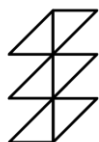
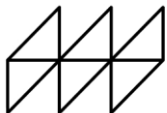


# KNOWLEDGE TRANSFER PLAN CENTRE D'ESTUDIS DEMOGRÀFICS

**Bellaterra, 14 March 2025**

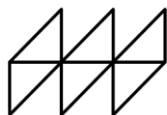




**CED**  
*Centre d'Estudis  
Demogràfics*

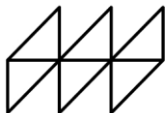
**PROCEDIMENT P04.1**  
**Gestió de transferència de coneixement**

Revisió 4 (1)  
14 March 2025



## **ÍNDEX**

0.- Presentatation .....	5
1.- Introduction .....	6
2.- Mission and vision.....	7
3.- General objectives .....	7
4.- Specific objectives .....	7
5.- Actions .....	8
6.- Resources .....	11
6.1.- Responsibles .....	12
6.2.- Indicators .....	12
Annexes:	
1.- Knowledge Transfer Service Sheet.....	15
2.- Roadmap for the Development of a Valorization Pathway .....	16
3.- Example of Knowledge Transfer from a Research Project .....	23



**CED**  
*Centre d'Estudis  
Demogràfics*

**PROCEDIMENT P04.1**  
**Gestió de transferència de coneixement**

Revisió 4 (1)  
14 March 2025

## KNOWLEDGE TRANSFER PLAN

### PRESENTATION

This document presents the revised Knowledge Transfer Plan of the Centre for Demographic Studies (CED). It is conceived as a plan designed to strategically align the institution with the new paradigms of Open Science.

The CED is socially committed and therefore provides open knowledge. It is a relational ecosystem composed of students, alumni, faculty, research staff, management professionals, and collaborators, with multidisciplinary and international strength and the capacity to generate projects with social impact. Its instruments are diverse: master's theses, doctoral dissertations, basic and applied research, and the creation of platforms and databases constitute a knowledge space that is self-reinforcing and growing exponentially.

The central objective of this plan is to reinforce the traditional mission of the CED —responding to the needs of public administrations and social agents— in order to continue serving a dynamic and constantly evolving environment, ensuring that it can take advantage of emerging opportunities and overcome inherent social challenges by providing solutions. As in previous plans, research, training, and knowledge transfer remain fundamental pillars of the institution, directly linked to excellent research and training and to the socioeconomic development of our environment.

The CED's transfer activities are oriented toward responding to the demands of society within the main fields of knowledge transfer in the social sciences and humanities:

- Research projects
- Teaching and training
- Advisory services, technical assistance, and consultancy

### Motivation

This Knowledge Transfer Plan responds to the need to review and renew the previous plan, dating from 2017. Building on that document, the concept and idea of transfer are updated and new actions are proposed, consolidating the CED's initial commitment since its creation: serving society based on solid knowledge of the population.

The initiative also falls within the process of updating the CED's Quality System procedures and the periodic renewal of the "HR Excellence in Research" award granted by the European Commission.

The objective is to offer a strategic document that is updated and adapted to the CED's nature, mission, and characteristics, providing actions to improve the relationship between the CED and the non-academic environment through the following transfer channels:

- Applied and basic research
- Collaboration agreements and contracts with public and private entities for research work
- Consultancy
- Teaching and training

The Knowledge Transfer Plan is aligned with the objectives of the CED's Strategic Plan, since it articulates the Centre's three statutory mandates:

- To contribute to a better knowledge and understanding of demographic patterns and trends in Catalonia, especially in the Spanish and European context, through basic and applied research.
- To train specialists in demography through official or in-house academic programs specifically aimed at professionals.
- To disseminate the knowledge generated by the CED in the academic and institutional world, and to society in general.

## **1.- INTRODUCTION**

The development of new scientific knowledge is vital for progress in addressing the problems and major challenges facing society. Today, researchers and research groups are key to this process; they are more present in society and increasingly aware that beyond academia, there is knowledge and understanding that must be incorporated into the research process to enable social, economic, and cultural improvements.

The speed of societal change, as well as the variety and diversification of knowledge creation outside academia, drive the adoption of a more permeable approach to research methodologies. In this way, a favorable space is created to bring together different groups from all sectors of society, for which the benefits can become considerable when strong links are established between research results and the public.

While the academic world has adapted over time to social changes by promoting solutions through new ideas and tacit knowledge, the magnitude and pace of these changes lead to a rethinking of academia's core activities (teaching, research, and engagement) with a different vision—educating to form reflective citizens and providing positive responses to help society. In this context, the research domain experiences a more fluid, contingent, permeable, and broader relationship with society, precisely due to the complexity, interactions, and uncertainty of our time. This entails greater active involvement and reciprocity, a new purpose and focus for academic activity that passes through interaction with all societal actors, creating a space for knowledge exchange and closer dialogue on understanding the realities of the challenges to be addressed.

In this context, and in light of this challenge, the CED understands and articulates knowledge transfer as the set of activities that allow the application of the results and knowledge generated in the research process across different sectors of society. It is a process that may include multiple forms of interaction aimed at generating results with a positive societal impact. It represents the process of bringing academic research into the practical and applied realm through socially responsible and collaborative research activity. Therefore, it also refers to the ability to translate and implement scientific results into concrete solutions that address real societal challenges and needs. In this sense, knowledge transfer could be expressed as the strategic pathway toward achieving social impact, linked to the entire life cycle of knowledge generation.

This social projection has been one of the Centre's core missions since its establishment in 1984. Initially, this was carried out through agreements and research contracts with public administration, responding to their requests for sociodemographic studies and data analysis. Over the years, this vocation has gradually extended to the Centre's own research, training, and advisory services to

local administration, the Generalitat of Catalonia, and the State, as well as consulting for various international agencies and institutions (UN, OECD, World Bank, UNICEF, WHO, etc.).

## **2.- MISSION AND VISION OF THE CED KNOWLEDGE TRANSFER UNIT**

### ***Mission***

The core mission of the CED Knowledge Transfer Unit is to identify and valorize basic research results that can be transferred to all societal actors, promoting dialogue, collaboration, and participation between the CED and society to achieve economic and social impact.

The main lines of action are aimed at maintaining and preserving a culture of knowledge transfer through collaborative research projects, research agreements, advisory consulting, and in-house services.

### ***Vision***

CED's research is socially responsible and understood as a tool in the service of society for its improvement and transformation in line with the challenges it faces.

The Knowledge Transfer Unit aims to be a benchmark in the field of social sciences, promoting cultural change both inside and outside the institution, by enabling researchers to align their work with societal needs while offering high-quality products and services.

### ***Values***

The values of the Knowledge Transfer Unit are framed within those of the CED, highlighting:

- Commitment and social responsibility to provide solutions to the challenges facing society.
- Ethical integrity and truthfulness in information, data, and processes.
- Scientific excellence and research rigor.
- Cooperation to actively collaborate with all relevant entities and stakeholders, and to foster co-creation and open research processes.

## **3.- GENERAL OBJECTIVES**

Focusing research results on addressing societal challenges with varying commitments, such as alignment with governmental objectives and global challenges, the involvement of non-academic actors, and commitments to a better society.

Impact-oriented knowledge transfer is a fundamental strategy to help answer the major questions that arise. Knowledge transfer is essential for tackling societal challenges. Accordingly, the CED Knowledge Transfer Plan is aimed at delivering demographic studies through collaborative research with a focus on impact and in service of society.

## **4.- SPECIFIC OBJECTIVES**

- Promote and strengthen a culture of impact-oriented knowledge transfer.

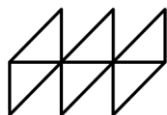
- Identify and prioritize results with potential impact for transfer.
- Determine the value of results and provide support for their transfer to society.
- Disseminate achievements and milestones in knowledge transfer and encourage scientific outreach to increase the visibility of the CED (in collaboration with the Outreach Unit).
- Promote dialogue between CED researchers and stakeholders, and encourage the formalization of collaboration agreements.
- Provide support in relationships between the non-academic community and the CED.
- Support educational activities as a mechanism for knowledge transfer, including methods and techniques for population studies, as well as practical skills that can be applied in society (in collaboration with the Training Unit).
- Ensure continuous professional development for members of the Knowledge Transfer Unit.
- Promote interaction and collaboration with other organizations and units within the knowledge transfer and networking sphere.
- Systematize internal coordination among CED units involved in knowledge transfer: Management and the units for Outreach, Research Project Management, Training, and Data Bank.

## **5.- ACTIONS**

The actions of the CED Knowledge Transfer Plan focus on developing the main specific objectives mentioned above:

### Promote and strengthen a culture of impact-oriented knowledge transfer

- Develop a training program on knowledge transfer and the selection of potential providers. Energize the transfer mission among the research community and provide them with knowledge and tools that facilitate their connection with the broader environment.
- Encourage attendance at events that enable networking and contact with the appropriate stakeholders for transfer.
- Disseminate transfer-related actions and activities among internal research staff.
- Provide assistance and guidance in drafting collaborative research proposals and preparing reports.
- Supervise and support research projects in matters of transfer, both during the proposal stage and the implementation phase.
- Design and develop specific knowledge transfer actions agreed upon with receiving agents.



- Support the transfer of in-house knowledge through formal and non-formal training activities, including the mobility of CED researchers to and from other internationally recognized centers (in collaboration with the Training Unit).
- Encourage participation in calls for projects aimed at generating social impact.

#### Identification and prioritization of results with potential impact for transfer

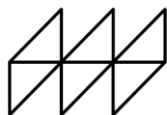
- Identify research groups capable of generating transferable research results: conduct in-depth interviews to identify demands and potentially transferable outcomes, and develop pathways for assessing the transferability of expected research results.
- Establish support and guidance actions to address researchers' requests and facilitate connections with stakeholders.
- Channel and adequately address researchers' interest in knowledge transfer activities.

#### Dissemination of achievements and milestones in knowledge transfer, and promotion of scientific outreach and connection with the non-academic environment (in collaboration with the Outreach Unit)

- Publicize achievements and milestones in knowledge transfer externally to further strengthen the CED brand and reputation, and to build trust for collaborative or commissioned research.
- Share accomplishments and success stories in the field of transfer among CED research staff. The aim is to stimulate and mobilize the interest of other research groups in transfer activities.
- Promote the use of social media to support scientific outreach and the dissemination of results beyond academia.
- Develop activity indicators in knowledge transfer and disseminate these to internal and external audiences.
- Prepare an annual report of transfer activities to be shared with both academic and non-academic communities.
- Redesign the CED website to highlight ongoing transfer activities and the transfer potential of demographic research.
- Facilitate visibility in audiovisual media.
- Support the external projection of the Online Population Data Bank and the Social Explorer platform as a CED service for external users (in coordination with the Data Management and Training Units).

#### Facilitate dialogue between CED researchers and stakeholders, and encourage the formalization of collaboration agreements

- Maintain previously established contacts with receiving agents.



- Promote dialogue between researchers and stakeholders to create spaces where common interests can be identified, offers and requests can be exchanged with feasible responses, potential collaboration opportunities can be explored, and participation in projects can be considered.
- Identify priority knowledge areas. Organize partnership events in the most appropriate format according to the characteristics of the research. Select external actors most aligned with the thematic areas of the research groups, creating a directory of potential participants to invite.

Support knowledge transfer through training and mobility activities (in coordination with the Training and Research Project Management Units)

- Provide training in demography for professionals and technicians through courses on methods and techniques for population studies.
- Participate in master's and postgraduate programs in demography and related fields.
- Submit proposals for calls supporting the mobility of research and technical staff.

Continuous training of members of the Knowledge Transfer Unit

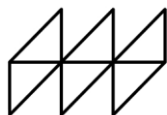
- Attend conferences, seminars, and workshops on Knowledge Transfer.
- Follow specialized courses.
- Receive ad hoc specialized training provided by experts and professionals.
- Participate in knowledge transfer activities and initiatives within the CERCA institutional framework.

Promote interaction and collaboration with other organizations and units within the knowledge transfer sphere

- Maintain contact with the Knowledge Transfer and Research Valorization Office (OTCVR) at UAB and other knowledge transfer units of research centers similar to the CED, as well as foundations and public research management institutions.
- Participate in communities, living labs, and networks focused on networking, innovation, collaborative research, and knowledge transfer processes.

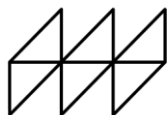
Systematization of internal coordination among CED units involved in transfer activities

- Develop a working procedure that promotes communication and coordination among the units involved (Management, Outreach, Research Projects, Training, and Data Bank) in matters of knowledge transfer. These units will provide the necessary support for the design and development of specific knowledge transfer actions for a project, group, research line, or activity, both in the initial and final stages of research.



## 6.- RESOURCES

- *CERCA Institution*. Research Centers of Catalonia
- *ASTP – A World of knowledge Transfer*. ASTP is a European platform of associations for knowledge transfer professionals (<https://www.astp4kt.eu/>)
- *Col·laboratori Catalunya*. A network composed of public administrations, universities and research centers, companies, and citizens.
- *ENLIGHT*. Repository of Good Practices on Research Impact (<https://impact.enlight-eu.org/>)
- *ECIU University*. An alliance of 14 universities united by the goal of creating impact. Students, professors, and researchers work with cities, communities, and companies to address real-life challenges and foster change (<https://www.eciu.eu/>)
- *Plataforma Fast Track Impact Platform* (<https://www.fasttrackimpact.com/>). A platform providing evidence-based resources and training for researchers who want to generate impact from their research.
- *UCD Research and Innovations – University College Dublin* (<https://www.ucd.ie/researchandinnovation/> - <https://www.ucd.ie/research/portal/> - <https://www.ucd.ie/innovation/knowledge-transfer/>). UCD is a community of academics making fundamental discoveries with real and far-reaching impact for people and the planet.
- *Ivàlua. Catalan Institute of Public Policy Evaluation*. Its mission is to promote a culture of public policy evaluation among public administrations in Catalonia, non-profit organizations pursuing public-interest objectives, and society at large.
- Private Foundation Parc de Recerca de la UAB.
- Intellectual Property. In October 2012, the Governing Council approved regulations on intellectual and industrial property at the CED, outlining the rights and duties of research staff in this area.
- CED Quality System. Protocols and processes established in the CED Quality System Manual in the field of Knowledge Transfer will be followed.
- CED Website. The Centre's website (<http://www.ced.uab.cat>) serves as a digital dissemination channel for all CED activities, while also providing demographic information, access to the demographic data bank, and the library catalog.
- Demographic Outreach Bulletin "Perspectives Demogràfiques." This scientific publication, operational since January 2016, is issued quarterly and aims to present key demographic aspects in an accessible way to a broad audience, with potential applications in public administration, businesses, and consulting.
- Databases relevant for CED knowledge transfer management: database of basic and applied research projects, publications database, conference participation database, staff database, and others.
- Communication and Social Media. Closely linked to CED dissemination activities (through the Outreach Unit) and in collaboration with the UAB Institutional



Communication Unit, which supports media relations. See the Dissemination Plan for more details on these actions.

- CED Activity Newsletter. Operating since November 2006 on a monthly basis, this newsletter reports on CED activities, the involvement of its research staff, and its scientific output.

#### **6.1.- Responsible Units**

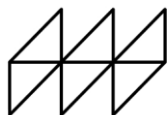
The Knowledge Transfer and Open Science Unit is responsible for carrying out the CED's knowledge transfer activities, in alignment with and according to the guidelines set by the CED management, and under the supervision of the deputy directors and the entity's management team.

Its core team focuses on identifying and valorizing research results related to the knowledge society in order to transfer them to the various non-academic actors in society. However, the management of research agreements and contracts falls under the responsibility of the CED management. Likewise, the functioning of knowledge transfer activities requires close collaboration with the Project Management, Outreach, Training, and Data Bank Units.

#### **6.2.- Indicators**

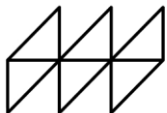
The results achieved in knowledge transfer will be quantified using a set of indicators:

- Agreements and contracts with public administration and public and private entities.
- Advisory and consulting activities.
- Formal and non-formal training courses delivered.
- Participation in non-academic meetings, conferences, and seminars.
- Public talks, lectures, and outreach seminars delivered.
- Membership in governing committees.
- Participation as invited experts in events and initiatives aimed at improving public management and social welfare.
- Participation in quadruple-helix networks.
- Participation in calls for mobility of research and technical staff.
- Research stays at the CED (pre- and postdoctoral) and exchanges with other institutions.
- Master's theses and final projects with transferable value.
- Consultations on the Social Explorer platform.
- Users and requests to the CED Data Bank.
- Presence in audiovisual media.
- Publications and resources designed and targeted at non-academic users.
- Scientific outreach actions via social media to disseminate knowledge beyond the academic community.



- Participation in working groups for the applicability of research results, tacit knowledge, and methods and techniques for population studies.
- Readers and views (or downloads) of the quarterly publication *Perspectives Demogràfiques*.
- Publications in collaboration with non-academic entities.

These indicators should be measurable in relation to the milestones set by the Knowledge Transfer Unit.



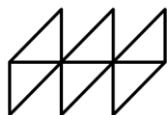
**CED**  
*Centre d'Estudis  
Demogràfics*

**PROCEDIMENT P04.1**  
**Gestió de transferència de coneixement**

Revisió 4 (1)  
14 March 2025

---

## **ANNEXES**



## **ANNEX 1.- Knowledge Transfer Service Sheet**

The Knowledge Transfer Service Sheet of the Centre d'Estudis Demogràfics (CED) has been prepared taking into account the different research lines of the CED, and based on the identification of the expert skills of its services and research staff. A generic and descriptive list of the scientific and technical services that the CED can offer to receiving agents interested in sociodemographic topics has been developed.

The knowledge transfer service sheet is published on our website at:

<http://www.ced.uab.es/index.php?module=pagesetter&tid=9&filter=menu:eq:250&orderby=ordre&pubcnt=1&menuCED=250>

### **Scientific and Technical Services for Research, Advisory, and Training**

#### Demographic Forecasting and Prospective Analysis

- Population projections and age-structure forecasts at different territorial scales.
- Sociodemographic projections of future demand for public and private goods and services.
- Projection of demographic subgroups and social collectives.
- Development and advisory support for sociodemographic projection models for specific use by institutions and companies.

#### Baseline Analysis for Sectoral and Territorial Planning

- Sociodemographic reports for health service planning.
- Sociodemographic reports for school infrastructure planning.
- Sociodemographic reports for housing-related planning.
- Creation of sociodemographic indicators for information systems.

#### Processing of Sociodemographic and Territorial Statistical Information

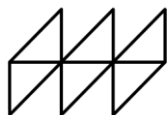
- Creation and management of sociodemographic databases from primary sources.
- Analytical reports on surveys and sociodemographic databases.
- Consultations and advisory services for sourcing sociodemographic statistical information.
- Evaluation of the quality of sociodemographic statistical databases.
- Design, implementation, and processing of sample-based sociodemographic surveys.
- Conducting and analyzing qualitative surveys and in-depth interviews on sociodemographic topics.

#### Preparation of Custom Reports on Population Issues

- Analysis of family dynamics and fertility trends.
- Studies on mortality and health.
- Analysis of migration phenomena.
- Reports on territorial demography, housing, and residential mobility.

#### Training and Information Dissemination

- Technical seminars on the processing and use of demographic information.
- Tailor-made courses on methods and techniques for population studies.
- Lectures on demography and population topics.



## **ANNEX 2.- Roadmap for the Development of a Valorization Pathway**

The roadmap for developing a valorization pathway of the potentially transferable knowledge of a project, group, research line, or area involves an initial approach through in-depth interviews. These interviews serve as a basis and guide for the specific pathway to channel the most appropriate strategies for knowledge transfer.

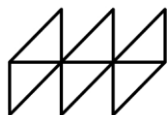
### **PRELIMINARY QUESTIONNAIRE**

The purpose of this questionnaire is to serve as a tool in the valorization process of results or capabilities arising from research activity. Specifically, it is designed to be used as a guide for the initial interview with your promoting group. Its different sections are intended to collect information on key aspects, which can be explored in greater depth in subsequent phases of developing the valorization pathway.

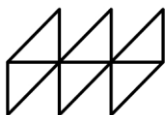
From the implementation perspective, the following should be taken into account:

- **Dimensions:** Since this is not a “structured” questionnaire, a brief description of the objectives to be achieved with each group of questions is included. Considering the goals of each group of questions, additional questions not included in this preliminary questionnaire may be added.
- **Open:** From the perspective of the valorization process stage, an open questionnaire is considered more flexible for collecting information (including qualitative aspects) than a closed tool, which might overlook some elements. Moreover, the expert knowledge of the transfer staff conducting it can help clarify concepts or the objectives of this activity. It would be possible to create a closed questionnaire that meets the needs of this process. However, a closed questionnaire may complement the process at an initial stage but cannot replace an interview with the research team to explore the preliminary information obtained.
- **Order:** A logical sequence of content has been established. However, it is not a strict guide. Depending on the dynamics of the question-and-answer interaction, one may move between dimensions as the conversation evolves. Likewise, some questions may not have immediate answers from the promoting group, requiring further work.
- **Stage:** The questionnaire is intended as a first tool for collecting information. Subsequently, the information gathered can be complemented with additional data from other sources.

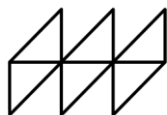
A. Knowledge		
Dimension	Objectives and Key Aspects	Potential Questions
<b>1. Identification and Description of the Type of Knowledge</b>	Technical description of the result, capacity, or knowledge, identifying the type of knowledge with transfer potential.  I. Expert knowledge (know-how) II. Methodology or procedure III. Technical Invention / Technological Solution	- What does the transferable knowledge, capacity, or result consist of?



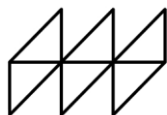
	IV. Software, applications, algorithms, ... V. Databases VI. Others	
<b>2. Origin of the Knowledge</b>	<p>Contextualization of the transferable result and identification of valuable information on variables that we will cross-check later. For example:</p> <ul style="list-style-type: none"><li>- It will allow us to determine whether the knowledge arises from pure scientific curiosity or is conceived as a solution to a specific internal or external problem/need, which makes it easier to align with market/needs and to analyze possible transfer alternatives.</li></ul> <p>It may also provide relevant information about authorship and its implications for intellectual and/or industrial property, helping to detect potential conflicts, identify the key projects behind the generation of knowledge, or address issues that need to be managed in the present or in the future.</p>	<ul style="list-style-type: none"><li>- How was this knowledge created, or what was its origin?</li><li>- Was it developed as a response to a specific need, or as a result of the natural evolution of research on the scientific topics of interest to the research team?</li><li>- Who has participated in its creation — entities and individuals?</li><li>- Was it developed within the framework of a specific project? Were there several partners in the project? Is there any author not currently affiliated with the CED?</li></ul>
<b>3. Promoting team</b>	<p>Identification of the promoting team interested in exploring transfer opportunities. The promoting team does not necessarily have to coincide with the authors. It is advisable to know both groups in detail due to possible implications for exploitation alternatives, as in some cases they may be relevant.</p>	<ul style="list-style-type: none"><li>- Who are the individuals interested in further exploring the valorization opportunities of this knowledge?</li><li>- Is there any member of the authoring team who does not wish to participate in the transfer process?</li></ul>
<b>B. Value Proposition</b>		
<b>Dimension</b>	<b>Objectives and Key Aspects</b>	<b>Potential Questions</b>
<b>1. Problem / Need</b>	<p>Identification of the need being addressed and the specific problem it solves. If several problems can be solved, it will later be necessary to identify whether it is appropriate to prioritize some of them, and based on which variables (value contribution, interest, resource requirements, simplicity, competition).</p> <p>It may be the case that if the result arises from scientific work not directed at a specific need, the research team may sense whether it is valuable or not, but may not know its concrete application. This does not prevent working on its valorization, but the time horizon for such work will likely be broader and may require more iterations and even more targeted development.</p>	<ul style="list-style-type: none"><li>- What need does our solution address?</li><li>- What does the need or problem targeted by our knowledge consist of?</li><li>- Is it a one-time or recurring need?</li></ul>
<b>2. Uses and Applications</b>	<p>Definition of the potential applications of the knowledge and identification of how it will be used by its potential users.</p> <p>At this stage, both the most evident applications and those that are less obvious or more creative are of interest. Subsequent prioritization may or may not be straightforward.</p> <p>It is advisable to delve into these aspects of knowledge</p>	<ul style="list-style-type: none"><li>- What are the potential applications of the knowledge?</li><li>- How will the knowledge or scientific results be used? In the form of services, products, or tools? What types of services or products?</li></ul>



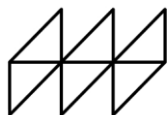
	application as much as possible, since the promoting team often possesses a significant amount of tacit or implicit knowledge. This information will influence the potential transfer strategy.	
<b>3. Users / Clients / Beneficiaries</b>	<p>Identify who, in the view of the promoting team, could be the users, clients, or beneficiaries of the knowledge provided.</p> <p>It is useful to characterize them (as much as possible) in order to later reflect on the value proposition and, as a preliminary step (in later phases), to provide an estimate of the target market and its characteristics.</p>	<ul style="list-style-type: none"><li>- Who are the potential users of the generated knowledge?</li><li>- Do the potential users coincide with the clients? And with the beneficiaries?</li><li>- What are their characteristics: type (public administration, industry, third sector, citizens), size, public or private nature (for-profit or non-profit), resources, purchasing processes, etc.?</li><li>- How would they be interested in using the knowledge provided?</li></ul>
<b>4. Value Proposition</b>	<p>The objective of this question is to approach the value proposition, that is, what its differential contribution (benefits) is compared to existing options. This is an essential aspect in any valorization process. Normally, the value proposition can be built on one or more of the following types:</p> <ul style="list-style-type: none"><li>- Cost: Offer the lowest cost or an excellent value-for-money ratio.</li><li>- Quality: Provide a product/service of higher quality or greater scope.</li><li>- Innovation: Propose something new and unique that is not found in other products.</li><li>- Performance: Emphasize the superior performance of a product/service.</li><li>- Customization: Offer products or services tailored to the specific needs of the client.</li><li>- Design: Highlight an attractive and functional design.</li><li>- Brand/Status: Associate the product/service with a prestigious brand or social status (for example, where academic independence is valued, or the center is highly recognized).</li><li>- Convenience: Ensure the product/service better fits the needs or the way the user or client purchases or uses the service.</li><li>- Cost Reduction: Help the client save money in the long term.</li><li>- Risk Reduction: Minimize the risks the client might face when using the product or service.</li></ul>	<ul style="list-style-type: none"><li>- What is our value proposition?</li><li>- Why would our potential user use our knowledge? What is the main value we provide to them?</li><li>- Is this value proposition sustainable over time? Why? Are we indispensable in the value generation process or replaceable?</li></ul>
<b>C. Existing Alternatives</b>		
<b>Dimension</b>	<b>Objectives and Key Aspects</b>	<b>Potential Questions</b>



<b>1. Current uses</b>	The purpose of this phase is to analyze not so much how our solution would be used, but how this need is currently addressed—or not. This information is useful for conceptually validating the strength of the value proposition and for shaping a potential exploitation or transfer strategy.	- How is this need currently being addressed? Why is our proposal valuable in this context?
<b>2. Alternative Solutions and Providers</b>	Identification and characterization of existing alternative solutions and the providers offering them. This will provide us with information to, in later stages of the process, assess the market size and the level of competitiveness within it.	- What are the main alternative solutions?  - Who provides them? What are their characteristics?
<b>3. Strengths and Weaknesses</b>	A first approach to an internal SWOT analysis to compare our solution with alternatives. The objective is threefold: to continue validating the value proposition, identify potential barriers to entry in the sector, and begin segmenting and prioritizing uses and users.	- What are the main advantages and disadvantages of the identified alternative solutions?
<b>D. Knowledge Protection and Maturity</b>		
<b>Dimension</b>	<b>Objectives and Key Aspects</b>	<b>Potential Questions</b>
<b>1. Current situation and pending phases</b>	<p>Definition of the current stage of development and the extent to which the capacity or result under analysis is mature enough for transfer. In these contexts, it is common to work with results still under development, but it is important to identify the remaining stages/phases/time needed to provide the service or implement a solution that can be solid and deliver results.</p> <p>Depending on the characteristics of the knowledge, as a supporting tool (though not necessarily and following common sense), TRL, BRL, or CRL scales can be used.</p>	<ul style="list-style-type: none"><li>- Are the results ready to be transferred, or do they require prior development and/or validation phases?</li><li>- Approximately, how much time or resources would be needed to make them ready for transfer? Are there any significant risks to consider that could block the development of the knowledge?</li></ul>
<b>2. Protection</b>	<p>Identification of any progress made in terms of the protection strategy to determine the available and reasonable options regarding intellectual or industrial property. For this, it will also be necessary to know the dissemination status of the knowledge, identifying whether it is accessible to any expert or not.</p> <p>There are exploitation alternatives that do not involve protection or limiting access to the knowledge. However, choosing an open or closed model has implications for the transfer strategy.</p>	<ul style="list-style-type: none"><li>- Has the protection of the knowledge been analyzed through industrial or intellectual property? Has any progress been made or is it underway in this regard?</li><li>- What dissemination activities (including scientific dissemination) have been carried out?</li><li>- Based on the information available in the public domain or accessible, is it easy for an expert to use the knowledge generated?</li><li>- Do you have a preference for any protection strategy (open or closed)? Is it possible to combine them?</li><li>- What would be the keywords that define or best represent the knowledge generated?</li></ul>



<b>3. Experience and Success Cases</b>	<p>Detection of Previous Collaborations with Non-Academic Actors</p> <p>This variable is particularly relevant, as the existence of recurring services may indicate a flow of demand that partially demonstrates the value provided. One can reflect on the strategy or characteristics, but it is undoubtedly an indicator of the value of both the result and the scientific team, which shows interest and capability. Its existence is highly valued, while its absence is not negatively judged, as it may be due to multiple factors outside the knowledge or the promoting team.</p> <p>From the perspective of seeking new interested parties, the search can be expanded to include entities similar to those currently engaging the services.</p>	<ul style="list-style-type: none"><li>- Have there been previous collaborations with institutions, companies, or any other non-academic actors related to the knowledge or technology under analysis?</li><li>- Are there recurring demands?</li><li>- If so, can any conclusions be drawn from them (problems, barriers, opportunities, resources)?</li><li>- Do they consider that the types of entities they have already collaborated with are also priority segments? Why?</li></ul>
<b>E. Team</b>		
<b>Dimension</b>	<b>Objectives and Key Aspects</b>	<b>Potential Questions</b>
<b>1. Experience in knowledge transfer</b>	Identification of experience in other knowledge transfer cases not related to the current knowledge. This information is valuable both to understand the team's vision and experience with knowledge transfer activities, and to positively assess whether the type of research they conduct is close to the concrete needs of specific stakeholders.	<ul style="list-style-type: none"><li>- What other knowledge transfer experiences have you had?</li><li>- How do you evaluate them – positive, negative, etc.? Why?</li><li>- What is your opinion on knowledge transfer? Do you think it could pose a problem for the research you conduct?</li></ul>
<b>2. Opinion and interests</b>	Detection of ex-ante interests and priorities of the promoting team. This is an essential part, since any action will require the team's commitment. It is therefore pointless to promote alternatives in which the team does not feel reasonably comfortable. It will also be useful to understand the team's expectations, in order to contextualize them if necessary.	<ul style="list-style-type: none"><li>- Which knowledge transfer option do they consider a priority?</li><li>- Are there any transfer options they would discard from the outset? Why?</li><li>- What expectations do they have regarding this process?</li></ul>
<b>3. Commitment and availability of the promoting team</b>	Purpose of this dimension: to identify potential risks. There are various knowledge transfer alternatives, but some have specific and non-negotiable requirements. The aim is to align, as much as possible, the promoting team's availability of time and interest with the different alternatives..	<ul style="list-style-type: none"><li>- Are there any limitations regarding the time or availability of the promoting team? What level of commitment would they be willing to dedicate to these activities?</li></ul>
<b>4. Needs</b>	In this case, this is an open field designed to gather information from the team about needs, gaps, or barriers to ensure a successful transfer process. On one hand, this information may question the prioritization of this transfer process. On the other hand, it may help identify elements that the team considers barriers but that can be easily addressed.	<ul style="list-style-type: none"><li>- In which areas do you consider you would need the most support for this process to be successful?</li><li>- What are the main external barriers to completing the knowledge transfer?</li></ul>



## VALORIZATION PATHWAY

### Context

We understand knowledge valorization as a *“process of creating social and economic value from knowledge through the linkage of different domains and sectors, and through the transformation of data, technical knowledge, and results obtained through research into knowledge-based products, services, solutions, and policies that are sustainable and beneficial to society<sup>1</sup>.”*

From this perspective, valorization reports or pathways are studies commissioned when an academic-scientific center seeks to promote the transfer of results or capabilities generated within the center. Usually, due to budgetary prioritization, these reports are commissioned for projects with perceived transfer potential—often with some prior experience interacting with non-academic actors—but where a broad overview of possible options is desired to prioritize them.

### Objective of a Valorization Report

The purpose of a valorization report is to analyze the potential of a result or knowledge to identify and prioritize possible transfer opportunities. These studies typically consist of two stages: the first focuses on analyzing the result, and the second on evaluating the transfer possibilities.

This type of analysis, sometimes conducted informally without a specific report, is naturally performed by the knowledge transfer offices of the centers. However, for various reasons, it may also be outsourced to specialized external professionals. The depth of the study (primarily the use of primary or secondary sources) is usually linked to budget availability. In some cases, this valorization process culminates in the definition of a pathway where the contracted organization may carry out some of the proposed actions or oversee the entire plan.

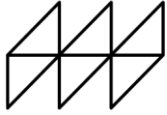
### Methodologies to be Applied

In this case, the work to be carried out consists of two stages:

- **First Stage:** The purpose of this stage is to conduct a preliminary analysis of the result, knowledge, capability, or research line by collecting information from the developing team. In this phase, the developed questionnaire will be used as a guide for extracting information to obtain: a detailed description of the knowledge, identification of its innovative or differentiating elements, its maturity level, and a preliminary identification of possible applications.
- **Second Stage:** Based on the information collected, the objective of this phase is to identify potential transfer opportunities, the most relevant actors, significant trends, etc. Various sources of secondary information will be analyzed, prioritizing databases (publications, industrial property, sectoral databases, etc.). In this specific case, the focus will not be

---

<sup>1</sup> [COUNCIL RECOMMENDATION \(EU\) 2022/2415 of 2 December 2022 on the Guiding Principles for Knowledge Valorization](#)



---

exclusively on detecting “market niches” but will adopt a broader perspective, seeking not only “commercialization” opportunities.

To carry out this work, 2–3 meetings with the research team (or a representative) associated with the result or capability subject to the valorization process will be necessary. The final outcome will be a report presenting the conclusions and results obtained.

### ANNEX 3.- Example of Knowledge Transfer from a Research Project

