

Call for Proposals for AiNed Learning Communities 2024

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This document is the invitation to develop and submit proposals for the first six AiNed **Learning Communities**. This first Call for Proposals will be followed by a second call for five anticipated Learning Communities in a later phase of the programme.



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1 Introduction

In this call for proposals, you can read how the submission procedure has been set up for the 'AiNed – Learning Communities' call, which is part of the AiNed programme. The AiNed programme was made possible by the Dutch government as part of the National Growth Fund (NGF). This call for proposals falls under the responsibility of the AiNed Foundation, subject to conditions included in the 'AiNed Rules Document'.

In this call for proposals, you will successively find information about the AiNed programme (Section 2), an explanation of the AiNed Learning Communities subprogramme (Section 3) and what content framework is being addressed (Section 4). You will also learn what is expected from embedding in the nationwide AI ecosystem (Section 5) and what the financial agreements are (Section 6). You will also find what your proposal for an AiNed Learning Community will be evaluated against (sections 7 and 8). You need all this information to develop the proposals properly (Section 9).

2 AiNed Growth Fund Programme

The AiNed programme aims to make sure the Netherlands has a leading position in developing and applying AI, that economically and socially important sectors benefit from applying AI, that businesses will be able to fill AI-related job vacancies quickly and that human-centric AI will be promoted. AiNed therefore comprises four subprogrammes that focus on various interrelated aspects of the underlying challenges: Knowledge Base and Innovation Base, People & Skills, Collaboration within the Ecosystem and Applying AI systems. The AiNed programme aims to achieve AI innovations and AI applications that are important for the Dutch economy and society. The programme brings together businesses, educational and research institutions, civil society organisations (hereinafter also "CSOs") and governmental authorities within public-private partnership projects.

The AiNed programme has applied a specific focus by identifying five core programme components. AiNed Learning Communities focus on developing and applying AI where 'learning' is key. AiNed Innovation Labs are public-private cooperative ventures aimed at developing AI innovations and transferring the associated knowledge and applying it to the commercial sector. AiNed ELSA Labs focus on ethical guidelines, legislation and policy for AI development and applications. AiNed Breaking Barriers is committed to successful scaling up, and AiNed System Breakthrough Projects use AI solutions for nationwide transitions.

3 AiNed Learning Communities

The rapid rise of AI offers huge opportunities for the commercial sector. The capacity to utilise these opportunities is however directly related to the in-house AI knowledge and expertise of the employees of an organisation. For companies that are focused on innovation, responding effectively to these opportunities is only possible if they have sufficient internal knowledge and skills relating to AI. Traditional methods for acquiring knowledge about AI such as formal training have their own limitations. They can be very time-consuming, provide too little in the way of customisation, and do not react quickly enough to changing requirements. Knowledge institutes (a term used hereinafter for

educational and other institutions at every level from secondary vocational to university) are experiencing these lightning-fast developments and feel the need to transfer the AI knowledge and skills that companies are acquiring into the regular education curricula. Learning Communities offer a practically oriented approach for companies (SMEs) and CSOs to expand AI knowledge and collaborate in the educational field with those who have knowledge of AI, in an approach that is centred on learning, working and research.

4 Framework for the content

4.1 Objective

The purpose of a Learning Community is to create and maintain a high-quality and diverse pool of employees and students with AI skills who are capable of tackling and utilising the opportunities and challenges of AI. A Learning Community is a knowledge booster for AI, yielding scalable results and combining practical cases (in particular from the SME sector) with accumulation of knowledge. The approach of a Learning Community is based on the concept of case-based learning. Defining a case clearly gives employees the possibility of working – together with students – on real-world complex questions from practice. The knowledge for this comes from both companies and CSOs such as knowledge institutes (at every level from secondary vocational to university) so that people can learn together. This is how a Learning Community can play its part in a series of results in the longer term. The key result is considered to be the number of employees and students who have been trained, along with the learning modules that are developed. These learning modules – documented knowledge, methods and processes – make learning at a broader scale possible. Carrying out applied research is not a primary objective of a Learning Community; the focus is on learning. A Learning Community not only promotes AI knowledge and expertise among its individual participants but also helps develop a strong and dynamic regional community. The intention is that this collaboration will persist after this programme component has run its course, continuing to adapt to the rapid developments in this sector.

Your project proposal must make clear how these objectives can be achieved by the approach used for the proposed Learning Community.

4.2 Impact and Key Performance Indicators

An AiNed Learning Community affects society through its activities. In the longer term, Learning Communities contribute above all to getting job vacancies that require AI knowledge filled sufficiently quickly, and to a greater intensity of business operations in economic and social sectors that are important for the Netherlands. In a more direct sense, a Learning Community plays a part in the following quantitative KPIs that have been defined for 2029 (output):

- Specialist AI students who have been trained, broken down by the numbers of higher and secondary vocational, university and doctoral students per year.
- Practically oriented learning modules that have been produced that allow AI-related learning to be scaled up.
- Numbers of employees who have taken part in AI-related training programmes and refresher courses.
- Partnerships with private parties, measured in terms of private investments through

- their own contributions in AiNed projects.
- The position of the Netherlands on aspects of AI rankings where these are relevant to AiNed.

4.3 The structure of an AiNed Learning Community

A Learning Community is a scalable, collaborative venture between regional enterprises (in particular SMEs), CSOs, students, teachers and researchers, focusing on expanding AI-related knowledge and expertise. The community focuses on proceeding through cases (practical challenges) in a cycle of 6 to 9 months so that case-based learning can be accumulated based on the needs of companies and civil society organisations and the field of application in which they operate.

An AiNed Learning Community is built up in three layers: Firstly, a limited number of companies and/or civil society organisations plus one or more knowledge institutes (at any level from secondary vocational to university) are the **core partners**. They undertake to collaborate for the entire duration of the Learning Community. These core partners embody the field of application and the AI themes. The **participants** are the recipients and providers of knowledge. Those receiving knowledge are not only the employees of regional companies and CSOs but also the students at the knowledge institutes (at any level from secondary vocational to university), who will be learning through a case-based approach. Those providing knowledge are not only the staff involved from the businesses and civil society organisations but also the teachers and researchers at knowledge institutes (at all levels from secondary vocational to university), who will be able to transfer AI knowledge and skills. Finally, there are the **team leads** who are responsible for the functioning of the Learning Community as a whole and in particular for monitoring the relevance and focus on the longer-term activities (both content-related and organisational).

The figure below shows what is needed for an AiNed Learning Community (input) to let it generate specific results (output). Regional businesses (SMEs) and CSOs need AI knowledge and skills (the demand-driven aspect) that are then converted into a case. Employees and students work together on the cases (the input), yielding case-based learning as the result. AI-related knowledge and skills will be transferred during the learning process by teachers, employees and researchers. The entire process produces trained staff and students and develops learning modules; together, these create scalable elements. These learning modules are the foundations for broader dissemination of the knowledge that is presented and acquired when working through a case. This means that the case-based approach of the Learning Communities can reach a far larger group of staff and students than just the participants of the Learning Communities (scaling up). The process is backed up by a team consisting of a Learning Community Lead and a Learning Lead, as explained further in Section 5.2. The link shown with the Innovation Labs will be explained further in Section 4.7.

	employees
	cases
	students
	companies (SME) and CSOs (demand-driven)
	case-based learning
	teachers
	researchers

	AiNed
	Innovation Lab
	concrete AI innovations (techniques, models and tools)
	trained
	participants
	learning modules
	scalable elements
	AiNed Learning Community

Figure 1 AiNed Learning Community

4.4 AiNed Learning Community consortium

Every Learning Community is a collaborative venture consisting of various parties including (as stated in Section 4.3) the core partners, team leads and participants who jointly constitute a consortium. Parties in the consortium can be described as follows, with associated requirements:

1. **Core partners:** These are the parties that submit the AiNed funding application, receive AiNed funding and/or provide their own contributions in cash and/or in kind. They are the ones taking the initiative and have a leading role shouldering the responsibility in implementing the Learning Community, throughout its lifespan.
 - a. At least one knowledge partner – a teacher or a knowledge institute (at any level from secondary vocational to university) – who is actively involved in developing and disseminating AI-related knowledge and skills and also has the responsibility for getting students involved in the Learning Community.
 - b. At least two regional businesses or other CSOs that want to acquire and/or transfer AI-related knowledge and skills.

One of the three core partners is the designated coordinator: the organisation that submits the proposal on behalf of the core partners and co-partners. In the AiNed Rules Document, these parties are referred to as ‘applicants’.

2. **Team leads:** These are individuals who are put forward by the core partners and who are responsible for the day-to-day implementation and management of the Learning Community. These two roles are called the ‘project leaders’ in the AiNed Rules Document.
 - a. At least one Learning Community Lead whose tasks include supervision of the substantive and strategic direction of the Learning Community and who ensures proper coordination and communication between the participants, stakeholders, AiNed and AI Hubs.
 - b. At least one Learning Lead whose tasks include designing the learning goals, defining the learning experience of the cases, ensuring that learning modules are developed and creating an effective and inspirational learning environment in which the participants (employees and students) can expand their AI-related knowledge and skills.
3. **Co-partners:** These are all the regional businesses and/or civil society organisations that are involved in the consortium, either by obtaining funding from AiNed and/or by supplying their own contributions in cash or in kind.
 - a. At any given time there must be between 5 and 10 businesses or other CSOs (including the two core partners) actively involved who want to acquire and/or transfer AI-related knowledge and skills. In the AiNed Rules Document, they are also

called ‘applicants’ when entering a submission for AiNed funding.

4. **Collaborative partners:** These are the partners who do not receive AiNed funding and do not contribute in cash or in kind but are nevertheless closely involved because of their expertise, resources or services such as AI Hubs, existing institutes, existing initiatives, subsidy processes, multinationals, sector organisations, etc.

A Learning Community that has strong links with the AI Hubs¹ has a greater chance of success. These links show that the consortium is capable of looking beyond the limits of its own expertise and mobilising a wide range of perspectives and resources. This helps both the robustness and the innovative potential. One or more declarations from AI Hubs noting these affiliations will be assessed positively. However, the applicants themselves must determine their vision of how it is embedded in the AI ecosystem and how they want to tackle the links with the AI Hubs and other programme components.

Learning Communities are also advised to work with existing institutes and initiatives which will for instance let them fine-tune the cases and the learning modules to fit existing training courses and curricula, thereby enhancing the quality, relevance and impact of the learning.

4.5 Areas of application and AI themes

An AiNed Learning Community is characterised by a specific area of application and a clear choice of AI themes. Ideally, this call will result in at least one Learning Community for each field of application.

Areas of application:

1. Energy and sustainability
2. Health and care
3. Mobility, transport, logistics
4. Technical Industry

AI themes:

1. Embedded AI
2. Hybrid AI
3. AI-controlled and AI-managed infrastructures
4. AI for Dutch
5. Personalisation and privacy protection
6. Data sharing for AI application

4.6 Learning Community case study

A case in the AiNed Learning Community is a tool for learning, as defined at the start of each cycle. A case has the following characteristics:

- it promotes the learning process among those who are receiving the knowledge

¹ This is only referring to AI Hubs that are associated with the NL AIC – for more information, see <https://nlaic.com/partner/ai-hubs/>

- (employees and students);
- it derives from the common requirements of businesses and social organisations in the Learning Community, and is therefore in the public interest;
- it has been adapted to the needs of those receiving the knowledge;
 - Employees: it fulfils the need to learn about AI.
 - Students: focused on practical applications.
- derived from both the practices of companies and CSOs, i.e. not from the knowledge institutes (at whatever level from secondary vocational to university);
- it relates to the field of application and the AI theme of the Learning Community in question;
- it does not have to generate a tangible end product (learning is key);
- it complements existing training courses and curricula;
- (where applicable) data is available for analysis.

Every Learning Community should progress through at least 4 cases during the AiNed funding period, thereby helping achieve the Key Performance Indicators (see Section 4.2).

4.7 Learning Community annual planning and cycle

The consortium of core partners decides annually on the year’s agenda, which defines which cases will be carried out and how the consortium intends to do so. The yearly agenda defines who the knowledge resources are, how this case is to be used for learning, what learning module it is intended to generate and how this will be used to create an increase in scale. For each new case cycle, there will be scope for new businesses and civil society organisations to become involved, whereas businesses and civil society organisations that are less closely related to the case will have the option of withdrawing, temporarily or permanently.

	Case-based learning with participants
	AI-related knowledge and skills for the case, demand for AI knowledge and skills
	AI-related knowledge and skills among the core partners and participants
	Learning Communities team
	Year 1
	Year 2
	Year 3
	Long-lasting exit

Figure 2 AiNed Learning Community annual planning

A Learning Community aims to expand the AI-related knowledge and skills among staff and students. Applying this knowledge can generate interest from companies to continue the case in innovative work, technology or a tool or prototype: in other words, TRL 5. This does not happen within the Learning Community itself but can for instance happen in an AiNed Innovation Lab for the same field of application. Conversely, the output of an Innovation Lab can be used as learning material for a Learning Community.

Case-based learning is the core of the learning process in a Learning Community. It encourages active participation, joint accumulation of knowledge and in-depth

understanding of AI by working with realistic scenarios. Although there are guidelines, the process is flexible and can be adapted to the needs of the participants. The aim is to learn through AI-related cases, not to stick to a fixed protocol. The steps of the process could be:

1. Select and define a case from practice (from among the companies and civil society organisations, AI Hubs and Innovation Labs) that fits in with the needs of the companies and civil society organisations, the field of application and the AI theme.
2. Form a team of the various groups involved (employees, students, teachers and if necessary researchers) who will proceed through the case together.
3. Learn about AI by obtaining new knowledge or combining existing knowledge, assisted by teachers and experts from companies and civil society organisations (participating or otherwise).
4. Look for creative solutions for the case and evaluate them. The learning process is paramount (producing e.g. a proof of concept or a prototype is not a primary aim for a Learning Community).
5. Present the end result of the process in a final report and evaluate the process. Scale up and generalise the options for learning modules so that they can be reused by a broader public.

As described above, AiNed Learning Communities proceed through several cases (at least 4) over the course of their lifespan and these are defined in the annual plan. The exception to this is the first case and the partners who are involved in it. The first case is defined and assessed in the full proposal, including the question being studied, the learning modules being aimed for, the partners and the timeline. If it so transpires, more than a single case can also be included in the full proposal in this way.

5 Embedding in the nationwide AI ecosystem

This section describes how AiNed Learning Communities help create the AI ecosystem, not only regionally but also nationally and internationally. AiNed aims to have a balanced portfolio of Learning Communities and to be extremely well embedded in the nationwide AI ecosystem. The AI Hubs and NL AIC working groups and building blocks play an important role as catalysts in project creation, helping generate high-quality proposals. Every AiNed Learning Community consortium is therefore advised to look for alignment with the relevant AI Hubs and the NL AIC building blocks and working groups. The members of the nationwide AI network have a lot to offer each other.

5.1 Impact Leads

Impact Leads are programme managers designated by the AiNed Foundation for various AiNed programme components, such as Innovation Labs, Learning Communities and Breaking Barriers. The Impact Lead of the Learning Community will observe the various consortiums and monitor the progress of all Learning Communities, as well as evaluating the results achieved by the Learning Communities with them, based on items such as the annual reports and the interim evaluation. The Impact Lead facilitates collaboration, complementarity and cohesion between the various Learning Communities and cases to help them generate the maximum impact.

5.2 Programme Meetings

The AiNed Foundation organises regular meetings at which attendance is obligatory. Representatives of a consortium are required to attend these meetings. A variety of topics are addressed during these meetings, such as aligning the various projects, reinforcing the links between the Learning Communities, discussing organisational and technical approaches, utilisation of the knowledge and sharing the experiences and the results. Where necessary, experts are invited to share their insights.

5.3 AI Hubs

The AI Hubs have an ideal position in the AI ecosystem for identifying which parties and consortia there are and what activities are taking place in the region. This position therefore means that they are relevant actors for forming a consortium and streamlining the submissions procedure; at a later stage they also add value to the activities of a Learning Community e.g. by attracting and linking up with regional companies and civil society organisations. A proposal for an AiNed Learning Community provides the impulse for the approach adopted for communication, dissemination and consolidation, in consultation with at least one AI Hub. The role of the AI Hubs in implementing the Learning Communities selected for funding by AiNed will be defined further in 2024. The AI Hubs cannot be co-applicants, i.e. staff members of AI Hub teams cannot be part of a submission for an AiNed Learning Community.

5.4 NL AIC building blocks and working groups

The NL AIC's Human Capital building block and the NL AIC working groups are involved in tackling cross-sector challenges. The Human Capital building block can assist in developing and refining the Learning Community 'tool'. In cases where there are working groups active in the field of application, they can play a part in creating the results and linking the understandings together in order to accelerate AI in that application area. The Impact Lead of the Learning Community is responsible for facilitating those links.

6 Funding conditions

There will be two rounds allocating an overall budget of €28.4 million. In the first round, €15.6 million is available for a maximum of six Learning Communities. Funding requests must be submitted collectively by multiple applicants, with the lead applicant, Learning Community Lead and Learning Lead being designated. Conditions of funding for any Learning Community are:

- An AiNed Learning Community can request AiNed funding of up to €2.6 million over no more than 36 months.
- At least €1.0 million of that must be intended for companies and civil society organisations to assist with staffing costs and/or tangible and intangible assets (40% of the overall costs incurred²). The funding percentage can be different for each party, as long as the average percentage is 40% of their total costs.

² In cases where companies and civil society organisations use staff members as teachers, the same funding percentage then applies for those activities as for the knowledge institutes.

- The participants' own contributions are thus at least €1.5 million (60% of the costs incurred by companies and civil society organisations, whether in cash or in kind).
- Resources are initially allocated for the first 18 months. The remaining resources are allocated after an interim evaluation. In cases where the interim evaluation prompts a revision of the decision, the Learning Community will be asked to draw up a new budget and action plan.
- The technical details (such as which costs, what rates, etc.) can be found in the AiNed Rules Document.

7 Submission and evaluation process

The following table gives a schematic representation of the evaluation process. By no later than September 2024, the board will have given its formal decision to the applicants about which consortiums are going to implement the Learning Communities.

	Parties involved	Process step	Throughput times	Date
1	AiNed Programme management	Publication of the call for proposals		29 February 2024
2	Applicants	Webinar for questions for the pre-proposal	1 month	19 March 2024
3	Applicants	Announce initiative through the pre-proposal	1.5 months	5 April 2024
4	Applicants and AiNed Programme management	Co-creation workshop	2 months	8 or 19 April 2024
5	Applicants	Pitch session (presenting the intended proposal)	2.5 months	15 May 2024
6	Applicants	Webinar for questions for the full proposal	3 months	28 May 2024
7	Applicants	Submission of the full proposal	4.5 months	5 July 2024
8	Evaluation Committee	Recommendations about the full proposals	6 months	July & August
9	Evaluation Committee and applicants	Round of interviews	7 months	End of August
10	AiNed Board	Final decision-making and feedback	8 months	September

Information about the evaluation process:

- 1. Publication of the call for proposals:** The call for proposals was published on 29 February 2024. From that moment on, interested parties have been able to read up on the criteria and principles given in this document.
- 2. Webinar for questions for the pre-proposal:** There is a webinar on 19 March 2024 that interested applicants can attend. The objective of this question-and-answer session is to clarify questions about the call for proposals published for submitting the pre-proposal. Questions can be posed before this webinar so that these answers can be prepared. All

answers will also be made available in writing to other interested parties by publishing them on AiNed.nl.

3. **Announcing the initiative through the pre-proposal:** Interested parties can draw up a pre-proposal until 5 April 2024. Submitting a pre-proposal is required before you will be allowed to submit a full proposal later.
4. **Co-creation workshop:** On 8 or 19 April 2024, a co-creation workshop will be held with the aim of detailing and refining the pre-proposal to produce an intended proposal. Participating in this workshop is mandatory for the designated coordinator's representatives. The designated coordinator is the organisation submitting the proposal. Two representatives can be the potential Learning Community Lead and Learning Lead.
5. **Pitch sessions:** The intended proposals will be presented during the pitch session on 15 May 2024. Feedback by those representing *inter alia* AiNed will be recorded formally. The intended proposals are largely leading for the full proposal.
6. **Webinar for questions for the full proposal:** There is a webinar on 28 May 2024 that anyone interested can attend. The objective of this question-and-answer session is to clarify questions about the call for proposals published for submitting the full proposal. Questions can be posed before the webinar so that these answers can be prepared. All answers will also be made available in writing to other interested parties through AiNed.nl.
7. **Submitting the full proposal:** It is possible to submit the full proposal until 5 July 2024.
8. **Meeting of the evaluation committee:** In July and August 2024, the evaluation committee will give recommendations about the full proposals. The evaluation committee assesses the submissions approved by AiNed against the completeness criterion, as per the conditions of submission that are stated in the AiNed Rules Document. When experts are consulted, their independence and confidentiality will be taken into account.
9. **Initial evaluation:** The evaluation committee gives its initial evaluation.
10. **Rebuttal:** At the end of August/beginning of September 2024, the applicants will get the opportunity to give a rebuttal, which is part of the evaluation committee's advisory process.
11. **Interview meeting:** At the end of August/beginning of September 2024, there will be a meeting where the evaluation committee and the applicants discuss the initial evaluation.
12. **Final decision-making and feedback:** Formal feedback will be given in September 2024 about all full proposals.

Further details about the way decisions are made and how this will be done can be found in the AiNed Rules Document.

7.1 Report and interim evaluation

There are annual reporting moments during the AiNed funding period. The purpose of these is to ensure that checks are made as to whether the objectives of the Learning Communities are being achieved. The following subjects must be covered during the annual reporting:

1. The impact and progress on the key performance indicators as formulated in Section 4.2.
2. The financial justification: was the budget spent in line with the proposed work

packages?

AiNed can make proposals based on this annual check that help meet the objectives.

In addition to the annual reporting, there is an interim evaluation after 18 months. The purpose of the interim evaluation is broader than the annual evaluation. The central question is what improvements and optimisations to the project are possible (based on the experience gained in the first 18 months) to ensure that the funding allocated by AiNed is being used as effectively as possible. The project progress will be assessed during this review against the evaluation criteria that have already been used in assessing the proposal for the Learning Community (see sections 8.3 to 8.7).

If the project is not going according to expectations, AiNed's board will talk with the consortium. The project's representatives then draw up an improvement plan and new financial budget to meet the specified evaluation criteria. This will allow the interim evaluation to reach a positive conclusion and the resources included in the new financial budget can be allocated.

7.2 Disclaimer

Please note here that the project we will be embarking upon together depends on decision-making by the Netherlands Enterprise Agency (RVO). Normally, a review by the RVO is done before the AiNed funding is awarded and before the call for proposals is released. However, because we (as AiNed) and you (as a potential applicant), feel the need to speed up this process, coordination with the Netherlands Enterprise Agency will happen synchronously with the funding application.

Agreements about e.g. funding, conditions, AGVV (General Block Exemption Regulation), legal agreements etc. must be agreed clearly in detail. Although we are making efforts to make the process go as smoothly as possible, there may be unforeseen circumstances that affect the progress. As a result, AiNed may not be able to meet what was agreed in this call for proposals as per the intended timeline.

This document was originally drawn up in Dutch. It will also be made available in an English translation, intended only for those who do not have a full command of Dutch. In the case of differences in interpretation between the English and Dutch versions of this document, the original Dutch version will prevail.

8 Evaluation criteria

8.1 Weighting of evaluation criteria

A maximum of ten points are awarded for each criterion. These scores are then weighted and added up to give a final score. The criteria are shown below in a table, after which each criterion is explained.

Criterion		Weight
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1	The reasoning behind the problem analysis, proposed solutions and impact	30%
2	The composition of the consortium and its management	25%
3	The quality of the plan	25%
4	The financial underpinning	10%
5	Contribution to the cohesion of the AiNed programme as a whole	10%

8.2 Point allocation for each criterion

Rating	Points
Excellent	10
Good	8
Satisfactory	6
Insufficient	4
Very unsatisfactory	0 / 2

8.3 The reasoning behind the problem analysis, proposed solutions and impact (30%)

- How far the problem statement falls within the application areas and the AI themes.
- The extent to which the submission is in line with the objectives, principles and substantive context imposed for the Learning Communities.
- How much the proposed solution strategies have a positive impact on the participating businesses.
- The extent to which the first proposed case (or cases) complies with the relevance, impact and urgency requirements, with the complementarity of a Learning Community with respect to existing training courses and curriculums at the participating organisations and elsewhere is clearly described.

8.4 The composition of the consortium and administration (25%)

- It describes clearly and in full how the consortium is composed.
- The extent to which the added value of all the parties concerned and the collaboration with these parties is clearly defined, so that the consortium can achieve the project objectives effectively and efficiently.
- The extent to which the parties involved have given a clear undertaking for the duration of the Learning Community.
- The extent to which the consortium has shown that the Learning Community fits in with an approach including long-term collaboration, in that joint activities have already taken place and in that there is a plan for continuing them after the AiNed

funding period has finished. There should be concrete evidence that the Learning Community is future-proof.

8.5 The quality of the plan (25%)

- a. The way the plan of action is described in the work packages.
- b. The way the feasibility of the plan of action and the work packages are described.
- c. How the work packages lead to clear coordination of the tasks, responsibilities and authorisations.
- d. The way that the consortium is steering the Learning Community for the longer term, including an exit strategy after 3 years.
- e. How concretely the first case to be used has been described in the work package concerned.
- f. The extent to which the goals and intended results are sufficiently ambitious and aligned with the requirements of companies and civil society organisations.
- g. The extent to which the Learning Community has described a methodology for quantifying the impact on the level of knowledge and relevance for the knowledge of the participants (employees and students).
- h. The extent to which the complementarity of a Learning Community with respect to existing training courses and curriculums at the participating organisations and elsewhere is clearly described.

8.6 The financial underpinning (10%)

- a. The plan contains a substantiated budget as per the prescribed template.
- b. The budget for each work package and for the entire proposal is realistic.
- c. The budget for each participant corresponds to the extent of their commitment.

8.7 The contribution to the cohesion of the AiNed programme as a whole (10%)

- a. The extent to which the consortium helps create cohesion within the AiNed programme, in particular in the relationship with the AI Hubs and other projects funded by AiNed.
- b. The clarity of the agreements that have been made with relevant AI Hubs about disseminating results and the further development of the Learning Communities.

9 The proposals

9.1 The pre-proposal

The pre-proposal is a first step in giving AiNed and other applicants an idea of what the project is about, briefly and clearly but without getting into essential details. This proposal will be refined and developed further during the co-creation workshop, resulting in a preliminary proposal that will be presented during the pitch session.

The pre-proposal explains the following aspects:

1. Application domain.
2. The core question for the proposed initial case (or cases) and the learning objectives.
3. Intended result and impact.
4. Intended consortium.
5. The intended cooperation with the AI Hub (or hubs) and other stakeholders.

The following conditions apply to the pre-proposal:

- The pre-proposal must have been filled in and submitted through the AiNed website.
- The pre-proposal is complete and has been filled in according to the form.
- The pre-proposal form must have been received before the stated deadline.

9.2 The full proposal

The full proposal for an AiNed Learning Community contains at least the following elements (see also the “Submission form for the full proposal” in Section 11):

1. Summary.
2. The reasoning behind it – the problem analysis, proposed solutions and impact.
3. The composition of the consortium and its management.
4. The plan of action.
5. The financial underpinning.
6. Contribution to the cohesion of the AiNed programme as a whole.
7. Appendices.

The following conditions apply to the full proposal:

- The full proposal must have been filled in and submitted through the AiNed website.
- The obligation to submit a pre-proposal first has been met.
- The obligation to participate in the co-creation workshop has been met.
- The obligation to participate in the pitch session has been met.
- The full proposal is indeed complete and was submitted as per the form.
- The form for the full proposal was received before the stated deadline.
- The consortium meets the conditions specified in Section 4.4.
- The requirements in the AiNed Rules Document have been met.

10 Submission form for the pre-proposal

The pre-proposal is the first step towards making your full proposal. This proposal is also the first introduction of your initiative to other participants. We recommend that you keep your pre-proposal clear but brief so that AiNed and other participants understand your initiative well. This will benefit the co-creation workshop and increase the likelihood of your full proposal being successful. The form below must be used.

Submitting a pre-proposal for an AiNed Learning Community means that you consent to Block B (description of the content) being published on the website AiNed.nl. The information given in blocks A and C is covered by the GDPR and will not be made public. You



should fill in the official submission form on the AiNed website (www.AiNed.nl).

A. Details of the intended designated coordinator		
Intended coordinator	Name:	
	E-mail address:	
	Organisation:	
	Address:	
	Phone number:	
Any extra contact	Name:	
	E-mail address:	
	Organisation:	
	Address:	
	Phone number:	
Which AI Hub, NL AIC working group or building block can they be contacted through?		

B. Description of the content (maximum of 500 words per entry field of this component)	
Title	
The core question for the proposed initial case (or cases) and the learning objectives.	
Which field of application?	
Intended result and impact	
Intended consortium	
The intended cooperation with the AI Hub (or hubs) and other stakeholders	

C. Participants to be registered as attendees for the co-creation workshops	
Participant 1:	
Name:	
Phone number:	
E-mail address:	
Organisation:	
Participant 2:	
Name:	
Phone number:	
E-mail address:	
Organisation:	
Participant 3:	
Name:	
Phone number:	
E-mail address:	
Organisation:	
Participant 4:	
Name:	

Phone number:
E-mail address:
Organisation:

11 Submission form for the full proposal

This submission is the basis for starting a Learning Community. Give a convincing presentation of why and how your proposal helps achieve AiNed’s objectives:

1. Summary.
2. The reasoning behind the problem analysis, proposed solutions and impact.
3. The composition of the consortium and its management.
4. The plan of action.
5. The financial underpinning.
6. Contribution to the cohesion of the AiNed programme as a whole.
7. Appendices.

You are required to use the form proposed in this section. The proposal’s text is confidential and only accessible to the AiNed Foundation, the evaluation committee and the experts consulted.

The full proposal consists of at most 20 pages using a normal font (Calibri 11pt), line separation (1) and margins. This number does not include the title page, the summary or the appendices. Please do not hesitate to delete the italicised text blocks that are intended as guidelines telling you what we would like to see. Limit your text to the essentials and be concise. An explanation of the costs or your choice of methodology for determining labour costs should be included in the budget.

You are allowed to add other attachments. These appendices should be supporting in nature and the project plans should be readable as stand-alone documents.

11.1 Summary

The reasoning behind it – the problem analysis, proposed solutions and impact (max. 300 words)

- a. Describe the problem to be addressed and the urgency and need for the Learning Community.
- b. Describe the approaches to be adopted for solutions.
- c. What are the intended results, the impact on the participating companies and the possibilities for scaling up?
- d. Describe the initial case (or cases) and the reason for that selection.

The composition of the consortium and its administration (max. 300 words):

- a. Who is submitting the proposal and what is the role of each participating party and/or how are they contributing to the project?
- b. Give an outline of the relevant experience, capacities and track records of the

- participating parties.
- c. Give an outline of how mature the intended consortium is.

The quality of the plan (max. 400 words)

- What activities will be carried out by the core partners, and which by the core partners in collaboration with co-partners?
- How do the short-cycle cases (6 to 9 months) add value in the longer term?
- What are the intended gains in terms of learning and the learning modules that the consortium will obtain and that will expand the AI-related knowledge and skills of the knowledge recipients (employees and students)?
- How does the consortium plan on steering towards getting the maximum impact in the long term?

Contribution to the cohesion of the AiNed programme as a whole (maximum of 200 words)

- How will the consortium ensure that the proposal helps strengthen the AiNed programme as a whole?

11.2 Reasoning, problem analysis and need (2 pages)

- Describe the AI learning issues that the proposal is targeting.
- Identify the relevance, impact and urgency. As part of this, describe the complementarity with respect to existing training courses and curriculums.
- Also state what learning goals the Learning Community will adopt for answering the AI learning issues and creating an impact at the participating companies.
- Describe what learning options there will be and for whom. Clearly state the impact and socioeconomic added value.
- Describe in detail the initial case or cases, stating why that case is relevant and urgent for the participating parties, what their roles are and what the anticipated results will achieve.

11.3 Consortium and administration

11.3.1 Composition (3 pages)

- Describe the composition of the consortium.
- Give arguments supporting the choice of designated coordinator.
- State how the core partners' own missions and visions at the strategic level are aligned with those of the Learning Community and how they will make a substantial contribution to the success of the Learning Community.
- State what added value each of the other parties involved has within the consortium for tackling the problem in question.
- State how the collaboration is to be organised.
- Give supporting evidence for the commitment of the parties involved in the consortium.

11.3.2 Open structure (1 page)

- a. Describe the extent to which the consortium is open to innovative parties and 'unusual suspects'. How open and accessible is the consortium for other, new parties and to what extent can newcomers join or participate in activities?

11.3.3 Collaboration and knowledge sharing (1 page)

- a. Identify opportunities for cooperation, knowledge sharing and synergies with existing ventures and programmes. These could be relevant civil society organisations, consumer organisations, regional development corporations (ROMs in Dutch) or knowledge networks.

11.4 Plan development

11.4.1 Describe the action plan (3 pages)

- a. Describe the ambitions and objectives of the intended Learning Community and state how they are aligned with the needs of companies and CSOs. Do this using the work package forms (attached) for the various activities in the Learning Community.
- b. Describe the methodology for quantifying the impact on the level of knowledge and relevance for the knowledge of the participants (employees and students).
- c. Work out a schedule for the first year (the initial annual plan) and a global schedule for the coming 3 years. Give a substantiation of the throughput time of the process. It should be clear what the throughput times are based on (e.g. key figures). This should note the key assumptions and give a picture of which activities must necessarily start and in what order for the Learning Community to be realised.
- d. State how the process is set up to achieve this annual calendar.
- e. Identify the most important uncertainties. State the associated control measures and mitigation strategy.
- f. Also state in this plan how co-partners can join and how the short-cycle cases (6 to 9 months) support the long-term aims.

11.4.2 Work packages (2 pages)

- a. Break the schedule down into work packages (see the template in Subsection 11.7.1). Explain the work packages where necessary. What activities are carried out when? Which parties are doing what? What are the results? What do the core partners and the co-partners do?
- b. Make sure that any numbering of work packages/activities matches the numbering in the financial data.

11.4.3 Long-term and exit strategy (1 page)

- a. Give your vision of the phase after the AiNed funding period, i.e. for the longer term. What structural and lasting changes will your Learning Community elicit and how can their progress be ensured?

11.4.4 The first cases (1 page)

- a. Give concrete details of how the consortium wants to tackle the first case (or cases).



11.4.5 Embedding in the AI ecosystem (0.5 page)

- a. Give concrete details of how the Learning Community will be embedded in the AI ecosystem and other AiNed initiatives.

11.5 Financial underpinning (2 pages)

- a. Give reasons why the budget fits appropriately with the efforts and commitment of the participants.
- b. What will the Learning Community cost and who is funding it? Explain the funding and the costs of the Learning Community, based on a consolidated budget as per the formats given in the Rules Document. Make clear which parts are before and after the interim evaluation.
- c. Develop the budget based on partners and work packages according to the budget form found on AiNed.nl.

11.6 Contribution to the cohesion of the AiNed programme as a whole (1 page)

- a. Describe how the proposal helps reinforce the cohesion of the projects funded under the AiNed programme.
- b. Describe what agreements have been made with one or more relevant AI Hubs about dissemination of the results, involving companies in future cases and the further development of the Learning Community.

11.7 Appendix

11.7.1 Work package template

Work package number								
Work package title								
Work package manager								
Participating parties								Total:
Effort in person-months								
Starting and finishing dates								
Objectives	<i>No more than 100 words</i>							
Activities	<i>List of activities of no more than 200 words</i>							
Results	<i>Between 1 and 5 results, each with a brief description of no more than 25 words</i>							