



A7.3, O1: Survey and report: Existing education and research projects under SDG 11 for best practices / success stories



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Beneficiaries

- Aalborg University, Denmark
- Dublin City University, Ireland
- Kaunas University of Technology, Lithuania
- Linköping University, Sweden
- Tampereen Korkeakoulusäätiö sr, Finland
- Hamburg University of Technology, Germany
- Universidade de Aveiro, Portugal
- Universitat Autònoma de Barcelona, Spain
- University of Stavanger, Norway
- Università degli Studi di Trento, Italy
- University of Twente, The Netherlands

Abstract

This report documents the results of a survey carried out in the ECIU University alliance in spring 2020 as a mapping exercise of European cooperation projects co-funded by Erasmus+ and Horizon 2020. The survey targeted ongoing and completed projects where institutions are both partners and coordinating institutions. The 11 institutions of the initial ECIU University alliance were mapped – INSA Group was not part of the target group as they were added formally to the ECIU University at a later stage. The goal was to get an overview of externally funded project activities in education and research with a focus on relevance for SDG11, already targeted by the alliance.

The findings indicate a correlation between the ECIU University institutional profiles and the actions used to co-fund project activities, particularly for Horizon 2020. Certain actions in pillars 2 and 3 seem to have attracted attention of many institutions, some in particular. Still, MSCA actions are frequently used to strengthen joint doctoral training. In the realm of Erasmus+, the most frequently used action is Strategic partnerships for higher education, which seems more well-known and possibly understood as more accessible than other centralized funds. Interestingly, Capacity building in higher education and Strategic partnerships for school education are also much used among the ECIU University partner institutions.

A significant obstacle to the survey was the lack of formal options for tagging granted projects with SDG11 relevance. This could be further explored in the follow-up work.

The results will be used for further explorations of cooperation in the alliance, as well as to build networks for creating stronger impact and synergies between education and research. A future joint pool of expertise on project development and external funding will be important to support activities in the ECIU University alliance.

Corrections

In the initial report, the survey on H2020 was affected by a loss of data, which created a need to perform the data extraction anew. The data from the H2020 survey is taken from mid-January 2021. The data from Erasmus+ survey remains the data from April 2020. This should be taken into consideration and impacts the overall overview of activity in the programme period but does not significantly affect the general tendencies and participation in the EU programmes.

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Symbols, abbreviations and acronyms

AAU	Aalborg University, Denmark
DCU	Dublin City University, Ireland
EC	European Commission
ECIU	European Consortium of Innovative Universities
KTU	Kaunas University of Technology, Lithuania
LiU	Linköping University, Sweden
SDG	Sustainable Development Goals (Agenda 2030)
TU	Tampereen Korkeakoulusäätiö sr, Finland
TUHH	Hamburg University of Technology, Germany
UA	Universidade de Aveiro, Portugal
UAB	Universitat Autònoma de Barcelona, Spain
UiS	University of Stavanger, Norway
UNITN	Università degli Studi di Trento, Italy
UT	University of Twente, Netherlands

1 Introduction

Cooperation projects co-funded by the European Union are well known in the realm of research and research administration. A significant in-house apparatus for supporting project development through writing workshops for applications, guidance on institutional anchoring and budgeting has been developed over decades, as well as regional and national structures for help and guidance. It is also commonly accepted that research activities should be fuelled by external funding inasmuch as they will achieve a label of quality based on a certain level of competition for the funds in question. EU research grants are highly regarded because of the high level of competition and visibility that the grant holders engage in and are rewarded for, and consequently the high esteem (ranking) their institution receives by housing both the researchers and their projects.

In the field of education, a wide use of external funding is a relatively recent phenomenon, even though the EU has offered programmes for educational cooperation for many years¹. In many countries it is traditionally expected that institutional funding through public spending will cover the necessary costs for education, and that development of educational offers, courses, programmes and teaching methodologies must be covered by researchers' and teachers' own time or through strategic institutional funds. Only recently have the institutions started to see the Erasmus+ programme as something more than an internationalization programme². It is now a driver for the development of quality and relevance in education, in particular with the advent of the European Universities Alliances action. Since 2014, the Erasmus+ programme has expanded greatly and created many new opportunities focusing more on cross-sectoral actions. Policy makers have started to demand a higher return as well as a more integrated approach to external funding of all four missions of a modern university.

1.1 Strategic European projects administration

In the *ECIU University*, partner institutions come together on the basis of an Erasmus+ action that is the flagship of the EU higher education agenda, and which has highlighted a need for developing sustainable funding in order to continue beyond the project life cycle. As such, it is in need of a mechanism that maps, identifies and provides a service to researchers, teachers and staff to develop projects that can contribute to putting the vision of the alliance into practice. This is the main rationale behind the activity called 7.3 Strategic European Project Administration.

This activity is designed to support the development of an entity for project development in a strategic ECIU perspective. By surveying the current state of affairs of participation in Erasmus+ and Horizon 2020 projects relating to SDG11 by the ECIU member institutions, the idea is to get a starting point for discussing challenges in education cooperation, and how we can pool resources and cooperate for creating synergies of project funding in the years to come. A virtual unit will be established during the project lifetime to organize these resources and collaborate to provide services, share best practices and over time build networked expertise on all aspects of external funding.

The original setup for deliverables in the 7.3.1 task was to conduct a survey by month 3 and provide a report by month 6 based on findings and analysis. These were originally seen as two deliverables in the proposal text, but for purposes of efficiency and readability they have been merged into one output.

¹ <https://eacea.ec.europa.eu/sites/2007-2013>

² <https://eua.eu/issues/15:erasmus.html>

1.2 The survey

The timeframe of the ECIU University project did not allow for a long and rigorous mapping exercise, so the main objective of the survey was to establish a snapshot of the current situation regarding the experience in participation in the Erasmus+ and Horizon 2020 programmes in the ECIU University partner institutions, and connect the dots to SDG11 – Sustainable Cities and Regions. This SDG is already decided as a central theme for the ECIU University. The reader will find more on connecting the dots with the Sustainable Development Goals (SDGs) in chapter 3.

The survey has taken the project proposal's outline as a point of departure. A full description of the procedure that was carried out in the survey will be detailed. Further to the proposal text, recommendations from WP7 Contact points have been taken into account to design the survey itself.

1.3 The report

The report produces an analysis of findings and data from the survey, focusing mainly on the quantitative information provided. The author will provide some recommendations for further work in the activity.

2 Objectives

The main objective of this deliverable is to provide an overview of partner institutions' experience with EU co-funded European cooperation projects in education and research seen through an SDG11 filter.

This will serve as a starting point for further dialogue with the partners on experiences in European projects administration, their expertise in organizing support for European cooperation and eventually strategizing an arena for joint project development and support within the ECIU University.

3 Methodology, scope and definitions

Mapping exercises are tricky endeavours, as they must use definitions and scope which may be understood in different ways and use methodologies which may be more relevant to some than to others. In this survey and report, the objective is to create an overview of European cooperation projects seen through the SDG11 filter. But what is an SDG11 related activity? How do we extract relevant activities from the pile? Since the EU Commission hasn't yet started to tag projects publicly with SDGs, we need a definition for retrieving relevant results from the database.

As a starting point a productive approach might be to allow a very wide definition of SDGs when conducting research and working on challenge-based learning in an SDG framework. One example is the Smart City initiatives which currently are very visible in the SDG11 domain. However, smart cities do not only focus on technological advances, but also on consequences for living conditions and active citizenship. Another factor is that the smart initiatives are only part of the picture in making life in cities and human settlements "inclusive, safe, resilient and sustainable. This is also clearly visible in the Global Indicator Framework³ of the SDGs, which marks indicators for each sub-goal.

3.1 The Sustainable Development Goals (SDGs)

The Sustainable Development Goals agreed by the UN in 2015⁴ replaced the Millennium Development Goals from 2000 and have since had a growing importance in international cooperation on global challenges. One of the big changes in this transition was that the SDGs are designed as equally relevant for all countries and development levels, while the MDGs were designed primarily with the developing countries in mind. This change reflects the view that sustainable development is a responsibility of all countries on the planet.

The main reason for choosing SDG11 as a filtering device for this survey, is that it is already chosen as a focus area for the pilot phase of the ECIU University⁵. The challenges that will be worked on by the local partnership arenas (in work package 5) will be sorted under this SDG, and challenges and micro modules for learners and teachers in participating in challenges will have an SDG11 relevance.

SDG11: Make cities inclusive, safe, resilient and sustainable

11.1 By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums

11.2 By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons

11.3 By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries

11.4 Strengthen efforts to protect and safeguard the world's cultural and natural heritage

11.5 By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations

11.6 By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management

11.7 By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities

³ <https://unstats.un.org/sdgs/indicators/indicators-list/>

⁴ <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

⁵ <https://www.eciu.org/eciu-university>

- 11.A Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
- 11.B By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels
- 11.C Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

3.2 Scope for the selection of projects

Since we don't have a central ECIU "agency" in place to identify SDG activities, the survey has asked each member institution to decide which projects can be branded as relevant for this activity. A few guiding principles have been applied when choosing what to include:

- a) Take as a point of departure the EU definition for SDG11 as explained in this web page: https://ec.europa.eu/sustainable-development/goal11_en
- b) Allow a wide definition of SDG11 when selecting relevant projects
- c) If possible, tag your selected projects with one of the sub-categories 11.1-7 or a-c

For H2020 projects, concerns were raised by colleagues about the functionality of using CORDIS, and some suggested using the H2020 Dashboard for its relative ease of use. The Dashboard will therefore be the central source for identifying the relevant projects:

- *Status*: Ongoing and completed projects
- *Role*: Coordinator and partner

In the Erasmus+ projects portal, the below search criteria have been employed to retrieve relevant project activities:

- *Status*: Both ongoing and completed
- *Actions*:
 - Key Action 1: Erasmus Mundus Joint Master Degrees
 - Key Action 2: All sub-actions
 - Key Action 3: All sub-actions
 - Jean Monnet Actions: All sub-actions
- *Funding years*: 2014-2020
- *Topics*: All
- *Role*: Coordinator and partner

All the data are available in Excel files stored in the Survey folder of the WP7 Teams site.

4 Survey and results

The survey was conducted in the period from 25. March until 31. May 2020⁶. The survey was communicated via MS Teams channel 7.3, as well as directly via e-mail to the expert group of activity 7.3. In advance, the expert group of WP7 had been consulted in order to align the intentions of the proposal with the survey to be organized.

The survey comprised a document called "Survey initiation document" in which the survey and its tasks to be performed was presented. Instead of putting together an online form, the survey asked experts to provide a response to the following tasks:

TASK1 (Horizon2020): Each member university is asked to

- a) **extract** from the Dashboard H2020 projects you have been coordinator or partner in and make a selection of those projects which have relevance for SDG11, if possible with a reference to sub-category (values = SDG11.1-7 or a-c)
- b) **upload** the list in excel format to the folder named "H2020 projects" in the Survey folder of Files under the Activity 7.3 channel on Teams

TASK2 (Erasmus+): Each member university is asked to review the list of Erasmus+ projects available in the Excel file uploaded to channel "Activity 7.3"

- a) **Check** the list for possible gaps, and report directly activity lead 7.3 by e-mail if one or more projects you know of have not been included
- b) Using the last column on the right, **identify** the SDG11 category (values = 11.1-7 or a-c) you want to attach only to those projects selected by you as having relevance for SDG11

All partner universities⁷ participated in the survey and provided uploads of Horizon 2020 projects as well as comments to the existing project records available from the Erasmus+ project platform. However, some partners expressed that they found it a challenge to understand how the SDG tagging would work. Additionally, tagging of SDGs was not fully completed in all forms. It should be noted that due to an experience of data loss in some of the uploaded excel files from partners regarding H2020 projects, the data retrieval had to be performed again, and was finally carried out in mid-January 2021.

4.1 The SDG tag challenge

Selecting projects from an institutional list of ongoing and completed projects requires clear definitions. As we saw in chapter 3.2 *Scope for selection of projects*, the lack of formally agreed tagging or branding devices for EU project records creates a real challenge for this exercise. Instead, the Erasmus+ programme for example tags projects corresponding to the EU education priorities, specifically horizontal (cross-cutting) priorities and sector-specific (vertical) priorities. These priorities have to be chosen at the moment of submitting the application for funding. There was no capacity to align these education sector priorities with SDG11 relevance in this survey.

The result is that the list of selected projects under the EU programmes 2014-2020 remain largely lists of active participation in European programmes in this period. As such, we acknowledge that part of the goal of the exercise was not entirely achieved, which will inevitably have an impact on the outcome. In the following analysis, the focus will therefore be given to commenting on the distribution of project types and drawing some conclusions from institutional participation in these programmes. Furthermore, I will add some comments about the SDG11 tagging that was carried out by research offices in partner institutions.

⁶ The original deadline was Friday the 3. Of April, but due to the Covid-19 situation, this became unfeasible, which resulted in a significant postponing of the end date.

⁷ INSA Group was not in the original list of partner institutions and is thus not represented in the material

5 Analysis

This chapter will present an analysis of the results from the survey and discuss the relevance of the proposed activity for the follow up work in activity 7.3.

5.1 Erasmus+ projects

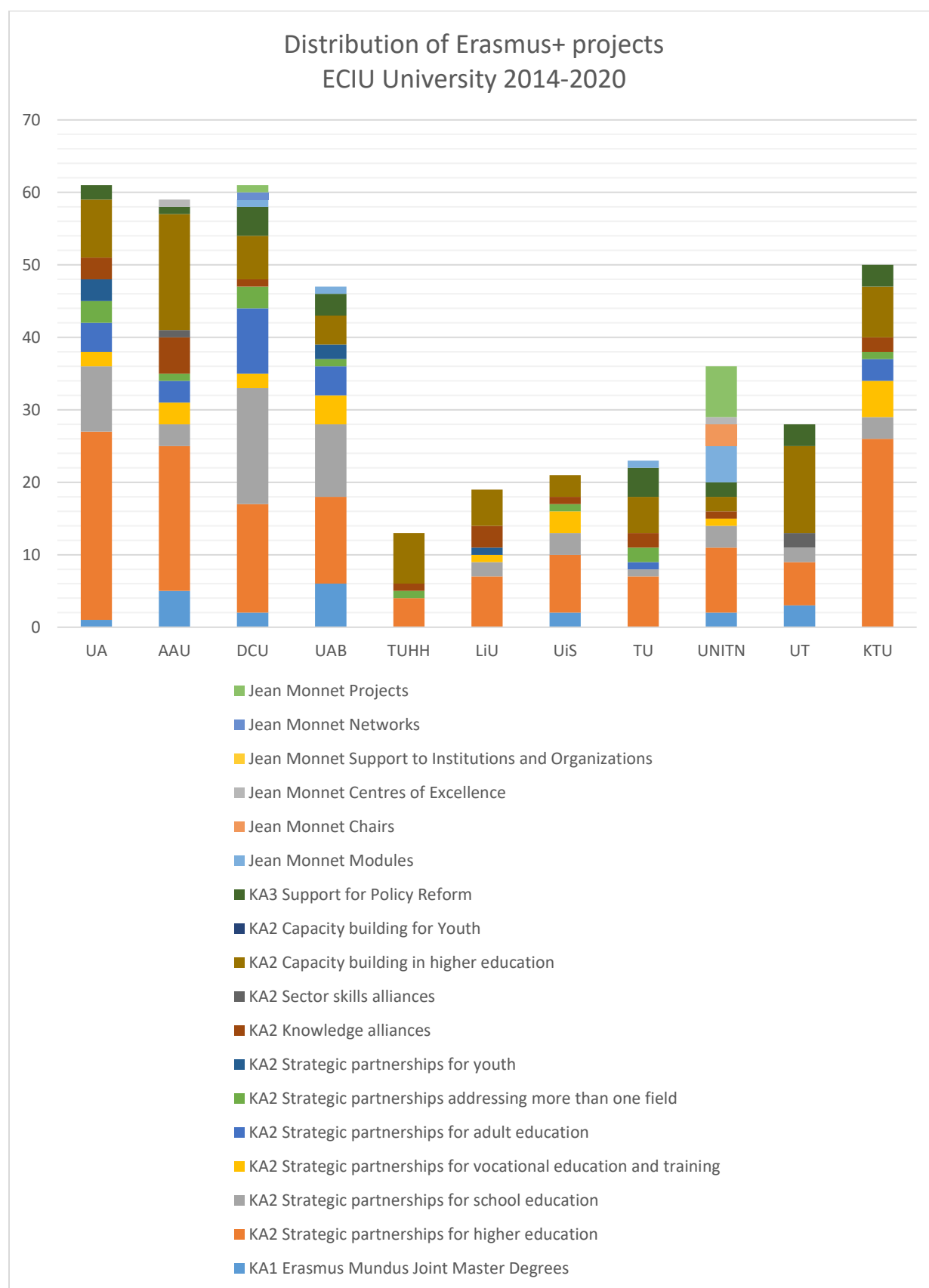
Let us start by looking at the distribution of Erasmus+ projects in the ECIU University partnership. The goal is to get an overview of the institutions that are active in Erasmus+ actions, and also which project types are the most in use.

All ECIU University partner institutions are active in the Erasmus+ programme and have been so throughout the programme period 2014-2020. It is however interesting to look at the distribution of project types that the partner institutions engage in.

One added note about the scope of selection for the project portfolio in this survey: The Key Action 1 Mobility which includes a number different mobility projects designed to offer individual mobility activities to participants were not part of this survey. The reason is that these projects are institution by nature, and mainly functions as a framework for organizing individual mobility. Albeit important for HEIs' objectives and quality in education, they are not considered relevant for this exercise because each institution as a general rule only applies for one project for European mobility and one project for International Credit Mobility per call, and are expected to do so. Therefore the project counts would not reveal any real insight into the actual activity, which must be collected from the number of participants from each HEI. This remains a different area of expertise and will be treated in depth by WP6 activities.

Please note that the novel action "KA2 European Universities" is the only action that has not been included in this overview. The obvious reason is that all partners are involved in one project – the current ECIU University alliance. In the overview, this information has little relevance. Since the H2020 project overview was retrieved in mid-January 2021, it does include the "SMART-ER" support project for the ECIU University.

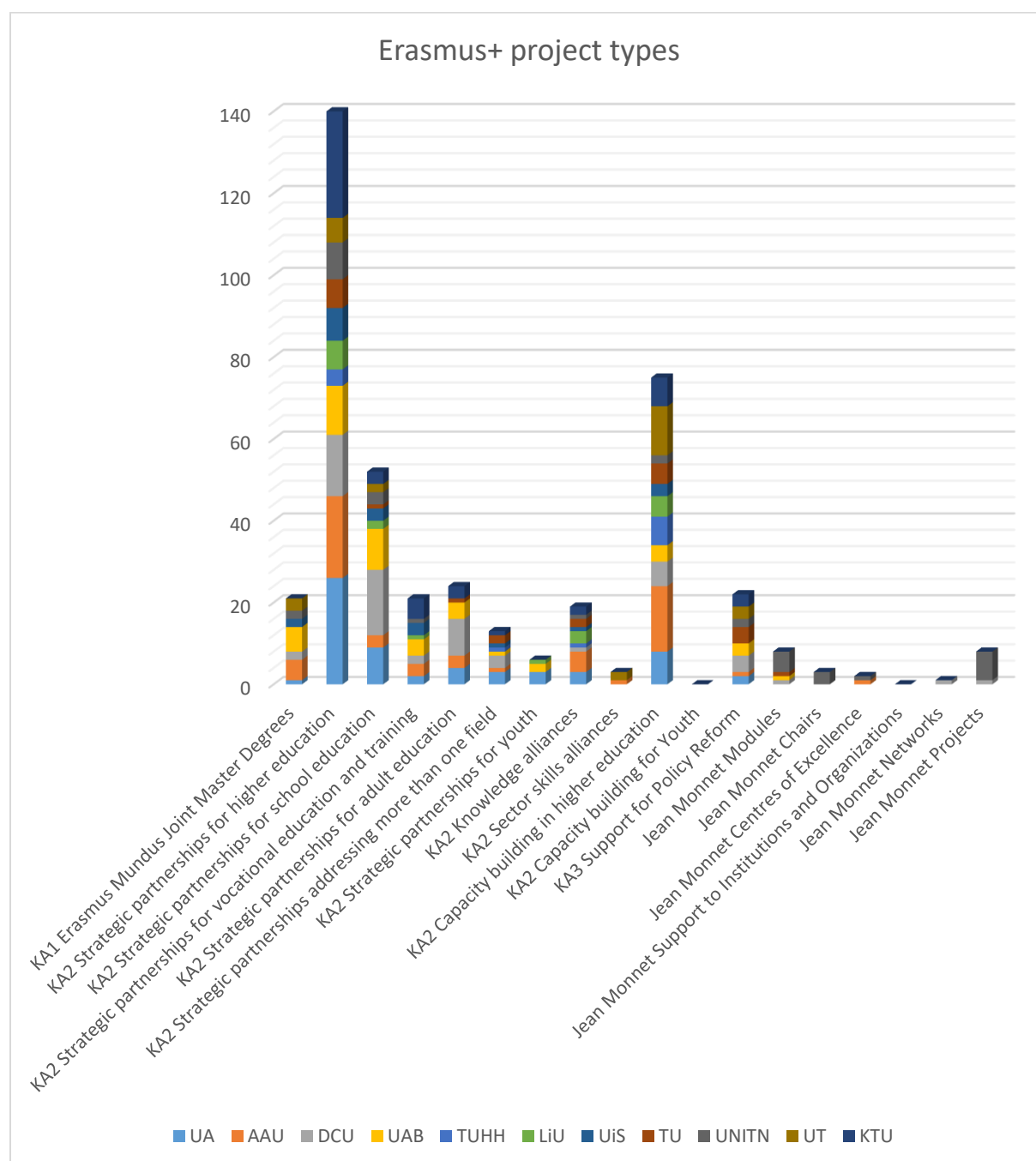
Figure 1: Distribution of Erasmus+ projects by partner institution



The colour scheme should be read from the bottom up, where the blue closest to the axis x is equal to KA1 Erasmus Mundus Joint Master Degrees, the next one is KA2 Strategic partnerships for higher education and so on.

The three most active partner institutions are University of Aveiro (61 projects), Aalborg University (59 projects) and Dublin City University (61 projects). It is important to note that *this is not a competition*, and much more can be said about both project commitment (partners or coordinators) and the project types, which we will look at in the next section. Nevertheless, it is interesting to find that the amount of project commitment in the current Erasmus+ programme varies greatly across the partnership. Explanations for this variation go beyond the scope of this survey and would be an interesting track to follow for further investigation later in the project period.

Figure 2: Distribution of Erasmus+ projects by project type



Undoubtedly, the decentralised action⁸ “KA2 Strategic partnerships for higher education” has had the highest reach and commitment in the partner institutions. As a decentralised action, applications are sent to the national agency of the coordinator, and project applications are assessed by an external panel at national level. It is therefore considered a moderately competitive action, whose form has generally been accepted by institutions as relevant and flexible for development in teaching and learning both for academic cooperation and for cooperation with industry and society. Strategic partnerships exist as six varieties – four sector-based project actions for higher education, adult education, school education and vocational education and training – one transversal project action addressing several sectors at once, and finally one action for cooperation between youth organizations. It is worth noting that the third most active project type in the partner institutions is in fact the sector for school education. This project type addresses challenges and targets solutions and outcomes for the school sector from kindergarten up to upper secondary schools. This suggests that many of the ECIU partners have extensive cooperation with the school sector in the framework of the Erasmus+ programme.

Quite surprisingly, ‘second place’ goes to “KA2 Capacity building in higher education” (CBHE), a centralised action that offers the opportunity to cooperate with non-European partners for either institutional and/or national systemic level development in education. The funding in this instrument comes from the European External Affairs and carries a number of national/regional priorities in addition to the budget envelopes of the EU. This action is not traditionally heavily associated with the knowledge triangle/square, or with cooperation with industry, but more leaning towards global development cooperation. It would be interesting to investigate further the strategic angle of partner institutions for their commitment in CBHE projects as ECIU University partners considering the priorities and goals of the alliance.

The number of projects involving Erasmus Mundus funding for Joint Master Degrees (EMJMD) can seem a bit low in comparison to other project types (it is lower than e.g. KA2 Strategic partnerships for adult education and KA3 Support for policy reform). However, a total of 21 EMJMDs in existence within the ECIU University network is a good result considering the ambition and high level of commitment needed to set up and deliver the projects in the face of challenges relating to legislation, quality assurance, embedded mobility and the sheer level of trust involved in these types of projects.

Markers for best practice / success stories are EU badges that are given based on performance evaluation after the successful completion of the project. Projects are given points in this evaluation where the total will correspond to a scale level that indicates if a project has been satisfactorily completed or if it is indeed a success story. Considering that only a handful of projects are awarded this badge, it offers little to look deeper into those mechanisms in this report. Rather, one might suggest this as a topic for discussion as far as dissemination of best practice is concerned.

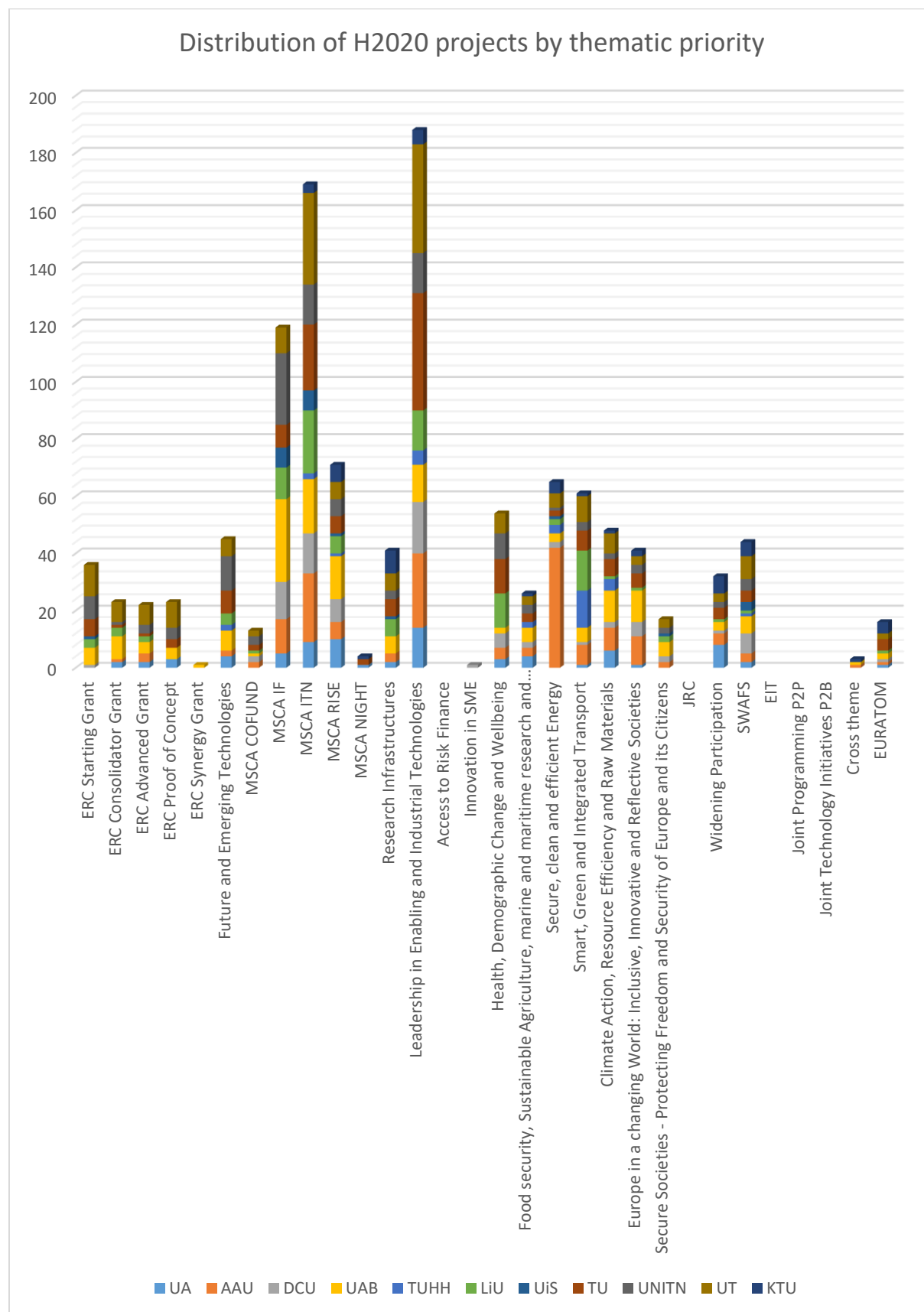
The other marker indicated in the activity description in the proposal is the already mentioned SDG11 marker. This was originally added in the project proposal as a follow up to the general focus area of the project itself, which is to sort challenges and micro modules under this heading for the pilot phase. As indicated earlier in this report, the main trouble with using this marker, is that there is no objective tagging device for it in the Commission, so we are left with tagging based on individual opinions. As SDG tagging of Erasmus+ projects is still not common practice, this will not be further commented in this report, but will be suggested for recommendation for follow-up work.

5.2 Horizon 2020 projects

The research grants offices in the ECIU University partner institutions have been instrumental in providing the necessary feedback for the Horizon 2020 project listings. In the following tables, we will show the distribution of granted projects first in total, then distributed across the three pillars of the programme: 1) Excellent Science, 2) Industrial Leadership and 3) Societal Challenges.

⁸ Decentralised actions are organized and funded by national agencies, and the arena of competition is national. Centralised actions are organized and funded by the Education and Culture Executive Agency (EACEA) on behalf of the European Commission and the arena of competition is European.

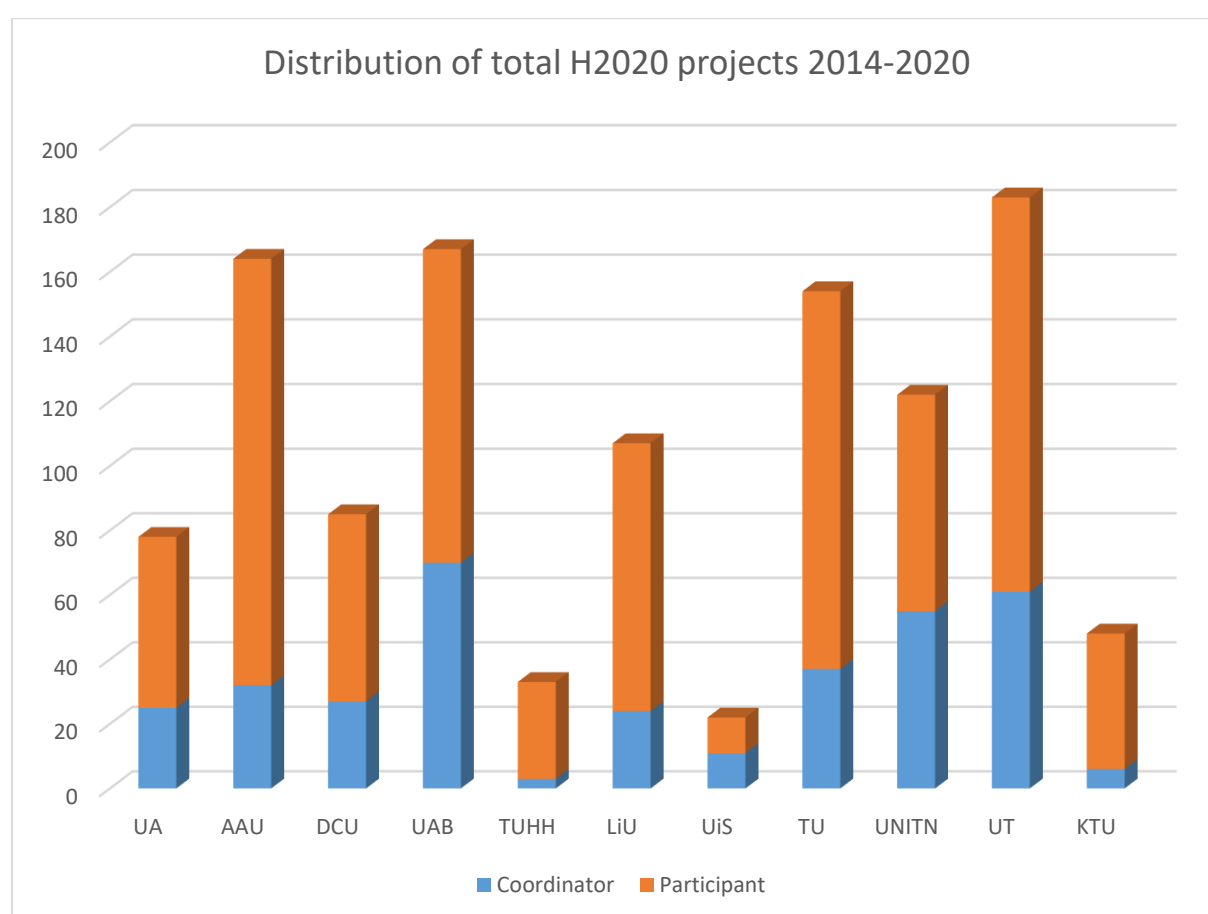
Figure 3: Distribution of Horizon 2020 projects 2014-2020



At first glance we will see that the main funding areas of Horizon 2020 among ECIU University partners are found in *Pillar 2 Industrial leadership* and *Pillar 3 Societal challenges*, where projects are distributed across a wide spectrum of themes. In *Pillar 1 Excellent science* we acknowledge the activity in ERC Grants, which hold high prestige for researchers and their institutions. However, the main project activity in this pillar is to be found in the Marie-Sklodowska Curie Actions (MSCA), where *Initial Training Networks* (ITN) outnumber *Individual Fellowships* (IF) and *Research and Innovation Staff Exchange* (RISE). ITNs are essentially a Horizon 2020 continuation of the 2009-2014 Erasmus Mundus Doctoral Courses programme, which operated in parallel with the Erasmus Mundus Masters' Courses to form high commitment consortia of joint doctoral training programmes. In 2014, the EMDC was lifted out of the new Erasmus+ programme and placed in Horizon 2020 to form a stronger connection with doctoral training in MSCA.

Furthermore, the ECIU University partner institutions profile themselves as young, entrepreneurial, research-driven institutions with a strong connection with industry and society. Thus, it is not surprising to see a strong interest in research funding for projects relating to emerging and enabling technologies, societal challenges and doctoral training.

Figure 4: Distribution of Horizon 2020 projects by institution



In this figure a simplified view of the total number of granted Horizon 2020 projects by partner shows quite a difference in activity at the partner institutions. Although there will likely be a variety of explanations for this distribution, it is interesting to see how some partners seem to have developed a large number of projects under one theme. One such example is AAU, which has 38 projects in *Societal challenges – Secure, clean and efficient energy*, and Tampere (TU) which has 31 projects under *Industrial Leadership – Leadership in Enabling and Industrial Technologies*.

Choosing to become a coordinator of a Horizon 2020 project is a big commitment, and requires a certain level of management and administrative capacity. As we can see from figure 4 above, some institutions seem to have unlocked a way to coordinate a large number of their project participation, e.g. UAB, UNITN and UT, which

coordinate not far from half of their total projects. It should be noted that the high number of projects with institutional coordination is also consistent with a high level of participation in the MSCA Individual Fellowships (IF) action, which is an individual grant, and not a collaborative project with many organizational partners.

The three following tables show the distribution of Horizon 2020 projects by pillar. Under each pillar the distribution of projects is presented according to each institution's performance. Again, the idea is not to present competition results, but rather to highlight the areas in which some institutions perform well and may have developed some capacity and/or expertise. These findings could prove useful for subsequent discussions on funding sources in the coming years.

Figure 5: Excellent science – by institution

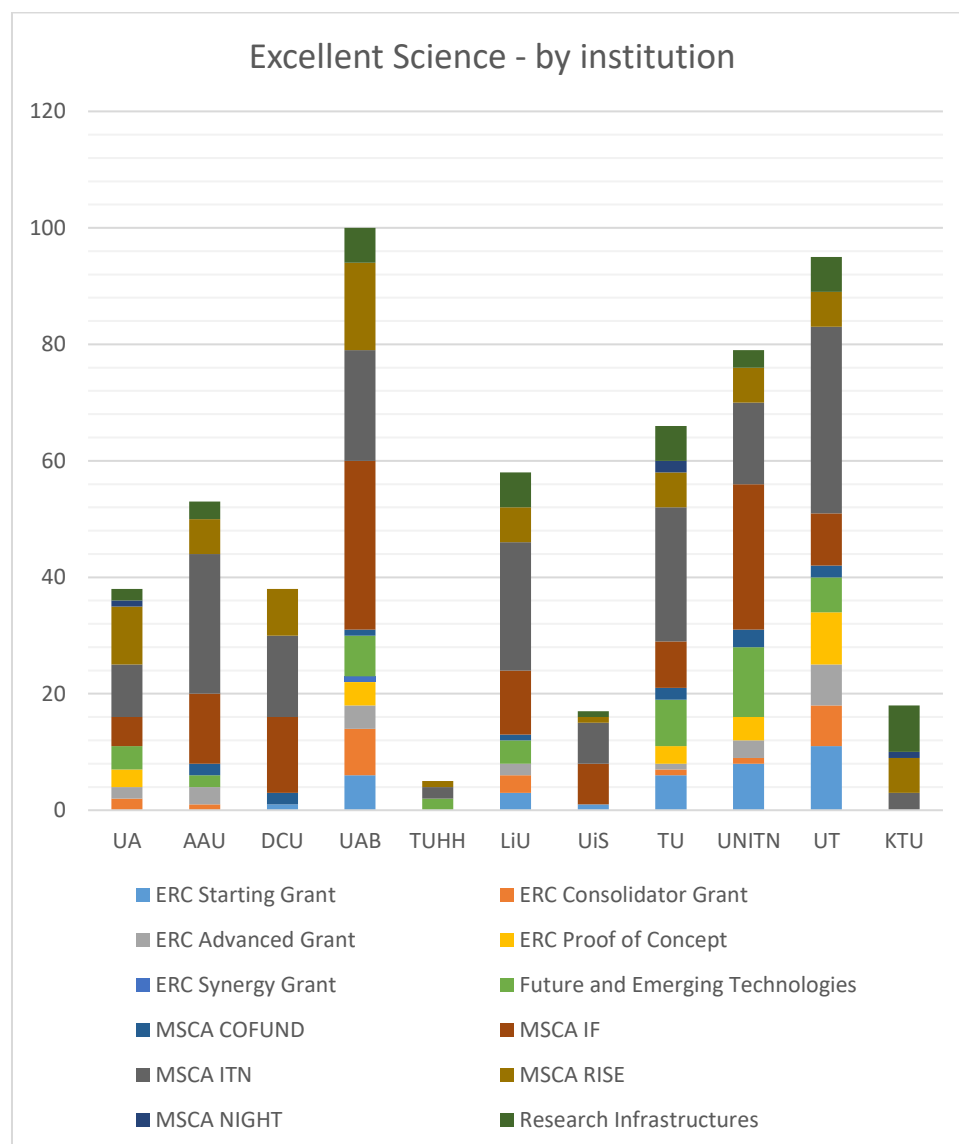
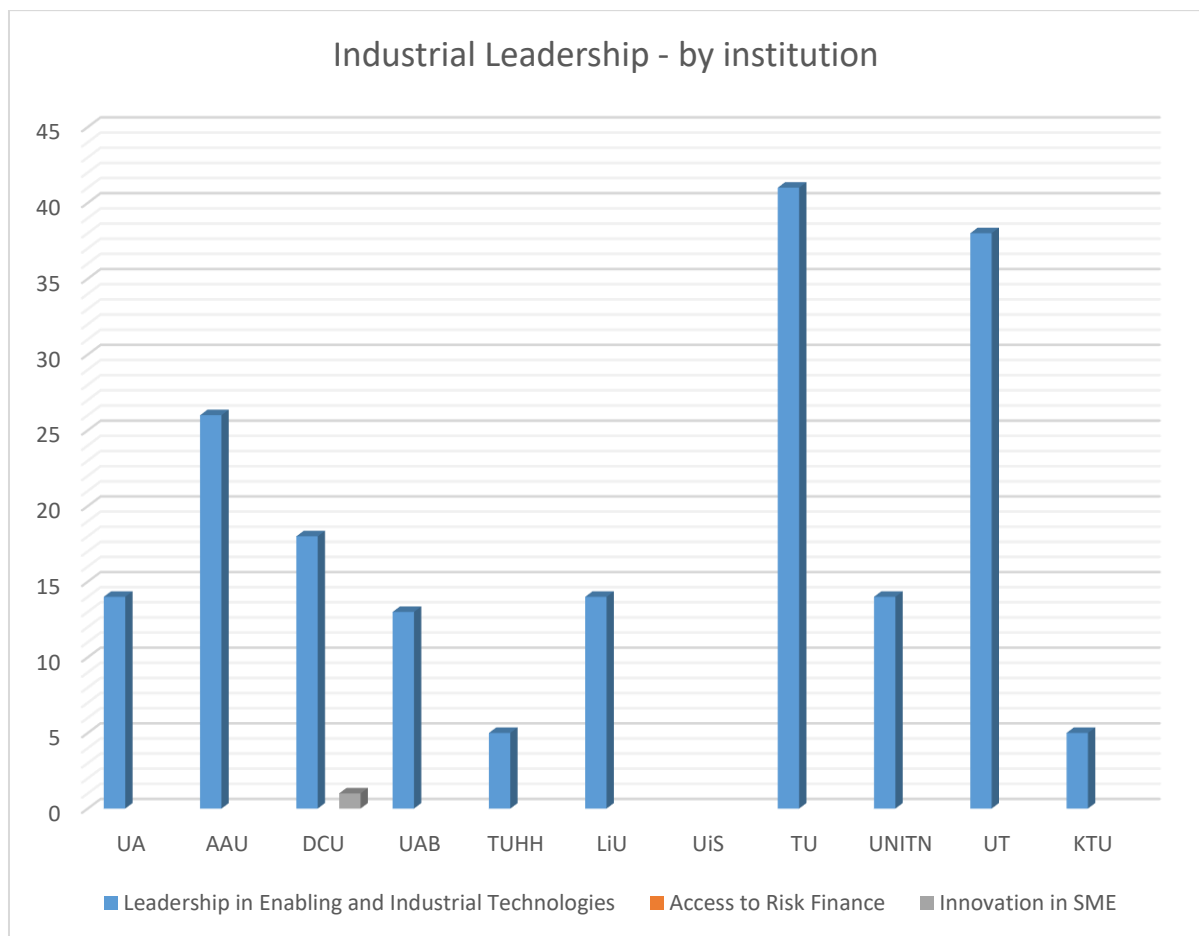
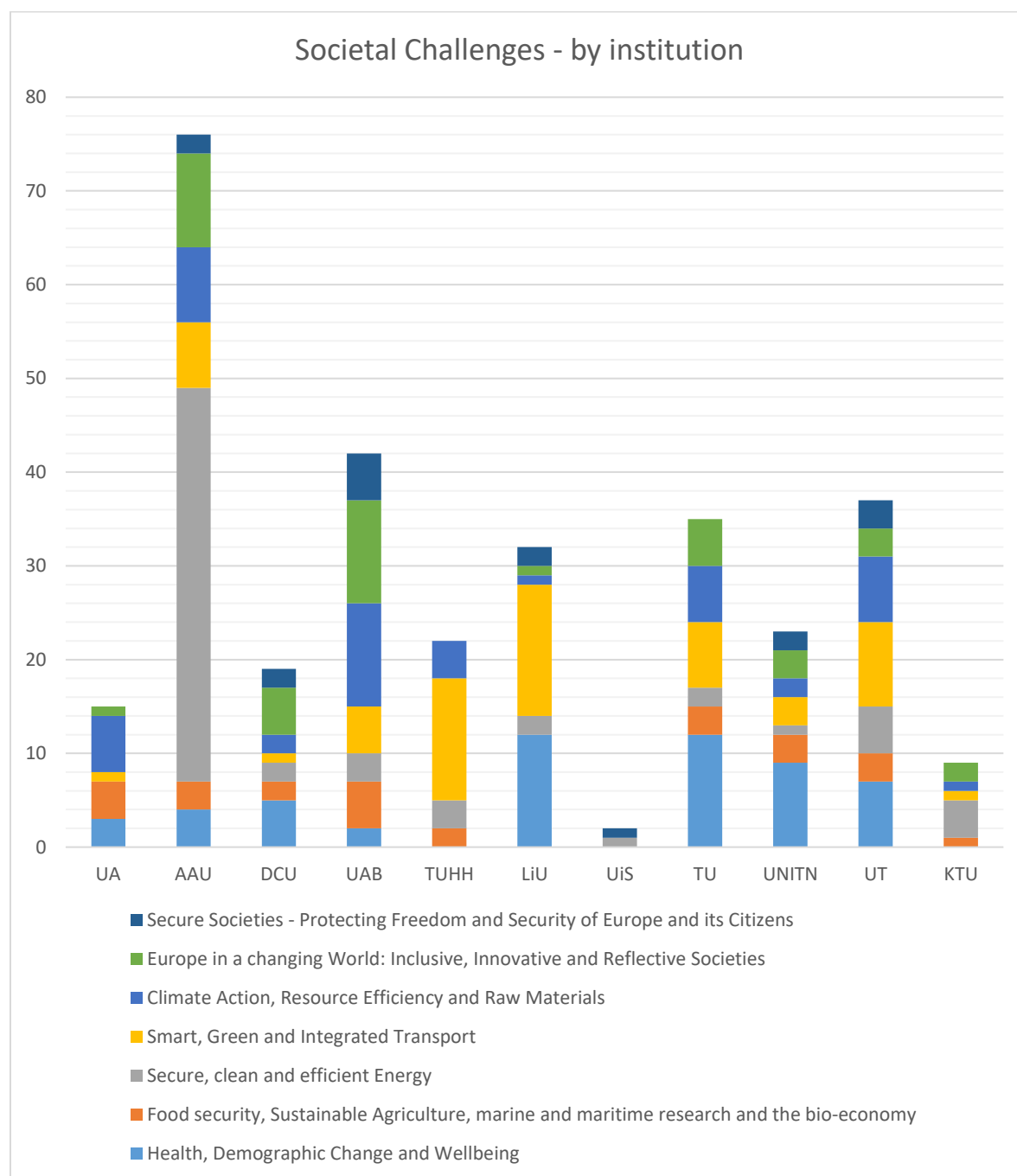


Figure 6: Industrial Leadership – by institution



The overview has not been broken down into the sub-topics of “Leadership in Enabling and Industrial Technologies”. This would be an exercise for future discussion if there is an interest in comparing these topics to other parts of engagement in the H2020 programme.

Figure 7: Societal Challenges – by institution



This pillar should be seen as one of the relevant contributions to putting the ECIU University objectives into practice. The immediate connection between calls to solve societal challenges and the challenge-based research, education and innovation in the ECIU University alliance makes this pillar quite interesting to use as a barometer. Key words here are energy, smart solutions, but also health and climate issues.

5.3 SDG tags and relevance

As mentioned in 4.1, the inexistent tagging of projects by the European Commission does not allow us to thoroughly evaluate how projects respond to SDGs and thus to solve global challenges. Research offices have graciously offered some initial points of view on the relationship between their concrete projects and SDG11 and

sub-categories. Nevertheless, due to the varying levels of detail in the input, it is difficult to use this systematically in this report for purposes of indicating an overall ECIU University perspective on this connection. As a general note, a high number of projects have been tagged with not only SDG11 relevance, but also with sub-categories indicating particular interest. Further explorations of these connections should be encouraged.

The interest in pillar 3 Societal Challenges and the focus on cooperation with enterprise partner of all kinds corresponds somewhat with the explicit institutional profiles of the ECIU University partner institutions. This is hardly a surprise, as both the battle for ERC funds offering positioning and prestige is hard to participate in for younger institutions.

6 Recommendations

Based on the above report of project funding from Erasmus+ and Horizon 2020 in the years from 2014-2020, a few recommendations will be given below to stimulate further work in this area:

- **SDG tagging:** A further exploration of the connection between EU-funded education, research and innovation projects and the SDG impact would facilitate an alignment of the ECIU University Vision 2030 with the 2030 UN agenda for sustainable development. This could be helpful as a strategic tool to support ECIU University alliance activities and goals. It is recommended that the alliance elaborate a system of tagging activities in the realm of project development building on the work done in quality assurance of challenges for CBL
- **Better data shows real impact:** The report shows mainly a set of statistical data which are extracted from open database sources such as the Horizon Dashboard and the Erasmus+ Projects Platform. The data from these sources can be used for more detailed, live representations of project activities in the alliance in the coming years. It is recommended to find a way to facilitate this extraction possibly adding other national and international funding schemes to provide much more detailed perspective on development activities, collaboration with industry and societal partners and the impact on society
- **Joint education and research network:** Development work to share information and experiences and pool expertise on external funding can only function in network-based collaboration in the alliance. The European Commission expects significant synergies from the new programme period, especially through the European Universities alliances. It is therefore recommended to not only strengthen the networks of research grant officers and Erasmus+ advisers, but even join forces and integrate services thereby enhancing impact. This is the main idea behind the Strategic European Projects Office, which is a final deliverable in the 7.3 activity.

7 Summary

The current report demonstrates the project funding activities of the ECIU University partner institutions based on their performance in the years before the start of the European Universities alliance. It is based on a survey that was carried out in the spring of 2020 and presents and analyses findings from the survey. The main part of the report seeks to offer insight into the actions most frequently accessed by ECIU University partners for external funding of European project cooperation and suggests that certain institutions and networks may have developed some expertise on specific actions and funding mechanisms. Notably, due to the lack of formal options for tagging projects with SDG11 relevance, the report provides little further insight into how institutions have aligned their cooperation projects with SDGs. It is suggested that this be followed up in further networking in the alliance.

8 Bibliography

There are no sources in the current document.

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