 into practical implementation plans by defining key activities, stakeholders, resources, implementation stages and

scaling opportunities. Three complementary roadmaps were developed: (1) a pilot-ready model for the digitalisation of disability assessment services through assisted digital access points; (2) the DIGIMONT Digital Inclusion Centre, designed to provide digital skills training, e-government support and entrepreneurship services; and (3) the Rețeaua Binelui community platform, which will serve as a digital hub for information sharing, community engagement and coordination among local stakeholders. Together, these roadmaps establish an integrated strategy for improving digital inclusion, access to services and community collaboration in Romania's mountain regions.

During the third workshop, which was held on 23 June 2026, 21 participants attended in a hybrid format, with 7 participating in person and 14 joining online. The workshop was organised at the Smart Village Lab Rețeaua Binelui in Vatra Dornei, Suceava County, Romania, with additional participants joining via Zoom. The workshop connected these implementation priorities with the MOOC platform and the multilingual MOOC curriculum. Participants examined Romanian-language courses on digital skills for youth entrepreneurship and on mental wellbeing in isolated communities, mapping them respectively to the DIGIMONT Centre and to the community platform, while providing observations regarding the educational programme. A temporary interruption of platform availability limited the planned hands-on activities, and participants additionally recommended complementing the curriculum with locally developed short courses, such as digital-safety training for older adults.

4.2.6 Slovakia

The Slovak Smart Village Lab, established as the “Social Impact Hub” and coordinated by PEDAL Consulting, focused on improving opportunities for young people with disabilities through accessibility, inclusive innovation, and collaboration among regional stakeholders. Young people with disabilities participated directly as co-designers alongside family members, researchers, students and social-work professionals, and two of the workshops also involved young Ukrainian migrants. Rather than concentrating primarily on economic development, workshop discussions examined how technology, education, and organisational cooperation could contribute to independent living and social participation.

During the first workshop, which was held on 15 May 2026, 10 participants attended in person. The workshop was organised at the Nezábudka Library in Košice. The workshop generated a broad range of ideas relating to accessibility, employment, education, artificial intelligence, and assistive technologies before participants identified priority directions through a voting procedure adapted to motor impairments, in which printed solution cards were physically ranked on the table. These discussions subsequently contributed to development of the Social Impact Hub concept.

More specifically, Workshop 1 demonstrated the value of the Atlas as a capacity-building instrument by stimulating discussion, peer learning and collaborative problem-solving among young people with disabilities and other stakeholders. Although the Atlas itself was perceived as having limited relevance for this particular target group due to the relatively small number of directly applicable examples, it nevertheless served as a catalyst for discussion and inspired participants to develop concrete ideas for social innovation. Notably, two participants-initiated plans to prepare a small grant proposal focused on digital solutions for social inclusion, prompting wider collaboration among participants, researchers and students.

During the second workshop, which was held on 29 May 2026, 10 participants attended in person. The workshop was organised at Papa Caffee, KulturPark (the creative space of Košice Creative Industry) in Košice. The workshop translated these priorities into three initial implementation roadmaps – AI education for independence and inclusion, working inclusion and employment, and inclusive mobility– describing governance arrangements, institutional partnerships, implementation activities, resource requirements, and sustainability considerations. The roadmaps reflect a collaborative model involving universities, employers, public authorities, and people with disabilities participating directly as co-designers, and include planned cooperation with academic partners in Prague.

During the third workshop, which was held on 19 June 2026, 12 participants attended in person. The workshop was organised at Nezábudka, the Youth Library of the City of Košice. The workshop introduced the MOOC platform and explored the two Slovak-language MOOC Modules relating to assistive technologies for rural social inclusion and to artificial intelligence for the accessibility of social services, mapping them to the inclusive mobility and AI education roadmaps. The Slovak workshop documentation also contains particularly detailed participant observations regarding platform usability, accessibility, localisation, navigation, and overall learner experience, providing valuable feedback for future development of the educational environment.

4.3 Comparative Analysis

Although the Smart Village initiatives developed across the pilot territories addressed different priorities, implementation demonstrates a high degree of methodological consistency. All partners applied the same three-workshop methodology, prepared initial implementation roadmaps, introduced the MOOC platform during Workshop 3, and connected educational resources to SE-based solutions that SVL members are planning to fully develop and implement.

The workshop reports also indicate recurring implementation themes across the consortium. Entrepreneurship, governance, digital competencies, accessibility, community participation, and organisational collaboration appear throughout the documentation, although their relative importance varies according to local priorities. Rather than representing separate thematic areas, these competencies frequently intersect within individual Smart Village initiatives.

The diversity of implementation contexts therefore illustrates the adaptability of the INSPIRE methodology rather than differences in the underlying capacity-building approach. A common educational framework supported locally developed initiatives without requiring standardised solutions across the participating territories.

The project established a Key Performance Indicator (KPI) of **210 workshop participants** across the seven pilot territories. This target was successfully achieved and exceeded, with a total of **276 participants** attending the INSPIRE capacity-building workshops. The higher-than-expected participation resulted from strong engagement in several pilot territories, where workshop attendance exceeded the planned numbers.

Table 5. Comparative Overview of Capacity building workshop Implementation

Pilot territory	Partner	Smart Village initiative(s)	W1	W2	W3	Total
France (Monéteau)	LADAPT	MIA – Mobilité Inclusive et Active	10	9	8	27
Greece – Konitsa	MedINA	Traditional Recipes of Konitsa and Digital Storytelling (“Bridge to Tomorrow” Lab)	19	19	10	48
Greece – Kythera	MedINA	“Kytherian Land” agricultural narrative, marketing concept and policy brief	18	11	10	39
Ireland (Moate)	The Wheel	Education, training and employment hub; Language Corner; local sports dashboard	10	11	12	33
Poland (Parczew District)	ERDN	Integrated Ceramics and Culinary Workshop Studio (Social Services Hub, Dębowa Kłoda)	12	8	10	30
Romania (Suceava and Maramureș)	ROMONTANA	Digitalisation of disability assessment services; DIGIMONT; “Rețeaua Binelui” community platform	23	23	21	67
Slovakia (Košice)	PEDAL	Social Impact Hub: AI education; working inclusion and employment; inclusive mobility	10	10	12	32
Total			**102**	**91**	**83**	**276**

4.4 Summary

Implementation across the pilot territories demonstrates that the INSPIRE capacity-building programme provides a common methodological framework that can be adapted to diverse rural contexts while maintaining consistency in educational design and implementation. Although individual Smart Village initiatives and SE-based solutions differ according to local priorities, all partners followed the same overall implementation sequence linking participatory planning, initial implementation roadmaps, and modular digital learning.

The following chapter examines the principal results emerging from the implementation of Task 4.1 by synthesising evidence from the workshop reports, and implementation documentation across the consortium.

5. Results of the INSPIRE capacity-building programme

5.1 Introduction

The findings presented in this chapter are based on the implementation documentation produced during Task 4.1, including workshop reports, initial implementation roadmaps, participant observations recorded during the third workshop, documentation relating to the MOOC platform, and the educational resources developed under the project. Rather than attempting to measure long-term impacts beyond the project period, the chapter focuses on immediate results that are documented during implementation. The results of the workshop's effects on learner's skills, confidence, and knowledge are reported in D4.4.

The level of direct engagement with MOOC varied across the pilot territories. Some workshops included account creation and hands-on platform exploration, whereas others relied primarily on live demonstrations, video walkthroughs and facilitated discussion. Participant observations should therefore be interpreted as implementation-level and exploratory evidence reflecting different levels of exposure to the platform and courses. They do not constitute a comparative assessment of learning outcomes, course completion or longer-term behavioural change.

5.2 Educational outputs

Task 4.1 produced a common educational infrastructure supporting the initial implementation of rural social innovation initiatives across the participating pilot territories. The principal outputs include the multilingual MOOC learning environment, a portfolio of sixteen MOOC Modules, instructional materials supporting delivery of the curriculum, and a common Smart Village Lab capacity-building workshop methodology implemented throughout the consortium.

In addition to the online learning environment, the project produced initial implementation roadmaps, workshop documentation, participant guidance materials, and educational resources translated according to the official MOOC localisation plan. Together, these outputs constitute durable project resources that remain available beyond the formal implementation period and may support future educational and capacity-building activities.

5.3 Implementation results

5.3.1 Integration of capacity building with participatory planning

In Workshop 1, the INSPIRE Atlas functioned not simply as a reference resource but as an effective learning instrument that stimulated discussion, broadened participants' understanding of social innovation, and encouraged them to adapt examples from other European contexts to their own local realities. Facilitators reported that the Atlas helped participants move beyond immediate problems towards more integrated and collaborative solutions. While perceptions varied across pilot territories depending on local priorities, participants generally valued the Atlas as a source of inspiration rather

than a collection of models to replicate directly. In Slovakia, for example, facilitators observed that although some case studies were perceived as having limited direct relevance, the Atlas nevertheless generated productive discussion, peer learning and collaborative problem-solving around accessibility and inclusion. In Ireland, participants used the Atlas to expand their thinking about community-led initiatives, while in Romania it supported more evidence-based discussions through territorial mapping and visualisation.

One of the principal implementation results of Task 4.1 is the integration of educational activities with the Smart Village Lab methodology. Across the participating pilot territories, participants first identified local challenges, developed Smart Village initiatives, and prepared implementation roadmaps before exploring the educational resources available through the MOOC platform. This implementation sequence enabled facilitators to relate individual MOOC Modules directly to locally identified implementation priorities. Rather than introducing the curriculum independently of the Smart Village process, educational activities became part of the broader implementation framework developed throughout the project.

As of 31 July 2026, a total of 265 learners had created accounts on the LearnX platform and registered for the INSPIRE courses.

5.3.2 Development of implementation roadmaps

Workshop 2 demonstrated that the deployment roadmaps were perceived as practical planning tools rather than administrative exercises. Facilitators reported that completing the roadmaps encouraged participants to translate broad ideas into realistic implementation plans by identifying concrete activities, governance structures, partnerships, resources and sustainability measures. The roadmap discussions also clarified implementation priorities, revealed organisational and capacity gaps, and helped participants recognise the competencies needed to move from concept development to implementation. This process subsequently enabled Workshop 3 facilitators to connect relevant MOOC modules directly to the implementation challenges identified by participants, strengthening the integration between participatory planning and capacity building.

These documents subsequently became an important reference point during Workshop 3, when facilitators introduced the MOOC platform and discussed the competencies required to support implementation. The workshop documentation therefore demonstrates a direct connection between implementation planning and educational activities.

5.3.3 Use of the MOOC platform

During Workshop 3, facilitators demonstrated platform functionality, introduced the multilingual MOOC catalogue, and discussed how individual courses could support implementation of the Smart Village initiatives developed during the earlier workshops.

Participants also provided observations regarding the learning environment, including platform navigation, accessibility, language localisation, registration procedures, course organisation, and educational content.

The format and depth of platform engagement varied according to participant composition, digital confidence, workshop duration and technical conditions. France and the two Greek pilot territories relied mainly on facilitated demonstration and discussion, whereas Ireland, Poland and Slovakia

incorporated hands-on activity to varying degrees. This flexibility allowed facilitators to adapt delivery to local circumstances, but it also means that Workshop 3 evidence primarily concerns initial exposure, perceived relevance, usability and support needs rather than comparable levels of learner engagement across all pilot territories.

5.4 Cross-country findings

5.4.1 Consistency of implementation

Comparison of the workshop documentation demonstrates a high degree of methodological consistency across the participating pilot territories. Although individual SE-based solutions and initiatives addressed different local priorities, all partners implemented the same three-workshop methodology, prepared initial implementation roadmaps, introduced the MOOC platform during Workshop 3, and connected educational resources with locally developed implementation activities.

This consistency provides evidence that the capacity-building methodology can be applied across different territorial contexts while allowing sufficient flexibility to address locally identified priorities. Variations in delivery reflected not only different implementation priorities but also participant composition, accessibility needs, digital confidence, workshop format and technical conditions. The findings therefore demonstrate methodological coherence combined with contextual adaptation rather than rigid procedural standardisation.

5.4.2 Inclusive participation and contextual adaptation

A further common characteristic of implementation was the active participation of groups in vulnerable situations in the development of innovative solutions. Rather than participating only as recipients of the proposed solutions, members of the target groups contributed to the discussion of local needs, generation and prioritisation of solutions, preparation of roadmaps and identification of relevant learning resources.

Methodological consistency did not imply identical delivery conditions. Pilot partners adapted workshop formats, facilitation methods, communication and participatory tools to local circumstances and participant needs. Examples included hybrid participation in Romania, a physically accessible ranking procedure in Slovakia, language support during the Irish workshops, accessible communication and demonstration-based platform introduction in France, and scheduling or venue adaptations in the Greek pilot territories. These adaptations supported inclusive participation while preserving the common methodological sequence.

5.4.3 Recurring implementation themes

At the solution level, the initiatives developed across the pilot territories reflected four broad and overlapping priorities: strengthening social inclusion and reducing isolation; improving access to services, information and opportunities; supporting skills development, employability and empowerment; and strengthening collective action, partnership and community cooperation.

These solution-level priorities generated a related set of capacity-building needs. Entrepreneurship, governance, digital competencies, accessibility, sustainability, communication, leadership and organisational cooperation appeared repeatedly in the workshop documentation, although their

relative importance varied according to the local initiative and target group. The relationship between these two levels illustrates how the Task 4.1 curriculum responded to implementation needs emerging from the user-innovation process.

5.4.4 Educational resources supporting local implementation

Workshop 3 documentation indicates that participants did not approach the MOOC curriculum as a fixed sequence of courses. Instead, facilitators introduced educational resources in relation to implementation priorities identified within each pilot territory, allowing participants to explore different combinations of MOOCs according to their own organisational roles and Smart Village initiatives.

This implementation pattern demonstrates the practical value of the modular curriculum developed under Task 4.1. A common educational framework supported diverse implementation contexts without requiring different curricula for individual pilot territories.

5.5 Participant observations

Participant observations collected during Workshops 1, 2 and 3 provide additional evidence concerning implementation of the educational programme. Across the workshop reports, participants commented on both the educational content and the MOOC learning environment while identifying aspects that supported learning as well as opportunities for future refinement.

The observations documented in the workshop reports relate primarily to platform usability, accessibility, language localisation, navigation, registration procedures, and the practical relevance of course content. The Slovak and Irish documentation contains particularly detailed feedback concerning accessibility and user experience, including the observation that localisation should extend beyond translation and that registration procedures should be simplified, while participant observations from other pilot territories reinforce the importance of connecting educational resources directly to locally identified implementation priorities.

The documentation also records occasional technical difficulties, including registration errors reported in Poland and a temporary interruption of platform availability during the Romanian workshop, which the responsible partners followed up with the platform administrators. At the same time, Irish follow-up feedback provides limited evidence of actual course completion and confirms that some learners found the content useful, clear and practically relevant. Across the available feedback, participants generally regarded the course topics and content as relevant and useful. Where difficulties were reported, they related mainly to initial access, navigation, registration, and temporary platform availability rather than to the substantive content of the MOOCs. Rather than representing a formal evaluation of educational effectiveness, these observations provide implementation evidence that may inform future development of the learning environment and the capacity-building methodology.

6. Lessons learned and recommendations

6.1 Introduction

This chapter presents the principal lessons emerging from implementation of the INSPIRE capacity-building programme across the participating pilot territories. Because the programme was implemented in different national and territorial contexts while maintaining a common methodological framework, the implementation experience provides an opportunity to examine how different communities, stakeholder groups, and institutional settings engage with participatory capacity-building methodologies. As the INSPIRE MOOC portfolio is expected to be disseminated to, and potentially adopted by, similar rural and sister territories beyond the project's pilot regions, the findings presented here may also help inform its use in other rural contexts. Future implementation and dissemination activities may provide further insights into how the MOOC resources can be applied and adapted in different rural settings.

The lessons presented in this chapter are based on the implementation documentation produced during Task 4.1, including workshop reports, implementation roadmaps, participant observations recorded during Workshop 3, and documentation relating to the MOOC platform. Rather than evaluating individual pilot cases, the chapter synthesises common observations emerging from implementation across the consortium. These observations are relevant not only to the INSPIRE project but also to future European initiatives seeking to strengthen rural social innovation through integrated capacity-building approaches.

6.2 Lessons for capacity-building design

6.2.1 Integration of capacity building with participatory planning

One of the principal lessons emerging from Task 4.1 concerns the progressive integration of different forms of capacity building. Workshops 1 and 2 combined participatory planning with capacity development by involving participants in solution generation, prioritisation and roadmap preparation. The formal digital learning resources were subsequently introduced during Workshop 3, after participants had identified their priorities and considered the practical requirements of implementation.

Workshop documentation indicates that this sequencing helped participants perceive the educational resources as relevant to their locally developed initiatives. Because the curriculum was introduced in relation to initiatives that participants had themselves developed, educational resources were approached as practical tools supporting implementation rather than as abstract learning materials. This implementation-oriented sequencing therefore represents one of the defining methodological characteristics of the INSPIRE capacity-building programme.

6.2.2 Interdisciplinary scope of the curriculum

The implementation experience indicates that rural social innovation requires competencies extending beyond entrepreneurship alone. Across the pilot territories, participants identified learning needs relating to entrepreneurship, governance, digital transformation, accessibility, sustainability, communication, leadership, community participation, and organisational development. Future

educational programmes addressing rural innovation should therefore continue to adopt interdisciplinary curricula capable of responding to the complexity of contemporary rural development.

6.2.3 Modular curriculum design

The diversity of Smart Village priorities observed across the pilot territories confirmed the value of organising the curriculum as independent learning modules. Rather than presenting the complete portfolio in equal depth, facilitators and participants focused on selected MOOC Modules corresponding to the solutions, roles and competency needs identified within each pilot territory. This flexibility enabled a common European curriculum to support diverse territorial contexts without requiring separate educational programmes for individual pilot territories. The implementation experience therefore indicates that modular educational design constitutes an effective strategy for transnational rural capacity-building initiatives.

6.3 Lessons for digital learning

6.3.1 Multilingual delivery and accessibility

The multilingual implementation of the MOOC platform represented an important strength of the programme. Facilitators across the pilot territories reported that participants engaged more comfortably with educational resources available in their native languages. Beyond language itself, multilingual delivery contributed to participant confidence, broader participation, and greater willingness to continue learning independently. For rural capacity-building initiatives involving diverse stakeholder groups, multilingual implementation should therefore be regarded as a strategic requirement rather than an optional enhancement.

6.3.2 Accessibility beyond translation

Participant observations recorded during Workshop 3 indicate that accessibility should not be understood solely in linguistic terms. Participants highlighted the importance of intuitive navigation, clear registration procedures, logical course organisation, concise learning units, consistent terminology, practical examples, and accessible multimedia resources. This point is particularly relevant for educational initiatives that aim at supporting people in vulnerable situations, especially those who face mental and physical accessibility barriers. Future development of the MOOC platform and similar learning environments should therefore continue to apply user-centred design principles throughout both technical and pedagogical development.

6.3.3 Combination of online and face-to-face learning

The implementation experience also clarifies the relationship between online learning and face-to-face interaction. Although participants valued the flexibility of the MOOCs, workshop documentation indicates that collaborative learning remained equally important. Participants valued opportunities to discuss implementation challenges, exchange experiences, compare local perspectives, establish partnerships, and receive facilitator guidance. The workshops therefore complemented rather than replaced online learning, and future rural capacity-building programmes should continue to combine digital education with participatory face-to-face activities. The Slovak and Irish reports suggest that guided or facilitated use may be particularly appropriate for participants with lower digital confidence,

while the French, Greek and Polish reports similarly highlight the importance of onboarding guidance, follow-up demonstrations or technical assistance.

6.4 Key Lessons from the capacity-building process

6.4.1 Atlas as learning instrument

A central capacity-building component of Workshop 1 was the introduction and use of the INSPIRE Services and Social Economy Atlas as a practical learning instrument. Rather than serving solely as a repository of rural social inclusion initiatives, the Atlas enabled participants to engage with a diverse range of social services and social economy practices from across Europe, facilitating comparative learning and critical reflection on how different territorial contexts shape solutions to common rural challenges. Through guided exploration of the Atlas, participants developed their ability to identify, analyse and assess transferable practices, considering issues of governance, target groups, funding models, innovation and local adaptation. This hands-on engagement strengthened participants' understanding of how evidence-informed approaches can support the design of Smart Village interventions, while fostering peer learning and knowledge exchange across pilot regions. By linking real-world case studies with the project's typology framework and policy tools, the Atlas functioned as both a knowledge repository and an interactive pedagogical resource, laying the foundation for subsequent co-creation and capacity-building activities within the Smart Village Labs.

6.4.2 Implementation of roadmaps as learning instruments

Across the pilot territories, the initial implementation roadmaps proved to be more than planning documents. By examining governance arrangements, stakeholder responsibilities, resource requirements, risks, and sustainability considerations, participants developed a more realistic understanding of implementation. Facilitators observed that participants initially approached innovation primarily as idea generation but progressively recognised implementation as an organisational process requiring collaboration and strategic planning. This evolution represents an important capacity-building outcome in its own right.

6.4.3 Role of facilitation

The implementation experience consistently highlights the importance of skilled facilitation. Successful workshops depended on the ability of facilitators to encourage balanced participation, adapt discussions to participant needs, create inclusive learning environments, manage diverse stakeholder perspectives, and connect educational resources with implementation planning.

Facilitators across the consortium also adapted their methods to local circumstances. The Slovak pilot adjusted facilitation methods to support participants with disabilities, the French pilot adapted workshop communication to improve accessibility, the Irish pilot encouraged intercultural dialogue in response to multicultural participant groups, and the Greek workshops incorporated locally relevant entrepreneurial examples reflecting the characteristics of mountainous and island communities. These adaptations indicate that methodological consistency does not require rigid standardisation.

6.4.4 Community ownership and sustainability

Seven pilot reports provided evidence of strong commitment and emerging community ownership of the initiatives developed through the workshops. This was reflected in locally generated proposals, implementation planning, institutional commitments and planned follow-up activities. Rather than being presented solely as externally designed project activities, the initiatives were shaped and progressively developed by participating community members and local stakeholders. This ownership provides an important foundation for future implementation and contributes to the long-term sustainability of project outcomes. Documented examples include the Social Cooperative Enterprise proposed directly by participants in Kythera, the small community-based project on social inclusion and digital solutions proposed by two young participants with disabilities in Košice, and the municipal commitment of premises that anchored the Polish initiative.

6.5 Recommendations for future capacity-building initiatives

Based on the implementation experience documented throughout Task 4.1, several recommendations can be formulated for future European rural innovation initiatives.

- First, future programmes should **maintain the close relationship between participatory planning and educational design**, ensuring that capacity-building activities continue to respond directly to implementation priorities identified by local stakeholders.
- Second, **modular multilingual curricula** should continue to be developed, as they are capable of supporting diverse territorial contexts without requiring separate educational programmes.
- Third, **practical implementation examples** should be expanded throughout the MOOCs, as participants consistently expressed interest in additional case studies illustrating how educational concepts can be applied within everyday community settings. Several pilot territories additionally proposed complementing the central curriculum with locally developed short modules addressing specific community needs, such as digital-safety training for older adults.
- Fourth, **continued facilitation and follow-up support should be strengthened** through local demonstration sessions, small-group or guided learning activities, practical onboarding materials and targeted technical assistance. These forms of support may be particularly important for participants with lower digital confidence or accessibility needs and would facilitate implementation of Smart Village initiatives beyond the formal project period.
- Fifth, **accessibility should continue to be improved** through user-centered platform design, simplified registration procedures, and enhanced localisation.
- Sixth, the **blended learning approach combining online education with participatory workshops should be preserved**, as the implementation experience indicates that these two components reinforce one another.
- Finally, **continued networking among Smart Village Lab participants should be encouraged** after completion of the workshops, since many of the collaborative relationships established during Task 4.1 may support future cooperation beyond the INSPIRE project. Early evidence of such cooperation is already visible within the consortium, including the planned training visit of Polish participants to a Greek women's cooperative and the academic cooperation between the Košice Lab and partners in Prague.

6.6 Sustainability of the capacity-building programme

The educational resources developed under Task 4.1 constitute durable project outputs extending beyond the formal implementation period. The multilingual INSPIRE MOOC programme remain available to future Smart Village initiatives, universities, vocational education providers, local authorities, social economy organisations, non-governmental organisations, entrepreneurs, and community leaders. Similarly, the capacity-building methodology provides a transferable participatory framework that may support future European initiatives promoting rural social innovation.

The sustainability of Task 4.1 therefore derives not only from the educational resources themselves but also from the methodological knowledge generated through implementation across multiple European rural contexts.

Koç University has committed to maintaining the INSPIRE MOOCs on the LearnX platform beyond the formal completion of the project, ensuring their continued accessibility to future learners and stakeholders. To support their long-term operation, each module has been assigned a designated institutional owner from the partner responsible for its content development. These module owners retain instructor-level access to monitor learner participation, respond to forum discussions, review course analytics, and oversee ongoing delivery, while preserving the integrity of the validated course content. This governance arrangement provides a sustainable institutional framework for the continued maintenance, monitoring, and dissemination of the INSPIRE MOOCs after the project's conclusion.

6.7 Summary

This chapter has synthesised the principal lessons emerging from implementation of the INSPIRE capacity-building programme. The implementation experience highlights the value of capacity building that is integrated with participatory planning, adopts an interdisciplinary and modular curriculum, combines multilingual online learning with face-to-face collaboration, and is supported by skilled facilitation and community ownership. The workshop evidence also demonstrates the importance of contextual adaptation, multilingual accessibility, practical learner support and continued local facilitation in enabling participants with diverse backgrounds and varying levels of digital confidence to engage with the educational resources. Together, these findings indicate that digital learning can effectively complement participatory rural innovation when educational content is closely aligned with locally identified implementation priorities. The recommendations presented in this chapter build directly on these observations and are intended to inform future European initiatives promoting rural social innovation. The following chapter concludes the deliverable by summarising the overall contribution of Task 4.1.

7. Conclusion

Task 4.1 developed and implemented an integrated capacity-building programme that supports the broader objectives of the INSPIRE project by connecting participatory planning with structured educational resources. Coordinated by Koç University and implemented collaboratively by the project consortium, the programme combines a multilingual portfolio of Massive Open Online Courses (MOOCs) delivered through the MOOC platform in the form of sixteen domain-specific Modules with a common Smart Village Lab methodology implemented across the participating pilot territories.

The capacity-building programme forms part of the broader intervention logic of the INSPIRE project. The territorial analyses completed during Work Package 1, the review of social innovation practices undertaken in Work Package 2, and the participatory Smart Village Labs implemented under Work Package 3 collectively provided the basis for development of educational resources supporting implementation of locally identified Smart Village initiatives. Rather than functioning as a standalone training activity, Task 4.1 extends the participatory process by connecting implementation planning with targeted educational support.

The implementation experience documented in this deliverable also contributes methodological knowledge concerning the integration of participatory planning, implementation roadmaps, and digital learning within a common capacity-building framework. While future applications will necessarily reflect different territorial contexts and priorities, the evidence generated through Task 4.1 indicates that this integrated approach can support implementation of locally developed Smart Village initiatives across diverse rural environments.

Ultimately, Task 4.1 demonstrates that capacity building can function as an integral component of participatory rural innovation by linking educational resources directly to implementation priorities emerging from participatory local planning. Within the INSPIRE project, the combination of participatory workshops, implementation planning, and multilingual digital learning established a coherent framework that supports implementation while remaining adaptable to the differing needs of participating rural communities.

8. Annex

8.1 Quality Assurance Checklist

QA Area	Verification Item	[ ]
1. Content & Design	Source materials received from partner/SME	[ ]
	Module objectives, title, and target audience confirmed	[ ]
	Content adapted and structured for self-paced online learning	[ ]
	Content optimized (clear text, visuals, interactivity)	[ ]
	Multimedia and interactive activities integrated	[ ]
	Supplementary resources and downloads verified	[ ]
2. SCORM Package	SCORM exported and launched successfully on LearnX	[ ]
	Interactive elements function correctly	[ ]
	Navigation controls work (next/prev, completion prompts)	[ ]
	Media, graphics, and video controls function correctly	[ ]
	Downloads open correctly	[ ]
	Mobile and desktop responsive	[ ]
3. LearnX Setup	Course overview and learner instructions complete	[ ]
	Pre-test available on entry with correct completion logic	[ ]
	SCORM content unlocks after Pre-test completion	[ ]
	Final Assessment unlocks after SCORM completion	[ ]
	Final Assessment passing grade set to 60%	[ ]
	Assessment retakes and feedback enabled	[ ]
	Certificate unlocks upon passing Final Assessment	[ ]
	Survey unlocks after any Final Assessment attempt	[ ]
	Forum and extra resources visible and configured	[ ]
4. Assessment & Certification	Pre-test and Final Assessment display correctly	[ ]
	Passing-grade logic verified	[ ]
	Certificate generates with accurate learner and course details	[ ]
5. Localization	Title, description, and all course text translated and proofread	[ ]
	UI, buttons, and visuals localized	[ ]
	Translated video subtitles and transcripts added	[ ]
	Linked to correct language area on platform	[ ]
	Translation review feedback incorporated	[ ]
6. Accessibility & Support	Video subtitles meet WCAG 2 compliance standards	[ ]

	Subtitles and transcripts provided for videos	[ ]
	Text is legible and appropriately structured	[ ]
	Navigation and enrolment guidance clear	[ ]
	Walkthrough video localized	[ ]
	Learner guide available on platform	[ ]
7. Publication & Handover	Visibility and enrolment settings verified	[ ]
	Course links and language availability added to matrix	[ ]
	SCORM, media, and source files archived for handover	[ ]
	Instructor/Admin access granted	[ ]
	Final learner-perspective review completed post-publication	[ ]

8.2 Annex for the MOOC Matrix

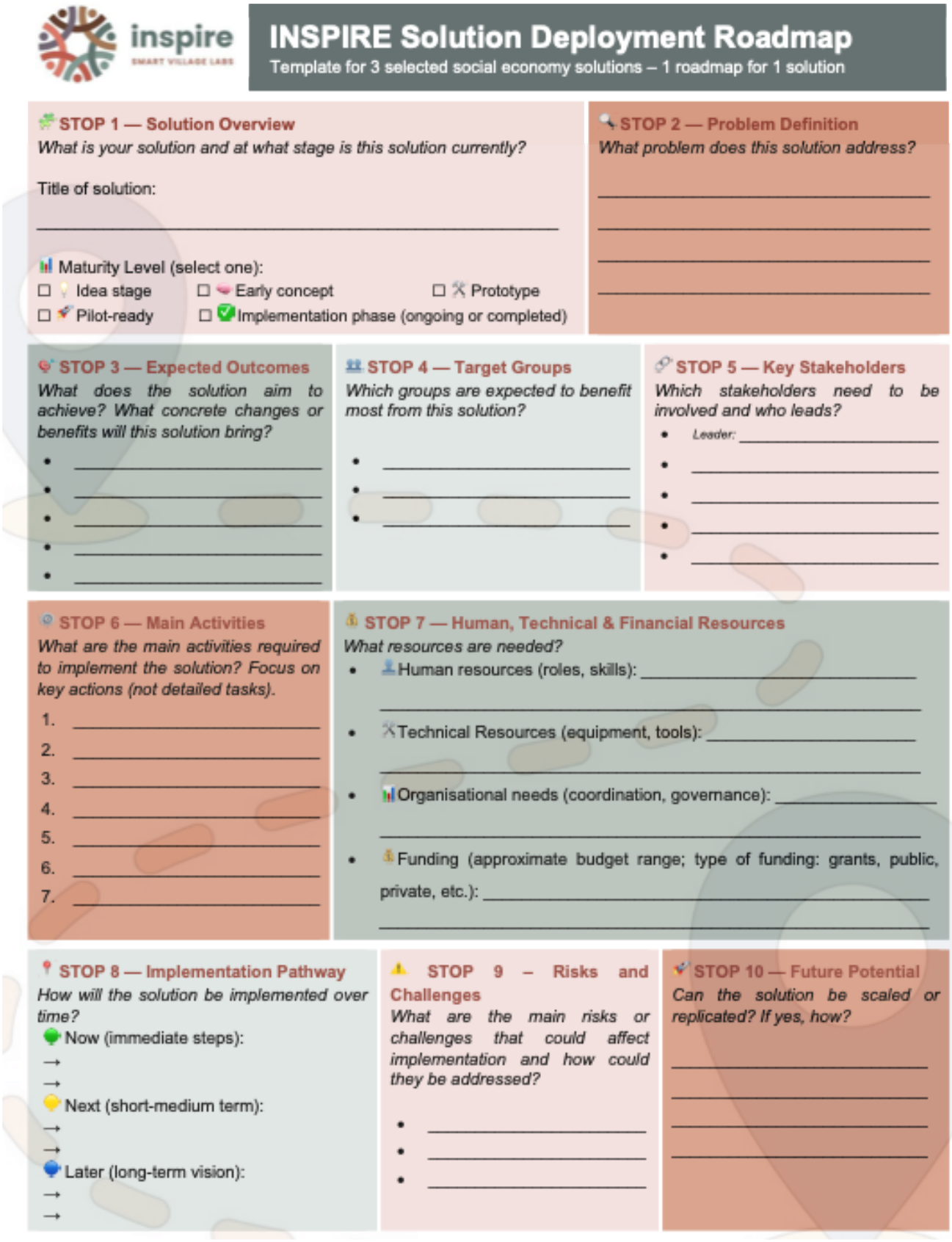
Module title	Description	Target group(s)	Relevant pilot area(s)	Skills category	Difficulty
1 - Building resilience and wellbeing of rural immigrants in new communities	This module equips migrant and refugee adults with evidence-based tools to enhance psychological wellbeing and resilience during the process of adaptation and integration in a new society in rural Europe. Drawing on positive psychology and intercultural communication approaches, it explores stress management techniques, emotional regulation, and strategies for fostering social connectedness and belonging.	Migrant adults in direct provision accommodation Potentially newly arrived refugees	Eastern & Midlands Region	Soft skills	Basic
2 - Soft skills for people with intellectual disabilities for rural community participation and leadership	More focus on a 'train the trainer' element whereby PwD are equipped with the necessary skills to lead trainings in their own communities. This module promotes a range of transversal skills (e.g., communication, self-esteem, negotiating, thinking skills) to help individuals take active roles in their communities through practical and inclusive exercises.	People with intellectual disabilities	Bourgogne Franche-Comté	Soft skills	Basic
3 - Inclusive rural training strategies for trainers	This module equips trainers with tools to design inclusive, accessible, and empathetic learning experiences tailored to vulnerable groups in rural Europe.	Trainers / professionals	Bourgogne Franche-Comté	Soft skills	Intermediate
4 - Strengthening the social fabric: intercultural awareness in rural communities	This module fosters understanding and empathy among individuals from diverse cultural backgrounds to promote social cohesion and inclusive community engagement. The main focus is on development of cultural competence and communication skills to enable integration of newcomers.	Communities in rural areas	Eastern & Midlands Region	Soft skills	Basic

5 - Staying connected and resilient: mental wellbeing for people in remote communities	This module addresses the mental health challenges faced by dwellers of isolated rural or mountain areas with limited access to services. It provides practical strategies to reduce loneliness, maintain emotional resilience, and stay connected during periods of physical isolation, such as winter months or health crises. Learners will explore simple, low-tech solutions for communication, self-care routines and ways to access community and institutional support.	Communities in remote/isolated regions	Suceava and Maramures	Soft skills	Basic
6 - Building your own Smart Village: foundations, strategies, tools	This module is addressed to local community champions and community leaders who play a leading role in the socioeconomic development of their village. It will entail principles, good practices and existing resources of how to undertake concrete and structured initiatives for transitioning to a Smart Village, with a view to enhancing social inclusion.	Local community champions, community leaders, people working on municipalities	All pilot areas	Soft skills	Advanced
7 - Digital skills for independence, self-esteem and connection	This module helps older adults (65+) develop essential digital literacy skills, including using smartphones, accessing online services (including public services), engaging with social media, and communicating safely with family and institutions. The module will address how older adults can use digital tools for online promotion, remote work, and self-employment, thus supporting silver economy initiatives in rural Europe.	Elderly people 65+	Eastern & Midlands Region; Suceava and Maramures	Digital skills	Basic
8 - Using assistive technology to promote rural social inclusion of people with disabilities	This module empowers learners with physical disabilities to use assistive technologies and online platforms to improve accessibility, independence, and social participation. Emphasis is placed on using online platforms to access digitally delivered social services.	Young people with disabilities	Kosice region	Digital skills	Basic
9 - Leveraging AI technologies for social services accessibility	This module introduces people with disabilities to AI tools that can help overcome physical challenges and enhance daily life. Learners will explore apps and technologies for communication, accessing adapted information, reading, and other practical tasks, with a focus on fostering independence, inclusion, and active participation in digital and community life.	People with physical disabilities	Bourgogne Franche-Comté, Kosice region	Digital skills	Basic
10 - Farm to market: strengthening digital	This module is designed for small and medium-scale farmers to enhance competitiveness through digital	Small & medium-scale farmers	Kythera island	Digital skills	Intermediate

skills of farmers for competitive marketing	tools, data management, and innovative farming practices. It entails IPR management, knowledge valorisation, SWOT analysis, etc.				
11 - Entrepreneurial competences for women-led rural innovation	This module strengthens entrepreneurial thinking and small business skills, with a focus on self-employment, financial literacy, and local innovation, with a focus on social entrepreneurship. Learners will discover how to identify and develop business opportunities within their communities, manage resources and finances effectively, and harness digital and remote work tools to grow.	Rural women; Rural women (unemployed and small business)	Lubelskie Province; Konitsa municipality	Entrepreneurial skills	Intermediate
12 - Digital skills for rural youth entrepreneurship	In rural areas, young people often face limited job opportunities and dependence on seasonal work. This module helps them build digital skills for entrepreneurship to create sustainable livelihoods in their own communities. Participants learn to design small-scale initiatives that draw on local culture and natural resources, while gaining digital tools for online promotion, remote work, and self-employment. The module encourages creativity, innovation, and community engagement to strengthen rural economies and reduce outmigration.	Young unemployed; Young people aged 18–29	Kythera island; Suceava and Maramures	Entrepreneurial skills	Intermediate
13 - Skills for accessing successfully the job market	This module develops job application, CV writing, and interview techniques tailored for migrants, helping them enter the local job market with confidence. Emphasis is placed on migrant women.	Migrant adults in direct provision accommodation	Eastern & Midlands Region	Entrepreneurial skills	Basic
14 - Sustainable business development for farmers	This module will explore low-intensity approaches to income diversification, such as agrotourism, value-added products, and local partnerships. Emphasis is placed on practical, time-efficient strategies that enhance economic resilience, foster community networks, and maintain sustainable farming practices in geographically isolated rural regions, such as mountains.	Mountain farmers & livestock breeders	Konitsa municipality	Entrepreneurial skills	Intermediate
15 - Sustainable mountainous entrepreneurship:	This module supports entrepreneurs in developing the knowledge and skills needed to grow sustainable, competitive businesses in European mountains.	Rural Women (unemployed and	Konitsa municipality	Entrepreneurial skills	Basic

building greener and competitive businesses	Focusing on eco-friendly innovation, product differentiation, and responsible marketing, it helps participants strengthen their entrepreneurial capacity while contributing to greener, more resilient local economies.	small business)			
16 - Digital and transversal skills for climate-resilient farming in islands	This module supports farmers in adopting green practices and sustainability-focused skills to mitigate the impact of climate change in islands. It entails the development of certain digital and soft skills that farmers need to add to their technical mastery for successfully mitigating or adapting to climate change.	Small & medium-scale farmers	Kythera island	Green skills	Basic

8.3 Annex for The Deployment Roadmap Template



INSPIRE Solution Deployment Roadmap

Template for 3 selected social economy solutions – 1 roadmap for 1 solution

STOP 1 — Solution Overview

What is your solution and at what stage is this solution currently?

Title of solution: _____

Maturity Level (select one):

☐ Idea stage ☐ Early concept ☐ Prototype

☐ Pilot-ready ☐ Implementation phase (ongoing or completed)

STOP 2 — Problem Definition

What problem does this solution address?

_____

_____

_____

_____

STOP 3 — Expected Outcomes

What does the solution aim to achieve? What concrete changes or benefits will this solution bring?

- _____
- _____
- _____
- _____
- _____

STOP 4 — Target Groups

Which groups are expected to benefit most from this solution?

- _____
- _____
- _____

STOP 5 — Key Stakeholders

Which stakeholders need to be involved and who leads?

- *Leader:* _____
- _____
- _____
- _____
- _____

STOP 6 — Main Activities

What are the main activities required to implement the solution? Focus on key actions (not detailed tasks).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

STOP 7 — Human, Technical & Financial Resources

What resources are needed?

- Human resources (roles, skills): _____
- Technical Resources (equipment, tools): _____
- Organisational needs (coordination, governance): _____
- Funding (approximate budget range; type of funding: grants, public, private, etc.): _____

STOP 8 — Implementation Pathway

How will the solution be implemented over time?

Now (immediate steps):

→

→

Next (short-medium term):

→

→

Later (long-term vision):

→

→

STOP 9 – Risks and Challenges

What are the main risks or challenges that could affect implementation and how could they be addressed?

- _____
- _____
- _____

STOP 10 — Future Potential

Can the solution be scaled or replicated? If yes, how?

_____

_____

_____

_____

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