Interreg CENTRAL EUROPE

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DiSTT

Digital Skills Transformation Strategy

D 1.2.1

INTRODUCTION

Strategy Objective

Objective of this document is to describe a developed strategy for the DiSTT project including presumed impacts on the project lifecycle and beyond.

The strategy acts as a project guide through its lifecycle, highlighting milestones and **formulating key directions to achieve project results including vision beyond the project.** It will also extend past completion to aid long-term planning and enhance collaboration with stakeholders. Document was jointly developed and reviewed by all partners and stakeholders. This approach ensures the strategy will be adapted to each region's context, reaching beyond primary target groups. Initiated at the 1st partnership meeting and re-examined upon project finish, the strategy will incorporate lessons learned, covering all key aspects.

pict1: project partners on the meeting in Zagreb discussing Strategy and preparation for FAB25 event

Context and Rationale

This section provides an overview of the current labour market situation, the impact of digitalization and industrial transition, and the need for digital fabrication skills transformation to address the skills gap and promote economic development. It clearly defines the scope of the project, specifying the target regions, sectors, and groups that will be addressed through the project's interventions.

Based on the Deliverable (D1.1.1 “Landscape report”) we can describe the current labor market situation across partner countries reflecting varying levels of stability, characterized by low unemployment rates yet notable skill mismatches, particularly in sectors affected by digitalization and industrial transition. In

the Czech Republic, stable employment levels exist, with a focus on technical fields; however, regional disparities are evident, as urban areas like Prague showcase lower unemployment rates compared to less industrialized regions. Austria benefits from a robust economy with relatively stable employment rates, yet Vienna experiences higher unemployment than the national average, underlining localized challenges, especially in digital and tech sectors. In Germany, regions such as Ingolstadt and Upper Bavaria enjoy low unemployment rates, supported by a strong industrial base. However, small and medium-sized enterprises (SMEs) in these areas often struggle to adapt to digital transformation.

In South Tyrol, Italy, the economy predominantly consists of SMEs that tend to operate in traditional sectors, facing challenges in remaining competitive without advanced digital skills. Meanwhile, Croatia, particularly in Zagreb, is evolving as a hub for technological innovation but grapples with significant skills gaps in digital fabrication and ICT roles.

The impact of digitalization and the shift towards Industry 4.0 technologies is profound across these regions. The Czech Republic and Germany are witnessing major industrial shifts emphasizing the need for digital skills in manufacturing. Austria focuses on integrating digital skills into its knowledge economy, implementing programs for continuous professional development and lifelong learning. In South Tyrol, initiatives aim to develop digital competencies essential for supporting traditional sectors like agriculture, tourism, and handicrafts as they adapt to modern demands. Likewise, Zagreb is making strides in digital transformation, but the workforce requires substantial upskilling in emerging technologies such as robotics and AI to capitalize fully on Industry 4.0 opportunities.

To address the significant skills gaps created by these rapid changes, there is a pressing need for targeted digital fabrication skills transformation. Across all partner countries, there is a collective recognition of the necessity to bridge these gaps through training initiatives focusing on areas such as CNC operation, 3D printing, robotics, and automation. In the Czech Republic, educational programs are increasingly incorporating digital content to meet industrial needs. South Tyrol is expanding training programs to include advanced manufacturing skills, supported by innovation hubs like NOI Techpark. In Germany, SMEs, which are heavily reliant on larger automotive firms, require substantial enhancements in digital skills to remain competitive. Additionally, educational institutions in Zagreb are broadening their digital skills curricula, aided by government investment aimed at increasing the number of ICT professionals.

Promoting economic development through the enhancement of digital skills presents a significant opportunity across these regions. The emphasis on developing digital competencies not only fosters economic resilience but also fuels productivity and encourages entrepreneurship. Public-private collaborations in Austria and Germany are crucial for implementing digital skills programs, while innovation hubs in South Tyrol and Zagreb drive research and development in digital manufacturing.

Overall, addressing the digital skills gap is essential for aligning workforce capabilities with industrial growth strategies, thereby promoting sustainable economic advancement in the Czech Republic, Austria, Germany, Italy (South Tyrol), and Croatia. The collective efforts within these regions highlight the transformative potential of digital skills in mitigating labor market challenges and empowering future economic growth.

Target Regions:

- Czech Republic (LP1, PP2), South moravia region
- Austria (PP3), Lower Austria and Vienna region
- Germany (PP4), Upper Bavaria region
- Italy (PP5), South Tyrol region
- Croatia (PP6), Central Croatia and Zagreb Region

Target Group description:

- LP1 (CZ) university students (19-26 y/o) lacking up-to date skills
- PP2 (CZ) young people (15-19 y/o) entering labour market
- PP3 (AT) craftsmen lacking digital fabrication skills
- PP4 (DE) SMEs undergoing major industry change
- PP5 (IT) People (employees, unemployed, trainees, artisans…) interested in reskilling or upskilling to be able to work better within companies & SME, micro enterprises and located in geographically disadvantaged area
- PP6 (HR) less privileged citizens in rural areas

Mission & Vision Statement

Outline the project's core purpose and the overarching goal of driving digital fabrication skills transformation in CE regions. Clearly define the DiSTT vision and mission, envisioning the future state of digital fabrication skills development after the toolkit implementation.

Mission Statement

The Digital Skills Transformation Toolkit (DiSTT) is dedicated to bridging the digital fabrication skills gap in Central European industry through targeted training and development. Our mission is to create a future-ready workforce that drives manufacturing excellence by providing Fab Labs and Makerspaces with accessible, scalable, and standardized training programs. As open, connected, and flexible innovation hubs, these spaces play a crucial role in equipping individuals with future-proof skills that drive technological innovation, economic growth, and labour market connectivity. By fostering hands-on learning experiences and serving as a hub for industry stakeholders, we aim to empower adaptable minds for an uncertain future.

Vision Statement

Our vision is a future where Fab Labs and Makerspaces across Central Europe (and more) widely adopt the DiSTT solution, making digital fabrication skills an essential component of education and industry. We envision a dynamic and inclusive ecosystem where training through Fab Labs becomes a recognized norm for schools and enterprises, enhancing workforce competency and reducing the gap to technology. Success is when these spaces attract continuous interest from future participants, fostering a culture of continuous learning, collaboration, and innovation. Through DiSTT, we aim to empower individuals with adaptable competencies to thrive in an unpredictable manufacturing landscape while decreasing unemployment and strengthening Europe's position in the global digital economy.

The Toolkit - definition

Digital Skills Transformation Toolkit DiSTT (Toolkit) is defined by project proposal as a comprehensive solution to address the skills gap and support the digital fabrication skills transformation process. The toolkit includes re/upskilling programs, assessment tools, and an implementation guide to ensure sustainable adoption and impact. By enabling Fab Labs and Makerspaces to offer structured, high-quality training, DiSTT fosters innovation, bridges the gap between education and industry, and prepares individuals for the challenges of an evolving technological world.

The Toolkit confirmation process

As part of the project meeting in Zagreb, we conducted a brainstorming session and workgroups on the topic of updating expectations from the Toolkit and detailing what it should consist of, including mission and vision of the project.

pict2: Toolkit brainstorming session in Zagreb

Team's notes to the mission and vision

The notes provide a brief overview of the original ideas proposed by team members during the workgroup session held at the second project partner meeting in Zagreb.

Team 1

Vision: building competences for an uncertain future and empowering adaptable minds for manufacturing's uncertain future

As a mission We would like to bridge the digital fabrication skills gap in Central European industry through targeted training and development, creating a future-ready workforce that drives manufacturing excellence. Since Fab Labs and Makerspaces are open, connected, flexible, digital fabrication tools and skills, we are the solution to bridge this gap.

pict3: workgroups for Mission and Vision of the project, Team1

Team 2

Vision: Success is when FabLabs and Makerspaces across Europe are widely adopting our solution, attracting interest from future participants. Our toolkit enhances workforce competency, and training through FabLabs becomes a norm for schools and enterprises. FabLabs are recognized as a valid and essential form of education.

Mission: We aim to provide a comprehensive toolkit that enables FabLabs and Makerspaces to offer standardized, high-quality training programs, fostering innovation and skill development across Europe.

pict4: workgroups for Mission and Vision of the project, Team2

Team 3

Vision: decrease unemployment, to shrink GAP to the technology

We ignite a bridge of opportunity, connecting people to technology and skills, making the labor market future-proof. With makerspaces as launchpads, Central Europe leads the way in shaping a world where everyone can create, innovate, and thrive.

Mission: to be a HUB for the labour market, connecting stakeholders

Through FabLabs and makerspaces, we empower individuals with digital skills for the future labor market. Acting as hubs for re/upskilling, we provide a blueprint for education and workforce development. By fostering collaboration and community-driven innovation, we drive sustainable global impact.

pict5: workgroups for Mission and Vision of the project, Team3

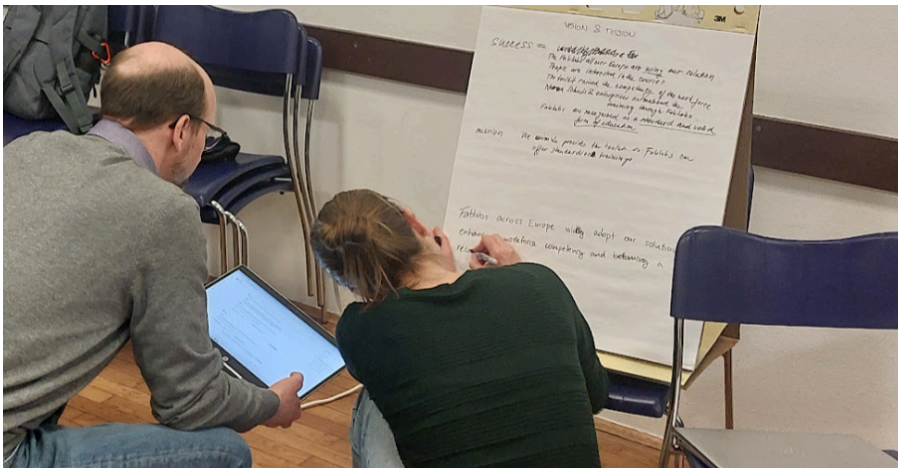
Team 4

Success

- something remains also after the project ends
- it should inspire others
- gaining digital fabrication skills is more accessible
- there is a foundation that some other organization can build on
- its normal to have the skills and re/upskilling is not needed
- Fablab are verified partner in the educational landscape (in some market)

Why we exist

- Target groups to be covered
- Fablabs are alternative to “normal” process, we try to influence it from outside
- Exploring how Fablab can solve/help re/upskilling



pict6: workgroups for Mission and Vision of the project, Team4

Conclusion for the Toolkit (sum-up)

The DiSTT Toolkit will be WEB based HUB, portal or application which will not be just a set of learning materials, but a **comprehensive framework for digital skills transformation** that:

- bridges hands-on learning with labor market needs,
- supports long-term sustainability of FabLabs as educational hubs,
- ensures transferability, openness, and scalability across Europe.

Key Components of the Toolkit

1. **Modular Educational Programs**
   examples:
   - **"Learn-it!"** – technical and theoretical preparation
   - **"Make-it!"** – hands-on workshops and project-based learning
   - Ready-to-use curricula and learning units for different levels
   - Localization options to suit regional contexts

2. **Assessment and Feedback Tools**
   examples:
   - Pre- and post-module self-assessment questionnaires
   - Continuous formative evaluation by facilitators
   - Criteria for evaluating prototypes, projects, and teamwork
   - Recommendations for informal certification or skill recognition

3. **Implementation & Methodological Guide**
   examples:
   - Guidelines for program deployment in FabLabs
   - Role of the facilitator and design of the learning environment
   - Tips for cooperation with schools, industry, and local partners
   - Best practice examples and sustainable operational models

4. **Communication and Outreach Materials**
   examples:
   - Templates for promoting training programs
   - Messaging strategies for schools and companies
   - Tools for community building and sharing results

5. **Open Platform / Repository**
   examples:
   - Online access to all materials (e.g., Moodle, Git, website)
   - Possibility to adapt and contribute content
   - Open licensing to support widespread adoption

Strategic Goals

Set clear, quantifiable objectives for the project's duration and also outline mid-term and long-term goals that surpass the project's end. These extended goals will involve regional policy-oriented stakeholders, aligning with local contexts and regional S3 strategies or similar frameworks, ensuring a sustainable impact beyond the project's scope.

S3 strategies relevancy

LP1 and PP2

As described in chapter 4.2.3 of the Czech RIS 3 document (source RIS3 CZ) and elsewhere, one of the essential aspects that must be focused on to improve the availability of qualified labor is the development of STEAM areas, digital skills and the support of creativity in education. Furthermore, emphasis is placed on connecting schools and practice, e.g. by connecting with companies. Also one of indicators is “Number of employees newly trained in digital skills” (p.61 source RIS 3CZ). These are aspects and goals that are fully in line with the priorities of the DiSTT project.

To address the RIS 3 strategy, we will focus on modernising education by integrating practical, digital, and project-based learning. We will encourage stronger links between schools, universities, and businesses to ensure graduates are better prepared for the labour market. A key priority is expanding access to flexible lifelong learning, especially for upskilling and reskilling in digital fields. This also includes support for SMEs through targeted training in smart specialisation, innovation management, and digital skills to strengthen their role in industrial transition.

PP3

The DiSTT project directly supports Austria’s and Vienna’s Smart Specialisation Strategies (S3), which emphasize digital transformation, innovation, and skills development as key drivers of economic resilience. Central to this is the integration of hands-on learning environments—such as open workshops and makerspaces—that connect strategic goals with practical training. By enabling apprentices and entrepreneurs to engage with digital tools and prototyping infrastructure, these spaces bridge education and innovation. DiSTT aligns with this approach by promoting digital skills, fostering an innovation-oriented learning culture, and reinforcing the importance of practice-based vocational training. This contributes to a more inclusive and sustainable implementation of S3 priorities in Austria and Vienna.

PP4

The DiSTT project aligns closely with the objectives of both the Smart Specialisation Strategies (S3) and the Hightech Agenda Bayern (HTA). In the short term, DiSTT supports innovation in education by piloting a practical digital skills toolkit, fostering partnerships with key stakeholders, and providing open-access learning platforms—goals that resonate with HTA’s focus on digital transformation and knowledge transfer. In the medium term, the project aims to scale its adoption across educational and industrial ecosystems, while introducing sustainable business models and strengthening industry collaboration—mirroring HTA's emphasis on structural integration, entrepreneurship, and regional innovation networks.In the long term, DiSTT contributes to shaping a future-oriented skills framework by promoting recognized certifications, influencing educational curricula, and building a resilient, policy-supported infrastructure for lifelong digital learning. This positions DiSTT as a strong contributor to both S3 and HTA goals, driving innovation, inclusivity, and sustainable impact across Bavaria and beyond.

PP5

The strategic objectives of the DiSTT project are fully aligned with the Smart Specialisation Strategy (RIS3) of the Autonomous Province of Bolzano – South Tyrol (LINK DE-IT). By equipping individuals with advanced digital fabrication skills such as CAD, IoT, CNC, and 3D printing, DiSTT directly contributes to the RIS3 priority "Smart Mobility, Automation and Digital Technologies" and addresses the goal of "Strengthening Human Capital" through modular re/upskilling pathways and lifelong learning initiatives.

Participants in DiSTT training programs will strengthen their digital competencies, enabling them to better meet the evolving needs of the labour market. This empowerment will indirectly foster a culture of innovation and adaptation among SMEs, micro-enterprises, and artisans. DiSTT promotes an Open Innovation approach, encouraging transversal skills development, creativity, and cross-sector collaboration.

By enhancing competencies necessary for sustainable production processes, DiSTT also supports the Green Economy ambition of the RIS3, preparing participants to drive smarter and greener industrial transitions. Furthermore, through the use of FabLabs and Maker Spaces, the project reinforces the pillar "Entrepreneurship and Innovation Culture" and strengthens the region's Technological Sovereignty, ensuring long-term resilience. DiSTT thus advances South Tyrol's RIS3 vision of a dynamic, digital, and sustainable economy.

PP6

Croatia's Smart Specialisation Strategy (S3) highlights the need for stronger digital skills, innovation, and education that connects directly to real-world demands. DiSTT supports these priorities by offering hands-on training in digital fabrication technologies such as laser cutting, 3D printing, and CNC machining alongside complementary problem solving processes —helping to boost digital and technical competencies across the population.

Short-Term Goals (Project Duration)

1. Develop and Pilot the Toolkit – Finalize and test the DiSTT framework in selected Fab Labs and Makerspaces to ensure practical applicability and effectiveness.
2. Establish Key Partnerships – Collaborate with educational institutions, industry leaders, and policymakers to integrate the toolkit into existing learning frameworks.
3. Implement Standardized Training Modules – Create and deliver structured courses that align with industry demands and equip participants with in-demand digital fabrication skills.
4. Launch an Awareness Campaign – Promote the DiSTT initiative through outreach programs, workshops, and industry events to attract interest from potential users and stakeholders.
5. Develop an Open-Access Platform – Provide online resources, including training materials and assessment tools, to facilitate broad accessibility and adoption.

Mid-Term Goals (Post-Project Sustainability)

1. Expand Toolkit Adoption – Scale up the implementation of DiSTT across additional Fab Labs, Makerspaces, vocational schools, and enterprises.
2. Integrate with Regional Policies – Align DiSTT initiatives with Smart Specialization Strategies (S3) and other regional development frameworks to gain institutional support and funding opportunities.

3. Establish a Self-Sustaining Business Model – Introduce membership models, certification programs, and fee-based training to generate revenue and ensure financial independence.
4. Enhance Industry Engagement – Strengthen collaborations with businesses to create pathways for internships, apprenticeships, and workforce integration.
5. Regularly Update Training Content – Ensure continuous evolution of the toolkit to reflect advancements in digital fabrication technologies and industry needs.

Long-Term Goals (Legacy & Impact Beyond the Project)

1. Recognition as a Standardized Training Framework – Advocate for the formal recognition of DiSTT certifications within national and European qualification frameworks.
2. Create a Regional Network of Digital Fabrication Hubs – Foster a connected ecosystem of Fab Labs and Makerspaces serving as lifelong learning centers for digital skills development.
3. Influence Educational Curricula – Work with policymakers and academic institutions to embed digital fabrication skills training into mainstream education systems.
4. Foster Policy-Level Support – Engage with regional and national governments to secure long-term funding and policy backing for digital skills transformation initiatives.
5. Enable Sustainable Scaling – Establish a governance model that allows DiSTT to continuously evolve through stakeholder contributions, ensuring long-term viability without reliance on external funding.

"Selling Point" of the Project Toolkit

1. Scalability & Flexibility – Adaptable for diverse educational and industrial contexts, ensuring broad usability.
2. Industry-Relevant Training – Designed in collaboration with industry leaders to meet real-world workforce demands.
3. Sustainable Business Model – Self-sustaining through certification programs, paid training, and strategic partnerships.
4. Regional Policy Alignment – Designed to integrate with Smart Specialization Strategies (S3) and similar frameworks for long-term policy support.
5. Bridging Education & Employment – Connecting learners with industry opportunities to drive economic growth and job creation.

Key Implementation Stakeholders for the uptake

The project collaborates with numerous stakeholders to enhance labor market strategies and digital transformation across several countries. For more details see Deliverable D1.1.1

This chapter describes the roles and responsibilities of the project partners, relevant authorities, industry players, training-oriented organizations, and policy-oriented and other stakeholders involved in the project's implementation, result multiplication and toolkit uptake.

In the Czech Republic, public authorities like labor offices and chambers of commerce focus on employment trends, skills development, and industry networking, while innovation hubs promote digital manufacturing. In Italy, the Province of Bolzano drives research and connects academia with industry. Austrian services aim to upskill workforces to meet market demands, and entities in Germany encourage SMEs to adopt digital tools. Croatia fosters digital transformation through policy-making and support for innovation.

Industrial partners provide insights into digital manufacturing skills, with the Czech Republic gathering employer perspectives on skills needs. Austria focuses on enhancing vocational training, and German industry leaders set training standards. Italian associations connect businesses to resources, while Croatian innovators drive skills and industry innovation. Academia plays a key role, with Brno University leading partnerships and offering courses aligned with youth interests. Austrian institutions emphasize digital competence in apprenticeships, while German and Italian universities focus on digital transformation training. In Croatia, the University of Zagreb collaborates on R&D in robotics and AI. The project targets diverse citizen groups, including students and job seekers, aiming to enhance employability through digital skills. Programs in Vienna and Bavaria target reskilling, while partners in Croatia address demographic challenges by training both young and older citizens, supporting their participation in the digital economy.

To ensure the successful uptake of project results by stakeholders, a strategic approach involving communication, collaboration, and integration is essential. Here are some suggestions:

Tailored Communication and Dissemination:

- Develop specific communication strategies for each stakeholder group, highlighting the benefits and applicability of the project's results.
- Use various communication channels, such as newsletters, webinars, and workshops, to reach a broad audience.

Partnership Strengthening:

- Enhance partnerships with public authorities by involving them in policy development meetings to align project outcomes with regional and national strategies.
- Facilitate regular meetings and feedback sessions with industrial partners to integrate project findings into their training and operational frameworks.

Integration into Educational Curricula:

- Work with academic institutions to incorporate project results into curricula, ensuring that new skills and technologies are taught in educational programs.
- Develop teacher training workshops to help educators understand and convey the new digital skills effectively.

Industry-Specific Applications:

- Assist industries in customizing project findings to address sector-specific challenges and opportunities, thereby maximizing relevance and impact.
- Organize pilot projects and demonstrations to showcase successful implementations of digital manufacturing skills in different industrial contexts.

Policy Recommendations and Advocacy:

- Provide evidence-based policy recommendations to public authorities, advocating for the adoption of project-driven digital transformation strategies.
- Engage in advocacy efforts to influence public funding and support for continuous skill development programs.

Continuous Feedback and Improvement:

- Establish a feedback loop with stakeholders to assess the effectiveness of the implementations and make necessary adjustments.
- Encourage stakeholder participation in follow-up projects to sustain momentum and deepen the impact of the initial results.

Resource Development and Sharing:

- Create resource kits and toolboxes that stakeholders can utilize to adopt new practices, including guides, case studies, and digital platforms.
- Facilitate a knowledge-sharing network among participating stakeholders to foster a community of practice.

By focusing on these strategies, the project results can be effectively integrated into stakeholders' operations and strategies, fostering long-term impacts and advancements in digital skills and labor market transformation.

Communication, Dissemination and Boosting Plan

Outline the strategies and tactics for effectively promoting and disseminating the project's results and toolkit uptake. This plan builds on the DiSTT partnership's strengths: a network of trusted FabLabs, cross-border collaboration, and real-world learning. It aims to position the Toolkit as a living platform for practical upskilling—sustained by its community and promoted through proven, targeted communication.

1. Core Messaging & Project Story

- **Impact-driven**: "Gain real-world skills for digital manufacturing—starting at your local FabLab."
- **Evidence-based**: "Tested across six countries. Accessible. Practical. Digital."
- **Toolkit as value**: "Tools that work. Validated by users."

2. Targeted Communication Channels

- **Students & Young Makers**: Instagram, TikTok, local FabLab challenges (e.g. mini hackathons in Brno, Zagreb), peer testimonials.
- **Educators & Schools**: Webinars, newsletters, curriculum pilots, ready-to-use lesson plans within the Toolkit.
- **Companies & Employers**: LinkedIn, regional innovation events, partnership promotion with FabLabs.
- **General Public & Communities**: FabLab open days, local media, hands-on workshops.

3. Toolkit as a Communication Anchor

- The web-based Toolkit will serve as a central hub—offering curated programs, tutorials, and real user stories.
- It will feature regionally adapted content and role-specific entry points.
- A dynamic "What's new" section and case library will highlight success stories and updates.

4. Leverage Partner Networks

- Use the strong communication platforms of FabLabs and universities (e.g., BUT Brno, NOI Techpark).
- Involve members of the Expert Advisory Board as public-facing champions of the skills certification framework.
- Connect with European networks such as Fab Foundation and MakerEd initiatives for extended reach.

5. Monitoring and Agile Feedback Loops

- Track engagement across a website, social media, and event participation.
- Collect ongoing feedback through short user surveys and focus groups.
- Use data insights to refine outreach (e.g., strengthen support to educators where demand is high).

Beyond the project

How to ensure Self-motivation of stakeholders to approach Toolkit as an info HUB?

To ensure successful uptake of the project and its continuity beyond the funded period, it is crucial to foster intrinsic motivation among stakeholders—educators, students, makers, institutions, and policymakers—to regularly engage with the Toolkit and perceive it as a reliable, up-to-date information hub for digital manufacturing education. We are therefore considering the following interlinked strategies/arrangements:

1. **Project ambassador position** - can minimize communication and provide central information and an admin point. Appointing a Project Ambassador can play a key role in creating a sense of ownership and continuity. This individual or rotating position would act as a recognizable human face of the Toolkit—curating content, collecting feedback, representing the community, and stimulating interactions both online and offline. A clear benefit is that it minimizes scattered communication and centralizes information flow. Regular updates, expert highlights, and motivational stories shared through the Ambassador can help maintain stakeholder interest and engagement organically.
2. **Sustainable Self-Service Toolkit App (Web Platform)** (eg. you give input and it turns back with some matches or advice for recommended programmes) The Toolkit web platform will be designed not only as a repository of resources but also as an interactive tool that supports user agency. By offering a self-service approach—where users input their context (e.g., level of experience, location, interests) and receive tailored outputs (e.g., recommendations for programs, peer connections, certifications)—the platform will remain relevant and rewarding over time. This

feedback-loop design increases perceived value and encourages return visits. Gamification elements (e.g., badges, expert level progression, showcasing user projects) can further support self-motivation and peer recognition.

3. Establishing **Board of international Experts and Skills Certification Framework** to certificate Digital manufacturing skills. Presented on the web of Toolkit. To ensure quality and credibility, we propose forming an international advisory board of recognized experts in digital manufacturing. Their role would include reviewing Toolkit content, endorsing best practices, and helping develop a light certification framework for skills acquired through Toolkit resources or affiliated programs. These certifications—presented attractively on the Toolkit website—can serve as motivators, especially for young professionals and educators looking to build or prove competencies. The presence of a recognized body also adds legitimacy and makes the Toolkit more attractive for institutional partners.
4. **Community-Driven Content & Recognition:** To further fuel self-motivation, stakeholders should be able to actively contribute to the Toolkit. This includes sharing local case studies, uploading open-source projects, reviewing learning paths, or co-hosting webinars. Contributors could be highlighted in a Community Spotlight section, providing informal recognition and visibility within the international community. Over time, this creates a culture of contribution and shared ownership.
5. **Progress Tracking & Impact Metrics:** Finally, a dashboard that visualizes personal progress (e.g., skills explored, programs joined) and wider Toolkit impact metrics (e.g., number of users, geographical spread, successful collaborations) can serve as ongoing motivation. People are more likely to return and engage if they see how their involvement contributes to something larger and trackable.

   Together, these strategies aim to move beyond external incentives, fostering a culture of ongoing curiosity, contribution, and recognition that makes the Toolkit a living knowledge hub, sustained by the very community it serves.

Timeline

The project timeline described in the "Digital Skills Transformation Schedule" is a key project deliverable (D1.2.2) that outlines the project's timeline. It presents a structured schedule with key milestones, activities, and expected outcomes. This schedule designed to support the project's implementation is well-organized and progresses towards achieving the project's overall goals that are subsequently clearly tracked and maintained.

The project can be also divided into following general phases:

1. **Planning/Preparation Phase:** This initial phase likely involves defining project goals, identifying required digital skills, assessing current skill levels, and creating the detailed schedule (Deliverable 1.2.2).
2. **Development/Acquisition Phase:** This phase would focus on creating or acquiring resources to address the identified skill gaps. This might include developing training materials, purchasing software/hardware, or partnering with external providers.
3. **Implementation/Training Phase:** This is where the actual skills transformation takes place. It involves delivering training programs, providing access to new tools and technologies, and supporting individuals in developing their digital skills.
4. **Evaluation/Assessment Phase:** This phase focuses on measuring the effectiveness of the transformation efforts. It might involve assessing changes in skill levels, tracking the adoption of new technologies, and evaluating the impact on overall project goals.

5. **Sustainability/Optimization Phase:** The final phase would focus on ensuring the long-term sustainability of the skills transformation. This could include developing ongoing training programs, providing continued support, and optimizing processes based on the results of the evaluation phase.

Disclaimer

All proposed Strategic ideas are based on DiSTT partners consortium research, work groups sessions, consultations and experiences. Each proposed action or statement will be revised in the last project period based on economic aspects and realistic possibilities.

pict7: participants of the project meeting in Zagreb