

“Regional development processes require a qualified labour force with the proper core competences. It is inevitable as the implementation of strategies often fails due to the lack of sufficient knowledge as far as the background and the methodology of turning strategies into action plans is concerned.

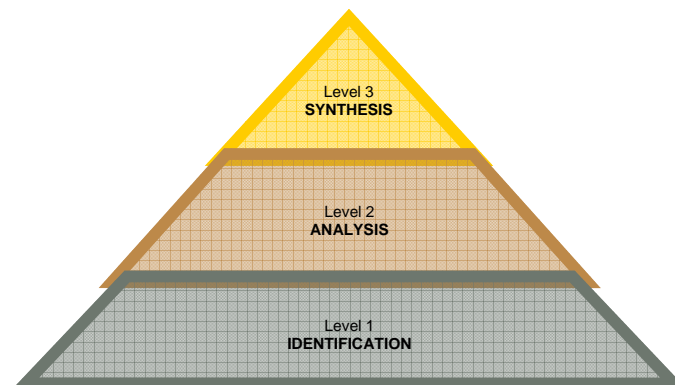
With the help of an efficient theory and practice oriented educational and training programme, the realisation of development plans that end in separate events instead of integrated, cross-regional, or even cross-national series of actions can be avoided.”

Educational Programme for the Actors in Regional Development

Based on the inventory of competences developed by WP2 three alternative curricula for a model type of training programme focusing on basic skills and competences in the field of regional development will be developed.

The curricula are organised around 8 topics – regional policy and development, strategy planning and marketing, EU programmes and policies, project development and financing, project management and implementation, soft and communication skills, career development planning, ICT skills and data processing.

The programme contains modules at basic, advanced and professional level that are based upon each other.



The three alternative curricula are:

- curriculum for management assistants (basic level)

The training programme will enable one to become a trained assistant and to meet the expectations of employers and the labour market in general.

The curricula will specify the training objectives, and the structure and content of education (number of modules, overview and weight of topics, number of modules and topics required for awarding a certificate).

- curriculum for regional development manager assistants (advanced level)

Based on the inventory of competences developed by WP2, the curriculum for training regional development assistants will identify the basic skills and competences a regional development assistant should possess in order to be actively and efficiently involved in regional development processes and to give effective support to the work of regional development managers.

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The curricula will specify the training objectives, the structure and content of education (number of modules, overview and weight of topics, number of modules and topics required for awarding a certificate).

- curriculum for regional development managers (professional level)

Based on the inventory of competences developed by WP2, the curriculum for training regional development managers will identify the basic skills and competences a regional development manager should possess in order to initiate, plan and successfully implement projects and realise development actions for the benefit of the region, the local community and its own organisation.

The curricula will specify the training objectives, the structure and content of education (number of modules, overview and weight of topics, number of modules and topics required for awarding a certificate).

All three curricula will describe educational and examination requirements and provide the detailed description of those modules a regional development manager has to accomplish in order to acquire an international certificate.

Curriculum characteristics and contents

In order to meet the needs of the target groups optimally and having in mind different knowledge and skill levels of members of the target group at entry, as well as different needs in the partner countries; but also different legislation, procedures etc. in the countries the focus will be on providing a demand driven training.

Therefore, the curriculum will be adapted to the specific needs of the learner, the country or even regional demands.

The main characteristics of the curriculum are:

- focus on basic skills and competences
- model type and flexibility (modularity)
- improvement of the learning ability
- based on elaboration of knowledge management mechanisms (best practices)

A detailed overview of the module contents and the organisational requirements such as the pre-requisites for the course attendance, needed contact, library/internet, study and thesis and/or course work hours but also the type of learning materials as well as proposed methodology and expected learning outcomes give a separate module templates to each topic.

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As this programme is not being created for the BILLARD target groups only but could be used by anyone in the future the option of integrating the curriculum into the existing educational programmes and establishing the bachelor or master courses has been discussed during the Meeting in Csopak, Hungary 8th – 9th July 2005.

TOPIC \ MODULE	1 st level Mgmt. assistant	2 nd level RDM assistant	3 rd level RDM	
1. Regional Policy and Development	1.1 What are Regional Policy and Development?	1.2 a Regional Policy - Comparative Analysis	1.3 – 3.3 Formulating and Moderating Regional Processes and the Policy of the Region	
		1.2 b Regional Development - Formulating Local Needs		
2. Strategy Planning and Marketing	2.1 Definitions and basic tools	2.2 Analysis of Local Structures and Resources		
3. EU Programmes and Policies	3.1 Introduction into the EU Framework	3.2 Analysis of EU Initiatives to Support Local Development		
4. Project Development and Financing	4.1 Existing Mechanisms (basic skills)	4.2 Cost-benefit Analysis, Financial Control, Structures of Applications		4.3 Development of Business Plans, Compiling Applications
5. Project Management and Implementation	5.1 Basic Project Management	5.2 Advanced Project Management		5.3 Professional Project Management
6. Soft and Communication Skills	6.1 Self-Evaluation (basic)	6.2 Advanced Soft Skills		6.3 Professional - Leadership Level
7. Career Development Planning	7.1 Job Potential	7.2 Specialisation Possibilities		7.3 Support and Guidance for others
8. ICT Skills and Data Processing	8.1 Basic ICT Skills	8.2 Office Solutions	8.3 Knowledge Management	

Table 1: Overview of the three alternative curricula

Although BILLARD programme will be certified, universities will have an opportunity to adopt the courses and fit them into their own system, e.g. as a specialisation. Concerning the possibility of establishing a course on master level and its acceptance as well as the Intellectual Property Rights DNV will be asked for consultancy.

BILLARD	self study	contact hours	graduation document	additional modules according to university requirements
level 1	141	100	certificate	
level 2	80	137	advanced certificate	
level 3	245	235	diploma	
total	466	472		

MASTER STUDY

Table 2: Integration of BILLARD in the existing educational programmes

An important result of the discussion during the WP3 meeting in Hungary is that different modules should be provided in English in order to make it possible for students to study at one of the linked universities or attend different modules in different countries.

The idea behind the proposed option is to strengthen the networking mechanisms between the Universities in Europe. Erasmus programme would be well useable for this idea as it seeks to enhance the quality and reinforce the European dimension of higher education by encouraging transnational cooperation between universities, boosting European mobility and improving the transparency and full academic recognition of studies and qualifications throughout the Union.

Next Steps

The working group in charge for the development of the learning material lead by IREAS will meet end of November to streamline the results and discuss further steps.

Currently the responsible work package leaders are developing the learning material and are preparing for the next management meeting in Cambridge, United Kingdom 25th – 26th March 2006.



Education and Culture

Leonardo da Vinci



društvo za socialno vključenost



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