

MARIE SKŁODOWSKA-CURIE
ACTIONS

Your next career move!

Education
&
Culture

Innovative Training Networks 2017

Aspectos a tener en cuenta en la redacción de nuestra propuesta

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NCP Marie Skłodowska-Curie Actions

Madrid, 3 Noviembre 2016

Before writing the proposal

- SEP (Submission & Evaluation of Proposal Service)
- Register in SEP and choose the correct mode (ETN/EJD/EID)
 - Download template
- PIC
- Closing time 17:00

Before submitting the proposal

- Download official info.
 - Work Programme 2016/2017
 - Guide for Applicants
 - FAQs available
- Read through ...
 - General objectives
 - Evaluation Criteria

ADMINISTRATIVE FORMS **FORM A**

Form	Title
Section 1	General information on the proposal
Section 2	Data from the participating institutions
Section 3	Budget
Section 4	Ethical aspects
Section 5	Information on Partner Organisations

FORM B TECHNICAL PROPOSAL: 2 DOCUMENTS

DOCUMENT 1

1. Excellence
2. Impact
3. Implementation

Page limit: 30
No limit per section

DOCUMENT 2

4. Gantt Chart
5. Capacities of the Participating Organisations (tables)
6. Ethical Aspects
7. Letters of Commitment

Evaluation Criteria

Criteria	Weight	Priority (ex.aequo)
Excellence	50%	1
Impact	30%	2
Implementation	20%	3

- Overall Threshold 70%
- No individual overall



- **ETN: 8 scientific panels**
- **EID + EJD: multidisplinar panels**
- **Use scientific descriptors**

Evaluation Criteria

Excellence 50%	Impact 30%	Quality and Efficiency of the Implementation 20%
Quality, innovative aspects and credibility of the research programme (including inter / multidisciplinary, intersectoral and, where appropriate, gender aspects)	Enhancing the career perspectives and employability of researchers and contribution to their skills development	Coherence and effectiveness of the work plan, including appropriateness of the allocation of tasks and resources (including awarding of the doctoral degrees for EID and EJD projects)
Quality and innovative aspects of the training programme (including transferable skills, inter/multidisciplinary, intersectoral and, where appropriate, gender aspects)	Contribution to structuring doctoral / early-stage research training at the European level and to strengthening European innovation capacity, including the potential for: a) meaningful contribution of the non-academic sector to the doctoral/research training, as appropriate to the implementation mode and research field b) developing sustainable joint doctoral degree structures (for EJD projects only)	Appropriateness of the management structures and procedures, including quality management and risk management (with a mandatory joint governing structure for EID and EJD projects)
Quality of the supervision (including mandatory joint supervision for EID and EJD projects)	Quality of the proposed measures to exploit and disseminate the project results	Appropriateness of the infrastructure of the participating organisations
Quality of the proposed interaction between the participating organisations	Quality of the proposed measures to communicate the project activities to different target audiences	Competences, experience and complementarity of the participating organisations and their commitment to the programme

Excellent. The proposal successfully addresses all relevant aspects of the criterion. Any shortcomings are minor.

Very Good. The proposal addresses the criterion very well, but a small number of shortcomings are present.

Good. The proposal addresses the criterion well, but a number of shortcomings are present.

Fair. The proposal broadly addresses the criterion, but there are significant weaknesses.

Poor. The criterion is inadequately addressed, or there are serious inherent weaknesses.

The proposal **fails** to address the criterion or cannot be assessed due to missing or incomplete information.

5

Excellent

4

Very Good

3

Good

2

Fair

1

Poor

0

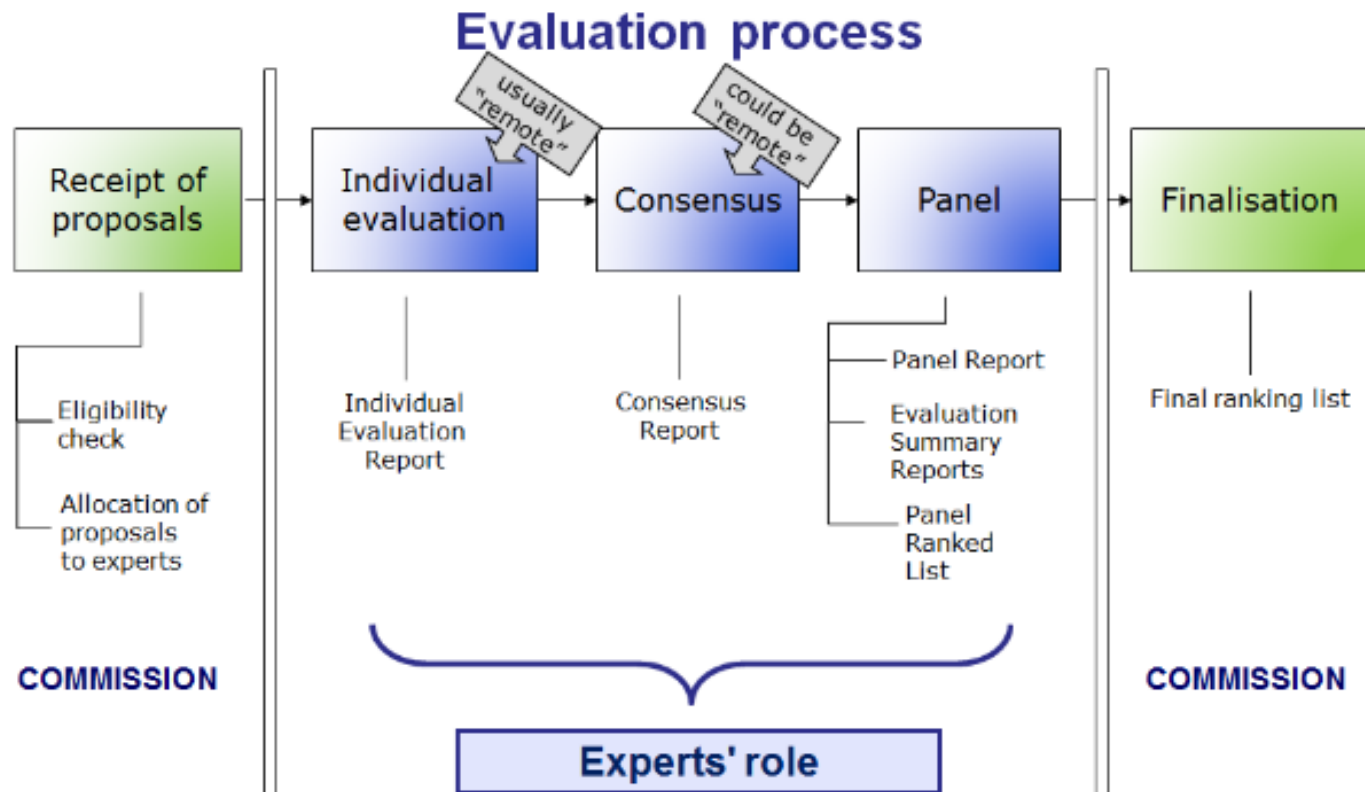
4.9
↕
4.0

3.9
↕
3.0

2.9
↕
2.0

1.9
↕
1.0

The diagram below depicts the main steps of the evaluation process and highlights at which stages the experts intervene.



Each expert draft a IER (individual evaluation report) for each proposal assigned

In the IER:

List **strengths and weaknesses** in bullet point format

- Under each sub-criterion
- For each criterion (excellence, Impact and Implementation)

They will Score each Criterion

1. EXCELLENCE	
Quality, innovative aspects and credibility of the research (including inter-disciplinary aspects)	
Strengths: +... +...	
Weaknesses: -... -...	
Clarity and quality of transfer of knowledge/training for the development of researcher in light of the research objectives	
Strengths: +... +...	
Weaknesses: -... -...	
Quality of the supervision and the hosting arrangements	
Strengths: +... +...	
Weaknesses: -... -...	
Capacity of the researcher to reach or re-enforce a position of professional maturity in research	
Strengths: +... +...	
Weaknesses: -... -...	
Score (out of 5) 4,2	

**Aspectos a tener en
cuenta en nuestra
propuesta ITN 2017**

RRI: Investigación e Innovación Responsable

RRI is now a term in the legal text of Horizon 2020 from the European Parliament, Preamble 22 (our emphasis):

*(22) With the aim of deepening the relationship between science and society and reinforcing public confidence in science, Horizon 2020 should [...] by **developing responsible research and innovation agendas that meet citizens' and civil society's concerns and expectations ...***

- Responsible Research and Innovation means that societal actors work together during the whole research and innovation process in order to better align both the process and its outcomes, with the values, needs and expectations of European society.



La dimensión de la investigación e innovación responsable (RRI) abarca

1. Public engagement
2. Gender equality
3. Science education
4. Open access
5. Ethics
6. Governance

- Hacer **ciencia e innovación** con y para la sociedad, de manera **inclusiva** e involucrando a todos los actores en el proceso
- Concepto clave en H2020 puesto que los aspectos de RRI son aspectos transversales en el programa



El género aparece explícitamente mencionado en el subcriterio de research/training



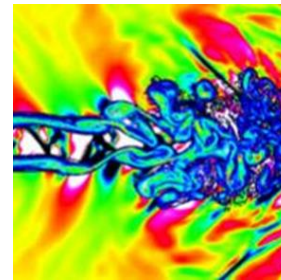
Incluir obligatoriamente:

- **Balance de género:** igualdad en los organos de toma de decisión, en la contratación, en la supervisión, etc
- **Innovaciones en género:** inclusión de aspectos de genero en la investigación.
- Formación a los ESR en Género
- Tool-kit:
www.yellowwindow.be/genderinresearch/index_downloads.html

- **Excelencia:** Integrar el **análisis** de género en el **contenido** de la investigación e innovación
- El **análisis de sexo y género** está fomentando la creatividad al ofrecer nuevas perspectivas, plantear nuevas preguntas y abrir nuevas áreas de investigación e innovación



Ha permitido comprobar y prevenir las consecuencias sobre mujeres y fetos de los impactos de coches a alta velocidad.



Ha llevado a desarrollar un **gel microbicida para prevenir el VIH** en mujeres en África al tener en cuenta las relaciones de poder en parejas heterosexuales

1.1 Quality, innovative aspects and credibility of the research programme (including inter/multidisciplinary, intersectoral and, where appropriate, gender aspects)

1.2 Quality and innovative aspects of the training programme (including transferable skills, inter/multi-disciplinary, intersectoral and, where appropriate, gender aspects)

Importante!

Igualdad de género y transversalidad de género en la investigación es una de las 6 prioridades del Espacio Europeo de Investigación - ERA (ERAC, 1208/15)



Documentación de apoyo y proyectos europeos sobre género

- Promoting gender equality in research institutions and the integration of the gender dimension in research contents: http://cordis.europa.eu/projects/rcn/111445_en.html
- GRACE: Gender and Cultures of Equality in Europe (ITN 2015) <http://www2.hull.ac.uk/fass/social-sciences/research/funded-research-projects/grace.aspx>
- European Commission (2014). Gender Equality in Horizon 2020: http://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/gender/h2020-hi-guide-gender_en.pdf
- LERU: Gendered research and innovation: Integrating sex and gender analysis into the research process.
- EU – SWAFS Gendered Innovations (Health & Medicine, Engineering, Environment) http://ec.europa.eu/research/swafs/gendered-innovations/index_en.cfm

Gendered Innovations

in Science, Health & Medicine, Engineering, and Environment

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What is Gendered Innovations?

SEX & GENDER ANALYSIS

Methods

Terms

Checklists

CASE STUDIES

Science

Health & Medicine

Engineering

Environment

iGIANT PROGRAM

POLICY RECOMMENDATIONS

INSTITUTIONAL TRANSFORMATION

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ENVIRONMENT

ENGINEERING

HEALTH & MEDICINE

SCIENCE

ENVIRONMENT

Sex and Gender Methods for Design | Gendered Innovations

FEATURED CASE STUDIES

Stem Cells: Analyzing Sex

Osteoporosis Research in Men: Breaking the Gender Paradigm

HIV Microbicides: Formulating Research Questions & Analyzing Academic Disciplines

Why Gendered Innovations?

“Gendered Innovations” employs methods of sex and gender analysis to create new knowledge.

<https://genderedinnovations.stanford.edu/>

Importancia de aspectos éticos en H2020 en todas las áreas científicas no solamente en ciencias de la vida.

- Embriones Humanos / Fetos
- Humanos
- Células Humanas / Tejidos
- Protección de datos personales
- Animales
- Terceros Países
- Protección medioambiental y Seguridad
- Uso dual de las tecnologías
- Uso indebido
- Otros Aspectos



Todas las propuestas seleccionadas para financiación pasarán una revisión ética.

Cada solicitante es responsable de:

- **Identificar** cualquier potencial aspecto ético
- **Gestionar** los aspectos éticos
- **Detallar** cómo se abordarán con suficiente detalle ya en la fase de la propuesta.

La parte ética de cada propuesta debe incluir una descripción de los aspectos y de cómo se tratarán (Ethic Issues Table en part A, Ethics Self-Assessment en part B)

RTD-ETHICS-REVIEW-HELPDESK@ec.europa.eu

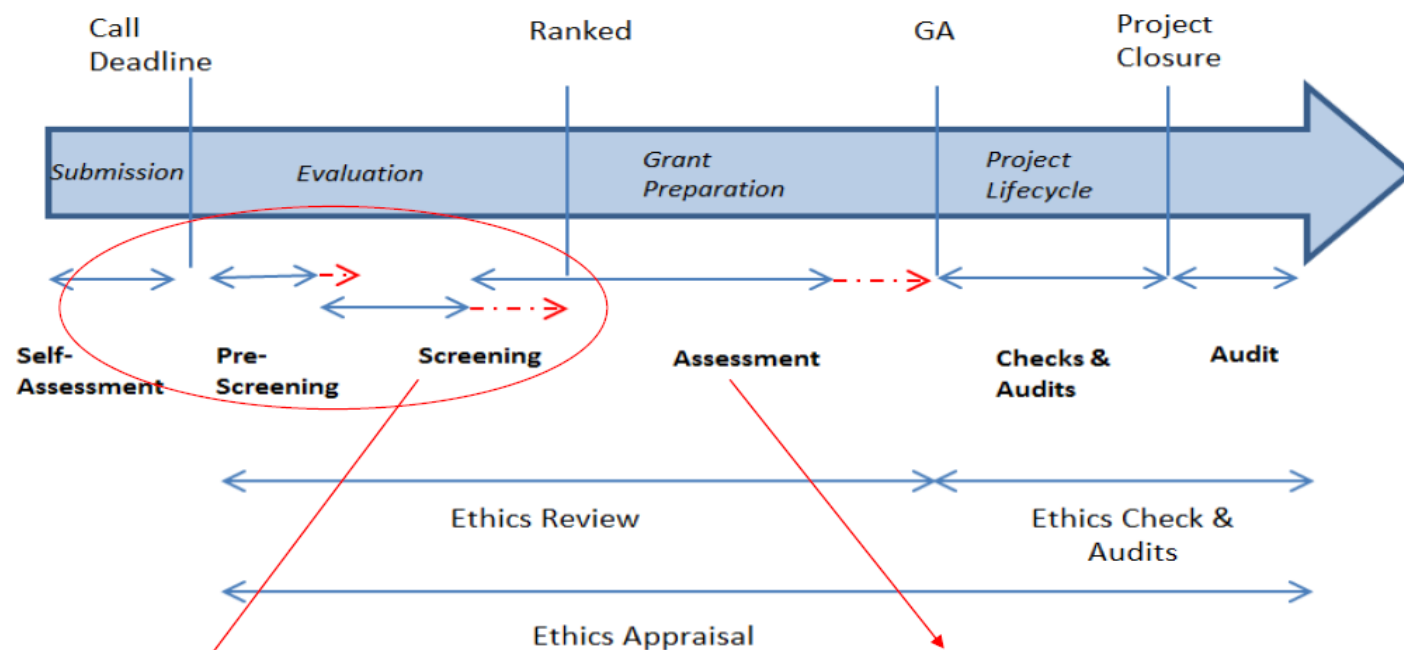


ETHICS ISSUES TABLE - CHECKLIST

Marie Skłodowska-Curie Actions
Innovative Training Networks (ITN)
Call identifier: H2020-MSCA-ITN-2014
Closing Date: 09 April 2014 at 17:00:00
(Brussels local time)

http://ec.europa.eu/research/participants/portal/doc/call/h2020/h2020-msca-itn-2015/1620147-h2020_-_guidance_ethics_self_assess_en.pdf
http://ec.europa.eu/research/participants/portal/doc/call/h2020/h2020-msca-itn-2014/1597698-itn_2014_-_ethics_issues_checklist_en.pdf

Evaluación ética



Stage 1 — **Ethics screening, starting with the pre-screening** (on the basis of your 'ethics selfassessment') to see if it raises 'ethical issues' and whether they are adequately handled.

Research
Executive
Agency

Stage 2 — **Ethics assessment; for proposals raising serious ethical issues** (e.g. severe intervention on humans, lack of appropriate ethics framework in the country where the research will be conducted, etc.) a more detailed analysis is made.

- **Participant Portal H2020 Ethics section:**

http://ec.europa.eu/research/participants/docs/h2020-funding-guide/cross-cutting-issues/ethics_en.htm

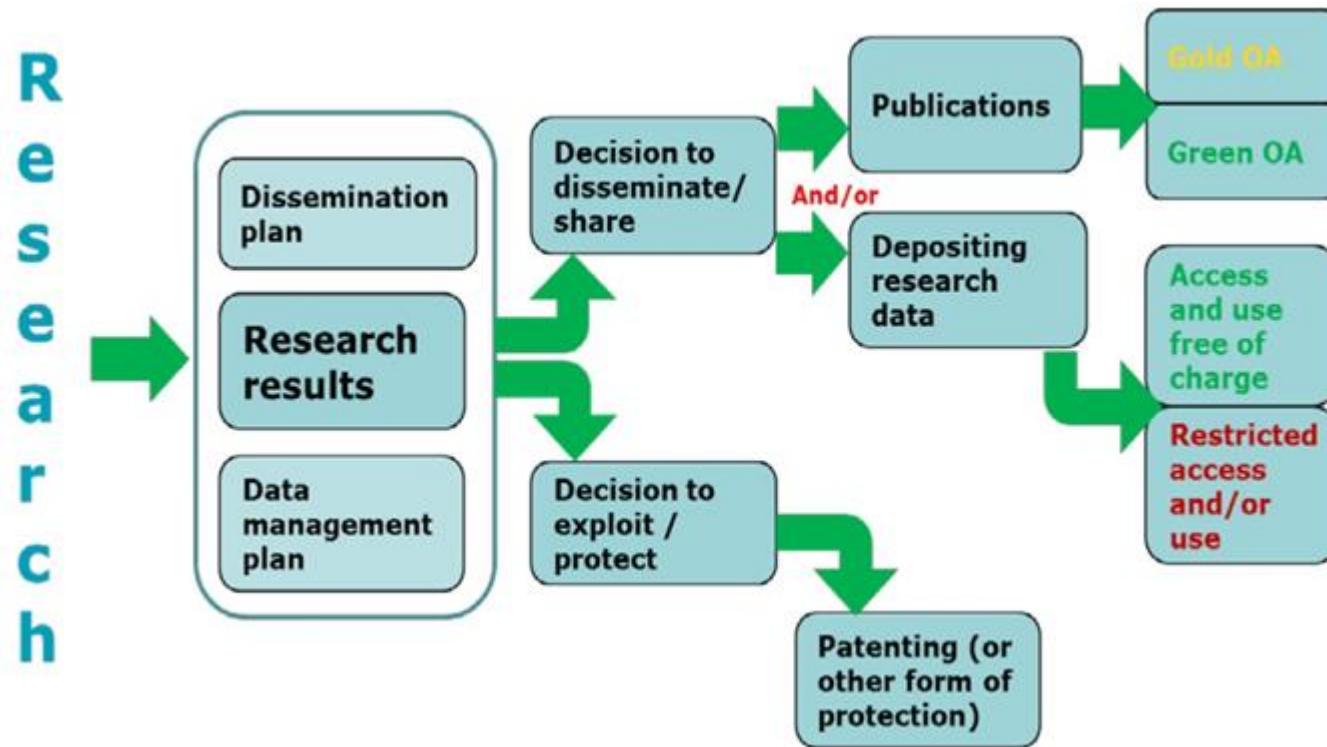
- **Ethics issues table-Checklist:**

http://ec.europa.eu/research/participants/portal/doc/call/h2020/h2020-msca-itn-2014/1597698-itn_2014_-_ethics_issues_checklist_en.pdf

- **Ethics Guidance**

http://ec.europa.eu/research/participants/portal/doc/call/h2020/h2020-msca-itn-2015/1620147-h2020_-_guidance_ethics_self_assess_en.pdf





https://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/oa_pilot/h2020-hi-oa-pilot-guide_en.pdf

HORIZON 2020, GUIDE TO OPEN ACCESS

*Exception: 12 months embargo is allowed in the fields 'humanities' or 'social sciences'





- Novedad en Horizonte 2020 es el **Open Research Data Pilot** cuyo objetivo es mejorar y maximizar el acceso y la reutilización de los datos de investigación generados por los proyectos.
- Los datos de Investigación deberán cumplir con FAIR
 - Findable,
 - Accessible,
 - Interoperable
 - Reusable

http://ec.europa.eu/research/participants/data/ref/h2020/grants_manual/hi/oa_pilot/h2020-hi-oa-data-mgt_en.pdf

- Los **Data Management Plans** (DMPs) son el elemento clave para una buena gestión de nuestros datos. Un DMP describe el ciclo de vida de la gestión de los datos que se recogen, procesan o generan en un proyecto de Horizonte 2020
- Un DMP debe incluir información sobre:
 - el tratamiento de los datos de investigación durante y después de la finalización del proyecto
 - qué datos se van a almacenar, procesar y / o se pueden generar
 - qué metodología y estandarización se aplicará
 - Si se compartirán datos o acceso abierto y
 - cómo se crearán y se conservarán los datos (incluso después de la finalización del proyecto).

Diferencia entre Comunicación y Divulgación

Actividades de divulgación y comunicación
está relacionadas pero no son la misma cosa.
**Un buen proyecto MSCA debe incluir un
mix de ambas.**



- Establecer a qué audiencias se quiere difundir los resultados del proyecto:

- Comunidad Científica
- Stakeholders
- Reguladores
- Policy Makers
- Usuarios Finales

**DISEMINACIÓN
EXPLOTACIÓN**

- Publico General / Sociedad

**COMUNICACIÓN
DIVULGACIÓN**

- Las **actividades de divulgación** se desarrollan para atraer a una **audiencia amplia** sobre un tema específico principalmente al público general
- Las actividades de divulgación se pueden desarrollar de diversas maneras; **presentaciones en colegios, talleres, charlas, visitas a laboratorios, etc.**



- El objetivo es explicar los **beneficios de la investigación a un publico amplio** (principalmente ciudadanos que pagan nuestras investigación con sus impuestos)
- La divulgación implica **interacción** entre el investigador y el receptor, hay una relación entre ambos y la comunicación que se mantiene es de "ida y vuelta"
- Ejm: Noche Europea de los Investigadores, Semana de la Ciencia, Meet The Fellows, Puertas Abiertas, etc



- La **Comunicación**, solamente presenta una dirección desde el investigador hacia el receptor
- Por Comunicación se entiende **artículos en periódicos o revistas generalistas, TV o Radio**.
- Una comunicación exitosa requiere un **lenguaje claro**, una **temática científica atractiva** donde se remarquen resultados interesantes para atraer la atención tanto del público general como de los medios.

<http://www.irishtimes.com/news/health/fat-fighter-1.538013>

http://www.lemonde.fr/arts/article/2015/03/17/projet-mossoul-un-musee-virtuel-pour-reagir-face-a-la-barbarie-de-l-etat-islamique_4595546_1655012.html

<https://projectmosul.org/>

<https://www.youtube.com/watch?v=znMRm8FHa7A>

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Video

Episode 192 - Dr Paolo Aversa on the sustainability of the F1 business model

Paolo Aversa
Lecturer in Strategy
Cass Business School
www.cass.city.ac.uk

0:35 / 3:49

It's been a difficult season for Formula 1, with a number of smaller teams facing financial difficulties. In this episode of Cass Talks, Dr Paolo Aversa claims the Formula 1 business model is no longer sustainable. With costs spiralling for teams competing in the £2bn a year industry, he suggests it is time to reconsider the model to make it fairer and more competitive.

Cass Talks

Episode 195 - Key to a long life: Keep your waist to less than half your height

Professor Ben Rickayzen discusses new Cass research that found waist to height ratio to be a better predictor of life expectancy than BMI. [More...](#)

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Cass Knowledge account

Cass MBA: Strategy with Dr Paolo Aversa



<https://www.youtube.com/watch?v=znMRm8FHa7A>

How to Crowdfund the Reconstruction of Lost Heritage | Chance Coughenour | TEDxHamburg



<https://www.youtube.com/watch?v=fCQpMgb7GMo>

Responsible Research and Innovation + Cross Cutting Issues

	QUÉ ES?	CÓMO LO INCORPORO?
DIMENSION DE GÉNERO	Incorporate Gender Balance and Gender dimension into your ITN	Adapt recruitment strategy Collaborate with EO Officer Offer Gender Training for ESRs At what point down the line will your research output affect the two sexes differently?
OPEN ACCESS	Part of 'Open Science' - Give open access to the results of publicly-funded research.	Chose if you wish to take part in the open data pilot If so, make a data management plan a Milestone Offer training on Open Access publishing
CIENCIAS SOCIALES Y HUMANIDADES	Full Integration of Social Sciences and Humanities Research – in order to get a social perspective of the different projects and initiatives, and contribute to the evidence base for policy making at international, Union, national, and regional levels.	Check if your research topic has a societally relevant outcome and if the topics can be contextualised in EU policy
INNOVACIÓN	breaking boundaries and setting new standards in a variety of fields, in order to advance the quality of both the public and private sector.	Have a solid exploitation strategy Point out innovation potential in Excellence Criterion Offer training on Innovation Management

Responsible Research and Innovation + Cross Cutting Issues

	QUÉ ES?	CÓMO LO INCORPORO?
ASPECTOS ETICOS	The most common ethical issues include: the involvement of children, patients, vulnerable populations, the use of human embryonic stem cells, privacy and data protection issues, research on animals and non-human primates. It also includes the avoidance of any breach of research integrity, which means, in particular, avoiding fabrication, falsification, plagiarism or other research misconduct.	Fill in table A4 correctly and in time It should correspond to the content of Part B 6 Offer training on research integrity/scientific misconduct for the ESRs.
EDUCACIÓN Y COMPROMISO PUBLICO	Engage in a dialogue with stakeholder of your ITN on different levels as part of your outreach strategy .	Approach them now and propose mutual activities: Civil society organizations and NGO's, industry, policy-makers, professors, teachers, students and pupils, science museums etc.
COOPERACIÓN INTERNACIONAL Y DIFUSIÓN DE LA EXCELNCIA Y LA PARTICIPACIÓN	Horizon 2020 sees great importance in international cooperation, + including states which until now show lower participation. Making the EU an attractive partner in research and innovation by strengthening excellence, Raising societal challenges, Supporting the EU foreign politics.	Add third country partners for your training and networking activities where useful scientifically. Point out any policy backed up evidence which shows the importance of training ESRs in your research field

Fortalezas en ITN 2015/16



Excelencia 1.1 Quality of the research Programme

- Establish clear, measurable **research objectives**:
 - in relation with the State of the Art
 - Make sure the SoA is up to date
 - Include a list of bibl. references (foot notes)
- Describe the **research methodology** used: what techniques, methods, instrumentation will be used in addressing the research objectives (visual....)
- Highlight the originality **and innovative aspects** of the project:
 - why does Europe need this ITN in this research area?
 - Not only in terms of research, also existing research/doctoral training programmes
 - Check for similar ITNs: what are the synergies, what are the differences?
 - Don't ignore **gendered innovations**
- Enhance **multi/disciplinarity aspects**

1. Excellence (starting on p.5)

1.1 Quality, innovative aspects and credibility of the research programme (including inter/multidisciplinary, intersectoral and, where appropriate, gender aspects)

Required sub-headings:

- Introduction, objectives and overview of the research programme. For ETN, it should be explained how the individual projects of the recruited researchers will be integrated into – and contribute to – the overall research programme. EJD and EID proposals should describe the research projects in the context of a doctoral training programme
- Research methodology and approach
- Originality and innovative aspects of the research programme (in light of the current state of the art and existing programmes / networks / doctoral research trainings)

Table 1.1: Work Package²² (WP) List

WP No.	WP Title	Lead Beneficiary No.	Start Month	End month	Activity Type ²³	Lead Beneficiary Short Name	ESR involvement ²⁴

Excelencia 1.2 Quality of the training programme

- Balance between individual training and networking activities.
 - Acquisition of advanced research skills, and transferable skills must be demonstrated
 - Importance of the **Career Development Plan** (CDP)
 - Open up some events to attendees from outside the network
- **Concrete information** on Phd training, networking activities... = Tables available!
- **Secondments**: need to have an impact (reasonable duration, non-academic sector to have a "real" role.

1.2 Quality and innovative aspects of the training programme (including transferable skills, inter/multi-disciplinary, intersectoral and, where appropriate, gender aspects)

Required sub-headings:

- Overview and content structure of the training (ETN) or doctoral programme (EID/EJD), including network-wide training events and complementarity with those programmes offered locally at the participating organisations (please include table 1.2a and table 1.2b)
- Role of non-academic sector in the training programme

Table 1.2 a Recruitment Deliverables per Beneficiary

Researcher No.	Recruiting Participant (short name)	Planned Start Month 0-45	Duration (months) 3-36
1.			
2.			
3.			
...			
Total			

Table 1.2 b Main Network-Wide Training Events, Conferences and Contribution of Beneficiaries

	Main Training Events & Conferences	ECTS ²⁵ (if any)	Lead Institution	Action Month (estimated)
1				
2				
3				
4				

- Demonstrate the **quality of the research supervisor (s)** / institution (s) with regards to training of researchers: n^o of PhDs graduated, n^o postdocs mentored....
- Describe the **joint supervision arrangements** (EJD and EID, but also ETN).
- Each researcher should have a non-academic co-supervisor

1.3 Quality of the supervision (including mandatory joint supervision for EID and EJD)

Required sub-headings:

- Qualifications and supervision experience of supervisors
- Quality of the joint supervision arrangements (mandatory for EID and EJD)

To avoid duplication, the role and scientific profile of the supervisors should only be listed in the "Participating Organisations" tables (see section 5 below).

The following section of the European Charter for Researchers refers specifically to supervision:

Supervision

Employers and/or funders should ensure that a person is clearly identified to whom Early-Stage Researchers can refer for the performance of their professional duties, and should inform the researchers accordingly.

Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.

- The consortium is **well balanced** and **intersectoral** encompassing both high quality research institutions as well as **industry market leaders**.
- The variety in **activity and size of the organisations** is an asset. The **gender aspects** are taken into account. The existing team includes a very **good parity man/woman**.
- A well **elaborated training programme** will be provided at the local level and at the network level through quality assurance courses, project management, regulatory and ethical aspects all facilitating inter-institutional exchange and cross-training of ESRs.
- The **role of the non-academic sector in the training programme** is clear. Non-academic partners are committed in research and training events.
- The **high quality of the supervisory team** is demonstrated as it consists of experienced researchers (primary and **co-supervisors** for each ESR) at beneficiary and partnering organisations.
- The **time** that the **supervisor dedicates** to the project is clearly stated and the industrial partners play a strong role in supervising each of the ESRs.
- The **quality** of the proposed **interaction between** the participating **organisations** is good. The management structure as well as the frequent management meetings ensures excellent possibilities for interaction.

- This EID programme identifies **four complementary training pillars**, includes scientific excellence and technology innovation, and also transferable skills. Mapping between S&T milestones and PhD projects demonstrates the complementarity between research challenges, with a sound methodology, making the project fully credible.
- The **training programme** includes a set of **complementary activities**, including individual supervision and coaching, workshops, and peer-support. Mapping of domain-specific and transferable skills is presented in detail, very well balanced between theory and practice, and it is supported by an adequate application scenario.
- The **Supervisory Board** consists of 12 supervisors with a track-record of successful PhD supervision and completion. The team has a highly interdisciplinary profile.
- **Industry supervisors** will have access to the Researcher Development Programme course portfolio offered by the Graduate School, as the “Good Supervisory Practice” course.

- An **effective joint supervision** is provided for all ESRs. Each student will have an individual supervisory team consisting of **three supervisors** from different organisations.
- The ESRs will benefit from the **additional interdisciplinary and cross-sectoral training** and supervision opportunities from the six partners.
- The rich and complementary **nature** of the **different partners** also offers very fruitful interactions between the partners and the ESRs.
- **Beneficiaries** and **partner organisations** have a **good track record of collaboration** and the interaction between the different partners is carefully shaped to deal with the high level of integration of the different individual research projects of the ESRs into one framework.
- The **contribution** of all participants to the **research and training** program is very well demonstrated in the proposal.
- The **synergies** between partners are clearly highlighted.

2.1 *Enhancing the career perspectives and employability of researchers and contribution to their skills development*

In this section, please explain the impact of the research and training on the fellows' careers.

- Explain the impact of the research and training on the fellow's careers:
 - research skills
 - transferable skills gained
 - exposure to non-academic sector...
- Look for EU policies on research with refer to training / careers for researchers :
 - eg: 7 Principles of Innovative Doctoral Programmes; Research Careers Studies....)
 - Not a cut and paste: analyse how your ITN fits in with their objectives

Impacto 2.2 Structuring Research Training and EU

2.2 *Contribution to structuring doctoral/early-stage research training at the European level and to strengthening European innovation capacity, including the potential for:*

- a) Meaningful contribution of the non-academic sector to the doctoral / research training (as appropriate to the implementation mode and research field)
- b) Developing sustainable joint doctoral degree structures (for EJD only)

- Refer to EU policies again in this field:
 - Innovation Capacity: refer to the impact of the research, link it with Innovation Union objectives, research roadmaps...
 - EJD: articulate how the programme will contribute to developing sustainable EJD structures
- Spell-out the contribution of the non-academic sector to the research training and the impact it will have

2.3 *Quality of the proposed measures to exploit and disseminate the results*

Required sub-headings:

- Dissemination of the research results
- Exploitation of results and intellectual property

2.4 *Quality of the proposed measures to communicate the activities to different target audiences*

Required sub-heading:

- Communication and public engagement strategy

A tener en cuenta en 2.3. diseminación y explotación

- Dejar clara la **implicación de los ESR** en estas actividades
- Establecer una **estrategia clara y bien descrita** para la diseminación de los resultados, **ejemplo reales**. Señala revistas, eventos internacionales, congresos, capítulos en libros, etc
- Señalar **grupos de interés** hacia donde publicar
- Involucrar al **sector no-academico** en las actividades diseminación
- Plantear una **estrategia de explotación** de acuerdo con los **proyectos individuales** de los ESR
- Demostrar **equilibrio** entre **diseminación** y posible **explotación** de resultados
- **Creación de spin-off**
- **Adecuada distribución** durante la vida el proyecto.

A tener en cuenta en 2.4. comunicación y divulgación

- Señalar **experiencias previas** de los participantes en estas actividades.
- Plantear **nuevas formas innovadoras** de comunicación y divulgación. (sin olvidar las clásicas).
- **Ejemplos reales**, cuantificar eventos e impacto.
- **Involucrar a los ESR** en todas las actividades.
- Plantear **grupos de interés** pero no dejar de lado al público general
- **Distribución de las actividades** durante todo el proyecto no al final del mismo.
- **Apartado especial** en la **web** del proyecto
- **Involucrar** a los departamentos de **Cultura Científica, comunicación y marketing** de los beneficiarios.

- The **proposal** convincingly reports on how the project will **contribute** significantly to **enhancing the potential** of the ESRs in terms of **research and innovation** capabilities, providing them with very **good career perspectives**.
- The **contribution** of the **non-academic sector** is well-formulated and evidence of their impact in the implementation of the research field is realistic.
- **International impact** via planned collaboration with existing IEEE task forces is convincing.
- Both **outreach and dissemination** activities are comprehensively and clearly explained. Clear and effective measures are provided for communication and dissemination towards both **academia and the general public**.
- The proposal will contribute to **structuring doctoral** research training at **European level**.
- The proposal will contribute to **strengthening European innovation capacity**.

- “European Jargon”: use it!
- Use the standard tables provided, include a reasonable number of Milestones / Deliverables
- Apart from Research Work Packages, include:
 - Management
 - Training
 - Dissemination, Exploitation and Public Engagement
- Gantt Chart: evaluated here, included under section 4: important!

Table 3.1 d Individual Research Projects

If applicable and relevant, linkages between the individual research projects and the work packages should be summarised here (one table per fellow).

Fellow (e.g. ESR1)	Host institution	PhD enrolment (Y/N)	Start date (e.g. Month 6)	Duration (e.g. 36 months)	Deliverables (refer to numbers in table 3.1b)
Project Title and Work Package(s) to which it is related:					
Objectives:					
Expected Results:					
Planned secondment(s): Host, supervisor, timing, length and purpose					

Implementación 3.2. Management Structures

3.2 Appropriateness of the management structures and procedures, including quality management and risk management (with a mandatory joint governing structure for EID and EJD)

Required sub-headings:

- Network organisation and management structure, including financial management strategy, strategy for dealing with scientific misconduct
- Joint governing structure (mandatory for EID and EJD actions)
- For EJD, joint admission, selection, supervision, monitoring and assessment procedures
- Supervisory board
- Recruitment strategy
- Progress monitoring and evaluation of individual projects
- Risk management at consortium level (including table 3.2a)
- Intellectual Property Rights (IPR)
- Gender aspects (both at the level of recruitment and that of decision-making within the action)
- Data management plan (*only if participating in Open Research Data pilot – see page 21 above*)

Table 3.2a Implementation Risks

Risk No.	Description of Risk	WP Number	Proposed mitigation measures
R1	e.g. Delay in recruitment	WP X	

Implementación 3.2. Management Structures

- Clear management plan, explain who will do what and when
- Tasks include:
 - Recruitment (OTM-r, link to C&C...)
 - Supervisory board (all beneficiaries, P.O, ESR rep, external stakeholders....)
 - Risk Management: of research and management (use table)
 - Gender aspects: decision taking, balance, recruitment efforts
 - IPR
 - Who will support the participation of the institution (support for financial aspects, European offices expertise...)
 - Has your institution been awarded the HR Logo? Is your institution part of EURAXESS? Say it!
- PERT Chart to illustrate who will be responsible for what: templates (<http://www.hyperion.ie/template.htm>)

3.3 *Appropriateness of the infrastructure of the participating organisations*

Explain the appropriateness of the infrastructure of each participating organisation, as outlined in Section 5 (Participating Organisations), in light of the tasks allocated to them in the action.

3.4 *Competences, experience and complementarity of the participating organisations and their commitment to the programme*

Required sub-headings:

- Consortium composition and exploitation of participating organisations' complementarities: explain the compatibility and coherence between the tasks attributed to each beneficiary/partner organisation in the action, including in light of their experience
- Commitment of beneficiaries and partner organisations to the programme (for partner organisations, please see also sections 5 and 7)

- Infrastructure: technical equipment, other such as office space, access to library, IT facilities....customize to scientific/technical needs
- You can include under 3.2. or 3.3. the support and help for the institution (european offices...) + EURAXESS
- Explain complementarities between participants (can use a table)
- Important to emphasize the commitment of non-academic sector
- If Beneficiaries / p.O from TC, explain why they are important

- The overall **work plan** is effective and coherent for the planned project activities.
- The lists of major **deliverables** and **milestones** are very well structured, in terms of succession, scientific content, planning and timing for release. The Gantt Chart is well organised and presented.
- The **management structure** is presented properly.
- The **supervisory board and management team** are carefully planned with overall responsibilities.
- The **risk management strategy** and mitigation measures at consortium level are adequately justified. The **strategy for conflicts** and misconduct activities is well planned.
- The **IPR management** is clearly laid out.
- The **recruitment** steps and procedure are specified.
- **Gender issues** are carefully addressed by the consortium partners.
- **Progress monitoring and evaluation** of the individual projects are well explained.

Donde falla nuestra propuesta ITN 2016



Donde falla nuestra propuesta EID

1.1 *Quality, innovative aspects and credibility of the research programme*

(including inter/multidisciplinary, intersectoral and, where appropriate, gender aspects)

- **Innovation** is **not** convincingly **presented** in the proposal. Furthermore, the project does not adequately clarify its innovativeness with regard to the training programme.
- The **originality** of the **research programme** is not fully **demonstrated** with regard to **previous activities** of the partners.
- The proposal does not provide a **convincing description** of its **multidisciplinary** and **interdisciplinary** nature. The ways the project ensures inter/multidisciplinarity and intersectorality are not sufficiently explained in the proposal.
- The description of the **state-of-the-art is too generic** and references are too few; the provided information is insufficient for proper assessment of the novelty of the proposed research.
- The **description of methodologies is too brief**, important technical information is withheld

Donde falla nuestra propuesta EID

1.2 Quality and innovative aspects of the training programme (including transferable skills, inter/multi-disciplinary, intersectoral and, where appropriate, gender aspects)

- The possibility to obtain **transferable skills is not adequately considered** and therefore it is **not demonstrated**. In particular, the **standard** measures envisaged for the training (traditional academic courses, 'training through research', workshops etc.) do not constitute a fully **convincing picture of a high-quality programme**.
- The proposal **lacks a good description of the content of the scientific training**, both in terms of **outcomes and execution**.
- The training content of both **local and network wide training is insufficiently developed**, in particular with respect to the development of the professional S&T skills and competence. The organizational aspects of network trainings are also insufficiently clarified.

Donde falla nuestra propuesta EID

1.2 Quality and innovative aspects of the training programme (including transferable skills, inter/multi-disciplinary, intersectoral and, where appropriate, gender aspects)

- Details on **interactions between individual research projects**, which could enable synergies between the involved **ESRs**, are insufficient.
- The proposal does **not provide sufficient description of the local training** for the ESRs, the planned **network-level events**, and their **complementarities**. The **content of the scientific training** is not clearly presented.
- Development of **communication and complementary skills is not presented** in sufficient detail in the proposal.
- The **planned secondments** are **not described in sufficient detail** and with sufficient consistency between different parts of the proposal; in particular, the placements for ESRs 2-3 do not clearly indicate the necessary **international character due to the limited period of time** spent in a different country to that of their recruitment.

1.3 Quality of the supervision (including mandatory joint supervision for EID and EJD)

- **Insufficient information** is provided concerning **formal structures** (units) and **procedures** (relationships, responsibilities) of the **joint supervision**. The project does not present solid and well-articulated supervision schemes. In addition, the **supervisory experience** of the nonacademic partner is not well specified.
- While the ESRs are adequately assigned a supervisor from academia and a supervisor from industry, it is **insufficiently explained how the two supervisors will interact with the respective ESRs**. The commitment of the academic tutor from the non-beneficiary partner is also not convincingly demonstrated.
- While the prospective supervisors of the non-academic participant demonstrate adequate technical competence, their **level of experience in supervision of PhD students is insufficiently clarified**.
- The **time assigned for supervision is not clearly quantified** for each supervisor.

1.4 *Quality of the proposed interaction between the participating organisations*

- The concrete **contribution of the non-academic** sector is **not clearly** presented and it is limited with respect to the strong role of the academic partner.
- The **interaction between some partners** and **ESRs** is not clearly described.
- The **interactions between the beneficiaries** other than networking events are not convincingly presented. The frequency of participant **meetings** is low and may **affect** the efficiency of **cooperation** and **monitoring**.

Donde falla nuestra propuesta EID

2.1 *Enhancing the career perspectives and employability of researchers and contribution to their skills development*

- The **skill development** is **not convincingly addressed** because the **new skills to be provided by the non-academic partners** are not clearly described.
- The broader **impact on reserchers' careers** is insufficiently clarified in the proposal; the **job market** relevant to the programme's graduates is **not analyzed**.
- The broader **impact on strengthening the EU innovation** capacity is not strong due to **insufficiently clarified novelty** and **content** of the proposed research.
- The **ESRs' employability** enhancement is insufficiently presented.
- The proposal does not make clear for what particular **careers the ESRs** will be well positioned **after** they will complete **their PhD**.
- **Potential employers and stakeholders** are not clearly identified.
- **Skills like entrepreneurship** need to be implemented before gaining value and the training does not appear to offer relevant on the ground implementation.
- The employability of the future EID fellows is somewhat **overstated**. It is likely to be limited by the highly focused scope of the technical training.

Donde falla nuestra propuesta EID

2.2 Contribution to structuring doctoral/early-stage research training at the European level and to strengthening European innovation capacity, including the potential for:

- **Sustained structuring of the research training** is not convincingly addressed in the proposal.
- The **contribution of the non-academic sector** is not sufficiently elaborated in the proposal.
- The appropriateness of its **contribution for implementing research and reinforcing European Innovation** is not fully demonstrated.
- **Contribution to structuring doctoral training at the European level** is undermined by the insufficiently developed content of the training programme; it is not well demonstrated whether and how lasting structures of advanced training will be achieved.
- **Contributions to structuring early-stage research training at the European level** and to **strengthening European innovation capacity** are not convincingly described.
- This **research program** will contribute in a very limited manner to **strengthening the European innovation capacity**.

Donde falla nuestra propuesta EID

2.3 *Quality of the proposed measures to exploit and disseminate the results*

- The overall proposed **measures to communicate** the project activities **lack a strategic approach** and the selection of **specific communication measures is not well explained**.
- There is **no specific dissemination plan** to highlight the network's output.
- The **exploitation plan lacks detail** when discussing the project results and plans for intellectual property.
- The **dissemination strategy is not presented** in sufficient detail. Proposed means of **communication are generic** without specific reference to the research fields of the proposed EID. The **involvement of ESRs in dissemination is not adequately addressed**.
- Although **IPR is mentioned**, **no specific details** about the license used for the developed software is given other than it enables commercial use and also public use.
- **No clear plans** are stated to include the ESRs in the dissemination, except that **one publication per year is anticipated by each ESR**.
- It is **insufficiently elaborated** whether potential **IPR protection can negatively impact publication of results by ESRs**.
- The means of **dissemination proposed**, while original in some aspects, are **not fully explored**

2.4 Quality of the proposed measures to communicate the activities to different target audiences

- The **public engagement strategy** does not fully specify what will actually **happen**. For instance, ESRs are said to be encouraged to link research and teaching, but the proposal does not make clear if the ESRs will do any teaching.
- The **role of the ESRs in the communication and outreach activities** is insufficiently clarified.
- **Communication activity in the direction of the general public** is not explicit enough.
- On the ground **outreach and engagement activities** addressing specifically the **elderly persons** are only superficially presented.
- The **ESRs will not be actively involved** in the communication, which reduces their perceived involvement.

Donde falla nuestra propuesta EID

3.1 Coherence and effectiveness of the work plan, including appropriateness of the allocation of tasks and resources (including awarding of the doctoral degrees for EID and EJD)

- The **procedure for awarding doctoral degrees** is not clearly presented.
- The actual **scientific research is not addressed** substantially in **any of the work packages**, and there are **no scientific deliverables** other than the 5 PhD theses at the end of the project. This will **impede monitoring of the research**. Thus, the **work package structure fails to show commitment to scientific progress**.
- The **presentation of the individual ESR projects** lacks sufficient detail.
- The proposed **work plan is not entirely coherent**. The function of a dedicated work package for Knowledge Transfer (WP5) is not fully justified. WP2 uses results from WP1, but its timeframe is not convincingly consistent with the allocated tasks for the related ESRs.
- The **WPs** have a very **unbalanced distribution of tasks among the ESRs**.
- It is **insufficiently clear who of the ESRs is involved in which work packages**.
- **Deliverables** related to the dissemination, outreach and communication activities are insufficient.

3.2 Appropriateness of the management structures and procedures, including quality management and risk management (with a mandatory joint governing structure for EID and EJD)

- In the **description** of the **management structures and procedures**, references are made to the role and **involvement of partners** that are not **contemplated** in the **proposed project**, therefore the management strategy is unclear and not fully convincing.
- Role of **HR, training and recruitment group** has **not been elaborated** in sufficient detail. Specifically, it's not clear what is its role regarding training activities, as supervisory board has been defined to coordinate training activities. The participant profiles and **roles of the External Advisory Board are unclear**.
- The **governing structures and decision making mechanisms** of the network are not well defined, and the participation of the ESRs in the governing bodies is not clear.
- The **management structure is inadequate**. There is only a financial manager with over-arching responsibilities, all other responsibilities are equally distributed but with no clear establishment of rules or accountability.
- The **risk management plan** is very **generic**. Risks and mitigation measures related to **research objectives** are insufficiently elaborated. It does not include a contingency plans for the **possibility of drop-out/long absence of ESRs**.

3.3 Appropriateness of the infrastructure of the participating organisations

- Key **research facilities, infrastructure** and **equipment** of both beneficiaries are insufficiently detailed with regard to the hosting of ESRs by the non-academic beneficiary.
- **Infrastructure** appropriateness section is **inadequately covered**. Multiple partners indicate **lack of “dedicated research premises”**. It is insufficiently clarified how a partner indicating 3 R&D staff and lack of independent research premises, will host and support the ESRs.

3.4 Competences, experience and complementarity of the participating organisations and their commitment to the programme

- **Required complementary competences** section is missing in the proposal. Interpreting from other sections in lieu of the missing section, the technical synergy to support ESRs is insufficiently justified.

NATIONAL CONTACT POINTS (NCP) MARIE SKŁODOWSKA-CURIE ACTIONS



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MUCHAS GRACIAS