How to write a competitive ITN proposal

BRUSSELS, JUNE 2019
Today’s programme

13h30 - Start of the ITN proposal writing workshop
13h30 - 14h00 - EU expectations for ITN
14h00 - 15h00 - Key aspects on part B ‘Excellence’ + exercise
15h00 – 16h15 - Key aspects on part B ‘Impact’ + exercise
16h30 - Key aspects on part B ‘Implementation’ + exercise
17h45 - End of workshop
Who are you?

Please get up and **form a line**: How much experience do you have with ITNs?

**Corners:**
- LIF panel upper left corner
- PHY/MATH panel upper right corner
- SSH lower left corner
- ENG/ENV lower right corner
- Anything else: In the middle of the room

**Sit down**: Resubmissions

**Hands up**: ETN / EJD / EID
One name, three modes

- **European Training Network (ETN)**
- **European Joint Doctorate (EJD)**
- **European Industrial Doctorate (EID)**

**Project duration**: 48 months

**Minimum requirements**

- 3 beneficiaries
- 3 countries

**Additional requirements**

- Partner organisations from any sector (no min or max)

**Early stage researchers (ESR)** funded 3 to 36 months

- 15 ESRs (for 36 months)

**PhD** (50% of time in non-academic sector)

**No educational degree required** (PhD typical)

**Joint/Double PhD**

*For a 2 beneficiary project*
Who is who in an ITN?

**Beneficiaries** (including Coordinator): Recruit and train researchers

**Partner Organisations**: host secondments or contribute to the training activities

www.aegis-itn.eu
The Consortium is key

• If your consortium is well balanced and all partners have the key expertise to carry out the scientific and training tasks, this will be reflected in all criteria

• Bring them on board early on

Typical sizes:

• ETN: 6 – 10 beneficiaires

• EID: 2 – 3 beneficiaires

• EJD: 4 – 8 beneficiaries
The Consortium is key

• Geographical balance is not an evaluation criterion. Bring who’s best in your field.

• Meet beforehand if possible.

• Make it a good mix: People you know well and some newcomers for fresh perspective.

• If the collaboration during the proposal set-up is not well – think twice.

• Collect the letters of commitment from partner organisations early on!

• Collect the administrative data and information on infrastructure etc. early on.
Sectors and Secondments

Academic: Universities, Public Research Organisations, Private-Non-Profit Research Organisations

Non-academic: Industry (SME or large companies), Government/public organisations, Any other

Participation of the non-academic sector is crucial

SSH: Think e.g. of media, museums, governing bodies,...
Secondments

• Planned, longer stays at another beneficiary or partner

• ESR receives training and supervision at the secondment host

• Must be relevant, feasible, beneficial for the researcher and in line with the project objectives

• ETN: Up to 30% duration of recruitment period

• EID: Secondments not be in conflict with therequirement of min. 50% time in the no-academic sector

• Can be pursued in any country, also outside Europe
Secondments

ESR hosts institutes:
CH: CERN (GE)
DE: MPP (MU)
IT: INFN (NA, PD),
    PANGEA (RM),
    UNINA (NA)
NL: NIKHEF (AM)
NO: UIO (OS)
SE: LUND (LU)
UK: RHUL (LO),
    UNIED (ED)

Other partners:
DE: C2PAP (MU)
IT: DCOM, INGV (NA)
NL: KPMG (AM)
NO: CICERO (OS)
RU: YNDX (MO)
UK: FISCAL (LO)

https://www.insights-itn.eu/the-network
Countries

• Member States (MS) and Associated Countries (AC) can participate as either beneficiaries or partners organisations

• You can have more than one beneficiary from the same country, but only 40% of the budget can go to one country – keep an eye on this!

• Non-European countries can be beneficiaries or partners, but ‘high income’ countries (such as e.g. the US or Japan) cannot receive funding thus must be Partner Organisations

• For the UK: https://www.ukro.ac.uk/authoring/public/Documents/uk_participation_h2020.pdf
Brexit and ITN

**No deal:**
The case of a no deal Brexit (a withdrawal agreement is not finalised) the UK Government **has committed to fund all successful competitive UK bids to Horizon 2020 submitted before the date of exit.** This guarantee will apply even when bids are notified of success after exit and will apply for the lifetime of projects. Any UK bid submitted prior to exit and subsequently judged to be successful will be covered by the underwrite. **This would guarantee covers all existing ITN projects.** For the bids submitted after the date of exit (31 Oct 2019) **these would be covered by the post EU exit Guarantee Extension.** The UK governments post EU exit Guarantee Extension would will cover funding for successful competitive UK bids to EU funding calls open to third country participants from the date of exit until end of 2020. **The guarantee would cover the lifetime of their projects, even if they run beyond 2020. Our understanding is that this will cover the 2020 ITN call.**

**Deal:**
Finally, the UK governments priority is to finalise a Withdrawal Agreement (deal), and at the point the deal is ratified, the UK would continue to be able to participate in Horizon 2020 on the same basis as a Member State until the end of the programme, including the MSCA for the lifetime of individual projects.
EU Expectations
EU expectations

Increased **set of skills** - research-related and transferable ones - leading to improved employability and career prospects both in and outside academia.

Enhanced **cooperation and stronger networks** – better transfer of knowledge between sector and disciplines – boosting of R&I capacities among participating organisations.

Increase in ‘triple i’ mobility of researchers in **Europe** – strengthening of Europe’s human capital base in R&I with more entrepreneurial and better trained researchers – better communication of R&I results to society – Increase in Europe’s attractiveness as a leading destination for R&I – better quality research and innovation contributing to Europe’s competitiveness and growth.
EU expectations

At individual level:
- Increased set of skills – research-related and transferable, leading to improved employability and career prospects
- Increase in higher impact R&I output and more knowledge and ideas converted into products and services
- Greater contribution to the knowledge-based economy and society
EU Expectations

At organisation level:

- Enhanced cooperation and better transfer of knowledge between sectors and disciplines
- Improvement in the quality of training programmes and supervision arrangements
- Creation of new networks and enhanced quality of existing ones
- Boosting R&I capacity among participating organisations
- Increased internationalisation of participating organisations
EU Expectations

At System level:

- **Triple I-dimension**: International, intersectoral, interdisciplinary
- **Structured and innovative doctoral training**: Charter and Code and Principles of Innovative Doctoral Training
- **Stronger links**: between the European Research Area ERA and the European Higher Education Area EHEA via supporting knowledge triangle between research, innovation and education
- **Improvement**: in the working and employment conditions for PhD students
- **Societal and economical relevance**: of European Higher Education
- **Strengthening**: of Europe’s human capital base in R&I with a new generation of entrepreneurial and highly skilled researchers
- **Europe as leading destination**: for talented researcher
- **Better quality research and innovation**: contributing to Europe’s competitiveness
Initial thoughts

• **European Dimension**: Why does Europe need excellent young researchers in this particular research area?

• Where would these researchers end up working? Have a clear picture in mind of the scientific fields AND the possibilities in companies/non-academic organisations.

• How can you set up the research and training plan to ensure that the ESRs will be employable in these areas?

• How will your ITN contribute to structuring research and doctoral training in Europe? Are there other grad schools in this field? Would there be e.g. a grad school coming out of this?

• **Resubmission**? 56.6% of 2018 and 56.7% of the 2019 submission were resubmissions. It is not be held against you! Try several times, persistence is key!
ITN Objectives: From the work programme MSCA

“The Innovative Training Networks (ITN) aim to train a new generation of creative, entrepreneurial and innovative early-stage researchers, able to face current and future challenges and to convert knowledge and ideas into products and services for economic and social benefit.

ITN will raise excellence and structure research and doctoral training in Europe, extending the traditional academic research training setting, incorporating elements of Open Science and equipping researchers with the right combination of research-related and transferable competences. It will provide enhanced career perspectives in both the academic and non-academic sectors through international, interdisciplinary and intersectoral mobility combined with an innovation-oriented mind-set.”

Workprogramme MSCA 2018-20
Raising Excellence

«ITN will raise excellence»


- Research excellence
- Attractive Institutional Environment
- Interdisciplinary Research Options
- Exposure to Industry and other relevant employment sectors
- International networking
- Transferable skills training
- Quality Assurance

The European Charter for Researchers

The European Charter for Researchers is a set of general principles and requirements which specifies the roles, responsibilities and entitlements of researchers as well as of employers and/or funders of researchers. It constitutes a framework for researchers, employers and funders which invites them to act responsibly and as professionals within their working environment, and to recognise each other as such.

Open Science

«...incorporating elements of Open Science...»

Check also CoalitionS Coalition-s.org
Open Science

“Open Science describes the on-going evolution in the modus operandi of doing research and organising science. These changes in the dynamics of science and research are enabled by digital technologies and driven by the globalisation of the scientific community. They have an impact on the way research is produced, accessed and utilised.

Open Science is an inclusive process aimed at promoting diversity in science across the European Union and opening it to the general public, in order to better address the Horizon 2020 Societal Challenges and ensure that science becomes more responsive both to socio-economic demands and to those of European citizens. Open Science also provides significant new opportunities for researchers to disseminate, share, explore and maximise the impact of their research and to collaborate with other researchers.

Thus, the principles of Open Science and its future growth should be embedded in the training of doctoral candidates.”

Email from REA to Belgium NCP 20.6.2019
Skill set for researchers

- “...and equipping researchers with the right combination of research-related and transferable competences. It will provide enhanced career perspectives in both the academic and the non-academic sector.”
Career Perspectives: Why is employability outside academia so important?

«It will provide enhanced career perspectives in both the academic and non-academic sectors...»

Examples for Career Options

Academia – Research staff:
Teaching/lecturing staff
Postdoc position

Higher Education:
Teaching Staff

Business Sectors:
Pharmaceutical Professional
Scientific editor/writer
Project manager
Team leader

NGOs:
Lobbyist
Campaign Manager

Governmental sector:
Policy Officer
Research council
Research manager

Who are non-academic employers in YOUR field?
Triple-I dimension

«...through international, interdisciplinary and intersectoral mobility combined...»

Interdisciplinarity
Intersectorality
Internationality
**Triple I dimension**

**Mobility from one country to another:**
Belgian Fellow obtains Phd in France

**Mobility from one discipline to another:**
Life scientist tests drug delivery together with behavioral psychologist

**Mobility from one sector to another:**
University group leader spends three months at Pharmaceutical company

**Virtual Mobility:**
Fellows take MOOC (Massive Open Online Course) from Stanford, apply knowledge at Belgian institute

https://de.wikipedia.org/wiki/Massive_Open_Online_Course
Innovation Aspects

« with an innovation-oriented mind-set »

There is no single definition of innovation.

“But innovation as described in the Innovation Union plan broadly means change that speeds up and improves the way we conceive, develop, produce and access new products, industrial processes and services. Changes that create more jobs, improve people’s lives and build greener and better societies.”

“What does this mean for your ITN?

Extend the frontiers of scientific knowledge: Train people!

Tackle global challenges: Scientific Excellence!

Invest in competitive industries: Collaborate with companies!

What is your end-market, your end-users? Define them – have them in your consortium – point them out to evaluators!
More overall policy context

European Research Area http://ec.europa.eu/research/era/index_en.htm
Innovation Union http://ec.europa.eu/research/innovation-union/index_en.cfm
Agenda for new skills and jobs http://ec.europa.eu/social/main.jsp?catId=1223
Youth on the move http://ec.europa.eu/social/main.jsp?catId=1223
Mobility of researchers between sector: 12 recommendations
Good practice elements in doctoral training

Always keep employability in both sectors and innovation in mind!

Question on TRL in an ITN: Training is more important than TRL, but keep in mind exploitation (Impact)
Financial Aspects

- Country coefficient for Living allowance
- Family allowance if applicable
- Top-ups from other sources permitted
- Researcher Allowances include employer contributions
- ESR allowances are taxed depending on the country/institution

<table>
<thead>
<tr>
<th>Living Allowance</th>
<th>Mobility Allowance</th>
<th>Family Allowance</th>
<th>Research, training and networking costs</th>
<th>Management and indirect costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3270</td>
<td>600</td>
<td>500</td>
<td>1800</td>
<td>1200</td>
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</table>

For the ESR – you can pay more, but never less than these amounts

For the Institutions
To be allocated among the beneficiaries according to their agreement

1 unit = 1 month of 1 eligible ESR
Financial Aspects

- Proposal submission Forms – simply enter no of researcher months
Proposal parts

Part A: online
1: General information about the proposal
2: Data on participants
3: Budget
4: Ethics issues table
5: Call specific questions

Part B 1:
1: Excellence
(of the research project, of the training programme)
2: Impact
(scientific/training, communication, dissemination, IPR)
3: Implementation

Part B 2:
4: EID SPECIFIC REQUIREMENTS (EID only)
5: Capacities of the participating organisation(s)
6: Ethical Issues
7: Letter of Commitment of partner organisations
In Medias Res: Award Criteria

- 3 award criteria: Excellence, Impact and Implementation with subcriteria
- Overall threshold of 70% applies to total score
- Proposals ranked within panels by overall score
- Proposals funded in ranking order
- No restrictions on reapplying
- Evaluation summary reports provided
From submitting to evaluation

- Each proposal will be assessed independently by at least three evaluators chosen by REA from the pool of evaluators
- Evaluators are researchers from the field
- The proposal will be assessed against the evaluation criteria
- A consensus has to be found (virtual meetings)
- The consensus will lead to the evaluation summary report with comments on weaknesses and strengths
- We will carry out a mock-evaluation later today 😊

You can become an evaluator yourself! Register here
Part B

In drafting PART B of the proposal, applicants must follow the structure outlined below.

**DOCUMENT 1 (Proposal Number-Acronym-Part B1)**
- START PAGE (1 page)
- TABLE OF CONTENTS (1 page)
- LIST OF PARTICIPATING ORGANISATIONS (max 2 pages)

**START PAGE COUNT (MAX 30 PAGES SECTIONS 1-3)**

1. EXCELLENCE (starting page 5)
2. IMPACT
3. QUALITY AND EFFICIENCY OF THE IMPLEMENTATION

**STOP PAGE COUNT (MAX 30 PAGES SECTIONS 1-3)**

**DOCUMENT 2 (Proposal Number-Acronym-Part B2)**

**NO OVERALL PAGE LIMIT APPLIED**

4. EID SPECIFIC REQUIREMENTS (FOR EID ONLY)
5. CAPACITIES OF THE PARTICIPATING ORGANISATIONS
6. ETHICS ISSUES
7. LETTERS OF COMMITMENT

Please note that no reference to the outcome of previous evaluations of this or any similar proposal should be included in the text. The expert evaluators will be strictly instructed to disregard any such references.
Excellence: Built on RESEARCH

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

Required sub-headings:

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

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- Research methodology and approach
- Originality and innovative aspects of the research programme (in light of the current state of the art and existing programmes / networks / doctoral research trainings)

The action should be divided in Work Packages and described in the table below. The Work Packages should reflect the research objectives. Only brief headings and overviews of the Work Packages should be presented in Table 1.1. More details in terms of actual implementation should be provided in the tables under section 3.1.

<table>
<thead>
<tr>
<th>WP No.</th>
<th>WP Title</th>
<th>Lead Beneficiary No.</th>
<th>Start Month</th>
<th>End Month</th>
<th>Activity Type</th>
<th>Lead Beneficiary Short Name</th>
<th>ESR involvement</th>
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Smart workpackages

- Rule of thumb: 3 to 4 scientific workpackages, 1 for management and one for training/career development
- Rule of thumb: not more than 4 tasks per WP
- Rule of thumb: one deliverable per task, 1 to 2 Milestones per WP
- Workpackages should not overlap but complement each other
- Chose smart and capable workpackage leader
## Workpackage structure

<table>
<thead>
<tr>
<th>Number</th>
<th>Nature</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Management</td>
</tr>
<tr>
<td>2</td>
<td>Career Development/Training</td>
</tr>
<tr>
<td>3 – 5</td>
<td>Scientific Topics</td>
</tr>
<tr>
<td>6</td>
<td>Dissemination/Outreach/Communication</td>
</tr>
</tbody>
</table>

http://edulia.eu/work-packages/
http://trussitn.eu/about-truss/structure/
Excellence

Establish clear, measurable research objectives: in relation with the State of the Art

- Make sure the SoA is up to date (especially for resubmissions)
- Include a list of bibl. references (foot notes) – inside page limit!
- Break down the research programme into WPs that link to your research objectives (3-4 scientific WPs is typical, give a brief WP summary, explain how the ESR projects fit into WPs)

Describe the research methodology used: what techniques, methods, instrumentation will be used in addressing the research objectives (visual....)

Highlight the originality and innovative aspects of the project:

- Why does Europe need this ITN in this research area?
- Check for similar ITNs: what are the synergies, what are the differences? (Cordis database)
- Don´t ignore gendered innovations

Enhance multi/disciplinarity aspects
Cross Cutting Issue: Gender Dimension in Research

In how far will the end product of your ITN be used/affect men or women differently?

“Linda” by Volvo, a virtual pregnant crash-test dummy designed in 2002 by engineer Laura Thackray. “Linda” models the effects of high-speed impact on the womb, placenta, and fetus.

https://genderedinnovations.stanford.edu/index.html
1.2 *Quality and innovative aspects of the training programme* (including transferable skills, inter/multi-disciplinary, inter-sectoral and, where appropriate, gender aspects)

Required sub-headings:

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

- Role of non-academic sector in the training programme

**Table 1.2 a** Recruitment Deliverables per Beneficiary

<table>
<thead>
<tr>
<th>Researcher No.</th>
<th>Recruiting Participant (short name)</th>
<th>PhD awarding entities</th>
<th>Planned Start Month</th>
<th>Duration (months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>0-45</td>
<td>3-36</td>
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<td>Total</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Main Training Events &amp; Conferences</th>
<th>ECTS (if any)</th>
<th>Lead Institution</th>
<th>Action Month (estimated)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
Excellence

Concrete information on Phd training, networking activities... = Tables available!

Explain the Local training first and then the network-wide training


- Open up some events to the wider research community. Typical to have a final conference and a kick-off meeting. A good mix is essential.
Excellence

- Provide details of the complementary skills (ethics, IPR, grant writing) and transferable skills (public engagement, communication, management, entrepreneurship) training, teaching
- Include Open Science/Research Integrity elements for the transferable skills training
- Look at documents from graduate education and research development offices – for information on experience, quality of supervision, training courses
- Refer to the Personal Career Development Plan
- Is there a general model you can use? Example Vitae framework for career development
Excellence

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

Required sub-headings:

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

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

- Demonstrate the quality of the research supervisor(s) / institution(s) with regards to training of researchers: nº of PhDs graduated, nº postdocs mentored for both academic and non-academic supervisors
- Describe the joint supervision arrangements (EJD and EID, but also ETN).
- One ESR can be supervised by a team of supervisors – but arrange for solutions in case of potential conflicts
- Be specific: Supervisors are experts in supervision because...
- They dedicate X% of their time to the supervision
- Progress and review procedures
- Feedback mechanisms
Excellence

1.4 Quality of the proposed interaction between the participating organisations

Required sub-headings:

- Contribution of all participating organisations to the research and training programme
- Synergies between participating organisations
- Exposure of recruited researchers to different (research) environments, and the complementarity thereof

- Describe what tasks each participant (including P.O.) will undertake with regards to training and research. You can use a table.
- Describe the synergies and “added value” of working together to deliver the programme (i.e: refer to previous collaborations, joint publications…)
- Exposure of ESRs to different research environments:
- Describe secondments and information (table) summarising them
- EID: make sure the 50% requirement in non-academic institutions is clear
## Example for Training

<table>
<thead>
<tr>
<th>Main Training Events &amp; Conferences</th>
<th>Institutes</th>
<th>ECTS</th>
<th>Mt</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complementary online training / transferable skills</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Online socialisation / Network journal club</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
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<tr>
<td>Creative &amp; effective communication</td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td>Media and public engagement</td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td>Intellectual property &amp; commercial exploitation (<a href="https://www.iprhelpdesk.eu/Online_IP_Training_opportunities">https://www.iprhelpdesk.eu/Online_IP_Training_opportunities</a>)</td>
<td></td>
<td>1</td>
<td></td>
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<tr>
<td>Information governance, FAIR Data principles and Research Integrity (RRI)</td>
<td>ABC</td>
<td>2</td>
<td></td>
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<tr>
<td>Gender aspects in research</td>
<td>QWERTY</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Network-wide training</td>
<td>XYZ</td>
<td>6</td>
<td>2</td>
<td>2 days</td>
</tr>
<tr>
<td>Kick-off meeting, with induction training</td>
<td></td>
<td>4</td>
<td>7</td>
<td>3 days</td>
</tr>
<tr>
<td>1st ETN school: “TOPIC on data”</td>
<td></td>
<td>2</td>
<td>10</td>
<td>2 days</td>
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<tr>
<td>1st Annual meeting</td>
<td></td>
<td>1</td>
<td>16</td>
<td>1.5 days</td>
</tr>
<tr>
<td>Mini-symposium: “Linking data to XYZ”</td>
<td></td>
<td>2</td>
<td>21</td>
<td>2 days</td>
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<tr>
<td>Mid-term meeting (2nd annual meeting)</td>
<td></td>
<td>1</td>
<td>25</td>
<td>1.5 days</td>
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<tr>
<td>Mini-symposium: “Clinical aspects of QWERTY”</td>
<td></td>
<td>2</td>
<td>30</td>
<td>3 days</td>
</tr>
<tr>
<td>2nd ETN school: “Taking it to clinic: XYZ”</td>
<td></td>
<td>3</td>
<td>36</td>
<td>2 days</td>
</tr>
<tr>
<td>3rd Annual meeting</td>
<td></td>
<td>3</td>
<td>40</td>
<td>2 days</td>
</tr>
<tr>
<td>3rd ETN school: “Using your (transferable) skills to drive your career”</td>
<td></td>
<td>3</td>
<td>47</td>
<td>3 days</td>
</tr>
<tr>
<td>End meeting: 4th Annual meeting - International XYZ symposium</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Local training</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSc Computer Science (Machine Learning; Knowledge Engineering; Data Mining &amp; Analytics; Optimisation Algorithms; Data visualization; Applied Statistical Modelling, semantic data architecture)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Approaches to “ABC” challenges (MSc module)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical, legal and professional issues of research data use (MSc module)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statistical genetics</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESEARCH TOPIC CLASS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical, legal and professional issues of research data use (MSc module)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Basic TOPIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RESEARCH TOPIC</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental and data analysis workshop</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Examples for Training

http://edulia.eu/work-packages/
Proposal Parts – Impact

2. Impact

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

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

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

a) Meaningful contribution of the non-academic sector to the doctoral / research training (as appropriate to the implementation mode and research field)

b) Developing sustainable (= lasting) joint doctoral degree structures (for EJD only)
Impact on the EU level

• Show how the ESR will be **employable**, and by whom, and why

• Analyse and explain how the elements of the programme will make them employable, how it will impact their careers: for research training; transferable skills gained; Communication and dissemination activities; exposure to other organisations, secondments…

• Emphasize the triple “i” aspects of the programme (take into account how the 7 Principles of Innovative Doctoral Programme fit in…)

• Look for EU policies on research with refer to training / careers for researchers but do not cut and paste: analyse how your ITN fits in with their objectives

• Sustainable development goals by the UN

• Doctoral education and the sustainable development: Good article from last week 😊 as food for thought and input:

UN sustainable development goals

Impact

• Refer to EU policies (Innovation Capacity: refer to the impact of the research, link it with Innovation Union objectives, research roadmaps)

• Explain how your programme will help the further development of European Collaborative research training programmes

• Describe how you will continue the programme after the ITN is over

• Explain how the contribution of the non-academic sector is essential to improving intersectoral collaboration in research training in this area

• European Joint Doctorates (EJD): articulate how the programme will contribute to developing sustainable EJD structures

• Indicate how your programme will help with developing the consistency of the doctoral experience (unified selection, recruitment, awarding processes…) – refer to recruitment process’ transparency, following Charter and Code
Proposal Parts – Impact

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

Required sub-headings:

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

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

Required sub-heading:

- Communication and public engagement strategy

Concrete plans for sections 2.3 and 2.4 must be included in the corresponding implementation tables.
# Exploitation, Dissemination, Communication

<table>
<thead>
<tr>
<th>What</th>
<th>Exploitation</th>
<th>Dissemination</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td><strong>Utilisation of the project results</strong> in further activities in research, development or standardisation</td>
<td>The <strong>disclosure of the project results</strong> to the public</td>
<td>Process aiming at <strong>promoting the action and its results</strong></td>
</tr>
<tr>
<td>When</td>
<td>When results are available</td>
<td>When results are available</td>
<td>From the project start on</td>
</tr>
<tr>
<td>Why</td>
<td>Showing society the <strong>impact and benefits</strong> of EU-funded R&amp;I activities</td>
<td>Transfer knowledge and results to enable the <strong>use and take up of results</strong></td>
<td>Effectively use project results, turning them into <strong>concrete value and impact for society</strong></td>
</tr>
<tr>
<td>How</td>
<td>Make concrete use of research results (not just commercial)</td>
<td>Describe and <strong>ensure results available</strong> for others to USE</td>
<td><strong>Inform and promote</strong> the project AND its results/success</td>
</tr>
<tr>
<td>To whom</td>
<td><strong>Stakeholders</strong> who make concrete use of the project results</td>
<td>Audiences with interest in the <strong>potential use</strong> of the results, e.g. scientific community, policy makers</td>
<td>Audiences beyond the project’s community, e.g. <strong>media, broad public</strong></td>
</tr>
<tr>
<td>Legal basis</td>
<td>Grant Agreement Art. 27</td>
<td>Grant Agreement Art. 29</td>
<td>Grant Agreement Art. 38.1</td>
</tr>
</tbody>
</table>
Plan for Exploitation and Dissemination of Results PEDR
Best Practice Example: COMPRISE ITN

http://www.compriseh2020.eu/deliverables/
**Example for a communication/Public Engagement Plan**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Audience</th>
<th>Impact on</th>
</tr>
</thead>
<tbody>
<tr>
<td>FoodSmartphone blog</td>
<td>permanent (updated at least weekly)</td>
<td>general public</td>
<td>Public awareness &amp; understanding</td>
</tr>
<tr>
<td>Mobile-friendly internet website</td>
<td>permanent (updated at least weekly)</td>
<td>general public, scientists</td>
<td>Awareness of science relevance; scientific awareness of the project</td>
</tr>
<tr>
<td>FoodSmartphone on social mass media: Twitter, Facebook, LinkedIn</td>
<td>permanent (updated at least weekly)</td>
<td>general public</td>
<td>Awareness of the website, of the blog, of science relevance and fun. Public interaction and understanding scientist and public perceptions.</td>
</tr>
<tr>
<td>Press articles</td>
<td>in each beneficiary country: at least 1x/yr</td>
<td>general public</td>
<td>Public awareness of science relevance</td>
</tr>
<tr>
<td>ETN Ambassador at your old school</td>
<td>each ESR: at least once</td>
<td>Primary and/or secondary school</td>
<td>Choosing science at next education level</td>
</tr>
<tr>
<td>Presentation at local university or industry open days</td>
<td>each ESR: at least once</td>
<td>Students and general public</td>
<td>Awareness of science relevance</td>
</tr>
<tr>
<td>FoodSmartphone Presence at European Researchers Night festival</td>
<td>in each beneficiary country: 1x in final yr</td>
<td>general public</td>
<td>Awareness of science relevance and fun</td>
</tr>
<tr>
<td>Wikipedia page, YouTube, video-blogs</td>
<td>permanent (updated quarterly)</td>
<td>general public</td>
<td>Awareness of science relevance and fun</td>
</tr>
<tr>
<td>FoodSmartphone ETN project open day</td>
<td>Once, in conjunction to the final conference</td>
<td>Students, stakeholders, and general public</td>
<td>Public perception and engagement, opting for a science career, public awareness of science.</td>
</tr>
</tbody>
</table>

Examples for Outreach/Citizen Science

http://jellywatch.org/

Citizen Science is “scientific work undertaken by members of the general public, often in collaboration with or under the direction of professional scientists and scientific institutions.” (Oxford Dict.)

Opathy ITN Science Slam https://www.youtube.com/watch?v=FgT-9SSmCuI&feature=youtu.be
Evaluation process

- 3 Evaluators per proposal
- Evaluators are researchers from the field
- Remote evaluation, but online consensus ‘meeting’
The scores

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

4.0 – 4.9 Very good: The proposal addresses the criterion very well, but a small number of shortcomings are present.

3.0 – 3.9 Good: The proposal addresses the criterion well, but a number of shortcomings are present.

2.0 - 2.9 Fair: The proposal broadly addresses the criterion, but there are significant weaknesses.

1.0 – 1.9 Poor: The criterion is inadequately addresses, or there serious inherent weaknesses.

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

Decimal scorse (e.g. 4.5) can be given.
Group work

Build groups of 3
Read the ‘Impact’ part of the proposal
Take a step back – and step in the shoes of an evaluator: Give a score
Discuss this score with your group and find a consensus (NOT an average)
Write the score down on the post-it, which I will recollect.
Do not share the score with the other groups.
Time: 20 minutes (10 minutes reading, 10 minutes discussion)

The proposal is confidential and we will recollect it afterwards. Thank you for not taking pictures and not taking it outside of the room.
Proposal Parts – Implementation

3. Quality and Efficiency of the Implementation

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

Required sub-headings:
- Work Packages description (please include table 3.1a);
- List of major deliverables (please include table 3.1b, including the awarding of doctoral degrees, where applicable38);
- List of major milestones (please include table 3.1c);
- Fellow's individual projects, including secondment plan (please include table 3.1d);
- EID specific requirements: for EID proposals, an additional table should be completed in part B239;

Note - Due date: The schedule should indicate the number of months elapsed from the start of the action (Month 1).

Is your work plan coherent and feasible?
WP, deliverables, milestones tables

<table>
<thead>
<tr>
<th>WP Number</th>
<th>Start Month – End Month</th>
</tr>
</thead>
<tbody>
<tr>
<td>WP Title</td>
<td>(e.g. including Research, Training, Management, Communication and Dissemination...)</td>
</tr>
<tr>
<td>Lead Beneficiary</td>
<td></td>
</tr>
<tr>
<td>Objectives</td>
<td></td>
</tr>
<tr>
<td>Description of Work and Role of Specific Beneficiaries / Partner Organisations (possibly broken down into tasks), indicating lead participant and role of other participating organisations</td>
<td></td>
</tr>
<tr>
<td>Description of Deliverables (brief description and month of delivery)</td>
<td></td>
</tr>
</tbody>
</table>

### Scientific Deliverables

<table>
<thead>
<tr>
<th>Deliverable Number</th>
<th>Deliverable Title</th>
<th>WP No.</th>
<th>Lead Beneficiary Short Name</th>
<th>Type</th>
<th>Dissemination Level</th>
<th>Due Date</th>
</tr>
</thead>
</table>

Note that, if the proposal is successful, two mandatory milestones will be added during the Grant Agreement preparation:

- Mid-Term meeting between REA and the consortium, due at month 13-15: the presence of all beneficiaries (scientists-in-charge and recruited researchers) and partner organisations is expected. A best practice is to combine this meeting with other project events as appropriate.
- Recruitment process completed, due at month 12.
Examples for Deliverables

- Deliverables are distinct output of the project, meaningful in terms of the project’s overall objectives.

- Examples might be a report, a document, a technical diagram, a software, prototype, training event, conference, etc.

<table>
<thead>
<tr>
<th>D7.5</th>
<th>Evaluation questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>D8.1</td>
<td>Consortium agreement</td>
</tr>
<tr>
<td>D8.2</td>
<td>Ethics</td>
</tr>
<tr>
<td>D8.3</td>
<td>Exploitation Plan</td>
</tr>
<tr>
<td>D8.4</td>
<td>Supervisory Board of the network</td>
</tr>
<tr>
<td>D8.5</td>
<td>Progress Report</td>
</tr>
<tr>
<td>D8.6</td>
<td>Draft Periodic Report</td>
</tr>
<tr>
<td>D8.7</td>
<td>Mid-term review meeting</td>
</tr>
<tr>
<td>D8.8</td>
<td>Final Report</td>
</tr>
</tbody>
</table>

- Milestones are control points in the project that help to chart progress.

- They are needed to identify when corrective measures affecting the project should be taken.

- They might correlate with a critical deliverable or a critical decision point (i.e. choice between alternative developed technologies).

<table>
<thead>
<tr>
<th>MS1</th>
<th>Kick-Off Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS2</td>
<td>Recruitment assessment</td>
</tr>
<tr>
<td>MS3</td>
<td>Decision point</td>
</tr>
<tr>
<td>MS4</td>
<td>Access gained to PICO@Cineca BigData Infrastructure</td>
</tr>
<tr>
<td>MS5</td>
<td>HPC codes optimization</td>
</tr>
<tr>
<td>MS6</td>
<td>Control point: Instrumentation design</td>
</tr>
<tr>
<td>MS7</td>
<td>Access gained to PRACE HPC resources</td>
</tr>
</tbody>
</table>
## Individual Research Projects

<table>
<thead>
<tr>
<th>Fellow (e.g. ESR1)</th>
<th>Host institution</th>
<th>PhD enrolment (Y/N)</th>
<th>Start date (e.g. Month 6)</th>
<th>Duration (e.g. 36 months)</th>
<th>Deliverables (refer to numbers in table 3.1b)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Project Title and Work Package(s) to which it is related:**

**Objectives:**

**Expected Results:**

**Planned secondment(s):** Host, supervisor, timing, length and purpose

---

**Enrolment in Doctoral degree(s):**

**EJD specific:** institutions where the ESR will be enrolled to obtain a joint/double or multiple doctoral degree should be included

**EID specific:** institution where the ESR will be enrolled to obtain a doctoral degree should be included

**ETN if applicable:** institution where the ESR will be enrolled to obtain a doctoral degree should be included

---

*Context and general outline in Excellence, ESR project details here*
Management structures and procedures

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

Required sub-headings:

- Network organisation and management structure, including financial management strategy, strategy for dealing with scientific misconduct
- Joint governing structure (mandatory for EID and EJD actions)
- For EJD, joint admission, selection, supervision, monitoring and assessment procedures
- Supervisory board
- Recruitment strategy
- Progress monitoring and evaluation of individual projects
- Risk management at consortium level (including table 3.2a)
- Intellectual Property Rights (IPR)
- Gender aspects (both at the level of recruitment and that of decision-making within the action)
- Data management plan (see page 21 above regarding the Open Access and Open Data under Horizon 2020)
Implementation

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

- External Advisory Group
- Supervisory Board
- Project Management Team
- Training Committee
- Dissemination & Outreach Committee
- Research Coordination Committee
- IP & Exploitation Committee
- ESR Committee
Example of a management structure

http://www.inspirationitn.eu/management.php
Recruitment

• Describe timing and methods of recruitment
• International competitive recruitment (Euraxess and other means)
• Equal opportunities policy
• Conditions of recruitment and employment in line with principle of the Charter and Code of Conduct. Indicate which partners have endorsed the C&C: http://ec.europa.eu/euraxess/index.cfm/rights/charterAndCode

• The award "HR Excellence in Research" identifies institutions and organisations as providers and supporters of a stimulating and favourable working environment. Indicate which partners have been awarded the HRS4R – HR Excellence logo: https://euraxess.ec.europa.eu/

• EJD and EID: joint submission and selection, advise for ETN to do this too
Progress monitoring

• Who is responsible? Who is involved? Who reports to whom?

• Procedures for progress monitoring:
  – Training (link to Personal Career Development Plan), training manager or supervision panel
  – Project progress in general: Steering committee, Milestones, Deliverables, additional Key Performance Indicators, external experts’ advisory board

• Link to procedures in institutions
Supervisory Board

• It is **mandatory to have the SB**

• Composed of representatives of all beneficiaries and partner organisations. Optional other relevant stakeholders. Advise to include an ESR representative. NB: gender balance!

**Tasks:**

• Ensure adequate balance between S&T training and transferable skills training (unless you have a training board)

• Definition of skills requirements. NB: The presence of the private sector

• Establish active and continuous communication and exchange of best practice among partners

• Oversee the quality and quantity of supervision of the ESRs

• Role and responsibility

• Supervision or decision making
Risks

- What will go wrong in your ITN – and how will you deal with it?
- Consider risks not only for research, but also managerial, training communication/outreach risks
- High risk is interesting for research – but know the mitigation measures will be assessed very strictly!
- Contingency plan = a plan devised for an outcome other than in the usual (expected) plan
- Mitigating action = action to try the risk does not happen

<table>
<thead>
<tr>
<th>Risk No.</th>
<th>Description of Risk</th>
<th>WP Number</th>
<th>Proposed mitigation measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>R1</td>
<td>e.g. Delay in recruitment</td>
<td>WP x</td>
<td></td>
</tr>
</tbody>
</table>

Typical risks:

- Early dropout of ESRs
- Scientific risks
- Conflict in management board
- Delay in dissemination measures
- ...
Risk assessment

❖ Form groups of 5
❖ Develop a list of non-scientific potential risks in an ITN, their contingency and their mitigation measure
❖ Share them with the audience
❖ 10 minutes discussion, 5 minutes presentation

<table>
<thead>
<tr>
<th>Risk No.</th>
<th>Risk description</th>
<th>Probability (1 – 5)</th>
<th>Impact (1 – 5)</th>
<th>WP number</th>
<th>Mitigation measure</th>
<th>Contingency plan</th>
</tr>
</thead>
</table>

MARIE SKLODOWSKA-CURIE TRAINING
• Should be in line with institution’s IP policy (describe it)
• Agreed upon in Consortium Agreement (LERU model for ETNs based on DESCA https://www.iprhelpdesk.eu/node/3627)
• Fact Sheet ‘IP management in Marie Curie Actions’ from the IPR Helpdesk (https://www.iprhelpdesk.eu/Fact-Sheet-IP-Management-in-H2020-MSCAs)
• Get in touch with your institution’s experts
Open Access

“Open Access to scientific publications: Each beneficiary must ensure open access (free of charge online access for any user) to all peer-reviewed scientific publications relating to its results - either as 'gold' open access, i.e. via the publisher AND via the repository, or as 'green' open access, i.e. via the repository only (see guidance on Article 29.2 in the Annotated Model Grant Agreement). A repository link and a digital object identifier (DOI) for each publication must be provided in the action reports.

Open Access to research data: beneficiaries will engage in research data sharing by default (extended Open Research Data Pilot), as stipulated under Article 29.3 of the Horizon 2020 Model Grant Agreement (including the creation of a Data Management Plan). Participants may, however, opt out of these arrangements, both before and after the signature of the Grant Agreement under the conditions described in Annex L of the Work Programme. Note that information related to Open Research Data provided in the proposal will not be subject to evaluation. In other words, proposals will not be evaluated negatively because they opt-out of the data sharing.”

Email from REA to Belgium NCP 20.6.2019
Proposal Parts – Implementation

3.3 Appropriateness of the infrastructure of the participating organisations

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

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

Required sub-headings:

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

- Infrastructure: technical equipment, other such as office space, access to library, IT facilities….customize to scientific/technical needs AND training needs

- You can include under 3.2. or 3.3. the support and help for the institution (European offices…) + EURAXESS

- Explain complementarities between participants (can use a table) re: science AND training AND infrastructure

- Important to emphasize the commitment of non-academic sector

- If Beneficiaries / P.O from TC, explain why they are important
Ethics

• Participants have to:

  • Identify all potential ethical aspects
  • Explain their future management
  • Give a detailed explanation at proposal stage

• Description on Ethics:
  • Ethic Issues Table en part A
  • Ethics Self-Assessment en part B
Letters of Commitment

• Content is important!

• Generic letters are not useful

• Must contain specifics about role and participation of P.O (tasks allocated) and their commitment to do so.

• In EJD, there must be letters from the academic beneficiaries that will award the doctoral degrees
Operational Capacity

• No copy and paste from section 3
• Give specific information
• It might seem obvious to you, but evaluators do not know about the institution
• Indicate time commitment of beneficiary/partner organisation (e.g. 15% for supervision of Phd student)
• Collect the information early on

For beneficiaries:

<table>
<thead>
<tr>
<th>Beneficiary Legal Name:</th>
<th>Short description of the activities relevant to the action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role and Commitment of key persons (including supervisors)</td>
<td>Including names, title and the intended extent of involvement in the action (in percentage of full-time employment) of the key scientific staff who will be involved in the research, training and supervision</td>
</tr>
<tr>
<td>Key Research Facilities, Infrastructure and Equipment</td>
<td>Outline the key facilities and infrastructure available and demonstrate that each team has sufficient capacity to host and/or offer a suitable environment for supervising the research and training of the recruited Early-Stage Researchers</td>
</tr>
<tr>
<td>Status of Research Premises</td>
<td>Please explain the status of the beneficiary’s research facilities – i.e. are they owned by the beneficiary or rented by it? Are its research premises wholly independent from other beneficiaries and/or partner organisations in the consortium?</td>
</tr>
<tr>
<td>Previous Involvement in Research and Training Programmes</td>
<td>Detail any relevant EU, national or international research and training actions/projects in which the beneficiary has previously participated</td>
</tr>
<tr>
<td>Current Involvement in Research and Training Programmes</td>
<td>Detail any relevant EU, national or international research and training actions/projects in which the beneficiary is currently participating</td>
</tr>
<tr>
<td>Relevant Publications and/or Research / Innovation Product</td>
<td>Max. 5</td>
</tr>
</tbody>
</table>
Tips and Tricks

- Clear evidence of partner organisations commitment
- Capacity of the participant to be clearly demonstrated
- For EJD, letter of commitment to award joint degrees
- Involvement of non-academic sector
- Pay attention to mandatory requirements of particular modes
- Compliance with ethical principles
- Resubmission possible
- Make it easy for the evaluators to find the information in the proposal!!!
- Structure and organize the information well
- Be precise – less is sometimes more
- Start writing the proposal early on
- Avoid last minute submission
- Impartial view…ask your colleagues to read your proposal
Coordinators’ Tips and Tricks

• The key is the consortium – if you have a good, well balanced consortium with synergies it will reflect well in all criteria

• If possible, have a real physical meeting with the consortium before the actual start

• It takes time to write a good project. Help the consortium by keeping deadlines, providing constructive input, involve external feedbacks (NCPs or other sources)

• Management and indirect costs: Discuss the allocation beforehand! 30–50% usually go to the coordinator, the rest depends on the tasks of the beneficiaries

• Conflict management and discussion culture: These vary! Set a rule for how to resolve issues in the Consortium Agreement (CA).

• Base the CA on the LERU template and sign it before the start of the project.

• Intercultural communication: Some cultures are more direct than others – take this into account. If in doubt, pick up the phone! Email is a ‘bad advisor’! 😊
Writing Tips

• Write down an early, untidy version
• Collaborate well with your consortium, your NCP, other sources of help
• Just write – editing can happen later on
• Follow the template to the letter
• Write again
• Set aside time for writing
• Continue writing
• Evaluators can only judge upon what’s actually written in the proposal, so do not assume they know what you’re planning
• Re-write
• Don’t despair
• Write again
• Proofread
• SUBMIT

Writing is thinking
Tips and Tricks

Useful reference documents

Participant Portal call page

MSCA Work Programme 2018–20

Horizon 2020: How to Complete Your Ethics Self-Assessment

Horizon 2020: Guidelines on Data Management in Horizon 2020
Tips and Tricks

Useful reference documents

European Charter and Code for Researchers
http://ec.europa.eu/euraxess/index.cfm/rights/europeanCharter

List of Countries Associated to Horizon 2020

Gender Equality in Horizon 2020

Horizon 2020 Online Manual

European Code of Conduct for Research Integrity

LERU ITN ETN model consortium agreement
Tips and Tricks

General Sources of Help

MSCA website
http://ec.europa.eu/research/mariecurieactions/

EURAXESS
http://ec.europa.eu/euraxess/

The European Commission's Horizon 2020 Enquiry Service
http://ec.europa.eu/research/index.cfm?pg=enquiries

National Contact Points
http://ec.europa.eu/research/participants/portal/desktop/en/support/national_contact_points.html

Net4Mobility+
https://www.net4mobilityplus.eu/ (with useful information, checklists, writing guide)
Tips and Tricks

Specialised and Technical Assistance

Submission Service Help Desk
http://ec.europa.eu/research/participants/api/contact/index.html

IPR help desk
http://www.ipr-helpdesk.org
Contact

Juliane Sauer
julie@oxygeneum.ch
www.oxygeneum.ch
0041 79 396 36 85

MSCA related trainings, proposals reviews, one-on-one consultancy
Key messages 😊

- Communicate well with the consortium (use e.g. campfire or other online tools)
- Get feedback from multiple sources
- Read all the documents – also as a partner/beneficiary
- Involve administrative/legal experts in your institution
- Try again if at first you don’t succeed
- IT IS WORTH IT. 😊
Annex: Group work ‘A 100% failure’

FAILURE

* lack of training / too slow
* No acc partner / only acad.
* No dissemination
* No indiv. concept (stay at level of Setag)
* No big picture (separate projects)
* Staying in your own field
* Don’t answer to EU need / no impact

FAILRE

- too many partners (beneficiaries)
- no training plan
- focus on academic needs
- non-realistic outputs
- lack lack of synergy
FAILURE

- NETWORK:
  - ONLY UNIVERSITIES, AND PEOPLE FROM THE SAME FIELD
- NO SELECTION PROCESS PLANNED
- NO JUSTIFIED AND NO INTERSECTORAL SECONDMENT
- TRAINING FOCUSES ON RESEARCH ONLY
- NO RISK/FOLLOW-UP PLAN

FAILURE

- ONLY Universities in Consortium
- No additional training work if what exists already in
- Only men (or women) in Academia
- # universities & groups expert in the same field - no complementarity in expertise
- Only Acad. publications, no communication to general public
- No input from stakeholders / lead users
- copy parts (error) previous proposal
Risk assessment

<table>
<thead>
<tr>
<th>#</th>
<th>Risk Desc</th>
<th>Prob</th>
<th>Impact</th>
<th>Contingency Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ESR - long-term illness</td>
<td>3</td>
<td>1</td>
<td>Project duration longer</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1. Reduce budget</td>
</tr>
<tr>
<td>2</td>
<td>Partner/ beneficiary drop out</td>
<td>3</td>
<td>4</td>
<td>1. Find new partner</td>
</tr>
<tr>
<td>3</td>
<td>Changes in project management</td>
<td>1</td>
<td>1-5</td>
<td>Find replacement</td>
</tr>
<tr>
<td>4</td>
<td>Brexit etc</td>
<td>5</td>
<td>1-5</td>
<td>Have enough others be eligible</td>
</tr>
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<td></td>
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<td>No UK work. UK WPL</td>
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</tbody>
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<table>
<thead>
<tr>
<th></th>
<th>Doca.</th>
<th>Prob</th>
<th>Impact</th>
<th>Mitig / Contingency</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR leaving before end of his/her contract</td>
<td>2</td>
<td>4</td>
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<td></td>
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<td>Work/life balance</td>
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<td>Good supervision</td>
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<td>More people in the lab</td>
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<td></td>
<td>Regular monitoring of progress</td>
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<tr>
<td>Partner leaving the consortium</td>
<td>1</td>
<td>5</td>
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<td>Take at least 2 non-aca partners</td>
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<td>Communicate &amp; negotiate clean enough</td>
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<td></td>
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<td>Choose partners you know &amp; trust</td>
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</tr>
<tr>
<td>Delay during recruitment phase</td>
<td>4</td>
<td>3</td>
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<td>Good advertisement</td>
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<td>Good plan of recc. phases</td>
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<td>(Commit of HRES &amp; others)</td>
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<td></td>
<td>Plan B in tasks competion</td>
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<tr>
<td>Risk:</td>
<td>Prob</td>
<td>Imp</td>
<td>Mitigation</td>
<td>Contingency plan</td>
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</tr>
<tr>
<td>Delay w/ project has repercussions on other ERE's project</td>
<td>4</td>
<td>4</td>
<td>- Close progress monitoring.</td>
<td>- Decision drill with options.</td>
</tr>
<tr>
<td>Recruitment delay (finding the right candidate)</td>
<td>4</td>
<td>5</td>
<td>Early recruitment campaign.</td>
<td>- Secondment plan B.</td>
</tr>
<tr>
<td>Secondment - representative organization steps out</td>
<td>2</td>
<td>5</td>
<td>Continuous communication w/ all project members.</td>
<td>- Secondment of organisa in Superv. Board.</td>
</tr>
</tbody>
</table>
ESR long term illness
- prolongation of duration of an ITN for whatever reason is quite rare. In very rare cases no-cost extension might be granted by REA. National regulations for sick insurance/parental leave in the country where the ESR is employed are applied. ESRs might not be able to finish their PhD – check if beneficiaries are willing to employ ESR beyond the ITN duration / beyond 3 years and mention in the proposals as asset.

Risk of fall out of ESR
- in case it is in the beginning of a recruitment period the ESR could be replaced by another candidate from the reserve list. In a later stage perhaps tasks could be taken over by other ESRs.

Status change of country (EU member state / associated country to third country status)
- REA advised in the framework of the 2018 ITN call regarding Brexit not to take it up as a risk.
- Make sure your consortium meets the minimum requirements which apply to the ITN type of your choice
Possibility of partner leaving the consortium
- you want to show you have a good consortium and each partner is there for a reason. In case a consortium expects a partner to drop out during the project duration it should be a subject for discussion before submission of the application.
- secondments: emphasize that these organisations are in the supervisory board (a representative of all beneficiaries and of the partner organisations has to be in the board) to have an ‘early warning system’ and have a plan B available e.g. other training opportunities.

Changes in project management
Not a topic to take up in the table: a minor risk since it will most likely not disrupt the progress of the project and could be easily solved by replacements.

Delay during recruitment process
Emphasise the transparent, broad and early advertisement of the vacancies. Show commitment of HR departments of recruiting partners.