# Open Call for
# Learning Content Providers

***European Raw Materials Academy &***
***Advanced Materials Academy***

*15 April 2026*

## 1. Company and Project Overview

### 1.1 Overview of EIT RawMaterials

EIT RawMaterials is a Knowledge and Innovation Community (KIC) established in 2015 by the European Institute of Innovation and Technology (EIT). Its mission is to promote innovation in the raw materials sector across Europe, securing the sustainable supply of raw materials to European industry through innovation, education, and entrepreneurship along the entire raw materials value chain.

EIT RawMaterials operates the world's largest network in the raw and advanced materials sector, bringing together companies at every stage of development — from start-ups to market leaders — alongside leading international universities, research organisations, and sector experts.

Our activities span the full raw materials value chain, from mining and mineral processing to material recycling and substitution, with a focus on resource efficiency and the circular economy. We apply knowledge, accelerate innovation, and unlock commercial value for our partners and customers across the value chain, contributing to a secure, sustainable future for Europe.

For more information, please visit: https://eitrawmaterials.eu/

### 1.2 Overview of the Academies

The **European Raw Materials Academy (ERM Academy)** is a flagship initiative funded by the European Commission to support the upskilling and reskilling of Europe's raw materials workforce. In response to growing demands for sustainability, digitalisation, and industrial resilience, the Academy aims to close critical skills gaps across the entire raw materials value chain — from exploration and processing to recycling and circularity. Designed for professionals, SMEs, large enterprises, and public authorities, the ERM Academy offers a portfolio of high-quality, future-oriented learning programmes aligned with evolving labour market needs and EU policy priorities, including the Critical Raw Materials Act and the Green Deal Industrial Plan.

The ERM Academy is being implemented by EIT RawMaterials in close collaboration with industry, academia, and public institutions. Its mission is to become the leading education and workforce development platform for the raw materials sector in Europe, fostering strategic autonomy, innovation, and green transition through inclusive and targeted learning opportunities.

The **European Advanced Materials Academy (EAM Academy)** is a flagship initiative funded by the European Commission to strengthen Europe's leadership in advanced materials through targeted upskilling and reskilling. It focuses on high-performance and sustainable materials that drive innovation in key industries such as energy, mobility, electronics, and construction. The EAM Academy serves a broad audience — university students, researchers, and professionals — by promoting cross-disciplinary skills in advanced materials design, manufacturing, and application.

The EAM Academy will close critical skills gaps in the design, development, and application of advanced materials across sectors. It supports students, professionals, SMEs, large enterprises, and public authorities through a comprehensive portfolio of cutting-edge learning programmes aligned with EU priorities such as the Advanced Materials for Industrial Leadership communication and the Green Deal Industrial Plan.

Implemented by EIT RawMaterials, the EAM Academy aspires to become Europe's primary education and talent development platform in advanced materials, driving competitiveness, innovation, and industrial resilience.

Training delivery for both Academies is supported by a centralised digital platform that showcases available courses and provides access to a network of recognised education and training providers across all EU Member States.

### 1.3 Shared Objectives of the Academies

Together, the European Raw Materials Academy and the European Advanced Materials Academy form a comprehensive European education ecosystem supporting sustainable industrial transformation. Both Academies offer certified, high-quality training opportunities, including courses with assessment-based certification, aligned with EU priorities such as the Critical Raw Materials Act, the Advanced Materials for Industrial Leadership Communication, and the Green Deal Industrial Plan.

The **European Raw Materials Academy** aims to upskill and reskill over 100,000 professionals through at least 50 high-quality courses, delivered with 60 certified education and learning providers and 120 instructors across Europe. It focuses on sustainable exploration and processing, circularity and recycling, responsible sourcing, and digitalisation in the raw materials sector. Training targets mainly industrial and public-sector professionals and is offered in vocational, executive, and lifelong learning formats, delivered face-to-face, online, or blended in multiple EU languages.

The **European Advanced Materials Academy** will reach approximately 200,000 learners through 60 programmes offered by 200 providers and 300 instructors across Europe. It serves students, researchers, and professionals engaged in advanced and sustainable materials design and application across industries such as energy, mobility, electronics, and construction. Courses include higher-education modules and professional or lifelong-learning options, delivered on-site, online, or blended, and aligned with EU-wide quality and certification standards.

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## 2. Scope of Work

### 2.1 General Objective

The purpose of this Open Call is to establish a Pool of high-quality Learning Content Providers (LCPs) across EU Member States to partner with the European Raw Materials Academy and the European Advanced Materials Academy.

This initiative aims to create a strong, cross-European ecosystem of trusted education and training providers capable of delivering high-quality learning opportunities, including courses with assessment-based certification that address critical skills gaps across the raw and advanced materials value chains.

Through this collaboration, the Academies and LCPs will jointly contribute to the EU's green and digital transition, the Critical Raw Materials Act, and the Green Deal Industrial Plan, supporting the upskilling and reskilling of Europe's industrial workforce.

Becoming an LCP under the Academies brings benefits, including:

- Visibility and recognition as part of an EU-wide network of recognised education and training providers.
- Participation in EU-funded training initiatives, events, and networks that promote long-term sustainability and collaboration in skills development.
- Co-branding and joint certification opportunities under the Academies' Quality Framework, including potential alignment with the EIT Label and EU credentials framework.
- Access to skills intelligence data and market insights provided by the Academies.

Selected LCPs will expand the Academies' educational portfolio by integrating existing high-quality programmes, developing new content, and delivering certified learning opportunities aligned with EU priorities. This will ensure broad accessibility, diversified learning pathways, and alignment with the needs of multiple learner groups across Europe.

**2.2 Definition of Learning Content Providers (LCPs)**

For this Open Call, Learning Content Providers (LCPs) are defined as organisations that design, deliver, or support structured learning programmes aligned with recognised quality assurance approaches. LCPs must demonstrate the capability to provide educational content or training services that can be integrated into the Academies' learning portfolio and delivered at a professional standard.

LCPs may include, for example:

- Higher Education Institutions accredited under national or European frameworks.
- Vocational Education and Training (VET) institutions aligned with national regulations or sectoral quality assurance systems.
- Adult learning centres and lifelong learning organisations operating under recognised quality systems.
- Industry training centres, corporate academies, and research organisations with established training capabilities.
- Private training providers and EdTech organisations with documented pedagogical processes and quality assurance procedures.

Formal accreditation is strongly encouraged but not mandatory. Applicants who do not hold formal accreditation may still be considered if they can demonstrate an established internal quality assurance process and the capability to align with the Academies' Quality Framework (see Annex IV).

**2.3 Role of Learning Content Providers**

Learning Content Providers will play a key role in amplifying the reach and impact of the Academies by delivering high-quality learning at scale across all EU Member States. Their contribution will focus on four main areas of collaboration:

**Integration of Existing Courses**

Share and align relevant, high-quality training content with the Academies' thematic areas and quality expectations. Where appropriate, host selected Academies courses on institutional platforms to increase visibility, attract new learners, and ensure regional accessibility.

**Adaptation and Updating of Courses**

Modernise, adapt, or reformat existing materials for online, blended, or hybrid delivery in collaboration with the Academies' instructional design team. This ensures alignment with the Academies' quality and accessibility standards, while providing LCPs with support and visibility for digital and international delivery.

**Development and Scaling of New Learning Content**

Co-design new programmes that address validated skills gaps across the raw and advanced materials value chains. Deliver these programmes through the Academies or institutional platforms and, where possible, scale them to ensure wide European reach, contributing to large-scale upskilling and reskilling across Europe.

**Participation in Training Contributor Certification and Quality Programmes**

Nominate educators to attend a certified Train-the-Trainer Academy course, obtaining qualification as certified Academy Trainers authorised to deliver courses under the Academies' framework at regional and national levels. Participate in monitoring, feedback, and continuous improvement programmes to ensure alignment with EU standards and to benefit from professional development and certification opportunities.

**2.4 Provider Benefits and Value Proposition**

Admitted Learning Content Providers will benefit from:

- EU-level visibility and co-branding, including inclusion in the Academies' digital learning platform and EU communication campaigns.
- Expanded learner reach across Member States, supported by multi-country dissemination channels.
- Eligibility for financial support — up to €40,000 — to adapt, digitise, or scale content for European deployment.
- Access to the Academies' Quality Framework, pedagogical support, and alignment with EU micro-credential standards.
- Participation in the Training Contributor Certification Programme, gaining recognition as an Academy Trainer.
- Integration into a trusted ecosystem, differentiating quality-assured content from generic AI-generated materials.
- Opportunities for networking, co-development, and bundling of courses within a European partner network.
- Access to market insights and anonymised learning analytics supporting continuous improvement.
- Opportunities for corporate training requests generated through Academy outreach.
- Contribution to EU strategic industrial goals, including the green transition and strategic autonomy.

### 2.5 Financial Support for Content and Delivery Activities

To ensure that learning content and training activities meet the Academies' quality, accessibility, and operational standards, the Academies may provide financial support to admitted Learning Content Providers for specific contracted tasks.

This support:

- is intended to cover the direct costs of adapting, enhancing, digitising, localising, or developing learning content, and/or supporting the delivery of training activities (e.g. trainer engagement, subject-matter expert contributions);
- is allocated on a case-by-case basis, depending on identified needs and the strategic priorities of the Academies;
- is formalised through a Statement of Work specifying deliverables, timelines, and remuneration;
- is capped at €40,000 per contracted assignment;
- is not guaranteed to all admitted providers.

Actual amounts depend on the scope and complexity of the contracted tasks and will be defined and agreed in specific assignments.

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## 3. Who Should Apply

### 3.1 Eligible Applicants

This Open Call is intended for organisations that deliver structured, professional-level education or training in areas relevant to the raw materials or advanced materials sectors.

Applicants must:

- offer one or more courses or programmes, all of which must align with one or more of the Academies' priority thematic areas (see Annex II);
- deliver training in at least one EU language;
- be legally authorised to issue invoices within the EU;
- commit to complying with the Academies' accessibility and data protection requirements as set out in the Cooperation Agreement (Annex V), including the Data Processing Agreement contained therein.

Consortium applications are permitted, provided that one organisation acts as the lead applicant and contractual counterpart.

### 3.2 What We Look For in Submitted Courses

To be considered for admission to the LCP Pool, applicants should understand the two key expectations that apply to the courses submitted as part of their application.

**A. Thematic Alignment (applies to all submitted courses)**

All courses submitted as part of the application must be relevant to at least one of the Academies' priority thematic areas, as listed in Annex II. The Academies cover a broad range of topics across the raw materials and advanced materials value chains — from circular economy and recycling to AI for materials discovery, advanced manufacturing, and regulatory compliance. Applicants are asked to indicate the relevant thematic area for each course at the point of submission.

**B. Assessment-Linked Certification (applies to at least one submitted course)**

At least one of the submitted courses must include a formal assessment and award certification only upon successful completion. This means:

- the course must include a defined assessment (e.g. an exam, practical evaluation, or equivalent);
- there must be a declared passmark or minimum performance threshold that learners are required to meet;
- the certificate or credential must be issued only to learners who pass the assessment — not for attendance or participation alone.

This requirement ensures that the Academies' learning portfolio includes courses with meaningful, assessment-based certification. Applicants offering multiple courses need only meet this condition for at least one course in order to be admitted to the LCP Pool. However, only courses that fulfil this assessment-linked certification requirement will be eligible for inclusion in the Academies' course catalogue.

### 3.3 Operational and Quality Commitment

Admitted LCPs will be expected to:

- ensure compliance with GDPR, consumer-protection, and copyright regulations;
- share anonymised learner and performance data with the Academies for monitoring, evaluation, and impact reporting;
- maintain high standards of availability, accuracy, and learner support in all courses delivered;
- designate a contact person for coordination, reporting, and incident management.

For further information on the obligations associated with admission as an LCP, please see the Cooperation Agreement in Annex V.

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## 4. Application Procedure

Applications must be submitted online through the official EIT RawMaterials Seedbook form.

Submissions may be completed in English only.

Only complete submissions — including requested documents and confirmation of consent — will be considered for review.

**Timeline:**

| Event | Date |
|---|---|
| Open Call published on EIT RawMaterials website | 18 December 2025 |
| Submission deadline | Open for the duration of the project (2025–2028/2029) |
| Admission to the LCP Pool and specific assignments | Admission on a rolling basis; specific assignments as needed |

### 4.1 Summary of Required Information (Application Form)

The application form collects the following information to assess eligibility and alignment with the Academies' objectives:

- **Organisation Information:** Basic data on the applicant organisation, including legal name, type, country, and contact details.
- **Organisational Profile:** Description of the organisation's activities, years of experience in education and training, quality assurance certifications and institutional accreditations (where applicable), and other indications of competency and excellence as a learning institution, such as rankings, awards, or client references.
- **Education and Training Portfolio:** Overview of relevant courses or programmes offered, including thematic expertise, target learner groups, annual learner numbers, and languages of delivery, and quality improvement indicators, such as participant evaluation and assessment descriptors.
- **Scalability and Operational Capacity:** Information on delivery methods (online, blended, face-to-face), estimated learner base, and geographic focus (national, EU-wide, or global).
- **Collaboration and Value:** Short narrative explaining motivation to join the Academies' LCP Pool, potential added value, and preferred collaboration areas (e.g. joint course development, financial support, events).
- **Supporting Documents and Consent:** Upload of additional documents, mandatory confirmations regarding data accuracy, communication consent, and GDPR compliance.

All submissions must be complete and accurate. Incomplete or non-compliant applications will not be considered for review.

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## 5. Admission Procedure

All submitted applications will be reviewed by the EIT RawMaterials Education Team to confirm eligibility for admission into the Learning Content Provider (LCP) Pool. The admission procedure is based on a transparent eligibility review using objective criteria.

### 5.1 Eligibility Review

Each application is reviewed against the eligibility criteria outlined in Annex I. The review confirms that the applicant meets the conditions for admission to the LCP Pool.

The eligibility review focuses on three mandatory eligibility conditions:

**a) Application Completeness**

The application must be fully completed, including all mandatory fields, required documentation, and mandatory declarations.

**b) Thematic Alignment**

All submitted courses must align with at least one of the Academies' priority thematic areas (Annex II).

**c) Assessment-Linked Certification**

At least one submitted course must include a formal assessment with a declared passmark or minimum performance threshold, where certification is awarded only upon successful completion.

In addition, applicants must meet standard operational requirements — including the ability to deliver training in at least one EU language, legal authorisation to invoice within the EU, compliance with GDPR, and acceptance of the Cooperation Agreement (Annex V). These are detailed in Section 3.1 and Annex I.

Applicants meeting all conditions are admitted to the LCP Pool. Applicants who do not meet one or more conditions are not eligible for admission.

No scoring, ranking, or qualitative evaluation is applied at this stage.

**5.2 Clarification Requests**

Where information or documentation appears incomplete, unclear, or erroneous, EIT RawMaterials may contact the applicant to request clarification or additional information within an appropriate time limit. All clarification requests and responses will be communicated by email only.

**5.3 Admission to the LCP Pool**

All applicants that meet the eligibility criteria will be admitted to the LCP Pool on a rolling basis for the duration of the project. Admission constitutes a non-exclusive Cooperation Agreement with no entitlement or guarantee of future assignments. It establishes the provider as eligible to collaborate with the Academies on content-related activities.

The Academies may contact admitted providers to define specific collaboration opportunities depending on thematic, geographic, and operational needs.

**5.4 Costs for Preparing Applications**

No costs incurred by the applicant in preparing and submitting applications are reimbursable. All such costs must be borne by the applicant.

**5.5 Ownership of Submissions**

EIT RawMaterials retains ownership of all submissions received under this procedure. Proprietary information identified as such, which is submitted by applicants in connection with this procedure, will be kept confidential.

The potential or actual LCP should accept that during the project and for four years after, for the purposes of safeguarding the EU's financial interests, EIT RawMaterials may transfer the application and the Framework Agreement and specific assignments of the LCP to internal audit services, to the European Court of Auditors, to the Financial Irregularities Panel or to the European Anti-Fraud Office.

### 5.6 Appeals and Complaints

Applicants believing that they have been harmed by an error or irregularity during the procedure may file a complaint. Appeals shall be addressed to EIT RawMaterials.

### 5.7 Amendments and Cancellation

EIT RawMaterials reserves the right to amend, suspend, or cancel the procedure before the end of the project, where the procedure proves to have been subject to errors, irregularities, or fraud.

In the event of cancellation, EIT RawMaterials will notify applicants accordingly. In no event shall EIT RawMaterials be liable for any damages whatsoever, including, without limitation, damages for loss of profits, in any way connected to the cancellation of the procedure.

### 5.8 Ethics Clause

Applicants and admitted LCPs shall take all measures to prevent any situation where impartial and objective cooperation is compromised for reasons involving economic interest, political or national affinity, family or emotional ties, or any other shared interest (conflict of interest). EIT RawMaterials shall be informed immediately if there is any change in the above circumstances at any stage during the cooperation and membership in the LCP Pool.

# ANNEX I — Eligibility Criteria and Required Documentation

This Annex outlines the mandatory eligibility criteria for admission to the Learning Content Provider (LCP) Pool. All criteria are assessed on a pass/fail basis.

## 1. Application Completeness (Mandatory)

The application must be fully completed using the official submission form. All mandatory fields must be completed, and all required documentation must be provided.

Required documentation:

- Completed application form with all mandatory fields and uploads.
- Confirmation of all mandatory declarations (data accuracy, communication consent, GDPR compliance).

## 2. Thematic Alignment (Mandatory)

All submitted courses must align with at least one of the Academies' priority thematic areas as listed in Annex II.

Required documentation:

- Course syllabus, description, or learning outcomes for each submitted course, with the relevant thematic area indicated.

## 3. Assessment-Linked Certification (Mandatory)

At least one submitted course must include a formal assessment with a declared passmark or equivalent minimum performance threshold, where certification is awarded only upon successful completion of the assessment.

This means:

- The certificate must be linked to a formal assessment — not granted for attendance or completion alone.
- There must be a defined success threshold (e.g. a passmark, minimum score, or competency validation) that learners must meet.

Required documentation:

- Description of the assessment approach and certification conditions for at least one course that meets this requirement.

## 4. Quality Assurance (Strongly Encouraged)

Applicants are strongly encouraged to hold a recognised accreditation or operate under an established quality assurance system (e.g. national or European accreditation frameworks, ISO 21001, or equivalent). Applicants without formal accreditation may still be eligible if they can demonstrate an established internal quality assurance process and the capability to align with the Academies' Quality Framework (Annex IV).

Required documentation:

- Accreditation certificate(s), quality assurance documentation, or a written statement describing internal quality assurance processes.

### 5. Availability of Trainers or Subject-Matter Experts (Informational)

Applicants are invited to indicate whether they have access to qualified trainers or subject-matter experts who could support content delivery or development. This information helps the Academies understand the applicant's potential contribution.

The absence of trainers or experts does not affect eligibility and will not result in exclusion, provided the applicant's proposed content otherwise meets the requirements of this Call.

Required documentation:

- CV or profile of at least one trainer or subject-matter expert (where available).

### 6. Language Capability (Mandatory)

The applicant must be able to deliver training in at least one EU language.

Required documentation:

- Confirmation of languages in which courses are delivered.

### 7. Legal and Operational Readiness (Mandatory)

The applicant must:

- be legally authorised to invoice within the EU;
- comply with GDPR requirements;
- agree to the Academies' quality, accessibility, and reporting requirements;
- accept the Learning Content Provider Pool Framework as set forth in the Cooperation Agreement (Annex V).

Required documentation:

- Legal entity information.
- VAT number or equivalent.
- GDPR compliance statement (tick-box and confirmation).
- Acceptance of the Cooperation Agreement (tick-box and confirmation).

**Eligibility Result:**

- **Eligible** — admitted to the LCP Pool.
- **Not Eligible** — application does not proceed.

No scoring or ranking is applied.

# ANNEX II — Priority Thematic Areas

The European Raw Materials Academy (ERM Academy) and the European Advanced Materials Academy (EAM Academy) prioritise thematic areas that directly support Europe's industrial transformation, strategic autonomy, and skills needs for 2025–2028.

These priority themes are derived from the European Raw Materials and Advanced Materials Academy Needs Analysis (November 2025) and reflect validated, industry-driven, cross-sectoral skill demands across the raw materials and advanced materials value chains.

Applicants must align at least one course or programme with one or more of the priority thematic areas listed below. For each Academy, please refer to the respective skills clusters. Alignment with a Priority 1 Sub-cluster is strongly encouraged. Some skills and thematic needs are relevant to both Academies.

## European Raw Materials Academy (ERM Academy)

### Pillar 1 — High-Priority Sub-Clusters (Priority 1)

These eight areas represent the core strategic focus of the European Raw Materials Academy's learning portfolio and reflect the most urgent and widespread skill needs identified across Europe's industrial ecosystem.

#### 1. Circular Economy and Recycling Systems

Circular business models and industrial ecology; recycling processes for batteries, electronics, CRMs and industrial waste; life-cycle assessment (LCA), resource efficiency, and waste valorisation; Extended Producer Responsibility (EPR) and End-of-Life (ELV) compliance.

#### 2. AI/ML for Maintenance, Quality and Process Optimisation

Predictive and prescriptive maintenance; machine learning for process optimisation and quality control; data-driven operations in mining, processing, and manufacturing; AI-enabled productivity and defect detection systems.

#### 3. Critical and Strategic Materials

Exploration and characterisation of CRMs; processing, refining and separation technologies; materials substitution and secure supply chain design; strategic autonomy and resilience of European value chains.

#### 4. Digital Twins, Modelling and Simulation

Virtual prototyping, scenario simulation, and process modelling; digital twins for equipment, plants, and operations; numerical modelling, computational engineering, and simulation-based optimisation.

#### 5. Processing, Refining and Materials Transformation Technologies

Mineral processing, hydrometallurgy, pyrometallurgy, electrometallurgy; process engineering and plant optimisation; advanced refining, separation and extraction techniques; industrial scale-up and energy-efficient processing.

#### 6. Automation, Robotics and Autonomous Operations

Robotics for handling, sorting, drilling, and manufacturing; autonomous operations in mining and processing; industrial automation systems, PLCs, and sensor integration; robotics safety, deployment, and maintenance.

**7. Regulatory, Permitting and Compliance**

Environmental permitting and regulatory frameworks; CRMA, REACH, battery regulation, waste directives; ESG, responsible sourcing, traceability and due diligence; health, safety and risk management systems.

**8. Advanced Materials and Metallurgy**

Alloy design, nanomaterials, composites, and functional materials; metallurgical principles and advanced characterisation techniques; high-performance materials for energy, mobility, electronics and construction; materials degradation, performance, sustainability and substitution.

**Pillar 2 — Medium Priority Sub-Clusters (Priority 2)**

Courses in these areas are also welcomed, especially when they support or complement Priority 1 domains.

**1. Data and Digital Operations**

Industrial data management, IoT, analytics pipelines, and real-time monitoring.

**2. Hydrogen Systems**

Hydrogen production, storage, transport, materials for hydrogen systems, and related safety and standards.

**3. Energy Technologies**

Energy storage systems, battery technologies, power electronics materials, and renewable energy components.

**4. Digital Training and Quality Systems**

VR/AR for industrial training, digital quality assurance systems, and simulation-based learning.

**5. Digital Security, Traceability and Cybersecurity**

Traceability frameworks, cybersecurity for industrial systems, data integrity, and supply chain transparency.

**Pillar 3 — Cross-Cutting Transversal Competences**

Courses in these areas are eligible when explicitly linked to applications within raw materials sectors.

**1. Sustainability, LCA and Circular Value Chain Design**

Sustainable production, lifecycle thinking, carbon footprinting, and ESG integration.

**2. Health, Safety, ESG and Regulatory Frameworks**

Occupational health and safety, ESG reporting, and environmental compliance.

**3. Digital Skills and Industrial Data Literacy**

Data literacy for technicians, engineers and operators; digital collaboration and industrial software tools.

**4. Innovation, Technology Transfer and Commercialisation**

TRL pathways and industrialisation, patents, licensing, IP, and innovation ecosystems.

**5. Leadership, Workforce Development and Industrial Soft Skills**

Leadership in technical environments, project management for technical teams, and cross-functional collaboration.

## European Advanced Materials Academy (EAM Academy)

**Pillar 1 — High-Priority Sub-Clusters (Priority 1)**

These ten areas represent the core strategic focus of the European Advanced Materials Academy's learning portfolio.

**1. Circular Economy and Sustainability**

Recycling technologies, lifecycle assessment, and design for circularity.

**2. AI/ML for Materials Discovery**

Machine learning for materials design, predictive modelling, and data-driven discovery.

**3. Leadership and Strategic Management**

Change management, innovation leadership, and strategic decision-making.

**4. Battery Materials and Energy Storage**

Battery chemistry, energy storage systems, and solid-state technologies.

**5. Composites and Lightweight Materials**

Fibre-reinforced polymers, carbon fibre composites, and lightweight structures.

**6. IoT and Smart Manufacturing**

Connected manufacturing, sensor integration, and real-time monitoring.

**7. Semiconductors and Electronics**

Advanced substrates, chip design, and semiconductor processing.

**8. Nanomaterials and Advanced Synthesis**

Nanostructured materials, synthesis techniques, and characterisation.

**9. VR/AR for Training and Operations**

Immersive training, digital simulation, and remote operations.

**10. Traceability and Regulatory Compliance**

Certification, standards, and intellectual property competencies.

**Pillar 2 — Medium Priority Sub-Clusters (Priority 2)**

Courses in these areas are also welcomed, especially when they support or complement Priority 1 domains.

**1. Process Scale-up and Manufacturing**

Industrial production optimisation.

**2. Coatings and Surface Engineering**

Functional surface technologies.

**3. Biomaterials and Medical Applications**

Healthcare materials innovation.

**4. Workforce Development and Training**

Training system competencies.

**5. Traceability and Regulatory Compliance**

Certification and standards expertise.

**6. Functional and Smart Materials**

Intelligent material systems.

**7. Technical Ceramics and Refractories**

High-performance ceramic materials.

**8. Digital Twins and Simulation**

Virtual modelling capabilities.

**9. Photovoltaics and Solar Materials**

Solar energy technologies.

**Pillar 3 — Low Priority Sub-Clusters (Priority 3)**

Courses in these areas are eligible when explicitly linked to applications within advanced materials sectors.

**1. Hydrogen and Fuel Cell Technologies**

Hydrogen economy competencies.

**2. Materials Characterisation and Testing**

Advanced analytical techniques.

**3. Construction and Infrastructure Materials**

Building materials innovation.

**4. Health, Safety and Materials Handling**

Safety protocols and procedures.

# ANNEX III — Value Proposition for Learning Content Providers

Partnership with the European Raw Materials Academy and the European Advanced Materials Academy offers organisations a unique opportunity to expand their impact, enhance the visibility of their training activities, and contribute to Europe's strategic industrial skills capacity. The Academies offer a multifaceted value proposition designed to support universities, vocational schools, research institutes, industry training centres, private training providers, EdTech organisations, and other learning institutions.

## 1. Enhanced Visibility and European-Level Branding

Recognition as a certified partner of an EU-funded flagship initiative; use of the Academies' logos for co-branding on selected courses; inclusion in EU-level communication campaigns and promotion to priority sectors; visibility across the Academies' European learning ecosystem; and presence in curated, EU-endorsed learning catalogues aligned with industrial skills demand.

## 2. Expanded Learner Reach and Market Access

Access to new audiences across EU Member States, including SMEs, larger industry players, and public authorities; increased visibility to learners at all stages; support for multi-country dissemination through Academy networks and regional partners; and potential for multilingual dissemination and geographical expansion.

## 3. Access to Financial Support and Incentives

Potential eligibility for up to €40,000 to update, digitise, or adapt learning content for European deployment; opportunity to participate in future Academy funding opportunities and thematic calls; and opportunities to participate in EU-funded collaborative projects under the EIT RawMaterials umbrella.

## 4. Quality Enhancement and Pedagogical Support

Participation in the Training Contributor Certification Programme, leading to recognised certification; access to the Academies' Quality Framework and instructional design support; alignment with EU micro-credential standards and certification frameworks; and opportunities to share best practices and benefit from continuous improvement programmes.

## 5. Strategic Positioning

Alignment to validated European skills-intelligence and industrial capability needs, ensuring content relevance; support in applying responsible AI practices in learning design and delivery; and opportunities to participate in best-practice exchanges and capacity-building initiatives related to AI in education within the Academy ecosystem.

## 6. Ecosystem Collaboration and Co-creation Opportunities

Structured opportunities to collaborate with universities, companies, research centres, and policy-adjacent stakeholders across the raw and advanced materials value chains; participation in thematic working groups, expert exchanges, and emerging European skills initiatives; opportunities for co-development, joint curricula, and complementary course design; and pathways to engage in cross-academy and cross-KIC initiatives as relevant opportunities emerge.

## 7. Intelligence

Insights into European skills demand, trends, and workforce needs; and access to aggregated market intelligence that provides context on European training trends and helps situate content within the wider learning landscape.

### 8. Contribution to Europe's Strategic Industrial Goals

Active contribution to a long-term European initiative strengthening industrial competitiveness and resilience; alignment with European policy priorities, enhancing institutional mission and public value; and visible contribution to the green transition and reindustrialisation agendas.

### 9. Operational Support and Harmonisation

Guidance on course digitisation, accessibility standards, and blended delivery; support with course translation, formatting, or adaptation for EU-wide deployment; and shared tools and templates that streamline reporting, communication, and credentialing.

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# ANNEX IV — Quality Framework

## 1. Purpose and Scope

This Quality Framework defines the baseline quality principles and alignment expectations applicable to Learning Content Providers cooperating with the European Raw Materials Academy and the European Advanced Materials Academy (together, "the Academies").

The purpose of this framework is to ensure a consistent, transparent, and credible level of quality across the Academies' learning portfolio; provide a common reference point for diverse education and training providers operating under different national or institutional quality assurance systems; and support alignment with European policy priorities, including skills for the green and digital transition and the European approach to micro-credentials.

This framework applies to Learning Content Providers admitted to the Academies' LCP Pool, learning programmes, courses, and modules delivered under the Academies' umbrella, and trainers, facilitators, and designated representatives involved in cooperation with the Academies.

This framework does not constitute an accreditation scheme, audit mechanism, or ranking system. Alignment is assessed through cooperation, not scoring or certification.

## 2. Guiding Principles

Learning activities delivered in cooperation with the Academies are expected to adhere to the following principles:

- Relevance: Learning content addresses validated skills needs aligned with European industrial, societal, and policy priorities.
- Learner-centred design: Programmes are designed to support meaningful learning outcomes and positive learner experience.
- Integrity and transparency: Learning objectives, delivery modalities, assessment approaches, and credentials are clearly communicated.
- Inclusivity and accessibility: Learning opportunities are designed to be accessible to diverse learner profiles.
- Continuous improvement: Quality is maintained and enhanced through feedback, reflection, and iterative improvement.

## 3. Quality Dimensions and Baseline Expectations

### 3.1 Learning Design and Outcomes

Learning Content Providers are expected to define clear learning objectives and outcomes for each programme or course; ensure coherence between learning objectives, content, learning activities, and assessment approaches; structure learning in a way that supports progressive knowledge and skills acquisition; and align learning outcomes, where applicable, with recognised qualification frameworks or professional standards.

### 3.2 Content Quality and Relevance

Learning content should reflect current knowledge, practices, and technological developments in the relevant thematic area; be aligned with the Academies' priority thematic areas; demonstrate relevance to professional practice, industry needs, or applied research contexts; and be reviewed and updated periodically to maintain accuracy and relevance.

### 3.3 Delivery and Learner Experience

Learning Content Providers are expected to deliver learning in formats appropriate to the objectives (online, blended, or face-to-face); ensure reliable delivery, clear communication, and adequate learner support; provide learners with timely information regarding schedules, requirements, and participation conditions; and put in place mechanisms to collect learner feedback on delivery and experience.

### 3.4 Trainers, Facilitators, and Organisational Alignment

Learning Content Providers must ensure that trainers, facilitators, or subject-matter experts involved in delivery are appropriately qualified and experienced; at least one designated representative participates in the Academies' mandatory onboarding and certification programme; and trainers and representatives operate in alignment with the Academies' pedagogical, operational, and quality expectations.

### 3.5 Monitoring, Feedback, and Continuous Improvement

Learning Content Providers are expected to collect feedback from learners and other relevant stakeholders; reflect on feedback and performance data to identify opportunities for improvement; cooperate with the Academies in quality monitoring activities, including the sharing of anonymised learning and performance data, where applicable; and contribute to a culture of continuous improvement across the Academies' ecosystem.

## 4. Accessibility and Inclusion

Learning Content Providers are expected to design learning materials and delivery approaches with accessibility in mind; take reasonable steps to align with recognised accessibility principles; and support inclusive participation across different learner profiles, professional backgrounds, and linguistic contexts.

Detailed data protection obligations related to accessibility measures and learner data are governed by the Cooperation Agreement.

## 5. European Micro-Credentials and Recognition

Where applicable, Learning Content Providers are expected to align learning outcomes, assessment approaches, and credential descriptions with the European approach to micro-credentials; provide transparent information on workload, learning outcomes, assessment methods, and credential value; and support portability and recognition of learning achievements within the European learning ecosystem.

Alignment with micro-credentials is encouraged and may evolve as European frameworks and guidance develop.

## 6. Data, Ethics, and Responsible Use of Technology

Learning Content Providers are expected to comply with applicable data protection, privacy, and confidentiality requirements; use digital tools, including AI-based technologies, in a responsible and ethical

manner in learning design and delivery; and avoid practices that compromise academic integrity, learner trust, or transparency.

Detailed data protection obligations are defined in the Cooperation Agreement, including the Data Processing Agreement contained therein.

### 7. Alignment, Updates, and Evolution

This Quality Framework establishes a baseline reference for cooperation under the Academies. Learning Content Providers commit to aligning with this framework throughout the duration of their cooperation. The Academies may update or refine this framework to reflect evolving policy priorities, quality standards, or operational needs. Any material updates will be communicated to Learning Content Providers through the mechanisms defined in the Cooperation Agreement.

## ANNEX V — Cooperation Agreement

The Cooperation Agreement is provided as a separate Annex to this Open Call.