



**SMA  
CITE**

Enhancing skills  
for smart city tech

**SMACITE**

Boosting the technical  
and non-technical skills  
and competences  
of smart cities technicians  
and engineers

**WP5: Pilots and testing**

**D5.1: SMACITE pilots plan**

**Final Version**



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## DELIVERABLE FACTSHEET

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## TABLE OF CONTENTS

PROJECT SUMMARY .....	6
1 Introduction .....	7
1.1 Structure of the deliverable.....	7
1.2 Target audience .....	7
1.3 Dependencies with other WPs and deliverables .....	7
2 Pilots plan.....	9
2.1 List of partners participating to the Pilots.....	9
2.2 Plan of pilot activities .....	9
2.2.1 Self-managed piloting mode.....	14
2.2.2 Guided piloting mode .....	14
2.3 Pre-pilot preparatory actions .....	16
2.3.1 Expression of interest for participation in the pilots .....	16
2.3.2 Train-the-trainers activities and events .....	17
2.4 Pilot implementation.....	19
2.4.1 Train-the-trainers event.....	19
2.4.2 Online support services .....	20
2.4.3 Piloting of Virtual World activities .....	20
2.5 Post-pilot follow-up actions.....	20
2.5.1 Evaluation of the pilot training .....	20
2.5.2 Measuring the impact of the pilot training .....	21
3 Evaluation tools.....	21
3.1 Pre-pilot evaluation tools.....	21
3.2 Pilot evaluation tools.....	21
3.3 Post-pilot evaluation tools.....	21

## LIST OF FIGURES

Figure 1: Results of internal survey about piloting subjects..... 11

## LIST OF TABLES

Table 1: Overview of subjects of interest and estimated expected students .....	12
Table 2: Estimation of companies and professional learners to involve in the pilot .....	13
Table 3: List of programs / classes interested in the pilot .....	15
Table 4: Promotional Plan overview .....	17
Table 5: Estimated trainers and profiles .....	18

## PROJECT SUMMARY

The project aims to address the skills gap of Smart Cities technicians and engineers, by designing and testing a vocational education and training program that is based on a novel and multi-disciplinary curriculum combining digital skills on Smart Cities enabling technologies, with soft, entrepreneurship and green skills.

The expected project outputs are:

- A Smart Cities competences map and ESCO-compliant Smart Cities job profiles.
- A Smart Cities curriculum combining both technical and non-technical skills and competences and promoting personalized learning pathways.
- Learning resources for Smart Cities enabling technologies and for building the soft, entrepreneurship and green skills of Smart Cities technicians and Engineers.
- A diagnostic tool to identify personalized learning pathways.
- A MOOC for Smart Cities enabling technologies.
- Virtual Worlds for building the soft, green and entrepreneurship skills of Smart Cities technicians and engineers.

The main project beneficiaries are Smart Cities technicians and engineers either from the public sector (i.e. municipalities) or enterprises providing Smart Cities solutions, as well as HEI and VET students interested in Smart Cities.

The curriculum will be tested through 4 national pilots in Greece, Bulgaria, Spain and Italy with at least 160 trainees in total. The certification of the skills and competences will follow a two-fold approach: (a) using micro-credentials to recognize the knowledge and skills gained through the successful completion of each online training module at the MOOC and Virtual Worlds and (b) designing the “Smart Cities Specialization Certification” that will be awarded to those passing online certifications exams with e-proctoring after the completion of the training modules.

The project will create an ecosystem for the co-design and co-development of an innovative curriculum and technology-enhanced learning tools for the upskilling/reskilling of Smart Cities technicians and engineers.

# 1 Introduction

This deliverable consists of the SMACITE pilot plan. The aim of this plan is to provide the basic guidelines for piloting the SMACITE curriculum and will be used as a base for the development of the national pilot plans. This includes the preparatory actions that should take place prior the implementation of the pilots, the actions that will take place during the implementation of the pilots, as well as the actions that will take place after the implementation of the pilots.

Note, that this is the first version of the SMACITE curriculum. The final version of the curriculum will be submitted with the final project.

## 1.1 Structure of the deliverable

The structure of the deliverable is the following:

- Section 1 is the introduction of the deliverable that describes each scope and structure, the target audience and the dependencies with other WPs and deliverables of the SMACITE project.
- Section 2 describes the pilot plan.
- Section 3 describes the evaluation tools for both quantitative and qualitative evaluation of the pilot testing of SMACITE curriculum.
- Finally, Section 4 concludes the deliverable.

## 1.2 Target audience

The target audience of this deliverable are:

- Students: vocational students/EQF level 4, and/or HEIs students / EQF level 5-6-7 as the participants in the pilot testing of SMACITE curriculum.
- Trainers: Education and training providers both at vocational level, i.e. VET providers and higher level, i.e. HEIs which will test the SMACITE curriculum.
- Enterprises and public/private entities that are operating in sectors related to the development of Smart Cities services and policies sector and want to upskill/reskill their technicians.
- Research institutions that are working in the domain of education and training.
- Policy makers in the domain of education and training.

## 1.3 Dependencies with other WPs and deliverables

This deliverable has dependencies with the following deliverables:

- “D2.2 The SMACITE curriculum for Smart Cities” of WP2: this deliverable defines the curriculum framework, the structure and content of each training module

- “D2.3 Methodology for learners' training and assessment” of WP2: this deliverable will provide VET and HEI staff and organizations delivering the SMACITE training the pedagogical framework and the tools that will be utilized
- “D2.4 Methodology for the certification of competences of Smart Cities technicians and engineers” of WP2: this deliverable will present the methodology for the certification of the competences of Smart Cities technicians and engineers
- “D5.2: Trainer Handbook” of WP5: this deliverable provides a guide to the SMACITE curriculum for HEI/VET staff who will deliver the training as part of formal accredited training in IVET and CVET courses
- “D5.3: Report on SMACITE pilots” of WP5: this deliverable will report about the four national pilots in Greece, Bulgaria, Italy, and Spain. It will provide information about the implementation and evaluation of the pilots, challenges and/or problems faced, as well as their estimated impact to the end-users (i.e. learners from higher education, public sector, and industry participating in the pilots).



## 2 Pilots plan

The SMACITE Pilot Plan will support the partnership and piloting partners to carry out a strategic, fruitful testing of the SMACITE curriculum. This testing will allow the partnership to draw conclusions and make decisions for further development and improvements of the integral SMACITE curriculum.

The pilot plan provides some general guidelines and a framework for progressive piloting and evaluation (both qualitative and quantitative) of all the aspects of the SMACITE curriculum.

A preliminary survey was conducted among the partners participating in the pilot to define the modalities of the activity. The information defined through the survey will be clearly stated within this document.

Quality feedback and tracking loops (which follows the professional progress of learners) will be embedded into the e-learning platform for easy initial collection of feedback from HEI/VET piloting staff and learners. Based on the pilot plan, each piloting partner will create a national pilot plan promotion which will be adapted to the particularities of the ecosystem and target audience at national level.

### 2.1 List of partners participating to the Pilots

According to the Task 5.3 - Run the national pilot, the following partners will be involved in the SMACITE Pilot coordinating and implementing the national pilots.

- APRO FORMAZIONE (IT)
- UNIVERSITY OF WEST ATTICA (EL)
- OLYMPIC TRAINING & CONSULTING LTD (EL)
- ESI CEE EUROPEAN SOFTWARE INSTITUTE (BG)
- BASSCOM (BG)
- UNIVERSIDAD DE ALCALÁ (ES)
- COMUNIDAD AUTÓNOMA DE MADRID (ES)
- POLITEKNIKA IKASTEGIA TXORIERRI (ES)
- GAIA (ES)

The Spanish pilot will be managed by two working groups, composed respectively by Universidad de Alcalá / Comunidad Autónoma de Madrid and Politeknika Ikastegia Txorierri / Gaia.

Moreover, other partners could be voluntarily involved in the pilots.

### 2.2 Plan of pilot activities

The pilots will run from January 2024 up to November 2024 thus for a period of 11 months. The pilots will be divided into the following phases:

- From January to March 2024: piloting of technical modules on the MOOC
- From April to June 2024 piloting of non-technical modules on the Virtual Worlds
- From September to November 2024 piloting of the certification procedure and the issuing of certificates

To plan the implementation of the pilots, an online survey with the following questions was submitted to the partners involved:

- Partner name
- In which date do you plan to approximately start out the pilot?
- Which modules are you oriented to include/to focus in your pilot?
- How many trainers will be involved in the pilot?
- Profile of trainers involved
- How many pilot learners do you estimate your organization could reach?
- How do you plan to find the learners that will participate in the national pilot?
- In which way you will promote the Open Call in your country?
- What will be the target of your Open Call?
- Are you planning a direct involvement of class/group in your institution for the pilot?
- Which class/groups are you thinking to involve in the pilot (please specify EQF level)?
- Please indicate the estimated number of companies and public/private entities involved
- Could you estimate the number of participants from enterprises/entities?
- What could be the better schedule for the periodic online support sessions?
- What could be a suitable duration for an online support session?

Based on the result of the *survey*, the partners involved in the pilot are planning to start the activities between January and February 2024.

The preparation of the pilot will consist of 2 activities which will run in parallel:

- Technical courses delivered via MOOCs available online from the SMACITE website
  - 1.1 Smart Cities
  - 1.2 Cloud Computing
  - 1.3 Internet of Things
  - 1.4 Data Analytics and Visualizations
  - 1.5 Machine Learning with Big Data
  - 1.6 Cybersecurity
- Non-technical courses delivered via Virtual Worlds available online from the SMACITE website and MOOC for asynchronous activities if needed
  - 2.1 Soft skills
  - 2.2 Entrepreneurship skills
  - 2.3 Green skills

However, it is up to each piloting partner to decide the planning of the pilots at national level based on their own restrictions at academic/educational level, respecting the above-mentioned pilots timeframe.

The target audience of the pilots are VET and HEI students at EQF levels 4-5, HEI students at EQF levels 6-7 and professionals from public/private entities. These will be learners coming from the project partners, as well as from other education and training providers at VET and higher education levels.

There will be no pre-requisite for participation in the training. However, it is strongly recommended that participants have a good understanding of English as well as be familiar with basic ICT concepts (including hardware and software).

The target for the pilots is to reach in total at least 160 students from Greece, Bulgaria, Italy and Spain. The partners agreed that a registration of 320 students as a maximum is the limit to ensure an optimal running of the pilot.

We aim to pilot all the modules both on the MOOC and the Virtual World platforms with a number of students from 10 to 40 indicatively, in order to have a complete evaluation of the learning materials and methodology.

From the *survey* results, the pilot partners are oriented to cover the following modules:

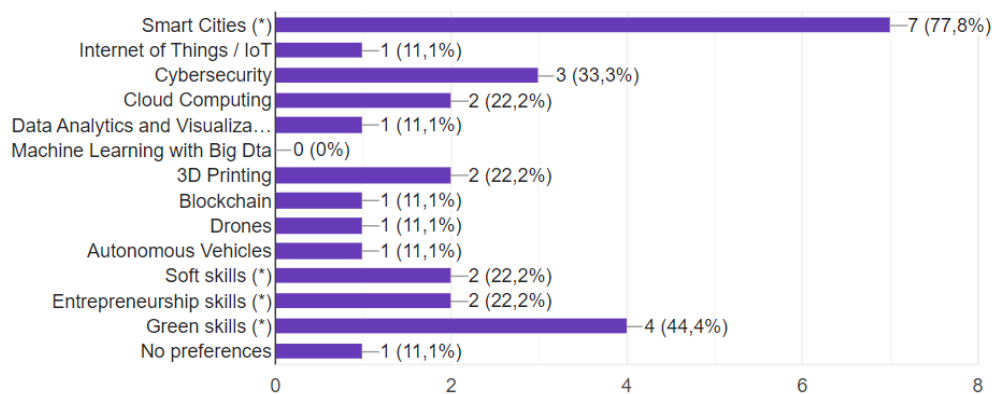


Figure 1: Results of internal survey about piloting subjects

Institution	Expressed interest	Estimated learners
POLITEKNIKA IKASTEGIA TXORIERRI (ES)	Smart Cities, Cybersecurity, Soft skills, Entrepreneurship skills, Green skills	15
OLYMPIC TRAINING & CONSULTING LTD (EL)	No preferences	10
UNIVERSIDAD DE ALCALÁ (ES)	Smart Cities, Cloud Computing	20
APRO FORMAZIONE (IT)	Smart Cities, 3D Printing, Green skills	40
COMUNIDAD AUTÓNOMA DE MADRID (ES)	Smart Cities, Cloud Computing	20
BASSCOM (BG)	Smart Cities, Cybersecurity, Soft skills, Entrepreneurship skills, Green skills	20
UNIVERSITY OF WEST ATTICA (EL)	3D Printing, Blockchain, Drones, Autonomous Vehicles	20
ESI CEE EUROPEAN SOFTWARE INSTITUTE (BG)	Smart Cities, Cybersecurity, Data Analytics and Visualizations	20
GAIA (ES)	Smart Cities, Internet of Things / IoT, Green skills	12

Table 1: Overview of subjects of interest and estimated expected students

*The Machine Learning with Big Data module will be piloted by the University of Patras.*

*Note: Any refinements or variations will be discussed at the October 2023 meeting in Madrid*

Analyzing the data by country, we obtain an estimate of:

- Italy: 40 pilot learners
- Spain: 57 pilot learners
- Greece: 30 pilot learners
- Bulgaria: 40 pilot learners

The piloting activities also include the involvement of companies and public bodies. The survey came up with the following estimation regarding this point

Institution	Estimation of possible companies/public entities involved	Estimated learners from companies/public entities
POLITEKNIKA IKASTEGIA TXORIERRI (ES)	0	0
OLYMPIC TRAINING & CONSULTING LTD (EL)	6	6
UNIVERSIDAD DE ALCALÁ (ES)	0	0
APRO FORMAZIONE (IT)	2	2
COMUNIDAD AUTÓNOMA DE MADRID (ES)	0	0
BASSCOM (BG)	5	20
UNIVERSITY OF WEST ATTICA (EL)	2	4
ESI CEE EUROPEAN SOFTWARE INSTITUTE (BG)	5	5
GAIA (ES)	5	8

Table 2: Estimation of companies and professional learners to involve in the pilot

Analyzing the data by country, we obtain an estimate of:

- Italy: 2 pilot learners from companies/entities
- Spain: 8 pilot learners from companies/entities
- Greece: 10 pilot learners from companies/entities
- Bulgaria: 25 pilot learners from companies/entities

Every student that expresses interest to participate in the pilot training should:

- Attend at least one technical course (i.e. 1.2-1.6).
- Attend at least one non-technical course (2.1, 2.2, 2.3)

Two different types of certification will be available for students:

- A certification of attendance for each online course they successfully complete. A student is assumed to successfully complete a course if she/he achieves at least 70% score at each of the evaluation quizzes (with 3 attempts) and at the project of the online course (this concerns both the technical and non-technical courses).
- A Smart Cities Engineer Certification or a Smart Cities Technician Certification issued by UNICERT, after successfully passing the official certification examination. The official certification procedure will be detailed in D2.4 “Methodology for the certification of competences of Smart Cities technicians and engineers”.

### **Access to learning materials**

WP5 leader in collaboration with the partners in charge of tasks 4.2 “Design, develop and support the MOOC for the training on Smart Cities enabling technologies” and 4.3 “Design, develop and support the Virtual Worlds for the training on soft, entrepreneurship and green skills” will make sure that all participants have access to learning materials in the MOOC and the Virtual Worlds.

The necessary usernames and passwords, as well as information about attending online support meetings and live sessions has to be sent using the learning environment created for the project and/or another convenient communication medium (e.g. e-mails) to the participants.

#### **2.2.1 Self-managed piloting mode**

It is expected that most participants will follow the activities in self-paced mode, which is more suitable for those who will follow the courses as an optional pathway in addition to their university course or professional activity.

This type of participant will be able to use most of the courses without any time constraints, with the exception of the activities delivered via the Virtual World platform, which will be scheduled and to which students will be able to join by registering via the appropriate function regardless of their origin and piloting session.

Support and assistance will be guaranteed by the partners creating the training content through the methods described in paragraph 2.3.2.

#### **2.2.2 Guided piloting mode**

In order to facilitate the participation of EQF 4 and 5 students in training courses, some partners will set up guided piloting courses in which the training activities will be carried out on the project's digital platforms (MOOC and Virtual Worlds) in classrooms equipped for individual learning with the presence of a trainer able to support the students in the use of the platform and in the exploration of the training contents.

Project partners who choose to use the Guided piloting mode will be required to identify classes/groups of students for participation in the pilot phase and trainers who will give instruction and mentor students.

The result of the *survey* indicated the following expressions about the possible students address:

Institution	Study address	EQF Level
POLITEKNIKA IKASTEGIA TXORIERRI (ES)	Computer Network Systems Management; Telecommunication and Computing Systems and Environmental Education	EQF 5
OLYMPIC TRAINING & CONSULTING LTD (EL)	No direct involvement declared	
UNIVERSIDAD DE ALCALÁ (ES)	No direct involvement declared	
APRO FORMAZIONE (IT)	Technician of industrial production Technician of industrial automation systems	EQF 4
COMUNIDAD AUTÓNOMA DE MADRID (ES)	No direct involvement declared	
BASSCOM (BG)	No direct involvement declared	
UNIVERSITY OF WEST ATTICA (EL)	No specific address declared	EQF 6
ESI CEE EUROPEAN SOFTWARE INSTITUTE (BG)	Cybersecurity junior and trainees in the organization	
GAIA (ES)	No specific address declared	EQF 4/5

Table 3: List of programs / classes interested in the pilot

Students will experience MOOC's learning modules and Virtual World activities using their personal credentials in order to track individual participation results.

The trainer, trained through a dedicated training activity, will be able to provide first-level support from a technical and content-related point of view and manage in a structured manner any requests for in-depth support, which will be forwarded to the partners who created the training content.

## 2.3 Pre-pilot preparatory actions

### 2.3.1 Expression of interest for participation in the pilots

The SMACITE project envisages the participation of various types of learners who will be involved through three types of actions:

- A common Open call to be published on dedicated platforms and promoted by the partners participating in the pilot.
- Involvement of VET/HEI entire class groups in the project that will follow parts of the SMACITE curriculum as integration of their learning path.
- Targeted promotional activities in companies, public bodies and professional associations.

From the *survey*, the partners express the intention to promote the open call as following:

Institution	Target audience	Promotion channels
POLITEKNIKA IKASTEGIA TXORIERRI (ES)	VET students (EQF level 5)	Through the TKNIKA and through the network of VET centers TXORIERRI belongs to (HETEL)
OLYMPIC TRAINING & CONSULTING LTD (EL)	HEI students Engineers and Technicians in SMEs and Public Administration Professionals in the sectors concerned	Social media (LinkedIn, Facebook), direct mailing to representation bodies, sector publication, participation in sector-specific FORAs, company website, Networks of Sustainable Cities / Hellenic Network of 100 Smart Cities
UNIVERSIDAD DE ALCALÁ (ES)	HEI students, VET students, etc.	Direct contact, institutional channels, etc. (together with Comunidad de Madrid)
APRO FORMAZIONE (IT)	Teachers and managers of VET/HEI institution Students of VET/HEI Municipalities Technical Enterprises	Social media, Mailing, Thematic newspapers



Institution	Target audience	Promotion channels
COMUNIDAD AUTÓNOMA DE MADRID (ES)	Students	Social networks, employment office and Alumni database.
BASSCOM (BG)	SMEs, Public Entities	Mailing, publications in social media and organizational website, others
UNIVERSITY OF WEST ATTICA (EL)	HEI, VET students	Site, email, social media
ESI CEE EUROPEAN SOFTWARE INSTITUTE (BG)	HEI institutions Public Entities Bulgarian SMEs in different sectors	Mailing, publications in social media and organizational website, HEI courses
GAIA (ES)	HEI/VET students SMEs	Share the information into Industry of Knowledge and Technology sector <ul style="list-style-type: none"> <li>- HAZITEK / ELKARTEK</li> <li>- SPRI and others clusters</li> </ul>

Table 4: Promotional Plan overview

The starting point for any participant will be to register an account in the SMACITE learning environment. During the registration process, students will indicate the partner through which they have been informed about the SMACITE project and will have to indicate the courses in which they intend to participate. The choice indicated will not, however, be restrictive: the student will also be free to undertake additional training modules, not indicated during enrolment.

### 2.3.2 Train-the-trainers activities and events

All staff members chosen by their institution as trainers will have to participate in the “Train-the-trainers” online activities and events.

The trainers will be in-house staff of the piloting partners. The proposed qualifications and competences for the trainers are the following:

- Technical skills in one or more areas of interest of the project
- Knowledge transfer skills
- Emotional intelligence, empathy – understanding learners’ point of view
- Communication skills
- Leadership skills
- Ability to motivate
- Patience and helpfulness

- Prior experience with coaching groups of students jointly working on a project

Please see “D2.3 Methodology for learners' training and assessment” and “R5.2: Trainer Handbook” for specific details.

A general “kick-off” meeting with all pilot partners and all involved teachers will be scheduled before the start of the pilot (January/February 2023). The result of the *survey* indicated the following expressions about the involvement of trainers by the partners:

Institution	Estimated number of trainers	Profile
POLITEKNIKA IKASTEGIA TXORIERRI (ES)	6	IT experts, Environmental teacher, and Entrepreneurial teacher
OLYMPIC TRAINING & CONSULTING LTD (EL)	2	TBD
UNIVERSIDAD DE ALCALA (ES)	3	HE trainers in Computer Science
APRO FORMAZIONE (IT)	4	Industrial technical teachers, Environmental teachers.
COMUNIDAD AUTONOMA DE MADRID (ES)	3	VET Teachers in computer science and communications.
BASSCOM (BG)	1	<i>Not specified</i>
UNIVERSITY OF WEST ATTICA (EL)	3	Profile with leadership skills in the field of smart cities and technical profiles in IoT and Cybersecurity
ESI CEE EUROPEAN SOFTWARE INSTITUTE (BG)	1	<i>Not specified</i>
GAIA (ES)	4	Professionals in Smart Cities and technologies such as Cybersecurity and IoT.

Table 5: Estimated trainers and profiles

## 2.4 Pilot implementation

### 2.4.1 Train-the-trainers event

A general kick-off meeting will be held online for all pilot partners and involved trainers from all institutions. We'll discuss how to support students in creating their accounts for the learning environment and self-assessment tool and each partner that created the learning contents will present its work.

Item	Presented by
Getting started	APRO
MOOC and Self Evaluation tool	ESI CEE
Smart Cities	CADM
Data Analytics and Visualizations	UPATRAS
Cybersecurity	TXORIERRI
Machine Learning with Big Data	UPATRAS
Cloud Computing	CADM
Internet of Things	UPATRAS
Blockchain	UNIWA
Drones	UNIWA
Autonomous Vehicles	UNIWA
3D Printing	UNIWA
Virtual World	UPATRAS
Soft Skills	OTC
Entrepreneurial skills	UNICERT
Green Skills	APRO

Table 6: Train-the-trainer event content

## 2.4.2 Online support services

Each partner that created a training module will identify one or more persons to provide online support on the MOOC platform. Within each module a forum will be enabled where learners can address questions to the module developers.

Each module creator is required to check the forum notifications of new posts and updates once a week.

In case of need of further help, periodic online sessions could be provided by the module creators. The *survey* showed that the best solution in terms of scheduling and duration is to provide monthly 30-minute sessions. Learners will be notified well in advance and their participation will be optional (but encouraged).

ESI CEE will provide through the forum support for any technical issues relating to the use of the MOOC and UPATRAS for the use of the Virtual Worlds.

## 2.4.3 Piloting of Virtual World activities

As mentioned in par. 2.1 “Duration and profile of trainees” all students will be required to participate in non-technical training activities available in the SMACITE Virtual Worlds which will concern Green, Entrepreneurial and Soft skills.

In order to facilitate students' participation in the synchronous online events in the Virtual Worlds and to ensure the management and sustainability of the live activities for the Green Skills, Entrepreneurial Skills and Soft Skills courses, a calendar of lessons will be drawn up and published on the MOOC with a feature allowing students to indicate their availability to participate. This will ensure a technically smooth experience with significant participation that will foster small group activities and stimulate interactions within the Virtual Worlds.

Participation in the live events will not be tied to country of origin or pilot group. All activities will be conducted in English.

## 2.5 Post-pilot follow-up actions

### 2.5.1 Evaluation of the pilot training

Gathering and analysis of the following parameters:

- Number of students that registered to each module and number of students that completed one or more modules
- Number of support requests (technical and content related)
- Feedback from students and trainers active in guided piloting mode
- Feedback from students' satisfaction questionnaires

### 2.5.2 Measuring the impact of the pilot training

The results of the above mentioned evaluation will be shared and discussed with all partners involved during a dedicated online session.

## 3 Evaluation tools

### 3.1 Pre-pilot evaluation tools

The SMACITE online platform includes a diagnostic tool to help learners better understand the course scope and content and test their knowledge. After answering those questions, the learners will self-evaluate their knowledge and skills using the structure provided in D.2.2 The SMACITE curriculum for Smart Cities. Data will be periodically verified and discussed during the monthly online meetings of the SMACITE partnership during the piloting period.

### 3.2 Pilot evaluation tools

Tests will be included within the training modules to collect feedback and check student satisfaction with the individual modules. Data will be periodically verified and discussed during the monthly online meetings of the SMACITE partnership during the piloting period.

### 3.3 Post-pilot evaluation tools

The data from the pre-pilot and ongoing evaluation tools will be analyzed and evaluated together with the data indicated in section 2.5.1.



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