

*finMED*

*Boosting the financing of innovation for green growth sectors through  
innovative clusters services in the MED area*

## **DELIVERABLE 4.4.1**

### **Training course Report**

**Delivery date:** March 2020

**Partner in charge:** UniTo

**Partners involved:** PIEM, SERDA, ANETEL, RAS, OZS, CdC, EA, CTA, RDF,  
IVACE, GDA

**Status:** def

PROJECT DETAILS		
<b>Project number</b> 2868	<b>Project Acronym</b> finMED	<b>Project Title</b> Boosting the financing of innovation for green growth sectors through innovative clusters services in the MED area
<b>Start date of project:</b> February, 1st 2018		<b>Duration:</b> 48 months

DOCUMENT DETAILS	
<b>WP – Activity:</b> WP4 – Activity 4.4	<b>Deliverable:</b> D4.4.1 - Training course Report

DELIVERABLE INFORMATION FOR WEBPLATFORM		
<b>DOCUMENT AND DESCRIPTION</b>		
<b>Share with?</b> <i>(mark with X the corresponding option)</i>	Partnership	X
	JS	X
	Thematic community	
	MED community	
	Public	
<b>Title</b> <i>(not technical)</i>	Training course Report	
<b>Description</b> <i>(brief description of the deliverable, 3-5 lines)</i>	It consists in a Report on the testing realized and describes the testing exercise from the identification of trainees to the evaluation test, with the objective to test the validity of the tool elaborated in A3.6.	
<b>Type</b> <i>(mark with X the corresponding option)</i>	Video	
	Audio	
	Document	X
	On-line tool	
<b>CATEGORIES</b>		
<b>Included in Progress Report?</b>	Yes	
<b>Foreseen in Application Form?</b>	Yes	
	If yes, which one (name deliverable): DELIVERABLE 4.4.1. Training course Report	
<b>Work package?</b> <i>(mark with X the corresponding option)</i>	Project management	
	Project communication	
	Studying	
	Testing	X
	Transferring	
	Capitalizing	
<b>Keywords</b> <i>(mark with a X the corresponding option/s)</i>		
Climate change and biodiversity		Multimodal transport
Coastal management and maritime issues		Regional planning and development

Cultural heritage and arts		Renewable energy	
Green technologies		Rural and peripheral development	
Health and social services		SMEs and entrepreneurship	
Agriculture, fisheries and forestry		Soil and air quality	
Innovation capacity and awareness-raising	X	Sustainable management of natural resources	
Governance, partnership	X	Tourism	
Clustering and economic cooperation		Transport and mobility	
Evaluation systems and results		Urban development	
Improving transport connections		Waste and pollution	
Institutional cooperation and cooperation networks		Water management	
Logistics and freight transport		Waterways, lakes and rivers	
Managing natural and man-made threats, risk management			
<b>Output indicator?</b> <i>(mark with X if the deliverable is directly related to one of the three output indicators)</i>	<b>No</b>		
	Number of operational instruments to favour innovation of SMEs		
	Number of enterprises receiving non-financial support		
	Number of transnational innovation clusters supported		
<b>INFORMATION</b>			
<b>Date of deliverable/when the activity took place</b>		28.02.2020	
<b>Target audience</b> <i>(mark with X the corresponding option/s)</i>			
Local public authority	X	SME	
Regional public authority	X	Business support organization	
National public authority	X	International organization, EEIG	
Interest groups including NGOs		Infrastructure and (public) service provider	
Higher education and research		General public	
Education/training centre and school		Other	
Enterprise, except SME			

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## 1. INTRODUCTION

Support MED regions in shifting toward a green and sustainable growth is at the centre of finMED project mission and action. Established in 2018, finMED is a partnership of 15 organisations from 9 MED countries. finMED members cover the full spectrum of stakeholders whose contribution is essential for solving the complex challenges of the green transition. finMED vision is to be leader at MED and European level in integrating knowledge and expertise for sustainable and green growth, in support of policy-makers, industry and society.

Green Growth is considered a strategy to obtain a more sustainable economic development, which meets the needs for the present without compromising the capacity of future generations to meet theirs. It is therefore a question of ensuring that today's growth does not endanger the potential for growth of future generations.

The shift to an environmentally sustainable economy is centred on the transformation of markets, behaviours, products and processes, technological deployment and new skills. Existing production technologies and consumer behaviour can only be expected to produce positive outcomes up to a point; a frontier, beyond which depleting natural capital has negative consequences for overall growth. By pushing the frontier outward, innovation can help to decouple growth from natural capital depletion. Innovation is the key in enabling green and growth to go hand in hand.

Transitioning to a green economy and the necessary strong push on green innovation requires both public and private investments. Given the long-lead times and higher uncertainty in innovation, such investments must involve patience and welcome risk. So financing eco-innovation developments and uptakes becomes essential to green growth and sustainable development.

While large companies have been more prone to invest in green R&D to increase their environmental efficiency and contribute to the general sustainability, SMEs have had more difficulties in devoting their limited resources to the development or adoption of green innovations. This challenge is extremely delicate in the MED area, where the economy is made up mainly of SMEs whose economic weight is proportionally greater than in other European economies.

Additionally private actors left on their own cannot really meet this challenge and their innovative activity needs to be coupled with government intervention that specifically addresses environmental and knowledge externalities, while stimulating green R&D investments and innovations uptakes, in order to bring new technologies to competitiveness and pervasive diffusion.

In this context, despite the important role of demand pull policies and regulatory interventions, there is the need for the development of proper public funding schemes that complement, rather than replace, private investments.

Therefore, it is crucial to increase the understanding of the main components of the green transition, the financial barriers to eco-innovations, particularly for SMEs, and of the interplay of private and public funding, in order to provide useful insights for interventions and policy learning and of concrete mechanisms and solutions to be applied in the different contexts.

## 2. THE CAPACITY BUILDING TOOL AND THE TRAINING

The present document consists in a report of the online training course, delivered to and through all PPs public authorities, with the objective to test the validity of the Capacity Building Tool for MED regional public authorities, intended to contribute to overcome knowledge gaps related to the specific mechanisms and solutions for financing innovation in green sectors SMEs.

Capacity development is one of the greatest challenges for the green transition. Adequate capacities are indispensable for effective policy and strategy development, systematic planning and results-oriented execution of interventions as well as the provision of efficient and effective services and thus achievement of a resilient and adaptive green economy.

The Capacity Building Tool has been conceived to provide practical guidance to MED regional public authorities on the nature of capacities needed, how to support their development to concretely devise and adopt new solutions and practices for innovation financing in SMEs.

The tool incorporates processes and organizes information and data from previous project activities, scientific literature and practical experiences, in form of workable knowledge. It covers a broad range of contents and pursues learning at individual level as well as at organisational level. It has been developed to face the key challenges of:

- mobilizing already existing sources of funding, but fixed in more promising forms of investment for innovation with the focus on environmental sustainability,
- increasing green sectors SMEs access to finance for innovation,

for the future of the MED regions and specifically, for regional authorities, to overcome knowledge gaps related to the specific mechanisms and solutions for financing of innovation in green sectors SMEs. To this end, it organizes information and data in form of workable knowledge.

The main targets are Managing Authorities, in charge of managing European Structural funds at national or regional level.

The overall political message emphasises the need for more use of financial instruments in 2014-2020: the overall aim is therefore to deliver more funding through financial instruments in future.

It is structured around the “Roadmap for Financial Instruments use and implementation” (done by the European Investment Bank with the financial assistance of the European Union) and, for each step of the Roadmap a different training module has been presented.

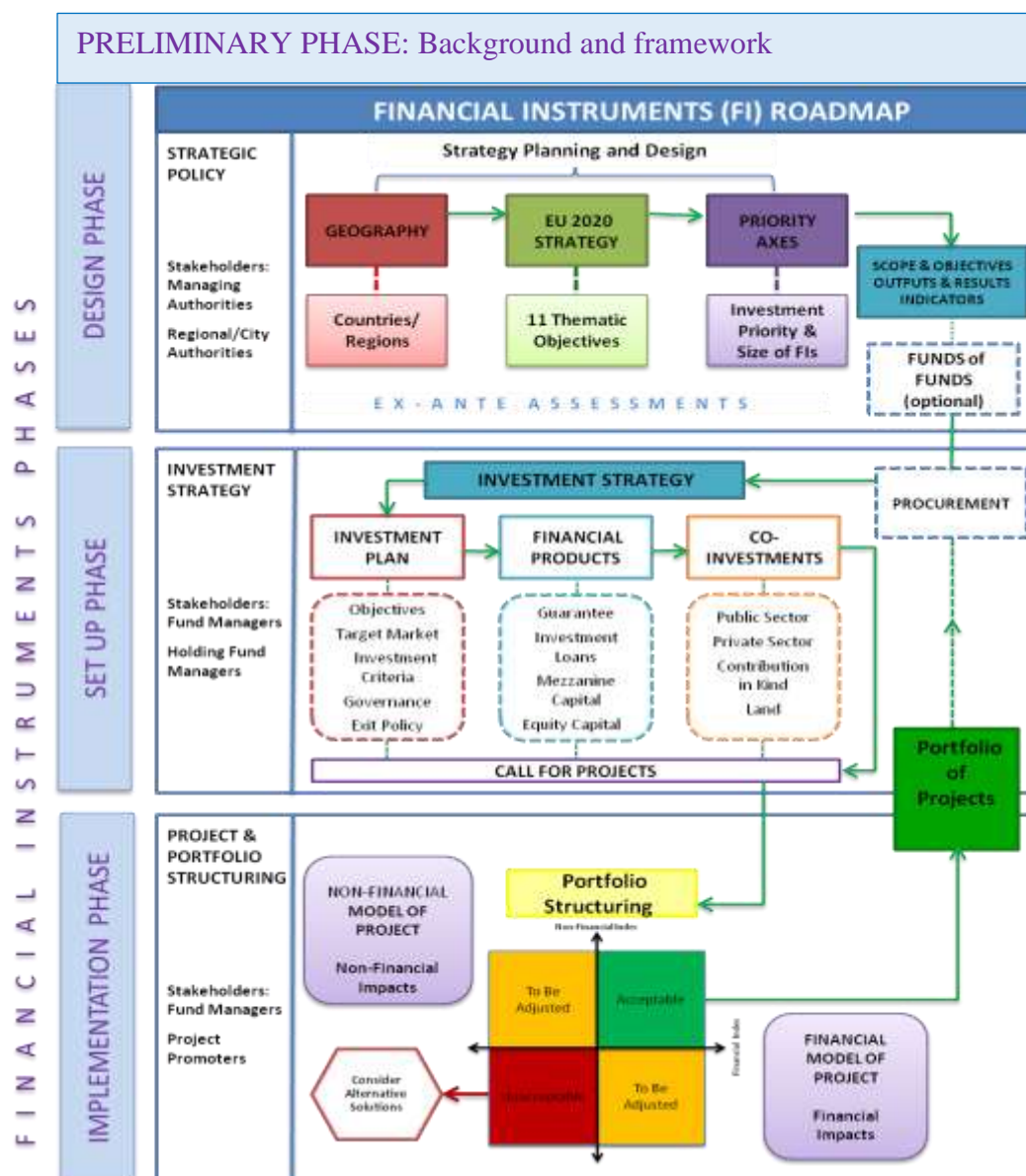


Figure 1: Roadmap for Financial Instruments use and implementation

The **online training** has been developed to complement and support the delivery of the **Capacity Building Tool Manual**, which can be downloaded from the project website: [www.finmed.interreg-med.eu](http://www.finmed.interreg-med.eu). The training course can be used as training material in itself, or used in combination with the Capacity Building Tool Manual. This, of course, is the best option.

The training course is an operative tool, to support Target Groups (at partner level) and general outreach (at MED level) to acquire workable knowledge, develop new skills, support the organisational scale-up of tools and policies. It aims at overcoming knowledge gaps related to the specific mechanisms and solutions for financing of innovation in green sectors SMEs through European Structural Funds.



The training has been delivered on-line through videos uploaded to a dedicated Youtube channel, so that PPs have been able to involve the number of public servants and officials they deemed necessary to trigger an individual learning process, and it has been organized in seven modules of 12/15 minutes each, based on the subdivision of arguments already used in the Capacity Building Tool Manual. Overall eight (8) videos were uploaded on Youtube with a total duration of around 90 minutes.

The videos were composed of narrative parts and charts.

- VIDEO 1: INTRODUCTION: The Capacity Building Tool and the finMED project Background and framework,
- VIDEO 2: PRELIMINARY PHASE - Background and Framework
- VIDEO 3: DESIGN PHASE - Strategic Policy: PART A: Framework Conditions and Importance of context in the Design Phase
- VIDEO 4: DESIGN PHASE - Strategic Policy: PART B: Investment priorities and Ex-ante assessment for the introduction of financial instruments
- VIDEO 5: SET-UP PHASE- Investment Strategy Financial Instruments
- VIDEO 6: SET-UP PHASE- Investment Strategy Setting-up Investment Strategy for SMEs and Examples of Investment Strategies
- VIDEO 7: IMPLEMENTATION PHASE - Project & Portfolio Structuring

The modules are available here:

- Video 1: <https://youtu.be/BI8ujMNwI8E>
- Video 2: <https://youtu.be/mA9kbZy4flg>
- Video 3: <https://youtu.be/5-Ykq1T-x4E>
- Video 4: <https://youtu.be/X28fwldPa8s>
- Video 5a: <https://youtu.be/Fn3k-f-rY3A>
- Video 5b: <https://youtu.be/Tncl14ILS0w>
- Video 6: [https://youtu.be/t0wn\\_-zHQxg](https://youtu.be/t0wn_-zHQxg)
- Video 7: <https://youtu.be/vW877F3ROeE>

A basic self-evaluation test has been provided, so to help users in understanding the suitability of the tool to their specific background and functions, as well as their organisations in selecting the staff, officials and managers to be involved in the capacity building exercise.

The training process has followed these steps:

1. Trainees receive the material by email.
2. Trainees read the present document “finMED Capacity Building Tool for public authorities to improve innovation financing in green sectors SMEs”.
3. Trainees connect to the video of the intensive training course and follow the lecture (entirely or in pieces).



4. Trainees can use the Supplementary Worksheets provided for specific contents.

5. Trainers send Evaluation test to trainees.

The indicative period of the entire process of training was between end of November 2019 and end of February 2020.

This deliverable 4.4.1 consists in a Report on the testing realized and describes the testing exercise from the identification of trainees to the evaluation test of the overall training experience.

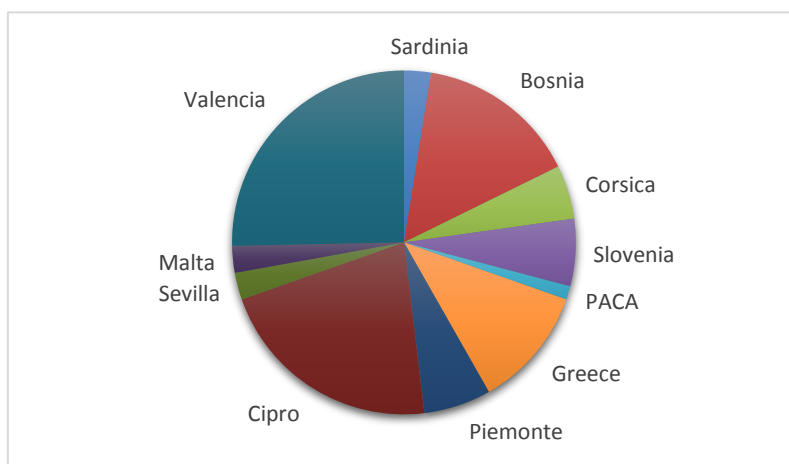
### 3. REPORT ON THE TRAINING

#### 3.1 Analysis of the trainees

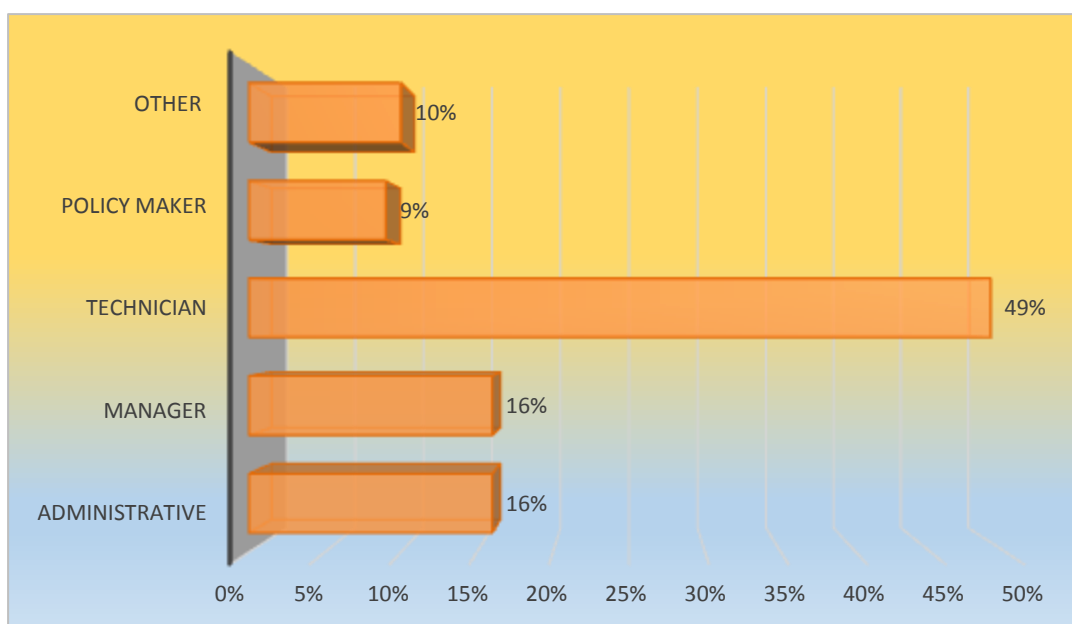
The report is based on the answers gathered through the “Self-assessment grid and Training evaluation” questionnaire (reported in Annex 1).

The questionnaires had been filled-in by 79 trainees, after testing the Training course and using the Capacity Building Tool developed by the finMED project.

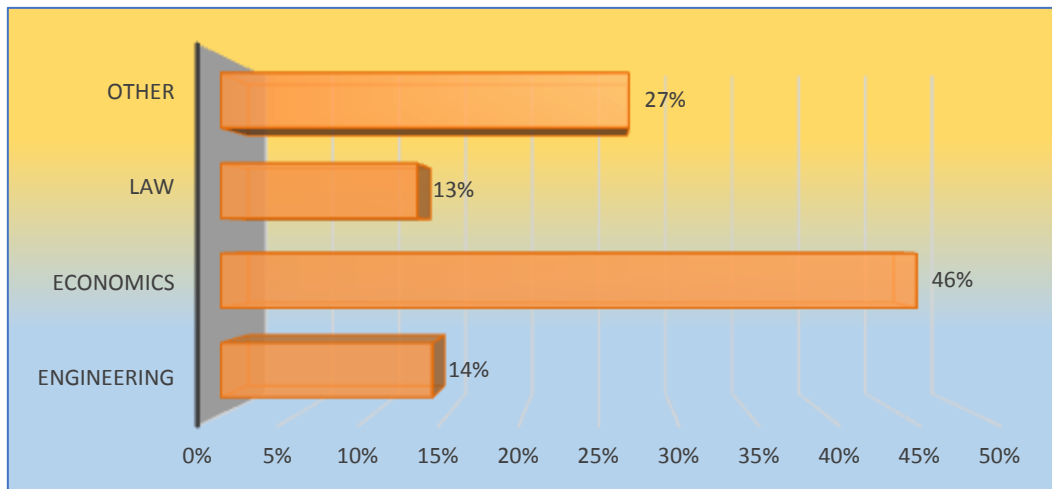
The 79 trainees come from 8 MED countries: Italy – Piemonte Region and Sardinia Region, Greece – Region of Western Macedonia, France – Collectivity of Corsica and Sud/PACA Region, Cyprus, Malta, Slovenia, Bosnia Herzegovina, Spain – Andalusia Region and Community of Valencia.



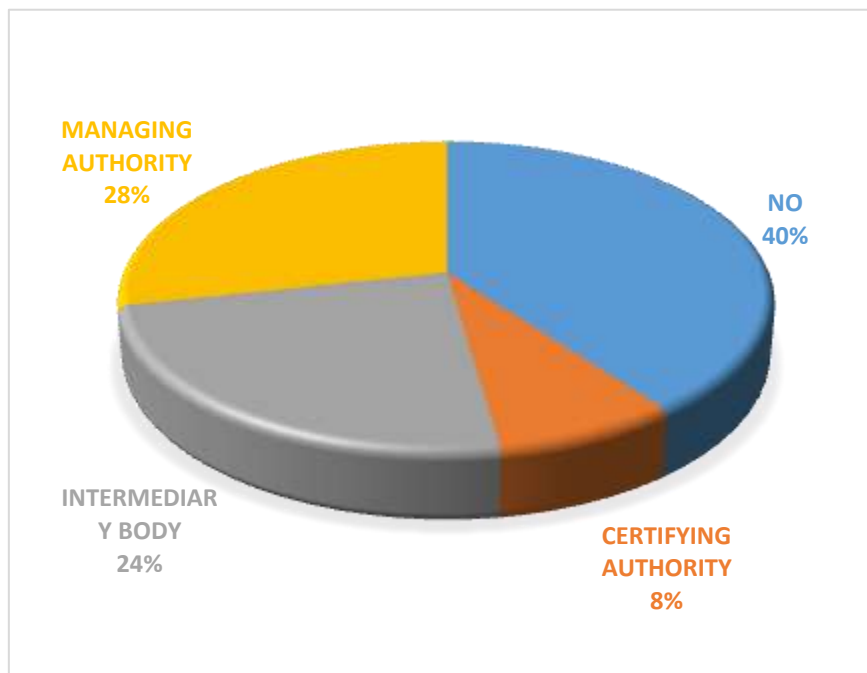
Most of the trainees are technicians such as legal, economist, innovation specialists etc. There are also trainees who have roles such as freelance, technical support, implementation of European projects. Finally, the smallest proportions of trainees are policy makers.



They have a degree in these fields (in the section “other” we had: political and social science, public administration, international affairs, history and geography):



About their working experience in a structure managing ESIF funds (Managing Authorities, Intermediary Bodies or Certifying Authorities), most trainees have worked in such structures. This is really positive, because the targets are mostly people working in a Managing Authority or Intermediary Body or Certifying Authorities

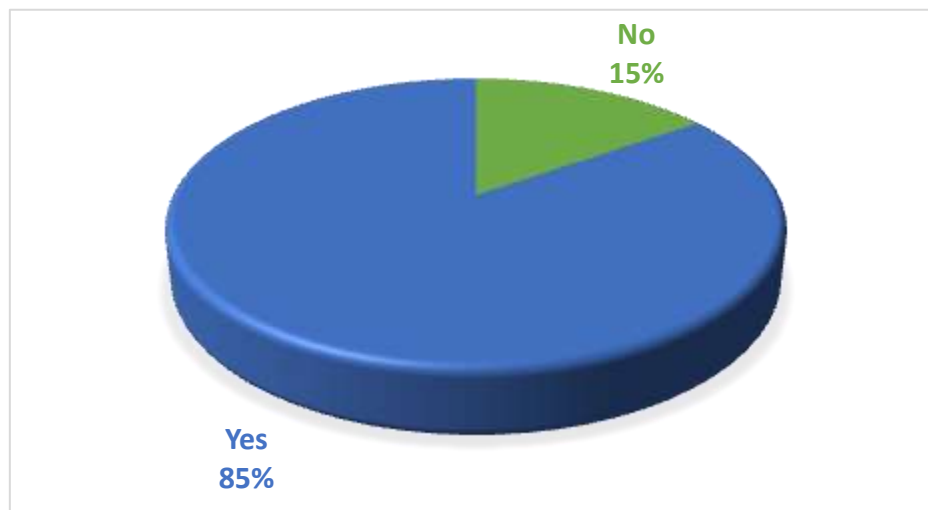


Their level of knowledge of the topic covered by the finMED project and by the Capacity Building Tool, is presented in the following charts. As a starting point is a good level of knowledge, in line with their role in the public authority, working experience and bachelor degree.

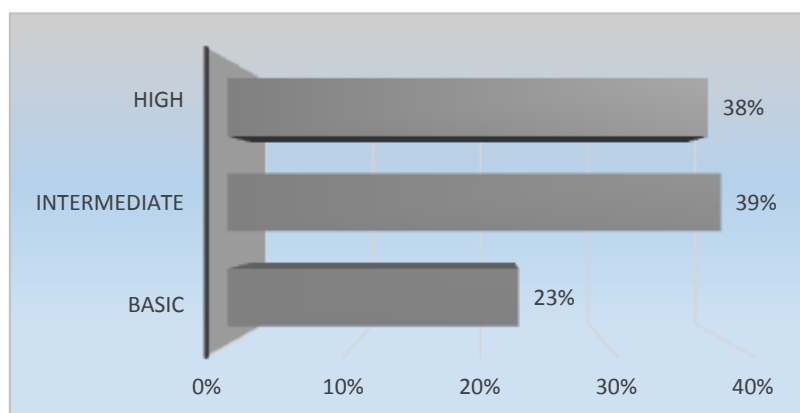
- Familiarity with public support programmes for SMEs



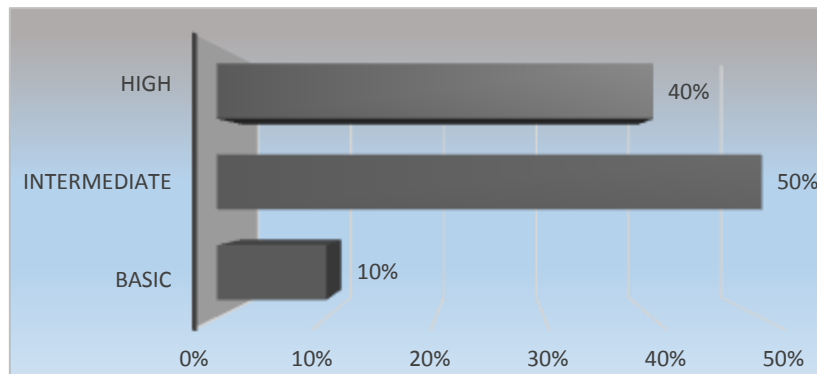
- Familiarity with innovation financing



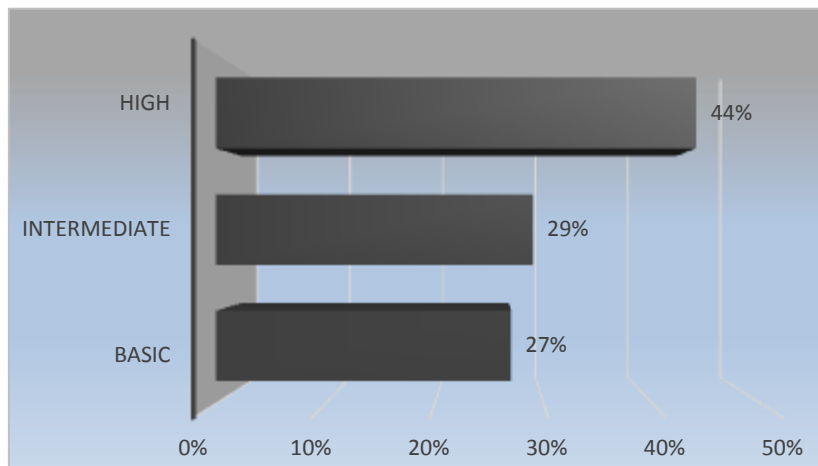
- Level of knowledge of financial instruments



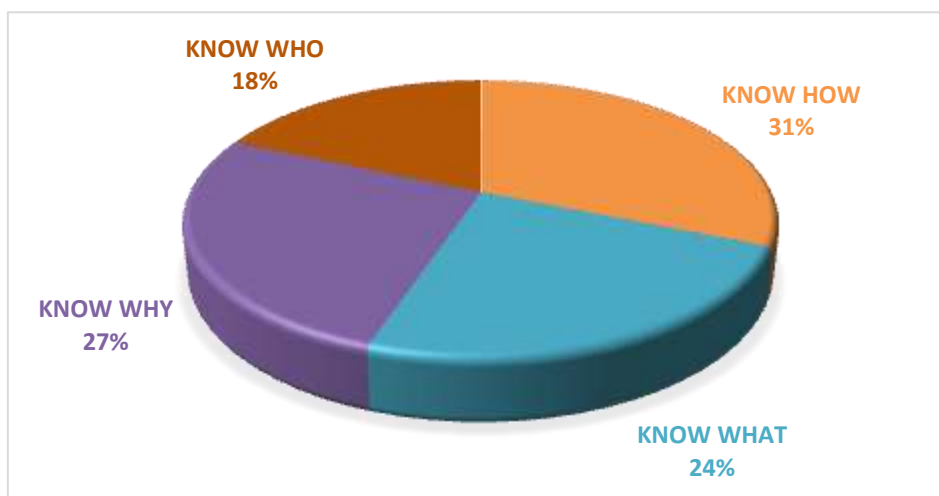
- Level of knowledge of SMEs in his/her country/region



- Level of knowledge of green economy in his/her country/region



The kind of knowledge they have, differentiated in “*Know how*” (the ability to do something), “*Know what*” (knowledge about facts), “*Know why*” (knowledge about principle and laws) and “*Know who*” (knowledge about who knows what) is:



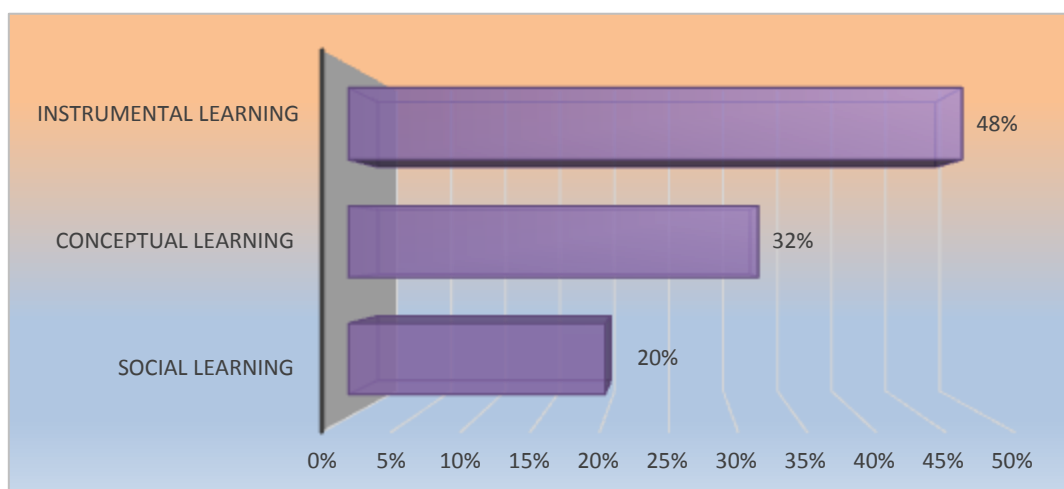
While the type of knowledge, which can be “*Codified knowledge*” (explicit and can be stored and transferred as information) or “*Tacit knowledge*” (knowledge rooted in practice and experience that is hard to articulate or communicate in codified form), is:



These data are important, because finMED project refers to policy learning as a “change in thinking”, not any change in thinking but a structured, conscious change in thinking about a specific policy issue.

The kind of learning considered as more useful in the concerned institutions are:

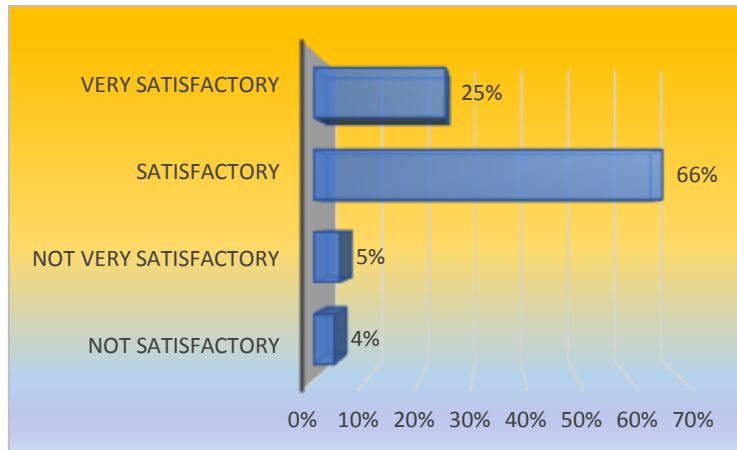
- Instrumental learning: technical learning about instruments – about effects how the instruments may be improved to achieve set goals
- Conceptual learning or problem learning: seeing things from a different evaluative viewpoint, it tends to be accompanied with the development or adoption of new concepts, principle and images
- Social learning: learning about values and other ‘higher-order’ properties such as norms, responsibilities, goals



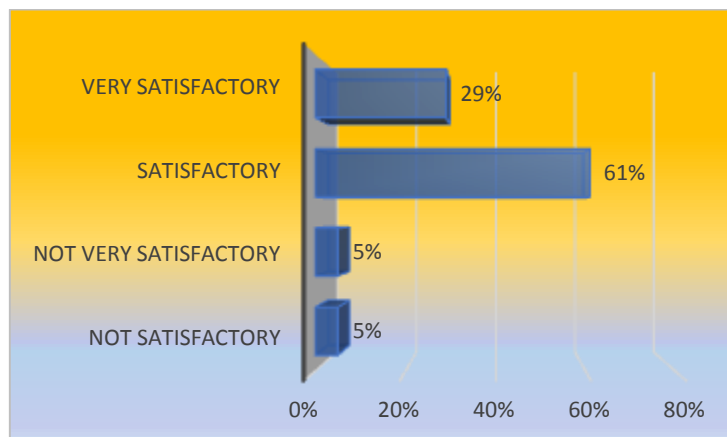
### 3.2 Evaluation of the training

This evaluation has been made on the base of a questionnaire anonymous amongst the trainees. The first three questions of the questionnaire illustrate a pretty coherent feeling of the respondents about the overall satisfaction for the Capacity Building Tool offered, its contents and objectives.

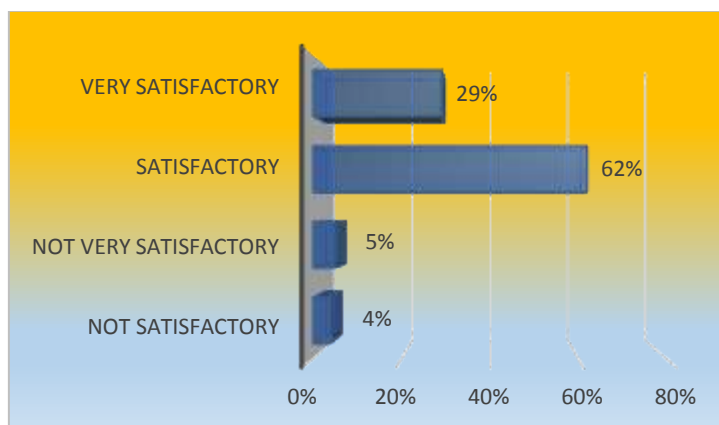
- Congruence of training contents with the objectives of the Capacity Building Tool



- Compliance of the training contents with initial expectations

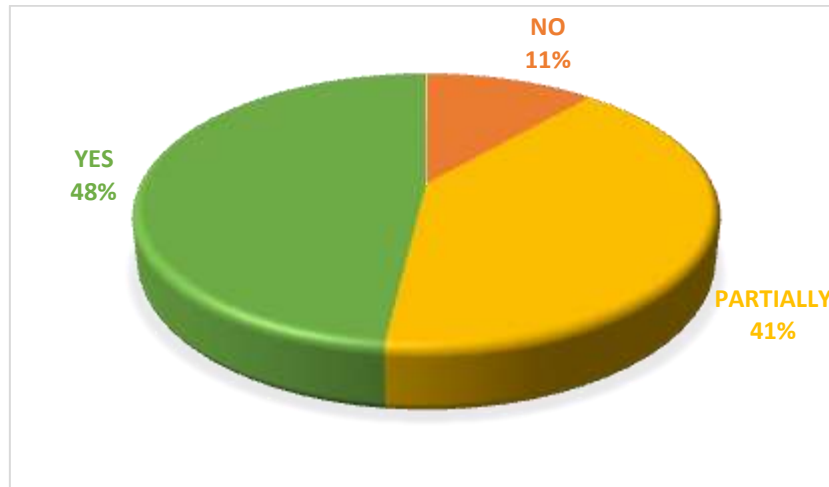


- Compliance of training contents with professional interests



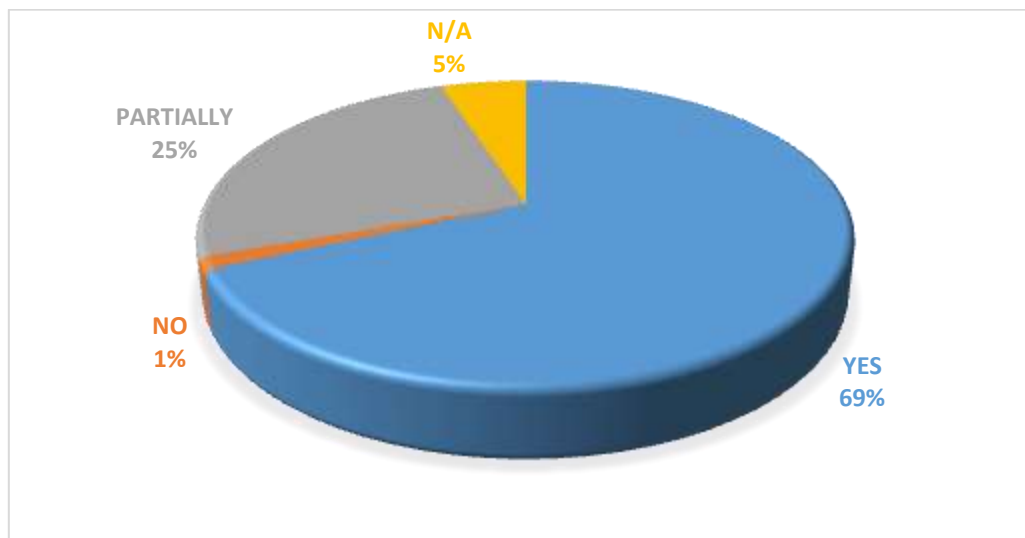


- Knowledge of the topics covered in the training course



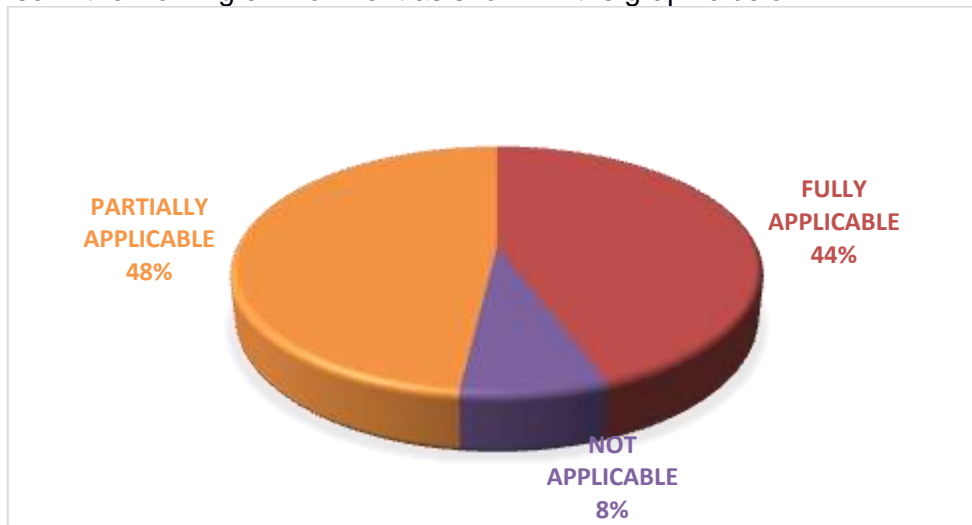
The majority of respondents declared to have a previous complete or at least partial knowledge of the topics covered during the video training. This is in line with their level of knowledge of the topic covered by the finMED project and by the Capacity Building Tool, as shown in the first part of the report.

- Beyond the understanding of the theoretical concepts, the trainee has understood their practical applicability?

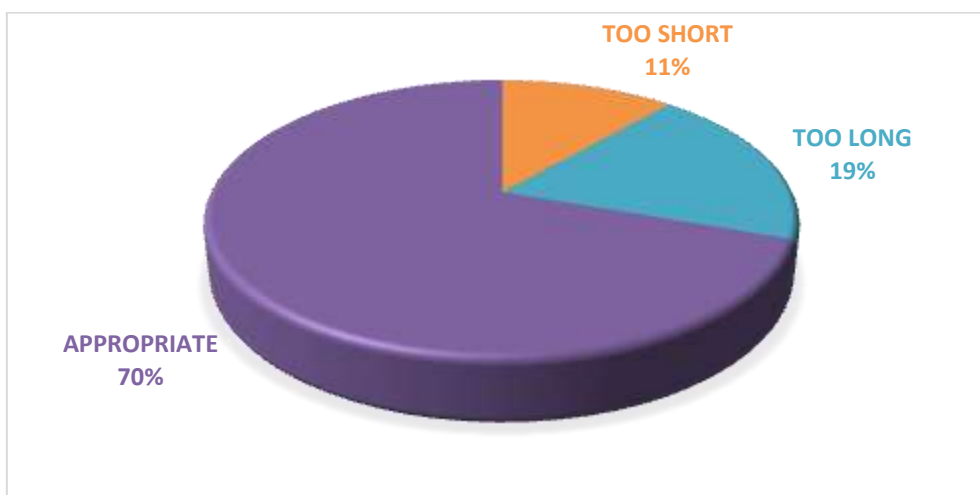


The graphic shows that most of the people trained have understood the practical applicability of the concepts exposed during the training course.

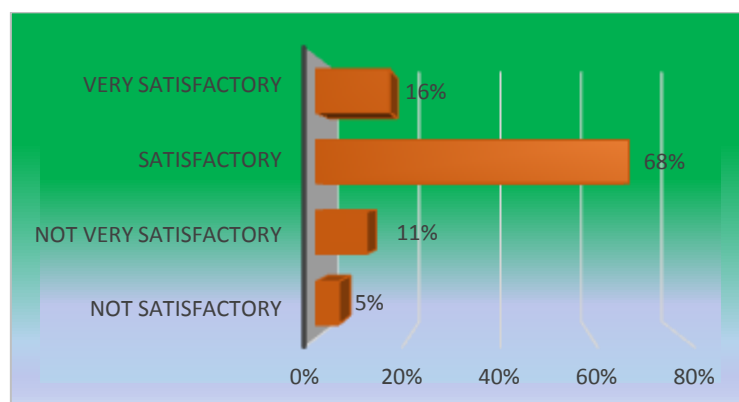
In particular, of those who answered yes, the majority considers the applicability of the topics of the training course in the working environment as shown in the graphic below:



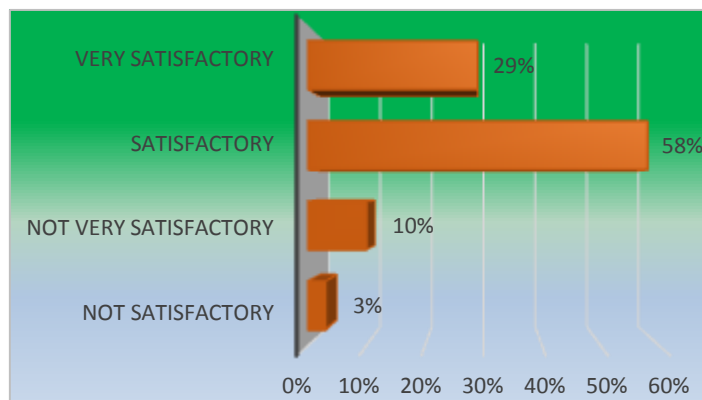
- Rate of the duration of the course



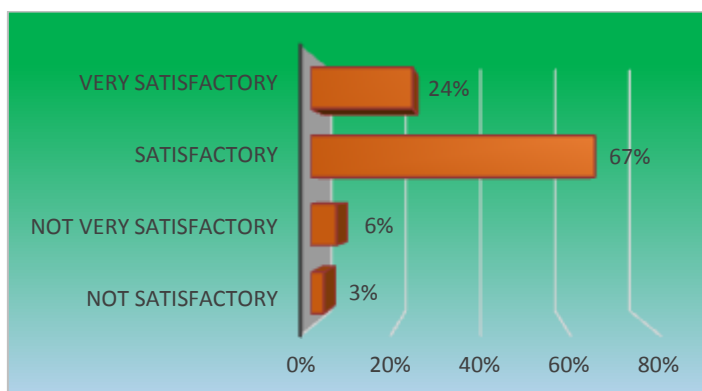
- Evaluation of the overall style of teaching



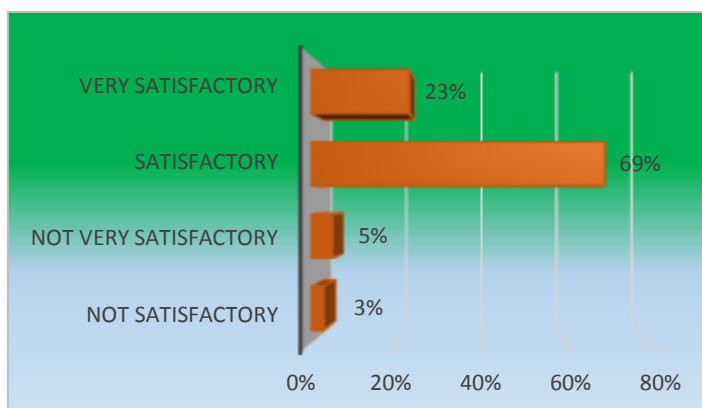
- Evaluation of the communication skills and ability of the trainer to stimulate attention and personal reflection



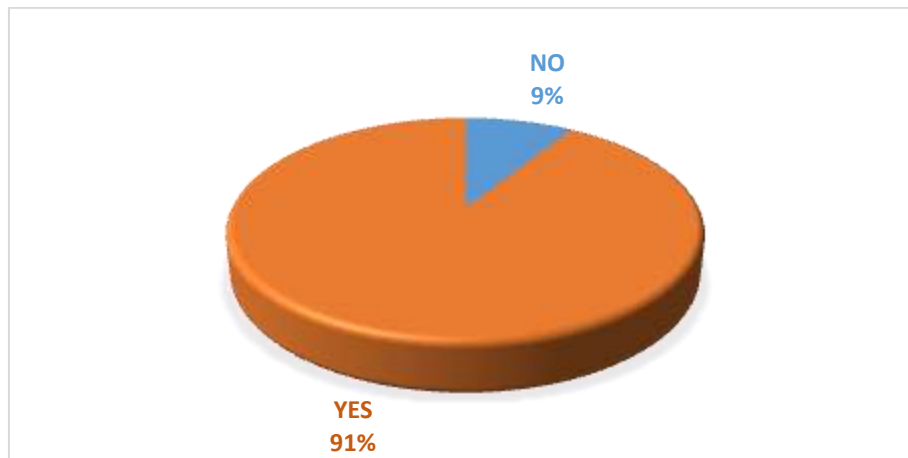
- Evaluation of the fluency of content and presentation by the trainer



- Evaluation of the organicity (overall structure) and sequentiality (order of topics) in the presentation of the topics by the trainer



- Would you suggest a colleague to participate in this training course?



## 4. CONCLUSIONS

The evaluation of the Capacity Building Tool provided data necessary to investigate the effectiveness of the Capacity Building Tool itself, the appropriate use of the training and its strategic support in achieving results and meeting the initial needs: overcome knowledge gaps related to the specific mechanisms and solutions for financing innovation in green sectors SMEs.

Some partners experienced a difficulty in reaching a consistent number of trainees, but, on the other hand, others were able to obtain a high level of participation.

The evaluation is structured in three parts (following the Self-Assessment and Training Evaluation questionnaire, reported in Annex 1):

- quantitative data (questions Part 1),
- qualitative data (questions Part 2), which provided context to understand employees' experience,
- and a last part with suggestions from the trainees.

Data shows a predominance of positive opinions ("Satisfactory" and "Very satisfactory") about the level of usefulness of the tool, its contents and global structure. It is possible to assume that the overall goal of the training has been achieved in most cases. According to the data collected, building capacities can benefit the employees (and indirectly the organizations they work for) by providing a valuable service, supporting those organizations to do the best work possible and have a greater impact, and, simultaneously, enhancing individuals' capacity. The need for these kinds of activities is judged as very important in each partner's country.

The training has been a good way to raise awareness and stimulate behavioural changes. Several similarities were found among the different countries. In particular, a strong attention to green innovation is paid. In addition to that, strong attention to more entrepreneurial aspects has been recognized as very important. Financing is not one of the most critical issues, instead it seems that a general collaboration between SMEs, stakeholders and public institutions can be more effective in terms of value recognition of behavioural changes.

Through the questionnaire, it was possible to collect also specific comments about the training experience. From these, it results that the training course was considered as "very useful to have a first approach", a "quick way to get a picture of the issues treated, in an interesting perspective", "useful for the clarification of the link green economy-financial needs", but also "appropriate to target group which has basic knowledge", "the course is designed for a user with a very low entry level of knowledge about financial instruments and the financial system and SMEs".

Based on these comments, it is helpful to highlight that the main target of the Capacity Building Tool is staff of MED Regional Public Authorities who need to overcome knowledge gaps related to the specific mechanisms and solutions for financing innovation in green sectors SMEs. It addresses people with basic knowledge of the subject that needs improvement, even if already familiar with public support programmes for SMEs. It was stressed the need of competencies for a better understanding of technical terms and for the right behaviour to have in supporting green innovation.

These skills are normally one of the major limitations to the relationship between institutions, stakeholders, technicians, and financiers. Often these actors use, if not different languages, different technical communicative registers. For this reason, it is considered important to recall in this section that, although it has not been subjected to specific analysis, the issue requires an insight in terms of attention and practice. Trainees have not, in general, enough time (but also

specific skills) to deal with the burden of complicated administrative procedures. Institutions still present too much bureaucracy and a lack of vision in the medium/long term.

Lastly, comments like: “there were no practical examples” and “more visual elements could support the trainee in following the training and the road-map” or “need of more explanation” highlight the necessity, for a more useful experience, to use the training course in combination with the Capacity Building Tool Manual, as strongly recommended in the introduction of the training.

## ANNEX 1: SELF ASSESSMENT GRID AND TRAINING EVALUATION

### ABOUT YOUR PERSONAL SKILLS AND COMPETENCES

1- Are you a public servant?

☐ YES      ☐ NO

2 - Your role in your institution

- ☐ Policy maker
- ☐ Manager
- ☐ Technician (legal, financial, economy, innovation, SMEs competitiveness...)
- ☐ Administrative
- ☐ Other: specify...

3 – Considering your education, have you got a Bachelor Degree?

☐ YES      ☐ NO

4 - In which field?

- ☐ Economics
- ☐ Math
- ☐ Law
- ☐ Other: specify...

5 - Are you fluent in English ( $\geq$  B2 of the Common European Framework of Reference for Languages - CEFR)?

☐ YES      ☐ NO

6- Are you familiar with public support programme for SMEs?

☐ YES      ☐ NO

7- Have you worked in a Managing Authority (ESIF)? [Multiple choice]

- ☐ NO
- ☐ 2000 – 2006



- ☐ 2007 – 2013
- ☐ 2014 – 2020
- ☐ 2021 – 2028

8- Have you worked for an Intermediary Body? [Multiple choice]

- ☐ NO
- ☐ 2000 – 2006
- ☐ 2007 – 2013
- ☐ 2014 – 2020
- ☐ 2021 – 2028

9- Have you worked in a Certifying Authority (ESIF)? [Multiple choice]

- ☐ NO
- ☐ 2000 – 2006
- ☐ 2007 – 2013
- ☐ 2014 – 2020
- ☐ 2021 – 2028

10- Are you familiar with innovation financing?

- ☐ YES      ☐ NO

11 - Which is your level of knowledge of financial instruments?

- ☐ Basic
- ☐ Intermediate
- ☐ High

12 – Which is your level of knowledge of SMEs in your country/region?

- ☐ Basic
- ☐ Intermediate
- ☐ High

13 – Which is your level of knowledge of green economy in your country/region?

- ☐ Basic
- ☐ Intermediate
- ☐ High

14 – Please describe your kind of knowledge [Multiple choice]

- ☐ *Know how*: the ability to do something
- ☐ *Know what*: knowledge about facts
- ☐ *Know why*: knowledge about principle and laws
- ☐ *Know who*: knowledge about who knows what

14 – Please describe your type of knowledge

- ☐ *Codified knowledge* (explicit and can be stored and transferred as information)
- ☐ *Tacit knowledge* (knowledge rooted in practice and experience that is hard to articulate or communicate in codified form)

15 – Which kind of learning is more useful in your institution?

- ☐ Instrumental learning (Technical learning about instruments – about effects how the instruments may be improved to achieve set goals)
- ☐ Conceptual learning or problem learning (seeing things from a different evaluative viewpoint, it tends to be accompanied with the development or adoption of new concepts, principle and images)
- ☐ Social learning (learning about values and other 'higher-order' properties such as norms, responsibilities, goals)

16 – Your soft capacities [Multiple choice]

- ☐ Communication skills
- ☐ Contact skills
- ☐ Organisational skills
- ☐ Team leading
- ☐ Mentoring skills
- ☐ Problem solving
- ☐ Leadership
- ☐ Empathy
- ☐ Resilience
- ☐ Conflict resolution
- ☐ Global vision
- ☐ Objective orientation

## ABOUT THE TRAINING

1. Congruence of training contents with the objectives of the Capacity Building Tool

- ☐ Not satisfactory
- ☐ Not very satisfactory
- ☐ Satisfactory
- ☐ Very satisfactory

2. Compliance of the training contents with your initial expectations

- ☐ Not satisfactory
- ☐ Not very satisfactory
- ☐ Satisfactory
- ☐ Very satisfactory

3. Compliance of training contents with your professional interests

- ☐ Not satisfactory
- ☐ Not very satisfactory
- ☐ Satisfactory
- ☐ Very satisfactory

4. Did you already know the topics covered in the training course?

- ☐ Yes (more than 50% of the content)
- ☐ Partially (less than 50% of the content)
- ☐ Not

5. Beyond the understanding of the theoretical concepts, do you feel that you have understood their practical applicability?

☐ Yes

☐ Not

☐ Partially

6. If yes, please rate the applicability of the topics of the training course in your working environment

☐ Not applicable

☐ Partially applicable

☐ Fully applicable

7. How would you rate the duration of the course?

☐ Appropriate to the content

☐ Too short

☐ Too long

8. How do you evaluate the overall style of teaching?

☐ Not satisfactory

☐ Not very satisfactory

☐ Satisfactory

☐ Very satisfactory

9. How do you evaluate the communication skills and ability of the trainer to stimulate your attention and personal reflection?

- ☐ Not satisfactory
- ☐ Not very satisfactory
- ☐ Satisfactory
- ☐ Very satisfactory

10. How do you evaluate the fluency of content and presentation by the trainer?

- ☐ Not satisfactory
- ☐ Not very satisfactory
- ☐ Satisfactory
- ☐ Very satisfactory

11. How do you evaluate the organicity (overall structure) and sequentiality (order of topics) in the presentation of the topics by the trainer?

- ☐ Not satisfactory
- ☐ Not very satisfactory
- ☐ Satisfactory
- ☐ Very satisfactory

12. Would you suggest a colleague to participate in this training course?

- ☐ Yes
- ☐ No

Why?

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Comments and explanations (unsatisfied expectations, suggestions for improvement,  
explanation of the negative evaluations expressed)

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