

x-Inno Joint Practice Report

Pilot 3: Reviving industrial society`s pioneer skills
as basis for transformation



Pilot 3: Joint Practice Report



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Preamble

This practice report of x-Inno Radar pilot no. 3 “Reviving industrial society’s pioneer skills as basis for transformation” covers

- the joint pilot approach,
- the joint pilot implementation and
- the local pilot implementations.

It supplements the corresponding programme output factsheet.

A. Overall Pilot Approach

Pilot 3 explored how soft skills and a pioneer mindset can be strengthened through experiential learning in both educational and community settings. The pilot responded to a recurring challenge identified in the x-Inno Radar survey and comparative report: while industrial regions generally provide strong technical education, **opportunities to develop soft skills and problem-solving remain limited**. Traditional education alone often does not provide sufficient space for experiential learning, making it difficult to prepare young people and communities for ongoing economic and societal transformation.

To address this challenge, the pilot combined two complementary test zones:

- Test Zone **3A - Pupils for Pioneers** empowered young people to develop soft skills through real-life projects, creative problem-solving and entrepreneurial learning in schools.
- Test Zone **3B - Society Seedbed** demonstrated how soft skills can also be developed outside formal education through hands-on maker activities, creative workshops and community-based learning experiences accessible to all generations.

Although implemented through different formats, both test zones were built around two common principles: **discovering and developing soft skills through learning by doing**, and **reaching out to society as a seedbed for transformation**. The pilots demonstrated that experiential learning and active participation enable people of different ages and backgrounds to strengthen the skills needed for economic and societal transformation.

The pilot primarily benefited pupils and students, teachers, families, local communities, makers, creative professionals, business support organisations and educational institutions. It also provided regional stakeholders with practical and transferable approaches for integrating soft skills development into schools, community programmes and regional innovation ecosystems.

The pilot also generated practical approaches that can be transferred to other industrial regions and integrated into soft regional skills development strategies.



B. Pilot Test Zone A: Pupils for Pioneers

1. Test Zone Approach

1.1 Specific intention and content

The Pupils for Pioneers test zone focused on **empowering young people to develop soft and pioneer skills** through experiential learning. Instead of traditional classroom teaching, participants were encouraged to identify opportunities, generate ideas, collaborate in teams and take responsibility for developing tangible outputs. The pilot demonstrated that entrepreneurial thinking, creativity, communication and problem-solving can be effectively strengthened through practical, learner-centred activities adapted to different educational and regional contexts.

1.2 Target groups

The 3A pilot primarily **targeted pupils and students aged approximately 12-19**, together with mentors supporting the learning process. It responded to the growing need for practical opportunities to develop soft skills that are often underrepresented in formal education. By engaging participants in **project-based learning, creative workshops, mentoring and collaborative challenges**, the pilot strengthened self-confidence, initiative, teamwork, communication, entrepreneurial thinking and the ability to turn ideas into concrete actions.

1.3 Joint methodological approach

A joint methodological approach was developed and implemented by all Pilot 3A partners. Although adapted to regional contexts, all partners shared the common objective of discovering and developing soft skills through learning by doing. The methodology consisted of:

- engaging schools and recruiting participants,
- inspiring participants and developing ideas through creative and experiential learning,
- supporting participants through mentoring and teamwork,
- presenting or implementing the developed ideas and solutions,
- reflecting on the learning process and evaluating the results.

1.4 Overview of local pilot tests

This test zone was led by PP6 - BSC Kranj (Slovenia) as senior lead.

- **PP2 CREARE (AT): How to Start Your Creative Business (Talks & Workshop):** *Four evening sessions supporting young creatives in taking their first steps towards entrepreneurship and self-employment.*
- **PP3 KHK KK (CZ): YDEA LAB Student Ideas Lab:** *Educational workshops guiding students from idea development to business plan preparation and regional competition.*
- **PP4 CCIAA Padova (IT): Achieve your Dream through Theater:** *A theatre-based learning programme helping young people build confidence, communication skills and self-awareness through performance.*
- **PP6 BSC Kranj (SI): X-TRA Project: From Student Ideas to Real Impact:** *A mentoring programme enabling students to transform their own ideas into community projects through financial support and practical implementation.*



Four partners successfully implemented locally adapted pilot applications involving schools, pupils, teachers and mentors. Although the activities differed, all pilots demonstrated that experiential learning and mentoring effectively strengthen soft skills among young people.

1.5 Peer mentoring / observation

Partners maintained regular and structured peer exchange during online coordination meetings and physical transnational partner meetings, sharing progress, implementation experiences and challenges across the four regional pilot actions. Cross-wise observation focused on the different approaches used to develop soft skills among young people through experiential learning, including entrepreneurial workshops, mentoring, creative learning formats, theatre-based learning and project-based activities. The exchange enabled partners to compare their local methodologies, discuss participant engagement and reflect on transferable elements of the Pupils for Pioneers approach.

The pilot team jointly monitored ongoing pilot implementation during the 3rd partner meeting in Slovenia and jointly assessed the implementation during the 4th partner meeting in Germany.

1.6 Consistency review

As senior lead of Test Zone 3A, BSC Kranj coordinated the consistency review of the four local pilot actions together with the pilot team. The review focused on whether the locally adapted activities remained aligned with the common Pupils for Pioneers concept and methodology while reflecting different regional contexts, target groups and implementation formats.

The partners compared implementation experiences and results during the joint monitoring and assessment process. This supported a coherent and comparable presentation of the local pilot actions in the Joint Practice Report and provided a common basis for identifying transferable elements for the Pilot Blueprint.

1.7 Joint reflection

Joint reflection brought together the experiences of the four regional pilot actions and supported the identification of common lessons, success factors and transferable practices for the Pupils for Pioneers approach. Partners reflected on the different experiential learning formats and on how entrepreneurial workshops, mentoring, creative idea development, theatre-based learning and project implementation contributed to soft skills development among young people. The joint assessment of pilot implementation and subsequent exchange of experiences provided the basis for the Joint Practice Report and supported the identification of transferable elements for the Pupils for Pioneers Blueprint.



2. Joint Implementation

Timing	Pilot team / single PP	Joint / local key activities
Preparation phase (Mar - Jun 2025)		
Mar 25	Pilot team	Joint concept development in 2 nd partner meeting Czechia
Mar / Apr 25	Pilot team	Exchange of regional needs, target groups and implementation formats
May 25	Pilot team	Finalisation of the Pilot Concept
May/Jun 25	Single PP	Design of local pilot formats and planning implementation steps
Implementation phase (Jun 2025 - Apr 2026)		
Aug / Sep 25	Single PP	Launch of youth engagement activities (e.g. open call in SI, school-level selection in CZ, programme setup and outreach in AT and IT)
Sep - Nov 25	Single PP	Start of workshops, design sessions, and mentoring
Okt / Nov 25	PP2	Local implementation: How to Start Your Creative Business
Okt / Nov 25	PP3	Local implementation: YDEA LAB Student Ideas Lab
Okt / Nov 25	PP4	Local implementation: Achieve your Dream through Theater
Okt / Nov 25	PP6	Local implementation: X-TRA - From Student Ideas to Real Impact
Nov 25	Pilot team	Jointly monitoring of ongoing pilot implementation in 3 rd partner meeting Slovenia
Apr 26	Pilot team	Final presentations of local pilot projects
Assessment and reporting phase (Apr - May 2026)		
Mar / Apr 26	Pilot team	Jointly assessing pilot implementation in 4 th partner meeting Germany
May 26	Pilot team	Jointly elaborating pilot implementation report
Roll-out phase (Jun - Nov 2026) - to come		
Until Sep 2026	Single PP	Locally defining future action planning based on pilot results
Sep 26	Pilot team	Jointly discussing Pilot Blueprint and future transferability in 5 th partner meeting Poland
Until Oct 2026	Pilot team	Jointly elaborating pilot blueprint.
Nov 2026	Pilot team	Dissemination of the Pilot Blueprint and pilot findings to regional organisations and policymakers.



3. Local Pilot Tests

Annex 1: How to Start Your Creative Business (Talks & Workshop)

Annex 2: YDEA LAB Student Ideas Lab

Annex 3: Achieve your Dream through Theater

Annex 4: X-TRA Project: From Student Ideas to Real Impact



C.Pilot Test Zone B: Society Seedbed

1. Test Zone Approach

1.1 Specific intention and content

The Society Seedbed test zone focused on creating accessible opportunities for soft skills development through community-based, public and makerspace activities. It explored how everyday public and community settings can become low-threshold learning environments where citizens discover and strengthen soft skills through practical participation. The pilot demonstrated that creativity, communication, collaboration, initiative and problem-solving can be effectively developed through hands-on experiences embedded in community life. Rather than relying on formal training, the approach used making, experimentation, interaction and reflection to make soft skills visible and relevant to participants of different ages and backgrounds.

1.2 Target groups

The 3B pilot primarily targeted the **general public, including children, families, adults and seniors**, while also engaging makers, facilitators and community organisations. It responded to the growing need for accessible lifelong learning opportunities where people of all ages could recognise, develop and apply soft skills through active participation.

1.3 Joint methodological approach

A joint methodological approach was developed and implemented by all Pilot 3B partners. Although adapted to regional contexts, all partners shared the common objective of discovering and developing soft skills through learning by doing while engaging society as a seedbed for transformation. The methodology consisted of:

- Identify a low-threshold topic relevant to the local community.
- Choose an accessible setting such as a public event, community space, FabLab or makerspace.
- Offer practical hands-on activities with visible results.
- Integrate simple reflection on soft skills, either informally or through guided tools.
- Collect observations, feedback and lessons learned for transfer and future replication.

A specific element of the Society Seedbed strand was the public-space challenge implemented by PP6 BSC Kranj. The Slovenian pilot deliberately moved soft-skills learning into the public space through the “Kr’ petek je!” workshop series in Kranj, transforming the city square into a temporary open learning environment for children, families and passers-by. Hands-on activities, workshop equipment and the Soft Skills reflection wall were used to encourage spontaneous participation, practical learning and reflection on the skills applied during the activities.

The public-space approach was complemented by a flexible workshop and meeting space at Kovačnica Business Incubator. The small-scale investment provided movable furniture, workshop materials, storage and supporting equipment suitable for both indoor and outreach activities. The space and equipment strengthened BSC Kranj’s capacity to deliver low-threshold soft-skills activities and supported the overall Society Seedbed approach of bringing experiential learning closer to the public.



1.4 Overview of local pilot tests

This test zone was led by **PP5** - Makers United (Germany).

- **PP5 Makers United (DE): Tech Meets Tradition: Reviving Pioneer Skills through Makers Workshops:** *A makerspace workshop combining regional craftsmanship with digital fabrication and electronics.*
- **PP6 BSC Kranj (SI): Turning Public Spaces into Soft Skills Labs:** *Community workshops transforming public spaces into accessible environments for creativity, making and soft skills development.*
- **PP7 Creative Industry Košice (SK): From Idea to Opportunity:** *A series of public workshops fostering creativity, sustainability, communication and entrepreneurial thinking through hands-on co-creation.*
- **PP8 Regional Development Agency Bielsko-Biala (PL): Making the Invisible Visible: Soft Skills Through Creative Making:** *A FabLab workshop helping older adults recognise and reflect on their soft skills through creative making.*

Four partners successfully implemented community-based pilot applications reaching children, families, adults and seniors. The pilots demonstrated that soft skills can be strengthened outside formal education through accessible maker activities and public engagement.

1.5 Peer mentoring / observation

Partners maintained regular and structured peer exchange during online coordination meetings and physical transnational partner meetings, sharing progress, implementation experiences and challenges across the four regional pilot actions. Cross-wise observation focused on how different settings – public spaces, makerspaces, FabLabs and community workshops – supported soft skills development among different target groups. Partners compared approaches to participant engagement, hands-on learning, reflection methods and the use of spaces and equipment, enabling them to identify common principles as well as context-specific solutions.

The pilot team jointly monitored ongoing implementation during the 3rd partner meeting in Slovenia and jointly assessed pilot implementation during the 4th partner meeting in Germany.

1.6 Consistency review

The test zone partners jointly reviewed the local pilot approaches to ensure alignment with the common Society Seedbed methodology while allowing adaptation to different regional contexts. The review supported a coherent presentation of the local actions and identification of transferable elements for the Pilot Blueprint.

1.7 Joint reflection

Partners jointly reflected on the experiences and results of the four Society Seedbed pilot actions, identifying common lessons, success factors and transferable practices. The joint assessment and exchange provided the basis for the Joint Practice Report and the Society Seedbed Blueprint.



2. Joint Implementation

Timing	Pilot team / single PP	Joint / local key activities
Preparation phase (Mar - Jun 2025)		
Mar 25	Pilot team	Joint concept development in 2 nd partner meeting Czechia
May 25	Pilot team	Development of the joint Pilot 3B concept and methodology
Jun 25	Pilot team	Finalisation of the Pilot Concept
Jun 25	Single PP	Preparation of local pilot activities, recruitment of participants and adaptation of the common methodology to regional contexts
Implementation phase (Jun 2025 - Apr 2026)		
Jun-Avg 25	PP6	Implementation of the "Kr' petek je!" public workshop series (<i>Creative Textile Workshop, Electronics through Play, Mali pustolovci Workshop</i>)
Oct 25	PP5	Implementation of the "From Idea to Opportunity" workshop series in Košice and Rožňava
Nov 25	Pilot team	Jointly monitoring of ongoing pilot implementation in 3 rd partner meeting Slovenia
Nov 25	PP10	Implementation of "Tech Meets Tradition: Reviving Pioneer Skills through Makers Workshops" in Augustusburg
Dec 25	PP7	Implementation of "Making the Invisible Visible: Soft Skills Through Creative Making" at FabLab Bielsko-Biała
Mar 26	PP6	Implementation of the "Leonardo da Vinci & 3D Pen" makers workshop at Kovačnica Business Incubator
Assessment and reporting phase (Apr - Jul 2026)		
Mar 26	Pilot team	Jointly assessing pilot implementation in 4 th partner meeting Germany
May-Jul 26	Pilot team	Joint evaluation of pilot results and preparation of the Joint Report
Roll-out phase (Jul - Nov 2026) - to come		
Until Sep 26	Single PP	Locally defining future action planning based on pilot results
Sep 26	Pilot team	Jointly discussing Pilot Blueprint and future transferability in 5 th partner meeting Poland
Oct 26	Pilot team	Jointly elaborating pilot blueprint
Until Nov 26	Pilot team	Dissemination of the Pilot Blueprint and pilot findings to regional organisations and policymakers



3. Local Pilot Tests

Annex 5: Tech Meets Tradition: Reviving Pioneer Skills through Makers Workshops

Annex 6: Turning Public Spaces into Soft Skills Labs

Annex 7: From Idea to Opportunity

Annex 8: Making the Invisible Visible: Soft Skills Through Creative Making

Disclaimer

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