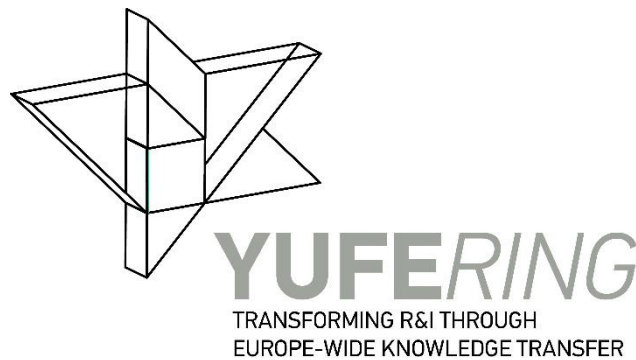


# **YUFERING Project**

## **YUFE TRANSFORMING R&I THROUGH EUROPE-WIDE KNOWLEDGE TRANSFER**



Call: H2020-IBA-SwafS-Support-1-2020

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### **D 6.3: Report on trainings**

**February 2024**



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<b>Deliverable leader:</b>	Lorenzo Costumato (UNITOV)
<b>Author(s):</b>	Lorenzo Costumato (UNITOV) Fabiana Scalabrini (UNITOV) Chiara Fantauzzi (UNITOV)
<b>Contributor(s):</b>	N/A
<b>Reviewer(s)</b>	Dr. Anastasia Constantinou (UCY)



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## Table of Contents

<b>1. Aim and objectives of the report.....</b>	<b>4</b>
<b>2. YUFE Competence Framework .....</b>	<b>5</b>
<b>3. The starting point on training in the YUFE Alliance .....</b>	<b>10</b>
<b>4. Education and training activities carried out by the YUFE Alliance Universities.....</b>	<b>12</b>
<b>5. What has been done within the YUFE Alliance .....</b>	<b>14</b>
D2.4 Report on expert best practice and testbed meetings/workshops .....	15
D3.4 Online training program and methodology for soft skills and co-creation fundamentals .....	20
D4.2 YUFE Training Programme for Supervisors.....	21
<b>5. Section: Conclusions.....</b>	<b>23</b>
<b>6. References.....</b>	<b>23</b>

## List of Figures

Figure 1 Topic training provide by the Institutions.....	10
Figure 2 Targets on training .....	11
Figure 3 Lecturers of the training.....	11
Figure 4 Tailoring of the topic .....	12

## List of Tables

Table 1 Overview of the conducted workshops .....	15
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# REPORT ON TRAININGS

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## 1. Aim and objectives of the report

This deliverable aims to report on the training delivered in the context of the YUFERING project. Providing high-quality training was one of the main goals of the project. For this reason, this report is crucial to represent the expected value creation of the consortium's activities. Indeed, the report published by the European Commission in April 2023 includes insights from the YUFERING project, and describes the following YUFERING experiences as best practices to be mentioned. In detail:

- Engaging Non-Academic Actors, 5.2. Good practices, page 29 (Flipped Knowledge Transfer (FKT))
- Mainstreaming Open Science, 6.2. Good practices, page 32 (Open Science Calendar 2022)
- Citizen and Societal Engagement, 7.2. Good practices, page 36 (Community Engaged Research and Innovation (CERI) agenda setting)

As highlighted in the following sections, YUFERING training offer insights on several competences, such as those related to the Competence Framework, and topics, such as circular economy, arts and open science.

To achieve a high-quality training offer that can generate a significant social impact throughout Europe, it becomes of primary importance to undertake a coherent path of identification, development and rewarding talents. The urgency of this offer is not limited to European borders but goes beyond them, becoming a global urgency.

In this perspective, it is necessary to recognize the role of researchers and the key skills they have to possess. From the YUFERING work programme, we have identified the following trainings (and workshops which are forms of trainings) in accordance with the Competence Framework (Deliverable D4.1 from WP4):

- WP2: The YUFE model towards a community engagement-based research & innovation agenda, led by UMaastricht, Dr Ronit Shiri-Sverdllov  
D2.4: Report on expert best practice and testbed meetings/workshops
- WP3: YUFE as a catalyst for flipped knowledge transfer and deployment in society, Lead by UAntwerp, Mrs Barbara Tan  
D3.4: Online training program and methodology for soft skills and co-creation fundamentals
- WP4: Transforming recognition, reward and circulation of talents and teams across Europe, led by U Bremen, Mrs Charlotte Shimmat  
D4.2: YUFE Training Programme for Supervisors

The report is structured as follows:



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- 1) YUFE Competence Framework
- 2) The starting point on training in the YUFE Alliance
- 3) Education and training activities carried out by the University which are part of the YUFE Alliance
- 4) What has been done within the YUFE Alliance
- 5) Conclusion

## 2. YUFE Competence Framework

The European community aims to create academic careers that are flexible and attractive, promoting mobility. The Framework obtained within the YUFERING project (Deliverable D4.1 from WP4) aims to create a new evaluation methodology, that is independent of national contexts, going beyond quantitative parameters.

YUFERING highlighted the relevance of the distinction between core academic skills, such as research and teaching, and transversal ones, which are strongly interconnected with each other.

The YUFE Framework consists of 17 competences in four competence areas.

The competence areas are:

- Research;
- Learning and Teaching;
- Networking and Team Working;
- Profile and Career Development.

Below is the detail of the Framework as extrapolated from deliverable 4.1 from WP4.

### Competence area: Research

Competence area:	Descriptor
Research skills and techniques	<ul style="list-style-type: none"> <li>– Ability to recognise, validate and solve problems creatively, relating them to a wider context in nature or society.</li> <li>– Ability to apply original, independent and critical thinking and to formulate new theoretical concepts.</li> <li>– Knowledge of most important and recent advances within one's field and in an interdisciplinary setting.</li> <li>– Understanding of relevant research methodologies and techniques and their appropriate application within one's research field and in an interdisciplinary setting.</li> <li>– Ability to critically analyse and evaluate one's findings and those of others and engage in peer reviewing.</li> <li>– Ability to summarise, document, report, disseminate and reflect on research progress.</li> </ul>



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	<ul style="list-style-type: none"> <li>– Awareness and knowledge of sex and gender as a research topic, and, where relevant, integration of the sex and gender dimension into research &amp; innovation content.</li> </ul>
Research Management	<ul style="list-style-type: none"> <li>– Ability to acquire and manage research projects, including team leadership, reporting and the use of funds.</li> <li>– Knowledge of how to acquire resources (national &amp; EU funding).</li> <li>– Use of appropriate research infrastructure and resources.</li> </ul>
Research Impact	<ul style="list-style-type: none"> <li>– Contribute to addressing and solving complex problems in environment, society and science.</li> <li>– Contribute to advance the knowledge in one's research field and have an impact on the scientific community.</li> <li>– Science Outreach and Communication: Ability to communicate scientific findings both to professional and non-scientific audience.</li> <li>– Promote Flipped Knowledge Transfer<sup>1</sup>, meaning: <ul style="list-style-type: none"> <li>• Ability to translate/ transfer research results, knowledge and expertise to society, and likewise get input from society.</li> <li>• Involve societal &amp; business actors, citizens, NGO's and government in the research process as providers of input and co-creation partners.</li> <li>• Ability to manage Intellectual Property Rights (IPR).</li> </ul> </li> <li>– Awareness and knowledge of community-engaged research and innovation principles<sup>2</sup>: <ul style="list-style-type: none"> <li>• Actively involve affected community partners (non-academic communities) in one or more phases of the research and innovation process in a way that is mutually beneficial.</li> <li>• Encourage the implementation of the research outcomes and innovative solutions in partnership with the relevant communities.</li> <li>• Build trust-based relationships between researchers and community partners that take into consideration</li> </ul> </li> </ul>

<sup>1</sup> YUFERING Task 3.2: Concept-note on the “Flipped Knowledge Transfer Approach”, approved July 7th 2021

<sup>2</sup> YUFERING Task 2.1: Community-engaged R&I (CERI) framework an definition, November 2021



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	all partners' perspectives in defining research foci and innovation strategies.
Open Science and Data Management	<ul style="list-style-type: none"> <li>– Ability to recognise and apply open science principles in the related areas (Open Data, Open Publishing, Open Peer Review, Citizen Science, Open Source Software (OSS), Open Educational Recourses (OER)).</li> <li>– Knowledge and use of institutional, national and international repositories while applying FAIR (Findable, Accessible, Interoperable, and Reusable) data principles and appropriate CC licencing.</li> <li>– Ability to manage research data and design Data Management Plans.</li> </ul>
Professional Research Practice	<ul style="list-style-type: none"> <li>– Ethics and research integrity: Adhere to the recognised ethical practices and principles of research.</li> <li>– Understanding and awareness of different research contexts in different countries.</li> <li>– Understanding of relevant health and safety issues and demonstration of responsible working practices.</li> </ul>

### Competence area: Learning and Teaching

Academic teaching	<ul style="list-style-type: none"> <li>– Ability to define teaching/course curricula and respective teaching execution plans.</li> <li>– Ability to teach in the subject area in which one is researching and in neighbouring areas.</li> <li>– Engagement in supervision and mentorship including the subsequent skills development.</li> <li>– Readiness to adapt to different teaching target audiences.</li> <li>– Knowledge of principles of pedagogy in higher education (application of various learning and teaching strategies, design of learning environments and design of assessment structures according to the principles of constructive alignment).</li> <li>– Methodological competences: student-centred learning and teaching (inquiry-based learning, cooperative learning, problem-based learning).</li> </ul>
Gender, Diversity and Inclusivity	<ul style="list-style-type: none"> <li>– Reflecting and taking into account gender, diversity and inclusivity in learning and teaching.</li> </ul>



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	<ul style="list-style-type: none"> <li>– Knowledge of the guidelines and standards for designing an inclusive learning environment (e.g. accessibility for students with disability)</li> <li>– Using teaching methods that reflect gender and diversity aspects.</li> <li>– Including aspects of gender and diversity in the teaching content.</li> </ul>
Innovation of teaching	<ul style="list-style-type: none"> <li>– Willingness and ability to apply new learning and teaching methods.</li> <li>– Participating in the further development of study programmes.</li> <li>– Being familiar with current digital/ blended learning and teaching tools (application of appropriate digital tools), including participation in/ production of MOOCs.</li> </ul>

### Competence area: Networking and Team Working

Competence	Descriptor
Teamwork	<ul style="list-style-type: none"> <li>– Ability to work in diverse teams (international, intercultural, and interdisciplinary).</li> <li>– Ability to work in an English-speaking team. If another language than English is the common language in the research field, ability to communicate in that language.</li> <li>– Awareness of unconscious bias as well as gender equality issues and awareness of the need to address its effects.</li> <li>– Ability to listen, give and receive feedback based on critical and argument-based interaction.</li> </ul>
Leadership	<ul style="list-style-type: none"> <li>– Create and lead diverse teams, while considering aspects of gender and diversity.</li> <li>– Mentor individuals.</li> <li>– Recognise diverse talent and support individual development and career progression.</li> <li>– Negotiate and resolve conflicts.</li> </ul>
Network	<ul style="list-style-type: none"> <li>– Develop networks within a discipline, within the institution, and in the wider research community.</li> <li>– Foster exchange and open collaboration.</li> <li>– Develop (inter)national networks and interact professionally and personally with peers.</li> </ul>
Service to the institution	<ul style="list-style-type: none"> <li>– Participation in internal university commissions or committees.</li> <li>– Involved in research and teaching quality processes.</li> </ul>



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## Competence area: Profile and Career Development

Awareness, resilience, flexibility and the willingness to learn	<ul style="list-style-type: none"><li>– Ability to operate in a globalised world and deal with uncertainty and sudden changes to the working environment via a high degree of awareness, resilience, flexibility and the willingness to take learning opportunities.</li><li>– International careers: Willingness to learn languages that facilitate working in a specific country, and willingness to adapt to the local context and local working processes.</li></ul>
Career planning	<ul style="list-style-type: none"><li>– The ability to identify and reflect on own competences and interests.</li><li>– Ability to transfer skills to different professional contexts.</li><li>– Ability to develop diverse career goals and career paths.</li><li>– Seeking opportunities and being flexible: demonstrate an insight into the transferable nature of research skills, to other working environments, and the range of career opportunities within and outside academia.</li><li>– Identify one's own (life-long) training needs.</li><li>– Take ownership for and manage one's career progression, set realistic and achievable career goals, and identify and develop ways to improve employability.</li><li>– Present one's skills, personal attributes and experiences through effective CV's, applications and interviews.</li></ul>
Self-organisation	<ul style="list-style-type: none"><li>– Ability to successfully apply time management (identify and prioritize tasks, work according to suitable schedules).</li><li>– Ability to cope with pressure, changes and challenges.</li></ul>
Entrepreneurial and societal spirit	<ul style="list-style-type: none"><li>– Ability to turn ideas into action. This includes creativity, innovation and risk taking, as well as the ability to plan and manage projects in order to achieve objectives.</li><li>– Develop cooperation with business or societal stakeholders.</li><li>– Recognizing the potential of commercial exploitation of research. This includes an understanding of market needs, recognizing the potential for new products and novel applications of research, and assessing the feasibility.</li></ul>

In particular, this framework was included among the best practices by the European Commission in the DG REA report "Progress of University Alliance Projects, Projects funded under Horizon 2020 IBA-SwafS-Support-1-2020 Call - Pilot I" published in April 2023 and formed the basis for some of the YUFERING training courses. It has



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therefore become one of the key elements of the YUFERING alliance and it is at the basis of several courses that have been produced by the Consortium.

In light of what has been highlighted, this document aims at reporting the main common YUFERING **education and training activities** to feedback the project results into the YUFE lectures and try to attract YUFE students for PhD positions in the future. To this end, all the main activities concerning education and training held by the consortium are summarized in the final section.

### 3. The starting point on training in the YUFE Alliance

Thanks to D5.3 we have the possibility to describe the **state of the art of the YUFE Alliance in delivering training**. The following data helped us in the identification of current initiatives in the institutions that are part of the consortium.

The **most relevant topics** on which the consortium provided training are “Open Data” and “Open Access”, followed by “Research visibility” and “Open Access (archives and repositories)”. Themes such as “Persistent identifiers (for example DOIs, ORCID)”, “Open Science policies”, “Research Data Management/Data Management Plan”, and “Copyright” turn out to be averagely spread among most of the participants. At the same time, “Online Research Profiles” and “Citation metrics” have been chosen only four times.

**Figure 1 Topic training provide by the Institutions**

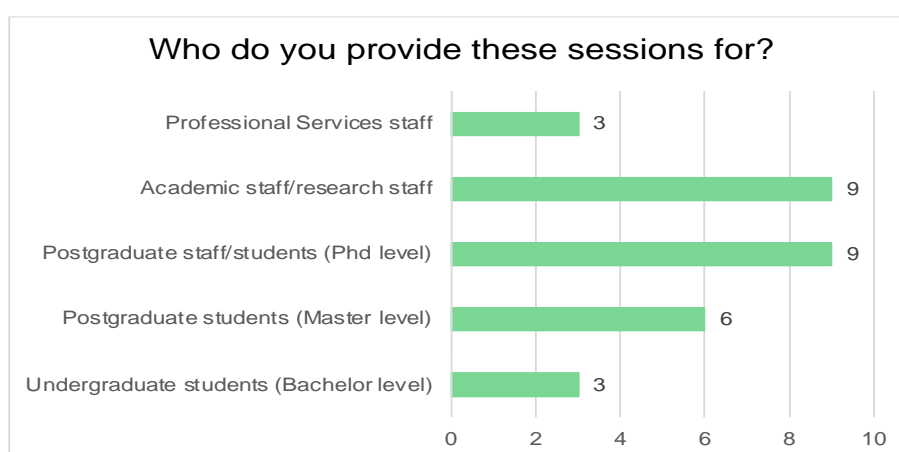


Moreover, such training is mainly addressed to Academic staff/research staff and Postgraduate staff/students (PhD level), who are the subjects more interested in Open Science. In several cases, the training is also provided for Postgraduate students (Master level), more rarely for Professional Services staff and Undergraduate students (Bachelor level).



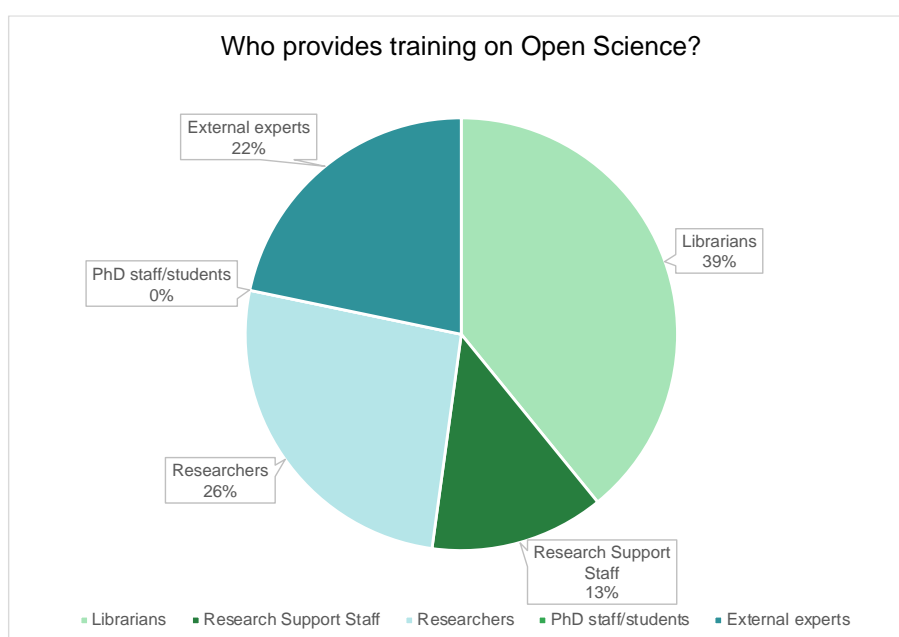
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Figure 2 Targets on training



By looking at who provides training, it is evident that among the YUFE Alliance, most of the training is provided by Librarians (39,13%) and Researchers (26,09%). Another portion (21,74%) is supplied by External experts and, in very few cases, by Research Support Staff. In no institution, the training on Open Science is provided by Phd staff/students.

Figure 3 Lecturers of the training

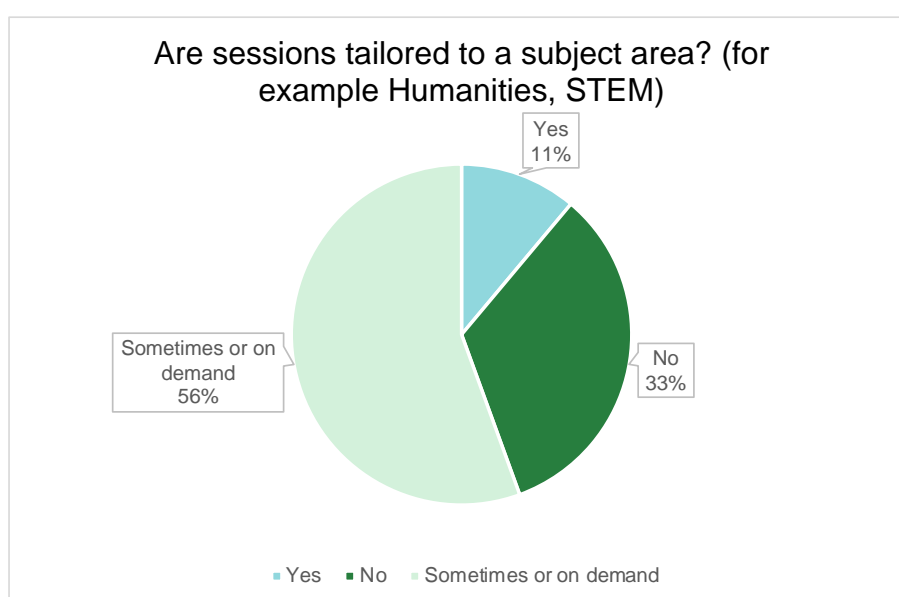


Furthermore, we can state that the sessions provided tend not to be customized to specific areas: 55,56% of the respondents replied "Sometimes or on demand", 33,33% "No", and only 11,11% replied affirmatively.



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Figure 4 Tailoring of the topic



#### 4. Education and training activities carried out by the YUFE Alliance Universities

Once we understood the state of the art of training in the YUFE Alliance, we tried to collect more information about what has been and is being done by the YUFE partners.

We did so through a simple online survey composed of only four questions. The first questions were aimed at identifying the responding organization, then we asked to specify the kind of activities performed (lectures; training; both of them; none). The last question investigated more aspects of the activities performed (who provide them; the main topics deepened; no. and type of participants); at the end, if available, we asked to share links or materials that could help to better analyze such initiatives.

Data have been collected by taking into consideration what has been shared by five organizations, which are: the University of Maastricht; the University of Antwerp; the Carlos III University of Madrid; the University of Bremen; and the University of Essex. The other partners didn't share any information, letting us hypothesize that no initiative (in terms of lecture or training) has been provided.

This section aims to analyze and summarize which kinds of training (and workshops seen as forms of trainings) are performed by these universities.

- The **University of Maastricht** organized:

Training Programme for PhD Supervisors: this program has been performed online once a month (in September, October, and November 2023) and it has been attended by 12 participants who are all PhD supervisors. The workshop was organized in 12 hours;



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The YUFE model towards a community engagement-based research & innovation: it is a report on expert best practice and testbed meeting/workshops.

- The **University of Antwerp** provided:

YUFE as a catalyst for flipped knowledge transfer and deployment in society: it is an online training program and methodology for soft skills and co-creation fundamentals.

- The **University Carlos III University of Madrid** declared that it had organized both lectures and trainings addressed to PhD students, researchers, librarians. All the initiatives are summarized on the university's official webpage, even if some of them have been developed externally, in partnership with third organizations.

We focused on the most relevant activities performed internally, that are:

UC3M ticket to Open Science: in 2021, a cross-disciplinary training course has been organized by the Doctoral School and the Vice-Rector's Office for Scientific Policy and addressed to doctoral students. The course is based on practical content related to open access publications, open research planning, research dissemination, open/FAIR data and citizens; the material is accessible through a link shared in the webpage;

Specific training on Open Science for CONEX program teachers: this is an introductory course focused on the importance of Open Science in the "Excellence" pillar of the Horizon Europe research program; it is aimed at one of the co-funding program in which the University is involved;

Strategy and visibility of Open Science researchers: this is another introductory course, held annually (the second edition was held in 2021) and opened to the entire UC3M PDI. During this training activity, concepts and policies of open science are deeply discussed;

Workshop Focus on Open Science: it is a training activity which discusses 3 of the basic pillars related to open science, that are FAIR research data, science evaluation and citizen science, the challenge to implement open science in universities. Such an activity represents a transversal training credit for doctoral students; it was held in July 2019;

Seminar for participants of the FOS (Full Open Science) pilot: it is an informative seminar addressed to the participants in the research groups linked to the pilot.

- The **University of Bremen** provided a YUFE training programme, but also a language workshop alone and two workshops in collaboration with the University of Essex (another YUFE partner):

Transforming recognition, reward and circulation of talents and teams across Europe: it is a YUFE Training Program addressed to Supervisors;



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-Revise, Review, Rewrite – How to edit your academic text as a non-native speaker: it is the language workshop and it was organized in three different editions, all of them online. The first edition was carried out in January 2023, it counted 15 registrations, but then it was attended by only 14 participants. It was aimed at PhD candidates and academic members; it was structured in 7 hours. The workshop organization was the same for the following editions (in terms of hours and beneficiaries), regarding that carried out in September 2023, it counted 15 registrations, but then it was attended by only 7 participants, while for what concerns the last edition carried out in December 2023, there was no information at the moment of the survey;

Prioritizing and time management for PhD candidates and early career researchers with caring responsibilities: the workshop was organized in collaboration with the University of Essex and it was held for two editions both of them online and it was addressed to PhD candidates, and academic staff. It was structured in two hours and, while the first edition was characterized by 30 registrations and 22 participants, the second one counted 35 registrations and only 17 participants.

- The **University of Essex** carried out a pre-recorded video, that is available online, it is part of the University of Essex program and it is available for YUFERING.

## 5. What has been done within the YUFE Alliance

The most important results regarding training developed within the YUFE Alliance were:

- **WP2:** The YUFE model towards a community engagement-based research & innovation agenda, led by the University of Maastricht, Dr Ronit Shiri-Sverdlov  
**D2.4:** Report on expert best practice and testbed meetings/workshops
- **WP3:** YUFE as a catalyst for flipped knowledge transfer and deployment in society, Lead by the University of Antwerp, Mrs Barbara Tan  
**D3.4:** Online training program and methodology for soft skills and co-creation fundamentals
- **WP4:** Transforming recognition, reward and circulation of talents and teams across Europe, led by the University of Bremen, Mrs Charlotte Shimmat  
**D4.2:** YUFE Training Programme for Supervisors

The details of each deliverable are briefly reported below.



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## D2.4 Report on expert best practice and testbed meetings/workshops

Table 1 Overview of the conducted workshops

Workshop title	Date	Organizers	Target group	Location	Description workshop
<b>Workshop 1: Can academics be activists? – An open discussion</b>	07-12-2021	Prof. Pim Martens (Maastricht University) Prof. Maurice Zeegers (Maastricht University) Dr. Astrid Offermans (Maastricht University)	Researchers and research staff	Online	<p><b>Intended learning outcome (ILO): To develop the ability to critically evaluate the relationship between activism and objectivity in scientific research, and understand the ethical implications of integrating personal views into CERI.</b></p> <p>Many researchers who work in the field of community-engaged research, experience a tension between being objective researchers and a desire for activism. While some are convinced that activism is a core task of the researcher, others may struggle to filter their personal views out of scientific analysis. Some may argue that activism in science should be rewarded by the university, while others may argue that mixing activism and science is unethical.</p> <p>During this event, different positions on the topic were presented and afterwards there was an interactive discussion.</p>
<b>Workshop 2: Involving non-academic actors in research climate-related food risks</b>	07-06-2022	Prof. Wiebe Bijker (Maastricht University) Prof. Dr. Mitchel Kiefer (Maastricht University)	Researchers and research staff	On site/ online hybrid	<p><b>ILO: To gain the ability to effectively collaborate with academic and governmental actors in CERI, specifically in the context of climate-related flood risks.</b></p> <p>For this community engaged research workshop, two Maastricht University researchers, Wiebe Bijker, professor of Technology and Society and Mitchell Kiefer, Lecturer with a PhD in Sociology, were invited to discuss an example of involving academic and governmental actors in research on climate-related flood risks</p>



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<b>Workshop 3: Making Festivals: A workshop on creating, running and evaluating festivals at Universities</b>	24-04-2023	Dr. Gary Kerr (Edinburgh Napier University Business School)	Researchers, research staff, general public	Online (Zoom)	<p><b>ILO: To gain the knowledge to plan and execute scientific festivals.</b></p> <p>In this workshop, professional festival's consultant and research communicator Dr. Gary Kerr described how to organize scientific festivals. First, the participants explored what a festival is, and what it could be (at Maastricht University), using general ideas and specific examples. In addition, festivals were considered in the context of local and international communities (including partners, performers/presenters and audiences). Lastly, the participants explored specific questions people have in running or planning festivals in a clinic style setting.</p>
<b>Workshop 4: How to start a business from scratch?</b>	26-6-2023	Dr. Wilfred Germeraad (CiMaas/ Maastricht University)	Early career researchers, researchers interested to start a company based on research ideas.	Online (Zoom)	<p><b>ILO: To acquire skills to transform a biomedical research idea into a viable business venture.</b></p> <p>The workshop focused on the process of turning biomedical research ideas into successful companies. Attendees were encouraged to think about how their own research could be translated into a viable business concept. The speaker shared his own experiences and insights on what it takes to start and grow a successful business, highlighting the need for persistence, adaptability, and collaboration.</p>
<b>Workshop 5: Unlocking the Hidden Value: The Art of Valorization</b>	07-09-2023	Patric Machiels (Brightlands)  Dr. Stephan Peters (Brightlands)	Researchers and research staff	Online (Zoom)	<p><b>ILO: To become proficient in applying strategies and tools for valorizing research.</b></p> <p>Research valorization is the process of transforming academic research into valuable societal and economic outcomes. This workshop explored different strategies and tools for researchers to effectively communicate and disseminate research findings to relevant stakeholders, and ultimately achieve maximum impact and value. Participants learned how to identify and leverage the potential impact of their research, as well as how to navigate the complex landscape of funding opportunities and commercialization pathways. Through case</p>



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					studies and interactive activities, this workshop equipped researchers with the skills and knowledge to effectively valorize their research and drive positive change.
<b>Workshop 6: Circular economy: The future of sustainable living</b>	06-11-2023	Emilia Califano (Province Limburg),  Lorna James (Maastricht University)  Deanna Han (Circular X project, Maastricht Sustainability Institute)  Laura Niessen (Circular X project, Maastricht Sustainability Institute)	Researchers and research staff	Online (Zoom)	<p><b>ILO: To develop a comprehensive understanding of circular economy, including its relationship with sustainability.</b></p> <p>A circular economy is an economic system designed to minimize waste and make the most of resources by promoting the continual use, recycling, and regeneration of materials. In this workshop, participants delved into the link between sustainability and the circular economy, grasped the concept of circular supply chains, examined the role of circular economy as a policy strategy, gained insights into innovations and practices in the Global South, and enhanced their understanding through an interactive quiz.</p>
<b>Workshop 7: Community engaged research and innovation (CERI) &amp; Participatory Research Architecture:</b>	17-11-2023	Dr. Bojana Culum Ilic (University of Rijeka)	(Early career) researchers	Online (Zoom)	<p><b>ILO: To gain understanding of participatory research and to apply the principles of participatory research.</b></p> <p>This workshop focused on participatory research and its principles. The first topic discussed various forms of participatory research, including their characteristics and advantages. The second topic explored the philosophy behind participatory research and its principles. The third topic focused on the research architecture of facts versus the architecture of concern, highlighting the importance of recognizing and addressing the values, concerns, and experiences of research participants. The fourth topic discussed the drivers behind participatory research, including translating knowledge into action, social justice, and self-</p>



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<b>Values and Key Principles</b>					determination. The fifth topic presented the six participatory research principles: building trust, participation, collaboration, empowerment, constructing and sharing knowledge, and social change. These principles were discussed in detail. Overall, the workshop provided valuable insights into the principles and practices of participatory research, emphasizing the need for collaboration, empowerment, and social change in research processes.
<b>Workshop 8: Boosting community engaged research and innovation (CERI) &amp; Participatory Research Trustworthiness</b>	01-12-2023	Dr. Bojana Culum Ilic (University of Rijeka)	(Early career) researchers	Online (Zoom)	<p><b>ILO: To gain the ability to assess and enhance trustworthiness of participatory research.</b></p> <p>This research focused on participatory research trustworthiness. First, studies and data were shown of stories and power. Second, the “Fighting” over and for the scientific ideal of objectivity was discussed. Thirdly, the importance of methodological rigor was explored. Next, the trustworthiness as a measure was presented. Fifthly, crucial bias threats for trustworthiness were explored. Lastly six strategies to boost CERI research trustworthiness were discussed.</p>
<b>Workshop 9: Entrepreneurial Edge Workshop: Ignite Your Competence using the EntreComp Framework</b>	13-12-2023	Honorata Fajga-Žurańska (Nicolaus Copernicus University)	(Early career) researchers	Online (Zoom)	<p><b>ILO: To gain an introduction to entrepreneurship and develop practical skills in key competences for entrepreneurial success.</b></p> <p>Honorata Fajga-Zuranska led an immersive workshop on the European Entrepreneurship Competence Framework – EntreComp, unlocking participants' potential and shaping a future of innovation. Attendees dived into the 15 competences that define an entrepreneurial mindset, discovered practical applications for creating financial, cultural, and social value, engaged in interactive sessions and group activities, and explored case studies of successful entrepreneurial integration</p>



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<b>Workshop 10: Structural Adjustment for 21st Century Resilience: Transforming the Democratic Republic of Congo Economy</b>	19-02-2024	Cyriac Lusilu (Humanitarian and Social Philanthropist for DR Congo)	Researchers and research support staff	Online (Zoom)	<p><b>ILO: To obtain knowledge about CERI methods to address the economic challenges in the Democratic Republic of Congo,</b></p> <p>This workshop was held to address the economic challenges of the Democratic Republic of Congo (DRC) in the 21st century. Participants discovered tailored strategies for building a resilient economy through structural adjustments, inclusive development, and strategic use of technology. The workshop included discussions on global shifts affecting the DRC, policies for economic diversification and competitiveness, initiatives for inclusive development, and leveraging technology for growth. Attendees engaged in fostering international collaborations and trade partnerships and participated in interactive sessions to apply practical solutions, contributing to the transformative dialogue shaping the DRC's economic future.</p>
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### D3.4 Online training program and methodology for soft skills and co-creation fundamentals

Within YUFERING, the YUFE alliance seeks to develop and implement the training on Flipped Knowledge Transfer aimed at researchers and Knowledge Transfer Professionals at YUFE universities.

The training content has been tailored according to the feedback collected in the conducted survey among the project partners, it is action oriented and consists of the following modules:

1. **Module 1:** Increasing the motivation of academics for Knowledge Valorisation towards Societal Business Actors
2. **Module 2:** Effective engagement skills: Communication
3. **Module 3:** Effective engagement skills: Negotiation
4. **Module 4:** Managing the Flipped Knowledge Transfer process through co-creation

In **Module 1**, the focus lies on Knowledge Transfer Professionals and their role in motivating academics to embrace knowledge valorisation towards Social and Business Actors.

**Module 2** shifts the spotlight to the principles of commercialization. Participants will delve into effective methods for scoping, understanding, engaging, and communicating with their target markets for research outputs and commercial ventures.

**Module 3** presents a valuable opportunity for participants to enhance their negotiation capabilities. Through self-assessment of their negotiation style and exposure to various tools, they will be well-prepared for technology transfer negotiations.

Finally, in **Module 4**, participants will explore the Flipped Knowledge Transfer mindset. By harnessing the power of long-term engagement with Societal and Business Actors and co-creation methodologies, they will acquire useful tools to manage successful public-private collaborations. Throughout this training journey, participants will gain a holistic understanding of knowledge valorisation, commercialization, negotiation strategies, and Flipped Knowledge Transfer.

The expected outcomes by the end of **Module 1**, participants will have developed the knowledge, skills, and mindset necessary to foster successful collaboration between academics and societal business actors, thereby increasing their motivation for knowledge valorisation and contributing to the university's overall innovation strategy.

At the end of the training of **Module 2** the participants will be able to:

- Understand the principles underlying the Business Model Canvas and populate key components of the BMC relevant to Communication (namely Customer Relationships, Channels, Customer Segments, RevenueStreams).



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- Use and populate the Customer Empathy Map Canvas and Customer Avatar model to understand the motivations, drivers, goals and values, challenges and pain points of their identified customer segments.
- Use these insights into their identified customer segments to inform the Value Proposition for their planned commercial venture.
- Understand the ‘soft skills’ required for effective engagement with external clients and buyers for their products and services and learn about specific methods and tools used at UoE to deploy these skills (e.g. ACTUATE Accelerator, Challenge Labs).

In the **Module 3** at the end of this training participants will be able to:

- Adopt a negotiation approach aiming at achieving winwin deals.
- Understand the value of principled negotiations.
- Be able to balance cooperative and competitive approach at the negotiation table wisely.
- Understand their negotiation style.

Finally in **Module 4** participants will be able to:

- Know and apply Flipped Knowledge Transfer and Community Engagement-based Research & Innovation Model principles.
- How to capture the needs and demands from Societal and Business Actors (outside in approach)
- Manage co-creation through problem-solving design approaches (such as Design Thinking) and Agile methodologies.
- Ways and contracts to co-create.
- Identify intangible assets and the right way to protect knowledge to preserve its value.
- Practice the use of Flipped Knowledge Transfer to solve real problems or needs through co-creation.

## D4.2 YUFE Training Programme for Supervisors

YUFE is aiming to apply an inclusive excellence strategy with respect to “instructing supervisors to identify and develop excellence”. This task is related to the creation of a YUFE recognition and reward scheme, calling for the training of both the researchers and their supervisory team. Supervisors have a huge impact on the personal development and skills of their students. They need to guide researchers in a way that will enable them to develop their talents and their interests towards the best fitting career path. It is therefore necessary to develop tools and training to enable supervisors to support the full potential of new researchers.

The learning goals of the training are as follow:

- Learn how to develop career related skills in your PhD students;
- Practice specific cases in InterVision sessions;



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- Increase awareness over own performance as a supervisor;
- Create a network of support for supervisors;
- Build a rewarding system for supervisors.

Examples for intervention topics based on specific cases:

- Leading a diverse group;
- Level of ambition;
- Personality types;
- Internal conflicts in which the PhD student is involved;
- Types of supervisions;
- Dealing with pressure;
- Professional behavior and integrity.

#### Workshop 1: Supervisor profiles, diversity in students and managing expectations:

Main goal: Getting off to a good start is key in initiating a trustful and open supervisor-student relationship. This session will focus on how you and your new PhD student can break the ice, get to know each other and build a rewarding relationship.

- Why supervising?
- Get to know yourself as a supervisor (facilitator, coach, monitor, exemplar);
- Motivational theory;
- Building trust, setting the rules and managing expectations in diverse students;
- Practice cases.

#### Workshop 2: Reflection and learning goals

Main goal: This session is all about reflection, learning goals and you as a supervisor. We offer you a structured way (STAR reflection) to guide your students into deeper reflection and how to go forward from there. We will practice providing feedback and discuss when learning goals are “SMART”, and if they are not, how they can be made more “SMART”.

- Guiding towards high level of reflection;
- Teaching your students to set realistic learning goals;
- Teaching your students to achieve their own goals;
- Practice cases.

#### Workshop 3: Actionable feedback

Main goal: This session is about how to use feedback in a supportive conversation that clarifies the trainee’s awareness of their developing competencies, enhances their self-efficacy for making progress, challenges them to set objectives for improvement, and facilitates their development of strategies to enable that improvement to occur.

- Providing personal productive feedback;
- Leadership vs management;
- Evaluating group performance;



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- Practice cases.

## 5. Section: Conclusions

Beyond the specific outcomes described in the deliverables, it is imperative to underscore that these achievements are the culmination of extensive collaborative efforts and knowledge-sharing among the constituent universities within the YUFE Alliance.

The survey findings elucidate that Open Science is a concept still in the process of maturation, both globally and within the collaborative network of YUFE partners. Nevertheless, it is noteworthy to acknowledge the commendable strides made by the YUFE Alliance in advancing this initiative. The progress, albeit indicating that Open Science is not yet fully developed at a global level among YUFERING partners, underscores the alliance's commitment to fostering a culture of openness, collaboration, and transparent sharing of knowledge.

Moreover, the YUFERING training initiatives extend beyond a singular emphasis on open science, encompassing a diverse array of competences and skills associated with the broader concept. In this light, the formulation of a Competence Framework serves as a guiding principle, infusing inspiration throughout the entirety of the training activities orchestrated by the YUFE Alliance. This framework not only summarises the complexities of open science but also resonates with a comprehensive vision for developing multifaceted competences and skills relevant to contemporary challenges.

The collaborative efforts and multifaceted approach to training underscore the YUFE Alliance's commitment to holistic academic development. It is imperative to recognize that the YUFE Alliance, through its concerted efforts, not only addresses immediate training needs but also strives to instill a broader understanding of open science principles and competences that are integral to navigating the complexities of today's academic landscape. As such, the YUFE Alliance stands as a beacon of progress in fostering a culture of continuous learning and innovation within the academic community.

## 6. References

1. European Commission, Research Executive Agency, 2020. Grant Agreement 101016967.



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