



D3.2 Capacity Building Program Materials

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Executive Summary

This deliverable presents the design of the MEDViEW Capacity Building Program under Task 3.2, building directly on the methodological foundation established in D3.1. The program is designed as an inclusive, participatory and action-oriented framework that supports knowledge valorisation in wellbeing-related contexts by linking learning content, stakeholder needs and implementation pathways.

The core organising principle of this document is a matrix that combines the four Methodological Building Blocks (MBBs) with the 11 MEDViEW domains specified and used in D3.1. This matrix is used as the main design logic for structuring modules, selecting and reusing learning materials, identifying gaps, and planning future training activities under T3.3. The attached learning materials table provides the first reusable content base for this process, including open-access and partner-owned resources on policy integration, research-to-practice translation, open innovation, stakeholder engagement, co-creation and capacity building. More materials will follow within the work of T3.3.

In this perspective, D3.2 is not only a description of training components but a practical curation and deployment framework. It specifies how existing and future materials can be mapped to domains, connected to MBBs, adapted for different stakeholder groups and assembled into coherent learning pathways. The document therefore functions as the operational basis for implementation of T3.3 and as a reference frame for subsequent reporting in D3.3 and D3.4.

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Abbreviations

Abbreviations	
IP	Intellectual property
MEDSPACE	MEDViEW's Digital Platform for Knowledge Valorisation in Wellbeing
MBB	Methodological Building Block
POC	Proof of concept
SME	Small and Medium-sized Enterprise
VSD	Value-Sensitive Design

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1. Introduction

1.1 Purpose and scope of T3.2 – objectives of the Capacity Building Program

Task 3.2 focuses on the design and development of a Capacity Building Program that operationalises the Engagement through Learning methodology established in Task 3.1. While D3.1 reviewed the evidence base, identified methodological gaps and opportunities, and integrated the project's methodological building blocks into a coherent toolset, D3.2 translates these results into a structured program of learning materials, workshops, online sessions and facilitation procedures.

The purpose of T3.2 is to create a reusable and expandable learning architecture that addresses the needs of multiple stakeholder groups involved in wellbeing research and knowledge valorisation. This includes citizens and patients, health practitioners, researchers, SMEs, innovation actors and policymakers. The program is explicitly intended to support actionable learning, meaning that sessions and materials should enable participants not only to understand concepts but also to apply them in co-creation, implementation, policy engagement and valorisation activities.

The main objectives of the Capacity Building Program are therefore to:

- translate D3.1 findings into practical and reusable learning content;
- organise learning around the 11 MEDViEW domains and the four MBBs as a unified base matrix;
- reuse and adapt existing partner and external materials wherever appropriate, while identifying gaps for future content development;
- tailor learning pathways to different stakeholder groups, levels of prior knowledge and use contexts;
- provide the material and procedural basis for implementation in T3.3 and reporting in D3.3 and D3.4.

1.2 Overall WP3 logic (link to T3.1/D3.1, role in task T3.3)

Within WP3, D3.2 sits between methodological development and real-world implementation. D3.1 established the methodological foundation for “engagement through learning,” including the 11 domains, the four MBBs and the Stakeholder Needs Assessment. D3.2 translates this methodological foundation into a deployable capacity-building framework, while T3.3 will implement and test this framework in practice through workshops, webinars and related learning activities. This means that D3.2 performs three linked functions. First, it curates the program logic by defining how themes, methods and stakeholder needs fit together. Second, it organises available learning resources into a structured materials base that can be deployed, combined and adapted. Third, it provides a shared implementation reference for all partners involved in T3.3.

The matrix perspective used in this document strengthens that role. Instead of treating domains and MBBs as parallel lists, it treats them as intersecting dimensions: the domains define the substantive areas of knowledge valorisation, while the MBBs define the methodological modes through which participants will learn, interact and apply that knowledge. This makes it easier to build balanced modules, to identify under-served areas, and to ensure methodological coherence across the program.

2. Conceptual Framework

2.1 Engagement through Learning approach

The Capacity Building Program follows the Engagement through Learning approach established in D3.1. In this approach, learning is understood as a social and practical process through which stakeholders interpret knowledge together, test it in context, reflect on results and progressively strengthen their capacity to act. This differs from a purely transmissive model of training, since the aim is not simply to provide information but to generate reflection, co-creation and usable outputs.

This approach also aligns with the Stakeholder Needs Assessment in D3.1, which identified demand for accessible, practical, dialogue-based and reusable learning resources. As a result, D3.2 prioritises modular content, interactive facilitation, hybrid delivery and materials that can be adapted to different audiences and settings.

2.2 Methodological Building Blocks (MBBs)

D3.1 defined four Methodological Building Blocks that together form the methodological spine of MEDViEW.

- MBB1 – Action Learning and Communities of Practice provides the social and reflective structure for practice-based learning, peer exchange and sustained problem-solving.
- MBB2 – Value-Sensitive Design and Co-Creation ensures that learning and innovation are shaped by stakeholder values, equity concerns and participatory processes.
- MBB3 – Behavioural Change and Living Labs introduce explicit behaviour-change logic and real-world testing environments as vehicles for learning and improvement.
- MBB4 – Open Innovation and SME Engagement connects knowledge valorisation to innovation ecosystems, proof-of-concept pathways, IP management and SME uptake.

In this document, the MBBs are used as the primary structural categories for the training program. This means that training modules are grouped under the MBBs, while domains are mapped into and across them according to relevance.

2.3 The 11 domains as content architecture

The 11 domains identified in D3.1 provide the content architecture for the program. They are: D01 Wellbeing Research, D02 Policy Integration, D03 Knowledge Valorisation Methodologies, D04 Evaluation and Impact Assessment, D05 Digital Platform Enablement, D06 IP Protection and Commercialisation, D07 Research-to-Practice Translation, D08 Capacity Building Approaches, D09 Stakeholder Engagement Practices, D10 Co-Creation and Participatory Design, and D11 Gaps and Opportunities.

Together, these domains cover the full pathway from evidence generation and interpretation, through engagement, translation and innovation, to reflection on remaining white spaces and future opportunities. In D3.2, the domains are not treated as separate silos, but as content pools that are activated differently depending on the MBB and the stakeholder group.

2.4 Base matrix: 4 MBBs × 11 domains

The main design matrix of D3.2 combines the four MBBs with the 11 domains. This creates a practical grid for organising learning content, selecting materials and designing sessions (Table 1).

Table 1: Matrix combining MBBs and specific domains

MBB	Main role in the program	Most directly linked domains	Typical material and session focus
MBB1: Action Learning & Communities of Practice	Builds reflective, peer-based and practice-oriented learning processes	D01, D07, D08, D09, D11	Reflection sets, peer exchange, problem-based workshops, facilitation guidance
MBB2: Value-Sensitive Design & Co-Creation	Embeds values, inclusion and co-design into learning and innovation	D01, D02, D09, D10, D11	Stakeholder mapping, value elicitation, co-design tools, participatory exercises
MBB3: Behavioural Change & Living Labs	Links learning to behaviour change, experimentation and implementation in context	D03, D04, D05, D07, D08, D10	Community based exercises, Living Lab planning, testing and feedback loops
MBB4: Open Innovation & SME Engagement	Connects learning to valorisation pathways, innovation ecosystems and uptake.	D02, D03, D06, D07, D11	Open innovation, IP, PoC, entrepreneurship, ecosystem building and uptake planning

This matrix is not rigid. Each domain may connect to more than one MBB, and many sessions will deliberately combine MBBs. However, the matrix provides a clear base for deciding which method families, resources and learning objectives are most appropriate in each case.

Figure 1 illustrates the MEDViEW capacity building framework, showing how the four methodological building blocks intersect with the eleven domains and how this matrix connects to stakeholder groups, learning materials received from project partners (Annex 1) and T3.3 implementation.

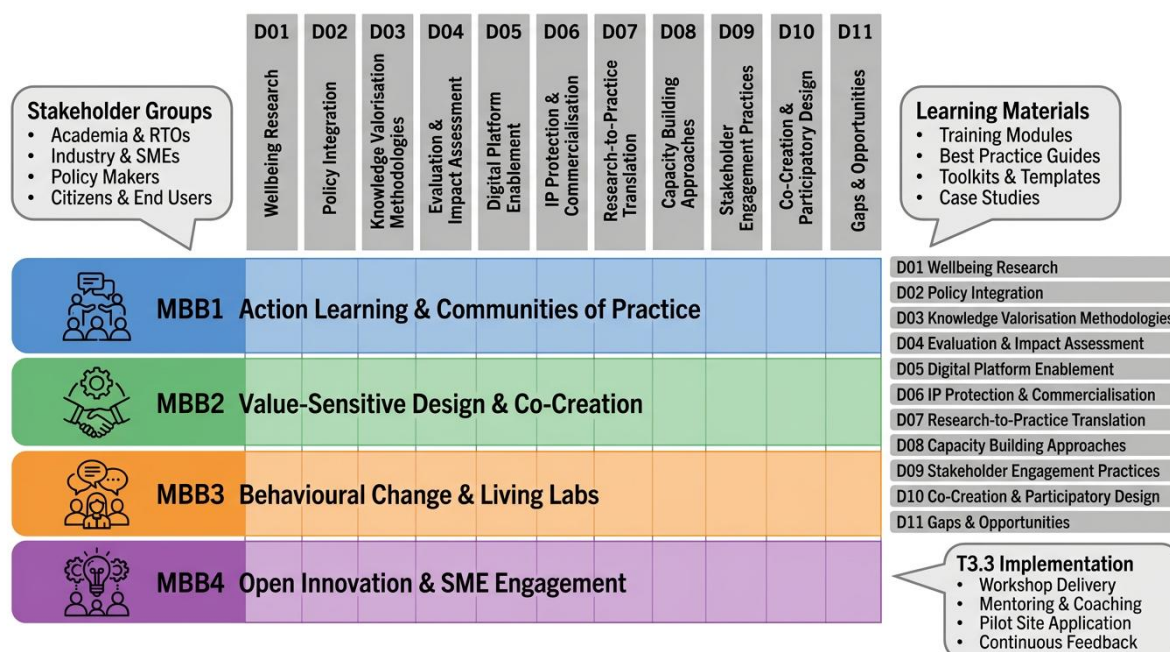


Figure 1: MEDViEW capacity building framework

3. Target Stakeholder Groups and Needs

3.1 Stakeholder categories and roles

D3.1 identifies a broad set of stakeholder groups relevant for MEDViEW capacity building, including citizens, patients, healthcare practitioners, other health professionals, researchers, research managers, SMEs, industry actors, policymakers and NGOs. The learning materials table further confirms that available resources already target a mixed landscape of researchers, policymakers, educators, students, NGOs, public audiences and practitioners.

This diversity means that the program cannot rely on a one-size-fits-all curriculum. Instead, modules need to be organised so they can be recombined for different user groups while remaining methodologically coherent.

3.2 Summary of needs from Stakeholder Needs Assessment

The Stakeholder Needs Assessment in D3.1 showed that participants differ considerably in familiarity with research, knowledge valorisation and evidence use. It also highlighted a strong need for accessible, practical and participatory learning formats, as well as open and reusable resources that can be deployed in local contexts.

These findings are reinforced by the materials table, which includes a mix of beginner, intermediate and advanced resources and a range of formats such as video lectures,

slides, guides, reports, toolkits, games and e-courses. The available materials also vary in openness, licensing conditions and audience specificity, which means that selection and adaptation rules are required.

3.3 Implications for program design

Three implications follow from this. First, the program should provide layered access, offering both introductory entry points and more advanced materials. Second, materials should be selected and combined according to both domain relevance and MBB relevance, not according to topic alone. Third, the program should explicitly distinguish between immediately reusable materials, materials requiring facilitation or permission, and gaps where new content will need to be produced later.

4. Capacity Building Program Design

4.1 Program structure and delivery model

The program is designed as a modular set of learning offers grouped first by MBB and then populated through domain-linked content. Each module or session should therefore answer three questions: which MBB is being activated, which domain(s) are being addressed, and which stakeholder group is the primary audience.

This structure allows T3.3 partners to build workshops and webinars that are both methodologically consistent and contextually tailored. For example, a session may primarily sit under MBB2 but draw content from D02 Policy Integration and D10 Co-Creation, using existing advocacy and co-design materials. Another session may primarily sit under MBB4, while combining D03 Knowledge Valorisation Methodologies, D06 IP Protection and D07 Research-to-Practice Translation through entrepreneurship and innovation resources.

4.2 Learning pathways by stakeholder group

The matrix logic can be translated into indicative learning pathways.

- Researchers should primarily encounter modules linking D03, D04, D06 and D07 to MBB3 and MBB4, while also engaging with MBB2 on co-creation and values.
- Practitioners and health care actors should have strong exposure to D01, D07, D09 and D10 through MBB1, MBB2 and MBB3.
- Citizens, patients and NGOs should be offered accessible entry points through D01, D09 and D10, especially using MBB1 and MBB2.
- SMEs and innovation actors should be prioritised in D03, D06, D07 and D11 through MBB4, with selected MBB2 and MBB3 elements where co-design or testing is needed.
- Policymakers should be engaged mainly through D02, D04, D09 and D11, with a mix of MBB2 and MBB4 approaches.

4.3 Integration with MEDSPACE and hybrid formats

D3.1 identifies digital enablement as a separate domain and recognises MEDSPACE as the project's digital collaboration environment. In D3.2 this means that materials

should be selected and formatted with hybrid use in mind: pre-session viewing, live facilitation, follow-up discussion, and asynchronous reuse.

The current materials base already includes video lectures, e-courses and downloadable reports and guides, which makes it suitable for layered online and blended learning pathways. At the same time, some materials, such as participatory training slides and role-play-based resources, require live facilitation and should be positioned as facilitated modules rather than stand-alone self-learning items.

5. Workshop Execution Framework

The workshop execution framework has three operational objectives (Figure 2). First, it converts the D3.1 evidence base, the 11-domain architecture and the four Methodological Building Blocks into implementable learning activities. Second, it provides a shared structure that allows partners to assemble training activities in a consistent way while retaining flexibility for local context, stakeholder profile and available materials. Third, it establishes a common basis for documentation, comparison and evaluation across all activities implemented in T3.3.

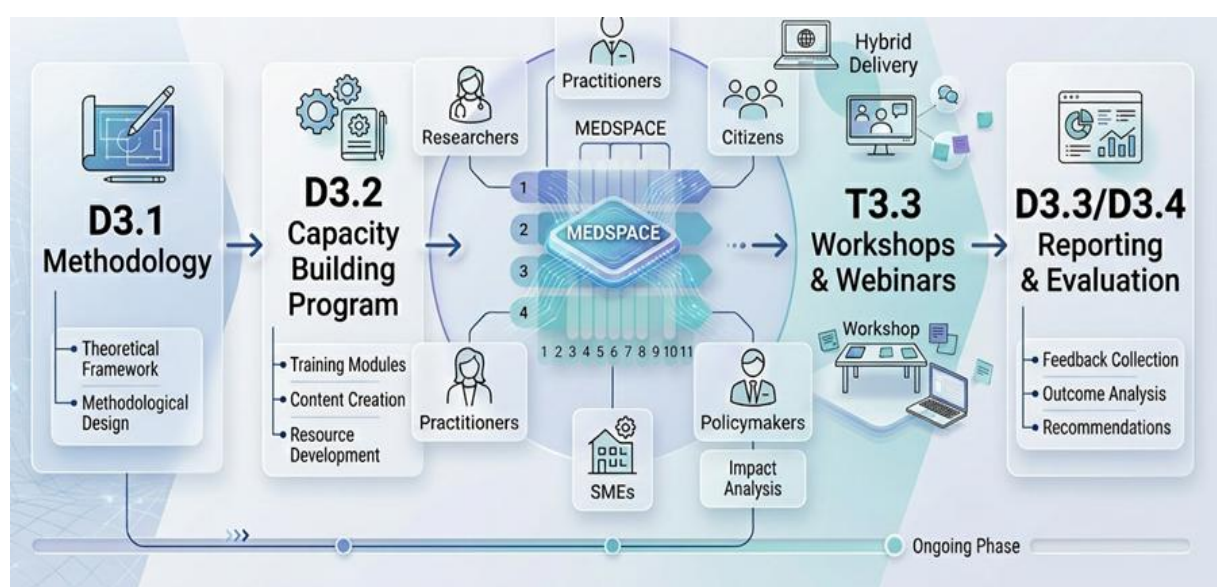


Figure 2: Workshop execution framework

5.1 Design logic for the workshop portfolio

The workshop portfolio is structured through the intersection of four dimensions: content domains, methodological building blocks, stakeholder groups and expected outputs (Figure 3).

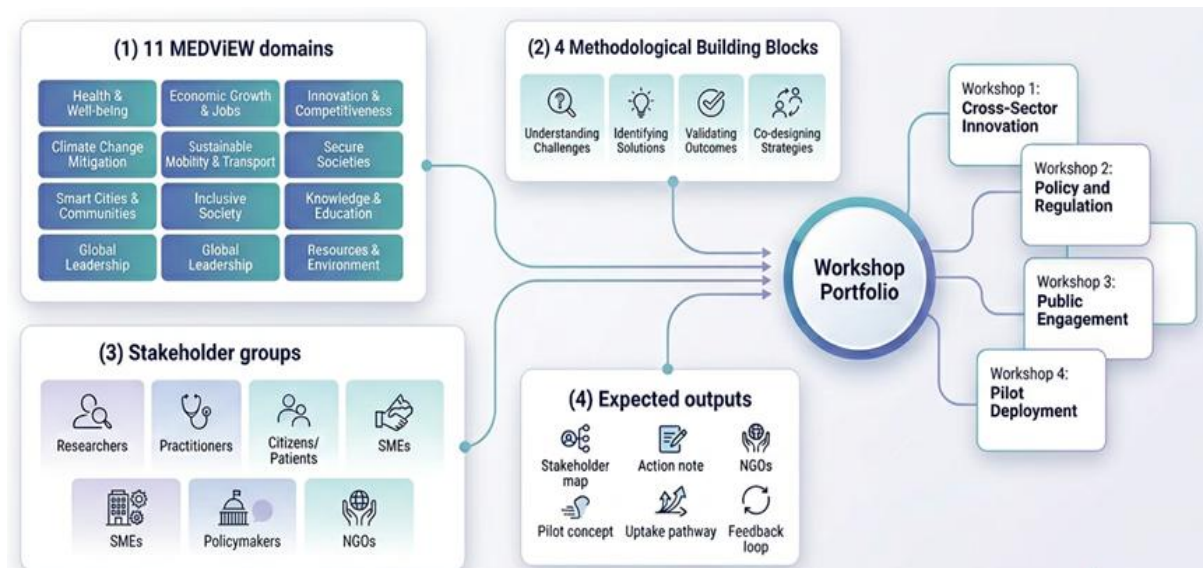


Figure 3: Design logic for the workshop portfolio

The 11 MEDViEW domains define the substantive focus of activities, covering the pathway from wellbeing knowledge generation and policy integration to stakeholder engagement, co-creation, translation, digital enablement, IP, evaluation and strategic gaps.

The four Methodological Building Blocks define the mode of learning and interaction through which this content is addressed, namely Action Learning and Communities of Practice, Value-Sensitive Design and Co-Creation, Behavioural Change and Living Labs, and Open Innovation and SME Engagement.

For each workshop or webinar, it should be possible to identify which domain or domains are being addressed, which MBB is primarily activated, which stakeholder group is targeted and what type of output or follow-up is expected. By mapping activities against MBB-domain combinations, partners can identify where adequate materials already exist, where facilitation-intensive adaptation is required and where content gaps remain to be addressed in T3.3.

5.2 Workshop structuring parameters

To ensure comparability and implementation quality across the consortium, each workshop or webinar will be planned to use a shared set of structuring parameters. These parameters do not prescribe identical formats, but they establish a common minimum specification for planning and documentation.

Each activity should specify at least the following elements:

- A title and internal ID for planning and reporting purposes.
- The primary Methodological Building Block and the linked domain or domains.
- The primary stakeholder group, with indication of whether the activity is introductory, intermediate or more advanced.
- The format, duration and mode of delivery, including whether the activity is webinar-based, workshop-based, hybrid or linked to self-learning materials.
- The lead partner and contributing partners, aligned where possible with the domain expertise and responsibilities established in D3.1.

- The core learning materials to be used, including whether these are directly reusable, require facilitation or adaptation, or serve only as background resources.
- The expected outputs of the activity, such as stakeholder maps, action notes, value statements, pilot concepts, implementation reflections, uptake pathways or feedback records.
- The basic monitoring fields needed for later reporting, including participation profile, materials used, immediate results and follow-up relevance.

5.3 Stakeholder tailoring and methodological fit

Stakeholder tailoring should therefore be achieved through selective combination of domains, MBBs, materials and facilitation intensity. For example, activities for citizens, patients and NGOs are likely to require more accessible entry points, stronger emphasis on dialogue and co-creation, and use of facilitated formats linked to D01, D09 and D10. Activities for researchers and innovation actors are more likely to combine D03, D04, D06 and D07 with MBB3 and MBB4 elements, while policymakers may require combinations of D02, D04, D09 and D11 with concise, implementation-oriented discussion formats.

5.4 Documentation, quality assurance and link to reporting

The workshop execution framework will be used for the basic quality assurance and documentation structure for T3.3 implementation. For each delivered activity, partners should record the activated MBBs, covered domains, target stakeholders, delivery format, materials used, outputs generated and main implementation observations. This will create a comparable evidence base across workshops and webinars and allow the consortium to assess not only what was delivered, but how and with what immediate results.

The document will be structured as follows:

- Activity title and internal ID.
- Date, format and duration.
- Lead partner and contributing partners.
- Primary MBB and linked domains.
- Target stakeholder group and actual participant profile.
- Materials used and mode of use, for example self-learning, facilitated or hybrid.
- Main learning objectives and expected outputs.
- Outputs generated during the activity, such as stakeholder maps, action notes, prototype ideas or uptake pathways.
- Immediate observations, implementation issues and follow-up needs.
- Basic participant feedback and lessons learned.

6. MBB-Based Training Modules

In addition to the conceptual description of the four methodological building blocks, a first set of concrete training and learning materials identified by partners (Annex 1) is already available and will be systematically mapped onto the MBB–domain matrix. In addition, we also mapped relevant openly available learning and training materials that can be re-used and build on (Annex 2).

6.1 MBB1: Action Learning and Communities of Practice

Under MBB1, the most relevant domains are D01 Wellbeing Research, D07 Research-to-Practice Translation, D08 Capacity Building Approaches, D09 Stakeholder Engagement Practices and D11 Gaps and Opportunities. The purpose of this module family is to support reflective, peer-based and problem-centered learning that helps participants translate evidence and ideas into situated action.

This MBB is especially suitable for recurring workshops, small-group reflection sessions and community-based learning cycles. The existing materials table (Annex 1) suggests that resources such as the SALL stakeholder engagement guidance and broader workshop-based materials can be used here as facilitation anchors, particularly when the goal is to help participants identify challenges, exchange practices and build local learning communities. Typical outputs under MBB1 include peer-learning agendas, shared problem maps, action notes, reflective logs and locally relevant next steps.

6.2 MBB2: Value-Sensitive Design and Co-Creation

Under MBB2, the strongest links are to D01 Wellbeing Research, D02 Policy Integration, D09 Stakeholder Engagement Practices, D10 Co-Creation and Participatory Design, and D11 Gaps and Opportunities. The goal of this module family is to help participants surface values, understand stakeholder differences, co-design responses and improve legitimacy and inclusion in wellbeing innovation.

The materials table (Annex 1, Annex 2) already contains a strong starting base for this family. The SALL Practical Guidance, SALL Toolbox, SALL Ideation Process and SALL Prototyping Game are directly relevant to D08–D10 and offer concrete methods for co-design and participatory work. EUROCAM's "advocacy and communications training", although tagged mainly under policy-related themes, can also support MBB2 when used to strengthen participatory framing, stakeholder voice and co-developed messaging.

Typical outputs under MBB2 include stakeholder maps, value statements, personas, journey maps, ideation results, prototype sketches and co-created action proposals.

6.3 MBB3: Behavioural Change and Living Labs

Under MBB3, the most relevant domains are D03 Knowledge Valorisation Methodologies, D04 Evaluation and Impact Assessment, D05 Digital Platform Enablement, D07 Research-to-Practice Translation, D08 Capacity Building Approaches and D10 Co-Creation and Participatory Design. The objective is to connect learning with behaviour-change logic, iterative testing and real-world experimentation.

D3.1 identifies Community based exercises, behavioural approaches and Living Lab methodologies as core conceptual resources for this area. Existing materials (Annex 1) that support MBB3 include SALL resources for prototyping and engagement, as

well as implementation- and translation-oriented lectures and events such as “From AI Research to Clinical Implementation,” which can be used to illustrate how evidence is moved towards use in practice and policy.

Typical outputs under MBB3 include behaviour-change maps, pilot concepts, Living Lab scenarios, small test plans, indicators and feedback plans.

6.4 MBB4: Open Innovation and SME Engagement

Under MBB4, the core linked domains are D02 Policy Integration, D03 Knowledge Valorisation Methodologies, D06 IP Protection and Commercialisation, D07 Research-to-Practice Translation and D11 Gaps and Opportunities. The purpose of this module family is to equip participants to understand and act within innovation ecosystems, especially where uptake, proof-of-concept support, IP management and SME engagement are concerned.

The materials table (Annex 1) contains several strong resources for this cluster. These include Open Innovation (INSPIRE), Innovation Management and Entrepreneurship materials from COALition, SHIFT-HUB services materials, SUCRED materials on commercialisation of R&D, and INFUSSE e-learning materials on digital entrepreneurship and train-the-trainer models. Together, these resources provide a practical base for modules on ecosystem building, entrepreneurship, IP-aware valorisation and routes to uptake.

Typical outputs under MBB4 include stakeholder ecosystem maps, uptake pathways, innovation and PoC sketches, early valorisation plans and lists of enabling conditions or barriers.

7. Cross-Cutting Training Components

7.1 IP protection and “smart use of IP”

IP protection and the “smart use of IP” remain a mandatory cross-cutting component because D3.1 identified them as a necessary part of effective knowledge valorisation. In the matrix logic, this component should not be isolated in one session only; it should appear wherever MBB4 intersects with D06, D07 and sometimes D03.

7.2 Funding instruments and PoC support

Funding instruments and proof-of-concept support are also cross-cutting because they are essential for moving from learning and design to implementation and uptake. In practice, this component will mainly strengthen MBB4-linked sessions but should also be referenced in MBB3 and D07-related activities when pilot testing or implementation is discussed.

7.3 Research-to-practice translation and evaluation basics

Research-to-practice translation and basic evaluation should be visible across the matrix rather than confined to one section. D07 and D04 connect strongly to MBB1,

MBB3 and MBB4, which means that most applied sessions should include at least a basic discussion of what uptake would look like and how progress could be observed.

7.4 Digital platform skills (MEDSPACE)

Digital platform skills are necessary both as content and as delivery support. Materials selected from the table should therefore be classified not only by theme but also by whether they are suitable for self-paced use, facilitated online use, hybrid use or repository-only use in MEDSPACE.

8. Program Materials Overview

8.1 Catalogue of modules and sessions

The materials table provides the first curated inventory for D3.2. In the matrix-based version of the program, the catalogue should be reorganised so that each material is tagged by:

- primary MBB;
- relevant domain(s);
- target audience;
- complexity level;
- mode of use (self-learning, facilitated, hybrid, background reading);
- access and reuse conditions.

This structure will allow partners to assemble session packages more efficiently during T3.3. First iteration is available in Annex 3.

8.2 Types of materials

The current materials base already includes several relevant types of learning resources: video lectures, workshop recordings, slides, toolkits, reports, games, guides, e-learning collections and platform-based training materials. This diversity is beneficial because the Stakeholder Needs Assessment in D3.1 called for accessible and reusable resources that can be adapted to different formats and audiences.

The materials should therefore be classified not only by topic but also by pedagogical function: orientation material, conceptual background, facilitation resource, interactive tool, case example, or follow-up resource.

8.3 Mapping to domains, MBBs and stakeholder groups

To illustrate how the base materials can already be linked to the matrix, the following indicative mapping can be used.

Table 2: Indicative mapping to domains, MBBs and stakeholders

Example material (*see Annex 1 for concrete info)	Likely MBB link	Main domains	Main audience/use
From AI Research to Clinical Implementation event and target lectures	MBB3, MBB4	D02, D07	Researchers, policymakers; research-to-practice and policy discussion
E-learning Collection on Trustworthy and Democratic AI	MBB2, MBB3	D02, D05, D09	Broad audiences; ethics, governance and accessible digital learning
Open Innovation (INSPIRE), COALition trainings, SHIFT-HUB, SUCRED, INFUSSE	MBB4	D03, D06, D07, D11	SMEs, researchers, innovation actors; entrepreneurship and uptake
SALL Practical Guidance, Toolbox, Ideation Process, Prototyping Game	MBB1, MBB2, MBB3	D08, D09, D10	Educators, students, facilitators; co-creation and participatory design
EUROCAM Advocacy and communications training	MBB2, MBB4	D02, D09, D11	NGOs, patients, practitioners; policy voice and stakeholder engagement

This mapping is intentionally preliminary. As more materials are added, the matrix should be refined and completed, including reclassification of any entries still using the older 12-domain notation in the spreadsheet.

9. Next Steps and Implementation Plan



Figure 4: WP3 schedule, logic and implementation

9.1 Use of D3.2 in T3.3 implementation

The outputs of D3.2 will be used directly in T3.3 Implementation of Training and Capacity Building Activities. In practical terms, this means that partners will use matrix logic, curated materials list, module descriptions and facilitation principles to assemble and deliver workshops, webinars and hybrid learning activities.

The most important operational step is to convert the current materials inventory into a live matrix-based planning table for T3.3. This will allow partners to see which MBB–domain combinations are already supported by materials, which combinations require facilitation-heavy adaptation, and which combinations still require new content development.

9.2 Contribution to D3.3 and D3.4

The same matrix will also support reporting and evaluation. D3.3 Engagement through Learning Report can document which MBB–domain combinations were activated in practice, which stakeholder groups participated, what materials were used, and what kinds of outputs and reflections emerged.

D3.4 Capacity Building Evaluation Report can then assess which combinations appear most effective for different stakeholder groups and purposes, where gaps remained, and which materials should be refined, replaced or expanded. In this way, the matrix becomes not only a design tool but also a learning and evaluation framework for the later stages of WP3.

10. Conclusion

The revised perspective proposed in this document places the 4 MBBs × 11 domains matrix at the center of D3.2. This helps transform the deliverable from a general program description into a more usable framework for content curation, learning design, implementation planning and future evaluation. Grounded in the final D3.1 methodology and already supported by an initial set of reusable learning materials, it provides MEDVIEW with a practical base for developing coherent, expandable and stakeholder-sensitive capacity-building activities under T3.3.

References

MEDVIEW D3.1 Engagement through Learning methodology Report. (March 2026).
Authors: Zdolsek Draksler, Mlakar with partners contributions.

Learning materials from Annex 1 and Annex 2.

Annex 1: Consortium's learning and training materials

Partner	Title	Type of materials	Format	Duration / length	About	Online link to materials
UM	From AI Research to Clinical Implementation	series of workshops and summer school for PhD students	video, slides	8 hours	Event brings together experts from across Europe to share insights, experiences, and future perspectives on the integration of AI in clinical practice.	https://videolectures.net/events/AIClinicalImplementation
	target lecture from the event: "Vision for academic-clinical collaboration - Bridging research and practice for better health outcomes"	video lectures online	video, slides	15 minutes		https://videolectures.net/videos/AIClinicalImplementationflismlakar
	target lecture from the event: "EU vision for healthcare AI (policy view)"	video lectures online	video, slides	15 minutes		https://videolectures.net/videos/AIClinicalImplementationda_silva_paschalidou
	Co-creation and training materials to support people with dementia	Series of workshop for co-creation material, hands on experience and demos, open methodology, templates, communities access	Learning kit, slides, pdf templates	20-120 minutes workshops	A hands-on methodology to co-create solutions with vulnerable groups	https://www.ai4hope.eu/
	E-learning Collection on Trustworthy and Democratic AI	online learning courses	e-course: text, videos, comics, quizzes	100 hours	To understand and identify bias in AI systems. Helping ensure future AI development prioritizes fairness, accountability, and transparency.	https://www.open.edu/openlearncreate/course/index.php?categoryid=2051

	Health living lifestyle - family centric (nutrition, hydration, physical activity, health eating habits)	pdfs - text and pictures, slides	learning kit	4 x 90 mins	Workshops on healthy lifestyle, European research projects tackling obesity in childhood & adolescence	https://bio-streams.eu/knowledge-hub/ https://www.horizonsmile.eu/communication-material/s
KiNNO	Open Innovation for SMEs (INSPIRE)	templates for IP framework, marketing plan, partnerships, communication, community canvas, crowdfunding, IP licensing checklist, business model canvas, competency mapping, business model	Pdf templates	100 pages	A hands-on methodology, with KPIs, tools and more than 100 real-life inspirational stories of SMEs, to leverage innovation potential and turn it into business growth with the support of strategic partnerships.	https://inspire-for-smes.com/tools
	COALition-Promoting innovation excellence in transformation to climate-neutral, thriving economies.	Training Materials, Exercises, Toolkits	slides & exercises	12 hours	Covered topics: Entrepreneurship, Innovation Management, Commercialisation Process, Digital Toolkits, Entrepreneurship	https://www.coalition hubs.eu/trainings
	Services offer package (SHIFT-HUB)	Educational materials	Report, methodology		Services are built around three key pillars: 1. Build & Boost, 2. Connect & Thrive, 3. Learn & Grow.	https://shift-hub.eu/services/
	SUCRED materials (SUCRED)	Educational materials	slides		e-learning course on commercialisation of R&D	https://sucred.thinkific.com/

	INFUSSE materials (INFUSSE)	Educational materials	slides		INFUSSE project e-learning and training platform. Here you can go through our INFUSSE Incubation Programme for Students, or take the Train-the-Trainer course and become one of the trainers for the INFUSSE Digital Entrepreneurship program	All Products - INFUSSE Platform
INTRA	SALL Practical guidance and training materials for the engagement of School Living Labs with Stakeholders	Training	Report	119 pages	SALL-Schools as living labs. Platform: https://www.schoolofthefuture.eu/en/sall	https://www.schoolofthefuture.eu/sites/default/files/inline-files/SALL_D3.2 Practical guidance and %20training materials for the engagement of school living labs with stakeholders-final.pdf
	SALL Toolbox	Toolkit	Report	17 pages		https://www.schoolofthefuture.eu/sites/default/files/2023-07/SALL-ToolBox-2.pdf
	SALL An ideation process	Methodology	Guide	3 pages		https://www.schoolofthefuture.eu/sites/default/files/2023-07/SALL Ideation%20process.pdf
	SALL The prototyping game	Educational tool	Game / Toolkit	11 pages		https://www.schoolofthefuture.eu/sites/default/files/2023-07/SALL The%20prototyping%20game.pdf
EURO CAM	Advocacy and communications training	Training/Presentation	Slides	4 x 1-hour sessions	Materials are presented by EUROCAM. Includes role plays.	

Annex 2: Openly available relevant learning and training materials

Suggested material (URL link)	Likely domain fit	MBB fit	Format / reuse value	Description
EU Knowledge Valorization Platform	D03 Knowledge Valorization Methodologies; D11 Gaps and Opportunities	MBB4	Web platform, examples, talks, policy resources; good for self-learning and workshop prep	It is specifically built to help actors turn research results into sustainable products, solutions, and policy value, which matches MEDVIEW's knowledge valorization focus.
Code of Practice on Citizen Engagement for Knowledge Valorization	D09 Stakeholder Engagement Practices; D10 Co-Creation and Participatory Design	MBB2	Guidance document; useful for facilitation design, stakeholder mapping, and participation modules	It gives strategic and practical guidance on sustainable citizen engagement for improved knowledge valorization.
Code of Practice on Industry-Academia Co-Creation	D03 Knowledge Valorization Methodologies; D02 Policy Integration; D11 Gaps and Opportunities	MBB4 and MBB2	Guidance document; useful for SME, research-industry, and uptake sessions	It is directly about creating conditions for joint production and valorization of knowledge between academia and industry.
Code of Practice on Management of Intellectual Assets	D06 IP Protection and Commercialisation; D03 Knowledge Valorization Methodologies	MBB4	Guidance / background reading / workshop case material	It covers organizational strategy, ownership, collaboration conditions, and IP-aware open science, which fits your cross-cutting IP component.
Training Institute for Dissemination and Implementation Research in Cancer (TIDIRC) OpenAccess	D07 Research-to-Practice Translation; D04 Evaluation and Impact Assessment	MBB3	Open course with modules, readings, reflection tasks	It is a strong fit for evidence-to-practice translation, implementation planning, and structured reflection.
GACD Implementation Science e-Hub Fundamentals Programme	D07 Research-to-Practice Translation; D08 Capacity Building Approaches	MBB3	Open online programme; useful as self-learning or pre-session material	It offers step-by-step open-access implementation science training, especially relevant for real-world uptake in health-related settings.
Living Lab Toolkit	D10 Co-Creation and Participatory Design; D09 Stakeholder Engagement Practices	MBB2 and MBB3	Toolkit / workshop resource	It explicitly covers user engagement, multi-stakeholder involvement, real-life settings, and co-creation.
Plan'Eat Living Lab Toolbox	D10 Co-Creation and Participatory Design; D08 Capacity Building Approaches	MBB2 and MBB3	PDF toolbox; practical for facilitated sessions	It includes steps for gathering stakeholders, guaranteeing engagement, and co-creating and testing solutions in Living Labs.

Suggested material (URL link)	Likely domain fit	MBB fit	Format / reuse value	Description
<u>Stakeholder Engagement Toolkit (Center for Open Data Enterprise)</u>	D09 Stakeholder Engagement Practices; D02 Policy Integration	MBB1 and MBB2	Toolkit; useful for structured engagement planning	It focuses on meaningful engagement of stakeholders in programme and policy decisions, which fits your participatory training logic.
<u>Biodiversa Stakeholder Engagement Handbook</u>	D09 Stakeholder Engagement Practices; D08 Capacity Building Approaches	MBB1 and MBB2	Handbook; reusable as facilitation and planning resource	It supports inclusive stakeholder engagement and knowledge sharing, which aligns with your multi-stakeholder programme design.
<u>Impact Evaluation Toolkit (World Bank)</u>	D04 Evaluation and Impact Assessment	MBB3 and MBB4	Toolkit with guidelines, protocols, questionnaires, training materials	It can strengthen your evaluation track by offering ready-made structures for impact assessment design and field materials.
<u>Translating Research into Practice Tip Sheet</u>	D07 Research-to-Practice Translation	MBB1	Short guidance note; useful as introductory material	

Annex 3: Catalogue of modules and sessions

ID	Title / Material	Primary MBB	Relevant domain(s) (D01–D11)	Target audience	Complexity level	Mode of use (self-learning / facilitated / hybrid / background)	Access & reuse conditions
M1	From AI Research to Clinical Implementation – event (selected lectures)	MBB3 – Behavioural Change & Living Labs (with MBB4 elements)	D02 Policy Integration; D07 Research-to-Practice Translation; D11 Gaps & Opportunities	Researchers, policy makers, NGOs, informed general public	Beginner–Intermediate	Self-learning (videos) plus facilitated discussion in workshops; background material for policy/translation modules	Free / open access; some content CC-licensed
M2	E-learning Collection on Trustworthy and Democratic AI	MBB2 – Value-Sensitive Design & Co-Creation (with MBB3 elements)	D02 Policy Integration; D05 Digital Platform Enablement; D09 Stakeholder Engagement Practices	Researchers, policy makers, NGOs, general-public learners	Beginner–Intermediate	Primarily self-learning; can be blended into hybrid modules (pre-course + live session)	Free / open access; platform terms (OpenLearnCreate)
M3	SALL – Practical guidance and training materials for engagement of School Living Labs with stakeholders	MBB1 – Action Learning & Communities of Practice; MBB2 – Co-Creation; MBB3 – Living Labs	D08 Capacity Building Approaches; D09 Stakeholder Engagement Practices; D10 Co-Creation & Participatory Design	Educators, school leaders, policymakers, facilitators	Advanced	Facilitated; can support hybrid programs (reading + interactive workshops)	Free / open access
M4	SALL Toolbox, Ideation Process and Prototyping Game	MBB2 – Value-Sensitive Design & Co-Creation; MBB3 – Behavioural	D08 Capacity Building Approaches; D10 Co-Creation & Participatory Design	Educators, students, community facilitators, practitioners	Beginner–Intermediate	Facilitated or hybrid (short introduction + group exercises); can also be self-study for method familiarisation	Free / open access

ID	Title / Material	Primary MBB	Relevant domain(s) (D01–D11)	Target audience	Complexity level	Mode of use (self-learning / facilitated / hybrid / background)	Access & reuse conditions
		Change & Living Labs					
M5	Open Innovation and Entrepreneurship materials (INSPIRE, COALition, SHIFT-HUB, SUCRED, INFUSSE)	MBB4 – Open Innovation & SME Engagement	D03 Knowledge Valorisation Methodologies; D06 IP Protection & Commercialisation; D07 Research-to-Practice Translation; D11 Gaps & Opportunities	SMEs, start-ups, innovation support staff, researchers interested in valorisation	Intermediate–Advanced	Mainly self-learning and hybrid; used as background plus facilitated exercises on ecosystem mapping, PoC design and SME pathways	Mostly free / open access; check each platform for specific licensing and permissions