Call for Proposals 2020 - EAC/A02/2019

INCAS: INstruments to Connect Academia to Society

DETAILEDDESCRIPTION OF THE PROJECT

JOINT PROJECTS

(To be attached to the e-Form)

Please note that, in accordance with Article 193 of the "Financial Regulation Applicable to the General Budget of the Union", grants cannot be awarded retroactively. This means that activities covered by the grant can only be implemented as from the date on which the last party has signed the grant agreement.

As it might not in all cases be possible to sign the grant agreement for a selected proposal before the start date indicated in the application, the project planning should ideally cater for this possibility.

If your work plan does not allow for the necessary flexibility to adapt to such an event and/or if you have scheduled activities that must start on a particular date in the very early phase of the proposed action, you should provide a justification. The justification should explain the reasons why the activities in question cannot be postponed if the contract is not signed by 15 November 2020 or 15 January 2021) and need to take place on the foreseen date.

If this is the case for your project, you should specify below the following **(max 3000 characters)**:

- **the date on which the consortium would need to start its project** activities covered by the grant. Only from this date on costs covered by the EU grant can be incurred;

- **a detailed justification**.The justification should explain why the activities foreseen (and their corresponding costs) cannot be delayed and why such a delay would jeopardise the project's implementation.

Start date of project activity(ies):
Activity(ies) and Justification:

PART D – Relevance of the Project

D.1 Why does the consortium undertake this project?

− *Which problem(s) will the project address in theparticipating Partner Countries? Why are these problems pressing?*
− *Please explain the result of the need analysis carried out for each Partner Country and for each Partner institution and provide qualitative and quantitative evidence for your results.Please refer also to studies carried out and feasibility analyses undertaken. In particular explain for each institution,why the support from the CBHEactionis required.(limit 10.000 characters)*

University in the present knowledge society must adapt its traditional model, offering education that responds to current emerging societal challenges such as climate change, digitalization, migration or trade. It is thus essential that education trains and incorporates capabilities in professionals and researchers to interpret changing contexts. Transformation will only benefit those who can innovate drawing from new forms of transversal competencies and find adequate solutions on a local and a global level.

Although, higher education in LA offers opportunities for students and researchers to develop transversal skills, linked with the specific needs in the region, i.e. poverty, resource management, environmental risk, etc., universities often lack adequate support structures to drive this process, such as comprehensive research and innovation policies, tech transfer offices, student and researcher services, incentives and methods to teach transversal skills.

The overarching objective of INCAS is to improve the capability of LA universities to adapt their academic activities to local and global change. By co-building adequate spaces and methods, INCAS aims to strengthen the link between the Universities and their social environment. This will be reached by a multi-faceted approach, combining coaching (active teaching and events organization) and practical tools (organization of human resources, providing technologies and virtual instruments) to boost the promotion of open innovation and to develop research with and for society.

In the present complexity, the knowledge manager, with technical expertise, transversal skills and vocation for cooperation has become a key figure. Transversal skills provide the capacity to integrate notions from different areas, to devise strategies and solutions, to dialogue with labor markets, to improve personal and social interactions, promoting the integration of different areas of knowledge. INCAS will stimulate transversal skills enhancement to form researchers with creative and innovative prospective vision, committed to their local reality, being able to interpret global changes from an interdisciplinary and systemic perspective.

The participation of two University Networks in the project - Asociacion Universitaria Grupo Montevideo (AUGM) in LA and Coimbra Group (CG) - enables a comprehensive vision. AUGM has members in 6 South American countries, allowing a wider impact in LA, by exploring a regional dimension involving countries of multiple economic levels and diverse needs.

As stated in Regional Conference on Higher Education 2018, in LA, the internationalization process in education has been slowed down due to the specific characteristics of the higher education system and its social and demographic context, overlooking the alignment of the curriculum towards the acquisition of relevant transversal competencies. INCAS represents a valuable opportunity to increase the relationships between LA and EU systems, allowing dialogue and exchange of knowledge, understanding local and global needs, involving the existing capacities in all the partners to promote research growth. INCAS focuses on strengthening the relationship of LA universities with civil society, as a powerful tool to be key in the current economic, environmental and societal changes. Essential for the implementation of the proposed aims, are concerns with local opportunities for technology transfer and innovation. A number of LA countries have advanced in the past decade, fostering specific institutional mechanisms to increase the knowledge transfer, but progress has yet to be made.

Responding to the Erasmus+ region 8 priority 2.6 'Development on Research and Innovation Capacity', INCAS will create the infrastructure/platforms for knowledge dialogue and exchange towards the development of innovative teaching, learning and research strategies, both from EU to LA and from LA to EU. However, INCAS focus in technological innovation is rooted in developing closer integration between University and society.

In LA, the concept of Extensión has been an official part of the three missions of HEI. Extensión in LA does not only relate to outreach, it is based on the importance of the inclusion of practices, skills and 'informal' knowledge that comes from local communities in the academy.

INCAS is a dialogue between EU and LA university networks to find together innovative solutions responding to the newly emerging challenges and changing societal needs. The long-term common goal is generating a better quality of life for citizens through the open availability of knowledge, new technologies, where necessary, and the increase of social welfare.

Although the institutions involved in this proposal share the aims to achieve the expected impact in each country, it is essential to understand local development programmes, institutional frameworks and priorities at the outskirt of this project. This will allow to clearly set out links between activities and local level enhancements. However, INCAS is rooted in providing opportunities for co-creation of knowledge and the collaboration will generate cross-institutional goal-settings that will emerge through the proposed activities. This multi-layered framework will allow the achievement of both, transnational and local impact.

 - Partner institution AUGM: INCAS will help AUGM in enhancing its role of integrator of different visions and needs across partner HEIs, and as a framework for the circulation of ideas and strategies. In particular, AUGM will build and maintain a virtual platform to articulate, collect and disseminate information, events, knowledge, training courses and opportunities. Through collaboration with EU, AUGM will be the catalyst for modernizing and developing strategies aimed at a more interconnected and mutually beneficial relationship between the academy and the labour sector. For example, a more regular and effective monitoring of graduate's destinations and post-graduate requirements will enable the development of appropriate actions to improve employability.

- Partner institution UdelaR: UdelaR will focus on the increase of University impact in society, in particular, boosting the research agenda towards problems faced by the most disfavoured sectors of the population. INCAS will work to organize an Interdisciplinary Centre for the Relationships University-Society-Interactions where experiences of academic research related to social needs could be gathered and analysed, fostering a better theoretical understanding of such processes and leading to promote evidence-based policy recommendations. It is a very ambitious goal for the LA region that can only be achieved through international funding programmes, able to provide suitable resources for collaboration with large-scale impact. INCAS will provide the most valuable framework to address this objective.

 - Partner institution UNI: UNI will focus on the enhancement of knowledge transfer capabilities. In 2018 UNI has created a Technology & Research Results Transfer Offices and (OTRI), to promote the use of research results developed by R&D institutions in Paraguay. The project however is still at an early stage and needs to be strengthened, with international training and focused resources. INCAS will transfer best practices aimed to enhancing innovation, attraction of funding, creation of spin-off, patents, technology transfer and training researchers in soft skills. Moreover, it will equip the OTRI with additional technological tools.

 - Partner institution UNE: UNE aims at creating a new Unit to articulate, in a dynamic and agile way, the innovation capacity that the university has. Through best practice exchange with EU analogue units, UNE will incorporate knowledge on intellectual property management, innovation policy, technology transfer, regulation for technology-based companies and management of conflicts.

 - Partner institution UNA: The new structure of the University is equipped with a new Centre for Technology and Research Results Transfer (CETTRI). INCAS will cooperate to enhance the potential and the quality of the actions put in place. The proposed collaboration with EU institutions will support improvement of quantity and quality of the trained professionals and academics involved with the

recently set up Centre. Amongst possible actions is increasing awareness of students of real needs in society through promoting activities that interlink with labour markets. Internationalization is another need of UNA, and INCAS will provide a suitable platform to set up a virtuous exchange programme.
 - Partner institution UV: Although in Chile there are policies to strengthen the capabilities of development and technology transfer, through collaborative programs that connect companies, universities and technology centres, with a long-term vision in strategic sectors for the country, there is no constructive exchange between academia and industry. For UV, INCAS is an occasion to build an intermediary agent promoting the transfer of research results, both in the country and in the region. Actions include a teaching program aimed at developing skills around the culture of entrepreneurship, a current weakness, especially in the scientific area. Such program is more effective if constructed on best practice and successful cases transferred from partner EU and LA Institutions through training of trainers and coaching.
 - Partner institution USACH: A first goal of USACH relates to the enhancement of research quality, the production innovation to be fostered by international cooperation with close collaboration with non-academic partners. A second pillar is to improve social inclusion through research developed in academia. INCAS will help in mapping the needs, producing adequate goals, training and accompanying the growth of USACH towards a more valuable relationship with the local environment.

(*Please add Partner Countries/partners as appropriate*)

Please identify the target groups and their needs in each Partner Country and in each Partner Country institution.(limit 8.000 characters)

• AUGM
AUGM has made an initial call for training and exchange opportunities to be set up, to its partners with the intention of involving mid-level personnel, researchers and academic managers who work or have links with Secretaries, Vice Rectors of Research and Innovation, centres of research transfer, offices linked with the environment, extension, etc. Training will also involve personnel of AUGM's Executive Secretariat/Board aimed to deepening and energizing the management of the future platform. AUGM's main concern is providing support for keeping an open and rich communication between the partners, and finding the most mutually beneficial methods to advertise and circulate INCAS results (in the short term) and opportunities generated through the project (in the long run).
Partner Country Paraguay
• Universidad Nacional de Itapúa
The National University of Itapúa has incorporated in its Strategic Plan 2019- 2023 as priority lines within research, the transfer of knowledge and involvement with local society, in order to detect problems and solutions, thus contributing to local and regional development. To this aim, the following target groups will be involved in INCAS project activities: 1.Academic and administrative managers: to strengthen their capacity for project management and access to external funds. 2.Researchers: to enhance their scientific production and publications and, in particular, to train them to develop research in collaboration with non-academic bodies, focused on science, technology and social matters. 3. Teachers: to enhance their ability to communicate the importance of research and to form new leaders through the introduction of new skills (innovation management, entrepreneurship, social engagement). 4. Students: as key recipients of the newly developed educational and training programmes. These groups need training and coaching to learn how to start actions in their routine work. Exchanging ideas and practices with EU Institutions and colleagues will provide practical examples of successful experiences and generate opportunities for reflection. A further local need relates to the integration of human resources in technology transfer including the involvement of researchers and students. Pilot projects within INCAS will involve students and staff from non-academic bodies.
• Universidad Nacional de Asunción
In UNA, target groups will include: staff working at the Centre for Technology Transfer and Research Results (CETTRI); early career and mature researchers, postgraduate students. To boost the capacity of CETTRI, innovative training programmes are necessary for professional service staff and for researchers. The long-term expected outcomes relate to the improvement of local technological infrastructure and the expertise of human resources for the centre to become a reference in the country. To this end,

exchange with EU institutions and learning from EU infrastructures such as technology parks, TT offices, multi-disciplinary research services, will provide examples to reflect upon, emulate and transfer best practices to, and from, UNA colleagues. Special attention will be devoted to practices to disseminate the culture of innovation among students and young researchers. INCAS will contribute to a targeted improvement of equipment in CETTRI with the goal of making this local infrastructure more efficient in developing the desired growth.

• Universidad Nacional del Este

UNE aims to create a dedicated Research and Innovation Unit. Target groups involved, include professional services and academic staff, who will implement key start-up actions agreed through the project and maintain, in the long run, the functioning of the Unit. Researchers, academics and managers will be involved as beneficiaries of the Unit services but also as drivers of new activities and actions as the Unit develops further. Most important needs for UNE are training, coaching, advice, sharing best practice and success cases as inspiration to build upon.

Partner Country Uruguay

• Universidad de la República

UdelaR vision inside INCAS is based on its social commitment for sustaining research in topics that are normally less rewarding from the point of view of funding and visibility, especially aimed at solving problems of the most disfavoured sectors of the population. The goal to establish a Centre for Research-Society – Interactions, requires support from the point of view of research, but also assistance on a number of aspects. For example, the Centre will need experts in knowledge management and transfer activities. It will require tools and procedures to promote the appropriation of generated knowledge and intellectual property. Strategies to influence and promote society-academia -government interactions, will be pivotal for the success of the Centre. Finally, capacity to measure the results must also be learnt and implemented.

The target group is the whole university, that will take the role of provider of ground-breaking research and support for the country's sustainable development. In the long run, young researchers, finishing their postgraduate studies or initiating their independent careers as scientists will be able to develop more sound choices in their academic paths, due to the development of a closer link between their research agendas and society.

INCAS will provide a platform to work on these aspects, and to find the best supporters among CG partners share knowledge, training and advice, where required, on the agenda of the new Centre and to closely collaborate in the outset of forthcoming actions and activities. An important aspect of the Centre will be the capacity to attract funds to sustain research: the institutional development plan built at the end of WP1 will address this issue to prepare WP2 activities.

Partner Country Chile

• Universidad de Santiago de Chile

In improving the capacity of USACH to enhance its impact on society, the principal target groups are first undergraduate/postgraduate students: development of linguistics and soft skills with a focus on the preparation for future labour markets, building on recent requirements in USACH for graduation. The implementation of concrete mechanisms to assure these graduate transferable skills are achieved, has been challenging. Therefore, INCAS will provide opportunities for reflection over current study programme pathways and the development of enhancement-led strategies. Academic Staff: curricula internationalization is one of the main challenges for UACH to assure international training for all students, not only the ones that will be able to be mobile internationally. This requires commitment of teachers and professional staff to include elements of internationalization in the current curriculum. In addition, academic staff needs, training to improve their interaction with third parties outside of the university, through outreach and public/private engagement activities. Professional Staff: the USACH has recently developed a new institutional policy for Internationalization, which provides a clear picture of the gaps that need to be addressed. Professional staff needs training to be well prepared in accompanying the academic units in the implementation of this policy and provide support in the definition of local internationalization goals that respond to the needs in each discipline.

• Universidad de Valparaiso

The target groups in UV are the staff and the researchers involved in the construction and operation of a new Unit for University-society link. This requires training and coaching, as well as sharing experiences

across EU and LA partners with similar goals, as described in WP2. The Unit will have the necessary infrastructure to continue operating, which INCAS will contribute to improve. Another target group are students, to whom UV wants to transfer the culture of internalization, cooperation and collaboration with industry and other non-academic bodies.

(*Please add partner countries/partners as appropriate*)

How will the project address the relevant thematic national/regional priorities (see https://eacea.ec.europa.eu/erasmus-plus/funding/capacity-building-higher-education-2019_en) set by the Programme for its target country (ies)/region(s)? (limit 8.000 characters)

INCAS addresses the regional priorities of the Programme for Region 8 nr 2.6: Development of research and innovation capacities.

The general goal of the proposed activities is rooted in the exchange of best practice and the development of strategies, across partner universities, aimed to increase the impact of academic research in society, through the establishment of tools and methods that enable researchers to better respond to societal challenges. Opening opportunities in academia, within training and research, to interact with industry, communities and non-academic institutions, creates new meaningful collaborations that will benefit society, drawing on the concept of open innovation, explored by Chesbrough (2003). Targeted and meaningful interaction with non-academic bodies can host the development of connections that provide a meaningful platform to elaborate and develop innovative ideas. In addition it brings benefits to Universities, providing a source of inspiration, motivation and funding. A smart collaboration between research and industry can become the driver for economic development and social wellbeing. Developing these links, require an innovative approach to education, skills-building and expertise sharing. Frameworks should be in place for the establishment of protocols to regulate collaborations both in terms of intellectual property, regulation and funding, as well as platforms for exchange and knowledge development. INCAS aims to transfer practice and knowledge through developing avenues for collaboration between academia and society, not only bound to industry but also to municipalities, civil institutions, social groups, etc. in order to co-produce and promote change, where required, building a key role for Universities in identifying, establishing and maintaining these connections.

EU countries (and universities) involved in INCAS have put in place different strategies to reach the above aim, recognizing that the mutual cross-fertilization between academia and society is pivotal to face upcoming challenges. New Units and new Departments have been created within Universities to address targets and needs for future research and studies. Indeed, research will play a key role in improving wellbeing and solving issues requiring high-level solutions and efforts that only study and innovation can offer.

LA countries have reached different levels of awareness and implementation of similar strategies. Given the innovative scenario in LA in relation to policies aimed at improving connection between university and society, key challenge across the partner institution is the variety across the region, in the successful implementation of these policies, with some examples having significant impact in society and others remaining at a strategic scale. INCAS aims at developing research and innovation capacities of the partner institutions after a careful and deep analysis of their needs and goals in each specific local context. More importantly, INCAS will not only provide a transfer of knowledge from EU to LA, but an opportunity for dialogue, exchange and reflection across all partners, where EU Universities can learn from different contexts, needs and visions, especially regarding the concept of Extension, and its social vocation that has historically characterise the institutional academic environment in LA.

The government of Chile, through CORFO´s program, seeks to articulate and strengthen technology transfer capabilities, through collaborative projects that connect business, universities and technology centers, with a long-term vision for growth in strategic sectors (i.e. Engineering 2030, Science 2030, Hubs, Technology Centers). The National Accreditation Commission promotes the quality of higher education through institutional accreditation of universities, professional institutes and autonomous technical training centers. The need to measure the results and record the impact of the activities carried out jointly with the community was identified at the national level. The challenge is to move from university social responsibility to a stage where innovation and entrepreneurship respond to tangible

social and environmental problems. The Outreach and Public Engagement area emphasises bi-directionality: the institution delivers, proposes, but also collects and uses that learning towards continuous improvement.

The state of the art in Uruguay requires a strong boost of the research and innovation performance. In fact, until a few decades ago, UdelaR was the only university in the country and up to six years ago the only public university. It concentrates 80% of university students and is responsible for around 75% of all research activities in Uruguay (72% of all the researchers registered in a National Systems of Researchers belong to UdelaR). UdelaR is the only academic institution where all disciplines, from social sciences and humanities to engineering and health sciences, are fostered through large postgraduate programs. The university has a long tradition of outreach and strong relationships with the State, in some cases, endowed by law to act as a qualified adviser for public policies. UdelaR also has fluid relationships with private firms, particularly in those sectors where knowledge is recognized as a competitive tool.

The UNESCO document 'Survey of Research and Innovation in the Republic of Paraguay' (2018), states that 72% of business have a low performance in terms of innovation (Innovation of Paraguayan Business -EIEP 16). The last measurement of the number of researchers equivalent (FTE) in Paraguay was 821 (2016). This implies that the number of researchers per million inhabitants was only 122 and of researchers per million economically active population was 243. This also explains why the scientific production in Paraguay is low compared to international standards. The number of patent applications during the past 40 years has stagnated at around 10 applications annually.

To complete the regional framework it is important to extend the analysis to other Countries, in particular Brazil and Argentina, where a range of universities are also AUGM members. These countries are particularly interesting because they have widely applied the concept of Extensión.

Innovative Argentina 2020 is a program exposing the main axes of public policies in STI to give an effective response to current challenges of society. Its goals define a national development horizon. The National Science, Technology and Innovation Plan is based on an exhaustive survey of the needs and capacities of the national scientific system as a base for a country model where science and technology are an engine of economic development and social inclusion. Research and innovation centers have been set up, with the objective of linking research and civil society connecting companies and municipal, provincial and national governments. The need to embed the concept of innovation within society is clearly identified, however, the concept is generally restricted to technology, overlooking opportunities around social innovation.

In Brazil, the concept of Extensão has been an official part of higher education since 1996 (Lei de Diretrizes Básicas da Educação), together with Research and Teaching. All universities in Brazil have a Vice-Presidency dedicated to Extensão. Activities include: (a) social outreach, or community services: the universities offer medical and psychological services; juridical support (e.g. for refugees); administrative support and advice (e.g. for accounting, home budget management); personal IT training (e.g. access to the Internet in poor communities). The social aspects of Extensão also include child-care, housing, University restaurants, psychological and social support. (b) Cultural and artistic outreach: programmes for University-owned museums, planetariums, auditoriums. (c) Innovation culture.

(*Please add Partner Countries/regions as appropriate*)

D.2 Aims and objectives

- *What does the proposal aim at in general? What are the project's specific objectives?*
- *Explain how the specific objectives of the project address theproblems mentioned in Part D1 and the needs of each target group in each Partner Country. Demonstrate also that the set objectives are realistic and feasible in the national and institutional context(s).*
  (limit 8.000 characters)

Overall objectives:

•	To improve the capability of LA and EU universities to adapt their academic activities to global and local societal change, strengthening connections between academia, government and communities, through improved skill sets, technology transfer and research impact.
•	To strengthen the relationship of LA universities with civil society in the development of future research and teaching agendas that respond to societal needs and are able to contribute to positive changes in society, towards improving wellbeing and inclusion, as well as resilience.

Specific Objectives:
•	To exchange best practices in LA and EU universities, on activities that link academia with civil society (i.e. innovation, outreach, attraction of funding, spin-off creation, patenting, technology transfer) and training development of researchers in soft skills (i.e. problem solving, flexibility, public speaking, leadership, mentoring, time management, negotiation, conflict resolution, language skills)
•	To create (or further develop), in each LA partner a unit that can act as an innovation hub for the whole institution, as well as for their regional and global connection, aimed at helping researchers and professional services to develop new activities that respond to identifying and finding solutions to tangible societal needs. Where such a unit or centre already exists, assist the staff in improving the performance and enlarging the range of activities carried out
•	To develop in each partner institution, pilot activities involving their researchers as well as external public (civil society, industries, other institutions), aimed at testing skills and research-agenda setting
•	To create a virtual platform, managed by AUGM, that collects, articulates and promotes the activities proposed and managed by the partner Universities together with industry and civil society (e.g. training opportunities, research funding programmes, knowledge transfer activities, etc.).

Partner Country: Chile
The INCAS objectives for universities in Chile perfectly match the challenges described in the State's programmes for innovation and technology described above. Whether it means to start new activities or to improve and enhance experiences already started, INCAS is a valuable opportunity for the two Partner Universities in Chile. For USACH, a very important issue is to improve the development of linguistics and soft skills with a focus on the preparation for the future labour market. In fact, for students the competence in personal skills and the proficiency in a second language are a requirement for graduation. Nevertheless, the implementation of concrete mechanisms to assure these learning outcomes has been challenging. In order to transmit new skills to students, academic and professional staff need training. The unit that will take care of these improvements will work on the definition of their internationalization goals according to needs that differ in each discipline.
For UV, the group to be involved in the project, will focus on the support of quality research, especially for young researchers finishing their postgraduate studies or initiating their independent careers as scientists. The new unit will help researchers to choose more freely their academic paths, due to the opening of their research agendas in terms of problems to address, assisting them in the fund attraction and in finding external partners. Both universities are members of AUGM, thus the creation of the platform will be useful to share experiences and deepen in the model for the network, by sharing opportunities and ideas with a large number of academic and non-academic bodies.

Partner Country: Paraguay
Paraguay is one of the countries with the most different reality, among LA partner countries, having the greatest inequality in the area of research and education, compared to Chile, Uruguay, Brazil and Argentina, thus a relevant issue is how to bridge the regional gap. INCAS actions go in this direction, with the aim of improving Paraguay universities performance in their innovation impact. Units will be created and training will be provided, responding to the specific perceived needs of each university, and will be opened to researchers, professors and managers. As emphasized above, there are already policies for the development of transfer, research and innovation in UNA and UNI, but some aspects need a boost. In Paraguay the flexibility of INCAS in tailoring training, and fulfilling each Institution's goal will be of high importance, due to the diversity of needs and requirements. In particular, the three universities will benefit from concepts, experiences and practices that arise from the training in EU and in LA during WP2.

Partner Country: Uruguay
UdelaR proposes a scheme where the center of his efforts will be to sustain the activities of young researchers addressing themes such as social inclusion, supporting human and sustainable development, a concern that lies in the possibility that the University is a key actor in the country's transformations. INCAS indeed contemplates different disciplines to design training and exchange of best practices.

AUGM, with the headquarters in this country, will keep a more holistic vision, promoting a regional approach in the project development. In fact, one of the strategies of AUGM is to generate a regional space where the knowledge and capabilities are shared in an open way. Building a platform and giving new opportunities for researchers in the network's community matches their mission. Exchanging best practices with universities that have different expertise, is another step to strengthening the relationship between EU and LA, further deepening the ongoing collaboration between AUGM and CG.

(*Please add Partner Countries/regions as appropriate*)

Please explain how the planned activities and the expected results meet the needs of the identified target groupsin the Partner Countries(limit 6.000 characters)

Uruguay:
INCAS will assist UdelaR in building its Centre for Research- Society – Interactions. First, in WP1 a detailed assessment of the needs (i.e. human resources, equipment), the golas (i.e. type of activities of the Centre, priorities) and the knowledge needed to start. A project for tailored training in EU and LA will be compiled. After training (WP2), EU colleagues will follow the construction of the Unit and will assist in the preparation of a pilot activity to demonstrate and test the potential of the trained Unit. This responds to the needs expressed by UdelaR of enhancing the impact of the university in social change: INCAS aims at providing the most effective instruments and to generate new knowledge to make this Centre a sustainable and effective service. Differently from the other countries, Uruguay has seen in INCAS a suitable platform to face the issue of society-university interconnections, from the point of view of civil society actions more than in technology development. This demonstrates how complex is the concept of university in and for society, and will undoubtedly stimulate debate and generate new ideas also among EU partners.

Paraguay:
The expected results in Paraguay are different according to the Institution. For this reason, INCAS will adapt actions to reach the goals set by different universities. UNI has indicated as a priority the transfer of knowledge and involvement with local society, to contribute to local and regional development. To prepare its staff for this strategic plan, training and coaching in the fields of technology transfer, intellectual property issues, spin-off creations, dissemination of entrepreneurial culture will be the most important tool. Training in Paraguay will be further tailored after the visit of UNI staff to EU Institutions, where they will select examples of activities to be reproduced in their university. Finally, the trained group will be helped to organize a relevant pilot event (i.e. b2b meeting, business competition etc.). UNA needs a boost for the activities of CETTRI, with innovative training programmes for professional staff and researchers. For this reason, the training-exchange with EU will provide visits to similar centres and detailed presentation of successful initiatives that can be reproduced in CETTRI. In WP3, one of these activities will be organized as a pilot project. UNE needs to build a R&I Unit, and to assist in this project training, dedicated coaching and support in selecting feasible and sustainable goals will be offered.

Chile:
USACH has the goal to improve knowledge of students, researchers and staff in the field of linguistic and soft skills, to prepare these actors in starting new programmes in the field of university-society interactions. The organization of intensive courses of personal development addressing themes such as public speaking, leadership, time management, conflict resolution, is a typical example of activity led by a dedicated unit inside university. Examples of this will be shown in EU institutions and dedicated training will be carried out in LA. At the same time, transversal technical skills such as project management, grant

proposal preparation, budget preparation and review are another class of subjects that can be taught inside university to spread the culture of research applied to societal needs. INCAS has a dedicated budget also to enhance linguistic expertise, by equipping the new unit with licenses for English courses. UV has similar goals as USACH, with a focus on internationalization, too.

Information and reflection over all the activities carried out throughout the project, from assessment to development, will be collected and disseminated by AUGM through the proposed virtual platform. In coordinating LA partners activities and uniformating the vision and the general advances, AUGM will learn how to be more effective and proactive in the network activities. In fact, while the partner institutions are only 6, AUGM will involve all its members in the proposed activities. For example, pilot events can be an occasion when other universities join, taking ideas and inspiration, bringing their own experience, allowing for upscaling of INCAS results. This will help the long-term sustainability of INCAS results.

(*Please add Partner Countries as appropriate*)

How will the project and its results contribute effectively to the objectives of the action Capacity-Building in the Field of Higher Educationin eachtargetedPartner Country? (limit 6.000 characters)

INCAS responds to the Capacity Building in the field of HEI in each partner country. The collaboration has been built to:
1.Modernise and internationalise their research agendas and skills sets, through the formation or the empowerment of specific training units, working inside universities, to foster academia's links with society. Mapping the progress in the region enables actual diagnosis and targeted strategies to better connect academia with the labour market and the civil society. The development of context-specific innovative training opportunities and the proposed virtual platform, to share the findings regionally and globally, will be valuable tools for this goal.
2.Address the challenge of improving the impact of academic institutions in their environment, either by increasing the transfer of research results to non-academic bodies such as industry, or by addressing research for the development of the most disfavoured sectors of the population. In the long term, this impact will be granted by the placement of trained graduates in labour markets, with better soft skills, wider awareness of the importance of research and innovation for society and improved entrepreneurial spirit.
3.Increase cooperation between LA and EU by strengthening AUGM-CG collaboration which, in turn, will feed future ideas for new shared projects.
4.Promote multidisciplinar, intercultural, open research which will ultimately improve awareness and wellbeing. This will be achieved also by establishing a virtuous exchange program, that can be a paradigm for future bilateral projects, based on the collaboration and trust among partner (and associated) institutions, created for INCAS.

Partner Country Paraguay: Of the mentioned actions, INCAS will play an important role in Paraguay especially regarding points 1. and 2. The project will improve the level of competence regarding technology transfer, with specific actions to create, where needed, and empower, where already present, dedicated structures to foster relations between higher education and the wider economic and social environment.

Partner Country Uruguay: creating a structure to sustain research and development in social science and humanities, with the aim to impact on the quality of life of population, INCAS will contribute to strengthen the management and innovation capacity of the university. Finding the best strategies, training staff in a way that they are able to transfer new skills to researchers, enabling the attraction of dedicated funds to support local research, are precise local goals of INCAS in UdelaR. In the long run, the new centre will impact both in the labour market and in the general civil environment, stimulating a debate on policy- making regarding research politics and generating new funding opportunities.

 Partner Country Chile: In Chile, INCAS will focus on the improvement of the skillset regarding technical languages, personal development, entrepreneurial culture and transversal capabilities. The proposed units will host trained staff who will promote these new skills in the academic community, providing improved capacity-building within the local innovation agenda, and a source of new projects to be developed in collaboration with non-academic bodies. This will foster regional development, with university as an engine for change.

(*Please add Partner Countries as appropriate*)

How do the project's objectives fit in with the modernisation and internationalisation agenda of the targeted higher education institutions in the Partner Countries and with the development strategy for higher education in each Partner Country involved in the project? (limit 6.000 characters)

Currently, the university in the knowledge society has the obligation to change its traditional model and adapt to the new times that demand an education that responds to what society requires. Therefore it is essential that education incorporate and train professionals and researchers capable of adapting to this revolution since the transformation process will only benefit those who are capable of innovating, adapting and that training implies knowledge in new competences related to soft skills.

Partner Country [Chile]:
In Chile the Universities partner are involved in changes like the transformation on global university like USACH that in this way working in Development of Linguistics and soft skills with a focus on the preparation for the future labour market including this a mandatory field of the career, internationalization of the curricula to assure international training for all students, not only the ones that will be able to be mobile internationally. UV is incorporating applied science within the development of their academics. This change of vision from the basic science toward applied development has involved serious institutional challenges in which the University has had to make changes in its institutional organic to be able to adapt the administrative processes to the new reality academics, officials and students. Improving the office of a transfer and licensing created in 2011, creation of the Vice-Rectors Office for Research and the Directorate of Innovation and Technology Transfer, in addition to developing new regulations for Advanced Services that directly stimulate applied initiatives linked to productive industries. Strengthen the paradigm shift of the University regarding the vision of doing science with meaning to the community and industry, without leaving aside the basic scientific development.

Partner Country [Paraguay]:
Paraguay is on the right track to respond to the challenges posed by the global changes but it is necessary to make a continuous strengthening in research and technology transfer seeking articulate nucleus between the management of the knowledge generated in the University and its use both In the market as in society in order to solve real problems and boost the quantity and quality of jobs. Train students in an environment closer to the work reality that will allow them to better incorporate knowledge and expand the professional landscape. In addition, have funds to reinvest in research, acquisition of equipment, hiring support staff and incentivize researchers economically. The development of database and analysis of occupational markets to understand the trends of the working environment to enable the university to make decisions in relation to the careers that offer, update their curricula with the professional skills required. In addition, it is necessary to make a greater investment in infrastructure equipment.

Partner Country [Uruguay]:
For UdelaR Fostering formal and in informal exchanges between academia and different spaces of societal life, public, private and belonging to civil society. The proposed Centre will thus become a hub for those exchanges.
Deriving from the former new problems to be tackled through academic research, enriching in this way research agendas.

In the same vein, providing students with new type of problems to address in their undergraduate and graduate theses as well as supervisors able to guide them.

Facilitating the undertaking and effective use of research results by policy makers through co-producing the design, development and follow-up of research projects.

Fostering a multi-level platform of mutual learning where international experiences will have great importance, particularly those provided by the partner universities gathered in this Erasmus project.

(*Please add Partner Countries/partners as appropriate*)

Please explain how the proposal will pay attention tothe issues of inclusion, diversity and socio-economically disadvantaged participantsand/or organisations in the Partner Countries. (limit 2.000 characters)

Udelar introduces a well-known issue in LA and in the developed countries: the non-fulfilment of diverse basic needs, and in particular the children poverty. This particularly worrisome trend is addressed in INCAS, aiming at constructing adequate support for research towards problems of the most disfavoured sectors of the population. Foster research directly related to needs and demands of socially and cognitive weak actors can be accomplished only in collaboration between the university, enterprises, civil bodies and social movements. Programs of Research and Innovation Oriented towards Social Inclusion have been working in the past, demonstrating that it is not easy to characterize the needs and the demands in terms of typical funded research projects. INCAS is an opportunity to organize an interdisciplinary center, Interdisciplinary Center for University-Society Relations, where academic research data related to social needs could be collected and analyzed, fostering a better theoretical understanding of such processes and leading to evidence-based policy recommendations. UdelaR will establish a group dedicated to systematic studies in these fields and for the providing of resources to support these studies.

INCAS most important goal is to empower University to become a stronger interlocutor of society and a driver to improve social situations that need to reach better quality of life. In this sense, disadvantage social groups are a precise target of INCAS, especially in the long run, when more institutions will have the possibility to implement the strategies put in place in the project.

Based on the experience gained in Jagiellonian University (CG member), special attention will be devoted to the training and the coaching in presence of disabled participants. Moreover, in the training activities, some lectures will be devoted to involve disabled University staff in order to include all the possible resources and sensibilities in pursuing INCAS objectives.

D.3 Innovative character

Demonstrate why the proposal is innovative.
If it is complementary to previous/existing funded projects nationally or internationallyplease explain how the new proposal build on it/them and demonstrate its added value and why it is not a simple continuation thereof. (limit 2.000 characters)

INCAS is focused on enhancing the innovation capabilities of the Partner Institutions, based on the cooperation of two networks (Grupo Montevideo in LA -AUGM- and Coimbra Group in EU -CG). The network perspective brings a novel approach because the findings, strategies, pilot projects and results will not only contribute to the partner universities, but will also provide an opportunity for dissemination and reflection across the wider groups in each network, increasing the impact of the project as well as opportunities for future initiatives based on this.

A key goal of INCAS is to provide a reflection over the relationship between academia and state in order to identify more efficient collaboration and ensuring tangible impact from research and teaching activities. The involved LA and EU Universities present a range of examples of government-academia interaction, from regular commission of research taking place across LA Universities, to competitive bidding, which takes place in EU Universities. Funding for research is another important aspect in

empowering Universities to become local research and innovation hubs. This provides an innovative multi-sector international platform, to be initiated in INCAS and maintained in the future.

A further innovative component of this project is its structure around a programme of exchange and capacity building in parallel to the identification and implementation of specific pilot activities across the thematic components, which are aimed to test and evaluate pathways to impact within the institutional setting of each academic partner, both in EU and LA.

Future global challenges can only be faced through careful analysis and exposure to a range of contexts, confronting these challenges with a diversity of tools, instruments as well as cultural and institutional backgrounds. INCAS aims to develop cross-institutional platforms at the local level, integrating the institutional efforts into a regional and cross-regional vision.

If the proposal builds on any previous or existing EU-funded/non-EU funded national or international activities/projects in this field, please fill the following table for each of these projects.

Reference number			
Project dates *(year started and completed)*		**Programme or initiative**	
Funded by			
Title of the project			
Coordinating organisation			
Partner Countries /institutions targeted by this project			
Website	http://		
Password / login if necessary for website			
(a)Summarise the project outcomes (b) Explain how ownership/copyright issues are to be dealt with (limit 2000characters).			

Please copy and paste tables as necessary

D.4European added value

Why is there a need for cooperation with the Programme Countries in this area of activity and a funding via the Erasmus+ Programme?Why can the intended results not be achieved through national, regional or local funding in the Partner Countries? (limit 2.000 characters)

INCAS builds on the collaboration between AUGM and CG. AUGM is the first network in LA with whom the CG has developed cooperation and exchange. The first agreement between both networks was signed in 2006, following a raising interest from CG members (and the EU Commission) in the LA area, and comprising plenty of opportunities for both groups. This opens up opportunities for sub-regional collaboration, interacting with existing partnerships and access to HEIs that share historical, institutional and cultural values. The involvement of the CG in the project would integrate not only the longstanding collaboration between the LA Working Group but also topics transversal to other Working Groups and authorities within the EU network. This follows the agreement of the of the Poitiers Declaration (defining a collaborative framework for CG Universities and local Municipalities, including a set of objectives and accompanying initiatives to be pursued), the studies and practices on PhD Employability and the development of practices related to new Learning Spaces.

If the involved Universities would pursue the same objectives by individual funding, they could achieve incremental improvement, but the gaps among different Countries, or even among different Institutions in the same Country, would persist. INCAS aims to bring the CG network experience to another network, where the strength is in their inter-communication, their mutual help, in the sharing of experiences, tools and resources. INCAS is rooted on this unique set of circumstances, which not only allow for a reflection at the local level, but it also presents opportunity for reflection at the regional level, both in LA and in EU, drawing on specific characteristics of each region and providing further platforms for learning from different experiences.

In facing global challenges, it is highly important to demonstrate that synergies and cross-country collaborations can represent an answer to social and economic inequality, division and isolation.

D.5 Cross-regional cooperation

If your proposal is cross-regional, demonstrate the need for this cooperation between institutions from different regions.Please also explain the added value of this cross-regional cooperation for the targeted Partner Country institutions. (limit 2.000 characters)

PART E – Quality of the Project Design and Implementation

E.1 Project activities and methodology

Please provide a detailed description of the activities and the working methodology to be used for achieving the objectives (including major milestones, measurable indicators, etc.). (limit 6.000 characters)

INCAS is rooted in identifying means, tools and infrastructures that will contribute to the improvement of capabilities across the partner universities and beyond these to the wider group of universities associated to each partner network involved in this project. Therefore, activities proposed through the WPs are aimed at understanding key challenges affecting the diverse contexts that are intertwined through this proposal, as well as decision-making mechanisms considering local institutional settings and funding opportunities, to ensure that any outcomes will reach tangible impact.

INCAS is divided into three main activities. The first one (WP1) is a preparatory work where each LA Partner will explore the needs and the knowledge areas that require enhancement. This phase will comprise the identification of the goals to be pursued in the Institution, the areas to be strengthened and the possible actions that could be taken. This diagnosis will be performed with the collaboration of experts from the EU partners. At the end of WP1, each LA HEI will prepare the institutional development plan (D1.1) with the actions to be implemented and the time schedule. This plan may also include other local players and spaces of action that support the best development of the problems identified and prioritised. In this phase, the promotion of specific agreements with actors whose contribution is important will also be encouraged.
This activity will start just after the kick-off meeting, taking advantage of the gathering of participants from both networks with a range of skills and experiences in the same place.

The 1° coordination meeting in Chile will examine the results of WP1 and will tune the activities of WP2 accordingly. WP2 is dedicated to the "training of trainers": it constitutes the core of the best practices exchange between EU and LA partners. First, selected participants from LA will spend 3 weeks in Pavia, Cologne and Barcelona to acquire knowledge about the strategies implemented in these universities, the structures for the technology transfer and for strengthening connections between academia and society. These visiting periods will generate higher awareness about the needs and the possible practical measures to be implemented in Partner Institutions.
The second phase will consist in the training of LA partners at home. Training will be offered on transversal skills at Institutional level (capacity to attract and collaborate with industry, ability to interact with civil Institutions, fundraising capabilities, etc) and on personal skills (public speaking, managerial expertise, leadership, time management). The mix of these topics will depend on the feedback collected after the first phase of WP2, in order to tailor as much as possible the best practice transfer to the desiderata of each partner.
The third phase consists in a Master Class in Turku where LA partners will learn about scientific basement of futures research theories, methodologies and applications
The following coordination meeting in Paraguay will analyze the results of the training and the deliverable will consist in the teaching material and the lessons recorded during the visiting periods in EU and in LA. The institutional development plan will be revised and refined in view of the acquired knowledge.

WP3 is the core of the implementation. After the training, each Partner Institution will put in place the strategies and the actions necessary to reach the goals set in the Institutional Development Plan, now ready to be fulfilled. To support this process, 6 experts from EU will go at the 6 LA HEIs to accompany the crucial phase of Unit start. In partners already equipped with dedicated research Units, actions will be oriented to the improvement of capabilities, both in the human resources and in the equipment, using case studies analyzed during the training. In partners where such a Unit does not exist, it will be created and made operative according to the goals established. When all HEIs will have dedicated resources allocated, EU partners will assist them in preparing a pilot event, that will be chosen, discussed and

planned in the above mentioned coordination meeting in Paraguay. This event can be a b2b meeting, a course on personal development for academic staff, intensive training on how to set-up a spin off. Especially in this phase, collaboration with non-academic interlocutors will be encouraged, to include in INCAS activities some real-life examples that already represent a benefit and an added value for the HEIs involved. The deliverables will be the Operative Units (newly established or reinforced) and the Pilot Events.

An important byproduct of INCAS is a Virtual Platform that will be developed by AUGM, consisting of a sort of portal. Initially, the platform will be the channel through which the INCAS results and news will be made available and advertised. In the long run, this will be a source of communication between AUGM members and between AUGM and CG, where exchange opportunities, find teaching material, advertise events, make networking. The development of the platform will start immediately and will follow all the stages of the project.

INCAS provides a sound opportunity to achieve the described programme as it builds from the existing connection and trust between the involved partner universities. This offers academic leadership in the understanding of forthcoming global change and the necessary skills that will be required to tackle this, while at the same time broadening knowledge about each academic institution and their capacity to interact with society at the local level.

INCAS will provide a multi-layered and multi-scalar framework aimed at making knowledge and science accessible and useful at the local level, through strengthening international and regional collaboration and hence contributing to the development of diverse and global societies able to support a sustainable future.

Please demonstrate that the activities and the methodology mentioned are the most appropriate to achieve the envisaged results and that they are feasible. (limit 3.000 characters)

INCAS relies on the experience put in place by the different Programme Partners, the main criterion to build up the collaboration of Pavia, Cologne, Barcelona and Turku.

Based on the described expertise (see Sec. F1), the most effective methodologies have been selected for each WP.

In particular, teaching (training of trainers) will be offered in a mix of methods, aimed at engaging the audience and at reaching as many participants as possible, who will provide feedback in relation to other E+ projects. WP2 is structured around intensive weeks hosted by EU institutions, where formal training will be combined with visits to technology parks or relevant infrastructures, group work, workshops and brainstorming. WP2 also comprises an intensive masterclass in Turku that is conceived to boost all the information collected throughout the first part of the project.
These options are feasible due to the participation of other members of CG and to the presence of associate non-academic partners. These contributions increase the quality of the offer, because presenting success cases is always inspiring and instructive. Moreover, discussing the organization of real initiatives allows fruitful discussions that can underline errors to avoid possible bottlenecks, identifying warnings and potential solutions. This represents a good base for the conceivement of the activities that LA partners will be able to organize within INCAS (WP3), but especially after the end of the project. During the intensive weeks in LA, teaching will be closely tailored to the needs expressed by participants, that will identified clear actions, to be implemented in each HEI, to achieve the goals of INCAS. This tailoring is necessary because not all the Partners are at the same level of awareness and development in this topic, thus it is important that each institution explores best practices that can be smoothly implemented and kept in the long run. Teaching materials and recorded lessons will be available to other networks members, in AUGM or CG, through the virtual platform, to form a blended course as a whole.

WP3 comprises an intensive masterclass that is conceived to assess and share all the information collected throughout the first part of the project. WP3 will also include the Unit development or improvement, which will be coordinated in close collaboration with EU partners. The development phase is in fact structured to allow LA and EU participants to work together in the realization of the proposed goals.

Overall, the key strategies are the tailoring of teaching offer and the dedicated coaching to match as close as possible the needs and the goals of each Partner. The capacity to work as closely integrated networks, bot in EU and in LA, ensures that this program is feasible and that can ensure the durability and the continuation of the results.

What concrete, tangible results are expected to be achieved at the end of the project's activities in each of the targetedPartner Countries? (limit 6.000 characters)

In Paraguay, Uruguay and Chile:

• Assessment of needs and goals within INCAS lifetime and long-term objectives for the activities started during INCAS
• Strengthening of technological infrastructure
• Training of human resources with intensive weeks both in LA and in EU
• Establishment of operative units of trained staff to carry out specific activities to connect university and society according to the assessment
• Organization of pilot events involving university and non-academic partners
• Construction of a virtual platform to collect and disseminate premises, results, opportunities, teaching materials.
• Publications of relevant results of INCAS

(*Please add Partner Countries as appropriate*)

*For all **types of activities***(curriculum development, modernisation of governance, management and functioning of HEIs; strengthening of relations between HEIs and the wider economic and social environment), *for **each Partner Country institution** please provide information in Part F.2 Organisation and Activities.*

E.2 Quality control and monitoring

Please explain what mechanisms willbe put in place for ensuring the quality of the project and how the evaluation will be carried out.If an external evaluation is foreseen, provide informationon the purpose and expected outcomes of this evaluation. Please define the specific quality measures established, as well as the benchmarks and indicators foreseen to verify the outcome of the action. Make sure that the information in this section is consistent with the project Logical Framework Matrix. (limit 3.000 characters)

Quality assurance is a vital element to guarantee the long-term success of the project. INCAS has a dedicated Working Package (WP4) to implement and execute quality assurance mechanisms. A Quality Assurance Committee (QAC) will be implemented to monitor all activities.
In order to measure the quality regarding the wider objective results of the project, WP4 will define the needs of all (LA and EU) Universities very precisely (see also WP1) and transform these needs into SMART (Specific Measurable Achievable Reasonable Time Bound) goals that can be monitored throughout the project. Indicators of success could be the number of new partnerships universities-industries, the number of new patents or the number of new research projects in cooperation with non-academic partners, the number of funded projects involving knowledge transfer or the number of actions of internationalization. In the beginning of the project, the QAC will assist all partner universities to implement procedures at their university in order to monitor these numbers.
Furthermore, to guarantee the quality of the specific project objectives results, roles, responsibilities and deadlines for subgoals will be defined and monitored. This will guarantee that each partner is fulfilling his

duties in time within the project at any time. Possible indicators are the number of LA staff trained in the Units, the number of participants to the pilot event in LA HEIs or the number of visits to the Virtual platform.

In addition, we will monitor outputs and outcomes, e.g. by implementing a peer review process to assess the quality of deliverables such as reports, learning materials, papers and the compendium on best practices. Possible indicators to measure the progress regarding outputs are the number of Institution Development Plans developed in LA HEIs or the number of lectures and teaching materials uploaded on the virtual platform. An evaluation for the workshops will be developed to guarantee that they fulfill the needs of the partners and that the workshop quality improves constantly during the project.

Implementation plans (D1.1) developed in WP1 will guarantee that the transferred knowledge will lead to long-term structural innovations at the universities. Regular reports will assure the high-level quality of outputs of the project.

The QAC will be supported from the beginning of the project by an external expert, who will help in the preparation of the Quality Assurance Plan (D4.1) as well as in the preparation of the Quality Reports (D4.3). The external evaluator, identified by the WP4 leader P4, will be an expert of EU projects who will assist in the identification of the best indicators and milestones to be achieved during the project, in order to assure the achievement of the overall objectives and deliverables of INCAS project.

E.3 Budget and cost effectiveness

Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way, and on time. Explain the principles of budget allocation amongst partners. Indicate the arrangements adopted for financial management. What sources of co-funding will be used?(limit 3.000 characters)

The project is based on the principle of exchange and transfer of knowledge between EU and LA. INCAS aims, objectives and successful results will only be achieved through a strict interaction among partners. This is the reason why the bigger portion of the budget is dedicated to staff costs, travel and subsistence costs.

The coordinator, with the support of the EXE and the WP leaders, will assure that tasks and deliverables will be performed on time.

Regarding the distribution of the budget among partners, it is important to highlight that AUGM, compared to the other LA partners, will receive a higher proportion of the budget, to undertake coordination and involve other associate member universities not represented in the INCAS consortium. For example, it is proposed that 6 members of AUGM will participate in training activities in WP2 and WP3. Other LA partners will receive a similar proportion of budget, which is aimed at ensuring that INCAS activities have a similar impact on all LA partners.

Staff costs have been calculated taking into account the responsibilities distributed in each WP (appointing WP leaders and co-leaders), for example allocating manager staff costs to WP leaders.

The planning of meetings and training, has been agreed during the preparation of the project and will be defined in detail at the beginning of the project, in order to be able to purchase flights and make reservations in advance, to make the best use of resources.

After having received the first pre-financing from EACEA, P1 will transfer to each partner a pre-financing of staff costs plus travel and cost of stay corresponding to the first 12 months of project's activities. The following pre-financements will be transferred after having collected proof that tasks have been performed and deliverables achieved (timesheets, staff conventions, travel reports, minutes, internal reports, etc.).

Subcontracting and equipment costs will be transferred to each partner after having received proof of expenditures.

If your project involves any "exceptional costs" related to travel, pleasejustify them here. (limit 2.000 characters)

Please justify the equipment costs for each Partner Country Institution:
– *why the Partner Countryinstitutions need themfor the implementation of the project;*
– *their relations with the content to be developed and the specific activities to be implemented) and*
– *the estimated timeframe for their purchase as well asthe estimated place where they will be located (limit 3.000 characters)*

The only equipment allocated for partner universities is a basic equipment for the development of the Coordination Units foreseen in WP3. Partner universities (in Uruguay, Chile and Paraguay) have in fact already identified spaces where INCAS Units will be placed (that could be a new space or an already existing one) and will need only laptops and PC for the researchers/administrative staff dedicated to the Units and a projector for the presentations and trainings to be organized within WP3 activities (pilot events, D3.3).
Therefore, equipment will be purchased before the beginning of WP3, that is by march 2022.

(*Please add Partner Countries as appropriate*)

Please complete the following Logical Framework Matrix:

E.4 Logical Framework Matrix – LFM

Wider Objective: *What is the general objective, to which the project will contribute?* • To improve the capability of LA and EU universities to adapt their academic activities to global and local societal change, strengthening connections between academia, government and communities, through improved skill sets, technology transfer and research impact • To strengthen the relationship of LA universities with the civil society	**Indicators of progress:** *What are the key indicators related to the wider objective?* N° of new partnerships universities-industries N° of new patents N° of new research projects in cooperation with non academic partners N° of funded projects involving knowledge transfer N° of actions of internationalization N° of training activities on personal development and transveral skills	**How indicators will be measured:** *What are the sources of information on these indicators?* University repositories Official university reports		
Specific Project Objective/s: *What are the specific objectives, which the project shall achieve?* To exchange best practices in LA and EU universities, on activities that link academia with civil society	**Indicators of progress:** *What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?* N° of activities organized in EU involving external non academic actors	**How indicators will be measured:** *What are the sources of information that exist and can be collected? What are the methods required to get this information?* Official university reports INCAS minutes and reports	**Assumptions & risks** *What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?* Assumption: both in EU and LA there are best practices to exchange regarding the link between HEI and society	**How the risks will be mitigated:** AUGM and CG will act as coordinators, ensuring institutional commitment of INCAS HEIs AUGM will directly manage the platform, ensuring its working,

To establish or enhance a Strategic Unit in each LA HEI as an innovation hub	N° LA staff trained in the Units		Assumption: LA institutions are willing to improve their performances in knowledge trabsfer activities and EU institutions are willing to experiment new visions and different strategies	maintaining and updating, also after project's end
To develop in each partner institution, pilot activities involving their researchers as well as external public	N° of participants to the pilot event in LA HEIs			
To create a Virtual Platform that collects, articulates and promotes the activities proposed and managed by the partner Universities together with industry and civil society	N° of visits to the Virtual platform		Risk: communication and exchange of practices between EU and LA do not flow properly Risk: the contents of the virtual platform are not updated on a regular basis	
Outputs (tangible) and Outcomes (intangible): *Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Workpackages), leading to the specific objective/s.:* D1.1 Institutional development plans for each institution D2.1 Compendium on best practices exchange during first round of EU trainings D2.2 Blended lectures and teaching materials	**Indicators of progress:** *What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?* N° of Institution Development Plans developed in LA HEIs N° of LA participants in EU trainings N° of lectures and teaching materials uploaded on the virtual platform	**How indicators will be measured:** *What are the sources of information on these indicators?* Official LA HEI reports INCAS internal reports	**Assumptions & risks** *What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?* Deliverables have been identified in agreement with LA partners based on long standing mutual knowledge. However, there is always the risk that planned deliverables cannot be produced on time.	**How the risks will be mitigated:** INCAS will rely on the existing collaborationn between AUGM and CG that will act as a guarantee that HEIs in the two networks will work smoothly according to the proposal

D2.3 Master Class handbook D3.1 Terms of Reference (ToR) of the Units D3.2 Establishment of the INCAS virtual platform D3.3 Organization of pilot events in each LA university D4.1 Quality Assurance Plan D4.2 Questionnaires for the Evaluation of workshops D4.3 Quality Reports D5.1 Dissemination and communication plan D5.2 INCAS newsletter D6.1 Minutes of the coordination meetintgs D6.2 Mid-term report D6.3 Final Report	N° of ToR produced N° of posts (training, events, calls,) uploaded on the virtual platform N° of pilot events organized in LA HEs and number of attendees			

Activities:	Inputs:		Assumptions |& risks	How the risks will be mitigated:
*What are the key activities to be carried out (**grouped in Workpackages**) and in what sequence in order to produce the expected results?*	*What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?*		*What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?*	AUGM will support the harmonization and coordination of the processes
• 1.1 Organization of the kick-off meeting	Mobilities		Assumption: LA HEIs will have access to the relevant data	
• Designing the research methodology for the mapping	Staff time Equipment		Risk: decentralization, geographical distance between LA partners	
• 1.2 Collecting data on existing centers, methodologies, programmes	Subcontracting		Risk: trainings could be too general or not matching the expectations of LA partners	Careful assessment carred out in WP1 to tailor the trainings
• 1.3 Individuating areas of development and process of decision making inside each Institutions.			Risk: change of goverance/management in LA HEIs can affect the daily management of the Units	The Unit will be a flexible entity, functioning in a briader structure
• 1.4 Organizing a partnership roundtable to discuss and validate the study and design a road map for drafting the future activities			Assumption: INCAS interaction stimulates the interest of the decision-makers at university level and the participation in the project involving also non-academic stakeholders	
			Risk: communication over long distances and time are always a challeng	Regular virtual meetings among the INCAS bodies (EXE and ST)
• 1.5 Elaboration of the Institutional Development Plans			Assumption: all the partners are fully committed, respect deadlines, deliver financial and administrative documents on	

2.1 Organization of intensive weeks in EU 2.2 Organization of intensive trainings in LA 2.3 Organization of a Master Class of futures studies and foresight in Turku 3.1 Establishing a Unit in each LA partner 3.2 Guiding universities in identifying the resources needed to establish a Unit 3.3 Reinforcing long-term strategic orientation of Units 3.4 Coaching visits of EU experts at LA universities 3.5 Organising a pilot event in each LA university 3.6 Creating and feeding a virtual platform			time, communicate with the coordinator on regular basis	

• 4.1 Establishment of the Quality Assurance Committee • 4.2 Development of the Quality Assurance Plan • 4.3 Preparation, submission, collection and analysis of the questionnaires • 4.4 Preparation of the Quality reports • 4.5 Periodical virtual meetings of the QAC • 4.6 Interactions among QAC, Executive Committee and WP leaders • 5.1 Preparation of the dissemination and communication plan • 5.2 Dissemination of the activities in each partner institution • 5.3 Dissemination of the activities at local, regional and international level			

• 5.4 Organization of the first dissemination event			
• 5.5 Organization of the second dissemination event			
• 5.6 Organization of the third dissemination event			
• 5.7 Organization of the final conference			
• 5.8 Preparation of 3 newsletters			
• Signature of Grant Agreement and partnership agreements			
• Establishment of the EXE and ST			
• Organization of coordination meetings			
• Regular management activities			

Please complete the following work plan.

<div style="background-color:#3333aa;color:white;text-align:center;font-weight:bold;">E.5 Work Plan</div>

On the following pages, please provide your work plan for each year of the proposed project

- *Please use the model provided below.*
- *Please complete <u>a one-page work plan for each project year.</u>*
- *For each year of your proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place.*
- *If needed, please insert additional rows into the work plan tables.*
- *The same reference and sub-reference numbers as used in the logical framework matrix must be assigned to each outcome and related activities.*
  <u>*Examples:*</u>
  Activity carried out in the Programme Country: *= (E.g. activity in France for two weeks in the first month of the project 2= under M1)*
  Activity carried out in the Partner Country (ies):   *X (E.g., activity in Tunisia for three weeks in the second month of the project: 3X under M2)*

WORKPLAN for project year 1

Ref.nr/ Sub-ref nr	Activities Title	Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
1.1	Organization of the kick-off meeting in Montevideo	5	1X=	2X=	2X									
1.2	Designing the research methodology for the mapping	14			2X=	4X=	4X=	4X=						
1.3	Collecting data on existing centers, methodologies, programmes via the partnership and the associated partners	16			4X	4X	4X	4X						
1.4	Individuating areas of development and process of decision making inside each Institutions. Delineate Institutional goals within INCAS	16			4X	4X	4X	4X						
1.5	Organizing a partnership roundtable (virtual) to discuss and validate the study and design a road map for drafting the future activities. The results of this tasks will be collected and made available in the virtual platform	2						2X=						
1.6	Elaboration of the Institutional Development Plans (D1.1)	12				4X	4X	4X						
2.1	Organization of first round of intensive weeks in Pavia, Barcelona and Cologne	24				4=	4=	4=	4=	4=	4=			
2.2	Organization of second round of intensive trainings in Asuncion, Santiago del Chile and Montevideo	16									4X=	4X=	4X=	4X=
3.6	Creating and feeding a virtual platform managed by AUGM (with a theoretical document, a manual on how to build the platform, needs analysis, etc..)	24	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=
4.1	Establishment of the Quality Assurance Committee (QAC)	6	2X=	2X=	2X=									
4.2	Development of the Quality Assurance Plan (D4.1)	8			4X=	4X=								

No.	Activity	Tot	1	2	3	4	5	6	7	8	9	10	11	12
4.3	Preparation, submission, collection and analysis of the questionnaires for the evaluation of the workshops and trainings	16					2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=
4.4	Preparation of the Quality reports	6										2X=	2X=	2X=
4.5	Periodical virtual meetings of the QAC	1										1X=		
5.1	Preparation of the dissemination and communication plan (D5.1)	6	2X=	2X=	2X=									
5.2	Dissemination of the activities in each partner institution (websites, social networks, newsletters, etc..)	12	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=
5.3	Dissemination of the activities at local, regional and international level through the participation to conferences, fairs, articles and news on the local media, etc..	12	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=
5.8	Preparation of the three INCAS newsletters (D5.2)	4											2X	2X
6.1	Formalization of the Grant Agreement and monitoring of its compliance.	12	2X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=
6.2	Signature of the partnership agreements	5		1X=	1X=	1X=	1X=	1X=						
6.3	Establishment of the Steering Committee	3	1X=	1X=	1X=									
6.4	Establishment of the Executive Committee	3	1X=	1X=	1X=									
6.6	Coordination meeting in Pavia	2						2=						
6.9	Monitoring, assessment and control of the progress of the project throughout all the project's life	12	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X
6.10	Regular internal and external communication	12	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X

WORKPLAN for project year 2

Ref.nr/ Sub-ref nr	Activities Title	Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
2.2	Organization of second round of intensive trainings in Asuncion, Santiago del Chile and Montevideo	4	4X=											
2.3	Organization of a Master Class of futures studies and foresight in Turku	12					4=	4=	4=					
3.1	Design a Unit in each LA partner	16			4X=	4X=	4X=	4X=						
3.2	Guiding AUGM universities in identifying the resources needed to establish a Unit (staff, equipment, software, etc..)	24							4X=	4X=	4X=	4X=	4X=	4X=
3.6	Creating and feeding a virtual platform managed by AUGM (with a theoretical document, a manual on how to build the platform, needs analysis, etc..)	24	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=
4.3	Preparation, submission, collection and analysis of the questionnaires for the evaluation of the workshops and trainings	12	2X=	2X=	2X=	2X=	2X=	2X=						
4.4	Preparation of the Quality reports	6										2X=	2X=	2X=
4.5	Periodical virtual meetings of the QAC	1										1X=		
5.2	Dissemination of the activities in each partner institution (websites, social networks, newsletters, etc..)	12	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=
5.3	Dissemination of the activities at local, regional and international level through the participation to conferences, fairs, articles and news on the local media, etc..	12	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=
5.8	Preparation of the three INCAS newsletters (D5.2)	4											2X	2X
6.1	Formalization of the Grant Agreement and monitoring of its compliance.	12	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=
6.7	Coordination meeting in Valparaiso	2			2X									
6.9	Monitoring, assessment and control of the progress of the project throughout all the project's life	12	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X

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6.10	Regular internal and external communication	**12**	**1X**	**1X**	**1X**	**1X**	**1X**	**1X**	**1X**	**1X**	**1X**	**1X**	**1X**	**1X**
6.11	Elaboration of mid-term and final evaluation reports	**10**			**2X=**	**2X=**	**2X=**	**4X=**						

WORKPLAN for project year 3

Ref.nr/ Sub-ref nr	Activities Title	Total duration (number of weeks)	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
3.3	Reinforcing long-term strategic orientation (foresight) of Units	24	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=
3.4	Coaching visits of EU experts at LA universities	16			4X=	4X=	4X=	4X=						
3.5	Organising a pilot event in each LA university, supported by EU partners	24						4X	4X	4X	4X	4X	4X	4X
3.6	Creating and feeding a virtual platform managed by AUGM (with a theoretical document, a manual on how to build the platform, needs analysis, etc..)	24	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=	2X=
5.2	Dissemination of the activities in each partner institution (websites, social networks, newsletters)	12	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=
5.3	Dissemination of the activities at local, regional and international level through conferences, fairs, articles and news on the local media, etc.	12	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=
5.4	Organization of the first dissemination event in Paraguay	4		2X	2X									
5.5	Organization of the 2nd dissemination event in Chile	4						2X	2X					
5.6	Organization of the 3rd dissemination event in Uruguay	4										2X	2X	
5.7	Organization of the final conference in Bruxelles	4											2X	2X
5.8	Preparation of the three INCAS newsletters (D5.2)	4											2X	2X
6.1	Formalization of the Grant Agreement and monitoring of its compliance.	12	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=	1X=
6.8	Coordination meeting in Asunciòn	2			2X									
6.9	Monitoring, assessment and control of the progress of the project throughout all the project's life	12	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X
6.10	Regular internal and external communication	12	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X	1X
6.11	Elaboration of mid-term and final evaluation reports	8										2X=	2X=	4X=

Please complete the information on each work package for your project

E.6 Work packages

Please enter the different project activities you intend to carry out in your project. Make sure that the information in this section is consistent with the project Logical Framework Matrix.

Work package type and ref.nr	PREPARATION	1
Title	Mapping the current capabilities of LA HEIs: Features, management, funding, resources	
Related assumptions and risks	The purpose of the first WP is to aggregate, study and compare information coming from existing centers, platforms and programmes working in the LA partner universities. A more profound knowledge of current teaching and support services in universities must be conducted, to best shape the management models that will be later developed. This will be an essential first step in designing, improving or helping in the needs of the partners, and will be encompassed in the hub platform to be created, this action will draw from different features of the centers or programs cite good practice and ultimately coordinate their assessment. The assumption is that the Universities involved in managing the INCAS programmes or new Units will have access to the relevant data to map and inter-compare them. Thanks to the coordination of AUGM network, the study has the potential to be amplified to all his members, generating a wider perspective, a more comprehensive vision of the existing situation in the region and more guaranteed sustainability of the outcomes. The risk concerns decentralization: because some of the centers or programmes in AUGM members different from INCAS partners may be geographically far or have different general goals, their peculiarity may not be captured in the mapping.	
Description	The Association of Universities Grupo Montevideo and Coimbra Group will lead an initial research phase which will entail the identification of University workspaces that present weak points: each LA partner should explore the needs and the knowledge areas that require a boost. WP1 can be further divided into these steps: i. Self-diagnosis of the weaknesses in the research activities of an existing area or sector identified, indicating their origins and the necessary steps to reverse the situation, as well as the desired outcome to obtain through the interaction with EU partners. This step will be taken already in the kick off meeting that will start the activities of INCAS collecting participants from each Partner. In particular, during the first meeting some preparatory talks will be delivered. For example, University of Turku will present the concept of *Future Research*, where the keyword *Strategic Foresight* will be one of the instruments to enable the needs/goals analysis. An important collegial decision to be taken is the method to assess the needs/goals analysis. A possible inspiration to complete a comprehensive and quantitative assessment is the HEInnovate tool, developed by the European Commission and OECD. HEInnovate is a self-assessment tool for Higher Education Institutions who wish to explore their innovative potential, offering a quality-proven process of identification, prioritisation and action planning in eight key areas. The HEInnovate has been developed to establish the entrepreneurial / innovative nature of institutions. INCAS has a broader vision, not only based on entrepreneurship, but also on improving and enlarging university impact on civil society in general (see for example the vision of UDeLaR in Uruguay). In this sense, INCAS will produce its own scheme of evaluation, based on distinguished and proven models as HEInnovate. ii. Deepening of this diagnosis with the collaboration of two international experts in the area or sector in question, selected in the EU partners.	

	iii. Selecting a specific area of research/faculty/department/administration in which implementing the project by realization of the specific objectives listed above. iv. Preparing an **Institutional Development Plan** (D1.1 to be prepared in collaboration between LA and EU partners) reporting the actions to be implemented and the time schedule. This plan may also include other local players and other spaces of action that support the best development of the problem raised. In this phase, the promotion of specific agreements with actors whose contribution is important is also encouraged. These reports will be further elaborated during the workshops (WP2), where participants will better detail the potential results of their actions throughout the project. Thanks to this, it will be possible to further adapt the content of the workshops delivered in LA selecting the most adequate experts within CG network.
Tasks	**1.1** Organization of the kick-off meeting in Montevideo at month 3 **1.2** Designing the research methodology for the mapping **1.3** Collecting data on existing centers, methodologies, programmes via the partnership and the associated partners. **1.4** Individuating areas of development and process of decision making inside each Institutions. Delineate Institutional goals within INCAS. **1.5** Organizing a partnership roundtable (virtual) to discuss and validate the study and design a road map for drafting the future activities. The results of this tasks will be collected and made available in the virtual platform (see WP3) **1.6** Elaboration of the Institutional Development Plans (D1.1)
Estimated Start Date (dd-mm-yyyy)	15/01/2021 **Estimated End Date (dd-mm-yyyy)** 30/06/2021
Lead Organisation	AUGM (P6)
Participating Organisation	All the partners
Costs *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.*	TRAVELS 3 people from P1 + 2 people from each partner to Montevideo for the kick-off meeting x 7 days SUBCONTRACTING Logistic support for the organization of the kick-off meeting in Montevideo (printing materials, renting room, technical services). Subcontracting the organization to an external agency will smooth the process and optimize it

Deliverables/results/outcomes

	Work Package and Outcome ref.nr		**1.1.**
Expected Deliverable/Results/ Outcomes	Title	**Institutional development plans for each institution**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event x Report ☐ Service/Product
	Description	During the workshops and the assessment activities, knowledge about transfer/valorization/entrepreneurial strategies/ civil society involvement will be shared. Partner universities will design plans on how to improve transfer activities, such as launching innovation centers, promoting entrepreneurial culture,	

		implementing new teaching subjects, enhancing social research. This deliverable will collect the assessment and the possible improvements. In the first stage, the document will be still general, and it will be further detailed after WP2. Importantly, the decision making processes at the different universities will be examined. Assessment, general goals and decision making processes in each University will be integrated into the development plan.
	Due date	July 2021
	Languages	English-Spanish
Target groups	Ҳ Teaching staff ☐Students X Trainees Ҳ Administrative staff Ҳ Technical staff ☐Librarians ☐Other	
	If you selected 'Other', please identify these target groups. *(Max. 250 words)*	
Dissemination level	☐Department / Faculty ☐Local ☐National Ҳ Institution ☐Regional ☐International	

Work package type and ref.nr	DEVELOPMENT	2
Title	**Training of trainers**	
Related assumptions and risks	LA and EU HEIs have many academic links, most of them formally in collaboration agreements. These links allow a consolidated knowledge of academic, social and economic scenarios. Moreover, during preparation of INCAS proposal, some EU partners have visited LA, companies and government representatives in order to have a deeper insight of the local ecosystems. One of the risks of the project is to assume that some rules or recipes working well in EU may be directly transferred to LA universities. This may lead to loss of time and effectiveness of action, because state of the art can be different than what believed. To avoid this risk, training will be carefully planned only after a detailed assessment of the initial situation and after the design of goals and need of each partner institution. After the first round of training in EU (see below), the institutional plan will be updated with a more detailed description of training expectations for the last intensive training in LA.	
Description	After the development of WP1, the institutional development plan will be available with the description of goals and needs for each Partner Institution. Based on this, we will project a comprehensive training for LA staff on instruments, techniques and skills to connect academia to the society. A first round of workshops will be organized during the intensive training weeks in EU. The goal of the first collaboration meeting is to analyse the results of WP1 and to set the basis of WP2. In that occasion, we will design the contents of the workshops in order to transfer the necessary knowledge to all project partners and to further elaborate on cooperation between our innovation facilities. Two main aspects will be covered: first, how to foster social and economic engagement. Relevant examples on why, how and who will be shared and discussion on how these experiences can help in designing analogue actions in LA will be encouraged. The second important topic is the development of personal skills, fundamental to promote the culture of multi-disciplinary and open innovation: examples of intensive courses on these topic will be offered in EU institutions. Concept and facilities at the universities of Barcelona, Cologne, Pavia and will be presented. In general, the first	

round of intensive week will be a gallery of best practices and success cases carried out by EU HEIs in collaboration with non-academic partners, to promote research teams as an effective interface for the conversion of knowledge into social wealth.

In this phase, LA HEIs representatives, such as Directors of research, Knowledge Transfer Offices (KTO) or Technology Transfer Offices (TTO), Vice-rectors will visit EU partners to get an in-depth insight of the local ecosystem and to identify concrete links and potential actions to be fostered in LA. This will enable a proper support for the future activities to be carried out in the development phase, such as the creation of operative units or the organization of pilot events.

After the first round of training, the institutional development plan will be updated. In fact, at this stage, LA staff will be awarer of the possible developments and they will now be able to better define feasible and sustainable goals. In the following collaboration meeting, these results will be collected, shared and discussed, in order to design the training weeks in LA. This will require selection of EU staff with expertise matching the expressed requirements.

Finally, an intensive masterclass will be organized in Turku, with the aim to complete the overview of possibilities and drawing the final project to set-up the operative units in LA HEIs (see below).

3. TRAINING CONTENTS

An example of possible theoretical guiding principle to assess technology transfer and innovation can be resumed in the framework of the HEInnovate project with its 8 dimensions : 1) Leadership and Governance, 2) Digital Transformation, 3) Organizational Capacity, 4) Knowledge Exchange and Collaboration, 5) Entrepreneurial Teaching and Learning, 6) The Internationalized Institution, 7) Preparing and Supporting, Entrepreneurs, 8) Measuring Impact.

Moreover, EU Institutions will shape a framework to address the social impact of academia and the ways to improve it.

Teaching material will be prepared according to needs and specifications.

Detailed training contents will be decided according to the requirements, however a general list of subjects is :

a. Introductory class on HEInnovate (UoC)
b. Fostering social and economic engagement at universities (UoC, PV and UB)
  - Technological and knowledge transfer, a modern view
  - How to promote spin-off at universities
  - Processes and valorisation of patents and licenses
  - New strategies for partnership continuum (living labs, fab labs …)
  - Outreach
c. Promoting teams and people (UoC, PV and UB)
  - Efficient public speaking and elevator pitch
  - Technical English
  - Leadership and mentoring university groups
  - Innovation tools : LEGO serious play, design, thinking, etc.
  - University policies : when my organization says no
  - Applied event organization for outreaching
  - Project management and access to external funds
  - Conflict resolution
d. The concept of Future Research (UTU)
  - Scientific basics of futures research
  - futures research methods

- human (stakeholder) empowerment

2. TRAINING ORGANIZATION

In order to maximise the exchange and training activities, two stages will be carried out. During the first stage, partner country members will visit 3 program countries. In this visit to Cologne-Pavia-Barcelona, Latin American partners will receive formation and visiting most relevant institutions/centers in order to understand local ecosystems. At least 3 participants for each partner country university in the hosting country and at least 3 representatives from AUGM universities not belonging to the project will take part in the training. This formation will be directed to relevant people of the organizations in order to identify precise necessities and convenient approaches in the subsequent stage and to start transferring important skills to those who will sustain activities in the future. In this stage of the training, participants will have the opportunity to visit also non-academic partners (such as technology parks, partner companies, civil institutions) to testify successful collaborations and initiatives that may be reproduced in LA HEIs. Importantly, in this phase, different universities who are CG members can give their contribution to the training activities, hosting participants in relevant structures, offering lectures and showing case studies. For example, during the intensive week in Pavia, one day can be dedicated to the visit of Santa Chiara Lab, a strategic project of the University of Siena, Italy.

In a second stage, EU programme countries universities will visit LA partner country universities giving the agreed formation to a wider audience, developing in a detailed depth those aspects identified in the first stage by all the partners. In this phase more participants from LA will be included, comprising staff from other AUGM universities.

The last activity of the training is organized in EU, to deliver a final intensive course encompassing many aspects already explored, taking as a challenging and virtuous example the Centre for Future Research in Turku. As already mentioned, the construction of such a structure in LA institutions falls beyond INCAS possibility, however its functions and actions have represented a source of inspiration to set the concept note of INCAS. The masterclass in Turku will then guide participants in set their goals and in starting the last phase of INCAS implementation (WP3).
All LA HEI will send staff to the master class (all together 5 days in Finland, with experts working at and for the Centre) which will offer :
 1) a rich composition of scientific basics of futures research combined with futures research methods, human (stakeholder) empowerment as well as cases and practical applications (3 days).
2) study visits (one day) that give a fully-fledged picture of how futures orientation can be embedded in the society, targets : e.g. Bastu-network for circular economy spin-offs, the Committee for the Future at Finnish Parliament, the Finnish Society for Futures Studies and the Finland Futures Academy, a network of 10 universities for futures studies education and training.
3) kick off-day for the establishment of the coordination units on outreach and futures research. Institutional development plans (WP1) are a starting point for a strategic foresight process where transversal skills (WP2) are needed in order to implement strategies (WP3) to empower stakeholders and exploiting influence on the wider society.

The produced training material will be made available for all AUGM members on the platform developed in WP3. Relevant teaching sessions will be recorded and made available as blended lessons for AUGM and CG members.

3. BENEFICIARIES OF THE TRAINING

LA university decision-makers (vice-rectors, directors of research) and staff with a wide knowledge of local ecosystems (as directors of TTOs or KTOs) are encouraged to participate in the first stage of training. The second stage is designed for a wider audience, those who will implement the contents of the formation in the future activity of the operative units.

	In general, staff of TTOs (or KTOs), staff of research and international offices and group leader researchers.
Tasks	**2.1** Organization of first round of intensive weeks in Pavia, Barcelona and Cologne **2.2** Organization of second round of intensive trainings in Asuncion, Santiago del Chile and Montevideo **2.3** Organization of a Master Class of futures studies and foresight in Turku

Estimated Start Date (dd-mm-yyyy)	01/07/2021	**Estimated End Date (dd-mm-yyyy)**	31/07/2022

Lead Organisation	BARCELONA UNIVERSITY (P2)+ UNIVERSITY OF COLOGNE (P4)

Participating Organisation	ALL PARTNERS

Costs
Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.
	TRAVELS
	Workshops in EU:
	  − 3 people from each LA partner + 6 from AUGM travelling to Pavia
	  − 3 people from each LA partner + 6 from AUGM travelling to Cologne
	  − 3 people from each LA partner + 6 from AUGM travelling to Barcelona
	  − 3 people from each LA partner + 6 from AUGM travelling to Turku
	
	Trainings in LA:
	  − Training in Santiago de Chile: 6 people from P11, 6 from AUGM attending the training x 7 days + 1 trainer from P1, P2, P4, P5 x 7 days
	  − Training in Montevideo: 1 trainer from P1, P2, P4, P5 x 7 days
	  − Training in Asunciòn: 6 people from P9, 6 people from P10, 6 people from AUGM attending the training x 7 days + 1 trainer from P1, P2, P4, P5 x 7 days
	
	Masterclass in Finland :
	  − Two experts from each LA HEI (7-8 days incl. travels)
	
	SUBCONTRACTING - organization of the events:
	  − logistic support for the training in Asunción (printing materials, renting room, technical services)
	  − logistic support for the training in Montevideo (printing materials, renting room, technical services)
	  − logistic support for the training in Santiago de Chile (printing materials, renting room, technical services)
	  − logistic support for the organization of the intensive week in Cologne (printing materials, renting room, technical services)
	  − logistic support for the organization of the intensive week in Barcelona (printing materials, renting room, technical services)
	  − logistic support for the organization of the intensive week in Pavia (printing materials, renting room, technical services)
	  − logistic support for the organization of the Master class in Turku (renting room, technical services)
	  − Interpreters english-spanish during the Master class in Turku
	  − Printing books for the Master class in Turku
	
	Subcontracting the organization of the events and training, as well as other technical/logistic services to an external agency will smooth the process and optimize it.

Deliverables/results/outcomes

Expected Deliverable/Results/	Work Package and Outcome ref.nr		**2.1.**

Outcomes	Title	Compendium on best practices exchange during first round of EU training	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event X Report ☐ Service/Product
	Description	After the first round of trainings in Pavia, Barcelona and Cologne a collection of relevant examples, visits, lectures and discussions will be produced	
	Due date	December 2021	
	Languages	English-Spanish	
Target groups	X Teaching staff ☐ Students X Trainees X Administrative staff X Technical staff ☐ Librarians ☐ Other		
	If you selected 'Other', please identify these target groups. *(Max. 250 words)*		
Dissemination level	☐ Department / Faculty ☐ Local ☐ National X Institution ☐ Regional ☐ International		

	Work Package and Outcome ref.nr		2.2.
Expected Deliverable/Results/ Outcomes	Title	**Blended lectures and teaching materials**	
	Type	X Teaching material X Learning material X Training material	☐ Event ☐ Report ☐ Service/Product
	Description	The lectures and the intensive courses and some relevant discussion sessions held in Paraguay, Uruguay and Chile will be recorded and made available on the virtual platform.	
	Due date	June 2022	
	Languages	English-Spanish	
Target groups	X Teaching staff ☐ Students X Trainees X Administrative staff X Technical staff ☐ Librarians ☐ Other		
	If you selected 'Other', please identify these target groups. *(Max. 250 words)*		
Dissemination level	☐ Department / Faculty ☐ Local X National X Institution X Regional X International		

	Work Package and Outcome ref.nr		2.3.
Expected Deliverable/Results/ Outcomes	Title	**Master Class handbook**	
	Type	X Teaching material X Learning material X Training material	☐ Event ☐ Report ☐ Service/Product

	Description	Teaching material of the Master Class held in Turku will be collected in a manual
	Due date	July 2022
	Languages	English
Target groups	X Teaching staff ☐Students X Trainees X Administrative staff X Technical staff ☐Librarians ☐Other	
	If you selected 'Other', please identify these target groups. *(Max. 250 words)*	
Dissemination level	☐Department / Faculty ☐Local X National XInstitution X Regional X International	

Work package type and ref.nr	DEVELOPMENT	3
Title	**Implementation of Strategies and Creation of coordination units on outreach and futures research in each LA university and support kick-off activities**	
Related assumptions and risks	The risk related to this phase concerns the possibility to set-up new operation units in LA universities. For example, changes in the governance of the institutions may compromise the plans of building new structures as previously decided. However, INCAS aims at organizing units of trained staff, that not necessarily impact on the institutional organization. The assumption is that INCAS interaction stimulates the interest of the decision-makers at university level and the participation in the project involving also non-academic stakeholders.	
Description	This WP will use the knowledge exchanged in WP2 to further detail the institutional development plans, designing a path to implement the gained knowledge into LA HEI strategies (first phase). Based on the transferred knowledge in WP2, a **coordination unit on outreach and futures research** (from here on: Unit) will be created with the aim of supporting all the departments/research centers in their research and training activities. These Units will interact with academia but also with civil society and enterprises looking for partnerships, and supporting the establishment of spin-off. Their tasks will be the scouting of internal competence, the search for exchange possibilities, the establishment of new collaborations. Moreover, they will actively help researchers in carrying out specific activities on their work (for example support in patenting, drafting proposals, review the budget). A Unit will be composed by at least 2 experts (1 academic and 1 administrative, for example) properly trained and equipped with appropriate hardware/software, a meeting room that can act as a co-working space and a meeting point for the organization of training activities, online courses, b2b meetings etc. At a third phase, WP3 includes strategic foresight facilitation and coaching for the refinement and sophistication of Unit action plans (enrichment, vision, stakeholders, roadmap etc.), developing strategies to implement the lessons learned in the WP2 workshops. Experts from EU will go to the six LA HEIs to accompany the crucial phase of Unit start. Regarding future research, a **pilot event** will be organized, representing an example of future activities carried out by the Units. Each LA Partner HEI has specific contextual (strategic) needs with focus on different aspects of futures research such as basic future studies education, sustainable development, global governance or corporate foresight. Unit-specific actions are driven by these needs, and, for example, a new Unit could	

	organize a summer/winter school for postgraduate students on transversal and soft skills, or an intensive training on how to set-up a spin off for the researchers in a given discipline, or a b2b meeting identifying some external participants such as industries and/or Institutions of the territory. This pilot event will be organized with the support of EU partners, involving EU trainers, of and it will be advertised also among other Universities (for example, other members of AUGM).
	Finally, as the fourth phase and another deliverable of the project, a **virtual platform** collecting all the activities, proposals, networks, ideas, calls, generated by the Units of the LA partners, will be created, and managed by AUGM. This platform, in the form of a website, will be useful to spread the ideas and the opportunities to other AUGM Universities, acting as an amplifier of the best practices transferred in the frame of this project. The website is also a starting point for continued connectivity and interaction as one of the permanent results of the project, giving boost to a rich variety of networking possibilities in the long run. The virtual platform will be a valuable tool to feed the collaboration between CG and AUGM. For example, it could link a recent CG project called "New Learning Spaces". It is a web resource regarding learning with digital technologies and new, flexible learning spaces, which allow for a wide array of teaching approaches and student collaboration in universities. This online resource will promote the sharing of knowledge on these important developments, and a reflection on the pedagogic, technological, and infrastructural aspects involved. It will include examples of innovative rooms, and of successful pedagogical practices, but also guidelines for developing and handling these learning spaces and links to other online resources, and to current research on learning spaces. The establishment of the virtual platform will start right after the end of WP1.
Tasks	**3.1** Design the Unit in each LA partner **3.2** Guiding LA universities in identifying the resources needed to establish a Unit (staff, equipment, software, etc.) **3.3** Reinforcing long-term strategic orientation (foresight) of Units **3.4** Coaching visits of EU experts at LA universities **3.5** Organising a pilot event in each LA university, supported by EU partners **3.6** Creating and feeding a virtual platform managed by AUGM (with a theoretical document, a manual on how to build the platform, needs analysis, etc.)

Estimated Start Date (dd-mm-yyyy)	01/04/2022	**Estimated End Date (dd-mm-yyyy)**	31/12/2023
Lead Organisation	TURKU UNIVERSITY (P3)		
Participating Organisation	ALL THE PARTNERS		
Costs *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.*	TRAVELS Experts from EU partner organisations in each LA partner giving support, training, facilitating etc. (7-8 days per LA partner, including travels) – 1 person from P1, P2, P3, P4 + 2 people from P5 travelling to LA x 7 days EQUIPMENT – 2 laptops and 1 projector for the establishment of the Units in each LA HEIs SUBCONTRACTING – Set up and development of a virtual platform for the cooperation EU-LA – 10 licences for online technical english course per each LA HEIs		

Deliverables/results/outcomes

	Work Package and Outcome ref.nr		**3.1.**
Expected Deliverable/Results/ Outcomes	Title	**Terms of Reference (ToR) of the Units**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event X Report X Service/Product
	Description	Each LA HEI will be able to complete a document describing: - organization chart of the Unit - equipment and infrastructure -goals -type of actions -long term sustainability	
	Due date	June 2023	
	Languages	Spanish	
Target groups	X Teaching staff ☐Students X Trainees X Administrative staff X Technical staff ☐Librarians ☐Other		
	If you selected 'Other', please identify these target groups. (Max. 250 words)		
Dissemination level	☐Department / Faculty XInstitution	☐Local X Regional	X National X International

	Work Package and Outcome ref.nr		**3.2.**
Expected Deliverable/Results/ Outcomes	Title	**Establishment of the INCAS virtual platform**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event ☐ Report X Service/Product
	Description	Virtual platform up and running (INCAS website available)	
	Due date	May 2021	
	Languages	English - Spanish	
Target groups	X Teaching staff X Students X Trainees X Administrative staff X Technical staff ☐Librarians ☐Other		
	If you selected 'Other', please identify these target groups. (Max. 250 words)		
Dissemination level	☐Department / Faculty XInstitution	X Local X Regional	X National X International

	Work Package and Outcome ref.nr		**3.3.**
Expected Deliverable/Results/			

Outcomes	Title	Organization of pilot events	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event ☐ Report X Service/Product
	Description	Each LA HEI will upload on the platform a document containing the programme and a short report of the dissemination events organized	
	Due date	December 2023	
	Languages	Spanish	
Target groups	X Teaching staff X Students X Trainees X Administrative staff X Technical staff ☐Librarians ☐Other *If you selected 'Other', please identify these target groups.* *(Max. 250 words)*		
Dissemination level	☐Department / Faculty X Local X National XInstitution X Regional X International		

Work package type and ref.nr	QUALITY PLAN	4
Title	**Quality Assessment**	
Related assumptions and risks	A good quality plan depends on precise definitions of roles, functions and deadlines. However, communication over long distances and time are always a challenge. There is always the risk that not all participants will be able to fulfill their duties. There is always the risk of an inefficient plan for quality and monitoring activities, as it is also difficult to anticipate difficulties of the project beforehand. Improper time management could be the consequence. If reporting methods are not defined and communicated clearly there is also the risk of random and unorganized reporting methods for the project tasks. Furthermore, there is always the risk of failure of delivering the projects outcomes as stated in the plan.	
Description	The purpose of a Quality Assurance Plan (QAP) is to establish the prerequisites of quality. Therefore, the QAP defines a clear strategy to monitor and control the quality of all processes and deliverables throughout the project. The QAP has to assure that all activities and outputs are delivered and fulfill the needs they were designed for. Thus, it is important to identify the right needs precisely from the beginning and to describe how they should be satisfied. The QAP has then to ensure that all the activities are in conformance with the contract drawings and specifications. This work package will therefore develop a coherent QAP that takes into consideration the special risks and challenges of the project. These specialties derive from the nature of the project: involving two broad and distant regions, LA and EU, covering a broad set of challenges. The QAP will be prepared taking into account the following aspects: **Definition of the needs at the LA – and the EU – Universities**	

The needs at the LA (and EU) universities (see also WP1) will be defined from a QAP perspective. Which abilities are the universities missing that they intend to develop throughout this project? These needs might be different from university to university. How can these needs be transformed into "SMART" (Specific Measurable Achievable Reasonable Time Bound) goals? At the LA HEIs these needs might focus on entrepreneurship capacities, at EU universities certain capabilities for capacity building projects might still be missing and exchange between the European universities might be necessary. In the beginning of the project, the QAC will assist all partner universities to implement procedures at their university in order to collect data and statistics needed to monitor indicators of success of the project. This action will transform the needs identified in WP1 into clear aims and sub aims that can be monitored for QA-reasons. It will develop a timetable and milestone plan with clear defined needs, aims and approaches to reach these aims.

Definition of Roles and Responsibilities

Next to defining needs at LA and EU universities, this WP4 will right from the beginning focus on defining clear roles and responsibilities for the project itself, on a QAP perspective. A Quality Assurance Committee (QAC) with representatives from all universities and from all Working packages will be established. Each aim will be assigned to a clear responsible person and institution with a clear deadline to make sure that tasks are fulfilled on time. The QAC will assure that every project member will receive reminders about deliverables.

Evaluation of the workshops and trainings

WP4 will develop evaluating tools, such as questionnaires for participants, to assure that the workshops fulfill the defined knowledge needs that were defined earlier. Based on the evaluation, the Quality Assurance Committee will make constantly suggestions for improving the upcoming workshops, to ensure that workshops and the focus on needs will improve throughout the project and there will be a learning process, the more the participants get to know each other and their special needs over time.

Tasks	**4.1** Establishment of the Quality Assurance Committee (QAC) **4.2** Development of the Quality Assurance Plan (D4.1) **4.3** Preparation, submission, collection and analysis of the questionnaires for the evaluation of the workshops and trainings **4.4** Preparation of the Quality reports **4.5** Periodical virtual meetings of the QAC

Estimated Start Date (dd-mm-yyyy)	15/01/2021	**Estimated End Date (dd-mm-yyyy)**	14/01/2024

Lead Organisation	UNIVERSITY OF COLOGNE (P4)
Participating Organisation	ALL THE PARTNERS
Costs *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.*	SUBCONTRACTING − External quality assessment: an independent expert of EU funded projects will support the project and the WP leader in defining the quality plan and assessing the overall quality of the project

Deliverables/results/outcomes

	Work Package and Outcome ref.nr		**4.1.**
Expected Deliverable/Results/ Outcomes	Title	**Quality Assurance Plan**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event X Report ☐ Service/Product
	Description	The Quality Assurance Committee (supported by an external evaluator) will prepare a proper Quality Assurance Plan, defining indicators, roles, responsibilities and tasks, in order to achieve the project objectives.	
	Due date	April 2021	
	Languages	English	
Target groups	X Teaching staff ☐Students X Trainees X Administrative staff X Technical staff ☐Librarians ☐Other		
	If you selected 'Other', please identify these target groups. (Max. 250 words)		
Dissemination level	☐Department / Faculty X Institution	☐Local X Regional	X National X International

	Work Package and Outcome ref.nr		**4.2.**
Expected Deliverable/Results/ Outcomes	Title	**Questionnaires for the Evaluation of workshop**s	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event X Report ☐ Service/Product
	Description	Questionnaires for participants to the workshops and trainings performed in WP2 and WP3 will be prepared, collected and evaluated, to assure that the workshops fulfill the defined knowledge needs that were defined earlier.	
	Due date	October 2021(EU intensive weeks), February 2022 (trainings in LA), September 2022 (Master class in Turku)	
	Languages	English	
Target groups	X Teaching staff ☐Students X Trainees X Administrative staff X Technical staff ☐Librarians ☐Other		
	If you selected 'Other', please identify these target groups. (Max. 250 words)		
Dissemination level	☐Department / Faculty X Institution	☐Local X Regional	X National X International

<table>
<tr><td rowspan="7">Expected Deliverable/Results/ Outcomes</td><td>Work Package and Outcome ref.nr</td><td colspan="2" style="text-align:right">4.3.</td></tr>
<tr><td>Title</td><td colspan="2">Quality Reports</td></tr>
<tr><td>Type</td><td>☐ Teaching material
☐ Learning material
☐ Training material</td><td>☐ Event
X Report
☐ Service/Product</td></tr>
<tr><td>Description</td><td colspan="2">The Quality Assurance Committee (supported by an external evaluator) quality reports, collecting the inputs of all the WP leaders, evaluating the level of achievement of project objectives, indicators and deliverables and suggesting improvements and possible adjustments.</td></tr>
<tr><td>Due date</td><td colspan="2">December 2021, December 2022</td></tr>
<tr><td>Languages</td><td colspan="2">English</td></tr>
</table>

Target groups	X Teaching staff ☐ Students X Trainees X Administrative staff X Technical staff ☐ Librarians ☐ Other
	If you selected 'Other', please identify these target groups. *(Max. 250 words)*

Dissemination level	☐ Department / Faculty X Institution	☐ Local X Regional	X National X International

Work package type and ref.nr	**DISSEMINATION & EXPLOITATION**	**5**
Title	**Spread INCAS results and make them useful for other Institutions**	
Related assumptions and risks	Assumption: all the partners are committed and carry on the activities also with their own resources, for example presenting the results in national and international conferences, advertising the INCAS activities in local media, etc.	
Description	Dissemination will be a key activity and commitment in INCAS. This is due to the nature of consortium that brings together two of the most important regional networks of universities, the Coimbra Group for Europe and the Asociacion Grupo de Montevideo for Latin America. As already explained in the previous sections, INCAS is the result of a long standing cooperation between the two networks, and its aim is to exploit and disseminate the results among all the associate partners (around 35 universities in each network) and, beyond, at EU and LA level. The participation to all the project activities of associate universities not belonging in INCAS consortium will facilitate the dissemination and exploitation of the results and will contribute to spread the impact of the project beyond the consortium. A proper dissemination and communication plan (D5.1) will be prepared at the beginning of the project and will guide all the WP5 activities during the project life. Given the nature of INCAS project, developments activities will be strictly interconnected with dissemination and exploitation events: − the virtual platform, that will be a deliverable of WP1, will also serve as a dissemination tool, spreading INCAS activities, events, deliverables, results; − the organization of the pilot events in each LA partner targeted to external stakeholders (enterprises, start-ups, NGOs, associations, etc..) that will be a deliverable of WP3, could also be considered as a dissemination and exploitation activity	

	Dissemination materials (posters, leaflets, roll-ups) will be developed and distributed to all the partners, in order to be used during national and international disseminations events. All the partners will open a dedicated INCAS page on their institutional websites, with a link to the INCAS virtual platform, as well as spread the INCAS activities and results on the local media, social media, etc. An annual newsletter will be published and distributed through the INCAS platform (D5.2) Beyond the INCAS dissemination events, all the partners commits to disseminate the results at national and regional level, for example presenting the project during scientific conferences, international fairs (for example FIESA, EAIE, NAFSA, FAUBAI) or organizing advocacy events addressed to national authorities. CG and AUGM will present INCAS and constantly update all the associate members during their periodical meetings and General Assemblies, as well as though their periodical newsletters. INCAS will organize 4 dissemination events, one in Europe and one in each of the partner countries: - the first dissemination event will coincide with the coordination meeting in Asunciòn at P8 (march 2023) - one day will be dedicated to organize a public conference - the INCAS virtual platform and the first results of the WP3 will be presented - the second dissemination event will be organized in Santiago de Chile at P12 (july 2023) - the INCAS virtual platform and the first results of the WP3 will be presented - the third dissemination meeting will be organized in Montevideo at P6 (november 2023) where all the LA partners could presents the results of the organization of the pilot event of WP3 - a final conference in Bruxelles at P5 (january 2024) will be organized by the CG, mainly addressed to EU policy makers and other EU academic and non-academic stakeholders.
Tasks	**5.1** Preparation of the dissemination and communication plan (D5.1) **5.2** Dissemination of the activities in each partner institution (websites, social networks, newsletters, etc..) **5.3** Dissemination of the activities at local, regional and international level through the participation to conferences, fairs, articles and news on the local media, etc.. **5.4** Organization of the first dissemination event in Paraguay (march 2023) **5.5** Organization of the second dissemination event in Chile (july 2023) **5.6** Organization of the third dissemination event in Uruguay (november 2023) **5.7** Organization of the final conference in Bruxelles (january 2024) **5.8** Preparation of the three INCAS newsletters (D5.2)
Estimated Start Date (dd-mm-yyyy)	15/01/2021 **Estimated End Date (dd-mm-yyyy)** 14/01/2024
Lead Organisation	AUGM (P6) + CG (P5) + UNIVERSITY OF PAVIA (P1)
Participating Organisation	ALL THE PARTNERS
Costs *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is*	TRAVELS Dissemination event in Santiago de Chile: 2 people from P1, 1 from P2, P3, P4, P5 + 3 people from P6,P7,P8, P9, P10, P11 travelling to Santiago de Chile x 4 days Dissemination event in Montevideo: 3 people from P1, 2 from P2, P3, P4, P5 + 3 people from P8,P9, P10, P11, P12 travelling to Montevideo x 5 days Final conference in Bruxelles:

necessary, explain why the task cannot be performed by the partner.	− 3 people from P1 and 2 people from all the other partners travelling to Bruxelles x 7 days Note: the first dissemination event (5.4) will coincide with the coordination meeting, thus the costs are listed in WP6 SUBCONTRACTING − Logistic support for the organization of the dissemination events in Montevideo, Santiago de Chile and Bruxelles, needed to optimize the organization of the events with an externalization to specialized agencies. − Production and purchase of dissemination material: logo, leaflets, posters, roll-up and other dissemination materials

Deliverables/results/outcomes

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr		**5.1.**
	Title	**Dissemination and communication plan**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event X Report ☐ Service/Product
	Description	The dissemination and communication plan, prepared by CG, AUGM and UNIPV with the contribution of all partners, will be the milestone to define strategies, objectives and indicators of the WP.	
	Due date	April 2021	
	Languages	English	
Target groups	X Teaching staff ☐ Students X Trainees X Administrative staff X Technical staff ☐ Librarians ☐ Other		
	If you selected 'Other', please identify these target groups. (Max. 250 words)		
Dissemination level	☐ Department / Faculty ☐ Local X National X Institution ☐ Regional X International		

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr		**5.2.**
	Title	**INCAS newsletter**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event ☐ Report X Service/Product
	Description	At the end of each project year, a newsletter will be prepared and distributed through the INCAS platform.	
	Due date	December 2021, December 2022, December 2023	
	Languages	English	
Target groups	X Teaching staff ☐ Students X Trainees X Administrative staff		

	X Technical staff ☐Librarians ☐Other
	If you selected 'Other', please identify these target groups. *(Max. 250 words)*
Dissemination level	☐Department / Faculty ☐Local X National X Institution X Regional X International

Work package type and ref.nr	**MANAGEMENT**	**6**
Title	**Project Management**	
Related assumptions and risks	Assumptions: all the partners are fully committed, respect deadlines, deliver financial and administrative documents on time, communicate with the coordinator on regular basis	
Description	The project management will be led by the University of Pavia. UNIPV will: -coordinate the communication among all the partners -dialogue with EACEA and its project officer -make sure that all the partners are fully committed to the project objectives, respect deadlines, carry on all the tasks and activities foreseen by the project. This coordination task will be taken by a dedicated project coordinator that will be responsible for all the administrative tasks, supported by the International Office and by the academic coordinator. Following a best practice consolidated during the project preparation, the coordinator will be strongly supported by CG and AUGM. In particular, AUGM will facilitate the coordination of the LA partners. Both CG and AUGM will also facilitate the involvement of their associate universities in the project activities, particularly the training activities of WP2 and WP3 and the dissemination activities of WP5. In order to maximize the efficiency of the project management, the following INCAs bodies will be created: STEERING COMMITTEE (SC) It will be composed by two representatives from each full partner (one taking care of the academic aspects, one taking care of the managerial aspects of the project) and by the project coordinator. It will be the main body, taking all the strategic decisions during the project life. It will meet during the coordination meetings. EXECUTIVE COMMITTEE (EXC) It will be a restricted body that will meet virtually on a regular basis (once every month), monitoring the implementation of the project activities, facilitating the functioning of the Steering Committee. It will be composed by the project coordinator, one representative from CG, one from AUGM, one from a university from Chile, one from Paraguay and one from Uruguay. Both SC and EXC will interact with the Quality Committee established in WP4 **J**and with the WP leaders. The following coordination meetings will be organized during the project life:	

	– Kick off meeting in Montevideo (AUGM, P6) – March 2021 – start working on WP1 and define better WP2 + start setting up the layout and the philosophy of the Virtual Platform – Coordination meeting in Pavia (P1), in concomitance with the first intensive week that LA partners will spend in EU - June 2021. It will be a sort of kick-off meeting of the training activities, after having elaborated the results of WP1 – Coordination meeting in Valparaiso (P12) – March 2022 – Point on WP2 and start defining WP3 – Coordination meeting in Asuncion, Paraguay (P8) – March 2023 - Point on Unit development (WP3), organize Pilot Events and refine contents in the Virtual Platform Coordination meetings will also be organized in concomitance with the main dissemination events organized in the framework of WP5.
Tasks	**6.1** Formalization of the Grant Agreement and monitoring of its compliance. **6.2** Signature of the partnership agreements **6.3** Establishment of the Steering Committee **6.4** Establishment of the Executive Committee **6.5** Provision of templates for the partners to prepare the reports **6.6** Coordination meeting in Pavia **6.7** Coordination meeting in Valparaiso **6.8** Coordination meeting in Asunciòn **6.9** Monitoring, assessment and control of the progress of the project throughout all the project's life **6.10** Regular internal and external communication **6.11** Elaboration of mid-term and final evaluation reports
Estimated Start Date (dd-mm-yyyy)	15/01/2021
Estimated End Date (dd-mm-yyyy)	14/01/2024
Lead Organisation	UNIVERSITY OF PAVIA (P1)
Participating Organisation	ALL THE PARTNERS
Costs *Please explain the necessary costs for this WP: What travels are necessary? If equipment is requested, explain why it is required. If subcontracting is necessary, explain why the task cannot be performed by the partner.*	TRAVELS – Kick-off in Bruxelles: 1 person from P1, one from P6 x 3 days – Coordination meeting in Pavia during the intensive week: 2 people from P2, P3, P4, P5 to Pavia x 2 days – Coordination meeting in Valparaiso: 2 participants from each partner + 3 from P1 x 7 days – Coordination meeting in Asunciòn: 2 participants from each partner + 3 from P1 x 7 days SUBCONTRACTING – Audit – Logistic support for the organization of the coordination meetings (Montevideo, Asuncion, Valparaiso)

Estimated Start Date (dd-mm-yyyy)	15/01/2021	**Estimated End Date (dd-mm-yyyy)**	14/01/2024

Deliverables/results/outcomes

Expected Deliverable/Results/Outcomes	Work Package and Outcome ref.nr		**6.1.**
	Title	**Minutes of the coordination meetings**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event X Report ☐ Service/Product

	Description	After all the coordination meetings (Steering Committee meetings) the coordinator will prepare and circulate the minutes, with a summary of all the relevant decisions taken and next steps to be performed
	Due date	March 2021, June 2021, March 2022, March 2023, November 2023
	Languages	English
Target groups	X Teaching staff ☐Students X Trainees X Administrative staff X Technical staff ☐Librarians ☐Other	
	If you selected 'Other', please identify these target groups. (Max. 250 words)	
Dissemination level	☐Department / Faculty ☐Local ☐National ☐Institution ☐Regional ☐International	

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	**6.2.**	
	Title	**Mid term report**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event X Report ☐ Service/Product
	Description	The coordinator, with the support of all the partners, will prepare and submit the mid-term report to EACEA	
	Due date	June 2022	
	Languages	English	
Target groups	X Teaching staff ☐Students X Trainees X Administrative staff X Technical staff ☐Librarians ☐Other		
	If you selected 'Other', please identify these target groups. (Max. 250 words)		
Dissemination level	☐Department / Faculty ☐Local ☐National ☐Institution ☐Regional ☐International		

Expected Deliverable/Results/ Outcomes	Work Package and Outcome ref.nr	**6.3.**	
	Title	**Final report**	
	Type	☐ Teaching material ☐ Learning material ☐ Training material	☐ Event X Report ☐ Service/Product
	Description	The coordinator, with the support of all the partners, will prepare and submit the final report to EACEA	
	Due date	January 2024	
	Languages	English	
Target groups	X Teaching staff ☐Students X Trainees		

	Ҳ Administrative staff Ҳ Technical staff ☐Librarians ☐Other
	If you selected 'Other', please identify these target groups. *(Max. 250 words)*
Dissemination level	☐Department / Faculty ☐Local ☐National ☐Institution ☐Regional ☐International

E.7 Consortium partners involved and human resources required to complete the work packages

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

Work Package Ref.nr	Partner nr	Partner acronym	Country	Number of staff days[1]					Exact Role and tasks of each person in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
PREPARATION	P1	UNIPV	ITALY	0,0	20,0	0,0	0,0	20	Participation in activities 1.1, 1.2, 1.5, 1.6
	P2	UB	SPAIN	0,0	15,0	0,0	0,0	15	Participation in activities 1.1, 1.2, 1.5, 1.6
	P3	UTU	FINLAND	0,0	15,0	0,0	0,0	15	Participation in activities 1.1, 1.2, 1.5, 1.6
	P4	UoC	GERMANY	0,0	15,0	0,0	0,0	15	Participation in activities 1.1, 1.2, 1.5, 1.6
	P5	CG	BELGIUM	0,0	15,0	0,0	0,0	15	Participation in activities 1.1, 1.2, 1.5, 1.6
	P6	AUGM	URUGUAY	10,0	25,0	0,0	10,0	45	WP1 leader, participation in all activities of WP1
	P7	Udelar	URUGUAY	0,0	25,0	0,0	5,0	30	Participation in all activities of WP1
	P8	UNA	PARAGUAY	0,0	25,0	0,0	5,0	30	Participation in all activities of WP1
	P9	UNI	PARAGUAY	0,0	25,0	0,0	5,0	30	Participation in all activities of WP1
	P10	UNE	PARAGUAY	0,0	25,0	0,0	5,0	30	Participation in all activities of WP1
	P11	UV	CHILE	0,0	25,0	0,0	5,0	30	Participation in all activities of WP1
	P12	USCH	CHILE	0,0	25,0	0,0	5,0	30	Participation in all activities of WP1
			SUBTOTAL	**10**	**255**	**0**	**40**	**305**	
DEVELOPMENT	P1	UNIPV	ITALY	0,0	80,0	5,0	5,0	90	Participation in all activities of WP2; participation in activities 3.2, 3.3, 3.4, 3.5, 3.6
	P2	UB	SPAIN	20,0	100,0	5,0	15,0	140	WP2 leader, Participation in all activities of WP2; participation in activities 3.2, 3.3, 3.4, 3.5, 3.6
	P3	UTU	FINLAND	10,0	95,0	5,0	10,0	120	Participation in all activities of WP2, WP3 leader, participation in activities 3.2, 3.3, 3.4, 3.5, 3.6

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[1]*Please see Programme Guide, Part B for your action, Table A – Project Implementation (amounts in Euro per day) Programme Countries and Table B - Project Implementation (amounts in Euro per day) Partner Countries.*

	P4	UoC	GERMANY	5,0	70,0	5,0	5,0	85	WP2 co-leader; Participation in all activities of WP2; participation in activities 3.2, 3.3, 3.4, 3.5, 3.6
	P5	CG	BELGIUM	0,0	60,0	0,0	0,0	60	Participation in all activities of WP2, participation in activities 3.2, 3.3, 3.4, 3.5, 3.6
	P6	AUGM	URUGUAY	0,0	75,0	10,0	15,0	100	Participation in all activities of WP2, WP3. AUGM will manage the Virtual Platform and act as as supervisor to uniformate efforts and participation of all LA HEIs
	P7	Udelar	URUGUAY	0,0	75,0	5,0	15,0	95	Participation in all activities of WP2, WP3
	P8	UNA	PARAGUAY	0,0	75,0	5,0	15,0	95	Participation in all activities of WP2, WP3
	P9	UNI	PARAGUAY	0,0	75,0	0,0	10,0	85	Participation in all activities of WP2, WP3
	P10	UNE	PARAGUAY	0,0	75,0	0,0	10,0	85	Participation in all activities of WP2, WP3
	P11	UV	CHILE	0,0	75,0	0,0	10,0	85	Participation in all activities of WP2, WP3
	P12	USCH	CHILE	0,0	75,0	5,0	15,0	95	Participation in all activities of WP2, WP3
SUBTOTAL				**35**	**930**	**45**	**125**	**1135**	
QUALITY PLAN	P1	UNIPV	ITALY	5,0	30,0	0,0	10,0	45	Participation in all activities of WP4, supervising the interactions between the Quality Committee and the other INCAS management bodies
	P2	UB	SPAIN	0,0	20,0	0,0	10,0	30	Participation in all activities of WP4
	P3	UTU	FINLAND	0,0	20,0	0,0	10,0	30	Participation in all activities of WP4
	P4	UoC	GERMANY	10,0	50,0	0,0	15,0	75	WP4 leader; participation in all activities of WP4
	P5	CG	BELGIUM	0,0	20,0	0,0	10,0	30	Participation in all activities of WP4
	P6	AUGM	URUGUAY	0,0	20,0	0,0	10,0	30	Participation in all activities of WP4
	P7	Udelar	URUGUAY	0,0	20,0	0,0	10,0	30	Participation in all activities of WP4
	P8	UNA	PARAGUAY	0,0	20,0	0,0	10,0	30	Participation in all activities of WP4
	P9	UNI	PARAGUAY	0,0	20,0	0,0	10,0	30	Participation in all activities of WP4
	P10	UNE	PARAGUAY	0,0	20,0	0,0	10,0	30	Participation in all activities of WP4
	P11	UV	CHILE	0,0	20,0	0,0	10,0	30	Participation in all activities of WP4
	P12	USCH	CHILE	0,0	20,0	0,0	10,0	30	Participation in all activities of WP4
SUBTOTAL				**15**	**280**	**0**	**125**	**420**	

DISSEMINATION & EXPLOITATION	P1	UNIPV	ITALY	0,0	30,0	10,0	10,0	50	WP5 co-leader, participation in activities 5.1, 5.2, 5.3, 5.7, 5.8
	P2	UB	SPAIN	0,0	20,0	5,0	5,0	30	Participation in activities 5.2, 5.3, 5.7
	P3	UTU	FINLAND	0,0	20,0	5,0	5,0	30	Participation in activities 5.2, 5.3, 5.7
	P4	UoC	GERMANY	0,0	20,0	5,0	5,0	30	Participation in activities 5.2, 5.3, 5.7
	P5	CG	BELGIUM	0,0	40,0	5,0	5,0	50	WP5 co-leader, participation in activities 5.1, 5.2, 5.3, 5.7, 5.8
	P6	AUGM	URUGUAY	0,0	30,0	5,0	5,0	40	WP5 co-leader, participation in activities 5.1, 5.2, 5.3, 5.7, 5.8
	P7	Udelar	URUGUAY	0,0	25,0	5,0	10,0	40	Participation in activities 5.2, 5.3, 5.6, 5.7
	P8	UNA	PARAGUAY	0,0	25,0	5,0	10,0	40	Participation in activities 5.2, 5.3, 5.4, 5.7
	P9	UNI	PARAGUAY	0,0	25,0	5,0	10,0	40	Participation in activities 5.2, 5.3, 5.4, 5.7
	P10	UNE	PARAGUAY	0,0	25,0	5,0	10,0	40	Participation in activities 5.2, 5.3, 5.4, 5.7
	P11	UV	CHILE	0,0	25,0	5,0	10,0	40	Participation in activities 5.2, 5.3, 5.5, 5.7
	P12	USCH	CHILE	0,0	25,0	5,0	10,0	40	Participation in activities 5.2, 5.3, 5.5, 5.7
		SUBTOTAL		**0**	**310**	**65**	**95**	**470**	
MANAGEMENT	P1	UNIPV	ITALY	130	0,0	0,0	160,0	290	WP6 leader, participation in all WP6 activities
	P2	UB	SPAIN	30,0	0,0	0,0	20,0	50	Participation in activities 6.2, 6.3, 6.4, 6.10
	P3	UTU	FINLAND	30,0	0,0	0,0	20,0	50	Participation in activities 6.2, 6.3, 6.4, 6.10
	P4	UoC	GERMANY	30,0	0,0	0,0	20,0	50	Participation in activities 6.2, 6.3, 6.4, 6.10
	P5	CG	BELGIUM	30,0	0,0	0,0	20,0	50	Participation in activities 6.2, 6.3, 6.4, 6.10
	P6	AUGM	URUGUAY	50,0	0,0	0,0	20,0	70	Participation in activities 6.2, 6.3, 6.4, 6.10
	P7	Udelar	URUGUAY	30,0	0,0	0,0	20,0	50	Participation in activities 6.2, 6.3, 6.4, 6.10
	P8	UNA	PARAGUAY	30,0	0,0	0,0	20,0	50	Participation in activities 6.2, 6.3, 6.4, 6.8, 6.10
	P9	UNI	PARAGUAY	30,0	0,0	0,0	20,0	50	Participation in activities 6.2, 6.3, 6.4, 6.10
	P10	UNE	PARAGUAY	30,0	0,0	0,0	20,0	50	Participation in activities 6.2, 6.3, 6.4, 6.10
	P11	UV	CHILE	30,0	0,0	0,0	20,0	50	Participation in activities 6.2, 6.3, 6.4, 6.7 6.10
	P12	USCH	CHILE	30,0	0,0	0,0	20,0	50	Participation in activities 6.2, 6.3, 6.4, 6.10
		SUBTOTAL		**480**	**0**	**0**	**380**	**860**	
		TOTAL		**540**	**1775**	**110**	**765**	**3245**	

INCAS: INstruments to Connect Academia to Society

F.1 Background of partnership and the proposal preparation

Please provide shortly the history of cooperation between partners (if any). How the idea of the project was developed and which/ who among partners contributed to the proposal development. (limit 3.000 characters)

INCAS was born in the framework of the ongoing cooperation between the CG Latin America Working Group and AUGM. The two networks have a long-standing partnership that dates to over ten years ago, through which members have been involved in a range of exchange activities. More recently this exchange shifted to research with initial conversations around a possible joint proposal starting in the LAWG meetings held in Kholn (November 2018) and in Krakow (June 2019). Following workshops organised around these meetings, the CG decided to strengthen the cooperation among the two networks, moving beyond the organization of joint events and opportunities for student and staff exchanges, reaching a more structured, durable cooperation that could have an impact on LA universities and their capacities.

To this aim, the two networks jointly organized a development-research and cooperation meeting in Turku (September 2019), where work focused on identifying topics of mutual interest for a joint CBHE project proposal. The discussions were structured around identifying specific needs for both LA universities (and societies) as well as for Europeans, deepening knowledge around the needs of future graduates, innovative skills development and the role of academia in society. This is when the main ideas around INCAS were framed, inspired among other inputs by the Future Studies Department at the University of Turku.

The University of Pavia decided to take the lead in the development of the project proposal, with the initial support of CG (the chair of the LAWG) and AUGM (Executive Secretary and representatives of the network).

The selection approach within CG and AUGM for main academic partners on this proposal was based on ensuring the achievement of the proposed objectives, with a range of capabilities and local contexts across all partners, as well as a balanced geographical spread. With the aim of ensuring inclusion across both networks, the partners agreed on the benefit of including other interested universities across the range of the proposed activities as associated partners. For instance, the places for the training activities assigned to the CG, are intended to give the chance to other CG universities to participate by selecting experts to travel to LA for intensive training.

On the LA side, AUGM selected the countries and the institutions more in line with INCAS's aims and objectives.
During the development, regular virtual meetings among UNIPV, CG and AUGM will be held, discussing the contents of INCAS. Then UNIPV and CG reported and discussed with the other EU partners (Cologne, Turku and Barcelona) and AUGM reported and discussed with LA universities. In particular, Pavia, Barcelona, Cologne and Turku discussed how to harmonize WP2 and WP3, given the design of WP1 led by AUGM and the LA partners.
The present application is therefore the result of a real joint effort of all the partners, under the leadership of UNIPV, CG and AUGM.

If relevant, please explain how and to which extent the project benefits from the experience and participation of non–academic partners. (limit 3.000 characters)

INCAS benefits of the participation of non-academic associate partners. The inclusion of such partners is important to explore connections between academia and society. This includes examples of how the Programme Partners have fulfilled this objective in different disciplines. For this reason, each EU partners

have invited organizations that actively collaborate with University in enhancing the research results, transforming studies into results to be used by people, promoting the economic and social development of the territory.

Pavia University has linked with INCAS the Technology Park, which will offer LA participants a day of visit and talks, to show examples of technology transfer and entrepreneurial activities. In this context, a specific action, called Univenture, organized to support business ideas from young researchers, will be presented and discussed. Such initiatives may serve as examples of events to be promoted by the new Units generated in LA Universities in WP3.

Barcelona and Turku have selected technology and science parks while Cologne included a number of non-academic partners that can serve as valuable examples of activities performed as knowledge transfer.

See section F4 for the details about INCAS Associated Partners.

Please explain the role and the participation of the Programme Country partners and their support in the development of the different activities (e.g. in the development of the curricula) and (limit 3.000 characters)

The Partners have been selected among the CG members in relation to matching their experience with INCAS goals. The participation of the CG ensures the contribution to specific activities from other partner Universities, bringing added values from different actors. It will also bring input from other Working Groups not necessarily directly connected to Latin America, but rather connected to the overarching aims of the project, such as Employability, Education Innovation, Doctoral Studies or Academic Exchange and Mobility. The Coimbra Group will also have a crucial role in the recruitment of experts and the dissemination of outputs among not only member universities, but also partner institutions, European Commission and other relevant stakeholders.

University of Pavia coordinates INCAS and participates in WPs. University of Pavia is an active member of CONSENS, an E+ Structural project that is offering tailored intensive training programs to LA partners. Pavia University has considerable experience in Technology Transfer activities, in particular several initiatives to spread the culture of innovation have been undertaken especially among students. University of Pavia works at these initiatives together with Netval, an association that brings together universities and research bodies, supporting the enhancement of research results, and other bodies such as the Technology Park in Pavia. In WP2, Pavia will host participants from LA, offering lessons on innovation, soft skills, valorization of research results, as well as a visit and an intensive training at the Technology Park.

University of Barcelona conducts a number of projects promoting knowledge and technology transfer in basic research, together with private and public businesses and institutions. Moreover, it has participated in and coordinated a number of E+ projects. Similarly, the University of Cologne, exhibits a variety of cooperation schemes with LA partners. Furthermore, staff offers the experience of courses on developing promising proposals for national or international research funding dedicated to LA PhD and post-doc, organized with the blended learning approach. These skills have been important to set-up WP2.

Turku, brings the valuable example of Finland Futures Research Centre (FFRC), supporting multidisciplinary basic, applied and tailor-made research, involved in strategic organisational, regional, national and international activities. It carries out foresight studies to support the choices and strategic work of public organisations and companies. Its strategic importance is reflected by being a permanent advisor in the Finnish Parliamentary Committee of the Future, and by collaboration with Ministries. Although the construction of such a complex structure is beyond the goals of INCAS, it has been a source of inspiration for the concept ideas of INCAS and the experience gained by Turku University staff in the process of setting up FFRC are pivotal in the development of WP3.

F.2 Cooperation arrangements, management and communication

Please define the organisation of the implementation of the project and the division of tasks between the partners. Please explain the allocation of resources for each activity. Explain also how the tasks are distributed amongst the partners and how project "ownership" is ensured (limit 3.000 characters).

In INCAS, all partners will be involved in all WPs.
WP1 will be led by P6, who will coordinate work towards mapping capabilities of LA universities and identifying actions to be taken by each LA partners and selected pilot studies..
WP2 will be led by P2 and P4, who will coordinate the training activities in EU and in LA, supporting the LA partners to transform the needs identified in WP1 into training activities.
WP3 will be led by P3, who will support the LA partners to create the coordination unit on outreach and future research, adapting what already developed in WP1 and WP2 to each LA partner's specific needs, structures and specificities.
WP4 will be led by P4, who will lead the establishment of the Quality Assurance Plan, transforming the objectives and needs into indicators from a quality assurance perspective.
WP5 will be led by P6, P5, and P1 who will spread INCAS results and best practices among the two networks and beyond.
WP6 will be led by P1, who will ensure the proper management of the project and the fulfillment of all the obligations.
Adequate resources have been assigned to each WPs, in terms of staff costs and other costs, taking into account the tasks to be performed. WP leaders, for example, will receive higher staff costs in their WPs (especially manager).
The distribution of tasks among the partners on one side and the equal distribution of the budget resources on the other side will guarantee the ownership of the project and the commitment of all the partners. The institutional commitment of CG and AUGM will also ensure the ownership of INCAS

Please explain the overall project and partnership management making specific reference to the management plan and how decisions will be taken. Please describe how permanent and effective communication and reporting will be ensured as well as the measures put in place for conflict resolution (limit 2.000 characters).

The project will be managed by two main bodies: the Steering Committee (SC) composed by two representatives from each full partner and the Executive Committee (EXC), composed by the project coordinator, one representative from CG, one from AUGM, one from a university from Chile, one from Paraguay and one from Uruguay.
SC will meet during the project coordination meetings, while EXC will regularly meet virtually.
Both SC and EXC will interact with the Quality Committee established in WP4 and with the WP leaders.
Appropriate contact/mailing list will be created accordingly at the beginning of the project.
WP leaders will report to the coordinator about the progress of the activities. The local teams in each partner institution will report to the coordinator about the meetings, the internal decisions taken and all other relevant aspects of INCAS project.
Strategic decisions will be taken by SC during the project coordination meetings, while minor/daily decisions will be takens by P1, after consultation with the EXC. In case of conflicts, the primary body who will try to solve them will be the EXC.

F.3 Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners with its affiliated entities (if any)).

Partner number		**P1**
Organisation name & acronym	Università degli Studi di Pavia, UNIPV	

F.3.1 - Aims and activities of the organisation
*Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.)
relating to the area covered by the project* (limit 2000 characters).

The University of Pavia is one of the world's oldest academic institutions: it was founded in 1361 and today it is a comprehensive university, which covers all subject areas - Science and Technology, Engineering, Life Sciences, Humanities and Social Sciences - and is composed of 18 Departments offering study programmes at all levels, from Bachelor's degrees to Doctorate programmes.

The academic staff counts more than 900 professors and researchers and 24,000 students.

The University of Pavia participates in more than 400 international agreements with universities all over the world. UNIPV is also actively involved in European projects (Erasmus+ and Horizon 2020 above all) and national cooperation activities. In particular, UNIPV has a good experience in managing CBHE projects, both as coordinator and as a partner. UNIPV established in 1987 the Centre for International Cooperation and Development (CICOPS), with the aim of promoting cooperation with developing countries and stimulate relations between the University of Pavia and universities in developing countries

The University is an active promoter of research in collaboration with the world's most prestigious academic institutions; it has created 7 research centres based in Pavia and 21 in different sites in collaboration with other institutions, in addition to 42 interdepartmental research centres that carry out ongoing and interdisciplinary basic and applied research.

Starting from the 2000s, UniPV has a Technology Transfer Office, to sustain researchers in the definition, protection and exploitation of the results of their scientific research. The transfer of knowledge to the market is pursued both by filing applications for national and international patents and by supporting the foundation of new enterprises, where the research results can be further developed and industrialized with multiple benefits for the Atheneum: making profits, creating a connection between Academia and the business world where knowledge flows both ways and providing perspective jobs to graduates and doctorates. To further enforce these actions , a University4Innovation Foundation has been created to support the Technology Transfer of the 3 universities, Milano Bicocca and Bergamo with UniPV, whose joint IP assets are better suited to create a critical mass which may interest industries. Up to now 3 Proof of Concept Call have been published resulting in 8 funded projects.

The TTO in collaboration with the local industrial association has launched the SAP.PI initiative to define a monitored official channel to match make research groups competences and enterprises requesting scientific and technological assistance in developing a new product or service or to verify an idea or to participate in a competitive tender for funding request. The cooperation with industrial partners consists also in industrial doctorates, internships and participation to projects aimed at personnel training, where UniPV acts as advisor and scientific coordination of the training plan.

Among the initiatives undertaken by TTO for spreading innovation culture among students enrolled at UniPV is the UniVenture business plan competition. Starting from 2015, aspiring entrepreneurs receive the support of the students of the UniPV Master's Degree in Economics and Business Administration in drafting the Business Plan for their business idea.

Only for Partner Country institutions, please provide information on:

Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	
Number of students	
Number of Bachelor degrees offered	
Number of Master degrees offered	
Number of PhD degrees offered	
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters)*.*

UNIPV will the coordinator of INCAS. It will monitor all the WPs, being responsible for the effective and correct management of the project for its objectives, activities and deliverables to be achieved on time, on budget, and with quality results, in compliance with the grant agreement.

UNIPV will lead the WP6 management and co-lead WP5 dissemination, assuring a proper dissemination of results at EU an LA level.
It will host the first intensive week for LA participants and send his experts for the intensive trainings in LA (Uruguay, Paraguay and Chile) and for the coaching activity during WP3

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	

For each course please fill the following nested table:

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses	
Which existing courses will be updated in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	
Is the centre to be created a new one or an update?	
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	
Where will the centre be located in the institution?	
Will this infrastructure be made available to the centre after the project ends?	
How many people will be employed in the centre?	
Will the institution fund these posts after the project ends?	
How many administrative staff will be trained?	
Which procedures will be updated /introduced in the institution?	

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment*(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

F.3.6 – Expected results and impact (*only for Partner Country institutions*)

What are the expected tangible results from the project in your HEI?	
How will the impact of these results be measured in your HEI?	
What financial means and human and other resources will be provided to sustain these results after the project ends?	

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Silva Bortolussi	Silva Bortolussi is Associate Professor at the Department of Physics, University of Pavia and associated to National Institute of Nuclear Physics (INFN), Unit of Pavia. Her research field is nuclear physics applied to medicine, in particular she studies innovative radiotherapy techniques. She published 75 articles in peer-review Journals, has an h-index of 14 and 712 citations (Scopus), numerous publications in refereed conference proceedings, and over 20 oral presentations at national and international meetings, seminars and conferences. SB has led different research project funded by INFN and other agencies, recently, she has been local coordinator of a grant shared with a Chinese research group, funded by the Italian Ministry of Foreign Affairs and International Cooperation (MAECI). She is currently UNIPV coordinator of the Erasmus+ project CONSENS. SB dedicates many efforts in internationalization activities, contributing to enlarge the collaborations of her working group. In particular, she has started a long standing relationship with a research group working in Argentina involving different Institutions, actively working to establish mutual agreements and MoUs. She spent several periods in Buenos Aires, developing various research topics together with Argentinean researchers and students. She is delegate in the Working Group Latin America of the Coimbra Group. SB has deepened her knowledge in the field of technology transfer obtaining a II level Master degree in Open Innovation and Knowledge Transfer at Polytechnic of Milan in 2015. In these years she has contributed to activities such as patent preparation and relationship with industries related to her research topic. SB is active in the field of communication and dissemination, being one of the main organizer of the European Researcher Night in Pavia in the last 6 years.
Lucia Marazzi	Lucia Marazzi is a knowledge transfer manager within the Technology Transfer Office of UNIPV. In this capacity she deals with the exploitation of the research results born in the University by promoting the filing of patents and the creation of spin-off

	companies that arise from the University's research activity. She acts as project manager of European projects and Regional projects involving small and medium enterprises as well as large enterprises. She also deals with initiatives aimed at spreading the entrepreneurial culture among the University community of students and researchers through the organization, for example, of the UniPV Innovation networking evenings and the UniVenture Business Plan Competition which involves Pavia Municipality and the Polo Tecnologico di Pavia, a private managed business incubator.
Federico Moretti	Federico Moretti is a Post Doc Research Fellow University of Pavia, and a visiting research fellow at Tufts University (Massachusetts, USA). He has a PhD in Economics and Management of Technology (DREAMT) from the University of Pavia and the University of Bergamo, with a thesis on Open Innovation (2018). He also has a Master of Science cum laude in International Business and Economics (2014) and a Bachelor of Science in Management (2012), both from the University of Pavia. He currently teaches "Business Development" as part of Master of Science degrees in International Business and Entrepreneurship (MIBE) and Economics, Finance and International Integration (MEFI) in the department of Economics and Management of the University of Pavia, and "Strategic Management" as part of the Bachelor of Science degree in International Business at the International Exchange Student (IES) Abroad Italy Foundation in Milan. His current research themes include innovation management, open innovation and strategic management, in addition to platform economics and two-sided markets.
Patrizio Tirelli	Patrizio Tirelli, Full Professor, Economics, has published extensively in the field of Macroeconomics and European Economics. He is the author of 41 articles published in internationally recognized refereed journals, Since 2016 he has consistently ranked in the top 10% of Authors on SSRN by total new downloads within the previous 12 months. He has been scientific coordinator of the project, funded by the European Commission, 20th Framework Programme "Macro-Risk Assessment and Stabilization Policies with New Early Warning Signals"(Grant agreement no: 320278)
Michela Cobelli	Michela Cobelli is EU project manager at the International Relations Office. She coordinated EM Action 2 Projects at UNIPV from 2012and Erasmus + KA107 – ICM mobility. Nowdays, she is working as project manager, Expert of EU funded projects (EMJMD, CBHE, Erasmus Mundus, ICM) and other national and international cooperation programmes.
Alberto Forte	Alberto Forte is programme officer at the International Relations Office. Expert of EU funded projects (EMJMD, CBHE, Erasmus Mundus, ICM) and other national and international cooperation programmes. Currently is vice-delegate in the Working Group Latin America of the Coimbra Group Universities and active in several other networks of universities. He has been also didactic coordinator of the Master Program in Cooperation and Development and vice-delegate for UNIPV in the Working Group Development Cooperation of the Coimbra Group Universities.
Gaia Garancini	She has been working at the International Relations Office of the University of Pavia since 2006. Having developed over the years a long expertise on Erasmus + KA103 student mobility management, she now works on Erasmus+ KA107 both for the overall management of approverd projects and as the responsible person for incoming and outgoing student mobilities. She also co-writes Erasmus+ KA107 projects and collaborates with senior project manager colleagues on other Erasmus+ actions, such as KA2. She also manages other student mobilities programmes to/from non-Eu Countries and the partnerships with non-Eu Universities. She also took part to many international staff training weeks in Europe and to promotion and recruitment international fairs abroad

Partner number		**P2**
Organisation name & acronym	University of Barcelona -UB	

F.3.1 - Aims and activities of the organisation
Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).

Since its foundation in the year 1450, the University of Barcelona has been a leading centre of education, science and critical thought.

In the academic year 2018-2019, students were distributed across 74 bachelor's degrees, 157 university master's degrees, 48 doctoral programmes, over 700 postgraduate courses and some 597 on-site and distance lifelong learning courses, covering as complete selection of courses. As far as international research is concerned, the UB has so far secured funding totalling more than 20 million euros for 61 research projects from the European Commission's Horizon 2020 programme. The UB has as well an active network: the League of European Research Universities, the creation of an Ibero-American University Union, and belongs to other networks and alliances related to Latin-American and Caribbean Countries such as Asociación Universitaria Iberoamericana (AUIP), International Association of Universities (AUIP), Centro Interuniversitario de Desarrollo (CINDA), Grupo Tordesillas, Red de Educación Contínua de América (RECLA) and United Nations Academic Impact (UNAI) that complement and reinforce the University's institutional policies on research, teaching quality, internationalization and transferring knowledge to society. The combination of all these factors has paved the way for the UB to retain its position of leadership among Spain's universities in the main international rankings: 151-200 in ARWU, 201-250 in THE, 165 in QS.

The figures presented here summarize the UB's actions and activities over the last academic year in the areas of teaching, research, innovation, internationalization and mobility:
· 24,500 references to the UB's scientific activity in the written press.
· 5,707 scientific publications
· 69 patent applications.
· 2 new technology- based spin-offs.
· The UB, through the 10 members of its staff awarded the 2014 ICREA Acadèmia Award by the Catalan Institution for Research and Advanced Studies, is the university with the highest number of winners.
· For the academic year 2018-2019, 14,736 students have chosen the UB as their first option. This figure represents 31 % of first-choice applications in the Catalan public university system and gives a demand ratio for places of 1,3.
· 88,987,953 euros generated by the UB Group through research and technology transfer

Only for Partner Country institutions, please provide information on:

Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	
Number of students	
Number of Bachelor degrees offered	
Number of Master degrees offered	
Number of PhD degrees offered	
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters).

The university of Barcelona is committed with the whole project and intends to lead WP2. In this aspect we will provide formation in several aspects related with personal skills: innovation, formation of teams, leadership, transfer, patent procedures and spin-off creation among other skills to promote the objectives of the team. Besides the University Barcelona intends to show best practices of specific actions as well as linked entities such as Scientific Park and Fundació Bosch i Gimpera (Tech Transfer office). University of Barcelona also will show some relevant elements of the ecosystem of Barcelona.

We will also cocreate a specific course to be given in LA countries and we will collaborate in this course

UB will host in Barcelona the LA participants for the intensive week in WP2 and send his trainers in LA for the intensive trainings.

UB will transversally contribute to the activities of all the WPs.

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses

Which existing courses will be updated in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	

Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	
Is the centre to be created a new one or an update?	
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	
Where will the centre be located in the institution?	
Will this infrastructure be made available to the centre after the project ends?	
How many people will be employed in the centre?	
Will the institution fund these posts after the project ends?	
How many administrative staff will be trained?	
Which procedures will be updated /introduced in the institution?	

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment*(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

F.3.6 – Expected results and impact *(only for Partner Country institutions)*

What are the expected tangible results from the project in your HEI?	
How will the impact of these results be measured in your HEI?	
What financial means and human and other resources will be provided to sustain these results after the project ends?	

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Albert Cirera Hernández	Skills: Innovation policies in HEI. Technology transfer. Creation of spin offs. Patents and licences. Expertise/experience: vice Rector for entrepreneurship, transfer and innovation. 20 years of technology transfer. 2 spin of created. 10 patents.
Inés Fernández Rena	Skills: Innovation policies in HEI. Knowledge transfer. Patents. Expertise/experience: delegate of the Rector for knowledge transfer. 20 years of technology transfer. 2 patents.
Claudio Cruz Cazares	Skills: Creation of start ups/spin offs, team formation, mentoring Expertise/experience: director of BIE/StartUB! (incubator/accelerator of start ups of UB). 10 years in master of business creation.
Xavier Testar Ymbert	Skills: Innovation policies in HEI. Knowledge transfer. Patents. Expertise/experience: delegate of the Rector for Innovation. 35 years of technology transfer.

Partner number		**P3**
Organisation name & acronym	University of Turku (UTU)	

F.3.1 - Aims and activities of the organisation
Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters)*.*

The University of Turku (UTU) is an international research university and an active academic community of nearly 24,000 students and employees from over 100 countries. It's expertise range from humanities to natural sciences. The University's aim and ambition is to provide students with innovative problem-solving skills and a high-standard, multidisciplinary education based on the latest high-quality research. **The Finland Futures Research Centre; FFRC** www.utu.fi/ffrc-en is the unit for academic futures studies and foresight at University of Turku. The FFRC is one of the largest academic futures research organisations in the world. The FFRC is constantly involved in strategic development activities on **organisational, regional, national and international levels**. It carries out foresight to support the choices and strategic work of policies and policy, the society, public organisations and companies. It has pioneered in multidisciplinary environmental and energy research and consultation in collaboration with the public sector and top-level international research facilities. FFRC expertise is valued in global development projects, as well as in the national decision-making. It has **the position of a permanent advisor** in the Finnish Parliamentary Committee of the Future, and actively collaborates with the Ministries. FFRC has been appointed by the Ministry of Culture and Education the responsibility to develop futures studies and foresight in Finland and it is the coordinating unit of the Finland Futures Academy, which is a network of 10 Finnish universities for futures studies and foresight. **FFRC is also a training and development organisation** which works ~~together~~ with other organisations in order to **reach the goal together** of creating a responsible and sustainable future with methods empowering people and widening the scale of stakeholders by networking. Please see: www.utu.fi/en/university/turku-school-of-economics/finland-futures-research-centre/research.

Only for Partner Country institutions, please provide information on:	
Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	
Number of students	
Number of Bachelor degrees offered	
Number of Master degrees offered	
Number of PhD degrees offered	
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters).

UT will lead WP3 and transversally contribute to all WPs activities.
It will host the Master class for LA researchers and experts.

In the development phase, UT will be involved in three steps:
1) embedding futures research as a part of a university by deliberating the scientific basement of futures research theories, methodologies and applications. **Master Class** (5 days in Finland, experts working at and for the Unit) incl. study visits and a kick off-day for the LA coordinating Units (see further)

2) creating an interdisciplinary **coordinating Unit on futures research** (persons: 1 academic, 1 administration) in each LA University with the aim of supporting the departments/research centers in their research and training activities. This unit interacts with academia and civil society and enterprises looking for partnerships, supporting the establishment of spin-off etc.

3) coaching strategic foresight for the refinition of the **Unit action plans** (enrichment, vision, stakeholders, roadmap) and organizing of **a pilot event**, representing an example of activities carried out by the Unit, place: LA partner countries

4) establishing **a virtual platform** collecting all the activities, proposals, networks, ideas, calls, generated by the Units of the LA partners, created and managed by AUGM

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	

Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses

Which existing courses will be updated in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	
Is the centre to be created a new one or an update?	
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	
Where will the centre be located in the institution?	
Will this infrastructure be made available to the centre after the project ends?	
How many people will be employed in the centre?	
Will the institution fund these posts after the project ends?	

How many administrative staff will be trained?	
Which procedures will be updated /introduced in the institution?	

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment(*only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

F.3.6 – Expected results and impact *(only for Partner Country institutions)*

What are the expected tangible results from the project in your HEI?	
How will the impact of these results be measured in your HEI?	
What financial means and human and other resources will be provided to sustain these results after the project ends?	

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Juha Kaskinen	**Dr. Mr. Kaskinen** has worked as a director of FFRC since 2005. In 2002-2003 he worked as a future researcher in Association of Municipal and Regional Authorities. His main interest over the years has been futures studies, regional foresight and development, environmental questions and sustainable development and expertise. He has been conducting and participating in dozens of futures projects over the last 20 years (funded by e.g. EU Framework Programs, Academy of Finland and Finnish Funding Agency for Innovations). He is an active teacher and gives several domestic and international presentations every year. Research and publications: https://www.utu.fi/en/people/juha-kaskinen
Sari Söderlund	**M.Sc. (econ.) coordinator Ms. Söderlund** has worked at FFRC since 1998 in different tasks of educations, research and development. There has been a variety of positions such fifteen years of experience in coordinating coordinator the Finland Futures Academy FFA, which is a national network of 10 Finnish universities for futures studies basic education. As the senior advisor and the vice-counsel of the Committee for the Future at Finnish Parliament she worked as a part of the Finnish national democratic decision-making system. Recently, Söderlund is active with national Futures Focus education and development services, and with transnational education by opening up avenues for international co-operation. She coordinates the Certified Foresight Professional Progamme with an issue of corporate (or strategic) foresight as a great competence field for future-minded, multidisciplinary thinkers and leaders.
Marianna Birmoser Ferreira-Aulu	**Project researcher Ms. Ferreira-Aulu** is a Brazilian-Finn Project Researcher holding a master's degree in Futures Studies from the University of Turku, and has a background in Social Sciences, Intercultural Communication Studies, and Sustainable Development. Ferreira-Aulu's main research interest is the relationship between social and ecological aspects of sustainable development; and how to move towards

more just and sustainable futures. Through her work, she promotes the importance of Futures Literacy by facilitating workshops within different projects in FFRC, as well as by collaborating with the UNESCO chair in learning society and futures of education. Ferreira-Aulu has facilitated workshops in Finland, Peru and Colombia, and has recently been a keynote speaker at a seminar in Brazil, speaking about Futures, Digital Transformation and Innovation. In addition to English, she also speaks Portuguese and Spanish. Ferreira-Aulu is currently on maternity leave, and due to return to work in April 2020.

For her academic publications please see:

https://research.utu.fi/converis/portal/Person/26491338?auxfun=&lang=fi_FI

Partner number		**P4**
Organisation name & acronym	University of Cologne (UoC)	

F.3.1 - Aims and activities of the organisation
Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters)*.*

The University of Cologne (UoC) is a full-scale university with 6 faculties. It is currently, with 49.000 students (10% international students) and 335 degree programs, the largest university in Germany. The university has 5827 academic staff members in 2017 (including 649 Professorships and Clinical Staff), as well as 6.018 adminsitrative and technical staff. The total budget is 809,3 Mio. € (Medicine 255,8 Mio €), including 209,9 Mio. € (Medicine 94,9 Mio. €) external funding.

The UoC is one of only 7 universities in Germany that has 4 clusters of excellence, funded by the federal Universities Excellence Initiative (on aging-associated diseases, plant sciences, Markets & Public Policy and Quantum Computing).

The UoC has six Key Profile Areas (KPA). KPA IV on Socio-economic, Cultural, and Political Transformations in the Global South focuses on cultural, social, and economic changes in the context of rapidly accelerating globalization processes. The Global South Studies Center, a center of excellence, regards itself as an incubator for innovative research projects. The UoC was among the founders of the Maria Sibylla Merian Centre Conviviality-Inequality in Latin America in Saò Paolo, Brazil. The center examines past and present forms of social, political, and cultural conviviality in Latin America and the Caribbean.

The faculty of economics and social science is a leading institute of business administration in Europe. The UoC did already build up an incubator, called Gateway. According to a KPMG report, the UoC is one of the top-10 start-up universities in Germany. Furthermore, in January 2019 the UoC won a 23 million euro award from the federal state to build up an excellence start-up center in the upcoming years. We are now launching programs to internationalize our entrepreneurship activities. In 2019 the UoC won a funding from the German DAAD, to build up a partnership with a start-up and entrepreneurship center in Morocco, similar to the INCAS project.

Only for Partner Country institutions, please provide information on:

Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	
Number of students	
Number of Bachelor degrees offered	
Number of Master degrees offered	
Number of PhD degrees offered	
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters)*.*

The UoC will lead WP4 "Quality Assurance Plan" and co-lead WP2 "Workshops" (together with Barcelona). Furthermore, the UoC will be involved in all other WPs and activities. With both WPs , the UoC will bring in its experience, know-how and infra-structure into the project. The International Office of the UoC has a long record of experience in organizing international projects in general proposal writing workshops around the word for the DAAD Dies ProGrant program. This experience will allow us to set up an efficient and effective Quality Assurance Plan to ensure high level outputs throughout the project. We will monitor the achievement of all sub-goals of the QAP and make continuously suggestions for improvement. Furthermore, the UoC has a remarkable business administration and start-up facilities. We will bring in these knowledge with our experts during the workshops in order to enable LA universities to implement entrepreneurial strategies.
UoC will transversally contribute to all WP activities.
It will send trainers in LA and host in Cologne a workshop for LA staff.

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	

For each course please fill the following nested table:

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary	
For updated courses	
Which existing courses will be updated in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	
Is the centre to be created a new one or an update?	
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	
Where will the centre be located in the institution?	
Will this infrastructure be made available to the centre after the project ends?	
How many people will be employed in the centre?	
Will the institution fund these posts after the project ends?	
How many administrative staff will be trained?	
Which procedures will be updated /introduced in the institution?	

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment*(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

F.3.6 – Expected results and impact *(only for Partner Country institutions)*

What are the expected tangible results from the project in your HEI?	
How will the impact of these results be measured in your HEI?	
What financial means and human and other resources will be provided to sustain these results after the project ends?	

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Prof. Barbara Potthast	Prof. Barbara Potthast is professor at the University of Cologne and the director of the Institute for Iberian and Latin-American History. She also is also president of the Centro Latinoamericano de Colonia (CLAC) and of the Global South Studies Center of Cologne (GSSC). Her research interests are the history of gender and family as well as processes of collective identity formation. Her main research areas are Paraguay and Argentina, as well as the Atlantic Coast of Honduras and Nicaragua. She speaks fluently Spanish.
Prof. Michael Bollig	Prof. Michael Bollig, is Professor at the Department of Social and Cultural Anthropology and Board Member of the Global South Studies Center (GSSC). From 2011-2015 he has been Vice Rector for International Relations, Academic Career and Diversity of the University of Cologne. His research interest is on Human-environment interaction, political ecology, environmental history, transition of local knowledge, conflict, especially in Southern and Eastern Africa.
Jun.-Prof. Dr. Peter W. Schulze	Jun.-Prof. Dr. Peter W. Schulze is Assistant Professor for Latin American Studies incl. Brazilian Studies. He is Director of the Luso-Brazilian Institute (PBI) and Managing Director of the Center for the Portuguese-Speaking World (ZPW) at UoC. His research focus is on postcolonial theories and cultural practices, transregional entanglements in Latin America and between Latin American countries, the USA and the Iberian Peninsula, history and aesthetics of photography and film in Latin America and Latin American literature of the 20th and 21st century (with a focus on Brazil), as well as Popular Latin American music in the context of media history. He speaks fluently Spanish.
Prof. Christian Schwens	Prof. Christian Schwens is a full professor at the Endowed Chair for Interdisciplinary Management Education which focuses on international entrepreneurship and the interdisciplinary management education of students from all faculties.

Dr. Carlo Klauth	Dr. Carlo Klauth is administrative director at the ProfessionalCenter. He studied History and Romance Philology at University of Leipzig where he also gained a PhD and speaks fluently Spanish. He had been a research fellow at the University of Leipzig and a Manager of an EU-Project at the University of Chemnitz. He is an expert of coordination and management of educational projects, fundraising and international cooperation.
Marc Kley	Marc Kley is a start-up coach and head of staff at GATEWAY, the founders' service of the UoC. Furthermore, he was CEO of the Digital Hub Cologne. Before he was technology transfer manager at the Entrepreneurship Education Ruhr, Hochschule Bochum, and CEO at Venture Market Forum GmbH, he is an expert on business modeling, entrepreneurship education, incubation of knowledge-based start-ups and Network-Building.
Dr. Susanne Preuschoff	Dr. Susanne Preuschoff is head of the "International Students" Department of the International Office. She studied Chinese Studies, German Studies and Political Economy at the University of Cologne and holds a PhD in Psychology from the TU Dortmund. For 14 years she was working in the private economy at the German Asia Pacific Society consulting German SMEs in Asia. She is a Capacity Building Trainer and an expert in cooperation with partner universities and in implementing professional cooperation structures in the Global South.
Dr. Peter Haase	Dr. Peter Haase is vice head of the "International Students" Department of the International Office and leads the unit on "Application, Admission and Enrolment". He studied Roman languages and holds a PhD in Spanish Sociolinguistics from the University Duisburg-Essen. He studied and worked several years in different Latin American Countries, e.g. 7 years as a DAAD lecturer in Mexico. He is a member of the Latin America Working Group at the Coimbra Network.
Dr. Thilo Zimmermann	Dr. Thilo Zimmermann studied economics at the University of Cologne and holds a PhD in International Political Economy from the Scuola Superiore Sant'Anna in Pisa, Italy. He had been for research periods at Harvard University (USA) and at the Ecole Normale Superieure in Paris. Before, he had been working at the German Embassy in Rome, Italy, where he coordinated several projects. After the PhD he consulted Tavla, a start-up in the digital economy that was then hosted by the Gateway incubator at the University of Cologne. He speaks fluently Italian and some Spanish.
Daniela Simut	Daniela Simut is head of the "Counselling for international students" unit at the international office. She speaks English and Spanish fluently and has excellent intercultural skills and long-time expertise in the field of student exchange. She is an expert in the organization of seminars, also abroad (in Peru, Colombia and Costa Rica e.g.) and a trainer for intercultural communication.

Partner number		**P5**
Organisation name & acronym	Coimbra Group - CG	
F.3.1 - Aims and activities of the organisation *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters).		

Founded in 1985 and formally constituted by Charter in 1987, the Coimbra Group is an association of 39 long-established European multidisciplinary universities of high international standard committed to creating special academic and cultural ties in order to promote, for the benefit of its members, internationalisation, academic collaboration, excellence in learning and research, and service to society. The Coimbra Group was one of the first associations to develop fully-fledged Erasmus Programme activities, and has wide experience in exchange programs of researchers, teachers and students. It has also been the purpose of the Group to influence European education and research policy and to develop best practice through the mutually beneficial exchange of experience between the European region and other world regions.

In this context, the Coimbra Group has a strategic interest in the Latin America area, reflected in the activities of the Working Group dedicated to this geographic area. The Coimbra Group has longstanding bilateral relations with Latin America, through different Memorandi of Understanding with networks such as the Montevideo Group (AUGM), also a partner in this project, and through members' participation in a range of cross-regional projects. CG and AUGM have a long history of collaboration and partnership as it is the first network in Latin America with whom the Coimbra Group developed cooperation over ten years ago.

The Coimbra Group has been running a very successful Scholarship Programme for Young Professors and Researchers from Latin American Universities since 2004 and has been active leader partner of the Be_a_Doc programme for researchers placement between Brazilian and European Universities. Our member universities participate to different projects within the EHEA together with that specific geographical area, with expertise in EU project applications, such as EM, ALFA and ALBAN.

The Coimbra Group has played an important role in providing links to institutions and networks which are relevant to this transatlantic cooperation and has also facilitated many initiatives and projects to the benefit of member institutions. Specifically, the CG through the Latin America Working Group has established the basis for this proposal and facilitated interaction between AUGM and CG at a range of workshops and meetings that took place over 2019. The LAWG aims to develop synergies among Coimbra Group Universities in order to increase the quality and quantity of cooperation with Latin American institutions, networks and agencies. Of particular relevance is the overarching goal of the LAWG to increase relevance of the Coimbra Group as a stakeholder and partner in EU-CELAC cooperation by establishing bridges to relevant agencies and decision-making bodies and participating in policy definition (e.g. Directorate General for Research & Innovation). This has contributed to improve knowledge among CG Universities about Latin American institutions and their context in relation to education, mobility, research and innovation opportunities. This has taken place through: summer schools, joint workshops, discussion boards, etc. Most importantly, the LAWG has focused on generating knowledge around teaching and research collaboration opportunities with academic and non-academic institutions, as well as networks, in Latin America in order to explore joint projects. This proposal is one of the outcomes of this groundwork.

Only for Partner Country institutions, please provide information on:

Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	
Number of students	
Number of Bachelor degrees offered	
Number of Master degrees offered	
Number of PhD degrees offered	
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters).

CG will co-lead WP5 and transversally contribute to all WP activities. The role of CG will be strategic in the connection with European partners, in particular through the compilation of existing practices. Specifically within CG, the Latin America Working Group (LAWG) will focus on the dissemination of all the findings and activities generated throughout the project, with the organisation of meetings, thematic events, online hangout group discussions, etc. This will contribute to ensuring a reflection of the project's results in the context of European member universities, allowing for cross-fertilisation of findings, experiences and the promotion of potential collaborative programmes, expected to continue after the end of this project. Project advertising and recruitment of experts within CG will also be leading activities. Of hugely importance will be the CG role to reach policy makers, raise awareness and disseminate the outcomes among the European Higher Education landscape.

LAWG participation in the Steering Committe will ensure the setup and continuation of this coordinating and disseminating role.

CG will also contribute with its associate Universities (among others: University of Siena, University of Graz, University of Poitiers, University of Coimbra, Jajellonian University, University of Bologna) to the training activities (WP2), as well as the coaching activities (WP3).

The above mentioned CG associated universities have in fact explicitly offered their assistance in the realization of INCAS activities. Examples of their contribution are: participation in training activities, especially through successful knowledge transfer experiences carried out at their institutions, coaching in the set-up of the operative units, sharing of best practices and opportunities through the virtual platform.

Some of these associated activities have been identified during the development of this proposal, for example, University of Siena, will offer a visiting day at the Santa Chiara Lab, a structure which aims at facilitating open innovation through the contamination of ideas, knowledge and different skills, coming from different disciplinary areas. Its goals are the implementation of strategic, multidisciplinary projects of interest of the University and the promotion of entrepreneurial initiatives.

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	

For each course please fill the following nested table:

Title	
Level of study	
List of subjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses

Which existing courses will be updated in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	
Is the centre to be created a new one or an update?	
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	
Where will the centre be located in the institution?	
Will this infrastructure be made available to the centre after the project ends?	
How many people will be employed in the centre?	
Will the institution fund these posts after the project ends?	
How many administrative staff will be trained?	
Which procedures will be updated /introduced in the institution?	

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment*(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

F.3.6 – Expected results and impact *(only for Partner Country institutions)*

What are the expected tangible results from the project in your HEI?	
How will the impact of these results be measured in your HEI?	
What financial means and human and other resources will be provided to sustain these results after the project ends?	

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Catarina Moleiro	Ms Catarina Moleiro (project coordinator; BA, Coimbra; female) has been working as policy and communication officer at the Coimbra Group Office since 2008. Within the Coimbra Group Office Catarina Moleiro assists the Chairs of the Latin America, Life Sciences, Employability, Education Innovation and Academic Exchange and Mobility working groups. She has experience in project management and in project activities dissemination. Organization of events and communication skills with partners from all parts of Europe and beyond. Solid relationships with partner institutions and experience in project activities.
Garcia Soledad Ferrari	Dr. Garcia Soledad Ferrari is the chair of the Working Group Latin America. Dr Soledad Garcia Ferrari is a Senior Lecturer at ESALA University of Edinburgh. Professionally qualified in Architecture and Urbanism in Uruguay, her research focuses on current processes of urban development and regeneration in Latin America and Europe. She was awarded her PhD in Urban Studies in 2007 at the School of the Built Environment Heriot-Watt University. Soledad has extensive expertise on research in recent planning strategies in Medellin and is currently leading research around community-led climate change-related risk management in Mexico and Colombia. She taught in the Faculty of Architecture in Montevideo, the University of Seville and was invited speaker to the School of Architecture, CEU in Madrid. She is currently Dean International for the College of Arts Humanities and Social Sciences and Dean for Latin America and Director of the Centre for Contemporary Latin American Studies at the University of Edinburgh. Current posts: • Senior Lecturer in Architectural Design • Deputy Research Director Edinburgh College of Art • Dean International College of Arts Humanities and Social Sciences University of Edinburgh Dean for Latin America, • Director Centre for Contemporary Latin American Studies

Partner number		**P6**
Organisation name & acronym	Asociación de Universidades Grupo Montevideo - AUGM	

F.3.1 - Aims and activities of the organisation
Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).

Created in 1991, AUGM is an association of 40 public universities in Argentina, Bolivia, Brazil, Chile, Paraguay and Uruguay (http://grupomontevideo.org/sitio/universidades-miembro/). Its objectives are to contribute to regional integration through the integral development of the populations of the subregion. Strengthening and consolidation of a critical mass of high-level human resources, using the comparative advantages offered by the capabilities installed in the region such as scientific and technological research, including the processes of innovation, adaptation and technological transfer in strategic areas, the continuous training, etc.

These actions are articulated with the Management Structures and Functioning of the universities that make up the Association and the interaction of its members with society as a whole, spreading the advances in knowledge that tend to modernize it.

AUGM shares top-grade academic staff, material resources, facilities, equipment, laboratories, libraries, building an expanded common academic space.

AUGM has degree, postgraduate and professors/researcher's mobility programs, as well as a mobility program for managers and administrators among its member universities. At the same time, it has 2 programs that have about 25 groups of scientists from member universities in order to deal with disciplinary and regional topics of interest. . http://grupomontevideo.org/sitio/que-es-un-comite-academico/; http://grupomontevideo.org/sitio/que-es-un-nucleo-disciplinario/

Within the framework of its regional integration strategies, it has a specific working group that deals with the topics of Science, Technology and innovation connected with all the programs of the network, promoting a multi-lateral approach planifying the actions in this field and publishing an actualized news and events in STI; expertise on research and internationalisation is drawn from his partners.

This space of work promote the development and mainstreaming of management in STI with a view to the preparation of a regional agenda that contributes to increasing equity between his partners and in the region. Promote strengthen the STI perspective in the substantive functions of the University.

Contribute to the implementation of STI policies in member universities, to achieve working and study conditions that guarantee a growing equity.

An important program that involve research is an annual meeting for young researchers aimed at promoting the early relationship between young scientists from the countries of the region and promoting their integration into the work they create. Interpersonal and scientific-academic networks are developed, whose network then enables and bases the establishment of regional scientific research groups. It is a priority of the AUGM to train qualified professionals and citizens committed to the current reality

AUGM works on aspects related to developing a recognition and accreditation platform that allows the free mobility of its associates, giving new opportunities to those who want to be inserted in new academic and work spaces.

AUGM have and interest space for the dialogue between university, social actors and government organizations that come together to discuss issues of regional relevance.

AUGM also participates in an observatory of cities and universities of AUGM, field of articulation, proposal, planning and implementation of joint activities with local governments in the region.

AUGM has a long tradition of cooperation with Europe that has manifested itself through different university cooperation projects, agreements and initiatives. An example of this the agreement with Coimbra Group with more than ten years of continuous cooperation. http://grupomontevideo.org/sitio/wp-content/uploads/2015/11/Convenio-CG-AUGM.pdf

Only for Partner Country institutions, please provide information on:

Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	Not Apply
Number of students	Not Apply
Number of Bachelor degrees offered	Not Apply
Number of Master degrees offered	Not Apply
Number of PhD degrees offered	Not Apply
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	-ALFA III -/21526/245-593 – EUA - Alfa Puentes -Erasmus / 538981-LLP-1-2013-1-BE-ERASMUS-EQMC - KH Leuven - Lemonoc -Erasmus/ 2013 - 2509 / 001 – 001 – OBREAL - Ulises -Erasmus + / 574023-EPP-1-2016-1-ES-EPPKA2-CBHE-JP – OBREAL - Caminos -Erasmus +/ 573572-EPP-1-2016-1-MX-EPPKA2-CBHE-JP - U. de

Guadalajara - RIESAL -Erasmus +/U. Porto/RECMAT -Erasmus +/598507-EPP-1-2018-1-ES-EPPKA2-CBHE-JP - U. Rovira I Virgili - VitaGlobal

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters)*.*

AUGM will play an important role in the project. While a member of the SC and EXC, AUGM will support coordinator in the drafting of the Project Management Guidelines and Partnership Agreements and it will also support the preparation of the phases that will be do it in South America. Will lead WP1 by implementing the mapping study, drafting reports and organizing. Moreover, AUGM will also co-lead WP5. This key partner will participate in the national events that will be held in each partner country to advance one of the key objectives of the project. It will also host and organise the Regional Workshop in Montevideo. Finally, AUGM will support all South American partners in their participation on the development of an online platform for researchers in South American countries.

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses	
Which existing courses will be updated in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

The importance of generating a platform that articulate, collect and disseminate all the information , events, knowledge, training courses, etc., transferred to AUGM members has a high potential from the point of view of having an approach that modernizes and develops aspects related to the relationship between the academy and the labor sector. AUGM, according to its particular characteristics, can act as a data processing and distribution hub with the trends that are synthesized there. Taking advantage of the fact that AUGM has programs that seek standardization of recognition and accreditation of competencies and study sections, ICT platform can be very useful. This may allow certain adjustments in the strategies to be generated around the environment, such as directing the efforts destined to the profile of the researchers. A more regular and effective monitoring of the data of the destinations and post-graduate requirements enable us to accurately predict the needs that are required in the labor market.

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	-
Is the centre to be created a new one or an update?	New
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	Generating a platform that articulates, collects and disseminates information, events, knowledge, training courses, etc., transferred to AUGM members has a high potential from the point of view of having an approach that modernizes and develops aspects related to the relationship between the academy and the labor sector. Platform can act as a data processing and distribution hub with the trends that are synthesized there.
Where will the centre be located in the institution?	Executive Secretary
Will this infrastructure be made available to the centre after the project ends?	Yes
How many people will be employed in the centre?	As many as necessary to work the platform
Will the institution fund these posts after the project ends?	Yes
How many administrative staff will be trained?	As many as necessary to work the platform

Which procedures will be updated /introduced in the institution?	Creating a new structure to sustain research and development

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment(*only for Partner Country institutions*)
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

New competences for researchers support the modernization of HE systems through the development of open educational resources. Form researchers with creative and innovative prospective vision, committed to their local reality and that can interpret a changing world from an interdisciplinary and systemic perspective, versatile and able to respond to different types of problems. This is a crucial topic in the HE of the region and economic and social environment as there is a high demand on highly qualified researchers with soft skills in different emerging areas that is not covered by research centers from HEI in the region. The reasons are multiple, on the one hand side, economy and private companies are developing rapidly and the innovation capacities grown exponentially causing the high demand on qualified researchers. However, for Universities it is already difficult to react to rapidly changing demands from the civil society and industry, this cause a problem that the project wants to address through the formation of specific groups of professors and researchers through the courses it will provide and the future platform that will concentrate information, activities and articulation among professionals seeking to solve the new challenges that universities detect in the future as a priority linking to the society and industry as fundamental development partners.

F.3.6 – Expected results and impact *(only for Partner Country institutions)*

What are the expected tangible results from the project in your HEI?	Strength the EU LAC relations by the bilateral cooperation. Have a global panorama on what is the progress in this thematic in the region that allows to generate diagnosis and strategies that help to improve the tools that follow up the requirements of the universities and researchers in front of the labour market and the civil society. Generation of a standardized ICT platform for the HEI system to guide this initiative.
How will the impact of these results be measured in your HEI?	Monitoring system will track process and results of the project. Additionally, throughout the implementation of the project, will continuously assess its success by measuring the amount of researchers, academics and managers reached by the program and the skills and competences showed by these. This assessment will be carried out through the implementation of certain amount of indicators designed to this effect.
What financial means and human and other resources will be provided to sustain these results after the project ends?	Support of the Executive Secretary Office and human resources of the University members of AUGM that are compromised in support the platform who promote the activities.

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Alvaro Maglia	Ex vice-rector of the University of the República and Dean of the Faculty of Dentistry of the same University. Professor of the Department of Histology and Embryology of the Faculty of Dentistry of the University of the Republic, since 2001-2019. Professor of the Post Graduate School of the Faculty of Dentistry of the University of the Republic. President of the Uruguayan Association of Dental Research (SUIO), Division of the IADR Uruguay. Member of the "ad hoc" Commission of Accreditation in Uruguay for the ARCU-SUR South System (from 2010 to 2015). Executive Secretary of AUGM since 2009, period in which he has promoted the work of

	internationalization of the organization and its associated HEIs as well as the promotion of Latin American integration at the level of Higher Education through projects such as ENLACES. He has participated in multiple Alfa and Erasmus Mundus projects as lecturer, advisory board and in some cases he is part of the project management teams.
Juan Manuel Sotelo	He has studied in the Faculty of Dentistry of the University of the República. Since joining the University in 1998, he has participated in various areas of management and direction at the Faculty and at the University. Since 2010 he has worked as an assistant of programs and projects in the Universities Association of Grupo Montevideo, performing coordination tasks and monitoring of the different programs and projects linked to the internationalization of higher education, both regional and extra-regional. In AUGM manages 2 academic scientific exchange programs (Academic Committees and Disciplinary Nuclei), programs that develop scientific research in areas determined by the AUGM Council of Rectors. He has participated as a Project Officer and manager in several projects funded by the EC, being a link in both academic and management areas, as well as coordinating aspects related to administration, accounting and logistics in the projects where AUGM participates.
Edward Braida	Degree in Communication Sciences, Faculty of Information and Communication (FIC), University of the República (UdelaR). Teacher in the Department of Professional Specializations, section Journalism, FIC, UdelaR. Coordinator of the Project "Journalism workshops for press and radio in Unit No. 4 of the National Institute of Rehabilitation" Santiago Vázquez ". Teacher in the Department of Professional Specializations, Journalism, Faculty of Information and Communication (FIC), University of the República (UdelaR). Coordinator of the project "Systematization, treatment and dissemination of information related to investigations of serious human rights violations in the recent past and State terrorism (stage 1)". From February 2016 to the present. Hummingbird Radio Orientation of communication workshops with young people, under the National Institute of Adolescent Social Insertion (Inisa). Currently: Responsible for communication of the Association of Universities Grupo Montevideo (AUGM). Design and implementation of the Network Communication Plan and producer of the dissemination contents. Journalist, contributor and photojournalist for national media (Uruguayan News Agency, La Diaria, Brecha) and international (Sputnik).
Ma. Jimena Estrella	Phd Economics and Rural Policy , Universita Degli Studi di Padova, Italy Master in International affairs, Universita Degli Studi di Udine, Italy Graduate on Business Administration, National University of Cuyo From 2014 til the present moment she develops key roles in central definition for international affairs and research policies at National University of Cuyo. Head Office, Research, Internationalization and Postgraduate Studies, National University of Cuyo, 2018-present. Head Office Global Affairs, 2016-2018. Coordination Global Affairs, 2014-2016. In this period she has been de organizer of the first mobility program for teachers and staff at the university, has managed more than 10 international research projects, has generated international links with 50 foreign universities and has organized the First International Education Fair for Argentina (FIESA) in 2018. This fair received more than 100 universities from all over the world and combined with 8 round tables on key issues for international education. She was the single representative for public universities at the W-20 held in Buenos Aires in 2018. In the research area she conducts the creation of the first innovation and research center for the National University of Cuyo called "Manos". Done with national and international funds this center aims at generating an innovative environment around key researchers. For the graduate center she has defined global policies, defined the team and representatives from different areas and manages the full budget for annual activities. The first survey for graduates was conducted under her supervision and planning was adjusted accordingly. At the academic area, she is Part Time Professor at the Department of Economics, Policy and Rural Management, Faculty of Agrarian Science from 2010 to the present

	moment. She is also regular professor at the Master Degree in Enology and Viticulture and invited professor at EuroMaster Vinifera, Montpellier France. In the private sector Senior advisor for private sector, mayor expertise in wine industry 2010-present. Consultancy for international entities such as Interamerican Development Bank; and Corporación Andina de Fomento.
Enriqueta de La Rosa	Director of International University Relations. Representative of the National University of La Plata before the Group of Ibero-American Universities La Rábida Representative of the National University of La Plata before the Ibero-American University Association of Postgraduate "AUIP", Resolution No. 1115, October 26, 2016 National University of La Plata Institutional Coordinator of the "ARFAGRI" Program Franco-Argentina Cooperation Institutional Representative 2013-2018 of the National University of La Plata before the Ibero-American University Network of Business Incubation "REDEMPRENDIA" Member of the Institutional Relations Commission before the Interuniversity Consortium for Teaching Spanish as a Second and Foreign Language Institutional coordinator for the programs PAME, UDUAL, REDMACRO, ESCALA AUGM, PPUA, REDCIUN Participation in projects: Erasmus + PROFIC, ASCENT, PRECIOSA, ARCOIRIS, EUROPLATA, ARTESS, BAPE. Advising Delegate of the Association of Universities Grupo Montevideo (AUGM)
Marcos Actis	Doctor of Engineering, Faculty of Engineering, National University of La Plata (UNLP). Title: "Study of the Variation of Mechanical Properties of Structures of Thin Walls in the Presence of Elasto-Plastic Instabilities" - Aeronautical Engineer, Faculty of Engineering, National University of La Plata. Current Vice President of the Institutional Area of the UNLP, since 2018. - Dean of the UNLP School of Engineering, from 2010 to 2018. - Vice Dean of the Faculty of Engineering of the UNLP, 2007 to 2010 - Academic Secretary of the Faculty of Engineering of the UNLP, 2004 to 2007 - Aeronautical Engineering Career Director, UNLP Engineering Faculty, 2003 to 2010 - Former Coordinator of the UID GEMA Applied Mechanical Testing Group. - Director of the Aerospace Technology Center of the UNLP (CTA-LP) - Coordinator of the Central Commission of Curriculum Adaptation, Faculty of Engineering, UNLP, 2003 until 2010 - Member of the Executive Committee of the Federal Council of Engineering Deans (CONFEDI) of the Argentine Republic since 2010 and current Vice President 2015-2016 period. - Peer evaluator by CONEAU in the second round of Accreditation of Engineering Careers Year 2003 and in the Second Accreditation Phase 2007. Institutional evaluator of CONEAU. In the non-university public function - Member (founder) of the Board of Directors of the Foundation of the Faculty of Engineering for the Technology Transfer and the Promotion of Goods and Services Companies. 1994 to date. - Secretary of the Foundation of the Faculty of Engineering, 1994 to 2010. - President of the Foundation of the Faculty of Engineering, from 2010 to date.
Gustavo Tripaldi	Degree in Architecture in the Faculty of Architecture and Urbanism of the National University of the Northeast, with a Master in Advanced Technologies in Architectural Construction (Polytechnic University of Madrid), and a Diploma in Technological Management (Technological University of Pereira – Colombia). Currently, he is undertaking a Doctorate in Architecture in the Faculty of Architecture, Design and Urbanism of the National University of the Littoral. He is adjunct professor of Arquitectura IV -Pedagogical Unit of the Faculty of Architecture and Urbanism (UNNE) with exclusive dedication. Since July, 2014 he has been the General Secretary of Interinstitutional Relations in the National University of the Northeast. He is the Secretary of the UNNETEC-

	INNOVAR FOUNDATION, the Advising Delegate of the Association of Universities Grupo Montevideo (AUGM) and the Coordinator of ERASMUS MUNDUS (External Cooperation Window). He was the Executive Director of External Liaison, (UNNE) from 2002 to 2008 and he was also the President of Red CIUN of the Interuniversity National Council (CIN - Argentina) from 2016 to 2018. He has participated in several Higher Education Conferences around the world such as NAFSA, CAEI, EAIE, FAUBAI, FIESA representing the NATIONAL NORTHEAST UNIVERSITY.
Nicolas Maillard	Dean of International Affairs at Universidade Federal do Rio Grande do Sul for the period 2016-2020, where he was first appointed in Oct. 2012. In 2019, he published a book on the management of international affairs. He graduated in 1996 at the French "Grande École d'Ingénieur" ENSIMAG – INPG and obtained a Ph.D. in Information Sciences and Technologies at the Université Joseph Fourier, in 2001. He is "Professor Associado" at the Federal University of Rio Grande do Sul, Porto Alegre, Brazil, since 2004. His research field is Parallel Programming. He has advised 15 Master´s and 4 Ph.D. students. He has published 24 papers in international conferences with editorial review and 7 in international journals. In 2012, he spent six months as an invited scholar at the University of Pittsburgh, USA. As Dean of International Affairs, Nicolas is in charge of the internationalization process of UFRGS, being the direct representative of the Rector for international affairs, and in close connection with the Vice-Presidents of Teaching, Research and Outreach. His activities also include the management of student mobility.

Partner number		**P7**
Organisation name & acronym	Universidad de La Republica - Udelar	

F.3.1 - Aims and activities of the organisation
Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).

The Universidad de la República (http://www.universidad.edu.uy/) is the oldest university in Uruguay; until a few decades ago, it was the only university in the country and up to six years ago the only public university. It concentrates 80% of university students and is responsible for around three quarters of all research activities in Uruguay (72% of all the researchers registered in a National System of Researchers belong to UdelaR). In this sense, it is still the only research university in Uruguay. The country has other important research institutes, but they are concentrated in life sciences -basic, agrarian and health-; UdelaR is the only academic institution where all disciplines, from social sciences and humanities to engineering and health sciences, are cultivated and fostered through massive post-graduate programs. Its governance system belongs to the Latin American autonomic tradition stemming from the Córdoba reform (1918); teachers, alumni and students elect Deans and Rector. The university has undergone lately an important process of de-centralization, offering undergraduate studies opportunities in several sites in the country. Its students have steadily increased over the years, undergoing a marked process of democratisation of access: over 50% of all of new entrants are the first in their families to access higher education. The university has devised a series of measures to accompany those students that, coming from less favoured backgrounds, risk dropping-out from their studies. UdelaR has a long tradition of outreach and strong relationships with different branches of the State. In some cases, through the Faculty of Chemistry or the Faculty of Medicine for instance, the university is endowed by law to act as a qualified adviser for public policies; in several other cases, through contracts and consultancies, professors of all disciplines are called to contribute with specialised knowledge. The university has also fluid relationships with private firms, particularly in those sectors where knowledge is recognised as a competitive tool (that unhappily are quite few); the University Research Council has developed Programs to foster such relationships with weak productive actors.

Only for Partner Country institutions, please provide information on:	
Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	1200
Number of students	144.000 (about 135.000 undergraduate and 9.000 postgraduate students)
Number of Bachelor degrees offered	98
Number of Master degrees offered	94
Number of PhD degrees offered	33
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	Our institution has participated in several instances. Most recently, in: - RIESAL - Regional Network for the Promotion of Internationalization of Higher Education in Latin America (573572-EPP-1-2016-MX-EPPKA2-CBHE-JP). - CAMINOS - Enhancing and promoting Latin American mobility (https://www.caminosproject.org/;574023-EPP-1-2016-1-ES-EPPKA2-CBHE-JP) - RecoLATIN - Credential Evaluation Centres and Recognition Procedures in Latin American Countries (http://www.recolatin.eu/; 574182-EPP-1-2016-1-IT-EPPKA2-CBHE- SP) - DIEGO - Development of quality system through Energy efficiency courses (http://www.diego-energy.eu/; 561795-EPP-1-2015-1-IT-EPPKA2-CBHE-JP); - LAPASSION - Latin-America Practices and Soft Skills for an Innovation Oriented Network(https://lapassionproject.eu/; 585687-EPP -1-2017-1 PT-EPPKA2- CBHE-JP2017); - VITAGlobal - Global Network for Agricultural Sciences and Viniviticulture: Internationalising through Joint Programmes (598507-EPP-1-2018-1-ES-EPPKA2-CBHE-JP).

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters).

The Universidad de la República will organise the *Interdisciplinary Centre for University Research-Society interactions*. It will make a call for faculty to be ascribed to the Centre, will assure the needed resources to put up a documentation unit and will establish close relationships with the different Faculties to offer opportunities for students to work around the problems highlighted by the Centre. Regarding the research evaluation aspect, the university will organize once a year an international seminar to discuss both theoretical advances and alternative ways of conceptualizing and implementing such evaluation. In relation to knowledge transfer, the Centre will hold once a year an international workshop to discuss best practices, where universities will share their experiences as well as the challenges they face.

Udelar will transversally contribute to all INCAS activities, it will host trainings, send researchers to EU for the intensive weeks, organizing a pilot event in Montevideo.

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	

For each course please fill the following nested table:

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses

Which existing courses will be updated in your HEI?	

For each course please fill the following nested table:

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

We would like to encompass the activities to be held at the Universidad de la República in a common framework of worldwide concern: rising inequality, mounting unsustainability and eroding democracy. Such activities will address these concerns by:

i)   Fostering formal and informal exchanges between academia and different spaces of societal life, public, private and belonging to civil society. The proposed Centre will thus become a hub for those exchanges.

ii)   Deriving from the former, new problems to be tackled through academic research, enriching in this way research agendas.

iii)   In the same vein, providing students with a new type of problems to address in their undergraduate and graduate theses as well as supervisors able to guide them.

iv)   Facilitating the undertaking and effective use of research results by policy makers through co-production of the design, development and follow-up of research projects.

v)   Fostering a multi-level platform of mutual learning where international experiences will have great importance, particularly those provided by the partner universities gathered in this Erasmus project.

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	-
Is the centre to be created a new one or an update?	New
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	To gather under a unified undertaking the myriad of institutional valuable experiences, and to build upon them a coherent tool for relating university and society.
Where will the centre be located in the institution?	As part of the Pro-Rectory of Research
Will this infrastructure be made available to the centre after the project ends?	Yes
How many people will be employed in the centre?	The Centre will need 3 new staff
Will the institution fund these posts after the project ends?	Yes
How many administrative staff will be trained?	2
Which procedures will be updated /introduced in the institution?	See below.

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment(*only for Partner Country institutions)*
Please fill in if you are applying for this type of project and define clear the activities to be held in your institution(limit 2000 characters)

F.3.6 – Expected results and impact *(only for Partner Country institutions)*

What are the expected tangible results from the project in your HEI?	1. Design and implementation of an interactive platform containing on the one side actors and their problems (public and private enterprises,

	communities, trade unions, cooperatives, social movements) and on the other side researchers and their research experience and general expertise to tackle different types of social, economic, political and cultural problems. The information to feed the interactive platform will be gathered through the *Interdisciplinary Centre for University Research-Society interactions.* 2. The identification of a pool of well delimited societal problems to be grouped as "platform-problems" around which organizing a call for projects funded by the University Research Council. 3. The implementation by the University Research Council of new Programs to foster University-Society relationships. 4. The organization of seminars for discussing research evaluation 5. The production of reasoned texts presenting alternatives for research evaluation, the organization of its wide discussion within the university and the preparation of materials to feed the political discussion at the University governance stances. 6. Identification of common challenges regarding knowledge transfer and possible practices to promote and measure knowledge appropriation. 7. Organization of activities with university actors to share practices potentially promoting the relationship with social stakeholders.
How will the impact of these results be measured in your HEI?	i) Use –inside and outside academia- of the interactive platform. ii) Number of contacts –informal and formal, measured through contracts, consultancy or joint projects- between faculty and diverse social actors. iii) New Programs implemented and their assessment iv) Number of gatherings to discuss research evaluation

	v) Formal advancement towards legitimising new research evaluation criteria, within and outside the university (for instance, at the national level)
	vi) Number of contacts, etc, measured as in ii) and number of projects results transferred.
	vii) Advances towards the discussion of measurement of knowledge appropriation.
	viii) Number of activities held with university actors to discuss knowledge transfer.
What financial means and human and other resources will be provided to sustain these results after the project ends?	All the financial means to maintain and update the interactive platform, to continue the staffing of the Centre and to support the seminars –including inviting foreign experts to deliver conferences- will be provided.

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Judith Sutz	PhD in Socio-Economics of Development, Université de Paris-Sorbonne; Master in Development Planning, Centro de Estudios del Desarrollo, Universidad Central de Venezuela; Electrical Engineer, Universidad Central de Venezuela. Interested in research and innovation policiy design, research and innovation for social inclusion, university and development. https://exportcvuy.anii.org.uy/CvEstatico/?urlId=217c98176497ac16e79d782 0bb5dd0240d0eec154e1083b287f7afa90180be645d9c02282ad6b30f1526e18 4c01668bcb77690079c4d6da40d75b6ea077e2031&formato=pdf&convocator ia=21
Mariela Bianco	PhD and Master in Rural Sociology, Penn State University, USA; Bachelor in Sociology, Universidad de la República. Interested in production and social use of knowledge with an emphasis on agrarian science, technology and innovation systems. https://exportcvuy.anii.org.uy/CvEstatico/?urlId=a3e5b1396b3dace3155633c 17e8b92c25190651e87338dcfa0bce9c8f1226f9dc80a259dc429da5ad7095db 333202f45642d9a6ea988d0256b78d06694f04eba&formato=pdf&convocatori a=21
Cecilia Tomassini	PhD in Public Policy and Development, Universidade Federal do Rio de Janeiro, Brazil; Master and Bachelor in Sociology, Universidad de la República.

	Interested in health innovation systems, science, technology and gender and research and innovation for social inclusion. https://exportcvuy.anii.org.uy/CvEstatico/?urlId=5a45529f1c93db9cef72fa1310ac490077d67b401a34ee11870a793995bbd55747a8565814a48151839c3f7dbc5f7383b3bc935ba95834817ce3eeccd6dee654&formato=pdf&convocatoria=21
Natalia Gras	PhD in Social Sciences and Master in Economics and Innovation Management, Universidad Autónoma Metropolitana, Mexico, Bachelor in Economics, Universidad de la República. Interested in innovation systems, research and innovation for social inclusion and academic evaluation systems. https://exportcvuy.anii.org.uy/CvEstatico/?urlId=1cf71f5d5c6de0c0287fa8c69d7665f06cec46287e06779204a25131847019fc8b0ab5d697c27c71c85281d8bca9fd8a92b66c195642fd57c8d8dab86bfef48b&formato=pdf&convocatoria=21
Santiago Alzugaray	PhD student in Social Anthropology, Universidad Nacional de San Martín, Argentina. Master in Human Sciences, Bachelor in Anthropology, Universidad de la República. Interested in the relationship between science and technology and social inequalities with a special focus in the social interactions in research and technology development and the construction of pathways in those fields. https://exportcvuy.anii.org.uy/CvEstatico/?urlId=d2ba04a9f1e8190ca4c018f4d6d631702756792a770072d353fe6c783ed9000e287af89806b02adc81c88f5e5f94b65548d5b15b0d59d53a491040c31502d621&formato=pdf&convocatoria=21
María Goñi	PhD student in Social Sciences, Universidad de Buenos Aires; Master in Science, Technology and Society, Universidad de Quilmes, Argentina; Bachelor in Anthropology, Universidad de la República. Interested in science, technology and gender, with an emphasis on interdiscipline, transdiscipline and interactions with non-academic sectors. https://exportcvuy.anii.org.uy/CvEstatico/?urlId=cc0a7cfb17f28759b12312aae159a1dc00730dfc8366c124cd4061d527d695de749d2a6997981672c7b237171fc37a9350e8ded282d993763fafdf353cb27b72&formato=pdf&convocatoria=21
Victoria Evia	PhD in Anthropology in Centro de Investigaciones y Estudios Superiores en Antropología Social (CIESAS), Mexico; Master in Human Sciences and Bachelor in Social Anthropology, Universidad de la República. Interested in the production of knowledge and technology for social inclusion in the health sector, combining critical medical anthropology with science, technology and society studies. https://exportcvuy.anii.org.uy/CvEstatico/?urlId=60b8007501cd6a748902e44de726236b1e3e1425c2c8f5d76f423500b27783a84614600535e3f970146aed0

	fad69513c0b800fec6709422142bdee9ea1d18a75&formato=pdf&convocatoria=21
Camila Zeballos	Master in Latin American Studies, Universidad de la República; Bachelor in Political Science, Universidad de la República. Interested in linking democracy and elites with science and technology in the history of Latin America.
Andrea Waiter	Master in Economic and Social History, Bachelor in Sociology, Universidad de la República. Interested in science, technology, society and development.
Soledad Contreras	Master in Demography and Population Studies, Bachelor in Anthropology, Universidad de la República. Interested in sociology of technology, technology and social inclusion, and energy poverty.
Mateo Cattivelli	Master student of Economic and Social History; Bachelor in Development Universidad de la República. Interested in long term development problems in Latin American countries.
Matías Rodales	Master student of Science, Technology and Society, Universidad de Quilmes, Argentina; Bachelor in Development, Universidad de la República. Interested in science, technology, society and development.
Leticia Méndez	PhD, MSc, BSc in Biological Sciences, Postgraduate student in Technology Management, Universidad de la República. Interested in knowledge transfer.

Partner number		**P8**
Organisation name & acronym	Universidad Nacional de Asunciòn -UNA	

F.3.1 - Aims and activities of the organisation
Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).

Universidad Nacional de Asuncion - UNA, founded in 1889, is the first institution of higher education, and also the oldest and the most traditional in the country. Currently it has 50,000 undergraduate students, 5,000 postgraduate students and 100 full-time researchers. The university has offices in 12 departments of 17 in the country. It has the coordination of scholarships and academic mobility that is responsible for the management, dissemination and preparation of scholarships and announcement of international academic mobility.
Capacity in Human Resources
This area has three coordination: coordination of academic mobility, coordination of project management and communication coordination, through which common actions are carried out with respect to UNA's internationalization policies. The ccoordination of project management has sufficient for technical and infrastructure capacity to manage projects, networks and associations, as well as to control and supervise them. The coordination of the communication is responsible for the activities of dissemination of open announcement to the academic community, and establishes internal and external communication channels of our directorate of international relation.

These three areas of work are coordinated in an effective way so that the university participates in international cooperation networks, in the process of insertion of the academic community into international mobility, with the constant support of the authorities.

This organization has the infrastructure and qualified human resources for the internationalization activities of the academic community.

For the budget administration, it has a General Directorate of Administration and Finance that works in coordination with the management and the resources received are oriented to the specific assignments for the activities to be carried out within the framework of international cooperation

Only for Partner Country institutions, please provide information on:	
Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	Around 200 signed agreements
Number of students	Undergraduate students: 50,000 Doctoral students: 120 Magister students: 4,000 Posttitle students: 1,000
Number of Bachelor degrees offered	81 Programs
Number of Master degrees offered	224 Programs
Number of PhD degrees offered	10 Programs
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	**"ORACLE" - Regional Observatory for the Quality of Equity in Higher Education in Latin America (2016)** The Regional Observatory for the Quality of Equity in Higher Education in Latin America aims to be a space for exchanging experiences, preparing studies and proposing lines of action focused on improving inclusion and equity in Latin America's higher education institutions. The focus of analysis will be the students, the administration and service personnel and the teaching staff forming part of the analysed institutions. In its initial phase, the observatory comprises 30 Latin American institutions, with five European universities taking part as associates. **"EARTH" - Education, Agriculture and Resources for Territories and Heritage (2019)** EARTH seeks to improve and mobilize PC HEIs' institutional capacities for rural development and management capitalizing on the involvement of EU HEIs in the last twenty years of EU Rural Policy, with particular reference to the Leader approach. Improving capacities is predicated upon several actions which PC HEIs can use as inspiration when charting their own developmental plans: a) enhancing national and international cooperation relationships, involving European HEIs as well as stakeholders in PC allowing the alinement of curricula to societal needs; b) sharing good practices; c) promoting scientific assistance to regional and national policy maker about systemic approach to natural, social and economic resource management in rural areas. **"ACE" – Aprendizaje Centrado en el Estudiante en América del Sur (2019)** Within the framework of this proposal, transnational working groups will be established to develop the best strategies for the development of academic staff for the (re) design, application and evaluation of degree programs. He will also describe examples of good practices for the

	development of different skill groups, as described in the meta-profiles of Latin America. The results of the Measuring and Comparing Achievements of the Learning Outcomes in Europe, CALOHEE, 2016-2017) project that defined Assessment Framework and examples of good student-based practices for learning, teaching and evaluation will also be used**.**

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters)*.*

UNA will participate in all INCAS activities. In particular, it will host the second coordination meeting that will coincide with a dissemination event (1 day of conference), to spread in Paraguay the results of the project.
UNA will also host the intensive training, gathering all the participants from Paraguayan universities in Asunciòn.
It will host an EU expert for coaching in the phase of start of the Unit (WP3)

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses	
Which existing courses will be updated in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

The Universidad Nacional de Asunción has undergone a restructuring process, which has generated a consensus for the approval of a new statute in force since 2018. This new statute has generated a process of change and restructuring in various fields, especially related to research and technology transfer.
In this sense, one of the most important actions has been the creation of the Center for Technology Transfer and Research Results (CETTRI), which will seek the act of the articulating nucleus between the management of the knowledge generated in the University and its use both In the market as in society in order to solve real problems, boost the quantity and quality of jobs, on the one hand. The UNA will also be able to train students in an environment closer to the work reality that will allow them to better incorporate knowledge and expand the professional landscape. In addition, have funds to reinvest in research, acquisition of equipment, hiring support staff and incentivize researchers economically.
Also, this new scenario drives UNA to focus on greater international visibility through international cooperation.

Provide information on (if applicable)	
List the number of existing centres/networks in your HEI	Around 15 networks
Is the centre to be created a new one or an update?	Updated
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	The update of this center allows to strengthen and energize the results in society
Where will the centre be located in the institution?	Campus, UNA. San Lorenzo
Will this infrastructure be made available to the centre after the project ends?	Yes
How many people will be employed in the centre?	6-8
Will the institution fund these posts after the project ends?	Yes
How many administrative staff will be trained?	2

Which procedures will be updated /introduced in the institution?	Mainly issues related to intellectual and industrial property, technology transfer, regulations for technology-based companies and regulations

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment(*only for Partner Country institutions*)
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

F.3.6 – Expected results and impact *(only for Partner Country institutions)*

What are the expected tangible results from the project in your HEI?	Strengthening of technological infrastructure and human resources trained to position as a reference center in the country. Also, promote the culture of innovation and technology transfer in the university community
How will the impact of these results be measured in your HEI?	The impacts will be measured through indicators such as the number of people trained in technology transfer and patents, number of people advised and the number of cooperation agreements.
What financial means and human and other resources will be provided to sustain these results after the project ends?	The UNA has conditions in allocating funds from the University to identify the sustainability of the Project, including the possibility that this center will generate profits from the agreements and services provided.

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Dr. Edgar Sánchez Báez	Doctor in Economics, Business and Social Sciences - University of Seville, Spain Master in Planning, Economics and Projects – Universidad Nacional de Asuncion Master of Production Engineering – Universidad Nacional de Asuncion General Director of Postgraduate and International Relations -UNA Teacher in undergraduate and graduate programs – UNA Coordinator of several associative research projects. **Recent publications**: *Sánchez-Báez, E. A.; Romero, I.; Fernandez-Serrano, J. (2019) *Organizational Culture and Innovation in Small Businesses in Paraguay*, Regional Science, Policy and Practice, pp. 1-15. * Sánchez-Báez, E. A.; Fernandez-Serrano, J; Romero, I. (2018) *Personal values, entrepreneurial attitudes and innovation in SMEs: the case of Paraguay*, Amfiteatru Economic, v. 20 f: 49, pp. 771-781. * Sánchez-Báez, E. A.; Schenatto, F. J. A. (2017). *Innovation and competitiveness of the business clusters in Paraguay: evidence of their limitations*, Dirección y Organizacioón, v. 63, pp. 65-73. * Sanchez Báez, E.A. y Almada Ibañez, C. (2019). *La tibia mirada hacia la internacionalización en las IES de Paraguay: experiencia de la Universidad Nacional de Asunción en este proceso*. Integración y Conocimiento. 8, 1 pp. 59-67.

Dra. Clara Almada	Doctor in Educational Sciences with emphasis in Management of Higher Education - UNA Master in Industrial Engineering / emphasis in Production Management - Catholic University of Valparaíso - Chile. Experiences in: Strategic Planning, Quality Management, Optimization, Simulation Process, Information Technology, Design and Management of Production Logistics Training in the area of University Social Responsibility. Study of the ten principles of the Millennium Global Compact. Effective communication, teamwork, Leadership, Design and Project Management Strategic planning, EFQM models, quality control. Microsoft Project domain components -Experience in consulting companies, private companies (governments, municipalities) and (industrial, commercial and service SMEs) - Experience in training management issues and various business issues, public sector (ministries, governorates, municipalities), private companies
Dr. Javier Barúa	Doctor of Science - University of Cádiz, Spain Master's Degree in Chemical Sciences and Technologies - University of Cádiz, Spain Master in Government and Public Management - UNA Full-time Research Professor - UNA General Director of the Directorate of Scientific and Technological Research - UNA
Lic. Vicente Bracho	Specialist in Planning, Economy and Projects Bachelor of Business Administration Director of the Center for Technology Transfer and Research Results (CETRI) - UNA Degree program teacher - UNA Principal investigator of the Project "Creation of the Office of Technology Transfer and Research Results (OTRI) - UNA
Lic. Gustavo Brozón Benítez	Master in Industrial Engineering, emphasis on Production Management - UNA / Pontificia Universidad Católica de Valparaíso - Chile Bachelor in Industrial Chemistry - UNA Director of the Multidisciplinary Center for Technological Research

Partner number		**P9**
Organisation name & acronym	Universidad Nacional de Itapúa – UNI	

F.3.1 - Aims and activities of the organisation
Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).

The Universidad Nacional de Itapúa – UNI is a very young university, which has strengthened its image in the departmental context, fostering regional development, with a series of measures to strengthen the relationship and communication with the social, political and economic order to contribute to the solution of problems of the region and work together and coordinated with Departmental Councils of Health, Agriculture, Planning, Production Cooperatives and Financial Sectors. UNI since its inception works tenaciously to strengthen Higher Education in the Region and to promote the improvement of the functions of teaching, research, dissemination and extension of culture, as well as administrative support in the institutions of the Region. UNI has 6 campuses of wich 5 are located within the Department of Itapua.

UNI is gaining increasing expertise in Exchange and mobility programmes of undergraduate and graduate students, and academic and administrative staff. A very important experience is given by the Erasmus Mundus and Erasmus + Programmes. European and South American Universities are involved in all the aforementioned projects.

In the context of MERCOSUR, our University is part of the MERCOSUR Mobility Programme in the Project MERCOSUR

Mobility in Higher Education (2010 – 2013), coordinated by the Ad-hoc Commission of MERCOSUR Educativo and the Ministries of Education of the participant countries (Paraguay, Argentina, Brazil and Uruguay). All these programmes are funded by the European Union. In the South American context, the National University of Itapúa takes part of Mobility program such as those ones belonging to the Asociación de Universidades Grupo Montevideo, MARCA, ZICOSUR Universitario and Paulo Freire Program.

Besides, UNI participated in research projects with Spanish Universities on issues related to tourism and the impact of international cooperation development projects. UNI is living a rapidly increasing internationalization process, which will be very beneficial to its educational community and to the whole region of its hinterland.

Only for Partner Country institutions, please provide information on:

Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	22
Number of students	6849
Number of Bachelor degrees offered	29
Number of Master degrees offered	16
Number of PhD degrees offered	4
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	PONCHO " Internationalization of LA peripheral Universities through Sustainable Integration and Inclusive Implementation of IRO`s" - 561843-EPP-1-2015-1-ES-EPPKA2-CBHE-JP UMETECH "University and Media Technology" - 574105-EPP-1-2016-1-IT-EPPKA2-CBHE-JP NUCIF "Network de Universidades para el Conocimiento y la Integración de Fronteras" - 585795- EPP-1-2017-1-IT-EPPKA2-CBHE-JP

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters).

In the framework of the project, the National University of Itapúa will have a role in the formation of its human capital (students, teachers, researchers and managers).

Through the training received will strengthen the human resources of the University, which will enable the generation of new lines of research, networks, and the transfer of knowledge, in addition to greater contact with society and enterprises at local and regional level.

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	
For each course please fill the following nested table:	

Title	

Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses

Which existing courses will be updated in your HEI?	

For each course please fill the following nested table:

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

The digitalization of the industry is a revolution that is already changing the paradigm of work environments and the way they relate with both suppliers and customers, so the university has a great responsibility in the training of professionals prepared, the application in an innovative way of knowledge and, above all, to respond to local, regional and national problems.

Current trends point to the university to the strengthening of innovation and research. The innovative university is the one that makes the research its main axis of development, contributing new knowledge; and updating the teaching-learning processes

To do this, the National University of Itapúa participating in the project will benefit in the training of highly qualified human talent, with capacity to adapt easily and quickly to the new context of the world competitive labor market.

Likewise, it should work in the development of database and analysis of occupational markets to understand the trends of the working environment to enable the university to make decisions in relation to the careers that offer,

update their curricula with the professional skills required. In addition, it is necessary to make a greater investment in infrastructure equipment.

The National University of Itapúa is working in different sectors by implementing technologies, either applied to tourism, cultural heritage and to industries. All this, through training of professionals and students in specialties that today is booming in the technologies. With instructors from European universities and Latin America helps boost such training and at the same time boost social community development projects and agro-industry.

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	Culturals Competences Centre UMETECH Office of Research Results Transfer OTRI Observatorio del Agua Bioterio Laboratory Spacio Maker Business Incubator Posgraduate School
Is the centre to be created a new one or an update?	update
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	Currently, at UNI we have the Business Incubator and Office of Research Results Transfer OTRI; so this center is necessary to improve and strengthen the management.
Where will the centre be located in the institution?	At the Research, Extension and Posgraduate building.
Will this infrastructure be made available to the centre after the project ends?	Yes
How many people will be employed in the centre?	4
Will the institution fund these posts after the project ends?	Yes
How many administrative staff will be trained?	4
Which procedures will be updated /introduced in the institution?	

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project and define clear the activities to be held in your institution (limit 2000 characters)

F.3.6 – Expected results and impact *(only for Partner Country institutions)*

What are the expected tangible results from the project in your HEI?	To train researchers with global competencies necessary to meet the current demands (development of soft skills) Achieve greater linkage of the academy with civil society (Science, Technology and Society) Create at the University a unit that can act as a center for the entire institution, as well as for the connection with civil society, with the aim of assisting researchers and groups to develop new activities.

	Use the virtual platform created by AUGM Program to know and make known the activities proposed and managed by partner universities (training opportunities, call for applications, research opportunities, language courses, social programs that involve research groups, etc.)
How will the impact of these results be measured in your HEI?	The University shall incorporate in its annual budget the human and financial resources that will allow the continuity of the project. And the management of external funds such as those of the National Council for Science and Technology of Paraguay. It should be noted that the University has a Direction of Research, Postgraduate and Research Department in each academic unit whose actions tend to respond to a policy of strengthening the research, innovation and technological development for the achievement of a positioning at the international level of the University.
What financial means and human and other resources will be provided to sustain these results after the project ends?	To measure the impact of the results, the University will establish indicators in three key areas: scientific, economic and socio-educational measures. To this end, indicators will be developed: Management for monitoring of the processes carried out Results: generated by the formations and Training Effect: immediate consequences Impact: represent the expected changes on the basis of objectives and results. For the evaluation will be used qualitative and quantitative methods

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project

The University has staff working with the skills and abilities necessary for the development of the project, in addition with the desire to continue training and be multipliers. It also has with the following offices: Direction of research, business incubator (in the process of strengthening), Office of the transfer of research results in the process of formation.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Estelvina Rodriguez	PhD in Environmental Sciences – Universidad Autónoma de México. Scholarship of National Council of Science and Technology, México. Master degree in Environmental Sciences – Universidad Autónoma de México. Scholarship of Ministry of Foreign Affairs, México. Bachelor Degree in Pedagogy with emphasis in Natural Sciences and Health – Universidad Católica Nuestra Señora de la Asunción, Campus Itapúa, Paraguay. Researcher categorized by the CONACYT National Council of Sciences and Technology, Paraguay. Speaker at congresses and seminars at national and international level. Professor of undergraduate and postgraduate degrees.
Gladys Romero	Master degree in Strategic Planning for National Development. Posgraduate School. Universidad Nacional de Itapúa, Paraguay. Specialization/Improvement in Strategic Planning for National Development. Posgraduate School. Universidad Nacional de Itapúa. University didactics. Universidad Católica Nuestra Señora de la Asunción. Campus Itapúa. Bachelor degree in Commercial Engineering. Universidad Nacional de Itapúa. Short courses Embassy of Israel

	Title: Management of tourism ventures for the empowerment of women in rural and natural areas. Main technique of Business Incubator of UNI. Project funded by CONACYT – National Council of Sciences and Technology of Paraguay. Technical at the Office of Research Results Transfer.
María Helena Martínez	Specialization/Improvement in Strategic Planning for National Development. Posgraduate School. Universidad Nacional de Itapúa. University didactics. Universidad Nacional de Itapúa. Bachelor degree in Commercial Engineering. Universidad Nacional de Itapúa. UMETECH Online Course on Administrative and Management Educational Program. University of Florence. Training Webinar Knowledge Hub Agroalimentare y Agroindustria. Università degli Studi di Bari Aldo Moro Manager of Business Incubator of UNI. Project Manager. NUCIF Project – Erasmus+ CBHE
Susana Fedoruk Position within the institution: Posgraduate Director	Mrs. Susana Fedoruk Haiñ is the Director of Posgraduate School. She holds a Doctorate in Education. Regarding on International issues, she has cooperated with the office of International Relationship participating as a representative of the university in many projects of Erasmus Mundus. In this respect, she was the institutional coordinator for a project called Mercosur Mobility Program (in Spanish, Programa Movilidad Mercosur(PMM), which was funded jointly with the European Union. She has also taken part of the Committee for the Selection of Candidates who applied for the Mundus Lindo Scholarships as the representative of Paraguay. She additionally coordinated a Research Project with the University of La Coruña from Spain. Mrs. Fedoruk Haiñ has an excellent sense of leadership for team working and she has experience developing international projects. She is also very competent dealing with other people and developing interpersonal relationships.
Nelly Monges	Nelly Monges, holds a Bachelor Degree in Administration, Specializations in organization and management, Territory Population and Sustainable Development, Audit, Master degree in Administration. She holds a PhD in Administration. She currently serves as Vicerector, elected from 2018 to 2023.In the international area, was institutional coordinator of the Mundus17 Project – Erasmus Mundus, and integrates the team from the university in the Mobility Program of the Mercosur (PMM). She was also trainer in programs of technical assistance within the framework of the FOCEM (Fund of convergence of the Mercosur). She has the capacity of good administration, influences in a positive way to their subordinates, has the capacity to work as a team and skills of interpersonal communication. She is inclusive and proactive.

Partner number		**P10**
Organisation name & acronym	Universidad Nacional del Este - UNE	

F.3.1 - Aims and activities of the organisation *Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project* (limit 2000 characters).
Universidad Nacional del Este through its Faculties, Schools and Institutes is responsible for the execution of culture, science and technology task on an ongoing basis, for which fully develops superior teaching, research, creation and expansion in several areas of knowledge and educational fields, performs functions of teaching in higher education to train professionals in the fields of science, which are placed under its jurisdiction, while promoting, postgraduate courses, according to the needs of the country and the region as well as specific research functions at promoting the expansion, providing services to the community, student and faculty exchanges.

Promotion and dissemination of project activities in and out the university: through its networks and its website, relay calls for applications with deadlines and reference to website.

To facilitate the promotion, implementation of the individual mobility: by identifying and preparing third-country mobility candidates (provide practical assistance and administrative support for outgoing students (obtaining visa, administrative support, language courses), encourage access to candidates. Support the activities and develop strengthen trade and perennial cooperation between European and third-country institutions.

Participation in events, Consortium meetings, and conferences on exchange of good practices and strengthening cooperation. Participation to the evaluation and sustainable development of the project.

Only for Partner Country institutions, please provide information on:

Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	24
Number of students	10.000
Number of Bachelor degrees offered	25
Number of Master degrees offered	10
Number of PhD degrees offered	4
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	no

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters)*.*

UNE will participate is all project activities, including;
Make appropriate internal arrangements for the proper implementation of the action.
Promote high quality project network between Latin America and European Universities.
Attending planning meetings and project monitoring and contribute to analysis and construction of proposals.
Promote an institutional transformation in the search for exchanges and networking with European and Latin-American universities.

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	

For each course please fill the following nested table:

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	

Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses

Which existing courses will be updated in your HEI?	

For each course please fill the following nested table:

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

- Promotion & dissemination of project activities in and out the university: through its networks and its website, relay calls for applications with deadlines and reference to website.

- Support the activities of the consortium to develop and strengthen trade and perennial cooperation between institutions.

- Participation in events, Consortium meetings, and conferences on exchange of good practices and strengthening cooperation.

- Participation to the evaluation and sustainable development of the project.

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	Competence Centre, technology innovation development centre, University extension network of the UNE
Is the centre to be created a new one or an update?	An update
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	To strengthen our capabilities
Where will the centre be located in the institution?	it is located in the institution
Will this infrastructure be made available to the centre after the project ends?	Yes

How many people will be employed in the centre?	as many necessary for the execution of the project
Will the institution fund these posts after the project ends?	Yes
How many administrative staff will be trained?	as many necessary for the execution of the project
Which procedures will be updated /introduced in the institution?	-

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment*(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

F.3.6 – Expected results and impact *(only for Partner Country institutions)*

What are the expected tangible results from the project in your HEI?	To intruduce trained staff in the already existing Unit; to improve performance of knowledge transfer; to improve the quality of dissemination of transferred concepts among students and researchers
How will the impact of these results be measured in your HEI?	N° of staff trained, n° of new activities started, n° of successful partnership created
What financial means and human and other resources will be provided to sustain these results after the project ends?	Human resources already employed in the university, university funds

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Carlos Montiel	Information Technology Engineer and Director of Research and Pos-Graduate School. For several years has been working at the National University of the East. He´s at present official representative of his University in the Association of Universities of the Montevideo Group (AUGM). He has participated in dozens of workshops and courses which enabled him to visit all many countries.
Yeruti Recalde	Culminated his studies at the Universidad America in 2012, with a diploma in International Trade. She´s Specialist in the management of national and international agreements. Started her career in the Itaipu Binational entity with a Supervised Internship in computer's area, then going to be part of Vicente Scavone & Cia's laboratory, in the administration area. She has extensive experience in organizing corporate events, overhanging responsiveness and immediacy to solve unforeseen. In 2009 she start his work at the University level as Executive Assistant of the International Affair Office at the Universidad Nacional del Este, she has experience in international cooperation projects for higher Education Institutions, projects like Erasmus Mundus and Foundation Carolina's Grant, AUGM. As well today as enclosed Assistant for the UNE in RIUP (Network of International and Institutional Relations of Universities of Paraguay), working with the management transfer of knowledge and best practices of universities cooperating in the incrementation of the effectiveness and efficiency of the International affair in the process of internationalization.

	Trained and accustomed to teamwork, has democratic and cooperative spirit, with a high sense of ownership and responsibility in the activities undertaken, currently doing a Master in Project Management at the Universidad Nacional del Este
Jose Diaz	University Master's Degree in Information Technology and Network Applications, University of Las Palmas de Gran Canaria, Spain, Master's Degree in Emerging Technologies and Competencies for Learning and Networking: eProfessor from the Autonomous University of Asunción. Master in Scientific Research from the Universidad Nacional del Este. Doctorate in Education from the National University of Este Lawyer and Notary of the Catholic University Our Lady of the Assumption. Teacher of courses on Systems of Innovation and Intellectual Property, Intellectual Property in Agriculture, Educational Technology in the Knowledge Society. Project Director Co-funded by the National Council of Science and Technology "State of intellectual property and transfer of research results within the framework of public calls" Member of the management team of the ALFA PILA Project (financed by the European Community) Member of the project management team; Perception of the society and image of the university. "Opinions and valuations of university students from Argentina, Bolivia, Brazil, Chile, Spain, Paraguay and Peru Chapter Paraguay, financed by the AECID Member of the team of researchers of the project "Educational inclusion in initial, ongoing and in-service teacher training in Mercosur" funded by the PASEM program Member of Researcher categorized in the National Research Incentive Program (PRONII) of CONACYT
Hector Zayas	Graduated in Systems Engineering, he´s Master in Education and specialist in University teaching by the Universidad Nacional del Este. He´s also researcher and Research teacher at the Universidad Nacional del Este. - Manager of the Simulation of Stochastic Systems of the Systems Engineering Program at the Polytechnic School, UNE. - In charge of the Operations Research II chair of the Systems Engineering Program at the Polytechnic School, UNE. - Software developer in web environment, technical support and systems administrator in production environment.

Partner number		**P11**
Organisation name & acronym	University of Valparaíso -UV	

F.3.1 - Aims and activities of the organisation
Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).

The University of Valparaiso (UV) is a state, regional and autonomous institution. Its origin dates back to 1911, when the Fiscal Law Course was created. That academic unit, together with others installed in the area in the following decades, gave rise in 1969 to the Valparaíso branch of the University of Chile.

In 1981, it became an independent, autonomous, higher education institution with its own legal personality, called Universidad de Valparaíso. The structure was based on three faculties: Architecture, Medicine and Legal, Economic and Social Sciences.

In these already 105 years of history and 37 since its formal foundation, the Institution has advanced steadily in the consolidation of its educational proposal, as well as in other areas of its participation and commitment to public education.

In the fulfillment of its functions, it must adequately address the interests and needs of the country, and preferably those of Region V, at the highest level of excellence. This University is a legal entity of public law, with its own assets

The UV provides undergraduate teaching in 42 careers and 112 graduate programs, with a total of 16,639 students and 1,887 academics, distributed in 11 faculties and 3 campuses Casa Central in Valparaíso, San Felipe and Santiago.

Only for Partner Country institutions, please provide information on:

Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	298 signed agreements
Number of students	Undergraduate students: 15,724 Doctoral students: 195 Magister students: 720 Posttitle students: 870
Number of Bachelor degrees offered	42 Programs
Number of Master degrees offered	32 Programs
Number of PhD degrees offered	9 Programs
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	"EMPLE-AP: observatory for labour insertion and strengthening of employability in Pacific Alliance countries" It is a proposal that seeks to contribute to the improvement of employability indices and labour insertion of graduates from higher education institutions in the countries of the Pacific Alliance (Mexico, Colombia, Peru and Chile), through monitoring and analysis of the needs and characteristics of the labour market and the construction of national guidelines and policies contributing to the creation of a training offer and to the strengthening of the academic programmes offered by the HEIs of the countries participants. Amount associated to the Project: 985,695 euro

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters).

UV will host the first coordination meeting in march 2022
UV will send its researcher in Santiago de Chile for the intensive training and in EU for the intensive weeks (WP2)
It will host an EU expert for coaching in the phase of start of the Unit (WP3).
UV will organize a pilot event in Valparaiso and contribute to the dissemination of the results at national level.
UV will transversally contribute to all INCAS activities.

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses

Which existing courses will be updated in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

The University of Valparaiso has undertaken a process of institutional change, incorporating the applied science within the development of their academics. This change of vision from the basic science toward applied development has involved serious institutional challenges in which the University has had to make changes in its institutional organic to be able to adapt the administrative processes to the new reality academics, officials and students.

Among the institutional changes we can mention the creation of a transfer and licensing office in 2011, a project that was consolidated through the strengthening program to which the institution applied and was awarded in 2015.
Soon after the OTL project was consolidated, it demonstrated the need to make fundamental changes in the administrative organization of the University. This is translated into the creation of the Vice-Rector's Office for Research, creating a new directorate, the Directorate of Innovation and Technology Transfer, in addition to developing new regulations for "Advanced Services" that directly stimulate applied initiatives linked to productive industries.

Therefore, the growing challenges of the institution are based on the need to strengthen the paradigm shift of the University regarding the vision of doing science with meaning to the community and industry, without leaving aside the basic scientific development. Therefore, some of the actions that need to be developed are the following:
- Promote and internally position applied research and innovation.
- Workshops to evaluate technological capacities
- Identification of a project portfolio
- Training in Value Proposal Generation and Formulation of Innovation Initiatives
- Promotion and Industry Liaison Program
- Raising Industry Challenges to Sustainability

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	21 centres
Is the centre to be created a new one or an update?	New Centre
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	A new center is important because it will allow to articulate in a dynamic and agile way the innovation capacity that the university has.
Where will the centre be located in the institution?	Montaña 885, Viña del mar, region de Valparaiso. Vicerrectoría de Investigación e Innovación
Will this infrastructure be made available to the centre after the project ends?	Si
How many people will be employed in the centre?	8
Will the institution fund these posts after the project ends?	Yes
How many administrative staff will be trained?	2
Which procedures will be updated /introduced in the institution?	Among the procedures to be introduced in the institution, there are regulations on intellectual and industrial property, innovation policy, technology transfer policy, intellectual property policy, new regulations for technology-based companies and regulations on conflicts of interest.

These fundamental elements seek to be aligned with the institutional strategy and will respond to the change being made by academics, officials and students of the UV |

F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment*(only for Partner Country institutions)*
Please fill in if you are applying for this type of project and define clear the activities to be held in your institution(limit 2000 characters)

F.3.6 – Expected results and impact *(only for Partner Country institutions)*

1.- What are the expected tangible results from the project in your HEI?
2.- How will the impact of these results be measured in your HEI?
3.- What financial means and human and other resources will be provided to sustain these results after the project ends?

The expected results from the Project in our institution seeks to prioritize the innovation of technology transfer mainly among academics and researchers of our University through the following results and indicators .

Result	Indicator
To position the Centre as a valuable partner and reference for the university community	Number of enquiries to the centre Number of workshops requested
Generate permanent contact with public and private institutions that are key to regional development, considering the public role of the University.	Minutes of meetings with representatives of the institutions
To highlight the results of research and innovation developed in the UV environment	Increase in agreements between the University of Valparaiso and companies.
To generate a new culture in pursuit of entrepreneurship within the university community, focused on technology-based ventures..	Number of events Increase in the number of consultations requested

To maintain the results presented, the center will have the necessary infrastructure to continue operating, and permanent staff to help strengthen and the results defined and implement a financing system that allows the sustainability of the center over time, through new lines of funding that are translated into contracts and advice for services provided.

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Cristián Oyanedel	Agricultural Engineer from the Pontifical Catholic University of Valparaiso graduated in 2007. During 2012 he completed a Diploma in Innovation and Technological Management at the University of Talca and then in 2017 he specialized in a master's degree in Public Management, Local and Regional Development at the University of Los Lagos. His first work experience was as Business Development Executive for the company Fedefruta F.G., between 2008 and 2013, being responsible for the formulation and monitoring of various Development Association Projects, Supplier Development Programs and Local Entrepreneurship Programs of CORFO. Then he would work as Deputy Manager of Special Projects until 2015, where his main role

	was to be the Executive in charge of the development of a series of studies and projects of productive promotion and territorial development. Responsible for formulating, evaluating and supervising the implementation of more than 30 projects of productive development and innovation. Today, he is the Director of Innovation and Technology Transfer, generating and coordinating the strategies for the fulfillment of the mission and institutional strategic objectives of the UV in the area of Intellectual Property, Technology Transfer and Technology-based Enterprises. From 2014 to date he has led the following projects with CORFO: - Consolidation of the Technology Transfer and Licensing Unit of the University of Valparaiso (code 18COTL-93522) - Methodology to support entrepreneurship in the creative industry of the Region of Valparaiso(Code: 18PAEIR 103939) - Consolidation of the Transfer and Licensing Office of the University of Valparaiso (Code: 15COTL-47469) - FAT GTT Tomatoes (Code: 12FGTT-18029)
Tomas Katz	Business Admistrationfrom the Adolfo Ibáñez University. During the year 2013 he completed a master's degree in Innovation and Design at the same university and is currently studying a diploma in Artistic Photography at the School of Camera Lucida in Valparaiso. The first work experience was made in Codelco during the years 2014 and 2015 being Business Manager for direct supply tenders in the state. Among the roles were the negotiation of contracts with suppliers, preparation of the tender, economic and technical analysis, consolidation of bids, award and preparation of the agreement. For the year 2018, he worked as manager of the Fablab belonging to the School of Design of the IAU in Viña del Mar, where he was responsible for building infrastructure, formulating projects and linking with the environment. Currently he works as Technology Transfer Executive at the University of Valparaiso in the Directorate of Innovation and Technology Transfer, where he performs technology scouting, support to researchers in business models, marketing and transfer, project formulation to public funds, support in intellectual property management and giving entrepreneurship workshops for undergraduate students. She has also attended seminars and workshops to train in the area of building university-business relationships, marketing of technologies generated at the University and in the negotiation of technology collaboration agreements.

Katherine Santos	Business Administration, Degree in Economics from Universidad de Concepción and Master's Degree in Innovation from Pontificia Universidad Católica de Chile. She has extensive experience and knowledge about the methodologies for the formulation and evaluation of research projects, formulation of business plans, report generation, indicators, etc. She has worked for 5 years in the Vice-Rectory of Research and Development of the Universidad de Concepción in charge of the administrative and financial control of research projects at the Universidad de Concepción and also in the coordination of applications to Competitive Funds of CONICYT, CORFO, Regional Government among other institutions for R+D+I projects. During the year 2017 she worked as Responsible for Processes and Tenders of the Scientific Information Program of the National Commission for Scientific and Technological Research - CONICYT as Responsible for the management processes of the Scientific Information program that includes Competitive Funds. In 2018 she worked at INACAP as Business Incubator Executive in charge of the identification and support in the development of businesses, conforming a portfolio of viable projects, delivering advisory services to entrepreneurs allowing them to obtain financing (public - private) to maximize the value of the company, increase sales. From October 2018 to the present, she works as Technology Transfer Executive and as Coordinator of the Science and Innovation 2030 Project. Currently, she is oriented to promote entrepreneurship within the University and to support researchers in applied science and get their researches to the industry.
Omar Acevedo	Product Designer of the University of Valparaiso. He started as an academic in 1992. During 1994 /1995, he studied a Master's Degree in Industrial Design and Product Creation at the Escuela Técnica Superior de Ingenieros Industriales de Barcelona, Universidad Politécnica de Cataluña, UPC. In 1998, he obtained a Diploma in Ergonomics at the School of Medicine of the University of Valparaiso, a program carried out in conjunction with the Institute of Occupational Safety IST and IST Foundation. During the years 2005/ 2008, he carries out his doctoral studies at the Politecnico di Milano, Italy, obtaining the degree of Doctor in Industrial Design and Multimedia Communication. In this same institution he works as an assistant professor at the School of Design. Professionally, he began his practice at Astilleros Andamar S.A. Buenos Aires, Argentina, Instituto de Rehabilitación Infantil I.R.I de Valparaíso, SS&TM CHILE, Productions Audiovisuals, Viña del Mar and as an independent consultant. He currently serves as academic advisor on innovation at the Directorate of Innovation and Technology Transfer, DITEC UV. Academically he focuses his work on the development of patentable products in the areas of health, safety and social inclusion, co-directing the Observatory of Innovation in Products for Patenting, belonging to the School of Design at the University of Valparaiso.
Paula Galaz	Double Degree in International Business Administration at Universidad de Valparaíso, Chile and Bachelor of International Business Administration at Montpellier Business School, France. Diploma in preparation, evaluation and project management at Universidad de Chile. His first work experience was in International Business Accelerator at the University of Valparaiso. As a freelance consultant. From 2017 to 2018, she was in charge of the Environment Link at the Santiago campus of the University of Valparaiso, designing, monitoring and executing agreements, formulating and planning projects aimed at connecting the academy with society. Currently she works as an executive of advanced services in the Vice-Rectory of Research and Innovation.
Cristóbal Iturriaga	Civil Industrial Engineer from the Pontifical Catholic University of Valparaiso. He has a course in Innovation and Entrepreneurship Meet LATAM Valparaiso with the University of Viña del Mar. Between 2016 and 2017, he worked as an entrepreneurial consultant for the Chrysalis business incubator. He has participated as an exhibitor in workshops for entrepreneurs with early stage projects. He has experience formulating projects (VIU, Capital Semilla Corfo and Capital Semilla

	SERCOTEC). From 2017 to 2019 he was part of the Center for Innovation, Entrepreneurship and Technology of the Adolfo Ibáñez University, as Coordinator of Entrepreneurship Projects. He currently works at the University of Valparaiso as an Innovation Manager.	

Partner number		**P12**
Organisation name & acronym	Universidad de Santiago de Chile - USACH	

F.3.1 - Aims and activities of the organisation
Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters)*.*

The Universidad de Santiago de Chile (USACH), founded in 1848, it has a vast academic experience and aims to be a university of excellence, with an emphasis on research with a global approach. It is the second oldest university in Chile, with 170 years if history and lists among the three leading universities in terms of number of patents at a national level. Our university is also leading in terms of inclusion, with a diverse community, which has put it among the 1% best universities in Latin America according to international rankings. According to QS World University Rankings: USACH is located in 13th position in Latin America. While in the national rankings, is located in 3th position. Additionally, the USACH is located in the best 500 universities in the world. We are part of the 100 Universities most recognized in the Literature and linguistics area and also we currently occupy the place No. 125 in employability.

International Research and Impact
57.8% of our academics publish papers with international co-authors

The USACH receives students from more than 21 countries in Europe, Asia, Oceania, North America and South America. More than 50 higher education institutions send their students to our university.

Our unique campus is located in the middle of Santiago, the capital city, at a short distance from both the Andes and the Pacific Ocean. Our university also excels as an inclusive institution with a distinguished seal of excellence, which is reflected in the research output, academic quality and social responsibility.

The university has 8 faculties, 72 undergraduate programs, 17 doctorate and 50 master programs. The total number of students sums up to 23.840. In addition, the campus has 32 hectares of building and green areas, apart from more than 50 different research labs.

The complete offer of education and research opportunities concentrates in the following faculties: Faculty of Administration and Economics, Faculty of Medical Sciences, Faculty of Science, Faculty of Engineering, Faculty of Humanities, Faculty of Chemistry and Biology, Faculty of Technology and the recent inaugurated Faculty of Law. Apart from these, there is a School of Architecture since 1993 and a general humanities and sciences programme.

The International Office offers support for international visitors, students as well as faculty staff. A special programme called "USACH without borders" offers several services that go from assistance upon arrival and campus orientation, to leisure activities and cultural sight visits where the main goal is to connect the incoming students with our local staff and students. We highly value the presence of international visitors and therefore create local interactions go make their stay as beneficial as possible for both local and international students and staff.

Only for Partner Country institutions, please provide information on:	
Number of Memoranda of Cooperation/Understanding the HEI has signed with HEIs outside their own country?	330
Number of students	23.840
Number of Bachelor degrees offered	72
Number of Master degrees offered	50
Number of PhD degrees offered	17
Have you participated in CBHE? If yes, list CBHE projects titles and reference numbers. Describe curricular/ courses developed/ modernised, if any (name of the subject area and courses titles)	Erasmus Innovative Teaching Across Continents (2018-2020): Universities from Europe, Chile and Peru on an expedition (InnovaT) as a European collaboration initiative in the Erasmus+Programme (CBHE) for improving capacities in Higher Education Institution in Chile and Peru in innovative teaching & learning approaches.

F.3.2 – Role of your organisation in the project
Please describe also the role of your organisation in the project (limit 1000 characters)*.*

The Universidad de Santiago de Chile (USACH), founded in 1848, it has a vast academic experience and aims to be a university of excellence, with an emphasis on research with a global approach. It is the second oldest university in Chile, with 170 years if history and lists among the three leading universities in terms of number of patents at a national level. Our university is also leading in terms of inclusion, with a diverse community, which has put it among the 1% best universities in Latin America according to international rankings.

USACH comes to the Project to collaborate and join other LA universities, to improve and strengthen the relationship with the civil society. Also brings its great reputation among Chilean Higher Education Institutions. With the creation of the Vice-rectory of Outreach and Public Engagement the university currently has an institutional structure that allows the development of programs, activities and mechanisms for linking with the civil society. Therefore, the USACH can contribute to the Project with its expertise, good practices, lessons learned and opportunities for improvement with a focus on the outreach and public/private engagement activities.

F.3.3 – Curriculum development project *(only for Partner Country institutions)*
Please fill in if you are applying for a curriculum development project

Please confirm that no similar curricula/ courses/modules were developed/modernised in Tempus IV projects in this HEI.	Choose an item.

For new courses

What new courses will the project implement in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
Estimated starting date of the new programme	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	

List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

For updated courses

Which existing courses will be updated in your HEI?	
For each course please fill the following nested table:	

Title	
Level of study	
List ofsubjects and credits (ECTS or comparable credit system) for each of them	
Estimated date of accreditation and accreditation body	
% of the modernised subjects compared to total subjects included in the course	
Number of students to be accepted in the first year/ second year	
Number of teaching staff to be trained	
Internship /placements (if applicable)	
List of equipment to be purchased for this course? (if applicable)	

Please copy and paste nested tables as necessary

F.3.4 – Modernisation of governance, management and functioning of HEIs *(only for Partner Country institutions)*
Please fill in if you are applying for this type of project anddefine clear the activities to be held in your institution(limit 2000 characters)

- Pilot Event/Kick Off
- Summer/winter school for postgraduate students on transversal and soft skills, or an
- Intensive training on how to set-up a project with a partner from outside university for the researchers in a certain area of study
- Workshops/ Seminars/ meetings to identify some external participants such as industries and/or Institutions of the territory.

Provide information on (if applicable)

List the number of existing centres/networks in your HEI	26 Research Centres
Is the centre to be created a new one or an update?	A new one
If new, why is a new centre necessary? If updated, why is an updated centre necessary?	In order to assure the contribution of the University of Santiago de Chile to the development of a globalized society, which creates and transfers valuable knowledge with global impact, internationalization must be incorporated in a transversal way within all university processes. This implies designing and implementing programs, activities and methodologies in the areas of teaching at the undergraduate and graduate levels, research and outreach and public engagement activities, in order to contribute to internationalization and strengthen the image and international recognition as a university of excellence.

	The integration of internationalization in undergraduate and graduate education is reflected in the installation and strengthening of intercultural, linguistic and critical and comparative analysis skills for students to enable them to develop professionally in a globalized world. In order to materialize the Internationalization policy of the University of Santiago de Chile, different plans of action are defined that will allow to mobilize institutional efforts to fulfill the purposes defined in this policy. According to the policy of one de actions is the creation of platforms and mechanisms to improve and develop language and intercultural competences and soft skills. The development of intercultural and linguistic skills will be promoted through the creation of a Centre that articulates the diversity of actions the university offers to strength the understanding of other cultures and the development of a second language. Finally, this centre can formalize the promotion and facilitation of students and faculty who wish to execute their thesis in collaboration and cooperation with a third party, form private or public sector, within the framework of the vicerrectory´s policy on outreach and public engagement.
Where will the centre be located in the institution?	To be defined
Will this infrastructure be made available to the centre after the project ends?	To be defined
How many people will be employed in the centre?	To be defined
Will the institution fund these posts after the project ends?	To be defined
How many administrative staff will be trained?	6
Which procedures will be updated /introduced in the institution?	Strengthening of intercultural, linguistic and critical and comparative analysis skills for students to enable them to develop professionally in a globalized world Strengthening skills that enable students, staff and faculty to interact in an effective and sustainable relationship with parties from outside of university, to promote transfer of knowledge generated at USACH towards outside parties.
F.3.5 – Strengthening of relations between HEIs and the wider economic and social environment*(only for Partner Country institutions)* *Please fill in if you are applying for this type of project and**define clear the activities to be held in your institution*(limit 2000 characters)	
F.3.6 – Expected results and impact *(only for Partner Country institutions)*	

What are the expected tangible results from the project in your HEI?	*Qualitative impact* *Our participation in this project will positively impact on the strengthening of the relationship with the civil society, private sector, and study and apply best practices on activities that link academy with civil society, train researchers in the development of soft and linguistics skills.* *Some qualitative impact for the organization:* *Global competences for the organization, students, professor and staff.* *Improve foreign language competences.* *Improve soft skills* *Enhance intercultural awareness.* *Improve management skills and internationalization strategies.* *Reinforce cooperation with EU Institutions* ***The students:*** *- Outcomes learning performance.* *- Improve foreign language competences.* *- Enhance employability and improved career prospects.* *- Increase self-empowerment and self-esteem.* ***The professor/ Staffs:*** *-Improve qualifications of teaching and training staff.* *-Increase capacity to trigger changes in terms of modernization and international opening within their educational organizations.* *-Increase motivation and satisfaction in their daily work.* *-Improve competences, linked to their professional profiles.* *-Broader understanding of practices, policies and systems in education* ***After successful implementation of the project, LA universities will have:*** *- better skilled teaching staff* *- innovative ways of delivering education integrated in the classrooms* *- improved technical capacities* *- enhanced reputation & visibility in local/regional/international contexts*
How will the impact of these results be measured in your HEI?	*- Results report with feedback and provision of necessary data.* *- Quality Control committee reports* *- External evaluations* *- Feedback evaluation results* *- Monitoring reports* *- Online management tool* *- Meeting minutes* *- Financial records and reports* *- Audit Report*
What financial means and human and other resources will be provided to sustain these results after the project ends?	Depending on the success of the project and its implementations the university will decide what budget will be assigned to the Centre and the people that can (partially) dedicate their time to the initiative, but we

	aim for the use of people that naturally should assume certain roles to support the process and initiatives, aligned with their goals and projects.

F.3.7 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

Name of staff member	*Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.*
Vice-rectory of Outreach and Public Engagement Internationals Relation Department	The Department of International and Inter-Institutional Relations is situated in this scenario as the unit that manages, coordinates, articulates, advises and executes collaboratively with the academic units all internationalization initiatives that are developed in the University of Santiago de Chile.
Anoek van den Berg Head of International Relations	Analyst in Latin American Studies at the University of Leiden, the Netherlands, is a Master in Political Science with a specialization in International Relations from the Pontificia Universidad Católica de Chile, and currently Director of International and Interuniversity Relations at the Universidad de Santiago de Chile, where he has been working for more than 3 years. His areas of interest and expertise are related to international cooperation, interculturality and internationalization of higher education.
Camila Ramos Director of Strategic Outreach and Public Engagement	Public administrator of Universidad de Santiago de Chile and actually a student of the Master in Management and Public Policies. She currently serves as Director of the Coordination of Strategic (Outreach and Public Engagement) and teaching at the Universidad de Santiago de Chile. Her areas of interest are related to the study of local government and inter-local collaboration networks with special emphasis on operation and management studies.
Mayerley Pacheco Coordinator of International Cooperation	International Affairs Studies at Universidad Central de Venezuela. She has been working internationals relations area for more de 8 years, with emphasis at public and diplomatic relations.
Vice-rectory of Academic Specific Staff member to be defined	Is responsible for coordinating, supervising and regulating all academic activities within the University. Principal functions: Support the integral formation of students
Vice rectory of Graduate Specific Staff member to be defined	Ensures the efficient and correct operation of all processes related to graduate programs.

F.4 List of Associated Partners
(Where applicable)

*Capacity-building projects can involve associated partners who contribute to the implementation of specific project tasks/activities or support the dissemination and sustainability of the project. Associated Partners cannot be responsible for core activities of the project (e.g. management, coordination, monitoring, leader of a work group etc.).**No financial contribution from the project grant will be allocated to these organisations.***

Name of organisation	Type of institution	Website	City	Country	Role in the project
Polo Tecnologico di Pavia	Technology Park	http://www.polotecnologicopavia.it/	Pavia	Italy	Support in the training activities
Fundació Bosch i Gimpera	Foundation: Technological Transfer Office of the University of Barcelona	www.fbg.ub.edu	Barcelona	Spain	During the intensive week in Barcelona, LA participants will know the model of technology transfer office of UB through visits and meetings.
Parc Científic de Barcelona	Foundation: Scientific Park of the University of Barcelona	www.pcb.ub.edu	Barcelona	Spain	During the intensive week in Barcelona, LA participants will know the model of scientific park of UB through visits and meetings.
Ship Cologne	Start-up and Innovation Center, where also the Incubator of the UoC is located	https://shipcologne.com/	Cologne	Germany	During the intensive week in Cologne, LA Participants will be hosted at the ship to exchange with the local start-up eco-system
hochschulgründernetz cologne (hgnc)	Network of Innovation and Start-up Centers in Cologne	www.hgnc.de	Cologne	Germany	During the intensive week in Cologne, participants will visit different institutions that are members of the network (German Aerospace Agency DLR, German Corporation for International Cooperation GIZ, Chamber of Commerce)
Digital Hub Cologne	Platform for established companies and the	https://digitalhubcologne.de/	Cologne	Germany	During the intensive week in Cologne, participants will visit the Digital Hub Cologne to learn about transfer strategies

	start-up ecosystem in the Cologne area				
Accelerator RheinRuhr	Accelerator for technology and knowledge-based startups, especially from the technical or medical fields, with a usually somewhat longer start-up phase	www.rhein-ruhr-accelerator.de	Cologne	Germany	During the intensive week in Cologne, participants will visit the Accelerator RheinRuhr to learn about transfer strategies
Turku Science Park	Science park that coordinates the business and innovation services in the Turku region	https://turkubusinessregion.com/en/turku-science-park-ltd/	Turku	Finland	During the Master Class in Turku, participants will visit the Turku Science Park to learn about transfer strategies

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PART G – Impact and Sustainability

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G.1 Expected impact of the project

Please explain which target groups will use the project outputs /products /results. Describe how the target groups will be reached and involved <u>during the life of the project</u> and <u>afterwards</u> and how the project will benefit the target group at local, regional, national and/or regional level. Please structure your description according to the different levels of impact and stakeholders.

#	Project results	Who will they impact at national, regional level?	How?
1	Assessment of the needs/week aspects to be improved during INCAS, Institutional Development Plan.	The Institutional Development Plan will be an important assessment for all the Institutions involved in LA. it will be the starting point to develop the project actions and to grow during INCAS life. This assessment will be also important at the regional level, because it will be achieved through communication and collaboration mediated by AUGM network.	WP1 is the starting point of INCAS and it will produce a document which is the base of further actions. Each Institution will work on its own needs and goals but in constant connection with other partners and with the entire network. In this way, respecting the INCAS philosophy, the project will allow a uniform growth throughout the region, while addressing each institutions needs.
2	Training of LA staff in EU	The first result of WP2 is the completion of a three-weeks-programme of training in Italy, Germany and Spain. In this first round of training, the LA staff will experience some case studies, examples of technology/knowledge transfer, and best practices implemented in each Institution visited. In this phase, the LA partners will benefit and the larger benefit in the region comes from the fact that the entire network AUGM is partner of INCAS.	The fact that AUGM is part of INCAS, allows that participants from AUGM partners are included in the training. For example, Argentinian and Brazilian Institutions will have the possibility to join the program thus spreading the INCAS potential also to other Institutions in LA
3	Training in LA Institutions	The second result of WP2 consists in the completion of the training in LA. After the training in EU, Institutions will refine and complete the Institutional Development Plan, preparing for the last stage of INCAS. In this sense, all LA Institutions will benefit of this results, including the ones coming from other Countries, being AUGM partners. This result will also be important for EU institutions, because they will experience a different	This part of the project allows to spread the benefit of the results in LA and also in EU. In fact, different approaches and ideas of connection between University and Society will be available to everyone, especially when also EU Institutions will be physically present in LA.

		approach in the development of university-society links	
4	Virtual Platform	This deliverable is the major vector of communication and dissemination of INCAS goals, results and opportunity throughout LA and EU, because it will connect more strictly AUGM and CG	The platform will be the way to spread INCAS results but also to maintain, in the long run, the activities of the Units and the work generated by INCAS. The advertisement of opportunities and ideas among the two networks will feed the actions of the Units and inspire new ideas. All AUGM and CG partners will have access at the platform, contributing to the contents and the maintenance.
5	Creation/empowerment of Units	This result will be important especially for the LA partners involved in INCAS. The idea is to create a small Unit of trained staff to face the challenges of INCAS, or to empower Units where these already exist. The creation of Unit will be a result of INCAS but their work in the future will be a long-term result that we value as the most important objective of this project	The training and the equipments provided by INCAS will give Partner Universities more capacity and strength to improve their relations with society, both regarding technological transfer and societal challenges. EU partners, in turn, will learn and experiment other visions especially regarding the mutual influence of University and social groups or civil institutions.
6	Organization of pilot events	The pilot events are a sort of prototype of actions to be pursued by the Units in the LA partners. In this sense, the pilot events are a short-term result of the project, but they represent an example of the long-term goals of INCAS	Through the participation of the AUGM network, the pilot events can be shared by different actors in LA. Moreover, INCAS encourages the involvement of non-academic partners, that can be actors of the pilot events. These represent occasions to start closer collaborations with already known or new non academic partners that may last in the future

Overview of short term impact indicators (during the project EU funding period)

Short term impact	Target groups/potential beneficiaries	Quantitative indicators (in numbers please)	Qualitative indicators
Production of a clear assessment of the needs, thus acquiring a clear vision of the evelopment potential of each Institution	LA Institutions	6 Institution Development Plans	Clarity and feasibility of the Plans
New ideas and awareness acquired in the EU training	LA participants	96 LA participants trained (24 in Pavia, 24 in Cologne, 24 in Barcelona, 24 in Turku)	Effectiveness of the training as reported by the LA participants
New competences acquired in the LA training	LA participants + EU participants	48 LA participants (18 in Chile, 24 in Paraguay, 12	Effectiveness of the training as reported by the LA+EU participant

		in Uruguay) + 12 EU trainers	
Formation/empowerment of Units	LA Institutions	6 Units established or updated	Evaluate the matching between the human resources assigned to the Unit and the goals of the Unit. Have been the Units equipped with everything is needed to reach the objectives of the Institutional Development Plan?
Organization of Pilot Events	LA Instituions + non-academic stakeholders	At least 10 particpants per each organized event	Evaluate the capacity of the Unit to set-up the event, to foresee the results and to manage all the phases (preparation, organization, wrap-up).

Overview of long term impact indicators (after the projects EU funding period)

Long term impact	Target groups/potential beneficiaries	Quantitative indicators (in numbers please)	Qualitative indicators
Actions proposed by Units to connect University and Society	LA + EU participants LA region in general	at least 2 events/actions organized by the Unit each year	Evaluate the capacity of the Units to keep working on INCAS bases and to grow inside each Institutions
Improved connections between AUGM and CG	AUGM + CG partners	at least 1 joint event or project developed each year	INCAS wants to stimulate more AUGM+CG shared projects, that represent the base of a strong and fruitful collaboration between networks. Evaluate the results brought to LA and EU academc communities and civil society by the long-term cooperation
Improvement of Tech Transfer results in LA	LA Academic Institutions	at least 1 of the goals of the institutional development plan reached per year in each LA institution	Evaluate the improved capacity of the Institutions to put in place these actions and to improve the number of interaction with industries and other non-academic partners
Improvement of University capacity to support sustainable development in LA	LA Academic Institutions	At least 1 project started per year by the new Units and new funds raised for these initiatives	Evaluate the difficult task of improving social situations and starting new research project based on a strong relationship between academia and diverse social groups

G.2 Dissemination and exploitation strategy

Please explain how the dissemination will be organisedduring and after the project's lifetime. Define each target group and what communication channels will be used to reach them and when.

Target Group	Means of Communication to Reach These Target Groups	When	Indicators to measure the effectiveness of the means of communication
LA and EU Higher Education Institutions, non academic stakeholders	INCAS dissemination enets (see WP5)	During the project lifetime	Number of participants to the events
Civil societies at large	European Researchers Night: organize a stand during ERN where to disseminate the goals, the activities and the results of INCAS	Last Friday of September every year, during and after the project life	Number of visitors to the stand
LA and EU Higher Education Institutions	Participation to HE conferences to disseminate the products of the project (FIESA, FAUBAI, EAIE, others)	During and after the project life	Number of people from various fields, disciplines and institutions attending to exchange ideas and information.
Delegates of the two networks (CG and AUGM)	Official Meetings of AUGM Rectors and Rectors Delegates, Official Meetings of Working Group Latin America of the Coimbra Group	During and after the project life	Quality of the presentations and effectiveness of communication
Young researchers belonging to AUGM members	Young Researchers Meeting of AUGM: stand with information and presentation of the results of INCAS	October every year	Number of visitors and survey for the visitors
LA and EU Higher Education Institutions, non academic stakeholders	VIRTUAL PLATFORM Advertise in the platform the results of INCAS, the opportunities, the ideas, the case studies, that can inspire and help others to start the same journey	Since the beginning of the project	Number of visits to the website
Students, staff of LA and EU institutions	Official Web pages and social networks of the partners: Advertise the possibilities of the results of the project and generate news with recently events and activities related with INCAS	Beginning, during and after the project	Number of visits and queries

G.3 Sustainability

Explain how exploitation activities will ensure optimal use of the results within the project's lifetime and afterwards. Explain how the impact of the project will be sustained beyond its lifetime. Please list the outcomes that you consider sustainable and describe the strategy to ensure their long lasting use beyond the project's lifetime. Also explain how the results will be mainstreamed and multiplied at national/regional level. Describe the strategy foreseen to attract co-funding and other forms of non-EU support for the project.

Sustainable Outcomes	Strategy to ensure their sustainability	Resources necessary to achieve this	Where will these resources be obtained?
Capacity of University to integrate academic research with social and industrial needs	In the short run, INCAS will put in place a number of actions to sustain the start of the activities and to monitor their strength (EU training and coaching, quality assessment, co-organization of pilot events, monitoring). In the long run, the collaboration already existing between AUGM and CG constitutes the solid base on which maintain the activities, exchange help, share vision. The deliverable of the platform will be the instrument to foster the long term INCAS ambitions	- Staff resources in partner universities -Funding allocated in the Universities -Support from high level management - collaboration with strong non-academic stakeholders	-resources for implementing the approaches come from the partner universities themselves, with the help of some national and international programmes -The platform could motivate continued funding from science agencies or other institutions
Continued development of the Platform and Research centers in LA universities as support structures for PhDs and researchers	Sustainability/follow-up plans will be produced to detail how to further implement these structures on a self-financing basis	-Resources for staff development of admin staff in RC, funding to update and expand equipment and technology used for data collection and other basic infrastructure costs for University. -Travel costs to attend training meetings for staff and researchers	-Own budget/national support programmes/international projects
Organization of training courses by the INCAS trained Units for researchers and students in each LA institution	In order to make trainings a permanent activity of INCAS units, EU experts trainers coming from Colonia, Barcelona (leaders of WP2) will assist LA partners remotely and	LA-EU Academic staff, Civil society, Industry representatives will be also involved in delivering those courses	Universities that organise the courses will use staff costs of already employed staff. Training from non academic staff (companies, other institutions) will be

	during CG-AUGM periodical meetings		managed on a case by case basis
Generate a system of alerts on new developments in soft skills for research or in any other opportunities relevant for the community	The INCAS virtual platform will be the technical instrument to achieve this goal. All models and regulations related to the University enterprise/civil Society cooperation will be adopted at the University level, with strong support of the technical staff	Staff and budget to maintain and update constantly the INCAS virtual platform	AUGM-CG resources
New bilateral cooperation agreements within INCAS partners	AUGM and CG will encourage INCAS partners to sign cooperation agreements to start new projects	Academic staff in LA and EU partners and other possible stakeholders	Internal resources, competitive grants

PART H - Other EU grants

*Please list the **projects** for which the organisations involved in this application have received financial support from EU programmes.*

Programme or initiative	Reference number	Beneficiary Organisation	Title of the Project
Erasmus + - KA2 - Strategic partnership	2019-1-FR01-KA203-063010	ECOLE NATIONALE SUPERIEURE DES MINES D'ALBI-CARMAUX	Becoming A Digital Global Engineer
Erasmus Mobility HEI	2018-1-IT02-KA103-047471	Università degli Studi di Pavia	Mobility project for higher education students and staff
Erasmus Mobility ICM	2019-1-IT02-KA107-061657	Università degli Studi di Pavia	Mobility project for higher education students and staff ICM
Erasmus + - KA2 - Strategic partnerships	2019-1-LT01-KA203-060514	Vilniaus kolegija	Inclusion of Innovative Work-Based-Learning and Business Partnerships in HEI Curricula Development - HEIPNET
Erasmus + - KA2 - Strategic partnerships	2019-1-DE01-KA203-004955	Gottfried wilhelm Leibniz Universtitaet Hannover	Making Universities Ready for Social Inclusion and Cultural Diversity
Erasmus + - KA2 - Strategic partnerships	2019-1-IT02-KA203-062984	UNIVERSITA DEGLI STUDI DI ROMA LA SAPIENZA	Summer School Development Programme for European HEIs
Erasmus + - KA2 - Strategic partnerships	2019-1-IT02-KA203-063421	Università degli Studi di Pavia	Security and safety on HEIs students and staff moving abroad
Erasmus + - KA2 - CBHE	610152-EPP-1-2019-1-FI-EPPKA2-CBHE-JP	HAMEEN AMMATTIKORKEAKOU LU OY, UNGANDA	Innovative learning and co-creation of teaching methodology for scaling entrepreneurship in food and agribusiness in Sub-Saharan Africa
EuropeAid	CSO-LA/2018/403-679	Università degli Studi di Pavia	To Preserve and Protect Eritrea's Printed Heritage: Building the National Digital Library of Eritrea
Erasmus + - KA2 - Strategic partnerships	2018-1-UK01-KA203-047948	The University of Edinburgh	DIGIPASS – Virtual Environments for Supporting Mobility
Erasmus Mobility HEI	2018-1-IT02-KA103-047471	Università degli Studi di Pavia	Mobility project for higher education students and staff

Erasmus Mobility ICM	2018-1-IT02-KA107-047918	Università degli Studi di Pavia	Mobility project for higher education students and staff
Erasmus + - KA2 - CBHE	598092-EPP-1-2018-1-BG-EPPKA2-CBHE-SP	University of Ruse	HiTechEd - Modernisation of Higher Education in Central Asia Through New Technologies
Erasmus + - KA2 - CBHE	598537-EPP-1-2018-1-IT-EPPKA2-CBHE-SP	UNIMED	L'Enseignement Supérieur Algérien à l'heure de la Gouvernance Universitaire
Erasmus + - KA2 - CBHE	598682-EPP-1-2018-1-AR-EPPKA2-CBHE-SP LATIN	Universidad de Buenos Aires	LATIN AMERICAN CONSENSUS FOR THE INTERNATIONALIZATION IN POSTGRADUATE EDUCATION - CONSENSUS
Erasmus + - KA2 - CBHE	598399-EPP-1-2018-1-IT-EPPKA2-CBHE-JP	Università degli Studi di Pavia	Improvement of children care teaching as a template for upgrading medical education in Central Asia - CHILDCA
Erasmus + - KA2 - Strategic partnerships		KTH Royal Institute of Technology	Global Engineers' Language Skills
Erasmus + - KA2 - Strategic partnerships	2017-1-PL01-KA203-038675	Lodz University of Technology	Development of Virtual Mechatronic Laboratory (ViMeLa)
Erasmus Mobility HEI	2017-1-IT02-KA103-036194	Università degli Studi di Pavia	Mobility project for higher education students and staff
Erasmus + - KA2 - CBHE	586094-EPP-1-2017-1-1E-EPPKA2-CBHE-JP	UNIVERSITY COLLEGE DUBLIN, NATIONAL UNIVERSITY OF IRELAND, DUBLIN	Improving healthcare outcomes in chronic disease - enhancing the curriculum at masters level
Erasmus Mobility ICM	2016-1-IT02-KA107-023948	Università degli Studi di Pavia	Mobility project for higher education students and staff ICM
Erasmus Mobility HEI	2016-1-IT02-KA103-022849	Università degli Studi di Pavia	Mobility project for higher education students and staff
Erasmus Mobility HEI	2016-1-ES01-KA102-023241	INSTITUTO DE EDUCACION SECUNDARIA INGENIERO DE LA CIERVA	VET learner and staff mobility
Erasmus + - KA2 - Strategic partnerships	2016 -1- MT01-KA203-015222	University of Malta	Enhancing Resilience Through Teacher Education (ENRETE)

Erasmus+ - KA1 EMJMD	574482-EPP-1-2016-1-BE-EPPKA1-JMD-MOB	UNIVERSITEIT GENT	IMBRSea International Master of Science in Marine Biological Resources
Jean Monnet modules	575118-EPP-1-2016-1-IT-EPPJMO-MODULE	Università degli Studi di Pavia	UNDERSTANDING THE EUROPEAN PUBLIC ADMINISTRATION: NEW CHALLANGES
Erasmus+ - KA1 EMJMD	574440-EPP-1-2016-1-CZ-EPPKA1-JMD-MOB	UNIVERZITA PALACKEHO V OLOMOUCI	Global Development Policy
Erasmus+ - KA1 EMJMD	574439-EPP-1-2016-1-FR-EPPKA1-JMD-MOB	UNIVERSITE PARIS DESCARTES	Nanomedicine for Drug Delivery
Erasmus + - KA2 - CBHE	573896-EPP-1-2016-1-ES-EPPKA2-CBHE-JP	UNIVERSITAT ROVIRA I VIRGILI	Towards Excellence in Engineering Curricula for Dual Education
Erasmus Mobility HEI	2015-1-IT02-KA103-013523	Università degli Studi di Pavia	Mobility project for higher education students and staff
Erasmus Mobility ICM	2015-1-IT02-KA107-014720	Università degli Studi di Pavia	Mobility project for higher education students and staff ICM
Erasmus + - KA2 - Strategic partnerships	2015-1-ES01-KA203-015905	UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA	Strategic partnership for the Implementation of the University International Cooperation and Human Action network
Erasmus + - KA2 - Strategic partnerships	KA201-2015-006	Danish Industrial Museum	intrface europe
Erasmus + - KA2 - Strategic partnerships	2015-1-DE02-KA204-002503	Leibniz University Hannover	Out-Side-In: Inclusive Adult Education for Refugees
Erasmus + - KA2 - CBHE	561857-EPP-1-2015-1-AR-EPPKA2-CBHE-JP	ISALUD	Professionalization on Result-based Healthcare Management through Distance Education and Simulation-Based Training / LASALUS
Erasmus + - KA2 - CBHE	561732-EPP-1-2015-1-FR-EPPKA2-CBHE-JP	CONSERVATOIRE NATIONAL DES ARTS ET METIERS	Licence professionnelle en formation ouverte et à distance pour la performance énergétique et environnementale des bâtiments en Fédération de Russie, en Chine et en Azerbaïdjan

Erasmus + - KA2 - CBHE	561485-EPP-1-2015-1-AT-EPPKA2-CBHE-JP	PARIS-LODRON-UNIVERSITAT SALZBURG	Curriculum Development Joint European Political Science Ma
Erasmus + - KA2 - Strategic partnerships	14PS0003	Noha	European Humanitarian Action Partnership
Erasmus + - KA2 - Strategic partnerships	2014-1-MK01-KA203-000275	Privaten naucen institute za biznis ekonomija Skopje	Innovative Strategic partnership for European Higher Education - ISPEHE
Erasmus + - KA2 - Strategic partnerships	2014-1-LT01-KA203-000550	Vytauto Didžiojo universitetas	Open Universities for Virtual Mobility - OUVM
Erasmus + - KA2 - Strategic partnerships	2014-DE01-KA203-000624	University of Kassel	Marketing Communication Innovativeness of European Entrepreneurs - MARCIIE
Erasmus+ Sport-Collaborative Partnerships	Falta encara	Ajuntament de Granollers	SportOP: Engaging Youth in Sustainable Energy Planning
Erasmus+ Jean Monnet Activities-Jean Monnet Chairs	608928-EPP-1-2019-1-ES-EPPJMO-CHAIR	UB (Grant holder-Monopartner)	JMC Private Law (2): Jean Monnet Chair on EU Private Law
Erasmus+ Jean Monnet Activities-Jean Monnet Networks	611585-EPP-1-2019-1-ES-EPPJMO-NETWORK	Universitat de Valencia	SHINE: Sharing Economy and Inequalities across Europe
Erasmus+ KA1-Erasmus Mundus Joint Master Degrees	610530-EPP-1-2019-1-FR-EPPKA1-JMD-MOB	Université Grenoble Alpes	EMJMD BeinPM: Be In Precision Medicine
Erasmus+ KA1-Erasmus Mundus Joint Master Degrees	610593-EPP-1-2019-1-NO-EPPKA1-JMD-MOB	Universitetet i Bergen	EMJMD EMQAL: Erasmus Mundus Master in Quality in Analytical Laboratories
Erasmus+ KA1-Erasmus Mundus Joint Master Degrees	610549-EPP-1-2019-1-UK-EPPKA1-JMD-MOB	University of Glasgow	EMJMD GLOCAL: Global Markets, Local Creativities
Erasmus+ KA1-Erasmus Mundus Joint Master Degrees	610588-EPP-1-2019-1-ES-EPPKA1-JMD-MOB	Universidad Autónoma de Madrid	EMJMD TCCM: Theoretical Chemistry and Computational Modelling
Erasmus+ KA2-Capacity Building in higher education	598476-EPP-1-2018-1-ES-EPPKA2-CBHE-JP; 2019-0013/001-001	UB	ODISSeA: Organ Donation Innovative Strategies for South-East Asia
Erasmus+ KA2-Capacity Building in higher education	598957-EPP-1-2018-1-IT-EPPKA2-CBHE-JP; 2018-2574/001-001	Università degli Studi di Firenze	SUS-TER: Networking Knowledge, Skills and Competencies for an Inclusive and Sustainable Territorial Valorization of Cultural Heritage,

			Origin products and Biodiversity
Erasmus+ KA2- European Universities	612546-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV	UB	CHARM-EU: CHARM European University (Challenge-driven, Accessible, Research-based, Mobile)
Erasmus+ Ka2- Strategic Partnerships for higher education	2019-1-FR01-KA203-062985	Université de Montpellier	UNI-ECO: Practical & collaborative tools for sustainability innovation in the university
Erasmus+ KA2- Strategic Partnerships for adult education	2019-1-CY01-KA204-058414	Cyprus Academy of Public Administration	ASTRAPI: Active Strategies for Prevention and Handling Sexual Harassment Incidents
Erasmus+ KA2- Strategic Partnerships for higher education	2019-1-FR01-KA203-062941	Université d'Aix Marseille	CLIMAST: Climate Changes : from physics to human societies
Erasmus+ KA2- Strategic Partnerships for higher education	2019-1-IT02-KA203-063184	Alma Mater Studiorum - Universita di Bologna	IDENTITIES: Integrate Disciplines to Elaborate Novel Teaching approaches to InTerdisciplinarity and Innovate pre-service teacher Education for STEM challenges
Erasmus+ KA2- Strategic Partnerships for higher education	2019-1-ES01-KA203-064496	Institut Catala d'Oncologia	INSTrUCT: Innovative e-learning educational resource to improve Smoking Cessation knowledge and skills among Healthcare degrees in Higher Education
Erasmus+ KA2- Strategic Partnerships for higher education	2019-1-DE01-KA203-005031	Philipps Universitaet Marburg	NORM: Making Mobility the Norm
Erasmus+ KA2- Strategic Partnerships for higher education	2019-1-FR01-KA203-062894	UCA, Clermont-Ferrand	O-HEALTH-EDU: Advancing Oral Health: A vision for dental education
Erasmus+ KA2- Strategic Partnerships for school education	2019-1-ES01-KA201-064256	Subdirecció General de la Inspecció d'Educació	THINK GLOBAL: Think Global!
Structural Reform Support Programme (SRSP) Structural Reform Support Programme (SRSP)-Structural Reform	SRSS/S2019/057	UB (Grant holder-Monopartner)	SRSP 057 TEIP: Support to address school failure and drop out in educational areas of

Support Programme (SRSP)			priority intervention (TEIP) in Portugal
Creative Europe Culture - Cooperation projects	597642-CREA-1-2018-1-IT-CULT-COOP2	Associazione Culturale Capotrave / Kilowatt	Be SpectACTive!
Erasmus+ KA1-Erasmus Mundus Joint Master Degrees	599098-EPP-1-2018-1-FR-EPPKA1-JMD-MOB	Université d'Aix Marseille	EMJMD EUROPHOTONICS : Europhotonics
Erasmus+ KA1-Erasmus Mundus Joint Master Degrees	599318-EPP-1-2018-1-FR-EPPKA1-JMD-MOB	Université Lyon 1 Claude Bernard	EMJMD LIVE+: Leading International Vaccinology Education
Erasmus+ KA2-Strategic Partnerships for adult education	2018-1-NL01-KA204-038913	Stichting Hogeschool Utrecht	CENF: Common European Numeracy Framework
Erasmus+ KA2-Strategic Partnerships for school education	2018-1-ES01-KA201-050491	UB	EnlargeSEAs: Schools as Learning Communities in Europe: Enlarging Successful Educational Actions for all
Erasmus+ KA2-Strategic Partnerships for school education	2018-1-TR01-KA201-058610	Erciyes Universitesi	HD-LIFE: Öğrenciler için Sağlıklı Dijital Yaşam (Healthy Digital Life for Puplis)
Erasmus+ KA2-Strategic Partnerships for school education	2018-1-CY01-KA201-046859	European Association of Career Guidance	L-Cloud: Developing Tomorrow's Cloud Education Leaders
Erasmus+ KA2-Strategic Partnerships for school education	2018-1-ES01-KA201-050287	UB	SAVE: Schools Against Victimisation from an Early age
Erasmus+ KA2-Strategic Partnerships for school education	2018-1-TR01-KA201-058663	Milli Egitim Bakanligi Yenilik ve Egitim Teknolojileri Genel Mudurlugu (Ministry of National Education General Directorate of Innovation and Educational Technologies -MoNE, YEĞİTEK)	SOS-ACT: Stem ve Kodlama Eğitimi Standardizasyonu (Standardization of Stem and Coding Trainings)
Erasmus+ KA2-Strategic Partnerships for vocational education and training	2018-1-FR01-KA202-048115	Association CAMINANTE	GIFT: Grandir En Famille Aujourd'hui (Growing in Family Today)
Erasmus+ Jean Monnet Activities-Jean Monnet Chairs	587220-EPP-1-2017-1-ES-EPPJMO-CHAIR; 2017-2393/001-001	UB (Grant holder-Monopartner)	JMC EUEL: Jean Monnet Chair on European Union Environmental Law
Erasmus+ KA1-Erasmus Mundus Joint Master Degrees	586531-EPP-1-2017-1-BE-EPPKA1-JMD-MOB	Katholieke Universiteit Leuven	EMJMD EMM-NANO: Erasmus Mundus Master Nanoscience and Nanotechnology

Erasmus+ KA2- Capacity Building in higher education	586221-EPP-1-2017-1-IT-EPPKA2-CBHE-JP; 2017-3484/001-001	Politecnico di Torino	ENERBRAIN: Building capacity in Renewable and sustAINable ENergy for LibyaBuilding capacity in Renewable and sustAINable ENergy for Libya
Erasmus+ KA2- Capacity Building in higher education	585779-EPP-1-2017-1-ES-EPPKA2-CBHE-JP; 2017-2969/001-001	UB	EQUAM-BI: Enhancing Quality Assurance Management and Benchmarking Strategies in Indian Universities
Erasmus+ KA2- Capacity Building in higher education	585694-EPP-1-2017-1-ES-EPPKA2-CBHE-SP; 2017-2964/001-001	UB	EQUAM-M: Enhancing Quality Assurance in Morocco
Erasmus+ KA2- Capacity Building in higher education	585961-EPP-1-2017-1-AL-EPPKA2-CBHE-SP; 2017-2966/001-001	(Universiteti Bujqesor I Tiranes) Agriculture University of Tirana Albania	GRADUA: GRaduates Advancement and Development of University capacities in Albania
Erasmus+ KA2- Capacity Building in higher education	585760-EPP-1-2017-1-AM-EPPKA2-CBHE-JP; 2017-3076/001-001	Yerevan State University	PRINTEL: Change in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership CountriesChange in Classroom: Promoting Innovative Teaching & Learning to Enhance Student Learning Experience in Eastern Partnership Countries
Erasmus+ KA2- Capacity Building in higher education	586339-EPP-1-2017-1-IT-EPPKA2-CBHE-SP; 2017-3694/001-001	UNIMED - Unione delle Università del Mediterraneo	SAGGESE: Amélioration de la Gouvernance dans le système de l'EnSeignement Supérieur en TunisiE
Erasmus+ KA2- Capacity Building in higher education	586415-EPP-1-2017-1-ES-EPPKA2-CBHE-JP; 2017-3018/001-001	UB	TKCOM: Building up Chinese Teachers Key Competences through a Global Competence-Based Framework
Erasmus+ KA2- Capacity Building in higher education	585771-EPP-1-2017-1-FR-EPPKA2-CBHE-JP; 2017-2959/001-001	Université de Nantes	WANASEA: Strengthen the production, management and outreach capacities of research in the field of WAter and NAtural resources in South-East Asia

Erasmus+ KA2-Knowledge Alliances for higher education	588315-EPP-1-2017-1-ES-EPPKA2-KA; 2017-2837/001-001	Asociación de Industrias de las Tecnologias Electrónicas y de la Información del Pais Vasco - GAIA	IMPRESS: Improving management competences on Excellence based Stress avoidance and working towards Sustainable organisational development in Europe
Erasmus+ KA2-Strategic Partnerships for higher education	2017-1-IT02-KA203-036807	Università degli Studi di Napoli Federico II	DoCENT: Digital Creativity ENhanced in Teacher education
Erasmus+ KA2-Strategic Partnerships for higher education	2017-1-DE01-KA203-003547	Pädagogische Hochschule Karlsruhe	proPIC: Promoting professionalism, innovation and transnational collaboration in foreign and second language learning and teaching - integrating research-orientation and mobile technologies in teacher education
Erasmus+ KA2-Strategic Partnerships for school education	2017-1-ES01-KA201-038217	Fundació Privada del Món Rural	FOPROMAR: La formación profesional y las competencias del maestro rural como dinamizador de la dimensión territorial de la escuela rural
Erasmus+ KA2-Strategic Partnerships for school education	2017-1-FR01-KA201-037388	Association internationale pour la promotion de l'intercompréhension à distance promotion de l'intercompréhension à distance	LECTURIO+: Lecture et compréhension transfrontalières unies par un réseau de l'intercompréhension ouvert aux plus jeunes
Erasmus+ KA3-Higher Education Reform Experts (HERE)	2017-3662/001-001	UB-EUA	SPHERE : Support and Promotion for Higher Education Reform Experts
Erasmus+ KA3-VET-Business Partnerships on Apprenticeships/Work-based learning	585163-EPP-1-2017-1-BE-EPPKA3-VET-APPREN; 2017-2411/001-001	European Universities Continuing Education Network (EUCEN)	ApprEnt: Refining Higher Education Apprenticeships with Enterprises in Europe
CYTED	P615RT0145	Universitat de Barcelona	Cuantificación del efecto multiplicador de las capacidades de innovación ligera en la empresa y su impacto en el progreso y

			bienestar de iberomamérica
Erasmus+ KA1- Erasmus Mundus Joint Master Degrees	574345-EPP-1-2016-1-UK-EPPKA1-JMD-MOB	University of Glasgow	EMJMD GLOCAL: Global Markets, Local Creativities
Erasmus+ KA1- Erasmus Mundus Joint Master Degrees	574362-EPP-1-2016-1-ES-EPPKA1-JMD-MOB	Universitat de Valencia	EMJMD WOP-P: Master in Work, Organizational and Personnel Psychology
Erasmus+ KA2- Capacity Building in higher education	574023-EPP-1-2016-1-ES-EPPKA2-CBHE-JP; 2016-3622/001-001	ASOCIACION OBSERVATORIO DE LAS RELACIONES UNION EUROPEA AMERICA LATINA (UE/AL) (OBREAL)	CAMINOS: CAMINOS: Enhancing and Promoting Latin American Mobility
Erasmus+ KA2- Capacity Building in higher education	573522-EPP-1-2016-1-FR-EPPKA2-CBHE-JP; 2016-2515/001-001	Université d'Aix Marseille	EuNIT: European project desigN and management In the South MediTerranean region
Erasmus+ KA2- Capacity Building in higher education	573787-EPP-1-2016-1-ES-EPPKA2-CBHE-JP; 2016-3797/001-001	UB	KeTLOD: Knowledge transfer and leadership in Organ Donation from Europe to China / EU-China KeTLOD
Erasmus+ KA2- Capacity Building in higher education	573754-EPP-1-2016-1-FR-EPPKA2-CBHE-JP; 2016-2921/001-001	Université de Montpellier	MAREMA: Master Ressources en Eau et Risques Environnementaux dans les Métropoles Africaines
Erasmus+ KA2- Capacity Building in higher education	573708-EPP-1-2016-1-ES-EPPKA2-CBHE-JP; 2016-3093/001-001	UB	MIELES: Modernizing and Enhancing Indian E Learning Educational Strategies
Erasmus+ KA2- Capacity Building in higher education	573665-EPP-1-2016-1-IT-EPPKA2-CBHE-JP; 2016-2518/001-001	UNIMED - Unione delle Università del Mediterraneo	RESCUE: Refugees Education Support in mena CoUntriEs
Erasmus+ KA2- Capacity Building in higher education	573958-EPP-1-2016-1-LB-EPPKA2-CBHE-SP; 2016-3332/001-001	University of Balamand	TLQAA+: Programme Evaluation for Transparency and Recognition of Skills and Qualitfications
Erasmus+ KA2- Capacity Building in higher education	573685-EPP-1-2016-1-ES-EPPKA2-CBHE-JP; 2016-2720/001-001	UB	To-INN: From tradition to innovation in teacher training institutions
Erasmus+ KA2- Strategic Partnerships for higher education	2016-1-DE01-KA203-002918	Freie Universität Berlin	DCP: Diversity in the Cultures of Phyiscs
Erasmus+ KA2- Strategic Partnerships for higher education	2016-1-NL01-KA203-022911	Stichting Universiteit voor Humanistiek	EDIC+: Education for Democratic Intercultural Citizenship+

Erasmus+ KA2-Strategic Partnerships for higher education	2016-1-HR01-KA203-022180	Sveučilište Josipa Jurja Strossmayera u Osijeku	EINFOSE: European Information Science Education: encouraging mobility and learning outcomes harmonization
Erasmus+ KA2-Strategic Partnerships for higher education	2016-1-AT01-KA203-016762	University of Graz	ILO: Information Literacy Online - Developing Multilingual Open Educational Resources Reflecting Multicultural Aspects
Erasmus+ KA2-Strategic Partnerships for higher education	2016-1-IT02-KA203-024430	UNIMED - Unione delle Università del Mediterraneo	inHERE: Higher Education supporting Refugees in Europe
Erasmus+ KA2-Strategic Partnerships for higher education	2016-1-FR01-KA203-024267	Université Paul-Valéry Montpellier III	REALISE: Realising the potential of the international mobility of staff in higher education
Erasmus+ KA2-Strategic Partnerships for school education	2016-1-EL01-KA201-023647	Foundation for Research and Technology – Hellas (FORTH) (IDRYMA TECHNOLOGIAS KAI EREVNAS)	ELITe: Enhancing Learning In Teaching via e-inquiries
Erasmus+ KA2-Strategic Partnerships for school education	2016-1-SE01-KA201-022164	University of Gothenburg	LCP: Learning Communities for Peace
Erasmus+ KA2-Strategic Partnerships for vocational education and training	2016-1-UK01-KA202-024585	Aston Universtity	FEFE: Financial Education for Future Entrepreneurs
Erasmus+ KA2-Strategic Partnerships for vocational education and training	2016-1-FR01-KA202-024313	Association CAMINANTE	PAGE: PArental Guidance and Education in Europe
Erasmus+ KA3-Social inclusion through education, training and youth	580362-EPP-1-2016-1-IT-EPPKA3-IPI-SOC-IN; 2016-2705/001-001	Università degli Studi di Napoli Federico II	ACCORD: Attain Cultural integration through COnflict Resolution skill Development
Erasmus+ KA3-Social inclusion through education, training and youth	580365-EPP-1-2016-1-IT-EPPKA3-IPI-SOC-IN; 2016-3071/001-001	Università degli Studi di Firenze	PROVA: Prevention of violent Radicalization and Of Violent Actions in intergroup relations
Erasmus+ KA3-Social inclusion through education, training and youth	580432-EPP-1-2016-1-ES-EPPKA3-IPI-SOC-IN; 2016-3677/001-001	UB - CREA	Step4SEAS: Social Transformation through Educational Policies based on

			Successful Educational Actions
EU/ECHO - European Civil Protection and Humanitarian Aid Operations-Call for Proposals for Prevention and Preparedness in Civil Protection	ECHO/SUB/2015/718568/PREV 26	Istituto Nazionale di Geofisica e Vulcanologia (INGV)	TSUMAPS-NEAM: Probabilistic TSUnami Hazard MAPS for the NEAM Region
Europe for citizens Strand1: European Remembrance	577284-CITIZ-1-2016-1-ES-CITIZ-REMEM; 2016-1590/001-001	UB	Memories and Democracy. The Spanish Civil War and the European totalitarian regimes
Erasmus+ KA2: Capacity Building	586295-EPP-1-2017-1-IT-EPPKA2-CBHE-JP	Universita degli Studi di Padova	ICMED - International Credit Mobility: a New Challenge in the Mediterranean Region
Erasmus+ KA2: Capacity Building	586180 – EPP – 1 – 2017 – 1 – IT – EPPKA2 –CBHE –SP	University of Bologna	CHINLONE - Connecting Higher education Institutions for a New Leadership On National Education
Erasmus+ KA2: Capacity Building	585697-EPP-1-2017-1-FR-EPPKA2-CBHE-JP	University of Montpellier	YEBO! -Development of the internationalization of PHD studies in South-Africa
Erasmus+ KA3: Forward-Looking Cooperation	590174-EPP-1-2017-1-NL-EPPKA3-PI-FORWARD	University of Groningen	EVOLVE - Evidence-Validated Online Learning through Virtual Exchange
EU/EIT Climate KIC	TC_2.5.1_191124_P555 -1A	University of Turku, FFRC	FLxDeep; Futures Literacy Across the Deep
European Comission, MSCA	832862	University of Turku, FFRC	SSST-BD; Smart Specialization Strategy Tools with Big Data
Erasmus+Capacity Building	609836-EPP-1-2019-1-FI-EPPKA2-CBHE-JP	University of Turku, FFRC	MEEE; Myanmar energy and environment education
The Ministry of Social Affairs and Health (ESR)	S21690	University of Turku, FFRC	Potentiaali
EAKR/6aika	A74773	University of Turku, FFRC	Hiilineutraalit yritysalueet
Erasmus+ Capacity Building	585894	University of Turku, FFRC	CRECE; Capacity building for Renewable Energy planning in Cuban higher Education institutions

Erasmus+ Capacity Building	574282	University of Turku, FFRC	DEEM; Development of Energy Education in the Mekong area
CBHB – ERASMUS+		Universidad Nacional de Asuncion (partner)	"EARTH" - Education, Agriculture and Resources for Territories and Heritage (2019)
CBHB – ERASMUS+		Universidad Nacional de Asuncion (partner)	"ACE" – Aprendizaje Centrado en el Estudiante en América del Sur (2020)
ERASMUS + Selection: 2017 KA2 – Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education	585795- EPP-1-2017-1-IT-EPPKA2-CBHE-JP	-Universitá di Bari (Italia): Solicitante	NUCIF "Network de Universidades para el Conocimiento y la Integración de Fronteras"
ERASMUS+ CAPACITY BUILDING IN HIGHER EDUCATION		University of Valparaíso	"EMPLE-AP: observatory for labour insertion and strengthening of employability in Pacific Alliance countries"

Please insert rows as necessary.

*Please list **other EU grant proposals**submitted by your organisation, or by any partner organisation in this project proposal. For each grant application, please mention the EU Programme concerned and the amount requested.*

Programme concerned	Beneficiary Organisation	Amount requested

Please insert rows as necessary.

PART I- Check List

Please make sure that you __fully__ completed each part of this application form, as follows:

- ☐x   PART D - RELEVANCE OF THE PROJECT
- ☐x   PART E - QUALITY OF THE PROJECT DESIGN AND IMPLEMENTATION
  - x☐   E.4 Logical Framework Matrix
  - x☐   E.5 Workplan
  - x☐   E.6 Work packages
- ☐x   PART F - Quality of the Project Team and Cooperation Arrangements
- ☐x   PART G - Impact and Sustainability
- ☐x   PART H - Other EU grants
- ☐x   PART I - CHECK LIST