2024 Education CfP

Carolina Torregrosa Gallo

Education Program Manager

EIT Manufacturing

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Education CfP 2024

Based on our partners inputs coming from the 2024 Consultation Process and partners survey, in line with the needs of the manufacturing community and consistent with EITM strategic objectives

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Education CfP 2024

Key Information

- **3 Call Topics** & **3 Segments**
- **Project Duration** (depending on the segment)
  - 12 months
  - 18 months
- Activities will result in complete **learning programmes** including synchronous & asynchronous experiences
- **Funding Rates:**
  - 12 months: max. EIT funding 250k€
  - 18 months: max. EIT funding 400k€
- We are looking for innovative teaching and learning methodologies
- Strong link with EIT Manufacturing Upskilling and Reskilling Quality System and Competency Model (EIT labelled)
- **Financial Sustainability**: new mechanism based on Digital Content and Service Agreements (dedicated session)

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3 Topics

Sustainability
Skills for identifying and applying enabling technologies for sustainable manufacturing

Digitalization
Identification and development of skills to define and execute a digital transformation roadmap

Future trends - Remanufacturing
Upskilling and reskilling in Re-manufacturing and critical resources in Circular Manufacturing

3 Segments

Skill-driven learning
Active learning experiences , targeting individuals tailored to develop specific skills

Transforming organizations
Support SMEs in preparing their Human Capital for a transition through training

Engage society & pupils
Engage a wider population and foster active participation in manufacturing

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Topics

Topic 1 – Sustainability:

Skills for identifying and applying enabling technologies for sustainable manufacturing

- Leadership skills to inspire employees to embrace sustainability as a core value
- Project management skills to plan and manage sustainable manufacturing projects
- Technical skills to identify opportunities to reduce resource consumption and waste along the full product development, service, and end of life cycle
- Analytical skills to measure sustainability in factories and monitor the implementation of enabling technologies

Upskill the manufacturing workforce, enabling them to identify potentially innovative solutions and perform the appropriate cost/benefit analyses to make informed choices regarding the adoption of sustainable technologies.

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Topic 2 – Digitalization:

Identification and development of skills to define and execute a digital transformation roadmap

- Enabling line managers to identify and define the necessary skills for implementing of a digital transformation roadmap,
- Helping employees assimilate and identify the benefits of digitalization and effectively communicate these advantages.
- Equipping operators with cross-sectoral skills that combine digital and project management skills to develop a digital roadmaps
- Developing critical thinking skills to interpret data for informed decision-making.
- Providing the necessary skills for the workforce to operate with data analytics, artificial intelligence, automation, and cybersecurity

Support the development of the right skills and mindset, so that the manufacturing sector can successfully embrace the implementation of a digital transformation roadmap and achieve a successful digital transition at organization level.

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Topic 3 – Future trends:

Upskilling and reskilling in Re-manufacturing and critical resources in Circular Manufacturing

- Enhancing the application of circular economy principles
- Developing expertise in materials science, business acumen, and supply chain management
- Conducting life cycle assessments and improve product design for remanufacturing.
- Promoting knowledge of legal frameworks and policies at the European level

The development of technical skills for remanufacturing encompasses various areas of expertise. These skills collectively contribute to efficient and environmentally-friendly remanufacturing practices.

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Segments

Segment 1– Skill-driven learning:

Creation and delivery of active learning experiences tailored to develop specific skills, targeting individuals. These learning experiences must combine asynchronous digital learning with synchronous learning, following a “learning by doing” approach.

Each learning program must:

- Include a minimum of 8 hours of synchronous and hands-on activities
- Include a minimum of 10 hours of digital training
- Have an overall workload at least of 1 ECT
- Include a train-the-trainer program as an output
- Ensure the rollout of the training to a wide range of learners beyond the pilot phase

Target group

- Manufacturing employees and professionals, long-life-learners, VET Students

Support groups of SMEs in preparing their Human Capital for a transition (digital, green, resilience, technological) through training and consulting programs delivered in collaboration with local trusted industrial associations and clusters.

Segment 2 – Education for transforming organizations:

Each transform program must:

- Include an initial assessment of the skill gaps, the co-design of a skills development roadmap, the assignment of training paths to the employees, the delivery and the final evaluation and assessment of the program
- Have a minimum duration of 20 hours
- Involve resources from different functional areas
- Required a minimum participation of 4 people per SME
- Target at least 22 “to be transformed companies”

Target group

- Groups of SMEs (university students are not accepted as testers or in piloting activities)

Segment 3 – Engage Pupils and society

Engage a wider population, encourage the use of their talents, and foster active participation in manufacturing by cultivating innovation and entrepreneurial skills.

Engage programmes can focus in three areas:

- Raise awareness about manufacturing, stimulate creativity and passion among young generations and specific diverse and disadvantaged groups,
- Enhance gender balance in manufacturing by strengthening the leadership and entrepreneurial skills of women already in the sector.
- Enhance innovation and entrepreneurship skills in seniors. These activities should enable upskilling people that want to remain active on the job market and generate new businesses

Target groups

- Pupils (8-17years old), Young people (18-25 years old), girls, women, diverse/ disadvantaged groups
- Master and PhD Women Students and Professional/employee Women
- Seniors (over 60 years old) in the manufacturing industry

Other important info

Consortia composition

- At least **3 independent legal entities** each established in a different country (min. 1 member state) and in **minimum 2 CLCs**.
- **1 Lead Partner**, coordinating the consortium through the Activity Leader
- **1 manufacturing company***, that supports the definition and identification of the skills' development needs.
- **1 Business Owner***, signing the Service Agreement and in charge of the commercialisation of the result(s)

*Not applicable to activities under Engage segment

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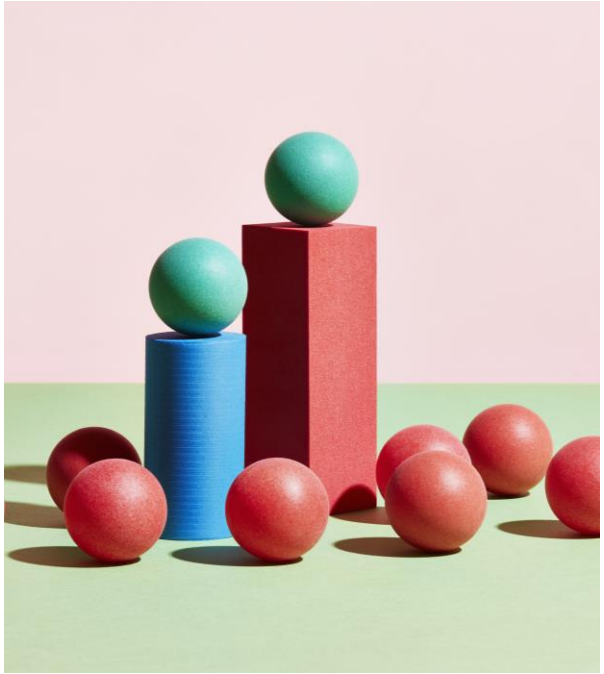
Commercialization and Financial Sustainability



Activities must demonstrate the possibility of scale up the training after the end of the activity

In proposal phase the consortium have to:

1. Provide expected **revenue projection for the 5 years** after the project end date
2. Explain in detail the **revenue model** and price strategy behind the revenue projection
3. Explain the **go-to-market strategy**
4. Attached to the proposal the Business Owner Deck, with detail information
5. Commit to follow the Financial Sustainability mechanism described in the guidelines

If awarded, the business owner(s) must sign the Service Agreement before the start of the activity.

Detail information about FS Mechanisms will be presented during the commercialization and FS session

Target Group

In line with the mission of the Education Pillar, each segment has a defined target group that ensures covering different needs of the market and not focusing only on university students*

Therefore, it is important to verify that:

- ✓ Proposals focus on specific (non-generic) target groups
- ✓ The needs and barriers of the target group are well recognized (needs and barriers differ among target groups), is not feasible to think that one training can cover all the needs.
- ✓ It is highly advised to involved that the target groups already during the proposal phase in order to ensure that the proposal is **PULLED** by the target needs and not **PUSHED** by the consortium

Market and competitive analysis: it is clue to understand the REAL needs and barriers.

**University students in this call are targeted only by the Pioneering Learning Journeys segment*

EIT Manufacturing Non-degree Label

Activities under segments 1 and 2 must comply with the requirements of the EIT Manufacturing Upskilling and Reskilling Quality System and Competency Model

- ✓ Activities under these segments must include EIT Core KPIs EITHE07.1 and EITHE07.2 (graduates from EIT labelled programmes)
- ✓ Participants that successfully finalized these training courses will be counted under such KPIs
- ✓ Support material on this topic is available under ANNEX B of the call

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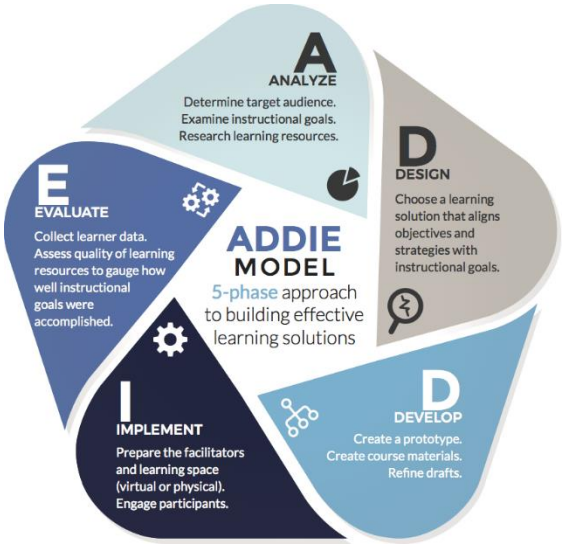
Instructional Designer



For ensuring high quality in the development of the content **ALL** activities must involve an **Instructional Designer**

Instructional Designer role is to **develop instructional material** for training courses using multimedia technology and authoring tools. They aim to create **instructional experiences** which make the acquisition of **knowledge** and **skills** more **efficient**, **effective**, and **appealing**.

The role and profile of an **Instructional Designer** is **different from** the one of a **teacher** or a **professor**. As well, Universities not necessarily cover the role of the instructional designers.

Instructional designer deck is a mandatory document to be attached to the proposal, and should include the profile of the Instructional designer, the description of their track record, and examples of their work.

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Teaching Factories Competition 2023 Deep Tech

Tamar Chapidze

Education Officer

EIT Manufacturing

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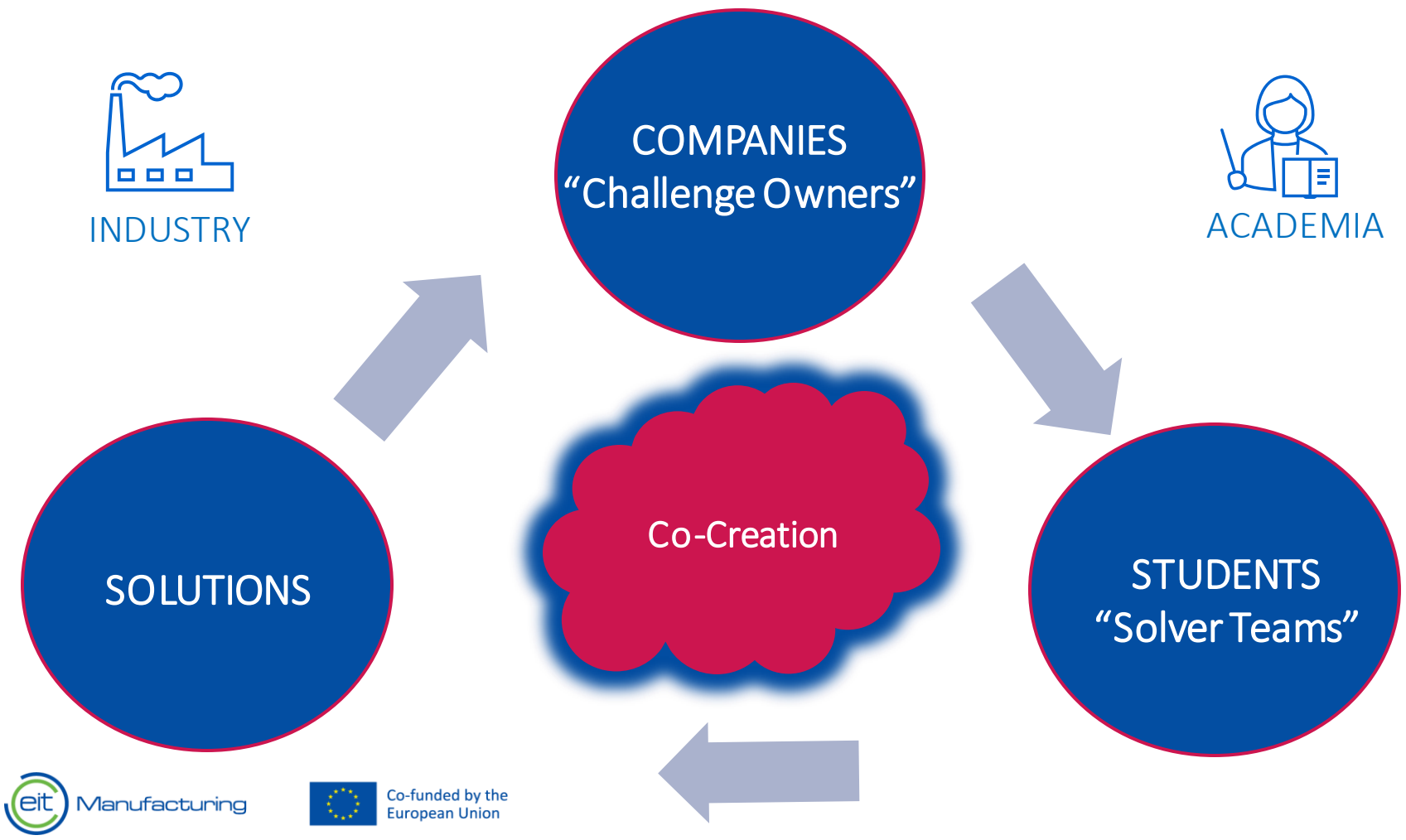

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Deep Tech

Teaching Factories

2023 Competition

Timeline

Call for Companies	Call for Universities/ VETs	Challenge Solving & Intensive learning phase	Results & Awards to Companies	Pitching sessions & awards to Solver teams
6 Sept/2023	20 Nov/2023	10 Feb/2024	21 Feb/2024	26 Feb/2024

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What's in it for me?

Companies

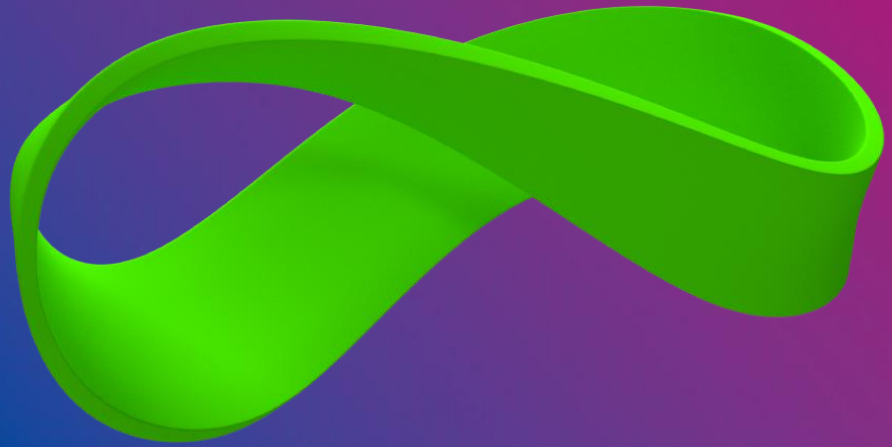
- Tailored solutions & Innovative ideas.
- Attractive financial prizes.
- Increased international visibility.
- Access to potential talented employees.
- Networking with top-tier academic institutions & future industry leaders.

Students

- Challenge based learning
- Intensive I&E learning
- Practice-based experience
- Improved innovative thinking
- Developed soft skills
- International exposure
- Financial awards

Universities/VETs

- Cooperation opportunities with companies
- International visibility of faculties & courses
- Improved academic programmes & methodology
- Increased attractiveness



Thankyou!

CONTACT US:

tfcompetition@eitmanufacturing.eu
Tamar.chapidze@eitmanufacturing.eu

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Coming soon…

The Pioneering Learning Journeys call, for the Master and Doctoral winter and summer schools

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Thank you!

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