KAVA Call no. 5
Education Projects
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Education Projects

Building the capacity and increasing exposure of learners to strengthen the sector

EIT’s focus is on shaping innovation, entrepreneurial and intrepreneurial skills in four domains of learning

• Amongst students in higher education - PhD and Masters
• In continuing professional development - Lifelong Learning
• Need to increase the attractiveness of the sector and expose future game-changers to raw materials - Wider Society Learning
Education projects

Guiding principle (selected)

• Aim is to create and deliver new education programmes, courses or content.
• It is expected that course plans are Bologna compliant, and proposals should demonstrate elements of pedagogic innovation.
• Non-EIT/EIT funding ratio of 50:50. Co-funding contributed by the project consortium is encouraged and will be evaluated positively.
• If the EIT funding requested for the project in total is more than 300,000 EUR, the financial sustainability of the proposed project after the funding period must be discussed with CLC staff prior to submitting the proposal, and thoroughly documented in the proposal itself.

EIT Raw Materials

Call for KAUA Education projects

Instructions and process description

September 2017

1. Purpose and scope of this document

This document describes the process for the identification, selection, evaluation and selection of proposals to be submitted to the 2018 call for project funding by the KAUA Education project. It is intended to be used as a reference for project lead representatives and the proposal submission phase.

1.1 EIT Raw Materials KAUA Education project

The KAUA Education project intends to fund projects that will create and develop new education programmes, courses or content for EIT-KAUA in the materials field. The project aims to support the implementation of the new KAUA education program and the KAUA training platform.

1.2 Proposal evaluation

Proposals will be evaluated based on the following criteria:

- Originality and innovation
- Relevance and impact
- Feasibility and sustainability
- Quality and potential

1.3 Budget allocation

- The total budget for the KAUA Education project is 500,000 EUR.
- The budget is allocated based on the potential impact of the proposed project.

1.4 Timeframe

- Submission of proposals: September 2017
- Evaluation of proposals: October 2017
- Announcement of selected projects: November 2017

2. Project call and selection process

2.1 General rules and guiding principles

- The aim of the KAUA Education project is to create and deliver new education programmes, courses or content. It is expected that course plans are Bologna compliant, and proposals should demonstrate elements of pedagogic innovation.
- The EIT funding requested for the project in total is more than 300,000 EUR, the financial sustainability of the proposed project after the funding period must be discussed with CLC staff prior to submitting the proposal, and thoroughly documented in the proposal itself.
- The proposal evaluation criteria include the potential impact on the KAUA training platform, the potential for replication and sustainability, and the potential for new partnerships.

2.2 Selection of projects

- The selection process for the KAUA Education project will be based on the criteria outlined in Section 1.2.
- The selection of projects will be based on a competitive process.
- The final decision will be made by the KAUA Education project steering committee.

2.3 Contractual and administrative aspects

- The KAUA Education project is a two-year project.
- The project will be managed by the KAUA Education project manager.
- The project will be evaluated based on the criteria outlined in Section 1.2.

2.4 Intellectual property

- The KAUA Education project respects and encourages the development of new education programmes, courses or content.
- The KAUA Education project supports the development of new education programmes, courses or content.
- The KAUA Education project respects and encourages the development of new education programmes, courses or content.

The KAUA Education project aims to create and deliver new education programmes, courses or content. It is expected that course plans are Bologna compliant, and proposals should demonstrate elements of pedagogic innovation.
Introducing entrepreneurship and novel thinking in MSc & PhD education – Next wave of human capital

• Increase students interest to commercialise ideas!
• Summer schools, modules, full new programmes
• Mobility

From research to business!
  • Develop individual ideas
  • Pitching training
  • Mentoring by senior entrepreneurs
LEARNING & OUTREACH

Introducing entrepreneurship and novel thinking in MSc & PhD education – Next wave of human capital

- Projects that illustrate a clear industrial/real-world rationale, describe the K’CAs to be developed, illustrate the clear role of industry and engaging entrepreneurship and pedagogy experts
- Digital transformation of industry
- Innovative pedagogy to activate higher-cognitive learning
- Bridge courses to funnel other disciplines to raw materials higher education programmes
- Establishing links to local/regional innovation systems, e.g. involving TTOs and incubators
- Recruitment campaigns to boost student applications and enrollments
- Curricula which address real industry cases
Lifelong Professional Education – Building capacity of the current wave!

Qualified up-to-date professionals

- Short courses, modules, upgrading
- ”Soft & Hard” aspects

- Courses and trainings addressing the digital transformation of industry
- Programmes oriented to mid-career professionals who exited the sector or come from other sectors
- Work-force qualification schemes linked to specific technologies and certification schemes
- Courses compliant with European standards on certification
- Involvement of industry in the definition of the course aims and curriculum – ensuring courses are addressing real sectorial needs
Wider Society Learning

- Programmes and initiatives with small budgets, fast delivery and limited budget, e.g. max EUR 100,000
- TED Talk style events
- Development of teaching material and course content for schools to expose and raise awareness amongst school pupils
- Digital content – MOOCs, games, videos – increase impact of projects and reach large audiences
- Awareness raising activities; society, schools, laymen...
What you can apply for

- Pedagogic development of project personnel
- Programme/module/course development i.e. working hours, production costs of video material
- Piloting the course i.e. working hours; and if motivated some travel expenses for students
- Promoting the programme/module/course
- Project coordination and management

Annual call for EIT Label, mobility grants for students (not tuition fees)
  - Typically in November/December with deadline in February/March
Focus areas – Proposal recommendations

**Cross-cutting**

- Strengthen the involvement of industry
  - Addressing the industrial/sectorial needs
  - Active engagement of industry in programme design and implementation
  - Industry placements and internships
- Institutional and geographic outreach
  - Involvement of RIS and ESEE partners in existing partners, including train the trainker
  - De-silo – engaging other programme and faculties in your institutions and ecosystem
Education projects

Project selection process is designed to (selected):

• The **collaborative backbone** of the KIC consortium and future service offerings.

• Develop new activities or enhance existing activities by involving **new participants from the RIS regions** to expand the reach of the KIC “community.”

• Create new programmes or redesign existing programmes including a **high degree of involvement of industry partners**. Include industry partners and ensure their relevance in all types of education activities.

• Create new programmes or redesign existing programmes where students gain experience of industry application, tackle challenges and create solutions through a pedagogy which **fosters an entrepreneurial mindset**.

• Introduce **new Lifelong Learning** programmes relevant to industry needs and improve intrapreneurship and entrepreneurship skills in the RM sector.

• Enhance interest in and knowledge of the **role and importance of raw materials in society**.

• Encourage the inclusion of SMEs as partners and/or customers in the projects.
EIT Raw Materials

Call for KAVA Education projects

Instructions and process description

September 2017

1. Purpose and scope of this document

This document describes the process for preparation, submission, evaluation and selection of proposals in response to the 2018 call launched by the EIT Raw Materials for the following KAVA types:

- PhD Education
- Master Education
- Lifelong Education,
- Widder Society Learning.

For further description of the KAVA types, see the document Education Project Proposal: Guidance and Template for Complementary Information. The primary aim of the proposal submitted must be Education and the proposal must fall into one of the four categories detailed above. It is a requirement to register your intention to submit a proposal and contact EIT staff before submitting the proposal. The EIT staff can offer further advice.

All proposals in response to the present call must be framed as projects in the sense that:

- They must lead to specific deliverables over a defined time schedule;
- They will be financed by EIT RawMaterials (the EIT) only for a defined duration.

All KICs involved in the submission of a project proposal in response to this call should read the following documents carefully:

- The present document (call text);
- Education Project Proposal: Guidance and Template for Complementary Information;
- FAQ (Frequently Asked Questions) that will be posted in the online proposal submission platform "Feedback" (https://feedback.eitrawmaterials.eu), also containing explanations of the terminology used in this document;

Process description and instructions for Education activities - 2018

2. Project call and selection process

2.1 General rules and guiding principles

- The aim of the EIT funding is to create and deliver new education programmes, courses or content. It is expected that course plans are Bologna compliant, and proposals should demonstrate elements of pedagogic innovation.
- Education projects are requested to reach a non-EIT/EIT funding ratio of 50/50. Non-EIT funding is the sum of KCA and KAVA co-funding. EIT funding is the requested EIT budget for executing the proposed project. Co-funding can also be "in kind". Co-funding contributed by the project consortium is encouraged and will be evaluated positively. (For explanation of terminology and eligibility of KCA and KAVA Co-Funding, please refer to FAQ. Co-funding can be contributed only by Partners (not by Task Partners)).
- Partners may request 100% funding for eligible KAVA costs.
- If the EIT funding requested for the project in total is more than 300,000 EUR, the financial sustainability of the proposed project after the funding period must be discussed with EIT staff prior to submitting the proposal and thoroughly documented in the proposal text.
- The project consortium can include partners who are not EIT RawMaterials members as Task partners (e.g. SMEs). Task partners can be eligible for funding up to a maximum amount of €00,000 per year (following the H2020 principles of a third party).
- Specific tasks may be attributed to subcontractors, if the necessity is clearly justified and follows the general H2020 principles.
- It is possible to add other partners to the consortium after the project selection, but without changes to the total KAVA budget allocated to the project.

Our project selection process is designed to:

- Continue to build the collaborative backbone of the KIC consortium and future service offerings.
- Support the building of a networked community by encouraging partners to get involved in several projects.
- Develop new activities or enhance existing activities by involving new participants from the RB regions to expand the reach of the KIC community.
- Create new programmes or redesign existing programmes including a high degree of involvement of industry partners.
- Create new programmes or redesign existing programmes where students gain experience of industry application, tackle challenges and create solutions through a pedagogy which fosters an entrepreneurial mindset.


Process description and instructions for Education activities - 2018

Call text, guidance and other documents are available for download on
https://infocenter.eitrawmaterials.eu (request log-in credentials)
## Evaluation criteria - Education

<table>
<thead>
<tr>
<th>Weight</th>
<th>Reference in Guidance and Template</th>
<th>Description of criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>See Focus areas and Section 3</td>
<td><strong>Strategic importance for the KIC</strong>&lt;br&gt;- Overall rationale for the project’s strategic importance to the KIC&lt;br&gt;- Economic importance of the targeted theme/ market (market size, breadth of customers/applications)&lt;br&gt;- Contribution to de-siloeing (countries, CLCs, disciplines, partner categories, value chain segments, activities)&lt;br&gt;- Contribution to building and expanding the reach of the KIC community&lt;br&gt;- Clear dissemination strategy and application (to other countries, ongoing initiatives and programmes, links to development in other materials, themes, markets, audiences, partners, etc.)&lt;br&gt;- Creation of synergies with other actors in the local ecosystem to create an impact beyond the individual project itself&lt;br&gt;- Involvement of partners from RIS and ESEE region countries&lt;br&gt;- Leveraging effect on other KIC activities&lt;br&gt;- Collaboration with other proposals, also from other KIC activities</td>
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</tbody>
</table>

### Notes & recommendations:
- Related it to mission and strategic objectives of EIT RM
- Make it understandable [the Grandma test]
- De-siloeing
- Industry participation/relevance
- RIS and ESEE region
- Leveraging effect
- Relation to Other KIC (KAVA projects) activities
<table>
<thead>
<tr>
<th>4</th>
<th>See Focus areas and Sections 3, 4 and 6</th>
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<tbody>
<tr>
<td></td>
<td>Quality of the project definition</td>
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<tr>
<td></td>
<td>- Explanation of the raw materials challenge addressed by this project and why the project will deliver robust solutions (background, current situation, issues and opportunities – specifically pertaining to EIT RawMaterials)</td>
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<td></td>
<td>- Detailed, step-by-step project work plan, broken down into design and implementation phases and defining work packages, management and milestones to show how the project delivers value to the project consortium and its key stakeholders</td>
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<tr>
<td></td>
<td>- Definition of aims, objectives and deliverables and their relevance to EIT RawMaterials</td>
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<td></td>
<td>- Demonstration of the project's added value in terms of promoting entrepreneurship and innovation (also from a pedagogical point of view)</td>
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<td></td>
<td>- Details of how the funds are to be used for in the form of a clear budget plan and timeline with justification</td>
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<td></td>
<td>- Identification of key risks and success factors supplemented with a mitigation strategy to overcome those risks</td>
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<td></td>
<td>- Quantitative demonstration of short-term and long-term impact of the project</td>
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</tbody>
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**Notes & recommendations:**
- **Make it understandable** [the Grandma test]
- **Entrepreneurship and innovation** – also pedagogical
- **Risk analysis; mitigation**
## Evaluation criteria - Education

<table>
<thead>
<tr>
<th></th>
<th>Quality of the consortium</th>
<th>Quality of industry involvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>- Relevance and demonstrated commitment of the lead partner</td>
<td>- Relevance of the industry partner(s) to the thematic area of the project</td>
</tr>
<tr>
<td></td>
<td>- Relevant experience, expertise and resources, and demonstrated commitment and engagement of each of the partners</td>
<td>- Clear definition and description of role and responsibility of the industrial partner within the project</td>
</tr>
<tr>
<td></td>
<td>- Diversity and complementarity of the partners, and clear definition and description of roles and responsibilities with justification of why these partners were selected</td>
<td>- Demonstrated commitment and engagement of the industry partner(s) with written evidence</td>
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<td></td>
<td>- Appropriate level of cooperation and interaction within the consortium to support effective knowledge management</td>
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<td></td>
<td>- Active involvement of industrial partners</td>
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<td></td>
<td>- Project governance structure and operational coordination mechanisms</td>
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</table>

**Notes & recommendations:**
- **Commitment & roles of all partners**
- **Diversity**
- **Active involvement of industry partner**
- **Relevance for the industry**
### Evaluation criteria - Education

<table>
<thead>
<tr>
<th>4</th>
<th>See sections 3, 6 and 7</th>
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<tbody>
<tr>
<td><strong>Expected impact (return on KAVA investment)</strong></td>
<td></td>
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<tr>
<td>• Realistic assessment of the expected contribution that the project will make to the impact of the KIC (see the Strategic Agenda 2016-22 of EIT RawMaterials) in relation to the requested budget</td>
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<tr>
<td>• With specific reference to the activities, stakeholder interactions, deliverables and objectives, include a clear explanation of how this impact will be achieved</td>
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<tr>
<td>• Project plan should include a description of expected stakeholders benefiting from the project along with a justification, and details of communication and dissemination plans to stakeholders</td>
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<tr>
<td>• Other expected quantitative contribution to specific output KPIs and/or scoreboard numbers (see the Strategic Agenda 2016-22 of EIT RawMaterials)</td>
<td></td>
</tr>
<tr>
<td>• Clear Description of financial and non-financial benefit provided to the KIC. Support to other KAVA activities, to KIC Customers, or other stakeholders (e.g. public authorities, NGOs, etc.).</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>See sections 6 and 7</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KCA and other contributions from partners</strong></td>
<td></td>
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<tr>
<td>• Relevant KCA amount (€)</td>
<td></td>
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<tr>
<td>• KAVA co-funding brought by partners</td>
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<tr>
<td>• Balance in the level of resources committed by the different partners</td>
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<tr>
<td>• Expected financial sustainability for the continuation of the product/service after the end of the KAVA funding period, if relevant</td>
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</tbody>
</table>

**Notes & recommendations:**
- **Realistic**
- **Make it clear how impact will be achieved**
  - **International impact?**
  - **Balance in level of resources**
  - **Financial sustainability**
- **Continuation after funding? How will the project consortium continue the activity?**
Co-funding model of a KAVA Education budget

**KIC Complimentary Activity (KCA)**
The costs for a “*previous project*” or activities that the suggested project benefit from within e.g. a partner organisations

- **EIT RawMaterials funding**
  - EIT RawMaterials funding to help scale up the results, aiming to bring “X” to market

- **Non EIT funding**
  - December 2014 to end of project

- **EIT funding**
  - Total project budget
  - Cost coverage in project up to 100%
Education Project Proposal Guidance and Template for Complementary Information

The KAVA proposal submission consists of only one part. Part of the information will be annexed directly to the annual Business Plan. The aim of this document is to guide the preparation of the project proposal.

Focus Areas

Generally, we strongly encourage proposals that consolidate existing programmes to strengthen the industry involvement by expanding their institutional and geographical outreach. We strongly recommend that project descriptions have a high degree of clarity about how industry is involved and how students gain experience of industry applications, challenges and solution creation. This includes but is not limited to:

- Industry involvement
- Industry-academia needs and adoption of teaching content accordingly, in all types of learning areas
- Participation of industry in the design and delivery of programmes
- Industry placements for students
- Co-creation of case studies with industry on the basis of actual real materials industry challenges
- Matching students with industry mentors
- Lifelong Learning Education jointly developed and tailored for a particular industry partner is viewed as positive.

b) Institutional and geographical outreach

- Running of existing short programmes in other countries. This should involve the local partners and address the local requirements
- Involvement of partners for IRS and ESIC region countries in existing programmes
- Inclusion of train-the-trainer elements for IRS and ESIC region countries
- Creation of synergies with other programmes/facilities in your institution or local ecosystem to create an impact beyond the individual programme itself.

Specifically, we encourage the following examples of activities for the different learning areas:

- Master’s and PhD Education
  - Approach: that comprise: i) a clear motivation of industry needs and other streams - and rationale for how these are related to technical topics; ii) clarity on the skills that will be developed; iii) a relevant, significant, role for industry within the project and education; iv) engagement of business/entrepreneurship/pedagogic experts and collaboration with subject experts on pedagogics to embed skills development in technology courses
- Master Education and/or PhD Education addressing the digital transformation of industry is encouraged as outlined in the EU strategy to Digitise European Industry as part of the Green Deal

Digital Single Market package. The digital transformation of industry includes but is not limited to industry 4.0, Internet of Things (IoT) and big data.

- The use of innovative and digital pedagogical approaches, such as flipped-classroom and blended-learning, is encouraged.
- Master’s or first-cycle courses for Bachelor or Master’s students from other disciplines, to increase the pool of potential personnel for the raw materials sector.
- Short training programmes or modules to solve business cases involving students from both the social sciences and the raw materials disciplines.
- Programmes linking Master and PhD programmes with local innovation ecosystems through, for instance, local industry or technology transfer offices.
- Student recruitment campaigns, including specifically for female students.

Digital Skills (e-learning)

- Lifelong Learning Education addressing the digital transformation of industry is encouraged as outlined in the EU strategy to Digitise European Industry as part of the 2016 Digital Single Market package. The digital transformation of industry includes but is not limited to industry 4.0, Internet of Things (IoT) and big data.
- Programmes that will assist mid-career professionals who have left the R&D field or come from other sectors to (re-)train to the sector.
- Intersection qualification schemes linked to specific technology with a view to certification. Compliance of lifelong learning courses with European standard for certification (EN ISO 13249) will be considered an asset.

Wider Society Learning

- WLS projects with small budgets, fast delivery and limited duration, i.e., max. 200,000 EUR and max. one-year duration are particularly encouraged.
- TED-talk style events
- Teaching materials for schools (primary or secondary education) which raise awareness of the importance of raw materials
- The use of innovative and digital pedagogical approaches in wider society learning education, such as MOOCs and blended learning, but also certification and videos, to increase impact of WLS projects.

1. PROJECT TITLE

Check with HLC staff that the project name is not the same as or similar to the name of any other projects.

2. EXECUTIVE SUMMARY (max. 90 words)

The executive summary should be a clear and concise description of the project's key elements: “What, Why and How?”. This text may be used as part of the Business Plan, or for presentations and other materials, and should therefore be formulated as a business pitch.
