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
New Generation						
Employers						
Competencies						

1. General information	
Title of the pilot project:	**Blue Growth Consortium, Skills + Innovation**

Main institution involved:	Fife Council	
Research Coordinator within RIGHT:	Brian O'Donnell	
Location of the practice:	Country:	Scotland
	Contributors & roles:	SME's, Fife college, MASTS, Scottish Maritime cluster, Forth and Tay Offshore Cluster

2. Detailed description	
Detailed information on the tool:	Throughout the research carried out in WP3 it was observed that the triple helix could be stronger in terms of collaboration between stakeholders and the different components. Although there is good work going on, it is often fragmented or happening in silos. We have established that there is 1) A very strong research community, MASTS, based at ST Andrews university. 2) A very well-established employability support partnership via opportunities Fife. 3) Excellent potential for growth in both the blue and energy sectors and a number of policy incentives and action plans relating to this. As such, it would be pertinent to try to strengthen the connections amongst the triple helix and this could be achieved by the establishment of a blue growth skills consortium. This was done very successfully for a cluster of Financial technology (Fintech) companies in Fife. We would seek to adapt the same methodology and approach to the development of a blue growth skills consortium. Ideally this would be a cross sectoral group bringing together all partners within the triple helix; employers policy makers, academia and cluster representatives. The intention would be for this group to share resources, best practices and to develop bespoke educational programmes and academies aimed at meeting recruitment and innovation challenges with SME's being front and centre of the group. The group would meet regularly, agree actions, find common challenges and work towards creating programmes to overcome them. In addition to improving networks and collaboration between stakeholders this would bring additional opportunities in terms of raising awareness, marketing, identifying opportunities and resource sharing.

Impact intended/expected:	• Increased level of collaboration between stakeholders and partners within the triple helix. • Increased opportunities for marketing, sharing success stories and raising awareness about the blue and energy sectors. • Opportunities to share best practices and approaches to innovation. • Could assist in attracting inward investments from companies in the blue and energy sectors. • Increase attractiveness of careers in the sector, BlueSTEM, increase employer interactions with primary secondary and tertiary education. • Better connectivity and a more coordinated approach to recruitment. • Opportunities to identify areas for upskilling staff, life-long learning. • Opportunities to pool and share resources. • Opportunities to meet common recruitment challenges by creation of academies/ training programmes.
Skills Gap Addressed from WP3 research:	Overall Lack of collaboration amongst partners in the triple helix. Building and strengthening of clusters and bringing a coordinated approached to improving innovation and skills shortages. Intention to build linkages across the various sectors within the Blue and Energy economies.
Connection to Smart Specialisation Strategy:	Renewables, Engineering and manufacturing, Food and drink, Key sectors as outlined in Fife's economic strategy 2017-2027.
Resources needed:	Under discussion
Timescale (start/end date):	*Proposed to run from march 2020- march 2021, proposed to meet monthly with a view to creating academies in Q3 or Q4 2020.* *meetings will be minuted and actions will be saved to track progress against a number of outcomes outlined above.*
Pilot Evaluation:	*Baseline questionnaire to evaluate increased innovation capacity is being developed by PM and will be shared amongst partners.* *A standard template will be devised for reporting on WP4 pilot outcomes in the RIGHT project format. This will be shared with partners in due course. Each partner will be expected to complete a report for each pilot. The timeline for reporting will be shared following discussions with WP5 leader.*
Risk analysis:	• Lack of uptake from SME's in the blue and energy sectors. • Lack of collaboration from academia, Fife college, MASTS . • Fear of competition amongst stakeholders and unwillingness to collaborate. • Clusters not willing to collaborate with another cluster. • Inability to find common challenges for which to create academies. • Group not reaching critical mass in terms of numbers. • Group not fully representing the range of sectors within the blue economy.
Potential for learning or transfer:	Good scope for knowledge transfer amongst the stakeholders within the triple helix. Potential from knowledge transfer amongst SME's within the network.
Dissemination:	*WP2 leader working on a communications plan. Local dissemination activity will be tracked and recorded.*
Further information:	*All 4 pilot proposals to be analysed for feasibility.*

Contact details	
Name	*Brian O'Donnell*
Organisation	*Fife Council*
Email	*Brian.odonnell-crm@fife.gov.uk*

Expert opinion	*[500 characters]* ***[Technical: to be filled in by the Policy Learning Platforms experts]*** *We will develop a matrix to 'score' pilot projects on the relevant criteria listed at the beginning of this file - at a) and b)*

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
New Generation						
Employers						
Competencies						

3. General information	
Title of the pilot project:	**Engineering & Manufacturing in the Blue economy – Core skills Academy**

Main institution involved:	Fife Council	
Research Coordinator within RIGHT:	Brian O'Donnell	
Location of the practice:	Country:	Scotland
	Contributors & roles:	SME's, Community Trade Hub -Levenmouth, Fife college, Scottish Maritime cluster, Forth and Tay Offshore Cluster,

4. Detailed description	
Detailed information on the tool:	Fife has a very strong heritage and a good business base in Engineering and manufacturing with some very large multinationals as well as a good network of SME's many of which operate within the supply chains for oil and gas and/or the renewables sector. As such, Engineering and manufacturing is a key sector for Fife and any smart specialisation strategy (none at present) should reflect this. Although we know there will be a transition to digitisation and more streamlined processes in manufacturing, resulting in fewer, or different types of jobs, there will still be a large requirement to recruit new candidates resulting from an expected replacement demand due to an ageing workforce. Further to this, different types of skills may be required to support the change. In addition, the engineering and manufacturing companies that we spoke to throughout the research all highlighted a current issue in being able to recruit suitable candidates with core engineering skills and although they were increasing engagement with education to mitigate this it was an immediate challenge and even an inhibitor to growth and innovation. On the flip side, we have large numbers of economically inactive people, of all ages (NEETS) that may be suitable to fill some of these positions. At present there is a significant barrier preventing people from existing apprenticeship frameworks with mathematics being the biggest challenge. The current School level, foundation apprenticeship is a step in the right direction but is aimed at high achievers and those who are likely to be able to enter higher education. It would appear that this does not necessarily match the supply with the demand and the pilot proposes an employer led engineering and core skills academy run in partnership with the employability fund where we would seek to upskill candidates before a work placement with the ultimate aim of the candidates finding paid employment in the organisation. Candidates would gain valuable experience and qualifications relevant to working in engineering and manufacturing and ideally paid employment in the sector. Additionally, clients would receive 1-1 support and guidance throughout the course and placement from Employability officers. A programme has been developed in Partnership with the Community Trade Hub in Leven and has a strong focus on Renewables and emerging technologies in Engineering and manufacturing. This will give candidates a good range of insights into Engineering roles within Blue economy employers. Levenmouth area was selected for a number of reasons; It is where fife energy park is situated so aim to improve the

	skills base in this area and also it is the area with the highest levels of depravation in Fife. It will enable us to strengthen links within the community and build partnerships between Industry, community groups, education and local government and establish a mechanism for building a continuum of participation. In addition to trying to fit with the regions SSS strategy and the research carried out in WP3 the pilot has the potential to meet the following objectives as outlined in the cohesion policy 20121-2027. Smarter, Greener (Or blue? turquoise?) More Connected More social Closer to citizens Interreg Specific
Impact intended/expected:	• Assisting in meeting the recruitment challenges for the engineering and manufacturing sector. • Matching the supply with demand in terms of skills shortages. • Assisting people to re-enter employment and the labour market. • The potential to create a bridging course allowing candidates who have been unsuccessful in education to have a second chance to enter their desired career. • Assisting the local authority meet objectives in terms of inclusive growth. • Increasing innovation capacity by addressing the skills gap. • Use of other funding streams reduces the risk to employers.
Skills Gap Addressed from WP3 research:	Engineering and manufacturing core skills: Employer led academy with placements for candidates with a view to these becoming permanent positions. Reducing recruitment risk to employers while opening opportunities to those currently not engaged in the job market.
Connection to Smart Specialisation Strategy:	Engineering and manufacturing (including food) and drink + Renewables, all priority sectors
Resources needed:	TBC
Timescale (start/end date):	*Pilots to Run from Spring 2020 with placements potentially to the end of 2020*
Pilot Evaluation:	*Baseline questionnaire to evaluate increased innovation capacity is being developed by PM and will be shared amongst partners.* *A standard template will be devised for reporting on WP4 pilot outcomes in the RIGHT project format. This will be shared with partners in due course. Each partner will be expected to complete a report for each pilot. The timeline for reporting will be shared following discussions with WP5 leader.*
Risk analysis:	• May be overly ambitious and underestimate the academic requirements of core engineering roles. • competition for placements amongst other programmes/providers • Candidates may remain unsuitable even after programmes • Negative experiences has the potential to be bad for candidates and bad for our employer network • Risk that candidates do not progress to paid employment or are unable to articulate to apprenticeship programmes.
Potential for learning or transfer:	Three is potential to re-ignite candidates desire for learning as it will be done in a more hand on vocational manner. This has already been demonstrated with other apprenticeship frameworks.

Dissemination:	*WP2 leader working on a communications plan. Local dissemination activity will be tracked and recorded.*
Further information:	*All 4 pilot proposals to be analysed for feasibility.*
Contact details	
Name	*Brian O'Donnell*
Organisation	*Fife Council*
Email	*Brian.odonnell-crm@fife.gov.uk*
Expert opinion	*[500 characters] [**Technical: to be filled in by the Policy Learning Platforms experts**]* *We will develop a matrix to 'score' pilot projects on the relevant criteria listed at the beginning of this file - at a) and b)*

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:

	Power to Gas	Windmill Mechanic	Hydrogen Culture	Aqua Industry	Marine	Fisheries
New Generation						
Employers						
Competencies						

5. General information	
Title of the pilot project:	**Enterprise Game (Blue Economy RIGHT version)**

Main institution involved:	Fife Council	
Research Coordinator within RIGHT:	Brian O'Donnell	
Location of the practice:	Country:	Scotland, Fife Energy Park, Methil
	Contributors & roles:	Fife Council: Enterprise & Employability Fife Council Education Blue + Energy Sector SME's (blue consortium) Further + Higher Education Sector Agencies

6. Detailed description	
Detailed information on the tool:	**Background** The Enterprise Game was originally a physical board game that was loaned out to schools via delivery of the Culture of Enterprise programme. The board game was developed into a digital enterprise game which was subsequently installed across all Fife Council Education computers to be accessed by pupils in schools. The game features local businesses and the aim of the game is to simulate the running of an enterprise through trade with other companies, managing risk and finances in order to make the company as profitable as possible. Similar to Monopoly, players will be dealt 'Happening Cards' which may offer a cash reward, insurance or a fine/penalty to imitate the unpredictability of running a business. A copy of the digital game will be supplied to the successful tenderer. **Objectives** To work with Fife Council's Economic Development and Employability teams to create an engaging, educational Augmented reality app that will help young people to develop enterprise skills such as problem solving, creative thinking and innovation to support them through their school careers and beyond. In addition, we hope to introduce or enhance knowledge and awareness

	of macro-economic themes around sustainability, internationalization, community participation and how these apply in a local business context. We are seeking to develop a highly interactive, online app version of the game featuring augmented reality, giving young people the chance to compete against their peers to make their business a success. The companies featured on the game board will be local companies, with the option to review and change the companies periodically. This is to help raise awareness of the local economy and provide exposure to potential employers. The successful company will work with the Fife Council project team to develop a highly engaging, high quality app with the functionality required, whilst providing recommendations based on experience to support the project team in bringing this concept to life. 1)
Impact intended/expected:	• Better Awareness of The Blue and Energy Sectors in the local economy • Awareness of Job and career roles in the Blue and energy sector • Awareness of training opportunities – link to marinetraining.eu (transregional pilot) • Understanding of innovation and how this can be applied and commercialized. • Stronger partnerships between education, SME's, and the regional authority (triple helix) • Focus on the importance of sustainability in green recovery. • Long term, Embed enterprise and Innovation skills into curriculum, Curriculum For Excellence. • Understanding of themes such as, innovation, sustainable growth and sustainable development.. • Awareness of interconnectivity of sectors, economy as an ecosystem, connectivity between land and sea, supply chains, value chains. • Displaying digital technologies such as augmented reality, inspiring digital skills and awareness of technology among young people. • Gamification and competitive element allow for school's competitions, interregional competitions.
Skills Gap Addressed from WP3 research:	Improved Entrepreneurial awareness and skills among young people Improved partnerships amongst the triple helix Improved awareness of Local Labour market in a blue economy context. Long term attitudinal barriers to entrepreneurship, lack of confidence.
Connection to Smart Specialisation Strategy:	Renewables + Energy Transition, Engineering, and Manufacturing, There is currently no Smart specialisation strategy for fife – potential WP5 output.
Resources needed:	• Game developer (tender to be carried out) to update and re-work enterprise game ^ 50,000 E from Intereg budget 100,000 total. • Project leader: 20% of FTE (Ann Camus)? • Employability staff: 25% of FTE x 2 (Liam +1) • Economic Development 25 % of FTE x 1 (Alison) • Communications plan - Fife council media team. • Workshops with SME's to be included in game. • Workshops user testing - (FA business skills group) • Other stakeholder engagement session. (Fife College DYW) • Link to marine Training, Invest in Fife, Opportunities Fife

Timescale (start/end date):	- Pilot start date: June 2021 - Up to and beyond the end of the RIGHT project - Post-measurement SMEs: Ongoing during the pilot. - Additional user evaluation to feed into work package 5 - Completed evaluation: September 2021
Pilot Evaluation:	- Project result indicator 1 on SME innovation, participant companies involved in the development or that are featured will be asked to complete a RIGHT project pilot evaluation. - Project result indicator 2 + 3, participating SME's and policy stakeholders to be interviewed. - Statistics on uptake from schools, number of users over the next academic year (and potentially beyond the end of the project) *To be carried out in q3 2021*
Risk analysis:	• It might take too long to develop that it falls out with project timescale. • Lack of uptake among schools and/or young people • Lack of uptake among education • Companies not interested in participating, or not agreeing with themes (sustainability). • Unsuccessful in tender or tender costs too high • Inability to change or update companies, hindering the transferability of the app.
Potential for learning or transfer:	If the app can be successfully tendered and created as desired there is excellent potential for transferability across regions, we aim to have the functionality that this can be replicated in partner regions and the local SME's and language could be changed. We know that education is seeking digital solutions, so the timing is RIGHT to enhance on an already successful programme by creating an app that improves accessibility.
Dissemination:	Fife council to manage dissemination.
Further information:	*Pilot is dependent on successful tender meeting joint objectives of Right project and local priorities.*

Contact details	
Name	*Brian O'Donnell*
Organisation	*Fife Council*
Email	*Brian.odonnell-crm@fife.gov.uk*

Expert opinion	*[500 characters]* ***[Technical: to be filled in by the Policy Learning Platforms experts]*** *We will develop a matrix to 'score' pilot projects on the relevant criteria listed at the beginning of this file - at a) and b)*
