



## Workpackage 4: Pilot Project Format

### a) What makes a pilot project interesting?

**A relevant pilot project should be:**

**Doable** – Completed between month 10 & 30 of RIGHT.

**Transferable** - Applicable (at least in theory) to other countries/sectors/occupations.

**Specific** – A specific intervention intended to help address a specific skills gap (or an underlying structural barrier, i.e. training costs for SME).

**Demand driven** - There must be a demand either directly from SMEs or from intermediaries (i.e. vocational colleges or training providers).

**'Measurable'** - We must be able to evaluate the pilot, specifically if the interventions have helped (NB: but we can only evaluate very short-term effects within our time frame).

### b) Selection Criteria to identify relevant pilot projects:

The pilot projects proposed by a partner should respect the following criteria:

1. **Open access** - Knowledge on the results of the pilot and its evaluation will be shared through open access as a key part of this RIGHT project.
2. **Available pilots** - (Meaning: initiatives already on their way/at an advanced stage of planning, which will allow us evaluation (and possibly an improved version 2.0).
3. **Pilots we can create ourselves** – Sub-criteria:
  - a. Cost/benefit ratio (expected impact related to necessary budgets/hours)
  - b. Time (completed evaluation before month 30)
  - c. Created as per details highlighted in Section a).
4. **Long-term durability** - (Meaning: financial sustainability – i.e. Affordable, payback/cost reduction; stakeholder/user participation, etc.).
5. **Scope: We want to cover:**
  - a. More sectors/occupations and pilots.
  - b. Addressing various thematic lines and levels/stakeholders.
  - c. And relevant to more countries.
6. **Smart Specialisations:** Pilots should be connected to the regions Smart Specialisation Strategy if applicable.
7. **Skills Gap:** Pilots should aim to close skills gap or gaps that have been identified in the research carried out in work package 3.



Example of a matrix to be created in an excel spreadsheet:

	Power to Gas	Windmill Mechanic	Hydrogen Culture	Aqua Industry	Marine	Fisheries
<b>1. General information</b>						
<b>Title of the pilot project:</b>	<b>Port chances - competence game</b>					

<b>Main institution involved:</b>	Several schools in the POA region (Port of Antwerp), last grade of high school. Young unemployed people <25 years in the POA region in cooperation with the city of Antwerp					
<b>Research Coordinator within RIGHT:</b>	Bert Pichal					
<b>Location of the practice:</b>	<b>Country:</b>	Belgium				
	<b>Contributors &amp; roles:</b>	Port centre Antwerp : project leader Schools : orientation of their students Companies: demystifying companies, sectors, jobs, give explanation on their sector/job needs, give access to their company at schools, employer branding Labour market regulators				

<b>2. Detailed description</b>	
<b>Detailed information on the tool:</b>	<p>We lead young people to jobs available in the POA area or let them know study fields that lead to jobs in the POA region.</p> <p>We use a game in which young people get to know their competences (including the 21st century skills) and see if there is a match with jobs opportunities or study fields. This is played on the premises of the participating company.</p> <p>It is in fact a gamified mini assessment in which the youngsters have to fulfill 3 commands in line with the competences needed in the participating company. After the assessment game we reflect with the group on their competences, what kind of jobs or study fields are interesting for them. They get a competence passport to take home.</p> <p>There is a mismatch in the Antwerp port region between job opportunities and the available workforce or with the great group of unemployed young people in the PoA area.</p> <p>With this tool we will raise the awareness of the youngsters about</p> <ul style="list-style-type: none"> <li>- their competencies , including the 21st century skills</li> <li>- possible study fields they never heard of</li> <li>- possible job opportunities for them who leave school and enter the labour market</li> <li>- company culture and specific job needs.</li> </ul> <p>It is a pilot that can be used in the very diverse sectors of energy/blue/logistics etc. It could be transferable to every country, if translated.</p>



<p><b>Impact intended/expected:</b></p>	<ul style="list-style-type: none"> <li>- Filled in job openings in participating companies</li> <li>- Filled in internships in participating businesses</li> <li>- Increased client satisfaction from the schools and their students</li> <li>- Young people who get insight in the added value of the port of Antwerp and the huge possibilities</li> <li>- Insight in their own possibilities and competencies</li> </ul>
<p><b>Skills Gap Addressed from WP3 research:</b></p>	<ul style="list-style-type: none"> <li>- Promote technical and technological jobs</li> <li>- Promote working in the port area</li> <li>- Offer advantages/support to SMEs in order to             <ul style="list-style-type: none"> <li>o keep up with innovation and increase their innovative character</li> <li>o be able to recruit, retain and train/specialize their technical staff</li> <li>o be competitive and be/become a pioneer</li> </ul> </li> </ul>
<p><b>Connection to Smart Specialisation Strategy:</b></p>	<p><b>Specialized manufacturing solutions</b> (Advanced production technologies and additive manufacturing), <b>Sustainable Chemistry</b> (agricultural and industrial applications of biotechnology and sustainable chemistry, pharmaceutical applications of biotechnology) <b>Value-added logistics</b> (Specialized industrial value chains and logistical services), <b>Personalized cure and care</b> (personalized medical and social care), <b>creative industries</b> and <b>Eco renovation of buildings, sustainable living</b> (cradle to cradle, waste management and sustainable production and sustainable energy).</p>
<p><b>Resources needed:</b></p>	<ul style="list-style-type: none"> <li>- Game developer (tender carried out) for 10 different games : estimated 30.734 euro incl. vat</li> <li>- Project leader : 20% of FTE</li> <li>- Educational staff : 15% of FTE</li> <li>- Dedicated coaches who can accompany the schools and lead the game and can reflect with the youngsters about their strengths and possible jobs of study fields (to be attracted) : estimated cost of €270 per game</li> <li>- Communication channels</li> <li>- Booking system</li> <li>- Participating companies (we already have 10 participating companies).</li> </ul>
<p><b>Timescale (start/end date):</b></p>	<ul style="list-style-type: none"> <li>- Pilot start date: April 2019</li> <li>- Pilot finish date: December 2020</li> <li>- Post-measurement SMEs: Ongoing during the pilots</li> <li>- Completed evaluation: March 2021</li> </ul>
<p><b>Pilot Evaluation:</b></p>	<ul style="list-style-type: none"> <li>- Client satisfaction (schools) (teachers and students)</li> <li>- Number of schools that followed the program</li> <li>- Satisfaction participating companies</li> </ul>
<p><b>Risk analysis:</b></p>	<ul style="list-style-type: none"> <li>- Few interested schools</li> <li>- Difficulty of reaching the young unemployed people (city of Antwerp is a partner in this).</li> <li>- Frequency of playing the game in the participating companies can be too low</li> <li>- Overhead cost for the participating company</li> </ul>



<p><b>Potential for learning or transfer:</b></p>	<p>As we let students learn more about themselves, let them taste the culture of participating companies, showing them possible jobs or study fields they've never heard of, bring them to companies with real job opportunities, we hope to lead more young people to the POA area to work or spark their interest in study fields that lead to jobs in the POA area/future jobs in the region.</p>
<p><b>Dissemination:</b></p>	<ul style="list-style-type: none"> <li>- Chamber of commerce of Antwerp</li> <li>- City of Antwerp and the talent houses</li> <li>- Newsletter for schools</li> <li>- Communication WP2</li> </ul>
<p><b>Further information:</b></p>	<p>Has to be defined</p>
<p><b>Contact details</b></p>	
<p><b>Name</b></p>	<p>Bert Pichal</p>
<p><b>Organisation</b></p>	<p>Port centre Antwerp</p>
<p><b>Email</b></p>	<p><a href="mailto:bert.pichal@havencentrum.be">bert.pichal@havencentrum.be</a></p>
<p><b>Expert opinion</b></p>	<p><i>[500 characters] [Technical: to be filled in by the Policy Learning Platforms experts]</i> <i>We will develop a matrix to 'score' pilot projects on the relevant criteria listed at the beginning of this file - at a) and b)</i></p>



## Workpackage 4: Pilot Project Format

### c) What makes a pilot project interesting?

A relevant pilot project should be:

**Doable** – Completed between month 10 & 30 of RIGHT.

**Transferable** - Applicable (at least in theory) to other countries/sectors/occupations.

**Specific** – A specific intervention intended to help address a specific skills gap (or an underlying structural barrier, i.e. training costs for SME).

**Demand driven** - There must be a demand either directly from SMEs or from intermediaries (i.e. vocational colleges or training providers).

**'Measurable'** - We must be able to evaluate the pilot, specifically if the interventions have helped (NB: but we can only evaluate very short-term effects within our time frame).

### d) Selection Criteria to identify relevant pilot projects:

The pilot projects proposed by a partner should respect the following criteria:

8. **Open access** - Knowledge on the results of the pilot and its evaluation will be shared through open access as a key part of this RIGHT project.

9. **Available pilots** - (Meaning: initiatives already on their way/at an advanced stage of planning, which will allow us evaluation (and possibly an improved version 2.0).

10. **Pilots we can create ourselves** – Sub-criteria:

a. Cost/benefit ratio (expected impact related to necessary budgets/hours)

b. Time (completed evaluation before month 30)

c. Created as per details highlighted in Section a).

11. **Long-term durability** - (Meaning: financial sustainability – i.e. Affordable, payback/cost reduction; stakeholder/user participation, etc.).

12. **Scope: We want to cover:**

a. More sectors/occupations and pilots.

b. Addressing various thematic lines and levels/stakeholders.

c. And relevant to more countries.

13. **Smart Specialisations:** Pilots should be connected to the regions Smart Specialisation Strategy if applicable.

14. **Skills Gap:** Pilots should aim to close skills gap or gaps that have been identified in the research carried out in work package 3.



Example of a matrix to be created in an excel spreadsheet:

	Power to Gas	Windmill Mechanic	Hydrogen Culture	Aqua Industry	Marine	Fisheries
<b>3. General information</b>						
<b>Title of the pilot project:</b>	<b>Port introduction game + port Pro/port Academy</b>					

<b>Main institution involved:</b>	Several schools in the POA region (Port of Antwerp), last grade of high school. Young unemployed people <25 years in the POA region in cooperation with the city of Antwerp					
<b>Research Coordinator within RIGHT:</b>	Bert Pichal					
<b>Location of the practice:</b>	Country:	Belgium				
	Contributors & roles:	Port centre Antwerp : project leader Schools : orientation of their students Companies : demystifying companies, sectors, jobs, give explanation on their sector/job needs, give access to their company to schools, employer branding				

<b>4. Detailed description</b>	
<b>Detailed information on the tool:</b>	<p>1. Port introduction game</p> <p>We make young people aware of job opportunities in the POA area or let them know study fields that lead to jobs in the POA region.</p> <p>There is a mismatch in the Antwerp port region between job opportunities and the available workforce or with the great group of unemployed young people in the region of the POA.</p> <p>With this intro we create awareness of the function of the port in the daily lives of young people, by letting them discover the path of products they use in their daily lives, like sport shoes, cars, food and smart phones. From raw materials to production over logistics to their living room: most of the time they have no idea how this works, and what role the port companies (industrial, logistics, maritime,...) play in this world wide chain. By finding out these connections themselves, they do.</p> <p>A second exercise they do is building their own port, using the cards from the first exercise. It is a simple, economic game that lets them feel how different sectors work together in a port.</p> <p>A third exercise focuses on the jobs in the port, based on the other two. Which jobs do the things that need to be done in the flows of the first exercise, or perform the actions in the second? Skill based they make a selection and get to know the jobs, in connection to the different sectors and companies.</p>



	<p>It is a pilot that can be adapted to and used in the very diverse sectors of energy/blue/logistics etc. It could be transferable to every country, if translated.</p> <p>2. Port Pro/ Port Academy</p> <p>Port Pro/Port Academy is a new, thematic visit to port companies for 3rd grade classes (16-18 years old). Instead of the classic guided tour with guide, we let them first choose a theme (industry, global trading, logistics, STEM (Science – Technology – Engineering – Mathematics)). Based on this choice and depending on the fact if they are aiming to continue their studies or are planning to search for a job, they get a tailor made visit to one company.</p> <p>During this visit, they are guided by a young employee of the company. The visit will focus on both the companies' identity and future vision and the jobs in relation to the chosen theme.</p> <p>Second part of the visit will consist of a theme-related activity. All this to make young people acquainted with certain jobs and sectors, not by listening to a guide, but by their own experiences.</p> <p>This visit will not be guided by a port guide, but by an edu-coach. An edu-coach focus is not entirely on transferring knowledge. His focus is on the group and the underlying dynamics. His job is to make sure the group gets as much out of the visit as possible.</p>
<p><b>Impact intended/expected:</b></p>	<ul style="list-style-type: none"> <li>- Filled in job openings in participating companies</li> <li>- Filled in internships in participating businesses</li> <li>- Increased client satisfaction from the schools and their students</li> <li>- Young people who get insight in the added value of the port of Antwerp and the huge possibilities : this also leads to increased support for port activities in a wide surrounding</li> </ul>
<p><b>Skills Gap Addressed from WP3 research:</b></p>	<ul style="list-style-type: none"> <li>- Promote technical and technological jobs</li> <li>- Promote working in the port area</li> <li>- Offer advantages/support to SMEs in order to             <ul style="list-style-type: none"> <li>o keep up with innovation and increase their innovative character</li> <li>o be able to recruit, retain and train/specialize their technical staff</li> <li>o be competitive and be/become a pioneer</li> </ul> </li> </ul>
<p><b>Connection to Smart Specialisation Strategy:</b></p>	<p><b>Specialized manufacturing solutions</b> (Advanced production technologies and additive manufacturing), <b>Sustainable Chemistry</b> (agricultural and industrial applications of biotechnology and sustainable chemistry, pharmaceutical applications of biotechnology) <b>Value-added logistics</b> (Specialized industrial value chains and logistical services), <b>Personalized cure and care</b> (personalized medical and social care), <b>creative industries</b> and <b>Eco renovation of buildings, sustainable living</b> (cradle to cradle, waste management and sustainable production and sustainable energy).</p>
<p><b>Resources needed:</b></p>	<ul style="list-style-type: none"> <li>- Game developer (tender carried out) for port introduction games : 48.000 EUR vat included</li> <li>- Project leader : 20% of FTE</li> <li>- Educational staff : 25% of FTE</li> </ul>



	<ul style="list-style-type: none"> <li>- Dedicated coaches who can accompany the youngsters at their visit in the different companies: estimated cost of €90 per visit, 60 visits/year</li> <li>- Training for these coaches</li> <li>- Communication and marketing channels</li> <li>- Booking system</li> <li>- Participating companies</li> </ul>
<b>Timescale (start/end date):</b>	<p>Pilot start date: April 2019</p> <p>Pilot finish date: July 2020</p> <p>Post-measurement SMEs: Ongoing during the pilots</p> <p>Completed evaluation: March 2021</p>
<b>Pilot Evaluation:</b>	<ul style="list-style-type: none"> <li>- Client satisfaction (schools) (teachers and students)</li> <li>- Number of schools that followed the program</li> <li>- Satisfaction participating companies</li> </ul>
<b>Risk analysis:</b>	<ul style="list-style-type: none"> <li>- Few interested schools</li> <li>- Too expensive for schools</li> <li>- Few interested companies</li> <li>- Difficulty of reaching the young unemployed people (city of Antwerp is a partner in this).</li> <li>- Introduction games fail to interest young people</li> <li>- Some themes are considered more interesting than others</li> <li>- Overhead cost for the participating company</li> </ul>
<b>Potential for learning or transfer:</b>	<p>By using different learning techniques (games, activities) and aiming for maximum recognizability (young employee guiding, tailor made tour), we hope to have a much bigger chance of</p> <ul style="list-style-type: none"> <li>- creating more support for the port in the surrounding area</li> <li>- stirring up young people's enthusiasm for different port companies and the job opportunities they have to offer.</li> </ul>
<b>Dissemination:</b>	<ul style="list-style-type: none"> <li>- Chamber of commerce of Antwerp</li> <li>- City of Antwerp and the talent houses</li> <li>- Newsletter for schools</li> <li>- Communication WP2</li> </ul>
<b>Further information:</b>	Has to be defined
<b>Contact details</b>	
<b>Name</b>	Bert Pichal
<b>Organisation</b>	Port centre Antwerp
<b>Email</b>	<a href="mailto:bert.pichal@havencentrum.be">bert.pichal@havencentrum.be</a>
<b>Expert opinion</b>	<p>[500 characters] <i>[Technical: to be filled in by the Policy Learning Platforms experts]</i></p> <p><i>We will develop a matrix to 'score' pilot projects on the relevant criteria listed at the beginning of this file - at a) and b)</i></p>





## Workpackage 4: Pilot Project Format

### e) What makes a pilot project interesting?

**A relevant pilot project should be:**

**Doable** – Completed between month 10 & 30 of RIGHT.

**Transferable** - Applicable (at least in theory) to other countries/sectors/occupations.

**Specific** – A specific intervention intended to help address a specific skills gap (or an underlying structural barrier, i.e. training costs for SME).

**Demand driven** - There must be a demand either directly from SMEs or from intermediaries (i.e. vocational colleges or training providers).

**'Measurable'** - We must be able to evaluate the pilot, specifically if the interventions have helped (NB: but we can only evaluate very short-term effects within our time frame).

### f) Selection Criteria to identify relevant pilot projects:

The pilot projects proposed by a partner should respect the following criteria:

15. **Open access** - Knowledge on the results of the pilot and its evaluation will be shared through open access as a key part of this RIGHT project.

16. **Available pilots** - (Meaning: initiatives already on their way/at an advanced stage of planning, which will allow us evaluation (and possibly an improved version 2.0).

17. **Pilots we can create ourselves** – Sub-criteria:

- a. Cost/benefit ratio (expected impact related to necessary budgets/hours)
- b. Time (completed evaluation before month 30)
- c. Created as per details highlighted in Section a).

18. **Long-term durability** - (Meaning: financial sustainability – i.e. Affordable, payback/cost reduction; stakeholder/user participation, etc.).

19. **Scope: We want to cover:**

- a. More sectors/occupations and pilots.
- b. Addressing various thematic lines and levels/stakeholders.
- c. And relevant to more countries.

20. **Smart Specialisations:** Pilots should be connected to the regions Smart Specialisation Strategy if applicable.

21. **Skills Gap:** Pilots should aim to close skills gap or gaps that have been identified in the research carried out in work package 3.



Example of a matrix to be created in an excel spreadsheet:

<b>New Generation</b>						
<b>Employers</b>						
<b>Competencies</b>						

5. General information	
<b>Title of the pilot project:</b>	<b>Triple E (Entrepreneurs - Education – Empowerment)</b>

<b>Main institution involved:</b>	CVO Vitant (campus De Masten)	
<b>Research Coordinator within RIGHT:</b>	Paul Buyens	
<b>Location of the practice:</b>	<b>Country:</b>	Belgium
	<b>Contributors &amp; roles:</b>	Centre of adult education, province Antwerp, companies, labour market regulators, sectors

6. Detailed description	
<b>Detailed information on the tool:</b>	<p>There is a lack on technical skilled staff in the region of Antwerp and the port of Antwerp. We will train everyone who is interested/motivated and willing to work as a mechanic/electromecanic (vocational training, level 3 – end secondary school). In adult education we will</p> <ul style="list-style-type: none"> <li>- upscale the people already working in the sector, if necessary offer them specializations;</li> <li>- orient/reorient (unemployed) adults, youngsters, all willing and motivated to work in the sector;</li> <li>- pay special attention/care to people of allochthonous origin.</li> </ul> <p>We will provide an adjusted curriculum, tailored to the learner (start with intake: needing basic skills, specializations, learning guidance, learning on the work floor, in need of qualification of secondary education, during daytime and/or in evenings).</p> <p>We will not only pay attention to technical skills, but also to soft skills and work attitudes.</p> <p>We will work together with companies, sectors (Agoria, Volta – sectors of electricity and mechanics), labour market regulators, secondary schools etc. for promotion, curriculum adjustment, apprenticeship, etc.</p>



<b>Impact intended/expected:</b>	<ul style="list-style-type: none"> <li>- Learners successful in curriculum and on work floor</li> <li>- Increased inflow of learners in participating companies</li> <li>- Collaboration with satisfied shareholders</li> <li>- Satisfied companies work floor</li> </ul>
<b>Skills Gap Addressed from WP3 research:</b>	<ul style="list-style-type: none"> <li>- Fill the competence/skills gap between education and labour market             <ul style="list-style-type: none"> <li>o inflow of suitably technically skilled personnel with a work ethos and a heart for the company and the work</li> <li>o retention of qualified people, which is strengthened by specialized and personalized training and guidance</li> </ul> </li> <li>- Support SMEs in order to             <ul style="list-style-type: none"> <li>o keep up with innovation and increase their innovative character</li> <li>o be able to recruit, retain and train/specialize their technical staff</li> <li>o be competitive and be/become a pioneer</li> </ul> </li> </ul>
<b>Connection to Smart Specialisation Strategy:</b>	<b>Value-added logistics</b> (Specialized industrial value chains and logistical services), <b>creative industries</b> and <b>Eco renovation of buildings, sustainable living</b> (cradle to cradle, waste management and sustainable production and sustainable energy)
<b>Resources needed:</b>	<p>We will create a near real technological (simulated) setting in order to exercise and create a 'real' working environment for the learners. With the financial support of the Province of Antwerp, we therefore build a factory on campus De Masten (focus on assembling, disassembling, taking into account safety measures, prescribed steps, measurements).</p> <p>Factory: paid by province of Antwerp</p> <p>Dedicated teachers and coordinators: paid by Flanders</p>
<b>Timescale (start/end date):</b>	<ul style="list-style-type: none"> <li>- Pilot start date: September 2019 – February 2020, September 2020 – February 2021</li> <li>- Pilot finish date: May 2021</li> <li>- Post-measurement SMEs: March 2021</li> <li>- Completed evaluation: June 2021</li> </ul>
<b>Pilot Evaluation:</b>	<p>Online questionnaires and face-to-face interviews with stakeholders (learners, teachers, companies, work force regulator, sectors)</p> <p>Pre, during and post</p>
<b>Risk analysis:</b>	<ul style="list-style-type: none"> <li>- Inflow of students</li> <li>- Collaboration with companies</li> <li>- Contents of apprenticeship</li> <li>- Combination work-education (heavy, time consuming/intensive, work/life balance, income,)</li> <li>- General socio-economic situation in Flanders</li> <li>- Legislation (new government, regulations...)</li> </ul>
<b>Potential for learning or transfer:</b>	<p>Collaboration education-existing educational organizations and labour market and companies (common grounds, mutual interest to collaborate in a structured way)</p>
<b>Dissemination:</b>	<ul style="list-style-type: none"> <li>- Social media, channels for regional promotion</li> <li>- Specialised communication towards the educational sector as a good practice</li> </ul>



	- Communication WP2
<b>Further information:</b>	Has to be defined
<b>Contact details</b>	
<b>Name</b>	Paul Buyens
<b>Organisation</b>	CVO Vitant
<b>Email</b>	Paul.buyens@cvovitant.be
<b>Expert opinion</b>	<p><i>[500 characters] [Technical: to be filled in by the Policy Learning Platforms experts]</i></p> <p><i>We will develop a matrix to 'score' pilot projects on the relevant criteria listed at the beginning of this file - at a) and b)</i></p>