



Application Form

Selection: 2015

KA2 – Cooperation for innovation and the exchange of good practices – Capacity Building in the field of Higher Education

Call for Proposal EAC/A04/2014

CITYLABS

Engaging Students with Sustainable Cities in Latin-America

DETAILED DESCRIPTION OF THE PROJECT

(To be attached to the eForm)

PART D - Quality of the project team and the cooperation arrangements

D.1. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

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| Partner number | | P1 |
| Organisation name & acronym | University of Antwerp (UA) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>The University of Antwerp is an internationally oriented research university with a student population of about 21.800, whereof 13 % are international students. It is characterized by its high standards in education, internationally competitive research and entrepreneurial approach. It offers 33 Bachelor, 66 Master, 32 Advanced Master and 35 postgraduate degrees - all Bologna compliant - organized in 9 faculties, 48 centres and 20 institutes. 24 programs are entirely taught in English. Doctoral programs are available in all faculties. ECTS is fully implemented in all study programs. UA boasts has 5 Research Centres of Excellence and counts several internationally renowned research groups. The university emphasises 4 domains in the field of education: nexus education/research, competences, activation of the student and internationalisation.</p> <p>The University of Antwerp has extensive experience in the management of international cooperation projects both in research and education. The University has participated successfully in the following European educational programmes, both as coordinator and as partner: Socrates/LLL (numerous exchange agreements, various IPs, CD's, Grundtvig and Comenius initiatives), annually approved Leonardo and Lingua projects, Tempus (since 2000 involved in 10 Tempus projects in MEDA/TACIS/CARDS countries), Asia-link, Alfa and Alban, Edulink, Erasmus Mundus Joint Programmes (Action 1), Erasmus Mundus Partnerships (Action 2), Erasmus Mundus Awareness Raising Projects (Action 3), Jean Monnet (holder of different chairs), Tuning, EU/US Atlantis.</p> <p>Since 2009 the International Relations Office has coordinated 6 Erasmus Mundus Partnership programmes in a row: one with China as a partner country and 5 with South Africa as a partner country. The longstanding managerial experience in mobility and other international cooperation projects makes the UA a reliable coordinator and partner in international cooperation.</p> | | |
| <i>Please describe also the role of your organisation in the project (limit 1000 characters).</i> | | |
| <p>Two faculties of UA participate in this project, the faculty of Design Sciences and the faculty of Applied Linguistics. The involved research groups are Translation, Interpreting, and Intercultural Studies (TricS) and Centre for Urban Development (CUD). TricS is an interdisciplinary research group in the field of translation, interpreting, and intercultural communication. Among the ongoing projects in the sub-field of intercultural communication, the focus is on Latin America and China, based on a structural cooperation with universities in both regions. The Centre for Urban Development's aims to increase the knowledge on urban development regarding a sustainable transformation of the city. This knowledge development is concerned with the concrete spatial aspects as well as the process-oriented aspect of urban development. CUD holds a double research agenda in which attention is given to the designing of innovative solution and to the strategic implementation of projects in a real policy context.</p> | | |

UA will take up the coordination role of this project. Together with the Latin American co-coordinator, the University of Rosario, are they responsible for the daily and financial management of the project. They are also responsible for the organization of the inception and annual team meetings. The coordinators will also monitor the project and will participate in all main activities of the project: providing staff for expert pool, supporting technical workshop, performing expert visits during the running of the modules and attend the final conference of the project.

The role of UA in detail :

WP 1 Preparation: providing experts for expert pool

WP 2 Development: support and attend the technical workshop, support the development of PBL guidelines, support the online training, support the explorative interviews, staff will perform expert visit

WP3 Monitoring: lead in monitoring of the project

WP4 Dissemination and exploitation: support preparation and attend conference, support magazine publication

WP5 Management: lead in preparation of meetings (inception and annual meetings), lead daily and financial management

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
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| Tom Coppens | <p>Position: Associate professor</p> <p>Skills: Phd in Engineering Msc Architectural engineering, Msc Urban planning</p> <p>Research experience: 2013-2014, Urban programmes, Flemish government, 09/2013-09/2017, Edulink, Mainstreaming Energy Efficiency and Climate Change in Built Environment Training and Research in the Caribbean (CarEnTrain), University of the West-Indies, UTech, University of Guyana, U Antwerp,</p> <p>04/2013-04-2017, Collective housing: researching the relation between spatial and social arrangements, promoter (co-promoter S Oosterlynck)</p> <p>10/2012 – 10/2013 Urban planning as a social-ecological system (SES):, promoter (co-promoter: I Loots)</p> <p>10/2012 -10-2013, A neoinstitutional analysis of formal participation in local urban policy, promoter (co-promoter: N Vallet)</p> <p>10/2012-10-2016, Why unsustainable land use is sustained in Paramaribo, Suriname, promoter (co-promoter Nadia Molenaers)</p> <p>2012-2016, Policy Research Centre on urban Planning Flanders, Work Package 4.2, evaluation and monitoring, promoter, Flemish government</p> |

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| | <p>2012-2013, Policy Research Centre on urban Planning Flanders , Ad Hoc research, promoter, , Flemish government</p> <p>2012-2013, VLIR South initiative, Paramaribo, co-promoter, VLIR International funded project experience: Edulink</p> <p>Publications:</p> <p>Coppens, T, Allaert, G, Boudry, L, Celen, G, Gulinck, H, Lauwers, D, 2014, Strategic alliances and territorial pacts for a sustainable Flemish space, Academia press,</p> <p>Coppens, T, 2013, Is er een woonpact in de maak? Beschouwingen bij het advies van de Vlaamse woonraad, Ruimte en Maatschappij, Jg4, No3, 58-65, ISBN 9781162171227</p> <p>Coppens, T, 2013, How to turn a planning conflict into a planning success? Conditions for constructive conflict management in the case of Rugeveld–Boterlaar-Silsburg in Antwerp, Belgium, Journal op Planning Practice and Research Vol29, Issue1, pp96-111, ISSN 0269-7459</p> <p>Coppens T. , 2012, Planning voorbij de welvaartstaat, Ruimte, 13: 2., p 44-46, ISSN 2032-0809</p> <p>Van den Broeck J., Coppens T., 2012 Ruimtelijke planning en wonen: pleidooi voor een samenhangend beleid. In: Hubeau B., Goossens L. (eds) Behoorlijk wonen: een lokale wegwijzer. Brugge: Van den Broele, p 34</p> <p>Coppens T., Van Geel H.,2012, Urban and architectural design and scientific research: how to save an arranged marriage? In: De Vos E., De Walsche J.,</p> <p>Michels M., Verbruggen S. (eds), Theory by Design; architectural research made explicit in the design teaching studio, Antwerp: Artesis University College, 2012, p 79-90, ISBN 978-94-90705-07-7</p> <p>Albrechts L., Coppens T.,2011, Megacorridors: Striking a Balance Between the Space of Flows and the Space of Places. Urban Planning International 26: 6., 42-48, ISSN: 1673-9493</p> <p>Coppens, T., 2011, Understanding Land use conflicts in strategic urban projects, lessons from Ghent Sint Pieters, in Oosterlynck, S., Van den Broeck, J, Albrechts, L, Moulaert, F, Verhetsel, A, Strategic spatial projects, catalysts for change, Routledge, Oxon, p189-211, ISBN 978-0-415-56683-4</p> |
| Dirk Janssens | <p>Position: Director of the Architecture programme, Bsc and Msc level, lecturer at the faculty of design sciences</p> |

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| | <p>Skills: Msc Architecture</p> <p>Research and teaching experience: lecturer in design studios, problem based design studio's in architecture in close relationship with the municipality of Antwerp, resulting in several civil service contracts</p> <p>International funded project experience: Member of Tempus project</p> <p>Publications: Janssen,D (1998) "procescongres, Stedelijkheid en kwaliteit", Cultureel Jaarboek Antwerpen 1997</p> <p>Apostel K., Janssen D., Pitillon F.(ed.), Bouwblokkenboek, Antwerpen, UPA, 2008</p> <p>Janssen, D (2010) "Reconnecting the city to the river", RTUW Istanbul, p. 31-36</p> <p>Apostel K., Janssen D., ea., School in de stad in de school, Antwerpen, UPA, 2012</p> <p>"Cities in transformation/ research and design" van EAAE/ARCC, Milano 7-10 juni 2012 "Theory by design", Artesis University college of Antwerp, Antwerpen 29-31 oct 2012</p> |
| Lara Schrijver | <p>Position: Professor in Architecture, University of Antwerp Faculty of Design Sciences.</p> <p>Advisory Board, Research through Design. Netherlands Fund for Scientific Research (NWO)</p> <p>Skills: Trained as an architect, focused on bridging the divide between theory and practice.</p> <p>Completed teaching experiments in Dessau (D) from drawing theoretical notions to small-scale design-build projects, in which students were confronted with executing their own designs.</p> <p>Publications:</p> <p>2014 'Research in Architecture: Hard Science or Tacit Knowledge?'. In: Maria Voyatzaki, ed. Doctoral Education in Schools of Architecture across Europe. pp.71-86.</p> <p>'Architectural Knowledge: Method or Mystery?'. in: Margitt Buchert, ed. Reflexive Design: Design and Research in Architecture, Berlin: Jovis Verlag. pp. 50-71.</p> |

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| | <p>2013 ‘Architecture as an Object of Research: Incorporating ethical questions in design thinking’. in: C. Basta and S. Moroni, eds. Ethics, Design and Planning of the Built Environment. Urban and Landscape Perspectives 12, Springer Verlag. pp. 79-91.</p> <p>2012 ‘Architecture Culture and the Question of Knowledge: Doctoral Research Today’ (Editorial). In: D. Hauptmann, L. Schrijver, eds. ‘Architecture Culture and the Question of Knowledge: Doctoral Research Today’ Footprint 10/11, Winter 2012. (with D. Hauptmann)</p> <p>2011 ‘Utopia and/or spectacle? Rethinking urban interventions through the legacy of modernism and the situationist city’. Architectural Theory Review v.16 no. 3, pp.245-258.</p> <p>‘Grossform, a perspective on the large-scale urban project’, DASH 5 (Delft Architectural Studies on Housing), ‘The Urban Enclave’, July, pp.40-55.</p> |
| Sigrid Heirman | <p>Position: 3rd year doctoral researcher at the Departement of design sciences</p> <p>Skills: Msc Architecture, Msc Urban planning</p> <p>Research experience: Qualitative research, urban governance, sustainable development, Caribbean studies</p> <p>10/2012-10-2016, phd researcher of Why unsustainable land use is sustained in Paramaribo, Suriname, promoter (promotor Tom Coppens, co-promoter Nadia Molenaers)</p> <p>09/2013-09/2017, team member of Edulink, Mainstreaming Energy Efficiency and Climate Change in Built Environment Training and Research in the Caribbean (CarEnTrain), University of the West-Indies, UTech, University of Guyana, U Antwerp,</p> <p>2012-2013, daily management of VLIR South initiative, Paramaribo, VLIR</p> <p>Publications: Heirman S. (2007), Think globally, act locally’: North and South working together on a sustainable urban development strategy. Experiences from: ‘Citylink Antwerp – Paramaribo, paper on 43th Isocarp Conference, Antwerp.</p> <p>Heirman S., Coppens T. (2012), Causes, consequences and affordability of urban sprawl in the Caribbean, case study Paramaribo, paper on Caribbean Urban Forum, Trinidad.</p> |

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| | <p>Heirman S., Van den Broeck J. and Coppens T., (2013), Unlocking the stubbornness of urban sprawl: the opportunities of using Ostrom's institutional Analysis and Development Frame in Urban Studies, paper on Aesop conference, Delft.</p> |
| <p>Christiane Stallaert</p> | <p>Position: professor, specialized in Iberic Studies (Spain, Latin-America) and intercultural communication. Phd in anthropology.</p> <p>Research and teaching expertise: Social and Cultural Anthropology; Intercultural Communication; Diversity Management; Translation; Migration; Hispanic and Latin American Studies</p> <p>Ongoing doctoral research projects related to Latin America: -Transnational Andean Migration in Belgium: a de-colonial approach - The training of community interpreters in Mexico in the field of justice: the case of Veracruz, Oaxaca and Puebla - Political Discourse and Social Practice of Buen Vivir (Good Living) in Ecuador. A de-colonial approach to migration, development and nation building</p> <p>Recent publications: full list, see: https://www.uantwerpen.be/nl/personeel/christiane-stallaert/publicaties/</p> |
| <p>Pang Chin Lin</p> | <p>Position: Associate Professor at the Department Applied Linguistics and Translation & Interpreting</p> <p>Member of the Research group TrICS (Translation, Interpreting and Intercultural Studies)</p> <p>Skills: PhD Social and Cultural Anthropology, KU Leuven 1996</p> <p>Research and teaching expertise: Social and Cultural Anthropology; Intercultural Communication; Diversity Management; Translation; Migration; China studies</p> <p>Ongoing research regarding urban studies Promotor PhD 'Urban wasteland: the case of Recyclart, Brussels' Marketplaces in the global cities of Beijing and Brussels. Mobilities, Frictions and Cohesion in Public Spaces. Tsinghua-KU Leuven Fund. 50,000 euro. 2010-2012</p> <p>Migration and Social Cohesion in Beijing and Brussels. Tsinghua-KU Leuven Fund. 10,000 Euro. 2009-2010</p> <p>Recent publications Pang, C.L. , Sterling, S. & Long, D. (2015) 'Mei mei nu, tai gui le : to use or not to use Chinese language in Beijing's Silk Street Market. Language and Intercultural Communication, DOI: 10.1080/14708477.2014.993323 http://dx.doi.org/10.1080/14708477.2014.993323</p> |

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| | <p>Pang, C.L. Sterling, S. & Long, D (2014) Cosmopolitanism, mobility and transformation: Internal migrant women in Beijing’s Silk Street Market. <i>Asian Anthropology</i>, 13:2, 124-138, DOI: 10.1080/1683478X.2014.958267 http://dx.doi.org/10.1080/1683478X</p> <p>Pang, C.L. (2014) Migration, new urban landscape and city museums. <i>FARO, Tijdschrift over cultureel erfgoed</i>. 34-35. Dec issue.</p> <p>Pang, C.L. & Sterling, S. (2013) From Fake Market to Strong Brand: the Silk Street Market in Beijing. <i>Built Environment</i>, 39 (2), 224-235.</p> <p>Pang, C.L. & Ding, Y. (2013) ‘Chocolate City’ as a Concept and as a Visual Place of Change and Diversity. In: Zhang, J., Huang, Z. (eds) <i>Sustainable Development in China and Overseas Chinese: Urbanization, Industrialization and Ethnic Culture</i>. Beijing: Intellectual Property Publishing House, 47-78.</p> <p>Pang, C.L. (2012) Gateways to the Urban Economy: Chinatowns in Antwerp and Brussels. In Aytar, V. & Rath, J. (eds) <i>Selling Ethnic Neighborhoods. The Rise of Neighborhoods as Places of Leisure and Consumption</i>. London: Routledge, 52-68.</p> <p>Sterling, S. & Pang C.L. (2012) Managing Multi-mobility and Multilayered Identity in China: how ethnic Chinese-Venezuelan Returnees cope with Chinese Language, Culture and Identity. <i>Asian Ethnicity</i>, 14:4, 511-524.</p> |
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| Partner number <input checked="" type="checkbox"/> | | P2 |
| Organisation name & acronym | Aalborg University (AAU) | |
| D.1.1 - Aims and activities of the organisation | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Aalborg University offers education and research within the fields of natural sciences, social sciences, humanities, technical and health sciences. Aalborg University currently consolidates and further develops its profile as a dynamic and innovative research and educational institution oriented towards the surrounding world.</p> <p>Aalborg University is internationally renowned as a leading educational institution within problem based learning (PBL). Through problem based learning AAU wishes to secure flexible interaction between theory and practice in the programmes. One of the principles of the PBL model is the students work on a problem oriented basis and complete projects of an advanced academic standard.</p> <p>It is characterised by combining a keen engagement in local, regional, and national issues with an active commitment to international collaboration. Aalborg University awards Bachelors, Master's, PhD and Doctoral degrees in various fields within the different programmes, institutes and centres.</p> | | |

Aalborg University is a network university, collaborating with regional and national educational institutions in Denmark as well as the creation of consortia and collaboration networks with other national and international universities, plus industry partners. The vision is for Aalborg University to offer an open and attractive environment for internationally oriented research and education. The university is internationally recognized for establishing world-class interdisciplinary research environments. At present, the university has approx. 20,000 students divided on three campuses in Aalborg, Copenhagen and Esbjerg. Approx. 3200 of the students are from abroad.

Aalborg University will function as a knowledge-generating and culture-bearing institution that contributes to technological, economic, social, and cultural innovation in our surrounding society through entrepreneurship and the communication and exchange of knowledge

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

The University of Aalborg (UAA) is one of the institution with developed capacity and experience in Problem Based Learning and Sustainable Cities research and education (and competences in Spanish language).The UAA’s team will coordinate, co-develop and run the technical workshop, the online training for teachers, students and stakeholders on PBL and Sustainable Cities. The three persons below will co-design, develop and evaluate the online PBL training for teachers in Latin America.

As a partner, the Aalborg University influences the objectives, development, management, dissemination and main decisions on all the activities of the project. Subsequently UAA will provide experts for the expert pool, will attend the inception and both annual meetings and will support all main activities of the project.

The role of AAU in detail :

WP 1 Preparation: providing experts for expert pool

WP 2 Development: lead and run the technical workshop, lead the development of PBL guidelines, support the online training, support the explorative interviews, support call, staff will perform expert visit

WP3 Monitoring: support monitoring of the project

WP4 Dissemination and exploitation: support preparation and attend conference, support magazine publication

WP5 Management: attend meetings (inception and annual meetings), support daily and financial management

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
|----------------------|---|
| Paola Valero | <p>Position: Professor at the Department of Learning and Philosophy at Aalborg University</p> <p>Leader of the “Science and Mathematics Education Research Group (SMERG)” at the Department of Learning and Philosophy</p> <p>Member of the Department’s Advisory Board and Board of Studies.</p> |

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| | <p>director of the Doctoral Program “Technology and Science” which is part of the International Doctoral School of Technology and Science at the Faculty of Engineering and Science.</p> <p>Drector of the Doctoral Program “Health Education, Organizations and Ethics” at the Faculty of Medicine.</p> <p>Skills: Ph.D. in Mathematics Education in 2003 Msc in Political Science in 1995 and in Modern Languages in 1994 mathematics and science education at all levels; in particular innovation and change processes in those fields, curricular development, multiculturalism in science and mathematics education, and science and mathematics teacher education</p> <p>Research interest: the role of innovative pedagogies such as Problem Based Learning in the crossing of disciplinary boundaries in science and technology, and has worked with a variety of university staff in developing PBL as a form of knowledge innovation strategy</p> <p>Publications: Hernández, C., Ravn, O., Valero, P. (Under revision). The Aalborg University PO-PBL Model from a socio-cultural learning perspective. Journal of Problem Based Learning in Higher Education.</p> <p>Hernández, C., Laidy, C., Olarte, Valero, P. (2014). Una comparación entre cursos de física para estudiantes de medicina y biología utilizando diseños centrados en el profesor o en los estudiantes. Voces y silencios: Revista Latinoamericana de Educación, 5(2), 83-98. ISSN: 2215-8421. http://vocesysilencios.uniandes.edu.co/index.php/vys/index</p> <p>Valero, P., Daubjerg, P., Løvbjerg, K. (2014). Praksisnærhed i erhvervsskolens naturfagsundervisning gennem betydende overgange. NORDYRK. Nordic Journal of Vocational Education and Training, 4, 1-15. http://home.hit.no/~aakre/nordyrk/2014/2014-7-valero.pdf</p> <p>Sillasen, M. K., & Valero, P. (2013). Municipal consultants’ participation in building networks to support science teachers’ work. Cultural Studies of Science Education, 8(3), 595-618. doi: 10.1007/s11422-012-9478-z</p> <p>Valero, P. (2008). Discourses of power in mathematics education research: Concepts and possibilities for action. PNA. Revista de investigación en didáctica de la matemática, 2(2), 43-60. Available at: http://www.pna.es/Numeros/Volumen2Numero2.html</p> <p>Full list of publications: http://vbn.aau.dk/en/persons/pp_158c6fc4-ca8d-4411-968d-32db3d4e9660/publications.html</p> |
| Heilyn Camacho Nunez | <p>Position: Assitant Professor</p> <p>Skills: PhD: Human Centered Communication and Informatics</p> |

Research experience and international projects:

Community of Integrated Blended Learning in Europe (Comble), Collaborative Project among Denmark, Germany, Poland and Estonia

The Network on “Teaching problem based learning in virtual environments” – ScandLE. Collaborative Project among Denmark, Finland, Sweden and Norway.

Latin American Knowledge Center for Social Innovation and learning (LAC)

Building Strong Universities in Developing countries – (MAAGART): it aims to develop and conduct courses for PhD students and supervisors at universities in Kenya, Uganda and Nepal - i.e. courses which are fully or partly composed by eMode (eLearning), and with a learner-centred learning approach (PBL)

Building Strong Universities in Developing countries part II –Denmark and Uguanda

Publications:

Camacho, Heilyn (2013). Multi-layer Integration Methology for development of ICT competences in SMEs. International Journal of Management Practice, Volume 6, Number 2.

Camacho, Heilyn (2013). Transformation of the Universities in Developing countries to support ICT for development. In Zander and Georgsen: Changing education with ICT in Developing Countries. Aalborg University Press, Denmark.

Camacho Heilyn and Riis Marianne (2011). Meta designers for Problem based learning virtual courses. Seminar: Teaching Problem-based Learning in Virtual Learning Environments: Design and Analysis. University of Gothenburg.

Jorgensen Kenneth, & Camacho Heilyn. (2010). Ethics and Organizational learning in Higher Education. Presentado en The International Conference on Higher Education, Heredia, Costa Rica: Universidad Nacional.

Camacho Heilyn, & Dirckinck-Holmfeld Lone. (2009). Action Learning Projects as a Strategy to Facilitate the Interaction among University, Industry and Government to Support the ICT Adoption in Costa Rica SME. Presentado en Triple Helix VII: 7th Biennial International Conference On University, Industry & Government Linkages, Glasgow.

Camacho Heilyn, & Dirckinck-Holmfeld Lone. (2009). Designing Environments to Collaborative Learning : Facilitating the Adoption of ICT in Small and Medium Sized Enterprises in Costa Rica. Presentado en Computer Supported Collaborative Learning Practices : CSCL2009

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| | <p>Conference, Greece, Rhodes.</p> <p>Camacho Heilyn, & Riis Marianne. (2008). Usando Aprendizaje en Acción y Second Life como Estrategias Metodológicas en el Desarrollo Multilateral de un Curso de Aprendizaje Bimodal. Presentado en Congreso Iberoamericano: Las instituciones Educativas ante el Reto de las Nuevas Tecnologías de la Sociedad del Conocimiento, Costa Rica, Heredia.: Universidad Nacional.</p> <p>full list of publications http://vbn.aau.dk/en/persons/heilyn-camacho-nunez(255f9a7e-c4a8-453a-8881-297a0a821951).html</p> |
| <p>Andrés Felipe Valderrama Pineda</p> | <p>Position: Post Doc researcher Center for Design and Innovation for Sustainable Transitions, Department of Development and Planning, Aalborg University, Copenhagen</p> <p>Skills: PhD in Construction, Production, Civil Engineering and Transport, Technical University Denmark</p> <p>MSc in the History of Science, Technology and Medicine, Imperial College, United Kingdom</p> <p>Research experience and international projects: Post Doc in projects Sustainable Transitions (SUSTRANS) and Opportunities and Challenges for Engineering Education in Denmark (PROCEED) at the Innovation & Sustainability Group, Department of Manufacturing Engineering, Technical University of Denmark (DTU)</p> <p>PhD at the Innovation & Sustainability Group, Department of Manufacturing Engineering DTU</p> <p>Publication: Valderrama, A. and Vogel, N. (2014) Transitioning to a Low Carbon Society? The Case of Personal Transportation and Urban Form in Copenhagen: 1947 to the Present, <i>Transfers</i> 4(2): 4-22.</p> <p>Valderrama, A. (2013) What Can Engineering Systems Teach Us About Social(In)Justices? The Case of Public Transportation Systems in Lucena, J (ed.) <i>Engineering Education for Social Justice: Critical Explorations and Opportunities</i>, Springer.</p> <p>Blume, S., Galis, V., & Pineda, A. V. (2014). Introduction STS and Disability. <i>Science, Technology & Human Values</i>, 39(1), 98-104.</p> <p>Jørgensen, U. and Valderrama, A. (2012) Response strategies to new challenges to engineering and design education, <i>International Journal of Engineering Education</i>.</p> <p>Valderrama A. (2011) The co-production of urban transportation maps and the city, <i>Encounters</i>, DK.</p> |

Arias, R, Bejarano, A, Ramírez, M, Silva, J and Valderrama, A. (2012) “The Borders of Engineers without Borders” in *International Journal of Engineering for Social Justice and Peace*. 1(1)

Valderrama A. (2010) *The Design of Large Technological Systems*, PhD Dissertation, DTU-Denmark

Valderrama A. (2009) “How do we co-produce urban transport systems and the city? The case of Transmilenio and Bogota” in Bender, Thomas and Farias, Ignacio (Eds.) *Urban Assemblages: How Actor-Network Theory Changes Urban Studies*, Routledge

Valderrama A; Lleras E; García A; Camargo J; Mejía I; Mejía A “Engineers’ Identity and Engineering Education in Colombia 1887-1972” *Technology and Culture*, (United States of America, 2009)

Valderrama A and Jimenez J “Desarrollos Tecnológicos en Colombia: Superando Categorías de Oposición” *Revista REDES*, No. 37, (Argentina, 2008)

Valderrama A and Jiménez J “Tecnología, Cultura y Resistencia”, in *Revista de Estudios Sociales*, 22 (Universidad de los Andes, Colombia, 2005).

Valderrama, A “Teoría y Crítica de la Construcción Social de la Tecnología”, in *Revista Colombiana de Sociología*, 23 (Colombia, 2004).

Valderrama, A and others: “Expoandes: engineering the problems of third world countries since first year”, in *Proceedings of the First International Conference on Education*, (Spain, 2004)

Full list of publications: [http://vbn.aau.dk/en/persons/andres-felipe-valderrama-pineda\(84586365-fc66-4ca6-abf7-5a4d072b09a3\).html](http://vbn.aau.dk/en/persons/andres-felipe-valderrama-pineda(84586365-fc66-4ca6-abf7-5a4d072b09a3).html)

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| Partner number <input checked="" type="checkbox"/> | | P3 |
| Organisation name & acronym | Universidad Politécnica de Madrid (UPM) | |
| D.1.1 - Aims and activities of the organization | | |
| <i>Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters).</i> | | |
| <p>Universidad Politécnica de Madrid (UPM) is the oldest and largest technical university in Spain. It consists of twenty Schools plus two Faculties that cover most engineering disciplines as well as Architecture and Sports Science. UPM has more than 3,000 faculty members, around 38,000 undergraduate students, and around 8,000 graduate and doctoral students. About 5,000 students graduate every year. UPM is focused on higher education and research. UPM as a top quality academic establishment has a strong commitment to R&D and Innovation, boasting 217 Research Units and 19 Research Centres and Institutes, contributing significantly to the international scientific community with a high number of journal papers, conference communications, and</p> | | |

PhD theses. UPM has a long tradition of collaboration with Industry (around 50% of its R&D funding) and participation in international R&D programs. As UPM participation in FP7 is concerned, the University has taken part up to now in 242 European R&D projects with more than 64 M€ of funding, ranked first Spanish University. As for Educational Programs is concerned, UPM takes part in five EMMCs, being coordinator of one of them, and in two EMJDs. UPM also participates in twelve EMA2 projects. Due to historical reasons and common language UPM plays a pivotal role in Latin America. Every year UPM funds around 40 cooperation projects with LAC institutions. UPM is a full member of the major LAC technological university associations (LACCEI, ASIBEI, HACU, Tordesillas Group, etc). UPM promoted the creation of a Network made up of European and Latin American and Caribbean Technological Institutions. This Network, called Magalhães, has smoothly been running for nine years. UPM has also taken part in the ADDE SALEM Project (A Double Degree in Europe: South America Leadership and Employability. This project involved sixteen Institutions from Latin America (8) and Europe (8) that tried to improve DD between EU and LAC institutions.

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

As a partner, the UPM influences the objectives, development, management, dissemination and main decisions on all the activities of the project. Subsequently UPM will provide general support to all main activities of the project. UPM will provide experts for the development of the expert pool. Furthermore will they attend the technical workshop, the final conference, inception meeting and all annual project team meetings. UPM will also assist during the implementation of the PBL modules, by participating in expert visits to the Latin American HEI's.

The role of UPM in detail :

WP 1 Preparation: providing experts for expert pool

WP 2 Development: support the technical workshop, support the development of PBL guidelines, support the online training, support the explorative interviews, staff will perform expert visit

WP4 Dissemination and exploitation: support preparation and attend conference

WP5 Management: lead in preparation of meetings (inception and annual meetings)

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
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| José M. Fernández Güell | <p>Architect and Urban Planner from Technical University of Madrid (UPM). Master of Science and PhD in Urban and Regional Planning from Texas A&M University. He has worked as a consultant for the Inter American Development Bank, the European Commission and the United Nations Industrial Development Organization. Presently, he is a full-time professor at the Urban and Regional Planning Department, Technical University of Madrid.</p> <p>Areas of specialization: strategic planning for cities and foresight studies.</p> <p>Recent publications:</p> <p>Madrid: A tale of an ambitious city that failed to fulfil its global vision, <i>disP – The Planning Review</i>, N° 196, Volume 50.1, 1/2014, pp. 6-15. Editorial Routledge, Taylor & Francis Group. Impact factor: 0,118 (2012).</p> |

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| | <p>Foresight in designing sun-beach destinations, <i>Tourism Management</i>, Volume 41, April 2014, pp. 83-95. Impact factor: 2,597 (2011). Editorial Elsevier.</p> <p>Los factores de cambio que moldearán el futuro desarrollo de las ciudades, <i>Revista Española de Desarrollo y Cooperación</i>, N° 31, Invierno 2013, pp. 17-31. Editada por el Instituto Universitario de Desarrollo y Cooperación.</p> <p>Oportunidad y conveniencia de aplicar la prospectiva al sector turismo, revista <i>Estudios Turísticos</i>, N° 192, 2012, pp. 9-35. Editada por el Instituto de Estudios Turísticos.</p> <p>Linking Territorial Foresight and Urban Planning, <i>Foresight</i>, Vol. 14 – N° 4, 2012, pp. 316-335. Editorial Emerald.</p> <p>Foresight as an Innovative Tool for Designing Tourist Destinations, <i>ARA Journal of Tourism Research</i>, Vol. 3 – N° 2, 2011, pp. 161-170. Editor FUNGLODE.</p> <p>Recuperación de los estudios del futuro a través de la prospectiva territorial, <i>Ciudad y Territorio – Estudios Territoriales</i>, N° 167, primavera 2011, pp. 11-32. Editada por el Ministerio de Fomento.</p> |
| <p>Javier Ruiz Sánchez</p> | <p>Architect and Urban Planner from Technical University of Madrid (UPM). PhD in Urban Planning from UPM. Presently, he is a full-time professor at the Urban and Regional Planning Department, Technical University of Madrid.</p> <p>Areas of specialization: Complexity and resilience of urban systems. Recent publications:</p> <p>2015 Frank Eckardt / Javier Ruiz Sánchez (eds.): <i>City of Crisis. The Multiple Contestation of Southern European Cities</i>, Transcript-verlag, Bielefeld, Alemania.</p> <p>2014 Javier RUIZ SÁNCHEZ, Berta RISUEÑO MUZÁS y Álvaro ARDURA URQUIAGA: "Complejidad, evolucionabilidad y resiliencia urbana", en <i>Patrimonio y planificación territorial como instrumentos para otro Desarrollo</i>. Madrid 2014, Asociación Interprofesional de Ordenación del Territorio FUNDICOT,</p> <p>2014 "Mogadiscio 1993, 3 de Octubre, 16:10. Cómo y por qué ha cambiado nuestra manera de entender los hechos urbanos y sobre la importancia de las imágenes de los mismos", en <i>BONASTRA</i>, Quim; VASCONCELOS P. JUNIOR, Magno; TAPIA, Maricarmen (eds.). <i>El control del espacio y los espacios de control</i>. Barcelona: Universidad de Barcelona, 2014.</p> <p>2013 Inés AQUILUÉ JUNYENT y Javier RUIZ SÁNCHEZ: "Understanding urban complexity in the light of asymmetrical warfare: Topological systems and complex relationships for analyzing the space</p> |

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| | <p>of urban conflict”, en Planum. The Journal of Urbanism, n.27, vol.2/2013.</p> <p>2013 “Planning Urban Complexity at the Scale of Everyday Life: Móstoles Sur, a New Quarter in Metropolitan Madrid.”, en Sánchez de Madariaga, I., & Roberts, M. (eds.), Fair Shared Cities: The Impact of Gender Planning in Europe, pp. 402-414. Ashgate, Surrey (UK) y Burlington (USA).</p> <p>2013 “L’intervention étatique dans la production de sol urbain en Espagne”, en Coudroy de Lille, L., Vaz, C. et Vorms, C.: L’urbanisme espagnol depuis les années 1970, pp. 39-54; PUR Presses Univ. de Rennes - Institut d’urbanisme de Paris.</p> <p>2012 “In praise of urban wastelands: a communicative and complex approach”, en Rafaella Houlstan-Hasaerts, Biba Tominc, Matej Nikšič y Barbara Goličnik Marušić (eds.): Human Cities: Civil Society Reclaims Public Space. Cross Perspectives Based on Research, El. knjiga. - Ljubljana : Urban Planning Institute, 2012.</p> <p>2012 “Ciudad, complejidad y energía”, en Ciudad y Territorio Estudios Territoriales, XLIV (171), pp. 73-87.</p> |
| <p>Agustín Hernández-Aja</p> | <p>Architect and Urban Planner from Technical University of Madrid (UPM). PhD in Urban Planning from UPM. Presently, he is a full-time professor and the Head of the Urban and Regional Planning Department, Technical University of Madrid. Member of the research project “Recuperación Sostenible del Espacio Minero “REUSE” (CYTED), 2012-2014.</p> <p>Areas of specialization: Urban and neighbourhood rehabilitation. Recent publications:</p> <p>Income, energy expenditure and housing in Madrid: retrofitting policy implications. Sánchez-Guevara, Carmen; Sanz Fernández, Ana; Hernández Aja, Agustín. - Building Research & Information, 2014</p> <p>Políticas estatales en áreas de rehabilitación integral, tipología urbana y vulnerabilidad social. Agustín Hernández-Aja, Carolina García-Madruga, Iván Rodríguez-Suárez, Ángela Matesanz-Parellada. Arquitectura, Ciudad y Entorno, 2014.</p> <p>La vulnerabilidad urbana en España. Identificación y evolución de los barrios vulnerables. Julio Alguacil Gómez, Javier Camacho Gutiérrez, Agustín Hernández Aja. Empiria. Revista de metodología de ciencias sociales. 2013/11/26</p> <p>Magnitudes de 20 años de planes y programas de rehabilitación y regeneración urbana. Agustín Hernández Aja, Carolina García Madruga. Ciudad y Territorio Estudios Territoriales, número 179. Páginas 184-191</p> |

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| | <p>Revisión de la best practice" red española de ciudades por el clima", desde la estrategia europea medioambiental. Rafael Córdoba Hernández, Agustín Hernández Aja. Revista INVI. Volumen 28. Número 77. 2013. Páginas 229-237. Editor . Universidad de Chile. Facultad de Arquitectura y Urbanismo. Instituto de la Vivienda.</p> <p>¿Ciudades prósperas o ciudades vulnerables? A Hernandez Aja. Documentación Social. ISSN: 0417-8106, 179-198. 2013</p> <p>ANÁLISIS DE LA SITUACIÓN ACTUAL DE LA REGULARIZACIÓN URBANA EN AMÉRICA LATINA: LA CUESTIÓN DE LA TENENCIA SEGURA DE LOS ASENTAMIENTOS INFORMALES EN TRES REALIDADES DISTINTAS: BRASIL, COLOMBIA Y PERÚ. Revista INVI. 25 - 68, pp. 121 - 152. (Chile): 05/2010 . <http://revistainvi.uchile.cl/index.php/INVI/index>.</p> |
| Ester Higuera García | <p>Architect and Urban Planner from Technical University of Madrid (UPM). PhD in Urban Planning from UPM. Presently, she is a full-time professor at the Urban and Regional Planning Department, Technical University of Madrid. 2000-present : Guest lecturer and researcher at several national centers, Universidad de Santiago de Chile, ABIO-UPM group</p> <p>Areas of specialization: Bio climatic architecture and sustainable urban development Recent publications:</p> <p>2009. Higuera García, Esther y Pozueta Echavarrí, Julio y Lamíquiz Daudén, Francisco José Criterios para la rehabilitación sostenible del espacio público en la ciudad de bloque abierto : Criteria for the sustainable rehabilitation of public space in the open-block city. Portafolio, 2 (20). pp. 9-20.</p> <p>2013. ALCANCES Y LIMITACIONES DE LAS HERRAMIENTAS DE SIMULACIÓN PARA EL ESTUDIO DEL MICROCLIMA URBANO. Autores: Irina Tumini & Ester Higuera. Revista: Revista DYNA Energía y Sostenibilidad_ Area Planificación Urbana y Medio Urbano; info@dyna-energia.com-POLIS-UE 2009-2012 Solar Urban Planning</p> <p>2013. Research Gate . “Las Agendas 21 desde la Planificación urbanística”. 02/2014 In book: El reto de la ciudad habitable y sostenible, Chapter: 5.5 Las Agendas Locales 21, Editors: DAPP, Publicaciones jurídicas S.L, pp. from 153 to 226 https://www.researchgate.net/publication/260350986_LAS_AGENDAS_LOCALES_21_DESDE_LA_PLANIFICACION_URBANA</p> <p>2013. Research Gate. DESARROLLO URBANO SOSTENIBLE Y CRITERIOS DE DISEÑO URBANO PARA ORDENACIONES Residenciales . 01/2009; DOI:NA-1593-09 Edition: Monasterio de</p> |

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| | <p>Urdax, 40. 31011 Pamplona, Publisher: El reto de la ciudad habitable y sostenible, Editor: DAPP, Publicaciones jurídicas S.L., https://www.researchgate.net/publication/259619864_DESARROLLO_URBANO_SOSTENIBLE_Y_CRITERIOS_DE_DISEO_URBANO_PARA_ORDENACIONES_RESIDENCIALES</p> <p>2013. Research Gate . La ordenanza bioclimática de Tres Cantos (Madrid). Revista de Urbanismo 01/2009; Source: DOAJ https://www.researchgate.net/publication/26851068_La_ordenanza_bioclimatica_de_Tres_Cantos_Madrid_Itimos_avances_en_planificacin_ambiental_y_sostenible. The ordinance bioclimatic Tres Cantos Madrid. Recent developments in environmental planning and sustainable</p> |
| <p>Álvaro Sevilla Buitrago</p> | <p>Architect and Urban Planner from Technical University of Madrid (UPM). PhD in Urban Planning from UPM. Presently, he is a full-time professor at the Urban and Regional Planning Department, Technical University of Madrid. He has been a Visiting Scholar at the Graduate School of Design (Harvard University, 2013, 2014) and lectured in a number of European schools and institutions. He participates in research projects in Spain, Germany and the USA and is currently a member of the Urban Theory Lab (Harvard University) and the ‘Urbanism of European Dictatorships during the 20th Century’ Scientific Network.</p> <p>Areas of specialization: Critical spatial and urban theory Recent publications:</p> <p>Sevilla-Buitrago, A. (forthcoming) Capitalist formations of enclosure: space and the extinction of the commons, Antipode.</p> <p>Sevilla-Buitrago, A. (forthcoming) Outraged spatialities: the production of public space in the #spanishrevolution, ACME: An International E-Journal for Critical Geographies, special section: Geographies of 15-M: crisis, austerity and social movements in Spain.</p> <p>Sevilla-Buitrago, A. (forthcoming) Urbanism and dictatorship: perspectives from the field of urban studies, in M. Welch Guerra, H. Bodenschatz and P. Sassi, P. (eds.) Urbanism and Dictatorship. A European Challenge, Basel: Birkhäuser.</p> <p>Sevilla-Buitrago, A. (forthcoming) Crisis and the city: neoliberalism, austerity planning and the production of space, in F. Eckardt and J. Ruiz (eds.) City of Crisis. The Multiple Contestation of Southern European Cities, Bielefeld: Transcript.</p> <p>Sevilla-Buitrago, A. (2014) Central Park against the streets: the enclosure of public space cultures in mid-nineteenth century New York, Social & Cultural Geography 15, pp. 151-171.</p> <p>Sevilla-Buitrago, A. (2013) Urbs in rure: historical enclosure and the extended urbanization of the countryside, in N. Brenner (ed.),</p> |

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| | <p>Implosions / Explosions. Towards a Study of Planetary Urbanization, Berlin: Jovis, pp. 236-259.</p> <p>Sevilla-Buitrago, A. (2013) Debating contemporary urban conflicts: A survey of selected scholars, <i>Cities</i> 31, pp. 454–468.</p> <p>Sevilla-Buitrago, A. (2012) Territory and the governmentalisation of social reproduction: parliamentary enclosure and spatial rationalities in the transition from feudalism to capitalism, <i>Journal of Historical Geography</i> 38, pp. 209–219.</p> |
| Francisco Lamíquiz Daudén | <p>Architect and Urban Planner from Technical University of Madrid (UPM). PhD in Urban Planning from UPM. Presently, he is a full-time professor at the Urban and Regional Planning Department, Technical University of Madrid. For more than fifteen years now, his field of research and professional work has been the relationship between public space, urban morphology and mobility.</p> <p>Areas of specialization: Sustainable mobility, walkability, and urban regeneration Recent publications:</p> <p>Lamíquiz, F.: (accepted) “Urban design effects on (pedestrian) modal choice at the neighbourhood scale. A new role for street networks by modelling accessibility? <i>Transportation Research Part D (environment)</i> Elsevier, Amsterdam</p> <p>Carpio, J. Lamíquiz, F. (in press): “Proximidad del comercio e indicadores de accesibilidad: relevancia, normativa relacionada y evaluación de propuestas”. <i>Revista Ciudades</i> nº18, Valladolid</p> <p>Lamíquiz, F.; Pozueta, J.; Porto, M. (2013): <i>Architecture and pedestrians</i> CEDEX, Ministerio de Fomento, Madrid.</p> <p>Pozueta, J., Lamíquiz F. (2013): “Influencia de las vías rápidas en la distribución geográfica de la clientela de cuatro mercados de Madrid”. <i>Revista Ingeniería Civil</i>, Ministerio de Fomento, Madrid.</p> <p>Lamíquiz, F.; Pozueta, J. (Dir.); Porto, M. (2009): <i>La Ciudad Paseable. Recomendaciones para un planeamiento, un diseño urbano y una arquitectura considerada con los peatones</i> CEDEX, Ministerio de Fomento, Madrid.</p> <p>Higueras, E., Pozueta, J, Lamíquiz, F. “Criterios para la rehabilitación sostenible del espacio público en la ciudad del bloque abierto”, en revista <i>Portafolio</i>, vol. 2 nº 20, Julio 2009. Universidad de Zulia.</p> |
| Inés Sánchez de Madariaga | <p>Architect and Urban Planner from Technical University of Madrid (UPM). Master of Science from Columbia University and PhD in Urban Planning from UPM. Presently, she is a full-time professor at the Urban and Regional Planning Department, Technical University of Madrid. She is a member of the Advisory Council to REDS, the</p> |

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| | <p>Spanish network of the UN Sustainable Development Solutions Network (UN-SDSN), and Advisor to the European Commission on Gender and Research. She has been spokesperson of the Spanish delegations to both the UN Commission on Sustainable Development and to the Commission on the Status of Women, and an invited speaker at high-level UN conferences.</p> <p>Areas of specialization: Gender and city planning. Recent publications:</p> <p>Sánchez de Madariaga, Inés y Marion Roberts (eds.) Fair shared cities. The impact of gender planning in Europe. Ashgate, Aldershot-Nueva Cork, 2013.</p> <p>Sánchez de Madariaga, Inés et al: Structural change of research institutions. Enhancing excellence, gender equality and efficiency in research and innovation, Comisión Europea, Bruselas, 2011.</p> <p>Sánchez de Madariaga, I., de la Rica, S. y Dolado, J: (coords.): White Paper on the Situation of Women in Science in Spain, Libro Blanco sobre la Situación de las Mujeres en la Ciencia Española. Ministerio de Ciencia e Innovación, 2011.</p> <p>Schiebinger, L., Klinge, I., Sanchez de Madariaga, I., and Schraudner, M., eds., Gendered Innovations in Science, Health & Medicine Engineering, and Environment (launched 2011: genderedinnovations.eu).</p> <p>Sánchez de Madariaga, Inés: “From women in transport to gender in transport. Challenging conceptual frameworks for improved policy making”, en The Gender Issue: Beyond Exclusion, special issue, Journal of International Affairs 67, 1, Columbia University, NY, pp. 43-66, 2013.</p> <p>Sánchez de Madariaga, Inés « The mobility of care. Introducing new concepts in urban transportation”, en Sánchez de Madariaga, Inés y Marion Roberts (eds.) Fair share cities. The impact of gender planning in Europe. Ashgate, Aldershot-Nueva York, 2013.</p> <p>Sánchez de Madariaga, Inés, « Opening the gates. A case study of decision-making and recognition in architecture”, en Sánchez de Madariaga, Inés y Marion Roberts (eds.) Fair share cities. The impact of gender planning in Europe. Ashgate, Aldershot-Nueva York, 2013.</p> |
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| Partner number <input checked="" type="checkbox"/> | | P4 |
| Organisation name & acronym | Politecnico di Torino (PoliTo) | |
| D.1.1 - Aims and activities of the organization | | |

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

Established in 1859, PoliTo is the oldest technical University in Italy. For more than 150 years it has been one of the most prestigious public institutions in Italy for education, research, technological transfer and services in all sectors of architecture and engineering. Ranking among the first twenty European technical universities, it is worldwide recognised as a high quality centre for education and research. At PoliTo 900 Professors and Researchers carry out research and provide education to 30.000 students, of which 5.000 international from 100 different countries.

At the graduate level, PoliTo offers 32 MSc and 12 PhD courses, many of which in English. PoliTo has been able to reconcile tradition and innovation by being deeply rooted locally and at the same time by establishing itself as an attractive University for students and talents coming to study and work from all over the world.

PoliTo's experience in European projects is in research, technology transfer, as well as international cooperation and mobility in programmes such as FP6-7, LLP, Erasmus Mundus, TEMPUS, EuropeAid and more recently in Horizon 2020 and Erasmus+. Throughout the years PoliTo has proved to be one of the top Italian universities for volume of collaborations and quality of the results achieved.

The Department of Architecture and Design (DAD) at the Politecnico di Torino is the participating department in this project. They currently have Professors and Research Associates from different disciplines, which collaborate in teaching and education in local, national, and international projects. The projects are undertaken with interdisciplinary teamwork. DAD leads education and R&D in the following disciplines: history, architectural and urban composition, restoration, survey, architectural technology, environmental sustainability, structures, economic and financial assessment. The DAD offers three Master degrees in Architecture (Construction), Architecture (Restoration), and Architecture (sustainability), all recognised at European level.

The teaching at DAD is structured in multidisciplinary studios, design workshops and specialised local and international scholarships and professional trainings. The studios are held by 2-4 teachers with groups of 40-50 students. Workshops are held by 4-6 teachers, in collaborations with external advisors and experts, with groups of 20 students.

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

As a partner, the Politecnico di Torino influences the objectives, development, management, dissemination and main decisions on all the activities of the project. Subsequently UPM will provide general support to all main activities of the project. UPM will provide experts for the development of the expert pool. Furthermore will they attend the technical workshop, the final conference, inception meeting and all annual project team meetings. UPM will also assist during the implementation of the PBL modules, by participating in expert visits to the Latin American HEI's.

The role of PoliTO in detail :

WP 1 Preparation: providing experts for expert pool

WP 2 Development: support preparation and attend the technical workshop, support the development of the PBL guidelines, support the online training, support the explorative interviews, staff will perform expert visit

WP4 Dissemination and exploitation: attend conference, support magazine publication

WP5 Management: attend meetings (inception and annual meetings)

| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project Please add lines as necessary. | |
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| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
| Mauro Berta | <p>Profile: Assistant Professor of Architectural Design, with tenure in the Department of Architectural Design of PoliTo</p> <p>Research skills: Urban regeneration processes, with relevant practices in the fields of: brownfields regeneration (especially in China) and infrastructural design.</p> |
| Cristina Coscia | <p>Position: Assistant Professor of Real Estate Appraisal and Economic Valuation, with tenure in the Department of Architectural Design of PoliTo</p> <p>Research skills: Monitoring of Values and Dynamics, the Economic Evaluation of private and public Projects on Cultural Heritage, the Project Financing of private and public alternative Proposals, the Promotion and Development Strategies on Cultural Heritage.</p> <p>Consulting activities are formalised throughout contracts between the Polytechnic of Turin-OICT and Turin's Municipality (Land Registry Department) and the Polytechnic of Turin-DAD and Direzione Regionale ("iVicoli Project") and Associazione Torino Città Capitale ("Observatory of Cultural Heritage of Turin").</p> |
| Silvia Malcovati | <p>Position: Associate Professor of Architectural Design at the Department of Architectural Design of PoliTo</p> <p>Research skills: Theory and technique of architectural design, architectural and urban design, with particular attention to the built contexts; architectural typology and urban morphology energetic, environmental, cultural and social sustainability of the buildings</p> |
| Emanuela Mattone | <p>Position: Assistant Professor of Building and environmental restoration, with tenure in the Department of Architectural Design of PoliTo</p> <p>Skills: Degree in Architecture, Architect, PhD in "Building and environmental restoration ", is Assistant Professor in the Polytechnic of Turin-DAD (Department of Architecture and Design). Her studies and research works are focused on themes concerning conservation and restoration of the cultural heritage.</p> <p>The following topics are object of specific studies: Restoration of wooden structures and in particular the evaluation of their state of conservation, or the analysis of their constructive techniques and the technologies adopted to consolidate them</p> <p>Earthen architecture, with reference to its knowledge and conservation;</p> |

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| | <p>the iron architecture, as far as it concerns the study of its construction techniques</p> <p>Reinforced concrete civil and industrial architecture of the end of 1800's and the beginning of the 1900's</p> <p>Preservation of modern and contemporary architecture. The academic activity has been formalized on many courses of which she has been and she still is the direct responsible.</p> |
| Alessandro Mazzotta | <p>Position: Assistant Professor of Technology of Architecture, with tenure in the Department of Architectural Design of PoliTo</p> <p>Skills: Innovative educational methodologies related for Digital Collaborative Intelligence related to urban sustainable design; innovative educational methodologies related to High Performance Open Space Design; innovative educational methodologies related to multiscalar and multidisciplinary approach for Water Management Design in built landscape;</p> <p>Recent innovative educational experience: Advanced High performance urban green infrastructure, for healthy and digital collaborative communities: street design 2.0 in Turin</p> |
| Monica Naretto | <p>Position: Assistant professor of Restoration , with tenure in the Department of Architectural Design of PoliTo</p> <p>Skills: Teaches “Restoration”, Master of science level Architecture (construction and city), and Atelier “Architectural Restoration Project”, Master of science level Architecture (conservation)</p> <p>Tutor Erasmus and Thesis supervisor</p> <p>Teaches at the Scuola di Specializzazione in Beni Architettonici e del Paesaggio, Politecnico di Torino.</p> |

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| Partner number <input checked="" type="checkbox"/> | | P5 |
| Organisation name & acronym | Université Technologie de Compiègne (UTC) | |
| D.1.1 - Aims and activities of the organisation | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |

UTC's main missions are education, research and transfer of technology. It is well integrated within the European system of higher education and it has pursued, since its creation, an ambitious international policy. Its model has been duplicated in France in the cities of Troyes (UTT) and Belfort-Montbéliard (UTBM) and abroad in China (Shanghai) and Chile (Vina del Mar).

UTC interacts with society and industry by anticipating the research requirements of companies and by facilitating the professional insertion of its students, thanks to its educational values based on students' autonomy and its interdisciplinary research.

UTC is historically involved in innovative pedagogical practices. When it was founded in 1972, UTC took up the challenge to introduce new pedagogical concepts such as a strong presence of humanities in technical courses, curriculum main choices made by students themselves, and a more important presence of private companies involved in the university. These choices were ambitious ones in the French higher educational context.

The Urban Systems Engineering is one of departments of the University of Technology of Compiègne. This department has as vocation the teaching of sciences, techniques and methods in order to solve urban development problems, planning and design the city of the future. The most of the engineering specialities of design and planning for urban problematic are represented into our teachers and researchers team.

This team of 15 members is integrating by Urban Architects, Civil Engineers, Urban Geographers and Electrical/Electronically Engineers. The research fields of members are different but complementary thorough the urban development subject. Main pedagogic and research topics are Urban Architecture, Urban Hydrology, Urban Transports, Smart City, Smart Grids, Urban Edification and Urban Services Networks.

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

Generally UTC is interested and may contribute to the exchange of practices, experiences and mutual construction of innovative pedagogic methods. Participate in the reflexion of future urban development of cities in the world and the future evolution of cities in partner countries (we are interested to establish Cities Authorities linkages in partner countries) and to support international stays of teachers/researches between Universities of the CITYLAB in order to improve teachings, pedagogic focuses and experiences, participate of editing projects, teach courses of pedagogic methods and share experience feedbacks.

The UTC will take the lead in the preparation and running of the explorative interviews and will be general supporting for the development and implementation of all workpackages. Subsequently UTC will provide general support to all main activities of the project. UTC will make expert available for the development of the expert pool. Furthermore will they attend the technical workshop, the final conference, inception meeting and all annual project team meetings. UTC will also assist during the implementation of the PBL modules, by participating in expert visits to the Latin American HEI's.

The role of UTC in detail :

WP 1 Preparation: providing experts for expert pool

WP 2 Development: attend the technical workshop, support the online training, coordinate jointly with UCGL and Universidad de Belgrano the explorative interviews, and providing staff to perform the expert visits

WP4 Dissemination and exploitation: attend conference, support magazine publication

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| WP5 Management: attend meetings (inception and annual meetings) | |
| D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project Please add lines as necessary. | |
| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
| Gilles Morel | <p>Position Director and research professor in the Department of Urban Systems Engineering UTC</p> <p>Skills: Civil Engineer of the State (1988) and PhD in computer science (2002),</p> <p>Gilles Morel specializes in risk management support systems (natural and technological) and crises, as well as artificial intelligence and knowledge engineering.</p> <p>Research and international experience: He attended and participated in many national and European research projects in these areas (FP5-OSIRIS, FP7-THESEUS, INTERREGIVB AMICE IGCC Sao Polo, Picardy Region ACCEL) and coordinated a Europe-Asia Project from 2005 to 2007 (EuropeAid-Asia IT & C ISLAND). After a 20 year career with the Department of sustainable development as responsible for research and development, he was seconded to the Department of Engineering of the CTU Urban Systems in 2008 and became its director in June 2013. In the same department, he organizes and conducts workshops with project teams of students on the topic of risk management and the future of the port in cooperation with state and local authorities. He is the coordinator of a program BRAFITEC urban engineering with UFRJ since 2012 and visiting professor at the UFRJ until 2016 (PVE program CAPES).</p> <p>Publications :</p> <p>Hissel F., Morel G., Pescaroli G., Graaf H., Felts D., Pietrantoni L., “Early warning and mass evacuation”, In: Coastal Engineering (2014) : Special issue. ISSN: 0378-3889</p> <p>Morel G., Rodrigues Lima F., Hissel F. Martell-Fores H., “Tools for an integrated, systems approach to sustainable port city planning”, in URBE, Revista Brasileira de Gestao Urbana (Brazilian Journal of Urban Management), vol.5, n°2, p. 39-49, juillet-décembre 2013.</p> <p>Morel G., Hissel F., Aunay S., Demotier S., “OSIRIS-Multirisques : une méthode et un outil d’aide à la décision pour les communes soumises aux risques majeurs”, Revue européenne en ligne Cybergéogé (www.cybergeogeu.eu), rubrique cartographie, juillet 2009, 14p.</p> <p>Rodrigues Lima F., Morel G., Martell-Fores H., “Plataforma colaborativa para o desenvolvimento sustentavel de cidades portuarias”, In proceedings of III Simposio de pos graduação em engenharia urbana (SIMPGEU 2012), Maringa-PR, Brazil, 2012.</p> |

Rodrigues Lima F., Morel G., Moraes E.P., “Poros e cidades: proposta para uma plataforma colaborativa no âmbito da engenharia urbana”, In : 14 Encontro Nacional de Tecnologia do Ambiente Construído (ENTAC 2012), Juiz de Fora, Brazil, 29-31 octobre 2012.

Morel G., N’Diaye F., Prévot G., “Adaptation strategy to climate change and decision support: a cost-benefit approach for coastal cities prone to submersion”, In: 11th Urban Environment Symposium - Urban Futures for a Sustainable World (UES 2012), Karlsruhe, Germany, 16-19 September 2012.

Jia X.J., Morel G., Hissel F., Martell-Flores H., “Fuzzy Logic Based Decision Support for Mass Evacuation of Coastal Cities Prone to Submersion in the Context of Climate Change”, In proceedings of 2nd International Conference on Evacuation Modeling and Management (ICEM 2012), Northwestern University, Evanston, USA, August 2012.

Hissel F., Morel G., Taliércio G., “The benefits of crowdsourcing information for international disaster response - Deploying the AMICE platform on the Meuse river basin”, Actes du symposium “International Wasserbau Symposium Aachen” (IWASA 2012), 15 pages, Aachen, Germany, 12-13 janvier 2012.

Morel G., Hissel F., Jia X.J., “Support for Preventive Mass Evacuation Planning in Urban Areas”, in Proceedings of the “IET International Conference on Smart and Sustainable City” (ICSSC2011), pages 159-165, Shanghai, July 6-8, 2011.

Morel G., Hissel F., “The impact of flooding on transport networks and optimization of action plans in a decision support tool”, Proceedings of Second International Conference on Flood Recovery Innovation and Response (FRIAR 2010), p 215-226, Milan, mai 2010, ISBN 978-1-84564-444-4.

P Sergent, G Prévot, G Mattarolo, M Luck, J Brossard, D T Nguyen, G Morel, N-F Mar, M Benoit, F Ropert, N Guillou, F Bouttes, X Kergadallan, J.-J Trichet, J.-R Delisle, J.-M Menon, P Mallet, N Voyneau, M Lam, G Le Banner, “Projet SAO POLO Adaptation des structures côtières au changement climatique”, In proceeding of: Dignes Maritimes et Fluviales de Protection contre les Submersions - 2ème colloque national, Aix en Provence, France.

Morel G., Hissel F., Jia X.J., Bouchrit F., “Aide à la gestion des évacuations de masse en cas d’inondation ou de submersion majeure”, Actes du colloque Géorisques 2011, Montpellier, 25-26 janvier 2011.

Morel G., Hissel F., 2010 – “OSIRIS-Inondation : un outil d’aide à la réalisation du Plan Communal de Sauvegarde et de gestion de crise inondation” – Actes du colloque SHF « risques d’inondation en Ile de France, 100 ans après les crues de 1910 », p 215-220, 24-25 mars 2010, Paris, ISBN 2-906831-82-4

Morel G., Hissel F., Aunay S., Demotier S., “OSIRIS-Multirisques :

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| | <p>une méthode et un outil d'aide à la décision pour les communes soumises aux risques majeurs", Actes des 5ème rencontres Géorisque, Montpellier, février 2009, 14p.</p> |
| Nathalie Molines | <p>Position: research professor and head of education at the Engineering Department of Urban Systems UTC</p> <p>Skills: Nathalie Molines has a doctorate in geography, PhD obtained in 2003 in co-direction between the University of St Etienne (France) and Laval University (Quebec). She then completed two successive post-doctorates: one in the faculty of Université Laval Forestry (contribution of cartographic representations in collaborative management procedures of the Quebec forest) and the second at the National School of Architecture Nantes on sustainable neighbourhoods.</p> <p>Appointed Senior Lecturer in the Department of Urban Systems Engineering of Technology of Compiègne University in 2006, she is since 2007 responsible for the IEA sector (Planning and Environmental Engineering), and since 2010 head teacher of the department. She teaches and coordinates the UV geomatics, planning and environment and coordinating a project workshop per year.</p> <p>Research experience: her research interests concern the decision support for land management and sustainable approach to regulatory planning. The combination of GIS and multi-criteria analysis methods enable her to carry out her research.</p> |

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| Partner number <input checked="" type="checkbox"/> | | P6 |
| Organisation name & acronym | Fundación Universidad de Belgrano "Dr. Avelino Porto" (UB) | |
| D.1.1 - Aims and activities of the organisation | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |

Founded in 1964, Universidad de Belgrano is one of the oldest private universities in Argentina. Today, Belgrano offers 32 professional degree programs in 10 academic units: School of Agricultural Sciences; School of Architecture & Urbanism; School of Economic Sciences; School of Engineering; School of Exact and Natural Sciences; School of Health Sciences; School of Humanities; School of Information Technology; School of Languages & Foreign Studies; and School of Law & Social Sciences. At the graduate level, it offers 20 degree programs in 6 academic units: Architecture; Business; Humanities; Languages; Law; and Social Sciences. Through an extensive network of 76 international dual degrees, students have the opportunity to enrich their cultural knowledge, improve their proficiency in foreign languages and earn a second degree in France, Germany, Italy and Spain. Also, Belgrano has 142 academic cooperation agreements with universities worldwide and is founder of the Latin American Network for Academic Cooperation and the Columbus Project for cooperation between institutions of higher education from Latin America and Europe.

The university has superb classrooms, libraries, cafeterias and on-line facilities, most of them under one roof in a 20-storey modern building. Located in one of the most distinguished residential areas of cosmopolitan Buenos Aires, Belgrano is a few minutes from downtown. Foundational Principles (in alphabetical order): Autonomy, Ecumenism, Internationalization, Pluralism, Republicanism, Social Interdependence.

The university has experience in bi-multilateral agreements with Europe; GIDCAD grouping teachers and researchers with innovative capabilities has been a result, while the continuity of the equipment is the result of the participation of the university in the ALFA I, II & III Programs

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

The university of Belgrano is responsible for spreading the opportunities for capacity building at institutional level, enhanced the quality of teaching and learning through the use of methodological tools and innovative pedagogical approaches. In order to fulfil its role in the project, UB will install a campus team. UB will be responsible for implementing the suitable modules of the curricula into PBL modules. Furthermore will attend the technical workshop, encourage teachers to attend the online training course, prepare modules, engage in explorative interviews with local governments, attend the conference, the inception and annual project team meetings.

The role of UBE in detail :

The UB will participate through the entire project, with the aim to spread the capacity building opportunities to its academic staff and students. Specially the UB will:

WP 1 Preparation:

- Providing experts for expert pool to work with EU partners in this team.
- Build the Campus Team selecting academic staff champions at the University and engaging them to the CityLabs project, as well as students.

WP 2 Development:

- Support and attend the technical workshop, support development of PBL guidelines.
- Participate with the academic staff in the technical workshop on PBL
- Participate in the online training inviting also other teachers that didn't take part in the technical workshop, spreading internally the opportunities of capacity building at the University.
- Co-coordinate the organization of the "explorative interviews" among all campus teams and local governments and cities, jointly with UCLG and Université de Technologie de Compiegne.
- Preparing and running the explorative interviews to be run in Argentina, inviting to take part to the Minister of Urban Development of the Autonomous city of Buenos Aires, and follow-up the resulted work.

- Implement the PBL modules at the University, receiving the Expert Visits, and evaluating the progress of the implementation.
- WP4 Dissemination and Exploitation:
- Spread the CityLabs brand in LA networks
 - Attend the final conference
 - support magazine publication
- WP5 Management:
- Attend all meetings (inception and annual meetings)
 - Report all the activities and progress for ensuring the quality of the project.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
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| Adriana Granero | <p>Since 2009 is professor at the Faculty of Architecture in Universidad de Belgrano. Has been advisor of the Faculty, in developing strategies for higher education and statistical systems. (Strategic Consulting, including business plan and strategy development service delivery)</p> <p>Some publications are: 2014 -Digital enchinchada: a proposal for innovation mediated by technologies for enriching traditional teaching resource disciplines projects published in http://www.proceedings.blucher.com.br/article-details/14256 ISBN 978-956- 7051-86-1 2013 - Education in Architectural Design Based on Cognitive Nexus in the book of the XVII Congress of the Iberoamerican Society of Digital Graphics: Knowledge-based Design, Technical University Federico Santa Maria, Valparaiso, Chile, November 2013, ISBN 978-956-7051-86-1</p> <p>Urban Simulation: Modeled collaborative and digital manipulation of information in the book DIDACTICA Proyectual POSTDIGITALES ENVIRONMENTS. Practices and Reflections on Latin American School of Architecture and Design, E-book, 1st ed. Mar del Plata, Argentina, 2013 ISBN 978-987-544-545-1 http://www.sigradi.org/index.php/editorial</p> <p>Architectural design envelope, Regulation and its influence on Energy Efficiency in the book of the 1st Latin American Meeting of Rational and Efficient Energy Use, Buenos Aires, September 2013, ISBN 978-987-1527-71-1 La form Architecture and Energy Balance in the book of 1st Latin American Meeting of Rational and Efficient Energy Use, Buenos Aires, September 2013, ISBN 978-987-1527-71-1</p> <p>Teaching-learning architecture in the post-digital era, published in the book of the XXVI Conference on Research and VIII Regional Meeting SI + PI Integrate Project, Paper: Editorial Classrooms and Scaffolding, Buenos Aires, September 2013. 150 pages. ISBN 978-987-1597-36-9</p> |
| Martín Orduna | Current Director of the Center for Metropolitan Area Transportation Studies, Faculty of Architecture, Design and Urbanism, University of |

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| | <p>Buenos Aires and co-manager of AGEMET S.R.L. Consultant dedicated to advising on metropolitan and territorial management.</p> <p>2007- Was Technical Representative of the Secretariat for Coordination and Budgetary Assessments of Chief of the Cabinet of Ministers before the Pre-Investment Unit (UNPRE) of the Ministry of Economy and Production (IDB loan 925-OC) for further studies to "Study 1.1.EE 204 Integration Southern Corridor ".</p> <p>2006 - Representative of the Chief of the Cabinet of Ministers before the Transport Coordination Program (PCT), interjurisdictional collegial body in transition until the constitution of the Metropolitan Transportation Agency (AMT).</p> <p>2005 - Head of Traffic and Transportation Study of City Project of Science and Technology Park (INTA - Castelar). Technical Assistance Agreement INTA - National University of San Martín</p> <p>Teaching:</p> <ul style="list-style-type: none"> - Master of Computer Graphics (Universidad de Belgrano - Marseille Ecole d'Architecture / Luminy / France): Professor 1999/2003. Chair of Management Information Files. Master Thesis Jury (2) 2001. - Cities MBA (University of Belgrano - Armando Alvares Penteado Foundation / San Pablo / Brazil): Professor Titular 2001. Co-Chair of Infrastructure and Services <p>Research</p> <p>Director of Research Project Application of Satellite Technology for Management of Urban and Regional Mobility: New methodologies for the diagnosis and characterization of metropolitan transport corridors. UBACYT A028 (Scientific Programming 2004-2007),</p> <p>Director of the Centre for Transport Studies Metropolitan Area (CETAM) Owner of the Coordinating Committee for the Specific Agreement between the Faculty of Architecture, Design and Urbanism at the University of Buenos Aires (FADU / UBA) and the National Commission on Space Activities (CONAE) signed in April 2005.</p> <p>Director of Research Project Applications of satellite technology to the management of urban and regional mobility: new methodologies for the analysis of metropolitan corridors. UBACYT A035 (Scientific Programming 2008-2010).</p> <p>Team member at the University of Belgrano participant Latin America Academic Training Programme (ALFA) Academic Cooperation between the European Union and Latin America 2002-2003</p> |
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| Partner number <input checked="" type="checkbox"/> | | P7 |
| Organisation name & acronym | Universidad Nacional de Cordoba (UNC) | |
| D.1.1 - Aims and activities of the organisation | | |

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

Founded in 1613, the National University of Cordoba is the oldest university in Argentina and one of the first in the Americas. A rich history of events turned UNC into an important center of cultural, scientific, political and social influence for the country and the region. National University of Cordoba (UNC) has about 110,000 undergraduate students and 8,000 postgraduate. UNC offers about 90 undergraduate and 167 postgraduate degree programmes.

The Faculty of Architecture, Urbanism and Design was created in 1954. Currently has two careers (Architecture and Industrial Design) and eight post-graduate careers (specializations, masters and doctorates) addressing the issue of urban sustainability mainstreaming in architectural education. Architecture career is the largest among the faculties in the country; in 2014 it had approximately 9,000 students enrolled and an annual nomination of 1400 applicants and about 500 lecturers and professors.

Numerous spaces devoted to scientific research and the transference of technology (10 Institutes and Research Centers) record extensive experience in the production of knowledge and training of human resources in the thematic on cities and sustainability, from a multi variable approach as to mention: sustainable building design; sustainable landscape management; sustainable urban development; technologies and criteria on efficient building, social and urban sustainability in housing production, among others.

Recently the Faculty has joined as one of the points of UNESCO Chair of Sustainability that is coordinated by the Polytechnic University of Cataluña, with the participation of the Master Course on environmental management of urban development. It has also developed a international PhD Programme in Urban and Regional Studies partnered with BAUHAUS-UNIVERSITÄT WEIMAR Faculty of Architecture and Urbanism, focusing on the impacts of global changes in urban development. Professors and lectures participate in academic networks with other academic centers as the Network of Architectural Doctorates in South America or postgraduate programs Alfa Red-Ibis (on Globalization, Urban Form and Sustainability) with TU Delft; or Red ALPHA 3 (with Polytechnic University of Cataluña).

It has more than 40 specific cooperation agreements with universities in Europe, Latin America, South Africa and USA to promote exchange programs for students and teachers on undergraduate and postgraduate activities.

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

The UNC is responsible for spreading the opportunities and work packages internally at the University, enhanced the quality of teaching and learning through the use of methodological tools and innovative pedagogical approaches. In order to fulfill its role in the project, UNC will install the campus team with Academic Staff and Students. It is part of its responsibility that suitable modules of their curricula are selected to transform into PBL modules. Furthermore UNC will attend the technical workshop, encourage teachers to attend the online training course, prepare modules, engage in explorative interviews with local governments, attend the conference, the inception and annual project team meetings.

UNC tasks in detail:

WP 1 Preparation:

- Providing experts for expert pool to work with EU partners in this team.
- Organization of an academic discussion on PBL in the education of the architecture.

Innovative ways of learning and discussion between chairs about how incorporating the interdisciplinary approach in the undergraduate. This will allow building the Campus Team selecting academic staff champions at the University and engaging them to the CityLabs project, as well as students.

WP 2 Development:

- Support development of PBL guidelines. Collaboration on the compilation of the discussion material/experiences of the partners Preparation and compilation of previous experiences
- Participate with the academic staff in the technical workshop on PBL
- Participate in the online training inviting also other teachers that didn't take part in the technical workshop, spreading internally the opportunities of capacity building at the University.
- Preparing and running the explorative interviews to be run in the country, inviting to take part to the national/local associated partners and follow-up the resulted work. Specially address the Invitation to IPLAM (planification Institute) of the city of Cordoba and IPLAM of the Province of Cordoba to share their experiences.
- Implement the PBL modules at the University, receiving the Expert Visits, and evaluating the progress of the implementation.

WP4 Dissemination and Exploitation:

- Spread the CityLabs brand in LA networks
- Attend the final conference
- support magazine publication

WP5 Management:

- Attend all meetings (inception and annual meetings)
- Report all the activities and progress for ensuring the quality of the project.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
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| Ian DUTARI | <p>Position: Architect. School of Architecture, National University of Córdoba, 1990.</p> <p>Teaching Regular Professor of Architecture IV A. School of Architecture. National University of Córdoba.</p> <p>Dean of the School of Architecture. National University of Córdoba. 2014-2017</p> <p>Dean of the School of Architecture of the Catholic University in Córdoba. 2008-2014</p> <p>Research/ Director of Research Projects since 2004. Researcher with a II rank according to the Incentives Program financed by the National Ministry of Education and Culture.</p> <p>Publications : Books / “Arquitectura Inicial” (Initial Architecture). 104 Pages. Co-</p> |

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| | <p>editing EDUCC and Amerindia Libros. ISBN 987-1203-50-0 2006. Author.</p> <p>“ Where does the new city come from? CORDOBA, ARGENTINA, ALMOST FIVE CENTURIES OF OVERLAPPING CITIES”. 171 Pages. 978-1-4477-6009-2. Art de 56/67 ILAUD, Milano Italia. 2011. Co-author.</p> <p>Articles “Argentinian architecture” In World Architecture. N° 66 May 1998. Author.</p> <p>“Spazio e Società”. Rivista internazionale di architettura N° 82. Pages 62 to 69. April- June 1998.</p> <p>Lecturer in China, Italy, Chile, Ecuador, Uruguay, Paraguay and Brazil. Awards / 2nd “ ARQ Clarín”. 2011</p> <p>Argentina’s representative in the Biennial of Architecture in Venece, Italy. 2012.</p> <p>Argentina’s representative in the exhibit within the 7th International Biennial of Architecture. San Pablo, Brasil. 2007.</p> <p>Professional Experience / Available in http://www.ilandutari.com/</p> |
| <p>Hugo Daniel PESCHIUTTA</p> | <p>Position :</p> <p>Architect. Thesis: guidelines for urban environmental management of Colonia Caroya. National University of Córdoba.</p> <p>Specialist in the restoration of monuments and historical centres. Belle Arti. Firenze. Italy</p> <p>Research experience :</p> <p>PhD candidate in art. Faculty of arts. National University of Córdoba.</p> <p>Teaching / Regular Professor of History of architecture AI, FAUD, UNC.</p> <p>Regular Professor of Theory of design, Graduate school, Maud, UNC.</p> <p>Visiting Professor: Post course grade: seminar-workshop of research project renewal urban in the city.</p> <p>Publications :</p> <p>Book: “Colonia Caroya, reality, space physics and sensitive world”. ISBN987-9357-64-7. Editorial copy. In collaboration: Colonia Caroya. Recognition file, notes, collection, Aproximaciones. Amerindia the Jesuit block and the Estancias. ISBN13-976-987-05. Trinames.</p> <p>Article: “Rural heritage of the Italian immigration”. Interviews. ICOMOS Argentina. The silver. Argentina. Acculturation processes. Colonia Caroya. Publication planning books. Barcelona. Spain- construction of the territory of the cultivation of the vine in Argentina. Proceedings of Congress. Agri-food heritage International Congress. TICIT. Requena. Spain.</p> |

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| | <p>Other/ Delegate ICOMOS Region Center.</p> <p>Member of the Council Adviser of heritage of the city of Córdoba, Argentina.</p> <p>Guest speaker: 15th meeting of Architecture and Urbanism. Proposal Eco-linear park. Arroyo Perez. Organized by the College of architects of San Luis, Regional Merlo. San Luis, Argentina.</p> <p>Lecturer II, IV and V Workshop teachers and researchers in history, design, architecture and the city.</p> <p>Technician in interdisciplinary team work: program Urb - to the Red.8. Member management team composed of Spain, Portugal, Italy, Brazil and Argentina. European Economic commission.</p> |
| <p>Mónica BERTOLINO</p> | <p>Position : Architect, UNC Graduate Studies, “Architecture: Project, Theory and Critic”</p> <p>Skills and research experience: AWARDS (Selection) 2012 “Premio Konex 2012; 2013 and 2011 Nomination Marcus Prize Milwaukee USA; 2010 VII Bienal Iberoamericana Award, 2002 Bienal Panamericana de Quito International mention award</p> <p>Professor at undergraduate and graduate levels, in Architecture, and Urban Design; Professor at Master in Architecture, Architectural Project UNL, and Postgraduate courses: “Cities and sustainability”“Water and Cities” “Public spaces, infrastructure and landscape”</p> <p>DIRECTOR RedSur: Latin American exchange network that promotes Innovative programs and pedagogical methods in undergraduate, graduate and research, focused on emerging problems in Latin American cities.</p> <p>Invited Professor at different Universities, In Latin America PUCPL Perú, FAU USP Escola da Cidade , Ritter dos Reis Brazil, UDELAR, Uruguay, Talca Chile, Los Andes Colombia, South Africa WITTS, USA Arizona, Texas at Austin, Europe UKassel; La Sapienza Roma, Roma 3, Reggio Calabria, Thessaly U Greece, Etsab Barcelona, Chile Valparaíso, UTalca; among others</p> <p>Invited Professor at Erasmus IP Workshops and Programs, Changing Landscapes, Landscapes accessibility; and at Masters: Arti, Architettura, Citta Italy; Master ETSAB and Post-suburbia ETSAB Barcelona, Universität Kassel, among others. All the results Published on books and magazines.</p> <p>Lecturer at several Biennials, Congress, and Forums.</p> <p>Publication:</p> |

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| | <p>Works and articles, published in national and international journals and books. summa+ (Argentina), Escala (Colombia), Landscape Architects China, a+u (Japan), Landscape Design China) Dossier 2G (GG Barcelona Spain), Casabella Italia, La Vanguardia (Spain), Revista digitales plataformaarquitectura (Chile), Tectonica Blog (Spain) 30-60 Cuadernos Latinoamericanos de Arquitectura, and TV.</p> <p>Books: “Casas Internacional”, “VIIBIAU Bienal Iberoamericana” 2010; Catálogo académico XVII Quito Biennial 2010; “Changing Lanscapes Erasmus IP, Reggio Calabria, and Volos Thessaly”; “Progettare Paesaggi Quotidiani-una ricerca/zione PICS” (Public identity and common space) Roma 3; “Latitudes” Texas University at Austin; UDELAR uruguay. Among others</p> <p>PROFESIONAL EXPERIENCE Estudio Bertolino - Barrado Urban, landscaping and architectural design at different levels, particularly Public buildings, and Urban- Landscape proposals.</p> |
| Alejandro COHEN | <p>Position : Architect. National University of Córdoba. 1981.</p> <p>Skills and experience : Teaching/ Regular Professor of Undergraduate thesis – Mediterranean workshop. School of Architecture. National University of Córdoba. Adjunct Professor of Architecture V B workshop. School of Architecture. National University of Córdoba.</p> <p>Professor at the Masters Degree in Housing and City. Escola da Cidade. San Pablo, Brazil. 2013.</p> <p>Professor at the Masters Degree in Landscape Architecture. MAP. Catholic University of Córdoba. 2012-2013.</p> <p>Professor at the Masters Degree in Environmental Management of Urban Development. GADU. 2000.</p> <p>Invited professor SAP (SOUTH AMERICAN PROJECT) PROGRAM. GSD HARVARD</p> <p>Research/ Director y founder of the Research workshop in urban projects. UNC.</p> <p>Secretary of research of the School of Architecture UNC. 1999-2002. Scholarship holder of the Lincoln Institute of Land Policy – LILP / Program for Latin America 2004 (Antigua, Guatemala) and 2005 (Quito, Ecuador).</p> <p>Research Project Evaluator for de Ministry of Science and Technology of Córdoba and for the Secretary of Science and Technology of the National University of Córdoba.</p> <p>Researcher with a II rank according to the Incentives Program financed by the National Ministry of Education and Culture. Since 2005.</p> |

Long trajectory in urban research and leading of finance research projects since 2002.

Publications :

Main articles and publications/ Book “ARQUITECTURA Y CIUDAD: DEL PROYECTO AL ECO – PROYECTO”. (2003). Co-author.

Book “DINÁMICA Y CRECIMIENTO DE LA CIUDAD DE CÓRDOBA –La Ciudad objeto de intervención”. 2002. Co-author.

Book “LOS BARRIOS PUEBLOS DE LA CIUDAD DE CÓRDOBA – La ciudad objeto didáctico”. 1997. Co-author.

Several publications and interviews regarding urban issues, public spaces, urban plans and projects in mass media and specialized.

Op-ed column (weekly) on local university radio and TV

Awards/ Co-author of several prizes in National and Local Competition of Urban Ideas.

Lecturer/ “PROJECT IN PROGRESS AT BUENOS AIRES BIENNALE” (25/26/27 de septiembre 2013)

Lecturer of seminars, workshops and conferences in national and international universities: Universidad Nacional de Córdoba; Universidad de Buenos Aires (CABA – Argentina); Universidad Torcuato Di Tella (CABA – Argentina); Universidad Católica de Córdoba (Argentina); Universidad de la República (Montevideo – Uruguay); Universidad Politécnica de Cataluña (Barcelona – España); Universidad Estadual do Campinas (Brasil); Universidad do Sao Paulo (San Pablo, Brasil); University of the Witswatersrand (Johannesburgo, Sudáfrica).

Other/ Member of the SUMA 400 program. National University of Córdoba. Assistance to towns of the Córdoba province.

Program S.O.S. Ciudades, since 2009.

Consulting, advising and technical assistance as coordinator of several urban Project teams in different agreements: with the city of Córdoba, other universities, and private entities:

Advisor for several urban projects.

Main projects:

National University of Córdoba. 2012.

Transportation system and neighborhood integration. 2009 – 2010.

Downtown Córdoba. 2006 – 2007.

Suquia river, intervention strategies. 2004.

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| <p>Viviana COLAUTTI</p> | <p>Position : Architect. National University of Córdoba.</p> <p>Skills and experience : Masters Degree in Architectural and Urban Design. National University of Córdoba. 2002.</p> <p>Doctorate degree in Urbanism (2009-ongoing)</p> <p>Es Diplomada en el Postgrado en Paisajes Culturales, Patrimonio y Proyecto Territorial (2005) por la ETSAB, Universidad Politécnica de Cataluña.</p> <p>Teaching/ Regular profesor of at the School of Architecture, graduate and undergraduate courses. National University of Córdoba. Since 1999.</p> <p>Research/ Director of Research Projects since 2009. Researcher with a II rank according to the Incentives Program financed by the National Ministry of Education and Culture.</p> <p>Publications: Book “FORMA URBANA, LECTURAS Y ACCIONES EN LA CIUDAD” (Urban form, lectures and actions in the city) on the chapter: Urban interstices, operative instruments. Author.</p> <p>Book “LA CIUDAD EN TRANSFORMACIÓN-FORMA URBANA II, capítulo: Paisajes Subyacentes, Miradas Concurrentes en la Ciudad. Co-author.</p> <p>Book “PEQUEÑAS CIUDADES, DILEMAS Y RECURSOS DE PROYECTOS INCLUSIVOS EN PEQUEÑAS CIUDADES” (Small cities, dilemmas and resources of inclusive projects in small cities). (2013). Coeditor.</p> <p>Other/ Co-director and organizer of the International TICA-SAN Seminar of Urban Project. 2012.</p> <p>Scholarship holder of the ALFA network, ETSAB / UPC/ Spain y FAUD/UNC, Argentina 2004-2006.</p> |
| <p>Fernando DIAZ</p> | <p>Position : Architect, School of Architecture. National University of Córdoba. 1998.</p> <p>Skills and experience : Doctorate in Urbanism, Politecnic University of Cataluña. 2013.</p> <p>Teaching/ Regular profesor of Urbanism II B.</p> <p>Research/ Researcher for financed projects in Urban Projects. Scholarship holder of the ALFA network (European Union) for research. Cultural means management as a foundation for local development plans. 2005-2006.</p> <p>Publications :</p> |

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| | <p>Main articles and publications/Articles in specialized magazines Author/ “Constelaciones rurales serranas. Lógicas de ocupación del territorio y modelos de orden en el Norte de Traslasierra, Argentina”, L&E Universidade Estadual de Campinas. 2013;</p> <p>“Los territorios periurbanos de Córdoba” RIURB. 2011;</p> <p>“El lugar de todos. Consideraciones sobre el Área Central de la ciudad de Córdoba”, Café de las Ciudades. 2011</p> <p>“Trazas, mojones y poblados del Norte de Traslasierra. Elementos para la definición de una estructura territorial”. ID-UPC. 2010.</p> <p>Co-author/ “El paisaje del agua como lugar: tres ensayos proyectuales”. UNL. 2010.</p> <p>“Hacia un nuevo mapa de la movilidad en Córdoba” 2003.</p> <p>“Diagnóstico y líneas estratégicas orientativas para el Plan Urbano Ambiental, Municipalidad de Córdoba”. 2001.</p> <p>Awards / 1st prize, National Contest: “Soluciones para el transporte en el Corredor Norte del Área Metropolitana de Buenos Aires” (Solutions for transportation issues in the North corridor of the Metropolitan área of Buenos Aires) (2012).</p> <p>2nd prize, National Contest: “Ideas para San Miguel de Tucumán en el marco del Bicentenario de la Independencia” (Ideas for San Miguel de Tucuman city in the Bicentenary framework) (2011).</p> <p>Other/ Coordinator of workshop projects (Program “S.O.S. Ciudades”, Manaus, Brazil. 2012. “Inclusive cities” UNC, 2012. “Urban renovation in a built city”. LIP, FAUD. 2009).</p> <p>Coordinator of the Urban plan in Puerto Esperanza, Misiones, Argentina. 2008-2009.</p> <p>Coordinator of the Plan de “Estación Juárez Celman” Córdoba, 2006-2007.</p> <p>Member of several technical teams of urban systems Córdoba-Plan 2020, 2007-2008; Córdoba, 2001-2003; Río Ceballos, 2000.</p> |
| Mariano FARACI | <p>Position : Architect. 1985. UNC. Masters in Housing Development and Management. 2014.</p> <p>Skills and experience : Teaching/ Regular profesor since 1989. Professor of Architecture IV B (2010) y Architecture I A (2004). School of Architecture. National University of Córdoba.</p> <p>Director of several seminars/workshops on the topic “Architecture and</p> |

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| | <p>City” Research /Researcher with a III rank according to the Incentives Program financed by the National Ministry of Education and Culture.</p> <p>Director of research projects since 2004 on the topic: urban renovation in a built city.</p> <p>Coordinator. Laboratory of Projectual Research, articulating teaching, research and other activities.</p> <p>Publications : Article “La Construcción de la Ciudad, sobre la necesidad de un Plan Urbano Integral”, Revista Internacional Arquisur nº 6. 2014. Author.</p> <p>Book "Plan de Reordenamiento Territorial y Espacio Público. Ciudad Universitaria” UNC. 2013. Co-author.</p> <p>Book "CON-CURSOS. Reflexiones disciplinares, Ensayos Projectuales, Enseñanza de la Arquitectura”, 1:100 Ediciones. 2013. Co-author</p> <p>Book “Renovación Urbana en la Ciudad Construida. Reflexiones y ensayos de intervención en barrios peri centrales de la Ciudad de Córdoba” FAUD – UNC. 2012. Compiler.</p> <p>Awards and other / Winner of several 1st, 2nd and 3rd prizes and mentions. Evaluator of Schools of Architecture on behalf of the CONEAU in the Mercosur.</p> <p>Secretary of Transference to Society, UNC. (1986-88).</p> |
| Cristian NANZER | <p>Position : Architect. National University of Córdoba. 1993.</p> <p>Skills and experience : Teaching/ Regular professor of Architecture III. School of Architecture. National University of Córdoba.</p> <p>Adjunct Professor of Architecture V. School of Architecture. National University of Córdoba.</p> <p>Adjunct Professor of Architecture Vi. School of Architecture. National University of Córdoba.</p> <p>Invited Professor to several universities: USP ((San Pablo - Brasil) / UNICAMP (Campinas- Brazil) /Escola Da Cidade (San Pablo – Brazil)/ Ritter Dos Reis (Porto Alegre Brasil) / Señor de Sipán (Chiclayo / Perú) / Universidad Nacional de Buenos Aires / Universidad Nacional de San Martín (Buenos Aires)</p> <p>Research/ Coordinator and director of a Project team for the program</p> |

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| | <p>“S.O.S. CIUDADES” (SOS cities)</p> <p>South America workshop University of Buenos Aires / Aregüa (Paraguay) / Iquitos (Perú) / Manaus (Brazil)</p> <p>Co-director of the Project research workshop. School of Architecture. National University of Córdoba.</p> <p>Publications :</p> <p>Articles in specialized media: national and international books and magazines: Summa + (Argentina)/ A+U Architecture and Urbanisme. (Japan)/ 8,66 (Argentina)/ Revista ARQUIS (Argentina)/ Antípodas 2013 (Japan)/ ARQ (Argentina)/ Diario EL PAIS (Spain)/ Revista X (Argentina)/ Residence (Netherlands)/ Grand Designs (England)/ Das Internationale Style Magazin (Germany)/ Casa Da Habitare (Italy)/ Catalog Bienal Arquitectura de Venecia (Italy)/ Catalog BIAR (Argentina)</p> <p>Awards/ 1st prize. National Competition of drafts “Convention Center, old Casino/Hotel, Alta Gracia Córdoba”.2012. Co-author.</p> <p>2nd prize. National Competition of drafts “National Archives”. 2012. Co-author.</p> <p>1st prize. International Workshop of Urban Projectos. SOS Program. Manaos, Brazil. 2012. Co-author.</p> <p>2nd prize. National Competition of ideas “Enhancement of the civic centre of San Francisco, Córdoba”.2011. Author.</p> <p>2nd prize. International Workshop of Urban Projectos. SOS Progra. Iquitos, Peru. 2011. Co-author.</p> <p>1st prize. Local competition of ideas. 2010. Co-author.</p> <p>1st prize. Local competition of ideas. 2005. Co-author.</p> <p>1st prize. Private competition of MACABI Club headquarters. 2004. Co-author.</p> |
| <p>Mònica Elisa SANCHEZ</p> | <p>Position :</p> <p>Architect (1978) and Urban and Regional Planner (1981).</p> <p>Skills and experience :</p> <p>Teaching/ Professor of Urbanism. School of Architecture. National University of Córdoba. Since 1984; currently Professor of Urbanism IB and Associate Professor of Urban II.</p> <p>Researcher and Extensionist in urban issues.</p> <p>Participation as an expert in Technical Assistance Planning Urban Planning-Land for municipalities in Argentina since 1979.</p> |

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| | <p>Author of papers, articles and books on urban land management with international awards in the subject.</p> <p>“Región Metropolitana Córdoba (RMC): Un estudio del Sistema Urbano y de su articulación a la Red de Ciudades del Cono Sur”</p> <p>Lectures/ Impacto Ambiental de la Urbanización de la Cuenca del Lago San Roque. (Environmental impact of the San Roque Lake’s basin urbanization). Córdoba Province.</p> <p>Al encuentro de una ciudad para la vida. (To the encounter of a city for life) América Latina y El Caribe hacia Hábitat II.</p> <p>Desarrollo local y Ordenamiento urbano. Las normas urbanísticas en municipios de pequeña y mediana escala. (Local development and urban order. Urban standards in small towns)</p> <p>Experiencias de enseñanza-aprendizaje en Urbanismo. (Urbanism teaching and learning experiences) Cátedra URBANISMO IB, FAUD, UNC</p> |
| Guillermo Badenes | <p>Position : Head of the International Relations Office at Universidad Nacional de Córdoba (UNC) since 2013.</p> <p>Skills and experience: Secretary of Outreach and International Affairs at Facultad de Lenguas (UNC) from 2008 to 2013. -Focal point of MoU between UNC and UNO to train translators. -UNC researcher and instructor for over 15 years. He teaches Literary Translation and Translation of the Humanities at undergraduate and graduate levels respectively. -Research project “Literary Translation from the Cultural Margins: Fields of Political Intervention”, Director, SECyT (Universidad de Córdoba Department of Science and Technology).</p> <p>Publications - Approaching Literary Texts: Theory and Practice. En co-autoría. Córdoba: Impresiones de FL, 2013. 1-167. ISBN 978-987-28079-8-6 -Translating Literature in the 21st Century. En co-autoría. Segunda Edición. Córdoba: Editorial Brujas, 2013. 1 – 73, ISBN N°987-591-365-0 -Translating Journalism Today. En co-autoría. Segunda Edición. Córdoba: Editorial Brujas, 2013. 1 – 86, ISBN N°987-591-364-2 -Translating Literature in the 21st Century. En co-autoría. Córdoba: Editorial Brujas, 2012. 1 – 73, ISBN N°987-591-308-1</p> |
| Dolores Hernández | <p>Position : International Project Manager. -Erasmus Mundus project manager and local coordination since 2008. -Participation in EM Coordinator meetings in Brussels, 2010. -Participation in EM selection committees, 2008-2013.</p> |

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| | <p>-International training in FP7, Erasmus Mundus, and ALFA III Project Management (establishing sound and efficient management structures; working with different partners; assessing risk management; resolving common financial and management problems; best practices; the logical framework approach to project preparation and implementation.), 2010.</p> <p>-EM ARCOIRIS Staff Training Scholarship at Politécnico di Torino, Polito, Italy, 2012.</p> |
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| Partner number <input checked="" type="checkbox"/> | | P8 |
| Organisation name & acronym | UNIVERSIDAD TECNOLÓGICA DE PEREIRA - UTP | |
| D.1.1 - Aims and activities of the organisation | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |
| <p>Universidad Tecnológica de Pereira (UTP) is a National Public University founded in 1958 accredited by the National Ministry of Education as a high quality institution. It is part of the directory of accredited universities that created the network Colombia Challenge Your Knowledge.</p> <p>UTP has 17,613 students in undergraduate programs and 1,265 in postgraduate programs, 1259 faculty members, and 412 staff members. It offers bachelor programs in engineering, health sciences, environmental sciences, education sciences, fine arts and humanities, basic sciences and technologies. UTP holds 30 master's degrees and 5 PhD programs supported on the research groups. The university has agreements with institutions in 21 countries and promotes the learning of a second and third language most importantly English.</p> <p>Concerning the project it has the academic support from the Environmental Sciences Faculty with its undergraduate programs and graduate programs (specialization in local environmental management, master in environmental sciences and a PhD in environmental sciences) and also its research groups. <i>This faculty seeks to contribute mainly to the improvement of living conditions of the population in Colombia.</i> The educational and research work are oriented to the design, implementation and promotion of alternative technologies for sustainable environmental management. Among other thematic lines, applied research seeks to build alternatives for improving regional urban management, the establishment of sustainable living habitat and land use planning.</p> <p>In order to complement this vision the Engineering Faculty will participate with the research group in energy efficiency which has research lines oriented to increase the sustainable development of cities; this group started to work since 2004 and nowadays it is developing projects related with energy management, atmospheric air pollution, energy optimization, water and energy relation, fuels and renewable energies, vehicles and transport, among others.</p> <p>In this sense, we consider that the areas mentioned above correspond to the priorities set by the Erasmus + program. Furthermore we aim to continue the training of staff in order to innovate in the way of teaching and learning. The institution needs to reach a critical mass of qualified and innovative teachers and researchers who understand the approach of problem-based learning in</p> | | |

order to promote it at the level of the university.

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

At UTP we have developed projects in the fields of urban sustainable development in coordination with authorities of cities. The topics of research have been the following: environmental conflict, territorial environmental management, cleaner production, water and basic sanitation, atmospheric air pollution, energy optimization, among others. For this reason, we can share knowledge and experience in the relationships with city dwellers that already experience the threatening effects of wrong planning of cities.

The project has the active involvement of Dean, Directors of programs, researchers of Environmental Sciences Faculty and the researchers of Engineering Faculty, administrative staff and the Director of International Relations. UTP aims to disseminate the knowledge and methodologies learned in other faculties.

UTP will participate in the phases as indicated below:

WP Preparation:

- Installing UTP campus team integrated in principle by the Academic Vice-rector; Dean of Environmental Sciences Faculty; UTP Director of International Relations; Director of School of Postgraduate Programs and Director of the School of Environmental Administration, Faculty of Environmental Sciences; teachers and researchers of Environmental Sciences Faculty and Engineering Faculty.
- Developing a base line document on the challenges and opportunities of the curricula of programs: environmental management (bachelor) and master in environmental sciences and doctorate in environmental sciences (graduated) in UTP.
- Definition of module to be transformed or created in UTP.

WP Development:

- Discussion document on PBL, guidelines for Technical PBL workshop, finalizing PBL teaching material:
- Training the teachers at UTP (through online training). In this it will be developing a key rol the Director of School of Postgraduate Programs and -Director of the School of Environmental Administration, Faculty of Environmental Sciences; teachers and researchers of Environmental Sciences Faculty and Engineering Faculty.
- Preparing and running the explorative interviews to be run in Colombia, inviting to take part to Municipality of Dosquebradas (Mayor's Office) and to the Community Aqueducts of the Eastern and Western Sectors of Dosquebradas.
- Running modules at UTP, receiving the Expert Visits, and evaluating the progress of the implementation.

WP4 Dissemination and Exploitation:

- Spread the CityLabs brand in LA networks
- Attend the final conference
- Support magazine publication

WP5 Management:

- Attend all meetings (inception and annual meetings)
- Report all the activities and progress for ensuring the quality of the project.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

| Please add lines as necessary. | |
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| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
| Jhoniers Guerrero E. | <p>Position : Academic Vice-rector</p> <p>Skills and experience : PhD in Engineering, Technische Universitat Berlin Master in Sanitary and Environmental Engineering, Universidad del Valle B.A. in Sanitary Engineering, Universidad del Valle</p> <p>11/2010 – Current Dean at the Faculty of Environmental Sciences. Director and administrator</p> <p>6/2003 – 2009 Head of Postgraduate School at the Faculty of Environmental Sciences. Director and administrator</p> <p>6/1997 - 10/1999 Director and administrator of the School of Environmental Management at the Facultad de Ciencias Ambientales</p> <p>3/2002 - Current Research group on Water and Sanitation. Participation in several projects. Facultad de Ciencias Ambientales</p> <p>7/1996 - Current Lecturer in Environmental Management for undergraduate and postgraduate courses</p> <p>Research interests : efficient use of water and water saving strategies, phytoremediation, selection of technologies for pollution control and good practices in production</p> <p>Publication :</p> <p>GUERRERO ERAZO, JHONIERS GILBERTO; GARCÍA SIERRA, JORGE HUGO. Wastewater management oriented towards processes of artificial wetlands treatment. <i>Scientia Et Technica</i>, v. VIII, n. 18, p. 97-102, 2002.</p> <p>PAREDES CUERVO, DIEGO; GUERRERO ERAZO, JHONIERS GILBERTO; CASTAÑO ROJAS, JUAN MAURICIO. Methods to evaluate water quality. <i>Scientia Et Technica</i>, v. VII, n. 15, p. 113-120, 2001.</p> <p>GUERRERO ERAZO, JHONIERS GILBERTO; MONSLVE JAIME. Composting as a cleaner production strategy in animal profit centers of Risaralda Department. <i>Revista Scientia Et Technica</i>, v. XII, n. 32, p. 463-469, 2006.</p> <p>GUERRERO ERAZO, JHONIERS GILBERTO; CHAVARRO MAURICIO; GARCES JUAN; SALAS DIANA. Assessment of the treatability of leachate in the landfill Pereira by upflow anaerobic filters at pilot scale. <i>Scientia Et Technica</i>, v. XII, n. 32, p. 399-404, 2006.</p> |

GUERRERO ERAZO, JHONIERS GILBERTO; RAMIREZ IGNACIO. Environmental management of wastes in abattoirs in small municipalities. *Scientia Et Technica*, v. XII, n. 32, p. 199-204, 2004.

VILLEGAS GOMEZ, JUAN; GUERRERO ERAZO, JHONIERS; CASTAÑO ROJAS, JUAN; PAREDES CUERVO, DIEGO. Variaciones al sistema Tanque Septico (TS) – Filtro Anaerobico de Flujo Ascendente (FAFA) – Subsurface Flow Constructed Wetland (Hafss) with a view to wastewater treatment in small towns in Colombia. *Revista Técnica de la Facultad de Ingenieria – Universidad de Zulia*, V. 29, n. 3, p. 269 – 281, 2006.

GUERRERO ERAZO JHONIERS GILBERTO, SALAS QUINTERO DIANA, ZAPATA MARIO, Cost model for the treatment of wastewater in the region. *Revista Scientia Et Technica* ISSN: 0122-1701 v.38 fasc.1 p.455 - 451, 2007.

GUERRERO ERAZO JHONIERS GILBERTO, MONSALVE JAIME, Evaluation of composting products of slaughter and dressing of cattle. *Revista Scientia Et Technica* ISSN: 0122-1701 v.38 fasc.1 p.145 - 151, 2007.

GUERRERO ERAZO JHONIERS GILBERTO, VELEZ SANDRA, VALENCIA DORIS, Registration of users and subscribers as a tool of management in water utilities. *Revista Scientia Et Technica* ISSN: 0122-1701 v.34 fasc.1 p.526 - 532, 2007.

FUENTES BARRERA GUILLERMO ANDRES, GUERRERO ERAZO JHONIERS GILBERTO, The macrometering proportional water as a tool for integrated water resource management. *Revista Técnica de la Facultad de Ingenieria de la Universidad De Zulia* ISSN:0254-0770 v.32 fasc.2 p.135 – 142, 2009.

GUERRERO ERAZO JHONIERS GILBERTO, " Sanitation plans and management of discharges - Department of Risaralda " In: *Colombia 2007*. ed: Postergraph Sa ISBN:978-958-8272-83-2 v. 200 pags.481.

GUERRERO ERAZO JHONIERS GILBERTO, PENA ROJAS LUIS EDUARDO, MUNOZ PAOLO, "Diagnosis and formulation of plans for reduction of water losses in water supply systems in small towns - Department of Risaralda " In: *Colombia 2007*. ed: Postergraph Sa ISBN:958-722-0056 v. 200 pags. 179.

GUERRERO ERAZO JHONIERS GILBERTO, " Optimization Guide - systems for treating domestic wastewater " In: *Colombia 2006*.ed: Ministerio de Ambiente Vivienda y Desarrollo Territorial ISBN: 958-97878-4-3 v. 1000 pags. 44.

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| | <p>Colombia 2008. ed:Universidad Tecnológica de Pereira ISBN:978-958-722-010-0 v. 800 pags. 76.</p> <p>GUERRERO ERAZO JHONIERS GILBERTO, ARANGO JARAMILLO ALEJANDRO, " Financial analysis of water and sewage companies - Department of Risaralda " In: Colombia 2007. ed:Postergraph Sa ISBN: 978-958-8272-84-9 v. 200 pags. 187.</p> |
| <p>Ana Patricia Quintana</p> | <p>Position: Dean of the Faculty of Environmental Sciences and Coordinator of Research Groups of the Faculty</p> <p>Skills: PhD in Social and Cultural Anthropology, Universidad de Barcelona Master in Sociology, Universidad Nacional de Colombia B.A. in Social Work Professor and Researcher. University Technological of Pereira-Colombia. Faculty of Environmental Sciences. Department of Interdisciplinary Studies. Pereira-Colombia.</p> <p>Research experience :</p> <p>The relations of genre in the collective management of the water. Case Dosquebradas, Risaralda, Colombia. Pereira's Technological University - Associations of Dosquebradas's Community Aqueducts. 2014 - 2015. Researcher Principal.</p> <p>The gift and the reciprocity in the collective management of the water in poor areas to Dosquebradas, Risaralda, Colombia. A contrast with the case study to Karthoun, Sudan, Africa. 2010-2014. Principal Research.</p> <p>Diagnosis sociocultural of the Associations of the community Aqueducts in the zone close to the poliducto Puerto Salgar-Cartago- to Dosquebradas, Risaralda, Colombia. Technological University of Pereira- ECOPETROL-. 2008-2009. Principal Researcher</p> <p>The conflict by the management of the service of aqueduct to Dosquebradas, Risaralda, in Colombia. A study since the political ecology. Technological university of Pereira- University of Barcelona. 2008. (Thesis doctorate).</p> <p>The collective Management of the water. Case: Associations of Community Aqueducts of Dosquebradas. 2003-2004. Principal Researcher.</p> <p>Social indicators and the macrofauna for the natural regeneration of trees in the pond of the river "Vieja". Technological University of Pereira- Colciencias. 2002. Co-Researcher.</p> <p>Characterization of the Social Organizations which work on the environmental management in the Metropolitan Sector Centers West of Colombia. Technological University of Pereira. 2002. Principal Researcher.</p> |

Study of prevalence of the incapacity in the department of Caldas. Autonomous University of Manizales. 1994. Co- Researcher.

Diagnosis of factors in health which characterize the population handicapped in the department of Caldas. 1994. Co- Researcher.

Social and cultural identification of the traditional medical system of the native Community Pijao of the South of Tolima. 1997-1999. Thesis of mastery

Diagnosis of the social and natural system of the villages of Pastales, Villarrestrepo and Juntas, municipality of Ibagué, Tolima, Colombia. Alternatives of Intervention. 1989-1990. Principal Researcher.

Publications :

Revista de Estudos AntiUtilitaristas e PosColoniais –REALIS-. Vol. 4 n° 01, Jan-Jun 2014. Article: In the collective management the water is donated, does not sell. In: www.revista-realis.org

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Aqueducs.info (water sources). Article: Colombia: community aqueducts threatened with privatization. September 12th, 2011. Geneva, Swiss.

Pereira Technological University. Water Company and Water Community Environmental Management. Primer teaching. November 2010.

Pereira Technological University. University of Barcelona. Printed book: Conflict management for water service in Dosquebradas, Risaralda, Colombia. A study from the Political Ecology. Pereira, Colombia, September 2010.

University of Caldas. Article: Management Dosquebradas Aqueduct, Risaralda. A History of Self-Management and Privatization. Magazine Blue Moon. N° 30. January to June 2010. Available in http://lunazul.ucaldas.edu.co/index.php?option=com_content&task=blogcategory&id=14&Itemid=31.

Network of Universities Spain. University of Barcelona. 2009. Book: The conflict over the management of water service in Dosquebradas, Risaralda, Colombia. A study from political ecology. Available: www.tesisenxarxa.net.

Association of Corporations Regional Autonomous Colombia. 2006. Article: The socio-environmental conflict. Management strategies. Available: www.asocars.org.co.

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| | <p>Cooperation Centre International Research Agricultural Development - European Union- Mayor of San Simón University. 2006 Article: Support to the community water supply associations Risaralda department, Colombia. In the book: Support for Management of Drinking Water Committees. Experiences building a drinking water committees with community management in Bolivia and Colombia.</p> <p>Pereira. Technological University 2005. Book: Collective Management of Water: Municipal Water Supply Association case Community Dosquebradas-AMAC. Available: www.cap-net.org, Spanish, database, reference 2005. Article: Features of Collective Conflict Management for Water Dosquebradas, Risaralda, Colombia. Environmental Sciences Faculty, Pereira Technological University , Colombia.</p> <p>Pereira Technological University, Risaralda, Colombia. Text guide: Development, community and environmental management, theory and methods of intervention. October 2005. Environmental Science Faculty.</p> <p>Pereira Technological University agreement with German Technical Cooperation Agency- GTZ. Project Final Report: Characterization of Social Organizations conducting Environmental Management in the West Central Metropolitan Area. 2002.</p> <p>Agriculture Ministry- IICA rural development –Instituto Mayor CAMPESINO – IMCA. 1996.</p> <p>Participatory planning proposals for sustainable development. Experience in Valle Formation and consolidation of Municipal Rural Development Councils-CMDR. Colombia.</p> <p>Regional Social Foundation Tolima. Ibagué 1966. Memory Retrieval from the past to build for the future: oral tradition. Grandparents of urbanization Martinique. Relocation experience. Combeima River basin inhabitants.</p> <p>Manizales Autonomous University. Latin American culture. Changes from modernity. Amphora Magazine. Year 2 No. 4. II sem. 1994.</p> <p>Buga Chamber of Commerce Documentation of the experience in Buga Land Use Plan Formulation. Rural component. 1999. Professor and Researcher. University Technological of Pereira-Colombia. Faculty of Environmental Sciences. Department of Interdisciplinary Studies. Pereira-Colombia.</p> |
| Luis Gonzaga Gutiérrez | <p>Position: Director of the School of Environmental Administration, Faculty of Environmental Sciences</p> <p>Skills and experience:</p> |

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| | <p>PhD in Plant Biotechnology, Universidad Politécnica de Valencia B.A. in Biology, Pontificia Universidad Javeriana</p> |
| Juan Mauricio Castaño | <p>Position: Director of School of Postgraduate Programs, Faculty of Environmental Sciences</p> <p>Skills: PhD in Engineering, Ohio State University Master in Sanitary Engineering, Universidad del Valle B.A. in Chemical Engineering, Universidad Nacional</p> |
| Juan Esteban Tibaquirá | <p>Position: Professor and Research Group Director, Mechanical Engineering Faculty</p> <p>Skills and experience: PhD in Philosophy in Mechanical Engineering, Arizona State University Master in Mechanical Engineering, Universidad de los Andes B.A. in Mechanical Engineering, Universidad Tecnológica de Pereira</p> <p>Research interests : hermodynamics, energy conversion, PEM fuel cells, vehicles and transportation, combustion and sustainability</p> <p>Research experience: 2014: Articulation of the capabilities and technological services of the department of Risaralda – Colombia. Funded by INNpulsá, Colombia.</p> <p>2013 – 2014: Containment of the use of 1st generation bioethanol production in Colombia: the challenge of the 2nd generation. Funded by EPFL, Switzerland.</p> <p>2012 – 2013: Measurement of the stable state emissions of a light vehicle operating with a fuel blend gasoline-ethanol E20. Funded by UTP, Colombia.</p> <p>2010 – 2012: Effect of the ethanol (20%) gasoline (80%) fuel blend in the Colombian vehicles. Funded by ECOPETROL, Ministry of Energy and UTP, Colombia.</p> <p>2007 – 2010: A New Water Source: Can Fuel Cells Provide Safe & Cost-Effective Potable Water Sources? Funded by Water Research Foundation (WRF), Colombia.</p> <p>2005 – 2006: Determination of driving cycles and emission factors for Pereira - Colombia. Funded by UTP, Colombia.</p> <p>Publications: J.M. Trejos, H.A. Vargas, J.E. Tibaquirá. Diseño y construcción de una cámara de combustión para una microturbina de gas (Design and construction of a chamber combustion for a gas microturbine). Revista Scientia et Technica. ISSN: 0122-1701 No. 50 p. 15-21. April 2012.</p> |

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| | <p>J.E. Tibaquirá, K.D Hristovski, P.K. Westerhoff, J.D. Posner. Water quality and yield from polymer electrolyte membrane fuel cells. International Journal Of Hydrogen energy. ISSN: 0360-3199 ed: Elsevier Science v.36 fasc.2011 p.13022 - 13031, 2011</p> <p>J.E. Tibaquirá, K.D Hristovski, P.K. Westerhoff, J.D. Posner. Recovery and quality of water produced by commercial fuel. International Journal Of Hydrogen Energy. ISSN: 0360-3199 ed: Elsevier Science v.36 fasc.2011 p.4022 - 4028 ,2011</p> <p>K.D. Hristovski, B. Dhanasekaran, J.E. Tibaquirá, J.D. Posner, P.K. Westerhoff. Producing drinking water from hydrogen fuel cells. Journal of Water Supply: Research and Technology—AQUA, 2009. 58(5): p. 8.</p> <p>Juan E. Tibaquirá G., Jonathan D. Posner. Diseño y construcción de una celda de combustible tipo membrana de intercambio protónico (Design and construction of a proton exchange membrane fuel cell). Revista Scientia et Technica. ISSN: 0122-1701 No. 42 p. 75-80. August 2009.</p> <p>Alvaro H. Restrepo V., Yamid A. Carranza S., Juan E. Tibaquirá G. Diseño Y Aplicación De Una Metodología Para Determinar Ciclos De Conducción Vehicular En La Ciudad De Pereira (Design and application of a methodology to determine vehicular driving cycles in Pereira). Revista Scientia et Technica. ISSN: 0122-1701 No. 37 p. 229-234. December 2007.</p> <p>Sandra M. Rozo Q., Juan E. Tibaquirá G. Celdas de combustible tipo membrana de intercambio protónico (Proton exchange membrane fuel cells). Revista Scientia et Technica. ISSN: 0122-1701 No. 37 p. 279-283. December 2007.</p> <p>Juan E. Tibaquirá G., Jeff Moran, Todd Otanicar, Jonathan D. Posner. Mediciones de potencial zeta de microesferas de vidrio en glicol de etileno y en soluciones tampón de fosfato (Zeta Potential Measurements of Glass Microspheres in Phosphate Buffers and Ethylene Glycol). Revista Scientia et Technica. ISSN: 0122-1701 No. 37 p. 219-224. August 2007.</p> <p>Diego F. González Santos, Leonardo Osorio M., Juan Esteban Tibaquirá G. Caracterización geométrica y técnica de un turbocompresor de un vehículo Mazda 4.5T (Geometrical and technical characterization of a Mazda 4.5T vehicle turbocompressor). Revista Scientia et Technica. ISSN: 0122-1701 No. 30 p. 149-154. May 2006.</p> |
| Luis Felipe Quirama | <p>Position: Professor and Project Engineer, Mechanical Engineering Faculty</p> <p>Skills and experience :</p> |

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| | <p>Master in Design and Technology of Advanced Vehicle Systems, École Supérieure des Techniques Aéronautiques et de Construction Automobile (ESTACA)</p> <p>Mechanical Engineering, Universidad Tecnológica de Pereira</p> <p>Research interest : project management in automotive, transport, fuel and biofuels sector for the improvement of the efficiency in its productive chains looking for economic, social and environmental impact</p> <p>Functions and responsibilities : Strategic laboratory planning; proposal, execution and control of research project with private and public sector, study of market opportunities for the development of new projects, negotiation process with private and public sector for project funding.</p> |
| <p>María Cristina Valderrama</p> | <p>Position: Director of International Relations</p> <p>Skills and experience: Master in Business Administration, Universidad EAFIT B.A. in Civil Engineering, Pontificia Universidad Javeriana</p> <p>Competences: plan, organize and lead the activities concerning the internationalization of the university, in order to take advantage of international opportunities, promote the university abroad and strengthen the internationalization at home.</p> <p>Member of the board of directors of the Colombo-French Alliance.</p> <p>Member of the board of the network "Colombia, Challenge your Knowledge" which represents 20 accredited universities in the country.</p> <p>Member of the Coffee Triangle node of the Internationalization Colombian Network.</p> <p>She has participated as a Consultant for HEI in Colombia in order to promote and facilitate their internationalization.</p> <p>Publications : Article - Published in specialized magazine SANDRA CONSTANZA GAITAN RIANO, JOHN MIGUEL DIEZ BENJUMEA, MARIA CRISTINA VALDERRAMA ALVARADO, "Aproximación a las metodologías de estimación del costo de capital en los proyectos de inversión. El caso colombiano" . En: Colombia Ad- Minister Revista Escuela De Administración ISSN: 1692-0279 ed: Centro De Publicaciones Universidad Eafit v.1 fasc.18 p.101 - 124 ,2011</p> |

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| Partner number <input checked="" type="checkbox"/> | | P9 |
| Organisation name & acronym | COLEGIO MAYOR DE NUESTRA SEÑORA DEL ROSARIO (UR) | |
| D.1.1 - Aims and activities of the organization | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |
| <p>Universidad del Rosario (UR) was founded in 1653. Universidad del Rosario has made its best efforts to bring an ethical, humanistic and scientific education to educate distinguished citizens who act in benefit of the society, with a strong sense of responsibility. Universidad del Rosario is accredited by the National Ministry of Education as a top leading and high quality institution ranked within the top 5 leading universities among 23 high-quality accredited institutions in Colombia.</p> <p>Teaching, Research and Community Outreach are the priority. According to these priorities the institution is continuously working towards the strengthening of its identity, internationalization processes, support services and financial management model.</p> <p>URO contains 3 Schools: School of Business Administration, School of Medicine and Health Sciences, School of Human Sciences and 5 Faculties: Faculties of Political Science and Government and International Relations, Faculty of Natural Sciences and Mathematics, Faculty of Economy, Faculty of Law and a Student's Welfare Deanship</p> <p>Universidad del Rosario registers 36 research groups acknowledged by the National Administrative Department of Science, Technology and Innovation (COLCIENCIAS) among which 10 have been awarded the highest standard (A1). The main research areas are: Business sustainability, political and international studies, epistemology and philosophy of science, clinical research, cognitive neurosciences, human genetics, public health, social studies on sciences, technology and employment, basic medical sciences, evolutive genetics and ecology of biodiversity.</p> <p>URO is offering different exchange programs to students, teachers and staff. There are more than 130 bilateral agreements signed within HEIs worldwide. In addition to exchange programs, Universidad del Rosario is engaged in Double Degree agreements.</p> <p>The University Social Responsibility (USR) model goes beyond the development of social projects. The philosophy behind this commitment is to offer top quality knowledge that contributes to the innovation and transformation of society by carrying out economically sustainable projects and supporting the initiatives of communities. The Center for Teaching and Learning (CEA) was created to support and strengthen teaching at Universidad del Rosario. Its purpose is to foster continuous improvement in teaching and learning processes through pedagogical innovations.</p> | | |
| Please describe also the role of your organisation in the project (limit 1000 characters). | | |
| <p>The involved team at Universidad del Rosario is strongly motivated by co-coordinating the project with University of Antwerp for several reasons.</p> <p>On the first hand, in relation to the project proposal, Universidad del Rosario has accumulated relevant experience both in Problem Based Learning as well as urban sustainable development. The Center for Teaching and Learning has participated in reforming and redesigning the program of medicine on the basis of learning outcomes and integrated the PBL methodology as a complementary approach to already existing ones. On its end, the undergraduate program in Urban management and development has already implemented a problem based learning summer</p> | | |

workshop in close relation with the local Department of Habitat of Bogota City hall, a successful experience that could be improved and replicated to other areas of knowledge.

On the other hand, Universidad del Rosario is also very interested in co-coordinating this project in particular because over the past few years, the Chancellery (office of International Relations) and the program of Urban Management and Development have been working in close relation with the local City hall in the area of international cooperation, strategies of internationalization and urban sustainability related themes (in 2013-World Urban Forum 7; in 2014 High-Level Dialogues on the implementation of RIO+20). This experience has allowed us to identify a growing and urging need to articulate Universities with cities and vice and versa.

It is also relevant to this project proposal mentioning that Universidad del Rosario has already participated in a large number of European Commission co-funded projects and has gained project and grant managing skills over the past few years (ALFA, FP7, EUROPEAID, etc). Some experts involved in this project proposal have previous connections with European partner universities or partner (Aalborg University and United Cities and Local Governments (UCLG) in particular) as well as connections with other Latin American partner universities through Columbus Network. It is also relevant to mention that the experts and the coordination staff are fluent in Spanish, English and French.

In close collaboration with University of Antwerp, the participating team at Universidad del Rosario would actively participate in the following project activities:

- WP 1 Preparation: Installing campus teams and selecting modules at campus team meetings, as well as offering experts to participate in the expert pool with the EU partners.
- WP 2 Development: The attendance to the technical workshop in Latin America on PBL, the attendance to the explorative interviews (inviting the City Hall of Bogotá to take part), the implementation of an interdisciplinary and systematic approach and modules on Problem Based Learning.
- WP3 Monitoring: Co-Monitoring of all activities of the LA partners
- WP4 Dissemination and exploitation: organizing the final conference on PBL and on the results of the modules, coordinating the conference proceedings. Coordinating a publication in a professional magazine on the results of the modules.
- WP 5 Management: The attendance of the inception and annual team meeting in Brussels, Co-coordinating the daily management and financial management, prepare and attend inception and annual meetings.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
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| Pilar Murcia | <p>Position :</p> <p>At Universidad del Rosario, she has successively occupied the following positions: Counsellor for academic planning and development at the Center for Teaching and Learning in areas such as ICTs and community outreach. She was also the director of Global Urosario, a program designed to foster the use of ICTs in academic processes. The Center for Teaching and Learning aims at improving teachers' teaching and she currently coordinates the area of innovative pedagogy and teachers professional development trainings with an emphasis on active methodologies. She has also led strategies with the National Ministry of Education, i.e. PlanEsTIC and trainings in ICT in processes of transfer to virtual program as wells as processes of institutional accreditation.</p> |

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| | <p>Skills and experience :</p> <p>She holds a Master’s degree in Education and ICTs (with a emphasis on research), Universidad Oberta de Cataluña. Barcelona, Spain and a Master’s degree in International E-learning-E-learning project coordination and management, Universidad Oberta de Cataluña. Barcelona, Spain. She has a postgraduate degree in business administration with an emphasis on Human Ressources Management, Universidad de los Andes, Bogotá, Colombia and an undergraduate degree in Psychology, Universidad de los Andes, Bogota, Colombia.</p> <p>At Universidad de los Andes, where she started here professional career, for 15 years she was in charge of Hermes, a program aiming at evaluating, suggesting and implementing cutting-edge technologies to be applied to education. She has also worked as a consultant for the World Bank, Liberty Cognos, Iladiba, SENA and other Colombian Universities in the area of e-learning and postgraduate studies.</p> |
| Paula Quiñones | <p>Position:</p> <p>At Universidad del Rosario, she is the academic coordinator of the Urban Management and Development undergraduate program.</p> <p>Skills and experience:</p> <p>She is an Architect, holds a Msc On Urban Development Planning from the Development Planning Unit – DPU at UCL, United Kingdom.</p> <p>15 years of experience in the professional field in the local government in areas such as urban planning, housing, food security, participatory planning and informal urbanism.</p> |
| Jeannette Vélez | <p>Position:</p> <p>Since 2004, she’s the Chancellor and chief of the International Relations at Universidad del Rosario.</p> <p>Skills and experience;</p> <p>She has a wide experience in development projects formulation and Cooperation Resources Management. Her main subjects of interest and of professional experience are local development, international cooperation, internationalization of local governments and internationalization of higher education.</p> <p>Ms Vélez has formulated projects in several areas with positive financial responses from actors as follows: European Commission (CE), Inter-American Development Bank (BID), Spanish Agency for International Development Cooperation (AECID), German Federal Minister for Foreign Affairs, Madrid Community and IPES, Promotion for Sustainable Development. Likewise she has foster the creation of international networks and facilitated the submission of projects to programs such as FP7, ALFA and Erasmus Mundus. She has supervised the execution of selected FP7 projects: ("EQUITY-LA I- Impact on equity of access and efficiency of Integrated Health Care Networks (IHN) in Colombia and Brazil" and "EQUALITY LA-II" as well as "EVAL-HEALTH - Developing and testing of new Methodologies to monitor and evaluate-related health related EU funded interventions in cooperation partner countries ". She has also</p> |

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| | <p>played an active role in ALFA programs (EQUALITY on gender issues, RIAPE on multiculturalism, PIHE on internationalization and RECLA on continuing education quality qualification framework) and in Erasmus Mundus Action 2 projects (ERACOL in the area of medicine and health sciences and PRECIOSA).</p> <p>As a Chancellor at Universidad del Rosario, she has acquired the ability to coordinate teams composed of professionals from different areas and the skill to develop projects under the logical framework methodology.</p> |
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| Partner number <input checked="" type="checkbox"/> | | P10 |
| Organisation name & acronym | Universidad Autónoma de Nuevo León (UANL) | |
| D.1.1 - Aims and activities of the organisation | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |
| <p>The Universidad Autónoma de Nuevo León is the third greatest university in Mexico and the high education public institution with the main academic offer in the Northeast of the country. It counts with more than 174 000 students and 6 400 teachers in its High-School, Undergraduate, and Graduate Studies levels. Also, it has many educative installations spreaded by the entire State of Nuevo León.</p> <p>Counting with a population nearby 5.400 students, the Faculty of Architecture is located within the University City. Around 66% of these students are enrolled on the undergraduated program of Architecture and 29% on Industrial Design. In addition, more than 4% of the total number is registered in one of the four offered Master programs, and less of 1% is enrolled in the Ph. D program.</p> <p>The mission of this Faculty considers the formation of professionals, professors, and researchers having the competences related to Architecture, Urbanism and Industrial Design scopes, also with a conscience of the regional, national and world-wide situations. The graduates are formed in the sustainability culture, according to the social and productive sectors needs.</p> <p>In this sense, we present a project whose central subjects are the culture and the consumption. The study object is the social housing located in periphery of the Monterrey Metropolitan Area. The social housing production in series has revealed social, economic, and environmental problems, reflected in subjects like comfort, consumption, mobility, social interaction, and identity.</p> <p>Using qualitative tools as mental maps and interviews, we could know how the inhabitant of those houses is affected, or influenced in cultural terms, by characteristics of the residence design, like its location and the thermal surrounding. Furthermore, we made a bioclimathique study of the Monterrey Metropolitan Area employing quantitative tools as climograms, solar graphs and a SWOT analysis. Finally, we present a semiburied housing block model, inserted in an intraurban zone, whose design looks for reducing consumption and for increasing the social sustainability practices.</p> | | |
| Please describe also the role of your organisation in the project (limit 1000 characters). | | |

The Faculty of Architecture offers to the people implied on the project its infrastructure. Depending on the requirements, the Faculty will look for additional resources in agreement with the International Relations Department of the UANL.

The UANL will support the five phases of the project. During the Preparation (WP1) the UANL will integrate initially three students, a full-time professor, and the Coordinator of the International Relations Department.

The Quality plan (WP3) includes the monitoring and evaluation from the CITYLABS representatives. As a result, at the Dissemination and exploration (WP4) the students will present their results on Conferences and scientific publications.

The Management phase implies the inception meeting with the participation of institutional representatives. For the second year, in Nuevo Leon we will present a workshop where people can build a semiburied housing model. The UANL by its own funding, will motive that the student's team work with an international team in the project for the last year of the CityLabs.

The role of UANL in detail :

UANL will participate through the entire project, with the aim to spread the capacity building opportunities to its academic staff and students. Specially will:

WP 1 Preparation:

- Providing experts for expert pool to work with EU partners in this team.
- Build the Campus Team selecting academic staff champions at the University and engaging them to the CityLabs project, as well as students.

WP 2 development:

- Support and attend the technical workshop, support development of PBL guidelines.
- Participate with the academic staff in the technical workshop on PBL
- Participate in the online training inviting also other teachers that didn't take part in the technical workshop, spreading internally the opportunities of capacity building at the University.
- Preparing and running the explorative interviews in the city, inviting to take part to the IMPLAN- Urban planning institution (municipality and civil society) and FOMERREY, Housing State Organism for Metropolitan area, both in Monterrey city.
- Implement the PBL modules at the University, receiving the Expert Visits, and evaluating the progress of the implementation.

WP4 Dissemination and Exploitation:

- Spread the CityLabs brand in LA networks
- Attend the final conference
- support magazine publication

WP5 Management:

- Attend all meetings (inception and annual meetings)
- Report all the activities and progress for ensuring the quality of the project.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

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| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
| Dr. Carlos E. Aparicio | <p>Position: Full-time professor-researcher. Member of the National System of Researchers Level 1.</p> <p>Skills and experience: Doctorate in Social Sciences with orientation in Sustainable</p> |

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| | <p>Development from the UANL.</p> <p>Publications:</p> <p>APARICIO, Carlos (2013). Desigualdad socio-espacial y relaciones de sustentabilidad social en lugares de contraste residencial en lugares de contraste residencial al norte del área metropolitana de Monterrey, San Nicolás de los Garza, Universidad Autónoma de Nuevo León, 395 p. ISBN 978-607-433-925-3.</p> <p>Related articles related to the domain of the project:</p> <p>APARICIO, Carlos & Arun K. ACHARYA (2013). “Towards the Social Sustainability in Monterrey: A study on Residential Contrast Places”. The International Journal of Sustainability Policy and Practice, Australia, Common Ground Publishing: The Sustainability Collection Volume 8 Issue 2, p. 29-40. ISSN: 2325-1166.</p> <p>CASTRO, Ana Elisa, APARICIO, Carlos & Esteban G. RAMOS (2014). “The Study of Food Environments as a Strategy of Social Sustainability in the Mexican Northeast” en The International Journal of Sustainability Policy and Practice, Chicago, Common Ground Publishing: The Sustainability Collection Volume 9. ISSN: 2325-1166.</p> |
| Laura Elena Castro Sánchez | <p>Skills and experience:</p> <p>Architect</p> <p>Masters Thesis project: “Influencias culturales de la Vivienda Social Periférica (VSP) en el Área Metropolitana de Monterrey: Arquitectura semienterrada como alternativa sostenible”. Faculty of Architecture UANL. Mexico</p> |
| Amanda Melissa Casillas Zapatas | <p>Skills and experience:</p> <p>Architect</p> <p>Masters Thesis: “Rehabilitación bioclimática de un edificio de oficinas. Eficiencia Energética”. Polytechnic University of Madrid. Spain.</p> <p>Ph. D Thesis project: “Los espacios abiertos y áreas verdes y sus efectos en el microclima de la Ciudad de Monterrey”. Faculty of Architecture UANL. Mexico.</p> |
| Karen Hinojosa Hinojosa | <p>Skills and experience:</p> <p>Architect</p> <p>Masters Thesis: “Diseño inside-out: Una mirada a la vivienda hipermoderna en Japón”. University of Navarra. Spain.</p> <p>Ph. D Thesis project: “Apropiación temporal del espacio de dominio público en activaciones urbanas de la zona metropolitana de Monterrey. Faculty of Architecture UANL. Mexico.</p> |

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| Partner number <input checked="" type="checkbox"/> | | P11 |
| Organisation name & acronym | Universidad de Guanajuato, UG | |
| D.1.1 - Aims and activities of the organisation | | |

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

The University of Guanajuato is the institution of higher education and prep school level founded more than 280 years ago and with the most prestige in the State of Guanajuato, and it is present in 10 counties of the State. The UG offers 171 higher education programs in all areas, including 21 doctorate programs, 41 master's degree programs, 26 specializations and 83 undergraduate programs.

The student population 33,892. 12,375 of them are enrolled at the prep school level, 19,213 in undergraduate programs and 2,304 are studying in post-graduate programs (Specialization, Master's and Doctorate).

48 of the UG undergraduate programs have been certified by national accreditation and evaluation organizations as quality programs. Two programs are accredited internationally. A total 44 post-graduate programs (of the 88 offered in the UG) are recognized as quality post-graduate programs by the National Council for Science and Technology and the Ministry of Public Education. The quality of five of these post-graduate programs is classified as Internationally Competent.

Within the CITYLABS project, the UG participates with their master's degrees and bachelor's degrees related to urbanism and the environment, specifically in the Division of Architecture, Art and Design (DAAD) and the Engineering Division (DI). In both divisions there have been joint projects with various counties in the State, including projects, consultations, joint research and cooperation with government in the proposals for urban development. The professors in these programs are highly qualified to develop the different stages of the project. In the DAAD there is a teaching staff of 25 full-time professors—19 of which have a Doctorate and 11 of them work in the field of Urbanism—and 15 professors have Master's degrees—7 of these with focus on the area of urban development. In the DI there are 22 full-time teachers—18 of them with Doctorates and 4 with Master's degrees. 7 of these professors work in the area of environmental aspects, 2 in urban transport and 1 in the socio-economic evaluation of projects.

The benefits for the participation of the UG in this project lie in, among other points, the consolidation of our new educational task-based model that is being implemented, the consolidation of new pedagogical practices, the implementation of new modules for subjects and the synergy that will be achieved with the rest of the participants, besides the sharing of theoretical and practical knowledge about the main theme.

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

In the CITYLABS project the UG seeks wide participation in different stages of the development of the project, from the preparation and development through to the culmination. It is important for our institution to be involved all the stage which will determine the opportunities in our curricula from the outset. This comes from the intention to quickly apply the pedagogical development and with that connect with the city governments where the UG is present and involve these actors in the search for urban solutions.

The professors proposed have experience in teamwork and will also form work groups in the interior of the schools, faculties and programs involved. Also important for our contribution to the project is the participation of students that will be involved in the project throughout with curricular and extracurricular activities for credits, as well as their training in this type of work.

We estimate the capability to open at least two elective modules in the curricula, one in

Architecture and another in Environmental Engineering (with 15 students per module), beginning in August with university courses. With the support of the professors involved in the CITYLABS project these students will develop their work within the framework of the project and they can use it as a foundation for their degree obtention projects.

The role of UG in detail :

WP 1 Preparation:

- Providing experts for expert pool to work with EU partners in this team.
- Build the Campus Team selecting academic staff champions at the University and engaging them to the CityLabs project, as well as students.

WP 2 development:

- Support and attend the technical workshop, support development of PBL guidelines.
- Participate with the academic staff in the technical workshop on PBL
- Participate in the online training inviting also other teachers that didn't take part in the technical workshop, spreading internally the opportunities of capacity building at the University.
- Preparing and running the explorative interviews to be run in the country, inviting to take part to the Municipality Government of Guanajuato City, and the Municipality Government of Silao.
- Implement the PBL modules at the University, receiving the Expert Visits, and evaluating the progress of the implementation.

WP4 Dissemination and Exploitation:

- Spread the CityLabs brand in LA networks
- Attend the final conference
- support magazine publication

WP5 Management:

- Attend all meetings (inception and annual meetings)
- Report all the activities and progress for ensuring the quality of the project.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
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| Velia Yolanda Ordaz Zubia | Position: Professor/Researcher, University of Guanajuato, Experience in regional and urban planning Recent publications include “Methodology for elaborating regional plans Guanajuato, México.” |
| Norma Mejía Morales | Position: Professor/Researcher, University of Guanajuato, Experience in external consultation in urban matters, Recent publications are in the area of urban-architectural design, World Heritage cities, among others. |
| J. Esteban Hernández Gutiérrez | Position: Professor/Researcher, University of Guanajuato, |

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| | <p>Experience in sustainable urban development</p> <p>Recent publications include “Two decades of agrarian reform and the effects in the peri-urban conformation in the cities of Guanajuato.”</p> |
| Gemma Cervantes Torre-Marín | <p>Position : Professor/Researcher, University of Guanajuato,</p> <p>Experience: specialist in industrial ecology and sustainable development. She has participated in subsidized projects</p> <p>Publication of specialized books on industrial ecology and sustainable development</p> |
| Xitlali Virginia Delgado Galván | <p>Position : Professor/Researcher, University of Guanajuato</p> <p>Experience: specialist in Integral water management. Such as: evaluation of costs associated with water loss in distribution networks in the State of Guanajuato and the use of rain water as an alternative for supply.</p> |
| José de Jesús Mora Rodríguez | <p>Position: Professor/Researcher, University of Guanajuato</p> <p>Experience: specialist in urban hydraulics. Application of genetic algorithms for the location of reinjection stations of chloride and optimization of the use of desinfectant in water supply networks. Correlation of hydraulic performance, quality of water and the energetic efficiency of water distribution.</p> |
| Norma Leticia Gutiérrez Ortega | <p>Position: Professor/Researcher, University of Guanajuato</p> <p>Experience: works in the area of task-based learning. Task-based learning permits the student to develop skills related to collaborative work, mastery of completed work, the management of multiple representation of variables and scenarios, as well as modelling.</p> |

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| Partner number <input checked="" type="checkbox"/> | | P12 |
| Organisation name & acronym | Universidad Simon Bolivar – USB | |
| D.1.1 - Aims and activities of the organization | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |
| <p>University Simon Bolivar (USB) is a public institution created in 1970. At present it attends around 12.650 students, 7.700 of them are enrolled in 18 undergraduate programs (5 years) of engineering, administration, architecture and urban planning (urbanism); 2.750 in 10 technical programs (3 years); and 2.200 in 74 graduate programs. USB has strong research programs that include biomedical engineering, environmental, nutritional, material sciences, biology, energy, nanotechnology, among others. USB belongs to several international networks: CINDA, Magalhaes, Columbus, Erasmus Mundus, UNICA & CYTED.</p> | | |

Several units of USB would be involved in the project: the Office of International Relations and Cooperation (<http://www.internacional.usb.ve>), the careers of urban planning and architecture and the Institute of Regional and Urban Studies (IERU). The career of urban planning (est. 1975), was the first to be established in Venezuela. Its program consists of courses in the areas of urban planning, environment, urban design, management, sociology, economics, transportation, legal issues and others, using PBL(<http://www.urb.coord.usb.ve/node/4>). The career of architecture (est. 1971), backbone are the Design Workshops, where students develop multiple projects of different architectural, urban and regional scales using PBL (<http://www.arq.coord.usb.ve>). USB has many graduate programs related to urban sustainability: Doctorate in Sustainable Development, Master of Environment and Development, Master of Urban Transport and Specializations in Public Transport and Urban Transport. IERU (est. 1971) has extensive experience in urban and regional planning, research and education. Its researchers have won twice the National Planning Award and a National Housing Research Award (<http://www.ieru.usb.ve/>).

USB through Multimedia Services Direction has been taking advantage of digital technologies using them in socio-cultural contexts to facilitate the representation, visualization and sharing of visual information transformed into knowledge. One of the core stages of the development of objects for problem-based learning is referred to the digital transformation of educational content, which is structured from pedagogical narratives to be consulted online. (<http://www.dsm.usb.ve>)

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

Promote participation in the project among the academic community and beyond. Become an active partner and maintain the communication and the activities with the other partners.

Become a partner in other activities that may arise from this project, like cooperation in educational programs, research projects, international development projects, etc. Promote the inclusion of learning methodologies based on problem solving, within the subjects included in the undergraduate programs (career planning) and postgraduate courses in transport, environment & development, sustainable development, especially in theses or degree work. Create awareness on urban sustainability issues in Venezuela and Latin America.

UTP will install a campus team. It is their responsibility that suitable modules of their curricula are selected to transform into PBL modules. Furthermore will the project team members of UTP attend the technical workshop, encourage teachers to attend the online training course, prepare modules, engage in explorative interviews with local governments, attend the conference, the inception and annual project team meetings.

The role in detail:

WP 1 Preparation:

- Providing experts for expert pool to work with EU partners in this team.
- Build the Campus Team selecting academic staff champions at the University and engaging them to the CityLabs project, as well as students.

WP 2 Development:

- Support and attend the technical workshop, support development of PBL guidelines.
- Participate with the academic staff in the technical workshop on PBL
- Participate in the online training inviting also other teachers that didn't take part in the technical workshop, spreading internally the opportunities of capacity building at the University.
- Preparing and running the explorative interviews (Host the Venezuela Session) to be run

in the country, inviting to take part to the Metropolitan Municipality of Caracas, Municipality of Pedro María Freites, and Municipality of Pedro María Freites, as well as follow-up the resulted work.

- Implement the PBL modules at the University, receiving the Expert Visits, and evaluating the progress of the implementation.

WP4 Dissemination and Exploitation:

- Spread the CityLabs brand in LA networks
- Attend the final conference
- support magazine publication

WP5 Management:

- Attend all meetings (inception and annual meetings)
- Report all the activities and progress for ensuring the quality of the project.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
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| Mariella Azzato | <p>Position: Full Time Professor in Design, Architecture and Plastic Arts Department. TA present: Collaborate on visual communication courses in technology education programs. Director of the Multimedia Services and the coordinator of management unit of the FunindesUSB technology education. Collaborate on visual communication courses in technology education programs.</p> <p>Skills and experience: Ph.D., Pedagogy (Educational Multimedia) University of Barcelona. Master of Educational Technology, Simon Bolivar University. Architect, Simon Bolivar University. http://mazzato.dsm.usb.ve</p> <p>Skills acquired in the administration through various leadership positions I have held in the Universidad Simón Bolívar. My work has focused on promoting the project distance education through the development of new methodologies for the development of educational content. My concern has been the development and training of academic capital in the proper use of technologies. For five years successfully teach different courses that has driven the shift towards skills development that promote the shift towards innovation-based companies.</p> <p>Publications Azzato, M. Curiel, M. & Camaran, S. (2012). Metodologías para promover el desarrollo de cursos en línea: una experiencia de formación profesoral en la Universidad Simón Bolívar. Primer Congreso Venezolano de Ciencia, Tecnología e Innovación en el marco de la LOCTI y del PEII. Caracas.</p> <p>Azzato, M. (2012) Mi curso en línea: Una propuesta metodológica para la lectura y escritura de la imagen de un recurso digital" . XIII Virtual Educa. Encuentros internacionales. [Digital format] . Panamá.</p> |

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| | <p>Azzato, M. (2011) Functions of the digital image in Education: A methodological proposal for reading and writing the digital image on instructional screens. <i>Digital Education Review</i>, 19, 1-19.</p> <p>Azzato, M. (2011) Leer y escribir con imágenes: Fundamentos del lenguaje digital. Editorial Académica Española. ISBN 978-3-8465-6018-1. Saarbrücken. Alemania.</p> <p>Azzato, M. (2009) Repensar la textualidad de la imagen digital: Una propuesta metodológica para la lectura lúdica de pantallas digitales. <i>Disertaciones. Anuario Electrónico de Estudios en Comunicación Social</i>. 2 (2), 62 - 88.</p> <p>Azzato, M.& Alvarez, C. (2009) Objects in mirror are closer than they appear: Una breve reflexión sobre las pantallas instruccionales y una propuesta metodológica para la escritura de la imagen digital. <i>Relea. Revista Latinoamericana de Estudios Avanzados</i>, 14, (28), 141 – 155.</p> <p>Azzato, M. (2011) Functions of the digital image in Education: A methodological proposal for reading and writing the digital image on instructional screens. <i>Digital Education Review</i>, No 19, pp. 1-19.</p> <p>Azzato, M. (2011) Leer y escribir con imágenes: Fundamentos del lenguaje digital. Editorial Académica Española. ISBN 978-3-8465-6018-1. Saarbrücken. Alemania.</p> |
| Ignacio Cardona | <p>Position: Aggregate Professor in Architecture and Urban Design</p> <p>Skills and experience: Master in Urban Design. Honorific Mention. Metropolitan University. Architect. Simon Bolivar University.</p> <p>Research areas are urban design, participatory design, urban sustainability, public space</p> <p>Flexibility and ability to work in team. Aptitude to combine technical concerns with social insights. Capability to combine rigor and creativity in research processes. 16 years of experience as group, team and multidisciplinary project leader in urban design and participatory design, working directly with communities. 9 years of experience as university professor, teaching in undergraduate, graduate and community courses. 9 years of experience working in design research experiences that combine traditional methodologies of urban design with psychosocial variables</p> <p>Publications Cardona, I. (2013). “ Three architecture linking projects” in <i>Idea, project and construction, architecture in Venezuela</i>. Editorial Fundación Espacio. Caracas, Venezuela.</p> <p>Cardona, I. (2011). “About Centro Simón Díaz Project” in. <i>EcologiK</i></p> |

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| | <p>Magazine. Paris, Francia.</p> <p>Cardona, I.(2010). “Looking at three times: project for the Pan-American highway” in Los Teques: changing the unforeseen city. Gobernación de Miranda. Caracas, Venezuela.</p> |
| <p>Mariolly Dávila</p> | <p>Position: Full Time Aggregate Professor in Design, Architecture and Plastic Arts Department.</p> <p>Skills and experience: Ph.D. from the School of Architecture of Barcelona. Polytechnic University of Catalonia. PhD in Visual Communication in Architecture and Design, Architectural Graphic Representation.</p> <p>Degree postgraduate; Leveling Course in facilities and Services. Fundació UPC.</p> <p>Degree postgraduate; Leveling Course in Design and Calculation of Architectural Structures. Fundació UPC</p> <p>Architect, School of Architecture of Barcelona. Polytechnic University of Catalonia.</p> <p>Architect, Faculty of Architecture and Urbanism of the Central University of Venezuela.</p> <p>Research areas are Heritage Recovery Architectural disappeared with Digital Techniques. Architecture Graphic Representation. Geometry, Perspective, Augmented reality, Virtual Reality</p> <p>I am design professional who applies the knowledge gained through research, both in the field of architecture as the area of architectural graphic representation and reconstruction on issues of architectural heritage.</p> <p>Publications Dávila, M. (2014). “Photogrammetric restitution of altarpieces. Lateral naves of the Church of San Jacinto Caracas “. Abstract. Sigradi 2014, XVIII Congress of the Iberoamerican Society of Digital Graphics: Desing in Freedom. Montevideo, Uruguay.</p> <p>Dávila, M. (2014). “Virtual Reconstruction of the Church of San Jacinto. Case study of religious architectural heritage disappeared”. Triennial Research FAU 2014 (PP. 724-737). Caracas, Venezuela.</p> <p>Dávila, M. (2013). “Study for the assessment and recovery of Venezuelan religious architectural heritage through digital techniques”. Abstract. Sigradi 2013, XVII Congress of the Iberoamerican Society of Digital Graphics: Knowledge-based Desing (PP. 177-181). Santiago de Chile, Chile.</p> <p>Gasparini, G; Redondo, E; Dávila, M. (2012). “Recovery and</p> |

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| | <p>dissemination by digital techniques of Venezuelan cultural heritage. Virtual reconstruction of the temple of San Jacinto, Caracas. A case study”. Journal EGA. Department of Architectural Graphic Expression. 1133-6137 EISSN. 2254-6103. EGA. Vol. 17, No 20: Conversando con... KENNETH FRAMPTON [24]</p> <p>Redondo, E; Dávila, M. (2011). “Reconstruction of the Temple of San Jacinto. A case study retrieval and dissemination of Venezuelan architectural heritage disappeared by digital techniques”. Journal Portafolio, Year 13, edition 1, N° 25, January-June 2012, PP. 06-17.</p> |
| Josefina Flórez | <p>Position: Full Time Associate Professor in Urban Planning Department.</p> <p>At present: is Head of Urban Planner Department. Other positions occupied: Dean of General Studies; Director of the Institute of Regional and Urban Studies; Academic Director of Urban Studies; Academic Director of Urban Transport Postgraduate Studies.</p> <p>Skills and experience : Doctor in Civil Engineering (Doctora Ingeniera de Caminos, Canales y Puertos), Qualification: Sobresaliente Cum Laude. Honorific Mention: European Doctor. Polytechnic University of Barcelona, Spain.</p> <p>Urban Planner. (Urbanista). Simon Bolivar University.</p> <p>Research areas are sustainable mobility, transport integration, urban dynamics, residential location choice.</p> <p>Communication skills: Team spirit acquired mainly during my undergraduate studies in Urban Planning and after graduation; it spans over all the positions I held as a professional. Good ability to adapt to different cultural environments after being student abroad, being visiting professor in several places in the United States of America, Brazil and Europe and having worked in an international consultant firm; also gained through my travel experience in Europe, America, North of Africa and Asia. Good ability to build and maintain personal and professional contacts.</p> <p>Organisational/ managerial skills: Leadership acquired through various positions held at Simon Bolivar University, one of the most relevant has been as Dean of General Studies. During the Olympic Games in Barcelona, 60 volunteers were under my supervision. Has managed working groups integrated by professional from different countries, knowledge fields and with a variety of ages. Project management experience: Was Head of the Institute of Urban and Regional Studies (Simon Bolivar University) where about 30 urban proposal and 30 projects were developed. Has managed several projects, one of them recognized by the Venezuelan National Council on Housing with a national prize. Managed a research group at USB.</p> <p>Negotiation skills: As Head of the Institute of Urban and Regional</p> |

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| | <p>Studies, while I was representing the firm Steer Davies & Gleava, and as project manager, I have been in charge of negotiating and reaching agreements with public and private organizations of national and multilateral origin, as well as with communities and urban social actors. In addition, as Dean of General Studies agreements were reached with academic and administrative staff as well as students. Capacity to manage human and financial resources effectively and efficiently</p> <p>Publications</p> <p>Florez, J.; Muniz, J. & Portugal, L. (2014) Pedestrian quality of service: Lessons from Maracanã Stadium. <i>Procedia. Social and Behavioral Sciences</i>. 160, 130 - 139.</p> <p>Portugal, L.; Flórez, J.; Escobar, N.; Muniz, J.; Pereira, L. & Cardoso, B. (2014). Caracterização dos usuários e das viagens ao Estádio do Maracanã na Copa das Confederações de 2013 – indicativos para megaeventos futuros. <i>Revistas dos Transportes Públicos</i>, 137, 57 – 81.</p> <p>Rodrigues, A., Flórez, J., Frenkel, D. & Portugal, L. (2014) Indicadores do Desenho Urbano e sua Relação com a Propensão a Caminhada. <i>Journal of Transport Literature</i>, 8 (3), 62-88.: http://www.transport-literature.org/index.htm.</p> <p>Caneva, M. & Florez, J. (2014). Criterios de localización de estaciones intermodales: definición y aplicación en el Área Metropolitana de Caracas. XI Congreso de Ingeniería del Transporte. [Digital format] Santander, Spain. Junio 2014.</p> <p>Da Rocha, A., Beer Frenkel, D., Flórez Díaz, J. & Da Silva Portugal, L. (2012) Modelos e taxas de geração de viagens para outras modalidades: Viagens a pé. En: Licinio Da Silva Portugal (Ed.), <i>Polos geradores de viagens orientados à qualidade de vida e ambiental: modelos e taxas de geração de viagens</i> (p. 455-496). Rio de Janeiro: Editora Interciencia.</p> <p>Scovino, A., Portugal, L. Flórez, J., Escobar, N. & Serratini, J. (2010) Pedestres: Caracterização e Modelos de Previsão de Viagens. In: Licinio Da Silva Portugal (Comp.), <i>Cadernos Polos Geradores de Viagens, Orientados à Qualidade de Vida e Ambiental</i>. Rio de Janeiro: CNPq,FAPERJ. http://redpgv.coppe.ufrj.br/index.php?option=com_phocadownload&view=sections&Itemid=29&lang=br.</p> |
| Luis Hernández-Ponce | <p>Position: Full Time Assistant Professor in. Urban Planning Department. Academic Director of Urban Studies.</p> <p>Skills and experience: PhD in Sustainable Development (USB). Master in Psychology (UCV), Urban Planner (Urbanista) (USB).</p> <p>Research areas are Psychosocial Perspectives on Quality of Urban Life</p> |

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| | <p>. Housing tenure and residential sustainability.</p> <p>Over 25 years working in urban planning and communitarian development projects. Slums upgrading and Resettlement experience (World Bank's OP 4.12). Processing and interpreting strategic information for decision making. Social and environmental impact assessment. Effective interpersonal communication with team members and clients. Negotiation skills. Work experience in Latin American countries as Venezuela, Nicaragua, Mexico, El Salvador and Honduras. Venezuelan citizenship with valid Visa to work in Central America.</p> <p>Publications:</p> <p>Hernández- Ponce, L. , Rodriguez , J. C. & Giménez , C. (In press) . Human agency and residential sustainability : Exploring attitudes agency urbanisms built by the public sector in Miranda State, Venezuela. Temas de Coyuntura Magazine. Venezuela.</p> <p>Hernández- Ponce , L. (2014) . Housing tenure and residential maintenance: A relationship unexplored . Conference on Research in the Faculty of Engineering and Industrial 2014 Academic Meeting of the Central University of Venezuela (UCV), Caracas . http://jifi-eai.ing.ucv.ve/</p> <p>Hernández- Ponce, L. (2012). Perceived tenure housing urbanismo, Miranda State, Venezuela Security. Doctoral Thesis. Doctor on Sustainable Development (unpublished). Sartenejas: Universidad Simón Bolívar. http://www.uppusb.org/w3/index.php/publicaciones/tesis-doctorales/193-seguridad-percibida-de-la-tenencia-de-la-vivienda-en-urbanismos-del-estado-miranda-venezuela.</p> <p>Toro, L. M. and Hernandez - Ponce , L. (2011) . Right to the city and housing: A complex balance. Forum of Urban and Environmental Rights, 10 (57), 113-122.</p> <p>Hernández- Ponce , L. , Rodriguez , J. C. & Giménez , C. (2010). The possibility of social change : Psychosocial Approach to the concepts of agency , empowerment and participation. Temas de Coyuntura Magazine (62) , 79 - 102. http://revistasenlinea.saber.ucab.edu.ve/temas/index.php/temasdecoyuntura/article/view/1183/1061 .</p> |
| <p>María Mercedes Hernández</p> | <p>Position:</p> <p>Aggregate Professor in Design, Architecture and Plastic Arts Department. Professor in Landscape Architecture, Environmental architecture and Urban planning.</p> <p>Skills and experience:</p> <p>Master in Landscape architecture (Colorado University), Architect (Venezuela's Central University), Vice president of the Venezuelan Society landscape architecture.</p> |

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| | <p>Research areas are sustainable architecture; landscape urbanism, social networks.</p> <p>Team work: 30 years of experience as manager of multidisciplinary projects in landscape urban planning and architecture. 15 years of experience as university professor, teaching in undergraduate and graduate courses. During 30 years I have been working in team projects in the regional scale (World Bank_ National park), metropolitan scale (Caracas public space system) , municipality scale (Chacao residual space) until the informal cities (Petare open spaces).</p> <p>Publications :</p> <p>Hernández, M. (2012) La Academia como campo de experimentación de nuevas estrategias de intervención del espacio público. Visiones sobre la ciudad desde la Academia. Un modelo posible de coparticipación, publicado en el libro: Intervenciones de espacios públicos en barrios del Municipio Sucre. Editorial Fundación Espacio. Caracas, Venezuela.</p> <p>Hernandez, M. (2013) Redrawing the equity with the Landscape. abstract and Presentation ECLAS2013. Hafencity, Germany.</p> <p>Hernandez, M. (2013) Redrawing the equity with the Landscape. Open network data base, Smithsonian Cooper-Hewitt, National Design Museum.</p> |
| <p>Rafael Martínez Bellorín</p> | <p>Position:</p> <p>Full Time Aggregate Professor in Urban Planning Department. At present: Director of the Institute of Regional and Urban Studies (IERU).</p> <p>Skills and experience:</p> <p>PhD Candidate in Urban Studies. Central University of Venezuela. Master in Urban Design. Honorific Mention. Metropolitan University. Architect. Simon Bolivar University.</p> <p>Research areas are urban design, urban planning, urban sustainability, public space.</p> <p>Organizational, prioritization and negotiation skills. 29 years of experience as group, team and multidisciplinary project leader in urban design, urban planning and architecture.16 years of experience as university professor, teaching in undergraduate, graduate and community courses. 16 years of experience using teaching methodologies based on problems solving, involving communities and local governments. Recently as Director of the Institute of Regional and Urban Studies (IERU), I organized a seminar on Urban Sustainability.</p> <p>Publications:</p> <p>Llanos, D. & Martinez, R. (2014). Urban planning in the city of Caracas, Venezuela (1936-2013): In search of lost modernity. In: Goycoolea-Prado (R.). Modernidades Ignoradas. Nuevas Indagaciones</p> |

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| | <p>sobre arquitectos y obras (casi) desconocidas de la arquitectura moderna. Alcalá de Henares: University of Alcalá de Henares; and México: the National Network for Urban Research. pp.41-55</p> <p>Martínez, R., Ornés, S., Parra, Y. &, Padrón, C. (2013). Flood Areas Structuring Public Spaces of the City. Multiciencias. Punto Fijo, Venezuela. pp.122-131.</p> <p>Cervilla, T.; Soonets, S. & Martínez, R. (2012) The Venezuelan Gran Sabanna. The South America Projects, The IIRSA Workshops Portfolio of Projects; Spring 2012-Fall 2013. pp.18 - 19.</p> <p>Martínez, R. (2011). Caracas: The City Of Red Roofs. Towards The Megaregion?. Mapping Latinoamérica, 6. Panama. pp. 40-49.</p> |
| Roger Martínez | <p>Position: Professor (retired) of Urban Planning Department. Positions occupied: Director: Head of Social Science Studies and Humanities Division,. Director of the Institute of Regional and Urban Studies. Head of Urban Planning Department, Academic Director of Urban Planning; Academic Director of Urban Transport Postgraduate Studies.</p> <p>Skills and experience: PhD Architecture. Venezuelan Central University. Master in Systems Engineering. Simon Bolivar University. Urban Planner. Simon Bolivar University.</p> <p>Research areas are urban facilities and services.</p> <p>Communication skills: Team work: 27 years of experience as manager of multidisciplinary projects in urban planning and engineering. Mediating skills: 25 years of experience as university professor, teaching in undergraduate, graduate and community courses. 14 years of experience organizing annual events for academics, students and public in general. Intercultural skills: 2 years of experiences as project manager in indigenous community at Perú (Huamanga), periurban areas in Lima and Venezuelan Guayana. Organizational / managerial skills: During 14 years I was in charge of several dependences in USB: Urban Studies Coordinator, Chief of Urban and Regional Studies Institute and Director of Social Sciences and Humanities Division.</p> <p>Publications and lectures: Martinez, R., Fernandez, M., Ortega, F.& Schaper, A. (2013). Urban Sustainability Assessment of the Caracas Metropolitan Region. Lecture in Workshop Sustainable Cities in Latin America and the Caribbean. Washington DC, USA.</p> <p>Martinez, R. (2012). Hydraulic Network Infrastructure Its Impact on the Urban Development. Doctoral Thesis. Unpublished. Caracas: Central University of Venezuela.</p> |
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| Josefina Mundó | Position: |

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| | <p>Professor (retired) of Urban Planning Department. Positions occupied: Head of Urban Planning Department, Academic Director of Urban Planning; Academic Director of Urban Transport Graduate Studies.</p> <p>Skills and experience: PhD in Architecture (Venezuela's Central University). Master in Urban Transport (USB), Master of Science in Engineering (University of California), Urban Planner (Urbanista) (Simon Bolivar University)</p> <p>Research areas are sustainable mobility; public transport, transport planning.</p> <p>Ability to work in teams. Managerial capacity developed as head of academic and administrative units of the Universidad Simón Bolívar. Ability to investigate. Communication skills developed through teaching. Proficient in specific transportation programs.</p> <p>Recent publications: Mundó, J., Torcat, A. (2013) Sustainable mobility in Venezuelan cities. Proposal for section Chacaito Plaza Venezuela-Caracas Metro system. Portafolio, 1 (27), 32 - 45.</p> <p>Mundó , J. (2012) Caracas: its transport system and mobility. In: Almandoz, A. (Edi.), Caracas, sudden the red mecca metropolis. Quito: Latioamericana and Caribbean Organization of Historic Centres (OLACCHI) . Pp. 213-233.</p> |
| Carlos Olaizola | <p>Position: Full Time Associate Professor in Design, Architecture and Visual Arts Department.</p> <p>At present is Head of the Department of Architecture, Design and Visual Arts. Other positions occupied: Chief of Section of Visual Arts.</p> <p>Skills and experience: PhD Candidate in Urban studies at the Central University of Venezuela. Master in Architectural Design Central University of Venezuela. Mention Excellent.</p> <p>Research areas are Landscape Ecology and Planning, Urban Acupuncture, Sustainability, Architectural Design.</p> <p>20 years experience in designing architectural projects. Ability to organize multidisciplinary teams. Leadership and human resource management. 10 years of teaching experience in the field of architectural design.</p> <p>Recent Papers and Publications: Publication finalist work developed in the Vertical Workshop USB in 2012 for the International Competition University Habitat Convive VI. . Community Indian economy and sustainable urbanism Scale Uribia 2050, Mar Magazine 2012. Pp. 52 - 53.</p> |

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| | <p>"Strategies of small format shaping spaces of social integration in popular areas of Caracas" CIDYR III , Barcelona 2011 .</p> <p>"Strategies for designing small format for the incorporation of residual spaces streetscape" . CLEFA XXIII , Buenos Aires 2009</p> |
| Sandra Ornés | <p>Position: Full Time Associate Professor of Urban Planning Department. Position occupied: Director of the Institute of Regional and Urban Studies (2011-2013). Member of the research group "Urban life and environment" (VUA-Vida Urbana y Ambiente).</p> <p>Skills and experience: PhD Candidate in Sustainable Development (USB). Master in Business Management (UCV-2000). Diplomas in public policy (ENACT-CNFPT/France-2003) and management tourist city (UDO-2005). Urban Planner (Urbanista) (USB-1993). Research areas are urban planning and management, urban sustainability, integrated management of risk and vulnerability analysis, urban marketing, urban environmental quality, governance.</p> <p>Communication skills: 7 years of experience as university professor, teaching in undergraduate, graduate and community courses. Good command of written and oral communication during the theoretical and practical teaching exercise, supported on my previous experience as a urban planner, consultant and municipal official in the area of urban planning and management, as regards the management of groups of work and responding the demands of local actors. Organizational / management skills: I was in charge of Urban and Regional Studies Institute (2011-2013). Before joining as a teacher, he assumed public functions in the area of urban planning in local government of Caracas for 10 years, with the last post, head of environmental management. Capacity for teamwork, organization and hierarchy of variables for decision-making, organizational skills, conflict resolution.</p> <p>Recent Publications: Ornés, S. (2014): "The Sustainable Urban Management: Concepts, role of local government and relationship with city marketing". Revista Provincia. No.31. Mérida. pp.147-171.</p> <p>Ornés, S. (in course): doctoral thesis "Urban Marketing: Input for a new strategy for planning sustainable cities". Universidad Simón Bolívar. Caracas.</p> <p>Ornés, S.; Martínez, R.; Parra, Y. & Padrón, C. (2013): " As Flood Areas Structuring Public Spaces City ". Revista Multiciencias. Vol. 13. Punto Fijo. pp.122-131.</p> <p>Ornés, S. (2012):"Urban governance: a collective agreement from the sustainable development of bioethics". Revista Mundo Nuevo. Universidad Simón Bolívar. No. 9. Caracas. pp. 245-260.</p> |

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| Partner number <input checked="" type="checkbox"/> | | P13 |
| Organisation name & acronym | Universidad Metropolitana (UNIMET) | |
| D.1.1 - Aims and activities of the organisation | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |
| <p>Universidad Metropolitana is a private, nonprofit institution, created in 1970. Its mission is to train professionals since recognized for their high ethical standards, solid comprehensive training for their entrepreneurship, leadership and teamwork, fluent in at least a second language, and committed to the development of the productive sector and society in general. For this, the institutional functioning is based on a policy of continuous improvement implies that the entire university community must practice and promote its performance everyday, values and attitudes such as honesty, excellence, respect for the dignity of persons, work responsibility, service attitude, encouraging innovation, efficient management of resources and links with the community to meet their needs, according to the mission of the institution.</p> <p>Today, the UNIMET has two locations, a main located in the city of Caracas and the other in the Anzoategui state. Our academic program is divided into four faculties: Engineering; Economics and Social Sciences; Sciences and Arts; and Legal and Political Studies.</p> <p>Our campus is small, has 4214 undergraduate students, 1087 graduate students and 67 students in professional and service, which perform their curriculum under the quarterly issue and pointing to an open offer by a system of credits.</p> <p>Related to this project, the UNIMET has a Department of Environmental Studies, where undergraduate and graduate lectures related to urban management and creation, monitoring and tracking of urban sustainability indicators are taught. As a result of training students has been achieved obtaining various research papers that have been shared and have been put into practical local public institutions as the Metropolitan Mayor of Caracas.</p> <p>The UNIMET also has a Masters in Urban Design, where students gain knowledge in areas such as transportation, infrastructure and services; environment, territory and landscape; zoning laws, and urban management, among others. It also has community service work performed by undergraduates, as required by law, and that develops in the urban environment.</p> | | |
| Please describe also the role of your organisation in the project (limit 1000 characters). | | |
| <p>The UNIMET can contribute to this project through a large group of professors specializing in different areas of urban action, for this, a learning methodology will be developed. UNIMET will install a campus team. It is their responsibility that suitable modules of their curricula are selected to transform into PBL modules. Furthermore will the project team members of UNIMET attend the technical workshop, encourage teachers to attend the online training course, prepare modules, engage in explorative interviews with local governments, attend the conference, the inception and annual project team meetings.</p> <p>In detail: WP 1 Preparation:</p> <ul style="list-style-type: none"> • Providing experts for expert pool to work with EU partners in this team. • Fnal definition of the team; evaluation of activities and areas to intervene within the requirements of the project; Start planning. | | |

- WP 2 development:
- Support and attend the technical workshop, support development of PBL guidelines.
 - Participate with the academic staff in the technical workshop on PBL . Intervention of related lectures to include urban projects varies; workshops, conferences and / or seminars;
 - Participate in the online training inviting also other teachers that didn't take part in the technical workshop, spreading internally the opportunities of capacity building at the University.
 - Preparing and running the explorative interviews to be run in the country, inviting to take part to the Municipality of El Hatillo, Caracas and Sucre, and follow-up the resulted work.
 - Implement the PBL modules at the University, receiving the Expert Visits, and evaluating the progress of the implementation.
 - Monitoring, tracking and adjustments
 - strengthen community relations, evaluation of activities undertaken, follow-up proposals.
- WP4 Dissemination and Exploitation:
- Spread the CityLabs brand in LA networks
 - Attend the final conference
 - support magazine publication
- WP5 Management:
- Attend all meetings (inception and annual meetings)
 - Report all the activities and progress for ensuring the quality of the project.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
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| Mary Carmen Lombao | Position: Academic vice-rector Skills and experience: Research Doctorate in Business Economics from the University of Almeria - Spain. Diploma in Advanced Studies of the University of Almeria - Spain. Master in Human Resource Management from Universidad Metropolitana. Degree in Psychology and Advocate of the Central University of Venezuela. |
| Yazenia Frontado | Position: Proyecto Ávila Director, Secretary General, UNIMET Professor, Department of Environmental Studies, Faculty of Engineering, UNIMET Skills and experience: Master in Development and Environment, Universidad Simón Bolívar Specialist in Corporate Environmental Management, Metropolitan University Research Area related to the project: Urban Sustainability Indicators. |

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| Yuherqui Guaimaro | <p>Position: Research Professor - Research Center for Children and Families, CENDIF – UNIMET</p> <p>Coordinator of Community Service, UNIMET</p> <p>Professor, Department of Integral Development, UNIMET</p> <p>Skills : Sociologist, Universidad Central de Venezuela.</p> |
| Gloria López | <p>Position: President of the Research Center for Children and Families, CENDIF – UNIMET</p> <p>Professor, Department of Integral Development, UNIMET</p> <p>Skills : Social psychologist, Universidad Católica Andrés Bello.</p> |
| María Fernanda Rodríguez | <p>Position: Researcher - Research Center for Children and Families, CENDIF - UNIMET</p> <p>Professor, Department of Integral Development, UNIMET</p> <p>Director of Training for the Futuro Presente Foundation</p> <p>Skills: Degree in Education, initial mention, UNIMET.</p> |
| Livia Pereira | <p>Position: Director of Institutional Relations</p> <p>Social Communicator - Central University of Venezuela, with studies in</p> <p>Skills: philosophy at the University Simón Bolívar.</p> |

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| Partner number <input checked="" type="checkbox"/> | | P14 |
| Organisation name & acronym | Universidad de Lima (ULima) | |
| D.1.1 - Aims and activities of the organisation | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |
| <p>Universidad de Lima (UL) has earned a very respectable reputation in the Peruvian educational scenario. It was founded in 1962, starting with a totally innovative program designed to promote collaboration between the University and the local business activity. The relationship with the business and commerce community has been maintained since the foundation of the university. Our aim is to provide our students with the analytical tools maintain focus on the real demands of the current market and support their research in topics like international businesses, social responsibility, global standards, eco-efficiency, climate change and others.</p> | | |
| <p>Today, it has a student body of over 17.000 students, three undergraduate schools with eleven colleges, one Graduate School, one General Studies Program, and a Scientific Research Institute. It also counts with numerous services for students, teachers, and the community in general.</p> | | |

Universidad de Lima defines Institutional Effectiveness as continual self-improvement through evidence-based decision making. Institutional Effectiveness at Universidad de Lima is an organized, documented, and sustainable Institutional Assessment Plan that is used to guide assessment of student learning outcomes at the course, program, and institutional levels, as well as the goals of administration and service units. The results of these assessments are shared with the community to provide assurances that the administration, faculty, and staff of Universidad de Lima are concerned with the quality, effectiveness, and efficiency of the University.

The Scientific Research Institute, established in 1999, is the academic and administrative responsibility for promoting, managing and coordinating the scientific production of the research faculty at the University de Lima. The Scientific Research Institute of the University de Lima invites students to join its community of researchers through pre-professional practice in the discipline that interests them. Students can broaden and strengthen their skills while accompanying teacher-researchers in carrying out their projects.

IDIC has prioritized the following research areas: Architecture, Economics, Communication, Law, Business Management, Environmental and Social Responsibility, Production processes and product development, Psychology and Information and Communication technology.

Universidad de Lima lives an on-going process of internationalization. The Department of “Cooperación Externa” is in charge of the student exchange, promotion of interagency agreements and diffusion of grants and opportunities abroad.

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

Peru is considered the *third country more vulnerable to environment*. Lima, its capital, with over nine million inhabitants, is the second largest city in the desert and the most polluted in Latin America. However, Lima has a convenient location as a port, being a coastal city bordering on one of the richest seas. Peru is beginning to use clean energy. In this context, Universidad de Lima aims to orient its research towards development issues of the city and environment problems.

The Center for Environmental Studies (CEA) at Universidad de Lima (1998) intends to offer a wide range of services to improve quality of life and sustainable development. In collaboration with CEA, the School of Architecture at Universidad de Lima has carried out research and territory studies of various areas of the city, complemented by participatory workshops and local cooperation. As a result of these workshops, the following projects and research have been conducted:

ULima will install a campus team. It is of its responsibility that suitable modules of the curricula are selected to transform into PBL modules. Furthermore will the project team members of ULima host the technical workshop, encourage teachers to attend the online training course, prepare modules, engage in explorative interviews with local governments, attend the conference, the inception and annual project team meetings.

Role in detail:

WP 1 Preparation:

- Providing experts for expert pool to work with EU partners in this team.
- Build the Campus Team selecting academic staff champions at the University and engaging them to the CityLabs project, as well as students.

- WP 2 Development:
- To host the technical Workshop in Lima, and work jointly with Aalborg University to prepare the training.
 - Support development of PBL guidelines.
 - Participate with the academic staff in the technical workshop on PBL
 - Participate in the online training inviting also other teachers that didn't take part in the technical workshop, spreading internally the opportunities of capacity building at the University.
 - Preparing and running the explorative interviews to be run in the country, inviting to take part to the Municipalities of Santiago de Surco, Miraflores and Barranco in Peru, and follow-up the resulted work.
 - Implement the PBL modules at the University, receiving the Expert Visits, and evaluating the progress of the implementation.

WP4 Dissemination and Exploitation:

- Spread the CityLabs brand in LA networks
- Attend the final conference
- support magazine publication

WP5 Management:

- Attend all meetings (inception and annual meetings)
- Report all the activities and progress for ensuring the quality of the project.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
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| Enrique Bonilla Di Tolla | Position: Director de la Carrera de Arquitectura de la Universidad de Lima since 2010. Skills : Architect. Master of Science in Architecture. |
| Madeleine García Daccarett | Position: Professor with 15 years of experience, teaches at Universidad de Lima since 2010. Coordinator of Urban Planning and Environment Area since 2014. Skills and experience: Architect. Master in Urban and Regional Planning in Developing Countries. Thesis « Strategies for the revitalisation of the district of Marache, in Lebanon » published by Quaderni IUAV 42. ICOMOS member since 2006. |
| Marina Vella Estremadoyro | Position: Professor at Universidad de Lima since 2012 Skills and experience: Architect. Master in Urbanism. In 2013, Technical Supervisor Outline Zoning Challhuahuacho working as a consultant and coordinator between the Ministry of Housing, Construction and Sanitation, the City Council and Glencore Las Bambas. |

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| | Collaborates with Natural Lima platform, writing research papers on topics of urbanism and environment. |
| Daniel R. Rondinel Oviedo | <p>Position: Professor with 10 years of experience teaches at Universidad de Lima since 2011.</p> <p>Skills and experience: Architect. Master of Architecture with a major in Ecology.</p> <p>Associated to the US Green Building Council (LEED).</p> <p>Fullbrighth scholar 2010-2011.</p> <p>Publications: Project published as reference of master's program at Cornell, in "The Schools of Architecture in New York State", published by the American Institute of Architects. AIA.</p> <p>Article published: "Architecture, recycling and sustainability", Arquitextos.</p> |
| Michelle Prutschi Weil | <p>Position: Professor at Universidad de Lima since 2011 and Coordinator of Environmental Conditioning Area since 2014.</p> <p>Skills and experience: Architect. Master in Architecture.</p> <p>Environmental Investigation on 1 in 1 models using removable energy, study that involves engineering and architecture professors.</p> |
| Jorge Sanabria Villanueva | <p>Position: Professor at Universidad de Lima since 2008.</p> <p>Lead Auditor register in IRCA (International Register of Certify Auditors) in Quality Management System.</p> <p>Coordinator of the Center for Environmental Studies at the Universidad de Lima since 2014.</p> <p>Skills and experience: Industrial Engineer.</p> <p>Master in Business Administration with specialization in Integrated Management of Quality, Safety and Environment.</p> |

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| Partner number <input checked="" type="checkbox"/> | | P15 |
| Organisation name & acronym | Universidad del Pacífico (UP) | |
| D.1.1 - Aims and activities of the organisation | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |

The Universidad del Pacífico (UP) was founded in 1962 by a group of Peruvian entrepreneurs and the Society of Jesus (Jesuits). UP has a vocation for excellence and specializes in undergraduate and graduate degree programs in areas related to economics and the administration of businesses and other institutions in both the private and public sectors.

Our university aspires to contribute to Peru's development and social well-being in an increasingly globalized, dynamic, complex, and interconnected world. We strive to train globally competitive leaders who are characterized by their initiative and entrepreneurial spirit and who have an holistic vision, a sense of social responsibility, and are generators of change.

In 2011, we became the first Peruvian university to earn accreditation from AACSB International for both our undergraduate and graduate programs. This places us among the leading universities and business schools in the world. This accreditation offers many benefits to our university community, including more and better opportunities for education and research, as well as recognition and international prestige. Besides AACSB accreditation, the UP also has been awarded AMBA accreditation.

UP currently has over 130 ongoing exchange programs with universities in a variety of countries as diverse as Austria, Australia, Belgium, Brazil, Canada, France, Germany, Japan, Netherlands, Spain, Sweden, Switzerland, Singapore, Turkey and the United States. Likewise, we form part of important international higher education, academic and research networks such as SEKN, EQUIS, BALAS, CLADEA, OUI, CINDA, AUSJAL, IAJBS and Columbus, among others.

At present, our university is participating in the Fellow Mundus Project (Erasmus Program), which seeks to form skilled professionals, offering European and essentially Latin American students and staff (academic and non-academic) the opportunity of advanced training and interdisciplinary knowledge, as well as the opportunity to contact with different socio-cultural and learning environments that will contribute to enrich their personal and professional training.

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

As part of the project CityLabs, the Universidad del Pacífico will install the campus team with academic staff champions and students. It is responsible for selecting the curricula to be transformed into PBL modules. Furthermore Universidad del Pacífico will encourage teachers to attend the online training course, prepare modules, engage in explorative interviews with local governments, will attend the final conference, the inception and annual project team meetings. The Universidad del Pacífico is familiar with the PBL approach and the integrated environmental assessment in cities; the challenge is to systematize the process and to implement the interdisciplinary approach throughout the several academic programmes.

Regarding the impact of this project beyond our university and city, our university leads a network of eleven (11) universities located in different cities and regions of Perú, through which we organize, all year round, a number of teacher training activities. The main purpose of this teacher training program is to help improve the quality of higher education and research carried out in our country. Through this network, we can involve faculty from different areas of our country in the Citylabs project in order to extend the scope of its impact to other schools and cities of Perú.

WP 1 Preparation:

- Providing experts for expert pool to work with EU partners in this team.
- Build the Campus Team selecting academic staff champions at the University and engaging them to the CityLabs project, as well as students.

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| <p>WP 2 Development:</p> <ul style="list-style-type: none"> • Support and attend the technical workshop, support development of PBL guidelines. • Participate with the academic staff in the technical workshop on PBL • Participate in the online training inviting also other teachers that didn't take part in the technical workshop, spreading internally the opportunities of capacity building at the University. • To participate in the explorative interviews for Peru, inviting to take part to the Municipality of Jesus Maria, and Metropolitan Municipality of Lima and to follow-up the resulted work. • Implement the PBL modules at the University, receiving the Expert Visits, and evaluating the progress of the implementation. <p>WP4 Dissemination and Exploitation:</p> <ul style="list-style-type: none"> • Spread the CityLabs brand in LA networks • Attend the final conference • support magazine publication <p>WP5 Management:</p> <ul style="list-style-type: none"> • Attend all meetings (inception and annual meetings) • Report all the activities and progress for ensuring the quality of the project. | |
| <p>D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project Please add lines as necessary.</p> | |
| <p>Name of staff member</p> | <p>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</p> |
| <p>Rosario Gómez</p> | <p>Position: Professor researcher at the UP Research Center.</p> <p>Skills and experience Master in economics, Faculty of Economy, Lima.</p> <p>Familiar with the PBL approach. Co-coordinator of GEO cities in the Andean region (UNEP-LAC).</p> <p>Leading author in GEO LAC-topic: urban areas. Co-editor of The Peruvian experience in urban planning and environmental management (UN Habitat, 2007). Agenda 2014: policy brief: Sustainable cities and solid waste management (CIUP, 2014).</p> <p>Publications: Elsa Galarza y Rosario Gómez. "Cities in the Andes: Threats and hopes". En: Environment and Poverty Times. UNEP/GRID Arendal, September 2005. p. 6.</p> <p>Gómez, Rosario. "Peruvian Exporter Agribusiness Sector: Lessons from Asparagus Exports". En: Modernization of Agriculture in Perú in the 1990's. Tokio, Institute of Developing Economies (IDE-JETRO), Marzo 2001. L.A.S Series No 1.</p> <p>Gómez, Rosario. "Anhelos y Frustraciones de la Agroindustria Nacional: desempeño y perspectivas". En: Informe Anual de la Economía Peruana, 1996.</p> |

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| | <p>Lima: CIUP, 1997. Documento de Trabajo No 29. pp. 87-107.</p> <p>PNUMA-OTCA (2009). GEO Amazonía. Perspectivas del medio ambiente amazónico.</p> <p>Responsable de la coordinación técnica y co-autora de varias secciones. Lima: PNUMA-OTCA-CIUP.</p> <p>Gerardo Damonte, Bernardo Fulcrand y Rosario Gómez (editores) (2008). Perú: El Problema Agrario en Debate. SEPIA XII. Lima: SEPIA, OXFAM, CIES, Soluciones Prácticas – ITDG.</p> <p>Elsa Galarza y Rosario Gómez (editoras) (2006). Experiencia Peruana en Planificación y Gestión Urbano-Ambiental. Lima: CIUP.</p> <p>Gómez, Rosario y Karen Weinberger (1992). Problemática de la Mujer en el Campo Laboral: un Ensayo Bibliográfico. Lima: CIUP. pp.200.</p> <p>Maletta, Héctor, Vilma Gómez, Michael Eresue y Rosario Gómez (1985). Perú: El Agro en Cifras. Lima: CIUP-UNA. pp.481.</p> |
| Elsa Galarza | <p>Position: Professor researcher in applied Microeconomics and Economy of Natural Resources and Environment of the Department of Economics of the Universidad del Pacífico</p> <p>Skills and experience: Master in Agricultural Science, Iowa State University.</p> <p>Familiar with the PBL approach. She has experience in capacity building for local governments and social organizations in integrated environmental assessment in Peru and the Andean countries. She has developed various research projects in economics of production, forestry, fisheries and aquaculture and climate change for national and international organizations. She has provided advice and support to various government agencies related to his areas of expertise.</p> <p>In the field of public administration, she has integrated various committees of technical support and she has brought advisory services for the Minister of Agriculture and Fisheries. She has been Vice-Minister of Fishing of the Ministry of Production and Advisor to the Minister of Economy and Finance.</p> <p>Co-coordinator of GEO cities in the Andean region (UNEP-LAC, 2005-2008).</p> <p>Co-editor of The Peruvian experience in urban planning and environmental management (UN Habitat, 2007).</p> <p>Publications: Global Environmental Outlook, GEO-5. Lead Author en capítulo 12:</p> |

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| | <p>America Latina y el Caribe. PNUMA, Junio 2012.</p> <p>“Economía Ambiental: teoría y aplicaciones”. Centro de Investigación de la Universidad del Pacífico. Biblioteca Universitaria 2da. Edición, 2010.</p> <p>“GEO Amazonía. Perspectivas del medio ambiente amazónico”. PNUMA-OTCACIUP. Enero 2009 (español), en prensa (inglés, portugués)</p> <p>“Proyecto de Apoyo al Desarrollo del Sector Pesquero y Acuícola del Perú (PADESPA) 1999-2006. Reflexiones sobre sus resultados y estudios de caso. Coautora. AECI/PRODUCE/APCI/UP. Noviembre, 2007.</p> <p>Global Environmental Outlook, GEO-4. Environment for development. Contributing Author en Capítulos 6 y 8. PNUMA, Octubre 2007.</p> <p>Module 2: IEA Process, design and organization. En: GEO Resource Book. PNUMA/IISD.</p> <p>Winnipeg: IISD, 2007. Coautora.</p> <p>Internationalizing Intermediate Microeconomics: Collaborative Case Studies and Web-Based Learning. En: International Review of Economics Education. Volume 6, Issue 1. Co-author. Marianne Johnson. United Kingdom, 2007.</p> |
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| Partner number <input checked="" type="checkbox"/> | | P16 |
| Organisation name & acronym | Universidade Federal do Rio de Janeiro (UFRJ) | |
| D.1.1 - Aims and activities of the organization | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |
| <p>The Federal University of Rio de Janeiro (UFRJ), is based in Rio de Janeiro, the capital of the Rio de Janeiro State, Brazil. It is a public higher education institution and free university, founded in 1920. It is considered the 3rd best university in Brazil and the 4th best in Latin America according to the QS Rankings and Times Higher Education in 2014. Currently, in its three campi (Cidade Universitária, Praia Vermelha and Macaé) UFRJ has over 65,000 students enrolled in graduate, undergraduate, distance education, technical education, middle, elementary and pre-school. It also has approximately 10,000 technical and administrative staff and more than 5,000 teachers. UFRJ offers 110 post graduated and 182 under graduated diplomas in all fields of knowledge. UFRJ establishes and maintains cooperative relationships with institutions from all continents, which now amounts to over 200 international institutions all over the world.</p> <p>The PROURB – Graduate Program in Urbanism of the School of Architecture of Urbanism UFRJ, is a research and formation unit that delivers M. Sc. and PhD diplomas. The main focus of research is on the spatial organisation of urban environments. The conceptual foundation of the program is committed to the complex relationships of research, theory and practice and a broad spectrum of topics relevant to the development of urban environments. PROURB is a center of excellence, and has the higher level of quality in the post graduation Brazilian evaluation system</p> | | |

CAPES. PROURB has 25 PhD professors and over than 50 M.Sc. students and 60 PhD students. The investigations developed within the program possess strong institutional content and gained recognized prestige with supporting agencies, being for the most part funded by national and international organs. Besides the research groups the program number Research Laboratories and Interdisciplinaries Research Centers, developing research in relation to city departments, focusing on: Urban analyses and digital representation; Urban projects database; Urbanism and environment; Low and urbanism; Landscape and environment; Urban studies.

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

PROURB/UFRJ has accumulated relevant experience both in Problem Based Learning as well as urban sustainable development. This project means a good opportunity to create capacities for systematize the PBL methodology in the UFRJ, and achieve a better work with the local actors. Also, PROURB has already participated in a large number of European Commission co-funded projects over the past few years (ALFA I, II and III, Erasmus Mundus - 3, etc).

The UFRJ, will take part of the development of all the project and in detail will:

WP 1 Preparation:

- Providing experts for expert pool to work with EU partners in this team.
- Definition of the campus team; evaluation of activities and areas to intervene within the requirements of the project; Start planning.

WP 2 Development:

- Support and attend the technical workshop, support development of PBL guidelines.
- Participate with the academic staff in the technical workshop on PBL . Intervention of related lectures to include urban projects varies; workshops, conferences and / or seminars;
- Participate in the online training inviting also other teachers that didn't take part in the technical workshop, spreading internally the opportunities of capacity building at the University.
- Preparing and running the explorative interviews to be run in the country, inviting to take part to the national/local associated partners and follow-up the resulted work.
- Implement the PBL modules at the University, receiving the Expert Visits, and evaluating the progress of the implementation.
- Monitoring, tracking and adjustments
- Strengthen community relations, evaluation of activities undertaken, follow-up proposals.

WP4 Dissemination and Exploitation:

- Spread the CityLabs brand in LA networks
- Attend the final conference
- support magazine publication

WP5 Management:

- Attend all meetings (inception and annual meetings)
- Report all the activities and progress for ensuring the quality of the project.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

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| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
| Denise B. Pinheiro Machado | CV: http://lattes.cnpq.br/0606766303842102 Full Professor at the Faculty of Architecture and Urbanism of the Federal University of Rio de Janeiro – Brazil. Dean of the Faculty of Architecture and Urbanism UFRJ (2010-2014). |

Coordinator/chairman of the PROURB - Programa de Pós-Graduação em Urbanismo / FAU-UFRJ (1993-1998 / 2003-2008).

Skills and experience :

Architect, Doctor on Urbanism (IUP-Univ. Paris XII, France, 1986), Post-doctor (France, 2002, 2008). CNPq/Ministry of Science and Technology-Brazil, senior researcher (IC).

Coordinator of Architecture and Urbanism. CAPES/MEC. 1997-1999. 2005-2007. Consultant of research agencies. Teaching in under graduated and graduated level. Supervising PhD theses.

Research fields: urban projects, urban renewal, activities and spatial organization.

Has participated and coordinated international academic exchanges.

Recent main publications related to the project:

Publications :

COSTA, Lúcia Maria Sá Antunes ; VESCINA, Laura ; PINHEIRO MACHADO, D. B. . Environmental restoration of urban rivers in the metropolitan region of Rio de Janeiro, Brazil. *Environnement Urbain*, v. 4, p. 13-26, 2010.

PINHEIRO MACHADO, D. B. ; COSTA, Lúcia Maria Sá Antunes ; VESCINA, Laura . Landscape experience: urban rivers environmental recovery. *Environnement Urbain*, v. 4, p. 45-50, 2009.

COSTA, Lúcia Maria Sá Antunes ; PINHEIRO MACHADO, D. B. . *Conectividade e Resiliência: estratégias de projeto para a metrópole*. 1. ed. Rio de Janeiro: Riobooks/PROURB, 2012. v. 1. 190p .

PINHEIRO MACHADO, D. B. ; ALBERNAZ, M. P. L. . *(Re)Conexão e Futuro*. 1. ed. Rio de Janeiro: Riobooks/PROURB, 2011. v. 1. 210p .

PINHEIRO MACHADO, D. B. (Org.) . *Tipo e urbanismo: novas espacialidades no século XX*. 1. ed. , 2009. v. 01.

PINHEIRO MACHADO, D. B. (Org.) . *Tipologias e projetos urbanos na cidade contemporânea*. 1. ed. , 2009. v. 1.

PINHEIRO MACHADO, D. B. (Org.) ; SCHONNJAS, Y. (Org.) ; MARTINEZ, A. C. (Org.) . *Readings on sustainability and heritage - Architecture and Urban Culture in Latin America and Europe*. 1. ed. Leuven: CEE-Alfa, 2008. v. 1. 306p .

PINHEIRO MACHADO, D.B. Notes on Architectural Education in Brazil. (2014). In: Spiridonidis, C. & Voyatzaki, M. (editors) *Dealing with Change - For a dynamic, responsive, adaptive and engaged architectural education - 16th Meeting of Heads of European Schools of Architecture*. ENHSA/EEU. Thessaloniki. pp. 110-114. ISBN 978-960-9502-16-0.

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| <p>Lucia Maria Antunes Costa Sá</p> | <p>CV: http://lattes.cnpq.br/4190044706270459</p> <p>Position : Full Professor at the Faculty of Fine Arts of the Federal University of Rio de Janeiro – Brazil.</p> <p>Skills and experience: Architect, PhD in Landscape (UCL/UK, 1992), CNPq/Ministry of Science and Technology-Brazil, senior researcher (2).</p> <p>Coordinator of the Landscape Post graduated Program at PROURB/UFRJ (2009-2015). IFLA member. Consultant of research agencies. Teaching in under graduated and graduated level. Supervising PhD theses.</p> <p>Research fields: landscape architecture, open and public spaces, urban rivers, landscape and environment, urban agriculture.</p> <p>Has participated and coordinated international academic exchanges. Recent main publications related to the project:</p> <p>Publications: COSTA, L.M.S.A. ; Pellegrino, P.R.M. . Perspectives on landscape architecture. Kerb (Melbourne), v. 17, p. 61-65, 2009.</p> <p>COSTA, L.M.S.A. (Org.) ; MACHADO, D. B. P. (Org.) . Conectividade e resiliência: estratégias de projeto para a metrópole. 1. ed. Rio de Janeiro: RioBook's/PROURB, 2012. v. 1. 280p .</p> <p>COSTA, L.M.S.A. (Org.) . Mobilidade urbana: perspectivas para Armação dos Búzios. 1. ed. Rio de Janeiro: RioBook's/PROURB, 2012. v. 1. 72p .</p> <p>TORRES, Y. Q. A. ; COSTA, L.M.S.A. . Rio Olympic City. In: Raqs Media Collective; Shveta Sarda. (Org.). Sarai Readers 09: PROJECTIONS. 01ed.Delhi: Sarai - CSDS, 2013, v. 01, p. 162-166.</p> <p>COSTA, L.M.S.A. ; MACHADO, D. B. P. . Paisagem e projetos urbanos. In: Costa, L.M.S.A e Pinheiro Machado, D.B.. (Org.). Conectividade e Resiliência: estratégias de projeto para a metrópole. 1ed.Rio de Janeiro: Rio Books/PROURB, 2012, v. 1, p. 7-18.</p> <p>COSTA, L.M.S.A. . Mobilidade e a experiência da paisagem. In: Costa, L.M.S.A.. (Org.). Mobilidade urbana: perspectivas para Armação dos Búzios. 1ed.Rio de Janeiro: RioBook's/PROURB, 2012, v. 1, p. 7-17.</p> <p>COSTA, L.M.S.A. . Novos caminhos da Arquitetura Paisagística. In: Albernaz, M.P. e Pinheiro Machado, D.B.. (Org.). (RE)CONEXÃO E FUTURO. 1ed.Rio de Janeiro: RioBooks, 2011, v. 1, p. 50-57.</p> |
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MACHADO, D. B. P. ; COSTA, L.M.S.A. . Projetos urbanos e metrópole. In: Denise Pinheiro Machado. (Org.). Tipologias e projetos urbanos na cidade contemporânea. 1ed.Porto Alegre: Marcavisual, 2010, v. II, p. 173-181.

COSTA, L.M.S.A. ; CAVALLAZZI, R. L. ; MACHADO, D. B. P. . Parque do Flamengo: paisagem em movimento. In: Rosangela Lunardelli Cavallazzi; Claudio Resende Ribeiro. (Org.). Paisagem urbana e direito à cidade. Rio de Janeiro: PROURB, 2010, v. 1, p. 145-153.

COSTA, L.M.S.A. ; MACHADO, D. B. P. ; CAVALLAZZI, R. L. . Parque do Flamengo: heritage in movement. In: Rogerio Amoedo; Sergio Lira; Cristina Pinheiro. (Org.). Heritage and sustainable development. Barcelos: Green Lines Institute for Sustainable Development, 2010, v. 1, p. 481-485.

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| | <p>COSTA, L.M.S.A. . Sustainable Network as a Process: From Deteriorated Spaces to Productive Landscapes. In: ISOCARP 47th Congress 2011, 2011, Wuhan. ISOCARP Case Study Platform 2011, 2011.</p> <p>RAYNAUD, F. V. ; COSTA, L.M.S.A. . Water Resources and Urban Form: Sepetiba Bay Basin - RJ. In: ISUF 2010, 2010, Hambourg. Proceedings of ISUF 2010. Hambourg: ISUF, 2010.</p> <p>COSTA, L.M.S.A. ; SOARES, F. F. . Open spaces and connectivity in landscape design. In: 45th ISOCARP International Congress - Low Carbon Cities, 2009, Porto. ISOCARP paper plataform, 2009.</p> |
| <p>Eliane da Silva Bessa</p> | <p>CV: http://lattes.cnpq.br/1403033849940589</p> <p>Position : Adjoint Professor IV at the Faculty of Architecture and Urbanism of the Federal University of Rio de Janeiro – Brazil. V</p> <p>ice-Coordinator/chairman of the PROURB - Programa de Pós-Graduação em Urbanismo / FAU-UFRJ (2013-2015). Chairman of the Urban and Environment Department of the FAU/UFRJ (2011-2013).</p> <p>Skills and experience : Sociologist, PhD on Sciology (UFRJ, Brazil, 2006). Teaching in under graduated and graduated level. Supervising PhD theses.</p> <p>Research fields: public policies, environmental sanitation, sustainability.</p> <p>Recent publications: BESSA, E. R. A. S. . Serviços Urbanos e Cidadania: uma discussão acerca dos meios de controle social sobre as ações do poder público. Revista Interfaces (UFRJ), v. 13, p. 35-46, 2010..</p> <p>BESSA, E. R. A. S. ; TEIXEIRA, Maria Gracinda Carvalho . Estratégias para compatibilizar Desenvolvimento Econômico e Gestão Ambiental numa Atividade Produtiva Local. RAC. Revista de Administração Contemporânea (Online), v. 13, p. 00-00, 2009.</p> <p>BESSA, E. R. A. S. . O Projeto Urbano e a Qualidade Ambiental: dissonância entre o proposto e o executado. In: Rachel Coutinho Marques da Silva. (Org.). Desafios Urbanos para a Sustentabilidade Ambiental nas Cidades Brasileiras. 1ed.Rio de Janeiro: PROURB/UFRJ, 2012, v. , p. 1-11.</p> <p>BRITTO, A. L. N. P. ; BESSA, E. R. A. S. ; GILIBERTI, T. . O controle social entre a formalidade e a prática: subsídios para avaliação da política de saneamento na região metropolitana do Rio de Janeiro. In: Ana Lucia Britto; Paulo Roberto Ferreira Carneiro. (Org.). Gestão</p> |

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| | <p>Sustentável das Águas na Metrópole do Rio de Janeiro: recursos hídricos, saneamento e meio ambiente. 1ªed.Rio de Janeiro: Letra Capital, 2012, v. , p. 85-104..</p> <p>BESSA, E. R. A. S. . Cidadania e Projeto Urbano. In: Denise Pinheiro Machado. (Org.). Tipologias e Projetos Urbanos na Cidade Contemporânea. 1ªed.Porto Alegre: Marcavisual, 2009, v. II, p. 11-20.</p> <p>BESSA, E. R. A. S. ; GONCALVES, T. G. B. . Entre a Preservação Ambiental e a Ocupação Urbana: propostas e impasses do Plano Diretor de São Gonçalo, RJ. In: II Seminário Nacional sobre Áreas de Preservação Permanente em Meio Urbano: Abordagens, Conflitos e Perspectivas nas Cidades Brasileiras, 2012, Natal. II Seminário Nacional sobre Áreas de Preservação Permanente em Meio U, 2012.</p> <p>BRITTO, A. L. N. P. ; BESSA, E. R. A. S. . Dilemas e desafios da política pública de abastecimento de água e esgotamento sanitário no município do Rio de Janeiro. In: 1er Congreso LatinoAmericano de Estudios Urbanos, 2011, Buenos Aires. 1er Congreso LatinoAmericano de Estudios Urbanos. Pensar la ciudad, cambiar la ciudad. Los retos de la investigación en América Latina a comienzos de siglo XXI, 2011.</p> <p>BESSA, E. R. A. S. . Serviços Urbanos e Cidadania: uma discussão acerca dos meios de controle social sobre as ações do poder público. In: I Encontro Nacional de Pós Graduação em Arquitetura, 2010, Rio de Janeiro. I ENANPARQ, 2010.</p> <p>BESSA, E. R. A. S. ; BRITTO, A. L. N. P. . Território e Governo: Possibilidades de Novos Arranjos Institucionais e escalas espaciais na gestão de saneamento. In: XIII Encontro Nacional da Anpur, 2009, Florianópolis. XIII Encontro Nacional da Anpur, 2009.</p> |
| <p>Margareth A. C. da Silva Pereira</p> | <p>CV: http://lattes.cnpq.br/1191928245616986</p> <p>Position :</p> <p>Associated Professor at the Faculty of Architecture and Urbanism of the Federal University of Rio de Janeiro – Brazil. Coordinator/chairman of the PROURB - Programa de Pós-Graduação em Urbanismo / FAU-UFRJ (2013-2015).</p> <p>Skills and experience :</p> <p>Architect, Doctor on Urbanism (EHESS, França, 1988), Post-doctor (IUP/EHESS, França, 2011). CNPq/Ministry of Science and Technology-Brazil, senior researcher (IC). Consultant of research agencies. Teaching in under graduated and graduated level. Supervising PhD theses.</p> <p>Research fields: urban history, cultural studies. Has participated on international academic exchanges.</p> |

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| | <p>Recent main publications related to the project: PEREIRA, M. A. C. S. ; IZAGA, F. . THE MAKING OF MOVEMENT CONFERENCE. In: PEREIRA, M. A. C. S, IZAGA F.. (Org.). A CIDADE OLÍMPICA E OS DESAFIOS DA MOBILIDADE METROPOLITANA. 01ed.RIO DE JANEIRO: Soluções Urbanas, 2012, v. , p. 01-01.</p> <p>Bortagharay, Andres ; PEREIRA, M. A. C. S. . A reconquista das ruas. O desafio urgente das cidades brasileiras. In: BORTHAGARAY, Andres. (Org.). Conquistar a Rua: Compartilhar sem dividir. São Paulo: Romano Guerra/IVM, 2010, v. 1, p. 140-145.</p> |
| <p>Rachel Coutinho Marques da Silva</p> | <p>CV: http://lattes.cnpq.br/8442186808915345</p> <p>Position : Associated Professor IV at the Faculty of Architecture and Urbanism of the Federal University of Rio de Janeiro – Brazil.</p> <p>Coordinator/chairman of the PROURB - Programa de Pós-Graduação em Urbanismo / FAU-UFRJ (2001-2002 /2010-2013). Academic Chairman of the Architecture and Urbanism Faculty PUC/RJ (2002-2005).</p> <p>Skills and experience: Architect, PhD on City and Regional Planning (Cornell University-USA, 1988), Post-doctor (LSE/UK, 2008). CNPq/Ministry of Science and Technology-Brazil, senior researcher (ID). Consultant of research agencies. Coordinator of urbanistic legislation at the Rio de Janeiro’s Municipality. Teaching in under graduated and graduated level. Supervising PhD theses.</p> <p>Research fields: risk and vulnerability, urban projects, tourism, urban legislation.</p> <p>Has participated and coordinated international academic exchanges.</p> <p>Recent main publications related to the project: COUTINHO M. DA SILVA, RACHEL . Creativity, Collective Action and Urban Violence: The Experience of Cultural Groups in Conflict Zones in Rio de Janeiro. Bollettino del Dipartimento di Conservazione dei Beni Architettonici ed Ambientali (BDC), v. 1, p. 265-280, 2009.</p> <p>COUTINHO M. DA SILVA, RACHEL (Org.) . Desafios Urbanos para a Sustentabilidade Ambiental nas Cidades Brasileiras. 1. ed. Rio de Janeiro: PROURB/UFRJ, 2012. v. 1. 160p .</p> <p>COUTINHO M. DA SILVA, RACHEL . A radical strategy to deal with slum upgrading in the city of Rio de Janeiro. In: Yves Pedrazzini; Stephanie Vincent; Adly Hossam, Yafiza Zorro. (Org.). Cities in translation. Interdisciplinarity in urban studies. 1ed.Lausanne: EPFL Press, 2014, v. 1, p. 1-130.</p> |

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COUTINHO M. DA SILVA, RACHEL ; LEMOS, M. F. C. . Desafios e oportunidades do plano diretor para a construção de cidades resilientes e adaptadas à mudança climática. In: Seminario Internacional População e Espaço na Mudança Ambiental cidades,

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| | escalas e mudanças climáticas, 2011, Campinas. Anais do Seminário Internacional População e Espaço na Mudança Ambiental cidades, escalas e mudanças climáticas. Campinas: UNICAMP, 2011. v. 1. p. 1-15. |
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| Partner number <input checked="" type="checkbox"/> | | P17 |
| Organisation name & acronym | Universidade Federal de Santa Catarina (UFSC) | |
| D.1.1 - Aims and activities of the organisation | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |
| <p>The Federal University of Santa Catarina (UFSC), is based in Florianopolis, the capital of the Santa Catarina State. It is a public higher education institution and free university, founded in 1960 considered the fifth best in the country, the sixth in Latin America and the 205th in the world, according to the Webometrics Ranking of World Universities 2013.</p> <p>From the 80s, the institution began to invest heavily in the expansion of graduate and research, supporting the creation of technology centers in the state of Santa Catarina and developing extension projects aimed to the overall society.</p> <p>Currently, UFSC has over 35,000 students enrolled in graduate, undergraduate, distance education, technical education, middle, elementary and pre-school. It also has approximately 3,000 technical and administrative staff and more than 2,000 teachers. In addition, it offers more than 10,000 scholarships to graduate students and has a library with over 600,000 publications.</p> <p>In 2009, the University expanded its educational activities through the creation of three campuses in the cities of Santa Catarina State, Ararangua, Joinville, and in 2013, Blumenau. In addition to the expansion in the country, UFSC has been internationalized through cooperation with educational institutions around the world. There are currently over 300 active agreements with 38 countries.</p> <p>The School of Architecture and Urbanism has 40 full time faculty members, 500 undergraduate students and more than 120 master and PhD students. The School coordinated, with the University of Sao Paulo, the first Brazilian team to participate in the transdisciplinary academic competition Solar Decathlon. Team Brasil, with the majority of UFSC students, shipped the Ekó House to Madrid, winning the third place award in the Sustainability Contest at the Solar Decathlon Europe (SDE 2012). This project raised several forms of collaboration in the field, with partners such as The Sustainable Building Research Centre, University of Wollongong, Australia (winner of the Chinese Solar Decathlon 2013) and Università degli Studi Roma Tre (Winner of the 2014 SDE and third place in the 2012 SDE)</p> | | |
| Please describe also the role of your organisation in the project (limit 1000 characters). | | |
| <p>UFSC will have a real participation and contribution throughout the entire project. The project has the active involvement of Dean, and teachers and researchers of Department of Architecture and Urbanism. At the level of administrative staff, the Director of International Relations is also committed with the project.</p> <p>UFSC will participate in the discussions about the PBL, guidelines for Technical PBL workshop, finalizing PBL teaching material, training teachers at UFSC. For the workshops we will participate in the student preparation, running modules at UFSC. We will contribute and participate at the Conference and producing result documents of the project. Finally we will attend the inception and annual project team meetings.</p> | | |

In detail:

WP 1 Preparation:

- Providing experts for expert pool to work with EU partners in this team.
- Final definition of the team; evaluation of activities and areas to intervene within the requirements of the project; Start planning.

WP 2 Development:

- Support and attend the technical workshop, support development of PBL guidelines.
- Participate with the academic staff in the technical workshop on PBL . Intervention of related lectures to include urban projects varies; workshops, conferences and / or seminars;
- Participate in the online training inviting also other teachers that didn't take part in the technical workshop, spreading internally the opportunities of capacity building at the University.
- Preparing and running the explorative interviews to be run in the country, inviting to take part to Secretaria de Desenvolvimento Urbano e Meio Ambiente, Department of the City Governemnt and follow-up the resulted work.
- Implement the PBL modules at the University, receiving the Expert Visits, and evaluating the progress of the implementation.
- Monitoring, tracking and adjustments
- strengthen community relations, evaluation of activities undertaken, follow-up proposals.

WP4 Dissemination and Exploitation:

- Spread the CityLabs brand in LA networks
- Attend the final conference
- support magazine publication

WP5 Management:

- Attend all meetings (inception and annual meetings)
- Report all the activities and progress for ensuring the quality of the project.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project

Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
|-----------------------|--|
| Jose Ripper Kos | Position : Head of the School of Architecture and Urbanism Skills and experience : PhD in Architecture and Building Science - University of Strathclyde Master in Architecture - Tulane University BA in Architecture and Urbanism - Universidade Federal do Rio de Janeiro |
| Themis Fagundes | Position : Research Coordinator - Architecture and Urbanism Department Skills and experience : PhD in Architecture - Architecture Association BA in Architecture and Urbanism - Universidade Federal do Rio Grande do Sul |
| James Shoiti Miyamoto | Position : Head of the Department of Form Analysis and Representation (FAU-UFRJ) (Research Partner) |

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| | <p>Skills and experience :</p> <p>PhD in Urbanism - Universidade Federal do Rio de Janeiro</p> <p>Master in Environmental Engineering - Universidade do Estado do Rio de Janeiro</p> <p>Master in Architecture - Nagoya University</p> <p>BA in Architecture and Urbanism - Universidade Federal do Rio de Janeiro</p> |
| Luca D'Acci | <p>Position :</p> <p>Visiting Faculty</p> <p>Skills and position :</p> <p>PhD in Architecture - Politecnico di Torino</p> <p>Master in Architecture - Politecnico di Torino</p> <p>BA in Engineering - Politecnico di Torino</p> |
| Luiz Carlos Pinheiro Machado Filho | <p>Position :</p> <p>Secretary for International Affairs</p> <p>Skills and experience :</p> <p>PhD in Animal Science - University of Guelph</p> <p>Master in Animal Science - Universidade Federal do Rio Grande do Sul</p> <p>BA in Agronomy - Universidade Federal do Rio Grande do Sul</p> |

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| Partner number <input checked="" type="checkbox"/> | | P18 |
| Organisation name & acronym | United Cities and Local Governments - UCLG | |
| D.1.1 - Aims and activities of the organization | | |
| Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the area covered by the project (limit 2000 characters). | | |
| <p>UCLG represents and defends the interests of local governments on the world stage, regardless of the size of the communities they serve. Headquartered in Barcelona, the organisation's stated mission is to be the united voice and world advocate of democratic local self-government, promoting its values, objectives and interests, through cooperation between local governments, and within the wider international community. UCLG supports international cooperation between cities and their associations, and facilitates programmes, networks and partnerships to build the capacities of local governments. The organization promotes the role of women in local decision-making, and is a gateway to relevant information on local government across the world.</p> <p>UCLG has around 1000 direct city members and 110 local government associations, which makes it connected and representative in all world regions. Further, UCLG counts on 7 regional section, which secretariats that are autonomous institutions, and 1 section for Metropolitan cities only.</p> <p>UCLG is funded by membership fees, but also implements projects to fulfil its mandate to advocate, to gather relevant knowledge and information, and to enable effective networking and cooperation between cities and associations. Donors are EU, government of Norway, government of France, province of Catalunya and others.</p> <p>UCLG is working with city networks (Iclei, CLGF, AMF) as well with knowledge networks (Embarq, Eura research network (University) , London school of economics, World Bank Institute WBI, PPIAF), as well with capacity building initiatives of members.</p> | | |

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

UCLG will collaborate in several ways to the good implementation of the CityLabs project:

- Raising awareness on the programme to its members through a call in Latin America, addressing cities but also networks on the approach. As direct interaction will be very important for the universities to enable field work, the selection of the cities involved will depend of the possibility of the university to collaborate with their cities near to each of them; as mentioned above in the description of each partner, they have identified the local actors with who interact in the exploratory interviews stage. UCLG will request feedback of cities on priority themes and will support identification and participation of cities in case Universities cannot confirm their participation.
- Acting as sounding board to explain and represent the interest of cities, and advising on methodologies to identify and redefine the needs of cities. Evidence-based problem description is rarely in place and will be an important value added from student teams; this will be particularly relevant when discussing complex challenges with city stakeholders. UCLG will closely work with the University of Compiegne and Universidad de Belgrano, that are leaders of the tasks mentioned above.
- UCLG staff and/ or city officers participating in training sessions and exploratory interviews with campus teams, providing the perspective of local governments to be included in the design of active learning methodologies/Problem Based Learning approach, in relation to the topics mentioned above.
- UCLG will take a roll in the international competition of CITYLABs and spread the results through its communication channels.
- As a full partner of the project will attend all meetings of the project and participate in most of work packages, as well as will contribute to the good development of the project, representing the voice of cities and local governments.

D.1.2 - Operational capacity: Skills and expertise of key staff involved in the project
Please add lines as necessary.

| Name of staff member | Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project. |
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| Josep Roig Spain | Position : Secretary General to UCLG. Economist. Formerly, Secretary General of Metropolis ,General Director at the University of Barcelona., Director of Finances Metropolitan Government Barcelona. |
| Sara Hoeflich de Duque Germany | Position : Coordinator for learning and cooperation programs. Skills and experience: Architect and urban planner in Germany. Since 2007 in UCLG responsible for programs and city to city learning. Formerly, expert German development cooperation for urban development, Colombia and team leader for” inter-municipal cooperation in Indonesia. |
| Alessa Bennatton Honduras | Position: International Cooperation and professional learning.: |

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| | <p>Skills and experience: Architect and MSc. in International Cooperation and Urban Development – Mundus Urbano.</p> <p>Collaborating with UCLG since 2010 supporting cooperation between cities with specific focus on the Global South (Brazil – Mozambique).</p> |
| Lina Gast Colombia | <p>Position: Professional Learning and cooperation.</p> <p>Skills and experience: Anthropologist and Architect.</p> <p>MSc. in Sustainable Emergency Architecture and International Cooperation . MSc. in International Cooperation and Urban Development – Mundus Urbano. Urbano .</p> <p>Support UCLG since in peer learning agenda in Africa and Latin America.</p> |
| Publications | See uclg.org in particular peer learning notes 5-13 |

Please copy and paste tables as necessary

List of Associated Partners

(Where applicable)

These organisations may provide the consortium with facilities or assistance that enhances the quality of work, but they cannot be responsible for core activities of the project (e.g. management, coordination, monitoring, leader of a work group etc.). **No financial contribution from the project grant will be allocated to these organisations.**

| Ref.nr | Name of organisation | Type of institution | City | Country | Role in the project |
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D.2. Cooperation arrangements, management and communication

This part must only be completed once by the applicant.

D.2.1 - Project management

Please define the organisation of the implementation of the project and the division of tasks between the partners. Please explain the allocation of resources for each activity. Explain also how the tasks are distributed amongst the partners and how project "ownership" is ensured (limit 3000 characters).

This European-Latin American Project has been conceived on a cooperation basis approach; that's why the consortium will be led by an European plus a Latin-American partner proposing a co-coordination partnership to guarantee the both regional vision throughout the project implementation. The University of Antwerp, faculty of design sciences, will be the overall coordinator of the project. The University of Rosario will be the co-coordinator in charge of

monitoring the implementation of tasks and actions of the partner universities in Latin America. The University of Antwerp will monitor the overall implementation of the project and the implementation of the tasks of the European partners. At each Latin American university it will be built "campus teams" with local "academic staff champions and students ". These campus teams will be an important vehicle for implementation of the project. We will carefully select staff members from different faculties that are willing to collaborate to transform their existing courses in an interdisciplinary problem based learning module, focused on urban problems. Also members for the faculty administration and faculty management will be selected, in order to support teaching staff and decision making as well as the interdisciplinary approach. As mentioned in the description of partners part, some of them have experience on the PBL methodology but the challenge is to ensure the systematization and interdisciplinary approach, that's why the participation of decision-making staff is a key success factor here.

Furthermore, specific tasks of coordination have been distributed among the partners in order to guarantee a good development of the project according the capacities of each one, and ownership: The University of Aalborg and the University of Lima will be task leader for the development of the teaching material on problem based learning; they will jointly prepare and organize the technical workshop on problem based learning, which will be hosted in Lima.

The University Technology of Compiegne, Universidad de Belgrano and the UCLG will be task leaders for the coordination of the explorative interviews with local governments/actors and cities in the 6 different countries. The UCLG will coordinate the participation of city actors (guiding invitations, identifying partners if necessary etc.) and Belgrano with Compiegne will coordinate the organization of the different 6 sessions ensuring a good methodology of work during the sessions.

The final conference will be hosted by the University of Rosario in Bogota, Colombia supported by the City Hall of Bogota allowing a broad participation of Universities and local actors from the country and from Latin-America in general. We will organize three project team meetings to discuss the implementation and progress of the project: an inception meeting in Brussels in year 1, a project team meeting in Lima, in conjunction with the technical workshop, a project team meeting in Bogota in conjunction with the final conference; as well as video-conference meetings when necessary to do a constant monitoring of activities and progress of the project.

The budget has been distributed according the implication of each partner in each activity in a balanced approach between all 18 partners. A key part of the budget has been distributed to fund the staff cost of the academic staff involved in the project, as well as travels and stay expenses to attend the main workshops and exploratory interviews. The project foresees to support LA partners with an amount for equipment investment in educational material to run the modules at the 12 universities (teaching material, computers and software per module). Partners will contribute with a co-funding that includes a percentage for covering the necessary staff costs, as well other costs such as the overhead (facilities, equipment, and infrastructure at each university).

D.2.2 - Cooperation and communication arrangements of the consortium

Please explain the overall project and partnership management making specific reference to the management plan and how decisions will be taken. Please describe how permanent and effective communication and reporting will be ensured as well as the measures put in place for conflict resolution (limit 2000 characters).

Guarantying the involvement of Latin-American partner countries in all the implementation of the project as it is advised by the Capacity Building Erasmus + programme, the University of Antwerp (Coordinator) and the University of Rosario (Co-coordinator), will constitute the Executive Committee of the CityLabs project and will meet monthly through online web-conferences. The role of the Executive Committee will be to monitor the implementation of the project, and to take daily measures to guarantee implementation.

The Project Leaders Team Meeting, is the decision making organ of the CityLabs project. All project leaders of the different partners are represented in the project team (contact point of each of the 18 partner institutions). The project team will discuss and agree on the partnership agreement in the first meeting of the project and will adjust the required changes of the project during the yearly project team meetings. In case of more urgent matters, the Project Leaders Team will be assembled through web conferences. Although decisions are taken as much as possible in consensus, majority voting will be decisive.

At the level of the Latin-American target countries, the campus teams are the main decision making bodies. Project leaders in the project are also the leaders of the campus teams and will report activities to the executive committee.

As mention above, we will develop and sign a Partnership Agreement in which all parties agree to use forms of alternative dispute resolution such as mediation, negotiation or arbitration. Conflict among partners will be addressed in first line through mediation and negotiation. In the case of escalated conflicts, partners will agree to try methods of arbitration before they go to court.

PART E - Project characteristics and relevance

E.1. Why does the consortium wish to undertake this project?

Please outline the motivation behind your project, clearly identifying the specific needs or problem/s which it intends to solve. Explain how the project proposal fits within the development strategies of the Partner Countries involved and how it addresses the priorities defined at national / regional level. Also explain why this/these problem/s were selected instead of others. In particular, explain how the area of intervention has been explored to guarantee that the project is offering something new compared to the existing situation. Where applicable, explain any synergy with other EU initiatives should be highlighted (limit 5000 characters).

Our proposal addresses the Regional Priority for Latin-America of improving the quality of education and teaching, through the development of learning and teaching tools, methodologies and pedagogical approaches as stated by the European Commission.

We're motivated by the desire to innovate education in Higher Education Institutions in Latin-American (HEI's in LA) in order to increase the relevance, quality and efficiency of existing academic programs, by introducing and developing problem-based learning methods (PBL). Traditional learning methods that are still very dominant in LA HEI's, often fail in delivering relevant knowledge, competences and attitudes that are useful to tackle complex real-life problems. This relates to a more general educational concern that the traditional classroom often focuses on what information students should be told, rather than on how students can effectively learn and apply information in real life context (see fi Shepherd and Cosgriff 1998). A problem-based learning is a proven innovative approach for introducing real-world problems in the education program with huge possibilities to transform the quality of learning and teaching (see fi Pawson and Fournier, 2011 for the evidence base of merits for students and teachers of PBL). PBL begins with the assumption that learning is an active, integrated, and constructive process influenced by social and contextual factors (Center for Teaching and Learning, 2001, Barrows, 1996; Gijsselaers, 1996). The PBL approach enables students to build cognitive and metacognitive skills for acquiring, analyzing, and applying knowledge. Further, as students develop their projects, they learn important professional skills—for instance, how to work with decision makers and the public, how to manage interdisciplinary problems, how to deal with uncertain and incomplete information, and how to communicate effectively through oral and written presentations

Although governments and HEI's in Latin America, in their purposes, have expressed the need to innovate in the way of teaching and learning in more specific on introducing PBL (showed through the visits developed year by year to the University of Aalborg, or the activities developed by the Pan-American Network of Problem based Learning funded by the government of the United States see www.udel.edu), these purposes generally don't go beyond the expression of interest and intentions. We didn't find any evidence that some university incurred in this practice systematically. Where innovations have occurred, changes have been marginal and have dependent on the willingness of some teachers.

There are several reasons that explain the gap between objectives and actual achievements. One important reason is that universities are autonomous to carry out such reforms and there are not such ambitious programs to encourage this kind of innovation. Problem Based Learning represents a paradigm shift in teaching and learning philosophy. The constructs for teaching PBL are very different from traditional classroom/lecture teaching. It requires changes for teachers, students but also HEI management and even the physical learning environment. Once a university is not designed from the outset to insert this type of pedagogy, it is very difficult to promote a change of this type in a university with a more traditional pedagogic approach. Introducing PBL as an important innovation thus faces problems of conservatism, institutional inertia, path-dependency, lack of knowhow and knowledge among teachers, poor institutional support and poor connection with societal and economic actors, necessary to implement PBL.

To close the gap between objectives and practice, a fresh and innovative innovation strategy is needed. We based our strategy on strategic niche management approaches (Kemp, Schot and Hoogma, 1998), which try to create systemic innovations through the incremental development, growth and spread of innovative niches.

-We have selected the theme of sustainable cities, as an educational "niche" in which we can develop and stimulate education innovation. The theme sustainable cities is a broad theme covering a wide array of disciplines, and thus inter- and multidisciplinary in nature. This transversal theme cuts therefore through different faculties in the HEI institutions, including architecture, urban planning, transport, sociology, political science and administration, engineering, environment, ...

-In most HEI in LA, programmes as architecture and urban planning do often use forms of Problem Based Learning, albeit often in an intuitive way. These existing nuclei of PBL can be used to spread in the institution. Teaching staff in architectural and urban design/planning faculties is often motivated to work in interdisciplinary and transdisciplinary settings and are excellent ambassadors or local "Champions" to involve other faculties in PBL methods. Moreover, the findings of the ADU2020 project funded by the EC (<http://adu2020.org/>), which aim to restructure the HEI's in architectural education, support the further development of PBL in these curricula.

-This theme was selected also by the high probability that in the area of action of each of the Latin-American Higher Education Participant can be identified a city or local government interested in having the support of the University for a better definition of a problem area in comparison with the measures implemented by other traditional entities they work with. This project has as full partner the global association of cities and local governments-the UCGL, who will intervene on the awareness of cities in Latin America to participate in this project by posing problems in relation to its sustainable development.

-The sustainable cities theme allows us to create a network between LA and EU universities, in which the innovation and quality of PBL can be stimulated through mutual learning and peer pressure among the universities.

Please describe briefly how your project proposal was prepared (e.g., capitalising on previous experiences, based on achieved outcomes in former projects, following previous cooperation amongst the consortium members, etc.) (limit 1000 characters).

This project proposal has been prepared in close cooperation with the Columbus network (<http://www.columbus-web.org/en/>). The Columbus Network was established 28 years ago, and consists of a group of Latin American universities and a limited number of European universities. The Network focuses on international cooperation and institutional development, and tries to facilitate and strengthen collaboration between the European and Latin American member universities. Almost all of the partners of the CityLabs project, but Aalborg University and the UCGL, make part of the Columbus Network. This demonstrate a previous experience in working together in cooperation initiatives, a key aspect to build trust and to build capacities.

Some partners expressed within the Network the need to collaborate on (1) innovation in teaching and education and (2) the problems of sustainable cities, two of the main ingredients of the current proposal. A network of universities was formed around these issues, taking into account the different competences of the universities. The consortium composition also took into consideration Institutions with experience in participating in capacity building projects funded by the EC, as well others without any kind experience on that, such as the two partners from Mexico, one from Peru and one from Venezuela, following the EC principles for involving HEI not benefited before of this support.

In this way it emerged a group of universities with common interests and complementary experiences. For preparing the proposal the different partners, met in several videoconferences, in which it was verified and consolidated the consortium and a shared approach on needs analysis,

objectives, activities, roles, experiences and outputs/outcomes. Additionally one of the partners facilitated contacts and discussions with the United Cities and Local Governments (UCGL).

If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this / these project(s) / network(s) in the table below.

| | | | |
|---|---------|--------------------------------|--|
| Reference number | | | |
| Project dates <i>(year started and completed)</i> | | Programme or initiative | |
| Title of the project | | | |
| Coordinating organisation | | | |
| Website | http:// | | |
| Password / login if necessary for website | | | |
| <i>Please summarise the project outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (limit 1000 characters).</i> | | | |
| | | | |

Please copy and paste tables as necessary.

E.2. Rationale for the setting-up of the consortium

Please explain why the selected partners are best suited to participate in this European project. Describe innovative and or complementary skills, expertise and competences within the consortium directly relating to the planned project activities. If associated partners are involved, please explain their role in the project and the added value to the consortium (limit 3000 characters).

The consortium brings different complementary knowledge, know how, experiences and skills together on (1) learning methodologies (2) interdisciplinary and transdisciplinary approaches (3) urban problems.

As regards to the learning methods, all involved universities in Europe and Latin America currently practice forms of active learning and Problem Based Learning in the architectural, urban design or urban planning curricula, in the form of design studio's. The rich variety of methods is an excellent base for the exchange of knowhow and methods of teaching methods between the partners. However, the methods of these design studio's vary, show a large amount of path dependency and the pedagogical approach is mostly developed in an intuitive way. Therefore, pedagogical expertise has been included. Aalborg University is internationally renowned as a leading educational institution within Problem Based Learning (PBL) and will have a role in strengthening and structuring existing approaches with a pedagogical support. Also the Center for Teaching and Learning from the University of Rosario will be an important partner to increase the pedagogical quality of existing project base learning methods in urban design studio's.

As regards to the interdisciplinary and transdisciplinary approaches, some of the partners have far going experience in engaging societal actor and real life problems in problem based learning methods. For instance, the Universities of Belgrano, Antwerp, Compiègne and Torino do engage directly with city actors such as policy makers in their education and attract multidisciplinary expertise when dealing with urban problems in their studio's or problem based learning modules.

As regards to urban problems, the staff of the consortium partners will cover a wide range of disciplines such as architecture, urban planning, anthropology, sociology, engineering, urban economics, mobility and transport, environmental sciences, political sciences and urban governance that will provide support for the PBL modules through the expert pool. As the expert pool will be composed of both European and Latin America experts, we will gather knowledge, knowhow and experiences for different cultural and institutional contexts.

Moreover, the involvement of the Global Network of Cities, Local and Regional governments (UCGL) will allow us to create an interface between academic knowledge and practical professional knowledge. The UCGL will intervene on the awareness of cities in Latin America to participate in this project by posing problems in relation to its sustainable development.

| Activities/objectives | Skills |
|------------------------------------|---|
| PBL methodology | Aalborg, Rosario, Simon Bolivar |
| PBL practice | All universities |
| Transdisciplinary working LA HEI's | Torino, Madrid, Antwerpen, Aalborg, Compiegne, some |
| Interdisciplinary working LA HEI's | Torino, Madrid, Antwerpen, Aalborg, Compiegne, some |
| Sustainable cities | All involved universities, UCGL |
| Coordination | Antwerp, Rosario |

E.3. European added value

Please describe the benefits of and need for European cooperation. Please describe also why the results cannot be achieved through national, regional or local funding (limit 1000 characters).

All Latin-American partners agree that collaboration with European partners will allow building capacities for systematizing the Problem Based-Learning methods at their institutions. The visits made by some LA universities to Aalborg for knowing its experience is a demonstration of this interest/need. The results/outcomes of CityLabs project cannot be achieved within the local or national level. As it was explained, the introduction of innovation in teaching and learning at HE level, depends mostly of the willingness of Universities, as this make part of its autonomy. CityLabs didn't find any reference of funding support or similar projects at local/national level in LA. The PBL implementation requires capacities and specialized mechanisms, which are possible to acquire in the framework of cooperation mechanisms and capacity building programs such as this one.

At same time this project provides an added value for European HEI's to collaborate on:

-PBL methods: the different universities involved have their own experience in PBL. Through this project they will be able to share best practice and innovations in PBL methods. An important side product of the proposal is a convergence in learning methods in Europe as European HEI also might adapt their own teaching methods and PBL modules.

-Pool of experts: European partners will form a pool of experts with LA colleagues in which they will be able to collaborate in the student modules. This collaboration will foster the exchange of best practice in urban issues, but will also increase cultural awareness of the participating staff members.

-Relations with Latin American countries: the European partners will have the opportunity to collaborate with 12 LA universities, which will provide further opportunities for staff and student

mobility. Furthermore, the European partners will develop a network with a large number of LA cities through the involvement of the UCLG.

E.4. Innovative character

Indicate what the project is offering that is new and what are the main innovating elements (limit 2000 characters).

1. The method of the project is innovative, which uses the based upon strategic niche management (Kemp, Schot and Hoogma, 1998) and transition management (Loorbach and Rotmans, 2007). As stated, there is a considerable inertia in teaching methods as they are entangled with institutional inertia. Strategic niche management is oriented to achieve system transitions through the development of innovative niches, which have the potential to spread or upscale throughout the system regimes. Innovative niches can replace system wide teaching “technologies” when (1) these technologies become increasingly dysfunctional and (2) when new niches have opportunities to upscale. As stated, there is already a wide recognition that current traditional learning methods are not equipped to provide the right skills and competences students need. With this project we will create opportunities for the up scaling of new innovative niches. We will install niche PBL CITYLAB modules with the aid of already experienced and convinced teachers of the faculties of the build environment (such as architecture, urban planning, urban engineering). These modules will involve other staff members form other faculties. In this way a “Trojan horse” effect will occur, that will reinforced by coupling it to a strong branding of the modules (CITYLAB) and the organization of an international student competition, and the alliance with city actors.
2. Although methods of PBL are not novel, its application and systematization in the context of Latin America is innovative. As stated, there is little evidence of systematic implementation of new forms of teaching as teacher-focus practices are still dominant in Latin America. Conservatism and existing institutional arrangements are important barriers to overcome. The project takes a very hands-on approach to incrementally bring innovation in teaching methods.
3. The project will also address the wide variety and intuitive methods used in most architectural or urban design/planning modules. An exchange of experience, but also the infusion of an evidence base of problem based learning will enhance and innovate existing design studios. Moreover, this project can built upon the insights and experiences developed in the ADU 2020 project of the EU ALFA III program, which is oriented to develop measures and actions to restructure education in Architecture, Design and urban planning.
4. An innovative characteristic is the implication of a non-academic partner such as the Union of Cities and Local Governments as full partner. UCLG will act as sounding board to explain and represent the interest of cities, and advising on methodologies to identify and redefine the needs of cities. Evidence-based problem description is rarely in place and will be an important value added from student teams; this will be particularly relevant when discussing complex challenges with local stakeholders (to be invited by LA partners in the exploratory interviews).

PART F - Quality of the project design and implementation

F.1. Aims and objectives

Please define the concrete aims and objectives of the project and describe the ways in which the situation set out under the previous section (Part E) will be changed (limit 3000 characters).

Aligned with the Erasmus + Capacity Building programme purposes of Modernisation of governance, management and functioning of HEIs and the improvement of the quality of higher education and enhancement of its relevance for the labour market and society, The CITYLAB project pursues three main aims and several objectives:

- 1.To stimulate innovation in Teaching and Learning at Latin-American Higher Education Institutions through interdisciplinary and transdisciplinary problem based learning methods, enhancing their quality.
- 2.To develop key interdisciplinary and transdisciplinary competences and skills among Latin-American students
- 3.To create a more structured linkages between universities and external societal actors, such as cities and local governments, in order to increase the societal relevance of HEI's.

To achieve these aims, the project has set several objectives:

- To build capacities of academic staff to understand and implement problem based learning approaches, through the organization of technical training, online training , expert counseling/orientation, and desing of guidelines.
- To develop and implement accredited problem-based learning CITYLAB modules in existing curricula: we will develop in total 12 CITYLAB modules in 12 HEI's in Latin America. The CITYLAB modules will be accredited and integrated in existing curricula and will act as innovation niches.
- To develop competences and skills in students to work in interdisciplinary and transdisciplinary settings on complex urban problems in the CITYLAB modules: at each universty students from different faculties will participate in the CITYLABS with colleagues from other faculties working in group.
- To stimulate interdisciplinary and transdisciplinary teaching through the CITYLAB modules: we will set up 12 interdisciplinary campus teams in 12 HEI's to stimulate cross faculty collaboration and which will be responsible for developing and running the modules. We will develop partnerships between universities and cities as the CITYLABS will work on real urban problems in the partnership with cities. This will enable the spread the niche innovation throughout the institutions.
- To integrate, develop and disseminate knowledge on Problem Based Learning among academic staff in Latin America and Europe: we will discuss different experiences in PBL to generate a common understanding of the principles of PBL and good practice. The output will be disseminated among partners and the wider public.
- To set up a structural link between CITYLAB modules and city actors and associations: we will organize a dialogue/exploratory interviews with city actors and associations and we will set up a CITYLAB competition among universities.

F.2. Project activities and Methodology

Please define the activities proposed and the working methodology (project activities/developments including educational and training content and pedagogical approach) to be used for achieving the objectives, including major milestones, measurable indicators, etc. (limit 6000 characters).

The project will start with an inception meeting (WP5.1) in Brussels to discuss the project, the different tasks and to set up the partnership agreement.

The first step is the installation of campus teams at the 12 LA HEI partners (WP1.1). The campus teams will be responsible for selecting existing courses and programs in which a CITYLAB module can be implemented. The campus team will be a pool of teaching staff, administrative staff and policy makers from the different faculties that are selected as local "champions". The composition of the campus teams must reflect an interdisciplinary orientation (WP1.2).

Also in the preparation phase, an expert pool will be developed (WP1.3). This is a long list of experts from the all HEI partner staff in urban problems, architecture, conservation, planning, design, engineering, sociology, law, governance, etc willing to collaborate on urban issues in the project. The University T. of Compiegne will be in charge of developing the list. The list will be used to select experts to guide the PBL modules at the LA HEI.

Next, we will organize a 3 day technical workshop on PBL with all HEI partners (WP2.1). The aim of this workshop is to exchange and discuss teaching experiences, to select best practice and to develop guidelines for the implementation of PBL modules in the universities (WP2.2). The workshop is a joint effort of both EU and LA partners, and will be led by the University of Aalborg jointly with University of Lima that will be hosted the seminar. The output of the workshops will be used to develop online teaching material and guidelines.

The University of Aalborg jointly with Politecnico di Torino and Politecnica de Madrid , will organize on line courses for all universities in collaboration with the local campus teams on problem based learning (WP2.3). The primary target group are teachers that are already involved in the campus teams and that will organize modules, but also teachers at universities that are not yet involved but are interested in forms of PBL. The University of Aalborg will also guide the campus teams in the preparation of the PBL modules.

Before the implementation of the PBL modules at the LA universities, we will host a number of explorative interviews in the Capital cities of the LA partner countries (WP2.5) . The aim of these fora is to share with cities the PBL methods, to exchange problems and challenges and to select candidates to run CITYLAB modules. Per country, 2 cities will be selected on specific themes. Students will work in interdisciplinary groups on urban issues in these cities by making an interdisciplinary analysis and come up with concrete solutions. In total 12 different modules will be run at the universities, involving at least 36 faculties.

When a link is made between universities and cities through the urban fora, the modules will run at the different universities (WP2.4 and WP2.6) Campus teams will decide on the exact modalities of their modules in order to adjust the module to the local opportunities and context (required courses, elective courses). For each module 4 experts from the expert pool will be selected (2 from Europe and 2 from Latin America) to guide students with specific expertise. The expert visits will be organized during mid-term reviews of the student work in the CITYLABS.

The final activity is a conference at the University of Rosario in Bogota (WP4.2). The conference has multiple aims. First, it aims to disseminate insights and stimulate academic discussion on problem based teaching methods. The conference will be open for academic scholars with paper sessions and round tables. Secondly, the conference aims to expose the work of the students in the PBL modules. We provide travel costs for 4 students of the best teams of the different university to participate and present their work. Moreover, an interdisciplinary jury involving academics and professionals, will select a winning team during the conference. The exposure and competition will motivate students to participate in the CITYLABS. Third, the conference aims to involve a broad range of teachers in Europe and Latin America to share ideas and experiences on problem based learning.

F.3. Budget and cost effectiveness

Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way and on time. Explain the principals of budget allocation

amongst partners. Indicate the arrangements adopted for financial management and what co-financing modalities are planned (limit 3000 characters).

Staff cost

Since the proposal involves 18 partners, there is a considerable cost of coordination. The staff cost for coordination and quality management has been distributed among the University of Antwerp and the University of Rosario. We have provided 100 days for quality management for UA and University of Rosario, which refers to approximately +/- 15 FTE over 3 years.

Management will take 295 for Antwerp and 217 for Rosario, which is about the equivalent of between 30 and 40% FTE. This means that Antwerp and Rosario will have about each 50% FTE available for quality management and coordination during the whole project.

The staff costs of the different tasks are distributed among the partners in order to achieve an equilibrated budget allocation. Staff costs for Aalborg are a bit higher because they will have a substantial contribution for delivering guidelines and teaching on PBL.

The organization of the technical workshop and the final conference will also take a considerable amount of staff time. The technical workshop in Lima is an “internal” activity and will require less preparation than the final conference, which will be organized in Bogota.

For the actual running of the CITYLAB modules, no staff costs are included in the proposal. Teachers will engage in the CITYLABS as a part of their regular teaching activities.

Travel costs

We have tried to economize on staff costs by coupling project team meetings with the two major events, the technical workshops and the final conference. Since the majority of the partners is located in LA, all meetings except the inception meeting are organized in LA cities.

Equipment costs

We have provided a budget of 5000 Euro to invest in infrastructure and equipment to run the PBL modules. This budget can be used to acquire PC's and software, analytical tools (such as GPS devices) and small material. Evaluations of PBL implementation have shown that educational equipment is often lacking (Steinemann, 2003). Moreover, the availability of an external budget might stimulate teachers from other faculties to engage.

Subcontracting costs

We provided subcontracting costs for specialized technical tasks such as translation, financial auditing, website development, project evaluation and the organization of a platform for online teaching. A large share of the subcontracting costs is assigned to the evaluation. We believe that the subcontracting of evaluation is justified to guarantee an objective and external judgment.

F.4. Quality control and Monitoring

Please explain what mechanisms have been put in place for ensuring the quality of the project and how the evaluation will be carried out. Please define the specific quality measures established, as well as the benchmarks and indicators foreseen to verify the outcome of the action. Make sure that the information in this section is consistent with the project Logical Framework Matrix (limit 3000 characters).

Monitoring of the project will be the task of the university of Antwerp and the university of Rosario. The project leaders of the campus teams will report activities and costs every three months to develop trimestral activity reports. The LA universities will report to Rosario, whereas the European universities will report to Antwerp. The trimestral reports will be distributed among the partners and will also result in trimestral newsletters, which are oriented to consortium members and a wider public. The newsletters will also be posted on the project website.

We will subcontract the quality evaluation of the project to measure the results of the PBL methods. This includes an ex-post evaluation of the technical workshop, an ex-post evaluation of the online teaching and an ex-post evaluation of the modules.

-Evaluation of the technical workshop to assess if participants have increased their (shared) understanding of PBL methods

-Evaluation of the on-line teaching to assess if participants have increased their knowledge on principles of PBL and the quality of the teaching material

-Evaluation of the modules to assess satisfaction of teachers, students and city actors of the citylabs and to identify critical factors of succes.

We will use online web surveys to conduct the evaluations

G.1. Expected impact of the project

Please explain who will use these project outputs / products / results and how the consortium will reach them. Describe how the target groups (including participating institutions, stakeholders) will be reached and involved during the life of the project and how the project will benefit the target group at local, regional, national and or European level. Please structure your description according to the different levels of impact and stakeholders (limit 3000 characters).

The direct users of this project are (1) teaching staff from consortium partners in EU and LA, (2) students from the consortium partners in Latin-America, (3) partner cities of the CITYLABS. Teaching staff of the consortium partners will be involved directly in the project through the campus teams in each university. The campus teams will be composed by different staff members of different faculties that are motivated to participate and will implement a pilot CITYLAB at their university. We assume that these staff members have a mandate to change their existing courses in a joint PBL CITYLAB module. Staff members might have a direct motivation to join the campus team because of the possibility to invest in extra equipment (5000 euro per CITYLAB). Other teaching staff within the faculties will be involved through the campus team members. We assume that they can convince and motivate colleagues to participate in the online teaching modules on PBL. Involvement of staff members responsible for education policies at the university will increase the influence of the campus teams. We estimate 10 staff members per HEI in the campus team, and thus a total of 120 Staff members directly involved, and estimate 3 faculties per university per campus team (total of 36 faculties).

Staff members and teachers from the faculties will also be included in the expert pool for their specific expertise. We believe that some visiting staff members from the expert pool will be motivated to adapt PBL methods in their own courses and programs as the CITYLABS are an ongoing showcase of PBL. The EU teaching staff will mainly be involved through the expert pool. In total 48 experts will be involved.

Students of the LA HEI's will be directly involved by their participation in the CITYLAB modules. It is important for their motivation that these modules are part of their curriculum (fi as an elective course or a required course) and that they receive accreditation. In order to reach students, the members of the campus teams will organize information sessions for students in the different faculties. We believe that the motivation to participate in the module is enhanced by the international competitive character and the visibility and branding of the CITYLAB output. We estimate about 30 students per module, so a total of 360 students will be involved.

The partner cities will participate in the explorative interviews and will act as a partner form a CITYLAB module ran at a university. We will involve cities through the Global Network of Cities, Local and Regional governments. They will act as an intermediary organization between cities and universities. 12 cities will be directly involved as they create partnerships with the universities.

The indirect beneficiaries of the project are future employers and the general population in cities. Increased competences in interdisciplinary and transdisciplinary working will lead to more holistic, realistic, efficient and robust solutions for urban problems.

Please describe how the target groups (including participating institutions, stakeholders) will be reached after the project is finished (limit 3000 characters).

The development and implementation of accredited modules in curricula will demand a considerable effort during the project. We believe that these “sunk costs”, together with the hopeful positive experience of the pilot module will provide a stimulus for teachers to continue in the organization of the CITYLAB module and the competition after the project.

The development of a network between universities and the Union of Cities and Local

Governments in combination with the establishment of the CITYLAB brand and the associated international competition also provides some guarantees for a continuation of the project and the network between universities, as well as the existing linkages between the partner Universities (within the Columbus Network). We believe that the organization of the competition will also attract new universities (partly out of rivalry and status), which will then adopt the implementation of PBL modules at their universities. Moreover, the participation rules set within the competition will require a continuation of PBL and relations with cities. The continuation of the CITYLAB competition will on its turn guarantee that the main target groups – teachers, students and cities – are being reached.

The evaluation during the project must contribute to a better understanding of the conditions for PBL learning methods at Latin American HEI. We propose to use the final conference to invite key decision makers in different universities to take knowledge of the findings of the project and to reflect on a broader implementation of problem based Learning.

Overview of short and long term impact indicators

Please add rows as necessary according to indicators

| Short term impact | Target groups/potential beneficiaries | Quantitative indicators | Qualitative indicators |
|---|--|---|---|
| Creating cross faculty collaboration | Faculties at LA universities | Number of faculties involved in the campus teams (estimate: 36) | Composition and reach of the campus teams within university |
| Development of interdisciplinary modules | Teachers at LA universities | Number of modules developed at LA partner universities (estimate 120) | The function and importance of the module in the regular curriculum of faculty programs |
| Exchange of knowhow and knowledge on teaching methods to develop a common understanding | EU and LA teachers | Number of teachers attending technical workshop Number of participants of the final conference (estimate 300) | Ex-post evaluation of the workshop |
| Increasing knowledge on PBL methods | EU and LA teachers | Number of participants of online course (estimate 360) Number of participants of the conference (estimate 300) | Ex Post-evaluation of online course |
| Enhancing interdisciplinary and transdisciplinary competences | LA students | Numbers of students registered for PBL modules (estimate 360) | Ex-post evaluation of students and teachers |
| Increasing collaboration between universities and cities | LA cities, Students and Teachers | Number of modules (12) | Frequency and quality of the interaction between universities and cities Ex-post evaluation of students and teachers |

| | | | |
|--|--|--|------------|
| | | | and cities |
|--|--|--|------------|

| Long term impact | Target groups/potential beneficiaries | Quantitative indicators | Qualitative indicators |
|---|---------------------------------------|---|--|
| Programme reform based upon PBL methods | Faculties of LA partner universities | Number of PBL reforms | Place and importance of PBL methods in curricula reforms |
| Other universities participating in PBL modules | Faculties of LA HEI | Number of modules participating in Citylabs | Place and importance of PBL methods in curricula reforms |
| Better match between acquired and required skills | Employers | Number of students of citylabs | Evaluation of citylabs |

G.2. Dissemination and exploitation strategy

Please explain how the dissemination will be organised and how exploitation activities will ensure optimal use of the results within the project's lifetime and after. Explain the roles, responsibilities and target groups (limit 3000 characters).

It is our ambition to make a brand of the “LA CITYLAB modules” in Latin America, which is associated with competitive, innovative, internationally oriented, interdisciplinary, and interactive courses oriented to urban problems. We will use marketing techniques such as the development of a strong logo and a baseline.

Furthermore, the organization of an international competition between different student teams in Latin America will stimulate the participation in the LA CITYLABS in the different countries and university. Competition among countries, universities and students will thus be used as a tool to attract universities and students and to stimulate innovation in teaching.

For the first edition of the LA CITYLAB competition we will invite the best teams that participated in the LA CITYLABS to the final conference to explain their project for a wider audience. A multidisciplinary jury will announce the winning team at the conference. The results of the best teams will be published in a professional magazine with a wide coverage in Latin America.

Furthermore, during the project we will use traditional instruments for dissemination such as

- A project website with information on the project, the Citylab modules, and the PBL guidelines.
- Social network such as facebook , twitter etc.
- A publication of the PBL guidelines, oriented to teachers at HEI’s.
- A conference oriented at the wider academic community, teaching staff from the participating universities, students from the participating universities, city actors and organizations.
- Conference proceedings oriented to a wider academic audience and teachers in HEI’s.
- A professional magazine publication for a wider professional audience (fi a thematic issue in Territorios, <http://revistas.urosario.edu.co/index.php/territorios/>)
- The recordings of the training on-line modules will be published on th website and will be of open access to all interested people.

G.3. Sustainability

Explain how the impact of this project will be sustained beyond its lifetime. Please list the outcomes that you consider sustainable and describe the strategy to ensure their long lasting use beyond the project's life - financially, institutionally and policy level. Also explain how the results will be mainstreamed and multiplied in the sector of activity and in the participating institutions. Describe the strategy foreseen to attract co-funding and other forms of support for the project (limit 2000 characters).

The implementation of PBL learning methods in existing curricula is considered a sustainable outcome of the project. By installing a pilot version of the CITYLABS at the different universities, we claim that these changes will be absorbed in the regular curricula of the programs at the different faculties guaranteeing a sustainability of these results at institutional level. The involvement of decision-makers and administrative staff in the Campus Teams of CityLabs, will guarantee a continuity and broader impact of the project at the Universities.

The creation of cross faculty collaboration, the development of interdisciplinary modules, the exchange of knowhow and knowledge on teaching methods to develop a common understanding, the increased knowledge on PBL methods, the enhancement of interdisciplinary and transdisciplinary competences, and the increased collaboration between universities and cities, are all sustainable outcomes and impacts of the CityLab project. All the built capacity will act as a continuous force for improving teaching and learning in Latin-America.

The participation of cities and local stakeholders, will also represent a good way to involve co-funding to the project even after the ending of CityLabs. Once cities are involved and motivated for the attractiveness that campus teams within an international approach can offer, and also for the solutions to urban problems and support they receive from the University, the structured linkages will continue running by themselves without the support of Erasmus+. Cities and governments will fund their participation in the different sharing scenarios and interviews with the Universities in the framework of the CityLabs project. This will be a labor to be done by each LA partner of the project and they have agreed on that.

The co-funding of the project is ensured by each Institution taking part of the project, as it is described in the Budget Excel Sheet (Annex). It will mainly support with an important percentage of staff costs and overheads (facilities, infrastructure, equipment given by the partners themselves).

It was explained the existing linkages between the LA and EU partners of the project, thank for example to the existing Columbus Network; the partners that are members of this network have been very active and will continue working together after the end of the project CityLabs.

Furthermore, we believe that the branding of CITYLABS, the international competition and the involvement of the UCGL will provide incentives for other universities in Latin America to participate in the CITYLAB competition and adapt their curriculum.

LOGICAL FRAMEWORK MATRIX – LFM

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| <p>Wider Objective: <i>What is the overall broader objective, to which the project will contribute?</i></p> <ul style="list-style-type: none"> • Enhancing innovation and quality in teaching and learning at Latin-American Higher Education Institutions in the field of urban studies through interdisciplinary and transdisciplinary problem based learning methods. | <p>Indicators of progress: <i>What are the key indicators related to the wider objective?</i></p> <ul style="list-style-type: none"> • Academic programmes having improved teaching methods through introduction of PBL • Academic programmes having introduced cross-faculty interdisciplinary courses. • Jointly developed projects and ways of collaboration between Universities teams (Faculty staff and students) and Cities. | <p>How indicators will be measured: <i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Trimestrial reports • Ex post evaluation workshop • Ex post evaluation online teaching • Ex post evaluation modules | |
| <p>Specific Project Objective/s: <i>What are the specific objectives, which the project shall achieve?</i></p> <ul style="list-style-type: none"> • To build capacities of academic staff to understand and implement problem based learning approaches • To develop competences of students to work in interdisciplinary and transdisciplinary settings on complex urban problems in the CITYLAB modules • To develop and implement accredited problem-based learning CITYLAB modules in existing curricula. • To stimulate interdisciplinary and transdisciplinary teaching through the CITYLAB modules • To integrate, develop and disseminate knowledge on Problem Based Learning among academic | <p>Indicators of progress: <i>What are the quantitative and qualitative indicators showing whether and to what extent the project's specific objectives are achieved?</i></p> <ul style="list-style-type: none"> • Level of understanding of Problem based learning methods among teachers • Student competences in interdisciplinary and transdisciplinary working • Number of implemented CITYLABs • Number of teachers and students participating in CITYLABs • Disciplinary variety of students enrolled in CITYLABs • Disciplinary composition of campus teams and CITYLAB modules • Satisfaction of participating partner cities regarding the | <p>How indicators will be measured: <i>What are the sources of information that exist and can be collected? What are the methods required to get this information?</i></p> <ul style="list-style-type: none"> • Trimestrial reports • Ex post evaluation workshop • Ex post evaluation online teaching • Ex post evaluation modules | <p>Assumptions & risks: <i>What are the factors and conditions not under the direct control of the project, which are necessary to achieve these objectives? What risks have to be considered?</i></p> <ul style="list-style-type: none"> • Motivation of staff to participate in PBL modules: we assume that there is a critical mass of teachers that are willing to change their learning methods • Institutional incentives for PBL: we assume that the universities will provide sufficient incentives to allow experimentation • Motivation of students to participate: we assume that accreditation and branding of CITYLAB will be attractive • Motivation of city to participate: we assume that there is a critical |

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| <p>staff in Latin America and Europe</p> <ul style="list-style-type: none"> • To set up a structural linkages between Campus teams and city actors and associations | <p>outcomes of the CITYLABs</p> | | <p>mass of potential candidate parnter cities for each module</p> <ul style="list-style-type: none"> • Conservatism and reluctancy to change |
| <p>Outputs (tangible) and Outcomes (intangible):</p> <ul style="list-style-type: none"> • Please provide the list of concrete DELIVERABLES - outputs/outcomes (grouped in Workpackages), leading to the specific objective/s.: <p>Output</p> <ul style="list-style-type: none"> - Campus teams - Project website - PBL Guidelines and online teaching material - Expert Pool - 12 CITYLAB modules - 36 Faculties involved - 120 trained and Academic Staff involved in the project - 12 Cities/local actors implied in the projects - 360 Students involved in the modules - Final conference with conference proceedings - Magazine publication <p>Outcomes</p> <ul style="list-style-type: none"> - Increased interdisciplinary cooperation at universties in LA - increased transnational cooperation between universities - Qualified teachers on effective methodologies of problem based | <p>Indicators of progress:</p> <p><i>What are the indicators to measure whether and to what extent the project achieves the envisaged results and effects?</i></p> <ul style="list-style-type: none"> • Output <ul style="list-style-type: none"> • Composition of campus team •• Frequency of meetings of the campus team •• Information on project website •• Number of teachers participating online teaching •• Number of staff in expert pool •• Number of modules ran •• Proceedings of the conference • Outcomes <ul style="list-style-type: none"> •• Sustained participation of faculties in CITYLABS •• Sustained participation in CITYLAB conferences •• Other universities participating in CITYLABS •• Satisfaction of city and local actors regarding the addressed urban problems | <p>How indicators will be measured:</p> <p><i>What are the sources of information on these indicators?</i></p> <ul style="list-style-type: none"> • Trimestrial reports • Ex post evaluation workshop • Ex post evaluation online teaching • Ex post evaluation modules | <p>Assumptions & risks:</p> <p><i>What external factors and conditions must be realised to obtain the expected outcomes and results on schedule?</i></p> <ul style="list-style-type: none"> • Time of decision making procedures at different faculties to implement accredited modules during the project: we assume that there are a number of possibilities to implement new modules • Availability of resources to run modules |

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| <p>learning and its introduction in learning environments.</p> <ul style="list-style-type: none"> - Qualified students to better tackle problems on sustainable development and face the local market and the demands of society. - Increased cooperation between city actors and universities | | | |
| <p>Activities: <i>What are the key activities to be carried out (<u>grouped in Workpackages</u>) and in what sequence in order to produce the expected results?</i></p> <ul style="list-style-type: none"> • 1.1 Installing campus teams at partner universities: Staff cost at unit costs, no travel costs • 1.2 Selecting modules at campus teams: Staff cost at unit costs, no travel costs. • 1.3 Installing expert teams Staff cost at unit costs, no travel costs • 2.1 Technical Workshop on PBL: Staff costs at unit costs, travel expenses to travel to LIMA for all partners. • 2.2 Writing PBL guidelines: Staff costs at unit costs, no travel costs, translation of guidelines lump sum • 2.3 Online training PBL and dissemination of guidelines: staff costs at unit costs, no travel costs, on-line teaching platform and support for online teaching | <p>Inputs: <i>What inputs are required to implement these activities, e.g. staff time, equipment, mobilities, publications etc.?</i></p> <ul style="list-style-type: none"> • 2.136 of days for staff time involvement • 1 inception meeting in Brussels • 1 Technical workshop in Lima, Perú • 12 training on-line modules through web-based platform • 1 final conference in Bogota • 6 expert visits to main/capital cities for the exploratory interviews • Participation of 12 cities/local actors in the exploratoy interviews (self-funding) • Equipment to run the PBL modules: PC's and software, analytical tools (such as GPS devices) and small material • Subcontracting costs for: specialized technical tasks such as translation, financial auditing, website development, project | | <p>Assumptions, risks and pre-conditions: <i>What pre-conditions are required before the project starts? What conditions outside the project's direct control have to be present for the implementation of the planned activities?</i></p> <ul style="list-style-type: none"> • Critical mass of engaged teachers with PBL • Critical mass of students • Collaboration of cities and local governments |

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| <ul style="list-style-type: none"> • 2.4 Preparing modules: staff costs at unit costs, no travel costs • 2.5 explorative interviews: staff costs at unit costs, travel costs to selected cities (5) in LA for LA participants and EU participants. • 2.6 running modules, including expert visits: staff costs at unit costs, travel costs for EU and LA experts to modules • 3.1 Monitoring status of the project: staff costs at unit costs, no travel costs • 3.2 Evaluation: subcontract, lump sum 17000 euro. Outsourcing is preferred to guarantee objectivity. • 4.1 Developing project website: subcontract, lump sum, • 4.2 Conference on PBL in Latin American HEI's, including results of modules and dissemination of results: staff costs at unit costs, travel costs LA teachers, EU teachers and students to Bogota. • 5.1 inception meeting: staff costs at unit costs, travel costs of project leaders to Brussels • 5.2 Project team meeting Year 2: staff costs at unit costs • 5.3 project team meeting Year 3; staff costs at unit costs • 5.4 daily project management: | <p>evaluation and the organization of a platform for online teaching.</p> | | |
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| staff costs at unit costs • 5.5 daily financial management : staff costs at unit costs, subcontracting financial audit, lump sum | | | |
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WORKPLAN

Please use the model provided. Applicants are expected to complete a one-page work plan for each project year.

For each year of your project proposal, please complete a work plan indicating the deadlines for each outcome and the period and location in which your activities will take place. Please create additional work plan tables if further space is needed.

The same reference and sub-reference numbers as used in the logical framework matrix must be assigned to each outcome and related activities.

Activity carried out in the Programme Country: = (E.g. activity in France for two weeks in the first month of the project 2= under M1)

Activity carried out in the Partner Country (ies): X (E.g., activity in Tunisia for three weeks in the second month of the project: 3X under M2)

WORKPLAN for project year 1

| Activities | | Total duration (number of weeks) | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 | M9 | M10 | M11 | M12 |
|-----------------------|---|-------------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| Ref.nr/ Sub-ref nr | Title | | | | | | | | | | | | | |
| 1.1 | Installing campus teams at partner universities | 8 | X | X | X | X | | | | | | | | |
| 1.2 | Selecting modules at campus teams | 8 | | X | X | | | | | | | | | |
| 1.3 | Installing expert pool | 8 | | X | X | X | | | | | | | | |
| 2.1 | Technical workshop PBL | 16 | | | | | X | X | X | X | | | | |
| 2.2 | Writing PBL guidelines | 4 | | | | | | | | | X | | | |
| 2.3 | Online training PBL and dissemination of guidelines | 12 | | | | | | | | | | X | X | X |
| 2.4 | Preparing modules | 44 | | X | X | X | X | X | X | X | X | X | X | X |
| 2.5 | Explorative interviews | 20 | | | | | | | | X | X | X | X | X |
| 3.1 | Monitoring status of project | 48 | X | X | X | X | X | X | X | X | X | X | X | X |
| 4.1 | Developing of project website | 4 | | X | | | | | | | | | | |
| 5.1 | Inception meeting | 4 | X | | | | | | | | | | | |
| 5.4 | Daily project management | 48 | X | X | X | X | X | X | X | X | X | X | X | X |
| 5.5 | Daily financial management | 48 | X | X | X | X | X | X | X | X | X | X | X | X |
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WORKPLAN for project year 2

| Activities | | Total duration (number of weeks) | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 | M9 | M10 | M11 | M12 |
|-----------------------|--|-------------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| Ref.nr/ Sub-ref nr | Title | | | | | | | | | | | | | |
| 2.6 | Running modules, including expert visits | 48 | X | X | X | X | X | X | X | X | X | X | X | X |
| 3.1 | Monitoring status of project | 48 | X | X | X | X | X | X | X | X | X | X | X | X |
| 3.2 | Evaluation | 4 | | | | | | | | | X | | | |
| 5.1 | Project team meeting | 4 | | | | | X | | | | | | | |
| 5.4 | Daily project management | 48 | X | X | X | X | X | X | X | X | X | X | X | X |
| 5.5 | Daily financial management | 48 | X | X | X | X | X | X | X | X | X | X | X | X |
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WORKPLAN for project year 3

| Activities | | Total duration (number of weeks) | M1 | M2 | M3 | M4 | M5 | M6 | M7 | M8 | M9 | M10 | M11 | M12 |
|-----------------------|--|-------------------------------------|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| Ref.nr/ Sub-ref nr | Title | | | | | | | | | | | | | |
| 2.7 | Running modules, including expert visits (continuation of activity of year 2) | 24 | X | X | X | X | X | X | | | | | | |
| 3.1 | Monitoring status of project | 48 | X | X | X | X | X | X | X | X | X | X | X | X |
| 4.2 | Conference and dissemination of results | 20 | | | | | | | X | X | X | X | X | |
| 5.3 | Project team meeting | 4 | | | | | | X | | | | | | |
| 5.4 | Daily project management | 48 | X | X | X | X | X | X | X | X | X | X | X | X |
| 5.5 | Daily financial management | 48 | X | X | X | X | X | X | X | X | X | X | X | X |
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PART H - Work packages

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

H.1. Description of work packages, outcomes and activities

| | | |
|--|---|---|
| Work package type and ref.nr | PREPARATION | 1 |
| Title | Installing campus teams at partner universities | |
| Related assumptions and risks | <i>Assumption:</i> Because of a critical mass of teachers it will be feasible to detect dedicated team members from different faculties at all levels to assemble campus teams in each partner university <i>Risk:</i> shift of team members during the project can create discontinuities in the process. Lack of critical mass of teachers | |
| Description | Selecting an interdisciplinary team of ‘champions’, that stimulate leadership for the project and implementation of PBL in the curricula of their university. Each campus team will have teaching staff, administrative staff and policy makers in the university. Different faculties have to be involved | |
| Tasks | <ul style="list-style-type: none"> - Selecting colleagues - Setting up team | |
| Estimated Start Date (dd-mm-yyyy) | 01-12-2015 | Estimated End Date (dd-mm-yyyy) 28-02-2016 |
| Lead Organisation | Each partner university is the lead for their own campus team | |
| Participating Organisation | All Latin American partner universities | |

Deliverables/results/outcomes

| | | | |
|--|--|--|---|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.1. | |
| | Title | Installing campus teams at partner universities | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Team presentation report | |
| | Due date | 28-02-2016 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees | | |

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| | <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other |
| | <p><i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i></p> <p><i>The campus teams aim to include team members from teaching staff, researchers, administration and the board of the involved faculties. With such a multilevel campus team, the project team hopes to create ownership for the project at all campus levels.</i></p> |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution |
| | <input type="checkbox"/> Local <input type="checkbox"/> Regional <input type="checkbox"/> National <input type="checkbox"/> International |

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| Work package type and ref.nr | PREPARATION | | 1 |
| Title | Selecting modules at partner universities | | |
| Related assumptions and risks | <p><i>Assumption:</i> there are sufficient modalities to implement accredited modules. The campus teams are supported by the faculty direction</p> <p><i>Risks:</i> decision making procedures for implementing curricula changes take long</p> | | |
| Description | The campus team will identify courses that can be transformed to a PBL module. The campus teams develop a strategy for implementation and discuss the modalities for implementation. The output is reflected in a concept note. | | |
| Tasks | <ul style="list-style-type: none"> - To select courses at different faculties that can be transformed in a PBL module - To develop a strategy for implementation of the PBL module - To develop modalities for the implementation of a PBL module | | |
| Estimated Start Date (dd-mm-yyyy) | 01-12-2015 | Estimated End Date (dd-mm-yyyy) | 31-12-2015 |
| Lead Organisation | Campus teams of each university | | |
| Participating Organisation | All Latin American partner universities | | |

Deliverables/results/outcomes

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|--|---------------------------------|--|--|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.2. | |
| | Title | Selecting modules at partner universities | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Concept note with a description of the CITYLAB module, a strategy for implementation and modalities. | |
| | Due date | 31-12-2015 | |

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| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

| | | | |
|--|---|--|------------|
| Work package type and ref.nr | PREPARATION | | 1 |
| Title | Installing expert pool | | |
| Related assumptions and risks | <i>Assumption:</i> LA and EU teachers from different faculties are willing to cooperate <i>Risk:</i> | | |
| Description | All participating EU and LA universities select staff members that have specific expertise to support the implementation of this project to form a strong and well balanced expert group. A long list of expert is made. The long list will be used to select visiting experts to the CITYLABS | | |
| Tasks | <ul style="list-style-type: none"> - From each university a long list of experts will be provided by the campus team - The long list will be used to select visiting experts to the CITYLABS | | |
| Estimated Start Date (dd-mm-yyyy) | 01-12-2015 | Estimated End Date (dd-mm-yyyy) | 28-02-2016 |
| Lead Organisation | University of Compiegne | | |
| Participating Organisation | All involved EU universities | | |

Deliverables/results/outcomes

| | | | |
|--|---------------------------------|--|--|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 1.3. | |
| | Title | Installing expert pool | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Report including a list of selected teaching modules | |
| | Due date | 28-02-2016 | |

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| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <p><i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i></p> <p>This task is carried out by the campus teams of each involved partner university. The campus teams include teaching staff, administrative staff, researchers and board members.</p> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

Please copy and paste tables as necessary.

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| Work package type and ref.nr | DEVELOPMENT | | 2 |
| Title | Technical workshop | | |
| Related assumptions and risks | <i>Assumption:</i> Representatives both EU and LA partners will be able to attend the technical workshop | | |
| Description | <p>Organization of a 3 day technical workshop at the University of Lima (Peru) to discuss PBL in HEI and to adapt it to the local context of the Latin American HEI's</p> <p>Exchange of know how and experience of PBL methods. Development of a common understanding of PBL methods and challenges for implementation.</p> | | |
| Tasks | <ul style="list-style-type: none"> - Preparation of the technical workshop - Organization of technical workshop - Running technical workshop - Making report of the workshop | | |
| Estimated Start Date (dd-mm-yyyy) | 01-03-2016 | Estimated End Date (dd-mm-yyyy) | 31-06-2016 |
| Lead Organisation | University of Aalborg, and University of Lima | | |
| Participating Organisation | All LA and EU universities | | |

Deliverables/results/outcomes

| | | |
|------------------------------------|--------------------------|------|
| Expected Deliverable/Result | Work Package and Outcome | 2.1. |
|------------------------------------|--------------------------|------|

| | | | |
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| s/ Outcomes | ref.nr | | |
| | Title | Technical document | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Preparatory documents, minutes of technical workshop | |
| | Due date | 31-06-2016 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> As the project will be carried out at the partner universities by the campus teams, the target group of the discussion report are the campus teams in all partner universities | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Work package type and ref.nr | DEVELOPMENT | | 2 |
| Title | Writing PBL guidelines | | |
| Related assumptions and risks | <i>Assumption:</i> The output of the technical workshop make it possible to formulate PBL guidelines that are adapted to the local context of the different LA HEI's <i>Risk:</i> the technical workshop can reveal unexpected bottlenecks to implement PBL in one or more partner universities, that require additional efforts to make it feasible to implement PBL at that/those partner universities | | |
| Description | Based on the preparatory documents and the minutes of the technical workshop, PBL guidelines to implement the PBL teaching modules at the Latin American HEI's will be written bu the university of Aalborg. Feedback will be given by all universities | | |
| Tasks | <ul style="list-style-type: none"> - Comparing preparatory documents to minutes of workshop - Writing PBL guidelines | | |
| Estimated Start Date (dd-mm-yyyy) | 01-07-2016 | Estimated End Date (dd-mm-yyyy) | 31-07-2016 |
| Lead Organisation | University of Aalborg | | |
| Participating Organisation | All universities | | |

Deliverables/results/outcomes

| | | | |
|--|--|--|---|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 2.2. | |
| | Title | Writing PBL guidelines | |
| | Type | <input checked="" type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input checked="" type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | PBL guidelines to use during the implementation of the PBL modules at the Latin American HEI's | |
| | Due date | 31-07-2016 | |
| | Languages | English, Spanish, Portuguese | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International |

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|--|---|--|------------|
| Work package type and ref.nr | DEVELOPMENT | | 2 |
| Title | Online training PBL and dissemination of guidelines | | |
| Related assumptions and risks | <i>Assumption:</i> it will be feasible to organize training sessions online training sessions due to the upgraded videoconferencing system in each Latin American HEI <i>Assumption:</i> campus team members will motivate colleagues to attend the online training sessions | | |
| Description | Online training sessions for a broad group of teachers at each Latin American HEI, using a web-based platform for the facilitation of online tools and methodologies of web-based training under the action-learning approach, and the repository of documents linked to the platform | | |
| Tasks | <ul style="list-style-type: none"> - Setting up the web-based platform - Preparing all online session - Running the online sessions - Dissemination of guidelines | | |
| Estimated Start Date (dd-mm-yyyy) | 01-08-2016 | Estimated End Date (dd-mm-yyyy) | 31-10-2016 |
| Lead Organisation | University of Aalborg, University Politecnica di Torino, and Politecnica de Madrid | | |

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| Participating Organisation | All LA universities to attend the training sessions. The online platform will be subcontracted. |
|-----------------------------------|---|

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 2.3. | |
| | Title | Online training PBL and dissemination of guidelines | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | The involved teachers of all the partner universities will be trained in organizing, implementing and running PBL courses, including the application of their knowledge by formulating the PBL modules per partner university | |
| | Due date | 31-10-2016 | |
| | Languages | English, Spanish, Portuguese | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input checked="" type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Work package type and ref.nr | DEVELOPMENT | 2 |
| Title | Preparing modules | |
| Related assumptions and risks | <i>Assumption:</i> Wp1.2 has developed a feasible strategy to implement PBL modules in each participating country | |
| Description | Preparing the implementation of the CITYLAB PBL module in the 12 Latin American HEI's, supported by the Aalborg university. This involves the implementation of the concept note. - | |
| Tasks | <ul style="list-style-type: none"> - Embed CITYLAB's in existing curricula - Prepare accreditation of CITYLAB modules - Development of learning outcomes for the citylab modules - Development of assessment methods and criteria - Practical arrangements to organize the CITYLAB's Practical preparation of the PBL modules | |

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| | - Long distance meetings with Aalborg university to back up the practical preparations | | |
| Estimated Start Date (dd-mm-yyyy) | 01-12-2015 | Estimated End Date (dd-mm-yyyy) | 31-10-2016 |
| Lead Organisation | University of Aalborg, UC and U Lima | | |
| Participating Organisation | All Latin American partner universities | | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 2.4. | |
| | Title | Preparing modules | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Campus team meetings Full description of CITYLAB concept and practical arrangements | |
| | Due date | 31-10-2016 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

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| Work package type and ref.nr | DEVELOPMENT | 2 |
| Title | Explorative interviews with urban actors | |
| Related assumptions and risks | <i>Assumption:</i> several municipalities and cities in the different partner countries will be interested to cooperate with the partner universities to serve as cases for the CITYLABS, as they are key experienced partners of the universities. | |
| Description | 6 National meetings with key actors from participating cities in Brazil, Colombia, Mexico, Argentina, Venezuela and Peru to exchange and dialogue with local cities on PBL and challenging urban problems. | |

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| | Making agreements with selected cities to act as partners of the CITYLAB | | |
| | Attendance of EU experts to meetings | | |
| Tasks | <ul style="list-style-type: none"> - Organizing different meetings, including invitation of participating municipalities - Running the meetings - Making minutes of meetings - Selecting cities as partners for CITYLABS | | |
| Estimated Start Date (dd-mm-yyyy) | 01-06-2016 | Estimated End Date (dd-mm-yyyy) | 31-10-2016 |
| Lead Organisation | UCLG, University of Belgrano nd University Tecnologic of Compiegne | | |
| Participating Organisation | Campus teams of all partner universities + all invited municipalities + EU participants | | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 2.5. | |
| | Title | Explorative interviews | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <ul style="list-style-type: none"> - Minutes of the meetings - Selection of the cities per university | |
| | Due date | 31-10-2016 | |
| | Languages | English, Spanish, Portuguese | |
| Target groups | <input type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> <i>Municipalities in the region of the partner cities. They are vital to provide 'problems' as a start for the PBL modules.</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Work package type and ref.nr | DEVELOPMENT | 2 |
| Title | Running module, including expert visits | |
| Related assumptions and | Assumption: the preparation of the modules was successful and can be run Assumptions: 4 experts from the participating European (2) and Latin | |

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| risks | American universities (2) will be available to visit the different partner universities for 4 days during the implementation of the PBL course | | |
| Description | Experts travel to the partner universities to support local teachers during the implementation of the PBL courses at their universities | | |
| Tasks | <ul style="list-style-type: none"> - Run modules in 12 Latin American HEI's - Guide and support teachers - Guide and support students together with their teachers - Involve actors from cities in CITYLABS - Make report on the status of implementation by experts | | |
| Estimated Start Date (dd-mm-yyyy) | 01-11-2016 | Estimated End Date (dd-mm-yyyy) | 31-04-2018 |
| Lead Organisation | U Antwerpen, University of Rosario | | |
| Participating Organisation | All involved project partners | | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 2.6 | |
| | Title | Expert visits | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <ul style="list-style-type: none"> - Support and guidance of teachers and students is a service output - Student work on city problems: analysis, scenarios, projects, ... - Selection of best student team representing the university at the final conference | |
| | Due date | 31-04-2018 | |
| | Languages | English, Spanish, Portuguese | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> City actors | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

Please copy and paste tables as necessary.

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| Work package type and ref.nr | QUALITY PLAN | | 3 |
| Title | Monitoring | | |
| Related assumptions and risks | <i>Assumption:</i> all partners in the project provide sufficient information to run a continuous monitoring of the project | | |
| Description | monitoring and following up implementation and budget, to detect and manage possible risks and bottlenecks | | |
| Tasks | <ul style="list-style-type: none"> - Gather information on the process of the project and its financial situation - Assessing available information - Writing status reports - Outsourcing evaluation reports | | |
| Estimated Start Date (dd-mm-yyyy) | 01-11-2016 | Estimated End Date (dd-mm-yyyy) | 31-10-2018 |
| Lead Organisation | University of Antwerp together with University of Rosario | | |
| Participating Organisation | All universities and UCLG | | |

Deliverables/results/outcomes

| | | | |
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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 3.1. | |
| | Title | Monitoring | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <ul style="list-style-type: none"> - Quarterly status reports - Website - Newsletters - Evaluation reports - Facebook and twitter posts | |
| | Due date | 31-10-2018 | |
| | Languages | | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> <i>All project partners, including all members of the campus teams and also the selected municipalities</i> | | |

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| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty | <input checked="" type="checkbox"/> Local | <input checked="" type="checkbox"/> National |
| | <input checked="" type="checkbox"/> Institution | <input checked="" type="checkbox"/> Regional | <input checked="" type="checkbox"/> International |

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|--|---|--|------------|
| Work package type and ref.nr | QUALITY PLAN | | 3 |
| Title | Mid-term evaluation | | |
| Related assumptions and risks | <i>Assumption:</i> sufficient information will be available to make the evaluation | | |
| Description | evaluation to detect possible risks and bottlenecks in the project implementation | | |
| Tasks | <ul style="list-style-type: none"> - Ex-post evaluation of workshops - Ex-post evaluation of online teaching - Evaluation of CITYLAB modules | | |
| Estimated Start Date (dd-mm-yyyy) | 01-07-2017 | Estimated End Date (dd-mm-yyyy) | 31-07-2017 |
| Lead Organisation | subcontracting | | |
| Participating Organisation | U Antwerpen | | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 3.2. | |
| | Title | Mid-term evaluation | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Evaluation report | |
| | Due date | 31-07-2017 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> <i>All project partners, including all members of the campus teams and also the selected municipalities</i> | | |

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| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty | <input type="checkbox"/> Local | <input type="checkbox"/> National |
| | <input type="checkbox"/> Institution | <input type="checkbox"/> Regional | <input checked="" type="checkbox"/> International |

Please copy and paste tables as necessary.

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| Work package type and ref.nr | DISSEMINATION & EXPLOITATION | | 4 |
| Title | Development of project website | | |
| Related assumptions and risks | | | |
| Description | Development of a project website | | |
| Tasks | <ul style="list-style-type: none"> - Creating a suitable webspace - Setting up the website - Maintaining the website | | |
| Estimated Start Date (dd-mm-yyyy) | 01-12-2016 | Estimated End Date (dd-mm-yyyy) | 31-12-2016 |
| Lead Organisation | UAntwerpen | | |
| Participating Organisation | Subcontracting | | |

Deliverables/results/outcomes

| | | | |
|--|---|--|--|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 4. 1. | |
| | Title | Development of project website | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input type="checkbox"/> Report <input checked="" type="checkbox"/> Service/Product |
| | Description | - Website that is accessible to all project partners and to all web users | |
| | Due date | 31-12-2016 | |
| | Languages | English, Spanish | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> <i>Members of the campus teams will be using this website to exchange</i> | | |

| | |
|----------------------------|---|
| | <i>information</i> |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Work package type and ref.nr | DISSEMINATION & EXPLOITATION | | 4 |
| Title | Conference on PBL in Latin American HEI's, including results of modules and dissemination of results | | |
| Related assumptions and risks | <p>Assumption: the output of the implementation of the project and the exchange of experiences will be sufficient as input for the conference proceedings</p> <p><i>Assumption:</i> the modules and the interaction with the local municipalities was successfully implemented so it provides sufficient input for conference</p> <p><i>Assumption:</i> a critical mass of partners will be able to attend the conference, both teachers and a selection of students</p> <p><i>Assumption:</i> other regional universities will be interested to attend the conference</p> | | |
| Description | Prior to the conference, proceedings with all contributions of the project partners will be written. The international conference on PBL courses in HEI in Latin American on the build environment to present results of students and to exchange good practice. Leading towards a publication of students work to raise awareness and to exchange good practice | | |
| Tasks | <ul style="list-style-type: none"> - Gathering all output from the project - Writing proceedings - Preparation of the conference - Invitation of partners and academic institutes in Latin America - Running the conference - Writing conference report - Write publication - Submit to magazine | | |
| Estimated Start Date (dd-mm-yyyy) | 01-05-2018 | Estimated End Date (dd-mm-yyyy) | 31-09-2018 |
| Lead Organisation | University of Rosario | | |
| Participating Organisation | All other project partners | | |

Deliverables/results/outcomes

| | | | | |
|--|---------------------------------|--|---|----------|
| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | | | 4. 2. |
| | Title | Conference on PBL in Latin American HEI's, including results of modules and dissemination of results | | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report | |

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|----------------------------|---|---|---|
| | | <input type="checkbox"/> Training material | <input type="checkbox"/> Service/Product |
| | Description | Conference proceeding, conference as an event, conference report, magazine publication | |
| | Due date | 31-09-2018 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input checked="" type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input checked="" type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) Target group of conference and the proceedings are academic staff, students and other professionals in the build environment and/or PBL</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input checked="" type="checkbox"/> Institution | <input checked="" type="checkbox"/> Local <input checked="" type="checkbox"/> Regional | <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> International |

Please copy and paste tables as necessary.

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| Work package type and ref.nr | MANAGEMENT | | 5 |
| Title | Inception meeting in Brussels | | |
| Related assumptions and risks | Assumption: all partners will have a representative attending the meeting | | |
| Description | meeting with all project leaders to set up working procedures | | |
| Tasks | <ul style="list-style-type: none"> - Inviting all project partners - Preparing working procedures - Discussing procedures during meeting - Drafting working procedure report and consortium agreement | | |
| Estimated Start Date (dd-mm-yyyy) | 01-11-2016 | Estimated End Date (dd-mm-yyyy) | 31-11-2016 |
| Lead Organisation | University of Antwerp and University of Rosario | | |
| Participating Organisation | All involved partners of the project | | |

Deliverables/results/outcomes

| | | |
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| Expected Deliverable/Results/ | Work Package and Outcome ref.nr | 5.1. |
| | Title | Inception meeting |

| | | | |
|----------------------------|---|--|---|
| Outcomes | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | - Meeting is an event - Report of working procedures - Consortium agreement | |
| | Due date | 31-11-2016 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> Project leaders | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

| | | | |
|--|---|--|------------|
| Work package type and ref.nr | MANAGEMENT | | 5 |
| Title | Project team meeting Year 2 | | |
| Related assumptions and risks | <i>Assumption:</i> all partners will have a representative attending the meeting <i>Assumption:</i> all available documents and information on the status of the project will be available to discuss during the meeting | | |
| Description | Annual project team meeting to follow up project implementation and prepare future project activities (together with technical workshop in Lima) | | |
| Tasks | - Gather all available information on the implementation of the project - Prepare discussions on future activities - Organize meeting - Run meeting - Draft report of meeting | | |
| Estimated Start Date (dd-mm-yyyy) | 01-03-2017 | Estimated End Date (dd-mm-yyyy) | 31-03-2017 |
| Lead Organisation | University of Rosario and University of Antwerp | | |
| Participating Organisation | All involved partners of the project | | |

Deliverables/results/outcomes

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| Expected | Work Package | 5.2. |
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| Deliverable/Results/ Outcomes | and Outcome ref.nr | | |
| | Title | Project team meeting Year 2 | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | - Meeting is an event - Report of meeting | |
| | Due date | 31-03-2017 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) Are all project leaders of the involved universities teachers?</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

| | | | |
|--|--|--|------------|
| Work package type and ref.nr | MANAGEMENT | | 5 |
| Title | Project team meeting Year 3 | | |
| Related assumptions and risks | <i>Assumption: all partners will have a representative attending the meeting Assumption: all available documents and information on the status of the project will be available to discuss during the meeting</i> | | |
| Description | Annual project team meeting to follow up project implementation and prepare future project activities (together with conference) | | |
| Tasks | - Gather all available information on the implementation of the project - Prepare discussions on future activities - Organize meeting - Run meeting - Draft report of meeting | | |
| Estimated Start Date (dd-mm-yyyy) | 01-04-2018 | Estimated End Date (dd-mm-yyyy) | 30-04-2018 |
| Lead Organisation | University of Rosario and university of Antwerp | | |
| Participating Organisation | All involved partners of the project | | |

Deliverables/results/outcomes

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| Expected Deliverable/Results/Outcomes | Work Package and Outcome ref.nr | 5.3. | |
| | Title | Project team meeting Year 3 | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input checked="" type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | <ul style="list-style-type: none"> - Meeting is an event - Report of meeting | |
| | Due date | 30-04-2018 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input type="checkbox"/> Administrative staff <input type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) Are all project leaders of the involved universities teachers?</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input type="checkbox"/> International |

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|--|--|--|------------|
| Work package type and ref.nr | MANAGEMENT | | 5 |
| Title | Daily management | | |
| Related assumptions and risks | <i>Assumption:</i> internet connections will be sufficient for email, online meetings and data sharing to make long distance management possible | | |
| Description | following up implementation, daily communication to ensure collaboration, to guide deadlines, to solve daily problems | | |
| Tasks | <ul style="list-style-type: none"> - Follow up preparation and implementation of all activities - Follow up all communication and collaboration of all partners - Follow up time schedule and workplan - Solve daily management problems | | |
| Estimated Start Date (dd-mm-yyyy) | 01-11-2016 | Estimated End Date (dd-mm-yyyy) | 31-10-2018 |
| Lead Organisation | University of Antwerp and University of Rosario | | |
| Participating Organisation | | | |

Deliverables/results/outcomes

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| Expected | Work Package | 5.4. |
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| Deliverable/Results/ Outcomes | and Outcome ref.nr | | |
| | Title | Daily management | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Emails, minutes from online meetings, minutes from telephone calls | |
| | Due date | 31-10-2018 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters)</i> <i>Are all project leaders of the involved universities teachers? Also daily management regarding cooperation with municipalities of PBL cases</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input checked="" type="checkbox"/> International |

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| Work package type and ref.nr | MANAGEMENT | | 5 |
| Title | Financial Management | | |
| Related assumptions and risks | Assumption: all partners run a transparent bookkeeping and report adequately to the project coordination team | | |
| Description | General bookkeeping of the project to follow up the financial situation and to solve daily problems | | |
| Tasks | <ul style="list-style-type: none"> - Follow up all expenses in a general bookkeeping system - Assess expenses to budget of the project - Manage daily problems and requested budget shifts and allocations | | |
| Estimated Start Date (dd-mm-yyyy) | 01-11-2016 | Estimated End Date (dd-mm-yyyy) | 31-10-2018 |
| Lead Organisation | University of Antwerp and University of Rosario | | |
| Participating Organisation | | | |

Deliverables/results/outcomes

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|------------------------------------|--------------------------|------|
| Expected Deliverable/Result | Work Package and Outcome | 5.5. |
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| s/ Outcomes | ref.nr | | |
| | Title | Financial management | |
| | Type | <input type="checkbox"/> Teaching material <input type="checkbox"/> Learning material <input type="checkbox"/> Training material | <input type="checkbox"/> Event <input checked="" type="checkbox"/> Report <input type="checkbox"/> Service/Product |
| | Description | Emails, bank records and bookkeeping records | |
| | Due date | 31-10-2018 | |
| | Languages | English | |
| Target groups | <input checked="" type="checkbox"/> Teaching staff <input type="checkbox"/> Students <input type="checkbox"/> Trainees <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Technical staff <input type="checkbox"/> Librarians <input checked="" type="checkbox"/> Other | | |
| | <i>If you selected 'Other', please identify these target groups. (Max. 250 characters) Are all project leaders of the involved universities teachers? Also daily management regarding cooperation with municipalities of PBL cases (do the municipalities receive financial support?)</i> | | |
| Dissemination level | <input checked="" type="checkbox"/> Department / Faculty <input type="checkbox"/> Institution | <input type="checkbox"/> Local <input type="checkbox"/> Regional | <input type="checkbox"/> National <input checked="" type="checkbox"/> International |

Please copy and paste tables as necessary.

H.2. Explanation of work package expenditures

Please explain what costs will be associated to each work package and covered by lump sums, flat rates, unit costs, and real costs. Provide information on the travels necessary to complete the workpackage. Detailed information on each travel must be indicated in the Budget Excel table. If purchase of equipment is required, explain how the respective equipment addresses the needs identified in the project. Remember that the specification of each item, including the partner country university/ies at which equipment will be installed, must be detailed in the Budget Excel table. If any subcontracting is considered necessary for the implementation of the project, please explain why the task cannot be performed by the consortium members themselves (limit 3000 characters).

see budget table:

- 1.1 installing campus teams at partner universities: Staff cost at unit costs, no travel costs
 - 1.2 selecting modules at campus teams: Staff cost at unit costs, no travel costs.
 - 1.3 installing expert teams Staff cost at unit costs, no travel costs
 - 2.1 Technical Workshop on PBL: Staff costs at unit costs, travel expenses to travel to LIMA for all partners.
 - 2.2 Writing PBL guidelines: Staff costs at unit costs, no travel costs, translation of guidelines lump sum
 - 2.3 Online training PBL and dissemination of guidelines: staff costs at unit costs, no travel costs, on-line teaching platform and support for online teaching, lump sum. The platform will be subcontracted as well as the monitoring of the web-based learning environment, as anyone of the partners has this equipment and experience.
 - 2.4 Preparing modules: staff costs at unit costs, no travel costs
 - 2.5 explorative interviews: staff costs at unit costs, travel costs to selected cities (5) in LA for LA participants and EU participants.
 - 2.6 running modules, including expert visits: staff costs at unit costs, travel costs for EU and LA experts to modules
 - 3.1 Monitoring status of the project: staff costs at unit costs, no travel costs
 - 3.2 Evaluation: subcontract, lump sum 17000 euro. Outsourcing is preferred to guarantee objectivity.
 - 4.1 Developing project website: subcontract, lump sum. Anyone of the partners involved has the financial resources to implement by themselves the project website.
 - 4.2 Conference on PBL in Latin American HEI's, including results of modules and dissemination of results: staff costs at unit costs, travel costs LA teachers, EU teachers and students to Bogota.
 - 5.1 inception meeting: staff costs at unit costs, travel costs of project leaders to Brussels
 - 5.2 Project team meeting Year 2: staff costs at unit costs
 - 5.3 project team meeting Year 3; staff costs at unit costs
 - 5.4 daily project management: staff costs at unit costs
 - 5.5 daily financial management : staff costs at unit costs, subcontracting financial audit
- Equipment: budget of 5000 Euro to invest in infrastructure and equipment to run the PBL modules. This budget is flexible and can be used to acquire PC's and software, analytical tools (such as GPS devices) and small material. Evaluations of PBL implementation have shown that educational equipment is often lacking (Steinemann, 2003). Moreover, the availability of an external budget might stimulate teachers from other faculties to engage so this is a key investment of the CITYLABS Project, to each of the 12 LA partners.

*If your project involves a **Special Mobility Strand**, please explain what support will be required under each budget heading in order to cover organisational costs (such as special needs, exceptional, non-online linguistic support, etc.) (limit 2000 characters).*

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H.3 Consortium partners involved and resources required to complete the work package

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

| Work Package Ref.nr | Partner nr | Partner acronym | Country | Number of staff days ¹ | | | | | Role and tasks in the work package |
|---------------------|------------|-----------------|-----------|-----------------------------------|------------|------------|------------|-------|---|
| | | | | Category 1 | Category 2 | Category 3 | Category 4 | Total | |
| 1 | | | | | | | | | |
| PREPARATION | | | | | | | | | |
| 1.1 | P6 | UBE | Argentina | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.1 | P7 | UCO | Argentina | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.1 | P8 | UP | Colombia | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.1 | P9 | URO | Colombia | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.1 | P10 | UNL | Mexico | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.1 | P11 | UG | Mexico | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.1 | P12 | USB | Venezuela | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.1 | P13 | UMV | Venezuela | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.1 | P14 | ULI | Peru | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.1 | P15 | UPA | Peru | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.1 | P16 | UFRJ | Brazil | 4 | | | | 4 | Installing campus teams at partner universities |

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

| | | | | | | | | | |
|-----|-----|------|-----------|---|---|--|--|---|---|
| 1.1 | P17 | UFSC | Brazil | 4 | | | | 4 | Installing campus teams at partner universities |
| 1.2 | P6 | UBE | Argentina | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P7 | UCO | Argentina | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P8 | UP | Colombia | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P9 | URO | Colombia | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P10 | UNL | Mexico | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P11 | UG | Mexico | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P12 | USB | Venezuela | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P13 | UMV | Venezuela | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P14 | ULI | Peru | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P15 | UPA | Peru | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P16 | UFRJ | Brazil | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.2 | P17 | UFSC | Brazil | 5 | | | | 5 | Selecting modules at Campus teams |
| 1.3 | P1 | UA | Belgium | 1 | 1 | | | 2 | Installing expert pool |
| 1.3 | P2 | UAA | Denmark | 1 | 1 | | | 2 | Installing expert pool |
| 1.3 | P3 | UM | Spain | 1 | 1 | | | 2 | Installing expert pool |
| 1.3 | P4 | UT | Italy | 1 | 1 | | | 2 | Installing expert pool |
| 1.3 | P5 | UC | France | 1 | 1 | | | 2 | Installing expert pool |
| 1.3 | P6 | UBE | Argentina | 1 | | | | 1 | Installing expert pool |
| 1.3 | P7 | UCO | Argentina | 1 | | | | 1 | Installing expert pool |
| 1.3 | P8 | UP | Colombia | 1 | | | | 1 | Installing expert pool |
| 1.3 | P9 | URO | Colombia | 1 | | | | 1 | Installing expert pool |
| 1.3 | P10 | UNL | Mexico | 1 | | | | 1 | Installing expert pool |
| 1.3 | P11 | UG | Mexico | 1 | | | | 1 | Installing expert pool |

| | | | | | | | | | |
|----------|-------------|------|-----------|----|----|---|--|-----|------------------------|
| 1.3 | P12 | USB | Venezuela | 1 | | | | 1 | Installing expert pool |
| 1.3 | P13 | UMV | Venezuela | 1 | | | | 1 | Installing expert pool |
| 1.3 | P14 | ULI | Peru | 1 | | | | 1 | Installing expert pool |
| 1.3 | P15 | UPA | Peru | 1 | | | | 1 | Installing expert pool |
| 1.3 | P16 | UFRJ | Brazil | 1 | | | | 1 | Installing expert pool |
| 1.3 | P17 | UFSC | Brazil | 1 | | | | 1 | Installing expert pool |
| 1.3 | P18 | UGCL | Spain | 1 | | | | 1 | Installing expert pool |
| SUBTOTAL | | | | | | | | 131 | |
| 2 | DEVELOPMENT | | | | | | | | |
| 2.1 | P1 | UA | Belgium | 4 | 5 | | | 9 | Technical workshop |
| 2.1 | P2 | UAA | Denmark | 8 | 13 | | | 21 | Technical workshop |
| 2.1 | P3 | UM | Spain | 4 | 5 | | | 9 | Technical workshop |
| 2.1 | P4 | UT | Italy | 4 | 5 | | | 9 | Technical workshop |
| 2.1 | P5 | UC | France | 4 | 5 | | | 9 | Technical workshop |
| 2.1 | P6 | UBE | Argentina | 12 | 8 | 2 | | 22 | Technical workshop |
| 2.1 | P7 | UCO | Argentina | 9 | 4 | | | 13 | Technical workshop |
| 2.1 | P8 | UP | Colombia | 9 | 4 | | | 13 | Technical workshop |
| 2.1 | P9 | URO | Colombia | 9 | 4 | | | 13 | Technical workshop |
| 2.1 | P10 | UNL | Mexico | 9 | 4 | | | 13 | Technical workshop |
| 2.1 | P11 | UG | Mexico | 9 | 4 | | | 13 | Technical workshop |
| 2.1 | P12 | USB | Venezuela | 9 | 4 | | | 13 | Technical workshop |
| 2.1 | P13 | UMV | Venezuela | 9 | 4 | | | 13 | Technical workshop |
| 2.1 | P14 | ULI | Peru | 12 | 25 | | | 37 | Technical workshop |

| | | | | | | | | | |
|-----|-----|------|-----------|---|----|---|--|----|---|
| 2.1 | P15 | UPA | Peru | 9 | 4 | | | 13 | Technical workshop |
| 2.1 | P16 | UFRJ | Brazil | 9 | 4 | | | 13 | Technical workshop |
| 2.1 | P17 | UFSC | Brazil | 9 | 4 | | | 13 | Technical workshop |
| 2.1 | P18 | UGCL | Spain | 6 | 3 | | | 9 | Technical workshop |
| 2.2 | P1 | UA | Belgium | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P2 | UAA | Denmark | 5 | 20 | 5 | | 30 | Writing PBL guidelines |
| 2.2 | P3 | UM | Spain | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P4 | UT | Italy | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P5 | UC | France | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P6 | UBE | Argentina | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P7 | UCO | Argentina | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P8 | UP | Colombia | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P9 | URO | Colombia | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P10 | UNL | Mexico | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P11 | UG | Mexico | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P12 | USB | Venezuela | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P13 | UMV | Venezuela | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P14 | ULI | Peru | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P15 | UPA | Peru | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P16 | UFRJ | Brazil | 1 | | | | 1 | Writing PBL guidelines |
| 2.2 | P17 | UFSC | Brazil | 1 | | | | 1 | Writing PBL guidelines |
| 2.3 | P2 | UAA | Denmark | 4 | | | | 4 | online training PBL and dissemination of guidelines |
| 2.3 | P3 | UM | Spain | 2 | | | | 2 | online training PBL and dissemination of guidelines |
| 2.3 | P4 | UT | Italy | 4 | | | | 4 | online training PBL and dissemination of guidelines |
| 2.3 | P6 | UBE | Argentina | 1 | | | | 1 | online training PBL and dissemination of guidelines |

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|-----|-----|------|-----------|---|---|---|--|--|----|---|
| 2.3 | P7 | UCO | Argentina | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.3 | P8 | UP | Colombia | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.3 | P9 | URO | Colombia | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.3 | P10 | UNL | Mexico | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.3 | P11 | UG | Mexico | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.3 | P12 | USB | Venezuela | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.3 | P13 | UMV | Venezuela | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.3 | P14 | ULI | Peru | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.3 | P15 | UPA | Peru | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.3 | P16 | UFRJ | Brazil | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.3 | P17 | UFSC | Brazil | 1 | | | | | 1 | online training PBL and dissemination of guidelines |
| 2.4 | P2 | UAA | Denmark | 5 | | | | | 5 | Preparing modules |
| 2.4 | P5 | UC | France | 5 | | | | | 5 | Preparing modules |
| 2.4 | P6 | UBE | Argentina | 4 | 9 | | | | 13 | Preparing modules |
| 2.4 | P7 | UCO | Argentina | 5 | 8 | 2 | | | 15 | Preparing modules |
| 2.4 | P8 | UP | Colombia | 5 | 8 | 2 | | | 15 | Preparing modules |
| 2.4 | P9 | URO | Colombia | 5 | 8 | 2 | | | 15 | Preparing modules |
| 2.4 | P10 | UNL | Mexico | 5 | 8 | 2 | | | 15 | Preparing modules |
| 2.4 | P11 | UG | Mexico | 5 | 8 | 2 | | | 15 | Preparing modules |
| 2.4 | P12 | USB | Venezuela | 5 | 8 | 2 | | | 15 | Preparing modules |
| 2.4 | P13 | UMV | Venezuela | 5 | 8 | 2 | | | 15 | Preparing modules |
| 2.4 | P14 | ULI | Peru | 6 | 4 | 2 | | | 16 | Preparing modules |
| 2.4 | P15 | UPA | Peru | 5 | 8 | 2 | | | 15 | Preparing modules |

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|-----|-----|------|-----------|---|----|---|--|----|------------------------|
| 2.4 | P16 | UFRJ | Brazil | 5 | 8 | 2 | | 15 | Preparing modules |
| 2.4 | P17 | UFSC | Brazil | 5 | 8 | 2 | | 15 | Preparing modules |
| 2.5 | P1 | UA | Belgium | 1 | | | | 1 | Explorative interviews |
| 2.5 | P2 | UAA | Denmark | 1 | | | | 1 | Explorative interviews |
| 2.5 | P3 | UM | Spain | 1 | | | | 1 | Explorative interviews |
| 2.5 | P4 | UT | Italy | 1 | | | | 1 | Explorative interviews |
| 2.5 | P5 | UC | France | 6 | 10 | | | 16 | Explorative interviews |
| 2.5 | P6 | UBE | Argentina | 6 | 10 | | | 16 | Explorative interviews |
| 2.5 | P7 | UCO | Argentina | 5 | 8 | | | 13 | Explorative interviews |
| 2.5 | P8 | UP | Colombia | 5 | 8 | | | 13 | Explorative interviews |
| 2.5 | P9 | URO | Colombia | 5 | 8 | | | 13 | Explorative interviews |
| 2.5 | P10 | UNL | Mexico | 5 | 8 | | | 13 | Explorative interviews |
| 2.5 | P11 | UG | Mexico | 5 | 8 | | | 13 | Explorative interviews |
| 2.5 | P12 | USB | Venezuela | 5 | 8 | | | 13 | Explorative interviews |
| 2.5 | P13 | UMV | Venezuela | 5 | 8 | | | 13 | Explorative interviews |
| 2.5 | P14 | ULI | Peru | 5 | 3 | | | 13 | Explorative interviews |
| 2.5 | P15 | UPA | Peru | 5 | 8 | | | 13 | Explorative interviews |
| 2.5 | P16 | UFRJ | Brazil | 5 | 8 | | | 13 | Explorative interviews |
| 2.5 | P17 | UFSC | Brazil | 5 | 8 | | | 13 | Explorative interviews |
| 2.5 | P18 | UGCL | Spain | 5 | 10 | | | 15 | Explorative interviews |
| 2.6 | P1 | UA | Belgium | 5 | | | | 5 | Expert visits |
| 2.6 | P2 | UAA | Denmark | 5 | | | | 5 | Expert visits |
| 2.6 | P3 | UM | Spain | 5 | | | | 5 | Expert visits |
| 2.6 | P4 | UT | Italy | 5 | | | | 5 | Expert visits |
| 2.6 | P5 | UC | France | 5 | | | | 5 | Expert visits |
| 2.6 | P6 | UBE | Argentina | 5 | | | | 5 | Expert visits |

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|----------|-------------------------------|------|-----------|----|----|----|--|-----|--|
| | | | a | | | | | | |
| 2.6 | P7 | UCO | Argentina | 5 | | | | 5 | Expert visits |
| 2.6 | P8 | UP | Colombia | 5 | | | | 5 | Expert visits |
| 2.6 | P9 | URO | Colombia | 5 | | | | 5 | Expert visits |
| 2.6 | P10 | UNL | Mexico | 5 | | | | 5 | Expert visits |
| 2.6 | P11 | UG | Mexico | 5 | | | | 5 | Expert visits |
| 2.6 | P12 | USB | Venezuela | 5 | | | | 5 | Expert visits |
| 2.6 | P13 | UMV | Venezuela | 5 | | | | 5 | Expert visits |
| 2.6 | P14 | ULI | Peru | 5 | | | | 5 | Expert visits |
| 2.6 | P15 | UPA | Peru | 5 | | | | 5 | Expert visits |
| 2.6 | P16 | UFRJ | Brazil | 5 | | | | 5 | Expert visits |
| 2.6 | P17 | UFSC | Brazil | 5 | | | | 5 | Expert visits |
| 2.6 | P18 | UGCL | Spain | 3 | | | | 3 | Expert visits |
| SUBTOTAL | | | | | | | | 785 | |
| 3 | QUALITY PLAN | | | | | | | | |
| 3.1 | P1 | UA | Belgium | 10 | 70 | 20 | | 100 | monitoring |
| | P9 | URO | Colombia | 10 | 70 | 20 | | 100 | monitoring |
| SUBTOTAL | | | | | | | | 200 | |
| 4 | DISSIMINATION AND EXPLORATION | | | | | | | | |
| 4.2 | P1 | UA | Belgium | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P2 | UAA | Denmark | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P3 | UM | Spain | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P4 | UT | Italy | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P5 | UC | France | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P6 | UBE | Argentina | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |

| | | | | | | | | | |
|--------------|-----|------|-----------|----|----|----|--|-----|--|
| | | | a | | | | | | |
| 4.2 | P7 | UCO | Argentina | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P8 | UP | Colombia | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P9 | URO | Colombia | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P10 | UNL | Mexico | 40 | 60 | 20 | | 120 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P11 | UG | Mexico | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P12 | USB | Venezuela | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P13 | UMV | Venezuela | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P14 | ULI | Peru | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P15 | UPA | Peru | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P16 | UFRJ | Brazil | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P17 | UFSC | Brazil | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| 4.2 | P18 | UGCL | Spain | 5 | 6 | | | 11 | Final conference PBL IN LA HEI, incl. results of modules |
| SUBTOTAL | | | | | | | | 307 | |
| 5 MANAGEMENT | | | | | | | | | |
| 5.1 | P1 | UA | Belgium | 4 | 6 | | | 10 | Inception meeting Brussels |
| 5.1 | P2 | UAA | Denmark | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P3 | UM | Spain | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P4 | UT | Italy | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P5 | UC | France | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P6 | UBE | Argentina | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P7 | UCO | Argentina | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P8 | UP | Colombia | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P9 | URO | Colombia | 2 | 3 | | | 5 | Inception meeting Brussels |
| 5.1 | P10 | UNL | Mexico | 2 | 2 | | | 4 | Inception meeting Brussels |

| | | | | | | | | | |
|-----|-----|------|-----------|---|---|--|--|----|---|
| 5.1 | P11 | UG | Mexico | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P12 | USB | Venezuela | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P13 | UMV | Venezuela | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P14 | ULI | Peru | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P15 | UPA | Peru | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P16 | UFRJ | Brazil | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P17 | UFSC | Brazil | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.1 | P18 | UGCL | Spain | 2 | 2 | | | 4 | Inception meeting Brussels |
| 5.2 | P1 | UA | Belgium | 2 | 3 | | | 5 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P2 | UAA | Denmark | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P3 | UM | Spain | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P4 | UT | Italy | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P5 | UC | France | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P6 | UBE | Argentina | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P7 | UCO | Argentina | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P8 | UP | Colombia | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P9 | URO | Colombia | 2 | 8 | | | 10 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P10 | UNL | Mexico | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P11 | UG | Mexico | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |

| | | | | | | | | | |
|-----|-----|------|-----------|---|---|--|--|----|---|
| 5.2 | P12 | USB | Venezuela | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P13 | UMV | Venezuela | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P14 | ULI | Peru | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P15 | UPA | Peru | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P16 | UFRJ | Brazil | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P17 | UFSC | Brazil | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.2 | P18 | UGCL | Spain | 2 | 2 | | | 4 | Project team meeting Year 2 (together with technical workshops) |
| 5.3 | P1 | UA | Belgium | 2 | 8 | | | 10 | Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P2 | UAA | Denmark | 2 | 2 | | | 4 | Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P3 | UM | Spain | 2 | 2 | | | 4 | Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P4 | UT | Italy | 2 | 2 | | | 4 | Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P5 | UC | France | 2 | 2 | | | 4 | Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P6 | UBE | Argentina | 2 | 2 | | | 4 | Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P7 | UCO | Argentina | 2 | 2 | | | 4 | Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P8 | UP | Colombia | 2 | 2 | | | 4 | Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P9 | URO | Colombia | 2 | | | | 2 | Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P10 | UNL | Mexico | 2 | 2 | | | 4 | Project team Meeting Year 3 (together with conference - |

| | | | | | | | | | |
|----------|-----|------|-----------|----|-----|----|----|------|---|
| | | | | | | | | | flight costs see conference, 2 additional nights to stay) |
| 5.3 | P11 | UG | Mexico | 2 | 2 | | | | 4 Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P12 | USB | Venezuela | 2 | 2 | | | | 4 Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P13 | UMV | Venezuela | 2 | 2 | | | | 4 Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P14 | ULI | Peru | 2 | 2 | | | | 4 Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P15 | UPA | Peru | 2 | 2 | | | | 4 Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P16 | UFRJ | Brazil | 2 | 2 | | | | 4 Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P17 | UFSC | Brazil | 2 | 2 | | | | 4 Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.3 | P18 | UGCL | Spain | 2 | 2 | | | | 4 Project team Meeting Year 3 (together with conference - flight costs see conference, 2 additional nights to stay) |
| 5.4 | P1 | UA | Belgium | 10 | 110 | 15 | 15 | 150 | Daily management |
| 5.4 | P9 | URO | Colombia | 20 | 100 | 15 | 15 | 150 | Daily management |
| 5.5 | P1 | UA | Belgium | 10 | 20 | 90 | | 120 | Financial management |
| 5.5 | P9 | URO | Colombia | 10 | 30 | 10 | | 50 | Financial management |
| SUBTOTAL | | | | | | | | 704 | |
| TOTAL | | | | | | | | 2136 | |

Please insert rows as necessary

Subcontracting of tasks to external bodies should be very occasional. The specific competences and particular expertise needed to reach the project objectives should be found in the consortium and should determine its composition. Subcontracting is intended for specific, time-bound, project-related tasks which cannot be performed by the Consortium members themselves.

Tasks that will be subcontracted:

| Work Package Ref.nr | Partner responsible for sub-contracting (Acronym) | Country | Number of days (where appropriate) | Brief description of task |
|---------------------|---|----------------|------------------------------------|---|
| 2.1 | UR | Peru, Colombia | | Translation costs for workshop in LIMA, Exploratory Interviews, Expert Visits and Modules |
| 2.3 | UA | Belgium | | e- Platform for online teaching, organization of online teaching |
| 3.2 | UA | Belgium | | Mid-term evaluation of the project |
| 5.5 | UA | Belgium | | Financial Audit |
| 4.2 | UR | Colombia | | Translation costs for Final congress |
| 4.1 | UA | Belgium | | Development of project website |
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Please insert rows as necessary.

PART I – Special Mobility Strand

Applies *ONLY* to cooperation projects with partner countries from REGIONS 1, 2 and 3

Projects may organise mobility activities of students, researchers and staff so far as they support/complement the other activities of the **Capacity Building** project and bring added value in the realisation of the project's objectives. Mobility activities do not constitute the main activities for Capacity Building.

I.1. Relevance of mobility activities

Please describe what kind of mobility activities are foreseen in the Special Mobility Strand, what are their objectives and expected results. Explain how the mobility activities of students, researchers and staff support/complement the other activities of the Capacity Building and bring added value in the realisation of the project's objectives (limit 3000 characters).

I.2. Identification and selection of the participants

Please describe the procedures set up for identification and selection of participants for the mobility activity (limit 1000 characters).

I.3. Preparation and support

Please describe the structure for preparation of the participants for the mobility activity, including specific training or course, linguistic preparation etc. Please explain the support provided in terms of accommodation, insurances, etc. Please explain the quality measures set up in the sending and receiving organisations for monitoring the mobility activity and measures to be taken if the results foreseen are not met (limit 2000 characters).

I.4. Involvement of people with fewer opportunities

Does your project involve people with fewer opportunities? YES NO

IF YES, how many participants coming from which countries and organisations would fall under this category? Specify the type of situation of fewer opportunities these participants are facing (limit 2000 characters).

Please explain the nature of the support required and how it will be addressed, so that these persons can fully engage in the foreseen activities (limit 1000 characters).

I.5. Recognition and validation of learning outcomes

Please explain how the project intends to recognise and validate the teaching and/or learning outcomes of the participants (limit 1000 characters).

PART J - OTHER EU GRANTS

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

| Programme or initiative | Reference number | Beneficiary Organisation | Title of the Project |
|--|--------------------------------------|---|----------------------|
| Erasmus+ Strategic Partnership action 2 | 2014-851/10-0808 | Aalborg University (AAU) | COLIBRI |
| Erasmus+ Strategic Partnership action 2 | 2014-871/10-0196 2014-871/10-0196 | Institut National des Sciences Appliquées de Lyon (AAU partner) | PEPUP |
| Erasmus+ Joint EM Master action 1 | FPA-2012-195 | Université de Poitiers (AAU partner) | DYSEM |
| Erasmus+ Joint EM Master action 1 | FPA-2013-0242 | Lincoln University (AAU partner) | ADVANCES |
| Erasmus Mundus Joint Doctorate Programme action 1B | FPA-2012-0038 | Université Libre de Bruxelles (AAU partner) | IT4BI-DC |
| Joint EM Master action 1A | FPA-2012-195 | Aalborg University (AAU) | JEMES CiSu |
| EM action 2 | 545662 | Université Libre de Bruxelles (AAU partner) | CARIBU |
| EU Tempus | 2012-3080 | Aalborg University (AAU) | EUniAM |
| EM action 2 | 2009-1799 | Aalborg University (AAU) | Mobility for Life |
| LLL | 539369-LLP1-2013-1-ES-ERASMUS | La Salle Architecture Engineering School (AAU partner) | OIKONET |
| FP7 | 289192 | Johann Heinrich von Thünen Institute (AAU partner) | SOCIOEC |
| FP7 | FP7 | Erasmus University of Rotterdam (AAU partner) | TRANSIT |
| FP7 | FP7-KBBE-2013 | Mátis (AAU partner) | MareFrame |
| FP7 | 612326 | Bournemouth University (AAU partner) | veggiEAT |
| ERASMUS | 545807-EM-1- | Politecnico di Torino | AREAS+ Academic |

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|--|--|---|---|
| MUNDUS | 2013-1-IT-ERA MUNDUS- EMA21 | (Italy) | Relations between Europe and Asia |
| ERASMUS MUNDUS | 372287-EM-1- 2012-1-IT-ERA MUNDUS- EMA21 | Politecnico di Torino (Italy) | EUROEAST |
| ERASMUS MUNDUS | 372306-1-2012- 1-IT-ERA MUNDUS- EMA21 | Politecnico di Torino (Italy) | India for EU II |
| TEMPUS | 517361- TEMPUS-1- 2011-1-IT- TEMPUS-JPHES | Politecnico di Torino (Italy) | Technical Education on Resource Savings for Industrial Development (TERSID) |
| LLP LEONARDO | 2011-1-IT1- LEO05-01969 | Politecnico di Torino (Italy) | Exploiting the TIPTOE platform by transferring ECVET and EQF semantic tools in a multi sectoral perspective (TAM TAM) |
| I.S.T. Programme, Flexible University, V Framework | IST-1999-10253 | Politecnico di Torino (Italy) | Web based INtelligent Design Support for Architecture and Civil Engineering (WINDS) |
| ALFA III | 279-082 / 174 | Pontificia Universidad Católica de Chile (Coordinador) Universidad de Belgrano | ALFA III - ADU 2020: La reestructuración de la Educación Superior en el campo más amplio de la Arquitectura, Diseño y Urbanismo en el Siglo 21 |
| ALFA II | II-0418-FCD | Hogeschool voor Wetenschap and Kunst(Coordinador)- Universidad de Belgrano | A meta-university in Architecture: Crossroads in Architecture - pilot projects |
| ALFA II | II-0384-A | Universidad de Zaragoza (Coordinador)- Universidad de Belgrano | Teaching Computer Graphics And Multimedia, Lifelong learning |
| ALFA II | N/A | Universidad Pontificia de Valencia (Spain) | RECLA-Red para la Educación continua en Euro-latino américa (RECLA)-Desarrollo de un sistema homogéneo de evaluación permanente de la calidad de la educación continua basado en EFQM para Europa y América Latina |

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| ALFA III | N/A | Universidad del Rosario (Colombia) y Universidad de Alicante (Spain) | PIHE NETWORK-EULAC PARTNERSHIPS FOR THE INTERNATIONALISATION OF HIGHER EDUCATION |
| ALFA III | N/A | Universidade Lusofona de Humanidades e tecnologia (Portugal) | RIAPE-Programa Marco Interuniversitario para una política de equidad y cohesión social en la educación superior |
| ALFA III | N/A | Instituto Tecnológico de Costa Rica (Costa Rica) | EQUALITY-Strengthening Women Leadership in Latin American HEIs and Society |
| FP7 | N/A | Sociedad para el Fomento de la Innovación Tecnológica (INNOVATEC, Spain) | EVAL-HEALTH: Developing and testing of new methodologies to monitor and evaluate health related EU-funded interventions in cooperation partner countries |
| FP7 | N/A | Consorci de Salut i Social de Catalunya | EQUITY LA I Impacto sobre la equidad de acceso y la eficiencia de redes integradas de servicios de salud en Colombia y Brasil. |
| FP7 | 305197 | Consorci de Salut i Social de Catalunya | EQUITY LA II-The impact of alternative care integration strategies on health care networks' performance in different latin american health systems |
| EM | 545711-EM-1-2013-1-PT-ERA MUNDUS-EMA21 | Universidade Nova de Lisboa | Fostering Education and Learning mobilities for Latin-American academics Outgoing Worldwide with ERASMUS MUNDUS (FELLOW-MUNDUS) |
| Leonardo | 2012-LDV-TOI-502 | University of Antwerp | Regional consortia for Internship Mobility |
| EM Partnerships | 2009 -1664 | University of Antwerp | Connec |
| EM Partnerships | 2009-1655 | University of Bologna | Eadic I |
| EM Partnerships | 2010-2401 | University of Bologna | Eadic II |
| EM Partnerships | 2010-2343 | University of Antwerp | Eurosa I |
| EM Partnerships | 2011-2593 | University of Antwerp | Eurosa II |
| EM Partnerships | 2012-2653 | University of Antwerp | Eurosa III |
| EM Partnerships | 2012-2668 | University of Graz | JoinEUSee IV |

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| Erasmus | 2012-ERA02-B ANTWERP01 | University of Antwerp | Student and staff mobility |
| Erasmus | 2012/LLP/ERA MOB-IP/17 | University of Antwerp | Politics and Economics of Aid |
| Erasmus | 2012/LLP/ERA MOB-IP/16 | University of Antwerp | City Development - past, present, future |
| Erasmus | 2012/ERA/MOB -EILC/07 | University of Antwerp | Erasmus Intensive Language Courses |
| EMMC | 2013-0235 | University of Antwerp | Comparative Morphology (EUCOMOR) |
| EMMC | 2013-0213 | University of Antwerp | Economics of globalisation and European integration |
| Erasmus | 2013-ERAMOB- BANTWERP01 | University of Antwerp | Student and staff mobility |
| Erasmus | MINISTERIEEL BESLUIT | University of Antwerp | Student and staff mobility (Erasmus Belgica) |
| Erasmus | 2013-ERA-IP02 | University of Antwerp | Politics and Economics of Aid |
| Erasmus | 2013-ERA-IP01 | University of Antwerp | City Development - past, present, future |
| Erasmus | 2013-ERA- EILC- ANTWERP01 | University of Antwerp | Erasmus Intensive Language Courses |
| Erasmus | 2013-4397/001- 001 | University of Antwerp | Green Development, Research and Innovation in Vehicle engineering - G Drive |
| Erasmus | | University of Antwerp | ADLAB |
| Leonardo | 2013-5634/001- 001 | University of Antwerp | Enabling and including young people with complex and intense support needs ENABLING |
| Jean Monnet | 2013-3217/001- 001 | University of Antwerp | Teaching attitudes and skills towards Europe |
| Erasmus Partnerships | 2013-2712/001- 001 | University of Antwerp | EUROSA+ |
| EduLink II | FED/2013/320- 159 | University of Antwerp | Mainstreaming Energy Efficiency and Climate Change in Built Environment Training and Research in the Caribbean (CarEnTrain) |
| Erasmus Mundus (Action 2 Strand2) | 2012-5538/004- 001 | L'Ecole Centrale de Paris | EM-EASED |
| Erasmus Mundus (Action 2 Strand1) | 2012-2641/001- 001-EMA2 | Politecnico di Torino | India4EU II |
| Erasmus Mundus (Action 2 Strand1) | 2013- 2536/001/001 | Agricultural University of Athens (Greece) | BRAVE |

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| Erasmus Mundus (Action 1 EMMCs) | 2013-0222/001- 001-EMMC | Ecole Nationale Supérieure des Techniques Industrielles et des Mines de Nantes | EMMC ME3 |
| Erasmus Mundus (Action 1 EMMCs) | 2006-0042/001 FRAME MUNB 123 | Centre International d'Etudes Supérieures en Sciences Agronomiques (France) | AGRIS MUNDUS |
| Erasmus Mundus (Action 1 EMMCs) | 2010-2434/001- 001-EMMC | Montpellier SupAgro (France) | VINIFERA |
| Erasmus Mundus (Action 1 EMJD) | 512095-1-2010- 1-DK-ERA MUNDUS EMJD | University of Copenhagen (Denmark) | AgTraIn (Agricultural Transformation by Innovation) |
| Erasmus Mundus (Action 1 EMJD) | 2013-1448/001- 001-EMII-EMJD | Kungliga Tekniska Högskolan (Sweden) | EDIM (European Doctorate in Industrial Management) |
| LLP-ERASMUS: Intensive Programme | 2012-1-GR1- ERA10-10628 | School of Chemical Engineering (NTUA- Greece) | ICT at the Service of Cultural Heritage (HERICT) |
| LLP-ERASMUS: Intensive Programme | 2013-1-ES1- ERA10-74529 | Kungliga Tekniska Högskolan (Sweden) | Time European Summer School (TESS): Sustainability and the global economy |
| LLP-ERASMUS: Multilateral Project | 518373-LLP-1- 2011-1-NL- ERASMUS- ESMO | Technologicak University of Delf | OCW Eur: OpenCourseware and its potential for virtual mobility and Life Long Learning in the European context |
| LLP-ERASMUS: Multilateral Project | 510184-LLP-1- 2010-1-UK- ERASMUS- ECDCE | Buckinghamshire New University (BUCKS) | MSc technology-enhanced Forest Fire Fighting Learning |
| LLP-ERASMUS: Multilateral Project | 517629-LLP-1- 2011-UK- ERASMUS- EMCR | Buckinghamshire New University (BUCKS) | MSc Programme in Environmental Security and Management |
| LLP-ERASMUS: Multilateral Project | 510587-LLP-1- 2010-GR- ERASMUS- ECDSP | Technological Education Institute of Crete (Greece) | Plasma Physics and Applications |
| LLP-ERASMUS: Multilateral Project | 526746-LLP-1- 2012-1-ES- ERASMUS- EMCR | Universidad Politécnica de Madrid (Spain) | MSc Programme in Climate Change and Restoration of Degraded Land (RECLAND) |
| LLP-ERASMUS: Multilateral Project | 527296-LLP-1- 2012-1-UK- ERASMUS- ECUE | Buckinghamshire New University (BUCKS) | Green Technology European Virtual Gateway (VITEG) |

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| LLP-ERASMUS: Multilateral Project | 539517-LLP-1- 2013-1-ES- ERASMUS-EKA | Universidad Politécnica de Madrid (Spain) | MsC Programme in Management of Ecological and Sustainable Tourism (MPMEST) |
| LLP-ERASMUS: Multilateral Project | 539230-LLP-1- 2013-1-ES- ERASMUS-EQR | Universidad de la Laguna | European Islands Continue Education on Resources Efficiency virtual Gateway (VIREG) |
| LLP-ERASMUS: Multilateral Project | 539439-LLP-1- 2013-1-ES- ERASMUS- ESIN | Universidad Politécnica de Madrid (Spain) | Increasing young women participating in Science Studies and in the Aeronautic Industry |
| PAP- COMENIUS: Sectorial Programme | 518156-LLP- 2011-AT- COMENIUS- CMP | FH Joanneum- University of Applied Sciences (Austria) | Fly High |
| LLP - Transversal Programme: Key activity 4 | 511511-LLP-1- 2010-1-BG- KA4-KA4MP | Agraren Universitet (Bulgaria) | Recycle and Reuse of Agro Programmes (RE-AGRO) |
| LLP - Transversal Programme: Key activity 2 Lingu@net | 530964-LLP-1- 2012-1-ES-KA2- KA2MP | Universidad Politécnica de Madrid (Spain) | Lingu@network (LnetWK) - second edition |
| LLP - Transversal Programme: Key activity 2 Lingu@net | 2012-5182/001- 001 | Universidad Politécnica de Madrid (Spain) | Lingu@network (third edition) |
| LLP - Transversal Programme: Key activity 3 ICT multilateral projects | 531206-LLP- 2012-IT-KA3- KA3MP | Universidad Politécnica de Madrid (Spain) | intelligent training needs assessment and open educational Resources to foster entrepreneurship (STARTUP) |
| LLP - Transversal programme: Key activity 2 | 531211-LLP-1- 2012-1-DE-KA2- KA2MP | Ernst-Moritz-Arndt- Universität Greifswald (Germany) | Smart Educational Autonomy through Guided Language Learning (SEAGULL) |
| LLP - Transversal Programme: Key activity 4 | 543202-LLP-1- 2013-1-ES-KA3- KA3MP | Centro Cirugía Mínima Invasión - Caceres – Spain | e-Learning serious game for surgical skills training: Kheiron Training Systems (KTS) |
| GRUNDTVIG PROGRAMME: Partnerships | 2012-1-HU1- GRU06-07032 | Universidad Politécnica de Madrid (Spain) | Mobilities |
| GRUNDTVIG PROGRAMME: Adult Education | 2012-3-ES1- GRU03-60608 | Universidad Politécnica de Madrid (Spain) | Curso estructurado de formación (EVENT09_Structured) |
| GRUNDTVIG PROGRAMME: Adult Education | 539464-LLP-1- 2013-1-BG- GRUNDTVIG- GMP | Agraren Universitet (Bulgaria) | My food - My Medicine |

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| LLP - LEONARDO: Multilateral Project | 528125-LLP-1- 2012-1-UK- LEONARDO- LMP | Every's Consultancy Limited (UK) | Minimally Invasive Surgical pedagogical model based on video Technology Enhanced Learning (MISTELA) |
| LLP - LEONARDO: Partnerships | 2012-I-PL1- LEO04_2328191 6 | Szkola Główna Gospodarstwa Wiejskiego Warszawie (Poland) | Leonardo Organic Vocational Education and Training. Best practices in organic agriculture in Europe (LOVETII) |
| LLP - LEONARDO: Transfer of Innovation | 2012-I-FRI- LEO05-3426 | AGROSUP Dijon EDUTER Ingénierie | Certi-org learning and certifying organizations (CERTIORG) |
| LLP - LEONARDO: Transfer of Innovation | LLP/LdV/TOI/20 13/IRL-511 | Institute of Technology, Clash, Tralee (Ireland) | European Fitness Inclusion Training-for Work (EFIT- W) |
| LLP - LEONARDO: Transfer of Innovation | 539319-LLP-1- 2013-1-PT- LEONARDO- LMP | NOVAIS (Portugal) | Aeronautic Industry Skills Resolution for a more efficient Vet offer (AIRVET) |
| Erasmus Mundus | EACEA/35/08 Erasmus Mundus External Cooperation Window LOT 18 – BAPE: Argentina, Bolivia, Perú-GA N. 2009– 1669/001–001- ECW | Universidad de Padua, Italia, Coordinador. | BAPE: Mobility with Bolivia, Argentina, Perú y Europa. |
| Erasmus Mundus | EACEA /29/ 09 Erasmus Mundus Action 2 LOT 13 B-GA N. 183225-EM- 12010-1-ES | Universidad de Málaga, España. Coordinador. | MoE: A Move on Education. |
| Erasmus Mundus | EACEA/41/10 Erasmus Mundus Action2 LOT 16 A/ GA N. 2011 – 2622 / 001 – 001 – EMA2 | Universidad Politécnica de Valencia, España. Coordinador. | EUROTANGO II |
| Erasmus Mundus | EACEA/41/10 Erasmus Mundus Action2 LOT 16 B-GA N. 2011 – 2588 / 001 – 001 – EMA2 | Universidad de Padua, Italia, Coordinador | ARTESS: Argentina Towards Europe for Student Mobility |

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| Erasmus Mundus | EACEA/41/10 Erasmus Mundus Action2 LOT 16 A -GA N. 2011- 2587/001-001- EMA2 | Politécnico de Torino, Polito, Italia. Coordinador. | ARCOIRIS: Argentina Cooperation for International Research and Study. |
| Erasmus Mundus | EACEA 42/11 Erasmus Mundus Action 2 LOT 13 GA N. 2012 – 2646 / 001 – 001 – EMA2, | Universidad de Padua, Italia. Coordinador | PRECIOSA: Program of Exchange and Cooperation for International Studies between Europe and South America |
| Erasmus Mundus | EACEA 42/11 Erasmus Mundus Action 2 LOT 13 GAN. 2012- 2737/001-001- EMA2 | Universidad de Mondragón, España. Coordinador | LAMENITEC: Latin America Engineering and Information Technologies Network de Mondr, Italia, ia. Coordbilitysgow, Reino Unido.EE, coordinado por el Royal Institute of Technology, KTH, Suecia; |
| EuropeAid | EuropeAid /124200/D/SER/ AR -Lote nº 3 Región Centro- | ILPES-CEPAL | Proyecto FOPIIE Fortalecimiento Pedagógico de las Escuelas del Programa Integral para la Igualdad Educativa |
| EuropeAid | EuropeAID/1331 64/ D/SER/AR - | Ministerio de Educación de la Nación Argentina. | Educación Media y Formación para el Trabajo para Jóvenes |
| EuropeAid | EuropeAid- ALFA III - 89 | Universidad de Deusto, España. Coordinador | ALFA IIITuning – América Latina: Innovación educativa y social (2011- 2013). |
| EuropeAid | EuropeAid- DCIALA/19.09.0 1/10/21526/245- 297/ALFA III(2010) 29 | Universidad Miguel Hernández de Elche, España. Coordinador | Red-Biofarma. Red para el desarrollo de metodologías farmacéuticas racionales que incrementen la competencia y el impacto social de las Industrias Farmacéuticas Locales- |
| EuropeAid | EuropeAid - DCIALA/19.09.0 1/10/21526/254- 909/ALFA III (2010) 94 | Universidad Politécnica de Madrid, España. Coordinador | ALFA GUIA. Gestión Universitaria Integral del Abandono- |
| EuropeAid | EuropeAid- DCIALA/19.09.0 1/10/21526/254- 792/ALFA | Universidad Politécnica de Valencia, España. Coordinador | INFOACES –Sistema Integral de Información sobre las Instituciones de Educación Superior de |

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| | III(2010) 13 | | América Latina para el Área Común de Educación Superior con Europa - |
| EuropeAid | EuropeAid/134-602/M/ACT/R06 | Universidad Nacional de Córdoba, Argentina | Estudio de la situación de las políticas de formación docente para educación de jóvenes y adultos y educación rural en países del MERCOSUR -Programa de Apoyo al Sector Educativo del MERCOSUR (PASEM). |
| EuropeAid | EuropeAid/130695/M/ACT/R06-18 Proyecto de Apoyo de la UE al Programa de Movilidad MERCOSUR en Educación Superior (DCI-ALA/2006/18586). | Universidad Nacional de Córdoba, Argentina | Construcción cooperativa de políticas y estrategias de formación de docentes universitarios en la región |
| EuropeAid | EuropeAid/130695/M/ACT/R06/20 Proyecto de Apoyo de la UE al Programa de Movilidad MERCOSUR en Educación Superior (DCI-ALA/2006/18586). | Universidad Nacional de Córdoba, Argentina | Plantas Medicinales y Medicamentos Fitoterápicos, situación actual en el MERCOSUR |
| EuropeAid | EuropeAid/130695/M/ACT/R06 Proyecto de Apoyo de la UE al Programa de Movilidad MERCOSUR en Educación Superior (DCI-ALA/2006/18586). | Universidad Nacional de San Juan, Argentina | Cursos interuniversitarios para el intercambio de conocimientos en el espacio del MECOSUR |
| EuropeAid | EuropeAid/130695/M/ACT/R06 | Universidad de la República, Uruguay | Programa de intercambio "identidad" |

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| | Proyecto de Apoyo de la UE al Programa de Movilidad MERCOSUR en Educación Superior (DCI-ALA/2006/18586). | | plurilingüe, operatividad bilingüe” |
| EuropeAid | EuropeAid/130695/M/ACT/R17 Proyecto de Apoyo de la UE al Programa de Movilidad MERCOSUR en Educación Superior (DCI-ALA/2006/18586). | Universidad Nacional de Asunción, Paraguay | Fortalecimiento de las oficinas de Relaciones Internacionales (ORIs) como estrategia de mejoramiento de la gestión institucional e integración de las Instituciones de educación superior del MERCOSUR. |
| EuropeAid | EuropeAid/130695/M/ACT/R06 Proyecto de Apoyo de la UE al Programa de Movilidad MERCOSUR en Educación Superior (DCI-ALA/2006/18586). | Universidad Federal Fluminense (Brasil) | MERCOSUR Integración e Interlocución: Lengua y Cultura |
| EuropeAid-European Instrument for Democracy and Human Rights | EIDHR/2014/346-607 | Fondo de Mujeres del Sur (FMS), Argentina, Uruguay y Paraguay. | Fortaleciendo a las Defensoras de Derechos Ambientales en el Chaco Americano (Argentina, Bolivia y Paraguay). |
| Sector 16030 | DCI-NSAPVD/2012/302-896 | United Cities and Local Governments (UCLG) FNP ASF (Architects Without Borders) ANAMM | Project of Improvement of the Capacities of Local Authorities and Associations of Local Authorities as actors of decentralized cooperation ” |
| Sector 15140 | DSI-NSA PVD/2009/201-652 | Diputació de Barcelona Generalitat de Catalunya FLACMA ASPAC UCLG | EU Support for decentralization and local governance in developing countries |

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| Erasmus Mundus – Action 3 | AGREEMENT NUMBER: 2011 – 2550 | 21 pays latino-américains et européens (Grèce, Argentine, Belgique, Bolivie, Brésil, Chili, Colombie, Espagne, France, Guatemala, Honduras, Irlande, Italie, Liechtenstein, Norvège, Panama, Pérou, Pologne, Portugal, République Dominicaine, Roumanie, Uruguay). Le projet Archi Mundus compte aussi avec la participation des associations d'Ecoles d'Architecture les plus prestigieuses d'Amérique Latine, d'Amérique du Nord et d'Europe, telles qu'ARQUISUR, UDEFADAC, UDEFAL, ACSA, NAAB et EAAE | <i>Archi mundus – Building up Quality in Architectural Education</i> http://www.archi-mundus.net |
| ALFA II | ALFA II-0418-(FA) FCD | Hogeschool voor Wetenschap & Kunst. St-Lucas (BE), Universidade Federal do Rio de Janeiro (BR), Technische Universiteit Eindhoven (NL), University of Strathclyde (UK), Universidad de Sevilla (ES), Universidad de Belgrano (AR), Institutio Superior Politechnico José Antonio Echeverria (CU), et Pontificia Universidad Catolica de Chile (CL). | « ARCHINET -A meta-university in Architecture: Crossroads in Architecture - pilot projects |
| ALFA I | ALR/B7-3011/94.04-6.0040.2 | Hogeschool voor Wetenschap & Kunst. St-Lucas (BE), Universidade Federal | Network EU-LA urban planning |

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| | | do Rio de Janeiro (BR), Technische Universiteit Berlin (TU Berlin), University of Strathclyde (UK), Universidad de Belgrano (AR), Instituto Superior Politecnico José Antonio Echeverría (CU) | |
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Please insert rows as necessary.

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

| Programme concerned | Beneficiary Organisation | Amount requested |
|----------------------------|-----------------------------------|-------------------------|
| Erasmus + | University of Antwerp | 998.982 eur |
| Excellent Science | Universidad Politecnica de Madrid | 1543,750.00 |
| Excellent Science | Universidad Politecnica de Madrid | 1130,224.00 |
| Excellent Science | Universidad Politecnica de Madrid | 2218,250.00 |
| Excellent Science | Universidad Politecnica de Madrid | 1735,110.80 |
| Excellent Science | Universidad Politecnica de Madrid | 991,491.80 |
| Excellent Science | Universidad Politecnica de Madrid | 450,570.00 |
| Excellent Science | Universidad Politecnica de Madrid | 521,844.00 |
| Excellent Science | Universidad Politecnica de Madrid | 743,618.90 |
| Excellent Science | Universidad Politecnica de Madrid | 702,750.00 |
| Excellent Science | Universidad Politecnica de Madrid | 593,250.00 |
| Industrial Leadership | Universidad Politecnica de Madrid | 796,375.00 |
| Excellent Science | Universidad Politecnica de Madrid | 1063,455.00 |
| Excellent Science | Universidad Politecnica de Madrid | 743,618.90 |

Please insert rows as necessary.

CHECK LIST

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

- PART D - Quality of the project team and the cooperation arrangements
- PART E - Project characteristics and relevance
- PART F - Quality of the project design and implementation
- PART G - Impact, dissemination and exploitation, sustainability
 - Logical Framework Matrix
 - Workplan
- PART H - Work packages
- PART I – Special Mobility Strand (where applicable)
- PART J - Other EU Grants