

Application Form

Project acronym: Education Technology

A - Project identification

A.1 Project identification

Project id (automatically created)	NWE0100063
Name of the lead partner organisation	Landkreis Trier-Saarburg
Name of the lead partner organisation in English	Trier-Saarburg district
Project title	Qualification of disadvantaged groups in technical professions
Project acronym	Education Technology
Programme priority	Transition towards a socially inclusive and resilient society
Specific objective	4.1: Enhancing the effectiveness and inclusiveness of labour markets and access to quality employment through developing social infrastructure and promoting social economy
Project duration in months	48
Total budget	8,400,000.00
Total ERDF budget	5,040,000.00
% of total budget for investments	10.00 %

A.2 Project summary

Please give a short overview of the project and describe:

- the common challenge of the programme area you are jointly tackling in your project;
- the overall objective of the project and the expected change your project will make to the current situation;
- the main outputs you will produce and those who will benefit from them;
- the approach you plan to take and why a cross-border/transnational/inter-regional approach is needed;
- what is new/original about the project.

There is currently a deficit of approx. 150,000 skilled workers in NWE (North-West Europe) in the shortage occupations of energy and redevelopment technology, and it will no longer be possible to create the skilled workforce of the future from indigenous school leavers alone. People with no formal school or professional qualifications must be provided with certified access to the labour market to be able to reduce labour market risk and counter demographically induced skilled workforce bottlenecks.

The development of transnational 'Education Hubs' (EDU hubs) in NWE and associated digital link-up of the factors enterprises, educational institutions and those to be qualified enables disadvantaged groups to achieve a specialised qualification in technical crafts and trades through low-threshold entry with a partial professional qualification (TQ).

Disadvantaged groups are offered a qualitatively valuable occupation, higher income and long-term job security in shortage occupations in technical crafts and trades. This will alleviate the shortage of skilled workers in the labour market, strengthening the regional economy and supporting the implementation of European climate targets.

By pooling the existing qualification measures of individual regions and operating regional-specific EDU hubs, it is possible to identify and implement solutions. The orientation of the individual EDU hubs is adapted to the regional labour market structures available, demand for skilled workers in shortage occupations and target groups to be qualified.

New to the project idea is the integration of the EDU hub, which brings together enterprises and those to be qualified, explores and supplements competences, and develops and offers valuable, customised partial technical qualifications for businesses and skilled workers. The reduced qualification period in absolute shortage occupations means that a more rapid and markedly more dynamic effect on the labour market can be expected.

In French language [2000 characters]

Il manque actuellement en Europe du Nord-Ouest (ENO) environ 150 000 professionnels qualifiés dans les métiers en tension de l'énergie et de l'assainissement. La future main-d'œuvre qualifiée ne pourra pas se constituer uniquement de diplômés locaux. Il faut certifier l'accès au marché de l'emploi pour les personnes sans qualifications universitaires ou professionnelles officielles, afin de limiter leurs risques sur le marché et de faire face aux pénuries de main-d'œuvre d'origine démographique.

À travers le développement de plateformes éducatives transnationales (EDU-Hubs) en ENO et la mise en réseau numérique des entreprises, établissements d'enseignement et personnes en qualification, l'entrée à bas seuil avec qualification professionnelle partielle permet aux groupes défavorisés d'accéder à une qualification spécialisée dans les métiers techniques.

Les groupes défavorisés bénéficient d'un emploi de qualité, de revenus plus élevés et d'une sécurité de l'emploi durable dans les métiers techniques en tension. Une main-d'œuvre jusqu'alors manquante alimente ainsi le marché de l'emploi, ce qui renforce l'économie régionale et soutient la réalisation des objectifs climatiques européens.

En regroupant des mesures de qualification appliquées régionalement et en créant des EDU-Hubs propres à chaque région, des solutions peuvent être proposées et réalisées. L'orientation des EDU-Hubs dépend des structures régionales des marchés de l'emploi, des besoins en main-d'œuvre dans les métiers en tension et des groupes cibles en cours de qualification.

La nouveauté de ce projet est que l'implication d'un EDU-Hub, d'entreprises et de personnes en qualification rassemble, sonde et complète les compétences, développe et propose une qualification partielle adaptée et qualitative pour les entreprises et le personnel qualifié. La durée de qualification réduite pour les métiers en forte tension laisse supposer une performance du marché du travail plus rapide et dynamique.

In German language [2000 characters]

Momentan fehlen in den Engpassberufen Energie- und Sanierungstechnik ca. 150.000 Fachkräfte in NWE und das zukünftige Fachpersonal kann nicht allein aus einheimischen SchulabsolventInnen gebildet werden. Menschen ohne formale Schul- oder Berufsabschlüsse müssen zertifizierte Zugänge auf dem Arbeitsmarkt geöffnet werden, damit ihr Arbeitsmarktrisiko verringert wird und demografisch bedingten Fachkräfte- Engpässen entgegengetreten werden kann.

Durch den Aufbau transnationaler "Education Hubs" (EDU-Hubs) in NWE und damit verbunden der digitalen Vernetzung der Faktoren Betriebe, Bildungseinrichtungen und Qualifizierende, erhalten benachteiligte Gruppen, durch einen niedrighschwelligen Einstieg mit beruflicher Teilqualifikation (TQ), den Zugang zu einer Fachqualifikation im technischen Handwerk.

Benachteiligten Gruppen wird eine qualitativ hochwertige Beschäftigung, ein höheres Einkommen und eine langfristige Arbeitsplatzsicherheit, in den Engpassberufen im technischen Handwerk, ermöglicht. Dadurch werden dem Arbeitsmarkt bisher fehlende Arbeitskräfte zugeführt, was zu einer Stärkung der regionalen Wirtschaft und zur Unterstützung bei der Umsetzung europäischer Klimaziele führt.

Durch die Bündelung bisher angewandter Qualifizierungsmaßnahmen einzelner Regionen und der Realisierung regionalspezifischer EDU-Hubs, können Lösungen aufgezeigt und realisiert werden. Die Ausrichtung der einzelnen EDU-Hubs orientiert sich an den regional vorhandenen Arbeitsmarktstrukturen, dem Fachkräftebedarf in den Engpassberufen und den zu qualifizierenden Zielgruppen.

Neu an der Projektidee ist die Einbindung des EDU-Hub, der Unternehmen und zu Qualifizierende zusammenzuführen, Kompetenzen auslotet und ergänzt und hochwertige, passgenaue TQ für Betriebe und Fachkräfte entwickelt und anbietet. Die kürzere Qualifizierungsdauer in absoluten Engpassberufen, lässt eine schnellere und deutlich dynamischere Arbeitsmarktwirksamkeit erwarten.

Momenteel is er in NWE een tekort van zo'n 150.000 geschoolde krachten in de knelpuntsector energie- en saneringstechniek, en zal het toekomstige personeel dus niet enkel met binnenlandse afgestudeerden samengesteld kunnen worden. Mensen zonder formele school- of beroepskwalificaties moeten een gecertificeerde toegang tot de arbeidsmarkt krijgen, zodat hun risico op de arbeidsmarkt beperkt wordt en knelpuntberoepen van demografische oorsprong ook ingevuld kunnen worden.

Door de oprichting van transnationale "Education Hubs" (EDU-hubs) in NWE en de bijbehorende digitale netwerkvorming tussen bedrijven, opleidingsinstellingen en kwalificatieverstrekkers, krijgen benadeelde groepen toegang tot een specialistische technische kwalificatie via een laagdrempelige instap met een gedeeltelijke beroepskwalificatie (TQ).

Voor benadeelde groepen wordt het zo mogelijk om een kwalitatieve en hoogwaardige tewerkstelling, een hoger inkomen en langdurige werkzekerheid te verkrijgen in de technische knelpuntberoepen. Zo komen tot nog toe ontbrekende werkkrachten op de arbeidsmarkt terecht, wat tot een versterking van de regionale economie en de ondersteuning van de Europese klimaatdoelstellingen leidt.

Door het bundelen van eerder toegepaste kwalificatiemaatregelen van afzonderlijke regio's en het realiseren van regiospecifieke EDU-hubs kunnen oplossingen geïdentificeerd en uitgewerkt worden. De organisatie van de individuele EDU-hubs is gebaseerd op de regionaal bestaande arbeidsmarktstructuren, de nood aan geschoolde krachten in de knelpuntberoepen en de te kwalificeren doelgroepen.

Een nieuw aspect van het projectidee is de integratie van de EDU-hub, die ondernemingen en te kwalificeren personen samenbrengt, competenties evalueert en aanvult, en hoogwaardige TQ op maat voor bedrijven en geschoolde krachten ontwikkelt en aanbiedt. De kortere kwalificatieperiode in absolute knelpuntberoepen zorgt voor een sneller en aanzienlijk dynamischer effect op de arbeidsmarkt.

B - Project partners

Partners overview

Number	Status	Name of the organisation in english	Country	Organisation abbreviation	Partner role
1	Active	Trier-Saarburg district	Deutschland (DE)	LK-TS	LP
2	Active	Centre for Training and Further Education for SMEs	Belgique/België (BE)	ZAWM	PP
3	Active	Centre IFAPME Liège-Huy-Verviers ABSL	Belgique/België (BE)	Centre IFAPME	PP
4	Active	S.A.R.L. Le Cube consultants	France (FR)	Le Cube	PP
5	Active	Noorderpoort	Nederland (NL)	Noorderpoort	PP
6	Active	Ballymun Job Centre	Éire/Ireland (IE)	Job Dublin	PP
7	Active	Bundesfachschule Kälte/Klima/Technik	Deutschland (DE)	BFS Kälte	PP

B.1 Lead partner	
Partner number	1
Partner role	LP
Name of the organisation in original language	Landkreis Trier-Saarburg
Name of the organisation in english	Trier-Saarburg district
Organisation abbreviation	LK-TS
Department / unit / division	
Partner main address	
Country	Deutschland (DE)
NUTS 2	Trier (DEB2)
NUTS 3	Trier-Saarburg (DEB25)
Street, House number, Postal code, City	Willy-Brandt-Platz 1 54290 Trier
Homepage	www.trier-saarburg.de
Address of department / unit / division (if applicable)	
Legal and financial information	
Type of partner	Local public authority
Legal status	Public
Contact	
Legal representative	Landrat Stefan Metzdorf
Contact person	Martin Meyer
Email	eu-projekte-schulen@trier-saarburg.de
Telephone no.	0651715361
Motivation	
Which of the organisation's thematic competences and experiences are relevant for the project?	
<p>The Balthasar-Neumann-Technikum (BNT) is the largest technical college in Rhineland-Palatinate. It is maintained by the District of Trier-Saarburg. Specialised in structural engineering and building services equipment, the BNT also trains construction energy consultants and enables technicians to qualify in shortage occupations. Since 2019 the BNT has been working as lead partner in the Interreg A Greater Region project 'smart energy 4.4' and is responsible for the overall organisation.</p>	

Motivation

What is the role (contribution and main activities) of your organisation in the project?

The lead partner BNT undertakes all project management tasks. These include establishing important communication channels and process procedures, creating a Moodle platform for internal and supraregional information exchange, observing quality management standards (DIN-EN-ISO 9001-2015), developing important work structures and work packages with the help of milestone trend analysis (DIN 69900 T.1), consortium matching and connecting, and the carrying out of cyclical evaluation loops.

B.1 Project Partner 2	
Partner number	2
Partner role	PP
Name of the organisation in original language	Zentrum für Aus- und Weiterbildung des Mittelstandes
Name of the organisation in english	Centre for Training and Further Education for SMEs
Organisation abbreviation	ZAWM
Department / unit / division	
Partner main address	
Country	Belgique/België (BE)
NUTS 2	Prov. Liège (BE33)
NUTS 3	Bezirk Verviers – Deutschsprachige Gemeinschaft (BE336)
Street, House number, Postal code, City	Vervierser Straße 73 4700 Eupen
Homepage	www.zawm.be
Address of department / unit / division (if applicable)	
Legal and financial information	
Type of partner	Education/training center and school
Legal status	Public
Contact	
Legal representative	Thomas Pankert
Contact person	Gerd Wanken
Email	gerd.wanken@zawm.be
Telephone no.	003287593989
Motivation	
Which of the organisation's thematic competences and experiences are relevant for the project?	

Motivation

The ZAWM (centre for vocational education and training) is a cross-sector vocational training centre. It offers a comprehensive range of training and development courses in almost all crafts and trades and small-scale industry. Its certification courses cover over 70 different occupations. The ZAWM has experience in the development of innovative training content, instruments and methods, especially through local, regional and European partnerships.

What is the role (contribution and main activities) of your organisation in the project?

The aim of the contribution made by the ZAWM to this project is to make it easier for the disadvantaged to gain access to the labour market by developing and testing innovative educational labour market strategies, digital tools and practical training models. This collaboration would make it possible for the ZAWM to expand its range of training programmes offering partial qualification for jobs in technology, so that businesses and SMEs are supplied with a new, qualified workforce.

B.1 Project Partner 3	
Partner number	3
Partner role	PP
Name of the organisation in original language	Centre IFAPME Liège-Huy-Verviers ABSL
Name of the organisation in english	Centre IFAPME Liège-Huy-Verviers ABSL
Organisation abbreviation	Centre IFAPME
Department / unit / division	
Partner main address	
Country	Belgique/België (BE)
NUTS 2	Prov. Liège (BE33)
NUTS 3	Arr. Liège (BE332)
Street, House number, Postal code, City	Rue du Château Massart 70 4000 Liège
Homepage	https://centrelhv.ifapme.be/
Address of department / unit / division (if applicable)	
Legal and financial information	
Type of partner	Education/training center and school
Legal status	Private
Contact	
Legal representative	Anne-Sophie Joskin
Contact person	Caroline Bricteux
Email	caroline.bricteux@centreifapme.be
Telephone no.	0032042298498
Motivation	
Which of the organisation's thematic competences and experiences are relevant for the project?	
<p>The IFAPME Centre (sandwich- training operator for SMEs) in Liège-Huy-Verviers has almost 15,000 students and over 1,000 graduates every year, making it the largest training centre in Wallonia. Since its foundation its mission has been to strengthen the economic potential of small and medium-sized enterprises and also the self-employed. We have so far collaborated in various European projects and now have a structural network to all SMEs, authorities and educational institutions.</p>	

Motivation

What is the role (contribution and main activities) of your organisation in the project?

We enable skilled workers to qualify in the redevelopment technology and construction sectors, and help unemployed young people gain access to the labour market. In 'Education Technology' our established work tools and the labour market structures at our disposal can be used, improved and further developed in the direction of shortage occupations. Practical qualifying measures can be tested and improved in our well-equipped workshops.

B.1 Project Partner 4	
Partner number	4
Partner role	PP
Name of the organisation in original language	S.A.R.L. Le Cube consultants
Name of the organisation in english	S.A.R.L. Le Cube consultants
Organisation abbreviation	Le Cube
Department / unit / division	Le Mans
Partner main address	
Country	France (FR)
NUTS 2	
NUTS 3	
Street, House number, Postal code, City	AVENUE RUBILLARD 43 72000 Le Mans
Homepage	https://www.lecube-consultants.com/
Address of department / unit / division (if applicable)	
Legal and financial information	
Type of partner	Regional public authority
Legal status	Private
Contact	
Legal representative	Truong-Giang Pham
Contact person	Truong-Giang Pham
Email	contact@lecube-consultants.com
Telephone no.	0673618009
Motivation	
Which of the organisation's thematic competences and experiences are relevant for the project?	
<p>Le Cube Consultants is specialised in workforce-oriented territory diagnoses. It is internally managed by its project manager Mr Pham, who completed his doctoral thesis on specific, territorial competences. He is project manager of the network for the rural area covered by the programme 'learning territories' and supports educational organisations (MFRs – maisons familiales rurales [rural vocational centres]) in implementing competence diagnoses in the regions of Occitanie and Pays de la Loire.</p>	

Motivation

What is the role (contribution and main activities) of your organisation in the project?

We propose undertaking a study research project and implementation work for several coherent groups in order to determine competence assessments and requirements for access to qualifications in the field of technology. In the process, the areas covering the French-speaking region (France, Luxembourg, Belgium, Switzerland), the region in Ireland (Dublin) and the region in Germany (Trier) are given priority.

B.1 Project Partner 5	
Partner number	5
Partner role	PP
Name of the organisation in original language	Noorderpoort
Name of the organisation in english	Noorderpoort
Organisation abbreviation	Noorderpoort
Department / unit / division	
Partner main address	
Country	Nederland (NL)
NUTS 2	
NUTS 3	
Street, House number, Postal code, City	Resistance Fighterslaan 4 9727 CE Groningen
Homepage	noorderpoort.nl
Address of department / unit / division (if applicable)	
Legal and financial information	
Type of partner	Infrastructure and (public) service provider
Legal status	Private
Contact	
Legal representative	Roeland Hogt
Contact person	Roeland Hogt
Email	rmm.hogt@noorderpoort.nl
Telephone no.	0625681938
Motivation	
Which of the organisation's thematic competences and experiences are relevant for the project?	
<p>One of the largest institutes of vocational training in the north of the Netherlands, ROC Noorderpoort (NP) plays an important role in the further development of this region. Every year, our schools, most of which are situated in the Groningen province, train 6% of the working population. We have participated in several EU-funded projects within the Leonardo da Vinci, Interreg, EIF and ERASMUS+ programmes. NP has held the ERASMUS+ Charter since 2015.</p>	

Motivation

What is the role (contribution and main activities) of your organisation in the project?

NP works together with all SMEs and all types of institutions in our region. As youth unemployment in Groningen remains very high, sustainable and close cooperation with the regional labour market is of utmost importance. Our experiences in providing young people with opportunities in the labour market and existing cooperation with SMEs can be very helpful in enabling young people to qualify in the field of technology.

B.1 Project Partner 6	
Partner number	6
Partner role	PP
Name of the organisation in original language	Ballymun Job Centre
Name of the organisation in english	Ballymun Job Centre
Organisation abbreviation	Job Dublin
Department / unit / division	
Partner main address	
Country	Éire/Ireland (IE)
NUTS 2	
NUTS 3	
Street, House number, Postal code, City	Civic Centre D09 C8P5 Dublin 9
Homepage	bmunjob.ie
Address of department / unit / division (if applicable)	
Legal and financial information	
Type of partner	Infrastructure and (public) service provider
Legal status	Private
Contact	
Legal representative	Tomás Bulnes
Contact person	Tomás Bulnes
Email	bulnest@bmunjob.ie
Telephone no.	+353872896924
Motivation	
Which of the organisation's thematic competences and experiences are relevant for the project?	
<p>We are a non-profit institution that offers services to jobseekers in the North Dublin region. The Ballymun Job Centre (BJC) is committed to reducing poverty by providing the unemployed with access to careers advice, and education and training, which in turn leads to work placement and, consequently, to a qualitatively valuable occupation. We have so far participated in projects of the strategic partnership Erasmus + in the areas of vocational training, adult education and youth.</p>	

Motivation

What is the role (contribution and main activities) of your organisation in the project?

As an established employment agency we can offer added value and introduce employment processes tried and tested in Ireland. We have many years of experience in the implementation of ICT programmes, collaborate with public and private actors and political policy-makers, and offer digital content to support practical training. In addition, we work together with MetropolisNET, the urban network for social inclusion and employment in Europe.

B.1 Project Partner 7	
Partner number	7
Partner role	PP
Name of the organisation in original language	Bundesfachschule Kälte/Klima/Technik
Name of the organisation in english	Bundesfachschule Kälte/Klima/Technik
Organisation abbreviation	BFS Kälte
Department / unit / division	
Partner main address	
Country	Deutschland (DE)
NUTS 2	
NUTS 3	
Street, House number, Postal code, City	Bruno-Dressler-Str. 14 63477 Maintal
Homepage	bfs-kaelte-klima.de
Address of department / unit / division (if applicable)	
Legal and financial information	
Type of partner	Infrastructure and (public) service provider
Legal status	Private
Contact	
Legal representative	Jörg Peters
Contact person	Manuel Bloss
Email	bloss@bfs-kaelte-klima.de
Telephone no.	+496109695419
Motivation	
Which of the organisation's thematic competences and experiences are relevant for the project?	
<p>The college, maintained by the federal state guild of refrigeration and air-conditioning technology of Hessen-Thuringia/Baden-Württemberg, trains apprentices in-company in refrigeration plant engineering in the region. Inspired by our collaboration in the Interreg project 'smart energy 4.4' and development of partial qualifications in refrigeration technology, we see a genuine opportunity to enable additional skilled workers to qualify for the labour market in this shortage occupation.</p>	

Motivation

What is the role (contribution and main activities) of your organisation in the project?

As a federal technical college we have many years of experience and professional technical expertise in refrigeration and heat pump technology. The project 'Education Technology' offers us the opportunity to collaborate in developing new partial qualification courses for a particular target group, and to establish them in the labour market. In the process, qualification programmes for the disadvantaged in the sector of refrigeration, air-conditioning and heat pump technology are given priority.

C - Project description

C.1 Project overall objective

Below, you can see the Programme priority specific objective your project will contribute to (chosen in section A.1.).

4.1: Enhancing the effectiveness and inclusiveness of labour markets and access to quality employment through developing social infrastructure and promoting social economy

Project overall objective

Now think about your main objective – what do you aim to achieve by the end of your project? Remember your project needs to contribute to the programme's objective.

Your objective should:

- be realistic and achievable by the end of the project, or shortly after;
- specify who needs project results and in which territory;
- be measurable – indicate the change you are aiming for.

The development of transnational 'Education Hubs' in NWE and associated digital link-up of the factors enterprises, educational institutions and those to be qualified enables disadvantaged groups to achieve a specialised qualification in technical crafts and trades, ensuring a qualitatively valuable occupation, higher income and long-term job security. SMEs are supplied with missing skilled workers, the regional economy of partner countries is strengthened, and European climate targets are met.

C.1.a Project specific objectives

In Step 1: List your foreseen project specific objectives (up to three)

In Step 2: List your project specific objectives (up to three)

To conduct a comparative study in order to identify the conditions and structures blocking or facilitating disadvantaged groups' access to technical occupations and the local labour market.

To develop jointly and set up in transnational workshops and working teams a physical and digital Education Hub specific to several countries.

To develop new, innovative partial qualifications for technical shortage occupations through the implementation of Education Hubs and offer, apply and evaluate them in regional labour markets.

C.2 Project relevance and context

C.2.1 What are the common territorial challenge(s) that will be tackled by the project?

Please describe the territorial challenges and opportunities your project addresses in the NWE area. Why is transnational cooperation needed to address these challenges and opportunities?

There is a deficit of approx. 150,000 skilled workers in NWE in shortage occupations energy and redevelopment technology. In the next 15 years, it will be necessary to redevelop 40 – 60% of all residential buildings, the demand for new workers rising dramatically. (Dena study 2021, Belgian construction confederation 2020, census Luxembourg 2011, EEC France 2017, residential construction Netherlands 2020, target market analysis Ireland 2021). The skilled workforce of the future will no longer come from indigenous school leavers alone, but also include a heterogeneous mix of people without school or professional qualifications. Such groups need access to the labour market to reduce labour market risk and counter demographically induced skilled workforce bottlenecks. The project 'Education Technology' allows the disadvantaged access to partial technical qualifications (TQ) in shortage occupations. There are many different challenges facing the individual countries and regions to be taken into consideration. Luxembourg, France, and Belgium have a youth unemployment rate of 15.5% – 18.4% (Eurostat 2022). The project partner in Ireland is endeavouring to offer young people with problems, such as alcohol, drugs, learning disabilities and criminal records, access to the labour market. In Germany the failure rate of initial training in shortage occupations is 45-53 % (FZ-SHK [Journal for sanitation, heating, air-conditioning] 2021). People with a migratory background (language, adjustment and integration issues) often fail in their initial training, denying them access to a relevant labour market qualification. Education Technology draws on the previous approaches, experiences and established labour market structures of the project partners to develop new labour market strategies in technical shortage occupations. Disadvantaged target groups previously excluded from the relevant labour market should be given sustainable, permanent and achievable employment opportunities.

C.2.2.a How does the project tackle identified common challenges and/or opportunities

Please describe if your project activities will develop and test new approaches; and/or if they will adapt and implement existing approaches for further uptake.

Although there are both regional and national strategic approaches in all the participating partner regions to combat the shortage of skilled workers in energy and redevelopment technology, they do not always take effect or are insufficient (Greilinger 2013, Uhly 2015). As a professional qualification is sought, qualification modules with up to 500 h are often too comprehensive or extend over a period of several years (FZ-SHK [Journal for sanitation, heating, air-conditioning] 2021). It is even more difficult for young offenders to qualify, as juvenile detention ranges from 6 months to approx. 2 years (Walter 2020), so that it is not possible to complete any technical training in this situation. At the same time, there are also local initiatives already in place in the various regions of the countries. The potential project partner in Ireland is working on possible solutions to make the structure of the working environment easier for young people without professional qualifications. The project partner in North Holland is testing tools for the competence survey of the strengths and weaknesses analysis, the French partner in Le Mans is conducting regional labour market analyses, while the Belgian partner is applying its first experiences with analytics tools to the registration of skilled workers.

'Education Technology' would like to bring together and compare these individual regional measures, further develop them digitally with the support of an App for better effectiveness, and, with the aid of the 'Education Hub' (explained in more detail under C.2.2.b), apply and test them on the NWE labour markets.

Additionally, the Interreg A Greater Region project 'smart energy 4.4' provides important findings on the partial qualification of unskilled workers in technical specialisations of the energy and redevelopment sector. There are realistic opportunities in this area to develop and offer the disadvantaged partial qualifications in shortage occupations.

C.2.2.b What is new about the approach the project takes?

Please describe in what way (i.e., how) the approach goes beyond the current situation or existing practice in the sector/Programme area/participating countries and what you expect to change.

There has been no education or labour market structure in NWE that enables disadvantaged groups to achieve a specialised qualification in technical crafts and trades through low-threshold entry with a partial professional qualification.

The project 'Education Technology' pursues a new, innovative approach, in which three factors – enterprises (local/regional economic structure), schools and other educational institutions (local /regional educational infrastructure) and those to be qualified (local/regional disadvantaged) – are digitally linked and better coordinated. The focus of regional measures to secure skilled workers has frequently been concentrated solely on one of these areas, so that a holistic labour market strategy has not as yet been established in NWE. As the various partners each use one of these approaches, the rollout of the 'Education Hub' (EDU hub) will allow the uptake of these approaches to be supplemented, expanded, and improved.

The aim is to jointly develop a physical EDU hub in NWE that links and coordinates the three factors. The acquisition of data on the current situation regarding the demand for skilled workers in enterprises, exploration of the opportunities offered by educational institutions, and training requirements of those to be qualified are the key aspects of the EDU hub. This will enable the development of joint strategies to be tested on the regional labour markets of the partners. The project is to examine how effective and efficient the rollout of a physical EDU hub is in improving regional strategies and whether the uptake of partly digitalised structures in the participating regions also produces the same or similar results.

Anticipated changes: Disadvantaged groups see an improvement and are provided with long-term security regarding opportunities in 'technical' crafts and trades. Additional workers support SMEs, this in turn leading to a strengthening of the regional economy and achievement of European climate targets.

C.2.4 Who will benefit from your project?

In the first column of each row, please select one of the pre-defined target groups from the drop-down list. In the second column explain in more detail exactly who will benefit from your project. For example, if you choose the category education, you need to explain which specific schools or groups of schools and in which territory.

Target Group	Specification
SME	Small and medium-sized enterprises will be supplied with a new qualified skilled workforce that previously did not exist in the labour market. In consequence of the qualification process in the key areas of redevelopment technology and structural and energy engineering, enterprises will be in a position to offer a range of more innovative, efficient and future-oriented services. The SMEs in all regions will benefit from a stabilisation and strengthening of the regional labour market.

Target Group	Specification
Business support organisation	The chambers of crafts and trades, guilds, and associations support the project through their collaboration and benefit from the new training programmes, as, at the end of the period, the qualification modules will be passed on to the service providers that guarantee the continuation of the programmes offered. In general, the project expects an increase in the competitiveness of local enterprises in technical professions.
Education/training center and school	Schools, training centres, employment agencies, job centres and other training facilities receive previously unavailable AI-based planning tools, as well as opportunities to access platforms and database information, a range of further training programmes and services, and technical and planning methods to bring non-technical people and fringe groups without former training closer to shortage occupations or to enable them to acquire a technical qualification.
Regional public authority	Regional public authorities, often responsible for training and education centres, receive massive economic relief by offering job prospects to school leavers without educational qualifications, job seekers and people with a migratory background. An increase in the skilled workforce of SMEs results in both a strengthening of the regional labour market and a timely implementation of essential redevelopment measures for buildings on government properties.
National public authority	Success in achieving European climate targets is dependent on sustainably supplying existing labour markets in Europe with a large number of new qualified skilled workers. The project develops and tests new qualification approaches, which have strong economic sustainability and a strong practical orientation, are potentially transferable as a blueprint to other job sectors, and can make a significant contribution to achieving climate targets.
Enterprise, except SME	Due to the high demand of skilled workers, the sales structures of companies, such as Bosch (Buderus) and Viessmann, are increasingly interrupted, so that it is no longer possible to install and service products such as photovoltaic systems, heat pumps and refrigeration plants on the end customer's premises. Education Technology offers customised partial qualifications in pipe laying, installation and maintenance of heat pumps, commissioning of split air conditioners, and technical services.
Other	<p>Education Technology aims to provide the following groups with an improvement and long-term security in job opportunities for technical crafts and trades:</p> <p>Unemployed young people, young people with learning disabilities, young offenders, people with a migratory background, pensioners with a low income, career changers who have lost their job due to technological and structural changes (e.g. coronavirus), war refugees.</p>

C.2.7 How does the project build on available knowledge?

Please describe what the project draws on e.g., from EU and/or other projects, and other available knowledge, and how the project capitalises on this knowledge.

The leading project beneficiary can refer to experiences (Interreg A Greater Region project smart energy 4.4), and use and expand the project structures already developed (website for external and Moodle for internal communication, work tools, structures for public relations work, contact to SMEs and Chamber of Crafts and Trades, developed IT tools, etc.) in Education Technology. Within the project framework the first steps with TQ have been made to introduce specialised assistants without professional training into technically innovative jobs. This can help develop new qualification modules, and test and examine whether they can be transferred to other regions in NWE. The findings of the solutions proposed by the project partners (analytics tools to register skilled workers, empirical data regarding regional labour market analyses, competence surveys on those to be qualified) support the development of digital educational structures and facilitate the implementation of the EDU hub.

C.3 Project partnership

Describe the structure of your partnership and explain why these partners are needed to implement the project and to achieve project objectives. What is the contribution of each partner to the project?

In addition to the application made by the project partners described in detail the following associated organisations have confirmed their collaboration:

Chambers of Crafts and Trades (Trier, Lüttich, Eupen, Luxembourg), guilds for sanitation, heating and air-conditioning technology, industrial companies: Bosch thermotechnology (Buderus), Viessmann, Geberit, TECE, Rehau, Municipal Services Trier.

Talks are in progress with the following partners on potential collaboration: University of Applied Sciences Trier (structural engineering, building services equipment), University of Luxembourg, chambers and guilds in Ireland and the Netherlands, Ministry of Labour and Social Affairs in Luxembourg.

All the project partners prepared to collaborate in the project 'Education Technology' offer unique technical or social approaches to solve the problem of skilled-worker recruitment. The greatest challenge in this project is certainly to plan the work in such a way that the cultural differences and ideas and proposals introduced do not become a problem or struggle but prove to be an asset to all the partner countries. Helpful in this connection are the findings and experiences of the leading project beneficiary BNT, which, as lead partner, can refer to programme experiences in the Interreg A Greater Region project 'smart energy 4.4', and which has participated in other projects (Comenius Regio, Erasmus+).

An important aim is to systematise and coordinate across sectors the regional work structures. The use of comparable parameters and formulation of joint targets will allow us to develop a coherent and sustainable overall concept in respect of partial qualifications, which can also be transferred to other areas. The participating actors contribute to the project by supplying the expertise required (BNT, IFAPME, ZAWM, Bundesfachschule Kälte-Klima-Technik, Noorderpoort) and social tools and competences (BJC Dublin, Le Cube Consultants). The specialised know-how in shortage occupations has already been well covered within the consortium. Specific tools and structures are required for the professional qualification of disadvantaged groups, and it is necessary to teach special social competences (soft skills). In this connection the project is still in search of additional partners; encouraging talks have so far been held with the Ministry of Labour and Social Affairs in Luxembourg.

The following procedure and partner participation in 'Education Technology' is feasible:

1. Undertaking of a study research project for several coherent groups in various partner countries. Examination of existing tools and networks in the partner countries and identification of the conditions and structures blocking or facilitating disadvantaged groups' access to training and the local labour market. (Le Cube Consultants, University of Luxembourg, University of Applied Sciences Trier)

2. Building on the study results and in consideration of the previous approaches to solutions, transnational workshops and working teams will undertake to develop a joint strategy to set up a physical and digital EDU hub specific to several countries. The participation of as many actors as possible is an important success factor for effective implementation of the concepts. The transnational strategy can only take specific challenges and needs into consideration through such dialogue. In this connection it is important to integrate associated organisations (SMEs, chambers and business associations) into the work, as the project content is close to the core tasks of such associations, and the existing association structures can be applied to the project. (all project

partners + specific associated organisations)

3. The EDU hub will enable new, innovative partial qualifications to be developed for the labour market, and offered, applied and evaluated in regional labour markets. (all project partners + specific associated organisations)

C.5 Project Results

What do you expect to change because of the activities you plan to implement and the outputs you plan to deliver? Please take a look at the programme result indicators and select those that you will contribute to.

Result 1	
Programme result indicator	4.1.R.1: Joint strategies and action plans taken up by organisations
Measurement unit	joint strategy/action plan
Baseline	0.00
Target value	1.00
Describe in more detail the change expected [recommended in Step 1: 500 characters]	Undertaking of a study research project for several coherent groups in various partner countries; examination of existing tools and networks in the partner countries and identification of the conditions and structures blocking or facilitating disadvantaged groups access to training and the local labour market. The project results serve as a basis for the development of partial technical qualifications in shortage occupations.

Result 2	
Programme result indicator	4.1.R.2: Solutions taken up or up-scaled by organisations
Measurement unit	solutions
Baseline	0.00
Target value	1.00
Describe in more detail the change expected [recommended in Step 1: 500 characters]	Building on the study results and in consideration of the previous approaches to solutions, transnational workshops and working teams will undertake to develop a joint strategy to set up a physical and digital EDU hub specific to several countries. This will link up the three factors enterprises, schools and other educational institutions, and those to be qualified.

Result 3	
Programme result indicator	4.1.R.2: Solutions taken up or up-scaled by organisations

Result 3	
Measurement unit	solutions
Baseline	0.00
Target value	20.00
Describe in more detail the change expected [recommended in Step 1: 500 characters]	By operating EDU hubs it will be possible to develop new, innovative training programmes with partial qualifications for the regional labour markets. 20 qualification measures are planned, subject to the project partners currently involved. The number of partners participating is expected to increase during the application phase. In this case, the number of qualification courses will also increase accordingly.

Result 4	
Programme result indicator	4.1.R.3: Completion of joint training schemes
Measurement unit	participants
Baseline	0.00
Target value	1,200.00
Describe in more detail the change expected [recommended in Step 1: 500 characters]	The qualification courses developed will be offered, applied and evaluated in the regional labour markets. A maximum number of 15 persons is planned per course. A minimum of 4 evaluation loops will run through the course of the project (20x4x15 = 1200). Parallel courses are also possible. In this case, the number of participants would double.

Result 5	
Programme result indicator	4.1.R.4: Organisations with increased institutional capacity due to their participation in cooperation activities across borders
Measurement unit	Organisation
Baseline	0.00
Target value	19.00

Result 5

**Describe in more detail the change expected
[recommended in Step 1: 500 characters]**

The following partners and associated organisations are involved in setting up and operating EDU hubs and the development and implementation of qualification programmes:

District Trier-Saarburg, BNT Trier, ZAWM, Centre IFAPME, Le Cube, Noorderpoort, Ballymun Job Centre, Bundesfachschule Kälte-Klima-Technik, chambers of crafts/trades (Trier, Lüttich, Eupen, Luxembourg), sanitation, heating, air-conditioning technology guilds, Buderus, Viessmann, Geberit, TECE, Rehau, Municipal Services Trier.

C.6 Project Time Plan

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Period 8
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